

PG DEPARTMENT OF EDUCATION

M.A. IN EDUCATION SYLLABUS

CHOICE BASED CREDIT SYSTEM (CBCS)

Govt. Autonomous College, Angul



Academic Session

CBCS – M.A. IN EDUCATION Syllabus

Website: [www.government\(auto\)collegeangul.nic.in](http://www.government(auto)collegeangul.nic.in)

SEMESTER – I

Total Credits: 20

Core	Code	Course	Marks		Credits
			Mid. Sem	Sem	
C-I	Edn-1.1	Philosophical Foundations of Education	30	70	04
C-II	Edn-1.2	Sociological Foundations of Education	30	70	04
C-III	Edn-1.3	Psychological Foundations of Education	30	70	04
C-IV	Edn-1.4	Pedagogical Foundation	30	70	04
C-V	Edn-1.5	Practical (Administration and Interpretation of a Psychological Test)	100		04
			Total=500		Total=20

SEMESTER – II

Total Credits: 20

Core	Code	Course	Marks		Credits
			Mid. Sem	Sem	
C-VI	Edn-2.6	Statistics in Education	30	70	04
C-VII	Edn-2.7	Educational Research	30	70	04
C-VIII	Edn-2.8	Development of Education in India	30	70	04
C-IX	Edn-2.9	Modern Trends in Indian Education	30	70	04
C-X	Edn-2.10	Practical (Book Review)	100		04
			Total=500		Total=20

SEMESTER – III

Total Credits : 20

Core	Code	Course	Marks		Credits
			Mid. Sem	Sem	
C-XI	Edn-3.11	Educational Assessment	30	70	04
C-XII	Edn-3.12	Guidance and counseling in Education	30	70	04
C-XIII	Edn-3.13	Educational Technology	30	70	04
C-XIV	Edn-3.14	Curriculum Development	30	70	04
C-XV	Edn-3.15	Practical (Preparation and presentation of a synopsis on a Research topic)	100		04
			Total=500		Total=20

SEMESTER – IV

Total Credits : 20

Core	Code	Course	Marks		Credits
			Mid. Sem	Sem	
C-XVI	Edn-4.16	Educational Administration Supervision and Management	30	70	04
C-XVII	Edn-4.17	Environmental Education	30	70	04
C-XVIII	Edn-4.18	Teacher Education OR Special Education (Special Paper)	30	70	04
C-XIX	Edn-4.19	Economics of Education OR Early Childhood Care and Education	30	70	04
C-XX	Edn-4.20	Dissertation	100		04
			Total=500		Total=20

SEMESTER – I

Core-I (Edn 1.1)

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Credits:- 04

Mid Semester -30 marks

Semester -70 marks

- UNIT-I:** Concept of Philosophy.
Meaning, Nature and scope of educational philosophy Different branches of philosophy and their educational implications – Metaphysics, Epistemology and Axiology. Relationship between philosophy and education.
- UNIT-II:** Schools of western philosophy and their educational implications – Realism, Existentialism, Perennialism, and Progressivism.
- UNIT-III** Schools of Indian philosophy and their educational implications – Sankhya, Vedanta, Buddhism and Jainism.
- UNIT-IV** Doctrines of Great Educators of West and their influence on the practices of education with special reference to aims of education, curriculum, method of teaching and role of teacher - Aristotle, Rousseau, John Dewey, and Froebel.
- UNIT-V** Doctrines of Great Educators of East and their influence on the practices of education with special reference to aims of education, curriculum, method of teaching and role of teacher - Gandhiji, Tagore, Sri Aurobindo, and Vivekananda.

Books Recommended

1. Brubacher, John S., Modern Philosophies of Education, Mc Graw. Hill Book company, Inc., New York.
2. Butler J. Donald, Four Philosophies and their practices in Education and Religion. Happer & Row, New York.
3. Kneller, George F. Introduction to Philosophy of Education, John Wiley and Sons, Inc. New York
4. Ozman, Howard A., & Craver, Samuel M., Philosophical Foundations of Education. Allyn & Bacon, Boston.
5. Premnath, Bases of Education, S. Chand and Co., Delhi.
6. Ross, James S., Ground Work of Educational Theory, Oxford university of London Press Ltd., London.
7. Rusk, Robert R., Philosophical Bases of Education, University of London Press Ltd., London
8. Wingo, G.Max, Philosophies of Education, Sterling Publishers, New Delhi.

Core-II (Edn 1.2)

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credits:- 04

Mid Semester -30 marks

Semester -70 marks

UNIT-I: Concept of Sociology: Meaning, Nature and Scope of Educational sociology. Relationship between sociology and education. Education as a process of social system and a process of socialization.

UNIT-II: Concept of social change and social control. Factors affecting social change; Theories of social change, Education as an instrument of social change and social control. Meaning of culture, cultural lag and cultural acculturation, Education and culture.

UNIT-III: Democracy and Education, Socialism and Education, Secularism and Education. Role of Education in national integration. Role of education in international understanding.

UNIT-IV: Role of education in Globalization. Role of education in modernization. Values – concept, types, values enshrined in Indian constitution; Values and education.

UNIT-V: Concept of equality and equity and its educational implications;
Concept of women empowerment and role of education in women empowerment
Ensuring equality in education of SC, ST and children with special needs.

Book Recommended

1. Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Bhandar, Agra.
2. Nayak, B.K. Text Book of Foundation of Education, Kitab Mahal, Cuttack
3. Russel Bartrand, Education and Social Order, Geogрге Allen and Union Ltd. London.
4. Saiyadain K.G. Education and Social Order, Asia publishing House, Bombay.

Core-III (Edn 1.3)

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Credits:- 04

Mid Semester -30 marks

Semester -70 marks

- UNIT-I:** Intelligence – Concept, Nature and Theories of Intelligence (Two Factor, Multifactor, Structure of Intellect, Stenberg’s Triarchic theory, Gardener’s Multiple theory) Creativity- Concept, nature, stages of development, fostering creativity in the children.
- UNIT-II:** Individual Difference- Concept, Nature, Areas, Causes and Educational provisions. Problem - solving- concept, conditions influencing problem- solving, steps in problem-solving, teaching problem-solving in schools.
- UNIT-III:** Schools of psychology and their contributions to education: Behaviorism, Gestalt, Hormic School and Psychoanalysis.
- UNIT-IV:** Bloom’s Mastery learning, Gain’s hierarchy of learning, Ausubel’s meaningful reception learning, Bandura’s observational learning; Bruner’s discovery learning; Piaget’s theory of cognitive development.
- UNIT-V:** Personality – Concept, Nature, Type and Trait theory of personality; Role of teacher in fostering good personality.
Mental health of pupils and teachers. Frustration and conflict. Adjustment mechanism, stress management and education.

Book Recommended

1. Bernard, P.G., Mental Health in the class room, McGraw Hill, New York, 1970.
2. Beihier, R.F. & Snowman, J., Psychology Applied to Teaching, Houghton Mifflin, New York, 1997.
3. Bigge, M.L. Psychological Foundations of Education, Harper and Row, New York, 1985.
4. Dececco, J. P. & Crawform, W.R., Psychology of Learning and Instruction, Prentice Hall of India, New Delhi, 1997.
5. Gage, N.L.& Bertiner, P.C., Educational Psychology Houghton Mifflin, New York, 1998.
6. Good T, Educational Psychology, Longman, New York, 1990.
7. Klausrneier, H.J. & Goodwin, W.-Learning and Human Abilities, Harper & Row, New York, 1975.
8. Lefrancos, G. R., Psychology for Teaching, Wordsworth Inc., California, 2000.
9. Lindgren, H. C. Educationl Psychology in the Classroom, Oxford University Press, New York, 1980
10. Mangal, S. K. Advanced Educational Psychology, Prentice Hall of India, New Delhi, 2002
11. Mouly G.J. Psychology for Teaching, Allyn & Bacon, Boston, 1982
12. Rothsteinn, P. R. Educational Psychology, McGraw Hill, New York, 1990.
13. Sahakian, W.S. Introduction to the Psychology of Learning, Rand McNally, Lllionis, 1976.

Core-IV (Edn 1.4)

PEDAGOGICAL FOUNDATION

Credits:- 04

Mid Semester -30 marks

Semester -70 marks

- UNIT-I:** Teaching – Concept and Nature of teaching, marks of good teaching.
General principles of teaching – The Principle of motivation, principle of activities and learning by doing, principle of connecting with life.
General maxims of teaching.
- UNIT-II:** Teaching devices – Home work, Illustrations, Answering, Questioning, Oral teaching.
Fixing devices – Drill, Review and devices like school library, printed materials and other devices.
Audio- visual aids – concept, types, value of audio-visual aids, principles of using audio-visual aids in teaching-learning.
- UNIT-III:** Inductive and deductive method.
Analytic and synthetic method.
Project method.
Problem-solving method
Heuristic method.
- UNIT-IV:** Activity method
Play-way method.
Kindergarten method
Montessori method.
Dalton-plan
Assignment
Supervised study.
- UNIT-V:** Lesson – Planning-concept, value and necessity of lesson-planning; Essential features of a good lesson plan.
Herbartian steps, Modified Herbartian steps,
Critical observation of lessons.
Unit plan-concept, classification of units- subject-matter unit, experience unit, adaptive unit, resource unit; characteristics of good teaching-learning unit.
Preparation of lesson-scheme.

Book Recommended

1. Bhatia K. and B.D. Bhatia; Principles and method of Teaching, New Delhi, Doba House, 1970
2. Das R R : Teaching methods and practices, Cuttack, Grantha Mandir, 1980
3. Kochhar S K : Methods and Techniques of Teaching, New Delhi, sterling publishers Pvt. Ltd., 2011
4. Mckean, Robert C: Principles and methods in Secondary Education, Ohio, Charles E. Merrill Books Inc.
5. Yoakam and Simpson: Modern methods and Techniques of teaching, New York : The Mcmillan Co. 1957.

Core-V (Edn. 1.5)

PRACTICAL

ADMINISTRATION AND INTERPRETATION OF A PSYCHOLOGICAL TEST

Credits: 04

Semester -100 marks

The students are required to administer any one psychological test having educational relevance, interpret the result and prepare a record under the guidance of a teacher of the Department. The practical examination will be of six hours duration. The written examination will be conducted for three hours. Viva-Voce test will be conducted for three hours. The students will have to produce their practical records before the Viva-Voce test. The evaluation will be conducted both by Internal and External examiners jointly. The distribution of the marks of the practical examination is as follows:

1. Report writing (written examination)	-	50 marks
2. Practical Record	-	20 marks
3. Viva-Voce	-	<u>30 marks</u>
		Total - 100 marks

SEMESTER – II

Core-VI (Edn 2.6)

STATISTICS IN EDUCATION

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

- UNIT-I:** Measures of Central Tendency – Concept of mean median and mode; Calculation of mean, median and mode; Their uses and limitations.
- UNIT-II:** Measures of variability-Concept of Range, Quartile Deviation, Average Deviation, and Standard Deviation; Calculation of Quartile Deviation, Average Deviation and Standard Deviation - Their uses and limitations.
- UNIT-III:** The Normal Distribution – The meaning and Importance of Normal Distribution; Properties of the Normal Probability Distribution; Measuring divergence from normality; Applications of Normal Probability curve.
- UNIT-IV:** Correlation- Its meaning; Types of correlation; Co-efficient of correlation; Calculation of the coefficient of correlation by Rank Difference and Product-Moment method; Biserial correlation- Its concept, calculation of Biserial correlation.
- UNIT-V:** The significance of the Difference between Means.
The significance of the Difference between Standard Deviations.
The significance of the Difference between percentages and correlation coefficients.
The Chi-square Test and the Null Hypothesis.

Book Recommended

1. Best.J.W.. & Khan, J.V. Research in Education, Prentice Hall of India, New Delhi, 1993.
2. Garret H.E.Statistics in Psychology and Education, Vakils, Feffer and Simons, Bombay, 1979.
3. Good, G.V.& Hopkins, K.D.Statistical Methods in Education and Psychology, Prentice Hall, Englewood C liffs, N.J.1984.
4. Guiford, J.P.&Fruchter, B., Fundamental Statistics in Psychology and Education, MC Graw Hill, New York, 1981.
5. Koul, Methodology of Educational Research, Vikas Publishing House, New Delhi, 1988.
6. McCall, R., Fundamental Statics for the Behavioural Science, Harcourt Brace, New York, 1993.

Core-VII (Edn 2.7)

EDUCATIONAL RESEARCH

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

- UNIT-I:** Meaning, Nature and Scope of Educational Research, Types of research-Fundamental, Applied and Action.
Quantitative Research.
Qualitative Research.
- UNIT-II:** Historical Research-Its nature, value, types and steps.
Descriptive Research – Its nature, value type and steps.
Experimental Research-Its nature, value, types and steps; Experimental Designs.
- UNIT-III:** Formulation of research problem
Sources and criteria of identifying the problem.
Hypothesis - Its meaning and importance; Formulation of hypothesis; Types of hypothesis, criteria and statement of hypothesis.
- UNIT-IV:** Review of related literature-Need, source and methods. Sampling-concept, methods of selection, Random sampling, Stratified sampling, Cluster and Systematic sampling, Errors in sampling.
- UNIT-V:** Data-Gathering tools and techniques.
Qualitative Data Analysis.
Quantitative Data Analysis.
The Research Report-General format of the research report, style of writing the research report, Typing of the research report and Editing of the research report.

Book Recommended

1. Any D., Jacobs, L.C. & Razavieh, A., Introduction to Research in Education, Holt, Rinehart & Winston, 1960
2. Best, J.W.& Khan, J.V.Research in Education, Prentice Hall of India, New Delhi, 1993.
3. Borg, W.r.& Gall, M.D. Educational Research: An Introduction, Longman, New York, 1989.
4. Cambell, W.G.& Ballou, S.V.Forms and Style; Theses, Report, Teram Papers, Houghton Mifflin, Boston, 1990.
5. Gay, L.R. & Airasian, P. Educational Research.
6. Koul, Methodology of Educational Research, Vikas Pyublishing House New Delhi.,1988
7. Ledy, P.D. Practical Research: Planning and Design, Marmillian, New York, 1985.
8. McMillan, J.H. & Schumacher, S., Research in Education-A Conceptual introduction, Harper Collins, New York. 1989
9. Moore, G.W. Developing and Evaluating Educational Research, Little Brown & Co. Canada, 1983.
10. Publication Manual of the Americal Psychological Association (5th Ed.) APA, Washington DC, 2001.
11. Sprinthall, R.C. Schmutte, G.T. & Sirois, L. Understanding Educational Research, prentice Hall, Englewood Cliff, N.J.1991.
12. Tuckman, B.W. Conducting, Educational Research, Harcourt Brace College Publishers, Fort Worth.1999.
13. Turaban K.L.,A Manual for Writers of Teram Papers, Theses and Dissertations, The University of Chicago Press, Chicago, 1987.
14. Vockell, E.L. & Asher, J.W. Educational Research, Merrill/Prentice Hall, 1995.

Core-VIII (Edn 2.8)

DEVELOPMENT OF EDUCATION IN INDIA

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

- UNIT-I:** Vedic education-aims of education, methods, curriculum and organization.
Post-Vedic (Upanishadic) education - aims of education, methods, curriculum and organization.
Buddhist education - aims of education, curriculum, methods of teaching and organization, important centers of learning during Buddhist period.
- UNIT-II:** Islamic education - aims of education, curriculum, methods of teaching; Types of educational institutions during medieval period, important centers of learning during medieval period.
- UNIT-III:** Development of education in British India with reference to Macaulay's Minutes, Wood's Education Despatch, Report of Hunter Commission, Gokhale's Bill, University Education Commission (1902), Calcutta University Commission (1917), Hartog Committee Report (1929); National Education movement towards development of a national system of education.
- UNIT-IV:** Development of education in independent India with reference to the University Education Commission (1948-49), Secondary Education Commission (1952-53), The Education Commission (1964-66), National Policy on Education (1986) and its revised formulations of 1992.
- UNIT-V:** Development of education in Odisha during ancient period, medieval period, pre-independence period and post-independence period with reference to primary, secondary and higher education.

Book Recommended

1. Mukherjee, R.K. Education in Ancient India; Motilal Banarasi Das, Calcutta.
2. Nurullah, S. & Naik, J.P. A Students History of Education in India; The Macmillan Co. of India, Delhi.
3. Rawat, P.L. History of Indian Education: Ram Prasad and Sons, Agra
4. Das Kali Kumar : Development of Education in India, Kalyani Publishers, New Delhi..

Core-IX (Edn 2.9)

MODERN TRENDS IN INDIAN EDUCATION

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

- UNIT-I:** Constitutional provisions of education
Early Childhood Care and Education
Sarva Sikshya Avijan-Its problems and issues.
Learning without Burden
- UNIT-II:** Universalisation of Secondary Education with reference to Rastriya Madhyamika Siksha Avijan (RMSA). The Navodaya Vidyalaya and its feasibility. Role of National Open School in Secondary education. Vocationalisation of secondary education at the lowest and higher secondary stages.
Role of NCERT and SCERT in qualitative development of secondary education.
- UNIT-III:** Role of UGC in qualitative development of higher education.
Rastriya Uchatar Siksha Aviyani (RUSA)
Curricular reform in higher education.
Examination reform in higher education
Autonomous Colleges-Problems and Issues
Evaluation of performance of teachers in higher education Open University and its role in higher education.
- UNIT-IV:** Problems and issue of environmental education, population education, value-oriented education and education of SC and ST problems and Issues of vocational education and technical education.
- UNIT-V:** Equalization of educational opportunities.
Continuing and Life-long education.
e-learning-meaning-importance, types, advantages and limitations.
Privatization of education-Problems and issues.
Women empowerment and education.

Book Recommended

1. Purkait B.S., Milestones in Modern Indian Education, New Central Book Agency (P) Ltd. Kolkata.
2. Kochhar S.K.; Pivotal Issues in Indian Education, Sterling Publishers.
3. Mohanty Jagannath : Indian Education in the Emerging Society, Sterling Publishers, New Delhi
4. Nanda S.K. : Indian Education and its Problems today, Kalyani Publishers, New Delhi.
5. Report of the University Education Commission (1948-49), Govt. of India, New Delhi
6. Report of the Education Commission (1964-66), Govt. of Indian, New Delhi.
7. National Policy on Education (1986), Govt. of India, New Delhi.

Core-X (Edn 2.10)

PRACTICAL

(Book Review)

Credits:- 04

Semester - 100 marks

The students are required to review a book of educational relevance under the guidance of a teacher of the Department. They are required to make a critical appraisal of the book and prepare a report. It will be valued jointly by the Internal and External Examiners. The marks are distributed as follows.

Book Review Report (Record)	: 80 marks
Viva-Voce	: <u>20 marks</u>
Total	: 100 marks

SEMESTER-III
Core-XI (Edn 3.11)
EDUCATIONAL ASSESSMENT

Credits:- 04

Mid Semester - 30 marks

Semester - 70 marks

UNIT-I: The measurement and assessment process: Concept, scope and need. Interrelationship between measurement and assessment in education. Norm-referenced and criterion-referenced measurement. Functions of assessment. Basic principles of assessment.

UNIT-II: General principles of test construction and standardization. Steps involved in standardizing a test. Writing test items-objective types, essay types and interpretive type. Item analysis procedure for norm-referenced and criterion-referenced mastery test.

UNIT-III: Reliability-measures of reliability, equivalence and internal consistency (Split half and Richardson estimates). Factors affecting reliability of a test. Validity-content related, criterion related and construct related evidence, Factors affecting validity. Objectivity-meaning, method of improving objectivity of tests.
Norms and interpretations of test scores. Types of norms: Grade norms, percentile rank, standard scores-Z, T and C scores. Caution in interpreting test scores.

UNIT-IV: Educational objectives-Task analysis. Content analysis. Identification of teaching objectives. Educational objectives. Comparison of educational and teaching objectives. Taxonomy of educational objectives: cognitive domain, affective domain and psychomotor domain. Principles of selecting instructional objectives. Writing the objectives in behavioral terms.

UNIT-V: Objective type test and objective based test. Types of objective type tests: Supply type, selection type, true-false type, matching type, multiple choice type, analogy type, classification type. Principle of construction of the above type tests.

Book Recommended

1. Aiken, L.R., Tests and Examinations-Measuring Abilities and Performance, Wiley, New York, 1998.
2. Airasian, P. Classroom Assessment, Mcraw Hill, New York, 1995
3. Anatasi, A& Urboma., S., Psychological Testing, Prentice Hall, Englewood Cliffs, 1997.
4. Banks, S.R. Classroom Assessment: Issues and Practices, Person Allyn & Bacon, Boston, 2005.
5. Cohern, R.J.Swerdlik, M.E. & Philips, S.M., Psychological Testing and Assessment, An Introduction to the Tests and Measurement, Mayfield Publishing Co. California, 1996.
6. Cronbach L.J. Essentials of Psychological Testing, Harper Collins, New York, 1990.
7. Ebel, R.L. & Frisbie, D.A. Essentials of Educational Measurement, Practice Hall of India, Pvt. Ltd., New Delhi, 1991.
8. Gronlund, N.E. Assessment of student Achievement. Allyn & Bacon, Boston, 2003.
9. Gregory, R.J. Psychological Testing: History, Principles and Applications, Allyn & Bacon, Boston 1992.
10. Harper, A.E. Jr. & Harper, E.S. Preparing Objective Examinations: A Handbook for Teachers, Students and Examiners, Prentice Hall of India Pvt. Ltd. New Delhi, 1992.
11. Hopkins, K.D. Educational and Psychological Measurement and Evaluation, Allyn & Bacon, Boston, 1998.
12. Kaplan, R.M. & Saccuzzo. D.P., Psychological Testing Principles Applications & Issues, Wordsworth, California, 2000.
13. Kubiszyn. T. & Borich. G., Educational Testing and Measurement, Classroom Application and Practice, Scott, Foresman, Glenview, 1993.
14. Linn, R.L. & Gronlund, N.e., Measurement and Assessment in Teaching, Merrill/Prentice Hall, 2000.
15. Martuza, V.R. Applying Norm- Referenced and Criterion-referenced Measurement in Education, Allyn & Bacon, Boston, 1997.

Core-XII (Edn 3.12)

GUIDANCE AND COUNSELLING IN EDUCATION

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I: Meaning and nature of guidance, Principles of guidance, Assumptions of guidance; Objectives of guidance at different stages. Types of guidance: Educational Vocational and Personal.

UNIT-II: Essentials of launching guidance programme. Guidance services: Individual inventory service, Information orientation service, Placement service and follow-up service.

UNIT-III: Meaning, nature and need of counselling Types and principles of counselling. Education and counselling. Goals of counselling. Theories of counselling: Rational theories, learning theory approach and psychoanalytic approach. Techniques of counselling.

UNIT-IV: Guidance and counselling movement: India, Greece, Europe, England and USA Organisation of guidance programmes in Indian schools.

UNIT-V: Functions of counselor. Characteristics of a successful counsellor. Training programmes for the counsellors. Standards of counsellor education. Counsellor training programmes in India. A model programme of professional training for counsellor in India. Professional ethics in counselling. Professional growth.

Book Recommended

1. Crow, L.D.& Crow, A., An Introduction to Guidance Principles and Practices, American Book company New York, 1951.
2. Downing, L.N. Guidance and Counselling Services, McGraw Hill, New York.
3. Gibson, R.L.& Mitchell, M.H., Introduction to Counselling and Guidance, Prentice Hall of India, New Delhi, 2005.
4. Kochhar, S.K, Guidance in Indian Education, Sterling Publishers Pvt. Ltd. 1979.
5. Kochhar, S.K. Guidance in Indian Education, Sterling Publishers, Pvt. Ltd. New Delhi, 1984.
6. Miller, F.W. Guidance-Principles and Services, Charles E. Merrill, Ohio, 1961.
7. Ohisen, M.W. Guidance Services in the Modern School, Harourt Brace Jovanovich, New Delhi.1974.
8. Pasricha, P., Guidance and Counselling in India Education.
9. Shertzer, B. & Stone, S.C., Fundamentals of Counselling, Houghton Mifflin, Boston, 1980.
10. Shetazer, B. & Stone, S.C. Fundamentals of Counselling, Houghton Mifflin, Boston, 1980.
11. Tolbert, E.L., An Introduction to Guidance, Little Brown & Co Boston, 1978.
12. Traxler, A.E. & Noria, R.D. Techniques of Guidance, Harper Rous, New York,1957.

Core-XIII (Edn 3.13)

EDUCATIONAL TECHNOLOGY

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I: Meaning, nature, scope and significance of educational technology. Components of educational technology-software and hardware. Educational technology and instructional technology. Concept, nature, component, models and theories of communication.

UNIT-II: Designing instructional system. Task analysis and team teaching. Levels of teaching: memory level, understanding level and reflective level. Modern models of teaching. Modification of teacher behaviour: microteaching, simulation and Flander's Interaction Analysis.

UNIT-III: Programmed instruction: origin and types. Teaching machines. Computer assisted instruction. Emerging trends in educational technology: UGC, CIET and SIET.

UNIT-IV: Teaching aids: Projected aids, non-projected aids, graphic aids, direct experiences, Reprographic equipments, Mass media in educational technology. Radio, T.V, Veeo Cassette Recorder, Satelite Instructional Television Experiment (SITE).

UNIT-V: Distance education, Open University. Continuing and lifelong education. Non-formal education: concept, salient features and objectives.

Book Recommended

1. Heinich., R. Molenda, M.A., Russell, J.D. Instructional Media and the New Technologies of Instruction, Maxwell Macmillian, Singapore, 1990.
2. Kulkarni S.S., Introduction to Educatinal Technology, Oxford IBH, New Dehi, 1996.
3. Kumar, K.L. Educational Technology, New Age International (P) Ltd., New Delhi, 1996.
4. Mangal, S.K. Fundamentals of Educational Technology, Educational Publishers, Ludhiana, 1988.
5. Kukhopadhyay, M., Educational Technology, New Delhi.
6. Panday, K.P. A first Course in Instructional Technology, Amitabh Prakashan, New Delhi, 1990.
7. Rao, U., Educational Technology, Himalaya Publishing House, Bombay, 1991.
8. Sampath, K., Penninselvam, A. & Santhanam, S., Introduction to Educational Technology, Sterling Publishers Pvt., Ltd., New Delhi.
9. Sharma, A.R. Educational Technology, Vinod Pustak Mandir, Agra, 1992.
10. Sharma, R.A. Educational Technology, Loyal Book Depot, Meerut, 2000.

Core-XIV (Edn 3.14)

CURRICULUM DEVELOPMENT

Credits:- 04

Mid Semester -30 marks

Semester -70 marks

UNIT-I: Concept and types of curriculum: child centered and experience centered curriculum. History of curriculum development in India. Core curriculum and NPE-1986. Bases of curriculum. philosophical, sociological and psychological Factors affecting curriculum development.

UNIT-II: Conceptual framework for curriculum design. Representative curriculum design: subject centered design, discipline design, broad fields design. Learner centred design- child centred design, experienced centred design, humanistic design. Problem centred design: life situations design, core design, social problems and reconstructionist design.

UNIT-III: Curriculum evaluation: meaning, need and importance of curriculum evaluation, implementation strategy of curriculum. Recommendations of Secondary Education Commission (1952-53) and Educatina Commission (1964-66) on curriculum development.

UNIT-IV: Curriculum organisation: vertical and horizontal. Understanding organisational patterns. Organising learning experiences: components of a curriculum guide. Purposes of a curriculum guide. Principales of curriculum organisation.

UNIT-V: Future and futurism in curriculum. Dealing with the future. Future directions: certainty Vs. uncertainty . Future intelligence. Future curricula: new curriculum designs, new curriculum areas, curriculum considerations and choice. An extreme future curriculum design, a more traditional curriculum model. The challenges of dealing with the future.

Book Recommended

1. Beane, J.A. Conrad, E.P. Jr. & Samule J. A., Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1986.
2. Brady, L. Curriculum Development, Prentice Hall, 1995.
3. Doll, R.C. Curriculum Improvement: Decision-Making and Process, Allyn and Boston, 1996.
4. Marsh, C. J. & Willis, G., Curriculum-Alternative Approaches, Ongong Issues, Merhill/ Prentice-Hall, 1999.
5. McNeil, J. D. Curriculum: A Comparative Introduction, Scott. Foresman, Glenview, 1990
6. Oliva, P.F. Developing the Curriculum Harper Collins, New York, 1992.
7. Omstein, A. C. & Hunkins, F., Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston, 1998.
8. Pratt, D., Curriculum Design and Development, Mcmillan New York, 1980.
9. Saylor, J. G. Aledander, W.M.& Lewis, A. J. Curriculum Planning for Better Teaching for Better Teaching and Learning, Hott, Rinehart & Winston, New Yorik,1981.
10. Taba. H. Curriculum Development- Theory and Practice, Harcourt Brace, New York, 1962.
11. Tanner, D. & Taner, L. N., Curriculum Development. Theory into Practice Macmilan New York, 1980.
12. Walker, D., Fundamentals of Curriculum, Harcourt Brace Jovanovich, San Diego, 1990.
13. Wiles, J. & Bondi, J.C. Curriculum Development- A Guide to Practice, Merrill, Columbus, 1989.
14. Zais, R.S. Curriculum: Principles and Foundations, Harper & Row, New York, 1976.

Core-XV (Edn 3.15)

PRACTICAL

PREPARATION AND PRESENTATION OF A SYNOPSIS ON A RESEARCH TOPIC.

Credits:- 04

Semester - 100 marks

The students are required to prepare a synopsis on a research topic under the guidance of a supervisor. After preparation he/she will have to present that synopsis in the class before the team of evaluations. On the basis of the recommendations of the team of evaluators the student will modify if required and submit the same in the department. The students are required to conduct research on the same topic of the synopsis in the 4th semester. The synopsis will be finally evaluated at the end of this semester jointly by the internal and external examiners. Division of marks will be as follows.

Preparation and presentation of the synopsis in the class before semester examination.
(Valuation by internal examiners only)

30 Marks

Viva voce examination during the semester examination. (Valuation by both internal and external examiners)

70 Marks

SEMESTER – IV
Core-XVI (Edn 4.16)

EDUCATIONAL ADMINISTRATION, SUPERVISION AND MANAGEMENT.

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

- UNIT-I:** Educational Administration: Meaning, nature, scope and significance.
Functions of Educational Administration
Theories of Educational Administration
Principles of Educational Administration
Administrative Structure of Education in Centre and State.
- UNIT-II:** Educational Supervision: Meaning, nature, scope and significance.
Types of supervision: Democratic and autocratic
Steps of supervisory programme: Planning, organising and implementing.
Factors influencing supervision
Difference between Administration and supervision
- UNIT-III:** Educational Planning: Meaning, nature and significance
Types of educational planning.
Problems of educational planning in india
Institutional Planning: Meaning, nature and scope
Steps of institutional planning.
- UNIT-IV:** Educational Management: Meaning, nature, scope and significance
Components of educational management
Types of Educational Management: Centralised and decentralised, external and internal, auto cratic and democratic, creative and laissez faire.
Managerial Behaviour: Meaning and factors affecting managerial behaviour.
Trends in Educational Management- Management by Objectives (MBO)
Decision making, Organizational Development (OD), Organisational Compliance (OC)
- UNIT-V:** Total Quality Management:
Basic concept of Total Quality Management (TQM)
Components of Total Quality Management
Principles of Total Quality Management.
Total Quality Management in Higher Education.

Book Recommended

1. Adam, H., P. & Dikey, F. G. Basic Principles of Supervision, Eurasia, New Delhi, 1966.
2. Bhatnagar, R.P. & Verma, I.B, Educational Administration, Loyal Book Depot, Meerut, 1978.
3. Compbell, R. F., et.al. Introduction to Educational Administration, Allyn & Bacon, Boston, 1971.
4. Hariss, B.M. Supervisory Behaviour in Education, Prentice Hall, Englewood Cliffts, 1963.
5. Kijmbrough, R.B. & Nurnnery, M., Educational Administration. An Introduction, Macmillan, New York 1976.
6. Mochiman, A.B. School Administration, Houghton Mifflin, Boston. 1951
7. Oliva, O., Supervision for Today's School, Harper & Row, New York 1976.
8. Safaya, R. & Shaيدا, B.D. School Administration and Organisation, Dhanpat Rai & Sons, Jullundur, 1964.
9. Shukia, P. D. Administration in India, Vikas, New Delhi, 1983

Core-XVII (Edn 4.20)
ENVIRONMENTAL EDUCATION

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I:

- Concept of environment and its different aspects
- Relationship between man and environment
- Environment and quality of life
- Role of education for development of environment awareness.

UNIT-II:

- Meaning of environmental pollution and its different aspects
- Air pollution
- Water pollution
- Soil pollution
- Noise pollution
- Thermal pollution
- Radiation pollution
- Light pollution.
- Causes of environmental pollution
- Consequences of environmental pollution
- Measures for controlling environmental pollution.

UNIT-III:

- Meaning and nature of environmental education
- Importance of environmental education
- Functions of environmental education
- Scope of environmental education
- Principales of environmental education

UNIT-IV:

- Objectives of environmental education
- Curriculum for environmental education
- Techniques/ Strategies for teaching environmental education
- Role of teacher, students and community members for improving environmental conditions.

UNIT-V:

- Environmental management in India
- Policies and programmes for protection of environment
- Environment and school health programme
- Suggestions for conservation and upgradation of environment.

Book Recommended

1. Sharma, R.C. Environmental Education, Metropolitan, New Delhi, 1981.
2. Saxena, A.B. Environmental Education, National Psychological Corporation, Agra,1986
3. Saikar, K.R. Population Education for Developing Countries, Sterling Publishers Pvt. Ltd. New Delhi,1981
4. Sinha, V.C. & Zakaria, M., Demography, Sterling Publishers, New Delhi.
5. UNESCO, Living the Environment. A Source Book in Environmental Education, 1985.
6. UNESCO Interdisciplinary Approqaches in Environmental Education,1985.
7. UNESCO Trends in Environmental Education,1987
8. UNESCO Evaluating Environmental Education,1985
9. UNSECO, Environmental Educatio : Modules for Preservice Training of Teachers and Supervisors of Secondary Schools, 1983.

Core-XVII (Edn 4.21)
TEACHER EDUCATION (SPECIAL PAPER)

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I:

- Meaning and scope of teacher education
- Importance of teacher education.
- Objectives of teacher education at elementary and secondary level.
- Development of teacher education in India.
- Problems and issue of teacher education.

UNIT-II:

- Teaching as a profession and its characteristics
- Professional growth of teacher - Meaning, purposes and strategies.
- Teacher Effectiveness- Meaning and criteria for assessment.
- Characteristics of a good teacher, professional ethics and accountability of teacher.
- Evaluation of teacher at different levels.
 - Evaluation by authority
 - Evaluation by students
 - Self evaluation
 - Peer evaluation
- Importance of teacher evaluation
- Tools and techniques for teacher evaluation.

UNIT-III:

- Preservice teacher education for elementary and secondary level- Aims and objectives, need, progress and problems.
- Curriculum for pre-service teacher education with reference to NCFTE-2009 and NCTE at elementary and secondary level.
- Role of NCERT, SCERT, BSE, DIET, RIEs, CTEs and IASE.

UNIT-IV:

- In-service, teacher education for elementary level - Aims and objectives, need, progress and problems with reference to Sarva Siksha Abhiyan (SSA)
- IN service teacher education for secondary level-Aims and objectives, needs, progress and problems with reference to Rashtriya Madhyamik Siksha Abhiyan (RMSA)

UNIT-V:

- Qualitative Improvement of teacher education and role of NCTE (1964-66)
- Recommendations of Indian Education Commission (1964-66) NPE-1986, Revised NPE-1992 and programme of action on teacher education at elementary and secondary level.
- Research trends in teacher education.

Book Recommended

1. Bhatnagar, T. N. Teacher Education in India, NCERT, New Delhi, 1980.
2. Buch. M. B. Survey of Research in Education NCERT, New Delhi.
3. Mohanty, S. B. Teacher Education. Menaka Prakashani., Sambalpur.
4. Mohanty, J. Teacher Education. Deep & Deep. New Delhi.
5. Mukherjee, S.J.(Ed.) Education of Teachers in India (vols.1&2), S.Chand & Co., New Delhi.1978.
6. National Survey of Elementary Teacher Education in India, NCERT, New Delhi, 1970.
7. Reports of the Five Year Plans, The Planning Commission, New Delhi, Govt. of India.

Core-XVIII (Edn 4.18)
SPECIAL EDUCATION (SPECIAL PAPER)

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I:

- Concept and nature of special education
- Objectives of special education.
- Categorization of special education.
- Historical development of special education
- Integrated education for disabled.

UNIT-II:

- Education of orthopedically handicapped; Types of handicap, characteristics, educational programmes
- Education of Hearing impaired: Characteristics, etiology, prevention, educational programmes.
- Problems and issue of integration and inclusion role of teacher.

UNIT-III:

- Education of visually impaired: Characteristics, degree of impairment, prevention, educational programmes.
- Education of mentally retarded: Characteristics, types educational programme.
- Problems and issues of integration and inclusion role of teacher.

UNIT-IV:

- Education of learning disabled children: Characteristics, types, identification, causes, educational programmes.
- Education of emotionally disturbed children: Definition, identification, classification, characteristics, role of education.
- Problems and issues of integration and inclusion, role of teacher.

UNIT-V:

- Giftedness: Definition, characteristics, identification and educational provisions.
- Inclusive Education: Concept, importance, objectives principles, as human right (Right to access, equality and quality education), problems and issues.
- Children with Special Needs (CWSN): Types of marginalized children (Physical, Social, Emotional and their needs, strategies to address their special needs.
- Main streaming, Resource teacher, Resource room.
- Inclusive school: Concept, features, dimensions barriers for converting a general school to inclusive school.

Book Recommended

1. Blackhurst, A.E. & Berdine, W. H. (Eds) An Introduction to Special Education, Little Brown & Co., Boston, 1981.
2. Hallahan, D.P.& Kauffman, J.M. Exceptional Learners: Introduction to Special Education, Allyn & Bacon, Boston, 2003.
3. Hewrd, W.L. & Oriarsky, M.D. Exception Children, Charles E. Merrill, Columbus, 1992.
4. Kirk, S.A. & Gallagher, J.J. & Anastasiow, N.J. Educationing Exceptional Children, Houghton Mifflin, Boston, 1993.
5. Telford, C.W. & Sawrey, J.M., The Exceptional Individual, Prentice Hall, Inc. Englewood Cliffs, N.J. 1977.
6. Yaseldyke, J.E. Introduction to Special Education, Houghton Mifflin & Co., Boston, 1989.

Core-XIX (Edn 4.19)
ECONOMICS OF EDUCATION (SPECIAL PAPER)

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I:

- Concept and scope of Economics of Education
- Significance of Economics of Education
- Education as investment- Concept, significance and strategies
- Education as consumption- Concept, significance and strategies.

UNIT-II:

- Cost benefit analysis of education- Meaning and importance
- Taxonomy of cost of education
- Taxonomy of benefit of education
- Inputs and outputs: Concept and relationship between the two.

UNIT-III:

- Educational expenditure- Types - direct and indirect, current and recurrent.
- Grant in Aid-Meaning and types, role of Government.
- Sources of Income: Private and Government.

UNIT-IV:

- Financing education: Concept and sources of finance.
- Principles of financing
- Problems of financing
- Manpower planning
- Role of centre and state for financing education

UNIT-V:

- Role of UNESCO, UNICEF, UNDP, World Bank, UNFPA as external agencies for financing education.

Book Recommended

1. Blug, M.(Ed.), Economics of Education Vol.1&2, Penguin.
2. Koul, B.N.(Ed.) Economics of Education, (Block 1, ES 317) IGNOU, New Delhi.1993.
3. Rajaiah, B., Economics of Education, Mittal, New Delhi.1987.
4. Schultz, T. W. Economics Value of Education, Columbia University Press, New York, 1963.
5. Singh, B., Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1983.
6. UNESCO, Readings in the Economics, 1968.
7. Vaizey, J., The Economics of Education, Feber & Feber, 1962.

Core-XIX (Edn 4.19)
EARLY CHILDHOOD CARE AND EDUCATION (SPECIAL PAPER)

Credits:- 04

Mid Semester -30 marks
Semester -70 marks

UNIT-I:

- Concept of pre-school education
- Aims and objectives of pre-school education
- Integrated Child Development Services (ICDS) scheme
- Early Childhood Care and Education (ECCE) scheme
- Contribution of Froebel and Montessori to pre-school education.

UNIT-II:

- Early childhood health care programmes.
- Common ailments and diseases in early childhood
- Identification, prevention and remediation of common diseases in early childhood.
- Concept and need of balanced diet

UNIT-III:

- Types of pre-school centers
- Capacity building of personnel in ECCE
- Curriculum and activities at the pre-school stage
- Strategies for transaction of curriculum and role of teacher.

UNIT-IV:

- Status of pre-school education in India
- Problems and issues in ECCE
- Recommendations of NPE, 1986, Indian Education Commission on pre-school education.

UNIT-V:

- Role of UNICEF, WHO, and CARE for Child development.
- Role of Government and Non-Government organisation in organising ECCE.

Book Recommended

1. Food and Nutrition, Educational Planning Groups, Arya Publishing House, Delhi.
2. Teaching-Young Children, Henninger, 2000.
3. Introduction to Early Childhood Education, Brewer, 1995
4. Let us play : Books 1 to 2 are published by and available with Indian Association of Pre-School Education Vidya Vikasini, 259D B. Road: R.S. Puram Coimbatore-641002
Books 13 to 18 are Publications of M/s. Prentice Hall of India, Pvt. Ltd. M-97, Circus New Delhi 110001.
5. Kamil & Lewis: Physical Knowledge in Pre-School Education, Implications and Piaget's Theory.
6. Meclove : Ready set, Go, How To Give Your Children Head Start Before They go to School.
7. Cohen & Rudolph: Kindergarten and Early Schooling.
8. Hurwitz and Mandejit: The Joys Vision: A Source Book for Elementary Art Appreciation.

Core-XX (Edn 4.20)

DISSERTATION (PRACTICAL)

Credits:- 04

Semester -100 marks

Each student is required to submit a dissertation basing on the Research, Proposal developed in Third Semester under the supervision of a member of the staff of the department.

The dissertation shall be evaluated jointly by an External and Internal (Guide) examiner and there will be a viva-voce test. The distribution of marks shall be as follows.

i)	Dissertation	-	80 marks
ii)	<u>Vive-Voce</u>	-	<u>20 marks</u>
	Total	-	100 marks