

**GOVERNMENT COLLEGE (AUTONOMOUS),
BHAWANIPATNA**

(College with potential for excellence)



COURSES OF STUDIES

**FOR THREE YEAR DEGREE COURSE
IN
ARTS
(UNDER CBCS)**

SUB: EDUCATION

Semester-I	2017	Semester-II	2018
Semester-III	2018	Semester-IV	2019
Semester-V	2019	Semester-VI	2020

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COURSE STRUCTURE

		Paper Code	Credit Points
Semester-I	1	AECC-1	02
	2	GE-1	06
	3	CORE-1	06
	4	CORE-2	06
		TOTAL	20
Semester-II	1	AECC-2	02
	2	GE-2	06
	3	CORE-3	06
	4	CORE-4	06
		TOTAL	20
Semester-III	1	SEC-1	02
	2	GE-3	06
	3	CORE-5	06
	4	CORE-6	06
	4	CORE-7	06
		TOTAL	26
Semester-IV	1	SEC-2	02
	2	GE-4	06
	3	CORE-8	06
	4	CORE-9	06
	4	CORE-10	06
		TOTAL	26
Semester-V	1	CORE-11	06
	2	CORE-12	06
	3	DSE-1	06
	4	DSE-2	06
		TOTAL	24
Semester-VI	1	CORE-13	06
	2	CORE-14	06
	3	DSE-3	06
	4	DSE-4	06
		TOTAL	24
		GRAND TOTAL	140

C O N T E N T

	Paper Code	Page No.
1	AECC	03
2	SEC	07
3	GE	09
4	CORE	20
5	DSE	32

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

SEMESTER-I

AECC-1: ENGLISH COMMUNICATION

CREDITS: 2, (Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

This course aims at enhancing the English language proficiency of undergraduate students in humanity, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

MODULE-1: Reading Comprehension [15]

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read "between the lines" to understand underlying meanings
- Connect information to what they already know

MODULE-2: Writing [15]

Expanding an Idea	Writing a Memo	Report Writing
Creative Writing	News Story	Setting in Creative Writing
Writing a Business Letter	Letters to the Editor	Précis Writing
CV & Resume Writing	Dialog writing	Covering Letter
Writing Formal Email	Elements of Story Writing	Note Making
Information Transfer	Interviewing for news papers	

MODULE-3: Language functions in listening and conversation [06]

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually

(Practice to be given using speaking activities from the prescribed textbooks)

Grammar and Usage [14]

Simple and Compound Sentences; Complex Sentences; Noun Clause; Adjective Clause; Adverb Clause; The Conditionals in English; The Second Conditional; The Third Conditional; Words and their features; Phrasal Verbs; Collocation; Using Modals; Use of Passives; Use of Prepositions; Subject-verb Agreement; Sentence as a system; Common Errors in English Usage

Examination pattern

Each reading and writing question will invite a 200 word response.

Language function questions set in context will carry 01 mark per response. There will be 15 bit questions.

Midterm test:	Writing : 1 question	04 x 01qn = 04 marks	
	Speaking: 2 questions	03x02 qns = 06 marks	
	Total	10 marks	
Term End :	MODULE-1	Reading: 05 questions	03x 05 qns= 15 marks
		(3 prose and two poetry questions)	
	MODULE-2	Writing: 03 questions	05 x 03 qns= 15 marks
	MODULE-3	Grammar & usage: 10 qns	01x 10 qns = 10 marks
	Total		40 marks

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

Book Prescribed

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

Texts to be studied : Prose (Decoding Newspapers, The Gold Frame, Of Truth, Lifestyle English)

Poetry (Lines Composed a few miles above Tintern Abbey, Sonnet 46 (Shakespeare), Pigeons)

All grammar and writing activities in the textbook



AECC-1: ODIA

SEMESTER-I

ଆସ୍ଥାମ୍ୟୁଜିକ-୨, ମୋଟ୍‌ଗ୍ରେଣୀପାଠଦାନ-୨୦ ଘଣ୍ଟା, ଛୁଟିଫୁଲ-୫୦, ପରୀକ୍ଷା ସମୟ-୨ ଘଣ୍ଟା
ପାଠ୍ୟପୁସ୍ତକଗଣ ଶାନ୍ତିପାଠ୍ୟକୁ ବାଛିବାକୁ ହେବ ।

ପାଠ୍ୟ-୧

ଉପାଂଶ-୧: (ଗଳ୍ପବିଭାଗ) ଗଳ୍ପ ତରଂଗ-ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ
ଭଗବାନ ମଲାପରେ-ମହାପାତ୍ର ନୀଳମଣି ସାହୁ
ବିଷକନ୍ୟାର କାହାଣୀ-ମନୋଜ ଦାସ
ଦ୍ୱିତୀୟ ଶ୍ରେଣୀମାନଙ୍କୁ ବେହେରା
ଛୁଟି ପ୍ରଶ୍ନୋତ୍ତର ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଗହ ଶବ୍ଦରେ ଲେଖିବାକୁ ହେବ । (୧୦)

ଉପାଂଶ-୨: (କବିତାଗୁଡ଼ିକ) ଅକ୍ଷୟଭବାନ-ସ୍ତୁତିପାଠ୍ୟ ମହାନ୍ତି
ଲକ୍ଷ୍ମୀନ-ରମାକାନ୍ତ ରଥ
କୁଞ୍ଜବିହାରୀ-ପ୍ରତିଭା ଶତପଥୀ
ଛୁଟି ପ୍ରଶ୍ନୋତ୍ତର ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଗହ ଶବ୍ଦରେ ଲେଖିବାକୁ ହେବ । (୧୦)

ଉପାଂଶ-୩: (ଅବବୋଧ) ଧକ୍ଷଣପ୍ରକାଶ ଶବ୍ଦର ଧକ୍ଷଣ ଅନୁରୂପ ପ୍ରଦାନ କରାଯିବ ।
୫ଟି ପ୍ରଶ୍ନ ପଢ଼ିବ ଓ ୧୦ ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନକୁ ୨୨ | (୫x୨(୧୦=

ଉପାଂଶ-୪: (ଭାବ ସଂପ୍ରସାରଣ) କୌଣସି ଧକ୍ଷଣକୁ ପ୍ରଶ୍ନୋତ୍ତରରେ ପ୍ରଦାନ କରାଯିବ । (୧୦)

ଉପାଂଶ-୫: (ବିଭିନ୍ନ ବ୍ୟାକରଣ)
ଆଠଟି ପ୍ରଶ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନକୁ ୨୨ ନମ୍ବର । (୫x୨=୧୦)

ପାଠ୍ୟ-୨ / Course-୨ : ସଂପର୍କ ଅନୁସିଦ୍ଧି

- ଉପାଂଶ-୧: ସଂପର୍କର ଉତ୍ପତ୍ତି, ଅନୁସିଦ୍ଧି ଓ ପରିସର
- ଉପାଂଶ-୨: ସଂପର୍କର ପ୍ରକାରଭେଦ କଥିତ-ଲିଖିତ ବ୍ୟକ୍ତିଗତ-ସାମାଜିକ-ସାଂସ୍କୃତିକ-ବ୍ୟାବସାୟିକ-ସାହିତ୍ୟିକ
- ଉପାଂଶ-୩: ସଂପର୍କର ବାଧକ ଓ ସଫଳସାଧନର ଦିଗ
- ଉପାଂଶ-୪: ସଂପର୍କରେ ସାହିତ୍ୟର ଭୂମିକା
- ଉପାଂଶ-୫: ସଫଳ ସଂପର୍କର ଭାଷା

ପାଠ୍ୟ-୩ / Course-୩ : ସଂପର୍କର ରାତି ଉତ୍ଥାପନ ଓ ମାଧ୍ୟମ

- ଉପାଂଶ-୧: ସ୍ୱଗତକଥନ ଓ ସାମାଜିକ ଭଙ୍ଗା/ ସାହିତ୍ୟ-ମାଧ୍ୟମ ଓ ଯୋଗାଯୋଗ
- ଉପାଂଶ-୨: ଦଳଗତ ଆଲୋଚନା ଓ ବିତର୍କ
- ଉପାଂଶ-୩: ସାକ୍ଷାତ୍‌କାର
- ଉପାଂଶ-୪: ପତ୍ରଲିଖନ ପଦ୍ଧତି/ ବିବରଣୀ ଲିଖନ
- ଉପାଂଶ-୫: ବୈଜ୍ଞାନିକ ପଦ୍ଧତି ଓ ସଂପର୍କର ଭାଷାଭାଷା, ସଂସ୍କୃତ ଜ୍ଞାନ ପ୍ରେରଣା, ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ସଂଚାର ବିଧାନ ଓଡ଼ିଆଭାଷା, ଆନୁଷ୍ଠାନିକ ପଦ୍ଧତି ଇଣ୍ଟରନେଟ୍)

ଗୁରୁ ତାଲିକା

- ୧- ଗଳ୍ପତରଂଗ- ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ ।
- ୨- ସଂଯୋଗ ଅନୁସିଦ୍ଧି ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ଭାଷା ଓ ପ୍ରୟୋଗାତ୍ମକ ବ୍ୟାକରଣସମ୍ବୋଧି ତ୍ରିପାଠ୍ୟ ନାଳନ୍ଦା, କଟକ ।
- ୩- ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୪- ସମ୍ବନ୍ଧ ଓ ସାମ୍ବାଦିକଚାରସମ୍ବେଦନ ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୫- କବିତାଗୁଣୀ ।
- ୬- ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ ଧନେଶ୍ୱର ମହାପାତ୍ର ।



MODULE-1: कविता

- (i) कबीर - साखी : १ से १०
- (ii) तुलसी - विनयपत्रिका - पद १ और २
- (iii) प्रसाद - मधुमय देश
- (iv) निराला - भिक्षुक
- (v) अज्ञेय - हिरोशिमा

MODULE-2: गद्य

- (i) रामचन्द्र शुक्ल - उत्साह
- (ii) हजारी प्रसाद द्विवेदी - कुटज
- (iii) हरिशंकर परसाई - सदाचार का तावीज

MODULE-3: शब्द ज्ञान

- (i) शब्द सुद्धि
- (ii) बाक्य सुद्धि
- (iii) पययिवाची शब्द
- (iv) विलोम शब्द

MODULE-4: सामान्य ज्ञान

- (i) निबंध लेखन

अंक विभाजन:

विभाग - (क)	अपर्युक्त इकाइयों I, II और IV से 03 प्रश्न पूछे जाएँगे। उनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700- 1000 शब्दों के बिच)	10X2=20
विभाग - (ख)	अपर्युक्त इकाइयों I और II से 04 पद्यांश / गद्यांश पूछे जाएँगे। जिनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बिच)	05X2=10
विभाग - (ग)	युनिट III से अति संक्षीप्त प्रश्न पूछे जाएँगे।	02X5=10
	End Semester	40
	Internal	10
	Total	50

पाठ्य पुस्तक:

हिन्दी प्रसून - सं डॉ अंजुमन आरा, प्लानेट भी, कटक

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SEMESTER-II

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

AECC-II: ENVIRONMENT STUDIES (ENVS)

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

MODULE-1: Introduction to environmental studies and Ecosystem [BOTANY Dept]

Multidisciplinary nature of environmental studies;

Scope and importance; Concept of sustainability and sustainable development.

Ecosystems : [ZOOLOGY Dept]

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession. Case studies of the aquatic ecosystems (ponds) (8 lectures)

MODULE-2:

Natural Resources: Renewable and Non-renewable Resources [ZOOLOGY Dept]

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, Biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts Over water (international & inter-state).
- Energy resources : Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. (8 lectures)

MODULE-3: Biodiversity and Conservation [BOTANY Dept]

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones Of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega---biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man---wildlife conflicts, biological invasions;
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. (8 lectures) [BOTANY Dept]

MODULE-4: Environmental Pollution [CHEMISTRY Dept]

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- global warming, ozone layer depletion. (8 lectures)

References:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S.Chand Publishing, New Delhi.
2. Das and Mishra . Man and Environment.
3. S. Swain. Environmental Studies.
4. M C Dash. Fundamental of Ecology.
5. Shukla and Chandel. A Text Book of Plant Ecology.

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SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III

SEC-1: COMMUNICATIVE ENGLISH AND WRITING SKILL

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

MODULE-1: Communication Process: 10 Marks (1 long question / 2 short questions)

- Process of Communication, Characteristics of Business Communication, Inter-personal, Intra-personal and Group communication
- Definition, Objectives, Process, Channels and importance of Communication
- Principles of effective communication and Barriers to effective Communication.
- Types of Communication – Written, Verbal, Non-verbal, informal and Formal and Grape-vine
- Written Communication – Writing letters for inquiries, orders, complaints and claims, Condolence, Complement letters.

MODULE-2: Analytical Grammar: 10 Marks (1 x 10 = 10)

- **Vocabulary** : Phrasal Verbs, Synonyms, Antonyms, Idioms, Commercial Terms, Countable and uncountable Nouns, Tense Patterns, Modal Verbs, Prepositions and Phrasal Verbs, The Imperatives, Interrogative, The Passive, Direct and Reported Speech.

MODULE-3: WRITING SKILL: 10 Marks (1 long question/ 2 short questions)

- Writing paragraph, developing ideas into paragraphs, writing personal letters and notes, writing applications, official letters and business letters, writing curriculum vitae/resume, writing e-mails, sms, advertisement and short notes.

MODULE-4: Creative Skills 10 Marks (1 long question)

- Reporting (on issues, events and business matters), Note making and summarising, Description of objects/events/process, Writing and designing pamphlet/brochure, Writing Review/ comment.

Recommended reading:

1. Fluency in English – Part I & II, Oxford University Press.
2. A. J. Thomson & A. V. Martinet, Practice English Grammar.
3. L. Gartside (ELBS) Modern Business Letters.
4. Business English, Pearson, 2008
5. Pradhan, Bhende and Thakur – Business Communication, Himalaya Publishing House.
6. U. S. Rai & M. S. Rai, Business Communication, Himalaya Publishing House, Bombay.
7. Language, Literature and Creativity, Orient Blackswan 2013

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SEMESTER-IV

SEC-2: BASIC COMPUTER APPLICATION

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

Total Classes: 30 (Thirty)

MODULE-1: 4 classes

Introduction: Introduction to computer system: Computer, Hardware , Software, Types of software, Types of Computer, uses of computer.

MODULE-2: 6 Classes

Human Computer Interface: Operating system as user interface, utility programs, Input and output devices: Keyboard, Mouse, Joystick, Scanner (OCR, OBR, OMR, MICR), Digital Camera, Touch Screen. Monitor, Printer, Plotter,

Windows-Introduction, functions, properties and different versions, working with Start Menu, Control Panel, Explorer, Desktop and Icons, My computer, Recycle bin, My Document, Good practices to make the windows run efficiently.

MODULE-3: 6 classes

Memory: Primary, secondary, auxiliary memory, RAM, ROM, cache memory, hard disks, optical disks, USB storage, Memory Card, C.P.U., registers,ALU, Control Unit, system bus, processors(only basic idea about function and type).

MODULE-4: 5 classes

VIRUS –Meaning, function, characteristics and types, Uses of Firewall and Antivirus.

Electronic mail and its features- inbox, composing mails, sending mail, thrash, spam folder in email.

MODULE-5: 9 classes

Introduction to Ms.Office:

Ms.Word: Creating a file, Page formatting, editing, printing, saving a file, bullet and numbering, spell check, indenting, paragraph formatting, find and replace.

Ms. Excel: Spread sheet and its uses, Setting column and row, Inserting formula and uses of various functions(AND, IF, NOT, OR, SUM, MAX, COUNT, COUNTA, COUNTIF, AVERAGE), use of Auto sum, Formatting cell, printing, copying and saving.

Ms.Power Point: Features, Uses, Menus, Tool bar, template and wizard, creating animation and effects, saving, deleting and opening a presentations. characteristics of a good presentation.

Reference Book:

1. Computer Fundamental by PK Sinha – BPB publication.
2. Ms.Office 2007 by Rutkoshy, Seguin – BPB publication.
3. Goel, Computer Fundamentals, Pearson Education, 2010.

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GENERIC ELECTIVE (GE)

ENGLISH

SEMESTER-I

GE-1: ACADEMIC WRITING AND COMPOSITION

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Instruments of writing I

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

MODULE-2: Instruments of writing II

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

MODULE-3: Academic writing I

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

MODULE-4: Academic writing II

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

MODULE-5: Research writing: writing research papers and projects

- Mechanics of research writing; principles of citation; summarizing and paraphrasing
- Identifying a potential research topic; preparing a synopsis; literature review; data collection and analysis; deriving conclusions from analysis

Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

Pattern of examination: End Semester examination [80 marks]

Using texts (600 -700 words), students will be tested for

- Use of vocabulary in context **05 bits X 02 marks= 10marks**
- Use of grammar in context **05 bits X 02 marks= 10 marks**
- Use of cohesive and transitional devices in one paragraph **10 bits X 02 marks=20 marks**
- Writing two paragraphs (expository/ descriptive/ narrative/argumentative) using topic sentences **2qns x 10 marks= 20marks**
- Correcting in-text citation from given input **5bits x 02 marks=10marks**
- Preparing a correct version of Works Cited page from given input **05bits x 02 marks= 10marks**

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ENGLISH

SEMESTER-II

GE-2 : MODERN INDIAN LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

The paper aims at introducing students to the richness and diversity of modern Indian literature written in many languages and translated into English.

MODULE-1: Historical Overview

Background, definition of the subject and historical perspectives will be covered.

MODULE-2: The Modern Indian Novel

Fakir Mohan Senapati: *Six Acres and a Third* Or U. R. Ananthamurthy: *Sanskara*

MODULE-3: The Modern Indian Short Story

Selected stories by Fakir Mohan Senapati: "Rebati", Rabindra Nath Tagore: "Post Master" Premchand: "The Shroud", Ishmat Chughtai: "Lihaaf"

MODULE-4: Modern Indian Life Writing

Excerpts from M.K. Gandhi's *Story of My Experiments with Truth* (First two chapters), Amrita Pritam's *The Revenue Stamp* (first two chapters), *Autobiography* by Rajendra Prasad (chapter six & seven)

MODULE-5: The Modern Indian Essay

A. K. Ramanujan "Is there an Indian Way of Thinking? An Informal Essay" *Collected Essays*, OUP, 2013

"Decolonising the Indian Mind" by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156

G. N. Devy's introduction to *After Amnesia*, pp. 1-5, *The G. N. Devy Reader*, Orient BlackSwan, 2009.

Suggested Readings:

1. Sisir Kumar Das, *History of Indian Literature 1910-1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004

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HISTORY

SEMESTER-I

GE-1 : MAKING OF CONTEMPORARY INDIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Towards Independence and Emergence of the New State Government of India Act 1935, Negotiations for Independence and Popular Movements

Partition: Riots and Rehabilitation.

MODULE-2: Making of the Republic The Constituent Assembly

Drafting of the Constitution

MODULE-3: Integration of Princely States

MODULE-4: Non Aligned Movement

MODULE-5: Economy Society and Culture c 1950-1970s; The Land Question, Planned Economy, Industry.

ESSENTIAL READINGS

1. Granville Austin, *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011_Francine Frankel, *India's Political Economy*,
2. 1947-2004, New Delhi: Oxford University Press, 2006.
3. Paul Brass, *The Politics of India Since Independence*, Cambridge:
4. Cambridge University Press, 1994. Ram Chandra Guha, *India after*
5. Gandhi: *The History of the World's Largest Democracy*, New Delhi:
6. Picador, 2007

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HISTORY

SEMESTER-II

GE-2: HISTORY OF INDIA (C. 1857 - 1950)

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Cultures changes and Social and Religious Reform Movements:

The advent of printing and its implications

Reform and Revival: Brahma Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Caste: sanskritisation and Westernization trends

MODULE-2: Nationalism: Trends up to 1919:

Formation of INC, Moderates and extremists trends in INC.; Swedish movement Revolutionaries

MODULE-3: Gandhian nationalism after 1919: Ideas and Movements:

Mahatma Gandhi: his Perspectives and Methods

Rowlett Act, Jallianwala Bagh Massacre, Non- Cooperation, Civil Disobedience, Quit India Formation and Role of INA

States people movements and Integration of princely states

MODULE-4: Communalism:

Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

MODULE-5: Independence and Partition

Negotiations for independence; Indian Independence Act 1947; Partition

ESSENTIAL READINGS

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.

Ranjit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., India's Partition, Oxford in India Readings.

John R. McLane, Indian Nationalism and the Early Congress.

Jawaharlal Nehru, An Autobiography.

Gyanendra Pandey, The Construction of Communalism in colonial north India.

Sumit Sarkar, Modern India, 1885-1947.

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SANSKRIT

SEMESTER-I

GE-1: MORAL TEACHINGS AND BASICS OF SANSKRIT

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

('a' karanta, 'i' karanta, 'ī'karanta, 'u'karanta, 'ū' karanta, 'in' bhaganta, Mātr, Piṭr, Asmad, Yusmad, Tad(sabdarupas).Lat, Lañ, Vidhiliñ, Lṛt, Lot and Litlakaras of Path,Ni, Kr, Sev, Han, Pā, Dā, Śru, Śī and Krīñ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

MODULE-1 & 2: *Hitopodeśa* (From *Kathamukha* to *Gṛdhravidalākatha*) 30 Marks

Long Question-1

15 Marks

Short Questions-3

5×3= 15 Marks

MODULE-3 & 4: *Yaksaprasna of Mahabharata*

30 Marks

Long Question-1

15 Marks

Explanation - 1

8 Marks

Textual Translation of a Verse

7 Marks

MODULE-5: *Śabdarupa & Dhaturupa*

20 Marks

Śabdarupa -5

2×5= 10 Marks

Dhaturupa -5

2×5= 10 Marks

Books for Reference:

1. *Hitopadesah(Mitralabnah)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Hitopadesah (Mitralabnah)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013
4. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune *Mahabharata*, Gitapress, Gorakhpur

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SANSKRIT

SEMESTER-II

GE-2: POETRY & HISTORY OF SANSKRIT LITERATURE (SANSGE-2)

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

1. Meghadutam- (Purvamegha)	50 Marks
MODULE-1: Long Question-1	15 Marks
MODULE-2: Short Questions-2	15 Marks (7 ½ X 2)
MODULE-3: i) Explanation of One Verse ii) Translation of One Verse	12 Marks 08 Marks
2. History of Sanskrit Literature-II	30 Marks
MODULE-4: (<i>Gitikavyas&Khandakavyas</i>) Long Question-1 Short Question-1	10 Marks 05 Marks
MODULE-5: (<i>Gadyakavyas, Kathasahitya</i>) Long Question-1 Short Question-1	10 Marks 05 Marks

Books for Reference:

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
4. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Samskrta Sahitya ka Itihasa*, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. *Samskrta Sahitya ka Ruparekha*, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.
7. *Samskrta Sahitya Itihasa*, H.K. Satapathy, Kitab Mahal, Cuttack

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SOCIOLOGY

SEMESTER-I

GE-1: INTRODUCTION TO SOCIOLOGY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

- MODULE-1: Sociology:** Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History
- MODULE-2: Basic Concepts:** Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores
- MODULE-3: Individual and Society :** Individual and society, Socialization, Stages and agencies of Socialization, The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group
- MODULE-4: Social Stratification:** Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.
- MODULE-5: Social Control:** Meaning and types, Formal and Informal social control, Agencies of Social control
- Social Processes:** Associative and Dissociative processes – Cooperation, Assimilation, accommodation, Competition, and conflict

SOCIOLOGY

SEMESTER-II

GE-2: INDIAN SOCIETY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1 : Composition of Indian Society : Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Castesim, Linguism and Regionalism.

MODULE-2: Historical moorings and bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

MODULE -3 : Marriage and Family in India. Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Hindu Marriage Act of 1955. Changes in Marriage and Family.

MODULE-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India. Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

MODULE-5: Social Change in Modern India: Sanskritization, Westernization, Secularization, and Modernization.

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ANTHROPOLOGY

SEMESTER-III

GE-3: ANTHROPOLOGY OF RELIGION, POLITICS AND ECONOMY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Anthropological approaches to understand religion- magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics;

MODULE-2: Overview of Anthropological Theories of Religion; Religion as the sacrality of ecological adaptation and socialness.

MODULE-3: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neoclassical, substantivist, and neo-Marxist approaches, various forms of exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

MODULE-4: Political institutions: concepts of power and authority; types of authority; state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilizations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its institutions, and cultures, both Western and non-Western.

MODULE-5: Interrelationship between religion, politics and economy; religious conversion and movements, emergence of new religious sects in the global order.

PRACTICAL: Mark 25 / Credit- 2

Case study of any of the social institute (religion, economic, political) with respect to culture perspective.

Suggested Readings:

2. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York:Macmillan.
3. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso
4. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London:Pluto Press.
5. Ellis F. (2000). A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing Countries . Oxford: Oxford University Press.

6. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavior and Brain Science*. 28(6):795-815;
7. Lambek. M. (2008) *A Reader in the Anthropology of Religion*.
8. Eller JD. (2007). *Introducing Anthropology of Religion*. New York: Routledge.
9. Glazier SD. (1997). *Anthropology of Religion: A Handbook*. Westport, CT: Greenwood Press.
10. Barbara M. (2011). *Cultural Anthropology*. New Jersey: Pearson Education.
11. Ember CR. (2011). *Anthropology*. New Delhi: Dorling Kinderslay.
12. Malinowski B. (1922) *Argonauts of the Western Pacific*. London: Routledge.
13. Polanyi K. et al (1957), *Trade and Market in the Early Empires*. Chicago: Henry Regnery Company.
14. Balandier G. (1972). *Political Anthropology*. Middlesex: Penguin.

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ANTHROPOLOGY

SEMESTER-IV

GE-4: TRIBAL CULTURES OF INDIA

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Concept of tribes and its problematic nature, General and specific characteristics of tribes, Classification and distribution of tribes based on their economy, occupation and religion,

MODULE-2: Racial elements among the tribes, Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs).

MODULE-3: Tribe- caste continuum, Gender and Tribe, Distribution of tribes in India.

MODULE-4: Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

MODULE-5: Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics Displacement, rehabilitation and social change Globalization among Indian tribes.

PRACTICAL: Mark 25 / Credit- 2

1. Distribution of Indian Tribes: PVTGs, ST
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write the social structure of any one tribe of India

Suggested Readings:

1. Behera, D.K and Georg pfeffer. *Contemporary Society Tribal Studies, Volume I to VII*. New Delhi: Concept Publishing Company
2. Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.
3. Vidarthy, L.P. and Rai. *Applied Anthropology in India*.
4. Vidarthy.L.P. and B.N. Sahay . *Applied Anthropology and Development in India*. New Delhi: National Publishing House

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ECONOMICS

SEMESTER-III

GE-3: FUNDAMENTALS OF ECONOMICS

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Meaning of demand, law of demand, determinants of market demand, elasticity of demand, degrees and elasticity of demand, determinants of elasticity of demand, Indifference curve: meaning, properties.

MODULE-2: Meaning of costs, types, short run cost curves, Revenues, types of revenue in different market structure.

MODULE-3: Meaning of market, types of market, equilibrium price determination in perfect competition market, monopoly market, monopolistic competition market.

MODULE-4: Meaning of national income, concepts of national income / identities, measurement of national income by income, product and expenditure methods, difficulties of measurement of national income.

MODULE-5: Meaning of inflation, types, causes and effects of inflation, meaning of deflation, types, causes and effects of deflation, methods of controlling inflation and deflation (monetary measures and fiscal measures)

Basic Readings:

1. Introductory Economics: by Siddique & Siddique, Laxmi Publication, New Delhi.
2. Principles of Micro Economics: by H.L.Ahuja, S.Chand Publication.
3. Macro Economic Analysis: by R.D. Gupta.
4. Monetary Economics: By R.R.Paul.

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ECONOMICS

SEMESTER-IV

GE-4: INDIAN ECONOMY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Current challenges: Features of Indian economy,

Population Explosion: causes and effects.

Poverty: Definition and estimate, poverty line, poverty alleviation programmes.

Inequality: Income and Regional inequality, causes and corrective measures.

Unemployment: Concepts, Measurement, Types, Causes and Remedies.

MODULE-2: Agricultural development in India

Indian Agriculture: nature, importance, trends in agricultural production and productivity, factors determining production, land reforms, new agricultural strategies, and green revolution, rural credit, agricultural marketing and warehousing.

MODULE-3: Industrial development in India

Trends in industrial output and productivities, Industrial Policies of 1948, 1956, 1977 and 1991. Industrial licensing policies-MRTP Act, FERA and FEMA, Growth and Problems of SSIs, Industrial Sickness, Industrial Finance, Industrial Labour.

MODULE-4: External Sector

Foreign trade: role, composition and direction of India's foreign trade, trends of export and import in India, export promotion versus import substitution, balance of payment of india, India's trade policies, **Foreign capital** : FDI, AID and MNCs.

MODULE-5: Indian monetary and credit system

Role of credit, sources of credit, role of RBI, Indian stock exchange: its role, importance and functions.

Basic Readings:

1. Indian Economy: by S.K.Mishra and V.K.Puri, Himalaya Publishing House, Mumbai.
2. Indian Economy Since Independence: by U.Kapila.
3. Indian Economy: by R.Dutt and K.P.M. Sundharam.
4. Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai
5. Agarawala, A. N. Indian Economy, New Age Publications, New Delhi
6. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
7. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi

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GEOGRAPHY

SEMESTER-III

GE-3: DISASTER MANAGEMENT

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification

MODULE-2: Disasters in India:

Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping

MODULE-3: Disasters in India:

Earthquake and Tsunami: Causes, Impact, Distribution; Mapping; Cyclone: Causes, Impact, Distribution and Mapping.

MODULE-4: Manmade disasters: Causes, Impact, Distribution and Mapping

MODULE-5: Response and Mitigation to Disasters:

Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

PRACTICAL: Mark 25 / Credit- 2

The Project Report based on any two fields based case studies among following disasters and one disaster preparedness plan of respective locality:

Flood; Drought; Cyclone and Hailstorms; Earthquake; Landslides; Human Induced Disasters: Fire Hazards, Chemical, Industrial accidents

Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher-
9. I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

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GEOGRAPHY

SEMESTER-IV

GE-4: CLIMATE CHANGE: VULNERABILITY AND ADAPTATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC

MODULE-2: Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability

MODULE-3: Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health

MODULE-4: Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.

MODULE-5: National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)

PRACTICAL: Mark 25 / Credit- 2

The Project Report based on any two fields based case studies among following of respective locality

Climate Risk and Vulnerability Assessments

Identification of vulnerability situation

Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health

Adaption and Mitigation measure: Agriculture and Water; Flora and Fauna; Human Health

Reading List

1. IPCC. (2007) Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.
2. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
3. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
4. *Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
5. Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.
6. OECD. (2008) *Climate Change Mitigation: What Do we Do?* Organisation and Economic Cooperation and Development.
7. UNEP. (2007) *Global Environment Outlook: GEO4: Environment for Development*, United Nations Environment Programme.
8. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies*, Springer
9. Sen Roy, S. and Singh, R.B. (2002) *Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions*, Oxford & IBH Pub., New Delhi.



POLITICAL SCIENCE

SEMESTER-III

GE-3: NATIONALISM IN INDIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Nationalism; Approaches to the study of Nationalism in India.; Nationalist and Imperialist Interpretations.; Marxist and subaltern Interpretations

MODULE-2: Major Social and Religious movements in 19th century; Raja Rammohan Roy and Dayananda Saraswati; Jyotiba Phule and Iswar Chandra Bidyasagar.

MODULE-3: Nationalist Politics and Expansion of its Social Base; Phases of Nationalist Movement: Liberal Constitutionalists (Moderates), Swadeshi (Extremists) and the Radicals. Gandhi and Mass Mobilisation, Congress socialists, Communists.

MODULE-4: Social Movements; The Women's Question: Participation in the National Movements, Its Impact (Role of Women in Indian Nationalism).

Anti Brahmanical movements, peasant and tribal.

MODULE-5: Partition and Independence; Communalism in Indian Politics: Causes and Impact.

The Two-Nation Theory and Partition: Iqbal Sayeed Ahmed Khan, Jinnah and The Mountbatten Plan.

Reading List

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

- A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.
- S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.
- S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,
- P. Chatterjee, (1993) 'The Nation and its Past', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.
- A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.
- A. Nandy, (2005) *Rashtravād banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp.18.)
- Additional Readings:**
- B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.
- P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.
- R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).
- S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

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POLITICAL SCIENCE

SEMESTER-IV

GE-4: GANDHI AND CONTEMPORARY WORLD

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

MODULE-1: Gandhi and Legacy

Gandhi and Anti-racism, Gandhi in South Africa, Gandhi and Martin Luther
Gandhi and Freedom struggle: Concept of swaraj, Non-cooperation Movement, Civil Disobedience Movement, Quit India Movement

MODULE-2: Gandhi and Techniques:

Non-Violence, Swadeshi, Concept of Satyagraha, Fasting and Picketing
Communal harmony, Women Emancipation and Critique Caste.

MODULE-3: Gandhi and Mass Mobilisation

Peasant mobilization: Champaran and Kheda.
Gandhi and Democracy.

MODULE-4: Gandhi and Communitarian values

Role of state & participatory democracy, Panchayati Raj system.
Modernization: Ahmedabad Mill strike, concept of Trusteeship and Narmada Bachao Andolan.

MODULE-5: Relevance of Gandhi

Jayaprakash Narayan: Total Revolution.
Vinoba Bhave: Bhoodan Movement.

READING LIST

- B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.
- K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.
- D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.
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- B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.
- D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.
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J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.
R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

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ODIA

SEMESTER-III

GE-3: ODIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

GE-3 : ସାହିତ୍ୟ ଅଧ୍ୟୟନ

୧ମ ଉପାଂଶ : ପ୍ରବନ୍ଧ ରଚନା (ସଂ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

ପାଠ୍ୟ : ଅନନ୍ତ ପ୍ରେମ - ବିଶ୍ୱନାଥ କରସାରଳା ସାହିତ୍ୟ- ବଂଶୀଧର ମହାନ୍ତି ସୂକ୍ଷ୍ମତ୍ୟଧର୍ମା କବି ଛି- ଚନ୍ଦ୍ରଶେଖର ରଥ

୨ୟ ଉପାଂଶ : କବିତା ରଚନା (ସଂ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ)

ପାଠ୍ୟ : କଞ୍ଚୁକିର ଭବନୀ ରାଧାନାଥ ସାହୁ; ତିନୋଟି ସନେଟ ମାୟାଧର ମାନସିଂହ ସମ୍ପଦ ଓ ମୁଁ ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର

୩ୟ ଉପାଂଶ : ଅବବୋଧ ପରୀକ୍ଷଣ - (ଗୋବିଂଧ ଅପ୍ୟ ପରିଚ୍ଛେଦଠଠ ଶବ ମଧ୍ୟରେ ଅଥବା ଛାତ୍ର କବିତାଟିଏ ପଢ଼ିବ ।

ତତ୍ପରେ ପ୍ରଶ୍ନ ଅବବୋଧ ପରୀକ୍ଷଣ ଉତ୍ତର ପାଇଁ ଆଗତ ହେବ ।

୪ର୍ଥ ଉପାଂଶ: ପ୍ରବଚନ/ଛାନ୍ଦ ଆଶ୍ରିତ ସର୍ଜନା ଲିଖନ(ଗୋବିଂଧ ପ୍ରବଚନ/ ଭଗ / ଛାନ୍ଦ ଆଗତ କରାଯିବ । ଓଡ଼ ଭବାର୍ଥକୁ

୨୦୦ଟି ଶବ ମଧ୍ୟରେ ସଂପ୍ରସାରଣ କରି ଲେଖିବାକୁ ଶିକ୍ଷା ଦିଆଯିବ

୫ମ ଉପାଂଶ : ଶବ ଅଛୁ଼ି ଓ ତାହାର ଛାନ୍ଦ ଲିଖନ(ସର୍ବନିକ ଅଛୁ଼ି/ପ୍ରତ୍ୟୟନୁକ ଅଛୁ଼ି/ବଚନଗତ ଅଛୁ଼ି/ସମାପ-

ଲିଙ୍ଗ-ବନାନଗତ ଅଛୁ଼ି ଧର୍ମ ସେପ୍ରଭୃତ ମିଳକରଣ)

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ODIA

SEMESTER-IV

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

GE-4: ଗାମ୍ୟ କୈତ୍ରିକ ପଦ୍ୟ ଓ ଗଦ୍ୟ

୧ମ ଉପାଂଶ : ପଲ୍ଲୀ କୈତ୍ରିକ କବିତା

ଗ୍ରାମ ଖଳା - ନବକିଶୋର ବଳ ଛୋଟ ମୋର ଗାଁଟି- ସଜ୍ଜିତାନନ୍ଦରାଓଡ଼ରାୟ; ଗ୍ରାମପଥ - ବିନୋଦ ନାୟକ

୨ୟ ଉପାଂଶ : କୃଷି ଓ ଗ୍ରାମ୍ୟକୈତ୍ରିକ ଉପନ୍ୟାସ

ମାଟିର ମଣିଷ- କାଳିନ୍ଦୀ ଚରଣ ଅଥବା-୧୦ ଗୋଟେ ଗାଁ ଥିଲୁ ରଣ୍ଡୀ ରା

୩ୟ ଉପାଂଶ : ଗାମ୍ୟକୈତ୍ରିକ ଗଦ୍ୟ

ଗାଁ ମଜ୍ଜିସି- ଦୁରେକୃଷ୍ଣ ମହତାବ ୧ମ ଭାଗ, ୩ଟି ପ୍ରବନ୍ଧ ଅଥବା-ଗାଁର ତାଳ- ଭୁବନେଶ୍ୱର ବେହେରା ପ୍ରଥମ ତିନୋଟି

ପ୍ରବନ୍ଧ

୪ର୍ଥ ଉପାଂଶ: ଓଡ଼ିଆ ହରତମାଳି

୫ମ ଉପାଂଶ : ଓଡ଼ିଆ ସଂପର୍କିଆଖାଲ, ରଜ ପର୍ବ

ସହାୟକ ଗ୍ରନ୍ଥମାଳା :

୧- ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ବିଶିଷ୍ଟ ଶିକ୍ଷକମାନଙ୍କ କେ ବି ଓଡ଼ିଆ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୨- ସଂପାଦକ ଅକ୍ଷୟ: ଦ୍ୱିପାଠୀ ସମ୍ପାଦକ ନାଲଦା, କଟକ

୩- କବିତାର ମାନଚିତ୍ର ମହାନ୍ତି ଜାନକୀ ବଲ୍ଲଭ ପ୍ରେଶ୍ୱସପବିଶ୍ୱସିଂହକ

୪- ଓଡ଼ିଆ ଭାଷା ବିଭବ: ମହାପାତ୍ର ବିଜୟ ପ୍ରସାଦ ବିଦ୍ୟାଧାରୀ, କଟକ

୫- ବୃତ୍ତି ଓ ମୋ ପୋଷଣ ମହାନ୍ତି ପଞ୍ଚାନନ ଭୁବନେଶ୍ୱର

୬- ପ୍ରାଚୀନ ପୋଥି ଛାତ୍ର ସଂପାଦନା ପଞ୍ଚତ ଓ ଅଧିକାର କୌଶଳ - ପଟ୍ଟନାୟକ, ଆକ୍ଷୟକ, ଭୁବନେଶ୍ୱର

୭- ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାଧୁ ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା

୮- ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍ଗମ୍ୟ - ଶତପଥୀ ରବି କଟକ

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EDUCATION

SEMESTER-I

CORE-1: BASICS IN EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-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

MODULE-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.

MODULE-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.

MODULE-4: Western Schools of Philosophy and their educational implication.

Idealism, Naturalism, Pragmatism

MODULE-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; Sri Aurobindo; Rousseau; Dewey

REFERENCES

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

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CORE-2 : EDUCATION AND SOCIETY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-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; Views of Western Thinkers on Education and Society: Dewey and Illich

MODULE-2: Education and culture

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

MODULE-3: Education, Social process and Institution

Education and socialization; Education and social change; Education and social mobility; Role of Education for the development of the marginalized; Education and Affirmative action

MODULE-4: Education and Globalisation

Education, Growth and Development; Globalisation and liberalization; Educational system in Europe; Educational system in SAARC countries; Education in Global context

MODULE-5: Education and state

Concept of Democracy; Education in totalitarian and welfare state; Interrelationship of state and education; Role of education in Nation building; State Control of Education and Autonomy in Education.

REFERENCES

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

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SEMESTER-II

CORE-3: THE LEARNER AND LEARNING PROCESS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-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

MODULE-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

MODULE-3: Intelligence, creativity and individual difference

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

MODULE-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.

MODULE-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

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

7. Bhatia & Bhatia (2004) A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers.
8. Pandey Ram Shakal (2006), Advanced Educational Psychology, Meerut, R. Lall Book Depot.
9. Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.
10. Chauhan, S.S.(1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.

PRACTICAL: Mark 25 / Credit- 2
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
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SEMESTER - II

CORE-4: PEDAGOGICAL SKILLS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Concept of teaching – learning

Meaning and definitions of teaching; Characteristics and importance of teaching; Meaning and definition of learning; Relationship between teaching and learning.

MODULE-2: Task of teaching

Meaning and definition of teaching task; Variables involved in a teaching task: Independent Dependent and intervening variable; Phases of teaching task : Pre-active, interactive and post – active phase; Level of teaching task: Memory Understanding and reflective level; Lesson plan design : The Herbartian steps, 5E Model ICON Design Model.

MODULE-3: Theories of teaching

Meaning and Nature of Theory of teaching; Types of Teaching Theories; Formal : Communication theory; Descriptive : Gagne's hierarchical theory; Normative: Theories of Mitra and Clarke

MODULE-4: Principles and Maxims of Teaching

General principles teaching; Psychological principles of teaching; Maxims of teaching

MODULE-5: Approaches and Methods of Teaching

Inductive – Deductive, Analytic - synthetic, Problem and Project method; Shift in focus from teaching to learning – constructivist approach; Activity based and child centered approach – concept and elements.

REFERENCES

1. Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.
2. Chauhan S.S. (1995) Innovation of Teaching Learning Process, Vikas Publishing House, New Delhi.
3. Kochar, S.K. (2011) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi.
4. Mangal S.K. and Mangal, UMA (2010), Essentials of Educational Technology, New Delhi, Asok Ghosh PHI Learning Pvt. Ltd.
5. Mangal, S.K. (1988) Fundamentals of Educational Technology, Educational Publishers Ludhiana.
6. Nageswara Rao, S., Sreedhar, P & Bhaskar Rao (2007) Methods and Techniques of teaching, Sonali Publications, New Delhi
7. Oliver, R.A. (1963) effective teaching, J.M. Dent & Sons, Toronto
8. Pathak, R.P. & Chaudhary J (2012) Educational Technology, Pearson, New Delhi.
9. Rayment, T (1946) Modern Education - - It's Aims and Methods, Longmans, Green Co. London.
10. Ryburn, W.M. (1955) Principles of Teaching, Geoffrey Cembidge, OUP
11. Sampath, K, Pannir Salvam. A., & Santhanam, S. (1981) introduction to Educational Technology, sterling publishers, New Delhi.
12. Sharma, R.A. (1986) Technology of Teaching, International Publishing House, Meerut.

PRACTICAL: Mark 25 / Credit- 2: 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 : Record=20, Viva-voce=05
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SEMESTER-III

CORE-5: TECHNOLOGY AND INNOVATIONS IN EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-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.

MODULE-2: Communication Process

Meaning and nature; Process, components and types; Barriers of communication; Study of Classroom Communication through flander's interaction analysis.

MODULE-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

MODULE-4: Teaching Models

Concept attainment model; Advance organizer model; Synetics model; Inductive model; Memory model (These teaching models are to be discussed with reference to focus, syntax, social system, support system and application)

MODULE-5: Classroom instructional Aids

Projected and non projected Aids; ICT – enabled devices; Organisation of school teaching learning; Materials (TLM) Centre : Objective, Procedure, Planning, Application; Types of Materials to be procured for teaching different school subjects.

REFERENCES

- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice*. New Delhi: Viva Books.
- Hont, Roger & Shedley, Hoh-Computer and Commonsense.
- Kulkarni, S.S. (1996). *Introduction to Educational Technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008). *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Mangal, Uma-(2010), *Essential of Educational Technology*, New Delhi, Asoke Ghosh PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues*. New Delhi: Sterling.
- Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Eds), *Experiences in School Education*, NCERT, New Delhi.
- NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*. New Delhi: Author.
- Panda, S. (Ed.) (1999). *Open and Distance Education: Policies, practices and quality concerns*. New Delhi: ABI. Pearson.
- Rangrajan V. *Fundamentals of Computers*.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi:
- Sampath et. al. (1981): *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Senapaty, H.K. and Pradhan, N. (2005). Designing Instruction for Constructivist Learning. *Staff and Educational Developmental International*. 9 (2&3), 93- 102
- Sharma R.A, *Technological Foundations of Education*; Meerut: Lall Book Depot

PRACTICAL: Mark 25 / Credit- 2 : 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

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CORE-6: PEDAGOGY OF SCHOOL SUBJECTS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)
(Each student is required to select any one of the following school subjects)

METHODS OF TEACHING ODISIA

MODULE-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.

MODULE-2: Methods and approaches

Direct Method; Discussion Method; Discussion cum appreciation method; Inductive and deductive method

MODULE-3: Techniques of Teaching

Teaching of prose and poetry; Teaching of Grammar; Teaching of composition

MODULE-4: Teaching Learning Materials for teaching Odia

Teaching learning materials : Purpose, Types and Use; Language Text Book : Importance, Purpose; Language Laboratory characteristics application

MODULE-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.

METHOD OF TEACHING ENGLISH

MODULE-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

MODULE-2: Methods and approaches

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

MODULE-3: Techniques of teaching

Teaching prose and poetry; Teaching grammar; Teaching composition

MODULE-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

MODULE-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:

METHOD OF TEACHING HISTORY

Module-1: History : Meaning, nature, scope, and importance

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

Module-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.

Module-3: Methods of Teaching History

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

Module-4: Teaching learning material (TLM) in history

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

Module-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.

PRACTICAL: Mark 25 / Credit- 2 : SCHOOL INTERNSHIP

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

Distribution of Marks : Record=20, Viva-voce=05

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CORE-7: STATISTICS IN EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Concept of Statistics

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

MODULE-2: Graphical Representation of Data

Histogram; Frequency Polygon; Pie-Diagram; Cumulative frequency graph; Cumulative percentage curve / Ogive

MODULE-3: Measures of Central Tendency and Dispersion:

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

MODULE-4: Measures of Correlation

Concept of Correlation; Linear and Non-linear correlation; Rank difference method of correlation; Product moment correlational method

MODULE-5: Inferential Statistics

Normal Probability curve – Divergence from Normality; Chi-square test; t-test

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 Education* Hall of India Private Limited
Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-
Nanda G.C. & Khatoji, P.K. (2005), Fundamentals of Educational Research and Statistics, Cuttack: Kalyani
Publisher.
Rathore. J.M. & Mishra D.C. (2011), Foundations of Statistics in Education, Bhubaneswar: gyanajuga
Publication.

Sharma, R.A. (2000), Advanced Statistics in Education and Psychology, Meerut: Surya Publisher.
Swain, S.K. & Pradha, China & Khato, P.K. (2005): Educational Measurement Statistics and Guidance,
New Delhi: Kalyani Publisher.

PRACTICAL: Mark 25 / Credit- 2 : 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 : Record=20, Viva-voce=05

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SEMESTER-IV

CORE-8: CURRICULUM DEVELOPMENT & EDUCATIONAL GUIDANCE

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

Module-1: Curriculum

Meaning and importance; Types of Curriculum : subject centered, learner centered, experience centered curriculum, Core curriculum, Local specific curriculum.; Components of curriculum : Objectives, Content, Learning experience & Evaluation

Module-2: Bases of curriculum

Philosophical, Sociological & Psychological bases of curriculum, Principles of curriculum construction: Principles of Activity centredness, CommModuley centeredness; Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT – enabled

Module-3: National Curricular Framework (NCF) 2005

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

Module-4: Guidance and counseling

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

Module-5: Organisation of Guidance services in school

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

REFERENCES

- Bhatnagar, R.P. & Rani Seema (2003) Guidance and Counseling in Education and Psychology, Meerut, Surya Publication.
Chauhan, S.S. (2009) Principles and Techniques of Guidance, New Delhi, Vikas Publicashing House Pvt. Ltd.
Crow, L.D & Crow.A. (1966) Introduction to Guidance, New Delhi: Eurasia Publishing House.
Jones, A.J. (1934) Principles of Guidance, New York: MC.Grow Hill Book Co.
Kochar, S.K. (1987) Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers Ltd.
Krug, E.A. (1956) Curriculum Planning, New York: Harper and Row Publishers.
Myers, G.E (1941) Principles and Techniques of Vocational Guidance, New York: Mc, Graw Hill Book Company, inc.
Rao, S.N. (2003) Counselling and Guidance New Delhi, Tata Mc Graw Hill.
Sharma, R.N. (2006) Guidance and Counselling, Delhi, Surjeet Publication.
Taba, H. (1962) Curriculum Development-Theory and Practice, New York: Harcourt Brace, Jovanovich.
Tanner, D. and Taneer, L. (1975) Curriculum Development, Theory and Practice. New York. Mac Millan Publishing Co. Inc.
Tyler, R.W. (1941) Basic Principles and Curriculum and Instruction, University of Chicago Press.
Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1986.
Brady, L. Curriculum Development, Prentice Hall, 1995.
Doll, R.C., Curriculum Improvement: Decision - Making and Process, Allyn and Bpston, 1996.

PRACTICAL: Mark 25 / Credit- 2 : Practical Text Book Review

Each student will review a school text book and write a detailed report.

Distribution of Marks : Record=20, Viva-voce=05

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CORE-9: EDUCATIONAL ASSESSMENT & EVALUATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

Module-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).

Module-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.

Module-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)

Module-4: Test construction

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

Module-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.

PRACTICAL: Mark 25 / Credit- 2: 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, Viva-voce=05

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CORE-10: INTRODUCTION TO EDUCATIONAL RESEARCH

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

Module-1: Introduction to Research

Methods of Acquiring knowledge; The Nature of science; Meaning and characteristics of research; Basic, Applied and action research; The nature of educational research

Module-2: Types of studies in Educational Research

Descriptive Research; Experimental Research; Qualitative Research; Philosophical and Historical studies

Module-3: Research Design

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

Module-4: Data Analysis and Interpretation

Analysis of Quantitative Data (Descriptive statistical Measure); Analysis of Quantitative Data (inferential statistics based on parametric tests); Analysis of Quantitative Data (inferential statistics based on non-parametric tests); Analysis of Qualitative Data

Module-5: Research reports and application

Writing proposal / synopsis; Method of literature survey / Review; Research Reports various components or structure; Scheme of chapterization and Referencing

REFERENCES

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

PRACTICAL: Mark 25 / Credit- 2 : Preparation of Project proposal

Preparation of Project proposal

Each student will prepare a project proposal.

Distribution of Marks : Record=20, Viva-voce=05

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SEMESTER-V

CORE-11: HISTORY OF EDUCATION IN INDIA

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Education in Ancient India.

Education during Vedic & Upanishadic period; Education during Buddhist period; Ancient seats of learning : Nalanda, Taxila, & Varanasi.

MODULE-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; Impact of the interaction between the two systems of education;

MODULE-3: Education during early British period (up to 1885).

Macalay's ; Minute and Bentinck's Resolution. 1835; Wood's Despatch 1854; Hunter Commission Report 1882.

MODULE-4: Education during later British period (1885-1947).

Curzon's Education Policy; Calcutta University (Sadler) Commission report 1917; Basic Education 1937

MODULE-5: Education in Independent India

Report of the University Education Commission 1948; Report of the Secondary Education Commission 1952; Report of the Indian Education Commission 1966 (Reports of the commissions to be studied with reference to Aims, structure & Curriculum);

NPE 1986 and the Revised NPE 1992 - Essence & the Role of Education, National System of Education, Reorganisation of Education at different stages.

Report of NKC with regard to school & higher education

PRACTICAL: Mark 25 / Credit- 2: Case Study

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

Distribution of Marks : Record=20, Viva-voce=05

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.
- Key, 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.

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CORE-12: COMPARATIVE EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Definition and scope of Comparative Education

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

MODULE-2: Theory and Methods of comparative Education

Purpose of comparative education; Area studies : Description and interpretation; Comparative studies : Juxtaposition and comparison

MODULE-3: Factors

The Racial factor; The Linguistic factor; Geographic and economic factor; Religious factor.

MODULE-4: Systems of Education-I (Characteristic, structure, curriculum and evaluation system)
U.K.; U.S.A.

MODULE-5: Systems of Education-II (Characteristic, Structure, Curriculum & Evaluation system)
China; Japan

PRACTICAL: Mark 25 / Credit- 2

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

Distribution of Marks : Record=20, Viva-voce=05

Suggested Readings

- 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.
- Hans, N., *Comparative Education*, Universal Book Stall, New Delhi, 1988.
- Joshi N., *Education Elsewhere-and Here*, Bharatiya Vidya Bhawan, Bombay, 1979.
- Mukherjee, L., *Comparative Education*, Allied Publishers, New Delhi, 1975.
- Sodhi, T.S., *Comparative Education*, Vikas Publishing House Pvt. Ltd., New Delhi, 1993.

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SEMESTER-VI

CORE-13: EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Educational Planning

Meaning, Nature, Objective and scope ; Approaches: Social Demand, Cost benefit analysis and Manpower requirement ; Steps in Educational Planning : Diagnosis of Educational Development, Plan formulation, Plan implementation, Monitoring and Evaluation.

MODULE-2: Educational Administration

Concept, Objectives and scope of educational administration; Types : Totalitarian and Democratic; Planning, Organizing, Directing and Controlling.

MODULE-3: Educational administration in the state

Administration of Education in Odisha: Structure and Functions; Functions of state level educational bodies: SCERT, BSE & OPEPA

MODULE-4: Educational Management

Meaning, Nature and Scope; Functions of Educational Management

MODULE-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.

PRACTICAL: Mark 25 / Credit- 2: 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, Viva-voce=05

Suggested Readings:

- Bhatnagar, R.P. & Agarwal, V. Educational Administration, Meerut, Loyal Book Depot.
- Kochar, S.K.-(2002) Secondary School Administration, New Delhi Sterling Publishers Pvt. Ltd.
- Mishra, P.K. (2008) Rudiments of Guidance and Management in Education, New Delhi, Kalyani Publishers.
- Naik, J.P.-Educational Planning in India.
- Shukla, C.S. (2008) Essentials Educational Technology and Management, New Delhi, Dhanpat Rai Publishing Co. (P) Ltd.
- Shukla, S.P.-Educational Administration, Agra, Vinod Pustak Mandir
- Bhatnagar, R.P. & Verma, L.B. (1978). *Educational Administration*. Meerut, India:
- Blaug, M. (Ed.), *Economics of Education*, Vol. 1 & 2, Penguin
- Deshmukh, A.V. and Naik A.P.(2010). *Educational Management*. Mumbai:
- Fadia, B.L. (2010). *PublicAdministration*. New Delhi: PHI.
- Himalaya Publishing House. India: Dhanpat Rai & Sons.
- Kochar, S.K. (2011). *School Administration and Management*. New Delhi: Sterling
- Koul, B.N. (Ed.), *Economics of Education* (Block 1, ES 317), IGNOU, New Delhi, 1993.
- Rajaiah, B., *Economics of Education*, Mittal, New Delhi, 1987. . . .
- Safaya, R & Saida, B.D. (1964). *School Administration and Organisation*. Jalandhar,
- Schultz, T.W., *The Economic Value of Education*, Columbia University Press, New York, 1963.
- Singh, B., *Economics of Indian Education*, Meenakshi Prakashan, New Delhi,, 1983.
- UNESCO, *Readings in the Economics of Education, 1968*. .
- Vaizey, J., *The Economics of Education*, Feber & Feber, 1962.

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CORE-14: CONTEMPORARY CONCERNS IN INDIAN EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Elementary Education

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

MODULE-2: Secondary Education

Challenges and problems of secondary education; Rashtriya Madhyamik Sikshya Abhiyan (RMSA)

MODULE-3: Higher Education

Present position of Higher Education in India; Challenges in higher education : expansion, quality & inclusiveness; RUSA.

MODULE-4: Social Commitments in Education

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

MODULE-5: Emerging concerns

Environmental Education; Value education, Peace Education and Human Rights Education Adolescent Education

PRACTICAL: Mark 25 / Credit- 2: 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, Viva-voce=05

Suggested Reading

- Aggarwal, J.C (2010). The Progress of Education In Free India. New Delhi: Arya and Rejuvenation of Higher Education'. New Delhi: Author.
- Bhatnagar, T.N (1995) Teacher Education in India. New Delhi: NCERT. Book Depot.
- Dash,M & Nanda, G.C (1998). Trends and Issues in Indian Education . Cuttack: Kochhar, S.K (1989) Pivotal Issues in Indian Education. New Delhi: Sterling
- MHRD, Govt. of India (2008). Report of 'The Committee to Advise on Renovation
- Mohanty Jagannath (2008) : Modern Trends in Indian Education, New Delhi, Deep & Deep Publications Pvt. Ltd.
- Mohanty, S.B (1996) Education in Changing Indian Society. Cuttack: Vidyapuri
- Nanda, S.K (1991) Indian Education and its Problems Today. New Delhi: Kalyani Publishers Publishers Private Limited.
- Qureshi, M.U (2000) Problems of Indian Education, New Delhi: Anmol Publications
- Safeya, R.N (1998) Development, planning and problems of Indian education, Delhi: Dhanpat Rai and Sons.
- Saxena, N.R, Misha, B.K & Mohanty, R.K (2005) Teacher Education. Meerut: Surya Publication
- Tilak, Jandhyala B.G. (2006). Education: A Saga of Spectacular Achievements and Conspicuous Failures in India: Social Development Report. New Delhi. Oxford University Press.
- Tilak, Jandhyala B.G. (2003) Education, Society and Development. New Delhi: APH publishing Corporation for NUEPA.
- UGC (2012). Higher education in India at a glance. New Delhi: Author.
- Walia, J.S (2004). Modern Indian Education and Its Problems. Punjab: Paul Publications

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DISCIPLINE SPECIFIC ELECTIVE (DSE)

EDUCATION

DSE-1 : ICT IN EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1: Information & Communication Technology : Meaning and importance

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

MODULE-2: E- learning

Meaning and importance E – learning methods and media : Virtual learning environment, Virtual universities, Massive Open Online Course (MOOCs), Webinars, Special internet forum / discussion groups, e-tutorials

MODULE-3: ICT Resources

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

MODULE-4: ICT in class room

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

MODULE-5: ICT for school improvement

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

PRACTICAL: Mark 25 / Credit- 2: Internet Search for Study Material

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

Distribution of Marks : Record–20, Viva-voce – 05, Total = 25

Suggested Readings:

- Govt. of India (2012). National Policy on ICT in School Education & Literacy. MHRD, Govt. of India.
- Mongal, S.K. & Mangal, U. (2010) Essentials of Educational Technology, New Delhi: PHG PHI learning
- UNESCO (2014) Central Asia symposium on ICT in Education 2014: Outcome Document Bangkok: UNESCO Asia Pacific Regional Bureau for Education.
- UNESCO (2015) fostering Digital Citizenship through safe and responsible use of ICT : A Review of current status in Asia and the Pacific as of December 2014. Bangkok : UNESCO Asia Pacific Regional Bureau for Education.
- UNESCO, Bangkok, E-learning series on information communication Technology (ICT) in Education.
- UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
- UNESCO (2008). *Capacity Building for ICT Integration in Education*. Retrieved from <http://portal.unesco>.
- UNESCO (2008). ICT Competency Standards for Teachers: Policy Framework.
- Retrieved from <http://portal.unesco>.

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EDUCATION

DSE-2: SPECIAL EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

Module-1: Conceptual

Exceptional children : Concept and types; Inter relationship between impairment, disability and handicap; Historical development of special education in India;

Module-2: Policies and programmes in the Education of special children

Indian Education Commission (1964-66); National Policy on Education (1986); Report of Rama Murty Committee (1991); UN Conventions in Human Rights (1994)

Module-3: Education of the gifted and creative children

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

Module-4: Education of the Educable Mentally Retarded

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

Module-5: Education of Children with Learning Disability

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

PRACTICAL: Mark 25 / Credit- 2 : Case study of Special Child

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

Distribution of Marks : Record=20, Viva-voce=05

Suggested Readings:

- Blackhurst. A.E. & Berdine, w.H. (Eds) (1981). An introduction to special education, Little Brown & Co. Boston
- Hallahan, D.P. & Kauffman, I.M. (1990) Exceptional children : Introduction to special education, prentice Hall inc, Englewood cliffs, New Jercey.
- Hewatt, F.M. & Forness, S.R. (1974) Education of Exceptional Learners Allyn & Bacon, Ins, Boston.
- Kirk, S.A. & Lord, F.E. (Ed) 1974, Exceptional children, Educational Resources and perspective, Houghton, Mittlin Boston.
- Kid, S.A. & Galigher, J.J. (1989), Educating Exceptional Children, Houghton Mifflin and Co. Boston.
- Panda, K.C. (2009) Vikas Publishing House, Pvt. Ltd.
- Telford, C.W. and Sawrey, JM (1977). The exceptional individual , Prentice House, Inc. Englewood Cliff N.J.
- Yaseldyke, J.E. (1989) Introduction to special Education, Houghton Mifflin and Co, Boston.

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SEMESTER-VI

EDUCATION

DSE-3 : DISTANCE EDUCATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

MODULE-1 Concept of Distance Education

Aims and objectives of Distance Education; Purposes and functions served by distance education; Theories of Distance Education;

MODULE-2 Curricular process in Distance Education

Preparing and supplying study material; ICT support for distance learning; Personal contact programme in distance learning;

MODULE-3 Development of distance learning material /self – instructional material (SIM)

Planning for self instructional material: Importance objectives and learning outcomes; Preparation of the material; Context, language and formal editing of self – instructional material;

MODULE-4 Distance learners

Profit of distance learners ; Needs of distance learner ; Problems of distance learner

MODULE-5 Open and distance learning institutions:

Meaning and Nature; IGNOU and NIOS ; Other forms of distance education – correspondence courses, Radio TV education ; Virtual universities and Massive Open online courses.

PRACTICAL: Mark 25 / Credit- 2 : Preparation of Self instructional materials (SIM)

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

Distribution of Marks : Record–20, Viva-voce – 05, Total = 25

OR

Case study of Distance education study centre

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

Distribution of Marks : Record=20, Viva-voce=05

Suggested Readings

- 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 Publishers, New Delhi.
- Staff Training and Research Institute of Distance Education (1995), ES-311 Growth and Philosophy of Distance Education (Block 1,2 &3), IGNOU, New Delhi.

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EDUCATION

DSE - 4 PROJECT WORK

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

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