. **SEMESTER – I EDUCATION (HONS)**
EDN. -CC- I PHILOSOPHICAL FOUNDATION IN EDUCATION
Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int) +25(Pr)]
CORE - 1

Unit – 1   Bases of Education
- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

Unit – 2   Philosophical foundations of education
Concept of Philosophy
Inter dependence of philosophy and education
Branches of philosophy and their educational implications – Metaphysics, Epistemology and Axiology.

Unit-3   Reflections of Indian schools of Philosophy on education
Common characteristics of Indian Philosophy
Sankhya and Vedanta as Philosophical systems
Educational implications of Sankhya and Vedanta.

Unit-4 Western Schools of Philosophy and their educational Implication.
-Idealism
-Naturalism
-Pragmatism

Unit-5 Value and Peace Education
Value and peace Education
Concept of value and morality, types of value, peace education
Types of values: social, aesthetic and spiritual

REFERENCES

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; Akanhsa 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. Lt

C1   Practical
Distribution of Marks.
Record +Written - 10 +   10
Viva-voce   -   05 = Total   =   25

CORE – 2
SEMESTER – I EDUCATION (HONS)
EDN-CC – II, SOCIOLOGICAL FOUNDATION IN EDUCATION
Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)]

Unit – 1   Education and society
- Society: Meaning and characteristics
- Types of society: Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Education as social process

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

Unit – 3   Education and Social Change
- Education and socialization
- Concept of social change, factors affecting social change
- Education as an instrument of social change
- Education as an instrument of social control

Unit – 4   Education and Globalisation
- Concept of globalization and privatization
- Globalisation and liberalization
- Changing needs of students members of society in context of Globalization
- Opportunity for students placement in the age of Globalization

Unit – 5   Education and state
- Concept of Democracy
- Education for national integration
- Interrelationship of state and education
- Role of education in National Development

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 +Written - 10+10 marks

Viva-voce – 05 Total = 25

CORE – 3
SEMESTER –II EDUCATION (HONS)
EDN. - CC – III PSYCHOLOGICAL FOUNDATION IN EDUCATION
Time – 3hr   F.M.: 100 [60 (End sem) +15 (Int) +25(Pr)]

Unit – 1 Educational Psychology
-Relationship between education and psychology

-Meaning, Nature and scope of educational psychology

-Relevance of educational psychology for teacher

-Methods of studying learner behaviour: Survey, observation case study and experimental

Unit – 2 Developmental psychology
• Concept
• Difference between growth and development
• Principles of development
• Areas of development: Physical, social, emotional and intellectual during childhood and adolescence
• Piagetian stages of cognitive development

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

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

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

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.

Kuppuswamy 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.

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 +Written -	10+10 marks	
Viva-voce -	05	
Total =	25	

CORE – 4
DEVELOPMENT OF EDUCATION IN INDIA
Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)]

Unit – 1 Education during ancient period
Vedic and post-vedic, Buddhist period with special reference to aims, curriculum and methods of teaching.

Unit – 2 Education during medieval period
Education in medieval period with special reference to aims, curriculum and methods of teaching.

Unit – 3 Education during pre-independence period
Charter's act (1873) Macaulay's minutes (1835) woods dispatch (1854), Indian education commission (1882) Calcutta University commission (1964) Harding commission (1929) sergeant committee (1947).

Unit – 4 Education during post-independence period
Major recommendations of university Education commission (1948), Secondary Education Commission (1950), Education Commission (1964), NPE (1986), Isho Bhai Patel Committee (1974).

Unit – 5 Education after NPE (1986)
NPE (1986) and POA (1992), Acharya Ramamurty Committee, National Knowledge commission-Implemantationj of DPEP, SSA, RTE, RMSA, RUSA.

Reference Books:

Aggarawal,J.C. Landmark in the history of Modern Indian Education, Vikash Publishing, New Delhi.
Das, K.K. Development of Education in India, Kalyani Publishers, New Delhi
Dash,B.N. Development of Education in India, Ajanta Prakashan, New Delhi.
Keay,F.E & Mitra, Sukumar, A History of Education in India Oxford University Press, New Delhi.

CORE – 5
CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION
Time-3 hrsCredit-6 Full Mark -60(sem.) +15(Int.) +25(Practical)

Unit – 1: Elementary Education
Universalisation of elementary Education
Right of Children to free and Compulsory Education
Quality Concerned in Elementary Education
Sarva Sikhya Education & District Primary Education Project

Unit – 2: Secondary Education
Present position if secondary education in India
Challenges and Problems of secondary education
Vocationalisation of secondary education
Rashtriya Madhyamika Sikhya Abhiyan

Unit – 3: Higher Education
Present position of higher education in India
Challenges in higher education: Expansion, Quality & Inclusiveness.
RUSA

Unit – 4: Social Commitments in Education
Women Education- Problems & Issues
Equalisation of educational Opportunity
Constitutional Provisions for Education
Education for International Understanding

Unit – 5: Emerging Concerns
Environmental Education
Human Rights Education
Adolescent Education
Life Skills Education.

Reference books:

Aggarawal,J.C. The Process of Education in Free India, New Delhi
Bhatnagar, T.N. Teacher Education in India, NCERT, New Delhi.
Mohanty, Jagannath, Modern Trends in Indian Education, New Delhi, Deep & Deep Publication.

CORE - 6
ASSESMENT AND LEARNER
Time-3 hrs, Credit-6, Full Mark -60(sem.) +15(Int.) +25(Practical)

Unit – 1 Assessment & Evaluation in Education

Understanding the meaning of Test, Measurement Evaluation and Assessment

Scales of Measurement

Types of measurement, Norm Referenced and Criterion Referenced

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

Unit – 2 Instructional Objectives

Taxonomy of Educational objectives with special reference to cognitive domain

Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.

Relationship of Evaluation procedure with objectives.

Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

Unit – 3 Techniques of Assessment

Observation

Interview

Rating scale

Checklist

Project

Concept Mapping

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

Unit – 4 Test construction

Teacher made test vs. standardization

General Principles of Test construction and standardization: Planning, Preparing, Tryingout & Evaluating.

Unit – 5 Characteristics of a Good Test

Reliability - Concept and method

Validity - Concept, type and methods of validation

Objectivity - Concept, type and factors

Usability - Concept and factors

REFERENCES

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
(7th 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 construct 50 objective based objective type test items along with a blue print
Distribution of Marks
Record - 20 marks
Viva voce - 05 marks
Total = 25 marks

CORE – 7
BAISICS OF EDUCATIONAL RESEARCH
Time-3 hrs. Credit-6Full Mark -60(sem.) +15(Int.) +25(Practical)

Unit – 1
Introduction to Research
   Meaning nature and scope of educational research
   Types of research by purpose-fundamental, applied and action.
   Types of research by approach quantities and qualitative.
   Steps of educational research
Unit – 2
Process of Educational Research
   Identification and statement of the problem
   formulation of hypothesis
Data collection
Analysis of data
Reporting, finding and drawing conclusion.
Unit – 3 Methods of Educational Research
Survey methods
Case study method
Participant observation
Unit – 4 Research design and Data Analysis
Population and sample
Types of Sampling-Random, Stratified and purposive
Collection of data-use of tools and techniques and procedure of data collection
Data analysis-use of statistical procedure
Unit – 5   Writing research proposal and format
Research format
Research style
Research mechanism
Writing bibliography
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,l.R&Airasian,P.(2000)EducationalResearch:Competencies for Analysis and application, Macmillian,New york
   Koul,L (1988)Methodology of Educational research,Vikash Publishing House NewDelh

Momillan, J.h&SchumacherS1989) Research in Education-A conceptual Introduction,Harper Collins, New York

C-7 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 – 8
STATISTICS IN EDUCATION
Time-3 hrsCredit-6Full Mark -60(sem.) +15(Int.) +25(Practical)

Unit – 1 Concept of Statistics
   Meaning, nature, scope and uses of educational statistics
   Graphical representation of Data-Frequency, Histogram, Polygon, pie-diagram and Ogive
Unit – 2 Measures of central tendency concept, computational process, usages and limitation
   Mean
   Median
   Mode
Unit – 3 Concept, computational process, usages and limitation
   Range
   Average Deviation
   Quartile Deviation
   Standard Deviation
Unit – 4   Bi-variat distribution
   Concept of Correlation
   Types of correlation
   Rank difference method of correlation
   Product moment correlational method
   Scattered diagram
   Unit – 5 Normal Probability curve – Divergence from Normality
Concept of Normal Probability curve –its properties & uses in interpretation of test score
Skeweness & Kurtosis
Derived score, standard score and T-Score
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. & Khatoi, P.K. (2005), Fundamentals of Educational Research and Statistcs, 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 & Khatoi, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.
C-8 Practical
Statistical Analysis of Achievement Scores
Each student is required to collect the achievement scores of the students of a class at least 02(two) schools and make statistical analysis of the collected data and a report.
Distribution of Marks
   Preparation of Records - 20 Marks

Viva voce - 05 Marks
Total = 25 Marks 42

CORE – 9
TECHNOLOGY AND INNOVATIONS IN EDUCATION
Time-3 hrs Credit-6Full Mark -60(sem.) +15(Int.) +25(Practical)

Unit – 1 Educational Technology
Meaning, nature and scope
Approaches to Educational Technology: Hardware, software and system approach
Types of Educational Technology
Importance of Educational Technology for the teacher and the student.
Unit – 2 Communication Process
Meaning and nature
Process, components and types
Barriers of communication
Study of Classroom Communication through flander's interaction analysis.
Unit – 3 Innovations in Educational Technology
Programmed instruction: Concept Basic principles and applications
Microteaching: Concept assumptions, phases and applications.
Simulated Teaching: concept, procedure and applications
Personalized system of instruction: Concept, objectives, strategies and applications
Unit – 4 Teaching Models
Meaning, Types, Modern teaching models
Levels of Teaching-Memory level, Understanding level & Reflection level
 (These teaching models are to be discussed with reference to focus, syntax, social system, support system and application)
Unit – 5 Classroom instructional Aids
Projected and non-projected Aids
ICT – enabled devices
Organisation of school teaching learning
Materials (TLM) Centre: Objective
Procedure
Planning
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,NewDelhi.
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.
C9 Practical

Classroom Interaction Analysis
Each student is to observe one classroom interaction preferably in a school and prepare an observation matrix and write a report.
Distribution of Marks
Record - 20
Viva-voce - 05
Total = 25

CORE – 10
CURRICULUM DEVELOPMENT
Time-3 hrs Credit-6 Full Mark -60(sem.) +15(Int.) +25(Practical)

Unit – 1 Curriculum
   Meaning and importance
Unit – 2 Bases of curriculum
Philosophical, Sociological & Psychological bases of curriculum,
Components of curriculum - Objectives, Content, Learning experience and evaluation
Unit – 3 National Curricular Framework (NCF) 2005
   Guiding Principles
   Principles of activity centeredness, Community centeredness
   Integration, Relevance, Balance, Flexibility, Verity and Plurality, forward looking, Coutertuality etc., Enabled
Unit – 4 Curriculum development
   Curriculum development – It process, Role of local authority, State level agencies (TE & SCERT &BSE)
   Tyler and Taba model of curriculum development
Unit – 5 Curriculum evaluation
   Meaning and nature
   Goal attainments model
   Context input, Process product model
   A critical study of curricula at elementary level

References
   Krug, E.A. (1956) Curriculum Planning, New York: Harper and Row Publishers.
   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 *I*
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-10 Practical
Text Book Review
Each student will review a school text book and write a detailed report.
Distribution of Marks

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

<div align="center">

CORE - 11
PEDAGOGY OF SCHOOL SUBJECTS
Time-3 hrs. Credit-6, Full Mark -80(sem.) +20(Int.)
(Each student is required to select any one of the following school subjects)
METHODS OF TEACHING ODIA

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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 27
Teaching of Grammar
Teaching of composition
Unit – 4 Teaching Learning Materials for teaching Odia
Teaching learning materials: Purpose, Types and Use Language
Text Book: Importance, Purpose Language Laboratory
characteristics application
Unit – 5 Development of Lesson Plan
Preparation of Lesson Plan: Herbartian approach
5E Model
Icon Design Model
REFERENCES:

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

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CORE - 11
METHOD OF TEACHING ENGLISH

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☐

Unit – 1 Teaching / Learning English as a second language
   Importance of learning English as a second language
   Aims and objectives of teaching English
   Place of English in school curriculum
Unit – 2 Methods and approaches
   Translation and Direct methods
   Structural approach to teaching English
   Communicative approach to learning English
Unit – 3 Techniques of teaching
   Teaching prose and poetry

Teaching grammar
Teaching composition
Unit – 4 Teaching learning materials for teaching English
Teaching aids: purpose types and use
The English test book and work book
The language laboratory
Application of ICT in teaching English
Unit – 5 Developing a lesson plan for teaching English
Herbartian approach
5 E Model
ICON Design Model

REFERENCES

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
.

CORE - 11
METHOD OF TEACHING 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, storytelling, narration-cum-discussion, dramatization, source method.

Development of sense of time and space.

Unit – 4 Teaching learning material (TLM) in history
Purpose, types and use
Time line.
ICT-enabled teaching aids in History.

Unit – 5 Preparation of Lesson Plan in History
Herbartian Approach
5E Model
ICON design model

REFERENCES
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

CORE - 12
PEDAGOGY OF SCHOOL SUBJECTS
Time-3 hrs, Credit-6, Full Mark -100 (practical)

Each student has to deliver ten lessons with lesson plan on the selected topic of CC-11

1. Presentation of lesson plan in the selected topic
2. Each student has to deliver 10 lesson in any upper primary school
3. Ten days school internship programme should be followed.

<u>Distribution of Marks</u>
1. Overall assessment -   20 Marks
2. Lesson plan record-   30 Marks
3. Innovative practice & T.L.M.-   20 Marks
4. Viva-voce-   30 Marks
                  Total=   100 Marks

CORE - 13
DISTANCE EDUCATION
Time-3 hrs, Credit-6Full Mark -80(sem.) +20(Int.)

Unit-1: Concept of Distance Education
Aim and objectives of distance education
Purpose and function served by distance education
Theories of distance education
Distance education in India- Historical Perspective

Unit-2: Curricular Process in Distance education
Preparing and supplying study materials
ICT support for distance learning
Personal contact programme in distance learning
Assignment and project in distant learning

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

Unit-4: Distance Learners
Profit of distance learners
Needs of distance learners
Problems of distance learners
Steps for facilitating distance learners
Students support services

Unit-5: Open and distance learning institutions
Open University and open school: Meaning and Nature
IGNOU & NIOS
Other forms of distance education
Correspondence courses, Radio, T.V Education
Virtual universities and massive open online courses

Reference books:
Holmberg,B Status and Trends of Distance education, kogan page, London
Kegan,D The function of Distance education, Croom helm, London
IGNOU, Growth and Philosophy of Distance Education, IGNOU, New Delhi.

CORE - 14
PROJECT REPORT
REPORT RELATING TO CC-13
Time-3 hrs, Credit-6, Full Mark -100(practical)

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

DSE – 1
GUINDANCE AND COUNSELLING
Time-3 hrs, Credit-6, Full Mark -80(sem.) +20(Int.)

Unit-1 Concept of Guidance:
Guidance- Meaning, nature and scope
Types of Guidance- educational, vocational and personal
Need and importance of educational guidance services in school

Unit-2 Educational Guidance
Basic data for educational guidance (attitude, interest, ability etc)
Construction, admistration and interpretation of cumulative record card and progress report
Case approach to guidance

Unit-3 Counseling-
Meaning, nature and scope, different types of counseling, Teachers of counseling

Unit-4 Diagnostic an d remedial measures
Special provision for development of children

Gifted and creative children, mental health and psychological
Dynamic of adjustment
Unit-5 Organization of guidance services in school
Placement service occupational information service, pupil inventory service and follow-up service
Role of teacher in organizational guidance and service in school
Suggested books
Bhatnagar, R.P and Rani seema: Guidance and counseling in education and psychology, surya publication, meerut .
Chowan,S.S: Principles and technique of guidance: Bikash publication new delhi.
Crow L.D and Crow A: Introduction to Guidance, Eurasia pub house, New Delhi
Sharma R.N: Guidance and counseling: Surjeet publication New Delhi

DSE – II
EDUCATIONAL ADMINISTRATION AND MANAGEMENT
Time-3 hrs, Credit-6, Full Mark -80(sem.) +20(Int.)

Unit-1   Educational Administration
      Concept objectives and scope of educational administration
      Types: Totalitarian, Laissez-faire and Democratic
      Basic function of administration: Planning, Organizing, Directing and controlling
Unit-2 Educational administration in the State
      Administration of education in Odisha- Structure and function
      Function of state level educational bodies- SCERT, BSE and OPEPA
Unit-3 Educational Management
      Meaning, nature and scope
      Types-centralized vs decentralized, authoritarian vs Democratic
      Function of educational management
Unit-4 Institutional management
      National and Human resources management
      Management curricular and co-curricular programme
      Management of Students welfare of auxiliary services including health services
      School development planning
Unit-5 Total Quality management
      Meaning, Nature, Principles and components of TQM
Suggested books
Sukla, C.S, Essential Educational Technology and Management, New Delhi, Dhanpat Rai Publishing Co. (P) Ltd
Bhatnagar, R.P & Verma, L.B. Educational administration. Meerut, India
Sukla,S.P- Educational administration Meerut, India
Fadia,B.L.Public administration. New Delhi
Himalaya Publishing House. India: PHI
UNESCO, Readings in the Economics of Education, Feber & Feber.

DSE – III
EDUCATIONAL THOUGHT AND PRACTICE
Time-3 hrs, Credit-6, Full Mark -80(sem.) +20(Int.)

Unit-1:
(a) M.K. Gandhi- Life Philosophy, Educational Theory, Basic Education, Relevance of Educational Theory in the present society.
(b) R.N. Tagore- Life Philosophy, Educational Theory, Shantiniketan, Relevance of Educational Theory in the present society.
(c) Gopabandhu- Satyabadi Experiment

Unit-2:

    (a) Aurobindo- Life Philosophy, Educational Theory, Integral Education, Relevance of Educational Theory in the present society.

    (b) Swami Vivekananda- Life Philosophy, Educational Theory, Ramakrishna Mission, Relevance of Educational Theory in the present society

Unit-3:

    (a) Rouse ale- Life Philosophy, Educational Theory, Negative Education, Summer School Experiment by A.S.Neil, Relevance of Educational Theory in the present society

    (b) Frobel- Life Philosophy, Educational Theory, Kindergartner education, Relevance of Educational Theory in the present society

Unit-4:

    (a) Joha Freidrik Herbert- Life Philosophy, Educational Theory, Relevance of Educational Theory in the present society

    (b) Montessori- Life Philosophy, Educational Theory, Experiment in Pre-school Education, Relevance of Educational Theory in the present society

Unit-5:

    (a)Even Illich- Life Philosophy, Educational Theory, De-schooling Society, Relevance of Educational Theory in the present society

Suggested Books:

Mani, R.S, Educational Ideas and ideals of Gandhi and Tagore, New book Society, New Delhi.

Manoj Das, Sri Aurobindo on Education, NCTE, New Delhi.

Nayak,B.K. Text book on Foundation of Education, Kitab mahal, cuttack,Odisha.

Dash, B.N. Foundation of education, Kalyani Publishers, New Delhi.

DSE – IV
FUNDAMENTALS OF PEDAGOGY
Time-3 hrs, Credit-6Full Mark -80(sem.) +20(Int.)

Unit-1: Pedagogy and Teaching

    Concept of Pedagogy

    Importance of Pedagogy

    Concept and importance of Teaching

    Relation between teaching and pedagogy

Unit-2: Principles and Maxims of teaching

    General principles of teaching

    Psychological principles of teaching

    Maxim of teaching

Unit-3: Methods of Teaching

    Inductive- Meaning, Characters, uses, limitations

    Deductive- Meaning, Characters, uses, limitations

    Analysis- Meaning, Characters, uses, limitations

    Synthesis- Meaning, Characters, uses, limitations

Unit-4: Emerging Pedagogy

    Problem solving

    Activity based learning

    Mastery learning

Constructive approach

Unit-5: Designing lesson Plan
    The Herbartian Steps
    SEs Model
    ICON Design Model

Suggested Books:

Aggarawal, J.C. Essential of Educational Technology, Vikas Publishing House New Delhi.

Chauhan, S.S. Innovation of Teaching Learning process, Vikas Publishing House New Delhi

Kochar,S.K. Methods and Techniques of teaching, Sterling publication, New Delhi.