

**COURSES OF STUDIES  
FOR  
B.A. EDUCATION  
(HONS & ELECTIVE PAPERS)**

**(UNDER CBCS PATTERN)**

**FOR ADMISSION BATCH 2016**



**DEVELOPED BY**

**BERHAMPUR UNIVERSITY**

**BHANJA BIHAR, BERHAMPUR**

**CORE - 1**  
**BASICS IN EDUCATION**

**INTRODUCTION :**

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

***Course Objectives***

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

**Unit – 1 Bases of Education**

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

**Unit – 2 Philosophical foundations of education**

- Concept of Philosophy
- Inter dependence of philosophy and education

- Concept of philosophy :  
Metaphysics, Epistemology and Axiology.

**Unit – 3 Western Schools of Philosophy and their educational implication.**

- Idealism
- Naturalism
- Pragmatism

**Unit – 4 Doctrines of Great Educators of East and West and their influence on the practices of school education with special reference to Aims and ideals of Education, Curriculum, method of teaching and the role of teacher.**

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

***REFERENCES***

- Agarwal, J.c. (2010), *Teacher and Education in a Developing society*, Delhi; Vikash Publishing house.
- Arulsarmy, S (2011), *Philosophical and sociological perspectives on Education*, New Delhi; Neelkamal Publications Pvt. Ltd.
- Bhatia K.K., (2011), *Philosophical and sociological foundations of Education*, New Delhi; Kalyani Publishers.
- Bigge, Morris, L. *Educational Philosophies for Teachers*. Columbus, USA: ChariesBoston, USA: Allyn & Bacon.
- Brubacher, John. S. *Modern Philosophies of Education*. New York, USA: McGraw
- Butler J. Donald, *Four Philosophies and their practices in Education and Religion*.
- Chauhe, S.P. & Chaube, A (2009), *Foundation of education* , New Delhi; Vikash, Publishing house Pvt. Ltd.
- Dash, B.N. (2011) *Foundation of Education*, New Delhi; Kalyani Publishers.
- E. Merril Publishing Co.
- Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New
- Hill Book Company Inc.

- Janeja, V.R. (2012) Educational Thought and Practice, New Delhi, Sterling Publishers, Private Limited.
- Jersey, USA: Pearson
- Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John
- Mishra, Bhawna (2004), Education Evolution Development and Philosophy, New Delhi; Akausha Publishing House.
- Mohanty, Jagannatha (1991), Foundation of Education, Cuttack – 2, Takshashila.
- Nayak, B.K *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mhal.
- New York, USA: Harper & Row.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*.
- Premnath, *Bases of Educations*. Delhi, India: S. Chand and Co.
- Publishers.
- Ross, James S., *Ground Work of Educational Theory*. London, U.K: Oxford
- Rusk, Robert R., *Philosophical Bases of Education*, London, U.K: Oxford University of London Press Ltd.
- Safaya, R.N. & Shaida, B.D. (2010), Modern Theory and Principles of Education, New Delhi : Dhanpatrai Publishing Company Pvt. Ltd.
- K.G. *Education and social order*. Bombay: Asia Publishing House.
- Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling
- University of London Press Ltd.
- Wiley and Sons, Inc.
- Wingo, G. Max. *Philosophies of Education*. New Delhi: Sterling Publishers.

## **C1 Practical**

### **Book Review**

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

#### **Distribution of Marks.**

Record	-	20
Viva-voce	-	05
Total	=	25

**CORE – 2**  
**EDUCATION AND SOCIETY**

**INTRODUCTION**

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

***Course Objectives***

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

- justify education as a social process and explain its function.
- describe the aims of education from sociological perspective.
- list various agencies of education and their function.
- justify education as a sub-system of society and how other sub-systems affect education;
- appreciate the importance of education for social change.

- Society : Meaning and characteristics
- Types of society : Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Social groups: Primary, Secondary
- Social interaction and stratification

**Unit – 2 Education and culture**

- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculturation
- Cultural dimensions of Education
- Inter relationship between education, custom and value system.

**Unit – 3 Education, Social process and Institution**

- Education and socialization
- Education and social change
- Education and social mobility

**Unit – 4 Education and Globalisation**

- Education, Growth and Development
- Globalisation, liberalization and privatization
- Human rights education

**REFERENCES**

- Abraham, M.F. (2008). *Contemporary Sociology*. New Delhi: Oxford University Press.
- Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in Indian Society*. New Delhi: NCERT.
- Dewey, John (1973). *The School and Society*. Chicago: University of Chicago Press.
- Mathur, S.S. (1966). *A Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra.
- Nayak, B.K. *Text Book of Foundation of Education*. Cuttack: Kitab Mahal.
- NCERT (1983). *Teacher and Education in Emerging Indian Society*. New Delhi.

- Ottaway, A.K.C. (1966). *Education and Society*. London: Routledge and Kegan Paul.

## **C2 Practical**

### **Field Study**

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

### **Distribution of Marks.**

Record	-	20
Viva-voce	-	05
Total	=	25

### CORE – 3

## **THE LEARNER AND LEARNING PROCESS**

### **INTRODUCTION:**

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

### ***Course Objectives:***

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

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

### **Unit - 1 Educational Psychology**

- Relationship between education and psychology
- Meaning, Nature and scope of educational psychology
- Relevance of educational psychology for teacher
- Methods of studying learner behavior : Survey, observation case study and experimental

### **Unit – 2 Developmental psychology**

- Concept
- Difference between growth and development
- Principles of development

- Areas of development : Physical, social, emotional and intellectual during childhood and adolescence
- Piagetian stages of cognitive development

### **Unit – 3 Intelligence, creativity and individual difference**

- Meaning and nature of intelligence
- Theories: Uni-factor, two-factor, multiple factor, Guilford's theory of Multiple Intelligence.
- Measurement of intelligence: individual and group tests, verbal, non-verbal and performance test.
- Individual difference: concept, nature factors and Role of Education
- Creativity : Meaning, Nature and Stages of creative thinking Assessing and nurturing creativity.
- Personality: Meaning and concept
- Assessment : Subjective, Objective and Projective Techniques.

### **Unit – 4 Learning and motivation**

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

### **REFERNECES**

- Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.
- Mangal S.K. (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited.
- Kuppaswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
- Mathur S.S. (1962) Educational Psychology, Agra, Vinod Pustak Mandir.
- Kulshreshtha S.P. (2013) Educational Psychology, Meerut, R. Lall Book Deport.

- Bhatia & Bhatia (2004) A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers.
- Pandey Ram Shakal (2006), Advanced Educational Psychology, Meerut, R. Lall Book Depot.
- Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.
- Chauhan, S.S.(1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.
- Choube, S. P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House New Delhi.
- Mangal S.K. (1997). *Advanced Educational Psychology*. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011). *Educational Psychology*. Derling Kinderslay (India) Pvt. Ltd.
- Cronbach, L.J. Essential of Psychological Testing. Harper Collins Publisher, New York.
- Dash, U.N & Mohanty, M.M (1990). Schooling and Cognition. Harper Collins Publisher, New York.
- Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.

### **C3 Practical**

#### **Administration of Psychological Test**

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

#### **Distribution of Marks**

Record	-	20
Viva-voce	-	05
Total	=	25

**CORE – 4**  
**PEDAGOGICAL SKILLS**

**INTRODUCTION**

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

**Course objectives**

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

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;

**Unit – 1      Concept of teaching – learning**

- Meaning, definitions and characteristics of teaching and learning.
- Relationship between teaching and learning.

**Unit – 2      Task of teaching**

- Meaning and definition of teaching task
- Phases of teaching task : Pre-active, interactive and post – active phase.
- Lesson plan design : The Herbartian steps, 5E Model ICON Design Model.

**Unit – 3      Principles and Maxims of Teaching**

- General principles teaching
- Psychological principles of teaching
- Maxims of teaching

**Unit – 4      Approaches and Methods of Teaching**

Inductive – Deductive, Analytic - synthetic, Problem Solving and Project method.

Shift in focus from teaching to learning – constructivist approach

Activity based and child centered approach – concept and elements.

**REFERENCES**

- Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.
- Chauhan S.S. (1995) Innovation of Teaching Learning Process, Vikas Publishing House, New Delhi.
- Kochar, S.K. (2011) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi.
- Mangal S.K. and Mangal, UMA (2010), Essentials of Educational Technology, New Delhi, Asok Ghosh PHI Learning Pvt. Ltd.
- Mangal, S.K. (1988) Fundamentals of Educational Technology, Educational Publishers Ludhiana.
- Nageswara Rao, S., Sreedhar, P & Bhaskar Rao (2007) Methods and Techniques of teaching, Sonali Publications, New Delhi
- Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
- Pathak, R.P. & Chaudhary J (2012) Educational Technology, Pearson, New Delhi.

- Rayment, T (1946) Modern Education - - It's Aims and Methods, Longmans, Green Co. London.
- Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembidge, OUP
- Sampath, K, Pannir Salvam. A., & Santhanam, S. (1981) introduction to Educational Technology, sterling publishers, New Delhi.
- Sharma, R.A. (1986) Technology of Teaching, International Publishing House, Meerut.

#### **C-4 Practical**

##### **Preparation of Lesson Plan**

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

##### **Distribution of Marks**

Preparation Lesson Plan	-	20
Viva-voce	-	05
Total	=	25

## CORE - 5

### **TECHNOLOGY AND INNOVATIONS IN EDUCATION**

#### **INTRODUCTION**

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

#### ***Course Objectives***

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

- understand the meaning, nature and scope of educational technology
- explain with examples various approaches to educational technology
- describe systems approach and its application in educational context
- explain the concepts, principles, modes, process and barriers of communication and their implications in educational context
- explain the instructional design and its underlying principles
- describe different models of teaching and their use in effective classroom teaching

- Unit – 1      Educational Technology**  
Meaning, nature and scope  
Approaches to Educational Technology: Hardware, software and system approach  
Types of Educational Technology  
Importance of Educational Technology for the teacher and the student.
- Unit – 2      Communication Process**  
Meaning and nature  
Process, components and types  
Barriers of communication  
Study of Classroom Communication through flander’s interaction analysis.
- Unit – 3      Innovations in Educational Technology**  
Programmed instruction: Concept Basic principles and applications  
Microteaching: Concept assumptions, phases and applications.  
Simulated Teaching: concept, procedure and applications Personalized system of instruction: Concept, objectives, strategies and applications.
- Unit – 5      Classroom instructional Aids**  
Projected and non projected Aids  
ICT – enabled devices  
Organisation of school teaching learning  
Materials (TLM) Centre:  
Objective  
Procedure  
Planning  
Application  
Types of Materials to be procured for teaching different school subjects.

## **REFERENCES**

- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice*. New Delhi: Viva Books.
- Hont, Roger & Shedley, Hoh-Computer and Commonsense.

- Kulkarni, S.S. (1996). *Introduction to Educational Technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Mangal, Uma-(2010), *Essential of Educational Technology*, New Delhi, Asoke Ghosh PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues*. New Delhi: Sterling.
- Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Eds), *Experiences in School Education*, NCERT, New Delhi.
- NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*. New Delhi: Author.
- Panda, S. (Ed.) (1999). *Open and Distance Education: Policies, practices and quality concerns*. New Delhi: ABI. Pearson.
- Rangrajan V. *Fundamentals of Computers*.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi:
- Sampath et. al. (1981): *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Senapaty, H.K. and Pradhan, N. (2005). Designing Instruction for Constructivist Learning. *Staff and Educational Developmental International*. 9 (2&3), 93- 102
- Sharma R.A, *Technological Foundations of Education*; Meerut: Lall Book Depot
- Sharma.R.A(1980) *Technology of Teaching*, Meerut: International Publishing House
- Singh, L. C. (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
- Sony & Aggrawal – *Computer System and Programming*.
- Tarachand – *Educational Technology*, New Delhi, Anmol Publication.

- Vanaja M., Rajasekhar S. & Arulsamy, S. (2005) Information and Communication Technology (ICT) in Education, Hyderabad, Neelkamal Publication.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
- Walia, J.S. *Essentials of Educational Technology*. Jalandhar: Ahim Paul Pub.

## **C5 Practical**

### **Classroom Interaction Analysis**

*Development of micro lesson plan on any topic and deliver.*

#### **Distribution of Marks**

Record	-	20
Viva-voce	-	05
Total	=	25

## CORE - 6

# PEDAGOGY OF SCHOOL SUBJECTS

(Each student is required to select any one of the following school subjects)

## METHODS OF TEACHING ODIA

### **Introduction**

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

### *Learning Objectives and Expected Outcomes*

#### **On completion of the course the students shall be able to:**

Describe the concept of Mother Tongue;

Explain the semantic peculiarity of Odia language

Justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;

Describe various pedagogical approaches of language teaching.

Prepare subject specific lesson plan for improvement of language skills. Plan and construct test to assess language skills and content areas.

#### **Unit –1          Conceptual**

Importance of mother tongue in the life and education of the child

Aims and objectives of teaching mother tongue at school level.

Place of mother tongue in the school curriculum.

#### **Unit – 2          Methods and approaches**

Direct Method

Discussion Method

Discussion cum appreciation method

Inductive and deductive method

#### **Unit – 3          Techniques of Teaching**

Teaching of prose and poetry

Teaching of Grammar

Teaching of composition

## **Unit – 4 Teaching Learning Materials for teaching Odia**

Teaching learning materials : Purpose, Types and Use

Language Text Book : Importance, Purpose

Language Laboratory characteristics application

### **REFERENCES:**

Daswani, C. J. *Language Education in Multilingual India.*

New/Delhi (UNESCO)

[http://en.wikipedia.org/wiki/Language\\_education](http://en.wikipedia.org/wiki/Language_education)

<http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education>

Kocchar, S.K. *Teaching of Mother Tongue.* Sterling Publishers, New Delhi.

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

NCERT (2005). National Curriculum Framework, New Delhi.

Palmer, H.P. *Principles of Language Teaching.* George G.

Harrep and Co. Ltd.

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

## **METHOD OF TEACHING ENGLISH**

### **INTRODUCTION**

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

## *Learning Objectives and Expected Outcomes*

### **On completion of course the students shall be able to:**

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

### **Unit – 1 Teaching / Learning English as a second language**

- Importance of learning English as a second language
- Aims and objectives of teaching English
- Place of English in school curriculum

### **Unit – 2 Methods and approaches**

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

### **Unit – 3 Techniques of teaching**

- Teaching prose and poetry
- Teaching grammar
- Teaching composition

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

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

## **REFERENCES**

- Agnihotri R. K. and Khanna A. L. (1994). Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.

- Allen, H.B. (1965). *Teaching English as a second language: A book of readings*. New
- Baruah, T.C (1984) *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt.Ltd,
- Billows, F. L. (1975). *The Techniques of Language Teaching*. London: Longman
- Bista, A.R(1965) *Teaching of English. Sixth Edition*. Agra: Vinod Pustak Mandir
- Catarby, E. V (1986) *Teaching English as a Foreign Language in School Curriculum India*, New Delhi: NCERT

- Dash M (2000), *Teaching of English as a Second Language*, Cuttack, Satya Narayan Book Store.
- Discovery Publishing House Pvt Ltd.
- Hudelson, Sarah. (1995). *English as a Second Language Teacher Resource Handbook. A Practical Guide for K-12 ESL Programs*. California.: Corwin Press, Inc.
- Jain, R.K (1994) *Essentials of English Teaching*, Agra: Vinod Pustak Mandir
- Joyce, Bruce and Weil, Marsha (2003). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Kohli, A.L (2010) *Techniques of Teaching English*. New Delhi: Dhanpat Rai publishing Company
- Mukalel, Joseph C. (2009). *Approaches to English Language Teaching*. New Delhi:
- Pahuja Sudha (2007), *Teaching of English*, Meerut, Vinay Rakheja.
- Pal, H.R and Pal, R(2006) *Curriculum – Yesterday, Today and Tomorrow*, New Delhi: Shipra Publications
- Sharma, K.L(1970) *Methods of Teaching English in India*. Agra : Laxmi Narayan Agrawal
- Shrivastava, B.D(1968) *Structural Approach to the Teaching of English*. Agra: Ramprasad and Sons
- York: McGraw-Hill.

## **METHODS OF TEACHING MATHEMATICS**

### **INTRODUCTION**

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

## **Course Objectives**

### **On completion of the course the students shall be able to:**

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

### **Unit – 1 Importance and values of teaching mathematics**

- Aims and objectives of teaching mathematics
- Relationship of mathematics with other school subjects.

### **Unit – 2 Mathematics curriculum and its organization at school stage.**

- Principles of curriculum construction in Mathematics
- Principles of Arranging / organizing curriculum
- Pedagogical analysis of content in School Mathematics

### **Unit – 3 Methods of teaching mathematics**

- Analytic and synthetic methods
- Inductive and deductive methods
- Project method

### **Unit – 4 Teaching learning Materials in Mathematics**

- Teaching aids in mathematics : Purpose, types and use.
- Mathematics text book and workbook.
- Application of ICT in teaching mathematics.

## **REFERENCES**

- Cooper, B. (1985). Renegotiating Secondary School Mathematics. The Hamer Press: East Sussex

- Ediger Marlow & Rao Bhaskar Digumarti (2006) Teaching Mathematics successfully New Delhi, Discovery Publishing House.
- James, A. (2003). Teaching of Mathematics. Neel Kamal Publication: Hyderabad
- Michel. (1982). Teaching Mathematics. Nicholos Publication Co: New York
- NCERT (2005). Position paper of National Focus Group (NFG) on Examination Reform. NCERT: New Delhi
- NCF (2005). National Curriculum Framework. NCERT: New Delhi
- Parida Karunakar (1976) Ganita Sikhyana Paddhati Bhubaneswar, Odisha, State Bureau of Text Book
- Patnaik Beena Kumari (2011) Teaching of Mathematics for beginners, Bhubaneswar Kalyani.
- Scopes, P.G. (1973). Mathematics in Secondary Schools- A Teaching Approach. Cambridge: Cambridge University Press
- Sidhu, K.S (1985).Teaching of Mathematics. New Delhi: Sterling publication

## **METHOD OF TEACHING HISTORY**

### **INTRODUCTION**

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

### **COURSE OBJECTIVES:**

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

- explain the meaning and scope of History
- relate History with other school subjects
- explain the different approaches to organization of contents in History
- achieve mastery over different methods and approached for curriculum transaction

- List out the different types of teaching learning materials in history and explain their importance.
- Prepare Lesson plan in History

**Unit – 1 History : Meaning, nature, scope, and importance**

- Aims and objectives of teaching History at school level.
- Relationship of History with other school subject.

**Unit – 2 The History curriculum**

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

**Unit – 3 Methods of Teaching History**

- Lecture, story telling, narration-cum-discussion, dramatization, source method.
- Development of sense of time and space.

**Unit – 4 Teaching learning material (TLM) in history**

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

**REFERENCES**

- Bhatia R.L. – Contemporary Teaching of History, Surjeet Publications.
- Ghate V.D. – The Teaching of History, Oxford University Press
- Kochhar, S.K. – Teaching of History, Sterling Publisher, New Delhi
- NCERT – A Hand Book of History Teacher : NCERT, New Delhi
- Vajreshwani. R - Hand Book for History : Teachers Allied Publishers, Bombay.

# METHOD OF TEACHING SCIENCE

## Introduction

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

## Learning Objectives and Expected Outcomes

### On completion of the course the students shall be able to

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

## Unit – 1 Conceptual

- Meaning, nature and scope of General Science
- Aims and objectives of teaching science at school level.
- Correlation of science with other school subjects.
- Importance of science in the school curriculum

**Unit – 2      Methods and approaches**

- Observation method
- Demonstration-cum-Discussion method
- Project method
- Heuristic method
- Laboratory method

**Unit – 3      Science curriculum**

- Principles of curriculum construction in science
- Organisation of curriculum in science
- Pedagogical analysis of contents in science

**Unit – 4      Teaching learning materials (TLM) for teaching science**

- Purpose, type and use
- Application of ICT in teaching science
- The science laboratory : Purpose, Importance and utility

**REFERENCES**

- Clark Julia V. (1996). Redirecting Science Education. CORWIN Press Inc.California.
- MHRD (1986). National Policy on Education .New Delhi: GoI
- Mohan Radha ( 2010 ). Innovative Science Teaching Prentice Hall of India, New Delhi.
- NCERT (2005). National Curriculum Framework -2005
- NCERT 2005). Position Paper of NFG on Teaching of Science- 2005
- NCERT(2005). Position Paper of NFG Habitat and Learning- 2005
- Sutton ,CR and Hayson JH . The Art of the Science Teacher , MC Graw Hill Book Company Ltd (1974)
- Tony L.,Matt C.,Bernie K.and Judith T.(2010).Teaching Science. Sage Publication 29 India Pvt Ltd.

# **METHOD OF TEACHING GEOGRAPHY**

## **INTRODUCTION**

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

### **Course Objectives:**

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

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

### **Unit – 1 Conceptual**

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

### **Unit – 2 Methods and approaches**

- Direct observation and indirect observation
- Discussion method / Demonstration-cum-discussion method
- Project method
- Regional method
- Heuristic method

### **Unit – 3      Geography curriculum**

- Principles of curriculum construction in Geography
- Organisation of curriculum in Geography
- Pedagogical Analysis of contents in Geography

### **Unit – 4      Teaching Learning Materials (TLM) for teaching**

- Teaching Learning Materials : Purpose, type, & use
- Application of ICT in Teaching Geography
- Importance of Geography Room: Purpose, importance, utility
- Geography Text Book: Importance characteristics purpose and application.

### **REFERENCES:**

- Pradhan, A.K. & Pradhan, K. (1991) Content-cum-Methods of teaching Geography, Cuttack: Books and books
- Shaida, B.D. Sharma T.C. (2010) Teaching of Geography New Delhi : Dhanpat Rai Publication company.
- Verma, O.P. & Vedanayagam E.G. Geography Teaching New Delhi, India : Sterling Publisher Pvt. Ltd.
- Verma, O.P. Methods of teaching Geography New Delhi, India, Sterling Publishers Pvt. Ltd.

### **C-6    Practical**

#### **School Internship**

*Each student will deliver 5 (five) lesson in a school in his / her method subject opted in the 3<sup>rd</sup> Semester following Herbatian approach / 5E Model / Icon Design Model.*

#### **Distribution of Marks**

Delivery of Lesson Plan	-	15
Record	-	10
Total	=	25

## CORE – 7

# STATISTICS IN EDUCATION

## INTRODUCTION

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

### *Course Objectives*

**After completion of this course students shall be able to:**

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

### **Unit – 1 Concept of Statistics**

- Meaning, Definition and characteristics of statistics
- Types of Data
- Scales of Measurement
- Frequency Distribution

### **Unit – 2 Graphical Representation of Data**

- Histogram
- Frequency Polygon

- Pie-Diagram
- Cumulative frequency graph
- Cumulative percentage curve / Ogive

**Unit – 3 Measures of Central Tendency and Dispersion:**

- Mean
- Median
- Mode
- Range
- Average Deviation
- Quartile Deviation
- Standard Deviation

**Unit – 4 Measures of Correlation**

- Concept of Correlation
- Rank difference method of correlation
- Product moment correlational method
- Normal probability curve: Divergence from normality.

**REFERENCES**

- Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education*. Kogakusha,
- Garrett, H.E. (1971). *Statistics in Psychology and Education*. New Delhi: Paragon
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental Statistics in Psychology and*
- Hall of India Private Limited
- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-
- Nanda G.C. & Khato, P.K. (2005), *Fundamentals of Educational Research and Statistics*, Cuttack: Kalyani Publisher.
- Rathore. J.M. & Mishra D.C. (2011), *Foundations of Statistics in Education*, Bhubaneswar: gyanajuga Publication.
- Sharma, R.A. (2000), *Advanced Statistics in Education and Psychology*, Meerut: Surya Publisher.
- Swain, S.K. & Pradha, China & Khato, P.K. (2005): *Educational Measurement Statistics and Guidance*, New Delhi: Kalyani Publisher.

## **C-7 Practical**

### **Statistical Analysis of Achievement Scores**

*Each student is required to collect the achievement scores of the students of any two class (secondary / higher secondary) of any institutions and prepare an analysis report.*

#### **Distribution of Marks**

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

## CORE – 8

# **CURRICULUM DEVELOPMENT & EDUCATIONAL GUIDANCE**

## **INTRODUCTION**

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

### ***Course Objectives:***

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

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

### **Unit – 1 Curriculum**

- Meaning and importance
- Types of Curriculum: subject centered, learner centered, experience centered curriculum, Core curriculum, Local specific curriculum.
- Principles of Curriculum Construction: Principle of Activity centeredness, Community centered ness, Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT – enabled

### **Unit – 2 National Curricular Framework (NCF) 2005**

- Guiding Principles
- Learning & knowledge
- Curricular areas, School Stages & Assessment

### **Unit – 3 Guidance and counseling**

- Guidance : Meaning, Nature and scope
- Types of guidance : Educational, Vocational, & Personal
- Counseling : Meaning, nature & Scope
- Different types of counseling
- Techniques of counseling

#### **Unit – 4            Organisation of Guidance services in school**

- Placement service
- Occupational information service
- Pupil inventory service
- Follow up service
- Role of teacher in organizing guidance services in school

#### **References**

- Bhatnagar, R.P. & Rani Seema (2003) Guidance and Counseling in Education and Psychology, Meerut, Surya Publication.
- Chauhan, S.S. (2009) Principles and Techniques of Guidance, New Delhi, Vikas Publicashing House Pvt. Ltd.
- Crow, L.D & Crow.A. (1966) Introduction to Guidance, New Delhi: Eurasia Publishing House.
- Jones, A.J. (1934) Principles of Guidance, New York: MC.Grow Hill Book Co.
- Kochar, S.K. (1987) Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers Ltd.
- Krug, E.A. (1956) Curriculum Planning, New York: Harper and Row Publishers.
- Myers, G.E (1941) Principles and Techniques of Vocational Guidance, New York: Mc, Graw Hill Book Company, inc.
- Rao, S.N. (2003) Counselling and Guidance New Delhi, Tata Mc Graw Hill.
- Sharma, R.N. (2006) Guidance and Counselling, Delhi, Surjeet Publication.
- Taba, H. (1962) Curriculum Development-Theory and Practice, New York: Harcourt Brace, Jovanovich.
- Tanner, D. and Taneer, L. (1975) Curriculum Development, Theory and Practice. New York. Mac Millan Publishing Co. Inc.
- Tyler, R.W. (1941) Basic Principles and Curriculum and Instruction, University of Chicago Press.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1986.
- Brady, L. Curriculum Development, Prentice Hall, 1995.

- Doll, R.C., Curriculum Improvement: Decision - Making and Process, Allyn and Bpston, 1996.
- Marsh, C.J. & Willis, G., Curriculum - Alternative Approaches, Ongoing Issues, Merhill / Prentic~ - Hall, 1999. York,1992.
- Ornstein, A.C. & Hunkins, E, Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston, 1998.
- Pratt, D., Curriculum Design and Development, Mcmillan, New York, 1980.
- Saylor, J.G. Alexander, W.M. & Lewis, A.J., Curriculum Planning for Better Teaching for Better Teaching and Learning, Hott, Rinehart & Winston, New York, 1981.

## **C-8 Practical**

### **Text Book Review**

*Each student will review a journal or research based article and write a report.*

### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## CORE - 9

# EDUCATIONAL ASSESSMENT & EVALUATION

## INTRODUCTION

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

### *Course Objectives*

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

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

### **Unit – 1      Assessment & Evaluation in Education**

- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced

- Procedure of Evaluation: Placement, Formative, Diagnostic and Summative
- Concept of continuous and comprehensive evaluation (CCE).

**Unit – 2      Techniques of Assessment**

- Observation
- Interview
- Rating scale
- Checklist
- Project
- Concept Mapping

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

**Unit – 3      Test construction**

- Teacher made test vs. standardization
- General Principles of Test construction and standardization : Planning, Preparing, Tryingout & Evaluating.

**Unit – 4      Characteristics of a Good Test**

Reliability	-	Concept and method
Validity	-	Concept, type and methods of validation
Objectivity	-	Concept, type and factors
Usability	-	Concept and factors

**REFERENCES**

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*. Toronto: Thomson Nelson
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press

- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Ebel, R.L. and Frisbie, D.A. (1991) *Essentials of Educational Measurement*, New Delhi: prentice Hall of India Ltd.
- Lindquist, E.F. (1951) *Essential Measurement* Washington : American Council on Education.
- Stanley J.C. and Hopkins K.D (1990) *Educational and Psychological measurement and Evaluation* (7<sup>th</sup> Edition), New Jersey : prentice Hall of India Ltd.
- Thorndike, R.L. Hagen, E (1955) *Measurement of Evaluation of Psychology and Evaluation*. New York : John Willey and sons.

### **C-9 Practical**

#### **Construction of an achievement test**

*Each student will prepare a checklist or a rating scale useful for research purposes.*

#### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## CORE – 10

### **INTRODUCTION TO EDUCATIONAL RESEARCH**

#### INTRODUCTION

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

#### *Course Objectives*

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

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

#### **Unit – 1 Introduction to Research**

- Meaning and characteristics of research
- Basic, Applied and action research
- The nature of educational research

**Unit – 2      Types of studies in Educational Research**

- Descriptive Research
- Experimental Research
- Qualitative Research

**Unit – 3      Research Design**

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

**Unit – 4      Data Analysis, Interpretation and Research report**

- Analysis of Quantitative Data (Descriptive statistical Measure)
- Analysis of Qualitative Data
- Writing proposal / synopsis
- Method of literature survey / Review

**REFERENCES**

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education. Belmont-USA: Wadsworth Thomason Learning
- Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India.
- Borg, W.R. & Gall, M.D.( 1989). Educational Research: An Introduction. New York: Longman.
- Corey, S. M. (1953), Action Research to Improve School Practice, New York: Teachers College Press
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: SAGE Publication
- Gay,I.R&Airasian,P.(2000)EducationalResearch:Competencies for Analysis and application, Macmillian,New york
- Koul,L (1988)Methodology of Educational research,Vikash Publishing House NewDelhi
- Momillan,J.h&SchumacherS1989)Research in Education-A conceptual Introduction,Harper Collins, New York

**C-10            Practical**

**Preparation of Project proposal**

*Each student will prepare a project proposal.*

**Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## CORE – 11

### **HISTORY OF EDUCATION IN INDIA**

#### **INTRODUCTION**

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

#### *Course objectives*

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

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

#### **Unit – 1      Education in Ancient India**

- Education during Vedic period.
- Education during Buddhist period.
- Education during Islamic Period.

**Unit – 2 Education during early British period (up to 1885)**

- Educational endeavours during the early British period (up to 1835)
- Adam's Report
- Macalay's Minute and Bentinck's Resolution. 1835
- Wood's Despatch 1854
- Hunter Commission Report 1882

**Unit – 3 Education during later British period**

- Calcutta University (Sadler) Commission report 1917.
  - Report of the University Education Commission 1948
  - Report of the Secondary Education Commission 1952.
  - Report of the Indian Education Commission 1966
- (Reports of the commissions to be studied with reference to Aims, structure & Curriculum)

**Unit – 4 Emerging Changes in Indian Education**

- NPE 1986 and the Revised NPE 1992.
- Essence & the Role of Education
- National System of Education.
- Reorganisation of Education at different stages.
- Report of NKC (National Knowledge commission) with regard to school & higher education

**REFERENCES:**

- Aggarwal, J.C. (2010) Landmarks in the History of Modern Indian Education (7<sup>th</sup> Ed) New Delhi: Vikash Publishing Pvt Ltd.
- Das, K.K. (1993).Development Of Education in India.New Delhi: Kalyani Publishers.
- Dash,B.N. (1991). Development of Education in India. New Delhi: Ajanta Prakashan.
- Keay, F. E. & Mitra, Sukumar (1978). A History of Education in India. New Delhi: Oxford University Press.
- Mookherjee, R.K. (1988). Ancient Indian Education. New Delhi: Motilal Banarsidass.
- Mookherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass.

- Naik, J.P. & Narullah, S. (1996) A Student's History of Education in India New Delhi: Mc Millan India Ltd.
- Rawat, P.L. (1989). History of Indian Education New Delhi: Ram Prasad & Sons.

**C-11          Practical**

**Case Study**

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

**The Distribution of Marks.**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## CORE – 12

# COMPARATIVE EDUCATION

## INTRODUCTION

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

### *Course objectives*

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

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

### **Unit – 1 Definition and scope of Comparative Education**

- First pioneers of comparative education.
- Other subsequent comparative studies
- Approaches : statistical, psychological and historical

### **Unit – 2 Theory and Methods of comparative Education**

- Purpose of comparative education
- Area studies : Description and interpretation

**Unit – 3 Systems of Education**

(Characteristic, structure, curriculum and evaluation system)

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

**Unit – 4 Systems of Education**

(Characteristic, Structure, Curriculum & Evaluation system)

- China
- Japan

**REFERENCES**

- Attboch, R. G., Arrive,,R. & Kelly, G. P. (Ed.), *Comparative Education*, Macmillan, New York, 1982.
- Bereday, George Z.F (1964) *Comparative Method in Education* Holt Rinehart and Winston, Inc, New York.
- Biswas, A. & Aggarwal, J.C., *Comparative Education*, Arya Book Depot, New Delhi, 1972.
- Chaube, S.P., *Comparative Education*, Ram Prashad & Sons, Agra, 1969:
- Gezi, K. I., *Education in Comparative and International Perspective*, Holt, Rinehart & Winston, New York, 1971.
- Hans, N., *Comparative Education*, Universal Book Stall, New Delhi, 1988.
- Joshi N., *Education Elsewhere-and Here*, Bharatiya Vidya Bhawan, Bomaby, 1979.
- Mukherjee, L, *Comparative Education*, Allied Publishers, New Delhi, 1975.
- Sodhi, T.S., *Comparative Education*, Vikas Publishing House Pvt. Ltd., New Delhi, 1993.

**Core-12 Practical**

**Term Paper**

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

**Distribution of marks:**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks.

## **DISCIPLINE SPECIFIC ELECTIVE (DSE) – 1**

### **ICT IN EDUCATION**

#### **INTRODUCTION**

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

#### ***Course Objectives***

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

- explain the concept, nature and scope of ICT in education
- differentiate Web. 1.0 and Web 2.0
- describe the importance of open source software in education
- list and explain various approaches in adoption and use of ICT in education.
- list and explain various stages of ICT usages in general and pedagogical
- usages in particular in education.
- describe the needed teacher competencies for ICT usage in the classroom.
- demonstrate the use of various computer software such as Word-processing , Spreadsheets, and Presentation.

#### **Unit – 1 Information & Communication Technology : Meaning and importance**

- The ICT infrastructure : computers, telecommunication network, networking.
- Introduction to internet, the World Wide Web, e-mail, and social media.

- ICT potential for improving access, quality and inclusion in education

#### **Unit – 2 ICT Resources**

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

#### **Unit – 3 ICT in class room**

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

#### **Unit – 4 ICT for school improvement**

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

#### **REFERENCES**

- Govt. of India (2012). National Policy on ICT in School Education & Literacy. MHRD, Govt. of India.
- Mongal, S.K. & Mangal, U. (2010) Essentials of Educational Technology, New Delhi: PHG PHI learning
- UNESCO (2014) Central Asia symposium on ICT in Education 2014: Outcome Document Bangkok: UNESCO Asia Pacific Regional Bureau for Education.

- UNESCO (2015) fostering Digital Citizenship through safe and responsible use of ICT : A Review of current status in Asia and the Pacific as of December 2014. Bangkok : UNESCO Asia pacific Regional Bureau for Education.
- UNESCO, Bangkok, E-learning series on information communication Technology (ICT) in Education.
- UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
- UNESCO (2008). *Capacity Building for ICT Integration in Education*. Retrieved from <http://portal.unesco>.
- UNESCO (2008). ICT Competency Standards for Teachers: Policy Framework.
- Retrieved from <http://portal.unesco>.

## **DSE-1          Practical**

### **Internet Search for Study Material**

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

### **Distribution of Marks.**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## **DISCIPLINE SPECIFIC ELECTIVE (DSE) – 2**

### **SPECIAL EDUCATION**

#### **INTRODUCTION**

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

#### ***Course Objectives***

On completion of this course, students shall be able to

- know about the concept, nature, objectives, types and historical perspective of special education
- explain the innovations and issues of special education
- elaborate the policies and programmes of special education
- able to identify different type of special category children
- understand various educational interventions meant for special children
- explain the role of resource teacher and special teacher

**Unit – 1      Conceptual**

- Exceptional children : Concept and types
- Inter relationship between impairment, disability and handicap.
- Issues and innovations in Education of Exceptional children: Mainstreaming, Labeling and De-institutionalisation.

**Unit – 2      Education of the gifted and creative children**

- Concept
- Characteristics
- Identification
- Educational provisions
- Role of Teacher

**Unit – 3      Education of the Educable Mentally Retarded**

- Concept
- Characteristics
- Methods of identification
- Educational Provision

**Unit – 4      Education of Children with Learning Disability**

- Concept
- Characteristics
- Methods of identification
- Role of Special / Resource Teacher

**REFERENCES:**

- Blackhurst. A.E. & Berdine, w.H. (Eds) (1981). An introduction to special education, Little Brown & Co. Boston
- Hallahan, D.P. & Kauffman, I.M. (1990) Exceptional children : Introduction to special education, prentice Hall inc, Englewood cliffs, New Jercey.
- Hewatt, F.M. & Forness, S.R. (1974) Education of Exceptional Learners Allyns & Bacon, Ins, Boston.
- Kirk, S.A. & Lord, F.E. (Ed) 1974, Exceptional children, Educational Resources and perspective, Houghton, Mittlin Boston.
- Kid, S.A. & Galigher, J.J. (1989), Educating Exceptional Children, Houghton Mifflin and Co. Boston.
- Panda, K.C. (2009) Vikas Publishing House, Pvt. Ltd.

- Telford, C.W. and Sawrey, JM (1977). The exceptional individual , Prentice House, Inc. Englewood Cliff N.J.
- Yaseldyke, J.E. (1989) Introduction to special Education, Houghton Mifflin and Co, Boston.

## **DSE-2          Practical**

### **Case study of Special Child**

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

### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

**CORE – 13**  
**EDUCATIONAL PLANNING, ADMINISTRATION  
AND MANAGEMENT**

**INTRODUCTION**

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

***Course Objectives***

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

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

**Unit – 1 Educational Planning**

- Meaning, Nature, Objective and scope
- Steps in Educational Planning : Diagnosis of Educational Development, Plan formulation, Plan implementation, Monitoring and Evaluation.

**Unit – 2 Educational Administration**

- Concept, Objectives and scope of educational administration

- Basic Functions of Administration : Planning, Organizing, Directing and Controlling.
- Functions of state level educational bodies: SCERT, BSE & OPEPA

### **Unit – 3 Educational Management**

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

### **Unit – 4 Economics of Education**

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

### **REFERENCES:**

- Bhatnagar, R.P. & Agarwal, V. Educational Administration, Meerut, Loyal Book Depot.
- Kochar, S.K.-(2002) Secondary School Administration, New Delhi Sterling Publishers Pvt. Ltd.
- Mishra, P.K. (2008) Rudiments of Guidance and Management in Education, New Delhi, Kalyani Publishers.
- Naik, J.P.-Educational Planning in India.
- Shukla, C.S. (2008) Essentials Educational Technology and Management, New Delhi, Dhanpat Rai Publishing Co. (P) Ltd.
- Shukla, S.P.-Educational Administration, Agra, Vinod Pustak Mandir
- Bhatnagar, R.P. & Verma, L.B. (1978). *Educational Administration*. Meerut, India:
- Blaug, M. (Ed.), *Economics of Education, Vol. 1 & 2*, Penguin
- Deshmukh, A.V. and Naik A.P.(2010). *Educational Management*. Mumbai:

- Fadia, B.L. (2010). *PublicAdministration*. New Delhi: PHI.
- Himalaya Publishing House. India: Dhanpat Rai & Sons.
- Kochar, S.K. (2011). *School Administration and Management*. New Delhi: Sterling
- Koul, B.N. (Ed.), *Economics of Education* (Block 1, ES 317), IGNOU, New Delhi, 1993.
- Rajaiah, B., *Economics of Education*, Mittal, New Delhi, 1987. . . .
- Safaya, R & Saida, B.D. (1964). *School Administration and Organisation*. Jalandhar,
- Schultz, T.W., *The Economic Value of Education*, Columbia University Press, New York, 1963.
- Singh, B., *Economics of Indian Education*, Meenakshi Prakashan, New Delhi,, 1983.
- UNESCO, *Readings in the Economics of Education, 1968*. .
- Vaizey, J., *The Economics of Education*, Feber & Feber, 1962.

### **C-13 Practical**

A visit to any Higher-educational institute and prepare a report on Administration.

#### **Distribution of marks:**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## CORE – 14

### **CONTEMPORARY CONCERNS IN INDIAN EDUCATION**

#### **INTRODUCTION:**

To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change. The intent of this course is to familiarize learner to historical roots of Universalization of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher's perspective.

Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education value education, environmental education, Life skills education

#### *Course Objectives*

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

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

#### Unit – 1 Elementary Education

- Universalisation of elementary education.
- Right of Children to Free and Compulsory Education (RCFCE) Act 2009.
- Quality concerns in Elementary education.
- Sarva Sikshya Abhiyan (SSA) & District Primary Education Project (DPEP)

## **Unit – 2      Secondary and Higher Education**

- Challenges and problems of secondary education.
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)
- Challenges in higher education : expansion, quality & inclusiveness.
- RUSA

## **Unit – 3      Social Commitments in Education**

- Gender issues in Indian education
- Equalisation of educational opportunity
- Constitutional provisions for education

## **Unit – 4      Emerging concerns**

- Value education, Peace Education and Human Rights Education
- Adolescent Education
- Life skills education

## **REFERENCES**

- Aggarwal, J.C (2010). The Progress of Education In Free India. New Delhi: Arya and Rejuvenation of Higher Education’. New Delhi: Author.
- Bhatnagar, T.N (1995) Teacher Education in India. New Delhi: NCERT. Book Depot.
- Dash,M & Nanda, G.C (1998). Trends and Issues in Indian Education . Cuttack: Kochhar, S.K (1989) Pivotal Issues in Indian Education. New Delhi: Sterling
- MHRD, Govt. of India (2008). Report of ‘The Committee to Advise on Renovation
- Mohanty Jagannath (2008) : Modern Trends in Indian Education, New Delhi, Deep & Deep Publications Pvt. Ltd.
- Mohanty, S.B (1996) Education in Changing Indian Society. Cuttack: Vidyapuri
- Nanda, S.K (1991) Indian Education and its Problems Today. New Delhi: Kalyani Publishers Publishers Private Limited.

- Qureshi, M.U (2000) Problems of Indian Education, New Delhi: Anmol Publications
- Safeya, R.N (1998) Development, planning and problems of Indian education, Delhi: Dhanpat Rai and Sons.
- Saxena, N.R, Misha, B.K & Mohanty, R.K (2005) Teacher Education. Meerut: Surya Publication
- Tilak, Jandhyala B.G. (2006). Education: A Saga of Spectacular Achievements and Conspicuous Failures in India: Social Development Report. New Delhi. Oxford University Press.
- Tilak. Jandhyala B.G. (2003) Education, Society and Development. New Delhi: APH publishing Corporation for NUEPA.
- UGC (2012). Higher education in India at a glance. New Delhi: Author.
- Walia, J.S (2004). Modern Indian Education and Its Problems. Punjab: Paul Publications

#### **C-14 Practical**

Survey on value profiles of students of higher education

##### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## **DISCIPLINE SPECIFIC ELECTIVE (DSE) – 3**

### **DISTANCE EDUCATION**

#### **INTRODUCTION:**

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

#### ***Course Objectives***

On completion of this course, students shall be able to

- explain the importance of Distance education in the present context
- describe the historical perspective of distance education
- elaborate the curricular process of Distance education
- understand various modes of student support services
- develop clear idea about different type of Distance education institutions

#### **Unit – 1      Concept of Distance Education**

- Aims and objectives of Distance Education
- Purposes and functions served by distance education.
- Personal contact programme in distance learning
- Assignments and projects in distance learning

**Unit – 2      Development of distance learning material /self –  
instructional material (SIM)**

- Concept of SIM
- Principle of SIM
- Types of programming adopted for development of SIM

**Unit – 3      Distance learners**

- Concept and characteristics of distance learners
- Needs and problems of distance learner
- Advantages of distance learner
- Steps for facilitating distance learner
- Student support services

**Unit – 4      Open and distance learning institutions:**

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

**References**

- Holmberg, B (1981) : Status and Trends of Distance Education, Kogan Page, London.
- Kegan, D (1986): The Functions of Distance Education, Croom Helm, Longon.
- IGNOU, (1998) Growth and Philosophy of Distance Education (Block, 1,2 &3) IGNOU, New Delhi.
- IGNOU (2006), Distance Education (Block 1,2,3 &4) IGNOU, New Delhi.
- Parmaji. S (Ed) 1984: Distance Education, Sterling Publishers, New Delhi.
- Reddy (1988) Open University-The Ivory Towers Thrown Open, Sterling Publshers, New Delhi.
- Staff Training and Research Institute of Distance Education (1995), ES-311 Growth and Philosophy of Distance Education (Block 1,2 &3), IGNOU, New Delhi.

### **DSE-3          Practical**

#### **Preparation of Self instructional materials (SIM)**

*Each student is required to prepare a self instructional material (SIM) on any topic.*

#### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

### **OR**

#### **Case study of Distance education study centre**

*Each student is required to conduct case study of distance education study centre (IGNOU, NIOS, SOU, etc.) and write a report.*

#### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

### **DSE – 4 PROJECT**

*Each student is required to prepare a project on educational problem / issue and submit a report. The project shall be evaluated by an external and internal examination.*

#### **Distribution of marks**

Record	-	75 Marks
Viva-Voce	-	25 Marks
Total	=	100 Marks

**GENERIC ELECTIVE (G.E.) – 1**

**VISION OF EDUCATION IN INDIA :  
ISSUES AND CONCERNS**

**INTRODUCTION**

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

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

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

### ***Course Objectives***

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

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

#### **Unit – 1 Vision of Indian Education : Four Indian thinkers**

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

#### **Unit – 2 Concern for Equality in Education: Concerns and Issues**

- Universalisation of school education
  - (i) Issues of
    - (a) Universal enrollment
    - (b) Universal Retention
    - (c) Universal success
  - (ii) Issues of quality and equity

#### **Unit – 3 Concern for Equality in Education**

- Equality of Educational opportunity
- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

#### **Unit – 4 Education and Development – an interface**

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
  - Economic Development and Education
  - Social cultural – changes in Education

## References

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Govt, of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt, of India (1992). Programme of Action (NPE). Min of HRD,
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India - Present Status and Future Needs, New Delhi.
- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi -1999.
- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi - 1967
- Ministry of Education. 'Education Commission "Kothari Commission".'

1964-1966. Education and National Development. Ministry of Education, Government of India 1966.

- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNDP. *Human Development Reports.* New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.* In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development.* Oxford University Press, Delhi.

## **GE-1            Practical**

### **Term paper**

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

### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks

## **GENERIC ELECTIVE (G.E.) - 2**

### **ASSESSMENT AND EVALUATION TECHNIQUES**

#### **INTRODUCTION**

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

#### ***Course Objectives***

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

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

#### **Unit – 1      The Measurement, Evaluation and Assessment Process**

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

**Unit – 2      Alternative Techniques of Assessment**

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.

**Unit – 3      Fundamentals of Statics**

- Measures Of Central Tendency: Mean, Median, Mode
- Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation.

**Unit – 4      Contemporary Trends in Assessment**

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation

**REFERENCES**

- Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company
- Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
- Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

## **GE-2          Practical**

### **Achievement Test Construction**

Each student is required to prepare any assessment technique as discussed in Unit-2.

### **Distribution of Marks**

Record	-	20 marks
Viva voce	-	05 marks
Total	=	25 marks