

SYLLABUS
MASTER OF ARTS IN EDUCATION
Academic Session-2023-24



DEPARTMENT OF EDUCATION
M.P.C AUTONOMOUS COLLEGE
TAKHATPUR, BARIPADA

SYLLABUS FOR 2-YEAR M.A. EDUCATION PROGRAMME, 2023-2024 (onwards)

Context: The Master of Arts in Education is a two-year programme, without any option of intermediate exit before completing the 2-years study. It aims at preparing teacher for 10+2 and Graduation and Post Graduation in Education different colleges/ universities of the country. The programme thus subsumes all curricular elements of education comprehensively Programme Outcomes: The programme is designed to provide opportunities for the professional to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences. The Syllabus for M.A. Education programme is designed to attain the following broad objectives.

After the completion of the course, the students shall:

- ❖ Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- ❖ Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- ❖ Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- ❖ Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom, evaluate and ensure the continuous intellectual, social and physical development of the learner.
- ❖ Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.
- ❖ Develop self-identity as a faculty through continuous experiences that continually evaluate the effects of his/her choices and actions.

Programme Specific Outcomes

In terms of programme specific context of M.A. Education, the outcomes are as follows.

1. To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
2. To understand the historical, political and economical aspects of education.
3. To provide research related experiences with the competency to independently develop dissertation and research work.
4. To interpret the schools of philosophy and their educational significance.
5. To get an insight into various educational policies and practices.
6. To enable proper understanding and critical perspective about specialized areas of Education

Modes of Transaction:

With a view to move away from theoretical discourses and lectures, the student- teacher is required to be engaged in various kinds of learning experience. This programme intends to provide him/her

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with the specific engagements that are spelt out under each course. However, the nature of engagement of the perspective Teacher-Educator will be of the following kinds:

- **Lecture-cum-Discussion Session:** The teacher educator provides the perspective Teacher-Educator a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** Perspective Educator would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/ community experiences would be arranged for the student to observe, document in the form of record/ journal/ diary and analyse with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- **Library Work:** On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual write-ups for seminar presentation and discussion.
- **Projects:** Course related projects having contemporary concern shall be assigned to individual prospective educator to be completed within a specified period of time with a report.
- **Collaborative Presentations:** The prospective educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.
- **Institution Visit & Sharing of Experience:** As per the requirements of the students' holistic development, students are required to visit different state/national/international institutions for sharing of experience.

Attendance: Minimum attendance shall be 75% for the course.

SEMESTER WISE COURSE AND MARKS

SEMESTER-I

SL NO	PAPER CODE	NAME OF THE PAPER	CREDIT	FULL MARKS		
				INTERNAL	EXTERNAL	TOTAL
1	CC-101	Philosophical Perspectives in Education	5	20	80	100
2	CC-102	Sociological Perspectives in Education	5	20	80	100
3	CC-103	Advanced Educational Psychology	5	20	80	100
4	CC-104	Teacher Education	5	20	80	100
5	CC-105	Practicum: Book Review/Journal Review	5	20	80	100
TOTAL			25			500

SEMESTER-II

SL NO	PAPER CODE	NAME OF THE PAPER	CREDIT	FULL MARKS		
				INTERNAL	EXTERNAL	TOTAL
1	CC-201	Curriculum studies	5	20	80	100
2	CC-202	Historical, Political and Economical Perspectives of Education	5	20	80	100
3	CC-203	Educational Technology	5	20	80	100
4	CC-204	Inclusive Education	5	20	80	100
5	CC-205	Practicum: Visit to a seat of Learning and Report Preparation	5	20	80	100
TOTAL			25			500

SEMESTER-III

SL NO	PAPER CODE	NAME OF THE PAPER	CREDIT	FULL MARKS		
				INTERNAL	EXTERNAL	TOTAL
1	CC-301	Educational management, Administration and Leadership	5	20	80	100
2	CC-302	Advanced Educational Statistics	5	20	80	100
3	CC-303	Seminar and Term Paper	5	20	80	100
4	CC-304	Research methodology	5	20	80	100
5	OEC-305	Guidance and Counselling	5	20	80	100
TOTAL			25			500

SEMESTER-IV

SL NO	PAPER CODE	NAME OF THE PAPER	CREDIT	FULL MARKS		
				INTERNAL	EXTERNAL	TOTAL
1	DEC-401	Pedagogy, Andragogy, and Assessment	5	20	80	100
2	DEC-402	Emerging Issues in Education	5	20	80	100
3	CC-403	Special Paper (any one) (a) School Education (b) Higher Education	5	20	80	100
4	CC-404	Practicum- Dissertation	10		200	200
TOTAL			25			500

Semester-I

Paper: CC- 101

Credit-5

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of this course, the students shall:

- To enable the student to understand the Philosophical origins of educational theories and Practices.
- To enable the student to develop a philosophical outlook towards educational problems.
- To understand nature and functions of education and philosophy and their relationship

DETAILS COURSE CONTENT

Unit- I: Indian School of Philosophy

- Educational Philosophy: Concept and Contribution of Sankhya, Yoga, Vedanta philosophy with special reference to Metaphysics, Epistemology and Axiology.
- Educational Philosophy: Concept and Contribution of Buddhism, Jainism and Islamic tradition with special reference to Metaphysics, Epistemology and Axiology
- Sources and methods of acquiring valid knowledge: Contemplation, Speculation, Enquiry and Analysis.

Unit- II: Contribution of Western School of Philosophy

- Concept and contribution of Realism, Naturalism, Pragmatism.
- Concept and contribution of Marxism, Existentialism
- Contribution of Western School of Philosophy to Education with special reference to information, knowledge and wisdom

Unit- III: Contribution of Philosophers

- Contribution of Indian thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy,
- Contribution of western thinkers: Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule
- Rousseau, Aristotle & Plato – Their educational ideas and experiments, and the present relevance

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Unit- IV: Contemporary Theories of Education

- Contemporary Theories of Education: Perennialism, Essentialism.
- Contemporary Theories of education: Progressivism, Re-Constructionism
- Contemporary Theories of education: Logical Analysis and logical Positivism

COURSE OUTCOMES:

- To analyse the concept and process of getting knowledge and its related phenomena.
- To recognized and define the concept of Philosophy.
- To interpret the contribution of various Indian and western schools of Philosophy in the field of education

REFERENCES:

Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.

Bhat, M.S. (). Educational Sociology, APH Publications, New Delhi.

Bhatnagar, G. D. (). Education and Social Change, Minerva, Calcutta.

Broudy, H.S. (1977) Building a Philosophy of Education, New York: Krieger.

Brubacher, John, S. (). Modern Philosophies of Education, Mc. Graw Hill, New York.

Chaube, S. P.: A Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra

Dewey J. (). Democracy and Education, Mc Million, New York.

Gupta, R. (2011). Philosophical, Sociological and Economic Bases of Education, Ludhiyana: London Publications.

Kneller, G. F.: Introduction to Philosophy of Education, John Milley and Sons, New York

Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.

Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.

Sodhi, T.S. &Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.

Swarup Saxena, NR: Philosophical and sociological foundation of education, Surya Publication, Meerut.

Taneja, V.R. (2002). Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Wingo, G. Max.: Philosophies of Education, Sterling, New Delhi.

Semester-I

Paper: CC-102

Credit-5

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of this course, the students shall:

- To define meaning and concept of Educational Sociology.
- To understand the major concepts, and theories, in sociology and Education
- To understand the process of globalization

DETAILS COURSE CONTENT

Unit- I: Education and Society

- Education and Society: Meaning and Nature of Educational Sociology
- Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory
- Agencies of Socialization: Family, Peer group, Community, school Mass Media and its impact on education and society.

Unit- II: Social Movement and National Values

- Social Movements: Concept and Process
- Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory
- National values as Enshrined in the Indian Constitution- Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to Education

Unit- III: Education and Culture

- Concept of Culture and Multi-Culturalism, Cultural Lag
- Role of Education in Transmission of Cultural heritage.
- Social Change: Concept, Social Stratification, Education as an instrument of Social Change.

Unit- IV: Education and Democracy

- Education and Democracy
- Education for Socially and Economically disadvantaged sections of the society with special reference to SCs, STs, Women, Rural population and Minorities.
- Inclusion of education through Sarva Shiksha Abhiyan (SSA) and RTE Act, 2009.

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COURSE OUTCOMES:

- To analyse the concept and process of getting knowledge and its related phenomena.
- To recognized and define the concept of Philosophy.
- To interpret the contribution of various Indian and western schools of Philosophy in the field of education

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Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.

Bhat, M.S. (). Educational Sociology, APH Publications, New Delhi.

Bhatnagar, G. D. (). Education and Social Change, Minerva, Calcutta.

Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.

Brubacher, John, S. (). Modern Philosophies of Education, Mc. Graw Hill, New York.

Kneller, G. F.: Introduction to Philosophy of Education,

John Milley and Sons, New York.

Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.

Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.

Sodhi, T.S. &Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.

Swarup Saxena, NR: Philosophical and sociological foundation of education, Surya Publication, Meerut.

Taneja, V.R. (2002). Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Wingo, G. Max.: Philosophies of Education, Sterling, New Delhi.

Semester-I

Paper: CC-103

Credit-5

ADVANCED EDUCATIONAL PSYCHOLOGY

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course, the students shall:

- Understand individual differences among learners.
- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand adolescent's growth, development and their problems.
- Get acquainted with concept of learning and motivation

DETAILS COURSE CONTENT

Unit- I: School of Psychology and Learning

- Contribution to different schools of Psychology to Education: Behaviourism, Psycho-analysis and Gestalt.
- Learning: Concept and Theories; Conditioning (Classical and Operant), Ausubel's theory of advance organizer, Bruner's theory of Instruction,
- Gagne's hierarchy of learning, Bandura Social Learning theory, Vygotsky Constructivist theory with reference to their educational implication

Unit- II: Growth and Development

- Growth and Development: Concept and Principles and Types
- Individual Difference in Growth and Development- Role of Heredity and Environment
- Stages of Cognitive Development: Contribution of Piaget and Erikson

Unit- III: Personality and Intelligence

- Personality: Definitions and Theories: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka.
- Intelligence: Concept, Measurement and Theories- Sternberg, Gardner, Thurstone and Guilford
- Concepts of Social Intelligence, Multiple Intelligence and Emotional Intelligence

Unit- IV: Creativity and Mental Health

- Creativity: concept, nature and developing Creativity
- Difference between Intelligence and Creativity
- Mental Health: Concept, nature, needs and Mental Hygiene

COURSE OUTCOMES:

- To analyse the learning process based on theoretical approaches of learning
- To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.
- To develop insight into mental Health Education and a positive attitude towards mentally ill people

REFERENCES:

- Atkinson, R.C. (1983). Introduction to Psychology. New York: Harcourt Brace Jorovich Inc.
- Chauhan, S.S.: Advanced Educational Psychology, Vikash Publishing House, New Delhi
- Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.
- Kuppuswamy, B: Advanced Educational Psychology, Sterling Publishers, New Delhi
- Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P) Ltd.
- Reber, S. A., & Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin.
- Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
- Sreevani, R. (2010). A Guide to Mental Health and Psychiatric Nursing (3rd ed.). Jaypee Brothers Medical Publishers.
- Woolfolk, A. (2004). Educational Psychology. Pearson Education.

Semester-I

Paper: CC-104

Credit-5

TEACHER EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course the students shall be able to:

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understanding about the important research findings in teacher education.

DETAILS COURSE CONTENT

Unit- I: Understanding Teacher Education

- Teacher Education: Meaning, Nature and Scope
- Teacher Education programme: Types and structure and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels,
- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

Unit- II: Pre-service Teacher Education Programme

- Pre-service teacher education: Meaning, Importance, Objectives and Modes (face to-face and distance)
- Stage specific programmes - Pre-school, Elementary and Secondary and Higher Secondary Teacher Education Programmes with reference to duration, curriculum, staffing pattern, assessment etc as per NCTE Regulations, 2014
- Components of Pre-service Teacher Education: Transactional Approaches, Expository, Collaborative and Experiential learning

Unit- III: In-service Teacher Education Programme

- In-service teacher education: Meaning, importance and objectives in the context of Continuing Professional Development (CPD)
- Purpose and Scope of In-service Teacher Education Programme
- Approaches and modes of organizing CPD: Approaches- self-study, participatory workshops, panel discussion, FGD etc.

Unit- IV: Management and Support Services

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration,
- Support organizations: National level - MHRD, NCERT, NUEPA, NCTE .and UGC
- Performance Appraisal of Teachers and Quality control in Teacher Education.

COURSE OUTCOMES:

On completion of the course the students shall be able to:

- Visualize the structure and frame work of teacher education.
- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

REFERENCES:

Beck, C. & Clark, K. A. (2006): Innovations in teacher education: A social constructivist approach. London: State University of York.

Chopra, R.K. (1993). Status of teachers in India. New Delhi: NCERT.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A guide to teaching practice (5thEdn.). London and New York: Routledge Falmer.

Darling Hammond, Linda and Bransford, John (2005). Preparing teachers for a changing world. San Francisco: John Wiley & Sons.

Day, C. and Sachs, J. (Ed.) (2004). International handbook on the continuing professional development of teachers. Maidenhead: Brinks Open University Press.

Furlong John (2013), Education: An anatomy of the discipline. London: Routledge.

Govt. of India (1953). Report of Secondary Education Commission. New Delhi.

Govt. of India (1986/1992). National policy of education. New Delhi: Dept. of Education, MHRD.

Govt. of India (1996). Report of Indian Education Commission (1964-66). New Delhi.

Herne Steve, Jessel John and Griffith, Jenny (2000). Study to teach: A guide to studying in teacher education. London and New York: Routledge Falmer.

Joyce, Bruce, Well, Marsha, and Calhoun, Emily (2009) Models of teaching (8th Edn.). London: Pearson.

Korthagen, Fred A.J.et al. (2001). Linking practice and theory: The pedagogy of realistic teacher education. New York: Lawrence Erlbaum Associates.

Loughran, J. (2006). Developing a pedagogy of teacher education: Understanding teaching and learning about teaching. New York: Routledge.

Miyan, Mohammad (2004). Professionalisation of teacher education. New Delhi: Mittal Publications.

Mukhopadhyay, Sudesh and Anil Kumar, K (2001). Quality profiles of secondary schools. New Delhi:

NIEPA. NCERT (1997). Code of professional ethics for teachers. New Delhi.

NCTE (1979) Organization of core teaching programme package. New Delhi.

Semester-I

Paper: CC-105

Credit-5

PRACTICUM: BOOK REVIEW/JOURNAL REVIEW

Full Marks: 100

OBJECTIVES:

- To develop the knowledge about book and journal review
- To develop the literary skills among students

COURSE CONTENT

The students are required to review a book/journal of educational relevance under the guidance of teachers of the department. The review report will be submitted to the dept. Fifteen days before the conduct of the examination. It will be evaluated jointly by the Internal and External Examiners.

The distribution of marks shall be as follows.

Report	:	70 Marks
Viva-voce	:	30 Marks
Total	:	100 Marks

COURSE OUTCOMES:

- To analyse the content of the books and journal
- To distinguish the content of books and journal

Semester-II

Paper: CC-201

Credit-5

CURRICULUM STUDIES

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

- To develop an understanding of fundamentals of Curriculum Development
- To develop understanding of System analysis in Curriculum
- To develop the process of Curriculum Development

DETAILS COURSE CONTENT

Unit- I: Understanding Curriculum

- Curriculum: Concept, Difference between Curriculum and Syllabus
- Types and approaches of curriculum: Subject centred, activity centred, learner centred, learning-centred,
- Bases of Curriculum: Philosophical, Psychological and Sociological

Unit- II: Curriculum Development

- Determinants: Socio-Economical, political, cultural and educational
- Principles: Need-based, relevance, Flexibility, Contextuality etc.
- Process and stages: Need Identification, identification of resources and strategies, preparation, sharing and feedback, finalizing at different levels (national, state and institution)
- Issues and concerns in curriculum development: Centralized and decentralized process, plurality, political, cultural, relevance, rigidity for no-renewal

Unit- III: Models of Curriculum Development

- Tyler's Model (1949)
 - Hilda Taba Model (1962)
 - Nicholls and Nicholls Model (1972)
 - Wills and Bondi Model (1989)
- (Each model to be discussed in terms of their basic focus, structure, process and relevance)

Unit- IV: Curriculum Transaction, Evaluation and Renewal

- Curriculum Transaction: Planning, Preparation and mode of transaction.
- Evaluation: Mode (Internal and External), Periodicity (Continuous and periodic), Mechanism: Research, studies, on-site observation, FGD, online feedback.

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- Renewal: Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies.

COURSE OUTCOMES:

- To analyse the role of Philosophy, Psychology, Sociology in shaping Curriculum
- To apply the Knowledge and Understanding of various Models of curriculum Design in curriculum development.
- To implement the knowledge of various Evaluation processes in Curriculum development.

REFERENCES:

Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.

Bruner, J.S. (1966). Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.

Cropper, G.L. (1974). Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.

Davis, I.K. (1971). The Management of Learning. London: McGraw Hill.

Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.

National Curriculum Framework (2005): New Delhi: NCERT.

Semester-II

Paper: CC-202

Credit-5

HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVES OF EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

- To know the Historical Perspectives of Education at Different Levels
- To understand the Economical Perspectives of Education at Different Levels
- To understand the Political Perspectives of Education at Different Levels

DETAILS COURSE CONTENT

Unit- I: Education in India: Post- Independence Scenario

- Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999),
- National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009),
- National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), National Policy on Education-2016.

Unit- II: Relationship between Policies and Education

- Linkage between Educational Policy and National Development,
- Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit- III: Economical Perspectives of Education

- Economics of Education: Concept, Cost Benefit Analysis Vs Cost Effective Analysis in Education
- Economic returns to Higher Education, Signalling Theory Vs Human Capital Theory,
- Educational Finance: Concept, Educational finance at Micro and Macro Levels, Concept of Budgeting

Unit- IV: Political Perspectives of Education

- Politics of Education: Concept, Liberal, Conservative and Critical,
- Approaches to understanding Politics: Behaviourism, Theory of Systems Analysis and Theory of Rational Choice
- Education for Political Development and Political Socialization

COURSE OUTCOMES:

- To analyse The Historical Perspectives of Education at Different Levels.
- To analyse The Economical Perspectives of Education at Different Levels.
- To analyse The Political Perspectives of Education at Different Levels.
- To Appreciate That Relevant Research Work Would Help to Achieve Efficiency and Excellence in The Educational Practices.

REFERENCES:

- Baskin, Wade. (1966). Classics in Education. Vision: Press London.
- Broudy, H.S. (1977). Building a Philosophy of Education. New York: Krieger.
- Brubacher, John S. (1969). Modern Philosophies of Education. New Delhi: Tata McGraw Hill.
- Chaube, S. P. (1955). A History of Education. Allahabad: Bharat Publication.
- Dupuis, A.M. (1972). Philosophy of Education in Historical Perspective. New Delhi: Thomson Press.
- Gore, M.S. (1984). Education and Modernization In India. Jaipur: Rawat Publishers.
- Kabir Humayun. (1961). Education in New India. New Delhi: Asia Publishing House.
- Kneller, George F. (1978). Foundations of Education. John Wiley and Sons.
- Mukerji S. N. (1960). Education in India To-day & Tomorrow, Baroda: Acharya Book.
- Mukherjee, S.N. (1955). History of Education in India. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
- Narvane, V.S. (1978). Modern Indian Thought, New York: Orient Longmans Ltd.
- Nurullah & Naik. (1951). History of Indian Education. Bombay: Macmillan & Co.
- Panday, V.C. (2005). Value Education and Education for Human Rights. Delhi: Isha Power,
- Edmund, J. (1962). Main Currents in the History of Education, McGraw Hill Book Co. In., New York.

Semester-II

Paper: CC-203

Credit-5

EDUCATIONAL TECHNOLOGY

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of this course the students will be able to:

- Understand The Nature and Scope of Educational Technology and also About the Various Forms of Technology
- Know The Instructional Design and Modes of Development of Self -Learning Material.
- Know The Different Models of Teaching.
- Know The Recent Innovation and Future Perspectives of Educational Technology.

DETAILS COURSE CONTENT

Unit- I: Understanding Educational Technology

- Educational Technology: Concept, differentiate Educational Technology with ICT and Instructional Technology,
- Applications of Educational Technology: Formal, Non-formal (Open and Distance Learning), Informal and Inclusive education systems,
- Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

Unit- II: Systems Approach to Instructional Design

- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- Gagne's Nine Events of Instruction and Five E's of Constructivism,
- Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit- III: Trends in e-learning

- Social learning: Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum,
- Open Education Resources: Creative Common, Massive Open Online Courses
- E Inclusion – Concept, Application and Ethical issues of e- learner and e-teacher

Unit- IV: ICT in Evaluation and Management

- ICT and Evaluation: Concept and types: e-portfolio, e-rubrics,
- ICT and management: MIS system for educational management, ICT for personal management, e-mail and networking
- ICT and Research: Concept and development, Online Repositories and Online Libraries, Online survey tools.

COURSE OUTCOMES:

- Establish Relationship Between Learning Theories and Educational Technology
- Develop Basic Skills in The Production of Different Types of Instructional Material.
- Familiarize With Evaluation Techniques

REFERENCES:

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Ahmad, J., Ahmad, M.S. and Khan, A. (2012). Computer applications in education. Hyderabad: Neelkamal Publication.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Bharihok, D. (2000). Fundamentals of information technology. New Delhi: Pentagon Press.
- CEMCA (2010). Quality Assurance in multimedia learning materials (QAMLM). New Delhi: Commonwealth Educational Media Centre for Asia.
- CEMCA (2014). Professional development programme on OER-based e-Learning. New Delhi: Commonwealth Educational Media Centre for Asia. (2014). Technology tools for teachers. New Delhi: Commonwealth Educational Media Centre for Asia.
- Coburn, P. and et. Al. (1985): Practical Guide to Computers in Education, Addison -Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- David, M. (2009). Project based learning- Using information technology (2nd Edition.). New Delhi: Viva Books.
- James, K.L. (2003). The internet: A user's guide. New Delhi: Prentice Hall of India.
- Mohanty, L.& Vora, N (2008). ICT strategies for schools- A guide for school administrators. New Delhi: Sage Publications.

Semester-II

Paper: CC-204

Credit-5

INCLUSIVE EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course the students shall be able:

- To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education
- To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms
- To describe the inclusive pedagogical practices & its relation to good teaching;

DETAILS COURSE CONTENT

Unit- I: Understanding Special Education:

- Special Education: Concept, Importance and Objectives
- Education of Mental Retardation: Concept, Etiology and Educational programme
- Education of Orthopedically Impaired: Concept, Etiology and Educational programme

Unit- II: Education of gifted and Slow Learner

- Education of visual and hearing Impairment: Concept, Etiology and Educational programme
- Education of gifted children: Concept and Educational Programmes
- Education of Learning Disability: Concept, Etiology and educational provision

Unit- III: Fundamental of Inclusive Education

- Inclusive Education: Concept, Principles, Scope, Barriers and Importance
- Evolution of the Inclusive Education: Special, Integrated, Inclusive Education
- Legal Provisions of Inclusive Education: Persons with Disabilities Act (1995), National Policy on Person with Disabilities (2006), Rehabilitation Council of India Act (1992), Right to Person with Disabilities Act (2016). UNCRPD (2006)

Unit- IV: Planning and Management of Inclusive Education:

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices,
- Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances).
- Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

COURSE OUTCOMES:

- To explicate the National & International policies & frameworks facilitating inclusive education;
- To expound strategies for collaborative working and stakeholders support in implementing inclusive education;
- To analyse the inclusive pedagogical practices & its relation to good teaching

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Ainscow, M., Dyson, A. and Weiner, S. (2013). From exclusion to inclusion: Ways of responding in schools to students with special educational needs. Berkshire, London: CIBT Education Trust.

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Bornstein, M.H. and Lamb, M.E(1999). Developmental psychology: an advanced textbook, New Jersey: Lawrence Erlbaum Publishers

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Heward W.L. (2000) Exceptional children: an introduction to Special Education, New Jersey: Prentice Hall.

Nind, M., Sheehy, K. and Simmons, K. (eds). Inclusive education: learners and learning contexts. London: Fulton.

Semester-II

Paper: CC-205

Credit-5

**PRACTICUM: VISIT TO A SEAT OF LEARNING AND REPORT
PREPARATION**

Full Marks: 100

COURSE OBJECTIVES:

On completion of the course the students shall be able:

- To acquaint the learner about the importance of field visit to sites of learning

ACTIVITIES:

Each student shall visit to any seats of learning according to his/her choice. The seats of learning includes: any educational institution or educational administrative office. Each student is required to collect detailed data about that institute and prepare a report on it. The evaluation shall be done by both external and internal examiners.

Distribution of marks shall be as follows:

Report	:	70 Marks
Viva-voce	:	30 Marks
Total	:	100 Marks

COURSE OUTCOMES:

At the end of the course the students will be able to:

- Organize field visits to sites of learning.
- Each student shall Generate field visit reports and present the same in the group.

Semester-III
Paper: CC-301
Credit-5
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course the students shall be able to:

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understanding about the important research findings in teacher education.

DETAILS COURSE CONTENT

Unit- I: Introduction to Educational Management and Administration

- Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT,
- Management as a system, SWOT analysis, Taylorism
- Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate

Unit- II: Leadership in Educational Administration

- Educational Administration: Meaning, Nature and Significance
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- Models of Leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory

Unit- III: Management of Quality Education

- Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance,
- Total Quality Management (TQM), Six sigma,
- Quality Gurus: Walter Shewhart, Edward Deming, C.K Prahalad

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Unit- IV: Models and Process of Educational Management

- Change Management: Meaning, Need for Planned change, Three- Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in Time, Poka yoke,
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis,
- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

COURSE OUTCOMES:

On completion of the course the students shall be able to:

- Visualize the structure and frame work of teacher education.
- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

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Korthagen, F. A.J. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.

Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.

Linda, D. H. & John, B. (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.

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MHRD (1986). National Policy on Education and Programme of Action, Govt. of India, New Delhi.

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Semester-III
Paper: CC-302
Credit-5
ADVANCED EDUCATIONAL STATISTICS
Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of this course the students shall be able to:

- Do inferential statistics for testing null hypothesis
- Use appropriate procedures to analyse data
- Demonstrate competence in the use of statistical packages for analysis of data
- Explain tool, design and procedure for collection of data
- Analyse the data descriptively
- Describe different types of variables and examine the variable relationship

DETAILS COURSE CONTENTS

Unit- I: Descriptive Statistics

- Data- Types, Sources and Graphical representation
- Scales of Measurement- Nominal, ordinal, Interval and Ratio
- The Normal Curve and Standard Scores- Characteristics of Normal probability Curve (NPC) and its application. Standard scores- Z-score and T-score

Unit- II: Measurement of Variability and Relationship

- Examining variation: Average deviation, standard deviation, Quartile deviation
- Examining Relationship- Meaning and types of correlation.
- Computation of: Rank Difference, Product Moment, Bi-serial, Point Bi-serial, Phi Coefficient and Multiple Correlation

Unit- III: Inferential Statistics

- Concept of Parameter and Statistics, Sampling Error, Standard Error
- Testing of Hypothesis: Null and Alternative hypothesis, Types of Error (Type-I and Type-II). Level of significance, degrees of freedom, one tailed and two tailed tests. Significance difference between two means (Independent and Correlated Samples)
- Analysis of Variance (ANOVA)- one way, two-way, assumptions, computation and uses

Unit- IV: Non-Parametric Statistics

- Concept of Non-parametric statistics
- Chi-square test and its uses
- Sign test and Median Test
- Advantages and limitation of non-parametric statistics

COURSE OUTCOMES:

On completion of this course the students shall be able to:

- Use appropriate procedures to analyse data
- Analyse the data descriptively
- Examine different types of variables and their relationship

REFERENCES:

Agrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt. Ltd.

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Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts.

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Semester-III
Paper: CC-303
Credit-5
SEMINAR AND TERM PAPER
FULL MARKS: 100

COURSE OBJECTIVES:

The basic objective of the course is

- To acquaint the learner about the skill needed for seminar presentation.

DETAILS COURSE CONTENT

Each student shall develop two seminar papers and two term 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:

Seminar and Term Paper Presentation:		70 Marks
Viva-Voce	:	30 Marks
Total	:	100 Marks

COURSE OUTCOME:

At the end of this course the student will be able to:

- Prepares research-based seminar paper and term paper and present in the group.

Semester-III
Paper: CC-304
Credit-5
RESEARCH METHODOLOGY
FULL MARKS: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

- To Understand the meaning & Nature of Educational Research
- To provide insight of types of Educational Research
- To Understand the foundations of educational research
- To Develop insight of the types and methods of educational research
- To Understand the necessity of review of literature
- To Construct and use different kinds of Tools & techniques of Collecting Data
- To Formulate and test Hypothesis
- To Understand about the fundamentals of Sampling theory and technique
- To Familiarize about various measurement and scaling techniques

DETAILS COURSE CONTENTS

Unit- I: Fundamental of Educational Research

- Educational research: Meaning, Types, Scope and Limitation
- Research paradigm: Quantitative, Qualitative and Mixed- Their characteristics
- Scientific method: Characteristics, Types and Aims
- Importance of Review of related literature in Research

Unit- II: Formulating Research Problem

- Identification of Research Problem
- Variables–Types of variables and controlling variables,
- Hypothesis – Classification, Formulation and Testing of Hypothesis.
- Preparation of research proposal

Unit- III: Tools, Techniques and Sampling

- Concept of population and sample -Characteristics of good sample
- Sampling techniques and sampling error
- Tools of research: Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory
- Techniques of Research: Observation, Interview and Projective Techniques

Unit- IV: Types of Research and Research Report and Dissemination

- Philosophical and Historical research
- Descriptive and Experimental research
- Ex-post facto Research
- Research report and dissemination of research findings

COURSE OUTCOMES:

- Develop insight of the types and methods of educational research
- Construct and use different kinds of Tools & techniques of Collecting Data
- Formulate and test Hypothesis
- Use of various measurement and scaling techniques
- Get employability in School Education

REFERENCES:

Best J.W. & Khan, J. V. Research and Education Prentice Hall of India, Englewood cliffs.

Gay, L. R.: Educational Research: Competencies for Analysers and Applications, Mc Millan, New York.

Hopkins, D.A. Teacher's Guide to class-room Research O. U. Press, London.

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Semester-III
Paper: CC-305(OEC)
Credit-5
GUIDANCE AND COUNSELLING
Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course the students shall be able to:

- To develop understanding of basic meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counselling
- To get acquainted with process and techniques of Counselling.
- To get acquainted with the importance of placement and follow up services.
- To develop understanding about Counselling- research, issues and trends.

DETAILS COURSE CONTENT

Unit- I: Introduction to Guidance and Counselling

- Guidance and Counselling: Concept, Need, Scope and Principle
- Importance of guidance and counselling at various level of schooling and relationship with counselling
- Types of Guidance programme: Socio-personal, Educational and Vocational.

Unit- II: Essentials Services in Guidance Programme

- Types of guidance services: Orientation, information services, student's appraisal, individual inventory, counselling, referral, placement and follow up
- Significance of Research and evaluation in guidance programme
- Condition essentials for planning and organization of guidance programmes in schools

Unit- III: Assessment for Guidance and Counselling

- Assessment of Guidance and Counselling: Need and Importance
- Tools and techniques of psychological testing
- Non-testing techniques: Observation and Interview, sources of information, anecdotal record, cumulative record, sociometry and portfolio assessment

Unit- IV: Guidance for Students with Special Needs:

- Guidance for students with Disabilities, Gifted & Creative and Socially Disadvantaged & Juvenile Delinquent.
- School guidance committee: Constitution, Roles and Functions
- Role of teachers, parents, administrator and other personnel in guidance to students with disabilities.

COURSE OUTCOMES:

On completion of the course the students shall be able to:

- Acquaint with the tools and techniques of appraisal of an individual
- Acquaint with process and techniques of Counselling.
- Get employability in different Education Sectors

REFERENCES:

Anand, S.P. (2007). Guidance in School, Bhubaneswar: Global Printers

Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.

Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counselling, A practical approach, Vol. I. New Delhi: Vikas.

Gibson, R.L. and Mitchell, M.H. (1986). Introduction to Guidance, New York: McMillon

Glading, S.T. (1996). Counselling: A Comprehensive Profession, Prentice Hall Inc. Of India.

Nayak, A.K. (1997). Guidance and Counselling, New Delhi: APH Publishing.

Sharma, R.N. and Sharma R. (2004) Guidance and Counselling in India, New Delhi: Atlantic

Semester-IV

Paper: CC-401

Credit- 5

PEDAGOGY, ANDRAGOGY, AND ASSESSMENT

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course the students shall be able to:

- Describe the role of assessment in education.
- Distinguish measurement, assessment and evaluation.
- Understand assessment in pedagogy of education.
- Understand assessment in andragogy of education.

DETAILS COURSE CONTENTS

Unit- I: Pedagogy in Education

- Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,
- Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)

Unit- II: Concept of Andragogy in Education

- Meaning, Principles, Competencies of Self-directed Learning,
- Theory of Andragogy (Malcolm Knowles),
- The Dynamic Model of Learner Autonomy

Unit- III: Assessment

- Meaning, nature, perspectives (assessment for Learning, assessment of learning)
- Types of Assessment (Placement, formative, diagnostic, summative),
- Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit- IV: Assessment in Andragogy of Education

- Interaction Analysis: Flanders' Interaction analysis,
- Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix)

COURSE OUTCOMES:

On completion of the course the students shall be able to:

- Visualize the structure and frame work of teacher education.
- Understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies in India.

REFERENCES

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Source Book on Assessment for class I-V: Social Sciences. New Delhi: NCERT

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Semester-IV

Paper: CC-402

Credit-5

EMERGING ISSUES IN EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

- To Comprehend the various constitutional provisions.
- To Acquire the skill to eradicate inequality, discrimination and marginalization in education.
- To Review objectives and social purposes of higher education in the context of globalization.

DETAILS COURSE CONTENTS

Unit- I: Education as a Field of Knowledge

- Knowledge and discipline: Concept and Nature, and Categories
- Forms of Knowledge: Basic, Applied, Multidisciplinary and Interdisciplinary
- Perspectives of Education: Logical and Social

Unit- II: Current Issues in Educational Practice

- Equality, Equity and Quality; Autonomy and Accountability; Testing and Assessment.
- Policy of inclusion-Women, Minorities, Disabled, SCs and STs
- Efforts to address the issues through SSA and RMSA

Unit- III: Contemporary Issues in Education

- Liberalization, Globalization and Privatization (LPG) in education
- Language and medium of instructions: Multi-lingualism and Multi-culturalism.
- Peace Education

Unit- IV: Programme and policy issues in Education

- Human Rights Education
- Right of Children to Free and Compulsory Education.
- Efforts for upgrading the quality of Higher Education through RUSA

COURSE OUTCOMES:

- Realize the policy framework for Education in India.
- Develop the knowledge about various policies on education
- Examine the role and functions of different monitoring agencies of education

REFERENCES:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- NCERT (2005). National curriculum framework, New Delhi. MHRD,
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Semester-IV

Special Paper (1): CC-403

Credit-5

SCHOOL EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OUTCOMES:

- Acquaint the student with different perspectives of elementary and secondary education.
- Enable learners to understand the curriculum design and development in elementary and secondary education.
- Enable the students to understand the policies and challenges in elementary and secondary education.
- Enable the students to understand classroom planning and evaluation for elementary and secondary education.
- Develop the knowledge and skills require for resource management in schools at elementary and secondary level.
- Enable the students to understand the need of professional development of elementary and secondary school teachers.

DETAILS COURSE CONTENTS

Unit- I: Perspectives of Elementary Education

- Concept, Meaning, Objectives and Role of UEE
- Schemes for Universalization of Elementary Education with reference to their objectives, strategies and present status: SSA, KGBV, Mid-Day Meal and NPEGEL
- Constitutional Provisions and Policy Initiatives in Elementary Education (National Policy on Education-1986 and its POA-1992, National Education Policy 2020; District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Siksha Abhiyan), Right to Education Act-2009).
- Specific Problems/challenges regarding Finance, Organizing, Administration, Student Enrolment and Quality Instruction.

Unit- II: Resource Management in Schools at Elementary Level

- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary level programmes.
- Participation of Panchayatraj Institutions and local community in educational planning, management and supervision.
- Participation of NGOs in achieving goals of elementary education

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Unit- III: Perspectives of Secondary Education

- System and Structure of school in India: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools, Special-Needs Schools and Alternate Schools in India.
- Types of School Education in India: Aided- unaided, Private, International and Issues related to School Education in India at Secondary and Higher Secondary Education level.
- Policies and Programmes-Policies and Programmes: Role of N.C.E.R.T, S.C.E.R.T, National Policy of Education (1992), National Education Policy (2020), National Scheme of Incentives to Girls for Secondary Education (2008), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) -"National Mission for Secondary Education", Inclusive Education for Disabled at Secondary Stage, The Adolescence Education Programme (AEP).

Unit- IV: Resource Management and Challenges in Schools at Secondary Level

- Use of Local Specific Community Resources – Human and Material and their Integration to curricular Activities.
- Community Involvement in Effective Implementation of Secondary and Higher Secondary Level Programmes
- Participation of NGOs in Achieving Goals of Secondary Education
- Problems and Challenges Related to Universalization of Secondary Education
- Strategies Adopted in Solving the Problems- Girls, Disadvantaged and Differently-Abled Children and Slow Learners and Interventions to Solve the Problem

COURSE OUTCOMES:

At the end of this course the student will be able to:

- Discuss the nature, and scope of school education
- Examine the status of development of school education in India after Independence
- Explain the problem and challenges related to school education
- Elaborate the programmes and policies for expansion of school education
- Identify critical issues related to universalization of school education
- Examine the role and contribution of various Bodies and support institutions for improving quality of school Education.

REFERENCES:

Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Biswal. K (2011) Secondary Education in India: Development Policies, Programmes and Challenges: CREATE PATHWAYS TO ACCESS Research Monograph No. 63,

Consortium for Research on Educational Access, Transitions and Equity, NUEPA [http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63. pdf](http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf)

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Semester-IV

Special Paper (2): CC-403

Credit-5

HIGHER EDUCATION

Full Marks: 100 (Ext. 80 + Int. 20)

COURSE OBJECTIVES:

On completion of the course the students shall be able to:

- Develop the conceptual knowledge of higher education
- View point of different commission and committees on higher education.
- Role of various agencies in higher education
- Explain the advantage and disadvantage of privatization of higher education.

DETAILS COURSE CONTENT

Unit- I: Development of Higher Education

- Development of Higher Education in India: Pre-Independence and Post-Independent period with special reference to recommendation of University Education Commission (UEC, 1948)
- Higher education with reference to Indian Education Commission (1964-66)
- Higher education with reference to National Policy on Education (1986)

Unit- II: Management of Higher Education

- Autonomy, Accountability, Management and financing of Higher Education Institutions.
- Role and function of various agencies of Higher Education: MHRD, UGC, NAAC, AIU, DST, ICSSR, NIEPA, NCTE, IGNOU
- Quality Assurance and Assessment in Higher Education.

Unit-III: Privatization of Higher Education

- Privatization of Higher Education: Concept, emerging issues and challenges
- Privatization of Teacher Education: Issues and Challenges
- Suggestions to improve Privatization of Higher Education in India.

Unit- IV: Rethinking Development in Higher education

- Higher education and new imperialism threat
- Opportunities and anomalies liberalization and internationalization of Higher Education
- Emergence of Open and Distance Learning (ODL) at the tertiary level

COURSE OUTCOMES:

On completion of the course the students shall be able to:

- Get knowledge about different commission and committees on higher education.
- Get knowledge about Open and Distance Learning (ODL)

REFERENCES:

Chaube, S. P. (1985). History of Indian Education. Agra; Vinod Pustak Mandir, Agra.

Nanda, S. K. India Education and its problem today, New Delhi: Kalyani Publishers.

Narullah, S. & Naik, J. P. (1951). A History of Education in India, Mc Millan, Bombay.

National Policy on Education (1986), Government of India, New Delhi, 1986.

Rawat, P. L. (1965). History of Indian Education, Agra: Ram Prasad & Sons.

Report of the Education Commission (1964-66) Government of India, New Delhi, 1966.

Reports of the University Education Commission (1948), Government of India, New Delhi, 1949.

Semester-IV

Paper: CC-404

Credit-10

**PRACTICUM: DISSERTATION: COLLECTION OF DATA, ANALYSIS,
INTERPRETATION, REPORT WRITING AND PRESENTATION**

Full Marks: 200

OBJECTIVES:

- To develop the different process of data collection.
- To develop reporting format and style.

ACTIVITIES:

Each candidate shall have to submit a complete dissertation under the supervision of a member of the staff of the department. The final dissertation shall be assessed holistically by the examiners on criteria decided jointly by the internal and external examiners. While assessing the dissertation at the pre-submission stage the following aspects are to be examined.

- Logical organization of the chapters and sub-chapters.
- Approved reporting format and style
- Approved letter font used
- Approved style of preparing references
- Systematic arrangement of appendices
- Appropriate and sequential presentation of graphs and charts in the dissertation It will be evaluated jointly by the Internal and External Examiners.

The distribution of marks shall be as follows.

Report	: 140 Marks
Viva-voce	: 60 Marks
Total	: 200 Marks

SUBJECT SPECIFIC OUTCOMES:

On Completion of The Course in This Semester, The student shall

- Complete data collection
- Conduct data analysis
- Interpret the result
- Develop practical skill for application of the research theme chosen for the Dissertation

Department of Education, Maharaja Purna Chandra Autonomous College, Baripada