PAPER – 1.1.1

PHILOSOPHICAL PERSPECTIVE OF EDUCATION

Full Marks : 30+70 =100

Unit-I   **Understanding Education and Philosophy**
- a) Education : Meaning and nature, Functions (conservative and progressive) Approaches (Transministic and constructivistic)
- b) Philosophy : Meaning, Need and Branches (Metaphysics, Epistemology, Axiology and Logic with educational implications)

Unit-II   **Western Philosophies of Education**
- a) **Realism** : Meaning, Branches (Metaphysics, Epistemology, Axiology and Logic with educational implications)

  Influence of Realism on Aims, Curriculum, Method of teaching, Discipline and teacher
- b) **Maxism** - Meaning, Branches (Metaphysics, Epistemology, Axiology and Logic with educational implications)

  Influence of Maxism on Aims, Curriculum, Method of teaching, Discipline and teacher
- c) **Existentialism** : Meaning, Branches (Metaphysics, Epistemology, Axiology and Logic with educational implications)

  Influence of Existentialism on Aims, Curriculum, Method of teaching, Discipline and teacher

Unit-III   **Different schools of Indian philosophy of education**
- a) Common characteristics of different schools of Indian philosophy of education.
- b) **Sankhya** : Meaning, Branches (Metaphysics, Epistemology, Axiology and Logic with educational implications)
- c) **Vedanta** : Meaning, Branches (Metaphysics, Epistemology, Axiology and Logic with educational implications)

Unit-IV   **Educational Thoughts of Indian and western thinkers**
- a) Utkalmani Pandit Gopabandhu Das

  Jiddu Krishna Murty
- b) John Dewey

  Paulo Freire

Reference

PAPER – 1.1.2

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Full Marks : 30+70 =100

Unit-I   Sociology and Education
   a) Relationship between Sociology and Education
   b) Educational Sociology and sociology of education
   c) Education as a process of social system and socialisation

Unit-II   Education and different aspects of society
   a) Education and community
   b) Education and politics
   c) Education and peace with special reference to Secularism, National Inytegration and International Understanding.

Unit-III   Social Change
   a) Meaning and concept
   b) Urbanisation, Modernisation, Westernisation with special reference to Indian society and educational implication.
   c) Social Mobility : Meaning, Kinds and Importance

Unit-IV   Education and Culture
   a) Meaning and nature of Culture
   b) Role of education in cultural concept
   c) Cultural determinants of education
   d) Education and Cultural change.

Reference

STATISTICS IN EDUCATION

Full Marks : 30+70 =100

Unit-I   Basics of educational Statistics
  a) Meaning, nature and Importance
  b) Graphical representation – Frequency Distribution, Frequency Poligon, Histogram, Pie Diagram, Cumulative Diagram

Unit-II   Measures of Central tendency & Measures of Variability and correlation
  a) Central tendency – Meaning and uses and calculation of mean, Median and Mode
  b) Measures of variability : Meaning, uses and calculation of range, AD, QD, SD

Unit-III   Correlation & Errors of test Significance
  a) Correlation : Meaning, and assumptions, uses and computation of rank Difference Correlation and Product Moment Correlation, Bi-serial and Point-Bi-serial Correlation
  b) Standard Error – degrees of freedom and confidence limits
     Type-1 and Type-II Errors

Unit-IV   NPC, Standard Scores and ANOVA & ANCOVA
  a) Normal probability Curve(NPC) : meaning, Characteristics, applications, Skewness and Kurtosis
     Concept and computation of T-Score and Z-Score
  b) Analysis of variance (ANOVA)
     Analysis of Covariance (ANCOVA)

Essential Readings

INCLUSIVE EDUCATION

Full Marks : 30+70 =100

Unit-I   Historical Perspective

a) Sifting emplasis from segregation to integration to inclusion

b) Inclusive education – A Human Right (Access, Equality and Quality)

Unit-II Understanding Inclusive Education

a) Meaning, Defination and elements

b) Difference among special integrated and inclusive education (Rationale, Characteristics, Principles and Advantages)

Unit-III   Children with Special Needs (CWSN)

a) Meaning, Definition , Types, Identification Marks, Role of General and Resource Teachers in case of CWSN.

b) Mentally Retarded, Learning Disabled, Emotionally disturbed, Gifted

Unit-IV   Inclusive school

a) Concept, features, Dimensions and Barriers for inclusion

b) Developing an inclusive school (School readiness, Inclusive culture and values, inclusive practices and classroom adaption)

.

Essential Readings

Full Marks : 50+50 =100

15+35=**50**

A. SEMINAR :

Each student is expected to present one seminar paper on a topic comes under the above papers through PPT prepared under the supervision of one faculty members. PG and Hons students are required to attend the seminar for sharing of experience. It will be evaluated by one Internal examiner and one External Examiner.

15+35=**50**

B. CASE-STUDY :

Each student is required to conduct a Case-Study on an emerging issue related to the papers meant for 1st Semester under the supervision of one faculty member allotted by the department. He is required to present the study before PG students and faculty members. The work will be evaluated by one Internal Examiner and one External member.

PAPER – 1.2.6

ADVANCED EDUCATIONAL PSYCHOLOGY

Full Marks : 30+70 =100

Course Contents

Unit-I   System of Psychology, Learning and Motivation

a) Curriculum of following schools of Psychology to Education-(1) Behaviourism (2) Gestalt (3) Psychoanalysis

b) Theories of learning : Skinners Operant Conditioning. Bloom's Mastery learning. Gagne's Hierarchical learning

c) Motivation : Types and Techniques of Motivation.

Unit-II Growth and Development : Concept and Principles

a) Concept and Principles of Growth and Development

b) Physical, Social and emotional development

c) Piaget's theory of Cognitive development

Unit-III   Personality, Creativity and Adjustment

a) Concept theory and assessment of personality

b) Creativity : Types and theory of creativity

c) Mental health and adjustment mechanism

d) Mental health of students and teachers

Unit-IV   Problem solving, Intelligence and attitude

a) Problem solving and educational implications

b) Meaning. Nature. Theories and measurement of intelligence

c) Attitude : Concept. types and measurement

Essential / Suggested Readings

Bernard

PAPER – 1.2.7

EDUCATIONAL TECHNOLOGY

Full Marks : 30+70 =100

Unit-I   Concept of Educational Technology

a) Technology in education and technology of education

b) Meaning, nature, Scope and significance of E.T.

c) Components of E.T. Software, Hardware

d) Educational technology and Instructional Technology

Unit-II Communication and instruction

a) Theory, Concept, Nature, Process. Components. Types of Communication

b) Classroom Communication, Mass Media approach in Educational technology

c) Designing instructional System

d) Task analysis

Unit-III   Teaching

a) Teaching models : Ausbel's advance organizer. Roger's Non-directive. Skinners Contingency management models.

b) Memory, Understanding and Reflective levels of teaching

c) Teaching strategies : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

• d) Modification of teaching behavior Micro teaching. Flanders Interaction analysis. Simultion.

Unit-IV   Computer Assisted Instruction

a) Educational technology in formal, non-formal and informal education, Distance Education, Open learning systems and Educational technology.

b) Emerging trends in Educational technology. Video-tape, Radio and Television. Tele-conferencing. EDUSAT.

c) Resource Centre for Educational technology. CIET. UGC. IGNOU. NIOS. State ET cells AVRC, EMRC, NIST etc.   their activity for the improvement of teaching learning.

Essential Readings

Das, R.C. (1993): Educational technology - A basic Text. New Delhi: Sterling Publishers Pvt. Ltd.

Dikshit, H.P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). Access & Equity: Challenges for open and distance learning. New Delhi: Viva Books.

MODERN TRENDS AND ISSUES INDIAN EDUCATION

Full Marks : 30+70 =100

Unit-I   Modern Trends
a) Autonomy of Colleges and Universities
b) Student Government
c) Globalisation and its impact on education.
d) Education for peace.

Unit-II   Issues in Education
a) Emerging Trends : HIV & AIDS Education.
b) Human Rights Education
c) Population Education
d) Adolescent and Family life Education

Unit-III   Reforms in examination system
a) Examination Reform : Semester system
b) Continuous and Comprehensive evaluation
c) Question Bank
d) Grading System

Unit-IV   Quality Assurance
a) Internal academic audit system
b) Role of NAAC
c) Credit based system --concept, merits and demerits
d) Quality improvement of Higher Education
e) Role of UGC.

References :

Bhatnagarm, G.C.; Education and Social Change, Minervo Associates, Calcutta.

Dave, R.H.; Foundation of life long Education, Humbarg.

Mathur S.S.; A Sociological Approach to Indian Education, Vinod Pustak Mandiar Agra.

Report of the Secondary Education Commission, Government of India, New Delhi

Report of the Indian Education Commission, government pf india, new Delhi.

National Policy on Education – 1986 & 1992.

Government of India, new Delhi.

<u>PAPER – 1.2.9</u>

METHOD OF TEACHING ODIA

Full Marks : 30+70 =100

Unit-I   **Importance, Place and Language Policy of teaching Mother Tongue (Odia)**
   a) Concept of Mother Tougue and role of Mother Tongue in the life of an individual
   b) Place of mother tongue in school curriculum
   c) Aims and objectives of teaching Odia at School level
   d) Odia as medium of instruction (as first language and second language)
   e) Multilingualism and importance of mother tongue
   f) Home/first language as envisaged is NCF-2005

Unit-II
   a. Traditional method of teaching Odia.
   b. Merits and features of modern methods of teaching Odia.
   c. Different approaches of teaching Odia : Reading and Comprehension, Recitation, Narration, Playway
   d. Preparation of Lession Plan using Activity Method/5-E Model

Unit-III   Teaching Aids and assessment for teaching Odia
   a) Importance of teaching aids and types of teaching aids for teaching odia
   b) Educational uses of different teaching aids
   c) Assessment of specific language skills

Unit-IV   Principles and procedures of teaching the following branches of Odia language
   a) Prose : Detailed and Non-detailed.
   b) Poetry
   c) Different types of composition, correction of composition work

PRACTICUM : SCHOOL INTERNSHIP

Full Marks : 50+50 =100

School Internship

Each students will prepare 10 (ten) Lesson Plans on a school subject under the supervision of a faculty member of the Department. Then each student will deliver 10 (ten) Lessons in an elementary school/High school on a school subject through these lesson plans using approapreate technology and assessment tools.

Distribution of marks shall be as follows :

Teaching practice	: 10+40
Viva-voce	: 10+40
Total	: 100

The practical examination will be conducted in the presence of both the internal and external examiners.

PAPER – 2.3.11

ADVANCED METHODOLOGY OF EDUCATIONAL RESEARCH : QUALITATIVE PERSPECTIVE

Course contents   **Full Marks : 30+70 =100**

Unit-1   **Research in Education : Conceptual Perspective**
- a) Meaning, Nature and Scope of Educational Research
- b) Types of Educational Research : Basic, Applied and Action research; evaluation research
- c) Planning the research study : Sources of research problems, Identification and Conceptualization of Research Problem, Statement of problem

Unit-II   **Review of Related Literature and Research Proposal**
- a) Review of the literature : Purpose and resources; conducting the literature search; using databases and internet, internet search tools.
- b) Formulation of research Questions, Hypothesis, Framework
- c) Preparation of a Research Proposal

Unit-III   **Major Research Methods and Procudure**
- a) Historical Method : Meaning, Significance and steps; Primary and secondary sources of data; external and internal criticism of data
- b) Descriptive Method : Definition, purpose and process; types of descriptive studies
- c) Experimental Method : Nature of experimental research; Variables in Experimental research – independent, dependent and extraneous
- d) Causal comparative Method : Definition and purpose; Design and procedure, Data analysis and interpretation

Unit-IV   **Methods of data Collection and Report Writing**
- a) Concept of population and sample : various methods of sampling; Random sampling techniques; and non-random sampling techniques; sampling errors and biased samples.
- b) Tests, Inventories and scales; types and their construction and uses, Identifying a tool using reliability and validity information
- c) Questionnaire : Forms, Principles of construction and their scope in educational research, administration of questionnaires

PAPER – 2.3.12

CURRICULUM DEVELOPMENT

Full Marks : 30+70 =100

Course contents

Unit-I   Meaning and Nature of Curriculum Development
a) Concept and meaning of curriculum
b) Components of curriculum - Objectives, Content, Learning Experiences and Evaluation System.
c) Bases of curriculum development -- Philosophical, Sociological and Psychological.
d) Curriculum development in India - National Curriculum Framework 1975, 1988, 2000 and 2005.

Unit-II   Recommendation of the following commissions on curriculum development
a) University Education Commission (1948)
b) Secondary Education Commission (1952-53)
c) Education Commission (1964-66)
d) National Policy on Education (NPE – 1986 & 1992)

Unit-III   Curriculum Development : Principles, Approaches and Organization
a. Principles   Activity centred, Community Centred, Forwarded looking principle. Principles of integration, Relevance, flexibility, quality, contexuality and plurality.
b. Approaches - Subject centred, Child Centred, Experience centred and Community centred Curriculum, Problem centred and Discipline Centred
c. Different Models Curriculum Construction   Administrative, Grassroot Demonstration

Unit-IV   Curriculum Implementation and Evaluation
a) Role of Curriculum support materials -- Types and aids for implementation of curriculum
b) Concept and importance of curriculum evaluation
c) Types of curriculum evaluation : Formative Summative.
d) Tools and Techniques of Curriculum evaluation : Observation, Oral, Interview, Opinonnaire.
e) Maintaining daily diary by the children as well as teachers. Project work. Peer evaluation

Essential Readings :

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

Arora, G.L. (1984) *Reflections on Curriculum*, NCERT.

Beane, J.A, Conrad, E.P.Jr. & Samuel JA. Jr. (1986) *Curriculum Planning and Development*. Allyn & Bacon, Boston.

Brady, L. (1995), *Curriculum Development*, Prentice Hall.

PAPER – 2.3.13 Special Paper (Any one of the following)

A-Teacher Education ✓
B-Peace Education

Full Marks : 30+70 =100

Teacher Education

Unit-I   Teacher Education
a) Meaning and scope of teacher education
b) Objectives of teacher education at elementary and secondary level.
c) Development of Teacher Education in India.
d) Recommendation of Education commission (1964-66), NPE (1986, 1992) and NCF for Teacher Education, 2009 on teacher education.

Unit-II   Teaching as a Profession
a) Teaching as a profession
b) Performance appraisal of teachers, faculty improvement programme for teacher education.
c) Pre-service teacher education, Aims and objectives and organizational structure.
d) In service teacher education : Needs, aims, and agencies.

Unit-III   Perspective of Teacher Education
a) Problems of teacher education in India (Preservice and inservice).
   Qualitative improvement of teacher education. Role of NCTE.
b) Teacher Effectiveness : Meaning and assessment.
c) Research trends in teacher education in India.

. Unit-IV   Professional Accountability

a) Professional growth of teacher : Meaning and purposes, strategies of professional growth, self study, acquisition of higher learning, conducting research and publication.

b) Teachers accountability : Meaning teachers, role in school community and the nation, parent teacher association, assenting accountability.

c) Strategies for analyzing teacher behavior : Flender's Interaction Analysis categories (FIAC), Baroda General teaching competence scale (GTC) and teacher Assessment Battery (TAB).

Essential Readings :

Bhatnagarm G.C.: Education and social change, Minerva Associates, Calcutta.

Dava, R.H.; Foundations of life long education, Humbarg.

Mathur, S.S.; A sociological approach to Indian Education, Vinod Pustak Mandir, Agra.

Report of the Secondary Education Commission, Government of India, New Delhi.

Report of the Indian Education Commission, Government of India, New Delhi.

Senapaty, H.K. (2009): ICT Integrated Learning Materials on Basic School Subjects from Contructivist perspectives, Bhubaneswar, Regional Institute of Education, NCERT (Monograph)

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ✓ IN EDUCATION

B.

Unit-I ICT in Education

a) ICT in Education : Meaning. Nature and Scope

b) E-Learning and Blended Learning

c) Open Source Software

Unit-II Approaches, Stages and Competencies

a) Approaches in adoption and use of ICt in education - Emerging- Applying. Infusing and Transforming.

b) Pedagogical Usages of ICT : supporting work performance. enhancing traditional teaching, facilitating ; learning and creating innovative learning environments.

c) Teacher competencies : content pedagogy. technology. integration

Unit-III ICT Tools

a) Presentation Tool : MS Powerpointfor student learning

b) Data analysis tools : MS Excel and EPSS

c) ICT tools –email, blogs, webiner, g-map, wikis, social networking

Unit-IV Instructional System & Strategies

a) Programmed instruction (Linear and Branching)

b) Virtual learning.

c) MOOCS

EDUCATION PRACTICUM : PREPARATION OF RESEARCH PROPOSAL, TOOLS AND DATA COLLECTION

Full Marks : 30+70 =100

PREPARATION AND PRESENTATION OF RESEARCH PROPOSAL

Each student is required to select a problem on which he/she has to do intensive study under the guidance of a supervisor. The research proposal will be presented through power-point. All the students of the P.G. and U.G. (Hons.) of the department will remain present and participate in discussion of the paper. There will be an open viva-voce. They are also required to develop the tools for data collection and collect the relevant data by using tools. Marks shall be awarded to each student on the basis of relevance of the research proposal and tools. standard and quality of the proposal and tools. style of presentation and clarification of doubts raised by the participants and process of data collection.

ASSESSMENT IN EDUCATION

Full Marks : 30+70 =100

Course Contents

Unit-I   Assessment and Evaluation in Education

    a) Concept of Measurement, Assessment and Evaluation

    b) Types and principles of evaluation

    c) Paradigm shift of assessment from Behaviouristic to Constructivist perspective

    d) Constructivist evaluation process : Self, Peer and collaborative evaluation: Observation, Assignment, Portfolios, Rubric, Concept Mapping and Project.

Unit-II   Tools and Techniques of Assessment and Evaluation

    a. Achievement test – Steps of construction of achievement test : Teacher made and standardized test. Types of Test items. Constructing Objective and Subjective test items

    b. Aptitude test   Defferential Aptitude tests, general Aptitude test Battery (GATB: measures of specific aptitude tests(mechanical, clerical, Musical and artistic). Educational Significance of Aptitude test

    c. Attitude Scale   Measuring attitude, Types of Attitude scales, different attitude scales.

Unit-III   IRT (Item Response Theory)

    a. Characteristics of a Good test   Reliability, Validity, Usability and Norms.

    b. Analysis of test Items – Item difficulty and Item discrimination

'Unit-IV   Trends in Assessment

    a. Continuous and Comprehensive Evaluation

    b. Marks Vs Grade

    c. Semester system in Education

    d. Systemic Reform : Examination, Portfolis assessment.

HISTORY OF EDUCATION

Full Marks : 30+70 =100

Course Contents

Unit-1   Development of Education in Ancient India

A review of the development of the education in ancient India with special reference to System of Education during :

(a) Vedic Period and Upanishad period

(b) Brahmanic Period

(c) Buddhist Period

(d) Islamic period

Unit-II   Development of Education during British Period

The general recommendations and impact on Indian education.

(a) Macaulay's Minute and Bentinck's resolution 1835 (Anglicist-Orientalist Controversy)

(b) Wood's Dispatch. 1854

(c) Indian Education Commission. 1882

(d) Calcutta University Commission. 1917

(e) The Hertog Committee. 1929

(f) Wardha Scheme of Education. 1937

Unit-III   Development of Education in Independent India

(a) The general recommendations and impact of Indian education.

(b) University Education Commission. 1948-49.

(c) University Grants Commission Act 1956

(d) Secondary Education Commission. (1952-53)

(e) Education Commission. (1964-66)

Unit-IV   National Policies and Committees in Independent India.

(a) National Education Policy. 1986 and Revised NPE . 1992

(b) Yashpal Committee Report. 1993 : Learning without Burdens

(c) National Knowledge Commission 2001

(d) Right to Children to Free and Compulsory Education Act. 2009

Comparative Education

Course Contents

Unit-I   **Concept and Purpose**

(a) Meaning. Needs & Scope of Comparative Education

(b) Historical prospective & Purposes of Comparative Education

Unit-II   **Methods/Approaches of Comparative Education**

(a) Descriptive, Historical and Social approach

(b) Psychological, Statistical and Scientific Approach.

Unit-III   **factors of Comparative Education**

(a) Geographical. Economic, racial, Linguistic. Philosophical.

(b) Religious, moral, social, national and democratic

Unit-IV   **Systems of Education (Primary, Secondary and Higher Education)**

(a) USA and UK

(b) Philippines and USSR

Educational Management ✓

Course Contents

Unit-I Administration and Management - Concept

a) Educational management : meaning, nature, scope and functions.

b) Administration and management : Difference between general administration and educational administration: Principles and purpose of educational administration.

c) Total quality management (TQM), SWOT analysis

Unit-II Educational Supervision

a) Meaning, Concepts and nature of educational supervision. Scope and process of supervision in education. Defects of Present supervision and inspection.

b) Purpose of educational supervision

c) Supervision and Inspection. Various techniques of supervision.

d) Qualities of a supervision.

Unit-III Basic Concepts and Approaches of Educational Management

a) Approaches of management and administration – classical, scientific management and humanistic approaches.

b) Meaning, nature and styles of leadership

c) Decentralization of Educational management

d) Panchayat Raj System in Educational management.

Unit-IV Educational Planning

a) Meaning, Nature of Educational Planning

b) Guiding principles of educational planning

c) Need and importance of Educational Planning. Types of Educational Planning.

d) Institutional Planning – Meaning, native, Scope and steps

Education practicum : A. Data Analysis and Report Preparation (100)

B. Viva Voce (100)

Full Marks : 100+100 =200

Each candidate shall have to submit a dissertation on a relevant educational topic under the supervision of a member of the staff of the department. The dissertation must be submitted prior to the date prescribed for filling in the application form for admission into the said examination failing which the candidate shall not be allowed to sit for the examination. The dissertation shall be evaluated jointly by an external and internal examiner (supervisor) on the basis of relevance of the topic, quality of research input and the quality of presentation. There shall also be an open viva-voce test where all the students of the PG and UG (Hons) of the department will remain present and participate in the discussion of the paper. The candidate will be evaluated on the basis of his/her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by the participants or any other aspect of the research work that the examiners would consider suitable.