

M.P.C. AUTONOMOUS COLLEGE, TAKHATPUR, BARIPADA
COURSE STRUCTURE OF 4-YEAR INTEGRATED B.ED. PROGRAMME
FOR HONOURS SUBJECTS WITH PRACTICAL COMPONENTS 2016-20

First Year	Paper Code	Full Marks			Credit
		Mid / Assign.	Semester	Total	
Semester I	CC 1.1	15	60	75	4
	CC 2.1	15	60	75	4
	CC 1.2	...	25	25	2
	CC 2.2	...	25	25	2
	AECC-1	20	80	100	6
	GE 1.1	15	60	75	4
	GE 1.2	...	25	25	2
	B.Ed. IT	20	80	100	6
	B.Ed. 2P	...	50	50	2
Total				550	32
Semester II	CC 3.1	15	60	75	4
	CC 4.1	15	60	75	4
	CC 3.2	...	25	25	2
	CC 4.2	...	25	25	2
	AECC -2	20	80	100	6
	GE 2.1	15	60	75	4
	GE 2.2	...	25	25	2
	B.Ed. 3T	20	80	100	6
	B.Ed. 4P	...	50	50	2
Total				550	32
Second Year					
Semester III	CC 5.1	15	60	75	4
	CC 6.1	15	60	75	4
	CC 7.2	15	60	75	4
	CC 5.2	...	25	25	2
	CC 6.2	...	25	25	2
	CC 7.2	...	25	25	2
	SEC 1	20	80	100	6
	GE 3.1	15	60	75	4
	GE 3.2	...	25	25	2
	B.Ed. 5T	20	80	100	6
	B.Ed. 6P	...	50	50	2
Total				650	38
Semester IV	CC 8.1	15	60	75	4
	CC 9.1	15	60	75	4
	CC 10.2	15	60	75	4
	CC 8.2	...	25	25	2
	CC 9.2	...	25	25	2
	CC 10.2	...	25	25	2
	SEC 2	20	80	100	6
	GE 4.1	15	60	75	4
	GE 4.2	...	25	25	2

	B.Ed. 7T	20	80	100	6
	B.Ed. 8P	...	50	50	2
Total				650	38
Third Year					
Semester V	CC 11.1	15	60	75	4
	CC 12.1	15	60	75	4
	DSE 1.1	15	60	75	4
	DSE 2.1	15	60	75	4
	CC 11.2	...	25	25	2
	CC 12.2	...	25	25	2
	DSE 1.2	...	25	25	2
	DSE 2.2	...	25	25	2
	B.Ed. 9T	20	80	100	6
	B.Ed. 10P	...	50	50	2
Total				550	32
Semester VI	CC 13.1	15	60	75	4
	CC 14.1	15	60	75	4
	DSE 3.1	15	60	75	4
	DSE 4.1	15	60	75	4
	CC 13.2	...	25	25	2
	CC 14.2	...	25	25	2
	DSE 3.2	...	25	25	2
	DSE 4.2	...	25	25	2
	B.Ed. 11T	10	40	50	2
	B.Ed. 12T	10	40	50	2
	B.Ed. 13P	...	50	50	2
Total				550	30
Fourth Year					
Semester VII	B.Ed. 14T	20	80	100	6
	B.Ed. 15T	20	80	100	6
	B.Ed. 16T	20	80	100	6
	B.Ed. 17P	...	100	100	4
Total				400	22
Semester VIII	B.Ed. 18P	...	150	150	6
	B.Ed. 19T	20	80	100	6
	B.Ed. 20T	10	40	50	2
	B.Ed. 21T	10	40	50	2
	B.Ed. 22P	...	50	50	2
Total				400	18
Grand Total				4300	242

N.B. : CC – Core Course

DSE – Disciplined Subject Elective

SEC - Skill Enhancement Course

AECC – Ability Enhancement Compulsory Course

GE – General Elective

M.P.C. AUTONOMOUS COLLEGE, TAKHATPUR, BARIPADA
COURSE STRUCTURE OF 4-YEAR INTEGRATED B.ED. PROGRAMME
FOR HONOURS SUBJECTS WITHOUT PRACTICAL COMPONENTS 2016-20

First Year	Paper Code	Full Marks			Credit
		Mid / Assign.	Semester	Total	
Semester I	CC 1	20	80	100	6
	CC 2	20	80	100	6
	AECC -1	20	80	100	6
	GE 1	20	80	100	6
	B.Ed. IT	20	80	100	6
	B.Ed. 2P	...	50	50	2
Total				550	32
Semester II	CC 3	20	80	100	6
	CC 4	20	80	100	6
	AECC -2	20	80	100	6
	GE 2	20	80	100	6
	B.Ed. 3T	20	80	100	6
	B.Ed. 4P	...	50	50	2
Total				550	32
Second Year					
Semester III	CC 5	20	80	100	6
	CC 6	20	80	100	6
	CC 7	20	80	100	6
	SEC 1	20	80	100	6
	GE 3	20	80	100	6
	B.Ed. 5T	20	80	100	6
	B.Ed. 6P	...	50	50	2
Total				650	38
Semester IV	CC 8	20	80	100	6
	CC 9	20	80	100	6
	CC 10	20	80	100	6
	SEC 2	20	80	100	6
	GE 4	20	80	100	6
	B.Ed. 7T	20	80	100	6
	B.Ed. 8P	...	50	50	2
Total				650	38
Semester V	CC 11	20	80	100	6
	CC 12	20	80	100	6
	DSE 1	20	80	100	6
	DSE 2	20	80	100	6
	B.Ed. 9T	20	80	100	6
	B.Ed. 10P	...	50	50	2
Total				550	32

Semester VI	CC 13	20	80	100	6
	CC 14	20	80	100	6
	DSE 3	20	80	100	6
	DSE 4	20	80	100	6
	B.Ed. 11T	10	40	50	2
	B.Ed. 12T	10	40	50	2
	B.Ed. 13P	...	50	50	2
Total				550	30
Fourth Year					
Semester VII	B.Ed. 14T	20	80	100	6
	B.Ed. 15T	20	80	100	6
	B.Ed. 16T	20	80	100	6
	B.Ed. 17P	...	100	100	4
Total				400	22
Semester VIII	B.Ed. 18P	...	150	150	6
	B.Ed. 19T	20	80	100	6
	B.Ed. 20T	10	40	50	2
	B.Ed. 21T	10	40	50	2
	B.Ed. 22P	...	50	50	2
Total				400	18
Grand Total				4300	242

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M.P.C. AUTONOMOUS COLLEGE, TAKHATPUR, BARIPADA
OUTLINES OF COURSES OF STUDIES FOR 4-YEAR INTEGRATED B.ED. PROGRAMME
(AS A PART OF THE COURSE STRUCTURE, 2016-20)

First Year						
Exam.	Paper Code	Course	Marks			Credit
			Internal	External (Sem.)	Total	
Semester I	B.Ed. 1T	Basics in Education	20	80	100	6
	B.Ed. 2P	Physical Education and Yoga	50		50	2
Semester II	B.Ed. 3T	Childhood and Growing up	20	80	100	6
	B.Ed. 4P	Fine Art	50		50	2
Second Year						
Semester III	B.Ed. 5T	Learning and teaching	20	80	100	6
	B.Ed. 6P	School exposure and observation of class room transactions.	50		50	2
Semester IV	B.Ed. 7T	Learning Assessment	20	80	100	6
	B.Ed. 8P	Construction of a blue print and achievement test	50		50	2
Third Year						
Semester V	B.Ed. 9T	Curriculum and School	20	80	100	6
	B.Ed. 10P	Seminar	50		50	2
Semester VI	B.Ed. 11T	Guidance and Counselling	10	40	50	2
	B.Ed. 12T	Action research	10	40	50	2
	B.Ed. 13P	Critical understanding of ICT	50		50	2
Fourth Year						
Semester VII	B.Ed. 14T	Pedagogy of a School subject (A) (Science – Physical Science) (Arts – Odia / English)	20	80	100	6
	B.Ed. 15T	Pedagogy of a School subject (B) (Science - Math / Bio- Science) (Arts – History / Geography)	20	80	100	6
	B.Ed. 16T	Educational Management	20	80	100	6
	B.Ed. 17P	School Internship Part -I	100		100	4
Semester VIII	B.Ed. 18P	School Internship Part -II	150		150	6
	B.Ed. 19T	Contemporary Concerns in Education	20	80	100	6
	B.Ed. 20T	Creating and inclusive School	10	40	50	2
	B.Ed. 21T	Gender, School and Society	10	40	50	2
	B.Ed. 22P	Field work with Community	50		50	2
TOTAL					1700	86

Semester - I
Paper : B.Ed. 1T
BASICS IN EDUCATION
6 Credits : 100 Marks (20 Assignments + 80 Sem. – 3 Hrs.)
All Units carry equal marks

OBJECTIVES:

On completion of the course the students, shall –

- Understand the basic concepts, process and aims of education,
- Develop a clear understanding of the foundations of education and contributions of educational thinkers,
- Acquire a detailed knowledge of school as a formal agency of education and its manifold activities,
- Explain the relation between Education, Society and culture,
- Analyse and appreciate the role of education for National Development.

Course Content:

Unit – I Understanding education

- Meaning : Derivational, Narrow & wide, Eastern & Western view points
- Process: Bi-Polar, Triangular, Life-long process
- Mode: Formal, Informal and Non-formal
- Aims: Individual and Social,
Aims of education according to the Secondary Education Commission (1952-53) Indian Education Commission (1964-66)
National Policy on Education (1986/92)

Unit – II Foundations of Education (A) :

- Philosophy and Education: Meaning and relationship.
- Influence of Philosophy in determining the aims, curriculum and methods of education with reference to major schools of Educational philosophy – Idealism, Naturalism and Pragmatism.
- Sociology and Education : Meaning and relationship, implications of Sociology for Aims, Curriculum and Methods of education.
- Psychology and Education: Meaning and relationship, implications of Psychology for Education in organising contents and understanding the teaching-learning process.

Unit – III Foundations of Education (B) :

- Educational thoughts of Indian Philosophers
M. K. Gandhi, Sri Aurobindo, Gopabandhu
- Educational thoughts of Western Philosophers
J.J. Rousseau, Froebel, John Dewey

Unit – IV Education, Society and Culture:

- Society as a system, Education as sub-system.
- Education and Culture : Meaning and elements of Culture, Role of Education for preservation, transmission and enrichment of Culture, Influence of Culture on Education.

- Education and Social Change : Meaning and types of Social change, factors affecting Social change, Role of Education effecting Social change and Social control.
- Education and Modernization : Meaning and Characteristics of Modernization, Role of Education.

Unit – V Education and National Development:

- National Development: Dimensions, Role of Education.
- Education as an investment for human resource development.
- Education for National Integration : Meaning, Threats to National Integration, Role of Education for promoting National Integration.
- Education and Democracy: meaning and features of Democracy, Education in and for Democracy.

SUGGESTED ASSIGNMENTS:

- Analysis of aims of Education as suggested by one of the Educational thinkers.
- Preparation of a paper on the role of School in modernizing the local community.
- Preparation of a blue-print for organizing curricular programmes according to pragmatic thinking.
- Listing a programme of different activities being organised in a school for inculcating the spirit of national integration.

SUGGESTED READINGS:

1. Agarwal J. C. (1992) : Theory and Principles of Education, Vikash Publishing House Pvt. Lit., New Delhi.
2. Anand, C. L. Et. Al. (1983): Teacher and Education in Emerging Society, NCERT, New Delhi.
3. Bhatia, K.K. (1989): Theory and Principles of Education, Doaba House, New Delhi.
4. Brubachar, John S.: Modern Philosophies of Education, Mc Graw Hill Book, New York.
5. Dewey, John. (1916 / 77) : Democracy and Education, Mc Millan, New York.
6. Govt. of India, (1966) : Educational and National Development, Ministry of Education, New Delhi.
7. Govt. of India, (1986 / 92) : National Policy on Education, MHRD, New Delhi.
8. Govt. of India, (1953): Report of the Secondary Education Commission, Ministry of Education and Social welfare, New Delhi.
9. Kochhar, S. K., (1996): Pivotal issues in Indian Education, Sterling Publisher Pvt. Ltd., New Delhi.
10. Krishnamurty, J., (1947) : On Education, Orient Longman, New Delhi.
11. Mathur, D.S.A., (1996): Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
12. Pathak, Avijit, (2002) : Social implications of Schooling, Rainbow Publishers, New Delhi.
13. Prem Nath., (1979) : The Boses of Education – A Philosophical and Sociological Approach, Sultan Chand & Co., Ltd., New Delhi.
14. Ross, Jems S., (1962) : Groundwork of Educational Theory, George Herre & Sons, London.
15. Safaya, R. N. & Sahida, B. D., (1989) : Development of Educational Theory and Practice, Dhanpat Rai & Sons, New Delhi.
16. Saraswati, T. S., (Ed.) (1999) : Culture Socialisation and Human Development Theory, Research and application in India, Sage Publications, New Delhi.
17. Taneja, V.R., (2001) : Educational Thought and Practice, Sterling Publishers Pvt. Ltd., New Delhi.

Semester I
Paper : B.Ed. 2P
PHYSICAL EDUCATION AND YOGA
2 CREDITS : 50 MARKS (Internal)

OBJECTIVES :

On completion of this Course the student shall –

- Understand the importance of Physical Education in Human life
- Develop competency to participate and conduct competitions in physical activities,
- Practise Yoga for harmonious living.

COURSE CONTENT :

Unit – I Understanding Physical Education :

Concept, Need, Scope and Objectives,
Preliminary idea of some common games.

Unit – II Programmes of Physical Education :

Track and Field Events,
Organizing the Events and active participation.

Unit – III Yoga:

Concept, Need, Objectives and Types of Yoga,
Different Asanas and their benefits.

TRANSACTION MODE :

Oral, Demonstration, Imitation, Command.

Suggested Assignments:

Each student is required to submit assignment on any one of the following –

- Preparation of a report on the objectives and organization of any common game.
- Making a list of different track and field events and their process of organization.
- Making a list of different asanas and mentioning the procedure and benefits of any five.
- Preparing a report on different Yogic practices.

Semester – II
Paper : B. Ed.3T
CHILDHOOD AND GROWING UP
6 Credits: 100 Marks (20 assignments + 80 Sem. – 3 hrs.)
All Units carry equal marks.

Objectives:

On completion of this course the students shall:

- Understand the concept and underlying principles of growth and development;
- Comprehend the ideas contained in different theories of development.
- Elaborate the developmental characteristics and problems of adolescent;
- State the forms and characteristics of individual difference and formulate strategies for addressing the differences;
- Explain the concept and nature of intelligence and creativity and chalk out some educational provision to foster the same.

Course Content:

Unit – I: Understanding Learner development:

- Growth and development: Concept and Principles.
- Stages of growth and development: Infancy, Childhood and adolescence – their characteristics.
- Factors influencing development: Genetic, Physiological and Environmental.
- Role of teacher in facilitating development.

Unit – II: Theories of development:

- Piaget's theory of cognitive development.
- Erickson's theory of Psycho-Social development.
- Kohlberg's theory of moral development.
- Chomsky's theory of Language development.

Unit – III: Adolescence development:

- Developmental characteristics of adolescents – Physical, Social, Cognitive, Emotional and Moral.
- Needs and problems of adolescents.
- Factors influencing adolescence development and adjustment at home and School.
- Role of teacher in facilitating adolescence development.

Unit – IV: Understanding individual difference:

- Concept and areas of individual difference.
- Causes of individual difference.
- Understanding different types of learners gifted and backward learners, -their characteristics and identification.
- Strategies for addressing the individual differences - individual guided learning, organizing learning in heterogeneous class room- ability grouping, grouping by interest, grouping by choice.

Unit – V: Learners with different mental abilities:

- Intelligence: Concept and theories (Two – factor, group factor, multifactor and theory of multiple intelligence).
- Assessments of Intelligence: I Q, Tests of Intelligence.
- Creativity: Concept, Nature and Assessment.
- Educational provision for promoting creativity.

Suggested Assignments:

Each student is required to complete assignments on any two of the following –

1. Analysis of different factors affecting growth and development.
2. Preparing a list of different activities to be organized in a Secondary School to meet the problems of adolescents.
3. Observing the problems of students in a heterogeneous class room and writing a report.
4. Listing some activities to be organized in the School for promoting creativity among the children.

References

- Aggarwal. J. C. : (2015) Essential of Educational Psychology, 3rdEdn. , New Delhi, Vikas Publishing House.
- Arnet.Jeffrey : (2007) Adolescence and emerging adult hood : A cultural approach. 3rdEdn.Upper saddle River, NJ. Pearson.
- Berk, Laura E. : (2011) Child development. 9thEdn. New Delhi : Prentice Hall of India
- Chauhan. S.S. : (2014) Advanced Educational Psychology : New Delhi, Vikash Publishing House Pvt. Ltd.
- Chaterjee S. K.: (2012) Educational Psychology. Kolkata: Books and Allied (P) Ltd.
- Dash. M. & Dash N.: (2006) Fundamentals of educational Psychology. New Delhi : Atlantic .
- Dash, B. N. & Dash, N. : (2005) A text book of educational Psychology. Delhi : Dominant Publishers.
- Gardner, H. : (1985) Framer of mind : the theory of multiple intelligence, New York.
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- Kali, Robert V. (2011) Children and their development.6thEdn.EnglewoodChiffs, NJ : Prentice Hall
- Lindgren. H.C.: (1980) Educational Psychology in Class Room. New York : Oxford University Press.
- Mangal. S. K. : (1997) Advanced educational Psychology, New Delhi :Prentice Hall of India Pvt. Ltd.
- Panda. K.C.: (2012) Elements of child development . New Delhi :Kalyani Publishers.
- Panda. B.B.: (2014) Fundamentals of Educational Psychology, Cuttack : Vidyapuri.
- Srivastabh. A. K. : (1998) Child Development : The Indian perspective NCERT, New Delhi.
- Woolfolk, A. E. (2012) Educational Psychology. 12th Edition Englewood Cliffs, NJ : Prentice Hall
- Mathur. S.S. : (2014) Educational Psychology Agra : Vinod Pustak Mandir.

Paper – B.Ed. 4P
FINE ART
2 Credits : 50 Marks (Internal)

Objectives:

On completion of this course, the students shall:

- Appreciate different art forms.
- Draw pictures of birds, animals, landscape etc. – in single form.
- Prepare two & three dimensional teaching aids.

Course Content:

Unit – I: Visual Art:

- Importance, Scope, characteristics of child art, folk art and fine art.
- Developing skills in visual art.

Unit – II: Reproduction of Art:

- Reproduction of child art, tribal art, Landscape.
- Drawing of pictures of fruits, flowers, animals, birds, houses and human figures in simple form.

Unit – III: Pencil and Coloured Layouts:

- Preparation of pencil and paper layouts for book cover designs, greeting cards and poster designs.
- Practice of simple and decorative letters suitable for block designs and signboards.

Transaction Mode:

- Oral, demonstration, imitation.

Suggested Assignments:

1. Collection of any three forms of folk art / child art / fine art and preparation of a report.
2. Drawing pictures on Landscape / child art / tribal art.
3. Preparation of an album of greeting cards / poster designs.

Semester – III
Paper : B.Ed. 5 T
LEARNING AND TEACHING
6 Credits : 100 Marks (20 Assignment + 80 Sem.) – 3 Hours
All Units carry equal Marks

Objectives:

On completion of this Course the students shall

- State the meaning , nature, basic conditions and types of learning
- Discuss the broad perspective of behavioristic, Social-Cognitive and constructivist theories of learning.
- Explain the process of learning a meaning making and role of teacher for facilitating meaningful learning.
- Employ the process of managing Class Room situation for meaningful learning.
- Explain teaching as a profession, and the process of preparation and development of pre-service and in-service teachers respectively.

Course Content:

Unit – 1: Understanding Learning Process

- Learning :Meaning and nature, Learning as a process and an outcome.
- Basic Conditions of Learning: Maturation, Readiness, Attention, Fatigue, Materials & Learning Style.
- Motivation: Meaning, Types & Techniques.
- Types of Learning: Gagne's categories of Learning.

Unit – 2: Theoretical Perspective of Learning

- Behaviouristic Theory: Classical Conditions theory of Pavlov, its educational implications.
- Behaviouristic Theory: Operant conditioning theory of Skinner, its educational implications.
- Social cognitive Theory: Social Learning Theory of Bandura and its educational implications.
- Constructivist Theory: Social constructivism theory of Lev Vygotsky and its educational implications.

Unit – 3: Meaningful Learning

- Meaning, Attributes – active, constructive, reflective, intentional, contextual, collaborative and conversational.
- Learning as meaning making: Concept & process of meaning making, characteristics of learner as meaning maker – curiosity, interest, active engagement.
- Meaningful Learning as experiencing – Observing, Perceiving and internalizing and deriving meaning from experience.
- Role of teacher for facilitating meaningful learning in and out of school.

Unit – 4: Teaching for Meaningful Learning

- Teaching as instructing vs. teaching as facilitating learning; Teaching as empowering learners.
- Bruner's Model of teaching for meaningful learning and its educational implications.
- Teaching in diverse Class Rooms: Grouping for facilitating learning – Ability grouping, heterogeneous groupings, Groupings by interest, grouping by choice.
- Modes of teaching - Learning : Face to face & distance mode, oral – aural & digital, individualized & group based.

Unit – 5: Teaching as a profession

- Importance and characteristics of teaching profession, characteristics of an effective teacher.
- Needs, components and modes of Pre-services teacher – education programmes for different levels of school education.
- Needs and strategies for continuing professional development of in-service teachers.
- Professional ethics and accountability of teachers: Meaning, importance and recommendations of NPF19 &6/92.

Suggested Assignment:

Each student is required to complete assignments on any two of the following-

1. Preparation of a report on different conditions of learning through Class Room observations.
2. Preparation of a report on observation of two Class Room transactions on any subject in respect of the indicators of meaningful learning.
3. Preparation of a term paper on professional ethics and accountability of a teacher.

References

- Aggarwal, J.C. (2015): essentials of Educational Psychology, 3rdEdn. New Delhi, Vikash Publishing House Pvt. Ltd.
- Chauhan. S.S. : (2014) Advanced Educational Psychology : New Delhi, Vikash Publishing House Pvt. Ltd.
- Dash, M. & Dash, N. (2006) : Fundamentals of Educational Psychology, New Delhi, Atlantic
- Dash, B. N. & Dash, N. : (2005) A text book of educational Psychology. Delhi : Dominant Publishers.
- Delecco, J.P. & Crawford, W.R. (1974) : Psychology of Learning & Instruction: Englewood Cliffs, N.J. Prentice Hall.
- Lindgren. H.C.: (1980): Educational Psychology in the Class Room. New York : Oxford University Press.
- Mohapatra, J.K., Mohapatra, M. &Parida B.K. (2015) : Constructivism, the new paradigm : from theory to practice, New Delhi, Atlantic.
- Mangal. S. K. : (1997) Advanced Educational Psychology, New Delhi : Prentice Hall of India Pvt. Ltd.
- Vygotsky, Lev. (1986): Thought and Language Canbridge, MA : The MIT Press.
- Voollfolk, A.E. (2012) :Educational Psychology, 12th Edition, Englewood Cliffs, NJ : Practice Hall.
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Semester – III
Paper : B.Ed. 6 P
SCHOOL EXPOSURE AND
OBSERVATION OF CLASS ROOM TRANSACTIONS
2 Credits : 50 Marks (Internal)

Objectives:

On completion of the task the students shall

- Make a note of various school activities.
- Conceptualize the technique(s) followed by a teacher in the Class Room.
- Comprehend the steps followed by the teacher.
- Prepare a record of observation.

Tasks / Assignment-

Each student is required to observe various activities of the school like morning assembly, school time table, organization of sports and other functions, maintenance of registers and reports from the concern teacher in-charge of the activities.

They are to observe ten class room transactions delivered by the teachers in the nearby school(s) following a schedule of observation.

Then they are to prepare a report of their observations and submit it to the head of the course before the Semester End Examination.

Preparatory Activities:

All the students have to attend two to three classes delivered by the faculties of the department on What, How and When of class room observations and procedure of preparation of report on various school based activities and class room transactions. Thereafter they are to be permitted to visit the schools.

Semester – IV
Paper : B.Ed. 7 T
LEARNING ASSESSMENT
6 Credits : 100 Marks (20 Assignment + 80 Sem.) – 3 Hours
All Units carry equal Marks

Objectives: On Completion of the Course the Students shall

- State the nature, purpose and types of educational assessment and evaluation.
- Explain the importance of assessment for learning and its processes.
- Understand the process of construction of a test and its uses.
- Analyze the issues in assessment and policy provisions on learner assessment.
- Interpret the result of assessment using basic statistical methods.

Course Content:

Unit – 1 : Assessment, Evaluation and Learning

- Assessment & Evaluation : Meaning, Purpose, Inter relationship between assessment and Evaluation.
- Classification of Assessment : based on purpose, scope, nature of information, Mode of response, nature of interpretation, context.
- Continuous and comprehensive assessment (CCA): Meaning, Importance & Scope.
- Learning and Assessment: Assessment for learning, Assessment of Learning, Assessment as learning.

Unit – 2 : Assessment for Learning

- Meaning, Importance and Purpose:
- Tools and Techniques: Formal (observation schedules, video recording).
Informal (participant observation, talking, taking notes, interviewing).
Use of Testing and Non-testing tools.
- Self and Peer Assessment Techniques : observation, interview, portfolio, rubrics.
- Provision of feedback for students, parents and teachers: need & modes.

Unit – 3 : Construction of Tests

- Steps of test construction : Planning, Preparation, Tryout, Evaluation.
- Planning the Test: Development of Blue Print.
- Preparing, Trying out & evaluation of the test.
- Characteristics of a good test – Reliability, Validity, Usability (Discussion on concepts and uses).

Unit – 4 : Issues in Assessment and Policy Provisions

- Current Practices : Over emphasis on summative assessment, marking and competitive examination (its adverse effect on learners).
- Issues and problems: Marking vs. Grading, Objectivity vs. Subjectivity, Close – ended vs. open ended test items, relative neglect of non-cognitive aspect.
- Policy perspectives : Recommendations of NPE 1986/ 92, NCF 2005, RCFCE Act 2009, non-detention policy.
- Emerging practices in assessment: Online Assessment, participatory assessment.

Unit – 5 : Elementary Statistics

- Measures of central tendency : Mean, Median, Mode - Computation, uses and limitations.
- Measures of variability: Standard Deviation - computation, uses & limitation.
- Correlation : Meaning, Calculation of Coefficient of correlation by Rank difference method.
- Normal Probability Curve: Characteristics.

Suggested Assignment:

Each student is required to complete assignments on any two of the following-

1. Preparation of a Term Paper on issues and problem of assessment of learning.
2. Preparation of a Plan for CCA activities for any class during an academic session.
3. Analysis of Examination Marks obtained by the student in any subject and preparation of a report.

References

- Anderson, L.W. (2003) : Class Room Assessment: enhancing the quality of teacher decision making . Mahwah, New Jersey : L. E. Associates.
- Aggarwal, V. P. (1990) : Statistical Methods, Sterling publishers, New Delhi.
- Cooper, D. (2007) : Talk about assessment: Strategies and tools to improve learning, Toronto, Thomson Nelson.
- Garrett, H.E. (1973) : Statistics in Psychology and Education. Bombay: Vakils, Feffers&Simon . Pvt. Ltd.
- Gronlund, N. E & Linn, R.L. (2009) : Measurement and assessment in teaching . Upper Saddle River, NJ : Pearson Education, Inc.
- Nitko, A.J. (2001) : Educational assessment of students (3rded) Upper Saddle River, NJ: prentice Hall.
- Popham, N.J. (2010) : Class Room Assessment : What teachers need to know (6thed) , New York, Prentice Hall.
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Semester – IV
Paper : B.Ed. 8 P
CONSTRUCTION OF A BLUE PRINT AND ACHIEVEMENT TEST
2 Credits : 50 Marks (Internal)

Objectives: On Completion of the task the students shall

- Understand the process of preparation of a blue Print.
- Explain the Components of a Blue Print along with their weightage in it.
- Construct an achievement test using the blue Print.

Task / assignments:

Each student is required to select a subject of his / her choice from among the subjects English, Odia, History, Geography, Phy- Science, Bio- Science, Mathematics and choose a text book of that subject from any one level of School Education i.e. from Class VI to Class X.

The student is then to select four Units (Preferably first four Units) from the book on which a Blue Print of a question paper carrying 50 Marks is to be developed giving due weightage to (i) Content Units (ii) Instructional objectives and (iii) Types of questions. Finally on the basis of that blue print an achievement test is to be constructed.

The total task of preparation of blue print and construction of achievement test can be done by each student in the practical classes in 'Work Shop' mode. The report is to be submitted to the head of the course before the Semester End Examination.

Preparatory Actives:

All the students are to attend 3-4 Classes taken by the faculties of the department on. What is a blue print? What are its Components? Weightage to each component. How to prepare a blue print table or three dimensional chart ? And the construction of an achievement test on the basis of the blue print.

Then the students are to be directed to take up their individual work on the construction of achievement tests in the subsequent practical classes under the guidance of the teacher.

Semester – V
Paper : B.Ed. 9 T
CURRICULUM AND SCHOOL
6 Credits : 100 Marks (20 Assignment + 80 Sem.) – 3 Hours
All Units carry equal Marks

Objectives:

On completion of the Course the students shall

- Develop an understanding of different types of curriculum.
- Explain the principles and process of curriculum development.
- Conceptualize the objectives and recommendations as envisaged in the NCF, SCF and NCFTE.
- Elaborate prevailing practices for curriculum transaction and evaluation.
- Acquaint with the school as a system for curriculum transaction.

Course Content:

Unit – I Understanding Curriculum :

- Concept of curriculum, difference between curriculum and syllabus.
- Types : Subject-Centred, Learner-Centred, Activity-Centred, Components (Core-Electives)
- Core Curriculum: concept and elements.
- Mandates for formulation of curriculum policy - Constitutional, Socio-cultural, Economic and Global Concerns.

Unit – II Curriculum Planning and Development :

- Determinants of Curriculum development : Philosophical, Psychological, Sociological
- Principles of Curriculum Development
- Process / Stages of Curriculum Development : Preparation, tryout and finalization.
- Approaches to curriculum planning.

Unit – III Curriculum Model and Framework :

- Tylor model and Taba model.

Objectives, aspects and recommendations of

- NCF, 2005
- SCF, 2009
- NCFTE, 2009

Unit – IV Curriculum Transaction and Evaluation:

- Class room transaction : Planning, preparation of curricular materials and learning activities,.
- Evaluation : Mode (Internal & External), Periodicity (Continuous and periodic), Mechanism (Research studies and on-sight observation)
- Renewal : Use of evaluation feedback / inputs for revision and improvement.
- Current provisions and practices for curriculum transaction and evaluation in School Education and Teacher Education.

Unit – V School as a System

- School as a formal agency of education – purpose, location infrastructure, time, stake holders, and programmes.
- School activities : curricular and other curricular activities – components and organizations.
- School environment : learner and learning friendly – strategy for ensuring learning friendly environment.
- School community interface – strategy for strengthening their inter relationships.

Suggested Assignment:

Each student is required to complete assignments on any one of the following :

1. Elaborating the Broad determinants of curriculum development.
2. Making an appraisal of the reforms envisaged in the NCF / SCF / NCFTE
3. Analysis of current practices for curriculum evaluation and renewal.
4. Evaluation of present Secondary School curriculum.

References:

1. Aroral, G.L. (1984) : Reflections on curriculum, New Delhi, NCERT.
 2. Atkin, E : Curriculum Planning, Itarper & Brothers, New York.
 3. Bhalla, Navneet : Curriculum Development, Authors Press, New Delhi.
 4. Dewey, John (1956) The Child and the curriculum, School and Society. Chicago, Illinois : University of Chicago press.
 5. NCERT (2005) : National Curriculum Framework, 2005, New Delhi, NCERT.
 6. NCTE (1990) : Policy perspective in Teacher Education, New Delhi, NCTE.
 7. Pathak Abhijit (2002) Social implications of Schooling. New Delhi, : Rainbow Publishers.
 8. Taba, H. (1962) : Curriculum Development – Theory and Practice, New York, Harcourt, Brace and Wald.
 9. TallaMrinalini : Curriculum Development, New Delhi, Dorling Kindersley (India)
 10. Tanner, D. and Tanner, L. : Curriculum Development – Theory and Practice, New Delhi, M C Millan.
 11. Tylor, R.W.C. (1949) : Basic Principles of curriculum and instruction, Chicago, University Chicago Press.
 12. Mishra Yudhistir, Education, School and Society. Kitab Mahal, Cuttack.
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Semester - V
Paper : B.Ed. 10 P
SEMINAR
2 Credits : 50 Marks (Internal)

Objectives:

On Completion of the task the students shall

- Understand the Concept of a Seminar
- Acquire Competency to prepare Seminar Paper
- Develop the skill of presentation in a Seminar
- Prepare report/ record of Seminar presentation.

Task and Process:

Each Student is required to choose topic(s) on educational issues/problems in consultation with the members of the faculty and present paper (s) on the topic(s) which is discussed by all those who participate the seminar.

The Chairperson of the seminar, here faculty member has to guide coordinate & organize the discussion in a systematic way so that the students will get maximum benefit out of it.

Activities of the students concerning the selection of topics preparation of papers and presentation of the same shall spread over the entire semester period.

Preparatory activities:

All the students have to attend 2-3 classes delivered by the faculties regarding what and how of Seminar Presentation.

Semester-VI
Paper: B.Ed. 11 T
GUIDANCE AND COUNSELLING
2 Credits: 50 Marks(10 Assignment + 40 Sem.)

Objectives:

On Completion of the Course the students shall

- State the Concept, need and principle of guidance
- Explain the role of school in organizing different guidance programmes.
- Narrate the importance of counselling in guidance
- Use various tools and techniques of guidance in appropriate context.

Detailed Course Content:-

UNIT-1 Understanding School Guidance Programme.

- Guidance :Concept, need& Principles
- Types of guidance: Educational ,Vocational and personal (nature and objectives at elementary and secondary level)
- Guidance services in schools: Pupil inventory service, placement service, occupational information service and counselling
- Organising guidance programme in school.

UNIT-2 Understanding School Counselling Programme.

- Counseling: meaning, principles and purposes.
- Types of counselling: Directive, non-directive and eclectic
- Process involved in counselling.
- Qualities and role of school counsellor.

UNIT-3 Tools and Techniques of guidance & counselling

- Tools : Cumulative record card, Rating scale, Questionnaire, Psychological Tests & inventories
- Techniques of guidance :Observation, Interview, Sociometry
- Techniques of counselling: Lecture, Discussion, Dramatics
- Group Guidance: Concept &Techniques

Task &Assignments:

Each Student teacher is required to submit one assignment from the following.

1. Preparation of a comprehensive guidance programme for a school on the basis of need survey.
2. Preparation of a Educational or Vocational counseling programme for Class-X students.
3. Preparation of a Questionnaire for socio-economic survey of secondary school students for providing carrier counselling.

Suggested Readings:

1. Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999)Guidance and counselling :A theoretical perspective (Vol.1), New Delhi Vikas.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999) Guidance and counselling :A Practical approach (Vol.II), New Delhi Vikas.
3. Dave, Indu (1984) the basic essential of Counseling, New Delhi Sterling Pvt. Ltd.
4. Gibson, R.L & Mitchall, M.H.(1986) Introduction to guidance. Newyork: Mc Millian.
5. Rao, S.N. (1981) Counselling Psychology, New Delhi Tata Mc Graw hill.
6. Sarswat, R.K. & Gaur, J.S. (1994) Manual for guidance Counsellor New Delhi: NCERT

Semester – VI
Paper : B.Ed. 12 T
ACTION RESEARCH
2 Credits : 50 Marks (10 Assignment + 40 Sem.)

Objectives:

On completion of this Course the students can :

- ✓ Conceptualize the importance of research in improving the educational practices.
- ✓ Conduct action research using appropriate procedure and techniques.
- ✓ Prepare a report in proper format and style.
- ✓ Assess the outcomes and implications of action research project.

Course Content:

Unit – I Understanding Action Research:

- Concept and need for Research in improving educational practices.
- Types of Educational Research – Fundamentals, Applied and Action Research, comparison among them.
- Importance and characteristics of Action Research.

Unit – II Conducting Action Research :

- Designing Action Research Project.
- Steps in conducting Action Research.
- Tools and Techniques used in Action Search.

Unit – III Reporting Action Research :

- Format and style
- Evaluating Action Research Project.
- Implications of the outcomes.

Suggested Assignment:

Each student is required to complete assignment on any one of the following :

1. Chalk out a plan for an Action Research project.
2. When and how does a teacher undertake an Action Research Project.
3. Conduct and action research on any school / class room problem and prepare a report.

References:

1. Best J.W. & Kahn. J.V.: Research in Education, New Delhi, Prentice Hall of India.
2. Kerlinger, F.N.: Foundations of Behavioural Research, USA, Holt, Rinehart & Winston Inc.
3. Koul, Lokesh : Methodology of Educational Research , New Delhi, Vikash Publishing House.
4. Lehman, I.J. : Educational research, USA, Rinehart & Winston Inc.
5. Mertler, C.A. : Action Research : Teachers as researchers in class room, New Delhi, Sage Publications.
6. Stringer, E.T. : Action Research, New Delhi, Sage Publications.
7. Sukhia S.P., Mehrotra P.V. & Mehrotra R.N. : Elements of Educational Research, Bombay, Allied Publishers.

Semester – VI
Paper : B.Ed. 13 P
CRITICAL UNDERSTANDING OF ICT
2 Credits : 50 Marks (Internal)

Objectives:

On completion of this Course the students shall

- Understand and apply the multimedia approach to education.
- Acquaint themselves with Computer devices and their operation.
- Acquire the skill of Power-point Presentation in class room.

Course Content:

Unit – I ICT & Education :

- Concept, need and importance of ICT in Education.
- Multi-media approach to education-
Role of video conferencing, Television, EDUSAT and Internet in teaching learning process – their advantages and limitations.
- Challenges and barriers to the integration of ICT in class room.

Unit – II Fundamentals of Computer:

- Basic anatomy of Computer – input, output and data storages devices.
- Operating system – DOS, UNIX, WINDOWS
- Types of Networking – LAN, WAN, WWW, Website

Unit – III Introduction to Computer Application :

- Word Processing – Creating, formatting, Saving and Printing documents use of MS-Words in Education.
- Power-point Presentation and its use in Education.
- Use of MS-Excel in Education.

Suggested Assignment:

Each student is required to complete assignment on any one of the following :

1. Watching any five UGC sponsored educational Programme on TV and preparing a report.
2. Developing a Power-point Presentation on any topic for the Secondary level.
3. Developing a script on any topic of a school subject for an audio visual programme.

References:

1. Kumar, Gaurav (2014): ICT Skill development : Patiala, 21st Century Publication.
 2. Ralph, W. Gerard (1967): Computers and Education: New Jersey, McGraw Hill Book.
 3. Sharma, Lalit (2006) : Computer Education : Ferozpur Cantt, Wintech Publication.
 4. Sinha, P. K. (1992) : Computer Fundamentals, New Delhi, BPB Publications.
 5. Singh, Tarsem (2009) : Basic Computer Education, Ludhiana, Tondon Brothers.
 6. Singh, Tarsem (2009) : ICT Skill Development : Ludhiana, Tondon Brothers.
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DISTRIBUTION OF PEDAGOGIC COURSES /METHOD SUBJECTS

Unlike the previous three years of this four year integrated B.Ed. programme, the fourth year will be devoted exclusively for the study of B.Ed. courses under the semesters VII & VIII.

At the beginning of semester VII each student-teacher has to take up two pedagogic courses/method subjects selecting one from group 'A' and another from group 'B' as shown in table below.

	Group 'A'	Group 'B'
Science Students	Pedagogy of Physical Science	Pedagogy of Mathematics or Pedagogy of Biological Science
Arts Students	Pedagogy of Language (Odia) or Pedagogy of Language (English)	Pedagogy of Social Science (Geography) or Pedagogy of Social Science (History & Pol. Science)

Thus seven pedagogic groups/method groups are to be formed for seven pedagogic courses/method subjects, viz. Physical Science, Mathematics, Biological Science, English, Odia, Geography, History & Pol. Science and theory classes are to be arranged for each of the seven groups of subjects. Then steps are to be taken for the conduct of school internship.

SCHOOL INTERNSHIP

Objectives:

- Developing Professional capacities and capabilities of the student-teachers which is essential for an effective teacher.
- Validating the theoretical understanding of student-teachers developed through pedagogic subjects and various other courses.
- Exposing the student-teachers to school environment and its functioning.

Duration:

Eight(08) weeks for school internship Part-I

Twelve(12) weeks for school internship Part-II.

Levels:

Upper Primary Level (Class-vi &vii)

And Secondary Level (class-ix &x)

Pre-Internship Activities:-

- Orientation of the student-teachers.
- Demonstration lesson by faculty members followed by post demonstration discussion.
- Criticism lessons by student-teachers i.e. one lesson by each student-teacher under supervisory support of method teachers, attended by all student-teachers of the method concerned.
- Placement of student-teachers in the co-operating school for internship activities.
- Observation of school site by student-teachers and meeting with their teachers Headmaster.

During Internship Activities:-

- Preparation of Lesson plan and delivery of practice lessons by student-teachers under supervisory support and feedback from faculty members.
- Forty (40) Lessons to be delivered.(20 Lessons in each method subject).
- Depending on availability of classes 30% of class to be delivered in class vi to viii 70% of classes in the classes ix to x.
- Observation of five peer lessons and recording with authorization by concerned supervisor.
- School activities in which student-teachers are to take part include-i)attending school assembly, ii)Participation in campus cleaning, iii)Taking arrangement classes where required, iv)Participation in the literacy activities of the school, v)Participation in school games and sports, vi)Participation in science exhibition, vii)Preparation of report on important occasions & events of school, viii)Preparation of scheme of lessons on the subject, ix)Preparation of report on maintenance of records and register of school, x)Participation in other school activities.

Post Internship Activities:

- Overall sharing of student-teacher's internship experiences in the institution.

Attendance:

The minimum attendance of student-teachers for school internship program shall be 90%.

Assessment of Internship Performance

- To be assessed internally by faculty members from their activities and records.
School Internship Part-I =100 Marks
School Internship Part-II =150 Marks

Total=250 Marks

SEMESTER-VII
Paper B.Ed. 14T (Group-A)
PEDAGOGY OF PHYSICAL SCIENCE
6 Credits: 100 Marks (20 Assignments + 80 Semesters), 3 Hours
(All units carry equal marks)

Objectives:

- State nature and Objectives of Physical Science and its relevance in Secondary School.
- Use various methods and approaches to Teaching-Learning Physical Science at Secondary Level.
- Plan Lessons in Physical Science for effective classroom transaction.
- Use appropriate tools & techniques for continuous assessment of Learning in Physical Science.
- State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts.

Course Content:

Unit-I Physical Science in school curriculum:

- Nature and scope of science and physical science in particular.
- Importance of Physical Science in daily life.
- Objectives of Teaching-Learning Physical Science at secondary level.
- Recent curricular reforms in science education at National & State Level(NCF-2005)

Unit-II-Methods of Teaching-Learning science:

- Discovery method-Nature and purpose, guided discovery Strategies in Teaching-Learning Concept in Science.
- Experimentation (Experimentation under controlled condition within laboratory and beyond laboratory situation, process & Limitations).
- Problem solving method(Problem identification, formulation of hypothesis collection of data, testing hypothesis and arriving at solution).
- Demonstration -cum-discussion method(process, merits, limitation)
- Project method(situation analysis, selection of project, implementation, evaluation & reporting).
- Constructivist approaches-self-learning, peer-learning and collaborative strategies.

Unit-III- Curricular activities:

- Preparation of unit plan, lesson plan (Traditional, Activity Approach, constructivist approach-5E model)
- Preparation, collection, procurement and use of Teaching Learning materials(TLM) in science like charts, graphs, models and bulletin board.
- Use of ICT materials in Learning Science like slides, Transparencies, filmstrips, T.V., Audio & Video, Computer & Internet.
- Learning activities in Science- Field Trip, Science club, Science exhibition, science seminar.

Unit-IV- Assessment in Science Learning:

- Construction of class room tests- designing blue print and preparation of test items.
- Assessment devices-Assignments, project work, portfolios, observation of activities.
- Diagnosis of learning difficulties in physical science and Remediation of difficulties.
- Planning for continuous assessment of classroom learning.

Unit-V -Pedagogical Treatment of Content:

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Content	Aspects of Pedagogical Treatment
<ul style="list-style-type: none">• Atomic structure: Atoms and molecules classifications of elements.• Motion: Laws of motion, concept of work, energy, pressure and their measurement.• Energy: Sources and forms, Renewable and non-renewable energy.• Electricity & Magnetism: Electric circuit, Potential difference, Magnetic field, Lines of force Electromagnetic induction.• Chemical reaction & Equations.• Heat, Light and sound.	<ol style="list-style-type: none">i) Identification of concepts and sub- concepts.ii) Expected specific learning outcomes.iii) Methods/approaches of Teaching-Learning.iv) Teaching-Learning materials to be used.v) Expected Teacher and student activities.vi) Assessment Strategies.

The scope of discussion of the above concepts should be limited to the prescribed science course for secondary level of the state.

Suggested Assignments:

Each student-Teacher is required to submit assignment on any one of the followings:

1. Preparation of five lesson plans on the topics from the prescribed text following traditional & 5E model.
2. Preparation of an unit test by developing Blue Print and test items conforming to the blue-print.
3. Preparation of model on any principle of Physical Science included in the course by using locally available materials.
4. Developing five activities/experiments in physical Science and prepare a brief report.

Suggested Readings:

- Das, R.C.(2005) Science Teaching in Schools. New Delhi: Sterling Publishers.
- Joseph, A.(2011) Teaching High School Science-A source book for physical science. Harcourt, Brace & world.
- Kumar, A. (2003) Teaching of physical science. New-Delhi: Anmol Publication.
- Mohan,R(2007) Innovative Science teaching for physical Science Teachers(3rdEdn) New Delhi: Prentice Hall.
- NCERT(1982) Teaching of Science in Secondary schools. New Delhi: NCERT
- NCERT(2005) National Curriculum frame work 2005, New Delhi: NCERT
- Sharma, R.C.(1998) Modern Science Teaching. New Delhi: Dhanpatrai & Sons.
- UNESCO (1979) Sources Book for Science Teaching. Paris: UNESCO.
- Vaidya, Narendra(1992) Science Teaching for 21st Century. New Delhi: Deep Deep.
- Zaidi, S.M. (2004) Modern Teaching of Science. New Delhi: Anmol Publications.

SEMESTER-VII
Paper B.Ed. 14T (Group-A)
PEDAGOGY OF LANGUAGE (ODIA)
6 Credits: 100 Marks (20 Assignments + 80 Semester), 3 Hours
(All units carry equal marks)

Objectives:

On completion of the course, the students shall

- State the importance and place of Odia as mother tongue in school curriculum.
- Decide appropriate pedagogic approach to transit different types of lessons in Odia.
- Develop Strategies to address problems of Odia Language acquisition in multi-lingual context.
- Prepare appropriate tools for assessment of Learning in Odia.
- Plan appropriate pedagogic treatment of the prescribed textual content in Odia of Secondary Level.

Course Content:

Unit-1 Odia as Mother Tongue in School Curriculum:

- Importance of Mother Tongue in the life and in education of an individual.
- Place of Odia as mother tongue in school curriculum (at elementary and secondary) in Odisha.
- Objectives of Teaching-Learning Odia at elementary & secondary level.
- Strategies for facilitating acquisition of four-fold language skill in Odisha.

Unit -II Methods and approaches to teaching and learning Odia:

- Traditional versus modern method of teaching learning Odia.
- Different approaches and strategy to teaching-learning of Odia prose(detailed & non-detailed), Odia poetry, Odia composition (through Rubric), Odia Grammar.
- Problems and issues regarding acquisition of Odia language in multi-lingual context.
- Strategies for enrichment of Odia vocabulary (word formation & spelling) and development of creative writing skill.

Unit -III Curricular Activities in Odia:

- Preparation of Unit plan, Lesson Plan(traditional and constructivist approach-5E model)
- Learning resources and planning learning activities
- Learning assessment in Odia-Assessing comprehension and expression skill, preparation of objective based and objective type question items.
- Planning remedial measures.

Unit -IV Relevance of linguistics in Odia language acquisition:

- Elements of language : sound, vocabulary and language, Odia dhvani(sound) – Types and manner of articulation.
- Odia vocabulary: Types (Tatsama, Tadbhava, Deshaja, Baideshika), word formation process and principles (use of upaswarga, Anusarga, Pratyaya, Samasa and Sandhi), Semantics(Lexical and Contextual).
- Odia syntax: Process and Principles
- Use of linguistics in effective teaching-learning of Odia Language.

Unit -V Pedagogic treatment of content:

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:-

Contents	Aspects of Pedagogic Treatment
Poem- Matira Manisha Gopa prayana Hey mora kalama Padma	i) Identification of language items(new vocabulary, expression and grammar components).
Prose- Jatiya Jivana Prakruta Bandhu Odia Sahitya Katha	ii) Identification of scope in the content to be presented for facilitating learning language skills.
Grammar- Karaka, Bibhakti Samasa	iii) Formulation of learning objectives. iv) Selection of method, approach /strategies. v) Preparation of teaching-learning materials. vi) Designing learning activities.
(Pieces to be selected from class-x Text as indicated).	vii) Planning teacher-students activities for effective interaction. viii) Assessment Strategies(focusing formative).

Suggested Assignments:

- Each student-teacher is required to submit assignment on any one of the following.
1. Preparation of five lesson plans on the topics from the prescribed text following traditional & 5E model.
 2. Preparation of Blue print on any topic from prescribed text and development of test items confirming with the blue print.
 3. Diagnosis of spelling problems among the learners and development of remedial materials.
 4. Preparation of Rubric for developing an essay in Odia.

Suggested Readings:

- Mohanty B(1970)Odia bhasara utpati o krama bikasha. Cuttack: Friends Publishers.
- Mohanty, J.,Barik, N.,& Khandai,U(1983) Odia Sikshadan Paddhati.Cuttack: Nalanda.
- Mohapatra,D(1976) Odia Dhvani tattwa O sabda sambhar. Cuttack: Grantha Mandir.
- Mohapatra , N & Das S. (1943) Sarbasara vyakarana Cuttack: New students store.
- Nayak , B. (1972) Matrubhasa Sikshadan Paddhati. Bhubaneswar: Odisha Rajya pustaka pranayan Sanstha.
- Rout,P.C (1986)Matrubhasa Sikhadana Paddhati.Jajpur: Saraswati Printers .
- Sahoo, B(1975) Bhasa bigyanara ruparekha.Cuttack: Paramtirtha Printers .
- Sargangi,N .(2001) Bruhat Odia vyakarana.Cuttack : Satyanarayan Book Store.

SEMESTER-VII
Paper: B.ED. 14 T (Group-'A')
PEDAGOGY OF LANGUAGE (ENGLISH)
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course the Students shall

- Analyse the issues relating to importance and place of English in school curriculum.
- Use various methods and approaches for teaching-learning English.
- Develop test items to assess learning in English.
- Use the understanding of phonetics for facilitating students' speaking in English
- Plan appropriate Pedagogical treatment of the prescribed contents for effective classroom transaction.

Course Content:

Unit -I English in School Curriculum:

- Importance of English language in India in historical perspectives.
- Place of English as compulsory subject in school curriculum, both at elementary and secondary stage.
- Objectives of learning English at elementary and secondary stage.
- English language skills, their components, independence and interdependence.

Unit -II English as Second language: Methods and approaches:

- Psychology of language acquisition and language learning.
- Acquisition of English language: Problems and issues with reference to multi-lingual context.
- Understanding Different methods of learning English: Translation method, Direct method, Bi- lingual method,
- Communicative approaches including silent approach, suggesto paedia, skill based activity & Group learning.

Unit-III Transaction of contents and learning Assessment in English:

- Methods and strategies for the transaction of English prose (detailed & non-detailed), poetry, grammar and composition.
- Preparation of unit plan, lesson plan following traditional approach and constructivist approach -5E model
- Strategy for enrichment of vocabulary in English: word formation skill and spelling.
- Assessment in English: Framing different types of objective type and objective based test items, portfolio assessment in English.

Unit-IV English Language and its articulation:

- Analysis of English Language with reference to its substance, form and context.
- Sounds of English Language: Consonants and vowels(pure and Diphthongs)
- Articulation of sounds in English, appropriate use of organs of speech.
- Patterns of stress and intonation, kinds of error made by Odia speaking learners while speaking English and their remediation.

Unit-V Pedagogical Treatment of Content:

Each of the following contents shall be analyzed in terms of pedagogical treatment indicated in the right cell below.

Contents	Aspects of Pedagogical Treatment
<ul style="list-style-type: none">• Any six topics(3 prose & 3 Poems) from the prescribed text of class IX & X by BSE, Odisha.• Parts of Speech• Time and Tense• Change of voice• Direct and indirect speech• Sentence Pattern• Translation and Composition (writing letter, essay, noting & reporting)	<ol style="list-style-type: none">i) Identification of language items(new vocabulary, expression and grammar components).ii) Identification of scope in the content to be presented for facilitating learning language skills.iii) Formulation of learning objectives.iv) Selection of method, approach /strategies.v) Preparation of teaching-learning materials.vi) Designing learning activities.vii) Planning teacher-students activities for effective interaction.viii) Assessment Strategies (focusing formative).

Suggested Assignments:

- Each student-teacher is required to submit assignment on any one of the following.
1. Preparation of five lesson plans on the topics from the prescribed text following traditional & 5E model.
 2. Preparation of Blue print on any topic from prescribed text and development of test items in conformity with the blue print.
 3. Diagnosis of learning difficulty in speaking English and preparation of the remedial exercise.
 4. Identification of language items(new vocabulary, expression and grammar components) for any topic from prescribed text and designing of learning activities.

Suggested Readings:

- Bansal, R.K.(1971) An outline of general phonetics. Bombay: Oxford University press.
- Bansal, R.K. and Harrison, J.B.(1972) Spoken English for India. Madras: Orient Longman.
- Baruah, T.C.(1984) The English Teachers Handbook. New Delhi: Sterling Publishers.
- Das, B.K. et.al(2009) An introduction to professional English and soft skills. New Delhi: Cambridge University Press.
- Dodson, C.J.(1963) The Bilingual method. London: Pitman publisher.
- Gokak, V.K.(1963) English in India: its present and future. New Delhi: Asia Publishing House.
- Hornby, A.S.(1962) The teaching of structural words and sentence pattern. London: Oxford University Press
- Kohli, A.L. (1970) Techniques of teaching English. Jalandhar: Dhanpat Rai and sons.
- Prabhu, N.S.(1989) Second Language Pedagogy. New Delhi: Oxford University Press
- Sachdeva, M.S. (1973) A new approach to teaching English in India. Ludhiana: Prakash Brothers.
- Saraswati, V(2004) English Language Teaching. New Delhi: Orient longman.
- Sharma, A.K. (1985) Aspects of English Language Teaching in India. New Delhi: Bharat Book Depot.

SEMESTER-VII
Paper: B.ED. 15 T (Group-'B')
PEDAGOGY OF MATHEMATICS
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course the Students shall

- State the nature scope and importance of mathematics at secondary level.
- Use various methods and approaches for teaching-learning Mathematics at secondary stage.
- Prepare lesson plan in Mathematics using traditional and constructivist approach.
- Collect resource materials for their use in enhancing quality of learning Mathematics.
- State the concepts in Mathematics included in the secondary stage curriculum and make pedagogical analysis of those concepts.

Course Content:**Unit-I Foundation of Mathematics Education:**

- Nature and scope of Mathematics, Mathematical proof, structure and logic, History of Mathematics with special reference to Indian Mathematics.
- Importance of Mathematics at elementary and secondary level.
- Objectives of teaching-learning Mathematics at elementary and secondary level.
- Recent curricular reforms in Mathematics at National and State Level(NCF-2005).

Unit-II Methods of Teaching-Learning Mathematics:

- Learning by discovery: Nature and purpose, Guided discovery strategies in teaching mathematical concepts.
- Teaching for understanding Proof: Proof by induction and deduction, proof by analysis and synthesis.
- Problem solving of Mathematics: Importance of Problem solving, steps of problem solving in Mathematics.
- Constructivist approaches: Self-learning, peer learning, collaborative learning.

Unit-III Curricular Activities in Mathematics:

- Preparation of Lesson plans, (Traditional, Activity and Constructivist approach-5E model)
- Activities in Mathematics: Mathematics Quiz, Mathematics club, Mathematics exhibition, Mathematics outside the class room.
- Learning materials in Mathematics: Text Book, Models, Calculator, Computer, Maintaining portfolio in Mathematics, Preparation & Utilization of learning materials.
- Key learning resources in Mathematics: Local and community resources, using pair work and group work, Questioning both by students & teachers to promote thinking.

Unit-IV Assessment of and for Mathematics Learning:

- Assessment of mathematics learning :Designing Blue print of any unit and construction of test items.
- Assessment for mathematics learning: Assignment, Project, Portfolios in mathematics.
- Assessment of / for mathematics learning: Observation of Learners in action, rating of participation in various mathematical task and activities.
- Diagnosis of difficulties in learning mathematical concept and remedial measures. Enrichment programmes like National Mathematics Talent Search, Mathematics Olympiad.

UNIT-V Pedagogical treatment of content:

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:-

Contents	Aspects of Pedagogic Treatment
<ul style="list-style-type: none">• Number system, Ratio, Proportion.• Set, Relation, Function• Algebraic Equation: Linear, Simultaneous, Quadratic Equation and their graphical solutions, Polynomials.• Theory of Indices, logarithm and Anti-logarithm.• Lines and Angles, Axioms, Triangles, Polygons, Circles, Coordinate Geometry.• Trigonometric ratio & Identities. Problems on height and distance.	<ol style="list-style-type: none">i) Identification of concepts and sub-concepts.ii) Expected specific learning outcome.iii) Method/approaches of Teaching-Learning.iv) Teaching-Learning materials to be used.v) Expected Teacher and student activities.vi) Assessment Strategies

Suggested Assignments:

Each student-teacher is required to submit assignment on any one of the following.

1. Preparation of five lesson plans on the topics from the prescribed text following traditional & 5E model.
2. Preparation of Blue print on any topic from the prescribed text and development of test items confirming to the blue print.
3. Develop five activities in mathematics to be used for enrichment programme.
4. Diagnosis of learner difficulty in mathematics and preparation of remedial exercise.

Suggested Readings:

Cooney, Thomas J.etal.(1975) Dynamics of teaching Secondary School Mathematics. Boston: Houghton Mifflin.

Grouws, D.A.(ed)(1992)Handbook of research on mathematics teaching and learning. Newyork: Macmillan Publishing.

Malone, J & Tylor; P(eds) (1993) Constructivist Interpretation of teaching and learning mathematics. Perth: C.V. Technology.

NCERT(1998) A Text book of content cum method of teaching Mathematics. New Delhi: NCERT.

NCERT(2005) National curriculum Frame work. New Delhi: NCERT.

NCERT(2006) Position Paper-National Focus Group on teaching mathematics. New Delhi: NCERT.

SEMESTER-VII
Paper: B.ED. 15 T (Group-'B')
PEDAGOGY OF BIOLOGICAL SCIENCE
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course the Students shall:

- State the nature and importance of Biological Science and its relevance in secondary school curriculum.
- Use various methods and approaches for teaching-learning Biological Science suitable for the secondary classes.
- Plan lesson plan in Biological Science for effective classroom transaction.
- Use appropriate tools and techniques for continuous assessment of learning in Biological Science.
- State the concepts in Biological Science included in secondary school curriculum and make pedagogical analysis of those concept.

Course Content:

Unit-I Biological Science in School Curriculum:

- Nature and scope of science and Biological Science in particular.
- Importance of Biological Science in daily life, Place of Biological Science in School Curriculum.
- Objectives of Teaching-Learning Biological Science at secondary level.
- Recent curricular reforms in science education at National & State Level(NCF-2005)

Unit-II Methods of Teaching-Learning in Biological Science:

- Observation method-Types, importance, process, recording of observations.
- Experimentation- Experimentation under controlled conditions within laboratory and beyond laboratory situation, process & Limitations.
- Problem solving method-Problem identification, formulation of hypothesis collection of data, testing hypothesis and arriving at solution.
- Demonstration -cum-discussion method-process, merits, limitation.
- Project method-situation analysis, selection of project, implementation, evaluation & reporting.
- Constructivist approaches- self-learning, and collaborative learning.

Unit-III Curricular Activities:

- Preparation of unit plan, lesson plan -Traditional, Activity Approach, constructivist approach-5E model.
- Preparation, collection, procurement and use of Teaching Learning materials(TLM) in Bio-science like charts, graphs, models and bulletin board.
- Use of ICT materials in Learning Science like slides, Transparencies, filmstrips, T.V., Audio & Video, Computer & Internet.
- Learning activities in Science-Field Trip, Science Club, Science Exhibition, Science Seminar, Preservation of Specimens for building Biological Museum.

Unit-IV Assessment in Science Learning:

- Construction of class room tests- designing blue print and preparation of test items.
- Assessment devices-Assignments, projects work, portfolios, observation of activities.
- Diagnosis of learning difficulties in Biological Science and Remediation of difficulties.
- Planning for continuous assessment of classroom learning.

Unit-V Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Contents	Aspects of Pedagogical Treatment
<ul style="list-style-type: none">• Cell and its Organization• Nutrition, Respiration, Excretion and Reproduction• Bio-diversities• Natural resources & its pollution• Our Environment, Ecosystem, Bio-geochemical cycle, flow of energy Environmental degradation.• Importance of food production.	<ol style="list-style-type: none">i) Identification of concepts and sub-concepts.ii) Expected specific learning outcome.iii) Method/approaches of Teaching-Learning.iv) Teaching-Learning materials to be used.v) Expected Teacher and student activities.vi) Assessment Strategies.

The scope of discussion of the above concepts should be limited to the prescribed science course for secondary level of the state.

Suggested Assignments:

Each student-Teacher is required to submit assignment on any one of the followings:

1. Preparation of five lesson plans on the topics from the prescribed text following traditional & 5E model.
2. Preparation of an unit test by developing Blue Print and test items conforming to the blue-print.
3. Developing five activities/experiments in Biological Science and prepare a brief report.
4. Collection and Preservation of (at least five) biological specimens from the immediate environment.
5. Preparation of chart/model on any concept of Biological Science included in the course of Secondary Level.

Suggested Readings:

Herr, Norman(2007) The source book for teaching Science. San Francisco, CA: Jossey Bass.

Kulshrestha,S.P.(2009) Teaching of Biology. Meerut: R. Lall Book Depot.

Mangal,S.K. & Mangal S.(2007) Teaching of Biological Science. Meerut: International Publishing House.

Miller D.F. & Blayes, G.W.(2011) Methods and materials for teaching Biological Sciences. New York: Mc Graw Hill.

Sharma, R.C. (1998) Modern Science Teaching. New Delhi: Dhanpat Rai & Sons.

Vaidya, Narendra(1992) Science Teaching for 21st Century. New Delhi: Deep & Deep.

Zaidi, S.M. (2004) Modern Teaching of Life Sciences .New Delhi: Anmol Publications.

SEMESTER-VII
Paper: B.ED. 15T (Group-'B')
PEDAGOGY OF SOCIAL SCIENCE(GEOGRAPHY)
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course the students shall

- State the place of teaching and learning Geography at the secondary level.
- Use appropriate methods and strategies while facilitating learning of Geography.
- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the class room.
- Develop lesson plans for effective teaching and learning of Geography.
- State the content of Geography included in the secondary school curriculum and make pedagogical analysis of those contents.

Course Content:

Unit -I Geography in School Curriculum:

- Meaning, Nature and scope of Geography.
- Importance of Geography in School Curriculum.
- Objectives of Teaching-Learning Geography at secondary school level.
- Correlation of Geography with other school subjects.

Unit-II- Methods and approaches to Teaching-Learning Geography

- Emerging curricular trends in Geography as per NCF-2005.
- Constructivist approach to Teaching Learning Geography.
- Methods of Teaching- Learning Geography.
Lecture-cum-discussion method, observation method, project method.
(to be discussed in terms of meaning, process, merits & limitations)

Unit-III- Learning Resources in Geography.

- Preparation, Collection, procurement and use of Teaching- Learning material like maps, globes, charts, graphs and models.
- ICT in learning of Geography-slides, transparencies, film strips, OHP, video, T.V., Computer.
- Geography Laboratory and resource room
- Map reading and preparation.

Unit-IV Curricular activities

- Preparation of unit plan, lesson plan (Traditional, Activity Approach, constructivist approach-5E model)
- Activities in Geography -Field Trip, Geography club, Geography exhibition.
- Remedial Teaching in Geography.
- Assessment -Evolution devices -written, oral, assignment, project work.

Unit-V Pedagogical Treatment of Contents

Each of the following contents in the left cell shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Content	Aspects of Pedagogical Treatment
<ul style="list-style-type: none"> • Latitude and Longitude. • Rotation and revolution of earth. • Agents of denudation. • Physical division of India. • Climate and vegetation. • Natural resources. • Social & Economic resources. • Conservation of forest and wild life. 	<ul style="list-style-type: none"> i) Identification of concepts and sub-concepts. ii) Expected specific learning outcome. iii) Methods/approaches of Teaching-Learning. iv) Teaching-Learning materials to be used. v) Expected Teacher and student activities. vi) Assessment Strategies (formative).

Suggested Assignments:

Each student-Teacher is required to submit assignment on any one of the following:

1. Identify the learning difficulty in any topic and prepare remedial programmed.
2. Preparation of no cost and low-cost teaching-learning materials on any topic of secondary level.
3. Developing of an unit plan on any unit from secondary level.
4. Role of Teacher for creating interest among students for learning Geography.

Suggested Readings:

- Arora, K.L.(1976). The teaching of Geography. Jullandhar: Prakash Brothers.
- Dhamija, Nilam(1993) Multimedia approaches in teaching Social Studies. New Delhi: Human Publishing House.
- Graves, N.G.(1982) New source book for geography teaching. Longman:
- Hall, David(1976) Geography Teacher. London: Unwin Education Books.
- Smith, Margaret(2002) Teaching Geography in Secondary Schools. London: Tayler & Francis.
- UNESCO (1965) Source Book of Geography teaching. London: Longman:
- Verma,O.P.(1984) Geography teaching. New Delhi: Sterling Publication.
- Walford Rex (1981) Signposts for geography teaching. London: Longman

SEMESTER-VII
Paper: B.ED. 15 T (Group-'B')
PEDAGOGY OF SOCIAL SCIENCE(HISTORY& POL.SCIENCE)
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course the students shall

- State the meaning scope, values and objectives of teaching History and Political Science.
- Identify different methods and approaches of teaching History and Political Science transacting content effectively.
- Explain the importance of time line in the teaching of History.
- Prepare unit plan & Lesson Plan in History and Political Science.
- Develop diagnostics achievement test, administer them and analyze the results for providing feedback.

Course Content:

Unit-I History and Political Science in School Curriculum.

- Meaning, Nature and scope of History and Political Science.
- Values of teaching History and Political Science in School Curriculum.
- Objectives of Teaching-Learning History and Political Science at secondary school level.
- Correlation of History and Political Science with other school subjects.

Unit-II-Methods and approaches to Teaching-Learning History and Pol. Science.

- Recommendations of NCF 2005 on teaching of History & Political Science.
- Approaches to curriculum in History -Biographical, chronological and concentric.
- Teaching of History through Field Trips.
- Methods of Teaching History and Political Science- Story telling, Narration-cum-discussion, Dramatization, Source method, Project method.
(to be discussed in terms of meaning, process, merits & limitations)

Unit-III- Learning Resources in History.

- Preparation, Collection, procurement and use of Teaching- Learning material like historical maps, charts, graphs and models.
- Use of ICT in learning of History & Political Science, film strips, OHP video, T.V., Computer.
- Need of a Resource room for learning History
- Time line- concept, type and use.

Unit-IV Transactional Strategies

- Preparation of unit plan, lesson plan -Traditional & Activity Approach.
- Activities in History and Political Science -Field Trip to Historical places, Group Discussion & debate, Maintenance of portfolio.
- Assessment: Evaluation devices- written, oral, assignment, project work.
- Remedial Teaching in History and Political Science.

Unit-V Pedagogical Treatment of Contents

Each of the following contents in the left cell shall be analyzed in terms of the pedagogical treatments indicated in the right cell below:

Content	Aspects of Pedagogical Treatment
<p>History</p> <ul style="list-style-type: none">• Rise of British power in India• The great Indian Revolt. 1857• Socio-religious movement in 19th Century.• India's for struggle for freedom.• World War I & II. <p>Political Science</p> <ul style="list-style-type: none">• Salient Features of Indian Constitution and fundamental Rights.• Power of Prime-minister, President and Governor.• Structure and function of Parliament and State Legislative Assembly.• Function of High-Court & Supreme-court• Role of National Human rights Commission.	<ul style="list-style-type: none">i) Identification of concepts and sub-concepts.ii) Expected specific learning outcome.iii) Methods/approaches of Teaching-Learning.iv) Teaching-Learning materials to be used.v) Expected Teacher and student activities.vi) Assessment Strategies (formative).

Suggested Assignments:

Each student-Teacher is required to submit assignment on any one of the following:

1. Identify the learning difficulties in any topic and prepare remedial programme.
2. Preparation of no cost and low-cost teaching aid on any topic.
3. Content analysis of a selected topic.
4. Development of an unit plan on any unit from Secondary level.

Suggested Readings:

- Burton, W.H.(1972) Principles of History Teaching. London: Methuen
- Chaudhary, K.P.(1975) The effective Teaching of History in India. New Delhi:NCERT
- Ghate, V.D.(1956) Teaching of History. Bombay: Oxford U.Press.
- Gunnin, Dennis.(1978) The teaching of History. London: Goom Helm.Ltd.
- James, T.H. Arthur, J. and Hunt, M(2001) Learning to teach history in Secondary School: A companion to School experience. London: Routledge Falme.
- Kochhar, S.K. (1970) Teaching of Political Science. New Delhi: Sterling Publishers.
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SEMESTER-VII
Paper: B.ED. 16 T
EDUCATIONAL MANAGEMENT
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course, the students shall

- Spell out the structure of Educational management at different levels- from national to institutional.
- Explain School level management with respect to the state policies.
- Identify and utilize various resources for effective school functioning.
- Understand the concept of School Development Plan(SDP) and participate actively in the preparation of SDP.
- Understand the role of monitoring and feedback mechanism for effective school functioning.

Course Content:

Unit -I Educational Management:

- Concept, Scope.
- Types-Centralized and de-centralized, democratic & authoritarian, participatory and non-participatory.
- Structure- at national, State, district and institutional level and their roles.

Unit-II- School Based Management:

- Concept, Scope, importance and process.
- School Management Committee (SMC) and School Management Development Committee (SMDC).
- State Policies on School Management-RCFCE Act,2009 and State rules 2010.

Unit-III- Resource Management: Sources and Utilization

- Infrastructural & material resources- Physical Space(building, furniture, Open Space, water & Sanitation etc.) barrier free environment, equipments and TLM.
- Financial resources- Grants, Donations, Fees, Fund generation, Other sources.
- Human resources- Students, teachers, parents, community and local resource persons.

Unit-IV School Development Plan(SDP)

- Meaning, importance and process.
- Policies and preparation of SDP.
- Addressing issues in the implementation of SDP.

Unit-V Monitoring and Feedback Mechanism:

- Monitoring- Meaning, importance, scope and objectives.
- Monitoring Mechanisms-Structure, personnel's and function, existing monitoring practices and related issues.
- Feedback Mechanism- Structured & un-structured, use of feedback for effective school functioning.

Suggested Assignments:

Each student-Teacher is required to submit assignment on any one of the following:

1. Case study on school community collaboration in school improvement.
2. Observation of SMC/SMDC meeting and preparation of report.
3. Survey of resources available in a school and the manner of their utilization.
4. Appraisal of school development plan.
5. Assessment of the existing monitoring mechanism at the secondary level and suggestion for improvement.

Suggested Readings:

- Buch, T.etal(1980) Approaches to school management. London: Harper and Row.
- Chalam, K.S.(2003) Introduction to educational planning and management. New Delhi: Anmol Publication Pvt. Ltd.
- Chandra Sekharan, P.(1997) Educational Planning and Management. New Delhi: Sterling Publishers.
- Glasser, William(1990) The quality school. New York: Harper Collins publishers.
- Govt. of India(1986/92) National Policy on Education. New Delhi: MHRD
- Gupta, S.K. & Gupta, S(1991) Educational Administration and management. Indore: Manorama Prakashan.
- Mishra, P.K. Rudiments of management in Education. Ludhiana: Kalyani Publishers.
- Sukla, P.D. Administration of Education in India. New Delhi: Vikash Publications.
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SEMESTER-VII
Paper: B.ED. 17 P
SCHOOL INTERNSHIP PART-I
4 credits: 100 marks (Internal)

The detail procedure of school internship has been mentioned earlier under the caption "**School Internship**".

After the school internship part-I (i.e. for method I) is completed, it is to be assessed internally with the following criteria.

- Overall activities of student-Teacher in the practicing school = 30 marks
- Lesson plan Record... = 20 marks
- Faculty assessment of record... = 20 marks
- Innovative practices and TLM..... = 20 marks
- Peer assessment of record... = 10 marks

Total = 100 marks

SEMESTER-VIII
Paper: B.ED. 18 P
SCHOOL INTERSHIP PART-II
6 credits: 150 marks (Internal)

The detail procedure of school internship has been mentioned earlier under the caption "School Internship".

The school internship part-II will be started after the school internship part-I: The school internship part -II, after its completion, is to be assessed internally with the following criteria.

Internship activities (method-II)-100 marks.

- Overall activities of student-Teacher in the practising school = 30 marks
- Lesson plan Record... = 20 marks
- Faculty assessment of record... = 20 marks
- Innovative practices and TLM..... = 20 marks
- Peer assessment of record... = 10 marks

Total = 100 marks

Involvement in school activities.

- Assessment of report prepared on school activities = 20 marks
- Assessment of school based projects = 20 marks
- Assessment of scheme of lessons = 10 marks

Total = 50 marks
G. Total = 150 marks

SEMESTER-VIII
Paper: B.ED. 19 T
CONTEMPORARY CONCERN IN EDUCATION
6 credits: 100 marks (20 Assignment + 80 Sem)-3 hours
All units carry equal marks

Objectives:

On completion of the course the Students shall

- Describe the prevailing social inequalities, diversities and marginalization in India and their implications for education .
- State constitutional Provisions, Policy recommendations and acts relating to Education.
- Explain the various concerns and issue of school education.
- State the role of teachers in addressing the concerns and issues.
- Develop professional values required to address the concerns and issues through curricular & co-curricular practices.

Course Content:

Unit -I Diversity, inequality and Marginalization in society:

- Understanding Indian Society with reference to diversities in language, culture, religion, socio-economic class and ethnic group.
- Issues of inequality in society and their socio-cultural and educational implications.
- Discrimination and Marginalization as barriers for universalization of education.
- Role of education, school and teacher in addressing issues related to diversity, inequality and marginalization.

Unit -II Constitutional Provisions, Policies and Acts in Education:

- Constitutional provisions, policies and values for resolving the issues of diversity, inequality and marginalization in education.
- Policies and programme for addressing these issues-NPE 68,86/92, SSA &RMSA.
- State Policy on Multilingual education in Odisha (2014)
- Problem in implementation of the policies with reference to access, enrolment, retention and qualities in education.

Unit -III Child Rights And Human Rights:

- Human Rights-concept, Universal declaration of human rights.
- Constitutional provisions for safeguarding human rights.
- Child Rights-concept and rights of child. UN convention of child Rights 1989. Constitutional provisions for safeguarding child rights.
- Initiative for protection of Child's right to Education-RCFCE act 2009(RTE Act), Objectives & Provisions.

Unit -IV Global concerns in Education:

- Environmental education-context and concept, objectives, scope and strategies.
- Life skill education-concept, importance, core life skills (WHO identified). Role of School, Teacher and community for developing life skill of learners.
- Privatization and globalisation of education -meaning, impact on contemporary education scenario with reference to curriculum, Pedagogy and management.
- Peace education-concept, need, scope, strategies.

Unit -V Quality Concerns in Education:

- Quality education-concept, dimensions & indicators.
- Factors determining quality education.
- Initiative for quality education in school-decentralized planning, innovative materials & pedagogy, capacity building of teachers, community involvement.
- Role of School, teacher and community to promote quality education in school.

Suggested Assignments:

Each student-teacher is required to submit assignment selecting any one of the following.

1. Conducting social survey in respect of inequality and marginalization and preparing a report.
2. Preparation of case studies of violation of child Rights/Human Rights.
3. Field study for identification of environmental hazards and preparing a plan for environmental education.
4. Preparation of a term paper on constitutional values with reference to the issues of equality.

Suggested Readings:

- Glasser, W. (1990) *The Quality School: Managing Students without coercion*. New York: Perennial Library.
- Kaur, B. (2006) *Teaching peace, conflict and pride*. New Delhi: Penguin Books
- MHRD (2008) *frame work for implementation of Rastriya Madhyamik Sikhya Abhijan (RMSA)*. New Delhi: Deptt. of school education and literacy.
- Ministry of law & Justice (2009) *Right to education*. New Delhi: NCERT
- Panneersiluan, A & Ramakrishnan, M. (1996) *Environmental science education*. New Delhi: sterling Publishers.
- Sharma, R.A. (1998) *Environmental Education*. Meerut: Surya Publication.
- UNESCO (1990) *Source book of environmental education for secondary teachers* Bangkok: UNESCO.
- UNESCO (2001) *Learning the way to peace: Teacher's guide to peace education*. Paris: UNESCO.
- UNESCO (2004) *Education for All: The quality imperative*. EFA Global Monitoring Report Paris: UNESCO.
- UNICEF (2000) *Defining quality in Education*. New York: Programme division, UNNICEF.
- WHO (1997) *Life skill education for children and adolescents in schools*. Geneva: WHO.
- WHO (2004) *skills for health: An important entry point for health promotion/child friendly school*. Geneva: WHO.
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SEMESTER-VIII
Paper: B.ED. 20 T
CREATING AN INCLUSIVE SCHOOL
2 credits: 50 marks (10 Assignment + 40 Sem)-2hours
All units carry equal marks

Objectives:

On completion of the course the Students shall

- Explain changing concepts related to inclusive education .
- Elaborate different categories of children with special needs and their problem in schooling and need for inclusive education.
- State barriers of inclusion in existing school.
- State characteristics and dimensions of an inclusive school.

Course Content:

Unit -I Inclusive Education:

- Changing concept of inclusion: Shifting from separation to intergrations to inclusion, inclusion as "Education For All".
- Inclusion in education as a human right: right to access, equality and quality education.
- Inclusive education: Definition, rationale, characteristics and principles.

Unit -II Children with Special needs:

- Types of disabled children (Physical, Social and /or emotional), their needs.
- Problems in schooling of CWSN,(Physical, cognitive, emotional)
- Strategies for addressing their educational needs in inclusive setup: seating arrangement, aids and appliances, light and ventilation, access to TLMs, mobility inside the class, interpersonal relation & support. Flexible curriculum and Teaching- Learning Strategies.

Unit -III Inclusive School:

- Barriers for inclusion in school: Psycho-social, infrastructural, whole class based instruction etc.
- Concept, dimensions and features of an inclusive school.
- Developing an inclusive school: creating inclusive culture in the community, producing inclusive policies and evolving inclusive practices.

Suggested Assignments:

Each student-teacher is required to submit assignment on any one of the following.

1. Observation of an inclusive class room setup and reporting.
2. Preparation of a report on class room problems faced by any CWSN and the strategies adopted by the teacher.

Suggested Readings:

- Ainscow,M(1999) Understanding the development of inclusive schools. London: falmer
- Dyson,A and Millward, A (2000) Schools and Special needs: issues of innovations and inclusion. London: Paul Chap Man.
- UNESCO(1985) Helping Handicapped pupils in ordinary schools: strategies for teacher training. Paris: UNESCO.
- UNESCO(1990) World declaration on education for all. Paris: UNESCO.
- UNESCO(1999) Welcoming schools: Students with disabilities in regular schools. Paris: UNESCO.
- UNESCO (2005) Guidelines for inclusion: Ensuring access to education for all. Paris: UNESCO.
- UN (1989) Convention on the rights of the child. New York: United Nations.

SEMESTER-VIII
Paper: B.ED. 21 T
GENDER SCHOOL AND SOCIETY
2 credits: 50 marks (10 Assignment + 40 Sem)-2hours
All units carry equal marks

Objectives:

On completion of the course the Students shall

- State key concepts related to the gender issue.
- Identity key gender issues in school curriculum, text book and pedagogical process.
- Understand the ways to address gender issues in and out of school context.

Course Content:

Unit -I Gender Related Concepts:

- Sex and gender, masculinity vs feminism, patriarchy, gender bias, gender disparity, gender asymmetry.
- Gender identity construction: influence of home, society, culture.

Unit -II Forms of Gender inequality and issues:

- Motility inequality, Nationality inequality, Professional inequality, Basic facility inequality, ownership inequality, house hold inequality.
- Gender inequality in school context: access and participation, gender stereotype role assignment, curriculum, textbook, inadequate gender sensitive facilities, teacher's preferential treatment, sexual abuse in school.

Unit -III Addressing gender issues: Intervention and strategies:

- Role of family, school, community and media.
- Policy provisions, NCF(1986/92), NCF 2005, RTE 2009, state women policy 2014.

Suggested Assignments:

1. Surveys of five families on role distribution among family members and preparation of report.
2. Preparation of report on gender based roles and practices of the students and staffs.

Suggested Readings:

Chakravarti, Uma(2003) Gendering cast through a feminist lens. Calcutta: Bhatkal and son.
 Govt. of India(1992) National Policy on Education. New Delhi: MHRD.

Govt. of India(1992) Programme of Action. New Delhi: MHRD.

Jone, Mary, E(Ed.) 2008. Women's studies in Indian: A reader. New Delhi: Penguin Books.

NCERT(2005) National Curriculum frame work 2005. New Delhi: NCERT.

SEMESTER-VIII
Paper: B.ED. 22P
FIELD WORK WITH COMMUNITY
2 credits: 50 marks (Internal)

The student-teachers are required to take up the following community activities.

1. Organisation or participation in any community awareness building programme.
2. Conducting community activities like plantation, mass safai, blood donation camp, health check up camp etc.
3. Survey of community resources and their utilization in school improvement.
4. Survey and mobilization of out of school children in the community.

Student-teachers under the guidance of the faculties of the department are to visit a nearby village and take-up any two of the above activities. They are to submit report of their field work with community to the head of the department within one week of the date of field work with community.

Marking Procedure:

Field Work	=	40 marks
Record	=	<u>10 Marks</u>
Total	=	50 Marks

ASSESSMENT CRITERIA FOR THE COURSE

This four-year Integrated B. Ed Course has been designed taking in to account the course content of the B. Ed course prepared by SCERT Odisha(2015) for the B. Ed colleges of the state of Odisha. It is developed with 22 Papers, which are integrated with the under graduate BA/B.Sc Course of M.P.C. Autonomous College through different semesters. Each of the 22 papers from paper-1 to paper-22 are indicated with either capital 'T' or capital 'P'(For example B.Ed. 1T, B.Ed. 2P,B.Ed. 3T, B.Ed. 4P, etc.).

'T' represents theory. Theory papers carrying 100 marks have assignments of 20 marks to be assessed internally by the faculty members and the rest 80 marks are to be assessed externally through Semester end examinations. Theory paper carrying 50 marks have assignments of 10 marks to be assessed internally by faculty members and the rest 40 marks are to be assessed externally through Semester end examination.

'P' represents practicals/ activities. All Practical papers either with 50 marks or 100 marks are to be assessed internally by faculty members through record of activities submitted against each paper.

EXAMINATION AND CERTIFICATION

Medium of instruction- The medium of instruction and examination in all the theory papers except the pedagogy of language (Odia) shall be English.

Minimum Percentage of pass mark- The minimum percentage of pass mark in each theory course is 40% and in each practical courses is 50%.

Besides the criteria mentioned in the above paragraph for passing the integrated BA/B.Sc. B.Ed. examinations a candidate has to conform with the rules and norms of U.G. examinations followed by M.P.C. (Autonomous) College, Baripada.