

# **M.A. (Education)**

**STRUCTURE&SYLLABUS**

**(2023-24 SESSION)**



*Choice Based Credit System (CBCS) with effect from  
the Academic Year 2023-2024*

**P.G. DEPARTMENT OF EDUCATION  
FAKIR MOHAN UNIVERSITY  
VYASAVIHAR, BALASORE – 756019**

## **Programme Outcomes (POs)**

- PO 1:** Create an understanding of concepts, theories, ideas and practices in Education and Psychology.
- PO 2:** Construct reflective and analytical skills and understanding of critical issues in Education
- PO 3:** Understand different facets of Educational policies and practices.
- PO 4:** Develop the ability to visualize, design, conduct and write research culminating in a Dissertation and academic writing.
- PO 5:** Build capacity to write book reviews, present seminar papers and make conference presentations.

## **Programme Specific Outcomes (PSOs)**

- PSO 1:** To prepare graduates to reflect critically on the theories, ideas and issues on education
- PSO 2:** To prepare graduates to carry out researches for development of the society
- PSO 3:** To prepare graduates to become a skilled teacher with requisite skills in ICT Integrated Pedagogy, essential skills in Guidance & Counselling.
- PSO4:** To prepare graduates to become an ambassador for social change by transmitting constitutional values i.e. 21<sup>st</sup> century skills among students.
- PSO5:** To enable the graduates to become a lifelong learner and volunteer to increase GER from elementary education to higher education.
- PSO6:** To enhance critical and logical thinking for solving various issues related to gender, caste, language, unemployment, poverty, nationalism and so on.

**MA EDUCATION SYLLABUS STRUCTURE 2022-23**

Year/ Sem.	Course Code	Course	Mark Distribution and Pass Mark						Credit
			Continuous Evaluation		Term End Exam.		Total Mark	Pass Mark	
			Full Mark	Pass Mark	Full Mark	Pass Mark			
<b>First Year 1<sup>st</sup> Sem.</b>	MEDN-101	Philosophical Foundations of Education	40	16	60	24	100	40	4
	MEDN-102	Advanced Educational Psychology	40	16	60	24	100	40	4
	MEDN-103	Methodology of Educational Research	40	16	60	24	100	40	4
	MEDN-104	History of Education in India	40	16	60	24	100	40	4
	MEDN-105	Academic Writings, Book Review, and Seminar Presentation	--	--	--	--	100	40	4
	MEDN-106	Field Visit to Sites of Learning	--	--	--	--	50	20	2
<b>TOTAL:</b>							<b>550(400+150)</b>	<b>220(160+60)</b>	<b>22</b>
<b>First Year 2<sup>nd</sup> Sem.</b>	MEDN-201	Sociological Foundations of Education	40	16	60	24	100	40	4
	MEDN-202	Educational Technology & ICT	40	16	60	24	100	40	4
	MEDN-203	Assessment and Evaluation in Education	40	16	60	24	100	40	4
	MEDN-204	Pedagogy of School Subjects (Any One) – English/ Odia/ Social Studies	40	16	60	24	100	40	4
	MEDN-205	Guided Teaching	--	--	--	--	50	20	2
	MEDN-206	Research Proposal	--	--	--	--	50	20	2
	MEDN-207	Psychological Testing	--	--	--	--	50	20	2
<b>TOTAL</b>							<b>550(400+150)</b>	<b>220(160+60)</b>	<b>22</b>

<b>2<sup>nd</sup></b>	MEDN	Statistics in	40	16	60	24	100	<b>40</b>	<b>4</b>
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<b>Year</b> <b>3<sup>rd</sup></b> <b>Sem.</b>	-301	Education							
	MEDN -302	Special Paper: <b>(Any Two)</b> a. School Education -I b. Higher Education -I c. Teacher Education -I d. Guidance & Counselling –I	40+40	16+16	60+60	24+24	100+100	<b>40+40</b>	<b>4+4</b>
	MEDN -303 (CBCS)	Contemporary Issues and Concerns in Education	40	16	60	24	100	<b>40</b>	<b>4</b>
	MEDN -304	School Internship	--	--	--	--	50	<b>20</b>	<b>2</b>
	MEDN -305	Tool Development	--	--	--	--	50	<b>20</b>	<b>2</b>
	MEDN -306	Seminar Presentation	--	--	--	--	50	<b>20</b>	<b>2</b>
			<b>TOTAL</b>				<b>550(400+150)</b>	<b>220(160+60)</b>	<b>22</b>
<b>2<sup>nd</sup></b> <b>Year</b> <b>4<sup>th</sup></b> <b>Sem.</b>	MEDN -401	Curriculum Planning and Development	40	16	60	24	100	40	4
	MEDN -402	Inclusive Education	40	16	60	24	100	40	4
	MEDN -403	Special Paper: <b>(Any Two)</b> a. School Education -II b. Higher Education -II c. Teacher Education -II d. Guidance & Counselling -II	40+40	16+16	60+60	24+24	100+100	40+40 .0 .0	4+4
	MEDN -404	ICT Practicum	--	--	--	--	50	20	2
	MEDN -405	Dissertation	--	--	--	--	100	40	4
				<b>TOTAL</b>				<b>550(400+150)</b>	<b>220(160+60)</b>
			<b>GRAND TOTAL</b>				<b>2200 (1600+600)</b>	<b>880 (640+240)</b>	<b>88</b>

## Regulations of M.A (Education) Examinations

w.e.f. 2023-24 Session

1. The University will conduct the semester-end examination in every semester. The time of examination shall be decided by the Examination Committee of the University.
2. The examination will be conducted by means of Written Test (for Theory Papers) and test of Practical (for Practical Papers) and shall be in accordance with such instruction as may be decided and issued by the Universities concerned.
3. The examinations will be opened to the candidates who have been duly selected as per the approved admission guidelines of the Department/Universities and admitted into the course.
4. The candidates who have prosecuted their Courses of Study by attending both theory and practical classes thereby securing not less than 75% attendance in each paper (60% on production of Medical Certificate) and have successfully completed the required number of practical assignments duly assessed internally and fulfilling all other required conditions in order to be declared eligible for the semester-end examination by the Head of Departments/ University
5. The medium of instruction and examination in all the courses will be English except Pedagogy of Odia
6. There will be internal and external assessment in the papers in the ratio of 40:60 respectively. Each theory paper consists of four units and irrespective of the credit hours assigned, will be of 100 marks, out of which, 40 will be internal marks (continuous evaluation) and 60 will be end term examination marks.
7. The examination will be conducted as per CBCS pattern with 10 mark-Quiz Test(01) for 1<sup>st</sup> Unit, 20mark Mid-Term(01) for 1<sup>st</sup> and 2<sup>nd</sup> Unit 10 marks-Quiz(02) for 3<sup>rd</sup> Unit,10 mark-Assignment for 4<sup>th</sup> Unit. But the best one out of two Quiz test to be taken. There will be three components of internal evaluation – Quiz, Mid Term Written Test and Home Assignment as per the details below.

Component	Unit(s)	Marks	Remarks
Quiz – I	I	10	Best of the two quizzes will be considered
Quiz – II	III	10	
Mid Term (Written)	I & II	20	There will be no internal evaluation for the last unit (V)
Home Assignment	IV	10	
<b>Total</b>	<b>I – IV</b>	<b>40</b>	<b>Q – 10 + HA – 10 + MT – 20</b>

8. The dissertation will be assessed jointly by both internally & externally and others practicum assessed internally. The viva-voce examination will be conducted by an external examiner along with respective supervisors.
9. To Pass the M.A (Education) Examination, a candidate must obtain.
  - i. At least 40% marks in the internal and external assessment separately
  - ii. At least 40% marks in the aggregate in each theory paper including the internal assessment.
  - iii. At least 40% marks in the aggregate based on marks of all the theory papers.

- iv. At least 50% marks in the practical work.
  - v. At least 50% marks in the dissertation and viva- voce separately.
10. If a candidate has obtained less than 40% marks in the aggregate but not less than 38% marks and has obtained at least 33% marks in each theory paper in semester/end examinations, he/she shall have to appear in the supplementary examination in not more than one theory paper for passing the examination. The choice of theory paper in such a case shall be that of the candidate himself/herself.
  11. In case a candidate fails to obtain 33% marks in more than one theory papers in semester-end examination, or get less than 38% marks in the aggregate, he will be deemed to have failed the examination. In order to pass the examination, he will have to reappear in all theory papers in the next semester-end examination.
  12. candidate who has failed in the dissertation only but obtains not less than 40% marks in aggregate of other papers may be permitted by the HoD in consultation with teachers concerned to resubmit his dissertation either after due revision or on a fresh topic within a period fixed by the HoD in consultation with teachers concerned.
  13. The divisions will be calculated on the basis of total marks obtained in all the semester-end and internal examinations.
  14. At the final qualifying examination, award of Division shall be considered out of 2200 marks (550 in each semester for four semesters). In award of class, marks obtained by a candidate, both in theory and practical papers, in all the four semesters (internal and external assessment) shall be taken into consideration. Class shall be awarded as per the following:
    - First Class : 1320 marks and above (60% and above)
    - Second Class: 1100 to 1319 marks (50% and above but below 60%)
  15. All other conditions for conduct of examination and declaration of result shall be determined by the concerned University as per their regulations and statute.

**DETAILED SYLLABUS OF M.A. IN EDUCATION**

**FIRST YEAR  
SEMESTER – I**

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN- 101	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	4	40	60	100

<b>Objective</b>	The basic objectives of this course is to acquaint the learners about the <i>meaning, nature, characteristics and different branches of Philosophy, relationship between Philosophy and Education, Educational thoughts of Indian and Western Philosophy, Western and Eastern Philosophies of education, the characteristics of Indian Philosophy</i>
<b>Pre-Requisites</b>	Knowledge of Common philosophical thoughts
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b>At the end of the course the students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Describe different schools of Western and Indian philosophy.</li> <li>▪ Compare Indian and Western philosophy.</li> <li>▪ Describe the philosophical ideas advanced by Western and Indian thinkers.</li> <li>▪ Construct his own philosophical perspective based on different philosophers and different schools of philosophy.</li> </ul>
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**Detailed Syllabus**

Units	Topics	Hours
<b>I</b>	<p><b>Philosophical Perspectives in Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Education: Concept, Nature, Scope &amp; Modes</li> <li><input type="checkbox"/> Philosophy and Educational Philosophy: Meaning, Nature and Scope</li> <li><input type="checkbox"/> Objectives and Importance of Studying Educational Philosophy</li> <li><input type="checkbox"/> Branches of Philosophy- Metaphysics, Epistemology, Axiology and their relevance to education</li> <li><input type="checkbox"/> Relationship between Philosophy and Education</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Philosophical and Educational Thoughts of Great Thinkers</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Western Philosophers –Plato, J.J. Rousseau, John Dewey, and their Contributions to the theory and practice of education</li> <li><input type="checkbox"/> Eastern Philosophers – Gandhi, Tagore, Vivekananda, Sri Aurobindo, J. Krishnamurthy, Gopabandhu Das and their Contributions to the theory and practice of education</li> </ul>	<b>16</b>
<b>III</b>	<p><b>Western Schools of Philosophy and Education:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Idealism</li> <li><input type="checkbox"/> Realism</li> <li><input type="checkbox"/> Naturalism</li> <li><input type="checkbox"/> Pragmatism</li> </ul>	<b>16</b>

	<input type="checkbox"/> Existentialism	
<b>IV</b>	<b>Indian Schools of Philosophy</b> <input type="checkbox"/> Indian Philosophy: Meaning and Characteristics <input type="checkbox"/> Orthodox School: Sankhya-Yoga, Vedanta-Mimansa, special reference to knowledge, Reality, Values and their educational Implications <input type="checkbox"/> Heterodox School: Buddhism, Jainism with special reference to knowledge, Reality, Values and their educational Implications	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Brubacher, John. S., *Modern Philosophies of Education*. New York, USA: McGraw Hill Book Company. Inc.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersey, USA: Pearson.
- Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John Wiley and Sons, Inc.
- Nayak, B.K. *Text Book of Foundation of Education*. Cuttack, Odisha: KitabMhal.
- Noddings, N. (2012). *Philosophy of Education (Third Edition)*. Colorado, USA: Westview Press.
- Ross, James S., *Ground Work of Educational Theory*. London, U.K: Oxford University of London Press Ltd.
- Rusk, Robert R., *Philosophical Bases of Education*, London, U.K: Oxford University of London Press Ltd.
- Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House,
- Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers
- Bigge, Morris, L. *Educational Philosophies for Teachers*. Columbus, USA: Charles E. Merrill Publishing Co.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Butler J. Donald, *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.
- Matheson, David (2004). *An Introduction to the study of education* (2<sup>nd</sup> edition). David Fulton Publish.
- Nayak, B.K. *Text Book of Foundation of Education*. Cuttack, Odisha: KitabMhal.
- Noddings, N. (2012). *Philosophy of Education (Third Edition)*. Colorado, USA: Westview Press.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*. Boston, USA: Allyn & Bacon.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- Premnath, *Bases of Educations*. Delhi, India: S. Chand and Co.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.
- Wingo, G. Max, *Philosophies of Education*. New Delhi: Sterling Publishers.

### Web Sources:

- <http://www.educacao.pro.br/links.htm>: Encyclopedia of Philosophy of Ed.
- <http://www.siu.edu/~dewyctr/>: The Center for Dewey Studies
- <http://www.plato.stanford.edu/>: Stanford Encyclopedia of Philosophy





Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-102	ADVANCED EDUCATIONAL PSYCHOLOGY	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the contribution of different schools of psychology to education, various theories of learning with their educational implications, concepts and theories of motivation, concept of growth and development and underlying theories with educational implications, concept, theories and measurement of intelligence, process of thinking, problem solving and creativity and underlying theories, concept, theories and assessment of personality.
<b>Pre-Requisites</b>	Knowledge of Educational Psychology, Learning, Creativity & Personality
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcome</b>	<p><b>At the end of the course the students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Justify the need for studying educational psychology for a teacher.</i></li> <li>▪ <i>explain various theories of learning with their educational implications</i></li> <li>▪ <i>explain the concepts and theories of motivation</i></li> <li>▪ <i>elaborate the concept of growth and development and underlying theories with educational implications</i></li> <li>▪ <i>Explain different theories of intelligence and explore strategies to facilitate intellectual development.</i></li> <li>▪ <i>explain the process of thinking, problem solving and creativity and underlying theories</i></li> <li>▪ <i>describe the concept, theories and assessment of personality.</i></li> <li>▪ <i>Summarize different developmental stages and explore age appropriate educational strategies for holistic development of personality.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Education and Psychology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, nature and scope of Educational Psychology</li> <li><input type="checkbox"/> Psychology and Education – relationship&amp; Role of the Teacher</li> <li><input type="checkbox"/> Schools of Psychology: Behaviorism, Cognitivism, Humanistic Psychology and Constructivism</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Human Development and the Developmental Process</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical, cognitive, social, emotional and Moral development of the child and the adolescent</li> <li><input type="checkbox"/> Needs, problems and developmental tasks of adolescents</li> </ul>	<b>16</b>

	<ul style="list-style-type: none"> <li>□ Learner Development: Piaget's stages of Cognitive Development, Vygotsky's Socio Cultural Development, Erickson's psychosocial development and Kohlberg's Moral Development</li> </ul>	
<b>III</b>	<p><b>Understanding Learner and Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concept, and nature of Learning and Learning Process Theories of learning; Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning and Learning by insight.</li> <li>□ Concept of Motivation, types, and its techniques.</li> <li>□ Individual difference: Concept, types, factors affecting individual difference and role of teacher</li> <li>□ Bruner's theory of instruction, Gagne's Hierarchy of Learning, Bandura's social learning theory.</li> </ul>	<b>16</b>
<b>IV</b>	<p><b>Personality, Intelligence &amp; Creativity</b></p> <ul style="list-style-type: none"> <li>□ Personality – Meaning and nature; type and Trait Theories: ( Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) Assessment of personality(Subjective, Objective and Projective)</li> <li>□ Adjustment, Defence Mechanism, Mental Hygiene and mental health, Stress management</li> <li>□ Intelligence - Meaning, nature, Theories( Guilford &amp; Gardner) and measurement</li> <li>□ Creativity - Meaning, nature and measurement, Development of creative ability.</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

**Suggested Reading:**

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). *Mental health in the class room*. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J., (1997). *Psychology applied to teaching*. New York: Houghton Mifflin.
- Bigge, M.L., *Psychological foundations of education*, Harper and Row, New York, 1985.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dececco, J.P. & Crawford, W.R. (1997). *Psychology of learning and institution*. New Delhi: Prentice Hall of India.
- Good T., (1990). *Educational psychology*. Longman, New York, 1990.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- Mouly, G.J. (1982). *Psychology for teaching*. Allyn & Bacon, Boston.
- Rothstein, P.R. (1990). *Educational psychology*. New York: McGraw Hill.
- Salvin, R. (1990). *Educational psychology: theory into practice*, N.J.: Prentice hall, Englewood Cliffs,
- Sprint hall, R.C. & Sprint hall, N.A., (1990). *Educational psychology, development approach*, New York: McGraw Hill.
- Woolfolk, A. (2015). *Educational psychology (9<sup>th</sup> Ed.)*. New Delhi: Pearson Publication

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-103	METHODOLOGY OF EDUCATIONAL RESEARCH	4	40	60	100

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<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>meaning, nature, type and scope of educational research, research problem, write review of literature and formulate hypothesis, various research methods and procedure, sampling design and prepare tools for research, research proposal and research report, references, and bibliographies</i>
<b>Pre-Requisites</b>	Knowledge of Research Methods, Sampling & Reporting
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b>At the end of the course the students will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explain the meaning, nature, type and scope of educational research.</i></li> <li><input type="checkbox"/> <i>State research problem, write review of literature and formulate hypothesis</i></li> <li><input type="checkbox"/> <i>Explain the various research methods and procedure</i></li> <li><input type="checkbox"/> <i>Choose appropriate sampling design and prepare tools for research</i></li> <li><input type="checkbox"/> <i>Write research proposal and research report, references, and bibliographies</i></li> <li><input type="checkbox"/> <i>Classify different types of research and design strategies to conduct research.</i></li> <li><input type="checkbox"/> <i>Design different tools and techniques for conducting research.</i></li> <li><input type="checkbox"/> <i>Summarize research studies to develop rationale for research study.</i></li> <li><input type="checkbox"/> <i>Formulate hypothesis and test hypothesis by using different statistical techniques.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Introduction to Educational Research</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational research: Meaning , nature, scope</li> <li><input type="checkbox"/> Scientific Methods: Meaning, characteristics and steps</li> <li><input type="checkbox"/> Types of Educational Research: Quantitative and Qualitative; Basic, Applied and Action; Experimental, Historical, Survey and Exploratory</li> </ul>	<b>16</b>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of Research Problem: Steps and sources</li> <li><input type="checkbox"/> Review of literature: Purpose and sources, steps</li> <li><input type="checkbox"/> Hypothesis: Meaning, purpose, characteristics and types</li> </ul>	
<b>II</b>	<b>Research Methods and Procedure</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive method: Meaning, purposes, types and processes</li> <li><input type="checkbox"/> Experimental method: Meaning, characteristics, designs, internal and external validity</li> <li><input type="checkbox"/> Historical research: Meaning, purpose and processes</li> <li><input type="checkbox"/> Case study: Meaning, purpose and processes</li> <li><input type="checkbox"/> Ethnographic Study: Meaning, purpose and processes</li> </ul>	<b>16</b>
<b>III</b>	<b>Sampling, Tools &amp; Techniques ,Data Collection and Analysis</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling)</li> <li><input type="checkbox"/> Data: Meaning, types and sources</li> <li><input type="checkbox"/> Tools and Techniques of data collection: Interview, Observation, Rating Scale, Questionnaire and Focus Group Discussion(FGD)</li> <li><input type="checkbox"/> Analysis and Interpretation of Qualitative and Quantitative data</li> </ul>	<b>16</b>
<b>IV</b>	<b>Research proposal and Report Writing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Steps of writing a good research proposal</li> <li><input type="checkbox"/> General format of the Research Report: Style and Formats, Typing and Editing of the Research Report</li> <li><input type="checkbox"/> References and Bibliographies, Use of Reference Management tools</li> <li><input type="checkbox"/> Ethical issues in Research and Publication</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Ary, D., Jacobs L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. and Kahn, J. V. (2006). *Research in education* (9<sup>th</sup> Ed.) New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and techniques of social research*. Himalaya Publishing House, New Delhi.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: choosing among five approaches*. London: SAGE Publication.
- Creswell, J.W. (2014). *Educational research-planning, conducting and evaluating quantitative and qualitative research* (4<sup>th</sup> Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt. Ltd.)
- Gay, L.R. (1990). *Educational research-competencies for analysis and application* (3<sup>rd</sup> Ed.), Macmillan Publishing Company, New York.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of behavioural research*. New York: Holt Rinehart & Winston.
- Rao, U. (2007). *Action research*. Himalaya Publishing House, New Delhi.

Borg, W.R. & Gall, M.D. (1989). *Educational research: An introduction*. New York: Longman.

Corey, S. M. (1953), *Action research to improve school practice*, New York: Teachers College Press

Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative, and mixed approaches*. London: Sage Publication

McMillan, J.H. & Schumacher, S. (1989). *Research in Education- a Conceptual Introduction*. New York: Harper Collins.

Mertler, C.A. (2006). *Action research: teachers as researchers in the classroom*. London: Sage Publication

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-104	HISTORY OF EDUCATION IN INDIA	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>education system in various periods of history, changing pattern of education system from time to time, role of commissions and committee in shaping the present education system, various policies and programmes of education in India.</i>
<b>Pre-Requisites</b>	Knowledge of Developments of Education, Policy & Programmes of Education
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b>At the end of the course the students will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trace the developmental history of education and check its relevance for the present.</li> <li><input type="checkbox"/> Critique policies and practices of education during pre-independence and post-independence period.</li> <li><input type="checkbox"/> Generate new ideas for implementing educational policies and improving educational practices.</li> <li><input type="checkbox"/> Elaborate the changing pattern of education system from time to time</li> <li><input type="checkbox"/> Describe the role of commissions and committee in shaping the present education system</li> <li><input type="checkbox"/> Explain the various policies and programmes of education in India</li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Development of Education in ancient and Medieval Period</b> Development of education in ancient India: Vedic, Buddhist and Medieval Period with special reference to aims, administration, structure and organisation of education , centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher and students.	16
<b>II</b>	<b>Development of education in pre Independent India</b> <input type="checkbox"/> Charter Act 1813 and 1833 and Oriental – Anglicist controversy <input type="checkbox"/> Macaulay’s Minute, 1835 <input type="checkbox"/> Woods Dispatch,1854 <input type="checkbox"/> Hunter Education Commission,1882 <input type="checkbox"/> Calcutta University Education Commission ,1917 <input type="checkbox"/> Sargent Report,1944	16
<b>III</b>	<b>Development of Education in post Independent India</b> <input type="checkbox"/> University Education Commission, 1948-49 <input type="checkbox"/> Secondary Education Commission, 1952-53 <input type="checkbox"/> Education Commission ,1964-66 <input type="checkbox"/> National Knowledge Commission-2006	16
<b>IV</b>	<b>Policies and Programmes of Education in India</b> <input type="checkbox"/> NPE-1986 and Revised POA1992 <input type="checkbox"/> NEP - 2020 <input type="checkbox"/> Sarva Siksha Abhiyan & Samagra Shiksha Abhiyan(SSA) <input type="checkbox"/> Rashtriya Madhyamik Siksha Abhiyan (RMSA) <input type="checkbox"/> Rashtriya Uchchatar Shiksha Abhiyan (RUSA) <input type="checkbox"/> Right to Education( RTE) Act 2009 <input type="checkbox"/> National Programme of Nutritional Support to Primary Education (NPNSPE) <input type="checkbox"/> District Primary Education Projection (DPEP)	16
<b>Total</b>		<b>64</b>

### Suggested Readings

- Aggarwal, J.C. (2010). *Landmarks in the history of modern Indian education (7th Ed)* New Delhi: Vikash Publishing Pvt. Ltd.
- Das, K.K. (1993). *Development of education in India.*New Delhi: Kalyani Publishers
- Dash,B.N.(1991).*Development of education in India.* New Delhi: Ajanta Prakashan
- Key, F. E. &Mitra, Sukumar (1978).*A history of education in India.*New Delhi: Oxford University Press
- Mukherjee, R.K. (1988). *Ancient Indian education.*NewDelhi:MotilalBanarsidass
- Mukherjee, R.K. (1989).*The Gupta Empire.* New Delhi:MotilalBanarsidass
- Naik, J.P. &Narullah, S. (1996). *A student’s history of education in India.*New Delhi: McMillan India Ltd
- Rawat, P.L. (1989). *History of Indian education* New Delhi: Ram Prasad & Sons.
- Ghosh, S.C. (1989). *Education policy in India since warren Hastings,* Calcutta: N-Prakashan.
- Altekar, A.S. (1934), *Education in ancient India,* Banaras: Indian book Shop.
- Das Gupta, S.N. (1988). *A history of Indian philosophy.*(5 Vols.) Delhi: MotilalBanarasiDass.
- MHRD, GOI (1986). *National policy on education.* New Delhi: The Author
- MHRD, GOI (1993). *Learning without burden.*Yashpal Committee Report (1993). New Delhi: The Author
- Ministry of Education, GOI (1964-66). *Education and national development.*(Report of education commission (1964-66). New Delhi: The Author

Sen, Bimal (1989). Development of technical education in India and state policy-a historical perspective. *Indian Journal of History of Science*, 24 (2): 224-248, Indian National Science Academy.

Sen, S.N. (1988). Education in ancient and medieval India. *Indian Journal of History of Science*, 23 (1): 1-32.

Shanker, Uday (1984). *Education of Indian teachers*. New Delhi: Sterling Publishers Pvt. Ltd.

Singh.R.P. (1970). *Education in ancient and medieval India*. Delhi: Arya Book Depot.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
<b>MEDN-105 (PRACTICAL)</b>	<b>ACADEMIC WRITINGS, BOOK REVIEW, AND SEMINAR PRESENTATION</b>	4	100	--	100

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the process of academic writings, book review, and seminar presentation.
<b>Course Outcomes</b>	<b>At the end of the course the students will be able to:</b> <input type="checkbox"/> Produce academic writings and book reviews. <input type="checkbox"/> Prepare seminar papers and present the same in the group.

(In this paper evaluation shall be done by Internal Examiners)

### COMPONENTS OF EVALUATION (TOTAL MARKS: 100)

- 1) Academic Writing (20 Marks): Each student shall write at least one article (theme based/ research/ popular writings for news papers)
- 2) Review of Books and Articles (20 Marks): Each student shall review at least 10 articles.
- 3) Referencing (APA Style) (20 Marks): Each student shall write the references of the articles he/she reviewed.
- 4) Seminar Presentation (40Marks): Each student shall write and present two seminars in open house through PPT.
- 5) Each student shall submit record of the above areas in the department.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
<b>MEDN-106 (PRCATIONAL)</b>	<b>FIELD VISIT TO SITES OF LEARNING</b>	2	50	--	50

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the importance of field visit to sites of learning
<b>Course Outcomes</b>	<b>At the end of the course the students will be able to:</b> <input type="checkbox"/> Organize field visits to sites of learning. <input type="checkbox"/> Generate field visit reports and present the same in the group.

Each student shall visit any sites of learning according to his/her choice. The sites of learning includes: any educational institutes, educational administrative offices. Each student is required to collect detailed data about that institute and prepare a report on it. The evaluation shall be done by internal examiners. Distribution of marks shall be as follows.

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Report	25
2	Presentation of Report:	10
3	Viva-voce Test :	15
	<b>Total</b>	<b>50</b>

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## SEMESTER – II

Sub. Code	Subject Name	Credits	Internal Marks	External Marks	Total Marks
MEDN-201	<b>SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	4	40	60	100

<b>Objective</b>	The basic objectives of this course is to acquaint the learners about the <i>meaning and Nature of Sociology and Educational Sociology, Relationship between Sociology and Education, various approaches to Sociology of Education and Theories of social movements, social structure, Social change and socialization process and its relation with education, Understand the National Values as enshrined in the Indian Constitution</i>
<b>Pre-Requisites</b>	Knowledge of social structure & socialization process
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b>At the end of this course the student will be able to :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explain the meaning and Nature of Sociology and Educational Sociology</i></li> <li><input type="checkbox"/> <i>State the Relationship between Sociology and Education</i></li> <li><input type="checkbox"/> <i>Explain the various approaches to Sociology of Education and Theories of social movements</i></li> <li><input type="checkbox"/> <i>Explain the social structure, Social change and socialization process and its relation with education</i></li> <li><input type="checkbox"/> <i>Understand the National Values as enshrined in the Indian Constitution</i></li> <li><input type="checkbox"/> <i>Justify the sociological foundation of education.</i></li> <li><input type="checkbox"/> <i>Describe different theories and thoughts of sociological thinkers.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Sociology and Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept: Sociology of Education and Educational Sociology</li> <li><input type="checkbox"/> Interrelationship between Sociology and Education</li> <li><input type="checkbox"/> Functions of Education in Society (Assimilation and transmission of culture/traditions, Development of new social patterns, Activation of constructive and creative forces)</li> </ul>	<b>16</b>

	<input type="checkbox"/> Education as a social sub-system and various other sub-systems of the society – Home, Community, State and Religion	
<b>II</b>	<b>Approaches to Sociology of Education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory</li> <li><input type="checkbox"/> Concept of Social Movements</li> <li><input type="checkbox"/> Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory</li> </ul>	<b>16</b>
<b>III</b>	<b>Education, Society and Culture</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social Structure, Social Stratification and Social Mobility and their Impact on Education</li> <li><input type="checkbox"/> Equality of Educational Opportunities</li> <li><input type="checkbox"/> Education, Social Change and Social Control</li> <li><input type="checkbox"/> Relationship between culture and education</li> <li><input type="checkbox"/> Education for Sustainable Development</li> </ul>	<b>16</b>
<b>IV</b>	<b>Socialization and education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribution of thinkers: Paulo Freire, Wollstonecraft, NelNoddings, Savitribai Phule and Fakir Mohan Senapati to the development of education and social change</li> <li><input type="checkbox"/> National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to education</li> <li><input type="checkbox"/> Concept of Urbanization, Westernization and Modernization and their educational implications.</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Commode Anand, C.L. et.al. (Ed.) (1983). Teacher and Education in Emerging in Indian Society. New Delhi: NCERT.
- Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge.
- Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge: Polity Press.
- Coser, L.A. (1996). *Masters of Sociological Thoughts Ideas in Historical and Social Context*. Jaipur: Rawat Pub.
- Delor, J. (1996). *Learning: The Treasure Within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin
- Gore, M. S., Desai, I.P. and Chitnis, S. (Eds.). (1967). *The Sociology of Education in India*. New Delhi : National Council of Educational Research and Training.
- Illich, I. (1996). *Deschooling Society*. MarionBoyers, London.
- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.
- Apple, M.W. (2007). *Whose Markets, Whose Knowledge?* In Sadovnik, A.R. (Ed.) *Sociology of Education A Critical Reader*. New York: Routledge.
- Aron, Reymond (1965-67). *Main Currents in Sociological Thought*. Vol.I and II, Penguin.
- Collins, R. (2007). *Functional and Conflict Theories of Educational Stratification*. In Sadovnik, A.R. (Ed.) *Sociology of Education A Critical Reader*. New York: Routledge.
- Cooley, Charles Horton (1966). *Social Process*. Carbondale: Southern Illinois University Press.
- Fletcher, R. (1971): *The Making of Sociology, Vol. I and II*. London: Michael Joseph Ltd.
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). *Understanding Classical Sociology - Marx, Durkheim and Weber*. London: Sage.

- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). Social Theory The Multicultural and Classical Readings. New Delhi: Rawat Pub.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir
- Ministry of Education (1966). Education and National Development. Report of the Education Commission 1964-66. New Delhi: MHRD.
- Sadovnik, A.R. (2007). Theory and Research in Sociology of Education. In Sadovnik, A.R. (Ed.). Sociology of Education A Critical Reader. New York: Routledge.
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishka Pub. Distributors.
- Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman.
- Tedesco, J.C. (1997). Thinkers on Education (V-1-4). Paris: UNESCO

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-202	<b>EDUCATIONAL TECHNOLOGY &amp; ICT</b>	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the concept of <i>Educational Technology &amp; ICT, Approaches to Educational Technology, Aspects of Teaching, process of Modification of teachers' behaviour, types of Teachings Models.</i>
<b>Pre-Requisites</b>	Knowledge of Technology, Teaching & Communication
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Use of ICT tools , Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Define the term Educational Technology &amp; ICT</i></li> <li><input type="checkbox"/> <i>Explain the various Approaches to Educational Technology</i></li> <li><input type="checkbox"/> <i>Describe the Various Aspects and Models of Teaching</i></li> <li><input type="checkbox"/> <i>Understand the process of Modification of teachers' behaviour</i></li> <li><input type="checkbox"/> <i>Adapt educational technology for self - development and practice teaching.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Introduction to Educational and Communication Technology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational Technology-Concept and Nature</li> <li><input type="checkbox"/> System Approaches to Educational Technology</li> <li><input type="checkbox"/> Meaning, Features, Process, and Principles of Communication Technology</li> <li><input type="checkbox"/> Types of Communication: Verbal and Non-Verbal</li> <li><input type="checkbox"/> Classroom Communication: Factors Affecting Classroom Communication</li> </ul>	16
<b>II</b>	<p><b>Behavioural and Instructional Technology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, Characteristics and Principles of Teaching, Maxims of Teaching</li> <li><input type="checkbox"/> Modification of Teaching Behaviour: Micro-teaching, Flander's Interaction Analyses, Simulation</li> <li><input type="checkbox"/> Programmed Instruction,</li> <li><input type="checkbox"/> Computer Assisted Instruction (CAI)</li> </ul>	
<b>III</b>	<p><b>ICT in Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, Nature and Scope of ICT and its Importance in teaching &amp; Learning</li> <li><input type="checkbox"/> Approaches to integrating ICT in Education: Adoption and Use of ICT- Emerging, Applying, Infusing, and Transforming; Technological Pedagogical and Content Knowledge (TPACK)</li> <li><input type="checkbox"/> E-Learning: Mobile Learning, On-line Learning, Virtual Classroom and Smart Classroom</li> </ul>	16

	<input type="checkbox"/> ICT in Evaluation and Research: E portfolios, Online Repositories and Online Libraries, Online assessment tools	
IV	<b>Emerging Trends in ICT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Open Educational Resources (OER), Massive Open Online Courses(MOOC), Free and Open Source Software (FOSS)</li> <li><input type="checkbox"/> Uses of Social Networking in Education: WhatsApp, LinkedIn ,Facebook &amp; Blogging</li> <li><input type="checkbox"/> Digital Initiatives of Government of India and Odisha (DIKSHA, E-Pathshala, NROER, NDEAR, SWAYAM PRAVA TV, GyanVani, MADHU App, OSEPA App</li> <li><input type="checkbox"/> Learning Management Systems (LMS): Concept, Types, and Features and Functionality.</li> </ul>	16

### Suggested Readings

- Bruce, J., & B. and Weil, M. (1972). *Models of teaching*. N.J.: Prentice-Hall
- Das, R.C. (1993): *Educational technology – a basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). *Access & equity: challenges for open and distance learning*. New Delhi: Kogan Page.
- Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and distance education in global environment*. New Delhi: Viva Books.
- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four decades of distance education in India: reflections on policy and practice*. New Delhi: Viva Books.
- Garrison, D.R. and Anderson, T. (2003). *e-learning in the 21st century: a framework for research and practice*. London: Routledge.
- Jangira, N.K. & Singh, A. (1992). *Core teaching skills – A microteaching approach*. New Delhi: NCERT.
- Mukhopadhyay, M. (2001). *Educational technology: challenging issues*. New Delhi: Sterling.
- Mukhopadhyay, M., Panda, S. K. et al (Eds.) (1991). *Educational technology: Third Yearbook, Vol.I& II*. New Delhi: All India Association for Educational Technology.
- Kulkarni, S.S. (1996). *Introduction to educational technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008): *Educational technology*. New Delhi: New Age International Pvt. Ltd.
- NCERT (2006). *National curriculum framework 2005 position paper national focus group on educational technology*. New Delhi: Author.
- Panda, S. (Ed.) (1999). *Open and distance education: policies, practices and quality concerns*. New Delhi: ABI.
- Sampathet. al. (1981): *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, L. C. (2010). *Educational technology for teachers and educators*. New Delhi: Vasunandi Publication.
- Singh, L. C. et al. (1987). *Micro-teaching- theory and practice*. Agra: Psychological Corporation.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
- Walia, J.S. *Essentials of educational technology*. Jalandhar: Ahim Paul Pub.
- Allen, D.W. et al. (1969). *Micro-teaching- A description*. London: Stanford University Press.
- Mishra, S. (2005). *Distance teacher education, process-issues and concern*. New Delhi: Mahamaya Publisher.
- Passi, B.K. (1976). *Becoming better teacher: Micro-teaching approach*. Baroda : Centre for Advanced Study in Education, M. S. University of Baroda.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- UNESCO (2002). *Open and distance learning: Trends, policy and strategy considerations*. Paris: UNESCO.
- UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris: UNESCO.



Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN – 203	<b>ASSESSMENT AND EVALUATION IN EDUCATION</b>	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>concept, need and importance of assessment and evaluation in education, tools for measuring learning outcomes of pupils, CCE, grading and scoring system</i>
<b>Pre-Requisites</b>	Knowledge about assessment practices, present scenario of assessment
<b>Teaching Scheme</b>	Regular classroom lectures with use of ICT tools as and when required, sessions are planned to be interactive with focus on reflective dialogue.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Elaborate the concept, need and importance of assessment and evaluation in education</i></li> <li><input type="checkbox"/> <i>Construct necessary tools for measuring learning outcomes of pupils</i></li> <li><input type="checkbox"/> <i>Understand and adopt CCE</i></li> <li><input type="checkbox"/> <i>State various grading and scoring system</i></li> <li><input type="checkbox"/> <i>Compare between standardize test and teacher made test.</i></li> <li><input type="checkbox"/> <i>Explain the concept of reliability and validity.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Assessment and Evaluation in Education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measurement, Assessment and Evaluation: Concept, process, and differences</li> <li><input type="checkbox"/> Types of Evaluation based on Performance (Maximum &amp; Typical) and , Classroom Instruction (Placement, Formative, Diagnostic and Summative) and Interpretation of Result (Norm-referenced and Criterion-referenced)</li> <li><input type="checkbox"/> Paradigm shift in assessment from Behaviouristic to Constructivist perspective: Assessment of Learning, Assessment for Learning and Assessment as Learning</li> <li><input type="checkbox"/> Criteria for teacher evaluation (Product, Process and Presage criteria; Rubrics for Self and Peer evaluation (Meaning, steps of construction)</li> </ul>	<b>16</b>
<b>II</b>	<b>Characteristics of Test</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Validity: Concept and nature of validity, major considerations of validity-Face, Content, Criterion and Construct, factors influencing validity.</li> <li><input type="checkbox"/> Reliability: Concept and nature of reliability, Methods of estimating Reliability- Test-retest, Equivalent forms, Split-half, Kuder-Richardson method, standard error of measurement and factors influencing reliability measures.</li> <li><input type="checkbox"/> Usability: Concept and dimensions</li> </ul>	<b>16</b>
<b>III</b>	<b>Tools and Techniques</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tools of Assessment: Essay Test, Objective Type Test, Scales, Questionnaires, Schedules, Observation, Interview, Assignment, Project, Portfolio and Rubrics</li> </ul>	<b>16</b>

	<input type="checkbox"/> Achievement Test: Purpose, test blueprint, types of achievement tests, Steps of construction of achievement test, Item analysis: Item difficulty and Item discrimination <input type="checkbox"/> Teacher-made Test and Standardized Test. <input type="checkbox"/> Performance Based Assessment Tools	
<b>IV</b>	<b>Trends in Assessment</b> <input type="checkbox"/> Continuous and Comprehensive Evaluation/Assessment (CCE/CCA) <input type="checkbox"/> Grading and Scoring; Semester System and Annual System of Examination <input type="checkbox"/> Systemic Reform with respect to examination: Online & participatory, on-demand, open book examination; Teacher assessment by students. <input type="checkbox"/> Concept & types of question banks	<b>16</b>
<b>Total</b>		<b>64</b>

### Suggested Readings

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn& Bacon.
- Blooms, B.S.(1956). *Taxonomy of educational objectives*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and assessment.an introduction to the tests and measurement*. California: Mayfield Publishing Co.
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*. Hyderabad: Neelkamal Publishers
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn& Bacon.
- Hopkins, KD. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2005). *National Curriculum Framework, 2005*. New Delhi: NCERT
- National Council of Educational Research and Training (2006). *Position paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC.(1979). *Introduction to educational measurement*. Boston: Houghton Mifflin.
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: BharatiBhawan Publishers.

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**MEDN-204: PEDAGOGY OF SCHOOL SUBJECTS (ANY ONE) - ENGLISH/ ODIA/  
SOCIAL STUDIES**

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-204	A)PEDAGOGY OF ENGLISH	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the importance and place of English language in school curriculum, objective and skills of Teaching English, characteristics of English language, approaches and methods of Teaching in English, test items and lesson plan in teaching English.
<b>Pre-Requisites</b>	Knowledge of Fundamentals of English Language, Methods of Teaching
<b>Teaching Scheme</b>	Regular classroom lectures with use of ICT tools as and when required, sessions are planned to be interactive with focus on reflective dialogue.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explain the importance and place of English language in school curriculum</i></li> <li><input type="checkbox"/> <i>State the objective and skills of Teaching English</i></li> <li><input type="checkbox"/> <i>Understand and apply various approaches and methods of Teaching in English</i></li> <li><input type="checkbox"/> <i>Recognize the importance of listening, speaking, reading and writing in language subject and plan strategies to ensure the acquisition of language skills.</i></li> <li><input type="checkbox"/> <i>Prepares lesson plan in language subjects following constructivist approach and implement the plans in the classroom situations.</i></li> <li><input type="checkbox"/> <i>Describe different aspects of language such as phonology, morphology, syntax and semantics.</i></li> <li><input type="checkbox"/> <i>Use ICT in teaching language subjects.</i></li> </ul>
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**Detailed Syllabus**

Units	Topics	Hours
<b>I</b>	<p><b>Place of English in Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of English Language in India and Abroad</li> <li><input type="checkbox"/> Place of English Language as a Compulsory Subject in School Curriculum</li> <li><input type="checkbox"/> Objectives of teaching English Language at Elementary and Secondary Level w. r. t. NCF 2005</li> <li><input type="checkbox"/> Behavioural objectives of teaching English Language : Meaning, Importance, Steps for preparing behavioural objectives</li> <li><input type="checkbox"/> Four-fold Skills of Teaching English Language and their Interdependence</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Characteristics of Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sounds of English Language, Consonants and Vowels (Pure and Dip thongs)</li> <li><input type="checkbox"/> Articulation of Sounds in English, Appropriate use of Organs of Speech</li> <li><input type="checkbox"/> Patterns of Stress and Intonation in English language</li> <li><input type="checkbox"/> Kinds of Errors made by Odia-speaking Learners while speaking English</li> </ul>	<b>16</b>



	and their remediation.	
<b>III</b>	<b>Methods/Approaches of Teaching English</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding of different Methods and Strategies- Direct Method through Structural Approach, Communicative Approach, Group Learning</li> <li><input type="checkbox"/> Transaction of Prose, Poetry and Grammar</li> <li><input type="checkbox"/> Strategies for enrichment of Vocabulary in English-Word Formation, Skill and Spelling</li> <li><input type="checkbox"/> Teaching for Listening, Speaking, Reading and Writing</li> </ul>	<b>16</b>
<b>IV</b>	<b>Lesson Planning and Assessment of Teaching English</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, Importance, Principles and Approaches of lesson planning</li> <li><input type="checkbox"/> Preparation of Unit Plan and Lesson Plan</li> <li><input type="checkbox"/> Preparation of Lesson Plan based on Communicative Approach and Experiential Learning Approach (5E and ICON Models)</li> <li><input type="checkbox"/> Teaching Learning Resources in English- Types and Uses</li> <li><input type="checkbox"/> Assessment in English, Construction of different types of test items in English, Portfolio in Assessment of English, and Continuous Assessment of Learners' performance in English within and beyond Classroom Situations.</li> <li><input type="checkbox"/> Use of ICT in teaching English and assessment</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

**Suggested Readings:**

Kohli, A. L. (2010) – Techniques of Teaching English, DhanpatRai Publ., New Delhi  
Jain, R. K. (1994) – Essentials of English Teaching, VinodPustakMandir, Agra  
Sharma, K. L. (1970) – Methods of Teaching English in India, Laxmi Narayan Agarwal, Agra  
Shrivastava, B.D.(1968) –Structural Approach to the Teaching of English, Ramprasad&Sons, Agra  
Baruah, T.C.(1984) – The English Teacher's Handbook, Sterling Publishers, New Delhi  
Bista, A.R.(1965) – Teaching of English, 6<sup>th</sup> ed., VinodPustakMandir, Agra  
Billows, F.L. (1975) – The Techniques of Language Teaching, Longman, London  
Mukalel, Joseph C. (2009) – Approaches to English Language Teaching, Discovery Publishing House, New Delhi

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-204	B) PEDAGOGY OF ODIA	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>concept and importance of mother Tongue in teaching, Aims and Objective of Teaching Odia at School level, approaches and methods of teaching Odia, preparation of Lesson Plan, assessment tools and Teaching Aids in Odia, Analyse the content areas by applying pedagogical treatment.</i>
<b>Pre-Requisites</b>	Knowledge of Odia Language, Teaching Methods
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explain the concept and importance of mother Tongue in teaching</i></li> <li><input type="checkbox"/> <i>State the Aims and Objective of Teaching Odia at School level</i></li> <li><input type="checkbox"/> <i>Understand and apply various approaches and methods of teaching Odia</i></li> <li><input type="checkbox"/> <i>Acquire knowledge and skill for preparation of Lesson Plan, assessment tool and Teaching Aid in Odia</i></li> <li><input type="checkbox"/> <i>Analyse the content areas by applying pedagogical treatment</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Mother Tongue (Odia) in Curriculum</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Mother Tongue and role of Mother Tongue in the Life of an individual</li> <li><input type="checkbox"/> Multilingualism and importance of mother tongue in School Curriculum a</li> <li><input type="checkbox"/> Aims and Objectives of teaching Odia at School level</li> <li><input type="checkbox"/> Behavioural objectives for teaching Odia: Meaning, Importance, Steps for preparing behavioural objectives</li> <li><input type="checkbox"/> Objectives of teaching first language at elementary and secondary levels with reference to NCF 2005</li> </ul>	<b>16</b>
<b>II</b>	<b>Methods of Teaching Odia</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Traditional and modern approaches of teaching Odia</li> <li><input type="checkbox"/> Different approaches of teaching Odia; reading and comprehension method, recitation and narration method, play-way method, activity method, dramatization method &amp; interactive and communicative approach; Creative writing in Odia</li> </ul>	<b>16</b>
<b>III</b>	<b>Teaching Aids and Teaching-Learning in Odia</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance, types and uses of teaching aids for teaching Odia</li> <li><input type="checkbox"/> Teaching Prose (detailed and non-detailed): Objectives, transactional strategies following communicative and constructivist approaches</li> <li><input type="checkbox"/> Teaching Poetry: Objectives, transactional strategies following communicative and constructivist approaches</li> <li><input type="checkbox"/> Teaching Grammar: Functional and Formal Grammar; Objectives</li> </ul>	<b>16</b>

	&Transactional strategies <input type="checkbox"/> Teaching Composition and Vocabulary: Objectives, Types and Teaching-Learning strategies	
<b>IV</b>	<b>Lesson Planning and Assessment in Odia</b> <input type="checkbox"/> Meaning, Importance and Principles of lesson planning in Odia teaching <input type="checkbox"/> Various approaches to lesson planning <input type="checkbox"/> Assessment of specific language skills and Tools of assessment in Odia language <input type="checkbox"/> Construction of Different types of test items in Odia: Essay type, Short answer type and objective type with its advantages and disadvantages	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Daswani, C. J. – Language Education in Multilingual India, UNESCO, New Delhi
- Kocchar, S.K. – Teaching of Mother Tongue, Sterling Publishers, New Delhi
- Mathur, S.A. – Sociological Approach to Indian Education, VinodPustakBhandar, Agra
- Nayak, B. and Mohanty, J. – OdiaBhasa O SahityaBhitibhumi O ShikshyadanPadhati, Jagannath Process, Toni Road, Cuttack-2
- Palmer, H.P. – Principles of Language Teaching, George G. Harrep and Co. Ltd.,
- Rybum, W.M – Suggestions for the Teaching of Mother Tongue, OUP
- Saiyadain, K.G. – Education and Social Order, Asia Publishing House, Bombay
- NCERT (2005) – National Curriculum Framework, New Delhi.

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Sub. Code	Subject Name	Credits	Internal Marks	External Marks	Total Marks
MEDN-204	C) PEDAGOGY OF SOCIAL STUDIES	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>concept, nature and Scope of Teaching Social Science, Objective and approaches in Teaching Social Science, approaches and methods teaching learning History, and Political Science, techniques of evaluation and prepare Lesson plan in teaching social science, content analysis of Social Science subject.</i>
<b>Pre-Requisites</b>	Knowledge on Social Study Subjects, Teaching Methods
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Use of ICT tools , Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the concept, nature and Scope of Teaching Social Science</li> <li><input type="checkbox"/> State the Objective and approaches in Teaching Social Science</li> <li><input type="checkbox"/> Describe various approaches and methods teaching learning History, and Political Science</li> <li><input type="checkbox"/> Understand the techniques of evaluation and prepare Lesson plan in teaching social science</li> <li><input type="checkbox"/> Prepare Pedagogical content analysis of Social Science subject</li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Understanding Social Studies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, Nature, Scope, and Importance of Social Studies</li> <li><input type="checkbox"/> Aims and Objectives of teaching Social Studies</li> <li><input type="checkbox"/> Formulation of specific objectives of Social Studies in behavioural terms</li> <li><input type="checkbox"/> Place of Social Sciences in the present school curriculum</li> <li><input type="checkbox"/> Recommendations of NCF-2005 on teaching of Social Studies</li> </ul>	<b>16</b>
<b>II</b>	<b>Methods, Skills and Approaches of Teaching- Learning Social Studies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Approaches of Curriculum Construction- Chronological, Spiral and Concentric</li> <li><input type="checkbox"/> Methods of Teaching Social Science: Story Telling, Narration- cum-discussion, Project, Supervised Study and Field Trips</li> <li><input type="checkbox"/> Teaching Skill- Set-Induction, Questioning , Explaining, Reinforcement, Use of Blackboard</li> </ul>	<b>16</b>
<b>III</b>	<b>Teacher, Resources and Equipment in Social Studies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualities and role of Social Studies teacher</li> <li><input type="checkbox"/> Social studies library</li> </ul>	<b>16</b>

	<input type="checkbox"/> Museum <input type="checkbox"/> Current events <input type="checkbox"/> Community resources <input type="checkbox"/> Social studies club <input type="checkbox"/> Audio-visual Resources: TV, Films, Documentary; Visual: Maps, Models, Timelines(Uses and importance)	
<b>IV</b>	<b>Lesson Planning and Assessment in Social Studies</b> <input type="checkbox"/> Meaning, Importance and Principles of lesson planning in Social Studies <input type="checkbox"/> Various approaches to lesson planning <input type="checkbox"/> Tools and techniques of evaluation in Social Studies <input type="checkbox"/> Construction of Different types of test items in Social Studies: Essay type, Short answer type and objective type with its advantages and disadvantages.	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings:

- Banks James, A. (1997). Teaching Strategies for the Social Studies Enquiry, Valuing and Decision Making .Massachusetts,USA: Addition- Westely Publishing Co. Reading.
- Bining&Binning.(1952). Teaching of Social Studies in Secondary Schools. New York,USA: McGraw Hills.
- Burston,W.H.(1963). Principles of History Teaching. New Fetter Lance : Methuen & Co. Ltd.II. Choudhury,
- K.P. (1975).The effective Teaching of History. New Delhi,India: NCERT.
- DhamiajaNeelam.(1993). Multimedia Approaches in Teaching Social Studies. New Delhi,India:Harmer Publishing House.
- James H. (1953). The Teaching of Social Studies in Secondary Schools. . London,UK: Longman Green & Co.
- Kochhar, S.K. (1970). Methods of Teaching Social Studies. New Delhi, India: Sterling Publication.
- NCERT. (1970). Teaching of History of Secondary Schools.NewDelhi,India: Author.
- NCERT.(1966). A Handbook for History Teachers.Bombay:India: Allied Publishers.
- Taneja,V.R.(1970). Fundamentals of Teaching Social Studies.Mahendra Capital Publishers.
- Verma, O.P.(1984). New Delhi,India: Sterling Publishers Pvt. Ltd. Verma. New Delhi,India: Sterling Publishers Pvt. Ltd .
- Yagnik, K.S.(1966). The Teaching of Social Studies in India.Bombay,India: Orient Longman Ltd.
- Yagnik, K.S.(1966). The Teaching of Social Studies in India.Bombay,India: Orient Longman Ltd.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
<b>MEDN-205 (PRACTICAL)</b>	<b>Guided Teaching</b>	2	50	-	50

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the
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	process and importance of Guided Teaching
<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <p><input type="checkbox"/> <i>Prepare lesson plans and constructivist perspectives and execute in classes.</i></p>

Each student is required to prepare a guided teaching lesson plan on any school subject and deliver the same in the schools under the guidance of a supervisor and will submit the lesson plan to the Department. Marks shall be awarded to student in the following ways.

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Guided Teaching Plan	30
2	Delivery of plan	20
	<b>Total</b>	<b>50</b>

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-206 (PRACTICAL)	Research Proposal	2	-	-	50

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the steps of preparation of Research Proposal
<b>Course Outcomes</b>	<i>At the end of this course the student will be able to:</i> <input type="checkbox"/> Prepare and present research proposal under guided supervision.

Each student is required to select a problem on which he/she has to do intensive study under the guidance of a supervisor. The research proposal will be presented through power-point. All the students of the P.G. of the department will remain present and participate in discussion of the paper. There will be an open viva-voce. Marks shall be awarded to each student on the basis of relevance of the research proposal, standard and quality of the proposal, style of presentation and clarification of doubts raised by the participants. After presentation of the paper, candidate's performance shall be valued by internal examiners. Distribution of marks shall be as follows.

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Research Proposal	20
2	Presentation of Research Proposal	15
3	Viva-voce Test	15
	<b>Total</b>	<b>50</b>

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-207 (PRACTICAL)	Psychological Testing	2	-	-	50

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the process and importance of Psychological Testing
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<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Administer psychological tests and analyze data generated through testing.</i></li> <li><input type="checkbox"/> <i>Use student data for planning teaching strategies.</i></li> </ul>
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Each Student has to Administer and interpret any psychological tests: Personality test, Intelligence test, Creativity test or any others test and will submit the report to the Department. The evaluation shall be done by an Internal examiners. Distribution of marks shall be as follows.

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Report	35
2	Viva-voce Test	15
	<b>Total</b>	<b>50</b>

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## SECOND YEAR

# SEMESTER – III

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN – 301	Statistics in Education	4	40	60	100

<b>Objective</b>	The basic objectives of this course is to acquaint the learners about the <i>concept, Nature and type of Scales of Measurement, Quantitative data through descriptive analysis, Parametric and Non-parametric statistics</i>
<b>Pre-Requisites</b>	Knowledge of Statistics, Calculations and Data.
<b>Teaching Scheme</b>	Problem Solving method.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explain the concept, Nature and type of Scales of Measurement</i></li> <li><input type="checkbox"/> <i>Describe the importance of statistics in education.</i></li> <li><input type="checkbox"/> <i>Find out the descriptive statistics such as; mean, median, mode, standard deviation, quartile deviation from organized data.</i></li> <li><input type="checkbox"/> <i>Analyze data following parametric and non- parametric statistical techniques. And analyse data and test hypothesis.</i></li> <li><input type="checkbox"/> <i>Interpret the findings obtained through statistical analysis and generate conclusions.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Descriptive Analysis of Quantitative Data-I</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data: Concept; Types- Primary and Secondary, continuous and Discrete; Needs and Importance</li> <li><input type="checkbox"/> Scales of Measurement- Nominal, Ordinal, Interval and Ratio</li> <li><input type="checkbox"/> Measures of central tendency and variability- computation and uses of mean, median and mode. Computation and uses of range, quartile deviation, average deviation and standard deviation</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Descriptive Analysis of Quantitative Data-II</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Normal Probability Curve and Standard scores- characteristics of Normal Probability Curve (NPC) and its application. Standard scores- Z-score and T-score</li> <li><input type="checkbox"/> Meaning, types and uses of correlation. Computation of co-efficient of correlation: rank difference, product moment, and multiple correlations</li> </ul>	<b>16</b>
<b>III</b>	<p><b>Parametric Statistics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Standard Error, Standard Error of Mean &amp; Sampling Distribution</li> <li><input type="checkbox"/> Estimation of parameter- concept of parameter and statistics, Estimation of Parameter in Small and Large Sample</li> <li><input type="checkbox"/> Testing of Hypothesis- Types of Hypothesis, types of error (type-I and</li> </ul>	<b>16</b>

	<p>type-II). Level of significance, degrees of freedom, one tailed and two tailed tests.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Significance difference between two means ('t' test) ( independent and correlated samples)</li> <li><input type="checkbox"/> Analysis of Variance (ANOVA)- One Way&amp; Two Way, assumptions, computation and uses</li> </ul>	
<b>IV</b>	<p><b>Non-parametric statistics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Non-parametric statistics</li> <li><input type="checkbox"/> Chi-square test and its uses (Equal Probability and Normal Probability Hypothesis)</li> <li><input type="checkbox"/> Mann Whitney "U" test</li> <li><input type="checkbox"/> Median Test</li> <li><input type="checkbox"/> Application of ICT Tools in Quantitative Data Analysis: Spread Sheets, SPSS, and R.</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Aggarwal, Y.P. (2009). *Statistical methods: concepts, application and computation*. New Delhi: Sterling Publishers Pvt. Ltd.
- Ferguson, G.A. (1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill
- Garrett, H.E. (1971). *Statistics in psychology and education*. New Delhi: Paragon International Publisher
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental statistics in psychology and education*. New York: McGraw Hill
- Mangal, S.K. (2008). *Statistics in education and psychology*. New Delhi: Prentice-Hall of India Private Limited
- McCall, R. (1993). *Fundamental statistics for the behavioural Science*. New York: Harcourt Brace Ravid, Ruth. (2000). *Practical statistics for education*. New York: University Press of America.
- Seigel, S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioural Science*. Singapore: Graw- Hill Book Co.

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## MEDN-302: Special paper: (Any Two)

- a) School Education-1
- b) Higher Education-1
- c) Teacher Education-1
- d) Guidance and Counselling-1

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-302	<b>Special paper: (Any Two)</b> <b>a) School Education-1</b>	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the nature, and scope of school education, status of school education in India after Independence, problem and challenges related to school education, programmes and policies for expansion of school education. issues related to universalization of school education, the role and contribution of various Bodies and support institutions for improving quality of school Education.
<b>Pre-Requisites</b>	Knowledge of Schooling system, Policies and programmes
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<i>At the end of this course the student will be able to:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the nature, and scope of school education</li> <li><input type="checkbox"/> Examine the status of development of school education in India after Independence</li> <li><input type="checkbox"/> Explain the problem and challenges related to school education</li> <li><input type="checkbox"/> Elaborate the programmes and policies for expansion of school education</li> <li><input type="checkbox"/> Identify critical issues related to universalization of school education</li> <li><input type="checkbox"/> Examine the role and contribution of various Bodies and support institutions for improving quality of school Education.</li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Introduction to School Education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, and Importance of School Education</li> <li><input type="checkbox"/> Aims and Objectives of School Education in the present context</li> <li><input type="checkbox"/> School and Classroom as social system; Role of teacher as an agent of bringing social change through schooling</li> <li><input type="checkbox"/> Ivan Illich's view on Deschooling Society</li> </ul>	16
<b>II</b>	<b>School Education System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of schools by management prevalent in the country: Government, Government- aided, Private; Religious minority schools; Tribal schools; Model schools</li> <li><input type="checkbox"/> History of Elementary and Secondary education in Odisha</li> <li><input type="checkbox"/> Status of Higher Secondary Vocational Education</li> </ul>	16

	<ul style="list-style-type: none"> <li>□ Specific roles played by national education policies and curriculum frameworks for systemic improvement at school level</li> </ul>	
<b>III</b>	<p><b>Structure of School Education</b></p> <ul style="list-style-type: none"> <li>□ Structure of School Education-NEP,1986 &amp; 2020</li> <li>□ School education (5+3+3+4 design): consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18)</li> <li>□ Comparison of School Boards (IB/IGCSE, CBSE, ICSE, State Boards) across India</li> <li>□ Common School System – Concept; Historical background, Need and importance in Indian Context; Recommendation of Kothari Commission</li> </ul>	16
<b>IV</b>	<p><b>Pedagogical Approach &amp; Functions of School Education</b></p> <ul style="list-style-type: none"> <li>□ Pedagogy and the Process of Learning at School level · Child-Centered learning · Play way method · Activity-based learning · Project based learning · ICT-based teaching-learning approach</li> <li>□ Constructivist Pedagogy: Concept, Process and Role of the Teachers</li> <li>□ Different stake holders and their roles in the functioning of the school: Principal/ Headmaster, teachers, parents, students, School administration, Community</li> </ul>	16

### Suggested Readings

Chagla,M.C. (1966). Education and the nation.NewDelhi: Allied Publishers,.

Chakrabarti, M. (1997).Organization of school education. New Delhi: Concept Publishing Company,

Ghosh, S.C(2007). History of education in India. New Delhi: Rawat Publications,.

Malhotra, P.L., Paraksh. B.S., and Mishra, C.H.K. (1986). School education in India: Present status and future needs. New Delhi: NCERT.

Mohanty, J. (2004). School management: New trends and innovations. New Delhi: Deep & Deep Publications..

Mohanty, J. (2008). Studies in school education. Deep &DeepPublications, Pvt. Ltd. New Delhi.

Singha, H.S. (1991). School education in India: Contemporary issues and trends. New Delhi: Sterling Publishers.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-302	<b>Special paper: (Any Two)</b> <b>b) Higher Education-I</b>	4	40	60	100
<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>concepts of Indian Higher Education System, integration of higher education with the National Development, status of Higher Education, policy perspective in higher education, issues prevailing in the Higher Education System relating to the Quality, Autonomy, Governance, Privatization and Internationalization.</i>				
<b>Pre-Requisites</b>	Knowledge of Higher Education System				
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.				

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Define the concepts of Indian Higher Education System.</i></li> <li><input type="checkbox"/> <i>Elaborate the integration of higher education with the National Development.</i></li> <li><input type="checkbox"/> <i>Examine the status of Higher Education</i></li> <li><input type="checkbox"/> <i>Illustrate the policy perspective in higher education.</i></li> <li><input type="checkbox"/> <i>Examine the issues prevailing in the Higher Education System relating to the Quality, Autonomy, Governance, Privatization and Internationalization.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Introduction to Higher Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher Education: Meaning and Objectives</li> <li><input type="checkbox"/> Higher Education and its historical development in India during Ancient, Buddhist and Medieval Period with special reference to Administration, system of admission, aims of education, curriculum, methods of teaching &amp; Examination System</li> <li><input type="checkbox"/> Development of Higher Education in India during the Pre- Independence: Sadler Commission(1917-19) and Sargent Report (1944) and Post-Independence period: Radhakrishnan Commission (1948-49), Kothari Commission (1964-66), National Knowledge Commission (2006)</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Higher Education Institutions in India</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of Universities (Central, State, Deemed and private): Establishment, management and functions.</li> <li><input type="checkbox"/> Institutes of National Importance: AIIMS, IIMs, IITs, IISERs, and NITs</li> <li><input type="checkbox"/> Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges</li> </ul>	<b>16</b>
	<b>Current status of Higher Education</b>	<b>16</b>

<b>III</b>	<input type="checkbox"/> Current status of Higher Education in terms of access, equity and quality at National and State (Odisha) level. <input type="checkbox"/> Organisation of Higher Education at the Undergraduate & University Level in Odisha <input type="checkbox"/> Open and Distance Learning Institutions in Higher Education: Open University & IGNOU <input type="checkbox"/> The Constitutional Provisions Regarding Higher Education in India	
<b>IV</b>	<b>Issues and Problems of Higher Education-1</b> <input type="checkbox"/> Issues of access, equity and excellence in higher education and government initiatives <input type="checkbox"/> Reasons for Educational Backwardness of women, disadvantaged group and PwDs (Divyangjan) <input type="checkbox"/> Government initiatives (Programmes, Policies and Schemes) for promoting higher education specially women, disadvantaged group and PwDs (Divyangjan) <input type="checkbox"/> Scholarships, incentives and fellowships at higher education level <input type="checkbox"/> Use of ICT and new technologies in higher education	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Agarwal, P. (2009), Indian higher education- envisioning the future, Sage publication.
- Kidwai, A.R. (2012), Higher education: Issues and Challenges, Viva books. · Kohli V.K. Current Problem in Indian Education.
- Mohanty, J. (2002), Current trends in Higher education, Deep and Deep publisher
- Powar, K.B. (2003), Internationalization of Higher Education : Focus on India, Published by Amity University press and Amity Foundation for Higher Learning, New Delhi ·
- Powar, K.B. (Ed. 2002), Internationalization of higher education, Published by Association of Indian Universities, New Delhi
- Ramachandran, C.M. (1987), Problems of higher education in India, Mittal Publications.
- Rao, K.S. (1999), Management of autonomy in autonomous colleges, Vikas, New Delhi
- Rao, K.S. et. al (1999), Autonomous and Non- autonomous colleges: selected case studies, Vikas, New Delhi,
- Reddy, G.M. (1996), Higher education in India- conformity, crisis and innovation, Sterling Pub Private Ltd .
- Reddy, K.V. (1996), New directions in higher education in India, creative books. · Sam Pitroda, National knowledge Commission, New Delhi: MHRD · Shah, A.B. (1967), Higher education in India, Lalvani Pub. House, Bombay.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-302	<b>Special paper: (Any Two)</b> <b>c) Teacher Education-I</b>	4	40	60	100
<b>Objectives</b>	To enable the students to understand about the <i>Concept, aims and scope of teacher education in India with its historical perspectives, Teaching profession and types of teacher education programmes, Development of teacher education curriculum in India, Different competencies essential for a teacher for effective transaction, Research in various areas of teacher education.</i>				
<b>Pre-Requisites</b>	Knowledge of Teacher Education structures of India and Odisha				
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.				

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Define the concepts of Teacher Education.</i></li> <li><input type="checkbox"/> <i>Explain the aims and scope of teacher education in India with its historical perspectives.</i></li> <li><input type="checkbox"/> <i>Elaborate the types of teacher education programmes.</i></li> <li><input type="checkbox"/> <i>Illustrate the Teaching profession.</i></li> <li><input type="checkbox"/> <i>Examine teacher education curriculum in India.</i></li> <li><input type="checkbox"/> <i>Discuss Different competencies essential for a teacher for effective transaction.</i></li> <li><input type="checkbox"/> <i>Research in various areas of teacher education</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Introduction to Teacher Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, Nature and Scope of Teacher Education</li> <li><input type="checkbox"/> Types of Teacher Education Programs</li> <li><input type="checkbox"/> The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels</li> <li><input type="checkbox"/> Organization of Components of Pre-service Teacher Education</li> <li><input type="checkbox"/> Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Pre-service and In-service Teacher Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and Need of Pre-service Teacher Training at different levels: Pre-Primary, Primary, Secondary and higher secondary stage.</li> <li><input type="checkbox"/> Role of various institutions and agencies for pre-service and in-service Teacher Education: NCTE, NCERT, UGC, IASEs, CTEs, DIETS, UGC-HRDC</li> <li><input type="checkbox"/> Concept, Need, and Scope of In-service Teacher Education</li> <li><input type="checkbox"/> Organization and Modes of In-service Teacher Education</li> </ul>	<b>16</b>

	<input type="checkbox"/> Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), <input type="checkbox"/> Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)	
<b>III</b>	<b>Teaching as a Profession and Professional Preparation of Teachers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Profession and Professionalism</li> <li><input type="checkbox"/> Teaching as a Profession: Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development</li> <li><input type="checkbox"/> ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education</li> <li><input type="checkbox"/> Performance appraisal of teachers and teacher educators</li> <li><input type="checkbox"/> Importance of teacher evaluation, Tools and techniques for teacher evaluation</li> </ul>	<b>16</b>
<b>IV</b>	<b>Problems and Issues in Teacher Education-1</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Privatization of teacher education</li> <li><input type="checkbox"/> Practicing school</li> <li><input type="checkbox"/> Supervision and mentoring</li> <li><input type="checkbox"/> Curriculum of teacher education</li> <li><input type="checkbox"/> Quality assurance and Accreditation Process</li> <li><input type="checkbox"/> Research Trends in Teacher education</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Aggarwal, J.C. (1973). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational planning India with a slant to educational financing and administration*. New Delhi: Concept Pub.
- Chattopadhyaya, D. P. (1985). *The teacher and society: report of national commission on teachers i 1983-85*. Govt. of India, New Delhi.
- MHRD (1986). *National policy on education – 1986 (with modifications undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1993). *Learning without burden: report of the national advisory committee appointed by the ministry of human resource development*. New Delhi: Govt. of India, Ministry of Human Resource Development.
- MHRD (1995). *The teacher and society, Chattopadhyaya committee report (1983-95)*. New Delhi: MHRD, GOI
- Ministry of Education (1966). *Education and national development. report of the education commission 1964-66*. New Delhi: Author.
- Ministry of Law Justice (2009). *The Right of Children to Free and Compulsory Education Act, 2009. The Gazette of India*, Ministry of Law Justice, Govt. of India.
- Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. *University News*, Association of Indian Universities, New Delhi.
- Mohanty, J. (2008). *Teacher education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the secondary education commission 1952-53*. New Delhi: Govt. of India.
- Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1 & 2)*. New Delhi: S. Chand & Co.
- NCERT (1978). *Teacher education curriculum- a framework*. New Delhi: NCERT
- NCERT (1988a). *Teacher education curriculum: a framework*. New Delhi: NCERT.



NCERT (1988b). *Teacher education curriculum: a framework-revised draft*. New Delhi: NCERT.

NCERT (2004). *Curriculum framework for teacher education*. Author, New Delhi.

NCERT (2006a). *National curriculum framework–2005*. New Delhi: NCERT.

NCERT (2006b). *Teacher education for curriculum renewal*. New Delhi: NCERT.

NCERT (2007). *Professional support system and classroom performance of para teachers*. New Delhi: NCERT.

NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.

NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.

NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi: NCTE.

NCTE (1998c). *Competency based and commitment oriented teacher education for quality school education: pre-service education*. New Delhi: Author.

NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE

Ram, S. (1999). *Current issues in teacher education*. New Delhi: Swarup & Sons Publications.

*Report of the National Commission on Teachers (1983-85)*. Website: <http://www.education.nic.in/cd50years/r/2Q/42/toc.htm>

Varghese, B.V. (2004). *Recruitment and training of primary teacher*. New Delhi: Anmol.

Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: the instructional role*. New Delhi: NCTE.

**Websites**

- 1) [www.ncte-india.org](http://www.ncte-india.org)
- 2) [www.ncert.nic.in/](http://www.ncert.nic.in/)
- 3) [www.ugc.ac.in/](http://www.ugc.ac.in/)



Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-302	<b>Special paper: (Any Two) d) Guidance &amp; Counselling -I</b>	4	40	60	100
<b>Objectives</b>	The basic objectives of this course is to <i>help the students to have better understanding of Life and the world around, make them aware of the importance of making right choice in life, education, vocation, etc., realize the importance of working with a group, for a group and in a group, make them feel that each individual is capable of making some unique contribution to the all-round growth and development of the society because of his unique potentialities, apprise them of the worth of understanding and assessing the individual correctly.</i>				
<b>Pre-Requisites</b>	Knowledge of Guidance, Counselling & Students Psychology				
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.				

<b>Course Outcomes</b>	<p><b>At the end of this course the student will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define the concept of Guidance.</li> <li><input type="checkbox"/> Explain the principles and Areas of Guidance.</li> <li><input type="checkbox"/> Discuss the Guidance services in schools.</li> <li><input type="checkbox"/> Illustrate the services of Guidance Programme like information, placement and follow-up services.</li> <li><input type="checkbox"/> Categorise standardise and non-standardise testing devices.</li> <li><input type="checkbox"/> Apply these testing devices in further research purposes.</li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Introduction to Guidance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, Importance, Need, Principles of Guidance</li> <li><input type="checkbox"/> Bases of Guidance: Philosophical, Psychological and Sociological</li> <li><input type="checkbox"/> Development of Guidance in India</li> <li><input type="checkbox"/> Types of guidance : educational, vocational, personal, health and social</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Guidance Services in School</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Need and Principles of organizing guidance services in schools</li> <li><input type="checkbox"/> Mechanism of organizing guidance services in school</li> <li><input type="checkbox"/> Persons working in school guidance services and their functions</li> <li><input type="checkbox"/> Guidance service for students with special needs: Physical Impairment, Cognitive Impairment, Creative and Gifted</li> </ul>	<b>16</b>
<b>III</b>	<p><b>Services in Guidance Programme</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information Service – Meaning, Types and Purposes &amp; Source,</li> <li><input type="checkbox"/> Placement service – Meaning, Objectives and Principles,</li> <li><input type="checkbox"/> Follow up Service – Meaning, Purposes and Procedures</li> <li><input type="checkbox"/> Pupil Inventory Service - Meaning, Purposes and Procedures</li> </ul>	<b>16</b>
<b>IV</b>	<p><b>Study of the individual Testing and Non-Testing Devices</b> Standardized and Non- Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records Aptitude test, Achievement Test</p>	<b>16</b>
<b>Total</b>		<b>64</b>

#### Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: A.P.H. Publishing Corporation.
- Jothiet.al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.

Suggested

**Suggested Websites**

<http://www.counselling-directory.org.uk>

[www.psychologytoday.com](http://www.psychologytoday.com)

<http://qu.edu.iq/eduw/wp-content/uploads>

<https://www.csbsju.edu/psychology/student-resources/issues>

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN – 303(CBCS)	CONTEMPORARY ISSUES AND CONCERNS IN EDUCATION	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>trends and issues in present education system, initiative to strengthen education system, growing concerns of collaborative work and cross border education system.</i>
<b>Pre-Requisites</b>	Knowledge on education systems at different levels
<b>Teaching Scheme</b>	Regular classroom lectures with use of ICT tools as and when required, sessions are planned to be interactive with focus on reflective dialogue.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Describe various initiative to strengthen education system</i></li> <li><input type="checkbox"/> <i>Analyze growing concerns of collaborative work and cross border education system</i></li> <li><input type="checkbox"/> <i>Describe the issues and concern in education across stages of education.</i></li> <li><input type="checkbox"/> <i>Design strategies to address different issues and concerns in education.</i></li> </ul>
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**Detailed Syllabus**

Units	Topics	Hours
<b>I</b>	<p><b>Issues in Pre-School and Elementary School Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning, nature and importance of ECCE</li> <li><input type="checkbox"/> Problems and Issues of ECCE</li> <li><input type="checkbox"/> Universalisation of Elementary Education: Problems and Issues, efforts to achieve UEE, Samagra Sikhsa Abhiyan</li> <li><input type="checkbox"/> Problems and issues in implementing Right to Education Act 2009.</li> <li><input type="checkbox"/> Problems and issues in bringing the community to school, role of SMC</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Issues in Secondary Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Universalisation of Secondary Education: Problems and Issues</li> <li><input type="checkbox"/> Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.</li> </ul>	<b>16</b>

	<input type="checkbox"/> Role of School Management and Development Committee (SMDC) and issues related with their participation <input type="checkbox"/> Problems and issues with regard to vocationalisation of secondary and higher secondary education	
<b>III</b>	<b>Issues in Higher Education</b> <input type="checkbox"/> Issues of Access, Equity, Quality and Excellence in higher education and government initiatives <input type="checkbox"/> RUSA: its objectives and implementation <input type="checkbox"/> Quality assurance in Higher education: Role of NAAC and NIRF <input type="checkbox"/> Thrust Areas and Implementation of NEP- 2020	<b>16</b>
<b>IV</b>	<b>Emerging Concerns</b> <input type="checkbox"/> Life Skill Education <input type="checkbox"/> Environmental Education <input type="checkbox"/> Human Rights Education <input type="checkbox"/> ICT in Education <input type="checkbox"/> Inclusive Education <input type="checkbox"/> Sustainable Development Goals- 2030 Agenda	<b>16</b>
<b>Total</b>		<b>64</b>

### Suggested Readings

- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard University Press.
- Delors, Jacques, et al; (1996). *Learning: the Treasure within report of the international commission on education for 21st century*, UNESCO.
- Illich, I. (1996). *De-schooling society*. Marion Boyers, London.
- MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
- MHRD, (1992). *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992). *National policy on education* (revised) New Delhi: MHRD.
- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. *Journal of Indian Education*, XXI (1), 01-21.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Matheson, David (2004). *An Introduction to the study of education* (2Ed.). David Fulton Publish.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- Ministry of Law and Justice (2009). *Right to education Act 2009*. New Delhi: Govt of India.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications, Bombay.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- Slattery, P. and Dana R. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Allyn & Bacon.
- UN (2015). *The sustainable development goals (SDGs) – UNDP*. United Nations
- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.

UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), UNICEF.

Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
<b>MEDN-304 (PRACTICAL)</b>	<b>School Internship</b>	2	50	-	50

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the school environment.
<b>Course Outcomes</b>	<i>At the end of this course the student will be able to:</i> <input type="checkbox"/> Show competency in content, professional commitment and effective classroom performance during school internship.

Each students will prepare 10 (ten) Lesson Plans on a school subject under the supervision of a faculty member of the Department. Then each student will deliver 10 (ten) Lessons and assess two lessons of their peers in a Secondary/Higher Secondary school on a school subject. Teaching shall be valued by internal examiner. Distribution of marks for teaching shall be as follows.

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Assessment of Classroom Teaching	20
2	Assessment of Lesson Plan Record	20
3	Peer Assessment of the Lesson(2) :	10
	<b>Total</b>	<b>50</b>

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
<b>MEDN-305 (PRACTICAL)</b>	<b>Tool Development</b>	2	50	-	50

<b>Objectives</b>	<input type="checkbox"/> The basic objective of the course is to acquaint the learner about the steps of tool development
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<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Design different tools for research and evaluation of cognitive and non-cognitive learning outcomes.</i></li> </ul>
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Each student is required to develop the tools as per their research proposal under the guidance of their respective supervisor. The tool along with its preparation process will be submitted to the department and presented through power-point. All the students of the P.G. of the department will remain present and participate in discussion. There will be an open viva-voce. Marks shall be awarded to each student as follows.

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Tool Development Report	30
2	Presentation of Report	10
3	Viva-voce Test	10
	<b>Total</b>	<b>50</b>

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
<b>MEDN-306 (PRACTICAL)</b>	<b>Seminar Presentation</b>	2	50	-	50

<b>Objectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The basic objective of the course is to acquaint the learner about the skill needed for seminar presentation.</li> </ul>
<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Prepare research based seminar paper and present in the group.</i></li> </ul>

Each student is shall develop two seminar papers on the topic of his/her choice with research evidence and in-text references. The seminar papers will be presented by using presentation tools along with submission of full papers in hard copy authenticated by supervisors.

Marks shall be awarded to each student internally on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants. Participation of all students is mandatory. Distribution of marks shall be as follows

**EVALUATION CRITERIA (TOTAL MARKS: 50)**

Sl. No	Activity	Marks
1	Quality of Seminar Paper	30
2	Mode of Presentation	10
3	Quality of Participation :	10
	<b>Total</b>	<b>50</b>

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# SEMESTER – IV

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-401	CURRICULUM DESIGN AND DEVELOPMENT	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>concept and bases of curriculum development, types of curriculum, models of curriculum, dimensions of curriculum designing and its evaluation.</i>
<b>Pre-Requisites</b>	Knowledge on curriculum construction, models of curriculum design.
<b>Teaching Scheme</b>	Regular classroom lectures with use of ICT tools as and when required, sessions are planned to be interactive with focus on reflective dialogue.

<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Understand the concept and bases of curriculum development.</i></li> <li><input type="checkbox"/> <i>Describe the component, source and types of curriculum design.</i></li> <li><input type="checkbox"/> <i>Explain the models of curriculum.</i></li> <li><input type="checkbox"/> <i>Explain the dimensions of curriculum designing and its evaluation</i></li> <li><input type="checkbox"/> <i>Describe different strategies for curriculum planning for different target groups.</i></li> <li><input type="checkbox"/> <i>Explain the principles of curriculum development and curriculum evaluation.</i></li> </ul>
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## Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Introduction to Curriculum Development</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning and Nature of curriculum, Curriculum and Syllabus, Hidden Curriculum</li> <li><input type="checkbox"/> Bases of Curriculum Development-Philosophical, Sociological, Psychological and Historical.</li> <li><input type="checkbox"/> Principles and strategies for Curriculum Development</li> </ul>	<b>16</b>
<b>II</b>	<b>Curriculum Designs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Components of Curriculum Design: Objectives, Content, learning experience and Evaluation.</li> <li><input type="checkbox"/> Sources and Dimensions of Curriculum Design</li> <li><input type="checkbox"/> Types of Curriculum Designs: Subject Centered Design, Learner Centered Design, Problem Centered Designs</li> <li><input type="checkbox"/> Issues of curriculum: Early childhood care and education, Children with special needs and ICT enabled Curriculum</li> </ul>	<b>16</b>
<b>III</b>	<b>Models of Curriculum Development</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hilda Taba Model (Inductive Model/ Grassroots Model),</li> <li><input type="checkbox"/> Tyler's Model</li> <li><input type="checkbox"/> Hunkins Model</li> <li><input type="checkbox"/> The Glathorn's Naturalistic Model,</li> <li><input type="checkbox"/> Weinstein and Fantini Model</li> <li><input type="checkbox"/> CIPP Model</li> </ul>	<b>16</b>
<b>IV</b>	<b>Curriculum Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning and Purpose of Curriculum Evaluation</li> <li><input type="checkbox"/> Curriculum Research and Curriculum Evaluation</li> </ul>	<b>16</b>



<input type="checkbox"/> Mode of curriculum evaluation: External and Internal <input type="checkbox"/> Types of curriculum evaluation: Formative and Summative. <input type="checkbox"/> Curriculum renewal and revision	<b>Total</b>	<b>64</b>
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### Suggested Readings

- Aggarwal, J.C (1990). *Curriculum reform in India- world overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984). *Reflections on curriculum*. NCERT.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). *Curriculum planning and development*. Allyn& Bacon, Boston..
- Brady, L. (1995). *Curriculum development*. Prentice Hall,.
- NCERT (1976).*The curriculum for the ten-year school: A Framework*. Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1984).*Curriculum and evaluation*. NCERT, New Delhi.
- NCERT (1988).*National Curriculum for elementary and secondary education: A framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2000).*National Curriculum framework for School education*. NCERT,New Delhi.
- NCERT (2005).*National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Ornstein, A.C. &Hunkins, E (1998).*Curriculum. foundations, principles and issues*. Allyn& Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Taba Hilda (1962). *Curriculum development: Theory and Practice*. New York, Harcourt Brace, Jovanovich Inc.
- Tanner, D. & Tanner, L.N. (1980).*Curriculum development. theory into practice*. Macmillan New York.
- Zais, R.S. (1976). *Curriculum: Principles and foundations*. Harper & Row, New York.
- Suggested Readings**
- Doll Ronald C. (1986). *Curriculum improvement: decision making process*. London, Allyn and Bacon Inc.
- Marsh, C.J. & Willis, G. (1999).*Curriculum - alternative approaches, ongoing issues*, Merhill/Prentic Hall. York.
- Saylor, J.G. Alexander, W.M. & Lewis, A.J. (1981).*Curriculum planning for better teaching for better teaching and learning*, Hott, Rinehart & Winston, New York.
- UNESCO (1981).*Curriculum and lifelong education*. UNESCO, Paris.
- Verduin J.R. (1967). *Cooperative curriculum improvement*. Prentice Hall.
- Walker, D. (1990). *Fundamentals of curriculum*. Harcourt Brace Jovanovich, San Diego.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-402	INCLUSIVE EDUCATION	4	20	80	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the <i>concept of special education and inclusive education, needs of differently abled students, principles of differentiated instructions and assessment, assistive technology and devices required for inclusive education.</i>
<b>Pre-Requisites</b>	Knowledge about education for all, inclusive pedagogy
<b>Teaching Scheme</b>	Regular classroom lectures with use of ICT tools as and when required, sessions are planned to be interactive with focus on reflective dialogue.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Understands the support needs of differently abled students.</i></li> <li><input type="checkbox"/> <i>Explain the principles of differentiated instructions and assessment.</i></li> <li><input type="checkbox"/> <i>Explain the concept of inclusive education and integrated education.</i></li> <li><input type="checkbox"/> <i>Classify different types of special learners and design strategies for adapting curriculum to the needs of special learner.</i></li> <li><input type="checkbox"/> <i>Illustrate different assistive devices useful for different categories of learner.</i></li> <li><input type="checkbox"/> <i>Uses appropriate technique to identify and nurture special learners in inclusive classroom setting.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Introduction to Inclusive Education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities),</li> <li><input type="checkbox"/> Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education</li> <li><input type="checkbox"/> Social, psychological and educational contexts of inclusion</li> </ul>	<b>16</b>
<b>II</b>	<b>Legal Provisions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policies and Legislations (National Policy of Education (1986), Programme of Action (1992)</li> <li><input type="checkbox"/> Persons with Disabilities Act (1995)</li> <li><input type="checkbox"/> National Policy of Disabilities (2006)</li> <li><input type="checkbox"/> National Curriculum Framework (2005)</li> <li><input type="checkbox"/> Concession and Facilities to Diverse Learners (Academic and Financial),</li> <li><input type="checkbox"/> Rehabilitation Council of India Act (1992)</li> <li><input type="checkbox"/> Inclusive Education under Samagra Shiksha Abhiyan (SSA)</li> </ul> Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication	<b>16</b>
<b>III</b>	<b>Understanding Disabilities</b> <ul style="list-style-type: none"> <li>• Concept of Impairment, Disability and Handicap</li> <li>• Classification of Disabilities based on ICF Model,</li> <li>• Readiness of School and Models of Inclusion</li> <li>• Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities,</li> </ul>	<b>16</b>

	<ul style="list-style-type: none"> <li>• Causes and prevention of disabilities,</li> <li>• Identification of Diverse Learners for Inclusion</li> <li>• Educational Evaluation Methods, Techniques and Tools</li> </ul>	
<b>IV</b>	<b>Planning and Management of Inclusive Classrooms</b> <ul style="list-style-type: none"> <li>□ Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India</li> <li>□ Infrastructure, Human Resource and Instructional Practices,</li> <li>□ Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching)</li> <li>□ Parent - Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School</li> </ul>	<b>16</b>
<b>Total</b>		<b>64</b>

### Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful inclusive teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Kluth, P. (2003). *"You are going to love this kid!" Teaching students with autism in the inclusive classroom*. Baltimore: Paul Brookes.
- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Panda, K.C. (-). *Education of Exceptional Children*
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA: Harvard Education Press.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.

Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc  
 Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

**MEDN-403: Special paper: (Any Two)**

- a. School Education-II
- b. Higher Education-II
- c. Teacher Education-II
- d. Guidance and Counselling-II

Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-403	Special paper: (Any Two) a. School Education-II	4	40	60	100

<b>Objectives</b>	The basic objectives of this course is to acquaint the learners about the nature, and scope of school education, status of school education in India after Independence, problem and challenges related to school education, programmes and policies for expansion of school education. issues related to universalization of school education, the role and contribution of various Bodies and support institutions for improving quality of school Education
<b>Pre-Requisites</b>	Knowledge of school education systems in India
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Discuss the nature, and scope of school education</i></li> <li><input type="checkbox"/> <i>Examine the status of development of school education in India after Independence</i></li> <li><input type="checkbox"/> <i>Understand the problem and challenges related to school education</i></li> <li><input type="checkbox"/> <i>Understand the programmes and policies for expansion of school education.</i></li> <li><input type="checkbox"/> <i>Identify critical issues related to universalization of school education</i></li> <li><input type="checkbox"/> <i>Examine the role and contribution of various Bodies and support institutions for improving quality of school Education.</i></li> </ul>
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**Detailed Syllabus**

Units	Topics	Hours
<b>I</b>	<p><b>Development of School Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Education and its historical development during Ancient, Buddhist and Medieval Period</li> <li><input type="checkbox"/> School Education scenario during the British rule : Recommendations of Wood's Dispatch, Hunter Commission, Hartog Committee and Sargent Report.</li> </ul>	16

	<ul style="list-style-type: none"> <li>□ School Education scenario during Post-independence period : Recommendations of the Education Commission (1964-66), National Policy on Education (1986, Revised PoA-1992, and 2020 )</li> </ul>	
<b>II</b>	<p><b>Current status of School Education</b></p> <ul style="list-style-type: none"> <li>□ Current status of School Education in terms of access, equity and quality at National and State (Odisha) level.</li> <li>□ Open and Distance Learning Institutions in School Education: Open School &amp; NIOS</li> <li>□ Initiatives of the Government, NGOs and Self Help Groups in Expansion of School education.</li> <li>□ Constitutional Provisions for School Education: Art 45, 21A, 42<sup>nd</sup>, 93<sup>rd</sup> and 86<sup>th</sup> Amendments of the Constitution</li> <li>□ Role of NCERT, BSE, CHSE &amp; OSEPA in School education</li> </ul>	16
<b>III</b>	<p><b>Policy and Programmes in School Education</b></p> <ul style="list-style-type: none"> <li>□ Samagra Siksha Abhiyan (SSA)</li> <li>□ Rashtriya Madhyamik Siksha Abhiyan (RMSA)</li> <li>□ Right to Education( RTE) Act, 2009</li> <li>□ District Primary Education Projection (DPEP)</li> <li>□ National Programme of Nutritional Support to Primary Education (NPNSPE)</li> <li>□ National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS) and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)</li> <li>□ National Curriculum Frame Work (NCF-2005 &amp; 2023)</li> </ul>	16
<b>IV</b>	<p><b>Unit IV: Challenges and Issues in School Education</b></p> <ul style="list-style-type: none"> <li>□ Universalization of Elementary &amp; Secondary Education</li> <li>□ Access, Equity and Equality</li> <li>□ Wastage and Stagnation, Child Labour</li> <li>□ Continuous and Comprehensive Evaluation (CCE)</li> <li>□ Gender issues in School Education</li> <li>□ Education of Deprived Groups and Constitutional Provisions for their Education</li> <li>□ Education of Minorities and OBCs</li> <li>□ Vocationalisation of secondary education</li> </ul>	16

### Suggested Readings

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Joshi. D. (2011) Methodology of Teaching Social Science, New Delhi: Pearson
- MHRD (2001): Convention on the Right o the child. New Delhi
- Naik, J (1975) Quality, Quantity and Equality An Illusive drainage in Elementary Education. New Delhi: Allied Publishers.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi: NCERT
- NCERT., (1998) National Curriculum for Elementary and Secondary Education - A Framework, NCERT, New Delhi.
- Thamarasseri, Ismail (2008) Early childhood and Elementary Education, New Delhi: Kanishka Publishers
- Thamarasseri, Ismail (2012) Trends and Developments in Social science Education, New Delhi: Kanishka Publishers

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-403	<b>Special paper: (Any Two)</b> <b>b. Higher Education-II</b>	4	40	60	100

<b>Objectives</b>	The basic objective of this course is to acquaint the learners about the <i>conceptual knowledge of higher education, different commission and committees on higher education, role of various agencies in higher education, privatisation of higher education.</i>
<b>Pre-Requisites</b>	Knowledge of higher education, commission & committees on higher education
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Discuss the management of Indian higher education system and role of various agencies</i></li> <li><input type="checkbox"/> <i>Illustrate the view point of different commission and committees on higher education</i></li> <li><input type="checkbox"/> <i>Explain various reforms and quality assurance in Higher Education.</i></li> <li><input type="checkbox"/> <i>Analyse the issues and problems of Indian Higher Education system.</i></li> <li><input type="checkbox"/> <i>Explain the advantage and disadvantage of privatisation of higher education.</i></li> </ul>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<p><b>Management of Indian Higher Education:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Autonomy, Accountability, Management of Higher Education Institutions</li> <li><input type="checkbox"/> Autonomous College and their Functioning</li> <li><input type="checkbox"/> Financing Higher Education Institutions</li> <li><input type="checkbox"/> Role and function of various agencies of Higher Education: MoE, UGC, AIU, ICSSR, NIEPA, NCTE, AICTE</li> </ul>	<b>16</b>
<b>II</b>	<p><b>Policy perspectives in Higher Education</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> National Policy on Education- 1968</li> <li><input type="checkbox"/> National Policy on Education - 1986</li> <li><input type="checkbox"/> Programme of Action-1992</li> <li><input type="checkbox"/> National Education Policy-2020</li> <li><input type="checkbox"/> Rashtriya Uchchar Shiksha Abhiyan: Its objectives-components and guiding principles</li> </ul>	<b>16</b>

<b>III</b>	<b>Reforms and Quality Assurance in Higher Education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human Resources Development Centre- Role and functions</li> <li><input type="checkbox"/> Academic Bank of Credit (ABC) in NEP 2020</li> <li><input type="checkbox"/> Multiple Entry-Exit Options in Academic Programmes</li> <li><input type="checkbox"/> Holistic and Multidisciplinary Education</li> <li><input type="checkbox"/> Higher Education Commission of India (HECI)</li> <li><input type="checkbox"/> National Educational Technology Forum (NEFT)</li> <li><input type="checkbox"/> Quality in Higher Education: Concept &amp; Parameters</li> <li><input type="checkbox"/> Role of NAAC &amp; NIRF: Accreditation procedure and Ranking of higher education institutions in India</li> </ul>	<b>16</b>
<b>IV</b>	<b>Issues and Problems of Higher Education-2</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> University Governance</li> <li><input type="checkbox"/> Gender issues in Higher Education</li> <li><input type="checkbox"/> Education and Unemployment</li> <li><input type="checkbox"/> Internationalization of Higher Education- issue of mobility, brain drain, brain gain, brain exchange</li> <li><input type="checkbox"/> Research issues in higher education</li> <li><input type="checkbox"/> Privatisation of Higher Education</li> </ul>	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

Agarwal, P. (2009), Indian higher education- envisioning the future, Sage publication.

Kidwai, A.R. (2012), Higher education: Issues and Challenges, Viva books. · Kohli V.K. Current Problem in Indian Education.

Mohanty, J. (2002), Current trends in Higher education, Deep and Deep publisher

Powar, K.B. (2003), Internationalization of Higher Education : Focus on India, Published by Amity University press and Amity Foundation for Higher Learning, New Delhi ·

Powar, K.B. (Ed. 2002), Internationalization of higher education, Published by Association of Indian Universities, New Delhi

Ramachandran, C.M. (1987), Problems of higher education in India, Mittal Publications.

Rao, K.S. (1999), Management of autonomy in autonomous colleges, Vikas, New Delhi

Rao, K.S. et. al (1999), Autonomous and Non- autonomous colleges: selected case studies, Vikas, New Delhi,

Reddy, G.M. (1996), Higher education in India- conformity, crisis and innovation, Sterling Pub Private Ltd .

Reddy, K.V. (1996), New directions in higher education in India, creative books. · Sam Pitroda, National knowledge Commission, New Delhi: MHRD · Shah, A.B. (1967), Higher education in India, Lalvani Pub. House, Bombay.

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-403	Special paper: (Any Two) c. Teacher Education-II	4	40	60	100

<b>Objectives</b>	To enable the students to understand about the <i>policy perspective and Diverse areas in Teacher education, Instructional strategies in Teacher education, Different areas of research in teacher education and various issues related to teacher education.</i>
<b>Pre-Requisites</b>	Knowledge of teacher education and various issues related to teacher education
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<b><i>At the end of this course the student will be able to:</i></b> <input type="checkbox"/> <i>Discuss different policies and Diverse areas in Teacher education,</i> <input type="checkbox"/> <i>Illustrate different Instructional strategies in Teacher education,</i> <input type="checkbox"/> <i>Explain different areas of research in teacher education and</i> <input type="checkbox"/> <i>Analyse various issues related to teacher education.</i>
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### Detailed Syllabus

Units	Topics	Hours
<b>I</b>	<b>Diverse Areas in Teacher Education</b> <input type="checkbox"/> Preparing teachers for special schools and other School Boards (CBSE, ICSE, IGCSE), structure of curriculum at various levels, Distance Education and Teacher Education <input type="checkbox"/> Understanding Knowledge base of Teacher Education from the view point of Lee Schulman, Deng and Luke & Habermas <input type="checkbox"/> Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching <input type="checkbox"/> Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models	<b>20</b>
<b>II</b>	<b>Policy perspectives in Teacher Education</b> <input type="checkbox"/> Policy perspectives on Teacher Education: NPE- 1986 , PoA-1992, NEP-2020, NCFTE -2009 <input type="checkbox"/> Reports of International Commissions on education with reference to teacher education(Learning the treasure within) <input type="checkbox"/> Justice Verma Commission (2012)	<b>14</b>
<b>III</b>	<b>Research in Teacher Education</b> <input type="checkbox"/> Meaning, nature and purpose of research in teacher education <input type="checkbox"/> Scope of Action Research in teacher education <input type="checkbox"/> Areas of research in teacher education <input type="checkbox"/> Trends of research in teacher education – review of recent research studies in teacher education with reference to design, findings and policy implications <input type="checkbox"/> Problems of research in teacher education	<b>14</b>



<b>IV</b>	<b>Problems and Issues in Teacher Education-2</b>	<b>16</b>
	<input type="checkbox"/> Monitoring of teacher education institutions <input type="checkbox"/> Isolations of Teacher education Institutions <input type="checkbox"/> Teacher empowerment and motivation: Issues and Concerns <input type="checkbox"/> ICT integration in teacher education <input type="checkbox"/> Evaluation in Teacher Education	
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Aggarwal, J.C. (1973). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational planning in India with a slant to educational financing and administration*. New Delhi: Concept Pub.
- Chattopadhyaya, D. P. (1985). *The teacher and society: report of national commission on teachers i 1983-85*. Govt. of India, New Delhi.
- MHRD (1986). *National policy on education – 1986 (with modifications undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1993). *Learning without burden: report of the national advisory committee appointed by the ministry of human resource development*. New Delhi: Govt. of India, Ministry of Human Resource Development.
- MHRD (1995). *The teacher and society, Chattopadhyaya committee report (1983-95)*. New Delhi: MHRD, GOI
- Ministry of Education (1966). *Education and national development. report of the education commission 1964-66*. New Delhi: Author.
- Ministry of Law Justice (2009). *The Right of Children to Free and Compulsory Education Act, 2009. The Gazette of India*, Ministry of Law Justice, Govt. of India.
- Mishra, S. (2004). *Privatization of higher education: Policy perspectives and role of regulatory bodies*. University News, Association of Indian Universities, New Delhi.
- Mohanty, J. (2008). *Teacher education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the secondary education commission 1952-53*. New Delhi: Govt. of India.
- Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1 & 2)*. New Delhi: S. Chand & Co.
- NCERT (1978). *Teacher education curriculum- a framework*. New Delhi: NCERT
- NCERT (1988a). *Teacher education curriculum: a framework*. New Delhi: NCERT.
- NCERT (1988b). *Teacher education curriculum: a framework-revised draft*. New Delhi: NCERT.
- NCERT (2004). *Curriculum framework for teacher education*. Author, New Delhi.
- NCERT (2006a). *National curriculum framework–2005*. New Delhi: NCERT.
- NCERT (2006b). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- NCERT (2007). *Professional support system and classroom performance of para teachers*. New Delhi: NCERT.
- NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi: NCTE.
- NCTE (1998c). *Competency based and commitment oriented teacher education for quality school education: pre-service education*. New Delhi: Author.
- NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE
- Ram, S. (1999). *Current issues in teacher education*. New Delhi: Swarup & Sons Publications.

Report of the National Commission on Teachers (1983-85). Website: <http://www.education.nic.in/cd50years/r/2Q/42/toc.htm>

Verghese, B.V. (2004). *Recruitment and training of primary teacher*. New Delhi: Anmol.

Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: the instructional role*. New Delhi: NCTE.

**Websites**

- 4) [www.ncte-india.org](http://www.ncte-india.org)
- 5) [www.ncert.nic.in/](http://www.ncert.nic.in/)
- 6) [www.ugc.ac.in/](http://www.ugc.ac.in/)

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-403	Special paper: (Any Two) d. Guidance & Counselling-II	4	40	60	100

<b>Objectives</b>	The basic objective of this course is to <i>help the students to have better understanding of Life and the world around, make them aware of the importance of making right choice in life, education, vocation, etc., help them realize the importance of working with a group, for a group and in a group, make them feel that each individual is capable of making some unique contribution to the all-round growth and development of the society because of his unique potentialities, apprise them of the worth of understanding and assessing the individual correctly.</i>
<b>Pre-Requisites</b>	Knowledge of Guidance & Counselling
<b>Teaching Scheme</b>	Regular classroom lectures, Guided Conversation, Problem based teaching, interactive lessons, self-study etc.

<b>Course Outcomes</b>	<p><b><i>At the end of this course the student will be able to:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elaborate the concept of Group Guidance and its problems and techniques.</li> <li><input type="checkbox"/> Explain the concept of Social Guidance and its functions.</li> <li><input type="checkbox"/> Explain the concept of Counselling.</li> <li><input type="checkbox"/> Analyse the theories of Counselling.</li> </ul>
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**Detailed Syllabus**

Units	Topics	Hours
I	<b>Group Guidance</b> Meaning and need of Group guidance , Objectives and principles of Group guidance, Kinds of group guidance, Scope and problems of group guidance, Techniques of group guidance: Career Talk, Orientation Talk, Group Discussion,	16

	Occupational Information	
<b>II</b>	<b>Social Guidance</b> Meaning and need of social guidance, Functions of social guidance, Guidance of Exceptional children (Backward Children, Gifted Children with behavioural problems)	<b>16</b>
<b>III</b>	<b>Concept and Types of Counseling</b> Meaning and definition of counselling, Characteristics of counseling , Principles of counselling, Field of counselling, Procedure of counseling, Techniques of counselling, Characteristics of a Counsellor Types: Directive counselling, Non-directive counselling, Eclectic counselling (Concept, procedure, advantages, limitations)	<b>16</b>
<b>IV</b>	<b>Theories of Counseling</b> Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person centred Counselling (Carl Rogers) Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)	<b>16</b>
	<b>Total</b>	<b>64</b>

### Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: A.P.H. Publishing Corporation.
- Jothiet.al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.

### Suggested Websites

- <http://www.counselling-directory.org.uk>
- [www.psychologytoday.com](http://www.psychologytoday.com)
- <http://qu.edu.iq/eduw/wp-content/uploads>
- <https://www.csbsju.edu/psychology/student-resources/issues>

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-404 (PRACTICAL)	ICT Practicum	2	50	-	50

<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate ICT skills in computer lab.</li> <li><input type="checkbox"/> Uses ICT for self- learning and research.</li> </ul>
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Each student is required to prepare 01 lesson and demonstrate it through any LMS platform; demonstrate how to calculate central tendencies, variability, and t-test in spreadsheet application; and prepare 01 lesson through power point presentations application on any subjects of their syllabus and present in front of peer and internal examiners. All the students of the P.G. Department of Education will remain present during the presentation. Marks shall be awarded to each student as follows.

#### EVALUATION CRITERIA (TOTAL MARKS: 50)

Sl. No	Activity	Marks
1.	Preparation and Demonstration of 01 Lesson through any LMS Platform	20
2.	Demonstration of Measuring Central tendencies, Variability, and t-test in Spreadsheet Application	15
3.	Presentation of 01 Lesson through Power Point Presentation Application	15
	<b>Total</b>	<b>50</b>

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Sub. Code	Subject Name	Credits	Int. Marks	Ext. Marks	Total Marks
MEDN-405 (PRACTICAL)	DISSERTATION (Data Collection, Data Analysis, Report Writing And Presentation)	4	50	50	100

<b>Objectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The basic objective of the course is to acquaint the learner about the various steps of research work and preparation of dissertation report.</li> </ul>
<b>Course Outcomes</b>	<p><i>At the end of this course the student will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Produce a dissertation following method and justify the findings of the dissertation.</li> </ul>

#### Course Action Plan:

- Each student has to conduct a research on a relevant and duly approved educational topic under the supervision of a faculty member of the PG Department of Education.
- Each student has to submit 3 copies of the complete dissertation duly

signed by supervisor and student to the Department 15 days before the practical examination. The evaluation of research work shall be jointly made by both external examiner and the internal examiner.

- The dissertation shall be evaluated jointly by an External and Internal examiners on the basis of relevance of the topic, quality of research input and quality of presentation.
- The student will be evaluated on the basis of her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by examiners or any other aspect of the research work that the examiners would consider suitable.

**EVALUATION CRITERIA (TOTAL MARKS: 100)**

Sl. No	Activity	Marks
1	Quality of Report	50
	Presentation	20
2	Viva-voce Test	30
	<b>Total</b>	<b>100</b>

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