

CHOICE BASED CREDIT SYSTEM (CBCS)

SAMANTA CHANDRA SEKHAR (AUTONOMOUS) COLLEGE, PURI

**(In collaboration with Ravenshaw University, Cuttack; Khalikote University, Berhampur
and G. M. University, Odisha)**

UNDERGRADUATE PROGRAMME IN EDUCATION

(Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses

**DEPARTMENT OF EDUCATION
S.C.S. (Autonomous) College, Puri**

PREAMBLE

The University Grants Commission (UGC) has initiated several measures to ensure equity, efficiency and excellence in the Higher Education System of the country. The important reform initiatives measures taken to enhance academic standards and quality in higher education include innovation and up gradation of in curriculum, ICT enabled teaching-learning process, flexible examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations; the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
- 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
- 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/ faculty member is called dissertation/project.
- 2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE

Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

- 3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
- 3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

DETAILS OF COURSES UNDER B.A (HONORS), B.COM (HONORS) & B.SC. (HONORS)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
I. <u>Core Course</u>		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
II. <u>Elective Course</u>		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/ Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4

(4 Papers)

Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester

III. Ability Enhancement Courses

1. Ability Enhancement Compulsory

(2 Papers of 2 credit each)		2 X 2=4			2 X 2=4		
Environmental Science							
English/MIL Communication							
2. Ability Enhancement Elective (Skill Based)							
(Minimum 2)		2 X 2=4			2 X 2=4		
(2 Papers of 2 credit each)							
Total credit		140			140		

Institute should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS/ related courses on its own.

*** Wherever there is a practical there will be no tutorial and vice-versa**

**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	C-EDN-01 (4+2 credits) Philosophical Foundations of Education (Theory+ Practical)	Environmental Science			GE-1
	C-EDN-02 (4+2 credits) Sociological Foundations of Education (Theory+ Practical)				
II	C-EDN-03 (4+2 credits) Psychological Foundations of Education (Theory+ Practical)	English Communication			GE-2
	C-EDN-04 (4+2 credits) Development of Education in India (Theory+ Practical)				
III	C-EDN-05 (4+2 credits) Contemporary Trends and Issues in Indian Education (Theory+ Practical)		AEEC-1		GE-3
	C-EDN-06 (4+2 credits) Educational Assessment and Evaluation (Theory+ Practical)				
	C-EDN-07 (4+2 credits) Introduction to Educational Research (Theory+ Practical)				

IV	C-EDN-08 (4+2 credits) Statistics in Education (Theory+ Practical)				
	C-EDN-09 (4+2 credits) Educational Management and Leadership (Theory+ Practical)		AEEC-2		GE-4
	C-EDN- 10 (4+2 credits) Information and Communication Technology in Education (Theory+ Practical)				
V	C-EDN-11 (4+2 credits) Curriculum Construction (Theory+ Practical)			DSE-1	
	C-EDN-12 (4+2 credits) Guidance and Counselling (Theory+ Practical)			DSE-2	
VI	C-EDN-13 (4+2 credits) Educational Thoughts and Practices (Theory+ Practical)			DSE-3	
	C-EDN-14 (4+2 credits) Education in Odisha (Theory+ Practical)			DSE-4	

Discipline Specific Elective (DSE)-4 Specific	
DSE-1 & DSE-2	<u>DSE-1 & DSE-2: Pedagogic Studies (Any Two)</u> 1. Pedagogy of Language (English/ Odia) - 4Cr-75 Marks <i>Pract.:</i> School Internship 2 Cr-25 Marks
	2. Pedagogy of Social Sciences - 4Cr-75 Marks <i>Pract.:</i> School Internship- 2Cr-25 Marks
	3. Pedagogy of Mathematics – 4 Cr-75 Marks <i>Pract.:</i> School Internship -2 Cr-25 Marks
	4. Pedagogy of General Science-4Cr-75 Marks <i>Pract.:</i> School Internship- 2 Cr-25 Marks

DSE-3	<p><u>DSE-3: (Any One)</u> 1. Policies and Practices of School Education in India- 4 Cr. 75 Marks <i>Pract:</i> Analysis of Policy documents of School Education -2 Cr. 25Marks</p>
	<p>2. Policies and Practices of Higher Education in India- 4 Cr. 75 Marks <i>Pract:</i> Analysis of Policy documents of Higher Education -2 Cr. 25 Marks</p>
	<p>3. Policies and Practices of Teacher Education in India- 4 Cr. 75 Marks <i>Pract:</i> Analysis of Policy documents of Teacher Education-2Cr. 25Marks</p>
DSE-4	<p><u>DSE-4:</u> Project: Conducting a study and Reporting- 6 Cr.-100 Marks</p>

Generic Elective

GE-1	<p>Philosophical and Sociological Foundation of Education-4Cr.-75Marks <i>Pract</i>-Term Paper -2Cr-25Marks</p>
GE-2	<p>Psychological Foundations of Education -4cr.75Marks <i>Pract</i>- Administration and Interpretation of Psychological Test -2Cr 25Marks</p>
GE-3	<p>Development of Education in India -4Cr. 75Marks <i>Pract.:</i> Study of any committee/commission Report with reference to its Practical implementation.2Cr.25Marks</p>
GE-4	<p><u>GE-4 (Any One)</u> 1. Contemporary Trends and issues in Indian education-4Cr 75Marks <i>Pract.</i> Perception Study on Current Issues--2Cr 25Marks</p>
	<p>2. Pedagogical Studies -4Cr 75 Marks (anyone) a. Language (English/Odia) b. Social Science c. Mathematics d. General Science <i>Pract.</i> Development of Lesson Plans (Ten) 2Cr 25Marks</p>
<p>04 papers for Generic Electives= 100x4=400 marks 18 papers for Honours=100x18=1800 marks</p>	

CORE COURSE – 1

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

OBJECTIVES

On completion of this course, the students shall:

- a) State and analyze 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) Analyze 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-1: 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, Froebel, 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-2: 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-3: Indian Schools of Philosophy and their Educational Implications

- Characteristics of Indian Philosophy
- Vedanta
- Sankhya
- Buddhism
- Jainism

UNIT-4: Western Schools of Philosophy and their Educational Implications

- Idealism
- Naturalism
- Pragmatism
- Realism

UNIT-5: 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

Suggested Readings

- Aggrawal, J.C. (2013). Theory and principle of education. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. *et.al.* (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
- Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
- Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). Experience and education. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). Culture and making of identity in India. New Delhi: Sage Publications.
- Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.
- Krishnamurthy, J. (1947) On education. New Delhi: Orient Longman,.
- Krishnamurthy, J. (1953). Education and significance of life. New Delhi: B. I. Publications
- Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
- Margaret, K.T.(1999). The open classroom. New Delhi: Orient Longman.
- 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.
- 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.
- Ornstein, Allan C. & Levine, Daniel U. (1989). Foundations of education (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
- Pathak, Avijit (2002). Social implications of schooling. New Delhi: Rainbow Publishers.
- Peters, R.S. (1967). The Concept of education. London: Routledge Kegan & Paul.
- Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
- Ross, James S.(1981). Ground work of educational theory. Delhi: Oxford University Press
- Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.

- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
- Sharma, C. (1987). A critical survey of Indian philosophy. Delhi: Motilal Banarasi Dass Publisher Pvt. Limited.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
- Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

CORE – 2

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 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-4 Modernization and Globalization

- Concept of Urbanization, Modernization, Westernization and Sankritisation
- Attributes of modernization

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- Education for accelerating the process of modernization
- Concept of Globalization, liberalization and Privatization
- Impact of Globalization on Education

UNIT-5 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:

FULL MARKS-25

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

Suggested Readings:

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

CORE – 3

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 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-4 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-5 Personality and Mental health

- Personality- meaning and nature of personality
- Theories- type theory(Freud and Jung), trait theory(Alloport, Cattell and Eysenck)
- 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

Administration and interpretation of any psychological test

SUGGESTED READINGS

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

CORE – 4

DEVELOPMENT OF EDUCATION IN INDIA

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 Education during pre-independence period

- Charter's Act(1813)
- Maculay's Minute(1835)
- Indian Education Commission(1882)
- Calcutta University Commission(1917)

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- Hartog committee(1929)
- Sergent report(1944)

UNIT-4 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-5 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

FULL MARKS-25

Study of committees/commission Report with reference to its practical implementation.

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.
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- 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

CORE COURSE – 5
CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 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-4 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-5 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:-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.
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- WHO (1999), Partners in Life Skills Training: Conclusions from a United Nations Inter-Agency Meeting. Geneva: World Health Organization.
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CORE – 6

EDUCATIONAL ASSESSMENT AND EVALUATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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 2 – 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 3- 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 4- 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 5 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

Study of assessment procedure in school or college and reporting

SUGGESTED READINGS:

- Anastasi, A.(1976). Psychological testing. New York: Macmillan Publishing Co.
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- Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill.

CORE – 7

INTRODUCTION TO EDUCATIONAL RESEARCH

FULL MARK-75

(MID TERM 15+ END TERM-60)

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- 1 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- 2 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- 3 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- 4 Methods of Research

- a) Survey method
- b) Case-study method
- c) Co relational method
- d) Observation method

UNIT- 5 Writing Research Report

- a) Data analysis and interpretation
- b) Format for reporting research
- c) Reporting style
- d) Writing bibliography (APA Manual)

Practical: Preparation of a Research Proposal

FULL MARKS-25

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.
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CORE – 8
STATISTICS IN EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 Measures of Central Tendency

- Mean, Median and Mode- concept, computational process, uses and limitations

UNIT-3 Measures of Variability

- Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational process, uses and limitations

UNIT- 4: 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-5 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.

CORE – 9

EDUCATIONAL MANAGEMENT AND LEADERSHIP

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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- 2 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- 3 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- 4: 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-5 Total Quality Management

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

PRACTICAL-

FULL MARKS-25

Studying leadership functions and skills of Head Teacher/BEO through interview

SUGGESTED READINGS:

- Bhatnagar, R. P. & Aggrawal V : Educational administration, Loyal Book Depot, Meerut.
- Buch, T. et al. (1980). Approaches to school management. London: Harper and Row.

- Chalam K.S. (2003): Introduction to Educational Planning and Management: New Delhi, Anmol Publications Pvt. Ltd.
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- Kochar, S.K. (2011). School administration and management. New Delhi: Sterling
- Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.
- Shaeffer, S. (1991). Collaborating for educational change: The role of parents and the community in school improvement. Paris: UNESCO.
- Tyagi R.S. and Mahapatra P.C. (2000), Educational Administration in Orissa : New Delhi, National Institute of Educational Planning and Administration (NIEPA)
- Vashist, Savita(ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House.

CORE – 10

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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 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

Preparation of slides for power point presentation on any topic AND using SPSS package make statistical calculation of a given set of data.

References

- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
- Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- Senapaty, H. K. (2011). *Pedagogy-Technology Integration for the Professional Development of Teacher Educators*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
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- Mishra, S. (2008). *Developing E-Learning Materials: Some Pedagogical Concerns*. *Indian Journal of Open Learning*, 17 (2).

CORE – 11
CURRICULUM CONSTRUCTION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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 – 1: 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 – 2: 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 4: Curriculum Development

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

UNIT-5 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 - 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: decision-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 Rinehart & Winston.
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- 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 Chicago Press.

CORE – 12 GUIDANCE AND COUNCELLING

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 CONCEPT OF COUNSELLING

- 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-4: 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-5 ORGANISATION 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.
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- 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.

CORE – 13

EDUCATIONAL THOUGHTS AND PRACTICES

FULL MARK-75

(MID TERM 15+ END TERM-60)

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.

- Unit-1:** (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-2:** (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-3:** (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, Kinder garden Education, Relevance of Educational Theory in the present society.
- Unit-4:** (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-5:** (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 Paper on the above topic. **FULL MARKS-25**

References:

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

CORE – 14
EDUCATION IN ODISHA

FULL MARK-75

(MID TERM 15+ END TERM-60)

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 Gopabandhu 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-1: 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-2: 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-3: 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-4: 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-5: 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:

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- <http://www.chseodisha.nic.in/>
- <http://bseodisha.nic.in/>
- <http://mhrd.gov.in/rusa>
- <http://mhrd.gov.in/rmsa>
- http://mhrd.gov.in/rte_rules

DISCIPLINE SPECIFIC ELECTIVE-1 & 2

(DSE-1 & DSE-2)

(Any two out of five)

PEDAGOGY OF LANGUAGE (ENGLISH) – 1

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2: APPROACHES, METHODS AND STRATEGIES

- Understanding of different methods and strategies: Bi-lingual method, Translation Method, Direct Method, Structural Approach, Communicative Approach.

UNIT-3: 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, logic and organization in writing), Creative writing.

UNIT-4 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- 5: 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:

- Bansal, R.K. (1971). An outline of general phonetics. Bombay : Oxford University Press
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- Baruah, T.C. (1984). The English teachers handbook. New Delhi : Sterling Publishers
- Billows, F.N. (1961). The techniques of language teaching. London: William Heffer and Sons.
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- Gokak, V.K. (1963). English in India: Its present and future. New Delhi: Asia Publishing House.
- Harish David, P. (1969). Testing English as second language. New Jersey : McGraw Hill
- Hornby, A.S. (1962). The teaching of structural words and sentence patterns. London: Oxford University Press.
- Jones, Daniel (1967). An outline of english phonetics. London : William Heffer and Sons
- Kohli, A.L. (1970). Techniques of teaching English. Jalandhar : Dhanpat Rai and Sons.
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- Sachdeva, M.S. (1973). A new approach to teaching of English in India. Ludhiana : Prakash Brothers
- Saraswati, V. (2004). English language teaching. New Delhi : Orient Longman
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PEDAGOGY OF LANGUAGE (ODIA) – 2

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 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-4 RELEVANCE OF LINGUISTICS IN ODIA LANGUAGE ACQUISITION

- Elements of Language – sound, vocabulary and structure
- Odia Dhvani (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- 5: 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). Dhvani 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 Dhvani tattwa O sabdha sambhar. Cuttack: Grantha Mandir.
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PEDAGOGY OF SOCIAL SCIENCE (HISTORY AND POLITICAL SCIENCE)-3

FULL MARK-75

(MID TERM 15+ END TERM-60)

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 analyze the results for providing feedback

UNIT-1: 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-2: Methods and Approaches to Teaching-Learning History and Political Science

- Story-telling § Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Field Trips

UNIT-3: 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-4: 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- 5: 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.
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PEDAGOGY OF MATHEMATICS – 3

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3: 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-4: 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-5 ASSESSMENT OF AND FOR MATHEMATICS LEARNING

- Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning – National Mathematics Talent Search, Mathematics Olympiad.
- 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.
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PEDAGOGY OF GENERAL /INTEGRATED SCIENCE-4

FULL MARK-75

(MID TERM 15+ END TERM-60)

OBJECTIVES

On completion of this course, the student- teacher shall

- Narrate the evolution and nature of General Science and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning General Science especially suitable for the secondary school classes.
- 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-1 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-2 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-3 CURRICULAR ACTIVITIES IN GENERAL SCIENCE

- a) Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
- b) 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.
- c) 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
- d) 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-4 PEDAGOGICAL TREATMENT OF CONTENT

- a) 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.
- b) 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

- c) Steps of preparing lesson plan following 5E and Interpretation Construction Design Model(ICON)
- d) Preparation of Lesson Plan following constructivist approach (5E and ICON Models)
- e) Preparation of ICT enabled Lesson Plan following constructivist approach (5E and ICON Models)

UNIT-5 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:

- Cooney, Thomas J. et al. (1975). Dynamics of Teaching Secondary School General Science. 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.
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- NCERT (1998). A textbook of content-cum-methodology of teaching General Science. New Delhi: NCERT.
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DISCIPLINE SPECIFIC ELECTIVE – 3
(Any one out of three)
POLICIES AND PRACTICES IN SCHOOL EDUCATION IN INDIA-1

FULL MARK-75

(MID TERM 15+ END TERM-60)

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.
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<http://mhrd.gov.in/rmsa>

POLICIES AND PRACTICES IN HIGHER EDUCATION IN INDIA – 2

FULL MARK-75

(MID TERM 15+ END TERM-60)

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 - problems 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

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

References:

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POLICIES AND PRACTICES IN TEACHER EDUCATION IN INDIA – 3

FULL MARK-75

(MID TERM 15+ END TERM-60)

OBJECTIVES

On completion of this course, the student shall:

- Analyse various policies for teacher education in India
- Evaluate progress of teacher education programmes
- Examine the problems in implementation of the policies for teacher education
- Explore status of teacher education in Indian

COURSE CONTENTS

UNIT-I: Policies in Teacher Education

- NPE-1986, revised in 1992 and its corresponding document P.O.A with reference to teacher education at elementary and secondary level
- Implementation of teacher education programme after 1986
- Progress, problems and issues in Teacher Education

UNIT-II: Teacher Education at Elementary Level

- Pre-service teacher education for the elementary level- policy, progress and problems
- Role of NCERT, SCERT, BSE and DIET
- Teacher educators in Pre-Service Teacher Education with reference to and NCTE Norms and Standards, 2014
- Curriculum for pre-service teacher education with reference to NCFTE-2009 and NCTE.

UNIT-III: Teacher Education at Secondary Level

- Pre-service teacher education for the secondary level-policy, progress and problems
- Role of NCERT, RIEs, IASEs and CTEs.
- Teacher educators in Pre-service teacher education with reference to NCTE norms and standards, 2014
- Curriculum for pre-service teacher education at secondary level with reference to NCFTE-2009 and NCTE.

UNIT-IV: In-service Teacher Education

- In-service teacher education for elementary level- implementation, progress, and problems with reference to Sarva Siksha Abhiyan(SSA)
- In-service teacher education for secondary level - implementation, progress, and problems with reference to Rashtriya Madhyamik Siksha Abhiyan(RMSA)
- Capacity building of Teachers to bridge Gender and Social gaps.

UNIT-V: Management of Teacher Education

- Management of Teacher Education at National and State level.
- Teacher Demand and Supply
- Funding of Teacher Education.
- Role of NCTE in regulating Quality of Teacher Education
- Link among Teacher Education , School Education and Higher Education

- Teacher accountability
- Professional ethics of Teachers.

PRACTICAL

FULL MARKS-25

To study the implementation of recommendations of any policy on teacher education

References:

- Chauhan, D. R., Sharma, B. & Rawat, J. (2009). *In-service teacher training programme under SSA in (Sunni) educational block of district Shimla: an evaluative study*. Retrieved from <http://hp.gov.in/SSA/page/~test/file.axd?file=09%F5.pdf>. dated 28.012.2011.
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- MHRD (2012). *The vision of teacher education in India, quality and regulatory perspective*. (The Report of High-Powered Commission Constituted by SC of India), Vol.1-3, New Delhi: MHRD, Govt. of India.
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- Shukla, S.et.al (1993). *A Study of Attainment of Primary School Scholars in Various States*,
- *Teacher Development: Towards A New Knowledge Base*. Hong Kong: Hong Kong Trained and Untrained Novices. *Journal of Teaching and Teacher Education*, 7(1), 93-110.
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- Yadav, S.K (1994). *Learning Achievement in Language and Mathematics of primary*

DISCIPLINE SPECIFIC ELECTIVE – 4

Project

A Project work is to be undertaken by the student in consultation with the teachers of the department. The student has to prepare the project under the supervision of a teacher of the department. Further, he/she has to submit one Seminar Paper in the department.

Project Work/ Seminar	- 100 Marks
A) Dissertation/ Viva-voce	- 75 Marks
B) Seminar	- 25 Marks

The project work is to be evaluated by both the Internal & External Examiners and an External Examiner is to be invited to conduct the Project Evaluation and Viva-Voce.

GENERIC ELECTIVE-1 (GE-1)

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

OBJECTIVES

On completion of this course, the students shall:

- State and analyse the meaning of education and form own concept on education
- Analyse aims of education
- Explain philosophy as the foundation of education
- State the relationship between philosophy and education
- State different agencies of education and their functions.
- Understand philosophies of education
- Understand the importance of value education
- State the relationship between education and society.
- Justify the importance of education for social change.
- Describe the role of education in modernization and globalization.
- Describe the function of education.
- Describe educational thoughts of western and eastern thinkers.

UNIT-1 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-2 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-3 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-4 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-5 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 - TERM PAPER

FULL MARKS – 25

SUGGESTED READINGS:

- Aggrawal, J.C. (2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt. Ltd.
- Anand, C.L. et.al. (1983). Teacher and education in emerging in Indian society, New Delhi: NCERT.
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- Clarke, P. (2001). Teaching and learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Dewey, John (1916/1977). Democracy and education. New York: MacMillan.
- Dewey, John (1956). The Child and the curriculum, school and society. Chicago, Illinois: University of Chicago Press.
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- Krishnamurthy, J. (1947) on education. New Delhi: Orient Longman,.
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- Kumar Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
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- 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.
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- Radhakrishnan, S. Indian philosophy Vol. I and Vol. II
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- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Saraswati, T.S. (Ed.) (1999). Culture, socialization and human development. Theory, research and applications in India. New Delhi: Sage Publication.
- Sharma, C. (1987). A critical survey of Indian philosophy. Delhi: Motilal Banarasi Dass Publisher Pvt. Limited.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
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GENERIC ELECTIVE-2 (GE-2)

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 Growth and Development

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

UNIT-3 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, Guilford'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-4 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-5 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- Administration and Interpretation of Psychological Test **Full Marks-25**

SUGGESTED READINGS:

- Arnett, Jeffrey (2007). Adolescence and emerging adulthood: A cultural approach. (3rd Edn.). Upper Saddle River, N.J.: Pearson
- 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.
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- Saraswathi, T. S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage publications.
- Stephens, J. M.; Evans, E. D. (1973). Development and classroom learning: An introduction to educational psychology. New York: Holt, Rinehart and Winston

GENERIC ELECTIVE-3 (GE-3)

DEVELOPMENT OF EDUCATION IN INDIA

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 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-4 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-5 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

Full Marks-25

Study of any committee/ commission Report with reference to its Practical implementation.

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.
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- 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

GENERIC ELECTIVE – 4

(Any one out of two)

1. Contemporary trends and issues in Indian education
2. Pedagogical studies (any one out of five)
 - I. Language (English)
 - II. Language (Odia)
 - III. Social Science
 - IV. General Science
 - V. Mathematics

1-CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1: 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-2: 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 Shiksha Abhiyan- Issues and Problems
- Widening the access to secondary education through National Open Schooling

UNIT-3: Higher Education

- Challenges in Higher education- expansion, quality and inclusion
- College autonomy- concept, objectives, importance and salient features
- Rastriya Uchchar Shiksha 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-4: 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-5: 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- 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.
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- 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.

2-PEDAGOGICAL STUDIES (ANY ONE OUT OF FIVE)

PEDAGOGY OF LANGUAGE (ENGLISH)-1

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2: APPROACHES, METHODS AND STRATEGIES

- Understanding of different methods and strategies: Bi-lingual method, Translation Method, Direct Method, Structural Approach, Communicative Approach.

UNIT-3: 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, logic and organization in writing), Creative writing.

UNIT-4 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- 5: 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- Development of Lesson Plans (10)

Full Marks-25

SUGGESTED READINGS

- Bansal, R.K. (1971). An outline of general phonetics. Bombay : Oxford University Press
- Bansal, R.K. and Harrison, J.B. (1972). Spoken English for India. Madras : Orient Longman
- Baruah, T.C. (1984). The English teachers handbook. New Delhi : Sterling Publishers
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- Dodson, C.J. (1963). The bilingual method. London: Pitman Publishing.
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- Krishna Swamy, N. and Sri Raman, T. (1994). English teaching in India. Madras: T.R. Publication.
- Palmer, H.E. (1980). Grammar of spoken English. Cambridge: Heffer.

- Prabhu, N.S. (1989). Second language pedagogy. New Delhi : Oxford University Press
- Sachdeva, M.S. (1973). A new approach to teaching of english in India. Ludhiana: Prakash Brothers
- Saraswati, V. (2004). English language teaching. New Delhi : Orient Longman
- S.P. (1978). English in India. New Delhi : Janaki Prakashan
- TESS India (2015). Key resources. The Open University U.K.

PEDAGOGY OF LANGUAGE (ODIA) – 2

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 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-2 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-3 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-4 RELEVANCE OF LINGUISTICS IN ODIA LANGUAGE ACQUISITION

- Elements of Language – sound, vocabulary and structure

- Odia Dhvani (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- 5: 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- Development of Lesson Plans (10)

Full Marks-25

SUGGESTED READINGS:

- Dhal, G.B. (1972). English uchharana siksha. Cuttack: Friends Publisher.
- Dhal, G.B. (1974). Dhvani 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 Dhvani tattwa O sabdha sambhar. Cuttack: Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). Sarbasara vykarana. Cuttack: New Student's Store

PEDAGOGY OF SOCIAL SCIENCE (HISTORY AND POLITICAL SCIENCE) – 3

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1: 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-2: Methods and Approaches to Teaching-Learning History and Political Science

- Story-telling § Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Field Trips

UNIT-3: 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-4: 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- 5: 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- Development of Lesson Plans (10)

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

PEDAGOGY OF MATHEMATICS – 3

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 Foundations of Mathematics Education

- Nature of Mathematics: Nature and Scope of Mathematics,
- Nature of Mathematical propositions, Mathematical proof, structure and logic; history of Mathematics with special reference to Indian Mathematics.
- Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Objectives of teaching-learning Mathematics at the two levels,
- 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-2 Methods of Teaching-learning Mathematics

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis,
- 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.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models,

UNIT- 3: Curricular Activities in Mathematics

- Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom.
- Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators and computers, Graphic calculators, Maintaining portfolio in Mathematics
- 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-4 PEDAGOGICAL TREATMENT OF CONTENT

- 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
- 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-5 ASSESSMENT OF AND FOR MATHEMATICS LEARNING

- Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

PRACTICAL- Development of Lesson Plans (10)

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.
- Moon, B. & Mayes, A.S. (eds.) (1995). Teaching and learning in secondary school. London: Routledge.
- NCERT (1998). A textbook of content-cum-methodology of teaching mathematics. New Delhi: NCERT.
- NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.
- NCERT (2006). Position paper: National focus group on teaching mathematics. New Delhi: NCERT.
- TESS India (2015). Key resources. The Open University U.K. (<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

PEDAGOGY OF GENERAL SCIENCE – 4

FULL MARK-75

(MID TERM 15+ END TERM-60)

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-1 FOUNDATIONS OF GENERAL SCIENCE EDUCATION

- 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.
- Learning of General Science: Importance of General Science at elementary and secondary level, Objectives of teaching-learning General Science at the two levels,
- 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-2 METHODS OF TEACHING-LEARNING GENERAL SCIENCE

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis,
- 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.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models,

UNIT-3 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-4 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
- preparing lesson plan following 5E and Interpretation Construction Design Model (ICON)

UNIT-5 ASSESSMENT OF AND FOR GENERAL SCIENCE LEARNING

- Assessment of General Science learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment for General Science Learning: Assignments, Projects and portfolios in General Science, group and collaborative assessment in General Science,
- 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,
- 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.
- Planning for continuous assessment of classroom learning in General Science.

PRACTICAL- Development of Lesson Plans (10)

Full Marks-25

SUGGESTED READINGS

- Cooney, Thomas J. et al. (1975). Dynamics of Teaching Secondary School General Science. 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 General Science teaching and learning. New York: Macmillan Publishing
- Malone, J. and Taylor, P. (eds) (1993). Constructivist interpretations of teaching and learning General Science. Perth: Curtin University of Technology
- Marshall, S.P. (1995). Schemes in problem-solving. New York: Cambridge University Press.
- Moon, B. & Mayes, A.S. (eds.) (1995). Teaching and learning in secondary school. London: Routledge.
- NCERT (1998). A textbook of content-cum-methodology of teaching General Science. New Delhi: NCERT.
- NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.
- NCERT (2006). Position paper: National focus group on teaching General Science. New Delhi: NCERT.
- TESS India (2015). Key resources. The Open University U.K. (<http://creativecommons.org/licenses/> and <http://www.tess-india.edu.in/>)
