STATE MODEL SYLLABUS FOR
UNDER GRADUATE COURSE IN EDUCATION
(Bachelor of Arts Examination)

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Total: 24
EDUCATION

HONOURS PAPERS:

Core course – 14 papers
Discipline Specific Elective – 4 papers
Generic Elective for Non Education students – 4 papers.

Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical : 25 marks
Total – 100 marks
Credit per paper – 6

Core Paper I

EDUCATIONAL PHILOSOPHY

Learning Objectives:

On completion of this course, the learners shall be able to:

• State and analyze the meaning of education and form own concept on education
• Explain philosophy as the foundation of education
• Analyze aims of education
• Describe the essence of different formal philosophies and draw educational implications
• Compare and contrast Indian and western philosophies of education

UNIT 1: Education in Philosophical Perspective

(i) Etymological meaning of education
(ii) Narrower and broader meaning of education, Lifelong Education
(iii) Aims of Education- Individual and Social Aims of Education
(iv) Meaning and nature of philosophy
(v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
(vi) Functions of Philosophy in relation to education

UNIT 2: Formal Schools of Philosophy and their Educational Implications

(i) Idealism, Naturalism, Pragmatism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications

(i) Common Characteristics of Indian Philosophy
(ii) Sankhya, Vedanta, Buddhism, Jainism with reference to:
    Philosophical tenets, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

UNIT 4: Educational Thought of Western and Indian Thinkers

(i) Plato
(ii) Dewey
(iii) Gopabandhu Das
(iv) Gandhi
(v) Tagore
(vi) Aurobindo

PRACTICAL

- Field visit to a seat of learning in the locality and prepare report.

NB: It will be evaluated by both the of internal core -I internal and External examiners.

Text Books


Reference Books


- Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.


Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
• Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
• Salamatullah, (1979). Education in social context. New Delhi: NCERT.

Core Paper II

EDUCATIONAL PSYCHOLOGY

Learning Objectives:

On completion of this course, the learners shall be able to:
• Explain the concept of educational psychology and its relationship with psychology.
• Understand different methods of educational psychology.
• Describe the theoretical perspectives of educational psychology.
• Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
• Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
• Specify the contexts and factors influencing development.
• Explain the theory of cognitive development and its educational implications.
• State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
• Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

UNIT 1: Educational Psychology in Developmental Perspective

(i) Meaning, nature, scope and relevance of educational psychology
(ii) Methods of educational psychology- observation, experimentation, and case study
(iii) Application of educational psychology in understanding learner
(iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
(v) Characteristics of development during adolescence in different areas: Physical, social, emotional and intellectual (with reference to Piaget)

UNIT 2: Intelligence, Creativity and Individual difference

(i) Individual difference-concept, nature, factors and role of education
(ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford’s structure of intelligence (SI) model, Gardner’s multiple theory of intelligence.
(iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
(iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT 3: Learning and Motivation

(i) Learning- meaning, nature and factors of learning
(ii) Theories of learning with experiment and educational implications-
(iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
(iv) Motivation – concepts, types, and techniques of motivation

UNIT 4: Personality and Mental health

(i) Personality- meaning and nature of personality
(ii) Theories- type theory and trait theory
(iii) Assessment of personality- subjective, objective and projective techniques
(iv) Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.
(v) Adjustment mechanism: Concept and Types

PRACTICAL

• Administration and interpretation of any psychological test relating to intelligence or personality

N.B: It will be evaluated by both the Internal and External examiners.

Text Books


Reference Books

Core Paper III

EDUCATIONAL SOCIOLOGY

Learning Objectives:
On completion of this course, the students shall:

- State the relationship between education and society.
- Understand the meaning of Educational Sociology and function of education as a social system.
- State different agencies of education and their functions.
- Justify the importance of education for social change.
- Describe the role of education in modernization and globalization.
- Describe the function of education to ensure equality and equity.

UNIT 1: Education and Society

(i) Relationship between education and society, school as a miniature society
(ii) Educational Sociology- Concept, nature, scope and importance;
(iii) Relationship between education and sociology.
(iv) Education as a process of Socialization.
(v) Education and Politics, Education and Economic Development

UNIT 2: Agencies of Education

(i) Family- Importance, functions and role for education and socialization of the children
(ii) School - Importance, functions and role for education and socialization of the children
(iii) Society- Importance, functions and role for education and socialization of the children
(iv) Mass Media- Importance, functions and role for education and socialization of the children

UNIT 3: Education, Social change and Modernization

(i) Concept of social change and factors affecting Social Change
(ii) Education as an instrument of social change and social control
(iii) Concept and Attributes of modernization
(iv) Education for accelerating the process of modernization
(v) Impact of Globalization on Education

UNIT 4: Equalization of Educational opportunities for ensuring equity and Inclusion

(i) Concept of equality, equity and inclusion: its educational implication
(ii) Ensuring equality in the Education of SC and ST
(iii) Education for Women Empowerment
(iv) Inclusive Education with reference to children with special needs (CWSN)

PRACTICAL

Field Visit: Study of a social unit (Home/School/Village/slum) and reporting.

NB: It will be evaluated by both the internal and external examiners

Text Books


Reference Books

- Govt. of India (1986/’92). *National policy on education*. New Delhi: MHRD.
Core Paper IV

CHANGING PEDAGOGICAL PERSPECTIVE

Learning Objectives:

On completion of this course, the students shall:

• Explain the concept of pedagogy
• Differentiate pedagogy from other allied concepts
• Explain different teaching task with example
• Establish relationship between teaching and learning
• List out different approaches and methods of teaching
• Prepare a lesson plan following different designs

UNIT 1: Concept of Teaching and Learning

(i) Meaning and definition of teaching and learning
(ii) Relationship between teaching and learning
(iii) Variables involved in teaching task: independent, dependent and intervening
(iv) Phases of teaching: Pre- active, inter- active and post- active
(v) Levels of teaching: memory, understanding and reflective
(vi) Lesson plan design- The Herbartian steps, 5 E and ICON design model

UNIT 2: Theories of Teaching

(i) Meaning and nature of teaching theory
(ii) Types of teaching theories:
(iii) Formal theories of teaching- communication theory of teaching
(iv) Descriptive theories of teaching- Gagne’s hierarchical theory of instruction and Bruner’s cognitive theory of instruction
(v) Normative theories of teaching - Mitra’s psychological theory of teaching and Clarke’s general theory of teaching
UNIT 3: Principles and maxims of teaching

(i) General principles of teaching
(ii) Psychological principles of teaching
(iii) Maxims of teaching
(iv) Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, probing questions, closure.

UNIT 4: Approaches and methods of Teaching

(i) Concept of approach, method, strategy and techniques
(ii) Methods of teaching: inductive-deductive, analytic-synthetic, problem solving and project
(iii) Shift in focus from teaching to learning- constructivist approach to learning

PRACTICAL
- Preparation of rating scale/ checklist /observation schedule to evaluate classroom teaching and reporting.
  
  NB: It will be evaluated by both the internal and external examiners

Text Books

Reference Books
- Oliver,R.A. (1963) *Effective teaching*, JM Dent & Sons
- Ryburn, W.M.(1955) *Principles of Teaching*, Geoffrey Cembridge, OUP
Learning Objectives:
On completion of this course, the students will.
- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- Describe the characteristic of a good test.
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using standard score.
- Illustrate the principles of test construction in education.

UNIT 1: Assessment and Evaluation in Education

(i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
(ii) Scales of measurement- nominal, ordinal, interval and ratio
(iii) Types of test- teacher made and standardized
(iv) Approaches to evaluation- placement, formative, diagnostic and summative
(v) Types of evaluation- norm referenced and criterion referenced
(vi) Concept and nature of continuous and compressive evaluation

UNIT 2: Instructional Learning Objectives

(i) Taxonomy of instructional Learning Objectives with special reference to cognitive domain
(ii) Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives
(iii) Relationship of evaluation procedure with Learning Objectives
(iv) Difference between objective based objective type test and objective based essay type test

UNIT 3: Tools and Techniques of Assessment and construction of Test

(i) Steps of test construction: planning, preparing, trying out and evaluation
(ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
(iii) Principles of construction of essay type test
(iv) Non-standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

UNIT 4: Characteristics of a good Test

(i) Validity- concept, types and methods of validation
(ii) Reliability- concept and methods of estimating reliability
(iii) Objectivity - concept and methods of estimating objectivity
(iv) Usability - concept and factors ensuring usability

PRACTICAL

- Construction of Unit test on a school subject based on blueprint and reporting.
  
  NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books


Core Paper VI

**EDUCATIONAL RESEARCH**

**Learning Objectives:**
On completion of this course, the student will:

- Describe nature, scope and limitation of educational research.
- Understand different types and methods of educational research.
- Explain sources from where knowledge could be obtained.
- Describe the process of research in education.
- Analyze research design in education.
- Illustrate procedure of collecting and analyzing data.
- Prepare the research report.

UNIT 1: Concept and Types of Educational Research

(i) Concept and nature of research
(ii) Meaning, nature and scope of educational research
(iii) Types of research by purpose - Fundamental, Applied and Action
(iv) Types of research by approach - Quantitative and Qualitative

UNIT 2: Design of Research and preparation of research proposal

(i) Steps of Research
(ii) Review of Related Literature; and identification of problem
(iii) Hypothesis: Meaning, Types, Sources and Characteristics of hypothesis
(iv) Concept of population and sample
(v) Sampling procedures - Probability and Non-Probability
(vi) Tools and techniques for data collection (i.e. questionnaire, interview, observation and procedure of data collection, Preparation of research proposal)

UNIT 3: Methods of Research

Meaning nature and steps of:
(i) Survey method
(ii) Case-study method
(iii) Historical research
(iv) Experimental research

UNIT 4: Writing Research Report

(i) Data analysis and interpretation in research.
(ii) Steps for reporting research
(iii) Reporting style (APA Style)
(iv) Plagiarism checking
(v) Referencing Style (APA Style): Bibliography, Webliography

PRACTICAL

- Preparation of a Research Proposal on any Educational Topic (Issues/ Trends/ Problems/ Psychological Topics)
NB: It will be evaluated by both Internal and External examiners.

Text Books

Reference Books
- Corey, S. M. (1953), Action research to improve school practice, New York: Teachers College Press

Core Paper VII

STATISTICS IN EDUCATION

Learning Objectives:

On completion of this course, the students will:
- Describe the importance of statistics in education.
- Organise and represent educational data in tabular and graphical form.
- Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data.
- Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve.
• Understand the divergence of data from normality.

UNIT 1: Educational Statistics

(i) Educational Statistics-Meaning, Nature, Scope and Uses
(ii) Organization of Data: Frequency Distribution, Cumulative Frequency Distribution
(iii) Graphical Representation of Data (Histogram, Frequency polygon, Ogive and Pie-Diagram)

UNIT 2: Measures of Central Tendency and Variability

(i) Mean, Median and Mode- concept, computational process, uses and limitations
(ii) Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational process, uses and limitations

UNIT 3: Co-relational Statistics

(i) Meaning and types of Correlation
(ii) Computation of Coefficient of Correlation by Rank Difference Method; Product Moment Method

UNIT 4: Normal Probability Curve and Divergence from Normality

(i) Normal Probability Curve- concept, properties and applications
(ii) Skewness and Kurtosis
(iii) Interpretation of Derived scores: Z-score and T-score

PRACTICAL

• Analysis of Achievement Data of a particular class and Reporting
  
  NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books

Core Paper VIII

HISTORY OF EDUCATION IN INDIA

Learning Objectives:

On completion of this course, the student will

• Understand the development of education in India during ancient period, medieval period and pre-independence period.
• Describe the development of education in India during post-independence period.
• Describe major recommendations of different policies and committee reports on education in India.

UNIT 1: Education during Ancient Period

(i) Features of Vedic period with special reference to aims, curriculum and methods of teaching
(ii) Features of Buddhist period with special reference to aims, curriculum and methods of teaching
(iii) Relevance of Gurukul system and Buddhist centers of learning
(iv) Ancient seats of Learning

UNIT 2: Education during Medieval Period

(i) Features of education during Medieval Period with special reference to aims, curriculum and methods of teaching
(ii) Educational institutions during Muslim period, important centers of education.
(iii) Relevance of Islamic period

UNIT 3: Education during pre-independence period

(i) Charter’s Act(1813)
(ii) Maculay’s Minute(1835)
(iii) Wood’s Despatch (1854)
(iv) Indian Education Commission(1882)
(v) Calcutta University Commission(1917)
(vi) Hartog committee(1929)

UNIT 4: Education during post-independence period

Major recommendations of the following commissions and committees relating to the aims of education and curriculum:

(i) University Education Commission (1948)
(ii) Major recommendations of Secondary Education Commission (1954)
(iii) Major recommendations of Education Commission (1966)
PRACTICAL

- Study on implementation of NPE(1986) in respect of recommendations for elementary level

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books


Core Paper IX

CURRICULUM DEVELOPMENT

Learning Objectives:

On completion of this course, the students will

- Differentiate curriculum from courses of study, text book.
- Analyse bases and sources of curriculum.
- Describe different types of curriculum.
- Describe process of curriculum development and differentiate different models of curriculum development.
- Evaluate curriculum using different evaluation models.
UNIT 1: Curriculum

(i) Concept of syllabus, courses of study, text book and curriculum
(ii) Bases of curriculum- philosophical, sociological and psychological
(iii) Components of curriculum: Learning Objectives, Contents, Methods and Evaluation
(iv) Concept of Curriculum design

UNIT 2: Types of Curriculum

(i) Subject centered curriculum
(ii) Learner centered curriculum
(iii) Experience centered curriculum
(iv) Core curriculum

UNIT 3: Curriculum Organization

(i) Principles of curriculum construction
(ii) Selection and organization of content
(iii) Selection and Organization of learning experiences
(iv) National curriculum framework- 2005 and its guiding principles

UNIT 4: Curriculum Development and Evaluation

(i) Curriculum development- its process, role of local authority, state level agencies like SCERT, BSE and National Agencies like CBSE, NCERT
(ii) Tyler and Taba Model of curriculum development
(iii) Meaning and nature of curriculum evaluation

PRACTICAL

- Content Analysis of any text book of elementary level

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books

Publishers.


**Core Paper X**

**GUIDANCE AND COUNSELLING**

**Learning Objectives:**

On completion of this course, the students will

- State the concept, need, principles and bases of guidance.
- Use various tools and techniques of guidance in appropriate contexts.
- Explain the role of school in organizing different guidance programmes.
- State the concept, scope and type of counseling.
- Narrate the process, tools and techniques of counseling.
- Explain the qualities and role of a counselor.
- Describe different programmes for with differently abled children.
- Explain the role of teacher and head master in organizing different guidance programmes.

**UNIT 1: CONCEPT OF GUIDANCE**

(i) Meaning, nature and scope of guidance
(ii) Philosophical, psychological and sociological bases of guidance
(iii) Need, importance, purpose and scope of educational guidance in schools
(iv) Need, importance, purpose and scope of vocational guidance

**UNIT 2: EDUCATIONAL GUIDANCE**

(i) Basic data necessary for educational guidance
(ii) Basic principles and main types of pupil personnel records
(iii) Cumulative records in a guidance programme
(iv) Case study procedure in guidance
UNIT 3: CONCEPT OF COUNSELLING

(i) Meaning, nature and scope of counseling
(ii) Relationship between Guidance and Counselling
(iii) Different types of counseling
(iv) Steps and techniques of counseling
(v) Necessary qualities of a good counselor
(vi) Role of a counselor in secondary schools

UNIT 4: ORGANISATION OF GUIDANCE SERVICE

(i) Placement Service
(ii) Follow-up service
(iii) Individual inventory service
(iv) Occupational information service
(v) Launching school guidance programme

PRACTICAL-25

- Case Study of a Child with Special Needs or a child coming from socially disadvantaged background

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books

NCERT.

Core Paper XI
DEVELOPMENT OF EDUCATION IN ODISHA

Learning Objectives

On completion of the course the students will:
- Grasp the structure of educational system of Odisha
- State the function of institutions/units at the state and district levels
- Appreciate the contribution of Utkalmani Gopabandhu Das to the thoughts and
- Practices of Indian Education narrate the Learning Objectives and implementation
  process of the major education
- Schemes of central as well as state government being implemented in the state of
  Odisha
- Explain the role of various state and district level institutions in education
- Analyze the scenario of higher and technical education of Odisha
- Establish linkage between higher education and development of the state

UNIT 1: Status of Elementary Education

(i) History of primary education in Odisha
(ii) Efforts to Universalize Elementary Education: DPEP, SSA and Right to Education
    Act, 2009
(iii) Indicator wise position in terms of provision, enrolment, retention and achievement
     for elementary level programmes: NPEGEL and KGBV
(iv) Problem and issues in elementary education

UNIT 2: Status of Secondary and Higher Secondary Education

(i) History of secondary education in Odisha
(ii) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and its implementation in Odisha.
(iii) Role of BSE, Odisha- Problems and issues
(iv) Status of Higher Secondary Education and Role of CHSE; Problems and Issues
(v) Status of Higher Secondary Vocational Education-Problems and Issues

UNIT 3: Status of Higher Education

(i) History of Collegiate Education
(ii) Organization of higher education at the under graduation level and University level-
     Present status
(iii) RUSA and its implementation
(iv) Autonomous colleges and their functioning
(v) Problems and issues relating to higher education

UNIT 4: Status of Teacher Education
(i) History of Teacher Education in Odisha
(ii) Pre-service and In-service teacher education for elementary schools teachers
(iii) Pre-service and In-service teacher education for secondary school teachers
(iv) Role of DIET, CTE, IASE and SCERT
(v) Problems and issues in teacher education

Practical: 25 Marks
- Seminar Presentation (Each student has to present minimum two papers during this semester related to themes based on Core-11)

NB: It will be evaluated by both the Internal and External Examiners.

Text & Reference Books
- Govt. of Odisha, Department of S & ME (2011). *School Education at a Glance-2011-12*, Bhubaneswar

Websites to be visited:
- http://www.scertodisha.nic.in/
- http://www.chseodisha.nic.in/
- http://bseodisha.nic.in/
- http://mhrd.gov.in/rusa
- http://mhrd.gov.in/rmsa

Core Paper XII

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION
Learning Objectives

On completion of this course, the student will:
• Explain the concept, nature and scope of ICT in education
• Explore ICT resources for Teaching and learning.
• Differentiate between Web1.0 and Web2.0
• Describe the importance of free and open source software in education
• Demonstrate the use of various application software in education.
• Develop the ability to use various tools connect the world
• Explain the content by using various subject tools.
• Explore tools and techniques of ICT for evaluation.

UNIT 1: Educational technology

(i) Meaning, nature and scope
(ii) Approaches to educational Technology: Hardware, Software and System Approach
(iii) Innovations in Educational Technology: Open Educational Resources (OER), Massive Open Online Course (MOOC) Learning Management System (LMS)
(iv) Importance of Educational Technology for the teacher and the student.

UNIT 2: ICT in Education

(i) Conceptual Understanding: Information Technology; Communication Technology; and Information and Communication Technology (ICT)
(ii) Relevance of ICT in Education
(iii) Nature and Scope of ICT in Education.
(iv) Content, Pedagogy and Technology Integration
(v) Challenges in Integrating ICT in Education
(vi) Use of Computers in Education- Computer Aided Learning

UNIT 3: Application of software and ICT assessment Tools in Education

(i) Word Processing Application
(ii) Spread sheet Application
(iii) Presentation Application
(iv) Free and Open Source Software (FOSS)
(v) Subject Tools: Digital Storytelling, Concept Map Software (C-Map)
(vi) Assessment Tools: Rubistar, Hot potatoes, E-portfolios

UNIT 4: Connecting with the World

(i) Use of browsers and search engines; choosing appropriate sites; search and retrieval of information and resources; Downloading, uploading and sharing information and resources;
(ii) Use and importance of Web 2.0 Tools: E-mail, Wikis, Social networking (WhatsApp, Twitter, Facebook and Blogging)
(iii) Use and importance of e-library, e-books, e-journals, Inflibnet.
PRACTICAL

- Development of an Objective Test using any assessment tool or development of a Rubric using Rubistar.

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference books


Core Paper XIII

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION
Learning Objectives

On completion of this course the students will:

- Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- State the importance of secondary education and analyze various problems and issues forensuring quality in secondary education.
- Enumerate the importance of higher education and analyze various problems and issues forensuring quality in higher education.
- Justify the importance of teacher education and analyze various problems and issues forensuring quality in teacher education.
- Analyze emerging concerns in Indian education.

UNIT 1: Pre-school and Elementary School Education

(i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
(ii) Universalisation of Elementary Education: efforts to achieve UEE, SSA
(iii) Problems and issues in implementing Right to Education Act 2009.
(iv) Problems and issues in bringing the community to school, role of SMC
(v) Problems in ensuring equity and quality of elementary education

UNIT 2: Secondary and Higher Secondary Education

(i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
(ii) Role of School Management and Development Committee (SMDC)
(iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom –problems and issues
(iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
(v) Examination reforms at the secondary level
(vi) Widening the access to secondary education through National Open School

UNIT 3: Higher Education and Teacher Education

(i) Challenges in Higher education- expansion, quality and inclusion
(ii) Role of RUSA and NAAC for quality assurance in Higher education
(iii) Higher education through open and distance learning mode
(iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
(v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

UNIT 4: Emerging Concerns

(i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system, grading, open book examination, online examination)
(ii) Choice Based Credits System (CBCS): Concept, Learning Objectives, importance, problems and issues.

(iii) Human Rights Education: Concept, Learning Objectives, importance, problems and issues.

(iv) Life-Skill Education: Concept, Learning Objectives, importance, problems and issues.

(v) Peace Education: Concept, Learning Objectives, importance, problems and issues.

PRACTICAL

- Study of perception of Stakeholder’s of Education on any of the current issues based on Pass DSE-1 and concerns, and reporting.

NB: It will be evaluated both by the Internal and External Examiners.

Text Books


Reference Books

Core Paper XIV

EDUCATIONAL MANAGEMENT AND LEADERSHIP

Learning Objectives

On completion of this course, the students will
- Describe the concept, types and importance of educational management.
- Spell out the structure of educational management at different levels - from national to institution level.
- Describe different aspects and importance of educational management.
- Describe the concept, theories and style of leadership in educational management.
- Analyze the concept, principles and structures of total quality management approach in education.

UNIT 1: Educational Management

(i) Concept of educational Management- meaning, nature, scope and principles
(ii) Process of educational Management- planning, execution, staffing, control, supervision, monitoring, evaluation and feedback
(iii) Types of Management:
(iv) Centralized and decentralized
(v) Authoritarian, democratic, dynamic/creative and laissez-faire
(vi) Educational Management in Odisha- structure and function with reference to school and mass education, and Higher education
UNIT 2: Aspects of Institutional Management

(i) Human, material and financial resource management
(ii) Management of curricular and co-curricular programmes
(iii) Management of students’ welfare, auxiliary services including students’ health services
(iv) School development plan
(v) Working with SMC and SMDC

UNIT 3: Leadership in Education

(i) Leadership- meaning, nature and importance in education
(ii) Leadership: Functions and skills
(iii) Theories of leadership- Redden’s 3-D theory, and Hersey and Blanchard’s situational theory
(iv) Styles of leadership-participating style, delegating style, selling style and telling style, Hersey and Blanchard

UNIT 4: Total Quality Management

(i) Total Quality Management (TQM)- meaning, nature and importance
(ii) Principles of TQM- Demming’s and Jurana’s
(iii) Planning for TQM in school and higher education
(iv) Quality Assurance in Higher Education

PRACTICAL

• Studying the role of SMC/SMDC in school management and reporting

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books

• Mukerji, S.N. *Administration of educational planning and finance.* Baroda, India: Acharya Book Depot.
• Ramani, K.V (2004). *A text book of educational management.* New Delhi, India: Dominant Publisher
• Safya, R & Saida, B.D (1964). *School administration and organisation.* Jalandhar, India: Dhanpat Rai & Sons
• Chalam K.S. (2003): Introduction to Educational Planning and Management: New Delhi, Anmol Publications Pvt. Ltd.
• Tyagi R.S. and Mahapatra P.C. (2000), Educational Administration in Orissa : New Delhi, National Institute of Educational Planning and Administration (NIEPA)
Discipline Specific Elective Paper-I

(A student has to choose any one from Pedagogy of English and Odia under DSE-I)

A. PEDAGOGY OF LANGUAGE (ENGLISH)

Learning Objectives
On completion of this course, the student will

- Analyze the issues relating to the place of English in school curriculum, acquisition of skills in English, realization of aims and Learning Objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials
- Use the understanding of phonetics for facilitating students’ speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

UNIT 1: English in School Curriculum

(i) Language policy in India with reference to NPE 1986 and NCF 2005
(ii) Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
(iii) Learning Objectives of learning English at elementary and secondary levels
(iv) English language skills – components, their independence and interdependence

UNIT 2: Approaches, Methods and Strategies of Teaching English

(ii) Listening Skill: Tasks for developing Listening Comprehension
(iii) Speaking Skill: Tasks for developing Speaking skills
(iv) Reading skill: Types of Reading, Strategies to develop reading comprehension
(v) Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicality and organization in writing)

UNIT 3: Transaction of Contents

(i) Teaching of Prose (detailed and non-detailed), poetry, grammar and composition – Approaches, Methods and Strategies
(ii) Pedagogic analysis: Content analysis- analysis of topics of English textbook for identification of language items (new vocabulary, structural words, grammar components), Learning Objectives, methods and strategies, teaching learning materials including ICT materials
(iii) Preparing Lesson Plan following 5E and Interpretation Construction Design Model (ICON)
(iv) Preparation of Lesson Plans following Herbartian approach.

UNIT 4: Lesson Delivery Strategies and Assessment

(i) Lesson Delivery Strategies: Lecturing, Role play and Dramatization, Collaborative Approach, Ability Grouping, Group Work; Learning through Narratives and Discourses; Concept Mapping and Brain Storming
(ii) Techniques of Assessment in English: Continuous Assessment of Learners' performance in English, preparation of different types of objective-based test items (Extended Response Type, Restrictive)

**PRACTICAL**

- School Internship (Delivery of 5 Lessons following Herbatian/5E/ICON model)

NB: It will be evaluated by both Internal and External examiners.

**Text Books**


**Reference Books**

- Shrivastava, B.D(1968). *Structural approach to the teaching of English*. Agra: Ramprasad and Sons

**Discipline Specific Elective Paper-I**

*(A student has to choose ANY ONE from Pedagogy of English and Odia under DSE-I)*

**B. PEDAGOGY OF LANGUAGE (ODIA)**
Learning Objectives
On completion of this course, the student will:
  • State the importance and place of Odia as mother tongue in school curriculum.
  • Develop the strategies to address the problems of Odia language acquisition in multilingual context.
  • Use various strategies for facilitating the acquisition of language skills in Odia.
  • Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
  • Prepare appropriate tools for comprehensive assessment of learning in Odia.
  • Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
  • Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

UNIT 1: Odia as Mother Tongue in School Curriculum
(i) Importance of mother tongue in the life and education of an individual
(ii) Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986 (three language formula) and NCF-2005
(iii) Learning Objectives of teaching-learning Odia at elementary and secondary levels
(iv) Inter-dependence of language skills in Odia and Strategies for facilitating acquisition of four-fold language skills in Odia

UNIT 2: Pedagogic Approaches to Teaching-Learning Odia
(i) Psychology of language learning and acquisition with reference to Odia as mother tongue.
(ii) Problems and issues related to acquisition of Odia language in multi-lingual context
(iii) Traditional versus modern methods of teaching-learning Odia.
(iv) Different approaches and strategies to the teaching-learning of: – Odia prose (detailed and non-detailed), Odia poetry, Odia composition, Odia grammar.

UNIT 3: Curricular Activities in Odia
(i) Pedagogic analysis:
(ii) Content analysis- analysis of topics of Odia textbook for identification of language items (new vocabulary, structural words, grammar components), learning Learning Objectives,
(iii) Methods and strategies, teaching learning materials including ICT materials, assessment strategies
(iv) Preparing Lesson Plans following Herbartian, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment
(i) Types of Assessment-self assessment, peer assessment, teacher assessment, internal
assessment and external assessment
(ii) Techniques of Assessment in Odia: Continuous Assessment of Learners performance in Odia, preparation of different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), preparation of check list, rating scale and rubric, Portfolio assessment in Odia

PRACTICAL
- School internship (delivery of 5 Lessons following Herbartian/5E/ICON model)
NB: It will be evaluated by both Internal and External examiners.

Text Books

Reference Books
- Daswani, C. J. Language Education in Multilingual India. New/Delhi (UNESCO)
- Rybum, W.M.(1926). Suggestions for the Teaching of Mother Tongue. OUP.

Discipline Specific Elective Paper-II

(A student has to choose ANY ONE from Pedagogy of Social Science and Mathematics under DSE-2)

A. PEDAGOGY OF SOCIAL SCIENCES
Learning Objectives

On completion of this course, the student will:

- State the meaning, scope and importance of Social science
- Specify the skills and competencies to formulate specific LEARNING OBJECTIVES for different History and Political Science lessons
- Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.
- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History
- Prepare Unit Plans and Lesson Plans in History and Political science
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback

UNIT 1: Concept, Learning Objectives and Values Of Teaching Social Science

(i) Meaning, Nature and Scope of Social Science as NCF-2005
(ii) Learning Objectives of teaching Social Science at elementary and secondary levels
(iii) Importance of teaching Social Science In School Education
(iv) Identification of values/ competencies/ skills to be developed through Social Sciences

UNIT 2: Methods and Approaches to Teaching-Learning Social Science

(i) Story-telling
(ii) Narration-cum-discussion
(iii) Dramatization
(iv) Source Method
(v) Project method
(vi) Field Trips
(vii) Observation

UNIT 3: Curricular Activities in Social Sciences

Pedagogic analysis:
(i) Content analysis- analysis of topics of social science text book
(ii) Learning Objectives,
(iii) methods and strategies,
(iv) teaching learning materials including ICT materials
(v) learning activities including student and teacher activities
(vi) assessment strategies
(vii) Preparing lesson plan following Herbart, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Development of Resource Materials and Assessment in Social Science

(i) Teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Filmstrips, T.V. Video, OHP, and Computer
(ii) Timeline – Concept, Aspects, Type and Use
(iii) Types of Assessment: self assessment, peer assessment, teacher assessment, internal assessment and external assessment.

(iv) Techniques of Assessment in history and political science: Continuous Assessment of Learners performance in history and political science, preparation of different types of objective-based test-

(v) Items (Extended Response Type, Restrictive Response Type and Objective Type)

**PRACTICAL**

- School internship (delivery of 5 Lessons following Herbatian /5E/ ICON model)

NB: It will be evaluated by both Internal and External examiners.

**Text Books**


**Reference Books**

Discipline Specific Elective Paper-II

(A student has to choose ANY ONE from Pedagogy of Social Science and Mathematics under DSE-II)

B. PEDAGOGY OF MATHEMATICS

Learning Objectives

On completion of this course, the students will

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.
- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

UNIT 1: Foundations of Mathematics Education

(i) Nature and Scope of Mathematics,
(ii) Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Learning Objectives of teaching-learning Mathematics at the two levels,
(iii) Curriculum Reforms in School Mathematics: Rationale, Learning Objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

UNIT 2: Methods of Teaching-learning Mathematics

(i) Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
(ii) Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis.
(iii) Problem Solving in Mathematics: Importance of problem solving in Mathematics,
Steps of problem solving in Mathematics.


UNIT 3: Curricular Activities in Mathematics

(i) Pedagogic analysis:
(ii) Content analysis - analysis of topics of mathematics text book.
(iii) Learning Objectives,
(iv) methods and strategies,
(v) teaching learning materials including ICT materials
(vi) learning activities including student and teacher activities
(vii) assessment strategies
(viii) Process of preparing lesson plan following Herbatian, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment In Mathematics

(i) Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes.
(ii) Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
(iii) Non-testing methods of assessment of / for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
(v) Planning for continuous assessment of classroom learning in Mathematics.

PRACTICAL

- School internship (Delivery of 5 Lessons following Herbatian/5E/ICON model)

NB: It will be evaluated by both Internal and External examiners.

Text Books

- NCERT (2011). Pedagogy of mathematics for two year B.Ed. course. New Delhi:

Reference Books


• TESS India (2015). *Key resources.* The Open University U.K. (http://creativecommons.org/licences/ and http://www.tess-india.edu.in/)

**Discipline Specific Elective Paper-III**

*(A student has to choose any one from A & B under DSE-III)*

**A. POLICY AND PRACTICES IN SCHOOL EDUCATION IN INDIA**

**Learning Objectives**

On completion of this course, the student will:

- Analyse various policies on education for school education in India
- Evaluate progress of schools education
- Examine the problems in implementation of the policies on school education
- Explore status of women education and education for SC, ST and Minorities in Indian

**UNIT 1: Policies in School Education**


(iii) Implementation of Secondary Education with reference to Rashtriya Madhyamik Siksha Abhiyan (RMSA) and policy issues
(iv) Guiding principles of NCF-2005 and curriculum revision at the school level.

UNIT 2: Policies for Vocationalisation of Education

(ii) Vocational Education at Higher Secondary level: Policy challenges
(iii) Work education in schools - concept to implementation

UNIT 3: Policies for Inclusive Education

(ii) Inclusive education- Policies, Progress and Problems.

UNIT 4: Policy on Access and equity in Education

(i) Women’s education and empowerment of women with reference to National Policy on Women Empowerment, NPE-1986
(ii) Progress of Women Education and Problems.
(iii) Access and Equity in Education with focus to SC, ST and Minorities
(iv) Policy for SC children - Implementation, Progress and Problems.
(v) Policy for ST children - Implementation, Progress and Problems with reference to Mother Tongue based Multilingual Education
(vi) Policy for Minority Children - Implementation, Progress and Problems.

PRACTICAL

• Analysis of any Policy documents being implemented at School Education level

NB: It will be evaluated by both Internal and External examiners

Text Books


Reference Books

- Reference Books
- MHRD, Gov. of India (1986). National policy on education. New Delhi: GoI.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi: Govt. MHRD, (1992), Programme of action., New Delhi: Govt. of India.

**Websites to be referred:**
- [http://www.rehabcouncil.nic.in/](http://www.rehabcouncil.nic.in/)
- [writereaddata/RCI_Amendments_ACT.pdf](http://writereaddata/RCI_Amendments_ACT.pdf)
- [http://mhrd.gov.in/rmsa](http://mhrd.gov.in/rmsa)

**Discipline Specific Elective Paper-III**
(A student has to choose ANY ONE from A & B under DSE-III)

B. POLICY AND PRACTICES IN HIGHER EDUCATION IN INDIA

Learning Objectives
On completion of this course, the student shall:
- Analyse various policies on education for Higher education in India
- Evaluate progress of Higher education
- Examine the problems in implementation of the policies on higher education
- Explore status of higher education.
- Analyse role of various agencies of higher education in India.

UNIT 1: Policies in Higher Education
(i) NPE-1986, revised in 1992 and its corresponding document Programme of Action (POA) with reference to Higher Education.
(iii)Implementation of Policies, progress and problems.

UNIT 2: Future of Higher Education
(i) Rashtriya Uchattar Shiksha Abhiyan (RUSA)- goals, features, strategies and implementation- problems and issues.
(ii) Progress Higher Education in Odisha.
(iii) Autonomy and Accountability in Higher Education

UNIT 3: Curriculum and Assessment
(i) Curriculum issues in higher education
(ii) Choice Based Credits System, Semester system, Grading.
(iii) Role of UGC, NAAC and Accreditation
(iv) Quality Assurance in Higher Education
(v) ICT in Higher Education

UNIT 4: Educational Management System
(i) Funding and management of Higher Education
(ii) Open and Distance Learning System: Policy and Development-Role of IGNOU.
(iii) Research in higher education-problems and issues- Role of ICSSR, UGC, Association of Indian Universities
(iv) Capacity Building of Teachers in Higher Education.

PRACTICAL
- Analysis of any Policy Document being implemented in the field of Higher Education in India

NB: It will be evaluated by both Internal and External examiners

Text Books
Reference Books

- UGC (2005), University Development in India: Basic Facts and Figures (1995-96 to 2001-02), University Grants Commission, Information & Statistics Bureau, New Delhi, November

Discipline Specific Elective Paper-IV

INCLUSIVE EDUCATION

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

- Define meaning and scope of inclusive education.
- identify the assumptions of disability underlying current general and special education practices
• understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of “Universalization of Education”;
• explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
• explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy
• examine the different support services and collaboration for inclusive education

UNIT 1: Meaning, Genesis and Scope Inclusive Education

(i) Special education and inclusive education: Concept and Principles
(ii) Historical developments of special and inclusive education in India.
(iii) Medical and social models of disability
(iv) Examining the practice of labeling
(v) Social, psychological and educational contexts of inclusion

UNIT 2: Policies & Frameworks Facilitating Inclusive Education

(i) International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

UNIT 3: Understanding and Support Needs of Students with Disability

(i) Understanding and support needs of students with different Labels of Disability including: Autism, Learning Disabilities, Speech & Hearing Disability, Blindness, and Intellectual Disabilities in inclusive classroom.

UNIT 4: Frameworks, Support and Collaboration for Inclusive Education

(i) Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
(ii) Principles of Differentiated Instruction and Assessment
(iii) Capacity Building of Teachers for Inclusive Education
(iv) Assistive Technology & Devices for Inclusive Education

PRACTICAL

• Visit to a centre for students with special needs (special school/special institute). Observe the process of teaching learning and write a report.

NB: It will be evaluated by both Internal and External examiners

Text Books

• Panda, K.C. (nd). *Education of Exceptional Children*
BA Education (Honours, Elective & Pass) Syllabus 2019-2020


Reference Books

DSE Paper – IV

DISSERTATION/ RESEARCH PROJECT
(College can give this choice only for students with above 60% aggregate marks)
The students will select a research project on any Educational issue or problem or topic and prepare a report. The project will be prepared based on proposal already developed in Semester-III, Core-6.

Distribution of Marks will be as follows:

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<td>25</td>
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The assessment of students’ performance will be made jointly by the external and internal examiners.

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**Generic Elective Paper I**

**EDUCATIONAL PHILOSOPHY**

**Learning Objectives**

On completion of this course, the learners shall be able to:

- State and analyse the meaning of education and form own concept on education
• Explain philosophy as the foundation of education
• Analyse aims of education
• Describe the essence of different formal philosophies and draw educational implications
• Compare and contrast Indian and western philosophies of education

UNIT 1: Education in Philosophical Perspective
(i) Etymological meaning of education
(ii) Narrower and broader meaning of education, Lifelong Education
(iii) Aims of Education- Individual and Social Aims of Education
(iv) Meaning and nature of philosophy
(v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
(vi) Functions of Philosophy in relation to education

UNIT 2: Formal Schools of Philosophy and their Educational Implications
(i) Idealism, Naturalism, Pragmatism with reference to:
(ii) Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications
(i) Common Characteristics of Indian Philosophy
(ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to:
(iii) Philosophical tenets, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

UNIT 4: Educational Thought of Western and Indian Thinkers
(i) Plato
(ii) Dewey
(iii) Gopabandhu Das
(iv) Gandhi
(v) Tagore
(vi) Aurobindo

PRACTICAL
• Field visit to a seat of learning in the locality and prepare report.
NB: It will be evaluated by both the internal and External examiners.
Text Books


Reference Books


Generic Elective Paper II
EDUCATIONAL PSYCHOLOGY

Learning Objectives
On completion of this course, the students will:

- Explain the concept of educational psychology and its relationship with psychology.
- Understand different methods of educational psychology.
- Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- Explain the theory of cognitive development and its educational implications.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

UNIT 1: Educational Psychology in Developmental Perspective

(i) Meaning, nature, scope and relevance of educational psychology
(ii) Methods of educational psychology- observation, experimentation, and case study
(iii) Application of educational psychology in understanding learner
(iv) Growth and Development- Concept, difference between growth and development, and principles of growth and development
(v) Characteristics of development during adolescence in different areas: Physical, social, emotional and intellectual (with reference to Piaget)

UNIT 2: Intelligence, Creativity and Individual difference

(i) Individual difference-concept, nature, factors and role of education
(ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford’s structure of intelligence (SI) model, Gardner’s multiple theory of intelligence.
(iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
(iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT 3: Learning and Motivation

(i) Learning- meaning, nature and factors of learning
(ii) Theories of learning with experiment and educational implications-
(iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
(iv) Motivation – concepts, types, and techniques of motivation

UNIT 4: Personality and Mental health

(i) Personality- meaning and nature of personality
(ii) Theories- type theory(Jung), trait theory(Allport)
(iii) Assessment of personality- subjective, objective and projective techniques
(iv) Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.
(v) Adjustment mechanism: Concept and Types

PRACTICAL
- Case study of an exceptional child and reporting

N.B: It will be evaluated by both the Internal and External examiners.

Text Books

Reference Books
- Snowman and Biehler (---). Psychology applied to teaching...........

Generic Elective Paper III

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION
Learning Objectives

On completion of this course the students will

- Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- State the importance of secondary education and analyze various problems and issues ensuring quality in secondary education.
- Enumerate the importance of higher education and analyze various problems and issues ensuring quality in higher education.
- Justify the importance of teacher education and analyze various problems and issues ensuring quality in teacher education.
- Analyze emerging concerns in Indian education.

UNIT 1: Pre-school and Elementary School Education

(i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
(ii) Universalization of Elementary Education: efforts to achieve UEE, SSA
(iii) Problems and issues in implementing Right to Education Act 2009.
(iv) Problems and issues in bringing the community to school, role of SMC
(v) Problems in ensuring equity and quality of elementary education

UNIT 2: Secondary and Higher Secondary Education

(i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
(ii) Role of School Management and Development Committee (SMDC)
(iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom – problems and issues
(iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
(v) Examination reforms at the secondary level
(vi) Widening the access to secondary education through National Open School

UNIT 3: Higher Education and Teacher Education

(i) Challenges in Higher education- expansion, quality and inclusion
(ii) Role of RUSA and NAAC for quality assurance in Higher education
(iii) Higher education through open and distance learning mode
(iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
(v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

UNIT 4: Emerging Concerns
(i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system, grading, open book examination, online examination)
(ii) Choice Based Credits System (CBCS): Concept, Learning Objectives, importance, problems and issues.
(iii) Human Rights Education: Concept, Learning Objectives, importance, problems and issues.
(iv) Life-Skill Education: Concept, Learning Objectives, importance, problems and issues.
(v) Peace Education: Concept, Learning Objectives, importance, problems and issues.

PRACTICAL

- Study of Perception of Stakeholder’s of Education on any of the current issues and concerns, and reporting.

NB: It will be evaluated both by the Internal and External Examiners.

Text Books


Reference Books

Learning Objectives
On completion of this course, the students will.

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- Describe the characteristic of a good test.
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using standard score.
- Illustrate the principles of test construction in education.

UNIT 1: Assessment and Evaluation in Education

(i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
(ii) Scales of measurement- nominal, ordinal, interval and ratio
(iii) Types of test- teacher made and standardized
(iv) Approaches to evaluation- placement, formative, diagnostic and summative
(v) Types of evaluation- norm referenced and criterion referenced
(vi) Concept and nature of continuous and compressive evaluation
UNIT 2: Instructional Learning Objectives

(i) Taxonomy of instructional Learning Objectives with special reference to cognitive domain
(ii) Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives
(iii) Relationship of evaluation procedure with Learning Objectives
(iv) Difference between objective based objective type test and objective based essay type test

UNIT 3: Tools and Techniques of Assessment and construction of Test

(i) Steps of test construction: planning, preparing, trying out and evaluation
(ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
(iii) Principles of construction of essay type test
(iv) Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

UNIT 4: Characteristics of a good Test

(i) Validity-concept, types and methods of validation
(ii) Reliability- concept and methods of estimating reliability
(iii) Objectivity- concept and methods of estimating objectivity
(iv) Usability- concept and factors ensuring usability

PRACTICAL

• Construction of Unit test on a school subject based on Blueprint and Reporting.

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books


### Course structure of UG Education Pass

<table>
<thead>
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<th>Semester</th>
<th>Course</th>
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<th>Credits</th>
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<td>Contemporary trends and issues in Indian education</td>
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**Education Papers for PASS students**

Discipline Specific Core – 4 papers  
Discipline Specific Elective – 2 papers  
Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical: 25 marks
Total – 100 marks Credit per paper – 6
Teaching hours per paper – 40 hours + 20 hours practical

Discipline Specific Core Paper I

EDUCATIONAL PHILOSOPHY

Learning Objectives
On completion of this course, the learners shall be able to:

- State and analyse the meaning of education and form own concept on education
- Explain philosophy as the foundation of education
- Analyse aims of education
- Describe the essence of different formal philosophies and draw educational implications
- Compare and contrast Indian and western philosophies of education

UNIT 1: Education in Philosophical Perspective
(i) Etymological meaning of education
(ii) Narrower and broader meaning of education, Lifelong Education
(iii) Aims of Education- Individual and Social Aims of Education
(iv) Meaning and nature of philosophy
(v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
(vi) Functions of Philosophy in relation to education

UNIT 2: Formal Schools of Philosophy and their Educational Implications
(i) Idealism, Naturalism, Pragmatism with reference to:
(ii) Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications
(i) Common Characteristics of Indian Philosophy
(ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to:
(iii) Philosophical tenets, Aims of education, Curriculum, Methods of Teaching, Role of Teacher
UNIT 4: Educational Thought of Western and Indian Thinkers

(i) Plato 
(ii) Dewey 
(iii) Gopabandhu Das 
(iv) Gandhi 
(v) Tagore 
(vi) Aurobindo

PRACTICAL

- Field visit to a seat of learning in the locality and prepare report.

NB: It will be evaluated by both internal and External examiners.

Text Books


Reference Books

- Govt. of India (1986/’92). National policy on education. New Delhi: MHRD.
Discipline Specific Core Paper II

EDUCATIONAL PSYCHOLOGY

Learning Objectives

On completion of this course, the students will:

- Explain the concept of educational psychology and its relationship with psychology.
- Understand different methods of educational psychology.
- Describe the theoretical perspectives of educational psychology.
- Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- Explain the theory of cognitive development and its educational implications.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

UNIT 1: Educational Psychology in Developmental Perspective

(i) Meaning, nature, scope and relevance of educational psychology
(ii) Methods of educational psychology- observation, experimentation, and case study
(iii) Application of educational psychology in understanding learner
(iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
(v) Characteristics of development during adolescence in different areas:
(vi) Physical, social, emotional and intellectual (with reference to Piaget)

UNIT 2: Intelligence, Creativity and Individual difference
(i) Individual difference-concept, nature, factors and role of education
(ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford’s structure of intelligence (SI) model, Gardner’s multiple theory of intelligence.
(iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
(iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT 3: Learning and Motivation

(i) Learning- meaning, nature and factors of learning
(ii) Theories of learning with experiment and educational implications-
(iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
(iv) Motivation – concepts, types, and techniques of motivation

UNIT 4: Personality and Mental health

(i) Personality- meaning and nature of personality
(ii) Theories: type theory and trait theory
(iii) Assessment of personality- subjective, objective and projective techniques
(iv) Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.
(v) Adjustment Mechanism: Concept and Types

PRACTICAL

- Administration and interpretation of any psychological test relating to Intelligence OR Personality

N.B: It will be evaluated by both the Internal and External examiners.

Text Books


Reference Books

Houghton Mifflin.

**Discipline Specific Core Paper III**

**EDUCATIONAL SOCIOLOGY**

**Learning Objectives**
On completion of this course, the students will:
- State the relationship between education and society.
- Understand the meaning of Educational Sociology and function of education as a social system.
- State different agencies of education and their functions.
- Justify the importance of education for social change.
- Describe the role of education in modernization and globalization.
- Describe the function of education to ensure equality and equity.

**UNIT 1: Education and Society**
(i) Relationship between education and society, school as a miniature society
(ii) Educational Sociology- Concept, nature, scope and importance;
(iii) Relationship between education and sociology.
(iv) Education as a process of Socialization.
(v) Education and Politics, Education and Economic Development

**UNIT 2: Agencies of Education**
(i) Family- Importance, functions and role for education and socialization of the children
(ii) School - Importance, functions and role for education and socialization of the children
(iii) Society- Importance, functions and role for education and socialization of the children
(iv) Mass Media- Importance, functions and role for education and socialization of the children
UNIT 3: Education, Social change and Modernization

(i) Concept of social change and factors affecting Social Change
(ii) Education as an instrument of social change and social control
(iii) Concept and Attributes of modernization
(iv) Education for accelerating the process of modernization
(v) Impact of Globalization, Liberalization, and Privatization on Education

UNIT 4: Equalization of Educational opportunities for ensuring equity and Inclusion

(i) Concept of equality, equity and inclusion: its educational implication
(ii) Ensuring equality in the Education of SC and ST
(iii) Education for Women Empowerment
(iv) Inclusive Education with reference to children with special needs (CWSN)

PRACTICAL

- Field Visit: Study of a social unit (Home/School/Village/slum) and reporting.

NB: It will be evaluated by both the internal and external examiners

Text Books


Reference Books

- Govt. of India (1986/’92). *National policy on education*. New Delhi: MHRD.
Discipline Specific Core Paper IV

CHANGING PEDAGOGICAL PERSPECTIVE

Learning Objectives
- On completion of this course, the students will:
  - Explain the concept of pedagogy
  - Differentiate pedagogy from other allied concepts
  - Explain different teaching task with example
  - Establish relationship between teaching and learning
  - List out different approaches and methods of teaching
  - Prepare a lesson plan following different designs

UNIT 1: Concept of Teaching and Learning

(i) Meaning and definition of teaching and learning
(ii) Relationship between teaching and learning
(iii) Variables involved in teaching task: independent, dependent and intervening
(iv) Phases of teaching: Pre- active, inter- active and post- active
(v) Levels of teaching: memory, understanding and reflective
(vi) Lesson plan design- The Herbartian steps, 5 E and ICON design model

UNIT 2: Theories of Teaching

(i) Meaning and nature of teaching theory
(ii) Types of teaching theories:
(iii) Formal theories of teaching- communication theory of teaching
(iv) Descriptive theories of teaching – Gagne’s hierarchical theory of instruction and Bruner’s cognitive theory of instruction
(v) Normative theories of teaching - Mitra’s psychological theory of teaching and Clarke’s general theory of teaching

UNIT 3: Principles and maxims of teaching
(i) General principles of teaching  
(ii) Psychological principles of teaching  
(iii) Maxims of teaching  
(iv) Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, and probing questions, closure.

UNIT 4: Approaches and methods of Teaching  

(i) Concept of approach, method, strategy and techniques  
(ii) Methods of teaching: inductive-deductive, analytic-synthetic, problem solving and project  
(iii) Shift in focus from teaching to learning- constructivist approach to learning

PRACTICAL  
- Preparation of Rating Scale/ Observation Schedule and evaluate a classroom teaching and reporting.
- NB: It will be evaluated by both the internal and external examiners

Text Books  

Reference Books  
- Oliver, R.A. (1963) Effective teaching, JM Dent & Sons  
- Ryburn, W.M.(1955) Principles of Teaching, Geoffrey Cembridge, OUP  

**Discipline Specific Elective Paper I**
CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

Learning Objectives
On completion of this course the students will
- Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
- Analyze emerging concerns in Indian education.

UNIT 1: Pre-school and Elementary School Education
(i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
(ii) Universalization of Elementary Education: efforts to achieve UEE, SSA
(iii) Problems and issues in implementing Right to Education Act 2009.
(iv) Problems and issues in bringing the community to school, role of SMC
(v) Problems in ensuring equity and quality of elementary education

UNIT 2: Secondary and Higher Secondary Education
(i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
(ii) Role of School Management and Development Committee (SMDC)
(iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom – problems and issues
(iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
(v) Examination reforms at the secondary level
(vi) Widening the access to secondary education through National Open School

UNIT 3: Higher Education and Teacher Education
(i) Challenges in Higher education- expansion, quality and inclusion
(ii) Role of RUSA and NAAC for quality assurance in Higher education
(iii) Higher education through open and distance learning mode
(iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
(v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

UNIT 4: Emerging Concerns
(i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system, grading, open book examination, online
(ii) Choice Based Credits System (CBCS): Concept, Learning Objectives, importance, problems and issues.

(iii) Human Rights Education: Concept, Learning Objectives, importance, problems and issues.

(iv) Life-Skill Education: Concept, Learning Objectives, importance, problems and issues.

(v) Peace Education: Concept, Learning Objectives, importance, problems and issues.

PRACTICAL

- Study of perception of Stakeholder’s of Education on any of the current issues based on Pass DSE-1 and concerns, and reporting.

NB: It will be evaluated both by the Internal and External Examiners.

Text Books


Reference Books


• UN (2015). The sustainable development goals (SDGs) – UNDP. United Nations

Discipline Specific Elective Paper II
EDUCATIONAL ASSESSMENT AND EVALUATION

Learning Objectives
On completion of this course, the students will.
• State the nature, purpose and types of educational assessment and evaluation.
• Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
• Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
• Describe the characteristic of a good test.
• Analyze the trends and issues in learning and learner assessment.
• Analyze and interpret results of the assessment using standard score.
• Illustrate the principles of test construction in education.

UNIT 1: Assessment and Evaluation in Education

(i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
(ii) Scales of measurement- nominal, ordinal, interval and ratio
(iii) Types of test- teacher made and standardized
(iv) Approaches to evaluation- placement, formative, diagnostic and summative
(v) Types of evaluation- norm referenced and criterion referenced
(vi) Concept and nature of continuous and compressive evaluation
UNIT 2: Instructional Learning Objectives

(i) Taxonomy of Instructional Learning Objectives with special reference to cognitive domain
(ii) Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives
(iii) Relationship of evaluation procedure with Learning Objectives
(iv) Difference between objective based, objective type test and objective based essay type test

UNIT 3: Tools and Techniques of Assessment and construction of Test

(i) Steps of test construction: planning, preparing, trying out and evaluation
(ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
(iii) Principles of construction of essay type test
(iv) Non-standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

UNIT 4: Characteristics of a Good Test

(i) Validity- concept, types and methods of validation
(ii) Reliability- concept and methods of estimating reliability
(iii) Objectivity- concept and methods of estimating objectivity
(iv) Usability- concept and factors ensuring usability

PRACTICAL

- Construction of Unit test on a school subject based on blueprint and reporting.

NB: It will be evaluated by both Internal and External examiners.

Text Books


Reference Books

assessment, an introduction to the tests and measurement. California: Mayfield Publishing Co.