

# **COURSE STRUCTURE AND SYLLABUS**

## **Revised Syllabus**

**4th Year Honours and Honours with Research**

### **4-YEAR B.A. UNDER-GRADUATE ACADEMIC PROGRAMME IN EDUCATION**

(Under the guidelines of the Ordinance for Undergraduate Programmes in Science,  
Arts and Commerce, 2021)



**DEPARTMENT OF EDUCATION  
MANIPUR UNIVERSITY, CANCHIPUR**

**CORE PAPER 15: FUNDAMENTALS OF EDUCATIONAL RESEARCH 6 CREDITS****Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Make understand concepts of research and educational research
- Learn basic knowledge of conducting a research
- Understand the procedural steps and research design to be followed
- Enable how to write a research proposal or synopsis
- Understand the nature of analysis and interpretation of collected data
- Learn how to make writing report

**UNIT I: CONCEPT OF RESEARCH AND EDUCATIONAL RESEARCH 1 CREDIT**

- Meaning, characteristics of research
- Types of Research and Educational Research
- Need of Research in Education
- Nature and Scope of Educational Research

**UNIT II: BASICS OF EDUCATIONAL RESEARCH 1 CREDIT**

- Selection and formulation of research Problem
- Criteria of Good Research
- Review of related literatures, Selection of Research Topic
- Research Hypothesis and Variables

**UNIT III: RESEARCH DESIGN AND RESEARCH PROPOSAL 1 CREDIT**

- Methods of Educational Research
- Population and Sampling
- Tools and Techniques for Data Collection
- Preparation of Research Proposal

**UNIT IV: PROCEDURES OF DATA ANALYSIS AND INTERPRETATION 1 CREDIT**

- Qualitative and Quantitative Data Analysis
- Statistical Application in Data Analysis
- Computer Data Analysis (SPSS, PSPP, Jamovi, Microsoft Excel)
- Writing Research Report

**PRACTICUM /ACTIVITY 2 CREDITS**

- Prepare a synopsis and submit it
- Prepare a questionnaire and proceed it for standardization and submit it
- Testing of hypotheses using different dataset provided by the department
- Seminar presentation
- Book Review

**Suggested Reading**

1. Singh, A. K. (1986). Tests, Measurements and Research Methods in Behavioural Sciences. India: Tata McGraw-Hill.
2. Mangal, S.K.(2013), Research Methodology in Behavioural Sciences. India: PHI Learning.
3. Best, John W: Research in Education, Prentice Hall Inc., 1978
4. Kaul, Lokesh: Methodology of Educational Research, Vikash Publishing House Pvt. Ltd., New Delhi, 1997.
5. Kulbir Singh Shishu: Methodology of Educational Research, Sterling publishing Pvt. Ltd, New Delhi, 1997.
6. Monly George: The Science of Educational research, Eurasia Publishing House, New Delhi
7. Garrett, Henry E: Statistics in Psychology and Education, VakilsFaffer and Simons Ltd., Bombay.
8. Harper, B. E., Tuckman, B. W. (2012). Conducting Educational Research. United States: Rowman & Littlefield Publishers.

## **CORE PAPER 16: EDUCATIONAL THINKER**

**6 CREDITS**

### **Expected paper learning outcomes:-**

#### **The expected paper level learning outcomes of this paper are as follows:**

- Familiarize the students with different educational philosophies of various thinkers.
- Enable the students to understand the contribution of various educational thinkers in the field of education.

#### **UNIT-I: RABINDRANATH TAGORE**

**1 CREDIT**

- Educational Philosophy, aims of education
- Tagore's view on curriculum, methods of teaching, religious education
- Tagore's Shantiniketan and Visva Bharati

#### **UNIT-II: SWAMI VIVEKANANDA**

**1 CREDIT**

- His educational ideas, aims of education
- Curriculum, methods of teaching, religious education
- Evaluation of Vivekananda's philosophy of education

#### **UNIT-III: JEAN JAQUES ROUSSEAU**

**1 CREDIT**

- His educational philosophy, aims of education
- Views on Curriculum, methods of teaching
- Contribution to educational theory and practice

#### **UNIT-IV: JOHN DEWEY**

**1 CREDIT**

- His philosophy of education, aims of education
- Dewey's concept of Discipline, Curriculum, methods of teaching
- Contribution to modern education

#### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units/local/regional educational thinkers
- Seminar presentation
- Book Review

#### **Suggested Readings**

1. Aggarwal J.C: Theory and Principles of education, Vikas Publishing House. 2010
2. Chaube, SP: Indian and Western Educational philosophies, VinodPustakmandir Agra. 1995
3. Kabir H: Indian Philosophy of Education, Asia Publishing House, New Delhi. 1964
4. Fifty Major Thinkers on Education: From Confucius to Dewey. (2002). Taylor & Francis.
5. Chaube, A. (2002). Western Educational Thinkers. India: Concept Publishing Company.

## **CORE 17: VALUE EDUCATION**

**6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Understand meaning and nature of ethics
- Study moral judgement and moral action
- Study value education and need for value education
- Know the meaning, nature and scope of human values

### **UNIT : 1: INTRODUCTION TO ETHICS**

**1 CREDIT**

- Definition, meaning and nature of ethics
- Areas of Ethics
- Different approaches of Ethics
- Importance of studying ethics

### **UNIT : 2: MORALITY AND MORAL EDUCATION**

**1 CREDIT**

- Concept of morality and characteristics of morally educated persons
- The basics for ethical human conduct
- Moral judgement and moral action
- Development of moral reasoning: Lawrence Kohlberg
- Moral values and Spiritual Values

### **UNIT: 3: CONCEPT OF VALUE AND VALUE EDUCATION**

**1 CREDIT**

- Concept, definition and nature of value
- Value education
- Need for value education
- The content and process of value education

### **UNIT :4: HUMAN VALUES**

**1 CREDIT**

- Meaning, nature and scope of human values
- Objectives of human values
- Importance of human values
- Human values Vs Educational values

### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **Suggested Readings:**

1. R.P Shukla, Value Education and Human Rights, Sarup& Sons Publishers, New Delhi, 2004.
2. R.S Naagarazan( 2006) A text book on Professional ethics and Human Values, New age International Limited Publishers, New Delhi.
3. Sharma, R.A. (2011) Human Values and Education, Meerut(UP): R.Lall Book Depot.

**CORE PAPER 18: CONTEMPORARY ISSUES AND TRENDS IN INDIAN EDUCATION 6 CREDITS****Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Understand of Universal Elementary Education (UEE) and Universal Secondary Education (USE) with special reference to SSA-SSM, RTE Act 2009, DPEP, RMSA, SamagraShikshaAbhiyan
- Understand of Higher Education with special references to RUSA, NAAC, UGC, NTA, PPP Model, National Knowledge Commission, NEP 2020 on Higher Education
- Understand the need for Alternative Education and Schooling, Open and Distance Learning System (ODLS), Virtual Education, Life-long learning, Continuing Education
- Understand the some major issues and trends in contemporary Indian education

**UNIT-1: ISSUES OF UNIVERSALIZATION OF EDUCATION****1 CREDIT**

- Universalization of Elementary Education -meaning, progress, achievements, problems, issues and trends with reference to SSA-SSM, RTE Act 2009, DPEP, Girls' Education, NEP 2020 on Elementary Education
- Issues of Universalization of Secondary Education- meaning, objectives, progress, issues and trends with reference to RMSA, SamagraShikshaAbhiyan, NEP 2020 on Secondary Education

**UNIT-2: ISSUES OF HIGHER AND UNIVERSITY EDUCATION****1 CREDIT**

- Higher and University Education - meaning, objectives, functions and role, problems with special reference to Autonomy, Lead University, RUSA, PPP Model, National Knowledge Commission, National Translation Mission, AIU, UGC, ASCs, NAAC and IQAC, SWOC, Autonomy, Access, Equity and Excellence Issues, NEP 2020 on Higher Education.

**UNIT-3: ISSUE OF ALTERNATIVE EDUCATION AND ODLS****1 CREDIT**

- Alternative Education and Schooling - Non-formal, Adult and Continuing Education, Saakshar Bharat Mission
- Open and Distance Learning System, role of NIOS and IGNOU, Virtual Mode Learning, ICT in education, On-line learning

**UNIT-4: SOME MAJOR ISSUES AND TRENDS IN EDUCATION****1 CREDIT**

- Education for Sustainable Development
- Environmental Education and Climate Change
- Peace Education and Value Orientated Education
- Adolescent Education and Sex Education
- Fundamental Life Skills
- Gender-Based Education

**PRACTICUM / ACTIVITIES****2CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review
- Discussion- Symposium

**Suggested Readings**

1. Dash, B.N.: Principles of Education and Education in Emerging Indiansociety, Ajanta Prakashan, Delhi 1982.
2. GOI: Environmental Education : A Resource Book for teacher Educators ( level1,2 and 3), CEE, Ahmedabad, 2007.
3. GOI : Report of Secondary Education Commission, 1952-53, Controller of Publications, New Delhi, 1973.
4. GOI: National policy on Education 1986 (Modifications made in 1992), Manager of publications, New Delhi 1986
5. GOI :Programme of Action 1986 and 1992, Manager of publications. New Delhi 1986 and 1992.
6. Rao, V.K.: Population education. APH Publishing Corporation, New Delhi. 2004.
7. Singh, R.P. : Non-formal Education : An Alternative Approach, SterlingPublishers, New Delhi, 1987.
8. Talukdar, B.K. : Adult Education : Concepts and Methods, Bina Library, Gauhati 1993.

## **CORE PAPER 19: DISSERTATION/PROJECT/INTERNSHIP 6 CREDITS**

(A student must select any **ONE** from the following for fulfillment of Core Paper 18)

### **A. DISSERTATION:**

The marks of the dissertation will be distributed in the following break-up:

(i)	Dissertation	75 Marks.
(ii)	Viva-voce	<u>25 Marks.</u>
	Total	100 Marks.

The students offering dissertation will have to submit their dissertations before the theory examination fixed by the university so that the announcement of the result should not be delayed. They will have to submit 3 (three) copies of their printed dissertations for evaluation by the examiners – internal and external.

The University shall appoint one external supervisor for Viva-voce.

### **B. PROJECT REPORT/FIELD SURVEY AND REPORT WRITING:**

- To explore their surroundings and study the prevailing educational system, existing culture and traditional practices, gender equality, social relationship, etc. in order to identify any existence of problems that requires to be solved.
- To develop solutions to solve any existing problem by performing research work based on existing theories, principles, knowledge acquired and filed work.
- To Write report based on the outcomes of the field work and research performed as an individual or as a member of the team set up to perform the research.
- To utilize computer with appropriate software or any information technology tools while writing the report or outcomes of the research.
- To prepare a suitable power-point presentation and deliver effective presentation on the research findings with recommendations based on appropriate model or theory.

The marks will be distributed in the following break-up :

(i) Field Work/Field Survey and Report Writing	= 75 Marks.
(ii) Viva-voce	<u>= 25 Marks.</u>
Total = 100 Marks	

The University shall appoint one external supervisor for Viva-voce.

### **C. INTERNSHIP**

The candidate who took '**Method of Teaching**' as Discipline Specific Elective (DSE) may opt Internship for Practice Teaching in any one of the adopted school(s) of the college. The candidate must prepare at least 25 (twenty-five) lesson plans with regard to a portion of any school subject and conduct 25 (twenty-five) practice-teaching classes under the supervision of departmental teachers.

The University shall appoint one external supervisor for the final Practice Teaching and Viva-voce.

Marks in the practice teaching examination will be distributed as follows:-

(a) 25 Lesson Plan(s) and 25 Practice teaching	$25+25=50$
(b) Final Lesson Plan and Teaching Demonstration	$10+15=25$
(c) Teaching Aids, Materials and Viva-Voce	$10+15=25$

## **CORE 20: TEACHER EDUCATION**

**6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Impart knowledge about historical perspective on teacher education
- Impart knowledge about different aims and objectives of teacher education
- Impart knowledge about teaching as a profession and its organizational structure
- Explore different problems of teacher education at different levels

### **UNIT I : TEACHER EDUCATION IN HISTORICAL PERSPECTIVE**

**1 CREDIT**

- Development of teacher Education in India.
- Recommendations of various commissions on teacher Education.
- Kothari Commission, NPE 1986 and 1992, POA 1986 and 1992, NEP, 2020

### **UNIT II : AIMS AND OBJECTIVES OF TEACHER EDUCATION.**

**1 CREDIT**

- Foundational , Preparatory, Middle and Secondary Level
- Integrated Teacher Education Programme
- Multidisciplinary College Level.

### **UNIT III : TEACHING AS A PROFESSION AND ITS TYPES**

**1 CREDIT**

- Professional Organizations for various levels of teachers and their role.
- Performance appraisal for teachers.
- Faculty improvement programmes for teacher Education
- In-service vsPre service teacher Education.
- Orientation and Refresh Courses

### **UNIT IV : PROBLEMS OF TEACHER EDUCATION.**

**1 CREDIT**

- Teacher Education and Practicing schools.
- OER and Networking of teachers.
- Competency, commitment and performance areas of teachers.

### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Collect Household data from your locality/adopted village
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **SUGGESTED READINGS :**

1. Anand, C.L. et.al. : The teacher and education in emerging India society, NCERT, New Delhi, 1983.
2. Anand, C.L. : Aspects of teacher Education, S.Chand& Co., New Delhi, 1988.
3. Chaurasia, G : : New Era in teacher Educationm, Sterling Publishers, New Delhi, 1967.
4. GOI : Report of the Education Commission, 1964-66 ,Managers of publications, New Delhi 1966.
5. GOI : National Policy on Education, 1986 ( Modifications made in 1992) Managers of publications New Delhi 1986-92.
6. GOI :Programmes of action 1986 & 1992, Managers of publications, New Delhi 1986-1992.
7. Mukherjee, S.N. : Education of teachers in India, Vol. I & II, S.hand& Co. New Delhi , 1966.
8. NCERT : Survey of teacher education in India, New Delhi 1963.
9. NCTE : Norms and Standards for teacher education institutions, NCTE, New Delhi, 1995.
10. NCTE : Curriculum framework for quality teacher education, NCTE, New Delhi, 1998.
11. NCTE : A handbook of educational research, NCTE, New Delhi 1999.
12. NCTE : Competency based and commitment oriented teacher education for quality school education, NCTE, 1999.

# **CORE 19: ADVANCED EDUCATIONAL STATISTICS 6 Credits**

## **(Honours with Research)**

**Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Introduce the skill of analysis using statistical software
- Understand the normality, reliability and validity testing of data sets
- Understand the procedure of testing parametric and non-parametric tests

<b>Unit I: Introduction to Statistical Software</b>	<b>1 Credit</b>
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- Statistical Skills
- PSPP: Installation, data entry and calculation
- Jamovi: Installation, data entry and uses of Module library
- SPSS: Installation, data entry and uses of GitHub for plug-in installation

<b>Unit II: Testing of data using software</b>	<b>1 Credit</b>
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- Testing of normality and its interpretation
- Testing of reliability and its interpretation
- Testing of validity and its interpretation

<b>Unit III: Parametric Test using software</b>	<b>1 Credit</b>
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- Tabulating Frequency, Mean, Median, Mode, Standard Deviation, Variance, Minimum Value, Maximum Value, Range, Skewness and kurtosis, and Probability Curve
- t-test, F-test (one-way ANOVA) and its interpretation
- Correlation and regression and its interpretation

<b>Unit IV: Non-Parametric Test using software</b>	<b>1 Credit</b>
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- Chi-square test and its interpretation
- Median test and Wilcoxon Signed rank test,
- Kruskal-wallis test and Mann-whitney test,

<b>PRACTICUM / ACTIVITIES</b>	<b>2 CREDITS</b>
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- Practical demonstration based on any of the four units
- Seminar presentation
- Book Review

**\* Scheme of Examination:** This paper Advanced Educational Statistics (Discipline Specific Elective) shall be a practical paper. The external examination shall be conducted by the university as practical paper consisting of 2 parts

**a) Practical: 75 marks**

Questionsshall be provided as 'data sets' in .xls or .xlsx or .CSVformat.  
College/Institution shall provide computer with statistical software.

**b) viva-voce: 25 marks**

External examiner appointed by university will conduct viva-voce.

<b>Suggested Readings</b>
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1. Field, A. (2017). Discovering Statistics Using IBM SPSS Statistics. United Kingdom: SAGE Publications.
2. Cronk, B. C. (2017). How to Use SPSS®: A Step-By-Step Guide to Analysis and Interpretation. United Kingdom: Taylor & Francis.
3. Mwavita, M., Strunk, K. K. (2021). Design and Analysis in Educational Research Using Jamovi: ANOVA Designs. United Kingdom: Taylor & Francis.
4. Richardson, P., Machan, L. (2021). Jamovi for Psychologists. United Kingdom: Macmillan Education UK.
5. Halter, C. P. (2021). The PSPP Guide: An Introduction to Statistical Analysis. (n.p.): Independently Published.

Year	Sem	DSE (Credit)	Topic/Paper
4 Year	VII	DSE -3 (6-Credits) (Choose any one for DSE)	ENVIRONMENTAL EDUCATION GENDER EDUCATION  METHODS OF TEACHING OPEN AND DISTANCE EDUCATION

**Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Acquainted with concept, objectives, scope and importance of environmental education, and relationship between human and environment.
- Develop an understanding of environmental hazards, existing of flora and Fauna & environmental education programme taken up at district, state and national level.
- Understand the strategies/approaches and methods in regarding the awareness of environmental education.
- Become aware of how far this environmental education is effective by conducting assessment.

**UNIT I : INTRODUCTORY CONCEPT OF ENVIRONMENTAL EDUCATION 1 CREDIT**

- Concept and objectives of environmental education.
- Scope and importance of environmental education
- Relationship between human and environment education.

**UNIT II : ENVIRONMENTAL HAZARD AND EDUCATIONAL PROGRAMME 1CREDIT**

- Environmental Issues (climate change & Global warming)
- Environmental hazards- air, water, land and noise.
- Extinction of Flora and Fauna, Deforestation and soil erosion
- Environmental educational programme at district, state and national level

**UNIT III: APPROACHES & METHODS OF ENVIRONMENTAL EDUCATION 1 CREDIT**

- Approaches : Separate subject, integrated and interdisciplinary approaches
- Methods : Discussion, seminar, workshop and field survey.
- Role of mass media, (Print and electronic media) in environmental education.

**UNIT IV: EVALUATION OF ENVIRONMENTAL EDUCATION 1 CREDIT**

- Concept and Objectives of evaluation in environmental education
- Tools and Techniques of evaluations of Environmental Education
- Importance of periodicals and reports of environmental assessment

**PRACTICUM / ACTIVITIES 2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READINGS:**

1. Bakshi, T.S. & Naveh, Z. (1980) Environmental Education: Principles, Methods and Applications, New York.
2. James, A.S. & Strapp, W.B. (1974) Environmental Education, New York : John Wiley.
3. Nasrin (1999) Environmental Education, New Delhi: A.P.M. publishing corporation.
4. Prabhakar, V.K. 2001 Environmental Education, New Delhi: Aimol publication.
5. Srinivasan, P & Singh D.P. (2002) Environmental Education, New Delhi: Aimol Publication.
6. Sujata A (2004) Environmental Education: a key to effective teaching, New Delhi: Kilaso books.

## **DSE -3: GENDER EDUCATION**

**6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Understand meaning of Gender school, Society, importance of Sexuality Education, basic distinction and gender bias, stereotyping distinction between sex and gender.
- Develop the socialization of the student in the school and playgrounds, interaction between teacher and students between pupils themselves.
- Understand the theories of Gender and its application
- Develop National policies and Gender issues in relation to education.

### **UNIT 1: GENDER ISSUES: KEY CONCEPTS**

**1 CREDITS**

- meaning of gender, gender based, gender issue, gender education.
- gender bias- concept and its meaning, gender stereotyping
- Sexuality- importance of sexuality in education
- basic distinction- sex and gender

### **UNIT 2: GENDER AND SCHOOLING**

**1 CREDITS**

- Socialization: concept and functions, Students role in Socialization
- Importance of Schools
- Physical Interaction- classroom and playgrounds
- Interaction between teachers and students, pupils themselves

### **UNIT 3: THEORIES ON GENDER AND EDUCATIONAL APPLICATIONS 1 CREDITS**

- Socialization theory
- Gender difference theory
- Structural theory
- Theories on gender and education: a comparative analysis

### **UNIT 4: NATIONAL EDUCATIONAL POLICIES AND GENDER ISSUES 1 CREDITS**

- Nationalization of Woman Education
- National Educational Policy 1986
- National Curriculum Framework 2005
- BetiBachaoBetiPadao

### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **SUGGESTED READINGS:**

1. Basin,K. (2000). Understanding Gender, New Delhi: Kali for Women.
2. Chakravarti, U. (2003), Gendering Caste Through a Feminist Lens.
3. Chana, K. (1996). Gender Inequality in Primary Schooling in India: The Human Rights Perspective. Journal of Educational Planning and Administration, 10 (4), 361-81.
4. Desai, N, & Thakkar, U. (2001). Women in Indian Society, New Delhi: national Book Trust.
5. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
6. Government of India, (1986). National Policy on Education, New Delhi: Ministry of Human Resource Development.
7. Krishna, R. & Maithreyi (1986). Women's Studies in India: Some Perspective. Bombay Popular Prakashan.
8. MHRD (2000) Bringing Girls Centre Stage: Strategies and Interventions for girl's Education in DPEP. MHRD: New Delhi.

## **DSE -3: METHODS OF TEACHING**

**6 CREDITS**

### **Expected paper learning outcomes:-**

#### **The expected paper level learning outcomes of this paper are as follows:**

- Study the concept of teaching and instruction, aims and objectives of teaching, nature of classroom teaching, teaching-learning process and thereby propose a system that will maximize learning.
- Gain knowledge and demonstrate the elements of effective teaching, general maxims of teaching, characteristics of good and effective teaching.
- Critically assess the different types of teaching techniques, procedures, narration, description, explanation, demonstration, questioning and illustration to apply them in and outside the classroom.
- Learn the importance of lesson plan, types of lesson plans and the various approaches of lesson planning.

<b>Unit-I: Teaching-learning process</b>	<b>1 Credit</b>
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- Concept of teaching and instruction.
- Aims and objectives of teaching.
- Writing instructional objectives and its action verbs (Cognitive, affective, Skills, Technology)

<b>Unit-II: Elements of Effective Teaching</b>	<b>1 Credit</b>
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- General maxims of teaching.
- Marks of good teaching.
- Characteristics of effective teaching.

<b>Unit-III: Teaching Techniques and Procedures</b>	<b>1 Credit</b>
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- Narration, description and explanation
- Micro-Teaching Steps
- Herbertian steps, 5E Model, ICON Model

<b>Unit-IV: Lesson Plan</b>	<b>1 Credit</b>
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- Concept of lesson plan and unit plan.
- Types of lesson plans – knowledge, skill and appreciation lesson.
- Various approaches of lesson planning and uses of teaching aids

<b>PRACTICUM / ACTIVITIES</b>	<b>2 CREDITS</b>
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- Compulsory demonstration of Micro-Teaching skills
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **SUGGESTED READINGS:-**

1. Barnard H.C. : An Introduction to teaching, Univ, Press, London, 1961.
2. Bolm, B.S. : Taxonomy of Educational Objectives, The classification of educational books, , Vol. I & II, Longman Green & Co., New York, 1956.
3. Bhatia K, & Bhatia, B.D. : Principles and Methods of teaching, Doaba House, Delhi, 1986.
4. Cohen, L & Manion, L.A. :A Guide to teaching practice, Methuen, London, 1977.
5. Kochhar, S.K. : Methods and Techniques of teaching, Sterling Publishers, New Delhi, 1986.
6. Mohanty, S.B. : Students Teaching, Ashish publishing House, New Delhi, 1987.
7. Panton, J.H. : Modern Teaching Practice and Techniques, Longman Green, Toronto, 1986.
8. Passi , B.K. : Becoming better Teacher, Micro-teaching approach : SahityaMudranalaya, Allahabad, 1976.
9. Tomei, L. A. (2005). Taxonomy for the Technology Domain. United States: Information Science Pub.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Understand the concept, objectives, characteristics, advantages& disadvantages of open and distance education.
- Know about the strategies and modes of open and distance education, relationship among non-formal, correspondence, and open and distance education.
- Give information in relation to status of and applications of multi-media in open and distance education.
- Develop the understand of agencies, barriers and remedies of open &distance education.

**UNIT I : OPEN & DISTANCE EDUCATIONS AND ITS SALIENT FEATURES: 1CREDIT**

- Concept and objectives of open and distance education
- Characteristic features of open and distance education
- Advantages and disadvantages of open and distance education

**UNIT II: ADOPTED STRATEGIES OF OPEN AND DISTANCE EDUCATION: 1 CREDIT**

- Modes and strategies of open and distance educations
- Relationship among non-formal, correspondence, open and distance education
- ICT and its roles in open and distance education

**UNIT III : STATUS & APPLICATIONS OF OPEN AND DISTANCE EDUCATION 1 CREDIT**

- Status of open education
- Status of distance education
- Application of multi-media in open and distance education

**UNIT IV : MEASURES OF OPEN AND DISTANCE EDUCATION IN INDIA 1 CREDIT**

- Agencies of open and distance education in India.
- Barriers of open and distance education in India.
- Remedial measures of the barriers of Open and distance education in India.

**PRACTICUM / ACTIVITIES 2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READINGS:**

- Chander, N.J. (1991) Management of Distance Education, New Delhi: Sterling publishers.
- Chander, Kevin & Sughararn(1985) Drop-outs in the System of Distance Education, Trivandrum:(A Project Report).
- Gupta, R.K. (1978) Correspondence Education in Australia, New Delhi: NCERT.
- Prmji, S.(1984) Distance Education, New Delhi: Sterling publishers.
- Reddy, G. Ram (1988) Open Universities, The Ivory Towers Thrown Open, New Delhi Sterling Publishers.
- Reddy, G. Ram(1982) Open University System in India : Its policies and potentials, AndhraPradesh Open University, Hyderabad.
- Rathord, M.C.S. (1991) A critical Evaluation of the Systems Adopted for the Management of Teaching and Learning in the existing correspondence Institutes in India, NEIPA.

# 4<sup>th</sup> Year

## Semester VIII

Year	Sem	DSE (Credit)	Topic/Paper
4 Year	VIII	DSE -4 (6-Credits) (Choose any one for DSE)	PEDAGOGY OF EDUCATION POLITICS IN EDUCATION POPULATION EDUCATION

## DSE-4: PEDAGOGY OF EDUCATION

**6 CREDITS**

### **Objectives:**

- Impart the idea of revising the taxonomy of education and its application
- Impart the essence of teaching in the different domains of education
- Impart techniques associated with technologies in teaching-learning
- Impart that changes in education occurs in emphasis, terminology, and structure

<b>UNIT I: DOMAINS OF TEACHING</b>	<b>1 CREDIT</b>
- Cognitive domain: definition, concepts, theories and their applications for teaching	
- Affective domain: definition, concepts, theories and their applications for teaching	
- Psychomotor domain: definition, concepts, theories and their applications for teaching	
- Technology domain: definition, concepts, theories and their applications for teaching	
<b>UNIT II: PSYCHOLOGIES OF LEARNING</b>	<b>1 CREDIT</b>
- Behaviorism: definition, concept, theories and their application for learning	
- Cognitivism: definition, concept, theories and their application for learning	
- Humanism: definition, concept, theories and their application for learning	
- Technologism: definition, concept, theories and their application for learning	
<b>UNIT III: TAXONOMIES OF EDUCATION</b>	<b>1 CREDIT</b>
- Taxonomies for the cognitive domain: levels, action verbs, learning objectives	
- Taxonomies for the affective domain: levels, action verbs, learning objectives	
- Taxonomies for the psychomotor domain: levels, action verbs, learning objectives	
- Taxonomies for the technology domain: levels, action verbs, learning objectives	
<b>UNIT IV: REVISED TAXONOMY STRUCTURE</b>	<b>1 CREDIT</b>
- Categories of the knowledge dimension	
- Revisited taxonomy table- learning, instruction, assessment and alignment questions	
- Four major changes in – emphasis, terminology, and structure	
<b>PRACTICUM / ACTIVITIES</b>	<b>2 CREDITS</b>
- Critically examine any school syllabus and identify the domains of education and submit a report on it	
- Assignment Writing based on any of the four units	
- Seminar presentation	
- Book Review	
<b>Suggested Readings</b>	
1. Bloom, B. S. (1972). <i>Taxonomy of Educational Objectives: The Classification of Educational Goals</i> . Germany: D. McKay Company.	
2. Airasian, P., Pintrich, P., Wittrock, M., Raths, J., Mayer, R., Cruikshank, K., Bloom, B. S. (2001). <i>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives</i> . Spain: Longman.	
3. Tomei, L. A. (2005). <i>Taxonomy for the Technology Domain</i> . United States: Information Science Pub.	
4. The New Taxonomy of Educational Objectives. (2006). United States: SAGE Publications.	
5. Krathwohl, D. R., Furst, E. J., Engelhart, M. D., Hill, W. H. (1956). <i>Taxonomy of Educational Objectives: The Classification of Educational Goals</i> . Cognitive domain ; by a committee of college and university examiners ; Benjamin S. Bloom, editor United Kingdom: Longman.	

**Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Study ideology, form of knowledge, ethics, logic, culture and critical pedagogy.
- Discuss and analyze problem posing dialogical method, dialogue and cultural action, dialogue and critical consciousness.
- Give attention about dehumanizing element of banking education, praxis in Freirean pedagogy and education for conscientization.

**UNIT-I: THE PROCESS OF POLITICAL LITERACY.****1 CREDIT**

- The process of knowing
- Domesticating and liberating modes of education
- Education for political literacy
- The process of conscientization

**UNIT II: CRITICAL PEDAGOGY****1 CREDIT**

- Ideology (metaphysics), forms of knowledge (epistemology), prejudice – power relations (ethics) of critical pedagogy, discourse (logic),
- Understanding the praxis cycle.

**UNIT-III: HUMANISTIC EDUCATION****1 CREDIT**

- Realizing a theme through problem posing dialogical method.
- Dialogue and cultural action.
- Dialogue and critical consciousness.

**UNIT-IV: EDUCATION AND LIBERATION.****1 CREDIT**

- Dehumanizing elements of banking education.
- Education for Liberation.
- Education for conscientization.

**PRACTICUM / ACTIVITIES****2 CREDITS**

- Critically examine to identify any theme of your local needs and interest and submit a report on it
- Prepare a conscientization framework on the identified theme based on your local need and interest.
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READINGS:-**

1. David H. Kahl, 2013 : Critical communication pedagogy and assessment: reconciling two seemingly incongruous ideas. International Journal of Communication, 7 (2013), 2610-2630, 19328036/20130005.
2. Paulo Freire, 1998. Pedagogy of freedom, Ethics, Democracy and Civic courage, Rowman & Littlefield, Maryland, USA.
3. R.D. Glass, T. Ball, R. Crain. 2008. Freire and Vygotsky: Praxis and the politics of knowledge, American Educational Research Association Annual Meeting, New York.
4. Paulo Freire (1985) The Politics of Education: Cultural Power and Education. Bergin & Garvey, London
5. Paulo Freire, 2005. Pedagogy of Oppressed. Continuum, New York.
6. Paulo Freire, 2005. Education for critical consciousness, Continuum, New York.
7. Paulo Freire, 2005. Pedagogy of the Heart, Continuum, New York.

**Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Know the concept of Population Education.
- Understand population growth and its impact and responsibilities.
- Understand population education and role of School.

**UNIT I : CONCEPT OF POPULATION EDUCATION 1 CREDIT**

Meaning and objectives of population Education, Factors influencing population – Sociological, economic, political, Biological and Psychological concepts related to population Education – Birth rate, Death rate Fertility, Infant mortality, Morbidity and migration.

Need for population Education.

**UNIT II : POPULATION GROWTH AND ITS IMPACT. 1 CREDIT**

- Quality of life – concept and meaning
- Human Resource Development (Concept).
- Population Education programmes in India.
- Problems of population Education and its suggestive measures.

**UNIT III: POPULATION GROWTH AND RESPONSIBILITIES. 1 CREDIT**

- Size of Family
- Role and responsibilities of family members.
- Female Education and status.
- Growth of Population and Environment.

**UNIT IV: POPULATION EDUCATION AND SCHOOL. 1 CREDIT**

- Scope of population Education in schools.
- Teachers' role in creating awareness of population problems.
- Role of Mass media – (Newspaper, Radio, T.V.)
- Role of youth in population Education.

**PRACTICUM / ACTIVITIES 2 CREDITS**

- Collect Household data from your locality/adopted village
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**Suggested Readings:**

1. Aggarwall, J.C. : Population Education, Shipra publications ,II 5-A, Shakarpur, Delhi-110092, 2009.
2. AshaA.Bhinde Tara Kanitkar : Principles of population Studies, Himalaya Publishing House, Mumbai, 1996.
3. Chawla,SP : Coordination between Education and Population policies : A case study of India, NCERT, New Delhi, 1978.
4. Mehta T.S. et.al (Eds) Plug points for population Education in School Curriculum, NCERT, New Delhi, 1971.
5. NCERT Population Education – In vocational Training programme part 3 : Handbook of Trainees, New Delhi, Directorate General of Employment and Training, Ministry of labour, GOI, (2000).
6. Raina, B.L. : Population Policy, Delhi,: BR, publishing Corporation (1988).
7. Rao D. Gopal : A decade of population Education Research, NCERT, New Delhi, 1981.