

M.A EDUCATION SYLLABUS

1ST SEMESTER

Paper-I Philosophical foundation of Education

UNIT – I Relationship between philosophy and education.
Metaphysics, Epistemology and Axiology.

UNIT – II Modern School of Philosophy:
Logical Empiricism, Analytical Philosophy, positive relativism, with special reference to knowledge, values, purpose of education, subject matter and teaching process.

UNIT – III Western Schools of philosophy and their impact in aims, content and methods of education.
1. Idealism, 2. Realism, 3. Pragmatism, 4. Naturalism, 5. Existentialism, 6. Perennialism, 6. Reconstructionism.

UNIT – IV Educational Heritage of India: Concept of Dharma., Artha, Kama and Mokshya and their educational implications, Vedic and Buddhist system of education and their educational implications for aims, content and methods of education, contribution of Vivekananda, Tagore, Gandhi and Aurobindo to educational thought and Practice.

Paper-II Sociological Foundation of Education

UNIT – I Sociology and Education: Relationship of Sociology and Education, Meaning and Nature of Educational Sociology, Education as a process of Social System and Socializations.

UNIT – II Education and Different aspect of society: Education and Community, Education and Culture, Education and Politics, Education and Values, Education in relation to secularism, National Integration and International understanding.

UNIT – III Meaning and Nature of Social Change, Concept of Urbanization, Modernization and Westernization with reference to Indian Society and their educational implications, Educational Ability.

UNIT – IV Education as related to Democracy and freedom, Equality of educational opportunity, Education of socially and economically disadvantaged sections of the society with reference to SC, ST, Women and rural population.

Paper-III Advance Educational Psychology

UNIT – I Relationship of education and psychology, Contributions of the following schools of psychology to education, Behaviorism , Gestalt, Hermic and Psychoanalysis, Contribution of Ausubel, Bloom and Gagne..

UNIT – II Theories of Learning, Pavlov’s classical conditioning and Skinners apercent conditioning theory, Bandura’s observational learning, Hull’s Reinforcement theory, Bruner’s Discovery learning, Transfer of leaning: its theories and educational implications, motivation and learning.

UNIT – III Nature, Meaning and problem solving, Meaning, Nature and Measurement of creativity, development of creative ability, Piaget’s theory of cognitive development, Individual differences- its meaning, nature, Causes and educational implications.

UNIT – IV Intelligence-its meaning, nature, theories and measurement, personality-its meaning and nature, type and trait theories, measurement of personality, Adjustment, Defense Mechanism, Mental Hygiene and Mental Health, Stress Management.

UNIT – IV Psychology and Education of children with special needs,

- **Learning disability**
- High intellectual Capability(Giftedness)
- Sensory impairment- Visual and Auditory
- Emotional Disturbances
- Intellectual Impairment
- Orthopedically handicapped.

Paper-IV Teachers Education

UNIT – I Meaning and scope of teacher education, objectives of teacher education at elementary, secondary and collage level, Development of teacher education in India, Recommendation of the Education Commission 1964-66 and NPE(1986-1992) on teacher education.

UNIT – II Pre-service Teacher Education: Aims and objectives, organizational structure and administration, National Council of teacher Education and State Records of

Teacher Education- Their Structure and functions, Curriculum structure of the Pre-service teacher education programme, Organization of practice teaching and other practical work, Modification of teacher behavior- team teaching, simulation, role playing micro teaching and models teaching.

UNIT – III In-service Teacher Education: Needs, aims and objectives, organizational structure and administration, Agencies for organizing inservice teacher education programmes, DIETS, CTEs, IASEs, SCERT and NCERT , Methods of various inservice programmes, direct teaching , distance education system and multimedia methods, refresher courses.

UNIT – IV Teacher Effectiveness and Professional growth.

A. Teacher Effectiveness: Meaning and Definition, Measurement of teachers effectiveness, criteria for measuring, Cognitive flexibility: teaching functions, uses of hardware and software; attitude towards profession, self and others, teaching strategies, teacher-indirectness and classroom performance, Strategies for analyzing teacher behavior- Flauder’s interaction Analysis Categories(FIAC), Other evaluative scales of teacher behaviors, Baroda General Teaching Competence Scale(GTC) and Teacher Assessment Batting(TAB)

B. Professional Growth: Meaning and purposes, strategies of professional growth, self study, acquisition of higher learning, conducting research and publications, Teachers Accountability- Meaning, teacher,s role in school, community and the nation, parent Teacher Association, Assessing accountability. Research trends in Teachers Education.

UNIT – V Improvement of quality of Teacher Education: Role of the following organizations- Indian Association of pre-school Education(I.A.P.E), Indian Association of Teacher Education(I.A.T.E), Primary and secondary Teachers Organizations, National Council for Teachers Education(N.C.T.E), National Assessment and Accreditation Council(NAAC).

2ND SEMESTER

Paper-V Modern Trends in Methods of Teaching English/ Odia/History/Math/Science/Geography (Theory)

A.TEACHING ENGLISH

- UNIT – I**
- (A) The Role of English in India. The Present situation.
 - (B) The objectives of teaching English both at elementary and secondary levels.

UNIT – II The various methods and Approaches :

- (A) Grammar – cum – translation Method.
- (B) Direct Method.
- (C) The structural approach :
 - Essential English,
 - Drilling of structures,
 - Situational Teaching.
- (D)
 - i) Bi- Lingual Method
 - ii) Selection and grading of language materials at different stages of teaching.
 - iii) Establishment of languages : Material through adequate drill and practice.

UNIT – III 1. Development of Reading Skills :

- (A) The mechanics of reading,
- (B) Silent reading and loud reading,
- (C) Intensive and extensive reading,
- (D) Supplementary reading.

2. Development of Writing Skills :

- (A) Teaching the mechanics of writing.
- (B) Controlled and graded writing exercises.
- (C) Guided composition and free composition.

UNIT – IV 1) Teaching prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.

- 2) Use of Audio- Visual Aids I Teaching

UNIT – V 1) Analysis of Text – Books :

- Preparation of Lesson Plans and Schemes of lessons.
- Formulation of objectives and techniques of evaluation.

2. Methods of Analysis of Test Books in English.

B. TEACHING ORIYA

- UNIT – I**
- 1) Importance of Teaching Mother – tongue in the life and education of an individual.
 - 2) Importance of Phonetics for language teachers.
 - 3) Spoken and written Oriya standard and Colloquial. The influence of local dialects on speech habits.
- UNIT – II**
- (1) Aims and objectives of Teaching Oriya both at Primary and Secondary level in the context of emerging national needs in Post- independent period.
 - (2) Aim and objectives of Teaching Grammar – Needs and importance.
- UNIT – III** **Principles and Procedures of Teaching the following branches of Oriya language and Literature in primary and secondary level :**
- (a) Prose – Detailed and non – detailed.
 - (b) Poetry.
 - (c) Different types of composition, correction of composition work.
 - (d) Grammar.
- UNIT – IV** **Methods of Teaching Oriya**
- (a) Traditional and Modern methods
 - (b) Play way
 - (c) Dramatisation
 - (d) Project
- UNIT – V**
- (1) Developing skills with reference to :
 - (a) Creative Writing
 - (b) Assignment
 - (2) Evaluation : Types of Evaluation Types of Tests, Blue – print.
 - (3) Audio-visual aids for teaching Oriya language.

C. TEACHING HISTORY

- UNIT – I** **Concept of History**
- a) Meaning, Nature and Scope of History
 - b) Aims and Objectives of Teaching History at secondary level
 - c) Values of Teaching History
- UNIT – II** **History Syllabus**
- a) Selection and grading of the subject matter in history/
 - b) Different approaches in arrangement of content in history
 - (i) Biographical (ii) Topical, (iii) Chronological (iv) Concentric, (v) regressive.

UNIT – III Critical study of the methods of Teaching History/

- a) Narration – Cum – Discussion
- b) Project method
- c) Dramatization
- d) Source Method

UNIT – IV Modern Trends in History Teaching

- (a) Critical Thinking
- (b) Using Sources
- (c) Teaching correct events
- (d) Developing International Understanding.
- (e) Teacher’s Guide Books

UNIT – V

- (1) Developing Lesson Planning and Scheme of Lessons
- (2) Evaluation in History : Instructional objectives and construction of objective type test in history.

D. TEACHING MATHEMATICS

UNIT – I

- (a) Nature and scope of Mathematics Education
- (b) Place of Mathematics in School education both at elementary and secondary levels.
- (c) Problems of teaching Mathematics at the school state.

Unit – II

- (a) Aims and objectives of teaching Mathematics at school stage
- (b) Values of Mathematics education, Utilitarian, social cultural disciplinary and recreational.

UNIT – III Methods of Teaching Mathematics :

- (a) Lecture Method.
- (b) Inductive and Deductive methods.
- (c) Analytic and Synthetic Methods.
- (d) Heuristic Method.
- (e) Project method.

UNIT – IV Instructional Materials and aids in teaching Mathematics :

- (a) Instructional Materials – Textbooks, work-books, guidebooks, Reference books, other sources.
- (b) Audio-visual Aids in Teaching Mathematics.
- (c) Lesson Planning and Preparation of Scheme of Lessons in Mathematics.
- (d) Diagnosis of learning difficulties in Mathematics and Remedial measures

UNIT – V

- Evaluation of learning in Mathematics education for the gifted and the retarded learners. Analysis of Text-books on Mathematics.

E. TEACHING GEOGRAPHY

- UNIT – I** Geography - Concept, Scope and its importance in school education, Aims and Objectives of Geography Teaching.
- UNIT – II** Methods of Teaching:
Observation Method, Laboratory Method, Project method, Regional method, Discussion Method.
- UNIT – III** 1. Planning a lesson on Geography.
2. Preparation of scheme of lessons.
- UNIT – IV** **Instructional Materials in Teaching Geography.**
(a) Text Books, Work Books.
(b) Guide Books, Reference Materials.
(c) Teaching Aids :
(i) Visual Aids, Maps, Globe, Atlas, Relief Map, Charts, Pictures, Slides, Overhead Projectors, Filmstrip
(ii) Audio-radio, Tape Records
(iii) Audio-visual aids – T.V. , Film Projectors.
- UNIT – V** 1. Co-curricular Activities and Teaching Geography, Organization of Fieldstrips, Excursions,
Museum, Exhibition.
3. Evaluation in Geography.

F. TEACHING GENERAL SCIENCE

- UNIT – I** General Science – Its meaning, importance and place in School Curriculum
General and specific Instrumental Objectives.
Organization of Science Curriculum – Content – Disciplinary Approach, Integrated Approach.
- UNIT- II** Methods of Teaching General Science :
Lecture – cum –Discussion Method,
Laboratory Method,
Observation Method,
Project Method,
Problem Solving Method.
- UNIT- III** Formulation of Instructional Objectives
Lesson Planning, Unit Planning
Improvisation of Teaching Aids in General Science
- UNIT – IV** Evaluation in General Science:
Development of Objective of achievement test in science.
- UNIT – V** Science Syllabus:
Text books, Science Laboratory,
Science Exhibition, Science Club.

Paper-VI Educational Technology

UNIT – I

- Concept of Educational Technology.
- Meaning, Nature, Scope and significance of E. T.
- Components of E. T. Software, hardware.
- Educational technology and instructional technology.

UNIT – II

- Communication and instruction.
- Theory, Concept, Nature, Process, Components Types.
- Classroom Communication, Mass Media approach in Educational Technology.
- Designing Instructional System.
- Formulation of instructional objectives.
- Task analysis.
- Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies and Models.
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behavior.
- Micro teaching, Flander's Interaction analysis, Simulation.

UNIT – IV

- Programmed instruction – Origin and types liner and branching.
- Development of the programmed instruction material.
- Teaching machines.
- Computer Assisted Instruction.
- Researches in Educational Technology.
- Future priorities in Educational Technology.

UNIT – V

- Educational technology in formal, non-formal and informal education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Video-tape, Radio & Television. Tele-conferencing, CCTV, CAI, INSAT-Problems of New Technologies.
- Evaluation and Educational Technology.

- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells 'AVRC', EMRC, NIST etc. – their activity for the improvement of teaching learning

Paper-VII Methods of Educational Research and Statistics

1. Methods of acquiring scientific knowledge :
Tradition, Experience, Reasoning. Inductive and deductive, Empiricism and Rationalism.
Nature and scope of educational research :
 - a) Meaning, nature and limitation.
 - b) Need and purpose.
 - c) Scientific inquiry and theory development.
 - d) Basic, Applied and Action research.
 - e) Quantitative and qualitative research.

Formulation of Research problem :

 - a) Criteria and sources for identifying the problem.
 - b) Delineating and operationalizing variables.
 - c) Developing assumptions and hypotheses in various types of research.

Preparation and evaluation of a Research proposal.
2. Major approach to Research, Descriptive Historical co-relational, Casual, Comparative experimental.
3. Collection of data types of data : quantitative and qualitative, techniques and tools, questionnaire, Interview, observations, Tests and scales.
Sampling- Definition, purpose, methods of selecting a sample- Random sampling, Stratified sampling, cluster sampling and systematic sampling Review of literature. Need, source and methods. C
Preparation and evaluation of research report.
4. Importance of descriptive and inferential statistics in educational research concept of standard error and its uses in tests of significance- Levels of significance- and Type I and Type II Errors. Two- Tailed and One- Tailed Tests. The t-tests for independent and non-independent samples. Simple analysis of variance and the Scheffe test. Chi-square-tests, goodness-of-fit test, test of homogeneity, test of independence.
5. The Pearson correlation coefficient- calculation of correlation coefficient from a scattergram. Biserial, Point-Biserial, Φ : and Tetrachoric correlation Partial and Multiple correlation.

Paper-VIII Educational Planning and Management

UNIT—I

- (i) Educational Management—Meaning, nature and scope.
- (ii) Evolution of concept of management in education.
- (iii) Educational Administration : Meaning, purpose and functions of difference between general and educational administration.

UNIT—II

- (iv) Educational administration at the central and state level, role and functions.
- (v) Advisory and implementation agencies at the central and state level—CABE, UGC, NCERT, PSEB, SCERT, DIET.
- (vi) Functions of local bodies and private enterprises.

UNIT—III

- (vii) Educational Supervision —Meaning, aims and principles, changing concepts in educational supervision.
- (viii) Different techniques of supervision and their effectiveness.
- (ix) Educational supervision and human relations.

UNIT—IV

- (x) Educational Finance : Sources of income for financing at central and state level, Grant-in-aid system—meaning and types.
- (xi) Educational Planning—Need, importance and priorities.
- (xii) Administrative organization of education with special reference to Odisha, Merits and demerits of different directorates of elementary and secondary education.

BOOKS RECOMMENDED

1. Adame and Dickey : Basic Principles of Supervision, Euraka Publishing House, New Delhi.
2. Aggarwal J.C. : Educational Planning, Budgeting and Financing in India, Arya Book Depot.
3. Bhagia, N.M. : Educational Administration in India and their Developing Countries.
4. Bhatnagar, R.P. and Verma : Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
5. Chaoudhri, N.R. : Management in Education, APH Publishing Corporation, New Delhi.
6. Goel, S.L. and Goel Aruna : Educational Policy and Administration, Deep and Deep Publication.

7. Khan, Mohd. & Khan, Mohd. : Educational Administration, Ashish Saleem Publishing House, New Delhi.
8. Mathur, S.S. : Educational Administration : Principles and Practices.
9. Mukherjee, S.N. : Administration of Education in India, Acharya Book Depot, Baroda.
10. Sharma, T.R. : Educational Administration in India (Pbi.), Punjabi University Publication.
11. Shukla, P.D. : Administration in Education in India, Vikas Publishing House Pvt. Ltd., New Delhi

Paper-IX Comparative Education: UK/USA/India

UNIT – I The Meaning, Need, Scope and Purpose of Comparative Education, Major concepts in comparative education.

UNIT – II Approaches to Comparative Education

Historical approach, Cross-disciplinary approach, problem approach Factors affecting national system of education.

UNIT – III A comparative Study of – elementary education, secondary education, vocational education and vocationalisation of secondary education, higher education : With special reference to USA, UK, INDIA

UNIT – IV A Comparative Study of the following problems – Educational administration in USA, UK and INDIA

- Distance Education and continuing education in USA, UK and India.
- The language problem – USSR and India.

UNIT – V A comparative study of developments, -Teacher education, Computer education, Population education, Environment education with special reference to USA, UK and INDIA.

3RD SEMESTER

Paper - x - Modern Trends in Methods of Teaching English/ Odia/ History/ Math/ Science/ Geography- (Practical)

Paper-XI Modern Educational Thinkers

Educational Thinkers – Oriental

Critical study of the educational thought of the following and their implication for Indian Education:and their contribution in developing principles of education.

- a) M. K. Gandhi: Basic tenets of Basic education.
- b) Vivekananda: Man making education.
- c) Rabindranath Tagore
- d) Aurovinda: Integral education, its basic premises; stages of development.
- d) Gijju Bhai : The world of the child
- e) L. Gokhle

Suggested readings

1. Aggrawal, S.K.: Shiksha ke Darshan Evam Samaj Shastriya Siddhant.
2. Meerut; Modern Publishing, 1981.
3. Aurobindo Society: Teaching of Aurobindo. Pondicherry; Aurobindo Society,
4. 1952Brubacher, L.S.: Modern Philosophies of Education. New York: McGraw Hill Co., 1962.
5. Butler, L.D.: Four Philosophies. New York : Harper, 1951.
6. Canker, W.: Hindu Personality of Education.Tagore, Gandhi, Aurbindo, New Delhi: Manohar Book Service, 1976.
7. Connor, D. J.; Introduction to the Philosophy of Education. London: Routledge and Kegan Paul.
8. Dutt, R.P.; India today and Tomorrow. Delhi: People Publishing House, 1955.

9. Elmhrist, L.K.: Rabindra Nath Tagore. London: John Murrey, 1961.
10. Gaind, D.N. and Sharma, R.P.: Shiksha ke Siddhant. Agra: Universal Publishers, 1964.
11. Gokhale, B.G.: Indian Thought Through the Ages. Bombay: Asia Publishing House, 1961.
12. Kabir, H.: Indian Philosophy of Education. New Delhi: Asia Publishing House, 1964.
13. Mani, R. N.: Educational Ideas and Ideals of Eminent Indians. New Delhi:
14. New Book Society of India, 1965.

Paper-XII Western Educational Thinkers

Educational Thinkers – Occidental

Critical study of the educational thought of the following and their implication for Education and their contribution in developing principles of education.

- a) **Educational Philosophy of Rousseau, Dewey, Bertrand Russel & A.N. Whitehead.**
- b) **Froebel : The play way method**
- c) **Montessori : The didactic apparatus**
- d) **Contemporary Philosophical thoughts: Humanism, Existentialism & Marxism.**
- e. Plato .
- f.. Rousseau

Reference

1. Brubacher, R.S., *Modern Philosophies of Education*, Unviersity Press, Chicago.
2. Butler, Donald I., *Four Philosophies and Their Practice in Education*, Herpers Row, New York.
3. Dewey, J., *Democracy and Education and Introduction in to Philosophy of Education*, The Free Press, New York.

Paper-XIII Educational Policy documents of India since independence.

Unit.I. History of Education in India : Post Independence era :

University Education Commission (1948-49)
 Secondary Education Commission, (1952-53)
 Indian Education Commission (1964-66)
 National Policy of Education, 1986
 Ramamurti Committee
 Revised National Policy, 1992

Unit-II. Diverse Issues in Education :

Education and Employment
 Computer Education in Schools
 Education of the SCs, STs, OBCs and Girls in Various age groups.

issues relating to quality in education and excellence
Educational Programmes for disabled children.

Unit-III. Contemporary Issues in Indian Education in Global Perspective :

Issues pertaining to Distance Education and open learning system
Issues relating to medium of instruction three language formula
Issues in respect of emotional integration and International Understanding
in the context of Globalization.

Unit-IV

Education and Democracy
Constitutional Provisions for Education
Learning Without burden- Yashpal Committee 1993
National Curriculum Framework for school education 2000 & National curriculum frame
work 2005.
Educational reforms in India in 21st Century.

Selected Readings

1. Nurullah. S., Naik J.P. and Oad L.K (Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt. of India, New Delhi, 1949.
3. M.H.R.D Report of the Secondary Education Commission(1952-53), Ministry of Education, Govt. of India, New Delhi 1953.
4. M.H.R.D. Report of the Education Commission- Education and National Development (1964-66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. of India, New Delhi 1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action (1922), Ministry of Education, Govt. of India, New Delhi 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. of India, New Delhi 1990.
9. M.H.R.D. Education for All : The Indian Scene, Ministry of Education, Govt. of India, New Delhi, 1993.
10. World Year Book of Education, Youth, Education and Work Kogan Page, London, 1995.

Paper-XIV Education in Odisha

UNIT I. Education in Ancient and Medieval Odisha:

- a) Historical source for education in Odisha: Epigraphic Record.

- b) Buddhist Education in Odisha
- c) Hindu temple: Role in education of ancient Odisha.
- d. Types of Educational Institutions, State patronage in Educational endeavour, Islamic education, its salient features, objectives, and curriculum.

UNIT III. Education in British period :

- Indigenous education in Odisha (Chhatasali) at the beginning of the eighteenth century,
- Growth of modern system of education upto 1947 A.D.
- Role of Missionaries for Development of Education in Odisha.
- Movement for compulsory education,
- Ravenshaw College
- Creation of separate province and development of education
- Satyabadi Bana Vidyalaya and Gopabandhu Das.
- Establishment of Utkal University and colleges.
- Education under the Garjat state of Odisha.

UNIT IV. Education during the post-independence period and issues in contemporary education system in Odisha.

1. Elementary education
2. Secondary education
3. Higher Education: Establishment of Universities and Colleges.
4. Vocational Education

Paper-XV Distance Education

UNIT I. Distance Education and its development

- a) Some definitions and teaching Learning components
- b) Need and characteristic features of Distance Education
- c) Growth of Distance Education
- d) Distance Teaching-Learning systems in India

UNIT II. Intervention strategies at a distance

- a) Information and Communication Technologies and their application in Distance Education.
- b) Designing and preparing self-instructional material
- c) Electronic media (T.V.) for Education
- d) Distance Education

UNIT III. Learning at a distance

- a) Student-support-services in Distance Education and their management.
- b) Technical and vocational programmes through Distance Education.
- c) Programmes for women through Distance Education.

- d) Distance Education and Rural Development.

UNIT IV. Quality Enhancement and Programme Evaluation

- a) Quality assurance of Distance Education.
- b) Mechanisms for maintenance of standards in Distance Education.
- c) Programme evaluation
- d) Cost analysis in D.E. – concept, need and process
- e) New Dimensions in Distance Education – promises for the future

Paper-XVI Adult and Non-formal Education

UNIT—I

- (i) Concept of adult education, objectives of adult education, importance of adult education for economic, social and political development of India.
- (ii) Concept of non-formal education, general characteristics of non formal education, factors which necessitated non-formal education, difference between informal, non-formal and formal education.

UNIT—II

- (iii) Methods of non-formal education : Campaign method, centre method, individual method, residential method and mass communication method.
- (iv) Meaning, scope and importance of adult literacy : Difference between literacy and functional literacy, methods of imparting literacy.
- (v) Follow up programmes : Types, need and importance.

UNIT—III

- (vi) Forms of adult education : Remedial, continuing, workers and mass media.
- (vii) Methods of adult education : Teacher dominated method, co-operative method and mass media methods.
- (viii) Administrative structure of adult education, organization of adult education programmes at the field level training of adult education functionaries.

UNIT—IV

- (ix) Agencies of adult education—Government and non-government.
- (x) Current status of adult education in India with special reference to Punjab, National Literacy Mission, Adult education as conceived in the National Policy of Education 1986.

BOOKS RECOMMENDED

1. Bhola, H.S. : Evaluating Functional Literacy, Bucks, Hulton Educational Publication.
2. Bordia, Anil, Kidd, J.R. : Adult Education : A Book of Readings, New and Draper, J. Delhi, Indian Adult Education Association 1977.

3. Centre for Research in Rural : Adult Education Programmes in Punjab. A and Industrial Development Study of 400 ACEs in Punjab, Chandigarh, 1989.
4. Chandra. A and Shah : A Non-Formal Education for All, Sterling Publishers Pvt. Ltd., New Delhi, 1986.
5. Grover, R. P. and : Adult Education The Indian Publishers, 1998. Chopra, Rita Kundu, C.L. : Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi, 1986.
8. Govt. of India : National Policy on Education, 1986.
9. Govt. of India : National Policy on Education Programme of Action, 1986.
10. Mohanty, B.B. : Adult and Non-formal Education, Continental Book Co., New Delhi
11. Nanda, V.K. : Adult education and Human Resource Development, Anmol Publishers, 1998
12. Rai, Nikhil Ranjan : Adult education in India and Abroad, S. Chand and Co. Delhi, 1970.
13. Singh, Ranjit : Balag Sikhiya, Punjabi University, Patiala, 1991.
14. Sodhi, T.S. : Adult Education : A Multidisciplinary Approach Ludhiana : Kataria, 1987.

Paper-XVII Inclusive Education

Unit I- Introduction to Inclusive Education

Difference between special education, integrated education and inclusive education. Advantages of inclusive education for the individual and society.

Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations National and International initiatives for inclusive education . Current Laws and Policy Perspectives supporting IE for children with diverse needs

Unit II-Preparation for Inclusive Education

Concept and meaning of diverse needs. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education. Brief account of existing special, integrated and inclusive education services in India. Building inclusive learning friendly classrooms, overcoming barriers for inclusion. Creating and sustaining inclusive practices. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit IV-Curriculum adaptations and evaluation for children with diverse needs

Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems,

environmental/ecological difficulties and children belonging to other marginal groups. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms. Techniques and methods used for adaptation of content , laboratory skills and play material

References

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
3. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
4. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs N. C. E R T Publication*.
5. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Unit V-Teacher Preparation for Inclusive Education

Review existing educational programmes offered in secondary school (general, special education).

Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.

N.C.F 2005 and curriculum for teacher preparation and transaction modes.

Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs.

Supportive Services for inclusion and research

Paper-XVIII Special Education

UNIT – I Concept and nature of special education

Objectives
Types
Historical perspective
Integrated education

UNIT – II Education of Mentally Retarded

Characteristics of the mentally Retarded,
Educable Mentally Retarded
Teaching Strategies
Remedial programmes
Etiology and prevention
Mental hygiene as remediation

UNIT – III Education of the visually impaired

Characteristics
Degree of impairment
Etiology and prevention
Educational programmes
Education of the Hearing impaired
Characteristics
Degree of impairment
Etiology and prevention
Educational programmes
Education of Orthopaedically Handicapped
Types of handicap
Characteristics
Educational programmes

UNIT – IV Education of the Gifted and Creative children

Characteristic
Creativity and identification process
Educational programmes

UNIT – V Learning Disabled Children

Characteristics
Identification
Educational programmes

Education of Juvenile Delinquents

Characteristics
Problems of alcoholism, drug addiction

Anti-social and character disorder
Educational programmes for rehabilitation.

Paper-XIX Early Childhood Education

UNIT – I Nature, Aims and Objectives of Pre-School Education, Contribution of the following great educators to Pre-School Education.

Rousseau, Pestalozzi, Froebel, Montessori, Gandhiji, Tagore and Sri Aurobindo.

UNIT – II Stages and Principles of Child Development from conception to early childhood, needs of the children from conception to pre-school stages, Principles of development according to Piaget; Aspects of Development – Physical and Motor, Emotional, Social Intellectual, Moral and Aesthetic; Nature and importance of language development Nature and importance of developing number and geometrical concepts. Sense Experiences, Aesthetic, and Creative Experiences.

UNIT – III Elementary Principles of Nutrition – Importance and requirement, Food values available in regular diet, Under nutrition and malnutrition – Their effect, prevention and cure of deficiency diseases Planning for nutritious, food and balanced diets; Child welfare and school health programme; Aids – their importance, preparation and use.

UNIT – IV Activities of the following Agencies –

U.N.I.C.E.F., W.H.O., C.A.R.E., Red Cross, I.A.P.E., I.C.D.S.

UNIT – V Organisation of Pre-School Centres :

Types of centres, Building and equipment, Records and reports, Staff, Programmes, Administration, Role of parents and the community and their education, role of Voluntary Agencies. Curriculum and Activities at the Pre-School Stage : : Language, Environmental Studies (Natural and social sciences), Creative Arts and crafts.

Paper-XX Guidance and Counseling in Education

UNIT – I Concept of Guidance : Meaning, Nature and Stage wise objective of guidance (Elementary, Secondary, Higher Secondary and University). Types of Guidance : Educational, Vocational and personal. The role of guidance in the discovery and utilization of human resources.

Essentials in launching a guidance programme : Role of guidance personnel – The Counsellor, Career Master, Headmaster, Psychologist Classroom teacher and parents.

UNIT – II Guidance Services :

General Characteristics of guidance service. Type of guidance services Individual inventory information service, Counselling service, Types of Counselling placement service, follow-up service.

Pupil personnel work – Meaning, purpose and programmes of pupil personnel work.

UNIT – III Self Concept :

Meaning, purpose and development of self concept. Measurement of self concept, Role of guidance in developing healthy self concept.

Case approach of Guidance : Meaning and nature of the case study, steps of case study, Outline for the case study.

Group techniques in guidance.

UNIT – IV Guidance for encouraging creativity, guidance for academic deficiencies, Guidance for adjustment problems and Role of guidance for sound mental health.

Guidance for children with special needs maintaining guidance records, Principles in developing a guidance record system, the cumulative record.

UNIT – V Kinds of Information Needed for Guidance :

Use of interviews and questionnaires in collecting information. Evaluation of achievement in guidance programme – Appraisal of aptitude for guidance purposes.

Appraisal of personal qualities and interests – Test inventories.

Appraisal of personal qualities – Rating scales, behavior, description, anecdotal records and seismometric devices.

4TH SEMESTER

Paper-XXI Curriculum Planning and Development

UNIT – I Introduction.

- Concept development, theories and procedures.
- History of curriculum development.
- Bases of Determinants of Curriculum.
- Philosophical considerations.
- Psychological considerations.
- Sociological considerations.
- Discipline-oriented considerations.

UNIT – II Curriculum Design and organization.

- Components and source of design.
- Principles.
- Approaches.
- Categories and types.
- Curriculum Construction.
- Different models and principles.
- Deduction of curriculum from, aims and objectives of education administrative consideration.
- System analysis.
- Curriculum Implementation Strategies.
- Role of Curriculum support materials.
- Types of materials and aids.
- Models of implementation.

UNIT – III Curriculum, Development : Factors contributing to curriculum development

- (a) Needs of the Learners, the community and the society.
- (b) National Goal, Social Values and Cultural heritage.
- (c) Scope of study, work and leisure.
- (d) Job opportunities in society and vocational needs.
- (e) National integration and International Understanding.

Principles of Curriculum Development :

- a. Need and Relevance.
- b. Flexibility.
- c. Uniformity and variety.
- d. Adoptability.

Approaches of Curriculum Development :

- a. Subject area approach.
- b. Board fields approach.
- c. Social Problem approach.
- d. Emerging needs approach.

UNIT – IV Curriculum Planning : Definition
 Planning Levels : National Level, State Level, Local Level, Teacher Level and Learner Level.
 Issues in Curriculum Planning : Subject centred versus learners centred.
 Who is to plan the curriculum ?
 The basis that constitute the curriculum.
 Planning Special Curriculum for : Adult and non-formal Education, Population Education, Vocational Educational Education, Pre-school Education, Environment Education.
 Teacher Education.

UNIT – V

- Curriculum Evaluation.
 - Importance of evaluation of curriculum
 - Models of curriculum evaluation
 - Interpretation of evaluation results and method
- Issues and trends in curriculum development, curriculum research in India
 Suggestions and recommendations on curriculum development as per the following commissions
- University Education Commission, 1948.
 - Secondary Education Commission, 1952.
 - Education Commission, 1966.

Paper-XXII Tools and Technique of Educational Measurement and Evaluation

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 and the basic principles of assessment.
- Taxonomies of educational objectives.

UNIT – II Models in Educational Assessment : Tyler’s Stufflebeam’s, metfessel – Michael’s, provus’s, Stufflebeam’s Model.

UNIT – III Tools of Measurement and Assessment

Subjective and objective tools essay test, objectives test scales, questionnaires, scheduled, inventories, performance tests.

UNIT – IV

Test construction.

- General principles of test construction and its standardization.
- Writing test items-objective type, essay type and interpretive type.
- Item analysis procedures for norm-referenced and criterion referenced mastery tests.
- Basic characteristics of good measuring instruments.
- Validity, Objectivity. Reliability, Usability and Norms.
- Types, Ways of determination, importance and application.
- Standardization of measuring instruments.
- Items analysis.
- Test Standardization.
- Norm referenced and criterion referenced tests, scaling-standard scores, T-scores & C-scores.
- Steps involved in standardizing a Test.

UNIT – V

Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interests, Skills Interpretation of the above test-scores and methods of feed back to students New trends in evaluation viz.

- Grading
- Semester system
- Continuous Internal Assessment.
- Question Bank
- Use of Computers in Evaluation

Paper-XIII Dissertation-II