Gangadhar Meher University,

SAMBALPUR, ODISHA

UNDERGRADUATE PROGRAMME IN EDUCATION

(Courses effective from Academic Year 2017-18)

SYLLABUS OF COURSES OFFERED IN

Core Courses, Generic Elective, Ability Enhancement Compulsory Courses & Skill Enhancement Course

DEPARTMENT OF EDUCATION
Gangadhar Meher University,
SAMBALPUR, ODISHA - 768004

REGULATIONS OF GENERAL ACADEMIC AND EXAMINATION MATTERS FOR BA/B.Sc./B.COM/BBA/BSc.IST EXAMINATIONS

(THREE YEAR DEGREE COURSE) UNDER CHOICE BASED CREDIT SYSTEM AND

SEMESTER SYSTEM

(Effective for the students admitted to First year of Degree course during 2015-16 and afterwards)

CHAPTER-I

(REGULATIONS OF GENERAL ACADEMIC MATTERS)

1. APPLICATION & COMMENCEMENT:

(i)   These regulations shall come into force with effect from the academic session 2015-16.

2. CHOICE-BASED CREDIT SYSTEM (CBCS):

CBCS is a flexible system of learning that permits students to

1.   Learn at their own pace.

2.   Choose electives from a wide range of elective courses offered by the University Departments.

3.   Adopt an inter-disciplinary approach in learning and

4.   Make best use of the expertise of available faculty.

3. SEMESTER:

Depending upon its duration, each academic year will be divided into two semesters of 6 months duration. Semesters w-ill be known as either odd semester or even semester. The semester from July to December will be Semesters I, III, V and similarly the Semester from January to June will be Semesters II, IV & VI. A semester shall have minimum of 90 instructional days excluding examination days / Sundays / holidays etc.

4. COURSE:

A Course is a set of instructions pertaining to a pre-determined contents (syllabus), delivery mechanism and learning objectives. Every course offered will have three components associated with the teaching-learning process of the course, namely:

(i)   Lecture – symbolized as L;

(ii)   Tutorial – symbolized as T; and

(iii)   Practical – symbolized as P.

In G.M. University, UG programmes have a minimum of 21 courses.

5. CREDIT:

Each course is rated in terms of credits or credit hours. Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allocated to 10 contact hours.

Mechanics of credit calculation:

As per G.M. University standard, 1 credit = 10 hours of lectures / contact hours. The contact hours will include all the modes of teaching like lectures / tutorials / laboratory work / field

work or other forms. In determining the number of hours of instruction required for a course involving laboratory / field work, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture. In these regulations one credit means one hour of teaching works or two hours of practical works per week.

6. GRADE LETTER:

The Grade letter is an index to indicate the performance of a student in a particular course / paper. It is the transformation of actual marks secured by a student in a course / paper. The Grade letters are O, A+, A, B+, B, C, P, F. There is a range of marks for each grade letter.

7. GRADE POINT:

Grade point is an integer indicating the numerical equivalent of the letter grade / the weightage allotted to each grade letter depending on range of marks awarded in a course / paper.

8. CREDIT POINT (P):

Credit point is the value obtained by multiplying in grade point (G) by the credit (C): $P = G \times C$.

9. SEMESTER GRADE POINT AVERAGE (SGPA):

SGPA is the value obtained by dividing the sum of credit points (P) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

10. CUMULATIVE GRADE POINT AVERAGE (CGPA):

CGPA is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicates the comprehensive academic performance of a student in a programme.

An overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his / her CGPA.

11. COURSE STRUCTURE:

(a) **COURSE:** A course is a component / a paper of a programme. A course may be designed to involve lectures / tutorials / laboratory work / seminar / project work / practical training / report writing / viva voce etc. or a combination of these, to meet effectively the teaching and learning needs and the credits may be assigned suitably.

(b) **TYPES OF COURSES:**

(i) Core Courses (14x6=84 credits)

Core courses comprise a set of at least fourteen papers that are identified as compulsory for the students registered for the UG degree in a particular subject. Core courses shall be spread over all the semesters.

(ii) Ability Enhancement Compulsory Course (04 credits)

The Ability Enhancement Course (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English / MIL Communication. These are mandatory for all disciplines.

(iii) Skill Enhancement Course (SEC) (04 credits)

SEC courses are value-based and / or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. These courses may be chosen from a pool of courses designed to provide value-based and / or skill-based knowledge.

(iv) Elective Courses: 48 credits (24+24)

Elective Course: A course that can be chosen from a number of options other than the core and compulsory courses is known as elective course. An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the student. An elective may be "Discipline Centric" or may be chosen from the main discipline / subject of study called Discipline Specific Elective. Such elective may also include project work / dissertation. It is considered as a special course involving the application of knowledge in solving / analyzing / exploring a real life situation / difficult problem.

The Three year Degree course leading to the Bachelors Degree in Arts/Science/Commerce/BBA/BSc.IST shall be spread over a period of six semesters in three academic years with the following course structure.

Semester	Core Course (6 credits per paper)	Ability Enhancement Compulsory Course (2 credits per paper)	Skill Enhancement Course (2 credits per paper)	Discipline Specific Elective (6 credits per paper)	Generic Elective (6 credits per paper)
I (350 Marks)	CC-I CC-II	AECC-I	-	-	GE-I
II (350 Marks)	CC-III CC-IV	AECC-II	-	-	GE-II
III (450 Marks)	CC-V CC-VI CC-VII	-	SEC-I	-	GE-III
IV (450 Marks)	CC-VIII CC-IX CC-X	-	SEC-II	-	GE-IV
V (400 Marks)	CC-XI CC-XII	-	-	DSE-I DSE-II	-
VI (400 Marks)	CC-XIII CC-XIV	-	-	DSE-III DSE-IV	-

CHAPTER – II
(REGULATION ON EXAMINATION MATTERS)

1. The Examinations

1.1.(a)   A candidate for the Bachelor's Degree in Arts/Science/Commerce/BBA/BSc.IST shall be required to pass each of the following examinations.

(i)	Semester-I	(ii)	Semester-II
(iii)	Semester-III	(iv)	Semester-IV
(v)	Semester-V	(vi)	Semester-VI

Each of the semester examination includes one Mid-Term and one End Term examination.

1.1.(b)   Each student has to register himself / herself within schedule date to be eligible to appear the examination. Unless a student registers himself / herself by filling up examination forms and pays the requisite fees for Semester-I, he/she will not be eligible to sit for semester-II examination. Similarly, he/she will not be eligible to take the subsequent semesters unless he/she registers for the previous semester.

1.1.(c)   A student has to clear all semester examinations within a maximum period of 05 years.

1.2   Examination Calendar

The broad format of the examination calendar for UG classes shall be as follows:

(a)	Mid term examination of odd semesters	…	September
(b)	End Term examination of odd semesters	…	November – December
(c)	Mid term examination of even Semesters	…	February
(d)	End Term examination of even semesters	…	March – April

The detail programme of end term examination shall be notified one month before the commencement of examinations.

1.3.   Mid Term examination

In each semester there shall be one Mid Term examination of one hour / 60 minutes duration irrespective of marks in each paper having theory component. Out of the total marks of a paper, 20% of marks are earmarked for midterm examination.

1.4 End Term Examination

At the end of each semester, there shall be one examination of each paper called End Term examination. It shall cover 80% of the total marks of a paper. A student fulfilling the following conditions is eligible to appear the End Term examination.

i. A student shall pay the prescribed examination fees and fill up the prescribed form meant for the examination as per the notification issued by Examination Section (General). No form fill up is allowed before seven days of the commencement of the End-Term examination.

ii. The minimum number of lectures, practicals, seminars, which a student shall be required to attend before being eligible to take any Semester Examination shall not be less than 75% of the total number of lectures, practicals, seminars taken separately during the semester period.

iii. Provided that in exceptional cases the authority may condone the shortage of attendance to the extent of 15%.

iv. Provided further that the authority may condone the shortage of attendance to the extent of 10% over and above 15% in respect of students who represented the college or the state in any National / State Level: Camp, NCC, games or sports during the semester period under reference subject to prior approval and subsequent production of authenticated certificate of participation.

1.5.(a) Mode of Examination

The duration of examination shall be as follows:

Examination	Total marks	Duration
Theory paper	40 Marks	2 hours
	60/80 Marks	3 hours
Practical papers / Project Papers	25 Marks	3 hours
	50/100 marks	6 hours

1.5.(b) Mode of question papers

(i) All examinations except Viva-voce and Project work shall be conducted by means of written paper (Printed, written / typed in English). The papers in Modern Indian Languages shall be set and answered in the respective languages as mentioned in the syllabus.

(ii) Questions for a paper shall be set covering the total course of that paper either unit wise giving options from each unit unless specified otherwise in the syllabus.

1.5 (c) Results of examinations

The candidates shall have to appear and secure minimum pass grade in all the paper of a semester examination to be declared as pass. The following 10 – point grading system and corresponding letter grades be implemented in awarding grades and CGPA under CBCS system.

1.6   Award of Grade

The grade awarded to the student in any particular course / paper shall be based on his / her performance in all the tests conducted in a semester for that course / paper. The percentage of marks secured by the students in a particular course / paper shall be converted to a grade and grade point for that course / paper in the manner specified in the following table after conversion in to 100 marks.

% of Marks	Grade	Grade Letter	Grade Point
$>= 90 - 100$	Outstanding	O	10.0
$>= 80 - < 90$	Excellent	A+	9.0
$>= 70 - < 80$	Very good	A	8.0
$>= 60 - < 70$	Good	B+	7.0
$>= 50 - < 60$	Above average	B	6.0
$>= 40 - < 50$	Average	C	5.0
$>= 30 - < 40$	Pass	P	4.0
< 30	Fail	F	0.0
	Absent	S	0.0
	Malpractice	M	0.0

N.B.:   Grade 'P' (30% of marks) shall be the pass grade for Theory and Grade 'C' (40% of marks) shall be the pass grade for Practical / Project work / Dissertation.

1.7   Result

1.7(a)   In order to pass a course / paper, a candidate has to secure a minimum of Grade Point 4.0 in that course / paper with Grade 'P' (30% of marks) in Theory and Grade 'C' (40% of marks) in Practical / Project work / Dissertation failing which the candidate will be marked 'F' in that course / paper with the Grade Point of 0.0 (below 30 marks) irrespective of the marks secured in that course / paper.

A candidate obtaining Grade 'F' shall be considered as fail and will be required to reappear the course(s) / paper(s) as back paper. The back paper examination shall be held with the normal end semester examination and the students with backlogs shall clear their backlog course(s) / paper(s) along with regular students of lower semesters in the subsequent year within a period of 05 years from the date of admission and with the current syllabus after two consecutive chances.

1.7(b) In order to clear a semester examination, a candidate is required to pass each credit course / paper of that semester and must secure a minimum Semester Grade Point Average (SGPA) of 4.0. The semester result shall be indicated as detail below:-

A. P (Passed or Cleared) indicating that:

- The candidate has cleared every registered course / paper of odd/even semester of the academic year with a minimum Grade Point (GP) of 4.0 in each paper / component of a paper.
    He / She has secured SGPA / CGPA of 4.0 or more.

B. NC (Not Cleared) indicating that:

The candidate is eligible for promotion with backlogs to next higher semester if he / she has registered for all the subjects of any semester.

C. 'X' (Not eligible for promotion) indicating that:

The candidate is not eligible for promotion to next higher level, when as he / she has not registered / filled up the form for the different subjects of a semester.

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

SGPA $(S_i) = \sum(C_i \times G_i)/\sum C_i$

Where C_i is the number of credits of i th course and G_i is the grade point scored by the student in the i th course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA $= \sum(C_i \times S_i)/\sum C_i$

Where S_i is the SGPA of the Ist. semester and C_i the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

i. Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit point
Course 1	3	A	8	3X8=24
Course 2	4	B+	7	4X7=28
Course 3	3	B	6	3X6=18
Course 4	3	O	10	3X10=30
Course 5	3	C	5	3X5=15
Course 6	4	B	6	4X6 =24
	20			139

Thus, SGPA = 139/20=6.95

Illustration for CGPA					
Semester-I	Semester-II	Semester-III	Semester-IV	Semester-V	Semester-VI
Credit-20 SGPA:6.9	Credit-22 SGPA:7.8	Credit-25 SGPA:5.6	Credit-26 SGPA:6.0	Credit-26 SGPA:6.3	Credit-25 SGPA:8.0
Thus, CGPA= 20 x 6.9 +22x7.8 + 25x 5.6 + 26x6.0 + 26 x 6.3 + 25 x 8.0 \newline 144					=6.73

1.7(c) In order to pass a programme, a candidate must secure a minimum CGPA of 4.5. A candidate securing CGPA of less than 4.5 shall be declared as fail.

The conversion of CGPA to percentage of marks = (CGPA – 0.5) x 10.

The conversion of CGPA into Grade Letter shall be made on the basis of percentage of marks in the manner specified in the following table.

CGPA / OGPA	Grade Letter	Grade	% of Marks after conversion	Classification of Honours
≥ 9.5	O	Outstanding	≥ 90	First Class Honours
$\geq 8.5 - < 9.5$	A+	Excellent	$\geq 80 - < 90$	First Class Honours
$\geq 7.5 - < 8.5$	A	Very good	$\geq 70 - < 80$	First Class Honours
$\geq 6.5 - < 7.5$	B+	Good	$\geq 60 - < 70$	First Class Honours
$\geq 5.5 - < 6.5$	B	Above average	$\geq 50 - < 60$	Second Class Honours
$\geq 5.0 - < 5.5$	C	Average	$\geq 45 - < 50$	Second Class Honours
$\geq 4.5 - < 5.0$	P	Pass	$\geq 40 - < 45$	Pass without Honours
Below 4.5	F	Fail	< 40	Fail

1.8   **Promotion to the next semester**

A student shall be promoted to the next higher semester when he/she has appeared and passed in all the courses of the previous semester examinations. However, a student failing to appear / pass semester examination in few or all papers due to some reasons may be admitted to the next semester, provided that such a student shall produce sufficient proof in favour of his/her reason for not being able to appear / pass in some or all papers of the semester examination and has taken readmission in the year. Such students shall be considered as absent / failed candidate and will required to appear the repeat / back paper examination in the next year.

1.9   **Repeat / Back Paper Examination**

A student who remains absent or failed to secure 30% of marks / SGPA of 4.0 in aggregate has to take the repeat examination. He/she shall repeat all the theory and practical papers of that semester within a period of 5 years from the date of first registration. However, a student who secures more than 30% of marks / SGPA of 4.0 in aggregate but failed in one / some papers, he/she has to take the Back paper examination in the failed papers only. If the student is unable to clear the back papers in the next two consecutive chances, he/she has to appear the repeat examination of all papers in the third and subsequent chances as per the current syllabus and the marks secured in the previous examinations shall stand cancelled.

During back paper examinations, the higher marks of the papers shall be retained at the time of computation of result. The student passing in all papers in terms of grade point but failing in grade point average, then he / she has to appear the back paper examinations in those papers in which he / she has secured less than the required average grade point to pass. Such students shall have to apply to the Head of the Department in plain paper before one week of the form fill up and also filling the form in due date of the ensuing semester examination by depositing the fees as prescribed by the university. The repeat / back paper examination shall be held with the normal end semester examination.

A student appearing in repeat / back paper examination shall not be awarded distinction even if he/she subsequently fulfils the conditions of distinction and will not be included in the merit list. The final result of the candidate will be determined after taking all the subject wise marks and hard case rule into consideration. Candidates taking repeat / improvement examinations shall not be considered for the merit list and it shall be reflected in the provisional certificate- cum mark sheet but not in the final Degree certificate.

1.10   Improvement Examination

After the publication of final result the student getting 2nd Class (Honours) or Pass without Honours may be allowed to improve his/her performance in the next two year immediately from the year of publication of result. He/she shall be allowed to improve in Honours paper only. However he / she has to fill up the form of all the Honours papers of odd semester (I/III/V) and even semester (II/IV/VI). In such case, the highest mark secured in each paper shall be considered for computation of the mark.

1.11   Discipline in the examination

1.11(a)   The students are allowed to enter the examination hall half an hour before the commencement of examination. A student arriving in the examination hall / room fifteen minutes after the commencement of the examination shall not be ordinarily allowed to sit for the examination. No examinee shall be allowed to go out of the examination hall within one hour of the commencement of examination.

1.11(b)   The students are allowed to enter the examination hall only with a valid admit card and Identity card. Mobile phones and any other electronic gadgets are strictly prohibited in the examination hall. The possession of such things in the examination hall shall be treated as malpractice.

1.11(c)   The possession of unauthorized materials and using it / copying from the scripts of other students / from any other source, sharing his/her answer scripts with other,

creating disturbance or acting in a manner, so as to create inconvenience for the other students / invigilators inside the examination hall shall be treated as adoption of unfair means or malpractice.

In case of adoption of unfair means by an examinee in the examination hall / outside, the invigilator shall immediately report to the Centre Superintendent in writing along with the incriminating material recovered from the examinee signed by both the examinee and invigilator. The Centre Superintendent shall refer the matter to the Controller of Examinations for necessary disciplinary action as per the rules and regulations of the University.

1.12   Issue of Grade sheet, Provisional Certificate, Award of Degree & Gold Medals.

After the publication of the result of Semester examination, the Controller of Examinations shall issue the grade sheet of each semester as per the prescribed format (Appendix-I) and provisional certificate cum grade sheet after the final semester examination as per the prescribed format (Appendix-II) to the candidates against a prescribed fee collected at the time admission / filling of form. A degree certificate under the official seal of the university and signed by Vice-Chancellor as per the prescribed format (Appendix-III) shall be issued / given to the successful students of a particular course at the convocation or in-absentia on submission of application and fee as prescribed.

For award of gold medals, the University shall form a committee. The best graduate shall be decided from amongst the toppers of each Honours. In case of equality of CGPA, the SGPA of last semester examination shall be considered. The students who have failed / remained absent / improved their marks by repetition or improvement shall not be eligible for University rank or gold medal.

Registrar
G.M. University, Sambalpur

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A. (HONS.) IN EDUCATION

Semester		Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AEEC) (2) (Skill Based)	Elective Discipline Specific DSE (4)	Elective Generic (GE) (4)
I	CC1	Philosophical Foundations of Education	English Communication/ Odia/ Hindi			GE-I Philosophical and Sociological Foundation of Education
	CCII	Sociological Foundations of Education				
II	CCIII	Psychological Foundations of Education	Environmental Studies			GE-II Psychological Foundations of Education
	CCIV	Development of Education in India				
III	CCV	Contemporary Trends and Issues in Indian Education		SEC-I Developing Teaching Skills		GE-III Development of Education in India
	CCVI	Educational Assessment and Evaluation				
	CCVII	Introduction to Educational Research				
IV	CCVIII	Statistics in Education		SCE-II Communicative English and English Writing skill		GE-IV Contemporary Trends and issues in Indian education
	CCIX	Educational Management and Leadership				
	CCX	Information and Communication Technology in Education				
V	CCXI	Curriculum Construction			DSE-I Pedagogy of Language (English/ Odia) Or Pedagogy of General Sciences	
	CCXII	Guidance and Counselling			DSE-II Pedagogy of Mathematics Or Pedagogy of Social Science	
VI	CCXIII	Educational Thoughts and Practices			DSE-III Policies and Practices of School Education in India Or Policies and Practices of Higher Education in India	
	CC XIV	Education in Odisha			DSE-IV Dissertation / Project Work	

Semester	Course Name	Course Offered	Title Of Paper	Credits	Marks
I 4 Papers 350 marks 20 Credits	AECC	Ability Enhancement Compulsory Course-I	English Communication/Odia/ Hindi	2	50(10+40)
	Generic Elective	Generic Elective -1	Philosophical and Sociological Foundation of Education	4	75 (15+60)
		Generic Elective -1 Practical	Practical	2	25
	Core Course	Core Course-I	Philosophical Foundations of Education	4	75 (15+60)
		Core Course-I Practical	Practical / Project	2	25
		Core Course-II	Sociological Foundations of Education	4	75 (15+60)
		Core Course-II Practical	Practical / Project	2	25
II 4 Papers 350 marks 20 Credits	AECC	Ability Enhancement Compulsory Course II	Environmental Studies	2	50 (10+40)
	Generic Elective	Generic Elective -II	Psychological Foundations of Education	4	75 (15+60)
		Generic Elective -II Practical	Practical / Project	2	25
	Core Course	Core Course-III	Psychological Foundations of Education	4	75 (15+60)
		Practical Core Course-III	Practical	2	25
		Core Course-IV	Development of Education in India	4	75 (15+60)
		Core Course-IV Practical	Practical	2	25
III 5 paper 450 Marks 26 Credits	SEC	Skill Enhancement Course -I	Developing Teaching Skills	2	50 (10+40)
	Generic Elective	Generic Elective - III	Development of Education in India	4	75 (15+60)
		Generic Elective -III Practical	Practical / Project	2	25
	Core Course	Core Course-V	Contemporary Trends and Issues in Indian Education	4	75 (15+60)
		Core Course-V Practical	Practical	2	25
		Core Course-VI	Educational Assessment and Evaluation	4	75 (15+60)
		Core Course-VI Practical	Practical	2	25
		Core Course-VII	Introduction to Educational Research	4	75 (15+60)
		Core Course-VII Practical	Practical	2	25
IV 5 Papers 450 Marks 26 Credits	SEC	Skill Enhancement Course -II	Communicative English and English Writing	2	50 (10+40)
	Generic Elective	Generic Elective - IV	Contemporary Trends and issues in Indian education	4	75 (15+60)
		Generic Elective -IV Practical	Practical / Project	2	25
	Core Course	Core Course-VIII	Statistics in Education	4	75 (15+60)
		Course-VIII Practical	Practical	2	25
		Core Course-IX	Educational Management and Leadership	4	75 (15+60)
		Core Course-IX Practical	Practical	2	25
		Core Course-X	Information and Communication Technology in Education	4	75 (15+60)
		Course-X Practical	Practical	2	25

Semester	Course Name	Course Offered	Title Of Paper	Credits	Marks
V 4 Paper 400 marks 24 credits	DSE	Discipline Specific Elective I	Pedagogy of Language (English/ Odia) Or Pedagogy of Social Sciences	4	75 (15+60)
		Discipline Specific Elective -1 Practical	Practical / Project	2	25
		Discipline Specific Elective -II	Pedagogy of Mathematics Or Pedagogy of General Science	4	75 (15+60)
		Discipline Specific Elective- II Practical	Practical / Project	2	25
	Core Course	Core Course-XI	Curriculum Construction	4	75 (15+60)
		Core Course-XI Practical	Practical	2	25
		Core Course-XII	Guidance and Counselling	4	75 (15+60)
		Core Course-XII Practical	Practical	2	25
VI 4 paper 400 marks 24 credits	DSE	Discipline Specific Elective - III	Policies and Practices of School Education in India Or Policies and Practices of Higher Education in India	4	75 (15+60)
		Discipline Specific Elective - III Practical	Practical/ Project	2	25
		Discipline Specific Elective-IV	Dissertation / Project Work	6	100
	Core Course	Core Course-XIII	Educational Thoughts and Practices	4	75 (15+60)
		Core Course-XIII Practical	Practical	2	25
		Core Course-XIV	Education in Odisha	4	75 (15+60)
		Core Course-XIV Practical	Practical	2	25
Total				140	2400

SEMESTER - I

Ability Enhancement Compulsory Course (AECC -I): English Communication

Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

This course aims at enhancing the English language proficiency of undergraduate students in humanity, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns. Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

Unit I: Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read "between the lines" to understand underlying meanings
- Connect information to what they already know
  Book Prescribed
  Vistas and Visions: An Anthology of Prose and Poetry. Texts to be studied

  PROSE
- Playing the English Gentleman (M.K. Gandhi)
- The Need for Excellence (N.R. Narayana Murthy)
- The Last Leaf (O. Henry)

  POETRY
- One Day I Wrote Her Name (Edmund Spenser)
- Miracles (Walt Whitman)
- The Felling of the Banyan Tree (DilipChitre)

Unit II: Writing

1. Expanding an Idea
2. Writing a Memo
3. Report Writing
4. Writing a Business Letter
5. Letters to the Editor
6. CV & Resume Writing
7. Covering Letter
8. Writing Formal Email
9. Elements of Story Writing
10. Note Making

Unit III: Language functions in listening and conversation

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
   (Practice to be given using speaking activities from the prescribed textbooks)

Grammar and Usage

1. Simple and Compound Sentences
2. Complex Sentences
3. Noun Clause
4. Adjective Clause
5. Adverb Clause
6. The Conditionals in English
7. Words and their features
8. Phrasal Verbs
9. Collocation
10. Using Modals
11. Use of Passives
12. Use of Prepositions
13. Subject-verb Agreement
14. Sentence as a system
15. Common Errors in English Usage

Examination pattern

Each reading and writing question will invite a 200 word response.
Language function questions set in context will carry 01 mark per response. There will be 15 bit questions.
Midterm test 10 marks
End Term Total 40 marks
Unit I- Reading: 05 questions (03x 05 qns= 15 marks)
Unit II- Writing: 03 questions (05 x 03 qns= 15 marks)
Unit III- Grammar & usage: 10 qns (01x 10 qns = 10 marks)
Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

All grammar and writing activities in the textbook

'Vistas and Visions: An Anthology of Prose and Poetry' (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. (Orient Black Swan Publisher)

Ability Enhancement Compulsory Course (AECC - II): ODIA
Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

ପ୍ରଥମ ଏକକ : କବିତା : ଭକ୍ତି - ଗଙ୍ଗାଧର ମେହେର

ଗ୍ରାମପଥ - ବିନୋଦ ଚନ୍ଦ୍ର ନାୟକ

ଦ୍ୱିତୀୟ ଏକକ : ଗଳ୍ପ : ମାଗୁଣିର ଶଗଡ - ଗୋଦାବରୀଶ ମହାପାତ୍ର

ଗୋପପୁର - ରାମଚନ୍ଦ୍ର ବେହେରା

ତୃତୀୟ ଏକକ : ପ୍ରବନ୍ଧ : ଜନ୍ମଭୂମି - କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ

ଆଧୁନିକ - ହରେକୃଷ୍ଣ ମହତାବ

ଚତୁର୍ଥ ଏକକ : ପ୍ରବନ୍ଧ ରଚନା, ପତ୍ରଲିଖନ, ସମ୍ପାଦଲିଖନ

ପଞ୍ଚମ ଏକକ : ବ୍ୟାକରଣ – ଭ୍ରମ ସଂଶୋଧନ, ବିପରିତାର୍ଥବୋଧକ ଶବ୍ଦ, ସମୋଚାରିତ ଭିନ୍ନାର୍ଥବୋଧକ ଶବ୍ଦ

ଆନ୍ତଃପରୀକ୍ଷା ପାଇଁ ୧୦ ମାର୍କ ପ୍ରଶ୍ନ ପଡିବ । (୧ x ୧୦ = ୧୦)

ବିଶ୍ୱବିଦ୍ୟାଳୟସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ନିମ୍ନମତେ ପ୍ରଶ୍ନ ପଡିବ:

ପ୍ରଥମ ଏକକରୁ ଚତୁର୍ଥ ଏକକ ପର୍ଯ୍ୟନ୍ତ ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଡିବ। ବିଦ୍ୟାର୍ଥୀ ପ୍ରତ୍ୟେକ ଏକକରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନ ର ଉତ୍ତର ଦେବେ । (୪ x ୮ = ୩୨)

ପଞ୍ଚମ ଏକକରୁ ୧୫ ଟି ଅତି ସଂକ୍ଷିପ୍ତ ପପ୍ରଶ୍ନ ପଡିବ । ବିଦ୍ୟାର୍ଥୀ ନିର୍ଦ୍ଦେଶ ଅନୁଯାୟୀ ୮ ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ ।

(୮ x ୧ = ୮)

ଗ୍ରନ୍ଥ ସୂଚୀ

୧. କବିତାଶ୍ରୀ - ସଂ. – କୃଷ୍ଣଚରଣ ବେହେରା

୨. ଗଳ୍ପ ଦିଗନ୍ତ - ସଂ. – ସୁରେନ୍ଦ୍ର ନାଥ ଦାସ

୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - ଡ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ

୪ . ପ୍ରବନ୍ଧ ଗୌରବ - ସଂ.- ପ୍ର. କୃଷ୍ଣଚାନ୍ଦ୍ର ପ୍ରଧାନ

୫. ସାରସ୍ୱତ ପ୍ରବନ୍ଧ ପତ୍ରମାଳା -

୬. ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରବନ୍ଧମାଳା - ପ୍ର. କୃଷ୍ଣଚାନ୍ଦ୍ର ପ୍ରଧାନ

୭. ସର୍ବସାର ବ୍ୟାକରଣ - ଶ୍ରୀଧର ଦାସ ଓ ନାରାୟଣ ମହାପାତ୍ର

୮. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ - ଡ. କୃଷ୍ଣଚାନ୍ଦ୍ର ପ୍ରଧାନ ଓ ସାଥୀ

Ability Enhancement Compulsory Course (AECC - II) : HINDI
Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

हिन्दी भाषा, ब्याकरण एबं रचना

Unit I: हिन्दी के बिबिध रूप

   (क) राजभाषा, संचारभाषा (श्रब्या माध्यम - दृश्य) (8)

   (ख) सरकारी पत्र लेखन (ब्याबहरिक पक्ष) नमूना (8)

Unit II: अपाठीत गदयांश (8)

Unit III: अशुद्धि लेखन

   (क) शब्द शुद्धिकरण (4)

  (ख) वाक्य शुद्धिकरण (4)

Unit IV:शब्द ज्ञान

   (क) पर्याय वाची (4)

   (ख) अनेक शब्द केलिए एक शब्द (4)

Unit V:प्रशासनिक शब्दावली

   (क) अँग्रेजी से हिन्दी (4)

   (ख) हिन्दी से अँग्रेजी (4)

Unit I: यूनिट एक (क) बिभाग से एक प्रश्न एबं (ख) बिभाग से एक प्रश्न पुछे जाएंगे ।
   एक का उत्तर लिखना होगा ।   (8)

Unit II: एक अपठित गदयांश दिया जाएगा । जिनमे से चार प्रश्न पूछे जाएंगे । चारों प्रश्नो का उत्तर
   देना अनिवार्य होगा ।   (8)

Unit III: (क)   छ: शब्द शुद्धिकरण के लिए दिये जाएंगे । चार का उत्तर लिखना होगा । (4)
   (ख)   छ: वाक्य शुद्धिकरण के लिए दिये जाएंगे । चार का उत्तर लिखना होगा । (4)

Unit IV: (क) छ: पर्यायवाची शब्द दिये जाएंगे   , जिनमे से चार शब्दों का पर्यायवाची लिखना होगा । (4)
   (ख)   छ: अनेक शब्दों के लिए एक शब्द दिये जाएंगे   , जिनमे से चार का उत्तर लिकना होगा । (4)

Unit V: (क) छ: अँग्रेजी शब्द दिये जाएंगे   , जिनमे से चार का हिन्दी रूप लिखना होगा । (4)
   (ख)   छ: हिन्दी शब्द दिये जाएंगे   , जिनमे से चार का अँग्रेजी प्रतिरूप लिखना होगा । (4)

Education GE I: Philosophical and Sociological Foundations of Education

(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall:

a) State and analyse the meaning of education and form own concept on education
b) Analyse aims of education
c) Explain philosophy as the foundation of education
d) State the relationship between philosophy and education
e) State different agencies of education and their functions.
f) Understand philosophies of education
g) Understand the importance of value education
h) State the relationship between education and society.
i) Justify the importance of education for social change.
j) Describe the role of education in modernization and globalization.
k) Describe the function of education.
l) Describe educational thoughts of western and eastern thinkers.

Unit I: Concept of Education

- Etymological meaning of education, narrow and broad meaning of education, concept of education as viewed by Eastern and Western Educationists, nature and scope of education
- Aims of Education-individual and social aims, synthesis between individual and social aims of education
- Agencies of Education-formal, informal and non-formal

UNIT- II: Schools of Philosophy

- Concept of philosophy, relationship between Philosophy and Education
- Idealism, Naturalism, Pragmatism with reference to Meaning of education, Aims of education, Curriculum, Methods of Teaching, role of Teacher and Discipline

Unit III: Education and Society

- Relationship between Education and Society- Meaning and nature of Education
- Education as an instrument of social change and social control
- Education as a social process: School as a miniature Society.
- Education and culture

Unit IV: Education in National and International Perspectives

- National Integration and Educational Implications
- International Understanding and Educational Implications
- Education and Globalization
- Education for inculcation of democratic values enshrined in Indian Constitution

Unit V: Educational Thought and Practice

- M. K. Gandhi- Life philosophy, educational philosophy, basic education and its limitations, relevance of educational philosophy in present context.
- R. N. Tagore- Life philosophy, educational philosophy, education in Shantiniketan and its limitations, relevance of educational philosophy in present context
- Sri Aurobindo: Life philosophy, educational philosophy, Integral education. Rousseau- Life philosophy, educational philosophy, negative education and its relevance in present context

Practical- Project Report   **Full Marks – 25**

Suggested readings:

1.   Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
2.   Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
3.   Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
4.   Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
5.   Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
6.   Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
7.   Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
8.   Dewey, John (1997). Experience and education. New York: Touchstone.
9.   Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
10.   Govt. of India (1986/'92). National policy on education. New Delhi: MHRD. Krishnamurthy, J. (1947) On education. New Delhi: Orient Longman,.
11.   Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B.I. Publications
12.   Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
13.   Margaret, K.T.(1999). The open classroom. New Delhi: Orient Longman.
14.   Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
15.   Ministry of Human Resource Development (2004).Learning without Burden: Report of the National Advisory Committee. New Delhi: Min. of HRD.
16.   Mukherji, S.M., (1966). History of education in India. Vadodara: Acharya Book Depot.
17.   Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.
18.   NCERT (2005). National curriculum framework 2005. New Delhi: National Council of Educational Research and Training.
19.   Ornstein, Allan C. & Levine, Daniel U. (1989).Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
20.   Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
21.   Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
22.   Peters, R.S. (1967). The Concept of education. London: Routledge Kegan & Paul.
23.   Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
24.   Ross, James S.(1981). Ground work of educational theory.Delhi: Oxford University Press
25.   Rusk, Robert R., Philosophical Bases of Education, London: Oxford University Press.
26.   Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
27.   Salamatullah, (1979). Education in social context. New Delhi: NCERT.
28.   Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
29.   Sharma, C. (1987). A critical survey of Indian philosophy. Delhi: Motilal Banarasi Dass Publisher Pvt. Limited.
30.   Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
31.   Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
32.   Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

Education CC I: Philosophical Foundations of Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES
On completion of this course, the students shall:
   a) State and analyse the meaning of education and form own concept on education
   b) Describe the functions of education
   c) Explain philosophy as the foundation of education
   d) Analyse aims of education
   e) State the relationship between philosophy and education
   f) Understand Indian and western philosophies of education
   g) Understand the importance of value education

Unit I: Concept, Aims and Functions of Education
- Etymological meaning of education
- Narrow and broad meaning of education-Lifelong Education
- Analysis of definitions on Education of Eastern and Western thinkers (Gandhi, Tagore, Vivekananda, Shankaracharya, Frobel, Dewey, Pestalozzi and Spencer)
- Functions of Education-individual development (Development of Skills, Knowledge, Interest And Attitude), development of human values (social, moral, aesthetic), acquisition of skill leading to self actualization, citizenship education, social progress, acquaintance with heritage (preservation and transmission)
- Aims of Education- Individual and Social Aims of Education

Unit II: Concept of Philosophy and its relation to Education
- Meaning and nature of philosophy
- Functions of Philosophy-Descriptive, Normative, Analytic and Integrative
- Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
- Relationship between Philosophy and Education

Unit III : Indian Schools of Philosophy and their Educational Implications
- Characteristics of Indian Philosophy
- Vedanta
- Sankhya
- Buddhism
- Jainism

Unit IV: Western Schools of Philosophy and their Educational Implications
- Idealism
- Naturalism
- Pragmatism
- Realism

Unit V: Values, Moral and Peace Education
- Concept of Values
- Types of Values (Social, Moral, Spiritual and Aesthetic)
- Values enshrined in Indian Constitution and their Educational implications
- Morality-Concept, maxims of morality and its Educational implications
- Peace education-Concept and its importance in education

PRACTICAL- Project report on Preparation and Presentation of Assignment

Full Marks-25

Suggested Readings:

1. Aggrawal, J.C. (2013). Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
2. Anand, C.L. *et.al*. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
3. Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
4. Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
5. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
6. Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
7. Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
8. Dewey, John (1997). Experience and education. New York: Touchstone.
9. Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
10. Govt. of India (1986/'92). National policy on education. New Delhi: MHRD. Krishnamurthy, J. (1947) On education. New Delhi: Orient Longman,.
11. Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B.I. Publications
12. Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
13. Margaret, K.T.(1999). The open classroom. New Delhi: Orient Longman.
14. Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
15. Ministry of Human Resource Development (2004).Learning without Burden: Report of the National Advisory Committee. New Delhi: Min. of HRD.
16. Mukherji, S.M., (1966). History of education in India. Vadodara: Acharya Book Depot.
17. Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.
18. NCERT (2005). National curriculum framework 2005. New Delhi: National Council of Educational Research and Training.
19. Ornstein, Allan C. & Levine, Daniel U. (1989).Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
20. Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
21. Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
22. Peters, R.S. (1967). The Concept of education. London: Routledge Kegan & Paul.
23. Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
24. Ross, James S.(1981). Ground work of educational theory. Delhi: Oxford University Press
25. Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
26. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
27. Salamatullah, (1979). Education in social context. New Delhi: NCERT.
28. Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
29. Sharma, C. (1987). A critical survey of Indian philosophy. Delhi: Motilal Banarasi Dass Publisher Pvt. Limited.
30. Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
31. Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
32. Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

Education CC II: Sociological Foundations of Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall:
  a) State the relationship between education and society.
  b) Understand the meaning of Educational Sociology and function of education as a social system.
  c) State different agencies of education and their functions.
  d) Justify the importance of education for social change.
  e) Describe the role of education in modernization and globalization.
  f) Describe the function of education to ensure equality and equity.

Unit I: Education and Society
  • Relationship between education and society, school as a miniature society
  • Educational Sociology- Concept, nature, scope and importance;
  • Relationship between education and sociology.
  • Education as a process of Socialization.
  • Education and Social transformation-Education and Politics, Education and Economic Development

Unit- II Agencies of Education
  • Meaning and importance of Active, Passive, Formal, Informal and Non-formal agencies
  • Family- Importance, functions and role for education and socialization of the children
  • School - Importance, functions and role for education and socialization of the children
  • Society- Importance, functions and role for education and socialization of the children
  • Mass media - Importance, functions and role for education and socialization of the children

Unit III: Education and Social change
  • Meaning and concept of social change
  • Factors affecting social change
  • Education as an instrument of social change and social control
  • Meaning and concept of culture, education and culture
  • Cultural lag, acculturation and multi-cultural Education

Unit IV: Modernization and Globalization
  • Concept of Urbanization, Modernization, Westernization and Sankritisation
  • Attributes of modernization
  • Education for accelerating the process of modernization
  • Concept of Globalization, liberalization and Privatization
  • Impact of Globalization on Education

Unit- V Educational opportunities and inequality and inclusion
  • Concept of equality and equity, and its educational implication
  • Ensuring equality in the Education of SC, ST, Women and other backward classes including children with special needs

PRACTICAL: Project paper
FULL MARKS-25

Field Visit: Study of a social unit and interaction with community members and reporting.

Suggested Readings:
1.	Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
2.	Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
3.	Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill .
4.	Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
5.	Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
6.	Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
7.	Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
8.	Dewey, John (1997). Experience and education. New York: Touchstone.
9.	Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
10.	Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.
11.	Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.
12.	Ornstein, Allan C. & Levine, Daniel U. (1989).Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
13.	Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
14.	Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
15.	Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
16.	Salamatullah, (1979). Education in social context. New Delhi: NCERT.
17.	Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
18.	Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
19.	Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.

SEMESTER – II
Ability Enhancement Compulsory Course (AECC – II): Environmental Studies
Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

Unit I: Introduction to environmental studies
- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

Ecosystems
- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :

a) Forest ecosystem   b) Grassland ecosystem
c) Desert ecosystem
d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit II: Natural Resources : Renewable and Non-renewable Resources
- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit III: Biodiversity and Conservation
- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit IV: Environmental Pollution
- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies.

Unit V: Environmental Policies & Practices
- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Human Communities and the Environment
- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.

- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science,* 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India. Tripathi 1992*.
14. Sengupta, R. 2003. *Ecology and economics*: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology*: *Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger*: *A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

Education GE II: Psychological Foundations of Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES
On completion of this course, the students shall
   a) Explain the concept of educational psychology and its relationship with psychology.
   b) Understand different methods of educational psychology.
   c) Describe the theoretical perspectives of educational psychology.
   d) Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
   e) Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
   f) Specify the contexts and factors influencing development.
   g) Explain the theory of cognitive development and its educational implications.
   h) State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
   i) Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.
   j) Reflect the contribution of various learning theories in teaching learning process.
   k) Understand the concept of personality, its theories and methods of assessment.
   l) Describe adjustment mechanism, and mental health of the student and teacher.

Unit- I: Introduction to Educational Psychology
   - Meaning, nature, scope and relevance of educational psychology
   - Relationship between psychology and education
   - Methods of educational psychology- observation, experimentation, testing, and case study
   - Application of educational psychology in understanding learner behaviour
   - Conceptual and theoretical perspectives in educational psychology-Behaviourism and constructivism

Unit- II Growth and Development
   - Growth and Development-Concept, principles and difference between growth and development
   - Stages- characteristics of difference stages of development (childhood and adolescence)
   - Areas of development- physical, social, emotional and intellectual development of adolescence

Unit- III: Individual difference
   - Individual difference-concept, nature, factors and role of education
   - Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence-Gardner's multiple theories, Guildford's structure of intelligence (SI) model. Measurement of intelligence-individual, group test, verbal, non-verbal and performance test
   - Creativity- meaning, nature and stages of creative thinking, assessing and fostering creativity

Unit- IV: Learning and Motivation
   - Learning- meaning, nature and factors affecting learning
   - Theories of learning with experiment and educational implications-Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
   - Motivation – concepts, types, and techniques of motivation

Unit V: Personality and Mental health

- Personality- meaning and nature of personality, assessment of personality- subjective, objective and projective techniques
- Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher
- Adjustment mechanism

PRACTICAL- Project report on Administration and Interpretation of Psychological Test
Full Marks-25

Suggested Readings

1. Arnett, Jeffrey(2007). Adolescence and emerging adulthood: A cultural approach. (3rd Edn.). Upper Saddle River, N.J.: Pearson
2. Berk, Laura E. (2011). Child development (9th Edn.). New Delhi: Prentice Hall of India.
3. Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Dash, M. and Dash, N.(2006). Fundamentals of educational psychology. New Delhi: Atlantic.
5. Flavell, J.H. (1963). The developmental psychology of Jean Piaget. New York: Van Nostrand
6. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
7. Hurlock, E.B. (1980). Child development (6th Edn.). Tokyo: McGraw-Hill, Kogakusha
8. Hurlock, E.B. (2007). Child growth and development. New York: McGraw Hill.
9. Kail, Robert V (2011). Children and their development (6th Edition). Englewood Cliffs, N.J: Prentice Hall.
10. Nolen-Hoeksema, Susan, Fredrickson, Barbara L., Loftus, Geoff R., & Wagenaar,
11. Willem,A.(2014). Atkinson & Hilgard's Introduction to Psychology. Belmont, California: Wadsworth
12. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India.New Delhi: Sage publications.
13. Stephens, J. M.; Evans, E. D.(1973). Development and classroom learning: An introduction to educational psychology. New York: Holt, Rinehart and Winston

Education CC III: Psychological Foundations of Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES
On completion of this course, the students shall
a) Explain the concept of educational psychology and its relationship with psychology.
b) Understand different methods of educational psychology.
c) Describe the theoretical perspectives of educational psychology.
d) Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
e) Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
f) Specify the contexts and factors influencing development.
g) Explain the theory of cognitive development and its educational implications.
h) State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
i) 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- I: Introduction to Educational Psychology
- Meaning, nature, scope and relevance of psychology and educational psychology
- Relationship between psychology and education
- Methods of educational psychology- observation, experimentation, cross sectional and longitudinal, and case study
- Application of educational psychology in understanding learner behaviour
- Conceptual and theoretical perspectives in educational psychology-Behaviourism and constructivism

Unit- II Developmental Psychology
- Growth and Development-Concept, difference between growth and development, and principles of growth and development
- Stages- characteristics of difference stages of development (childhood and adolescence)
- Areas of development- physical, social, emotional and intellectual development of adolescence
- Piagetian theory of cognitive development

UNIT- III: Intelligence, Creativity and Individual difference
- Individual difference-concept, nature, factors and role of education
- Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Gardner's multiple theories, Guildford's structure of intelligence (SI) model. Measurement of intelligence- individual and group test, verbal, non-verbal and performance test
- Creativity- meaning, nature and stages of creative thinking, assessing and fostering creativity

UNIT- IV: Learning and Motivation
- Learning- meaning, nature and factors of learning
- Theories of learning with experiment and educational implications-
- classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- Motivation – concepts, types, and techniques of motivation

UNIT- V Personality and Mental health
- Personality- meaning and nature of personality
- Theories- type theory(Freud and Jung), trait theory(Alloport, Cattel and Eyesenck)
- Assessment of personality- subjective, objective and projective techniques
- Adjustment mechanism
- Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.

PRACTICAL-   **Full Marks-25**
Project on Administration and interpretation of any psychological test

SUGGESTED READINGS

1.   Arnett, Jeffrey(2007). Adolescence and emerging adulthood: A cultural approach. (3rd Edn.). Upper Saddle River, N.J.: Pearson

2.   Berk, Laura E. (2011). Child development (9th Edn.). New Delhi: Prentice Hall of India.

Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House Pvt. Ltd.

Dash, M. and Dash, N.(2006). Fundamentals of educational psychology. New Delhi: Atlantic.

Flavell, J.H. (1963). The developmental psychology of Jean Piaget. New York: Van Nostrand

Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.

Hurlock, E.B. (1980). Child development (6th Edn.). Tokyo: McGraw-Hill, Kogakusha Ltd.

Hurlock, E.B. (2007). Child growth and development. New York: McGraw Hill.

Kail, Robert V (2011). Children and their development (6th Edition). Englewood Cliffs, N.J: Prentice Hall.

Stephens, J. M.; Evans, E. D.(1973). Development and classroom learning: An introduction to educational psychology. New York: Holt, Rinehart and Winston

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Education CC IV: Development of Education in India
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES
On completion of this course, the student shall
  a) Understand the development of education in India during ancient period, medieval period and pre-independence period.
  b) Describe the development of education in India during post-independence period.
  c) Describe major recommendations of different policies and committee reports on education in India

UNIT- I: Education during Ancient Period
- Features of Vedic period with special reference to aims, curriculum and methods of teaching
- Features of Buddhist period with special reference to aims, curriculum and methods of teaching

UNIT- II Education during Medieval Period
- Features of education during Medieval Period with special reference to aims, curriculum and methods of teaching
- Types of Educational institutions during Muslim period, important centers of education

UNIT- III: Education during pre-independence period
- Charter's Act(1813)
- Maculay's Minute(1835)
- Indian Education Commission(1882)
- Calcutta University Commission(1917)
- Hartog committee(1929)
- Sergent report(1944)

UNIT- IV: Education during post-independence period
- Major recommendations of University Education Commission (1948) relating to aims of education and curriculum
- Major recommendations of Secondary Education Commission (1954) relating to aims of education and curriculum
- Major recommendations of Education Commission (1966) relating to aims of education and curriculum
- National Policy on Education (1968)

UNIT- V Education after NPE 1986
- Major recommendations of National Policy on Education (1986)
- Major recommendations of National Knowledge commission (2006)
- Salient features of RTE-Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyan and Rastriya Uchchattar Shiksha Abhiyan

Practical / Project report on Study of committees/commission Report with reference to its practical implementation.

Full Marks-25

Suggested Readings

Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.

Das, K.K. (1993). Development of education in India. New Delhi: Kalyani Publishers.

Dash, B.N. (1911) Development of education in India. New Delhi: Ajanta Prakashan.

Govt. of India (1986). National policy on education. New Delhi: MHRD.

Govt. of India. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

Keay, F.E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press.

Ministry of Education (1966). Education and national development. New Delhi: Ministry of Education, Government of India.

 Ministry of Human Resource Development (2004).Learning without Burden: Report of the National Advisory Committee. New Delhi: Min. of HRD.

Mookharjee, R.K. (1989). The Gupta Empire. Delhi: Motilal Banarsi Dass Publishers Pvt Ltd.

Mukherji, S.M., (1966). History of education in India. Vadodara: Acharya Book Depot.

Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.

NCERT (2005). National curriculum framework 2005. New Delhi: National Council of Educational Research and Training.
Rawat, P.L.(1989). History of Indian education. New Delhi: Ram Prasad & Sons.
Website, www.mhrd.gov.in

SEMESTER - III

Education SEC- I: Developing Teaching Skill
Full Marks: 50 (10+40) marks, 02 credits

Objectives

On completion of this course the students shall

a)   Explain the concept of micro teaching.
b)   Understand different assumption and features of micro teaching.
c)   Describe various steps of micro teaching.
d)   Explain the teaching skills and their importance
e)   Identify the different teaching skills during different stages of teaching.

Unit I: Micro Teaching
Concept, Need, Assumption, Phases, steps and important features of Micro Teaching

Unit II: Core Teaching Skill
Introduction on skills, skill of probing questions, skill of lecturing, skill of discussion, skill of demonstration with reference to its meaning, nature and importance.

Unit III: Core Teaching Skills
Skill of illustrating with examples, skill of explaining, stimulus variation skill, skill of   re-enforcement and integration of teaching (micro) skill with reference to its meaning,   nature and importance.

Suggested Reading:
1.   Agrawal J.C. (2013). Essential of Educational   Technology, New Delhi: Vikash Publishing House Pvt. Ltd.
2.   Saxena N. R.S., Oberoi, S.C. (2012). Technology of Teaching, Meerut: R. Lala Book   Depot.
3.   Sharma, R. A. (2007). Educational Technology, Agra: Vinod Pustak Mandir

Education GE III: Development of Education in India
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall
 a) Understand the development of education in India during ancient period, medieval period and pre-independence period.
 b) Describe the development of education in India during post-independence period.
 c) Describe major recommendations of different policies and committee reports on education in India.

Unit- I: Education during Ancient Period
- Vedic and post-Vedic period with special reference to aims, curriculum and methods of teaching
- Buddhist period with special reference to aims, curriculum and methods of teaching

Unit- II Education during Medieval Period
- Features of education during Medieval Period with special reference to aims, curriculum and methods of teaching
- Types of Educational institutions during Muslim period, important centers of education.
- Royale patronage of Education

Unit- III: Education during pre-independence period
- Charter's Act(1813)
- Macaulay's Minute(1835)
- Indian Education Commission(1882)
- Calcutta University Commission(1917)
- Hartog committee(1929)
- Sergent report(1944)

Unit- IV: Education during post-independence period
- Major recommendations of University Education Commission (1948) relating to aims of education and curriculum
- Major recommendations of Secondary Education Commission (1954) relating to aims of education and curriculum
- Major recommendations of Education Commission (1966) relating to aims of education and curriculum
- National Policy on Education (1968)

Unit- V: Education after NPE 1986
- Major recommendations of National Policy on Education (1986)
- Major recommendations of National Knowledge commission (2006)
- Salient features of RTE-Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyan and Rastriya Uchchattar Shiksha Abhiyan

Practical / Project Report on Study of any committee/commission Report with reference to its Practical implementation.
Full Marks-25

SUGGESTED READINGS

Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.

Das, K.K. (1993). Development of education in India. New Delhi: Kalyani Publishers.

Dash, B.N. (1911) Development of education in India. New Delhi: Ajanta Prakashan.

Govt. of India (1986). National policy on education. New Delhi: MHRD.

Govt. of India. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

Keay, F.E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press.

Ministry of Education (1966).   Education and national development. New Delhi: Ministry of Education, Government of India.

Ministry of Human Resource Development (2004).Learning without Burden: Report of the National Advisory Committee. New Delhi: Min. of HRD.

Mookharjee, R.K. (1989). The Gupta Empire. Delhi: Motilal Banarsi Dass Publishers Pvt Ltd.

Mukherji, S.M., (1966). History of education in India. Vadodara: Acharya Book Depot.

Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.

NCERT (2005). National curriculum framework 2005. New Delhi: National Council of Educational Research and Training.

Rawat, P.L.(1989). History of Indian education. New Delhi: Ram Prasad & Sons.
Website, www.mhrd.gov.in

Education CC V: Contemporary Trends and Issues in Indian Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student shall

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

UNIT- I Pre-School and Elementary School Education
- Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- Universalisation of Elementary Education: efforts to achieve UEE, SSA
- Problems and issues in implementing Right to Education Act 2009.
- Problems and issues in bringing the community to school, role of SMC
- Problems in providing quality elementary education to the learners

UNIT- II   Secondary Education
- Issues with regard to learning without burden, guiding principles of NCF 2005 and curriculum reforms in the schools
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
- Role of School Management and Development Committee (SMDC)
- Shifting the teaching learning process from teacher centered to learner centered and activity based classroom –problems and issues
- Problems and issues with regard to vocationalisation of secondary and higher secondary education
- Examination reforms at the secondary level
- Widening the access to secondary education through National Open School

UNIT- III Higher Education
- Challenges in Higher education- expansion, quality and inclusion
- Implementation of RUSA- problems and issues
- NAAC and quality assurance in Higher education
- Higher education through open and distance learning mode
- ICT and its role in higher education

UNIT- IV Teacher Education
- Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- Problems and issues with regard to teacher empowerment programme in in-service teacher education
- Teacher education through distance mode-problems and issues
- Teacher autonomy and accountability

UNIT- V Emerging Concerns

- Gender issues in education and issues of woman empowerment
- Examination system and reforms- defects in the examination system, making examination system flexible; internal assessment and semester system with reference to their objectives and importance
- Choice Based Credit System(CBCS)- concept, objectives, importance problems and issues
- Human Rights Education
- Life-Skill Education

Practical/ Project report on Perception study on current issues
FULL MARKS-25

Suggested Readings

Glasser, W. (1990). The quality school: Managing students without coercion. New York: Perennial Library.

Govt. of India (1992). Report of core group on value orientation to education. New Delhi: Planning Commission, Govt.of India.

Kaur, B. (2006). Teaching peace, conflict and pride. New Delhi: Penguin Books.

Kumar, Arvind (2003). Environmental challenges of the 21st century. New Delhi: APH Publishing Corporation.

MHRD (2008). Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage. New Delhi: Department of School Education and Literacy.

MHRD (2011). Sarva Shiksha Abhiyan:Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009. New Delhi: Department of School Education and Literacy.

Ministry of Law and Justice (2009). Right to education. New Delhi: Govt of India.
NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.

Panneerselvam, A. & Ramkrishnan, M. (1996). Environmental science education. New Delhi : Sterling Publishers

Puri, M. & Abraham. (Eds.) (2004). Handbook of inclusive education for educators, administrators and planners. New Delhi: Sage Publications.

Sharma, R.A. (1998). Environmental education. Meerut : Surya Publication
UNESCO (1990). Source Book on environmental education for secondary teachers. Bangkok : UNESCO Principal Regional Office for Asia Pacific

UNESCO (1994). Source Book on environmental education for elementary teacher educators. Bangkok : UNESCO Principal Regional Office for Asia Pacific

UNESCO (1997). Trends in environmental education. Paris : UNESCO

UNESCO (1998). Educating for a sustainable future: A transdisciplinary vision for concerted action. Paris: UNESCO.

UNESCO (2001). Learning the way to peace: A teacher's guide to peace education. Paris: UNESCO.

Unicef (2000). Defining quality in education. New York: Programme Division (Education), Unicef.

WHO (1991). Comprehensive school health programme. New Delhi: World Health Organization Regional Office.

WHO (1997).   Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes. Geneva: Division of Mental Health and Prevention of Substance Abuse, World Health Organization.

WHO (1999), Partners in Life Skills Training: Conclusions from a United Nations Inter-Agency Meeting. Geneva: World Health Organization.

 WHO (2004). Skills for health: An important entry-point for health promoting/child- friendly schools. Geneva: World Health Organization.

Education CC VI: Educational Assessment and Evaluation
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

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

UNIT –1 Assessment and Evaluation in Education
a)   Understanding the meaning and purpose of test, measurement, assessment and   evaluation
b)   Scales of measurement- nominal, ordinal, interval and ratio
c)   Types of measurement- norm referenced and criterion referenced
d)   Types of test- teacher made and standardized
e)   Approaches to evaluation- placement, formative, diagnostic and summative
f)   Concept and nature of continuous and compressive evaluation

UNIT II – Instructional Objectives
a)   Taxonomy of Instructional Objectives with special reference to cognitive domain
b)   Criteria of selecting appropriate objectives, and stating of general and specific   instructional objectives
c)   Relationship of evaluation procedure with objectives
d)   Difference between objective based objective type test and objective based essay type   test

UNIT III- Tools and Techniques of Assessment
a)   Observation
b)   Interview
c)   Rating scale
d)   Check list
e)   Portfolio
f)   Rubrics
g)   Focused group discussion
(*The above tools are to be described with reference to their importance and the context in which they are used*)

UNIT IV- Characteristics of a good Test
a)   Validity-concept, types and methods of validation
b)   Reliability- concept and methods of estimating reliability
c)   Objectivity- concept and methods of estimating objectivity
d)   Usability- concept and factors ensuring usability

UNIT V: Test Constructions
a) General principles of test construction- planning, preparing, trying–out and evaluation
b) Principles of construction of objective type test items- matching, multiple choice,   completion and true-false
c) Principles of construction of essay tests-Merits and demerits

PRACTICAL-   **FULL MARKS-25**

Project Report on Study of assessment procedure in school or college and reporting.

Suggested Readings

Anastasi, A.(1976). Psychological testing. New York: Macmillan Publishing Co.

Anderson, L.W. (2003). Classroom assessment: Enhancing the quality of teacher decision making. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.

Cooper,D. (2007). Talk about assessment: Strategies and tools to improve learning. Toronto,Ontario: Thomson Nelson.

Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development \

Ebel, R.L. and Frisbie, D.A. (1991). Essential of educational measurement, New Delhi: Prentice Hall of India Ltd.

Garrett, H.E. (1973). Statistics in psychology and education (6th ed.). Bombay: Vakils, Feffers & Simon.

Gronlund, N.E. & Linn, R.L. (2009). Measurement and assessment in teaching (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.

Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.

Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Lindquist, E.F. (1951) Essential measurement. Washington: American Council of London.

Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.

Popham, W.J. (2010). Classroom assessment: What teachers need to know (6th ed.). New York: Prentice Hall.

Shepard, L.A.(2000). The role of assessment in learning culture. Educational Researcher, 4-14.

Stanley, J.C. and Hopkins, K.D. (1990). Educatoinal and psychological measurement and evaluation (7th Edition), New Jersey: Prentice Hall of India Ltd.

Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill.

Education CC VII: Introduction to Educational Research
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student shall
a. Describe nature, scope and limitation of educational research.
b. Understand different types and methods of educational research.
c. Explain sources from where knowledge could be obtained.
d. Describe the process of research in education.
e. Analyze research design in education.
f. Illustrate procedure of collecting and analyzing data.
g. Prepare the research report.

Unit I: Concept and Types of Educational Research
a) Scientific method: Sources of scientific knowledge- experience, reasoning, authority, revelation and comparison; Research as application of scientific method
b) Meaning, nature and scope of educational research
c) Type of research by purpose- Fundamental, Applied and Action
d) Type of research by approach- Quantitative and Qualitative

Unit II: Process of Research
a) Steps of research-Quantitative and Qualitative
b) Selection of Problem; Review of research, identification of problem; preparation of research proposal
c) Hypothesis- Meaning, Types, Sources and Characteristics

Unit III: Research Design
a) Difference between population and sample
b) Difference between probability sampling and non probability sampling
c) Sampling procedures- Random, stratified and purposive
d) Tools and techniques for data collection and Procedures of data collection

Unit IV: Methods of Research
a) Survey method
b) Case-study method
c) Co relational method
d) Observation method

Unit V: Writing Research Report
a) Data analysis and interpretation
b) Format for reporting research
c) Reporting style
d) Writing bibliography (APA Manual)

PRACTICAL-   FULL MARKS-25
Project Report on Preparation of a Research Proposal

SUGGESTED READINGS

Ary, D. and Jacobs, L. (2002). Introduction to research in education. Belmont-USA: Wadsworth Thomason Learning.

Best, J.W.(1986). Research in education. Nerw Delhi: Prentice Hall of India.

Borg, W.R. and Gall, M.D. (1989). Educational research: an introduction. New York: Longman.

Creswell, J.W.(2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications.

Gay, L.R. and Airsian, P. (2000) Educational research: competencies for analysis and application, New York: Macmillan.

Koul, L.(1988) Methodology of educational research, New Delhi: Vikash Publishing House.

McMillan, J.H. and Schumacher, S.(1989) Research in education- A conceptual introduction. New York: Harper Collins.

SEMESTER - IV

English SEC II: Communicative English & English Writing skill
Full Marks- 50 (Mid Term 10+ End Term 40) marks, credits- 02
(Unit wise question pattern, answer one question from each unit)

Unit I: Introduction to the essentials of Business Communication: Theory and practice
Communication: Definition, Process, Purpose, Communication Network, Types of Communication, Barriers to communication

Unit II: Mechanics of Writing
Stages of writing, Preparing Notes, Style and Tone, linguistic unity, coherence and cohesion, How to Compose Business Messages, Citing references, and using bibliographical

Unit III: Writing a project report
Report planning, Types of Reports, Developing an Outline, Sections of the Report

Unit IV: Writing minutes of meetings, Circular, Notices, Memos, Agenda

Unit V: E-correspondence: E-mails, Business Letter Format, Styles, Types of Letter

Suggested Readings:
1. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. &Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

Education GE IV: Contemporary Trends and Issues in Indian Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall
   a) Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
   b) State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
   c) Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
   d) Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
   e) Analyze emerging concerns in Indian education.

UNIT- I: Pre-School and Elementary School Education
 * Meaning, Nature and importance of Pre-school Education- problems and issues.
 * Universalisation of elementary education- meaning, problems and issues
 * Strategies for achieving universalisation of elementary education- constitutional provisions, Right to Education Act(RTE) 2009 with reference to features, Sarva Shiksha Abhiyan (SSA) and District Primary Education Programme (DPEP)
 * Problems and issues in implementing Right to Education Act 2009

UNIT- II: Secondary education
 * Ensuring Secondary Education for all- issues and problems
 * Problems and issues with regard to vocationalisation of secondary and Higher secondary education
 * Rastriya Madhyamik Shiskha Abhiyan- Issues and Problems
 * Widening the access to secondary education through National Open Schooling

UNIT- III: Higher Education
 * Challenges in Higher education- expansion, quality and inclusion
 * College autonomy- concept, objectives, importance and salient features
 * Rastriya Uchchatar Shiskha Abhiyan- concept, objectives, importance and salient features
 * Globalization and its impact on higher education
 * NAAC and quality assurance in Higher education
 * Higher education through open and distance learning mode

UNIT- IV: Teacher Education
 * Teacher effectiveness- competencies, commitment, accountability and autonomy of teachers.
 * National Curriculum Framework for Teacher Education 2009- concept, objectives, importance and salient features
 * Pre-service and in-service teacher education- concept, objectives, importance problems, issues and reforms

UNIT- V: Emerging Concerns

- Examination system and reforms- defects in the examination system, continuous comprehensive evaluation(CCE), internal assessment and semester system with reference to their objectives and importance
- Equality and equity in education with reference to its importance problems and issues
- Peace education
- Human rights education
- Life-skill education
- Adolescent Education

PRACTICAL-   **Full Marks-25**
Project report on Perception study on current issues

Suggested Readings:

Glasser, W. (1990). The quality school: Managing students without coercion. New York: Perennial Library.

Govt. of India (1992). Report of core group on value orientation to education. New Delhi: Planning Commission, Govt.of India.

Kaur, B. (2006). Teaching peace, conflict and pride. New Delhi: Penguin Books.

 Kumar, Arvind (2003). Environmental challenges of the 21st century. New Delhi: APH Publishing Corporation.

MHRD (2008). Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage. New Delhi: Department of School Education and Literacy.

MHRD (2011). Sarva Shiksha Abhiyan:Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009. New Delhi: Department of School Education and Literacy.

 Ministry of Law and Justice (2009). Right to education. New Delhi: Govt of India.

NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.

Panneerselvam, A. & Ramkrishnan, M. (1996). Environmental science education. New Delhi: Sterling Publishers

Puri, M. & Abraham. (Eds.) (2004). Handbook of inclusive education for educators, administrators and planners. New Delhi: Sage Publications.

Sharma, R.A. (1998). Environmental education. Meerut: Surya Publication

UNESCO (1990). Source Book on environmental education for secondary teachers. Bangkok: UNESCO Principal Regional Office for Asia Pacific

UNESCO (1994). Source Book on environmental education for elementary teacher educators. Bangkok: UNESCO Principal Regional Office for Asia Pacific

UNESCO (1997). Trends in environmental education. Paris : UNESCO

UNESCO (1998). Educating for a sustainable future: A transdisciplinary vision for concerted action. Paris: UNESCO.

. *Education CC VIII: Statistics in Education*
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall
   a) Describe the importance of statistics in education.
   b) Organised and represent educational data in tabular and graphical form.
   c) Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data.
   d) Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve.
   e) Understand the divergence of data from normality.

UNIT I: Educational Statistics
   * Educational Statistics-meaning, nature, scope and uses
   * Organizing Data: Grouped Distribution, Cumulative Frequency Distribution and Graphical Representation of Data (Histogram, Frequency polygon and Pie-Diagram)

UNIT II Measures of Central Tendency
   * Mean, Median and Mode- concept, computational process, uses and limitations

UNIT III Measures of Variability
   * Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational process, uses and limitations

UNIT IV: Co-relational Statistics
   * Examining Relationship- Meaning and types of correlation
   * Computation of coefficient of correlation by Rank-Difference Method; Product- Moment Method; and Scatter gram

UNIT- V Normal Probability Curve and Divergence from Normality
   a) Normal Probability Curve- concept, properties and applications
   b) Divergence from normality- Skewness and Kurtosis
   c) Interpretation of Derived scores- Z score and T- score

PRACTICAL- Analysis of Achievement Data/Achievement Survey
Full Marks-25

SUGGESTED READINGS:

Aggrwal, Y.P. (1988): Statistical Methods—Concepts, Application and Computation, New Delhi: Streling.

Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education,New York:McGraw Hill.

Garrett, H. E.(1973). Statistics in Psychology and Education, Bombay:Vakils, Feffer and Simon.

Mangal, S.K. (2008). Statistics in Education and Psychology, New Delhi: Prentice Hall.

Education CC IX: Educational Management and Leadership
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

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

UNIT- I: Educational Management
- Concept of educational Management- meaning, nature, scope and principles
- Process of educational Management- planning, execution, staffing, control, supervision, monitoring, evaluation and feedback

UNIT- II: Types of Educational Management
- Centralized and decentralized
- External and internal
- Authoritarian, democratic, dynamic/creative and laissez-faire
- Educational Management in Odisha- structure and function with reference to school and mass education, and Higher education

UNIT- III: Aspects of Institutional Management
- Material and Human resource management
- Management of curricular and co curricular programmes
- Management of students' welfare, auxiliary services including students' health services
- School development plan

UNIT- IV: Leadership in Education
- Leadership- meaning, nature and importance in education
- Leadership : Functions and skills
- Theories of leadership- Redden's 3-D theory, and Hersey and Blanchard's situational theory
- Styles of leadership-participating style, delegating style, selling style and telling style,(Hersey and Blanchard)

UNIT- V Total Quality Management
- Total Quality Management(TQM)- meaning, nature and imporance
- Principles of TQM- Deming's and Jurana's
- Planning for TQM in school and higher education
- Quality Assurance in Higher Education

PRACTICAL-   **Full Marks-25**
Project report on Studying leadership functions and skills of Head Teacher/BEO through interview

Suggested Readings:

1. Bhatnagar, R. P. & Aggrawal V: Educational administration, Layal Book Depot, Meerut.
2. Buch, T. et al. (1980). Approaches to school management. London: Harper and Row.
3. Chalam K.S. (2003): Introduction to Educational Planning and Management: New Delhi, Anmol Publications Pvt. Ltd.
4. Chandrasekharan P. (1997): Educational Planning and Management. New Delhi: Sterling Publishers Pvt. Ltd.

5. Deshmukh, A.V. & Naik, A.P.(2010). School administration and management. Mumbai.

6. Glasser, William(1990). The quality school. New York, NY: Harper Collins Publishers, Inc.
7. Government of India (1986/92). National policy on education. New Delhi: MHRD.

8. Government of India (1992). Programme of action. New Delhi: MHRD.

9. Gupta, S.K. & Gupta, S.91991). Educational administration and management. Indore: Manorama Prakashan.

10. Hallak, J.(1990).Investing in the future:Setting educational priorities in the developing world. Paris: UNESCO.

11. Kalra, Alka (1977). Efficient school management and role of principals. New Delhi: APH Publishing Corporation.

12. Kochar, S.K. (2011). School administration and management. New Delhi: Sterling Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.

13. Shaeffer, S. (1991). Collaborating for educational change: The role of parents and the community in school improvement. Paris: UNESCO.

14. Tyagi R.S. and Mahapatra P.C. (2000), Educational Administration in Orissa : New Delhi, National Institute of Educational Planning and Administration (NIEPA)

15. Vashist, Savita(ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House.

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Education CC X: Information and Communication Technology in Education
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student shall be able to:
- 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 of 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.

Course Contents

Unit I: ICT in Education
- Conceptual Understanding: Information Technology; Communication Technology; and Information and Communication Technology (ICT)
- Relevance of ICT in Education
- Nature and Scope of ICT in Education.
- Challenges in Integrating ICT in Education

Unit II: Use of ICT: Audio-Visual and other Media
- Use of radio and audio media in Education.
- Use of television and video in education
- Use of Computers in Education
- Use of Web-based technologies in Education: Web 1.0 and Web 2.0

Unit III: Application of software
- Word Processing Application
- Database Management System
- Spread sheet Application
- Presentation Application
- Free and Open Source Software (FOSS)

Unit IV: Connecting with the World
- Use of browsers and search engines; choosing appropriate sites; search and retrieval of information and resources; Downloading, uploading and sharing information and resources;
- Create email ID; send and receive emails; store and manage communication; handle attachments; maintain address books; form or join email forums; participate in discussion forums
- Web 2.0 Tools: E-mail, Wikis, Email , Wikis, Social networking, blogging and micro-blogging.

Unit V: Application of ICT Tools in Education
- Subject Tools: Maps and Globe, Digital Storytelling, Concept Map.
- Assessment Tools: Rubistar, Hot potatoes.

PRACTICAL-   Full Marks-25
Project report on Preparation of slides for power point presentation on any topic using SPSS package and make statistical calculation of a given set of data.

References:

1. NCERT (2006). National Curriculum Framework 2005 Position Paper NationalFocus Group on Educational Technology. New Delhi: Author.

2. Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjectsfrom Constructivist Perspectives*. Bhubaneswar: Regional Institute ofEducation, NCERT (Monograph).

3. Senapaty, H.K. (2011). *Pedagogy-Technology Integration for the ProfessionalDevelopment of Teacher Educators.* Bhubaneswar: Regional Institute ofEducation, NCERT (Monograph).

4. Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators.* NewDelhi: Vasunandi Publication.

5. UNESCO (2002). *Information and communication technology in education: Acurriculum for schools and programme of teacher development.* Paris: UNESCO.

6. UNESCO (2008). *Capacity Building for ICT Integration in Education.* Retrievedfrom http://portal.unesco.

7. UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework.*Retrieved from http://portal.unesco.

8. UNESCO (2002). Information and Communication Technologies in Teacher Education A Planning Guide. Paris: Author

9. UNESCO (2005). How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers. Paris: UNESCO.

10. Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Education DSE I: Pedagogy of Language (English) - 1
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES
On completion of this course, the student shall

a) Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005

b) 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

c) Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials

d) Use the understanding of phonetics for facilitating students' speaking in English

e) Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

Unit I: English in School Curriculum
- Language policy in India with reference to NPE 1986 and NCF 2005
- Importance of English language in India in historical perspectives
- Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning English at elementary and secondary levels
- English language skills – their components, independence and interdependence

Unit II: Approaches, Methods And Strategies
- Understanding of different methods and strategies: Bi-lingual method, Translation Method, Direct Method, Structural Approach, Communicative Approach.

Unit III: Teaching Of Language Skills
- Listening Skill: Tasks for developing Listening Comprehension
- Speaking Skill: Tasks for developing Speaking skills
- Reading skill: Types of Reading, Strategies to develop reading comprehension
- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicality and organization in writing), Creative writing.

Unit IV: Transaction Of Contents
- Teaching of Prose (detailed and non-detailed), poetry, grammar and composition – Approaches, Methods and Strategies
- Content analysis- analysis of topics of English text book for identification of language items(new vocabulary, structural words, grammar components), learning objectives, methods and strategies, teaching learning materials, ICT materials in the form of audio and video clips, learning activities including student and teacher activities and assessment strategies
- Preparing lesson plan following 5E and Interpretation Construction Design Model (ICON)

Unit- V: Lesson Delivery Strategies And Assessment
- Lesson Delivery Strategies: Lecturing, Role play and Dramatization, Collaborative Approach, Ability Grouping, Group Work; Learning through Narratives and Discourses; Concept Mapping and Brain Storming

- Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- 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
- Response Type and Objective Type), preparation of check list, rating scale and rubric, Portfolio assessment in English.

PRACTICAL- School Internship   **FULL MARKS-25**

SUGGESTED READINGS

1. Bansal, R.K. (1971). An outline of general phonetics. Bombay : Oxford University Press

2. Bansal, R.K. and Harrisson, J.B. (1972). Spoken English for India. Madras : Orient Longman

3. Baruah, T.C. (1984). The English teachers handbook. New Delhi : Sterling Publishers

4. Billows, F.N. (1961). The techniques of language teaching. London : William Heffer and Sons.

5. Carrol, J.B. (1972). Systems and structures of english. London: Oxford University Press.

6. Das, B.K. et al. (2009). An introduction to professional english and soft skills. New Delhi : Cambridge University Press

7. Dodson, C.J. (1963). The bilingual method. London : Pitman Publishing.

8. Frisby, A.W. (1970). Teaching english: notes and comments. London: ELBS.

Gokak, V.K. (1963). English in India: Its present and future. New Delhi: Asia Publishing House.

9. Harish David, P. (1969). Testing english as second language. New Jersy : McGraw Hill

10. Hornby, A.S. (1962). The teaching of structural words and sentence patterns. London: Oxford University Press.

11. Jones, Daniel (1967). An outline of english phonetics. London : William Heffer and Sons

12. Kohli, A.L. (1970). Techniques of teaching english. Jalandhar : Dhanpat Rai and Sons.

13. Krishna Swamy, N. and Sri Raman, T. (1994). English teaching in India. Madras : T.R. Publication.

14. Palmer, H.E. (1980). Grammar of spoken english. Cambridge: Heffer.

15. Prabhu, N.S. (1989). Second language pedagogy. New Delhi : Oxford University Press

16. Sachdeva, M.S. (1973). A new approach to teaching of english in India. Ludhiana : Prakash Brothers

17. Saraswati, V. (2004). English language teaching. New Delhi : Orient Longman

18. S.P. (1978). English in India. New Delhi : Janaki Prakashan

TESS India (2015). Key resources. The Open University U.K.

OR
PEDAGOGY OF LANGUAGE (ODIA) -2
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student-teacher shall
a) State the importance and place of Odia as mother tongue in school curriculum.
b) Develop the strategies to address the problems of Odia language acquisition in multilingual context.
c) Use various strategies for facilitating the acquisition of language skills in Odia.
d) Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
e) Prepare appropriate tools for comprehensive assessment of learning in Odia.
f) Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
g) Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

Unit- I: Odia as Mother Tongue in School Curriculum
*   Importance of mother tongue in the life and education of an individual
*   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)
*   Objectives of teaching-learning Odia at elementary and secondary levels
*   Inter-dependence of language skills in Odia and Strategies for facilitating acquisition of four-fold language skills in Odia

Unit- II: Pedagogic Approaches to Teaching-Learning Odia
*   Psychology of language learning and acquisition   with reference to Odia as mother tongue.
*   Problems and issues related to acquisition of Odia language in multi-lingual context
*   Traditional versus modern methods of teaching-learning Odia.
*   Different approaches and strategies to the teaching-learning of : − Odia prose (detailed and non-detailed) − Odia poetry − Odia composition (through Rubric) − Odia grammar − Strategies for enrichment of Odia vocabulary (word formation and spelling)

Unit- III: Curricular Activities In Odia
*   Content analysis- analysis of topics of Odia text book for identification of language items(new vocabulary, structural words, grammar components), learning objectives, methods and strategies, teaching learning materials, ICT materials in the form of audio and video clips, learning activities including student and teacher activities and assessment strategies
*   preparing lesson plan following 5E and Interpretation Construction Design Model(ICON)
*   Preparation of Lesson Plan following constructivist approach (5E and ICON Models)

Unit- IV: Relevance Of Linguistics In Odia Language Acquisition
*   Elements of Language – sound, vocabulary and structure
*   Odia Dhwani (Sound) – Types and manner of articulation
*   Odia Vocabulary – Types (Tatsama, Tadbhava, Deshaja, Baideshika), Word formation process and principles (use of Upasarga, Anusarga, Pratyaya, Samasa and Sandhi), Semantics (Lexical and Contextual)
*   Odia Syntax – Processes and Principles

Unit- V: Assessment

- Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- 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   **FULL MARKS-25**

Suggested Readings:

Dhal, G.B. (1972). English uchharana siksha. Cuttack : Friends Publisher.

Dhal, G.B. (1974). Dhwani bijanana. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.

Mohanty, B. (1970). Odia bhasara utpati O 65arma bikasha. Cuttack : Friends Publishers.

Mohanty, J., Barik, N. & Khandai, U. (1983). Odia sikshadana paddhati. Cuttack : Nalanda.

Mohapatra, D. (1976). Odia Dhwani tattwa O sabdha sambhar. Cuttack : Grantha Mandir.

Mohapatra, N. & Das, S. (1943). Sarbasara vykarana. Cuttack : New Student's Store

OR

Pedagogy of General / Integrated Science
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student- teacher shall
a)   Narrate the evolution and nature of General Science and its importance in the school curriculum in the context of the recent curricular reforms.
b)   Use various methods and approaches of teaching and learning General Science   especially suitable for the secondary school classes.
c)   Plan lessons in General Science using traditional and constructivist approaches for effective classroom transactions.
d)   Develop and collect   activities and resource materials   for their use in enhancing the quality of learning General Science at the secondary level.
e)   Conduct continuous and comprehensive assessment for enhancing the quality of   General Science learning.
f)   Explain the concepts in General Science included in the secondary school curriculum   and make pedagogical analysis of those concepts

Unit- I: Foundations of General Science Education
a)   Nature of General Science: Nature and Scope of General Science, Nature of Mathematical propositions, Mathematical proof, structure and logic; history of General Science with special reference to Indian General Science.
b)   Learning of General Science: Importance of General Science at elementary and   secondary level, Objectives of teaching-learning General Science at the two levels,
c)   Curriculum Reforms in School General Science: Rationale, objectives, principles,   designs and materials in General Science,   recent curricular reforms at the National and   State   levels (NCF 2005).

Unit- II: Methods of Teaching-Learning General Science
a)   Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
b)   Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis,
c)   Problem Solving in General Science: Importance of problem solving in General Science, Steps of problem solving in General Science, Problem Posing, Generating and solving real life   problems using Mathematical principles, Situation model for solving word problems.
d)   Constructivist approaches: Self-learning and   peer learning strategies, Collaborative strategies; 5E and ICON Models,

Unit- III: Curricular Activities in General Science
*   Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
*   Activities in General Science: General Science Quiz, General Science Club activities, General Science Exhibition, Planning and organizing General Science laboratory   activities, General Science outside the classroom.
*   Learning Materials in General Science: Types, functions, preparation and utilization of learning   materials - Textbook, Models, Calculators and computers, Graphic calculators, Maintaining portfolio in General Science
*   Key Learning Resources in General Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using

group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Unit- IV: Pedagogical Treatment of Content

- Analysis of Atomic Structure: Atoms and Molecules, Classification of elements, Motion, Laws of Motion, Concepts of Work, Energy, Pressure and their measurement, Energy: Sources and forms of energy, Renewable and non-renewable energy,Electricity and Magnetism: Electric Circuit, Potential Difference, Magnetic Field, Lines of Force, Electromagnetic induction, Chemical Reactions and Equation ,Heat, Light and Sound
improvement of Food production, Cell and its Organization, Nutrition, Respiration, Excretion and Reproduction, Biodiversities, Natural Resources and its Pollution, Our Environment; Ecosystem, Ecological system flow of energy, Bio-geochemical cycles in nature, Environmental degradation. Identification of concepts and sub-concept, Expected specific learning outcomes ,Methods / approaches of teaching-learning ,Teaching-learning materials to be used , Expected teacher and students activities ,Assessment strategies
- Steps of preparing lesson plan following 5E and Interpretation Construction Design Model(ICON)
- Preparation of Lesson Plan following constructivist approach (5E and ICON Models)
- Preparation of ICT enabled Lesson Plan following constructivist approach (5E and ICON Models

Unit- V Assessment of and For General Science Learning

a) Assessment of General Science learning: Unit test – Designing blue print, item construction, marking schemes,

b) Assessment for General Science Learning: Assignments, Projects and portfolios in General Science, group and collaborative assessment in General Science,

c) Non-testing methods of assessment of/for General Science Learning: Observation of learners in action, rating of participation in various General Science tasks and activities,

d) Diagnosis of difficulties in learning general science concepts, Remediation of the difficulties, enrichment programmes in General Science learning –National General Science Talent Search, General Science Olympiad.

e) Planning for continuous assessment of classroom learning in General Science.

PRACTICAL- School Internship   Full Marks-25

SUGGESTED READINGS
1. Cooney, Thomas J. et al. (1975). Dynamics of Teaching Secondary School General Science. Boston: Houghton Mifflin
2. Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
3. Driscoll, M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.
4. Grouws, D.A. (ed) (1992). Handbook of research on General Science teaching and learning. New York: Macmillan Publishing
5. Malone, J. and Taylor, P. (eds) (1993). Constructivist interpretations of teaching and learning General Science. Perth: Curtin University of Technology
6. Marshall, S.P. (1995). Schemes in problem-solving. New York: Cambridge University Press.
7. Moon, B. & Mayes, A.S. (eds.) (1995). Teaching and learning in secondary school. London: Routledge.

8.   NCERT (1998). A textbook of content-cum-methodology of teaching General Science.   New Delhi: NCERT.
9.   NCERT (2005). National curriculum framework 2005. New Delhi:NCERT.
10.   NCERT (2006). Position paper: National focus group on teaching General Science. New Delhi: NCERT.
11.   TESS   India   (2015).   Key   resources.   The   Open   University U.K.(http//creativecommons.org/licences/and http//www.tess-india.edu.in/)

Education DSE II: *Pedagogy of Mathematics*
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall
a) Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
b) Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
c) Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
d) Develop and collect   activities and resource materials   for their use in enhancing the quality of learning Mathematics at the secondary level.
e) Conduct continuous and comprehensive assessment for enhancing the quality of   Mathematics learning.
f) Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

Unit- I: Foundations of Mathematics Education
a) Nature of Mathematics: Nature and Scope of Mathematics,
b) Nature of Mathematical propositions, Mathematical proof, structure and logic; history of Mathematics with special reference to Indian Mathematics.
c) Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Objectives of teaching-learning Mathematics at the two levels,
d) Curriculum Reforms in School Mathematics: Rationale, objectives, principles, designs and materials in Mathematics,   recent curricular reforms at the National and State levels (NCF 2005).

Unit- II: Methods of Teaching-Learning Mathematics
a) Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
b) Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis,
c) Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.
d) Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models,

Unit- III: Curricular Activities In Mathematics
a) Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
b) Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom.
c) Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators and computers, Graphic calculators,   Maintaining portfolio in Mathematics
d) Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

Unit- IV: Pedagogical Treatment Of Content

a) Analysis of Number System, Ratio and Proportion, Set, Relations, and Functions, Algebraic equations: Linear, Simultaneous and Quadratic Equations and their graphical solutions, Polynomials, Theory of Indices, Logarithm and Anti-logarithm, Lines and Angles, Axioms, Triangles, Polygons and Circles, Coordinate Geometry, Trigonometric Ratios and Identities Problems on Height and Distance for Identification of concepts and sub-concept, Expected specific learning outcomes ,Methods / approaches of teaching-learning ,Teaching-learning materials to be used , Expected teacher and students activities ,Assessment strategies

b) Steps of preparing lesson plan following 5E and Interpretation Construction Design Model (ICON)

c) Preparation of Lesson Plan following constructivist approach (5E and ICON Models)

d) Preparation of ICT enabled Lesson Plan following constructivist approach (5E and ICON Models

Unit- V: Assessment of and For Mathematics Learning

f)   Assessment of Mathematics learning: Unit test – Designing blue print, item   construction marking schemes,

g)   Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,

h)   Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,

i)   Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.

j)   Planning for continuous assessment of classroom learning in Mathematics.

PRACTICAL- School Internship   **FULL MARKS-25**

Suggested Readings

Cooney, Thomas J. et al. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton Mifflin.

Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
Driscoll, M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.
Grouws, D.A. (ed) (1992). Handbook of research on mathematics teaching and learning. New York: Macmillan Publishing.
Malone, J. and Taylor, P. (eds) (1993). Constructivist interpretations of teaching and learning mathematics. Perth: Curtin University of Technology.
Marshall, S.P. (1995). Schemes in problem-solving. New York: Cambridge University Press.
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OR

Pedagogy of Social Science (History and Political Science)
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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OBJECTIVES

On completion of this course, the student-teacher shall
a)   State the meaning, scope and importance of History and Political Science
b)   Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons
c)   Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.
d)   Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History
e)   Prepare Unit Plans and Lesson Plans in History and Political science
f)   Develop diagnostic achievement test, administer them and analyse the results for providing feedback

Unit- I: Concept, Objectives And Values Of Teaching History And Political Science
- Meaning, Nature and Scope of History and Political Science
- Values of teaching History and Political Science
- Recommendations of NCF – 2005 on teaching of History and Political Science
- Correlation of History and Political Science with other allied school subjects
- Objectives of teaching History and Political Science at elementary and secondary levels
- Formulation of specific learning outcomes in History and Political Science Lessons

Unit- II: Methods And Approaches To Teaching-Learning History And Political Science
- Story-telling § Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Field Trips

Unit- III: Curricular Activities In History And Political Science
- Content analysis- analysis of topics of history and political science text book for identification of concepts and sub-concepts, learning objectives, methods and strategies, teaching learning materials, ICT materials in the form of audio and video clips, learning activities including student and teacher activities and assessment strategies
- preparing lesson plan following 5E and Interpretation Construction Design Model(ICON)
- Preparation of Lesson Plan following constructivist approach (5E and ICON Models)

Unit- IV: Development Of Resource Materials
- Curriculum as resource material
- Approaches to curriculum in History – Bio-graphical, Chronological and Concentric
- Development of teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Filmstrips, T.V. Video, OHP, and Computer
- Timeline – Concept, Aspects, Type and Use

Unit- V: Assessment

- Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- 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 items (Extended Response Type, Restrictive Response Type and Objective Type), preparation of check list, rating scale and rubric, Portfolio assessment in history and political science

PRACTICAL- School Internship   **Full Marks-25**

Suggested Readings:

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

Carretero, Mario, & Voss, James F. (Eds.) (1994). Cognitive and instructional processes in history and the social sciences. Hillsdale: Lawrence Erlbaum Associate.

Chaudhary, K.P. (1975). The effective teaching of history in India. New Delhi: NCERT.

Choudhury, K.P. (1975). The effective teaching of history in India. New Delhi : NCERT.

Drake, Frederick D. & Lynn, R. Nelson (2005). Engagement in teaching history: Theory and practices for middle and secondary teachers. Columbus, OH: Pearson.

Ghate, V.D. (1956). Teaching of history. Bombay: Oxford University Press.

Gunnin, Dennis (1978). The teaching of history. Goom Helm Ltd. London.

James, T. H., Arthur,J. and Hunt, M. (2001). Learning to teach history in the secondary school:

A companion to school experience. London: Routledge Falme.

Kochhar, S.K.(1970). Teaching of political science. New Delhi: Sterling Publishers

Education CC XI: Curriculum Construction
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the students shall
a) Differentiate curriculum from courses of study, text book.
b) Analyse bases and sources of curriculum.
c) Describe different types of curriculum.
d) Critically examine National curriculum framework- 2000 and 2005.
e) Describe process of curriculum development and differentiate different models of curriculum development.
f) Evaluate curriculum using different evaluation models.

Unit- I: Curriculum
- Concept and meaning of- syllabus, courses of study, text book and curriculum
- Bases of curriculum- philosophical, sociological and psychological
- Components of curriculum: Objectives, Contents, Methods and Evaluation
- Sources of curriculum

Unit II- Types of Curriculum
- Subject centered curriculum
- Learner centered curriculum
- Experience centered curriculum
- Core curriculum
- Local specific curriculum

Unit- 3 Curriculum Frameworks
- Principles of curriculum construction
- Selection and Organization of learning experiences
- Conceptual framework: Horizontal and vertical relationship;
- Dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance;
- National curriculum framework- 2000 & 2005 and state curriculum framework and its guiding principles and approaches

Unit IV: Curriculum Development
- Curriculum development- its process, role of local authority, state level agencies like SCERT, BSE
- Tyler and Taba Model of curriculum development

Unit- V Curriculum Evaluation
- Meaning and nature of curriculum evaluation: Formative and Summative approach
- Goal Attainment Model
- Context-Input-process-product(CIIP) Model
- A critical study of curricula at the Elementary level

PRACTICAL- Project on Content Analysis   **FULL MARKS-25**

SUGGESTED READINGS:

Beane, J.A. ,Conrad, E.P. Jr. and Samuel JA, Jr. (1986). Curriculum planning and development, Boston: Allyn & Bacon.

Brady, L. (1995). Curriculum development, New Delhi: Prentice Hall.

Doll, R.C. (1996).Curriculum development: decesion-making and process, Boston: Allyn & Bacon.

Krug, E.A.(1956). Curriculum planning. New York: Harper and Row Publishers.

Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.

Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.

Pratt, D.(1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.

Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.

Saylor, J.G., Alexander, W.M. and Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rienehart & Winston.

Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.

Tanner, D. and Tanner, L.(1975) Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.

Tyler, R.W.(1941). Basic principles of curriculum and instruction .Chicago: University of Chicogo Press.

Education CC XII: Guidance and Counseling
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student-teacher shall
   a) State the concept, need, principles and bases of guidance.
   b) Use various tools and techniques of guidance in appropriate contexts.
   c) Explain the role of school in organizing different guidance programmes.
   d) State the concept, scope and type of counseling.
   e) Narrate the process, tools and techniques of counseling.
   f) Explain the qualities and role of a counselor.
   g) Describe different programmes for with differently abled children.
   h) Explain the role of teacher and head master in organizing different guidance programmes.

Unit- I: Concept of Guidance
   * Meaning, nature and scope of guidance
   * Philosophical, psychological and sociological bases of guidance
   * Need, importance, purpose and scope of educational guidance in schools
   * Need, importance, purpose and scope of vocational guidance

Unit- II: Educational Guidance
   * Basic data necessary for educational guidance- pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits
   * Basic principles and main types of pupil personnel records
   * Cumulative records in a guidance programme
   * Case study procedures in guidance

Unit- III: Concept of Counseling
   * Meaning, nature and scope of counseling
   * Relationship between guidance, counseling and teaching
   * Different types of counseling
   * Steps and techniques of counseling
   * Necessary qualities of a good counselor, role of a counselor in secondary schools

Unit- IV: Remedial Techniques for Academic Deficiencies
   * The counselor and academic remediation
   * Causes of reading difficulties
   * Identifying reading disabilities
   * Deficiencies in study skills and habits and counselor functions with academic deficiencies

Unit- V: Organization of Guidance Service
   * Placement Service
   * Follow-up service
   * Individual inventory service
   * Occupational information service
   * Launching school guidance programme

PRACTICAL- Case Study   **FULL MARKS-25**

Suggested Readings

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and counseling: A theoretical perspective(Vol.I). New Delhi: Vikas.

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and counseling: A practical approach(Vol.II). New Delhi: Vikas.

Dave, Indu (1984). The basic essentials of counseling. New Delhi: Sterling Pvt. Ltd.

Gazda George R.M.(1989). Group counseling: A development approach. London: Allyn and Bacon.

Gibson, R.L. & Mitchell, M.H. (1986). Introduction to guidance. New York: McMillan.

Nugent, Frank A. (1990). An Introduction to the profession of counseling. Columbus: Merrill publishing Co.

Pietrofesa, J.J., Bernstein, B.,and Stanford,S.(1980). Guidance: An introduction. Chicago: Rand McNally.

Rao, S.N. (1981). Counseling psychology. New Delhi: Tata McGraw Hill.

Saraswat, R.K. & Gaur, J.S.(1994). Manual for guidance counselors. New Delhi: NCERT.

SEMESTER - VI

Education DSE III: Policies and Practices in School Education in India
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of this course, the student shall:
* 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

Course Contents

Unit-I: Policies in School Education
* National education policy, 1986, revised in 1992 and its corresponding document Programme of Action with reference to Elementary Education and Secondary Education.
* Implementation of Elementary Education with reference to RTE Act-2009 and Policy issues.
* Implementation of Secondary Education with reference to Rashtriya Madhyamik Siksha Abhiyan (RMSA) and policy issues
* Guiding principles of NCF-2005 and curriculum revision at the school level.

Unit-II: Policies for Vocationalization of Education
* Vocationalization of education- A policy analysis with reference to the report of Patel Committee (1977), Adisheshia Committee (1978) and National Policy on Education (1986) revised NPE (1992)
* Vocational Education at Higher Secondary level: Policy challenges
* Work education in schools –concept to implementation

Unit-III: Policies for Inclusive Education
* Education of Children with Special Needs (CWSN): Policy perspectives with reference to NPE,1986, 1992, Mental Health Act, 1987, Persons with Disabilities Act, 1995, Rehabilitation Council of India Act, 1992, National Trust Act,1999
* Inclusive education- Policies, Progress and Problems.

Unit- IV: Policy on Women Education
* Women's Education: Implementation of NPE
* Women's education and empowerment with reference to National Policy on Women Empowerment.
* Progress of Women Education and Problems.

Unit-V: Access and Equity in Education
* Access and Equity in Education with focus to SC, ST and Minorities
* Policy for SC children- Implementation, Progress and Problems.
* Policy for ST children- Implementation, Progress and Problems with reference to Mother Tongue based Multilingual Education
* Policy for Minority Children- Implementation, Progress and Problems.

Practical-   **Full Marks-25**

Survey of the status of education relating to any one of the above topics

References

Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.

NCERT (2005). *National curriculum framework*, New Delhi: NCERT.

MHRD, Gov. of India (1986). *National policy on education.* New Delhi: GoI.

MHRD, Gov. of India (1992), *National policy on education (*revised) New Delhi: GoI.

MHRD, (1992), *Programme of action*., New Delhi: Govt. of India.

NCTE (1998b). *Curriculum Framework for Quality Teacher Education.* New Delhi:NCTE.

NCTE (2009). *National Curriculum Framework for Teacher Education TowardsPreparing Professional and Humane Teacher.* New Delhi:NCTE.

Ministry of Law Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009. *The Gazette of India*, Ministry of Law Justice, Govt. of India.

Kurrien, J (1983). *Elementary Education in India*. New Delhi: Vikas.

MHRD (). *Report to the People on Education 2011-12.* New Delhi: Author.

MHRD (1986): *National Policy on Education*. New Delhi: MHRD.

MHRD (2000). *Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation.* New Delhi: Author.

Government of India, Ministry of Human Resource Development (2005), Report of the CABE Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.

Websites to be referred:

http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf
http://socialjustice.nic.in/pwdact1995.php
http://mhrd.gov.in/rmsa

OR

Policies And Practices In Higher Education In India
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

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.

COURSE CONTENTS

Unit I: Policies in Higher Education

- NPE-1986, revised in 1992 and its corresponding document Programme of Action (POA) with reference to Higher Education.
- Recommendations of National Knowledge Commission-2006.
- Implementation of Policies, progress and problems.

Unit II: Future of Higher Education
- Rashtriya Uchattar Shiksha Abhiyan (RUSA)- goals, features, strategies and implementation-poroblems and issues.
- Progress Higher Education in Odisha.

Unit-III: Curriculum and Assessment
- Curriculum issues in higher education
- Choice Based Credit System, Semester system, Grading.
- Role of UGC, NAAC and Accreditation
- Quality Assurance in Higher Education
- ICT in the classroom of higher education

Unit-IV: Educational Management System
- Management of undergraduate programme
- Management of Universities
- Funding of Higher Education
- University-Industry Interaction
- Autonomy and Accountability in Higher Education

Unit-V: Increasing access to higher education and upgrading quality
- Open and Distance Learning System: Policy and Development-Role of IGNOU.
- Research in higher education-problems and issues- Role of ICSSR, UGC, Association of Indian Universities
- Capacity Building of Teachers in Higher Education.
- Role of UGC Human Resource Development Centre
- Impact of globalisation on higher education

Practical   **Full Marks-25**

Project on To study the implementation of recommendations of any policy on higher education

References

Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.

Government of India, Ministry of Human Resource Development. 2011a. 'Indian Institutes of Development'. Available at http://mhrd.gov. in/itt_higher_english.

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Cheney, G. R., with B. B. Ruzzi and K. Muralidharan. 2005. India Education Report. NCEE (National Center on Education and the Economy). Available at http://www.ncee. org/wp-content/uploads/ 2013/10/ IndiaEducation-Report.pdf.

UCG (University Grants Commission). 2008. Higher Education in India: Issues Related to Expansion, Inclusiveness, Quality and Finance. New Delhi: University Grants Commission. Available at http://www.ugc.ac.in/oldpdf/pub/report/12. pdf.

Agarwal, P. 2006. 'Higher Education in India: The Need for Change'. ICRIER Working Paper No. 180, June. Delhi: Indian Council for Research on International Economic Relations.

BhallaVeena& et al (1998), Accountability and Autonomy in Higher Education, AIU.

Country paper (1998), Higher Education in India: Vision & Action, presented in UNESCO world conference of Higher Education in the Twenty-first century, Paris 5-9th Oct 1998, National Commission for Cooperation with UNESCO.

UNESCO (1998), report on Higher Education in the Twentieth First Century Vision & Actions held at Paris 5-9th Oct 1998, UNESCO.

Meek, V Lynn (2000), Diversity and marketisation of higher education: incompatible concepts? Higher Education Policy, 13 (2000), p-25 & 26.

Government of India, Ministry of Human Resource Development (2005), Report of the CABE Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.

Tilak, J.B.G. (1996), "Higher Education under Structural Adjustment", Journal of Indian School of Political Economy 8 (2) (April-June): 266-93.

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-IV
DISSERTATION/ PROJECT WORK

Credits - 06, FULL MARKS-100

Project: Conducting a Study Related to DSE-3

Education CC XIII: Educational Thoughts and Practices
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of the course the students shall be able to:
a) Evaluate the ideas and contributions of the Greek educational theorists.
b) Narrate the contribution realistic and disciplinary educational thinkers.
c) Comprehend Naturalistic and Psychological tendency in Education
d) Appreciate the contribution of Scientific tendency in Education
e) Evaluate, compare and contrast Indian thoughts and practices in education.

Course Contents

Unit- I:
(a) M. K. Gandhi- life philosophy, Educational Theory, Basic Education, Relevance of Educational Theory in the present society.
(b) R. N. Tagore- life philosophy, Educational Theory, Shantiniketan, Relevance of Educational Theory in the present society.

Unit- II:
(a) Aurobindo- life philosophy, Educational Theory, Integral Education, Relevance of Educational Theory in the present society.
(b) Swami Vivekananda- life philosophy, Educational Theory, Ramakrishna Mission on Education, Relevance of Educational Theory in the present society.

Unit- III:
(a) Rousseau- life philosophy, Educational Theory, Negative Education, Summer School experiment by A.S.Neil, Relevance of Educational Theory in the present society
(b) Frobel- life philosophy, Educational Theory, Kindergarden Education, Relevance of Educational Theory in the present society.

UNIT- IV:
(a) John Dewey- life philosophy, Educational Theory, Chicago Experimental school, Relevance of Educational Theory in the present society.
(b) Montessori- life philosophy, Educational Theory, Experimental in pre-school Education, Relevance of Educational Theory in the present society.

UNIT- V:
(a) Evan Illich- life philosophy, Educational Theory, De-schooling society, Relevance of Educational Theory in the present society.
(b) Paul Freire- life philosophy, Educational Theory, Pedagogy of the Oppressed, Relevance of Educational Theory in the present society

Practical: Presentation of Seminar/ Project Paper on the above topic.
FULL MARKS-25

References

Freire, P.(1970). *Pedagogy of the Oppressed*. England: Penguin Books Ltd.

Gaind, D.N. & Sharma, R.P. (1973). *Educational theories and modern trends*. Agra: Ram Prasad and Sons.

Gutek, Gerald L. (2009). *New perspectives on philosophy and education*. New Jersey, USA: Pearson.

Illich, E.(1970), *Deschooling society*. London: Marion Boyars.

Monroe, R. (1960). *A brief course in the history of education*. New York: McMillan Company

Ozman, Howard A., & Craver, Samuel M., (--). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.

Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling Publishers.

Wingo, G. Max. *Philosophies of education*. New Delhi: Sterling Publishers.

Websites:
- http://www.plato.stanford.edu/: Stanford Encyclopedia of Philosophy
- http://www.mkgandhi.org/edugandhi/basic.htm

Education CC XIV: Education in Odisha

(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm − 15+ End term − 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVES

On completion of the course the students shall be able to:
a) grasp the structure of educational system of Odisha
b) state the function of institutions/units at the state and district levels
c) appreciate the contribution of Utkalmani Gopabandu Das to the thoughts and
d) practices of Indian Education narrate the objectives and implementation process of the major education
e) schemes of central as well as state government being implemented in the state of Odisha
f) explain the role of various state and district level institutions in education
g) analyze the scenario of higher and technical education of Odisha
h) establish linkage between higher education and development of the state

Course Contents
Unit- I: Status of Early Childhood Care and Education

- Integrated Child Development Services (ICDS) scheme
- Role of Government and Non-government Organization in organizing ECE
- Capacity building of personnel in ECCE
- Problems and issues in ECCE
- ECCE in Non-govt institutions-Case analysis of Saraswati Shisu Mandir

UNIT- II: Status of Elementary Education

- Efforts to Universalize Elementary Education: PEP, SSA and Right to Education Act, 2009
- Indicator wise position in terms of provision, enrolment, retention and achievement for elementary level programmes; NPEGEL and KGBV
- Problem and issues in elementary education

Unit- III : Status of Secondary and Higher Secondary Education

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and its implementation in Odisha.
- Role of BSE, Odisha- Problems and issues
- Status of Higher Secondary Education and Role of CHSE; Problems and Issues
- Status of Higher Secondary Vocational Education-Problems and Issues

Unit- IV: Status of Higher Education

- Organization of higher education at the under graduation level and University level-Present status
- RUSA and its implementation
- Autonomous colleges and their functioning
- Problems and issues relating to higher education

Unit- V: Status of Teacher Education

- Capacity building of Anganwadi Workers
- Pre-service and In-service teacher education for elementary schools teachers
- Pre-service and In-service teacher education for secondary school teachers
- Role of DIET, CTE, IASE and SCERT
- Problems and issues in teacher education

Practical-   **Full Marks-25**
    Survey of the status of education relating to any one of the above topics in Odisha

References

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

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