M.A. EDUCATION
DETAILED COURSE STRUCTUR

SL. NO	SEMESTER	TITLE OF THE PAPER	MAXIMUM MARKS	CREDITS
1.	SEMESTER-I	EDU-101: PHILOSOPHICAL FOUNDATION OF EDUCATION	100	16 CREDITS
		EDU-102: SOCIOLOGICAL FOUNDATION OF EDUCATION	100	
		EDU-103: ADVANCE EDUCATIONAL PSYCHOLOGY	100	
		EDU-104: TEACHERS EDUCATION	100	
			Total- 400	
2.	SEMESTER-II	EDU-201: MODERN TRENDS IN METHODS OF TEACHING ENGLISH/ODIA/HISTORY/MATH/SCIENCE/GEOGRAPHY (THEORY)	100	20 CREDITS
		EDU-202: EDUCATIONAL TECHNOLOGY	100	
		EDU-203: TOOLS AND TECHNIQUE OF EDUCATIONAL MEASUREMENT AND EVALUATION	100	
		EDU-204: EDUCATIONAL PLANNING AND MANAGEMENT	100	
		EDU-205: MODERN EDUCATIONAL THINKERS	100	
			Total-500	
3.	SEMESTER-III	EDU-301: COMPARATIVE EDUCATION: UK/USA/INDIA	100	20 CREDITS
		EDU-302: SPECIAL EDUCATION	100	
		EDU-303: GUIDANCE AND COUNSELING IN EDUCATION	100	
		ELECTIVE PAPERS (STUDENT HAS TO CHOOSE ANY TWO ELECTIVE PAPERS) 2 paper * 100 = 200	100	
		P.G – 304: ORGANIZAIONAL BEHAVIOUR	100	
		P.G-305: WOMEN IN INDIA	100	
		P.G.- 306: NATIONALIST MOVEMENT IN INDIA	100	
			Total - 500	
4.	SEMESTER-IV	EDU-401: CURRICULUM PLANNING AND DEVELOPMENT	100	24 CREDITS
		EDU-402: DISTANCE EDUCATION	100	
		P.G – 403: RESEARCH METHODOLOGY	100	
		P.G – 404: DISASTER MANGEMENT	100	
		P.G – 405: A & B (100 +100 = 200)	200	
		A) PROJECT REPORT & B) PREPARATION OF LESSON PLAN, PRACTICE 10 LESSONS IN SECONDARY SCHOOLS AND PRESENTATION	Total - 600	
			Grand Total- 2000	Total – 80 Credits

SEMESTER- I (16 CREDITS)

EDU-101: PHILOSOPHICAL FOUNDATION OF EDUCATION

BLOCK 01: RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION. METAPHYSICS, EPISTEMOLOGY AND AXIOLOGY

Unit 1: Concept, meaning, definition and features of philosophy

Unit 2: Branches of Philosophy- Metaphysics, Epistemology, Axiology

Unit 3: Meaning, Definitions, need and focus of education in 21st century

Unit 4: Relationship between Philosophy & Education

BLOCK 02: MODERN SCHOOLS OF PHILOSOPHY

Unit 5: Logical Empiricism with special reference to knowledge, values, purpose of education, subject matter and teaching process

Unit 6: Analytical Philosophy with special reference to knowledge, values, purpose of education, subject matter and teaching process

Unit 7: positive relativism, with special reference to knowledge, values, purpose of education, subject matter and teaching process

BLOCK 03: WESTERN SCHOOLS OF PHILOSOPHY AND THEIR IMPACT IN AIMS, CONTENT AND METHODS OF EDUCATION

Unit 8. Idealism,

Unit 9. Realism

Unit 10. Pragmatism,

Unit 11. Naturalism,

Unit 12. Existentialism

Unit 13. Reconstructionism

BLOCK 04: EDUCATIONAL HERITAGE OF INDIA

Unit 14: Concept of Dharma., Artha, Kama and Mokshya and their educational implications,

Unit 15 - Vedic and Buddhist system of education and their educational implications for aims, content and methods of education,

Unit 16- Contribution of Vivekananda,

Unit 17- Contribution of Rabindranath Tagore

Unit 18- Contribution of Mahatma Gandhi

Unit 19 - Contribution of Sri Aurobindo.

SUGGESTIONS FOR FURTHER READING

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.

- Anand, C.L. *et.al.* (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.

- Brubacher, John.S.(1969). Modern philosophies of education. New York: McGrawHill Co.

- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: SagePublication.

- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.

- Dewey, John (1916/1977). Democracy and education. New York: MacMillan.

- Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.

- Dewey, John (1997). Experience and education. New York: Touchstone.

- Ganesh, Kamala &Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.

EDU-102: SOCIOLOGICAL FOUNDATION OF EDUCATION

BLOCK 01: SOCIOLOGY AND EDUCATION

Unit 01: Relationship of Sociology and Education, Meaning and Nature of Educational Sociology.

Unit 02: Education as a process of Social System.

Unit 03: Education as a process of socialization.

BLOCK 02: EDUCATION AND SOCIAL CHANGE

Unit 4: Education and Community, Education and Culture,

Unit 5: Education and Politics, Education and Values,

Unit 6: Education in relation to secularism

Unit 7: Education in relation to National Integration

Unit 8: Education in relation to International understanding

BLOCK 03: EDUCATION AND SOCIAL CHANGE

 Unit 09: Meaning and Nature of Social Change, Concept of Urbanization with reference to Indian Society and their educational Implications.

Unit10: Concept of Modernization with reference to Indian Society and their educational Implications.

Unit 11: Concept of Westernization with reference to Indian Society and their educational Implications.

Unit 12: Educational Ability

BLOCK 04: EDUCATION AND DEMOCRACY

Unit 13: Education as related to Democracy and freedom.

Unit 14: Equality of educational opportunity

Unit 15: Education of socially and economically disadvantaged sections of the Society.

Unit 16: Disadvantaged sections with reference to SC, ST.

Unit 17: Disadvantaged sections with reference to women and rural population

SUGGESTIONS FOR FURTHER READING

- Mathur, S. S. (2000). A sociological approach to Indian education. Agra :VinodPustakMandir.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
- Bahttacharya, S. (2006). Sociological Foundation of Education. New Delhi: Atlantic
- Ravi, Samuel.S.(2015). A Comprehensive Study of Education. Delhi: PHI LearningPvt. Ltd.
- Safaya, R.N. &Shaida, B.D. (2010), Modern theory and principles of education.New Delhi: DhanpatiPublising Company Pvt. Ltd.
- Aggrawal, J.C.(2013). Theory and principle of education. New Delhi: VikashPublishing House Pvt Ltd.
- Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT

EDU-103: ADVANCE EDUCATIONAL PSYCHOLOGY

BLOCK 01: DIFFERENT SCHOOLS OF PSYCHOLOGY
Unit 01: Contributions of the following schools of psychology to education, behaviorism
Unit 02: Gestalt, Hermic and Psychoanalysis.
Unit 03: Contribution of Ausubel, Bloom and Gagne.

BLOCK 02: THEORIES OF LEARNING
Unit 04: -Theories of Learning, Pavlov's classical conditioning, Skinners operant conditioning theory, (its theories and educational implication)
Unit 05: - Bandura's observational learning, Hull's Reinforcement theory, (its theories and educational implication)
Unit 06: - Bruner's Discovery learning, Transfer of leaning: (its theories and educational implication)
Unit 07: -Motivation and learning, (its theories and educational implication)

BLOCK 03: PROBLEM SOLVING, CREATIVITY, COGNITIVE DEVELOPMENT, INDIVIDUAL DIFFERENCE
Unit 08: -Meaning and Nature of problem solving.
Unit 09: -Meaning, Nature and Measurement of Creativity. Development of creative ability.
Unit 10: -Piaget's theory of cognitive development.
Unit11: -Individual differences- its meaning, nature, Causes and educational implications.

BLOCK 04: INTELLIGENCE, PERSONALITY, DEFENSE MECHANISM
Unit 12: -Intelligence-its meaning, nature, theories and measurement.
Unit 13: -personality-its meaning and nature, type and trait theories, measurement of personality.
Unit 14: -Adjustment, Defense Mechanism.
Unit 15: -Mental Hygiene and Mental Health, Stress Management.

BLOCK 05: PSYCHOLOGY AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Unit 16: -Learning disability.
Unit 17: -High intellectual Capability (Giftedness).
Unit 18: -Sensory impairment- Visual and Auditory.
Unit 19: -Emotional Disturbances.
Unit 20: -Intellectual Impairment and Orthopedically handicapped

SUGGESTIONS FOR FURTHER READING
- Woolfolk, A. (2015). *Educational psychology (9th Ed.).* New Delhi: Pearson Publication
- Chauhan, S.S. (2010). *Advanced educational psychology.* New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S.K. (2002). *Advanced educational psychology.* New Delhi: Prentice Hall of India.
- Arnett, J. (2007). Adolescence and emerging adulthood: A cultural approach. (3rdEdn.). Upper Saddle River, N.J.: Pearson.
- Berk, Laura E. (2011). Child development (9th Edn.). New Delhi: Prentice Hall of India.
- Flavell, J.H. (1963). The developmental psychology of Jean Piaget. New York: Van Nostrand
- Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
- Hurlock, E.B. (1980). Child development (6th Edn.). Tokyo: McGraw-Hill,Kogakusha Ltd.

EDU-104: TEACHERS EDUCATION

BLOCK 01: CONCEPT OF TEACHERS EDUCATION
Unit 01: Meaning and scope of teacher education, objectives of teacher education at Elementary, secondary and collage level.

Unit 02: Development of teacher education in India, Recommendation of the Education Commission 1964-66 and NPE (1986-1992) on teacher education.

BLOCK 02: PRE-SERVICE TEACHER EDUCATION.
Unit 03: - Aims and objectives, organizational structure and administration, National Council of teacher Education and State Records of Teacher Education.

Unit 04: -Their Structure and functions, Curriculum structure of the Pre-service teacher education programme.

Unit 05:-Organization of practice teaching and other practical work. Modification of teacher behaviour- team teaching, simulation, Role playing micro teaching and models teaching.

BLOCK 03: IN-SERVICE TEACHER EDUCATION
Unit 06:- Needs aims and objectives, organizational structure and administration.

Unit 07:-Agencies for organizing in-service teacher education programmes, DIETS, CTEs, IASEs, SCERT and NCERT.

Unit 08: - Methods of various in-service programmes, direct teaching, distance education system and multimedia methods, refresher courses.

BLOCK 04: TEACHER EFFECTIVENESS AND PROFESSIONAL GROWTH
Unit 09:- Teacher Effectiveness: Meaning and Definition, Measurement of teacher's effectiveness, criteria for measuring.

Unit 10:-Cognitive flexibility: teaching functions, uses of hardware and software; attitude towards profession.

Unit 11:-Self and others, teaching strategies, Teacher-indirectness and classroom performance, Strategies for analyzing teacher behaviour- Flanders's interaction Analysis Categories (FIAC).

Unit 12:-Other evaluative scales of teacher behaviours, Baroda General Teaching Competence Scale (GTC) and Teacher Assessment Batting (TAB).

Unit 13:- Professional Growth: Meaning and purposes, strategies of professional Growth, self study, acquisition of higher learning, conducting research and publications.

Unit 14:- Teachers Accountability- Meaning, teacher's role in school, community and the nation. Parent Teacher Association, Assessing accountability. Research trends in Teachers Education

BLOCK 05: IMPROVEMENT OF QUALITY OF TEACHER EDUCATION

Unit 15:-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.

Unit 16:-National Council for Teachers Education (N.C.T.E), National Assessment and Accreditation Council (NAAC).

SUGGESTIONS FOR FURTHER READING

- Aggrawal, J.C. (1996). Teachers and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt.

- Balwaria, R., & Gupta, P. (2014). Historical Perspective of Teacher Education in India.International Educational E-Journal, 3(1), 54-65.

- Dr.Sachdeva, M.S. (1996). A New Approach to Teacher and Education in Indian Society.Ludhina: Vinod Publications, Govt. of India. (1966).

- The Education Commission (1964- 66).New Delhi: Govt. of India.Govt. of India. (1986). National Policy on Education - 1986.New Delhi: MHRD.

- Mohanty, J. (2003). Teacher Education, New Delhi: Deep and Deep Publications Pvt. Ltd.

- Ranjan, R., Pandey, A., &Ranjan, V. (2014). Education in Pre Independence Period-a review, American International Journal of Research in Humanities, Arts and Social Sciences, 5(1),137-142Salam, A., & Khan, Z.U. (2013).

SEMESTER- II (20 Credits)

EDU-201: MODERN TRENDS IN METHODS OF TEACHING ENGLISH/ ODIA/HISTORY/MATH/SCIENCE/GEOGRAPHY (THEORY)

A. METHODS OF TEACHING ENGLISH

BLOCK 01: THE ROLE OF ENGLISH IN INDIA
Unit 01: The Role of English in India, the Present situation.
Unit 02: The objectives of teaching English at Elementary Level
Unit 03: The objectives of teaching English at Secondary Level

BLOCK 02: THE VARIOUS METHODS AND APPROACHES
Unit 04: -Grammar-cum-translation method, Direct Method

Unit 05: -The structural approach:

 - Essential English

- Drilling of structures,

- Situational Teaching.

Bi- Lingual Method
- Selection and grading of language materials at different stages of teaching.
- Establishment of languages: Material through adequate drill and practice.

Unit 06: Development of Reading Skills
- A) The mechanics of reading,
- (B) Silent reading and loud reading,
- (C) Intensive and extensive reading,
- (D) Supplementary reading.

Unit 7: Development of Waiting Skills:

(A) Teaching the mechanics of writing.

(B) Controlled and graded writing exercises.

(C) Guided composition and free composition.

BLOCK 03: TEACHING PROSE
Unit 08: -Teaching prose
Unit 09: -Teaching Poetry
Unit 10: -Teaching Grammar
Unit 11: -Teaching of Non-Detailed Text.
Unit 12: -Use of Audio- Visual Aids I Teaching

BLOCK 04: ANALYSIS OF TEXT – BOOKS
Unit-13: Preparation of Lesson Plan and Lesson Delivery
Unit 14: - Formulation of objectives and techniques of evaluation.
Unit 15: - Methods of Analysis of Test Books in English.

SUGGESTIONS FOR FURTHER READING

Khosla D.N. (Ed.) "Report on evaluation for quality Secondary teacher education" NCTE, New Delhi 2005.

Kohli, A.L (2010) Techniques of Teaching English. New Delhi: Dhanpat Rai Publishing Company

Sharma, K.L (1970) .Methods of teaching English in India. Agra : Laxmi Narayan

Sharma A.P.: "Teaching Practice: a farce or reality" University News, 27th Dec.1993.

Sharma J.J.: "pre-practice basis to vitalize practice teaching." University News, 42(17) April26, 2nd May 2004.

Singh R.P.: "Teacher Education: What needs to be done?" University News, 36(22) June, 1998.

Jain, R.K (1994). Essentials of English teaching, Agra: Vinod Pustak Mandir

B.TEACHING ODIA

BLOCK – 01: IMPORTANCE OF TEACHING MOTHER-TONGUE IN LIFE
Unit -1: Importance of Teaching Mother – tongue in the life and education of an individual.

Unit 2: Importance of Phonetics for language teachers.

Unit 3: Spoken and written Oriya standard and Colloquial, The influence of local dialects on speech habits.

BLOCK – 02: AIMS AND OBJECTIVES OF TEACHING ORIYA
Unit 4: Aims and objectives of teaching Oriya at Primary in the context of emerging national needs in Post- independent period.

Unit 5: Aims and objectives of teaching Oriya at Secondary level in the context of emerging national needs in Post- independent period.

Unit 6: Aim and objectives of Teaching Grammar – Needs and importance.

BLOCK – 03: PRINCIPLES, PROCEDURES AND METHODS OF TEACHING IN PRIMARY AND SECONDARY LEVEL
Unit 7: 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 8: (a) Traditional and Modern methods, (b) Play way Method

Unit 9: a) Dramatization, b) Project Methods

BLOCK – 04: DEVELOPING SKILLS WITH REFERENCE TO CREATIVE WRITING, ASSIGNMENT, EVALUATION, AUDIO-VISUAL AIDS

Unit 10: Developing skills with reference to :(a) Creative Writing Developing skills with reference

Unit 11: Developing skills with reference to Assignment

Unit 12: Developing skills with reference to Evaluation: Types of Evaluation Types of Tests, Blue – print.

Unit 13: Developing skills with reference to Audio-visual aids for teaching Oriya language.

SUGGESTIONS FOR FURTHER READING

- Daswani, C. J. Language Education in Multilingual India. New/Delhi (UNESCO)
- Dhal, G.B. (1974). Dhwani bijanana. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Dhal, G.B. (1972). English uchharana siksha. Cuttack : Friends Publisher.
- Mathur, S.A. Sociological Approach to Indian Education. Vinod Pustak Bhandar, Agra.
- Mohanty, B. (1970). Odia bhasara utpati O 65arma bikasha. Cuttack : Friends Publishers.
- Mohapatra, D. (1976). Odia Dhwani tattwa O sabdha sambhar. Cuttack : Grantha Mandir.

C. TEACHING HISTORY

BLOCK – I: CONCEPT OF HISTORY

Unit 01: Meaning, Nature and Scope of History

Unit 02: Aims and Objectives of Teaching History at secondary level

Unit 03: Values of Teaching History

BLOCK – 02: HISTORY SYLLABUS

Unit 04: Selection and grading of the subject matter in history/

Unit 05: Different approaches in arrangement of content in history

Unit 06: Biographical (ii) Topical, (iii) Chronological (iv) Concentric, (v)regressive.

BLOCK – 03: CRITICAL STUDY OF THE METHODS OF TEACHING HISTORY

Unit 07: Narration – Cum – Discussion

Unit 08: Project method

Unit 09: Dramatization

Unit 10: Source Method

BLOCK – 04: MODERN TRENDS IN HISTORY TEACHING

Unit 11: Critical Thinking, Using Sources

Unit 12: Teaching correct events

Unit 13: Developing International Understanding

Unit 14: Teacher's Guide Books

Unit 15: Developing Lesson Planning and Scheme of Lessons

Unit 16: Evaluation in History: Instructional objectives and construction ofObjective type test in history

SUGGESTIONS FOR FURTHER READING

- Kochhar, S.K. (1970). Teaching of History. New Delhi, India: Sterling Publishers Pvt.Ltd.

- Mamgal, S.K. & Mangal, U. (2008). Teaching of Social Studies. New Delhi: PHI Learning Pvt, Ltd.

- Sharma, R.A. (2014). Teaching of Social Science. Meerut: R Lal Book Depot

- Banks James, A. (1997). Teaching Strategies for the Social Studies Enquiry, Valuing and Decision Making, Massachusets,USA: Addition- Westely Publishing Co. Reading.

- Bining & Binning.(1952). Teaching of Social Studies in Secondary Schools. New York, USA: Mc Graw Hills.

- Burston,W.H.(1963). Principles of History Teaching. New Fetter Lance : Methuen & Co. Ltd.II.

- Burton W.H. (1972). Principles of history teaching, London: Methuen.

D: MATHEMATICS

BLOCK– 01: NATURE, SCOPE AND PLACE OF MATHEMATICS IN SCHOOL

Unit 1: Nature and scope of Mathematics Education

Unit 2: Place of Mathematics in School education at elementary

Unit 3: Place of Mathematics in School education at secondary levels.

BLOCK – 02: PROBLEMS OF TEACHING MATHEMATICS AT THE SCHOOL

Unit 4: Aims and objectives of teaching Mathematics at school stage

Unit 5: Values of Mathematics education

Unit 6: Utilitarian, social cultural disciplinary and recreational.

BLOCK – 03: METHODS OF TEACHING MATHEMATICS

Unit 7- Lecture Method.

Unit 8- Inductive and Deductive methods.

Unit 9- Analytic and Synthetic Methods.

Unit 10-Heuristic Method.

Unit 11- Project method.

BLOCK 04–: INSTRUCTIONAL MATERIALS AND AIDS IN TEACHING MATHEMATICS

Unit 12: Instructional Materials – Textbooks, work-books, guidebooks, Reference books, other sources.

Unit 13: Audio-visual Aids in Teaching Mathematics.

Unit 14: Lesson Planning and Preparation of Scheme of Lessons in Mathematics.

Unit 15: Diagnosis of learning difficulties in Mathematics and Remedial measures

Unit 16: Evaluation of learning in Mathematics education for the gifted and the retarded learners.

Unit 17: Analysis of Text-books on Mathematics

SUGGESTIONS FOR FURTHER READING

- Sidhu, K.S (1985).Teaching of mathematics. New Delhi: Sterling publication.
- James, A. (2003). Teaching of mathematics. Neel Kamal Publication: Hyderabad.
- NCERT (2011). Pedagogy of mathematics for two year B.Ed. course. New Delhi:

- Cooper, B. (1985). Renegotiating secondary school mathematics. The Hamer Press: East Sussex.
- Michel. (1982). Teaching mathematics. Nicholos Publication Co: New York.
- NCF (2005). National Curriculum Framework. NCERT: New Delhi
- NCERT (2006). Position paper: National focus group (NFG) on teaching Mathematics. NCERT: New Delhi.
- NCERT (1998). A textbook of content-cum-methodology of teaching mathematics, New Delhi: NCERT.

E.TEACHING GEOGRAPHY

BLOCK – 01: GEOGRAPHY - CONCEPT, SCOPE AND ITS IMPORTANCE

Unit 1: Geography – Concept and Scope

Unit 2: Importance of Geography in school education,

Unit 3: Aims and Objectives of Geography Teaching.

BLOCK – 02: METHODS OF TEACHING GEOGRAPHY

Unit 4: Observation Method

Unit 5: Laboratory Method, Project method,

Unit 6: Regional method, Discussion Method.

BLOCK – 03: PLANNING & PREPARATION A LESSON ON GEOGRAPHY

Unit 7: Planning a lesson on Geography

Unit 8: Preparation of scheme of lessons.

Unit 9: Detailed analysis of steps of scheme of lessons

BLOCK –04: INSTRUCTIONAL MATERIALS IN TEACHING GEOGRAPHY.

Unit 10: Text Books, Work Books.

Unit 11: Guide Books, Reference Materials.

Unit 12: Teaching Aids:(i) Visual Aids, Maps, Globe, Atlas, Relief Map, Charts, Pictures, Slides, Overhead Projectors, Filmstrip

Unit 13: (a) Audio-radio, Tape Records, Audio-visual aids – T.V, Film Projectors.

Unit 14: 1. Co-curricular Activities and Teaching Geography,

Unit 15: Organization of Fieldstrips, Excursions, Museum, Exhibition.

Unit 16: Evaluation in Geography.

SUGGESTIONS FOR FURTHER READING

- Kochhar, S.K. (1970). Methods of Teaching Social Studies. New Delhi, India: Sterling Publication.
- Mamgal, S.K. & Mangal, U. (2008). Teaching of Social Studies. New Delhi: PHI Learning Pvt, Ltd.
- Sharma, R.A. (2014). Teaching of Sociaal Sceince. Meerut: R Lal Book Depot.
- Taneja,V.R.(1970). Fundamentals of Teaching Social Studies. Mahendra Capital Publishers.
- Verma, O.P.(1984). New Delhi, India: Sterling Publishers Pvt. Ltd.
- Verma,O.P. & Vedanayagam E.G. Geography Teaching. New Delhi,India: Sterling Publishers Pvt. Ltd .
- Yagnik, K.S.(1966). The Teaching of Social Studies in India. Bombay,India: Orient Longman Ltd

EDU-202: EDUCATIONAL TECHNOLOGY

BLOCK 01: CONCEPT OF EDUCATIONAL TECHNOLOGY
Unit 01: Concept of Educational Technology. - Meaning, Nature, Scope
Unit 02: Significance of E. T. - Components of E. T. Software, hardware.
Unit 03: Educational technology and Instructional technology

BLOCK 02: COMMUNICATION AND INSTRUCTION
Unit 04: Communication and instruction. - Theory, Concept, Nature, Process, Components Types.
Unit 05: Classroom Communication, Mass Media approach in Educational Technology
Unit 06: Designing Instructional System. - Formulation of instructional objectives. - Task analysis.
Unit 07: Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials

BLOCK 03: TEACHINGLEVELS, STRATEGIES AND MODELS
Unit 08: Teaching levels, Strategies and Models. - Memory, Understanding and reflective levels of teaching.
Unit 09: Teaching strategies: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
Unit 10: Modification of teaching behaviour. Micro teaching, Flander's Interaction analysis, Simulation

BLOCK 04: PROGRAMMED INSTRUCTION
Unit 11:- Programmed instruction – Origin and type's liner and branching. Development of the programmed instruction material
Unit 12: Teaching machines. Computer Assisted Instruction.
Unit 13: Researches in Educational Technology. Future priorities in Educational Technology
Unit 14: Teaching of Non-Detailed Text.
Unit 15: Use of Audio- Visual Aids Teaching
BLOCK 05: EDUCATIONAL TECHNOLOGY INFORMAL, NON-FORMAL AND INFORMAL EDUCATION
Unit 16: Educational technology in formal, non-formal and informal education, Distance Education.
Unit 17: Open Learning Systems and Educational Technology. Evaluation and Educational Technology.
Unit 18: Emerging trends in Educational Technology, Video-tape, and Radio& Television.
Unit 19: Resource Centers for Educational Technology, State ET Cells 'AVRC', EMRC, NIST etc. – their activity for the improvement of teaching learning.
Unit 20: - Tele-conferencing, CCTV, CAI, INSAT-Problems of New Technologies.

SUGGESTIONS FOR FURTHER READING

- Aggarwal, J.C (2012): Essentials of Educational Technology: Teaching Learning Innovation in Education, Vikas Publishing House Pvt Ltd. New Delhi
- Rao, U. (2012): Educational Technology, Himalaya Publishing House, Mumbai
- Sharma, A.R (2009): Educational Technology, Aggarwal Publications, Agra
- Sharma, Y.K (2012): Fundamental Aspects of Educational Technology, Kanishka Publishers And Distributors, New Delhi
- Mangal, S.K and Mangal,U (2011): Essentials of Educational Technology, PHI Learning Pvt. Ltd, New Delhi
- Chattaraj, Syamaprasad : ShikhaPrajukti, Central Library, Kolkata
- Sen, Molay Kumar (2012) : ShikhaPrajukiBigyan, Soma Book Agency, Kolkata

EDU-203: TOOLS AND TECHNIQUE OF EDUCATIONAL MEASUREMENT AND EVALUATION

BLOCK – 01: THE MEASUREMENT AND ASSESSMENT PROCESS
Unit 1: Concept, scope and need, Interrelationship between measurement and assessment in education. Norm-referenced and criterion-referenced measurement
Unit 2: Functions of assessment and the basic principles of assessment.
Unit 3: Taxonomies of educational objectives.

BLOCK – 02 :MODELS IN EDUCATIONAL ASSESSMENT
Unit 4: Tyler's Stufflebeam's,
Unit 5: Metfessel –Michael's, provus's
Unit 6: Stufflebeam's Model.

BLOCK – 03: TOOLS OF MEASUREMENT AND ASSESSMENT
Unit 7: Subjective and objective tools essay test,
Unit 8: Objectives test scales, questionnaires,
Unit 9: Scheduled, inventories, and performance tests.

BLOCK – 04:TEST CONSTRUCTION.
Unit 10: General principles of test construction and its standardization.
Unit 11: Writing test items-objective type, essay type and interpretive type.
Unit 12: Item analysis procedures for norm-referenced and criterion referenced mastery tests.
Unit 13: Basic characteristics of good measuring instruments, Validity, Objectivity. Reliability, Usability and Norms. Types, Ways of determination, importance and application.
Unit 14: 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.

BLOCK - 05: MEASUREMENT OF APTITUDE, INTELLIGENCE, ATTITUDE, INTERESTS, SKILLS INTERPRETATION & NEW TRENDS IN EVALUATION
Unit 15: Measurement of achievement, aptitudes, intelligence, attitudes, interests, skills interpretation of the above test-scores and methods of feedback to students
Unit 16: New trends in evaluation viz.
- Grading
- Semester system
- Continuous Internal Assessment.
- Question Bank
- Use of Computers in Evaluation

SUGGESTIONS FOR FURTHER READING
- Gronlund, N. E. (1965). *Measurement and evaluation in teaching.* http://ci.nii.ac.jp/ncid/BA12623208
- Goswami, M. (2013). *Measurement and Evaluation in Psychology and Education*
- *Lee, W. Y. (2010). Assessment and evaluation in higher education.* *http://ci.nii.ac.jp/ncid/BB11596810*
- Patel, R. N. (2014). *Educational evaluation theory and practice.* http://ci.nii.ac.jp/ncid/BA29677030

EDU-204: EDUCATIONAL PLANNING AND MANAGEMENT

BLOCK 01: EDUCATIONAL MANAGEMENT
Unit 01: Educational Management—Meaning, nature and scope. Evolution of concept of management in education.
Unit 02: Functions of assessment and the basic principles of assessment

BLOCK 02: EDUCATIONAL ADMINISTRATION
Unit 03: Educational administration at the central and state level, role and functions.
Unit 04: Advisory and implementation agencies at the central level CABE
Unit 05: Advisory and implementation agencies at the central level UGC
Unit 06: Advisory and implementation agencies at the central level—NCERT
Unit 07: Advisory and implementation agencies at the state level— PSEB
Unit 08: Advisory and implementation agencies at the state level—SCERT
Unit 09: Advisory and implementation agencies at the state level—DIET.
Unit 10: Functions of local bodies and private enterprises

BLOCK 03: EDUCATIONAL SUPERVISION
Unit 11: Educational Supervision —Meaning, aims and principles, changing concepts in Educational supervision.
Unit 12: Different techniques of supervision and their effectiveness.
Unit 13: Educational supervision and human relations

BLOCK 04: EDUCATIONAL FINANCE
Unit 14: Educational Finance: Sources of income for financing at central and state level
Unit 15: Grant-in-aid system—meaning and types.
Unit 16: Educational Planning—Need, importance and priorities.
Unit 17: Administrative organization of education with special reference to Odisha,
Unit 18: Merits and Demerits of different directorates of elementary and secondary education

SUGGESTIONS FOR FURTHER READING
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, LoyalBook Depot, Meerut.
5. Chaoudhri, N.R. : Management in Education, APH Publishing Corporation, New Delhi.
6. Goel, S.L. and GoelAruna : Educational Policy and Administration, Deep and DeepPublication.
7. Shukla, P.D. : Administration in Education in India, Vikas Publishing House Pvt. Ltd.,New Delhi.

EDU-205: MODERN EDUCATIONAL THINKERS

BLOCK 01: M. K. GANDHI: BASIC TENETS OF BASIC EDUCATION.
Unit 1: A Brief Life-sketch, Philosophy of M.K. Gandhi
Unit 2: Educational Philosophy of Gandhi
Unit 3: Gandhi's Early Educational Experiment, The Satyyagraha Ashram, Sabramati Ashram
Unit 4: Wardha Scheme of Education

BLOCK 02: VIVEKANANDA: MAN MAKING EDUCATION.
Unit 5: A Brief Life-sketch of Vivekananda
Unit 6: Philosophy of Vivekananda
Unit 7: Contributions in Education

BLOCK 03: RABINDRANATH TAGORE
Unit 8: A Brief Life-sketch of Rabindranath Tagore
Unit 9: Philosophy of Rabindranath Tagore
Unit 10: Tagore's Educational Philosophy
Unit 11: Tagore's Internationalism

BLOCK 04: AUROVINDA: INTEGRAL EDUCATION, ITS BASIC PREMISES; STAGES OF DEVELOPMENT.
Unit 12: A Brief Life-sketch of Aurobindo
Unit 13: An outline of Aurobindo's Philosophy
Unit 14: Aurobindo's Philosophy of Education

BLOCK 05: GIJJU BHAI: THE WORLD OF THE CHILD, L. GOKHLE
Unit 15: A Brief Life-sketch of GijuBhai and Contributions on Education
Unit 16: A Brief Life-sketch of Gopal Krishna Gokhale (1866-1915)
Unit 17: Contributions of Gopal Krishna Gokhaleon Primary Education

SUGGESTIONS FOR FURTHER READINGS
1. Aggrawal, S.K.: ShikshakeDarshanEvamSamajShastriyaSiddhant.
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 KeganPaul.
8. Dutt, R.P.; India today and Tomorrow. Delhi: People Publishing House, 1955.
9. Elmhrist, L.K.: RabindraNath Tagore. London: John Murrey, 1961.
10. Gaind, D.N. and Sharma, R.P.: ShikshakeSiddhant. 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.

SEMESTER - III (20 Credits)

EDU-301: COMPARATIVE EDUCATION: UK/USA/INDIA

BLOCK – 01 INTRODUCTION TO COMPARATIVE EDUCATION
Unit: 1 the Meaning, Need and Scope of Comparative Education
Unit: 2 Purpose of Comparative Education
Unit: 3 Major Concepts in comparative education.

BLOCK – 02: APPROACHES TO COMPARATIVE EDUCATION
Unit: 4 Historical approaches to comparative Education
Unit: 5 Cross-disciplinary approaches to comparative Education
Unit: 6 Factors affecting national system of education

BLOCK – 03: A COMPARATIVE STUDY OF FOLLOWING DIFFERENT LEVELS
Unit: 7 A comparative Study of elementary education
Unit: 8 A comparative Study of secondary education
Unit: 9 A comparative Study of vocational education
Unit: 10 Education and vocationalisation of secondary education with Special reference to USA, UK, INDIA
Unit: 11 Education and vocationalisation of higher education withSpecial reference to USA, UK, INDIA

BLOCK – 04:A COMPARATIVE STUDY OF THE FOLLOWING PROBLEMS
Unit: 12: Educational administrations in USA, UK and INDIA
Unit: 13: Distance Education in USA, UK and India.
Unit: 14: Continuing education in USA, UK and India.
Unit: 15: The language problem – USSR and India.

BLOCK – 05: A COMPARATIVE STUDY OF DEVELOPMENTS
Unit 16: A comparative study of developments, -Teacher education with special reference to USA, UK and INDIA.
Unit: 17: A comparative study of developments, - Computer education with special reference to USA, UK and INDIA.
Unit: 18: A comparative study of developments, - Population education with special reference to USA, UK and INDIA.
Unit: 19: A comparative study of developments, - Environment education with special reference to USA, UK and INDIA.

SUGGESTIONS FOR FURTHER READING
- Anderson, C. A. Methodology of Comparative Education, International Review of Education, Volume VII, No. 1, 1961.
- Anderson, Irving H. Comparisons of the Reading and Spelling Achievement and Quality of Handwriting of Groups of English, Scottish and American Children. Cooperative Research Project, No. 1903,
- University of Michigan, 1964.
- Annuairestatistique de enseignement, Tome V. Belgique, 1960-61.
- Bready, G. F. Z. Comparative Method in Education, Holt, Rinehart and Winston, 1964.

- Bland ford, J. S. Standardized Tests in Junior Schools with Special Refer·ence to the Effects of Streaming on the Constancy of Results.
- In: Brit. J. Ed. Psych. Volume XXVIII, 1958, pp. 170-173.
- Boalt, G. and Husen, T. SkolansSociologi, Almqvist and Wiksell, 1964. Carroll, J. B. Research on Teaching Foreign Languages.
- In: Handbook of Research on Teaching, edited by N. L. Gage. Rand McNally & Co" Chicago, 1963.
- Carnegie Quarterly, The Gross Educational Product: How Much Are Stu·dents Learning? Volume XIV, No. 2, 1966.
- Dahllöf, U. Kraven pa Gymnasia, Stockholm, 1963.
- Dahllöf, U., Zetterlund, S. and öberg. H. Secondary Education in Sweden. Almqvist and Wiksell, Uppsala, 1966.

EDU-302: SPECIAL EDUCATION

BLOCK– 01: CONCEPT AND NATURE OF SPECIAL EDUCATION
Unit: 1 Objectives and Types of special education
Unit 2 Historical perspectives Of Special Education
Unit: 3 Integrated education

BLOCK – 02: EDUCATION OF MENTALLY RETARDED
Unit: 4 Characteristics of the mentally Retarded, Educable Mentally Retarded
Unit 5 Teaching Strategies, Remedial programmes, Etiology and prevention
Unit: 6 Mental hygiene as remediation

BLOCK – 03: EDUCATION OF THE VISUALLY IMPAIRED
Unit: 7 Characteristics, Degree of impairment and Etiology, Prevention and Educational programmes
Unit 8 Education of the Hearing impaired, Characteristics and Degree of impairment
Unit 9 Etiology and prevention
Unit: 10 Educational programmes
Unit: 11 Education of Orthopedically Handicapped, Types of handicap and Characteristics
Unit: 12 Educational programmes

BLOCK – 04 EDUCATION OF THE GIFTED AND CREATIVE CHILDREN
Unit: 13 Characteristic, Creativity and identification process
Unit: 14 Educational programmes

BLOCK–05 LEARNING DISABLED CHILDRENAND EDUCATION OF JUVENILE DELINQUENTS
Unit: 15 Characteristics and Identification
Unit:16 Educational programmes for learning disable children
Unit: 17 Characteristics, Problems of alcoholism and drug addiction
Unit: 18 Anti-social and character disorder
Unit: 19 Educational programmes for rehabilitation.

SUGGESTIONS FOR FURTHER READING

- Barik, N. (1990): Integrated Education of the Disabled Takshyasila Balu Bazar, Cuttack-2.
- Barik, N. (1995): Integrated Education for the Children withspecial needs, Takshyasila Balubazar, Cuttack-2 3rd RevisedEdition.
- Barik, N (2006): Making Children with Special Neeusgoodcitizens in higher education stage through guidance, A Seminar Paper, presented in National seminar at Sambalpur University,Jyoti Vihar, Sambalpur Orissa.
- Barik, N. (2011) : Children with Special Needs Kunal Books,4596/1A, First Floor, 11, Daryaganj, New Delhi-110002.
- Bee, H, : Social Issues in Developmental Psychology, New York.Harper& Row, 1974.
- Dash Neena (2012): Inclusive Education for Children withSpecial Needs Atlantic Publishers & Distributors (P) Ltd., 7/22,Ansari Road, Darya Ganj, New Delhi-110002.

EDU-303: GUIDANCE AND COUNSELING IN EDUCATION

BLOCK – 01: CONCEPT OF GUIDANCE
Unit: 1 Meaning, Nature and Stage wise objective of guidance, (Elementary, Secondary, Higher Secondary and University).
Unit: 2 Types of Guidance: Educational, Vocational and personal and the role of guidance in the discovery and utilization of human resources. Essentials in launching guidance programme
Unit: 3 Role of guidance personnel – The Counselor, Career Master, Headmaster, Psychologist Classroom teacher and Parents.

BLOCK – 02: GUIDANCE SERVICES
Unit: 4 General Characteristics of guidance service.
Unit: 5 Type of guidance services Individual inventory information service, counseling service,
Unit: 6 Types of Counseling, placement service, follow-up service.
Unit: 7 Pupil personnel work – Meaning, purpose and programmes of pupil personnel work.

BLOCK – 03: SELF CONCEPT
Unit: 8 Meaning, purpose and development of self-concept.
Unit: 9 Measurement of self-concept, Role of guidance in developing healthy self-concept.
Unit: 10 Case approach of Guidance: Meaning and nature of the case study, steps of case study, Outline for the case study. Group techniques in guidance.

BLOCK – 04: GUIDANCE FOR ENCOURAGING CREATIVITY
Unit: 11 Guidance for encouraging creativity
Unit12 Guidance for academic deficiencies
Unit: 13 Guidance for adjustment problems and Role of guidance for sound mental health.

Unit:14 Guidance for children with special needs maintaining guidance records, Principles in developing a guidance record system, the cumulative record.

BLOCK –05: KINDS OF INFORMATION NEEDED FOR GUIDANCE
Unit:15 Use of interviews and questionnaires in collecting information.
Unit: 16 Evaluation of achievement in guidance programme –Appraisal of aptitude for guidance purposes.
Unit: 17 Appraisal of personal qualities and interests – Test inventories.
Unit: 18 Appraisal of personal qualities – Rating scales, behavior, description, anecdotal records and seism metric devices.

SUGGESTIONS FOR FURTHER READING
- Bengalee, M. (1984): "Guidance and Counselling", Seth Publishers, Bombay.
- Bor,R., Ebner-Landy, J., Gill, S., & Brace, C. (2002). Counselling in schools. New Delhi: Sage. British Association for Counselling(1991). Cited in Hornby,
- Crow and Crow "Introduction to Guidance", 2nd ed., Eunasia Publishing Co., New Delhi. Dave,
- Bruce Shertzer and Shelley C. Stone, Fundamentals of Counselling, 2nd ed. (Boston: Houghton Mifflin Company, 1974), p.20. Buford Stefflre and W.Harold Grant, Theories of Counselling, 2nd ed. (New York: McGraw-Hill Book Company, 1972), p.15. Cottle,
- Goswami, Marami (2016). Essentials of Guidance and Counselling. New Delhi: Lakshi Publishers And Distributors.
- G., Hall, C., & Hall, E.(edtd.2003). Counselling pupils in schools,p.1. London:RoutledgeFalmer.
- Indu (1984): The Basic Essentials of Counseling, Sterling Publishers Private Limited, New Delh
- Kochhar. S.K. (2017). Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers

ELECTIVE PAPERS (STUDENT HAS TO CHOOSE ANY TWO ELECTIVE PAPERS)

P.G – 304: ORGANIZAIONAL BEHAVIOUR

BLOCK-01 THE STUDY OF ORGANIZATIONAL BEHAVIOUR:

Unit 01: Introduction to Organisational Behaviour: Meaning, Focus, Purpose and Nature of OB
Unit-02: Scope and Development of OB, OB Model, Individuals Behaviour
Unit-03: Determinants and Theory of Personality
Unit-04: Individual Difference, Matching, Personality and Jobs

BLOCK-02 PERSONALITY AND PERCEPTION:
Unit-05 Perception: Meaning, Perceptual process, perception and OB
Unit-06 Attitude - Characteristics and Components of Attitude
Unit-07 Learning: Factors influencing. Process
Unit-08 Conflict: Types, Resolving Conflicts

BLOCK-03 LEARNING AND BEHAVIOUR MODIFICATION:
Unit-09 Job satisfaction: Factors.
Unit-10 Motivation: Process and outcome
Unit-11 Theories of Motivation (Maslow's hierarchy of needs, Herzberg's dual factor theory)
Unit-12 Theories of Motivation (ERG theory and McClelland's theory)

BLOCK-04 MOTIVATION AND LEADERSHIP:
Unit-13 Importance, Functions, Style of Leadership
Unit-14 Theories of Leadership and Types
Unit-15 Communication: Importance of communication, Types of Communication
Unit-16 Communication Process Barriers to Communication

SUGGESTIONS FOR FURTHER READING
1. Stephen P Robbins - Organization Behaviour, (PHI)
2. L M Prasad - Organizational Behaviour, (Sultan Chand)
3. R Aswathappa - Organizational Behaviour, Himalaya Pub House
4. Michael, V.P. - Organisational Behaviour & Managerial Effectiveness (S.Chand)
5. S.S.Khanka- Organisational Behaviour (S.Chand).

P.G-305: WOMEN IN INDIA

BLOCK-01 WOMEN IN INDIA- A HISTORICAL PERSPECTIVE:
Unit-01 Ancient India and Medieval India: Position
Unit-02 Modern India: Status.
Unit-03 Reform movements in pre-independence India- Brahmo Samaj, Arya Samaj, Theosophical Movement and self respect movement.

BLOCK-02 THEORIES OF FEMINISM:
Unit-04 Meaning and Definition on theories of feminism
Unit-05 Liberal Feminism
Unit-06 Marxist Feminism
Unit-07 Post Modern Feminism
Unit-08 Indian thinking on feminism

BLOCK-03 WOMEN AND LAW
Unit-09 Customary legal status of women: Status of women in Post Independent India
Unit-10 Women and personal law (Hindu/Muslim/Christian)
Unit-11 Women in Tribal Societies
Unit-12 Women and property right

BLOCK-04 WOMEN AND WORK:
Unit-13 Women and Work (Household, Agriculture, Industry, Profession)
Unit-14 Education and Women: Primary and Secondary Education
Unit-15 Higher Education and Professional Education
Unit-16 Women movement in post independent India

SUGGESTIONS FOR FURTHER READING
1. Aajam, kant: Women and the Law, MotilalBanarasidas Publishers, Banaras.
2. Altekar, A.S.: The Position of Women – In Hindu Civilization, Banaras, 1956.
3. Asaf Ali, Aruna: The Resurgence of Indian Women, Radiant Publishers, New Delhi, 1991.
4. Bambs Online: Faces of Feminism – A Study of feminism as a Social Movement.
5. Gandhi, M.K.: Women and Social Injustice, Ahamdabad, 1945.

P.G.- 306: NATIONALIST MOVEMENT IN INDIA

BLOCK-01: BRITISH IMPERIALISM TO INDIAN NATIONALISM
Unit-01: British Imperialism in India a Theoretical Perspective, Stages of Colonialism and Changes in Administrative Structure and Policies, effects of Colonialism.
Unit-02: The Revolt of 1857: Causes Nature and Results
Unit-03: Approaches to Nationalism: Conceptual debates
Unit-04: Growth of National Consciousness and political Associations before 1885

BLOCK-02: INDIAN NATIONAL CONGRESS & EARLY MOVEMENTS
Unit-05: Formation of Indian National Congress: Its Ideology and propaganda in early phase.
Unit-06: Rise and growth of Extremism and Revolutionary Terrorism (Early Phase till 1918),
Unit-07: Swadeshi Movement in Bengal and Extremist –Moderate Conflict and the Surat Split,1907
Unit-08: Home Rule Movement and Ghadar Movement

BLOCK-03: GANDHIAN PHASE IN INDIAN NATIONALIST STRUGGLE
Unit-09: Non – Cooperation and Khilafat Movements Swaraj Party.
Unit-10: Civil Disobedience Movement, Revolutionary Terrorism (after 1919).
Unit-11: Rise and Growth of Left Movement: Congress Socialist Party and Communist party of India, 1937 Elections- Congress Ministry in Provinces
Unit-12: Growth of Communalism (1906-1937), Pakistan Movement

BLOCK-04: QUIT INDIA MOVEMENT & AFTERMATH
Unit-13: Muslim League and Hindu Mahasabha.
Unit-14: Outbreak of the Second World War and Nationalist Movement:Individual Civil Disobedience Movement,
Unit-15: Cripps's Proposal, Quit India Movement, INA and Subash Chandra Bose.
Unit-16: End of Second World War and Elections, Simla Conference and Cabinet Mission, Plan, Partition and Independence,

SUGGESTIONS FOR FURTHER READING
1. R.C. Majumdhar : History of Freedom Movement in India 3.Vols, Calcutta, 1962.
2. R.C. Agarwall : Constitutional development and National movement, New Delhi, 1974
3. G. Venkatesan : The History of Freedom Struggle in India, Coimbatore, 1985
4. BipanChandra : Modern India – NCERT Publications
5. V.D. Mahajan : The National Movement in India, Chand & Co, New Delhi, 1979.

P.G-307: BASICS OF ENGLISH WRITTEN COMMUNICATION

Block-01: Note Taking & Paragraph Writing
Unit 1: Making Notes - Purpose, Use, Structure
Unit 2: Topic Sentence
Unit 3: Structure of a Paragraph
Unit 4: Linking Devices

Block-02: Reports
Unit 5: Reports – Objectives and Types
Unit 6: Parts of a Report
Unit 7: Formats of Reports
Unit 8: Bibliography

Block-03: Business Correspondence
Unit 9: Cv/Resume/Bio - Data
Unit 10: Functional and Chronological CV
Unit 11: Job Application Letter
Unit 12: Advertisements

Block-04: Written Communication at Workplace
Unit 13: Official letters
Unit 14: MEMOs
Unit 15: Notice and Minutes
Unit 16: Net Etiquettes

SUGGESTIONS FOR FURTHER READING

- Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
- Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
- Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.
- Bonet, Diana. The Business of Listening. Third Edition. New Delhi: Viva Books, 2004.
- Bovee, Courtland L, John V. Thill& Barbara E. Schatzman. Business Communication Today. Tenth Edition. New Jersey: Prentice Hall, 2010.
- Brown, Michele &GylesBrandreth. How to Interview and be Interviewed. London: Sheldon Press, 1994.
- Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
- Thorpe, Edgar &Showick Thorpe. Winning at Interviews.2nd Edition. Delhi: Dorling Kindersley, 2006.
- Turton, N. D. & J. B. Heaton. Longman Dictionary of Common Errors. Essex: Longman, 1987. First Indian Edn. 1998.

SEMESTER - IV (24 Credits)

EDU-401: CURRICULUM PLANNING AND DEVELOPMENT

BLOCK– 0I: INTRODUCTION.
Unit 1: Concept development, theories and procedures.
Unit 2: History of curriculum development, Bases of Determinants of Curriculum.
Unit 3: Philosophical, Psychological Sociological considerations, and Discipline-oriented considerations

BLOCK– 02: CURRICULUM DESIGN AND ORGANIZATION.
Unit 4: Components and source of design, Principles, Approaches, Categories and types.
Unit 5: Curriculum Construction, Different models and principles.
Unit 6: Deduction of curriculum from aims and objectives of education administrative consideration, System analysis.
Unit 7: Curriculum Implementation Strategies, Role of Curriculum support materials.
Unit 8: Types of materials and aids, Models of implementation.

BLOCK– 03: CURRICULUM, DEVELOPMENT: FACTORS CONTRIBUTING TO CURRICULUM DEVELOPMENT
Unit 9 Needs of the Learners, the community and the society.
Unit 10 National Goal, Social Values and Cultural heritage, Scope of study, work and leisure.
Unit 11 Job opportunities in society and vocational needs, National integration and International Understanding.
Unit 12 Principles of Curriculum Development:
    a. Need and Relevance.
    b. Flexibility.
    c. Uniformity and variety.
    d. Adoptability.
Unit 13 Approaches of Curriculum Development**:**
    a. Subject area approach.
    b. Board fields approach.
    c. Social Problem approach.
    d. Emerging needs approach.

BLOCK– 04: CURRICULUM PLANNING: DEFINITION
Unit 14 Planning Levels: National Level, State Level, Local Level, Teacher Level and Learner Level.
Unit 15 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.

BLOCK– 05: CURRICULUM EVALUATION
Unit 16 Curriculum Evaluation, Importance of evaluation of curriculum, Models of curriculum evaluation, Interpretation of evaluation results and method

Unit 17 Issues and trends in curriculum development, curriculum research in India
Unit 18 Suggestions and recommendations on curriculum development as per the following commissions
- University Education Commission, 1948.
- Secondary Education Commission, 1952.
- Education Commission, 1966.

SUGGESTIONS FOR FURTHER READING

- Beane, J.A. ,Conrad, E.P. Jr. and Samuel JA, Jr. (1986). *Curriculum planning and development,* Boston: Allyn& Bacon.
- Beauchamp, G. A..(1981). Curriculum Theory. 3 rd edition. (P. E. Peacock Publishers Inc, 1981). P.7
- Bennett, J. (2005). *Curriculum issues in national policy-making. European early childhood education research journal*, 13(2), 5-23.
- Dewey, J.(1902). The Child and the Curriculum. (University of Chicago Press, Chicago.
- Doll, Jr., W. E. (1989). *Foundations for a post-modern curriculum. Journal of Curriculum Studies, 21*(3), 243-253.
- Doll, R. C. (1986). Curriculum Improvement: Decision Making Process. London, Allyon andBacon Inc.
- Goodson, I. F. (1994). Studying curriculum. New York: Teachers College Press
- Hass , G.(1993). Curriculum Development. Edited by G.Hass and M.Perky. Allyn and bacon.
- Hunkins, F. (1980), Curriculum Development; Programme Improvement, Colombus, Ohio
- Merrill.
- IGNOU. (2014).MDE-416 Curriculum Development for Distance Education. New Delhi:

EDU-402: DISTANCE EDUCATION

BLOCK- 01: DISTANCE EDUCATION AND ITS DEVELOPMENT
Unit 1: Definitions and teaching Learning components
Unit 2: Need and characteristic features of Distance Education
Unit 3: Growth of Distance Education
Unit 4: Distance Teaching-Learning systems in India

BLOCK- 02: INTERVENTION STRATEGIES AT A DISTANCE
Unit 5: Information and Communication Technologies and their application in Distance Education.
Unit 6 : Designing and preparing self-instructional material
Unit 7: Electronic media (T.V.) for Education and Distance Education

BLOCK- 03: LEARNING AT A DISTANCE
Unit 8: Student-support-services in Distance Education and their management.
Unit 9: Technical and vocational programmes through Distance Education.

Unit 10: Programmes for women through Distance Education.
Unit 11: Distance Education and Rural Development.

BLOCK- 04: QUALITY ENHANCEMENT AND PROGRAMME EVALUATION
Unit 12: Quality assurance of Distance Education.
Unit 13: Mechanisms for maintenance of standards in Distance Education.
Unit 14: Programme evaluation
Unit 15: Cost analysis in Distance Education – concept, need and process
Unit 16: New Dimensions in Distance Education – promises for the future

SUGGESTIONS FOR FURTHER READING

- Randy Garrison and Martha FE. Cleveland-Innes. 2010. An Introduction to Distance Understanding Teaching and Learning in a New Era. London: Taylor & Francis.
- Michacl Grahame Moore. 2013. Handbook ofDistance Education. London: Routledos
- Garg, Suresh. 2006. Four Decades ofDistance Education in India: Reflectionso Policy andPres New Delhi: Viva Books.
- Borje Holmberg. David Sewart, Desmond Keegan. 2020. Distance Education: International PrPerspesh, London: Taylor & Francis.
- Biswas, A. and S.P. Agarwal (eds.) 1971. Indian Educational Documents since Independences' Delhi: The Academic Publishers.

P.G – 403: RESEARCH METHODOLOGY

BLOCK-01: FUNDAMENTALS OF RESEARCH
Unit 1: Meaning, Objectives & Importance of Research.
Unit 2: Motivating Factors and Types of Research.
Unit 3: Scientific Method of Research: Characteristics, Process, and Limitations.
Unit 4: Criteria for Good Research.

BLOCK-02: COLLECTION OF DATA & AMP; TYPES OF DATA
Unit 5: Data Collection Methods: Quantitative and Qualitative Approaches.
Unit 6: Questionnaires, Interviews, and Observations for Data Collection.
Unit 7: Sampling Techniques: Definition, Purpose, and Types of Sampling.
Unit 8: Review of Literature: Need, Source, and Methods.

BLOCK-03: DEFINING RESEARCH PROBLEM
Unit 9: Identifying Research Gaps and Opportunities.
Unit 10: Hypothesis: Meaning, Nature, Types.
Unit 11: Process of Formulating Hypothesis and Research Design.
Unit 12: Bibliography, Citation, and Accession of Library Sources.

BLOCK-04: INTERPRETATION & AMP; REPORT WRITING
Unit13: Interpretation & Report Writing: Importance and Techniques of Interpretation.
Unit14: Significance of Report Writing and Steps in Writing Report.
Unit15: Lay-out of the Research Report and Types of Reports.

Unit 16: Analysis, Summary, Scope for Further Studies, and Importance of References**.**

SUGGESTIONS FOR FURTHER READING

1. Panneerselvam – Research Methodology
2. **Kothari C R: Research Methodology**: Methods and Techniques,
4. **Takeuchi K ;Yanai, H and Mukherjee;** The Foundation of Multivariate Analysis, Wiley Eastern Ltd,
5. **S P Gupta**: Statistics

P.G – 404: DISASTER MANGEMENT

BLOCK-01: CONCEPT OF DISASTER AND ITS TYPES (NATURAL DISASTER)
Unit-01 Aquatic Disasters
Unit-02 Geographical Disaster
Unit-03 Climatic Disaster-Heat
Unit-04 Global Warming
BLOCK-02: MANMADE DISASTER
Unit-05 Nuclear, Chemical and Biological Disaster
Unit-06 Building, Coal and Oil Fire
Unit-07 Air, Water and Industrial Pollution
Unit-08 Deforestation, Rail, Road, Air & Sea Accidents

BLOCK-03: DISASTER PREPAREDNESS
Unit-09 Disaster Prevention, Preparation and Mitigation
Unit-10 Disaster Information and System
Unit-11 Megha Satellite and Role of Various Agencies in Disaster Mitigation
Unit-12 National level and State levels

BLOCK-04: DISASTER RESPONSE
Unit-13 Disaster Medicine
Unit-14 Rehabilitation
Unit-15 Reconstruction
Unit-16 Recovery

SUGGESTIONS FOR FURTHER READING

1. Aajam, kant: Women and the Law, MotilalBanarasidas Publishers, Banaras.
2. Altekar, A.S.: The Position of Women – In Hindu Civilization, Banaras, 1956.
3. Asaf Ali, Aruna: The Resurgence of Indian Women, Radiant Publishers, New Delhi,   1991.
4. Bambs Online: Faces of Feminism – A Study of feminism as a Social Movement.
5. Gandhi, M.K.: Women and Social Injustice, Ahamdabad, 1945.

P.G – 405:

A) Project Report &
B) Preparation of Lesson plan, practice 10 lessons in secondary schools and presentation

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