B.A.(HONOURS)
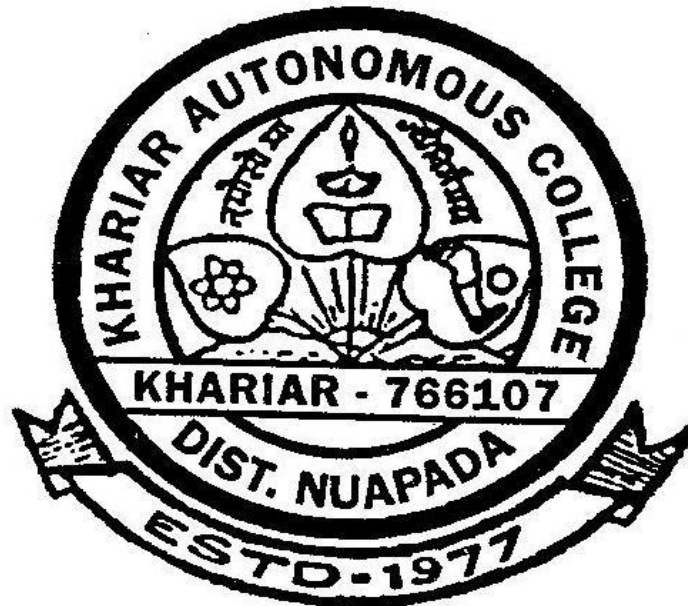## CHOICE BASED CREDIT SYSTEM (CBCS)
KHARIAR (AUTONOMOUS) COLLEGE, KHARIAR

EDUCATION

ACADEMIC SESSION -2018-2021

SEMESTER-1   TEE-15x4=60MARKS
CORE – 1   INT.ASS.-15MARKS
                          PRACTICAL-25MARK

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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

    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 Doctrines of Great Educators 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
- Gopabandhu

REFERENCES

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- Bhatia K.K., (2011), Philosophical and sociological foundations of Education, New Delhi; Kalyani Publishers.

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- Dash, B.N. (2011) Foundation of Education, New Delhi; Kalyani Publishers.

- E. Merril Publishing Co.

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

- New York, USA: Harper & Row.

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- Premnath, *Bases of Educations*. Delhi, India: S. Chand and Co.

- Publishers.

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- 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.

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

EDUCATION AND SOCIETY

TEE-60MARKS
INT.ASS.-15MARKS
PRACTICAL-25MARK

INTRODUCTION

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

Course Objectives

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

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

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Education and society

- Society : Meaning and characteristics
- Types of society : Agricultural, Industrial, rural and urban
- Interrelationship between education and society
- Views of Indian thinkers on Education and Society : Radhakrishnan and Sri Aurobindo on Education

Unit – 2   Education and culture

- Meaning and concept of culture
- Characteristics and types of culture
- Cultural lag and acculteration

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 and liberalization

Unit – 5   Education and state

- Concept of Democracy
- Education in totalitarian and welfare state
- Role of education in Nation building

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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

THE LEARNER AND LEARNING PROCESS

TEE-60MARKS
INT.ASS.-15MARKS
PRACTICAL-25MARK

INTRODUCTION:

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

Course Objectives:

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

- Establish relationship between education and psychology.

- Understand various methods used to study individual behaviour.

- Explain the application of educational psychology in teaching learning process.

- Understand individual difference from intelligence, creativity, and personality point of view

- Explain the concept of learning and factors affecting learning.

- Reflect the contribution of various learning theories in teaching learning process.

- Explain different category of people from different Personality type and the type of adjustment.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit - 1   Educational Psychology

- Meaning, Nature and scope of educational psychology

- Relevance of educational psychology for teacher

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

Unit – 2   Developmental psychology

- Concept and meaning of Growth and Development

- Difference between growth and development

- Principles of development

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

Unit – 3   Intelligence, creativity and individual difference

- Meaning and nature of intelligence

- Measurement of intelligence : individual and group tests, verbal, non-verbal and performance test.

- Individual difference: concept, nature factors and Role of Education

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, and insightful learning..

- Motivation: concept, types and technique of motivation.

Unit – 5   Personality and Mental Health

- Personality: Meaning and nature
- Theories of personality
- Adjustment mechanism

REFERNECES

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- Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.

- Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.

- Chauhan, S.S.(1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.

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- 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

<div align="center">

SEMESTER-2
CORE – 4

PEDAGOGICAL SKILLS

</div>

<div align="right">

TEE-60MARKS
INT.ASS.-15MARKS
PRACTICAL-25MARK

</div>

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Concept of teaching – learning

- Meaning and definitions of teaching
- Characteristics and importance of teaching
- Meaning and definition of learning.

Unit – 2   Task of teaching

- Meaning and definition of teaching task
- Phases of teaching task : Pre-active, interactive and post – active phase.
- Level of teaching task: Memory Understanding and reflective level.

Unit – 3   Theories of teaching

- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal : Communication theory, Descriptive theory, Normative theory.

Unit – 4   Principles and Maxims of Teaching

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

Unit – 5   Approaches and Methods of Teaching

Problem Solving and Project method.

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.

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- 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 Cembridge, 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 3rd 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

SEMESTER-3
CORE - 5

TECHNOLOGY AND INNOVATIONS IN EDUCATION

TEE-60MARKS
INT.ASS.-15MARKS
PRACTICAL-25MARK

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Educational Technology

Meaning, nature and scope

Approaches to Educational Technology : Hardware, software and
system approach

Unit – 2   Communication Process

Meaning and nature

Process, components and types

Unit – 3   Innovations in Educational Technology

Programmed instruction : Concept Basic principles and applications

Microteaching : Concept assumptions, phases and applications.

Team teaching: Concept, Types and Organisation.

Unit – 4   Teaching Models

Concept attainment model

Information processing model

Social Interaction model

(These teaching models are to be discussed with reference to focus, syntax, social
system, support system and application)

Unit – 5   Classroom instructional Aids

Projected and non projected Aids

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.

C5   Practical-
Classroom Interaction Analysis

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

Distribution of Marks

Record	-	20
Viva-voce	-	05
Total	=	25

SEMESTER-3
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 asses language skills and content areas.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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.

Unit – 2   Methods and approaches

Story telling method
Playway method

Unit – 3   Techniques of Teaching

Teaching of prose and poetry
Teaching of Grammar

Unit – 4   Teaching Learning Materials for teaching Odia

Teaching learning materials: Purpose, Types and Use

Language Text Book: Importance, Purpose

Unit – 5   Development of Lesson Plan

Preparation of Lesson Plan: Herbartian approach

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.

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   **Conceptual**

- Meaning, nature and scope of Geography

- Aims and objectives of teaching Geography at the school level.

Unit – 2   **Methods and approaches**

- Discussion method / Demonstration-cum-discussion method

- Project method

Unit – 3   **Geography curriculum**

- Principles of curriculum construction in Geography

- Organisation of curriculum in Geography

Unit – 4   Teaching Learning Materials (TLM) for teaching

- Teaching Learning Materials : Purpose, type, & use

- Importance of Geography Room: Purpose, importance, utility

Unit – 5   Development of Lesson Plan for teaching Geography

- Herbartian approach
- 5 E Model

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 3rd Semester following Herbatian approach / 5E Model / Icon Design Model.

Distribution of Marks

Delivery of Lesson Plan   -   15

Record   -   10

Total   =   25

SEMESTER-3
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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Concept of Statistics

- Meaning, Definition and characteristics of statistics

- Scales of Measurement
- Frequency Distribution

Unit – 2   Graphical Representation of Data

- Histogram
- Frequency Polygon

- Cumulative frequency graph
- Cumulative percentage curve / Ogive

Unit – 3   **Measures of Central Tendency (Meaning & Computation):**

- Mean
- Median
- Mode

Unit – 4   **Measures of Variability (Meaning & Computation)**

- Range
- Average Deviation
- Quartile Deviation
- Standard Deviation

Unit – 5   **Measures of Correlation (Meaning & Computation)**

- Concept of Correlation
- Rank difference method of correlation
- Product moment correlational method

REFERENCES

- Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education.* Kogakusha,

- Garrett, H.E. (1971). *Statistics in Psychology and Education.* New Delhi: Paragon

C-7   Practical

Statistical Analysis of Achievement Scores

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

Distribution of Marks

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

SKILL ENHANCEMENT COURSE (SEC)
CHILD RIGHT CONVENTION AND IT'S APPLICATION TO EDUCATION

TEE-40 MARKS
INT.ASS-10MARKS
TOTAL 50 MARKS

Unit-I will be examined for Midterm only and Unit-II and III for Term End exam)

Unit-I

Right to survival, protection.

- Right to survival
- Right to protection

Unit-II
Development and participation
- Right to participation
- Different models

Unit-III

Models of child participation
- Barriers to child's participation
- Child rights convention (CRC) and I'ts application to education.

SEMESTER-4
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.

- Suggest bases of curriculum such as, philosophical, psychological and sociological.

- describe different considerations for curriculum planning;

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Curriculum

- Meaning and importance

- Types of Curriculum : subject centered, learner centered, experience centered curriculum, Core curriculum.

Unit – 2   Bases of curriculum

- Philosophical, Sociological & Psychological bases of

- curriculum,

- Principles of curriculum construction:

- Principles of Activity centredness,

Unit – 3   National Curricular Framework (NCF) 2005

- Guiding Principles

- Learning & knowledge

Unit – 4   Guidance and counseling

- Guidance : Meaning, Nature and scope

- Types of guidance : Educational, Vocational, & Personal

- Counseling : Meaning, nature & Scope

- Different types of counseling

Unit – 5   Organisation of Guidance services in school

- Placement service

- Occupational information service

- Follow up service

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.

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- Taba, H. (1962) Curriculum Development-Theory and Practice, New York: Harcourt Brace, Jovanovich.

C-8   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

<u>**SEMESTER-4**</u>
<u>**CORE - 9**</u>

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 the characterstics of good measuring instruments.

- list out different type of assessment techniques

 (Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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.

- 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

(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, Trying out & Evaluation..

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

- 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.

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- 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

SEMESTER-4
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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   **Introduction to Research**

- Meaning and characteristics of research

- The nature of educational research

Unit – 2   **Types of studies in Educational Research**
- Descriptive Research
- Experimental Research

Unit – 3   **Research Design**

- Identification of problem and formulation of Research question

- Tools of data collection : Questionnaire, Rating scale and checklist

- Techniques of data collection : Interview and observation

Unit – 4   **Data Analysis and Interpretation**

- Analysis of Quantitative Data (Descriptive statistical Measure)

- Analysis of Qualitative Data

Unit – 5   **Research reports and application**

- Writing proposal / synopsis

- Research Reports various components or structure

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.

SEMESTER-5
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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   **Education in Ancient India**

- Education during Vedic

- Education during Buddhist period

Unit – 2   **Education in Medieval India**

- Islamic Education in India : Aims, structure, curriculum, methods and educational institutions.

- Hindu Education : Aims, structure, curriculum, methods and educational institution.

Unit – 3   **Education during early British period (up to 1885)**

- Wood's Despatch 1854

- Hunter Commission Report 1882

Unit – 4   **Education during later British period (1885-1947)**

- Curzon's Education Policy

- Calcutta University (Sadler) Commission report 1917

Unit – 5   **Education in Independent India**

- 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)

- NPE 1986 and the Revised NPE 1992.
  o Essence & the Role of Education o
  National System of Education

REFERENCES:

- Aggarwal, J.C. (2010) Landmarks in the History of Modern Indian Education (7th 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

<u>**SEMESTER-5**</u>
<u>**CORE – 12**</u>

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Definition and scope of Comparative Education

- First pioneers of comparative education.

- Other subsequent comparative studies

- Approaches : statistical, psychological and historical

- National traditions and the definition of a nation.

Unit – 2   Theory and Methods of comparative Education

- Purpose of comparative education

- Area studies : Description and interpretation

- Comparative studies : Juxtaposition and comparison

Unit – 3   **Factors**

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

Unit – 4   **Systems of Education**

(Characteristic, structure, curriculum and evaluation system)

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

Unit – 5   **Systems of Education**

(Characteristic, Structure, Curriculum & Evaluation system)

- China
- Japan

REFERENCES

- Attboch,. R. G., Arrive,,,R. & Kelly, G. P. (Ed.), *Comparative Education,* Macmillan,.NewYork, 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.

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.

<u>**SEMESTER-6**</u>
<u>**CORE – 13**</u>

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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
- Types : Totalitarian and Democratic

Unit – 3   **Educational administration in the state**

- Administration of Education in Odisha: Structure and Functions.

- Functions of state level educational bodies: SCERT, BSE & OPEPA

Unit – 4   **Educational Management**

- Meaning, Nature and Scope
- Types: Centralized vs Decentralised Authoritarian vs Democratic

Unit – 5   **Economics of Education**

- Costs in Education : The current cost and capital cost of education
    - The Direct and Indirect cost of education.
    - The private cost, social cost and unit cost of education.

- Financing of Education :
    - Agencies of financing Education

REFERENCES:

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- 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,

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- UNESCO, *Readings in the Economics of Education, 1968.* .

- Vaizey, J., *The Economics of Education,* Feber & Feber, 1962.

C-13 Practical

Visit to Administrative Unit

A visit to educational administrative unit such as DHE, SCERT, RDE, CHSE, University OPEPA interaction with administrator(s) and preparation of a report.

Distribution of marks:

Record   -   20 marks

Viva voce   -   05 marks

Total   =   25 marks

SEMESTER-6
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 Universalisation of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher's perspective.

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

Course Objectives

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

- explain the concept of universalization of elementary education

- describe universalization of elementary education and secondary education implementation strategies

- describe present position of secondary education

- Explain the challenges of secondary education

- explain present scenario of higher education and agencies for improvement

- explain the concept of value education,environmental educationand Life skills education

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Elementary Education

- Universalisation of elementary education.

- Right of Children to Free and Compulsory Education (RCFCE) Act 2009.

Unit – 2   Secondary Education

- Present position of secondary education in India

- Vocationalisation of secondary education

- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)

Unit – 3   Higher Education

- Present position of Higher Education in India

- RUSA

Unit – 4   Social Commitments in Education

- Equalisation of educational opportunity

- Constitutional provisions for education

- Education for national integration

Unit – 5   Emerging concerns

- Environmental Education

- Value education

- Adolescent Education

REFERENCES

- Aggarwal, J.C (2010). The Progress of Education In Free India. New Delhi: Arya and Rejuvenation of Higher Education'. New Delhi: Author.

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- 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

Educational Programme Review

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

Distribution of Marks

Record   -   20 marks

Viva voce   -   05 marks

Total   =   25 marks

<u>SEMESTER-5</u>

DISCIPLINE SPECIFIC ELECTIVE- I

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 practioners understand rehabilitation as a graded acquentrial individualized approach in which charity has given way to right so far as the empowerment of persons with disability is concerned. Education is the means to empower them. It has become a fundamental right of every child. The evolution of education of persons with disability has a history with the starting point in the 10th century in Europe and America. It has been realized 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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Conceptual
·
* Exceptional children : Concept and types·
* Inter relationship between impairment, disability and handicap.·

Unit – 2   Education of physically handicapped children
* Concept, Identification
* Characteristics
* Educational Provisions

Unit – 3   Education of the gifted and creative children·
* Concept, Identification·
* Characteristics··
* Educational provisions

Unit – 4   Educations of the Educable Mentally Retarded
- Concept, , Identification
- Characteristics·
- Educational provisions

Unit – 5   Education of Children with Learning Disability·
- Concept, , Identification ·
- Characteristics·
- Educational provisions

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,
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Boston.·
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Pvt. Ltd.·
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Englewood Cliff N.J.·
Yaseldyke, J.E. (1989) Introduction to special Education, Houghton Miffin and Co, Boston.

DSE-1 PRACTICAL
Case study of Special Child
Each student is required to conduct a case study of a special child and write a report.

Full Mark : 25 Marks

Distribution of Marks
Record-   20 marks
Viva voce-   05 marks

DISCIPLINE SPECIFIC ELECTIVE- II
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 practised. Today it has evolved into an independent system of education. Thanks 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
* develop clear idea about different type of Distance education institutions

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Concept of Distance Education
·
* Aims and objectives of Distance Education·
* Purposes and functions served by distance education.

Unit – 2   Curricular process in Distance Education
·
* Personal contact programme in distance learning·
* Assignments and projects in distance learning

Unit – 3   Development of distance learning material /self – instructional material (SIM)
·
* Planning for self instructional material: Importance, objectives and learning outcomes·
* Preparation of the material·

Unit – 4   Distance learners
·
* Needs of distance learner·
* Problems of distance learner·

Unit – 5   Open and distance learning institutions:

* Open Universities and open schools : Meaning and Nature·
* IGNOU and NIOS·

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 Publsihers, New Delhi.·

DSE-1I   PRACTICAL
Preparation of Self instructional materials (SIM)
Each student is required to prepare a self instructional material (SIM) on any topic.

Full Mark : 25 Marks

Distribution of Marks
Record-   20 marks
Viva voce-   05 marks

SEMESTER-6
DISCIPLINE SPECIFIC ELECTIVE (DSE-III)

EARLY CHILDHOOD CARE AND EDUCATON

INTRODUCTION

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

Course Objectives

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

- understand the importance of early childhood stage as the formative stage of growth and development

- explain the basic principles of curriculum formulation and their respective growth

- list out the activities for the different type of developmental needs of early child

- elaborate the learning materials needed for their appropriate developmental stage.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1   Introduction to childcare and development

- Basic concepts in child development : Scope, growth and development, stages of development,

- Principles of growth and development.

Unit – 2   Curriculum for ECCE

- Basic principles of the curricular framework

- Areas: cognitive development, language development, social and emotional development,

Unit – 3   **Activities for physical development, movement and mobility.**

- Activities for cognitive development

- Activities for social and emotional development

Unit – 4   **Learning materials for ECCE**

- Principles of selection of materials
- Type of materials

Unit – 5   **Statutory framework for ECCE**

- Constitutional framework
- National ECCE Policy, 2013

REFERENCES:

- Aggarawal J.C. and Gupta S. (2013) Early Childhood care and Education New Delhi: Shipra Publications

- Kaul Veneta (2009) Early child hood Education Programme, New Delhi, NCERT

- Soni Romila, Kapoor Rajendra & Vashishitha Krushna Kanta (2008) Early childhood Education an Introduction, New Delhi, NCERT

- NCF Curriculum Framework-2005

GE-4   **Practical**

Observation of ECCE Centre

Each student is required to observe an ECCE centre and prepare a report.

Distribution of Marks

Record   -   20 marks

Viva voce   -   05 marks

Total   =   25 marks

SEMESTER-6
DISCIPLINE SPECIFIC ELECTIVE (DSE-4)
PROJECT WORK

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

Description of Marks

Record	75 Marks
Viva-voce	25 Marks
Total	100 Marks

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-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

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.

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Unit – 4 - **Western Schools of Philosophy and their educational implication.**
- Idealism
- Naturalism
- Pragmatism

Unit – 5 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
- Gopabandhu

REFERENCES

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- Arulsarmy, S (2011), Philosophical and sociological perspectives on Education, New Delhi; Neelkamal Publications Pvt. Ltd.

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- Brubacher, John. S. *Modern Philosophies of Education*. New York, USA: McGraw

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- Chauhe, S.P. & Chaube, A (2009), Foundation of education , New Delhi; Vikash, Publishing house Pvt. Ltd.

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- Janeja, V.R. (2012) Educational Thought and Practice, New Delhi, Sterling Publishers, Private Limited.

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- Mohanty, Jagannatha (1991), Foundation of Education, Cuttack − 2, Takshashila.

- 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.

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

EARLY CHILDHOOD CARE AND EDUCATON

INTRODUCTION

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

Course Objectives

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

- understand the importance of early childhood stage as the formative stage of growth and development

- explain the basic principles of curriculum formulation and their respective growth

- list out the activities for the different type of developmental needs of early child

- elaborate the learning materials needed for their appropriate developmental stage.

(Unit-I will be examined for Mid-Term only and from Unit-II to Unit V for Term End Exam.)

Unit – 1 **Introduction to childcare and development**

- Basic concepts in child development : Scope, growth and development, stages of development,

- Principles of growth and development.

Unit – 2 **Curriculum for ECCE**

- Basic principles of the curricular framework

- Areas: cognitive development, language development, social and emotional development,

Unit – 3   **Activities for physical development, movement and mobility.**

- Activities for cognitive development
- Activities for social and emotional development

Unit – 4   **Learning materials for ECCE**

- Principles of selection of materials
- Type of materials

Unit – 5   **Statutory framework for ECCE**

- Constitutional framework
- National ECCE Policy, 2013

REFERENCES:

- Aggarawal J.C. and Gupta S. (2013) Early Childhood care and Education New Delhi: Shipra Publications
- Kaul Veneta (2009) Early child hood Education Programme, New Delhi, NCERT
- Soni Romila, Kapoor Rajendra & Vashishitha Krushna Kanta (2008) Early childhood Education an Introduction, New Delhi, NCERT
- NCF Curriculum Framework-2005

GE-4   **Practical**

Observation of ECCE Centre

Each student is required to observe an ECCE centre and prepare a report.

Distribution of Marks

Record   -   20 marks

Viva voce   -   05 marks

Total   =   25 marks