

**+3 ARTS (EDUCATIONPASS) With
Choice Based Credit System**

2016-2018



BERHAMPUR UNIVERSITY

+31st Year Education (Regular/Pass)

Semester-I

Philosophical and Sociological Foundation of Education

Backdrop

Education has always been accorded an honored place in our society. Many great people have stressed the fundamental role of education and its significance for national development. Nevertheless, the concept, theories, principles, methods, problems and issues of education cannot be understood without having a sound knowledge about philosophy and sociology. This paper will be dealing with the foundation of education and of schooling, their philosophies, beliefs and realities— placing practice in the theoretical perspective. It would provide opportunities to learn how to read at extricritically so as to be a belt taken informed stand on educational concerns. This paper would assist the students to comprehend education as a discipline in a wider epistemic context of knowledge and the emerging curriculum. This may be done through foundational study of education as it is informed by discourse in sociology and dialectic and thought in philosophy with a view to placing education in a theoretical context. Educational thoughts of prominent thinkers in education who have influenced modern ideas of education and schooling and who have experimented in education in India will also find expression in the paper. Education as a sub-system of society and how other sub-systems affected education will be discussed. Special attention is also given how education plays a nimportant role towards social change, national integration and international understanding in a diverse social context.

Course Objectives:

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

Develop understanding of the meaning, aims, objectives, and functions of education.

develop an understanding of the roles of Philosophy and Sociology in Education.

develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.

develop understanding of major components in education and their interrelationship.

Course Contents:

Unit-I: Concept of Education

Meaning, Nature and Scope of Education

Types of Education: Formal & Non-Formal

Aims of Education : Individual and Social aims of education.

The functions of Education in emerging Indian society

UNIT-II: Major Educational Philosophy and Thoughts

Relationship between Education and Philosophy

Some major schools of Philosophy: Idealism, Naturalism, and Pragmatism- their contributions to present day education.

Emergence of educational thoughts like: Rousseau, Dewey, Sri Aurobindo and Gandhi with Special Reference to (a)Aims (b) Curriculum (c)Methods of Teaching (d) Role of teacher and (e)Discipline.

UNIT-III: Education and Society

School as a Social System, Social Structure, Social Stratification and Social Mobility.

Role of Education in the New Social Order

UNIT-IV: Education and Social Change

Concept and Characteristic of Social Change Factors Influencing Social Change.

Role of Education as an Instrument of Social Change.

Education for National Integration and International Understanding

Human Rights Education

Essential Readings:

- Mathur, S.S. (1966). *A Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra.
- Nayak, B.K. *Text Book of Foundation of Education*. Cuttack: Kitab Mahal.
- NCERT (1983). *Teacher and Education in Emerging Indian Society*. New Delhi: Author.
- Premnath, *Bases of Educations*. Delhi, India: S. Chand and Co.
- Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House, Seetharamu, A.S. (1989). *Philosophy of Education*. New Delhi: Ashish Publishing House.
- Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers.

Suggested Readings:

- Brubacher, John.S., *Modern Philosophies of Education*. New York, USA: McGraw Hill Book Company, Inc.
- Butler J. Donald, *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin
- Dewey, John (1973). *The School and Society*. Chicago: University of Chicago Press.
- Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John Wiley and Sons, Inc.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*. Boston, USA: Allyn & Bacon.
- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
- Ottaway, A.K.C. (1966). *Education and Society*. London: Routledge and Kegan Paul.

Paper-A.1 Practical

Survey

The students will visit one school and conduct a survey on Enrolment trends, Classroom practices, assessment practices:

Distribution of Marks.

Record	-	20
Viva-voce	-	05
Total	=	25

The assessment of students' performance will be made jointly by the external and internal examiner.

+31st Year Education (Regular/Pass)

Semester-II

Education Psychology

Backdrop

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

Course Objectives

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

Establish the relationship between education and psychology.

list down and explain various methods used to study individual behaviour.

explain the application of educational psychology in teaching learning process.

understand individual difference from intelligence, creativity, and

personality point of view

explain the concept of learning and factors affecting learning.

examine the contribution of various learning theories in teaching learning process.

Course Contents:

Unit-I: Concept and Methods of Educational Psychology

Meaning, nature and scope of educational psychology.

Methods of studying individual behavior: observation, case study and experimental.

Relevance of educational psychology for learners, learning process, teachers and parents.

Unit-II: Understanding Learners

Individual differences: concept, types, determinants and educational implications

Intelligence: Concept, Determinants, Theories (Two Factors, Multiple Factor, Group factors, Guilford's Model of Intelligence).

Creativity: Meaning and nature; characteristics of creative person.

Personality: Concept and Theories; Measuring Personality.

Unit-III: Learning Process

Concept of learning: Meaning and Nature

Theories of Learning: Behaviouristic (Trial and Error, Classical Conditioning, Operant Conditioning, Insightful learning) Constructivist approach to Learning.

Factors affecting Learning

Role of teacher in promoting learning

Unit-IV: Mental Health

- Concept and factors of mental Health.
- Mental Health of learners and teachers.
- Adjustment Mechanism.

Essential Readings:

Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.
Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.

Choube, S.P. & Choube. (1996). *Educational Psychology and Experiments*. Himalay Publishing House New Delhi.

Mangal S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.

Mathur, S.S. *Educational Psychology*. Binod Pustak Mandir, Agra.

Woolfolk, A.E. (2011). *Educational Psychology*. Derling Kinderslay (India) Pvt. Ltd.

Suggested Readings

Cronbach, L.J. *Essential of Psychological Testing*. Harper Collins Publisher, New York.

Dash, U. Nand Mohanty, M.M (1990). *Schooling and Cognition*. Harper Collins Publisher, New York.

Maslow, A.H. (1970). *Motivation and Personality* (2nd Edition). New York: Harper & Row.

Paper-A.2 Practical

Developing Lesson Plans

Each student will prepare 10 (Ten) Lesson Plan on a school subject following 5E's.

Distribution of Marks.

Record	-	20
Viva-voce	-	05
Total	=	25

The assessment of students' performance will be made jointly by the external and internal examiner.

+3 Second Year Education (Regular/Pass)

Semester-III

Education and Indian Heritage

In heritage of Indian education you need to know the keywords, *Heritage* and *Education*. The Indian heritage witnesses the most fabulous contributions in the field of education. It is believed that in the ancient days, education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other. The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. This system is referred as the oldest and the most effective system of education. The major seats of learning were Takshasila, Nalanda, and Ujjain which imparted education in general and specified subjects. History of Education in Modern India was implanted by British rulers from its colonial beginnings in 1757 through the birth of an Independent India in 1947 till the early years of the new millennium. In 1835, Lord Macaulay introduced modern education in India. It was the introduction of Wood's dispatch of 1854, known as Magna Carta of Indian education that laid the foundation of present system of education and changed the scenario. Starting from University education commission 1948, in Independent India, till the RTE act 2009, the entire system of education brought developments in the Indian society. As the students of Education, you all need to learn the system of education starting from the ancient India till the today's globalised knowledge society through the hierarchy of time. The paper will develop a sense of appreciation and pride about the Indian Cultural and Educational heritage.

Course objectives

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

narrate the concept of education in the context of Indian heritage.
describe education in ancient India, particularly, Vedic Education,
Upanishadic Education, and the Buddhist Education.
critically examine the education system in Medieval India
elaborate the role of teacher, school and community in preservation of Indian
heritage and achievement of national goals.
Evaluate the education system during British period with special emphasis on
the commissions and committees.
Elaborate the status of education during post-independence period with
special emphasis on the commissions and committees.

UNIT-I: Education during Ancient India

Vedic Education: Key features of Vedic education and its significance.
Concept of Purushartha and its educational significance.
Buddhist Education: Basic teachings of Buddhism; Features of Buddhist
education and its relevance.
Islamic Education: Features and its relevance

UNIT-II: Education during British Period

Macaulay's Minutes-1835
Woods' Despatch-1854
Report of Hunter Commission-1882
Calcutta University Commission-1917
Hartog Committee Report-1929

UNIT-III: Education during Post-Independent India

University Education Commission-1948
Secondary Education Commission-1952-53
Education Commission (Kothari Commission) 1964-66

UNIT-IV Emerging policies in Indian Education

National Policy on Education-1968
National Policy on Education-1986 and POA-1992.

NationalCurriculumFramework-2005

NationalKnowledgeCommission-2006

EssentialReadings

Aggarwal,J.C.(2010)*LandmarksintheHistoryofModernIndianEducation(7th Ed)*NewDelhi:VikashPublishingPvtLtd.

Das,K.K.(1993).*DevelopmentOfEducationinIndia*.NewDelhi:Kalyani Publishers.

Dash,B.N.(1991).*DevelopmentofEducationinIndia*.NewDelhi:AjantaPrakashan.

Key,F.E.&Mitra,Sukumar(1978).*AHistoryofEducationinIndia*.NewDelhi: OxfordUniversityPress.

Mookherjee,R.K.(1988).*AncientIndianEducation*.NewDelhi: Motilal Banarsidass.

Mookherjee,R.K.(1989).*TheGuptaEmpire*.NewDelhi: MotilalBanarsidass.

Naik,J.P.&Narullah,S.(1996)*AStudent'sHistoryofEducationinIndia*New Delhi:McMillanIndiaLtd.

Rawat,P.L.(1989).*HistoryofIndianEducation*NewDelhi: RamPrasad&Sons.

SuggestedReadings

DasGupta,S.N.(1988).*AHistoryofIndianPhilosophy*.(5Vols.)Delhi:Motilal BanarasiDass.

Ghosh,S.C.(1989).*EducationPolicyinIndiasincewarrenHastings*.Calcutta:N-Prakashan.

Altekar,A.S.(1934).*EducationinAncientIndia*,Banaras:IndianbookShop.

MinistryofEducation,GOI(1964-66).*EducationandNationalDevelopment.Report oftheEducationCommission(1964-66)*.NewDelhi:TheAuthor

MHRD,GOI(1993)*LearningwithoutBurden.YashpalCommitteeReport(1993)*. NewDelhi:TheAuthor.

MHRD,GOI(1986).*NationalPolicyonEducation*.NewDelhi:TheAuthor

Shanker,Uday(1984).*EducationofIndianTeachers*.NewDelhi:SterlingPublishers Pvt.Ltd.

Singh,R.P.(1970).*EducationinAncientandMedievalIndia*.Delhi:AryaBook

Depot.

Sen, Bimal (1989). Development of Technical Education in India and State Policy - A Historical Perspective. *Indian Journal of History of Science*, 24(2):224-248.

Sen, S.N. (1988). Education in Ancient and Medieval India. *Indian Journal of History of Science*, 23(1):1-32.

Semester-III Practical

Case Study

Each student will conduct Case-study of 05 (Five) units of any one or more from the following and prepare reports on each.

1. Student (High Achiever/Low Achiever/Students with Behavioral Problems)
2. School Management Committee
3. School
4. Programmes

Distribution of Marks.

Record	-	20
Viva-voce	-	05
Total	=	25

The assessment of students' performance will be made jointly by the external and internal examiner.

+3Second Year Education (Regular/Pass)

Semester-IV

Assessment in Education

Assessment is considered to be one of the most crucial as part of any teaching- learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly help to assess their own growth over the years.

An effective method of assessment in the classroom help to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involve in assessment.

Course Objectives

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

describe the role of assessment in education.

differentiate measurement, assessment and evaluation.

establish the relationship among measurement, assessment and evaluation.

explain different forms of assessment that aid student learning.

use wider range of assessment tools and techniques and construct these appropriately.

Classify educational objectives in terms of specific behavioral form prepare a good achievement test on any school subject.

Course Content

Unit-I: Measurement, Assessment and Evaluation in Education

Measurement: Concept, Purpose and Scales of Measurement

Evaluation: Concept, Different Approaches of Evaluation

Assessment: Concept, Norm Referenced Vs Criterion
Referenced Assessment, role of assessment in education.

Interrelationship among measurement, assessment and
evaluation

Unit-II: Tools and Techniques of Assessment

Different Tools and Techniques of Assessment: Standardized
vs. Non- Standardized Test, Observation, Assignment,
Anecdotal Records, Check List, rating Scale, Interview.

Unit-III: Characteristics of a Good Test

Reliability-Concept, Methods and Factors Affecting
Reliability

Validity-Concept and Methods of Validation

Objectivity and Practicability

Unit-IV: Statics in Education

Measures of central Tendency: Mean Median Mode
Desperation: Range, Quartile Deviation, Mean Deviation, Standard
Deviation

Essential Readings

Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and*

Measurement. New Delhi: Vikas Publishing House Pvt Ltd.

Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*.

Boston: Allyn & Bacon.

Blooms, B.S. (1956). *Taxonomy of Educational Objectives*. New York: Longman

Green and Company

Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*.

Toronto: Thomson Nelson

Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to*

Maximize Student Learning. Thousand Oaks, California: Corwin Press

Gronlund, N.E. (2003). *Assessment of Student Achievement*. Boston: Allyn & Bacon.

Kaplan, R.M. & Saccuzzo, D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.

Linn,R.L.&Gronlund,N.E.(2000). *Measurement and Assessment in Teaching*.

London: Merrill Prentice Hall.

Semester-IV Practical

Case Study Practicum: Preparation of Blue Print

Each student is required to prepare an achievement test on any subject.

Distribution of Marks.

Record	-	20
Viva-voce	-	05
Total	=	25

The assessment of students' performance will be made jointly by the external and internal examiner.

GENERIC ELECTIVE (G.E.) – 1

VISION OF EDUCATION IN INDIA: ISSUES AND CONCERNS

INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,

Course Objectives

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

- explain normative vision of Indian Society
- explain the view points of Indian thinkers on Education
- elaborate the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

Unit – 1 Vision of Indian Education : Four Indian thinkers

- An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.
- Rabindranath Tagore : Liberationist pedagogy .
- M.K. Gandhi : Basic Education
- Jiddu Krishnamurty : Education for Individual and social Transformation.
- Sir Aurobindo : Integral Education

Unit – 2 Concern for Equality in Education: Concerns and Issues

- Universalisation of school education
 - (i) Issues of
 - (a) Universal enrollment
 - (b) Universal Retention
 - (c) Universal success
 - (ii) Issues of quality and equity

Unit – 3 Concern for Equality in Education

- Equality of Educational opportunity
- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

Unit – 4 Education and Development – an interface

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
 - Economic Development and Education
 - Social cultural – changes in Education

References

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L et.al. (1983). Teacher and Education in Emerging in indian Society, NCERT, New Delhi.
- Govt, of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt, of India (1992). Programme of Action (NPE). Min of HRD,
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India - Present Status and Future Needs, New Delhi.
- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi -1999.
- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi - 1967
- Ministry of Education. '*Education Commission "Kothari Commission"*'.

1964-1966. Education and National Development. Ministry of Education, Government of India 1966.

- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNDP. *Human Development Reports.* New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.* In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development.* Oxford University Press, Delhi.

GE-1 Practical

Term paper

Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers.

Distribution of Marks

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

GENERIC ELECTIVE (G.E.) - 2

ASSESSMENT AND EVALUATION TECHNIQUES

INTRODUCTION

Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives

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

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

Unit – 1 The Measurement, Evaluation and Assessment Process

- Educational Testing and Assessment : Context, Issues and Trends.
- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives : Foundation for Assessment.
- Types of Assessment: Placement, Formative, Diagnostic and Summative.

Unit – 2 Alternative Techniques of Assessment

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.

Unit – 3 Fundamentals of Statics

- Measures Of Central Tendency: Mean, Median, Mode
- Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation.

Unit – 4 Contemporary Trends in Assessment

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation

REFERENCES

- Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company
- Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
- Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.

- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

GE-2 Practical

Achievement Test Construction

Each student is required to prepare any assessment technique as discussed in Unit-2.

Distribution of Marks

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