

**DEPARTMENT OF EDUCATION
SARBATI DEVI WOMEN'S COLLEGE, RAJGANGPUR
PO, CO, PSO- NEP-2020**

CORE COURSE I

Semester-I Paper I Philosophical Foundations of Education

Course Outcomes (COs):

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

- To understand the philosophical foundation of education as a discipline under the faculty of the Liberal Arts and Social Science.
- To understand various schools of thought, to develop ability to distinguish one from the other and critically analyze each school of thought.
- To understand the basic Indian schools of thought.
- To develop the ability to relate the philosophical foundation with educational practices.

Course Contents:

UNIT-I: Education in Philosophical Perspective

Learning Outcomes

☐ *Understand concept of education along with individual and social aims.*

☐ *Explain relationship between Philosophy and education.*

☐ *Relate the functions of philosophy in our life.*

- Concept of Education, Narrower and broader concept of education.
- Concept of Lifelong Education. Individual and Social Aims of Education.
- Meaning and nature of philosophy of education. Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications.
- Functions of Philosophy in relation to education.

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

Learning Outcomes

☐ *Describe the nature of schools of philosophy and its branches.*

❓ *Understand Western Schools of Philosophy and their Implications to the current system of education.*

- Idealism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline.

- Naturalism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher,

Discipline

- Pragmatism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher,

Discipline

- Existentialism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher,

Discipline.

UNIT-III: Indian Schools of Philosophy and their Educational Implications

Learning Outcomes

❓ *Understand Indian Schools of Philosophy and their Implications to the current system of education.*

❓ *Compare and contrast Indian and Western philosophies of education.*

- Common Characteristics of Indian Philosophy with reference to Metaphysics, Epistemology, Axiology,

Orthodox and Heterodox

- Sankhya, Vedanta, Buddhism, Jainism with reference to: Philosophical doctrines, Aims of education,

Curriculum, Methods of Teaching, Role of Teacher

UNIT-IV: Contributions of Great Educational Thinkers Learning

Outcomes

❓ *Critically examine contributions of great thinkers to the field of education and its reflections in curriculum*

at school and higher education.

- Contributions of Western thinkers: Plato and Aristotle with reference to their philosophical orientation, aims

of education, method of teaching, role of teacher.

- Rousseau and John Dewey with reference to their philosophical orientation, aims of education, method of

teaching, role of teacher.

- Paulo Freire and Ivan Illich with reference to their philosophical orientation, with reference to their

philosophical orientation, aims of education, method of teaching, role of teacher and student.

Mode of Course Transaction: Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion,

Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Practicum: 30 Marks (Any one of the following)

1) Field visit to a seat of learning/educational institute in the locality and prepare report and submission.

2) Presentation (through PPT) of a paper in Department level seminar on any topic from the above course and

submit full paper along with handout of PPT.

3) Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present

sociocultural context of India and submit the report.

(N.B.: The report will be evaluated by both internal and external examiners)

Paper II Psychological Foundations of Education (4 Credits)

Course Outcomes (COs):

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

- Understand the concept of educational psychology
- Know different methods of educational psychology to understand learners
- Explain the different stages of growth and development

Course Contents:

UNIT-I: Educational Psychology in Developmental Perspective

Learning Outcome

1. *Explain concept of educational psychology and its relationship with psychology.*

2. *Describe various methods to understand learners.*
3. *Understand concepts of growth and development of child and adolescence, and underlined general principles of growth and development.*
4. *Describe the typical characteristics of growth and development during childhood and adolescence.*
5. *Explain theory of cognitive development and its educational implications.*

- Concept, nature, scope and relevance of educational psychology.
- Methods to understand learners: Observation, Experimentation and Case Study.
- Concept and difference between growth and development. Principles of growth and development.
- Characteristics of development during childhood and adolescence in different areas: Physical, Cognitive, Social and Emotional.

UNIT-II: Intelligence, Creativity and Individual difference

Learning Outcome

1. *State different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.*
2. *Understand concept and nature of intelligence.*
3. *Develop insight into the theories and measurement of intelligence and creativity.*

- Individual difference: concept, nature, factors and role of education
- Intelligence: concept and nature of intelligence, concept of IQ, theories of intelligence- Two factor theories,

Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.

- Measurement of intelligence: individual and group test, verbal, non-verbal test
- Creativity: meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT-III: Learning and Motivation

Learning Outcome

1. *Develop critical ideas on various theories of learning and processes of learning with their educational implications.*
2. *Explain concept of motivation and theories of personality.*

- Learning: Concept, nature and factors of learning.
- Learning and Maturation. Factors affecting learning.
- Theories of learning and its educational implications: Classical conditioning, operant conditioning, insightful

learning and constructivist approach to learning.

- **Motivation: concepts, types, and techniques of motivation.**

UNIT-IV: Personality and Mental health

Learning Outcome

- ❖ **Critically examine relevance of learning about mental health, and adjustment mechanisms.**
- **List of characteristics of individual differences**
- **Find out the concept of intelligence**
- **Examine the relevance of learning about mental health and adjustment mechanism**
- **Personality: Concept and nature of personality. Relevance of studying personality for learning.**
- **Theories of personality: Type theory and Trait theory with implications. Assessment of personality: Subjective, objective and projective techniques.**
- **Mental health: Concept, mental health of teacher, factors affecting mental health and role of teacher.**
- **Adjustment mechanism: Concept and Types.**

Sample Question

- 1. What is behavior? [1 mark]**
- 2. Mention any two educational implications of case study. [2 Marks] [Within 50 Words]**
- 3. Describe the steps of creativity. [3 Marks] [Within 300 words]**
- 4. Explain the factors affecting mental health of the learner? [8 marks] [Within 500 to 800 words]**

Practicum: 30 Marks (Any one of the following)

- 1) Administration and interpretation of any psychological test relating to intelligence, creativity, and personality and preparation of a report and submission.**
- 2) Case Study of a problem child / a slow learner/ a disadvantaged child and preparation and submission of report.**
- 3) Analysis of the common behavioral problems observed in the classroom. Suggesting the ways to address them,**

Preparation and submission of report.

(N.B.: The report will be evaluated by both the Internal and External examiners.)

Mode of Course Transaction: Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Semester-II Paper III

Sociology of Education

Course Outcomes (COs):

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

- **Know the concept of educational sociology with its nature, scope and importance.**
- **Understand the social process**
- **Analysis the functions of different agencies of education for socialization of children.**
- **Describe the role of different agencies of education**
- **Find out the linkage between education and modernization**
- **Understand the concept of equality and equality**

Course Contents:

UNIT 1: Concept and approaches to sociology of education

Learning Outcomes

- ❖ **Understand concept of educational sociology along with its nature, scope and importance. Explain relationship between Education and Sociology.**
- **Concept, nature, scope and importance of Sociology of education.**
- **Relationship between education and sociology.**
- **Understanding the evolution of sociology of education as a discipline.**
- **Sociological theories; functionalism, conflict theory, interactionism and post modernism.**
- **Thought of Antonio Gramsci and Pierre Bourdieu**

UNIT -2: Education and social system Learning

Outcomes

- 1. Relate the functions of different agencies of education for socialization of children.*
- 2. Describe the different agencies of education and their functions*

- **Agencies of education (Family, School, Society, Mass media and State) – it's Importance and functions**

- Understanding education as a factor of social stratification and social mobility.
- Socialization: concept and theories of socialization (theory of G.H.Mead, Cooley's theory of the lookingglass

self, Durkheim's theory of collective representation);

UNIT-3: Education, Social change and Modernization

Learning Outcomes

1. *Describe the role of education in modernization and globalization*

- Concept, Factors and theories of Social Change, Education as an instrument of social change and social control.
- Modernization; Concept and attributes, Education for accelerating the process of modernization.
- Concept of globalization and its impact on education.

Unit-4: Social group and their educational implications

Learning Outcomes

Describe the function of education to ensure equality and equity

2. *Explain the process of equalization of educational opportunity and the steps taken towards its attainment*

- Concept of equality, equity and inclusion: its educational implication
- Educational Opportunity and Participation in Education of Scheduled Castes, Scheduled Tribes, Women,

Minority and CWSN.

- Group dynamic- cohesion and conflict; conflict resolution
- Classroom climate; Understanding interpersonal relationship of classrooms technique (socio-metric and guess

who technique) and its educational effects.

- Social responsibility of Higher education.

Practicum: 30 Marks (Any one of the following)

1. Field visit to Study a social unit (School/Village/Slum) in the locality and prepare a report

2. Organizing some community activities, social intervention, and awareness camp in the locality for participation

of disadvantaged groups in education.

3. Presentation (through PPT) of a paper in Department level seminar on any topic from the above course and

submit full paper along with handout of PPT.

4. Make a compendium of news articles published in social media and print media about the education of

disadvantage groups.

N.B.: The report will be evaluated by both internal and external examiners)

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning,

Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Paper IV Pedagogical Perspectives in Education

Course Outcomes (COs):

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

- *Understand the concept of pedagogy.*
- *Explain different teaching Strategies.*
- *Find out the relationship between teaching and learning.*
- *Enlist different approaches and methods of teaching.*
- *Know the core teaching skills.*
- *Prepare lesson plans following different designs.* **Course Contents:**

UNIT I- Concept of Teaching and Learning

Learning Outcomes

- ❖ *Explain the concept of pedagogy*
- ❖ *Explain different teaching task with example*
- ❖ *Prepare a lesson plan following different designs*
- *Meaning and definition of teaching and learning, Relationship between teaching and learning*
- *Variables involved in teaching task: independent, dependent and intervening*

- *Phases of teaching: Pre-active, inter- active and post- active*
- *Levels of teaching: memory, understanding and reflective*
- *Lesson plan design- The Herbartian steps, 5 E and ICON design model*

UNIT II - Theories of Teaching

Learning Outcomes

- ❖ *Differentiate pedagogy from other allied concepts*
- ❖ *Establish relationship between teaching and learning • Meaning and nature of teaching theory*
- *Types of teaching theories:*
- *Formal theories of teaching- communication theory of teaching*
- *Descriptive theories of teaching– Gagne’s hierarchical theory of instruction and*
- *Bruner’s cognitive theory of instruction*
- *Normative theories of teaching - Mitra’s psychological theory of teaching and*
- *Clarke’s general theory of teaching*

UNIT III Principles and maxims of teaching

- *General principles of teaching*
- *Psychological principles of teaching*
- *Maxims of teaching*
- *Core teaching skills: Introducing the lesson, explaining, illustrating with examples,*
- *stimulus variation, and reinforcement, questioning, probing questions, closure.*

UNIT IV Approaches and methods of Teaching

Learning Outcomes

- ❖ *List out different approaches and methods of teaching*
- *Concept of approach, method, strategy and techniques*
- *Methods of teaching: inductive-deductive, analytic- synthetic, problem solving and • project*
- *Shift in focus from teaching to learning- constructivist approach to learning*

Practicum: 30 Marks

Preparation of rating scale/ checklist /observation schedule to evaluate classroom Teaching

and reporting.

NB: It will be evaluated by both the internal and external examiners.

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion,

Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Semester-III

Paper V Assessment and Evaluation in Education

Course Outcome (COs):

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

- Understand the meaning of assessment and evaluation*
- Know different types of evaluation*
- Explain the scales of measurement*
- State the taxonomy of instructional learning objectives*
- Describe the characteristics of Good test*
- Analyze the principles of construction of tests*
- CO7: Prepare a list of non- standardized*

Course Content:

UNIT 1: Assessment and Evaluation in Education

Learning Outcomes

- ❖ Understand the concept of measurement, evaluation and assessment*
- ❖ Gain knowledge about the nature, purpose and types of educational assessment and evaluation.*
- ❖ Understand different scales of measurement –nominal, ordinal, interval and ratio*
- Understanding the meaning and purpose of test, measurement, assessment and evaluation*
- Scales of measurement- nominal, ordinal, interval and ratio*
- Types of test- teacher made and standardized*
- Approaches to evaluation- placement, formative, diagnostic and summative*
- Types of evaluation- norm referenced and criterion referenced*
- Concept and nature of continuous and compressive evaluation*

UNIT 2: Instructional Learning Objectives

Learning Outcomes

- ❖ *Explain the importance of instructional objectives for learning and its processes for enhancing the quality of learning*

and teaching

- *Taxonomy of instructional Learning Objectives with special reference to cognitive domain*
- *Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning*

Objectives

- *Relationship of evaluation procedure with Learning Objectives*
- *Difference between objective based objective type test and objective based essay type test*

UNIT 3: Tools and Techniques of Assessment and construction of Test

Learning Outcomes

- ❖ *Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation*
- ❖ *Describe the characteristic of a good test.*
- ❖ *Illustrate the principles of test construction in education.*
- *Steps of test construction: planning, preparing, trying out and evaluation*
- *Principles of construction of objective type test items- matching, multiple choice, completion and true – false*
- *Principles of construction of essay type test*
- *Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.*

UNIT 4: Characteristics of a good Test

Learning Outcomes

- ❖ *Analyze and interpret results of the assessment using standard scores.*
- *Validity-concept, types and methods of validation*
- *Reliability- concept and methods of estimating reliability*
- *Objectivity- concept and methods of estimating objectivity*
- *Usability- concept and factors ensuring usability*

Practical

Construction of Unit test on a school subject based on blueprint and reporting.

NB: It will be evaluated by both Internal and External examiners.

Paper VI Historical Bases of Indian Education

Course Outcomes (COs):

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

- *Understand the features of education during Vedic period.*
- *Know the relevance of Gurukul system.*
- *Enlist the features of education during medieval period.*
- *Conceptualize the charter's Act (1813), Maculay's minute (1835) and other reports.*
- *Analyse the recommendations of committees and commissions in post-independence period.*

Course Contents:

Unit – I: Education during Ancient period

Learning Outcomes

- ❖ *Know the features , aims of education during Vedic period*
- ❖ *Understand the relevance of Gurukul System*
- *Education in Vedic Period - Aims of Education, Curriculum, Method of Teaching, System of Admission, Role of Teacher. Types of Educational Institutions, Merits and limitations*
- *Education during Buddhist period, Concept of Buddhist Philosophy, features of Buddhist system of Education; Admission system, Aims of Buddhist Education, curricular method of Teaching, Role of the Teacher Discipline. Merits of Buddhist Education, Criticism of Buddhist Education.*

Unit – II: Education during medieval Period

Learning Outcomes

- ❖ *Point out the features of education during medieval period*
- *Education in medieval India - Aims of Education, Curriculum, method of Teaching, System of Admission, Role of Teacher, Medium of instruction,*

- Types of Educational institutions, merits and demerits of Medieval Education.

Unit – III: Education during Colonial Period

Learning Outcomes

- ❖ Conceptualise education during pre- independence period
- Education in British India – Charter Act of 1813, Macaulay's Minute 1835, Woods Despatch of 1854, Hunter Commission Report – 1882, Sadler Commission – 1917, Hartog Commission Report – 1929 and Sargeant Plan – 1944. Wardha Scheme of Education -1937 NEP-2020

Unit – IV: Education during Post-Independence Period Learning

Outcomes

- ❖ Analyse the recommendations of committees and commissions during post-independence period
- ❖ Examine the impact of policies and programmes on education in the present context
- Education in post-Independence India (1948-49), The University Education Commission, Secondary Education Commission (1952-53), Report of Kothari Commission (1964-66), National Policy on Education (1968), National Policy on Education 1986 and Its Revised policy 1992. NEP-2020

PRACTICAL

Study on implementation of NPE (1986) in respect for elementary level. It will be evaluated by both Internal and External Examiners.

Paper VII Educational Thinkers of Modern India

Course Outcomes (COs)

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

- Gain insight into the fundamental ideologies of Indian philosophers.
- Develop understanding about the educational significance of philosophical ideas of Indian thinkers.
- Compare and contrast educational philosophies of modern Indian thinkers.
- Critically examine the contributions of great philosophers to the field of education.
- Relate Indian philosophy to present system of education.
- Appreciate and adopt philosophies of education in life.

COURSE CONTENTS:

UNIT-I: Contributions of Swami Dayanand Saraswati and Swami Vivekananda Learning

Outcomes

- ❖ *Develop an understanding of the contributions of Swami Dayanand Saraswati to the field of education.*
- ❖ *Analyze the educational implication of Swami Vivekananda and Ramakrishna Mission to present education.*

Part A

- *Brief life sketch and philosophical orientation of Swami Dayanand Saraswati*
- *Contribution of Swami Dayanand Saraswati with reference to aims of education, methods of teaching, role of*

teacher. Part B

- *Brief life philosophy of Swam Vivekananda.*
 - *Contribution of Swam Vivekananda with reference to aims of education, methods of teaching and role of*
- teacher.*

UNIT-II: Contributions of Mahatma Gandhi and Gopabandhu Das

Learning Outcomes

- ❖ *Critically analyze the teaching-learning practices of Satyabadi Bana Vidyalaya and its relevance to modern education.*
- ❖ *Understand the concept of Basic education of Mahatma Gandhi.*
- ❖ *Apply the principles of truth and non-violence in life.*

Part A

- *Life philosophy of Mahatma Gandhi-Truth, Non-violence and Nai Talim.*
 - *Contribution of Mahatma Gandhi with reference to Basic education, aims of education, methods of teaching,*
- role of teacher.*

Part B

- *Life philosophy of Gopabandhu Das with reference to Satyabadi Bana Vidyalaya.*
- *Contribution of Gopabandhu Das with reference to aims of education, methods of teaching and role of teacher.*

UNIT-III: Rabindra Nath Tagore and Sri Aurobindo

Learning Outcomes

- ❖ *Reflect on the educational precepts of Rabindra Nath Tagore.*
- ❖ *Understand the concept of integral education and relate it to life.*

Part A

- *Brief life sketch and philosophies of education of Rabindra Nath Tagore.*
- Contribution of Rabindra Nath Tagore with reference to aims of education, methods of teaching, role of

teacher, Shantiniketan. **Part B**

- Brief life sketch and philosophies of education of Sri Aurobindo.
- Contribution of Sri Aurobindo with reference to aims of education, methods of teaching, role of teacher.

UNIT-IV: Mahatma Jyotibharao Phule and Gijubhai Badheka

Learning Outcomes

- ❖ *Gain insight into the salient features of Mahatma Jyotibharao Phule's effort towards educational reformation.*
- ❖ *Understand the basic concept of children's education as perceived by Gijubhai Badheka.*

Part A

- Life philosophy of Mahatma Jyotibharao Phule.
- **Relevance of Jyotiba Raophule's educational philosophy** with reference to aims of education,

methods of teaching, role of teacher and teacher-taught relationship. **Part B**

- Life philosophy of Gijubhai Badheka.
- **Relevance of Gijubhai Badheka's educational philosophy** with reference to aims of education,

methods of teaching, role of teacher and Nutan Bal Shikshan Sangha.

Mode of Course Transaction: Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion,

Collaborative and Cooperative Learning, Field Trip, Self-Learning.

Practicum/Activities

Each student will be required to prepare and submit a report on any one of the following:

- Write a report on the origin and growth of Satyabadi Bana Vidyalaya.

- Visit to a school run by RamKrishna Mission / DAV School/ Integral School/ Saraswati Sishu Mandir

etc.

prepare a report on their educational activities.

- Prepare an album of Indian philosophers and write their thoughts on education. It will be evaluated by both internal and external examiners

Semester-IV

Paper VIII Early Childhood Care and Education (ECCE)

Course Outcomes (COs):

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

- Describe need and importance of early childhood care and education
- State different policies, programmes and curriculum frameworks on ECCE
- Critically analyse the relevance of different methods and strategies of planning and management of ECCE
- Explain role of teacher in collaboration with school and community
- Reflect on different models and strategies of professional development of teachers at foundational stage
- Prepare exemplar holistic report card for children at ECCE

Course Content:

Unit 1: Meaning Nature and Significance of Early Childhood Care and Education

Learning Outcomes

☐ *Understand the concept of ECCE*

- Definition and objectives of holistic ECCE
- Significance of ECCE and foundational learning for holistic development
- Rationale for extending ECCE to 8 years for smooth transaction

Unit 2: Policies and Programmes and on ECCE

Learning Outcomes

☐ *State different policies, program on ECCE*

- Integrated Child Development Services (ICDS)
- National Policy on Education 1986 and PoA 1992 and on ECCE
- National Education Policy 2020 on Foundational Learning, National Curriculum Framework for Foundational

Stage (NCF-FS) 2022

- NIPUN BHARAT 2021, Nutritional support, Immunization

Unit 3: Planning and Management of ECCE Curriculum

Learning Outcomes

Analyse the principles of balanced and contextualized ECCE curriculum

- Principles of planning a balanced and contextualized ECCE curriculum.
- Long-term and short-term objectives and planning.
- Toy based Pedagogy
- Maintaining an appropriate and inclusive classroom environment.

Unit 4: Role of Teachers for ECCE

Learning Outcomes

Prepare a report on Holistic assessment of ECCE level • Partnership with parents and family care and

learning of children.

- Professional development of ECCE teachers.
- Issues of ECCE Teachers- autonomy, interaction with parents, community and authority. Issues relating to administration, management and academics
- Holistic assessment and report card
- Foundational stage/ Preparatory stage under NEP-2020

Practicum:

A case study on unique practices of Anganwardi/ Balwardi/Pre-school Education Institution

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip and visit to ECCE Center, Lecture Method, Self-Learning.

Paper IX Trends, Policies and Practices in Education

Course Outcomes (COs):

- Understand the importance of Pre-School and Elementary education.
- Analyze various problems and ensuring quality education.
- Point Out the role of SMC for Education.
- State the importance of secondary education.
- Enlist the importance of Higher Education.
- Know the emerging concerns of Indian Education.
- Elaborate life skill concept.

Course Contents:

Unit- I ECCE and Elementary School Education

Learning Outcomes

☐ Understand the need and importance of ECCE

- Meaning, Nature and ECCE, Challenges with regard to ECCE.
- Foundational Literacy, Numeracy (FLN) meaning nature and aims.
- Universalization of Elementary Education (UEE) – Concepts, Indicators, Efforts to achieve UEE, SSA,

Samagra Siksha Abhiyan, RTE Act, 2000 – Objectives, Issues and Problems.

- SMC – Role and importance. Problems of bringing the community to school.
- Concept of Vocational Education as per NEP-2020 at primary level

Unit- II Secondary Education

Learning Outcomes

☐ Know the impact of SSA, Samagra siksha on UEE

- Organization Structure of Secondary Education as per NEP 2020.
 - RMSA – Rashtriya Siksha Abhiyan Objectives, Features.
 - Role of SMDC in promoting Secondary Education
 - Secondary Education through non-formal mode- NIOS & Correspondence courses.
- Problems of

vocationalisation at Secondary level.

Unit- III Higher Education and Teacher Education

Learning Outcomes

☐ *Conceptualize the structure of Higher Education as per NEP-2020*

- Structure of Higher Education as per NEP 2020
- Challenge of Higher Education expansion, quality and inclusion, Concept, Objectives and Role of RUSA and

NAAC for quality education, Concept of Lokvidya.

- Role of ODL, MOOCS SWAYAM, Sodh Ganga – Concept & Importance
- Pre- Service Teacher Education- Concept, Objectives and problems. Reforms as per NCFTE-2009. Role of

DIET and CTE, IASE.

Unit- IV Emerging Concerns

Learning Outcomes

☐ *Understand 360-degree multidimensional report.*

- Reforms - Examination Systems Defects, Internal Assessment, Semester System, Grading
- Open Examination, Online Examination, Peer Assessment, Self-Assessment. Analysis of Knowledge Holistic

Development 360 Degree multi-dimensional report, Holistic Assessment, Large scale assessment.

- PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic development) –

Concept, Objectives, Importance, Problems and issues.

- Peace Education, Concept, Objectives, Importance, Problems and Education

PRACTICAL:

- Study of Perception of Stakeholder's of Education on any of the current issues and concerns and reporting.
- It will be evaluated both by the Internal and External examiners.

Paper X:

ICT in Education

Course Outcomes (COS):

On completion of the course, the student will be able to

- Understand the concept of educational technology and ICT in education
- Explain the concept, nature, and scope of ICT in Education.
- Explain the relationship between information technology, communication technology and information and communication technology.
- Describe the importance of the Free and Open-Source software in education
- Demonstrate the use of various application software in education.
- Develop the ability to use various tools connect the world.
- Explore tools and techniques of ICT for assessment and evaluation.
- Understand the ethical, social and legal issues of ICT in education
- Appreciate the various policy and practice of technology in education

Course Content:

UNIT I Educational Technology

- I. Meaning, nature, and scope of educational technology
- II. Needs and importance of educational technology for the teachers and students.
- III. Approaches to educational technology: Hardware, software, and system approach.
- IV. Innovations in educational technology: Open Educational Resources (OER). Massive Open Online Course (MOOCs)

UNIT II ICT in Education

- I. Conceptual Understanding: Information Technology, communication technology, and Information communication and technology (ICT)
- II. Meaning, nature, and Scope of ICT in Education
- III. Integration of technology: technology, Pedagogy, and content (TPACK), assessment and evaluation
- IV. Relevance of ICT in education

UNIT III ICT Ecosystem in school

- I. ICT for teaching and Learning: Hardware, application Software and FOSS

II. ICT for planning: Scheduling educational activities, ideating, and organizing events

III. ICT for documentation and classroom management: creation, storing, retrieval, manipulation and sharing of digital information.

IV. ICT for assessment: e-portfolio, rubrics, concept map, digital storytelling, hot-potatoes. V. ICT for

continuous professional development: webinar, web conference, e-groups, MOOCs etc.

UNIT IV Emerging Issues of Educational Technologies

I. National Policy on ICT 2013, NEP 2020, Curricula for ICT in Education II.

ICT for inclusion: assistive and adaptive technology.

III. Social, ethical and Legal Issues of ICT: Security threat and measures, cyber privacy and netiquette, ethical

practices in cyber space, cyber law, and cyber safety. IV. Challenges of ICT in education.

Practicum (30 Marks) (Any two of the following)

1. Create and Develop a LMS using google classroom and design various teaching, learning and assessment activities.
2. Use assessment tools like rubistar, hot potatoes and c-map tools on any topic and submit the report.
3. Prepare a PowerPoint presentation on any topic from the course and present in the form of seminar.
4. Attend an online programme on cyber safety and security from any National or International organization and prepare a report on cyber safety and security.

Semester- V

Paper XI

Pedagogy of Odia

Course Outcomes (COs):

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

- State the importance and place of Odia as mother tongue in school curriculum.
- Develop the strategies to address the problems of Odia language acquisition in multilingual context.
- Use various strategies for facilitating the acquisition of language skills in Odia.

- Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
- Prepare appropriate tools for comprehensive assessment of learning in Odia.
- Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

UNIT 1: Odia as Mother Tongue in School Curriculum LO:

Understand the issues related to teaching Odia.

- Importance of mother tongue in the life and education of an individual
- Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986 (three language formula) and NCF-2005
- Learning Objectives of teaching-learning Odia at elementary and secondary levels
- Inter-dependence of language skills in Odia and Strategies for facilitating acquisition of four-fold language skills in Odia

UNIT 2: Pedagogic Approaches to Teaching-Learning Odia LO:

Acquiring skills related to methods of teaching Odia.

- Psychology of language learning and acquisition with reference to Odia as mother tongue.
- Problems and issues related to acquisition of Odia language in multi-lingual context (iii) Traditional versus modern methods of teaching-learning Odia.
- (iv) Different approaches and strategies to the teaching-learning of: – Odia prose (detailed and non- detailed), Odia poetry, Odia composition, Odia grammar.

UNIT 3: Curricular Activities in Odia

LO: *Develop ability to use appropriate pedagogic approaches to transact different types of lessons in Odia.*

- Pedagogic analysis:

- Content analysis- analysis of topics of Odia text book for identification of language items (new vocabulary, structural words, grammar components), learning Objectives,
- Methods and strategies, teaching learning materials including ICT materials, assessment strategies
- Preparing Lesson Plans following Herbartian, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment in Odia

LO: *Develop ability to conduct evaluation for Odia language.*

- Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment.
- Techniques of Assessment in Odia: Continuous Assessment of Learners performance in Odia, preparation of different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), preparation of check list, rating scale and rubric, Portfolio assessment in Odia.

PRACTICAL

- School internship (delivery of 5 Lessons following Herbartian/5E/ICON model)
- It will be evaluated by both Internal and External examiners.

Paper XII

Pedagogy of English

Course Outcomes (COs):

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

- Understand the place of English in school curriculum,
- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials
- Use the understanding of phonetics for facilitating students' speaking in English

- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

UNIT 1: English in School Curriculum

LO: Understand issues related to teaching English as a second language.

- Language policy in India with reference to NPE 1986 and NCF 2005
- Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Learning Objectives of learning English at elementary and secondary levels
- English language skills –components, their independence and interdependence

UNIT 2: Approaches, Methods and Strategies of Teaching English

LO: Acquire skills of various methods of teaching English

- Understanding of different methods and strategies: Bi-lingual Method, Translation Method, Direct Method,

Structural Approach, Communicative Approach.

- Listening Skill: Tasks for developing Listening Comprehension (iii) Speaking Skill: Tasks for developing

Speaking skills

- Reading skill: Types of Reading, Strategies to develop reading comprehension
- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logic and organization in writing)

UNIT 3: Transaction of Contents

LO: Develop ability to organise teaching transaction.

- Teaching of Prose (detailed and non-detailed), poetry, grammar and composition – • Approaches, Methods

and Strategies

- Pedagogic analysis: Content analysis- analysis of topics of English text book for identification of language

items(new vocabulary, structural words, grammar components), Learning Objectives, Methods and Strategies,

Teaching Learning Materials including ICT materials

- Preparing Lesson Plan following 5E and Interpretation Construction Design Model (ICON)
- Preparation of Lesson Plans following Herbartian approach.

UNIT 4: Lesson Delivery Strategies and Assessment

LO: *Develop ability amongst students to teach and to conduct evaluation for English subject.*

- Lesson Delivery Strategies: Lecturing, Role play and Dramatization, Collaborative Approach, Ability

Grouping, Group Work; Learning through Narratives and Discourses; Concept Mapping and Brain Storming

- Techniques of Assessment in English: Continuous Assessment of Learners performance in English, preparation

of different types of objective-based test items (Extended Response Type, Restrictive response Type)

Practical

- **School Internship (Delivery of 5 Lessons following Herbartian/5E/ICON model) It will be evaluated by both Internal and External examiners.**

Paper XIII

Pedagogy of Social Science (History, Political Science and Geography)

Course Outcomes (COs):

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

- **State the meaning, scope and importance of Social Studies.**
- **Specify the skills and competencies to formulate specific learning outcomes for Social Studies.**
- **Identity the different methods and skills of teaching History, Political Science and Geography for transacting the content effectively.**
- **Explain the importance of time sense and prepare timeline for teaching History.**
- **Prepare unit plans and lesson plans in History, Political Science and Geography.**

Course Contents:

UNIT-1: Concept, Objectives and Values of Teaching Social Studies

LO: Understand basics of teaching Social Studies.

- **Meaning, nature and scope of Social Studies; Values of teaching Social Studies, Social Studies in Elementary**

and Secondary levels.

- **Recommendations of NCF-2005 and NEP-2020 on teaching of History, Political Science and Geography;**

correlation of Social Science with other school subjects.

- **Formulation of specific learning outcome in Social Studies.**

UNIT-II: Methods and Approaches to teaching-learning in Social Science

LO: Acquire the skills of various teaching methods of Social Science

- **Story-telling.**
- **Narration-cum-discussion,**
- **Source method, project method,**
- **Observation, lecture-cum-discussion, problem solving.**
- **Teaching of Social Studies using monuments, field trip in History and Geography, History and Geography**

Room.

- **Qualities of a good Social Science teacher; Characteristics of a good text book in Social Studies.**

UNIT-III: Development of Resource Materials

LO: Prepare teaching aids for Social Science.

- **Curriculum as Resource Material**
- **Approaches to Curriculum in History, Bio-graphical, Chronological and Concentric**
- **Preparation, Collection, Procurement and use of teaching – learning materials – Maps, Atlas, Globes, Models,**

T.V., Video, OHP, Computer.

- **Timeline – Concept, types and use.**
- **ICT in learning of Social Studies.**

UNIT-IV: Transaction Strategies

LO: Apply different teaching transaction skills.

- **Preparation of Unit Plans in Social Studies.**
- **Preparation of lesson plans – Traditional and 5E Model.**
- **Activities in History visits to historical places, maintenance of portfolio, group discussion, debate etc.**
- **Activities in Geography- Field trip, Geography Club and exhibition.**
- **Assessment in Social Studies**
- **Evaluation devices – written, oral, practical, project work, portfolio.**
- **Panning for continuous assessment of classroom learning in History, Political science and Geography.**

Practicum: 30 Marks (Any one of the following)

- **Identify the learning difficulties in any topic of Social Studies of Class-VI or VII and prepare remedial materials. Preparation of low cost, no cost teaching aids on any one topic.**
- **Content analysis of any topic of Social Studies.**
- **Preparation of a blue print and test items of an achievement test in Social Studies for Class-VI or VII.**

(N.B.: The report will be evaluated by both internal and external examiner).

Semester- VI

Paper XIV Knowledge and Curriculum

Course Outcomes (COs):

On completion of this course, the student-teachers will be able:

- **State and explain the nature of knowledge**
- **Describe the process of constructing knowledge**
- **Differentiate different types of curriculum**
- **Explain the processes and principles of curriculum planning and development**
- **Elaborate the transaction, evaluation and renewal processes of curriculum.**

Course Content:

UNIT I Understanding the Nature of Knowledge LO:

Understand the concept of knowledge.

LO: Differentiate between knowledge and skill.

- **Knowledge: Concept (difference between knowledge and skill, knowledge Information, teaching and training, reason and belief) and Nature**
- **Types and theories of knowledge**
- **Knowledge Acquisition: Source of knowledge and process of acquisition**

UNIT II Construction of Knowledge

LO: Analyze the theories of Piaget and Vygotsky on knowledge construction.

- **Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)**
- **Process of knowing: activity, discovery and dialogue-views of Dewey, Ausubel and Bruner**
- **Construction of knowledge: theories of Piaget and Vygotsky; implications for curriculum**

UNIT III Understanding Curriculum

LO: Analyze various components of curriculum.

- **Concept of curriculum and syllabus, types of curriculum (subjectcentred , teacher centred, learning-centred, experience-centred, activity-centred, learner centred,) and components of curriculum.**
- **Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)**
- **Curriculum framework- Concept, principles and coverage; NCF 2005, SCF 2009 and NCFTE-2009 and its objectives, aspects and recommendations.**

UNIT IV Curriculum Planning and Development LO:

Explain the determinants of curriculum.

LO: Understand the principles of curriculum development.

- **Determinants of curriculum development**

- Principles of curriculum development
- Approaches to curriculum planning
- Processes/stages of curriculum development and curriculum evaluation

Practical/ Assignments/Activities:

Each student is required to submit Practical/Project report/Assignments selecting any one of the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF- 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
- Preparation of a transactional blue print of any content unit in any school subject at the secondary level.
- Preparation on of an appraisal report on the curriculum renewal process based on NEP-2020 and its reflection

in current practices

*It will be evaluated by both internal and external examiner.

Books Recommended

Transaction Mode

Workshop, ICT-Lab Learning. Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile

teaching, self-learning, Collaborative learning. Cooperative learning.

- Aggarwal, J.C. (1990). Curriculum reform in India – world overviews, Doaba World Education Series-3 Delhi,

Doaba House, Book seller and Publisher.

- Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- Brady, L. (1995). Curriculum development. Prentice Hall.

Paper XV

Community Engagement and Services

Course Outcomes (COs):

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

- Understand the concept of community engagement.

- State the relationship between educational institution and community linkage.
- Critically reflect on community participation and mobilization activities under Samagra Siksha.
- Prepare a field engagement report based on planning and follow up activities.
- Elaborate Sustainable Development Goals with examples.

UNIT-I Community Engagement: Need and Importance

LO: Describe meaning and scope of community engagement.

LO: State different tasks involved in community engagement and mobilization

- Community engagement :Meaning and Scope
- School /educational institution and community linkage and collaboration
- Vidyanjali:School Volunteer Programme

UNIT-II Community Mobilization and Services

LO: Explain different activities under Vidyanjali: School Volunteer Programme

LO: List the qualities and skills of a teacher as community mobilizer/facilitator

LO: Critically reflect on Community participation and mobilization activities under Samagra Sikshya

- Community mobilization: Meaning and importance
 - Tasks involved, role and skills of community mobilisers
 - Community participation and mobilization under Samagra Sikshya
- #### **UNIT-III Planning and Implementation**

of Community Engagement Services *LO: Prepare plan of action through need assessment for community*

engagement.

- Identification of community needs through survey
- Organization of community service activities in different areas based on need assessment i.e. school education,

sustainable development, health and hygiene, plantation etc. **UNIT-IV Reporting and follow-up of**

Community Engagement Services *LO: Prepare exemplar reports based on filed engagement activities.*

- Analysis of the information received from field survey

- **Reporting community engagement : different components of report i.e. introduction, method and procedure, analysis , Critical reflection and conclusion**
- **Planning follow-up activities based on the field report**

Multi-Disciplinary Course - SEMESTER-I

Paper-IX: Educational Psychology (Education)

Introduction:

This course provides an introduction to concepts, theories, and recent trends, in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation and individual differences.

Course Outcomes:

- ☐ *To provide students with an overview of the purpose and uses of educational psychology.*
- ☐ *To make students understand the ways that educators motivate their students to learn and strive for excellence*
- ☐ *To make student explore the ways that educators manage learning environments to maximize learning and providing inclusive education*

Unit-I Foundations of Educational Psychology & Motivation

☐ Concept of Educational Psychology. The Teaching-learning process. Goals of Teaching and Objectives for Learning. Transfer of training. Reinforcement in learning process.

☐ Meaning of Motivation, Intrinsic and extrinsic motivation, Motivational techniques in classroom teaching

Unit-II Theories of Cognitive Development

☐ **Jean Piager**

☐ **Jerome Bruner**

☐ **Lev Vygotsky**

Unit-III Classroom Management

☐ The goals of classroom management, Characteristics of an effective teachings

☐ Creating inclusive environment and teaching children with learning disability & ADHD

Multi-Disciplinary Course - SEMESTER-II

Paper-III: Gender and Education (Education)

Learning Outcomes:

After reading this paper, students will:

1. understand the relationship between gender and education.
2. get overall idea on educational policies which have incorporated gender.
3. familiarize with feminist perspective on education, educational content, and pedagogy.
4. understand and comprehend the inter-linkages between gender and education.
5. critically evaluate how these inter-linkages operate towards discrimination and exclusion of women.

Unit-I: Introduction to Gender and Education

- ❖ Gender Concepts☐Definition of Gender and difference with sex
- ❖ Introduction to Gender and Education; Objectives and Aims of Schooling Women

- ❖ Nation, Education, and Gender Review of Policies: Kothari Commission, National Education Policy 1986, NEP-2020

Unit-II: Gender Issues & Inequalities in Education

- ❖ Gender as the Basis of Inequality in Education; Issue of patriarchy, hierarchy, power, dominance, subjugation and their relation to equality regarding Gender; Barriers to Gender Equality
- ❖ Gender Gap in Educational Access: Reasons and Implications Gender Gap in Educational Access: Reasons and Implications, Gap in Educational Access
- ❖ Dynamics of gender in the classroom in reference to girl-friendly school, co-education and single-sex schooling

Unit-III: Education from Gender Perspectives

- ❖ Developing a Feminist Perspective in Education: Curriculum Analysis
- ❖ The Report of the Committee on Status of Women in India (CSWI), The Beijing Platform for Action
- ❖ State initiated Policies and Programmes in Education from the perspectives of gender equalities
- ❖ Education for Women 's Equality

Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.