COURSES OF STUDIES
FOR
B.A. EDUCATION
(HONS & ELECTIVE PAPERS)
(UNDER CBCS PATTERN)
FOR ADMISSION BATCH 2015

DEVELOPED BY
DEPARTMENT OF EDUCATION
B.J.B. (AUTO) COLLEGE
BHUBANESWAR
## COURSE STRUCTURE
### B.A (EDUCATION)

(Under CBCS Pattern)

<table>
<thead>
<tr>
<th>SEM</th>
<th>CORE COURSE-(14)</th>
<th>ABILITY Enhancement Compulsory Course (AECC)-2</th>
<th>Skill Enhancement Course (SEC)-2</th>
<th>Discipline Specific Elective (DSE)-4 Specific</th>
<th>Elective (GE) Genetic -4.</th>
<th>Mark</th>
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<tbody>
<tr>
<td>I</td>
<td>C1-Basics in Education-4Cr. Pr-Book Review-2Cr. C2-Education and Society-4Cr Pr-Field Study-2Cr-</td>
<td>AECC-1 MIL/Eng 2Cr- 50 Marks</td>
<td></td>
<td>GE-1 Vision of Education in India Issues and Concern-4Cr 75Marks Pr-Term Paper-2Cr 25Marks</td>
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<td>350 Marks (20Cr)</td>
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<tr>
<td>II</td>
<td>C3-Learner &amp; Learning-4Cr 75 Marks Pr-Administration of Psy Test-2Cr-25Marks C4-Pedagocal Skills-4Cr 75 Marks Pr-Preparation of Lesson Plan-2Cr-25Marks</td>
<td>AECC-2 Environmental Science-2Cr 50 Marks</td>
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<td>GE-2 Assessment and Evaluation Technique-4Cr-.75Marks Pr-Achievement Test Construction 2Cr-25Marks</td>
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<td>350 Marks (20Cr)</td>
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<td>III</td>
<td>C5-Technology and Innovations in Education-4Cr-75Marks Pr-Classroom Interaction Analysis / Micro Teaching-2Cr 25Marks C6-Pedagogy of School Subjects-4Cr (any one) 75Marks Pr-School Internship-2Cr-25Marks C7-Statistics in Education-4Cr 75Marks Pr-Statistical Analysis of Achievements-2Cr-25Marks</td>
<td>SEC-1 – 2Cr 50 Marks</td>
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<td>GE3 Contemporary Pedagogy-4Cr. 75Marks Pr-preparation of Lesson Plan 2Cr 25Marks</td>
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<td>IV</td>
<td>Course Title</td>
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<td>Marks</td>
<td>V</td>
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<td>C8-Curriculum Development and Educational Guidance-4Cr</td>
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<td>GE4 Early Childhood Care and Education -4Cr</td>
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<td>Pr-Textbook Review-2Cr</td>
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<td>Pr-Observation of ECCE centres -2Cr</td>
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<td>C9-Educational Assessment and Evaluation-4Cr</td>
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<td>DSE-2 Special Education-4Cr</td>
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<td>Pr-Achievement Test Construction-2Cr</td>
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<td>DSE-3 Distance Education -4Cr</td>
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<td>C10- Introduction to Educational Research-4Cr</td>
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<td>N.B.:</td>
<td>Students Opting in Education (Honours) should select School Subject based Generic elective.</td>
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<tr>
<td>Cr-</td>
<td>Credit, Pr-practical</td>
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</table>
The duration of +3 Course is three Academic Sessions. There will be two Semesters in each Academic Session. In total there will be six semester i.e. I, II, III, IV, V and VI.

**Details of Mark & Course Distribution**

**Education (Core, DSE & GE Papers with Practicals)**

**Semester-I**

**+3 1st Year Education (Honours)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Paper</th>
<th>Credits</th>
<th>Mid Sem</th>
<th>End Sem</th>
<th>Total</th>
<th>Page No.</th>
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</thead>
</table>
| 1.      | C1-Basic in education  
  *C1-Practical-Book Review* | 4       | 15      | 60      | 75    | 1 - 4    |
|         |                   | 2       | -       | 25      | 25    |          |
| 2.      | C2-Education and Society  
  *C2-Practical-Field Study* | 4       | 15      | 60      | 75    | 5 – 7    |
|         |                   | 2       | -       | 25      | 25    |          |

Total Marks: 200

**Semester-II**

<table>
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<tr>
<th>Sl. No.</th>
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<th>Mid Sem</th>
<th>End Sem</th>
<th>Total</th>
<th>Page No.</th>
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</table>
| 3.      | C3-Learner and Learning  
  *C3-Practical-Administration of Psychological Test* | 4       | 15      | 60      | 75    | 8 - 11   |
|         |                   | 2       | -       | 25      | 25    |          |
| 4.      | C4-Pedagogical Skills  
  *C4-Practical-Preparation of Lesson Plan* | 4       | 15      | 60      | 75    | 12 – 14  |
|         |                   | 2       | -       | 25      | 25    |          |

Total Marks: 200

**+3 2nd Year Education (Honours)**

**Semester-III**

<table>
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<tr>
<th>Sl. No.</th>
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<th>Credits</th>
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</thead>
</table>
| 5.      | C5-Technology and Innovations in Education  
  *C5-Practical-Interaction Analysis* | 4       | 15      | 60      | 75    | 15 – 18  |
|         |                   | 2       | -       | 25      | 25    |          |
| 6.      | C6-Pedagogy of School Subjects  
  *C6-Practical-School Internship* | 4       | 15      | 60      | 75    | 19 – 31  |
|         |                   | 2       | -       | 25      | 25    |          |
| 7.      | C7-Statistics in Education  
  *C7-Practical-Statistics Analysis of Achievements* | 4       | 15      | 60      | 75    | 32 – 34  |
<p>|         |                   | 2       | -       | 25      | 25    |          |</p>
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<th>Semester-IV</th>
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</table>
| 8. | C8-Curriculum Development & Educational Guidance  
*C8-Practical-Text Book Review* | 4 | 15 | 60 | 75 | 35 - 38 |
| | 2 | - | 25 | 25 | |
| 9. | C9-Educational Assessment and Evaluation  
*C-9-Practical-Achievement Test Construction* | 4 | 15 | 60 | 75 | 39 – 41 |
| | 2 | - | 25 | 25 | |
| 10. | C10-Introduction to Educational Research  
*C10-Practical-Preparation of Project Proposal* | 4 | 15 | 60 | 75 | 42 - 44 |
| | 2 | - | 25 | 25 | |

**Total Marks**

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<tr>
<th>+3 3rd Year Education</th>
<th>Semester-V</th>
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</table>
| 11. | C11-History of Indian Education  
*C11-Practical Case Study* | 4 | 15 | 60 | 75 | 45 – 47 |
| | 2 | - | 25 | 25 | |
| 12. | C12-Comparative Education  
*C12-Practical Term Paper* | 4 | 15 | 60 | 75 | 48 – 50 |
| | 2 | - | 25 | 25 | |
| 13 | DSE-1 - Information and Communication Technology in Education  
*DSE-1 – Practical-Internet Search for Study Material* | 4 | 15 | 60 | 75 | 51 – 54 |
| | 2 | - | 25 | 25 | |
| 14 | DSE-2 Special Education  
*DSE-2-Pratical – Case Study of a Special Child* | 4 | 15 | 60 | 75 | 55 – 57 |
| | 2 | - | 25 | 25 | |

**Total Marks**

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<td>15. C13-Educational Administration and Management</td>
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<td>C13-Practical-Visit to Administrative Unit</td>
<td>4</td>
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<td>16. C14-Contemporary Concerns in Education</td>
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<td>C14-Practical-Education Programme Review</td>
<td>4</td>
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<td>17. DSE-3 Distance Education</td>
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<td>DSE-3-Practical-Preparation of SIM/ Case Study of Distance Education Centre</td>
<td>4</td>
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<td>18. DSE-4-Project</td>
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</table>

All Units in a Paper are of equal value / weight / credit

N.B.-Information Communication Technology in Education Special Education Economics of Education.

(Out of the above mentioned subjects any two may be opted as DSE in Fifth Semester)
Distance Education
Environmental Education
Alternative and Innovative Education
Project
(Out of the above mentioned subjects any two may be opted as DSE in Sixth Semester)
### Semester-I
**+3 1st Year Education (Generic Elective)**

<table>
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<tr>
<th>Sl. No.</th>
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<tbody>
<tr>
<td>1.</td>
<td>GE1- Vision of Education in India: Issues and Concerns <em>GE1-Practical-Term Paper</em></td>
<td>4</td>
<td>15</td>
<td>60</td>
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### Semester-II
**+3 3rd Year Education (Generic Elective)**

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<tbody>
<tr>
<td>3.</td>
<td>GE-3-Contemporary Pedagogy <em>GE-3-Practical-Preparation of Lesson Plan</em></td>
<td>4</td>
<td>15</td>
<td>60</td>
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### Semester-IV
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</tr>
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<tbody>
<tr>
<td>4.</td>
<td>GE-4-Early Childhood care and Education <em>GE-4-Practical- Observation of ECCE Centre</em></td>
<td>4</td>
<td>15</td>
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All Units in a Paper are of equal value / weight / credit
INTRODUCTION:

The Philosophical foundation is a unique educational charity whose aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged. Philosophical enquiry develops speaking and listening skills vital for literacy and emotional development, helps children who find it difficult to access other classes, and encourages critical and creative thinking essential in the 21st Century. And it will prepare students to apply knowledge, sensibility, skills and dispositions of philosophical inquiry, analysis, and interpretation to educational practices.

Course Objectives

- after completion of the paper, students shall be able to:
- explain the concept of education and its relationship with philosophy
- list areas of philosophy and narrate their educational implications.
- describe the contribution of Philosophy to the field of education.
- appreciate the contribution of various Indian Schools of Philosophy to the field of education.
- evaluate the impact of Western Philosophies on Indian Education.
- narrate the contribution of the Great Indian Thinkers.

Unit – 1 Bases of Education

- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

Unit – 2 Philosophical foundations of education

- Concept of Philosophy
- Inter dependence of philosophy and education
- Branches of philosophy and their educational implications – Metaphysics, Epistemology and Axiology.

Unit – 3

Reflections of Indian schools of Philosophy on education
- Common characteristics of Indian Philosophy
- Sankhya and Vedanta as Philosophical systems
- Educational implications of Sankhya and Vedanta.

Unit – 4

- Western Schools of Philosophy and their educational implication.
  - Idealism
  - Naturalism
  - Pragmatism

Unit – 5

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

REFERENCES

- Agarwal, J.c. (2010), Teacher and Education in a Developing society, Delhi; Vikash Publishing house.
- Bigge, Morris, L. Educational Philosophies for Teachers. Columbus, USA: Charies
- Boston, USA: Allyn & Bacon.
Butler J. Donald, *Four Philosophies and their practices in Education and Religion.*


E. Merril Publishing Co.


Kneller, George F. *Introduction to Philosophy of Education.* New York, USA: John


Nayak, B.K *Text Book of Foundation of Education.* Cuttack, Odisha: Kitab Mhal.


Publishers.


C1 Practical

Book Review

Each Student is required to review a Book / Journal / Educational Article and Write a report.

Distribution of Marks.

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<th>Category</th>
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INTRODUCTION

Education is a sub-system of the society. The aims of education are determined by the aims of the society. The relationships between the two concepts i.e., education and society are so strong that it is not possible to separate them because what happens to one affects the other. It is impossible to think purposefully about many contemporary problems and issues of education without thinking about the society. Educational institutions are micro-societies, which reflect the entire society. The education system in any given society prepares the child for future life and instils in him those skills that will enable him to live a useful life and contribute to the development of the society. Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society. This paper will deal with the functioning of education vis-a-vis the society. Education as a sub-system of society and how other sub-systems affect education will be discussed. Various agencies which are involved towards promotion of education will be discussed at length. Special emphasis is placed on issues relating to equality of educational opportunity with specific reference to the Scheduled Castes/Tribes and women. Special attention is also given how education plays an important role towards social change, national integration and international understanding in a diverse social context.

Course Objectives

After completion of this paper, students shall be able to:

- justify education as a social process and explain its function.
- describe the aims of education from sociological perspective.
- list various agencies of education and their function.
- justify education as a sub-system of society and how other sub-systems affect education;
- appreciate the importance of education for social change.
Unit – 1  
**Education and society**
- Society : Meaning and characteristics
- Types of society : Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Views of Indian thinkers on Education and Society : Radhakrishnan and Sri Aurobindo on Education
- Views of Western Thinkers on Education and Society: Dewey and Illich

Unit – 2  
**Education and culture**
- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculteration
- Cultural dimensions of Education
- Inter relationship between education, custom and value system.

Unit – 3  
**Education, Social process and Institution**
- Education and socialization
- Education and social change
- Education and social mobility
- Role of Education for the development of the marginalised
- Education and Affirmative action

Unit – 4  
**Education and Globalisation**
- Education, Growth and Development
- Globalisation and liberalization
- Educational system in Europe
- Educational system in SAARC countries
- Education in Global context

Unit – 5  
**Education and state**
- Concept of Democracy
- Education in totalitarian and welfare state
- Interrelationship of state and education
- Role of education in Nation building
- State Control of Education and Autonomy in Education.
REFERENCES


C2 Practical

Field Study

*Each student is required to visit a school observe the school functioning and prepare a report*

Distribution of Marks.

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INTRODUCTION:
Educational Psychology plays a pivotal role in understanding Childs’ unique character in teaching learning process. No child is alike from physical, psychological, and social point of view. So a classroom teacher must understand unique characteristics of children and the factors affecting children’s learning. This course will enable the learners to understand the Childs’ innate potentialities and apply educational psychology in teaching learning process.

Course Objectives:
After completion of this paper, students shall be able to:

- establish relationship between education and psychology.
- understand various methods used to study individual behaviour.
- explain the application of educational psychology in teaching learning process.
- understand individual difference from intelligence, creativity, and personality point of view.
- explain the concept of learning and factors affecting learning.
- reflect the contribution of various learning theories in teaching learning process.
- Explain different category of people from different Personality type and the type of adjustment.

Unit - 1  Educational Psychology
- Relationship between education and psychology
- Meaning, Nature and scope of educational psychology
- Relevance of educational psychology for teacher
- Methods of studying learner behaviour : Survey, observation case study and experimental
Unit – 2  Developmental psychology
• Concept
• Difference between growth and development
• Principles of development
• Areas of development: Physical, social, emotional and intellectual during childhood and adolescence
• Piagetian stages of cognitive development

Unit – 3  Intelligence, creativity and individual difference
• Meaning and nature of intelligence
• Theories: Uni-factor, two-factor, multiple factor, Gardner’s theory of Multiple Intelligence.
• Measurement of intelligence: individual and group tests, verbal, non-verbal and performance test.
• Individual difference: concept, nature factors and Role of Education
• Creativity: Meaning, Nature and Stages of creative thinking Assessing and nurturing creativity.

Unit – 4  Learning and motivation
• Learning: Meaning nature and factor
• Theories of learning with experiment and educational implications: Trial and error with focus on laws of learning classical conditioning, operant conditioning and insightful learning and constructivist approach to learning.
• Motivation: concept, types and technique of motivation.

Unit – 5  Personality and Mental Health
• Personality: Meaning and nature
• Assessment: Subjective, objective and projective techniques.
• Mental Health: Concept, factor affecting mental health and role of teacher.
• Mental Health of teachers
• Adjustment mechanism
REFERENCES

- Pandey Ram Shakal (2006), Advanced Educational Psychology, Meerut, R. Lall Book Depot.
C3  Practical

Administration of Psychological Test

*Each student is to administer a psychological test (Intelligence / creativity / personality test) and interpret the scores and prepare a report.*

Distribution of Marks

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INTRODUCTION

It is important to note that ‘education’ is not synonymous with ‘school’. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21st century proposed ‘learning to live together’ as one of the four pillars of education. It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others’ feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

Course objectives
After completion of the course, the students shall be able to:

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;
Unit – 1  **Concept of teaching – learning**
- Meaning and definitions of teaching
- Characteristics and importance of teaching
- Meaning and definition of learning.
- Relationship between teaching and learning.

Unit – 2  **Task of teaching**
- Meaning and definition of teaching task
- Variables involved in a teaching task: Independent Dependent and intervening variable.
- Phases of teaching task: Pre-active, interactive and post- active phase.
- Level of teaching task: Memory Understanding and reflective level.
- Lesson plan design: The Herbartian steps, 5E Model ICON Design Model.

Unit – 3  **Theories of teaching**
- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal: Communication theory,
- Descriptive: Gagne's hierarchical theory
- Normative: Theories of Mitra and Clarke

Unit – 4  **Principles and Maxims of Teaching**
- General principles teaching
- Psychological principles of teaching
- Maxims of teaching

Unit – 5  **Approaches and Methods of Teaching**
- Shift in focus from teaching to learning – constructivist approach
- Activity based and child centered approach – concept and elements.
REFERENCES

- Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
- Rayment, T (1946) Modern Education - - It’s Aims and Methods, Longmans, Green Co. London.
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembridge, OUP

C-4 Practical

Preparation of Lesson Plan

Each student is required to develop five lesson plans in his/her method subject, (which he / she has to opt in 3rd Semester). The plan will be developed following Herbatian approach / 5E Model / Icon Design Model.

Distribution of Marks

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INTRODUCTION

Educational technology (ET) is the efficient organization of any learning system adapting or adopting methods, processes, and products to serve identified educational goals (NCERT, 2006). This involves systematic identification of the goals of education, recognition of the diversity of learners’ needs, the contexts in which learning will take place, and the range of provisions needed for each of these. Our schools should move from a predetermined set of outcomes and skill sets to one that enables students to develop explanatory reasoning and other higher-order skills. Educational technology is a powerful tool towards developing such reasoning and skills. It should enable students to access sources of knowledge, interpret them and create knowledge rather than be passive users. It should enable the teachers to promote flexible models of curriculum transaction. It should encourage to use flexible curriculum content and flexible models of evaluation as well. Present paper will give an exposure to students to understand the meaning, nature and scope of educational technology. They will be sufficiently oriented about nuances of communication and their implications in educational context. They will understand the underlying principles of instructional design. Students will develop the ability to prepare lesson plans based on constructivist approach. They will be oriented about the need and importance distance education in India.

Course Objectives

On completion of this course, the students will be able to:

- understand the meaning, nature and scope of educational technology
- explain with examples various approaches to educational technology
- describe systems approach and its application in educational context
- explain the concepts, principles, modes, process and barriers of communication and their implications in educational context
- explain the instructional design and its underlying principles
- describe different models of teaching and their use in effective classroom teaching
Unit – 1  Educational Technology
Meaning, nature and scope
Approaches to Educational Technology: Hardware, software and system approach
Types of Educational Technology
Importance of Educational Technology for the teacher and the student.

Unit – 2  Communication Process
Meaning and nature
Process, components and types
Barriers of communication
Study of Classroom Communication through flander’s interaction analysis.

Unit – 3  Innovations in Educational Technology
Programmed instruction: Concept Basic principles and applications
Microteaching: Concept assumptions, phases and applications.
Simulated Teaching: concept, procedure and applications
Personalized system of instruction: Concept, objectives, strategies and applications

Unit – 4  Teaching Models
Concept attainment model
Advance organizer model
Synetics model
Inductive model
Memory model
(These teaching models are to be discussed with reference to focus, syntax, social system, support system and application)

Unit – 5  Classroom instructional Aids
Projected and non projected Aids
ICT – enabled devices
Organisation of school teaching learning

Materials (TLM) Centre : Objective
Procedure
Planning
Types of Materials to be procured for teaching different school subjects.

REFERENCES

- Hont, Roger & Shedley, Hoh-Computer and Commonsense.
- Rangrajan V. *Fundamentals of Computers*.

Sharma R.A, *Technological Foundations of Education; Meerut: Lall Book Depot*


Sony & Aggrawal – Computer System and Programming.

Tarachand – Educational Technology, New Delhi, Anmol Publication.


C5 Practical

Classroom Interaction Analysis

*Each student is to observe one classroom interaction preferably in a school and prepare an observation matrix and write a report.*

Distribution of Marks

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PEDAGOGY OF SCHOOL SUBJECTS
(Each student is required to select any one of the following school subjects)

METHODS OF TEACHING ODIA

Introduction
Mother-tongue plays a significant role in the education of a child. It has a great importance in the field of education. Therefore, mother tongue must be given an important and prominent place in the school curriculum. Method of teaching Odia will enable us to preserve and enrich our language and culture forever by developing Odia language skills among learners. The learners will also be equipped with the skills to prepare Odia lesson plans by using constructivist approach.

Learning Objectives and Expected Outcomes
On completion of the course the students shall be able to:
- describe the concept of Mother Tongue;
- explain the semantic peculiarity of Odia language
- justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;
- describe various pedagogical approaches of language teaching.
- prepare subject specific lesson plan for improvement of language skills.
- plan and construct test to assess language skills and content areas.

Unit –1 Conceptual
Importance of mother tongue in the life and education of the child
Aims and objectives of teaching mother tongue at school level.
Place of mother tongue in the school curriculum.

Unit – 2 Methods and approaches
Direct Method
Discussion Method
Discussion cum appreciation method
Inductive and deductive method

Unit – 3 Techniques of Teaching
Teaching of prose and poetry
Teaching of Grammar
Teaching of composition

**Unit – 4 Teaching Learning Materials for teaching Odia**
Teaching learning materials: Purpose, Types and Use
Language Text Book: Importance, Purpose
Language Laboratory characteristics application

**Unit – 5 Development of Lesson Plan**
Preparation of Lesson Plan: Herbartian approach

5E Model
Icon Design Model

**REFERENCES:**

Daswani, C. J. *Language Education in Multilingual India.*
New/Delhi (UNESCO)


Nayak. B- *Matrubhasa Shishyana,* Orissa; Textbook Bureau

Palmer, H.P. *Principles of Language Teaching.* George G. Harrep and Co. Ltd.

Ryburn, W.M. (1926). *Suggestions for the Teaching of Mother Tongue.* OUP.
METHOD OF TEACHING ENGLISH

INTRODUCTION

Language is always regarded as the means of communication. Among all the foreign languages English is worldwide accepted as the international language. It has been the window on the world through which we peep into the world to grasp international information on trade, education, health, politics etc. In this connection we need to strengthen our efficiency in English language to present ourselves in the market of education as a skilled person. Basically, in teaching and learning, English language deals with different modes of transaction, language skills. It enables a teacher to follow variety of methods of teaching of prose & poetry, grammar; and enables to prepare the lesson plan and scheme of lessons. As a student of education, one needs to learn role and anatomy of English language, methods of teaching and developing language skills, phonetics etc which are reflected in the course contents of this paper.

Learning Objectives and Expected Outcomes

On completion of course the students shall be able to:

- State the place of English language in India
- describe English as a second language in the multi lingual syllabus India
- List out different techniques of teaching
- Discuss different type of teaching learning materials in teaching English
- Prepare lesson plan in English

Unit – 1 Teaching / Learning English as a second language

- Importance of learning English as a second language
- Aims and objectives of teaching English
- Place of English in school curriculum
Unit – 2 **Methods and approaches**

- Translation and Direct methods
- Structural approach to teaching English
- Communicative approach to learning English

Unit – 3 **Techniques of teaching**

- Teaching prose and poetry
- Teaching grammar
- Teaching composition

Unit – 4 **Teaching learning materials for teaching English**

- Teaching aids: purpose types and use
- The English test book and work book
- The language laboratory
- Application of ICT in teaching English

Unit – 5 **Developing a lesson plan for teaching English**

- Herbartian approach
- 5 E Model
- ICON Design Model

**REFERENCES**

• Discovery Publishing House Pvt Ltd.
• Mukalel, Joseph C. (2009). Approaches to English Language Teaching. New Delhi:
• Shrivastava, B.D(1968) Structural Approach to the Teaching of English. Agra: Ramprasad and Sons
• York: McGraw-Hill.
METHODS OF TEACHING MATHEMATICS

INTRODUCTION
Mathematics is closely linked not only with the daily life of the human society but also with scientific and technological world. Therefore, teaching of mathematics has formed, since the advent of education in human history, one of the three ‘R’s of learning. To be effective in teaching and creating a constructive learning situation, the teacher should not only have the content knowledge of mathematics, but also the pedagogical knowledge and its values in daily life of the human being. The pedagogical knowledge of mathematics will help the learner to effectively transact the mathematical concept and apply the effective strategy to assess the learner.

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

- explain the nature and scope of mathematics
- identify different types of proof in mathematics and their application to solving mathematical problems
- relate the mathematical concepts with other school subjects
- achieve the mastery over the methods, strategy and approaches for transacting the contents of mathematics
- develop mathematics achievement test and acquire of the scoring procedure
- analyze learners learning difficulties and develop remedial strategies to meets needs of slow learners and to develop enrichment materials for the advanced learners

Unit – 1 Importance and values of teaching mathematics
- Aims and objectives of teaching mathematics
- Relationship of mathematics with other school subjects.

Unit – 2 Mathematics curriculum and its organization at school stage.
- Principles of curriculum construction in Mathematics
- Principles of Arranging / organizing curriculum
- Pedagogical analysis of content in School Mathematics

Unit – 3 Methods of teaching mathematics
- Analytic and synthetic methods
• Inductive and deductive methods
• Project method

Unit – 4  Teaching learning Materials in Mathematics
• Teaching aids in mathematics: Purpose, types and use.
• Mathematics text book and workbook.
• Application of ICT in teaching mathematics.

Unit – 5  Developing lesson plan for teaching mathematics.
• Herbartian approach
• 5 E Model
• ICON Design Model.

REFERENCES
• Parida Karunakar (1976) Ganita Sikhyana Paddhati Bhubaneswar, Odisha, State Bureau of Text Book

32
INTRODUCTION
History occupies an important place in the school curriculum. Through History students will aware about the past events and developments. History creates linkage between present and past. Through the subject our students will respect our culture, traditions and heritage. History shows path to future.

COURSE OBJECTIVES:
On completion of the course, students shall be able to:
- explain the meaning and scope of History
- relate History with other school subjects
- explain the different approaches to organization of contents in History
- achieve mastery over different methods and approaches for curriculum transaction
- List out the different types of teaching learning materials in History and explain their importance.
- Prepare Lesson plan in History

Unit – 1 History : Meaning, nature, scope, and importance
- Aims and objectives of teaching History at school level.
- Relationship of History with other school subject.

Unit – 2 The History curriculum
- Approaches to organization of contents in history curriculum: chronological, concentric, topical, regressive.
- Selection of content of History : Local, national and global perspectives.
- The History curriculum at school level in Odisha.

Unit – 3 Methods of Teaching History
- Lecture, story telling, narration-cum-discussion, dramatization, source method.
- Development of sense of time and space.
Unit – 4  Teaching learning material (TLM) in history

- Purpose, types and use
- Time line.
- ICT-enabled teaching aids in History.

Unit – 5  Preparation of Lesson Plan in History

- Herbartian Approach
- 5E Model
- ICON design model

REFERENCES

- Ghate V.D. – The Teaching of History, Oxford University Press
- Kochhar, S.K. – Teaching of History, Sterling Publisher, New Delhi
- NCERT – A Hand Book of History Teacher : NCERT, New Delhi
METHOD OF TEACHING SCIENCE

Introduction
The paper is meant for the students joining Masters Level with B.S background. The paper intends to develop an insight among the students regarding science as a distinct discipline with its characteristics and method of inquiry. The MA (Education) students pursuing science would focus both as physical and biological science and acquaint themselves with different methods and models of teaching. The methods, models and materials would be discussed with reference to the content of course prescribed for H.S.C examination in science. The students, on completion of course, are expected to develop scientific thinking, adapt methods and materials to the needs of students and conduct assignments in line with constructivist perspective.

Learning Objectives and Expected Outcomes
On completion of the course the students shall be able to

- gain insight on the meaning, nature, scope and objective of science education.
- appreciate science as a dynamic body of knowledge
- appreciate the fact that every child possesses curiosity about his natural surroundings
- identify and relate everyday experiences with learning science
- appreciate various approaches of teaching learning of science
- employ various techniques for learning science
- use different activities like demonstration, laboratory experiences, observation, exploration for learning of science
- facilitate development of scientific attitudes in learner
- Construct appropriate assessment tools for evaluating science learning

Unit – 1 Conceptual

- Meaning, nature and scope of General Science
- Aims and objectives of teaching science at school level.
- Correlation of science with other school subjects.
- Importance of science in the school curriculum
Unit – 2  **Methods and approaches**
- Observation method
- Demonstration-cum-Discussion method
- Project method
- Heuristic method
- Laboratory method

Unit – 3  **Science curriculum**
- Principles of curriculum construction in science
- Organisation of curriculum in science
- Pedagogical analysis of contents in science

Unit – 4  **Teaching learning materials (TLM) for teaching science**
- Purpose, type and use
- Application of ICT in teaching science
- The science laboratory: Purpose, Importance and utility

Unit – 5  **Development of Lesson plan for teaching Science**
- Herbartian Approach
- 5E Model
- ICON Design model

**REFERENCES**
METHOD OF TEACHING GEOGRAPHY

INTRODUCTION
Geography as a subject play a vital role in the school Curriculum for many people, Geography means knowing where places are and something of their characteristics is important for reading or the multiplication of tables for arithmetic, but Geography involves far more. Geography is the study of places on earth and their relationship with each other. Often the study of Geography begins with one’s home community and expands as person gains greater experience. Thus Geography provides a conceptual link for children between home, school and the world beyond. Geographers study how people interact with the environment and with each other from place to place and they classify the earth into regions. It helps us to be better citizen.

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

- explain the meaning and scope of Geography.
- relate Geography with other school subjects
- explain the different approaches of curriculum transaction in Geography.
- list out the different type of Teaching Learning Material (TLM) in Geography
- explain the principles of curriculum organization in Geography.
- Prepare lesson plan in teaching Geography.

Unit – 1 Conceptual
- Meaning, nature and scope of Geography
- Aims and objectives of teaching Geography at the school level.
- Correlation of Geography with other school subjects.
- Place of Geography in the school curriculum.

Unit – 2 Methods and approaches
- Direct observation and indirect observation
- Discussion method / Demonstration-cum-discussion method
- Project method
- Regional method
- Heuristic method
Unit – 3  Geography curriculum
• Principles of curriculum construction in Geography
• Organisation of curriculum in Geography
• Pedagogical Analysis of contents in Geography

Unit – 4  Teaching Learning Materials (TLM) for teaching
• Teaching Learning Materials : Purpose, type, & use
• Application of ICT in Teaching Geography
• Importance of Geography Room: Purpose, importance, utility
• Geography Text Book: Importance characteristics purpose and application.

Unit – 5  Development of Lesson Plan for teaching Geography
• Herbartian approach
• 5 E Model
• ICON Design Model

REFERENCES:
• Verma, O.P. & Vedanayagam E.G. Geography Teaching New Delhi, India : Sterling Publisher Pvt. Ltd.
• Verma, O.P. Methods of teaching Geography New Delhi, India, Sterling Publishers Pvt. Ltd.

C-6  Practical
School Internship
Each student will deliver 5 (five) lesson in a school in his / her method subject opted in the 3rd Semester following Herbatian approach / 5E Model / Icon Design Model.

Distribution of Marks
Delivery of Lesson Plan - 15
Record - 10
Total = 25
INTRODUCTION
The fundamental principles and techniques of statistics provide a firm foundation to all those who are pursuing courses in education, psychology and sociology. The role of statistics is essential for collection, analysis, grouping and interpreting the quantitative data. Research and innovations are very essential in the field of education for enrichment, progress and development of the knowledge society. A lot of surveys and research works are carried out in the field of education. Statistical methods help the researchers in carrying out these researches successfully. Therefore, the basic knowledge of statistical method is very vital for conducting any survey, research and project work. Students at undergraduate level must have to develop the basic knowledge of statistical methods used in education.

Course Objectives
After completion of this course students shall be able to:

- Describe the importance of statistics in field of education
- Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
- Compute relevant measures of average and measures of variation
- Spell out the characteristics of normal probability of distribution
- Examine relationship between and among different types of variables of a research study

Unit – 1 Concept of Statistics
- Meaning, Definition and characteristics of statistics
- Kinds of statistics
- Types of Data
- Scales of Measurement
- Frequency Distribution

Unit – 2 Graphical Representation of Data
- Histogram
- Frequency Polygon
• Pie-Diagram
• Cumulative frequency graph
• Cumulative percentage curve / Ogive

Unit – 3  Measures of Central Tendency and Dispersion:
• Mean
• Median
• Mode
• Range
• Average Deviation
• Quartile Deviation
• Standard Deviation

Unit – 4  Measures of Correlation
• Concept of Correlation
• Linear and Non-linear correlation
• Rank difference method of correlation
• Product moment correlational method

Unit – 5  Inferential Statistics
• Normal Probability curve – Divergence from Normality
• Chi-square test
• t-test

REFERENCES
• Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education*. Kogakusha,
• Hall of India Private Limited

C-7 Practical

Statistical Analysis of Achievement Scores

*Each student is required to collect the achievement scores of the students of a class at least 02(two) schools and make statistical analysis of the collected data and a report.*

Distribution of Marks

1. Preparation of Records - 20 Marks
2. Viva voce - 05 Marks
   
   Total = 25 Marks
INTRODUCTION

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore theory and practice of curriculum design and its relation to informal education. Curriculum theory and practice to some must sound like a dull but required course activity. Curriculum theory at its best is a challenging and exciting intellectual puzzle. It is a vibrant field full of contradictions, challenges, uncertainties and directions. Yet it is a critical field, the outcome of which does matter. When we teach, whether from preschool to high school; from children to adult, whether educating or training, what we do must make a difference. We cannot waste our audiences time with training that doesn't help, with educating that doesn't educate, or teaching that which may be irrelevant or even wrong. If a surgeon makes a mistake, his patient dies. If teachers, educators, professors, trainers make a mistake, we do not readily see the consequences, and indeed may never see the consequences. Ask yourself: Have you hurt anyone lately by giving misinformation? Did you really make a difference in your teaching, say yesterday? How do you know? Does the curriculum that you help design and deliver really do the job it is supposed to? This course deals with the theory and practice of curriculum design. Participants will want to ask "How do I do curriculum design?" "What are the theoretic underpinnings which inform the practical problems of making curriculum?" For this course, however, the underlying theoretical foundations which inform how and what one does will bias our discussions into particular directions. Students need Guidance in different ways and in various forms to solve their problem. Educational guidance is helpful for all categories of learner. There are different services available to provide guidance to students. The present paper emphasizes the study of various concepts of guidance and counseling and its importance in teaching learning process.
**Course Objectives:**

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

- define and explain the concept of curriculum.
- list different types of curriculum with examples.
- suggest bases of curriculum such as, philosophical, psychological and sociological.
- describe different considerations for curriculum planning;
- elucidate different process of curriculum development;
- explain the role of teacher in curriculum development.
- identify major issues and trends in curriculum;
- Explain National curricular Framework (2005)
- Explain different type of Guidance & Counselling
- List out different type of counseling services and the role of teacher in organizing those services

**Unit – 1  Curriculum**
- Meaning and importance
- Types of Curriculum : subject centered, learner centered, experience centered curriculum, Core curriculum, Local specific curriculum.
- Components of curriculum : Objectives, Content, Learning experience & Evaluation

**Unit – 2  Bases of curriculum**
- Philosophical, Sociological & Psychological bases of curriculum,

Principles of curriculum construction:
  - Principles of Activity centredness, Community centeredness
  - Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT – enabled

**Unit – 3  National Curricular Framework (NCF) 2005**
- Guiding Principles
- Learning & knowledge
- Curricular areas, School Stages & Assessment
Unit – 4  Guidance and counseling
- Guidance : Meaning, Nature and scope
- Types of guidance : Educational, Vocational, & Personal
- Counseling : Meaning, nature & Scope
- Different types of counseling
- Techniques of counseling

Unit – 5  Organisation of Guidance services in school
- Placement service
- Occupational information service
- Pupil inventory service
- Follow up service
- Role of teacher in organizing guidance services in school

References

Tyler, R.W. (1941) Basic Principles and Curriculum and Instruction, University of Chicago Press.


C-8 Practical

Text Book Review

Each student will review a school text book and write a detailed report.

Distribution of Marks

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INTRODUCTION
Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students’ learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives
After completion of the course, students shall be able to:

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject
- explain the characteristics of good measuring instruments.
- list out different type of assessment techniques

Unit – 1 Assessment & Evaluation in Education
- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced
• Procedure of Evaluation: Placement, Formative, Diagnostic and Summative
• Concept of continuous and comprehensive evaluation (CCE).

Unit – 2 Instructional Objectives
• Taxonomy of Educational objectives with special reference to cognitive domain
• Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.
• Relationship of Evaluation procedure with objectives.
• Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

Unit – 3 Techniques of Assessment
• Observation
• Interview
• Rating scale
• Checklist
• Project
• Concept Mapping

(Above techniques are to be discussed with reference to purpose, type, procedure of administration and application)

Unit – 4 Test construction
• Teacher made test vs. standardization
• General Principles of Test construction and standardization: Planning, Preparing, Tryingout & Evaluating.

Unit – 5 Characteristics of a Good Test
Reliability - Concept and method
Validity - Concept, type and methods of validation
Objectivity - Concept, type and factors
Usability - Concept and factors

REFERENCES


**C-9 Practical**

**Construction of an achievement test**

*Each student will construct 50 objective based objective type test items along with a blueprint*

**Distribution of Marks**

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INTRODUCTION

Research is a creative work undertaken systematically to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. The primary purposes of research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge. Approaches to research depend on epistemologies, which vary considerably both within and between humanities and sciences. In the present paper, students will be given an orientation about the nature, purpose, scope of research in education. A brief overview of different types of research in education will be given to the students. Students will be exposed to different methodology of research in education. Students can use appropriate tools and techniques for the collection of data and understand concept of sampling.

Course Objectives

On completion of this course the students shall be able to:

- Describe the nature, purpose, scope of research in education
- Identify types of research in education
- Explain the characteristic of qualitative, quantitative and mixed research
- Select and explain an appropriate method for a research study
- Select appropriate tools and techniques for the collection of data
- Describe the procedure of preparation of Research Report

Unit – 1 Introduction to Research

- Methods of Acquiring knowledge
- The Nature of science
- Meaning and characteristics of research
- Basic, Applied and action research
- The nature of educational research
Unit – 2 Types of studies in Educational Research
- Descriptive Research
- Experimental Research
- Qualitative Research
- Philosophical and Historical studies

Unit – 3 Research Design
- Identification of problem and formulation of Research question
- Hypothesis : Meaning and types
- Sampling : Concept and purpose
- Tools of data collection : Questionnaire, Rating scale, Attitude scale and checklist
- Techniques of data collection : Interview and observation

Unit – 4 Data Analysis and Interpretation
- Analysis of Quantitative Data (Descriptive statistical Measure)
- Analysis of Quantitative Data (inferential statistics based on parametric tests)
- Analysis of Quantitative Data (inferential statistics based on non-parametric tests)
- Analysis of Qualitative Data

Unit – 5 Research reports and application
- Writing proposal / synopsis
- Method of literature survey / Review
- Research Reports various components or structure
- Scheme of chapterization and Referencing

REFERENCES
• Corey, S. M. (1953), Action Research to Improve School Practice, New York: Teachers College Press

C-10 Practical

Preparation of Project proposal

*Each student will prepare a project proposal.*

Distribution of Marks

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INTRODUCTION

In heritage of Indian education, you need to know the key words, Heritage and Education. The Indian heritage witnesses the most fabulous contributions in the field of education. It is believed that in the ancient days, education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other. The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. As the students of Education, you all need to learn the system of education starting from the ancient India till the today’s globalised knowledge society through the hierarchy of time. The paper will develop a sense of appreciation and pride about the Indian Cultural and Educational heritage.

Course objectives

On completion of this course, students shall be able to:

- narrate the concept of education in the context of Indian heritage.
- describe education in ancient India, particularly, Vedic Education,
- panishadic Education, and the Buddhist Education.
- critically examine the education system in Medieval India
- elaborate the role of teacher, school and community in preservation of Indian heritage and achievement of national goals.
- Evaluate the education system during British period with special emphasis on the commissions and committees.
- Elaborate the status of education during post-independence period with special emphasis on the commissions and committees.

Unit – 1 Education in Ancient India

- Education during Vedic & Upanishadic period
- Education during Buddhist period
- Ancient seats of learning: Nalanda, Taxila, & Varanasi
Achievements of Ancient India in different fields of knowledge and enlightenment.

**Unit – 2  Education in Medieval India**
- Islamic Education in India: Aims, structure, curriculum, methods and educational institutions.
- Hindu Education: Aims, structure, curriculum, methods and educational institution.
- Impact of the interaction between the two systems of education.
- Evaluation of state patronage for education during the period.

**Unit – 3  Education during early British period (up to 1885)**
- Educational endeavours during the early British period (up to 1835)
- Adam’s Report
- Macalay’s Minute and Bentinck’s Resolution. 1835
- Wood’s Despatch 1854
- Hunter Commission Report 1882

**Unit – 4  Education during later British period (1885-1947)**
- National Education Movement
- Curzon’s Education Policy
- Calcutta University (Sadler) Commission report 1917
- Basic Education 1937

**Unit – 5  Education in Independent India**
- Report of the University Education Commission 1948
  (Reports of the commissions to be studied with reference to Aims, structure & Curriculum)
  - Essence & the Role of Education
  - National System of Education
  - Reorganisation of Education at different stages.
- Report of NKC with regard to school & higher education
REFERENCES:


C-11 Practical

Case Study

Each student will make a case study of an educational institution and prepare report.

The Distribution of Marks.

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INTRODUCTION
This paper is an introduction to a systematic study of comparative education, the analytical survey of foreign educational systems. Comparative education is relatively a young sub field in the very old discipline of pedagogy. Educational reforms are so intimately connected with politics, with problems of race, nationality, language and religious and social ideals that it becomes rather imperative to have a glimpse over the evolution of educational development of nations. This course is an attempt to combine the two purposes: an academic insight and a general introduction into comparative education as a study of contemporary solutions to various countries. It is widely recognized that this intending students of education should have some knowledge of foreign educational systems and their comparative merits. This paper also aims at the analytical study of education in all countries with a view to perfecting national systems with modification and changes, which the circumstances and local conditions would demand.

Course objectives
On completion of this course, students shall be able to:

- Explain the scope of comparative education
- List out the factors of comparative education
- Compare the structure, curriculum and evaluation system of India with that of China, Japan, U.K and U.S.A

Unit – 1 Definition and scope of Comparative Education
- First pioneers of comparative education.
- Other subsequent comparative studies
- Approaches: statistical, psychological and historical
- National traditions and the definition of a nation.

Unit – 2 Theory and Methods of comparative Education
- Purpose of comparative education
- Area studies: Description and interpretation
- Comparative studies: Juxtaposition and comparison
Unit – 3  Factors

- The Racial factor
- The Linguistic factor
- Geographic and economic factor
- Religious factor

Unit – 4  Systems of Education

(Characteristic, structure, curriculum and evaluation system)

- U.K.
- U.S.A.

Unit – 5  Systems of Education

(Characteristic, Structure, Curriculum & Evaluation system)

- China
- Japan

REFERENCES

- Chaube, S.P., *Comparative Education*, Ram Prashad & Sons, Agra, 1969:
Core-12 Practical Term Paper

Each student is required to prepare a term paper on any topic of comparative education.

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DISPLINE SPECIFIC ELECTIVE (DSE) – 1
ICT IN EDUCATION

INTRODUCTION
Information and Communication Technology (ICT) now hold great potential for increasing the access to information as well as a means of promoting learning. ICT has tremendous potentiality in transforming classrooms into more engaging, collaborative and productive learning environments in which instructions can be customized to students’ specific needs, interests and learning styles. It is also redefining the way educators teach as well as the way the students learn. The present paper is based on above assumptions. The paper will orient the learners about the need and importance of ICT in education. It will describe about the importance of open source software in education particularly, in developing country like, India. Students will be given an exposure about the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of use of various computer software and ICT tools.

Course Objectives
On completion of this course, the students shall be able to:

- explain the concept, nature and scope of ICT in education
- differentiate Web 1.0 and Web 2.0
- describe the importance of open source software in education
- list and explain various approaches in adoption and use of ICT in education.
- list and explain various stages of ICT usages in general and pedagogical
- usages in particular in education.
- describe the needed teacher competencies for ICT usage in the classroom.
- demonstrate the use of various computer software such as Word-processing, Spreadsheets, and Presentation.
Unit – 1  **Information & Communication Technology : Meaning and importance**
- The ICT infrastructure : computers, telecommunication network, networking.
- Introduction to internet, the World Wide Web, e-mail, and social media.
- ICT potential for improving access, quality and inclusion in education

Unit – 2  **E-learning : meaning and importance**
E – learning methods and media:
- Virtual learning environment
- Virtual universities
- Massive Open Online Course (MOOCs)
- Webiners
- Special internet forum / discussion groups
- e-tutorials

Unit – 3  **ICT Resources**
- Open Educational Resources (OERs) purpose and importance
- e-Libraries, e-books, e-journals, Inflibnet
- Important website for education : NCERT, UGC, NCTE, MHRD, DHE, UNESCO, UNICEF, UIS (UNESCO Institute of Statistics) etc.
- Other learning resources: Encyclopedia, dictionaries, multimedia etc.

Unit – 4  **ICT in class room**
- Purpose and importance of ICT in class room
- ICT enabled curriculum : enhancing ICT use in the existing curriculum
- Full integration of ICT into curriculum
- Designing / Developing ICT integrated smart classrooms: hardware and software requirements, utilization procedures
- Developing multimedia and ICT based lessons.
Unit – 5 ICT for school improvement

- ICT for competency standards and professional development of teachers
- ICT for school administration
- ICT for student support services: admission libraries, guidance, maintenance of student records etc.
- ICT enabled assessment
- ICT for open and distance learning
- ICT for lifelong learning

REFERENCES

- Govt. of India (2012). National Policy on ICT in School Education & Literacy. MHRD, Govt. of India.
- UNESCO, Bangkok, E-learning series on information communication Technology (ICT) in Education.
DSE-1 Practical

Internet Search for Study Material

*Each student is required to search internet, collect study materials related to any educational topic and write a report.*

**Distribution of Marks.**

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INTRODUCTION
Nature and nurture have a substantial role to play in growth and development of human beings. Nature and nurture apart, human organism is susceptible to damage through disease and injury. Disease, accident, genetic causes or any other reason, which inflicts the persons, causing loss or want of abilities, may not be equal in all cases. Accordingly the degree of abilities or lack of abilities varies. Deviations from average of physical and mental ability of human beings beyond limits resulting in substantial and appreciable difficulties in performing a function or in social adjustment process be perceived as disability. Some of the practioners understand rehabilitation as a graded acquentrial individualized approach in which charity has given way to right so far as the empowerment of persons with disability is concerned. Education is the means to empower them. It has become a fundamental right of every child. The evolution of education of persons with disability has a history with the starting point in the 10th century in Europe and America. It has been realize that education of the persons with disability is very crucial for the development and independent leaving as far as possible. Education of the persons with disability has evolved as an essential responsibility of the government not only because of constitutional provisions but also with the UN mandates.

Course Objectives
On completion of this course, students shall be able to

- know about the concept, nature, objectives, types and historical perspective of special education
- explain the innovations and issues of special education
- elaborate the policies and programmes of special education
- able to identify different type of special category children
- understand various educational interventions meant for special children
- explain the role of resource teacher and special teacher
Unit – 1  Conceptual
- Exceptional children: Concept and types
- Inter relationship between impairment, disability and handicap.
- Historical development of special education in India.

Unit – 2  Policies and programmes in the Education of special children
- Indian Education Commission (1964-66)
- Report of Rama Murty Committee (1991)
- Programme of Action (1992)
- UN Conventions in Human Rights (1994)

Unit – 3  Education of the gifted and creative children
- Concept
- Characteristics
- Identification
- Educational provisions
- Role of Teacher

Unit – 4  Education of the Educable Mentally Retarded
- Concept
- Characteristics
- Methods of identification
- Educational Provision
- Role of Teacher

Unit – 5  Education of Children with Learning Disability
- Concept
- Characteristics
- Methods of identification
- Role of Special / Resource Teacher
REFERENCES:


DSE-2 Practical

Case study of Special Child

*Each student is required to conduct a case study of a special child and write a report.*

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INTRODUCTION
Management is a universal phenomenon. Knowledge of management is indispensable for successful accomplishment of goals of an organization. Knowledge of management is required to ensure efficiency and better output of an organization and its functioning. As we know education plays a significant role in the socioeconomic development of the country, proper management of educational institutions requires managerial skills among all the people entrusted with the responsibilities of education. The paper deals with various concepts, principles and functions of educational management. It emphasizes on educational planning, finance and school management and focuses on trends in educational management. The paper will develop an interest towards the educational management.

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

- explain the concept, nature and scope of educational management
- describe the functions of educational management and administration
- list down various types of educational administration
- elaborate the principles of educational management
- elaborate the steps in planning
- explain different types of administration
- elaborate functions of state level educational bodies
- describe the sources of financing in education

Unit – 1  Educational Planning
- Meaning, Nature, Objective and scope
- Approaches: Social Demand, Cost benefit analysis and Manpower requirement
- Steps in Educational Planning : Diagnosis of Educational Development, Plan formulation, Plan implementation, Monitoring and Evaluation.
- School Development Plan: Concept and Process

**Unit – 2 Educational Administration**
- Concept, Objectives and scope of educational administration
- Types: Totalitarian and Democratic
- Basic Functions of Administration: Planning, Organizing, Directing and Controlling.

**Unit – 3 Educational administration in the state**
- Administration of Education in Odisha: Structure and Functions.
- Functions of state level educational bodies: SCERT, BSE & OPEPA

**Unit – 4 Educational Management**
- Meaning, Nature and Scope
- Types: Centralized vs Decentralised Authoritarian vs Democratic
- Functions of Educational Management

**Unit – 5 Economics of Education**
- Costs in Education: The current cost and capital cost of education
  - The Direct and Indirect cost of education.
  - The private cost, social cost and unit cost of education.
- Educational Expenditure as investment
- Financing of Education:
  - Agencies of financing Education
  - Financing of education by parents
  - Financing of education by Employers.

**REFERENCES:**
• Naik, J.P.-Educational Planning in India.
• Shukla, S.P.-Educational Administration, Agra, Vinod Pustak Mandir
• Fadia, B.L. (2010). Public Administration. New Delhi: PHI.
• Koul, B.N. (Ed.), Economics of Education (Block 1, ES 317), IGNOU, New Delhi, 1993.
• Rajaiah, B., Economics of Education, Mittal, New Delhi, 1987. ...
• Safaya, R & Saida, B.D. (1964). School Administration and Organisation. Jalandhar,
• Singh, B., Economics of Indian Education, Meenakshi Prakashan, New Delhi., 1983.

C-13 Practical
Visit to Administrative Unit
A visit to educational administrative unit such as DHE, SCERT, RDE, CHSE, University OPEPA interaction with administrator(s) and preparation of a report.

Distribution of marks:
Record - 20 marks
Viva voce - 05 marks
Total = 25 marks
CONTEMPORARY CONCERNS IN INDIAN EDUCATION

INTRODUCTION:
To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change.

The intent of this course is to familiarize learner to historical roots of Universalisation of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher’s perspective. Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education, value education, environmental education, Life skills education

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

- explain the concept of universalization of elementary education
- describe universalization of elementary education and secondary education implementation strategies
- describe present position of secondary education
- Explain the challenges of secondary education
- explain present scenario of higher education and agencies for improvement
- explain the concept of value education, environmental education and Life skills education

Unit – 1
Elementary Education

- Universalisation of elementary education.
- Quality concerns in Elementary education.
- Sarva Sikshya Abhiyan (SSA) & District Primary Education Project (DPEP)
Unit – 2  Secondary Education
- Present position of secondary education in India
- Challenges and problems of secondary education.
- Vocationalisation of secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)

Unit – 3  Higher Education
- Present position of Higher Education in India
- Challenges in higher education: expansion, quality & inclusiveness.
- RUSA

Unit – 4  Social Commitments in Education
- Gender issues in Indian education
- Equalisation of educational opportunity
- Constitutional provisions for education
- Education for national integration and international understanding.

Unit – 5  Emerging concerns
- Environmental Education
- Value education, Peace Education and Human Rights Education
- Adolescent Education
- Life skills education

REFERENCES

MMR D, Govt. of India (2008). Report of ‘The Committee to Advise on Renovation


C-14 Practical

Educational Programme Review

Each student is required to collect the perception of students / teachers / community members about the relevance and implementation issues in respect of an educational initiative / programme and prepare a report.

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INTRODUCTION:
Distance education was an educational mode supplementary, Complementary and alternative to conventional/traditional system of education depending on the situation it was practiced. Today it has evolved into an independent system of education, hanks to the growth of communication Technologies and cognitive sciences which are flexible enough to use the technologies for pedagogic purposes. It is an educational innovation to meet the ever increasing and diversified educational needs and demands of the society which are sequel to changing social, economic and other conditions on one hand and technological developments on the other. Distance education is innovative in the sense that it sets up its own norms, approaches and methodology which are different from the face-to-face system of education. It can be non-conformist and non-traditional in nature. It makes adequate provision to impart instruction to learners at a distance by incorporating a variety of means for didactic interaction between its students and the teaches and / or the institution. This paper is an attempt to provide the students of education honours some of the fundamental concepts under the purview of distance education

Course Objectives
On completion of this course, students shall be able to
- explain the importance of Distance education in the present context
- describe the historical perspective of distance education
- elaborate the curricular process of Distance education
- understand various modes of student support services
- develop clear idea about different type of Distance education institutions

Unit – 1 Concept of Distance Education
- Aims and objectives of Distance Education
- Purposes and functions served by distance education.
- Theories of Distance Education
- Distance education in India : Historical perspective
Unit – 2  **Curricular process in Distance Education**
- Preparing and supplying study material
- ICT support for distance learning
- Personal contact programme in distance learning
- Assignments and projects in distance learning

Unit – 3  **Development of distance learning material /self – instructional material (SIM)**
- Planning for self instructional material: Importance objectives and learning outcomes
- Preparation of the material
- Context, language and formal editing of self – instructional material
- Self –assessment for self – instructional material

Unit – 4  **Distance learners**
- Profit of distance learners
- Needs of distance learner
- Problems of distance learner
- Steps for facilitating distance learner
- Student support services

Unit – 5  **Open and distance learning institutions**:
- Open Universities and open schools : Meaning and Nature
- IGNOU and NIOS
- Other forms of distance education – correspondence courses, Radio TV education
- Virtual universities and Massive Open online courses.

**References**
- Kegan, D (1986): The Functions of Distance Education, Croom Helm, London.
- IGNOU, (1998) Growth and Philosophy of Distance Education (Block, 1,2 &3) IGNOU, New Delhi.
• IGNOU (2006), Distance Education (Block 1,2,3 &4) IGNOU, New Delhi.
• Parmaji. S (Ed) 1984: Distance Education, Sterling Publishers, New Delhi.
• Staff Training and Research Institute of Distance Education (1995), ES-311 Growth and Philosophy of Distance Education (Block 1,2 &3), IGNOU, New Delhi.

DSE-3 Practical
Preparation of Self instructional materials (SIM)
Each student is required to prepare a self instructional material (SIM) on any topic.
Distribution of Marks
Record - 20 marks
Viva voce - 05 marks
Total = 25 marks

OR
Case study of Distance education study centre
Each student is required to conduct case study of distance education study centre (IGNOU, NIOS, SOU, etc.) and write a report.
Distribution of Marks
Record - 20 marks
Viva voce - 05 marks
Total = 25 marks

DSE – 4 PROJECT
Each student is required to prepare a project on educational problem / issue and submit a report. The project shall be evaluated by an external and internal examination.
Distribution of marks
Record - 75 Marks
Viva-Voce - 25 Marks
Total = 100 Marks
INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be ‘informed’ like ‘ready to cook facts’, the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,
Course Objectives
On completion of the course the students shall be able to:

- explain normative vision of Indian Society
- explain the view points of Indian thinkers on Education
- elaborate the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

Unit – 1 Normative vision of Indian Education

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice
- India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system.
- Aims and purposes of education drawn from the normative vision.

Unit – 2 Vision of Indian Education : Four Indian thinkers

- An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.
  - Rabindranath Tagore : Liberationist pedagogy
  - M.K. Gandhi : Basic Education
  - Jiddu Krishnamurty : Education for Individual and social Transformation
  - Sir Aurobindo : integral Education

Unit – 3 Concern for Equality in Education: Concerns and Issues

- Universalisation of school education
  (i) Issues of
    - (a) Universal enrollment
    - (b) Universal Retention
    - (c) Universal success
  (ii) Issues of quality and equity
Unit – 4  Concern for Equality in Education

- Equality of Educational opportunity
- Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.
- Inequality in schooling: Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

Unit – 5  Education and Development – an interface

- Emerging trends in the interface between:
  - Political process and education
  - Economic Development and Education
  - Social cultural – charges in Education

References

- Govt, of India (1992). Programme of Action (NPE). Min of HRD,
• Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
• Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi -1999.
• UNESCO; (1997). Learning the Treasure Within.
• Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi -1967
• Seventh All India School Education Survey, NCERT: New Delhi. 2002


### GE-1 Practical

**Term paper**

*Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.*

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INTRODUCTION
Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students’ learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives
After completion of the course the students shall be able to:

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

Unit – 1 The Measurement, Evaluation and Assessment Process

- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives: Foundation for Assessment.
- Types of Assessment: Placement, Formative, Diagnostic and Summative.

**Unit – 2** Classroom tests and Assessment
- Planning classroom tests and assessment
- Constructing objective test items: simple forms and multiple choice forms.
- Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

**Unit – 3** Alternative Techniques of Assessment
- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.
- Peer – appraisal: “Guess who” technique, sociometric technique.

**Unit – 4** Processing and Reporting in Assessment
- Processing qualitative evaluation data: Content Analysis
- Considerations for reporting the performance
- Scheme of reporting: criterion – reformed and non reformed interpretation.
- Combining mark or grades over different subjects and reporting results of assessment to different users.

**Unit – 5** Contemporary Trends in Assessment
- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation
REFERENCES


GE-2 Practical

Achievement Test Construction
Each student is required to construct 50 objective based objective type test items along with a blue print.

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GENERIC ELECTIVE (G.E.) - 3

CONTEMPORARY PEDAGOGY

INTRODUCTION
It is important to note that ‘education’ is not synonymous with ‘school’. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21st century proposed ‘learning to live together’ as one of the four pillars of education. It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others’ feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

Course objectives
After completion of the course, the students shall be able to:

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;

Unit – 1  Meaning process and Aims of Education

- Concept of Teaching and learning
- Nature and characteristics of teaching
- Meaning and characteristics of learning

Unit – 2  The task of teaching

- Meaning and definition of teaching task
- Variables involved in teaching task
• Phases of teaching: Pre-active, interactive and post-active
• Levels of teaching: Memory, understanding and reflective
• Lesson plan design: Herbartian steps, ICON Model and 5E Model

Unit – 3  Principles and maxims of teaching
• General principles of teaching
• Psychological principles of teaching
• Maxims of teaching

Unit – 4  Approaches and methods of teaching
• Inductive–Deductive
• Analytic and synthetic
• Problems solving and project method
• Shift in focus from teaching to learning – The constructivist approach.
• Activity based and child centered approach to teaching.

Unit – 5  Technology in teaching
• ICT tools and techniques facilitating teaching: www, internet applications in teaching and learning.
• Teaching Learning Material (TLM): purpose, types and use
• Role of mass media in teaching learning.

GE-3  Practical
Preparation of Lesson Plan
Each student is required to develop 05(Five) lesson plans on any school subject (Odia, English, History, Geography, Math, General Science) based on Herbartion approach / SE Model / Icon design Model.

Distribution of Marks
Record - 20 marks
Viva voce - 05 marks
Total = 25 marks
REFERENCES

- Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
- Rayment, T (1946) Modern Education - - It’s Aims and Methods, Longmans, Green Co. London.
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembridge, OUP
GENERIC ELECTIVE (G.E.) – 4
EARLY CHILDHOOD CARE AND EDUCATION

INTRODUCTION

This paper will help the students to develop a sensitivity towards the needs and rights of children and will provide an understanding of their development. Students will also acquire skills that will help them to interact with children. Besides orienting the students towards a vocation in childcare, this course will orient the students towards organizing services for children. There services are crèches/day care centres and pre-schools for children up to six years of age. Students will enlighten themselves regarding how the pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names: anganwadi, balwadi, nursery school, kindergarden and play center.

Course Objectives

On completion of this course, students shall be able to:

• understand the importance of early childhood stage as the formative stage of growth and development
• explain the basic principles of curriculum formulation and their respective growth
• list out the activities for the different type of developmental needs of early child
• elaborate the learning materials needed for their appropriate developmental stage.

Unit – 1 Introduction to childcare and development

• Basic concepts in child development: Scope, growth and development, stages of development, areas of development, significance of study of child development.
• Principles of growth and development.

Unit – 2 Curriculum for ECCE

• Basic principles of the curricular framework
• Areas: cognitive development, language development, social and emotional development, exploring the environment, habit formation.
Unit – 3  Activities for physical development, movement and mobility.
- Activities for cognitive development
- Activities for language development
- Activities for social and emotional development
- Activities for exploring the environment
- Creative and aesthetic activities.

Unit – 4  Learning materials for ECCE
- Principles of selection of materials
- Type of materials
- Specific materials for different activities
- Preparation of teacher made materials
- Concept of toy bank

Unit – 5  Statutory framework for ECCE
- Constitutional framework
- National ECCE Policy, 2013
- Rights of the children

REFERENCES:
- Kaul Veneta (2009) Early childhood Education Programme, New Delhi, NCERT
- NCF Curriculum Framework-2005

GE-4  Practical
Observation of ECCE Centre
*Each student is required to observe an ECCE centre and prepare a report.*

Distribution of Marks
- Record - 20 marks
- Viva voce - 05 marks
- Total = 25 marks