

+3 CBCS SYLLABUS

EDUCATION HONOURS



(QR Code)



DIRECTORATE OF DISTANCE & CONTINUING EDUCATION

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**FINAL Structure for Under Graduate Programme (B.A)
Under Utkal University Bhubaneswar
(As per CBCS System)**

ARTS (HONOURS)

Group	Subjects	No. of Papers	Total Credits	Total Marks
Core	Core-1 to Core-14	14	14 x 6 = 84	1400
DSE	DSE-1 to DSE-4	4	4 x 6 = 24	400
AECC		2	2 x 4 = 8	200
SEC		2	2 x 4 = 8	200
GE		4	4 x 6 = 24	400
GRAND TOTAL		26	148	2600

N.B:- Arts (Hons.) course has Total Credits = 148, Total Marks = 2600.

Abbr. –

DSE – Discipline Specific Elective

AECC – Ability Enhancement Compulsory Course

SEC – Skill Enhancement Course

GE – Generic Elective

Stipulations:

- 1) An Arts (Hons.) student has to opt two different subjects as GE-A and GE-B other than core subject.
- 2) GE-A to be opted for Semester-I & III (as Paper-1 & 2) and GE-B Semester-II & IV(as Paper-1 & 2)
- 3) An Arts (Hons.) Student can opt maximum of two Practical Subjects.

SEMESTER – I

Sl No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	I	6	60	100
2	CORE	II	6	60	100
3	GE - A	I	6	60	100
4	AECC (Environmental Studies)	I	4	40	100
	TOTAL	4	22	220	400

SEMESTER – II

Sl No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	III	6	60	100
2	CORE	IV	6	60	100
3	GE – B	I	6	60	100
4	AECC MIL(Communication) (Odia/Hindi/Urdu/A.E.)	II	4	40	100
	TOTAL	4	22	220	400

SEMESTER – III

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	V	6	60	100
2	CORE	VI	6	60	100
3	CORE	VII	6	60	100
4	GE - A	II	6	60	100
5	SEC (English Communication)	I	4	40	100
TOTAL		5	28	280	500

SEMESTER – IV

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	VIII	6	60	100
2	CORE	IX	6	60	100
3	CORE	X	6	60	100
4	GE - B	II	6	60	100
5	SEC (Modern Office Management)	II	4	40	100
TOTAL		5	28	280	500

SEMESTER – V

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	XI	6	60	100
2	CORE	XII	6	60	100
3	DSE	I	6	60	100
4	DSE	II	6	60	100
TOTAL		4	24	240	400

SEMESTER – VI

SI No	Name of the Course	Paper	CP (Credit Point)	CH (Credit Hour)	Full Marks
1	CORE	XIII	6	60	100
2	CORE	XIV	6	60	100
3	DSE	III	6	60	100
4	DSE	IV	6	60	100
TOTAL		4	24	240	400

CORE-1: BASICS IN EDUCATION

INTRODUCTION :

The Philosophical foundation is a unique educational charity whose aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged. Philosophical enquiry develops speaking and listening skills vital for literacy and emotional development, helps children who find it difficult to access other classes, and encourages critical and creative thinking essential in the 21st Century. And it will prepare students to apply knowledge, sensibility, skills and dispositions of philosophical inquiry, analysis, and interpretation to educational practices.

Course Objectives

- after completion of the paper, students shall be able to:
- explain the concept of education and its relationship with philosophy
- list areas of philosophy and narrate their educational implications.
- describe the contribution of Philosophy to the field of education.
- appreciate the contribution of various Indian Schools of Philosophy to the field of education.
- evaluate the impact of Western Philosophies on Indian Education.
- narrate the contribution of the Great Indian Thinkers.

Unit – 1 Bases of Education

- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

Unit – 2 Philosophical foundations of education

- Concept of Philosophy
- Inter dependence of philosophy and education
- Branches of philosophy and their educational implications – Metaphysics, Epistemology and Axiology.

Unit – 3 Reflections of Indian schools of Philosophy on education

- Common characteristics of Indian Philosophy
- Sankhya and Vedanta as Philosophical systems
- Educational implications of Sankhya and Vedanta.

Unit – 4 - Western Schools of Philosophy and their educational implication.

- Idealism
- Naturalism
- Pragmatism

Unit – 5 Doctrines of Great Educators of East and West and their influence on the practices of school education with special reference to Aims and ideals of Education, Curriculum, method of teaching and the role of teacher.

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

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C1 Practical

Book Review

Each Student is required to review a Book / Journal / Educational Article and Write a report.

CORE-2: EDUCATION AND SOCIETY

INTRODUCTION

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

Course Objectives

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

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

Unit – 1 Education and society

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

Unit – 2 Education and culture

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

Unit – 3 Education, Social process and Institution

- Education and socialization
- Education and social change
- Education and social mobility
- Role of Education for the development of the marginalised
- Education and Affirmative action

Unit – 4 Education and Globalisation

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

Unit – 5 Education and state

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

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- Ottaway, A.K.C. (1966). *Education and Society*. London: Routledge and Kegan Paul.

C2 Practical

Field Study

Each student is required to visit a school observe the school functioning and prepare a report

CORE-3: THE LEARNER AND LEARNING PROCESS

INTRODUCTION:

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

Course Objectives:

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

- establish relationship between education and psychology.
- understand various methods used to study individual behaviour.
- explain the application of educational psychology in teaching learning process.
- understand individual difference from intelligence, creativity, and personality point of view
- explain the concept of learning and factors affecting learning.
- reflect the contribution of various learning theories in teaching learning process.
- Explain different category of people from different Personality type and the type of adjustment.

Unit - 1 Educational Psychology

- Relationship between education and psychology
- Meaning, Nature and scope of educational psychology
- Relevance of educational psychology for teacher
- Methods of studying learner behaviour : Survey, observation case study and experimental

Unit – 2 Developmental psychology

- Concept
- Difference between growth and development
- Principles of development
- Areas of development : Physical, social, emotional and intellectual during childhood and adolescence
- Piagetian stages of cognitive development

Unit – 3 Intelligence, creativity and individual difference

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

Unit – 4 Learning and motivation

- Learning : Meaning nature and factor
- Theories of learning with experiment and educational implications: Trial and error with focus on laws of learning classical conditioning, operant conditioning and insightful learning and constructivist approach to learning.
- Motivation: concept, types and technique of motivation.

Unit – 5 Personality and Mental Health

- Personality: Meaning and nature
- Assessment: Subjective, objective and projective techniques.
- Mental Health: Concept, factor affecting mental health and role of teacher.
- Mental Health of teachers
- Adjustment mechanism

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C3 Practical

Administration of Psychological Test

Each student is to administer a psychological test (Intelligence / creativity / personality test) and interpret the scores and prepare a report.

CORE-4: PEDAGOGICAL SKILLS

INTRODUCTION

It is important to note that 'education' is not synonymous with 'school'. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21st century proposed 'learning to live together' as one of the four pillars of education. It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others' feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

Course objectives

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

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;

Unit – 1 Concept of teaching – learning

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

Unit – 2 Task of teaching

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

Unit – 3 Theories of teaching

- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal : Communication theory,
- Descriptive : Gagne’s hierarchical theory
- Normative: Theories of Mitra and Clarke

Unit – 4 Principles and Maxims of Teaching

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

Unit – 5 Approaches and Methods of Teaching

Inductive – Deductive, Analytic - synthetic, Problem Solving and Project method.

Shift in focus from teaching to learning – constructivist approach

Activity based and child centered approach – concept and elements.

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C-4 Practical

Preparation of Lesson Plan

Each student is to required develop five lesson plans in his/her method subject, (which he / she has to opt in 3rd Semester). The plan will be developed following Herbatian approach / 5E Model / Icon Design Model.

CORE-5: TECHNOLOGY AND INNOVATIONS IN EDUCATION

INTRODUCTION

Educational technology (ET) is the efficient organization of any learning system adapting or adopting methods, processes, and products to serve identified educational goals (NCERT, 2006). This involves systematic identification of the goals of education, recognition of the diversity of learners' needs, the contexts in which learning will take place, and the range of provisions needed for each of these. Our schools should move from a predetermined set of outcomes and skill sets to one that enables students to develop explanatory reasoning and other higher-order skills. Educational technology is a powerful tool towards developing such reasoning and skills. It should enable students to access sources of knowledge, interpret them and create knowledge rather than be passive users. It should enable the teachers to promote flexible models of curriculum transaction. It should encourage to use flexible curriculum content and flexible models of evaluation as well. Present paper will give an exposure to students to understand the meaning, nature and scope of educational technology. They will be sufficiently oriented about nuances of communication and their implications in educational context. They will understand the underlying principles of instructional design. Students will develop the ability to prepare lesson plans based on constructivist approach. They will be oriented about the need and importance distance education in India.

Course Objectives

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

- understand the meaning, nature and scope of educational technology
- explain with examples various approaches to educational technology
- describe systems approach and its application in educational context
- explain the concepts, principles, modes, process and barriers of communication and their implications in educational context
- explain the instructional design and its underlying principles
- describe different models of teaching and their use in effective classroom teaching

Unit – 1 Educational Technology

Meaning, nature and scope

Approaches to Educational Technology : Hardware, software and system approach

Types of Educational Technology

Importance of Educational Technology for the teacher and the student.

Unit – 2 Communication Process

Meaning and nature

Process, components and types

Barriers of communication

Study of Classroom Communication through flander's interaction analysis.

Unit – 3 Innovations in Educational Technology

Programmed instruction : Concept Basic principles and applications

Microteaching : Concept assumptions, phases and applications.

Simulated Teaching : concept, procedure and applications

Personalized system of instruction : Concept, objectives, strategies and applications

Unit – 4 Teaching Models

Concept attainment model

Advance organizer model

Synetics model

Inductive model

Memory model

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

Unit – 5 Classroom instructional Aids

Projected and non projected Aids

ICT – enabled devices

Organisation of school teaching learning

Materials (TLM) Centre : Objective

Procedure

Planning

Application

Types of Materials to be procured for teaching different school subjects.

REFERENCES

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C5 Practical

Classroom Interaction Analysis

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

CORE-6: PEDAGOGY OF SCHOOL SUBJECTS

(Each student is required to select any one of the following school subjects)

METHODS OF TEACHING ODIA

Introduction

Mother-tongue plays a significant role in the education of a child. It has a great importance in the field of education. Therefore, mother tongue must be given an important and prominent place in the school curriculum. Method of teaching Odia will enable us to preserve and enrich our language and culture forever by developing Odia language skills among learners. The learners will also be equipped with the skills to prepare Odia lesson plans by using constructivist approach.

Learning Objectives and Expected Outcomes

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

- describe the concept of Mother Tongue;
- explain the semantic peculiarity of Odia language
- justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;
- describe various pedagogical approaches of language teaching.
- prepare subject specific lesson plan for improvement of language skills.
- plan and construct test to assess language skills and content areas.

Unit –1 Conceptual

- Importance of mother tongue in the life and education of the child
- Aims and objectives of teaching mother tongue at school level.
- Place of mother tongue in the school curriculum.

Unit – 2 Methods and approaches

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

Unit – 3 Techniques of Teaching

Teaching of prose and poetry

Teaching of Grammar

Teaching of composition

Unit – 4 Teaching Learning Materials for teaching Odia

Teaching learning materials : Purpose, Types and Use

Language Text Book : Importance, Purpose

Language Laboratory characteristics application

Unit – 5 Development of Lesson Plan

Preparation of Lesson Plan : Herbartian approach

5E Model

Icon Design Model

REFERENCES:

Daswani, C. J. *Language Education in Multilingual India*. New/Delhi (UNESCO)

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METHOD OF TEACHING ENGLISH

INTRODUCTION

Language is always regarded as the means of communication. Among all the foreign languages English is worldwide accepted as the international language. It has been the window on the world through which we peep into the world to grasp international information on trade, education, health, politics etc. In this connection we need to strengthen our efficiency in English language to present ourselves in the market of education as a skilled person. Basically, in teaching and learning, English language deals with different modes of transaction, language skills. It enables a teacher to follow variety of methods of teaching of prose & poetry, grammar; and enables to prepare the lesson plan and scheme of lessons. As a student of education, one needs to learn role and anatomy of English language, methods of teaching and developing language skills, phonetics etc which are reflected in the course contents of this paper.

Learning Objectives and Expected Outcomes

On completion of course the students shall be able to:

- State the place of English language in India
- describe English as a second language in the multi lingual syllabus India
- List out different techniques of teaching
- Discuss different type of teaching learning materials in teaching English
- Prepare lesson plan in English

Unit – 1 Teaching / Learning English as a second language

- Importance of learning English as a second language
- Aims and objectives of teaching English
- Place of English in school curriculum

Unit – 2 Methods and approaches

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

Unit – 3 Techniques of teaching

- Teaching prose and poetry
- Teaching grammar
- Teaching composition

Unit – 4 Teaching learning materials for teaching English

- Teaching aids : purpose types and use
- The English test book and work book
- The language laboratory
- Application of ICT in teaching English

Unit – 5 Developing a lesson plan for teaching English

- Herbartian approach
- 5 E Model
- ICON Design Model

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METHODS OF TEACHING MATHEMATICS

INTRODUCTION

Mathematics is closely linked not only with the daily life of the human society but also with scientific and technological world. Therefore, teaching of mathematics has formed, since the advent of education in human history, one of the three 'R's of learning. To be effective in teaching and creating a constructive learning situation, the teacher should not only have the content knowledge of mathematics, but also the pedagogical knowledge and its values in daily life of the human being. The pedagogical knowledge of mathematics will help the learner to effectively transact the mathematical concept and apply the effective strategy to assess the learner.

Course Objectives

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

- explain the nature and scope of mathematics
- identify different types of proof in mathematics and their application to solving mathematical problems
- relate the mathematical concepts with other school subjects
- achieve the mastery over the methods, strategy and approaches for transacting the contents of mathematics
- develop mathematics achievement test and acquire of the scoring procedure
- analyze learners learning difficulties and develop remedial strategies to meets needs of slow learners and to develop enrichment materials for the advanced learners

Unit – 1 Importance and values of teaching mathematics

- Aims and objectives of teaching mathematics
- Relationship of mathematics with other school subjects.

Unit – 2 Mathematics curriculum and its organization at school stage.

- Principles of curriculum construction in Mathematics
- Principles of Arranging / organizing curriculum
- Pedagogical analysis of content in School Mathematics

Unit – 3 Methods of teaching mathematics

- Analytic and synthetic methods
- Inductive and deductive methods
- Project method

Unit – 4 Teaching learning Materials in Mathematics

- Teaching aids in mathematics : Purpose, types and use.
- Mathematics text book and workbook.
- Application of ICT in teaching mathematics.

Unit – 5 Developing lesson plan for teaching mathematics.

- Herbartian approach
- 5 E Model
- ICON Design Model.

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METHOD OF TEACHING HISTORY

INTRODUCTION

History occupies an important place in the school curriculum. Through History students will aware about the past events and developments. History creates linkage between present and past. Through the subject our students will respect our culture, traditions and heritage. History shows path to future.

COURSE OBJECTIVES:

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

- explain the meaning and scope of History
- relate History with other school subjects
- explain the different approaches to organization of contents in History
- achieve mastery over different methods and approached for curriculum transaction
- List out the different types of teaching learning materials in history and explain their importance.
- Prepare Lesson plan in History

Unit – 1 History : Meaning, nature, scope, and importance

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

Unit – 2 The History curriculum

- Approaches to organization of contents in history curriculum: chronological, concentric, topical, regressive.
- Selection of content of History : Local, national and global perspectives.
- The History curriculum at school level in Odisha.

Unit – 3 Methods of Teaching History

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

Unit – 4 Teaching learning material (TLM) in history

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

Unit – 5 Preparation of Lesson Plan in History

- Herbartian Approach
- 5E Model
- ICON design model

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METHOD OF TEACHING SCIENCE

Introduction

The paper is meant for the students joining Masters Level with B.S background. The paper intends to develop an insight among the students regarding science as a distinct discipline with its characteristics and method of inquiry. The MA (Education) students pursuing science would focus both a s physical and biological science and acquaint themselves with different methods and models of teaching. The methods, models and materials would be discussed with reference to the content of course prescribed for H.S.C examination in science. The students, on completion of course, are expected to develop scientific thinking, adapt methods and materials to the needs of students and conduct assignments in line with constructivist perspective.

Learning Objectives and Expected Outcomes

On completion of the course the students shall be able to

- gain insight on the meaning nature, scope and objective of science education.
- appreciate science as a dynamic body of knowledge
- appreciate the fact that every child possesses curiosity about his natural surroundings
- identify and relate everyday experiences with learning science
- appreciate various approaches of teaching learning of science
- employ various techniques for learning science
- use different activities like demonstration ,laboratory experiences, observation, exploration for learning of science
- facilitate development of scientific attitudes in learner
- Construct appropriate assessment tools for evaluating science learning

Unit – 1 Conceptual

- Meaning, nature and scope of General Science
- Aims and objectives of teaching science at school level.
- Correlation of science with other school subjects.
- Importance of science in the school curriculum

Unit – 2 Methods and approaches

- Observation method
- Demonstration-cum-Discussion method
- Project method
- Heuristic method
- Laboratory method

Unit – 3 Science curriculum

- Principles of curriculum construction in science
- Organisation of curriculum in science
- Pedagogical analysis of contents in science

Unit – 4 Teaching learning materials (TLM) for teaching science

- Purpose, type and use
- Application of ICT in teaching science
- The science laboratory : Purpose, Importance and utility

Unit – 5 Development of Lesson plan for teaching Science

- Herbartian Approach
- 5 E Model
- ICON Design model

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METHOD OF TEACHING GEOGRAPHY

INTRODUCTION

Geography as a subject play a vital role in the school Curriculum for many people, Geography means knowing where places are and something of their characteristics is important for reading or the multiplication of tables for arithmetic, but Geography involves far more. Geography is the study of places on earth and their relationship with each other. Often the study of Geography begins with one's home community and expands as person gains greater experience. Thus Geography provides a conceptual link for children between home, school and the world beyond. Geographers study how people interact with the environment and with each other from place to place and they classify the earth into regions. It helps us to be better citizen.

Course Objectives:

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

- explain the meaning and scope of Geography.
- relate Geography with other school subjects
- explain the different approaches of curriculum transaction in Geography.
- list out the different type of Teaching Learning Material (TLM) in Geography
- explain the principles of curriculum organization in Geography.
- Prepare lesson plan in teaching Geography.

Unit – 1 Conceptual

- Meaning, nature and scope of Geography
- Aims and objectives of teaching Geography at the school level.
- Correlation of Geography with other school subjects.
- Place of Geography in the school curriculum.

Unit – 2 Methods and approaches

- Direct observation and indirect observation
- Discussion method / Demonstration-cum-discussion method

- Project method
- Regional method
- Heuristic method

Unit – 3 Geography curriculum

- Principles of curriculum construction in Geography
- Organisation of curriculum in Geography
- Pedagogical Analysis of contents in Geography

Unit – 4 Teaching Learning Materials (TLM) for teaching

- Teaching Learning Materials : Purpose, type, & use
- Application of ICT in Teaching Geography
- Importance of Geography Room: Purpose, importance, utility
- Geography Text Book: Importance characteristics purpose and application.

Unit – 5 Development of Lesson Plan for teaching Geography

- Herbartian approach
- 5 E Model
- ICON Design Model

REFERENCES:

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- Shaida, B.D. Sharma T.C. (2010) Teaching of Geography New Delhi : Dhanpat Rai Publication company.
- Verma, O.P. & Vedanayagam E.G. Geography Teaching New Delhi, India : Sterling Publisher Pvt. Ltd.
- Verma, O.P. Methods of teaching Geography New Delhi, India, Sterling Publishers Pvt. Ltd.

C-6 Practical

School Internship

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

CORE-7: STATISTICS IN EDUCATION

INTRODUCTION

The fundamental principles and techniques of statistics provide a firm foundation to all those who are pursuing courses in education, psychology and sociology. The role of statistics is essential for collection, analysis, grouping and interpreting the quantitative data. Research and innovations are very essential in the field of education for enrichment, progress and development of the knowledge society. A lot of surveys and research works are carried out in the field of education. Statistical methods help the researchers in carrying out these researches successfully. Therefore, the basic knowledge of statistical method is very vital for conducting any survey, research and project work. Students at undergraduate level must have to develop the basic knowledge of statistical methods used in education.

Course Objectives

After completion of this course students shall be able to:

- Describe the importance of statistics in field of education
- Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
- Compute relevant measures of average and measures of variation
- Spell out the characteristics of normal probability of distribution
- Examine relationship between and among different types of variables of a research study

Unit – 1 Concept of Statistics

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

Unit – 2 Graphical Representation of Data

- Histogram
- Frequency Polygon

- Pie-Diagram
- Cumulative frequency graph
- Cumulative percentage curve / Ogive

Unit – 3 Measures of Central Tendency and Dispersion:

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

Unit – 4 Measures of Correlation

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

Unit – 5 Inferential Statistics

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

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- Swain, S.K. & Pradha, China & Khatoi, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.

C-7 Practical

Statistical Analysis of Achievement Scores

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

CORE-8 : CURRICULUM DEVELOPMENT & EDUCATIONAL GUIDANCE

INTRODUCTION

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore theory and practice of curriculum design and its relation to informal education. Curriculum theory and practice to some must sound like a dull but required course activity. Curriculum theory at its best is a challenging and exciting intellectual puzzle. It is a vibrant field full of contradictions, challenges, uncertainties and directions. Yet it is a critical field, the outcome of which does matter. When we teach, whether from preschool to high school; from children to adult, whether educating or training, what we do must make a difference. We cannot waste our audiences time with training that doesn't help, with educating that doesn't educate, or teaching that which may be irrelevant or even wrong. If a surgeon makes a mistake, his patient dies. If teachers, educators, professors, trainers make a mistake, we do not readily see the consequences, and indeed may never see the consequences. Ask yourself: Have you hurt anyone lately by giving misinformation? Did you really make a difference in your teaching, say yesterday? How do you know? Does the curriculum that you help design and deliver really do the job it is supposed to? This course deals with the theory and practice of curriculum design. Participants will want to ask "How do I do curriculum design?" "What are the theoretic underpinnings which inform the practical problems of making curriculum?" For this course, however, the underlying theoretical foundations which inform how and what one does will bias our discussions into particular directions. Students need Guidance in different ways and in various forms to solve their problem. Educational guidance is helpful for all categories of learner There are different services available to provide guidance to students . The present paper emphasizes the study of various concepts of guidance and counseling and its importance in teaching learning process.

Course Objectives:

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

- define and explain the concept of curriculum.
- list different types of curriculum with examples.

- suggest bases of curriculum such as, philosophical, psychological and sociological.
- describe different considerations for curriculum planning;
- elucidate different process of curriculum development;
- explain the role of teacher in curriculum development.
- identify major issues and trends in curriculum;
- Explain National curricular Framework (2005)
- Explain different type of Guidance & Counselling
- List out different type of counseling services and the role of teacher in organizing those services

Unit – 1 Curriculum

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

Unit – 2 Bases of curriculum

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

Unit – 3 National Curricular Framework (NCF) 2005

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

Unit – 4 Guidance and counseling

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

Unit – 5 Organisation of Guidance services in school

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

References

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- Saylor, J.G. Alexander, W.M. & Lewis, A.J., Curriculum Planning for Better Teaching for Better Teaching and Learning, Hott, Rinehart & Winston, New York, 1981.

C-8 Practical

Text Book Review

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

CORE-9 : EDUCATIONAL ASSESSMENT & EVALUATION

INTRODUCTION

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

Course Objectives

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

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain 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
- explain the characteristics of good measuring instruments.
- list out different type of assessment techniques

Unit – 1 *Assessment & Evaluation in Education*

- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced

- Procedure of Evaluation: Placement, Formative, Diagnostic and Summative
- Concept of continuous and comprehensive evaluation (CCE).

Unit – 2 Instructional Objectives

- Taxonomy of Educational objectives with special reference to cognitive domain
- Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.
- Relationship of Evaluation procedure with objectives.
- Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

Unit – 3 Techniques of Assessment

- Observation
- Interview
- Rating scale
- Checklist
- Project
- Concept Mapping

(Above techniques are to be discussed with reference to purpose, type, procedure of administration and application)

Unit – 4 Test construction

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

Unit – 5 Characteristics of a Good Test

Reliability	-	Concept and method
Validity	-	Concept, type and methods of validation
Objectivity	-	Concept, type and factors
Usability	-	Concept and factors

REFERENCES

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- Thorndike, R.L. Hagen, E (1955) *Measurement of Evaluation of Psychology and Evaluation*. New York : John Willey and sons.

C-9 Practical

Construction of an achievement test

Each student will construct 50 objective based objective type test items along with a blue print

CORE-10 : INTRODUCTION TO EDUCATIONAL RESEARCH

INTRODUCTION

Research is a creative work undertaken systematically to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. The primary purposes of research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge. Approaches to research depend on epistemologies, which vary considerably both within and between humanities and sciences. In the present paper, students will be given an orientation about the nature, purpose, scope of research in education. A brief overview of different types of research in education will be given to the students. Students will be exposed to different methodology of research in education. Students can use appropriate tools and techniques for the collection of data and understand concept of sampling.

Course Objectives

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

- Describe the nature, purpose, scope of research in education
- Identify types of research in education
- Explain the characteristic of qualitative, quantitative and mixed research
- Select and explain an appropriate method for a research study
- Select appropriate tools and techniques for the collection of data
- Describe the procedure of preparation of Research Report

Unit – 1 Introduction to Research

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

Unit – 2 Types of studies in Educational Research

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

Unit – 3 Research Design

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

Unit – 4 Data Analysis and Interpretation

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

Unit – 5 Research reports and application

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

REFERENCES

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C-10 Practical

Preparation of Project proposal

Each student will prepare a project proposal.

CORE-11 : HISTORY OF EDUCATION IN INDIA

INTRODUCTION

In heritage of Indian education, you need to know the key words, *Heritage* and *Education*. The Indian heritage witnesses the most fabulous contributions in the field of education. It is believed that in the ancient days, education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other. The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. As the students of Education, you all need to learn the system of education starting from the ancient India till the today's globalised knowledge society through the hierarchy of time. The paper will develop a sense of appreciation and pride about the Indian Cultural and Educational heritage.

Course objectives

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

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

Unit – 1 Education in Ancient India

- Education during Vedic & Upanishadic period
- Education during Buddhist period
- Ancient seats of learning : Nalanda, Taxila, & Varanasi
- Achievements of Ancient India in different fields of knowledge and enlightenment.

Unit – 2 Education in Medieval India

- Islamic Education in India : Aims, structure, curriculum, methods and educational institutions.
- Hindu Education : Aims, structure, curriculum, methods and educational institution.
- Impact of the interaction between the two systems of education.
- Evaluation of state patronage for education during the period.

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

- Educational endeavours during the early British period (up to 1835)
- Adam's Report
- Macalay's Minute and Bentinck's Resolution. 1835
- Wood's Despatch 1854
- Hunter Commission Report 1882

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

- National Education Movement
- Curzon's Education Policy
- Calcutta University (Sadler) Commission report 1917
- Basic Education 1937

Unit – 5 Education in Independent India

- Report of the University Education Commission 1948
- Report of the Secondary Education Commission 1952.
- Report of the Indian Education Commission 1966
(Reports of the commissions to be studied with reference to Aims, structure & Curriculum)
- NPE 1986 and the Revised NPE 1992.
 - Essence & the Role of Education
 - National System of Education
 - Reorganisation of Education at different stages.
- Report of NKC with regard to school & higher education

REFERENCES:

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C-11 **Practical**

Case Study

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

CORE-12 : COMPARATIVE EDUCATION

INTRODUCTION

This paper is an introduction to a systematic study of comparative education, the analytical survey of foreign educational systems. Comparative education is relatively a young sub field in the very old discipline of pedagogy. Educational reforms are so intimately connected with politics, with problems of race, nationality, language and religious and social ideals that it becomes rather imperative to have a glimpse over the evolution of educational development of nations. This course is an attempt to combine the two purposes : an academic insight and a general introduction into comparative education as a study of contemporary solutions to various countries. It is widely recognized that this intending students of education should have some knowledge of foreign educational systems and their comparative merits. This paper also aims at the analytical study of education in all countries with a view to perfecting national systems with modification and changes, which the circumstances and local conditions would demand.

Course objectives

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

- Explain the scope of comparative education
- List out the factors of comparative education
- Compare the structure,curriculum and evaluation system of India with that of China, Japan,U.K and U.S.A

Unit – 1 Definition and scope of Comparative Education

- First pioneers of comparative education.
- Other subsequent comparative studies
- Approaches : statistical, psychological and historical
- National traditions and the definition of a nation.

Unit – 2 Theory and Methods of comparative Education

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

Unit – 3 Factors

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

Unit – 4 Systems of Education

(Characteristic, structure, curriculum and evaluation system)

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

Unit – 5 Systems of Education

(Characteristic, Structure, Curriculum & Evaluation system)

- China
- Japan

REFERENCES

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Core-12 Practical**Term Paper**

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

CORE-13: EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

INTRODUCTION

Management is a universal phenomenon. Knowledge of management is indispensable for successful accomplishment of goals of an organization. Knowledge of management is required to ensure efficiency and better output of an organization and its functioning. As we know education plays a significant role in the socioeconomic development of the country, proper management of educational institutions requires managerial skills among all the people entrusted with the responsibilities of education. The paper deals with various concepts, principles and functions of educational management. It emphasizes on educational planning, finance and school management and focuses on trends in educational management. The paper will develop an interest towards the educational management.

Course Objectives

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

- explain the concept, nature and scope of educational management
- describe the functions of educational management and administration
- list down various types of educational administration
- elaborate the principles of educational management
- elaborate the steps in planning
- explain different types of administration
- elaborate functions of state level educational bodies
- describe the sources of financing in education

Unit – 1 Educational Planning

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

Unit – 2 Educational Administration

- Concept, Objectives and scope of educational administration
- Types : Totalitarian and Democratic
- Basic Functions of Administration : Planning, Organizing, Directing and Controlling.

Unit – 3 Educational administration in the state

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

Unit – 4 Educational Management

- Meaning, Nature and Scope
- Types: Centralized vs Decentralised Authoritarian vs Democratic
- Functions of Educational Management

Unit – 5 Economics of Education

- Costs in Education : The current cost and capital cost of education
 - The Direct and Indirect cost of education.
 - The private cost, social cost and unit cost of education.
- Educational Expenditure as investment
- Financing of Education :
 - Agencies of financing Education
 - Financing of education by parents
 - Financing of education by Employers.

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C-13 Practical

Visit to Administrative Unit

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

CORE-14: CONTEMPORARY CONCERNS IN INDIAN EDUCATION

INTRODUCTION:

To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change. The intent of this course is to familiarize learner to historical roots of Universalisation of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher's perspective. Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education value education, environmental education, Life skills education

Course Objectives

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

- explain the concept of universalization of elementary education
- describe universalization of elementary education and secondary education implementation strategies
- describe present position of secondary education
- Explain the challenges of secondary education
- explain present scenario of higher education and agencies for improvement
- explain the concept of value education, environmental education and Life skills education

Unit – 1 Elementary Education

- Universalisation of elementary education.
- Right of Children to Free and Compulsory Education (RCFCE) Act 2009.
- Quality concerns in Elementary education.
- SarvaSikshyaAbhiyan (SSA) & District Primary Education Project (DPEP)

Unit – 2 Secondary Education

- Present position of secondary education in India
- Challenges and problems of secondary education.
- Vocationalisation of secondary education
- RashtriyaMadhyamikSikshyaAbhiyan (RMSA)

Unit – 3 Higher Education

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

Unit – 4 Social Commitments in Education

- Gender issues in Indian education
- Equalisation of educational opportunity
- Constitutional provisions for education
- Education for national integration and international understanding.

Unit – 5 Emerging concerns

- Environmental Education
- Value education, Peace Education and Human Rights Education
- Adolescent Education
- Life skills ducation

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C-14 Practical

Educational Programme Review

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

DSE – 1 - ICT IN EDUCATION

INTRODUCTION

Information and Communication Technology (ICT) now hold great potential for increasing the access to information as well as a means of promoting learning. ICT has tremendous potentiality in transforming classrooms into more engaging, collaborative and productive learning environments in which instructions can be customized to students' specific needs, interests and learning styles. It is also redefining the way educators teach as well as the way the students learn. The present paper is based on above assumptions. The paper will orient the learners about the need and importance of ICT in education. It will describe about the importance of open source software in education particularly, in developing country like, India. Students will be given an exposure about the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of use of various computer software and ICT tools.

Course Objectives

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

- explain the concept, nature and scope of ICT in education
- differentiate Web. 1.0 and Web 2.0
- describe the importance of open source software in education
- list and explain various approaches in adoption and use of ICT in education.
- list and explain various stages of ICT usages in general and pedagogical
- usages in particular in education.
- describe the needed teacher competencies for ICT usage in the classroom.
- demonstrate the use of various computer software such as Word-processing , Spreadsheets, and Presentation.

Unit – 1 Information & Communication Technology : Meaning and importance

- The ICT infrastructure : computers, telecommunication network, networking.
- Introduction to internet, the World Wide Web, e-mail, and social media.
- ICT potential for improving access, quality and inclusion in education
-

Unit – 2 E- learning : meaning and importance

E – learning methods and media :

Virtual learning environment

Virtual universities

Massive Open Online Course (MOOCs)

Webinars

Special internet forum / discussion groups

e-tutorials

Unit – 3 ICT Resources

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

Unit – 4 ICT in class room

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

Unit – 5 ICT for school improvement

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

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DSE-1

Practical

Internet Search for Study Material

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

DSE – II - SPECIAL EDUCATION

INTRODUCTION

Nature and nurture have a substantial role to play in growth and development of human beings. Nature and nurture apart, human organism is susceptible to damage through disease and injury. Disease, accident, genetic causes or any other reason, which inflicts the persons, causing loss or want of abilities, may not be equal in all cases. Accordingly the degree of abilities or lack of abilities varies. Deviations from average of physical and mental ability of human beings beyond limits resulting in substantial and appreciable difficulties in performing a function or in social adjustment process be perceived as disability. Some of the practitioners understand rehabilitation as a graded acquestrial individualized approach in which charity has given way to right so far as the empowerment of persons with disability is concerned. Education is the means to empower them. It has become a fundamental right of every child. The evolution of education of persons with disability has a history with the starting point in the 10th century in Europe and America. It has been realized that education of the persons with disability is very crucial for the development and independent living as far as possible. Education of the persons with disability has evolved as an essential responsibility of the government not only because of constitutional provisions but also with the UN mandates.

Course Objectives

On completion of this course, students shall be able to

- know about the concept, nature, objectives, types and historical perspective of special education
- explain the innovations and issues of special education
- elaborate the policies and programmes of special education
- able to identify different type of special category children
- understand various educational interventions meant for special children
- explain the role of resource teacher and special teacher

Unit – 1 Conceptual

- Exceptional children : Concept and types
- Inter relationship between impairment, disability and handicap.
- Historical development of special education in India.
- Issues and innovations in Education of Exceptional children: Mainstreaming, Labeling and De-institutionalisation.

Unit – 2 Policies and programmes in the Education of special children

- Indian Education Commission (1964-66)
- National Policy on Education (1986)
- Report of Rama Murty Committee (1991)
- Programme of Action (1992)
- UN Conventions in Human Rights (1994)

Unit – 3 Education of the gifted and creative children

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

Unit – 4 Education of the Educable Mentally Retarded

- Concept
- Characteristics
- Methods of identification
- Educational Provision
- Role of Teacher

Unit – 5 Education of Children with Learning Disability

- Concept
- Characteristics
- Methods of identification
- Role of Special / Resource Teacher

REFERENCES:

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DSE – 2 **Practical**

Case study of Special Child

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

DSE – 3 - DISTANCE EDUCATION

INTRODUCTION:

Distance education was an educational mode supplementary, Complementary and alternative to conventional/traditional system of education depending on the situation it was practiced. Today it has evolved into an independent system of education, hanks to the growth of communication Technologies and cognitive sciences which are flexible enough to use the technologies for pedagogic purposes. It is an educational innovation to meet the ever increasing and diversified educational needs and demands of the society which are sequal to changing social, economic and other conditions on one hand and technological developments on the other. Distance education is innovative in the sense that it sets up its own norms, approaches and methodology which are different from the face-to-face system of education. It can be non-conformist and non-traditional in nature. It makes adequate provision to impart instruction to learners at a distance by incorporating a variety of means for didactic interaction between its students and the teaches and / or the institution. This paper is an attempt to provide the students of education honours some of the fundamental concepts under the purview of distance education

Course Objectives

On completion of this course, students shall be able to

- explain the importance of Distance education in the present context
- describe the historical perspective of distance education
- elaborate the curricular process of Distance education
- understand various modes of student support services
- develop clear idea about different type of Distance education institutions

Unit – 1 Concept of Distance Education

- Aims and objectives of Distance Education
- Purposes and functions served by distance education.
- Theories of Distance Education
- Distance education in India : Historical perspective

Unit – 2 Curricular process in Distance Education

- Preparing and supplying study material
- ICT support for distance learning
- Personal contact programme in distance learning
- Assignments and projects in distance learning

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

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

Unit – 4 Distance learners

- Profit of distance learners
- Needs of distance learner
- Problems of distance learner
- Steps for facilitating distance learner
- Student support services

Unit – 5 Open and distance learning institutions:

- Open Universities and open schools : Meaning and Nature
- IGNOU and NIOS
- Other forms of distance education – correspondence courses, Radio TV education
- Virtual universities and Massive Open online courses.

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DSE-3 Practical

Preparation of Self instructional materials (SIM)

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

OR

Case study of Distance education study centre

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

DSE – 4 - PROJECT

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



UTKAL UNIVERSITY

Ability Enhancement Compulsory Course-I (AECC-I)

ENVIRONMENTAL STUDIES

SEMESTER – I

FOR +3 ARTS, SCIENCE & COMMERCE - 2016

FULL MARKS: 100

TIME: 3 HOURS
TIME: 1 HOUR

END SEMESTER: 80
MID SEMESTER: 20

Unit - I

The Environment: The Atmosphere, Hydrosphere, Lithosphere, Biosphere, Ecology, Ecosystem, Biogeochemical Cycle (Carbon Cycle, Nitrogen Cycle).

Unit – II

Environment Pollution: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Radiation Pollution, Natural Disasters and their Management.

Unit – III

Population Ecology: Individuals, Species, Pollution, Community, Control Methods of Population, Urbanization and its effects on Society, Communicable Diseases and its Transmission, Non-Communicable Diseases.

Unit- IV

Environmental Movements in India: Grassroot Environmental movements in India, Role of women, Environmental Movements in Odisha, State Pollution Control Board, Central Pollution Control Board.

Unit – V

Natural Resources: Conservation of Natural Resources, Management and Conservation of Wildlife, Soil Erosion and Conservation, Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection, 1986.

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ
Ability Enhancement Compulsory Course (AECC)
ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ
(୨୦୧୭-୧୭)

MIL Communications – Odia
ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (2nd Semester) କଳା ଓ ବିଜ୍ଞାନ
(ସାଧାରଣ Pass/ ସମ୍ମାନ Hons) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ଆସ୍ଥାମୂଲ୍ୟାଙ୍କ-୪, ମୋଟ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦେଶ - ୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର
(ପିରିୟଡ୍) ସମୟ ଅବଧି - ୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦
(Credits – 4) Total Classes - 40, One Period - 45 Mins, Course - II, Full Marks - 100

ପାଠ୍ୟକ୍ରମର ଭୂମିକା :

ଏହି ପାଠ୍ୟଶାସ୍ତ୍ରଟି ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ଓ ଆନନ୍ଦରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ସଦ୍ୟତମ ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ ଏହା ସୁରାୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଖସଡ଼ାଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈୟାକରଣିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ତତ୍ତ୍ୱ ପ୍ରତି ଗୁରୁତ୍ୱ ଦିଆଯାଇଛି । ଏହା ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭାବବିନିମୟାତ୍ମକ ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସାହାଯ୍ୟ କରିବ । ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷାର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି :

କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ଅନ୍ତତଃ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୧୦ଟି ୧୨ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଯେକୌଣସି ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।

$$(୧୨ \times ୫ = ୬୦)$$

ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୫ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ ।

$$(୧୦ \times ୨ = ୨୦)$$

ଗ) ମହାବିଦ୍ୟାଳୟ ସୁରାୟ ଆନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା _____ (୨୦)

ମୋଟ ମୂଲ୍ୟାଙ୍କନ - ୧୦୦

ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

ପାଠ୍ୟ-୧ / **Course – 1** : ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତଦକାର, ଦଳଗତ ଆଲୋଚନା ଓ ଡିଜିଟାଲ୍

୩ୟ ଏକକ : ଭାଷଣ କଳା, ଘୋଷଣା କଳା ଓ କଥନକଳା

୪ର୍ଥ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ଗଣମାଧ୍ୟମ୍ୟର ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୫ମ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା ଓ ବର୍ଣ୍ଣଶୁଦ୍ଧିର କାରଣ ଓ ନିରାକରଣ ।

(ବନାନ ତୁଟି ଓ ଏହାର କାରଣ - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଦିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି - ଏସବୁର ନିରାକରଣ ଉପାୟ ବହୁ ପ୍ରଚଳିତ ବିଧାନ ଓ ଶୁଦ୍ଧାଶୁଦ୍ଧ ବିରୁଦ୍ଧ ।)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଶବ୍ଦର ଆକାଶ ଓ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ - ଶତପଥୀ ରବି, କଟକ
୨. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ, ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା
୩. ଲିଖନକଳା ଓ ପ୍ରାୟୋଗିକ ବ୍ୟାକରଣ - ମିଶ୍ର, ଅଜୟ କୁମାର, କଲ୍ୟାଣୀ ପବ୍ଲିଶିଂ, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରୟୋଗ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୫. ପୁସ୍ତକ ରଚନାବିଧି - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରୟୋଗ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର - ହରିଚନ୍ଦନ ନାଳାହିତୁଷଣ, ପି.ସି.ଆର୍ ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ୱର
୭. ସଂଯୋଗ ଅନୁବିଧି / ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ଭାଷା ଓ ପ୍ରାୟୋଗାତ୍ମକ ବ୍ୟାକରଣ - ତ୍ରିପାଠୀ ସନ୍ତୋଷ, ନାଲନ୍ଦା, କଟକ
୮. ଓଡ଼ିଆ ପ୍ରକାଶନ ଓ ପ୍ରସାରଣର ଇତିହାସ - ମହାପାତ୍ର ଶ୍ରୀଧର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୯. ସାରସ୍ୱତ ସାକ୍ଷାତକାର - ସିଂହ ବିଜୟାନନ୍ଦ, ବିଦ୍ୟାପୁରୀ, କଟକ
୧୦. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା-ମହାପାତ୍ର ଚନ୍ଦ୍ରଶେଖର, ଓଡ଼ିଶା ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୧୧. ବେତାର ନାଟକ କଳା - ମହାନ୍ତି, ବ୍ରଜମୋହନ, ଓଡ଼ିଶା ବୁକ୍‌ଷ୍ଟୋର, କଟକ
୧୨. ଓଡ଼ିଶାର ଥିଏଟର - ସଂ. ଦାଶ ଗୌରାଙ୍ଗ ଚରଣ, କଟକ ଘର, ଅନୁଗୋଳ
୧୩. ବାଣିଜ୍ୟିକ ପତ୍ରାବଳୀ - ବେହେରା ଡ. କୃଷ୍ଣଚରଣ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶିଂ
୧୪. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଦାନ- ମହାନ୍ତି, ବ୍ରଜ ମୋହନ, ଓଡ଼ିଶା ବୁକ୍‌ଷ୍ଟୋର, କଟକ
୧୫. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ, ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍‌ଷ୍ଟୋର, କଟକ ।

CBCS UG Syllabus

MIL Communication- Alternative English for Arts/Science/Commerce (Pass & Hons)

Alternative English

Objective

This course is focused on developing communicative competence in English with knowledge of the building blocks of grammar, usage and vocabulary. Core competencies in reading and thinking are sought to be encouraged through suitable reading content in prose form. Similarly writing activities and language exercises are provided to facilitate absorption of the rules of syntax and etiquettes of style.

Unit 1

Short Story

Jim Corbett- The Fight between Leopards

Dash Benhur- The Bicycle

Dinanath Pathy- George V High School

Alexander Baron- The Man who knew too much

Will F Jenkins- Uneasy Homecoming

Unit II

Prose

C V Raman- Water- The Elixir of Life

Harold Nicolson- An Educated Person

Claire Needell Hollander- No Learning without Feeling

Steven Harvey- The Empty Page

Santosh Desai- Emoji Disruption

Unit III

Comprehension of a passage from any of the prescribed pieces and answering the questions

Unit IV

Expanding an idea into a paragraph

Unit V

Language exercises- test of vocabulary, usage and grammar based on the prescribed pieces

Prescribed Text

The Widening Arc: A Selection of Prose and Stories. Ed. Asim R Parhi, S Deepika and Pulastya Jani. Kitab Bhavan, Bhubaneswar. 2016.

Suggested Reading:

Fluency in English – Part II, OUP, 2006

Communicative English. E. Suresh Kumar and P. Sreehari

(19)

SEMESTER- I / II

AECC : HINDI (MIL)

Total No. of Credit – 02

Full Marks : 50

UNIT-I

कविता

- (i) कबीर – साखी : 1 से 10
- (ii) तुलसी – विनयपत्रिका – पद 1 और 2
- (iii) प्रसाद – मधुमय देश
- (iv) निराला – भिक्षुक
- (v) अज्ञेय – हिरोशिमा

UNIT-II

गद्य

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

UNIT-III

शब्द ज्ञान

- (i) शब्द शुद्धि
- (ii) वाक्य शुद्धि
- (iii) पर्यायवाची शब्द
- (iv) विलोम शब्द

UNIT-IV

सामान्य ज्ञान

- (i) निबंध लेखन (Essay Writing)

अंक विभाजन :

विभाग-(क) उपर्युक्त इकाइयों I, II, और IV से 03 प्रश्न पूछे जाएँगे। उनमें से 02 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 700-1000 शब्दों के बीच)

10×2 = 20

विभाग-(ख) उपर्युक्त इकाइयों I और II से 04 पद्यांश/गद्यांश पूछे जाएँगे। जिनमें से 02 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 400-500 शब्दों के बीच)

5×2 = 10

विभाग-(ग) युनिट III से अति संक्षिप्त प्रश्न पूछे जाएँगे।

2×5 = 10

End Semester	40
Internal	10
Total	50

पाठ्य पुस्तक :

1. हिन्दी प्रसून – सं. डॉ अंजुमन आरा, प्लानेट भी, कटक

SEC – 1 - ENGLISH COMMUNICATION

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language it is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

Unit 1

Introduction

1. What is communication?
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine
3. Uses of Communication

Prescribed Reading: Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmliYXRpb25fVGh1b3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

Unit 2

Language of Communication

1. Verbal: spoken and written
2. Non-verbal
 - Proxemics
 - Kinesics
 - Haptics
 - Chronemics
 - Paralinguistics
3. Barriers to communication
4. Communicative English

Unit 3

Reading Comprehension

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

Unit 4

Writing

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

Unit 5: Language functions in listening and conversation

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Dialogue

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

Texts to be studied (The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

Prose

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

Poetry

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

Books Recommended:

1. *Vistas and Visions: An Anthology of Prose and Poetry*. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English*. E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

SEC-II (4TH SEMESTER) FOR ARTS & SCIENCE (PASS & HONS.)

MODERN OFFICE MANAGEMENT

Full marks – 100

Mid Term-20

End Term-80

Unit- I: Office

What is a Business Enterprise? What is an Office? Who are Office Staff? What are the most Common Forms of Business Organization? What are the Advantages of Office Work? What are the Categories of Office Career and Job Classifications under Each Category? What are the Specific Skill Requirements for Office Jobs? Duties and Responsibilities of Office Staff

Unit-II: Records Management

Objectives of Record Keeping; What is Filing? What are the Different Kinds of Filing System? Steps in Filing; Indexing; Selecting the Appropriate Filing System; How to handle Incoming & Outgoing Mails

Unit –III: Document/Report Writing

Key points to write a document: The 5w-h plan for writing; Steps in writing workplace documents; Important things to remember when editing seven layout mistakes to avoid; Quick tips for report Writing; Basics of Meetings

Unit-IV: Supervisory Skills

What are the Skills of the Supervisor and How to Acquire Them? Functions of Supervisor

Communication

Meaning; Process; Communicating Tools; Types, Barriers

Unit-V: Leadership & Motivation

Meaning and Concept; Importance of Leadership; Qualities of a Leader; Relationship & Differences Leadership and Motivation; Organizational Leadership; Leadership Ethics - Traits of an Ethical Leader; Leadership Styles - Important Leadership Styles- Situational Leadership – Emotional Intelligence of Leader; Which Leadership Style to Follow? Influence of Situational Leadership Styles on Subordinate Development; References:–

1. Office Management
By Ankita Bhatia
Dr. R. K. Chopra
2. Office Management
By Dr. P. Rizwan Ahmed
3. Office Management
By R S N Pillai

Economics

Generic Elective I: Indian Economy

Course Description: This paper introduces the students to the essentials of Indian economy with an intention of understanding the basic feature of the Indian economy and its planning process. It also aids in developing an insight into the agricultural and industrial development of India. The students will understand the problems and policies relating to the agricultural and industrial sectors of India and current challenges of Indian economy.

Module I: Introduction to Indian Economy

Colonialism & British Rule: Exploitation and under-development in India; Basic features of India Economy; Indian Economy as a developing economy; Demographic trends in India - Size and growth of population, Occupational structure, Sex composition, Age structure and demographic dividend; Causes of population growth and population policy

Module II: Indian Agriculture

Role of agriculture in Indian Economy; Cause of low productivity, Green Revolution and Land Reforms, Agricultural Finance-Sources and Problems; Agricultural Marketing in India

Module III: Industrial Development in India

Role of Industrialisation in Indian Economy; Small Scale & Cottage Industries: Meaning, Role, Problems and Remedies; Industrial Policies of 1948, 1956, 1977 and 1991; Problems of Industrial Development in India; Industrial Sickness

Module IV: Service Sector in India

Growth & Contribution to GDP; Composition and relative importance of service sector; Factors determining growth of the sector; ICT and IT – Spread and Policy; Sustainability of services led growth

Module V: Current Challenges facing Indian Economy

Unemployment – Meaning; important employment Generation programmes, MGNREGS; Inequality in income distribution-Causes thereof; Government policy to check its growth

Basic Readings:

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi

5. Panagariya, Arvind (2008): India: the Emerging Giant, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): India's Economic Reforms and Development: Essays for Manmohan Singh, Oxford University Press, New Delhi.

Generic Elective II: Indian Economy II

Course Description: This paper is the part II of Indian economy deals with the external sector, financial markets in India, Indian Public Finances and Economic Reforms. This paper also troughs some light on current challenges of Indian Economy.

Module I: External Sector in India

Trends, Composition & Direction in exports from and imports of India; Problems of Balance of Payment: Causes of deficit in BoP & measures to correct it; Trade Policy- Export Promotion Vs Import Substitution; Foreign Trade Policy of India; WTO and India

Module II: Financial Markets in India

Commercial Banking in India- Nationalisation of Banks; Lead bank scheme and branch expansion; RBI - Functions, Monetary Policy; Development Banking- IFCI, IDBI, SIDBI and NABARD

Module III: Indian Public Finance

Public Expenditure-Growth and Composition, Causes of Growth of Public Expenditure in India: Tax Revenue of Central and State Governments; Concept of VAT; Deficit Financing in India-Revenue, Budget, Fiscal and Primary Deficits; Purpose and Effects of Deficit Financing; India's Fiscal Policy-Objectives

Module IV: Economic Reforms, Globalisation in India, Foreign Capital and MNCs

Genesis of Reforms, Macroeconomic Stabilisation, Structural Reforms, Appraisal

Globalisation and its impact on the Indian Economy; Foreign Capital-Need, Components; MNCs – Reasons for Growth and Appraisal

Module V: Current Challenges Facing Indian Economy

Inflation – Causes, Consequences and Anti-inflationary Policy; Poverty – Poverty line and Estimates, Major Poverty Alleviation Programmes; Environmental Degradation – Growth and Environment; Population Growth and Environment; Environment Policy

Basic Readings:

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi

5. Panagariya, Arvind (2008): **India: the Emerging Giant**, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): **India's Economy: Performance and Challenges**, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): **India's Economic Reforms and Development: Essays for Manmohan Singh**, Oxford University Press, New Delhi.

History

GENERIC ELECTIVE I: HISTORY AND CULTURE OF ODISHA

Unit-I: Socio-political life of Early and Medieval Odisha:

- [1] Kalinga War (261 B.C.) and its significance
- [2] Mahameghavahan Kharavela: His times and achievements
- [3] The Bhauma Karas and The Somavamsis
- [4] The Gangas and The Suryavamsis

Unit-II: Religion, Art and Literature of Early and Medieval Odisha:

- [1] Buddhism, Jainism and Sanatana Dharma in Odisha.
- [2] Development of Art and Architecture: Buddhist Art, Temples and Jaina Sculptures
- [3] Evolution and Growth of Odia Language and Literature: Sarala Mohabharata
- [4] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

Unit-III: Political and Economic structure in Medieval Odisha:

- [1] Mughal Administration
- [2] Maratha Administration
- [3] Impact on Odisha's Socio-Economic Condition

Unit-IV: Colonialism in Odisha:

- [1] The Early British Administration: Its Socio-economic impact
- [2] The Odia Identity Movement
- [3] Freedom Struggle in Odisha

Unit-V: Socio-cultural Changes in Modern Odisha:

- [1] Development of Modern Education
- [2] Social Reform Movements in Odisha
- [3] Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati and Gangadhar Meher

Reading List:

- A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.
- A. K. Mishra, Intellectual Tradition of Orissa, Bhubaneswar, 2006.
- , The Raj, Nationalists and Reforms, Bhubaneswar, 2007.
- , Indian Culture, Science and Technology (with special emphasis on Odisha), 2011.
- B.C. Ray, Orissa under the Mughals
- , Orissa under the Marahatas
- , Foundation of British Orissa
- B.K. Mallik, Medieval Orissa: Literature, Society, Economy, Bhubaneswar, 1996
- , Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manahar, New Delhi, 2004.
- J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.
- K.C. Mishra, The Cult Jagannath.

M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri
M. A. Haq, Muslim Administration in Orissa
A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981
Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar, 1962
K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar
K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975
Khageswar Mahapatra, (ed), Charyagitika

GENERIC ELECTIVE II: FREEDOM MOVEMENT IN INDIA

Unit-I: Growth of National Consciousness in 19th century:

- [1] Socio-Economic impact of British Rule
- [2] Role of Press and Journalism
- [3] Formation of Political associations prior to 1885

Unit-II: Nationalism: Trends up to 1919:

- [1] Formation of Indian National Congress: Its ideology and Performance
- [2] Moderates and Extremists
- [3] Swadeshi Movement and its impact

Unit-III: Gandhian nationalism after 1919: Ideas and Movements:

- [1] Mahatma Gandhi: Perspectives and Methods
- [2] Non- Cooperation, Civil Disobedience, Quit India Movements
- [3] Indian National Army (INA) and Subash Chandra Bose

Unit-IV: Communalism and Partition:

- [1] Ideologies and practices: Hindu Mahasabha, Muslim League
- [2] Partition and Independence

Unit-V: Emergence of a New Nation:

- [1] Making of the Constitution
- [2] Integration of Princely States
- [3] Land Reforms and beginnings of Planning

Reading List:

Judith Brown, Gandhi's rise to Power, 1915-22.
Paul Brass, The Politics of India Since Independence, OUP, 1990.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
Ranajit Guha, ed., A Subaltern Studies Reader.
Peter Hardy, Muslims of British India.
Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
D.A. Low, ed., Congress and the Raj.
John R. McLane, Indian Nationalism and the Early Congress.
Jawaharlal Nehru, An Autobiography.
Gyanendra Pandey, The Construction of Communalism in colonial north India.
Sumit Sarkar, Modern India, 1885-1947.
Anil Seal, Emergence of Indian Nationalism.
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
Judith Brown, Gandhi: (et al) A Prisoner of Hope.
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.
A.R. Desai, Social Background of Indian Nationalism.

A.R. Desai, Peasant Struggles in India.
Francine Frankel, India's Political Economy, 1947-77.
Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.
Charles Heimsath, Indian Nationalism and Hindu Social Reform.
F. Hutchins, Illusion of Permanence.
F. Hutchins, Spontaneous Revolution.
V.C. Joshi (ed.), Rammohan Roy and the process of Modernization
in India.
J.Krishnamurti, Women in Colonial India

Hindi

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SEMESTER-I

GE - I

मध्यकालीन इतिहास और भक्ति कविता

Total No. of Credit – 06

Full Marks : 100

UNIT-I

मध्यकाल सामान्य परिचय, भक्तिकाल की पृष्ठभूमि, भक्तिकालीन साहित्य की प्रमुख प्रवृत्तियाँ।

UNIT-II

भक्तिकाल की प्रमुख काव्य धाराएँ

निर्गुण काव्य – ज्ञानाश्रयी शाखा एवं प्रेममार्गी शाखा

सगुण काव्य – कृष्णभक्ति शाखा एवं रामभक्ति शाखा

UNIT-III

पाठ्य पुस्तक : हिन्दी काव्य संग्रह : सं. रामवीर सिंह, केन्द्रीय हिन्दी संस्थान, आगरा

कबीर दास – साखी 1 to 21

मलिक मुहम्मद जायसी – नागमति वियोग वर्णन 1 to 08

UNIT-IV

सूरदास – विनय के पद 1 to 5

भ्रमरगीत 6 to 10

UNIT-V

तुलसीदास – भरत-महिमा 1 to 10

अंक विभाजन :

विभाग-(क) उपर्युक्त इकाइयों से 05 प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 700-1000 शब्दों के बीच)

15×3 = 45

विभाग-(ख) उपर्युक्त इकाइयों से 05 संक्षिप्त प्रश्न/पद्यांश पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे।

(प्रत्येक उत्तर 400-500 शब्दों के बीच)

5×3 = 15

विभाग-(ग) सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।

2×10 = 20

End Semester 80

Internal 20

Total 100

अनुमोदित ग्रन्थ :

1. मध्यकालीन भारत राजनीति, समाज और संस्कृति – प्रो. सतीश चन्द्र, ओरियंट लॉन्गमैन।
2. Medieval India - Prof Yusuf Hussain
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल, दिल्ली।

(35)

SEMESTER-IV

GE - IV

हिन्दी और उसकी बोलियाँ

Total No. of Credit – 06

Full Marks : 100

UNIT-I

आधुनिक आर्यभाषाओं का विकास, क्षेत्र और परिचय

UNIT-II

आधुनिक आर्यभाषाओं का वर्गीकरण

UNIT-III

हिन्दी भाषा क्षेत्र और बोलियों का विभाजन

UNIT-IV

हिन्दी की प्रमुख बोलियाँ : अवधी, भोजपुरी, मैथली, ब्रजभाषा

UNIT-V

हिन्दी की प्रमुख बोलियाँ : हरियाणवी, बुंदेली, मारवाड़ी, गढ़वाली

अंक विभाजन :

विभाग-(क)	उपर्युक्त इकाइयों से 05 प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700-1000 शब्दों के बीच)	15×3 = 45
विभाग-(ख)	उपर्युक्त इकाइयों से 05 संक्षिप्त प्रश्न पूछे जाएँगे। उनमें से 03 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बीच)	5×3 = 15
विभाग-(ग)	सभी इकाइयों में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएँगे।	2×10 = 20
End Semester		80
Internal		20
Total		100

सहायक ग्रन्थ :

1. हिन्दी भाषा : डा. भोलानाथ तिवारी - किताब महल, इलाहाबाद
2. हिन्दी उदभव विकास और रूप : डा. हरदेव बाहरी, किताब महल, इलाहाबाद

Odia

ଆନ୍ତଃସମସ୍ତମୂଳକ ଲକ୍ଷ୍ୟଧାର ପାଠ – ଓଡ଼ିଆ

Generic Electives (GE) - Course

ସୂଚନା :

୧. ପଢ଼ାସଂଖ୍ୟା – ୨ / ୨ ଗୋଟି ପାଠ୍ୟ ଦିଆଯିବ – ୨ ଟି ଯାକ ପାଠ୍ୟ ବାଧ୍ୟତାମୂଳକ ।
୨. ପ୍ରତ୍ୟେକ ପଢ଼ା – ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ / ମୋଟ – ୨୦୦
୩. ପ୍ରତ୍ୟେକ ପଢ଼ାରେ ୫ ଗୋଟି ଏକକ ରହିବ ।
୪. ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ ୧, ୨ (ସେମିଷ୍ଟର ୧-୨) ରେ (୧ମ ପଢ଼ା) ଏବଂ ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର ୩-୪) ରେ (୨ୟ ପଢ଼ା) ଭାବେ ଓଡ଼ିଆ ବିଷୟ ନିଆଯାଇପାରେ ।
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୧ (Sem – I) ପ୍ରଥମ ପଢ଼ା / ପାଠ୍ୟ – ୧
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୨ (Sem – II) ପ୍ରଥମ ପଢ଼ା / ପାଠ୍ୟ – ୧
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୩ (Sem – III) ଦ୍ୱିତୀୟ ପଢ଼ା / ପାଠ୍ୟ – ୨
 - ପ୍ରାଶ୍ନାବଳି ପର୍ଯ୍ୟାୟ – ୪ (Sem – IV) ଦ୍ୱିତୀୟ ପଢ଼ା / ପାଠ୍ୟ – ୨

ନମ୍ବର ବିଭାଜନ ବିଧି :

- କ) ପ୍ରତ୍ୟେକ ପଢ଼ାର ମୋଟ ନମ୍ବର – ୧୦୦
- ଖ) ଆନ୍ତଃପରୀକ୍ଷା – ୨୦ / ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦
- ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧଜ୍ଞାନ ମାପକ ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୫ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(୫×୧୨ = ୬୦)
- ଘ) ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଲକ୍ଷ୍ୟଜ୍ଞାନମୂଳକ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ମୋଟ ୧୫ ଗୋଟି ପ୍ରଶ୍ନରୁ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।
(୨×୧୦ = ୨୦)

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – I) ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II)

- ପାଠ୍ୟ – ୧ / ପଢ଼ା – ୧ (Core Course - 1) : ବେତାର କଳା, ସର୍ଜନଶୀଳ କଳା ଓ ବିଜ୍ଞାପନ କଳା
- ୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତା'ର ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ : ଓଡ଼ିଶାର ବେତାର କାର୍ଯ୍ୟକ୍ରମ
- ୩ୟ ଏକକ : ସର୍ଜନଶୀଳତାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଲକ୍ଷଣ
- ୪ର୍ଥ ଏକକ : ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର ଓ ଉଦ୍ଦେଶ୍ୟ

୫ମ ଏକକ : ବିଜ୍ଞାପନର ପ୍ରସ୍ତୁତି ଓ ଉପଯୋଗିତା

ଏଥିରେ ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester-I & II)ରେ ଥିବା ଓଡ଼ିଆ ବିଷୟରେ ‘ବେତାର କଳା, ସର୍ଜନଶୀଳ କଳା ଓ ବିଜ୍ଞାପନ କଳା’ ପାଠ୍ୟ ପଢ଼ାଯିବ । ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟ (୫ଗୋଟି ଏକକ) ରୁ ପ୍ରତ୍ୟେକଟିରୁ ୨ଟି ଲେଖାଏଁ ମୋଟ ୧୦ଟି ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ । ସେଥିରୁ ୫ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ସେହିପରି ୫ଟି ଏକକରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ଆସିବ । ସେଥିରୁ ଯେକୌଣସି ୧୦ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ ।

ବି.ଦ୍ର : ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (1st & IInd Semester) ପରୀକ୍ଷାରେ ଆନ୍ତଃ ସମଷ୍ଟିମୂଳକ (G.E) ଲକ୍ଷ୍ୟାଧୀନ ପାଠ (ଓଡ଼ିଆ) ଭାବେ ଉକ୍ତ ପାଠ୍ୟ ପଢ଼ାଯିବ । G.E (1st Paper) ଓଡ଼ିଆ ଭାବେ ଉଭୟ ପ୍ରଥମ ଓ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ସମାନ ପାଠ୍ୟ ପଢ଼ିବେ ।

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III) / ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପାଠ୍ୟ – ୨ / ପତ୍ର – ୨ (Core Course - 2) : ଓଡ଼ିଆ ଭାଷାର ବିବିଧତା

୧ମ ଏକକ – ୟୁନିଟ୍-୧) ଓଡ଼ିଆ ଭାଷାର ପରିଚୟ

(ମାନକ ଭାଷା, କଥିତ ଭାଷା ଓ ଆଞ୍ଚଳିକ ଭାଷା)

୨ୟ ଏକକ – ୟୁନିଟ୍-୨) ଓଡ଼ିଆ ଭାଷାର ମୂଳ ଉତ୍ସ ନିରୂପଣ

(ସଂସ୍କୃତ, ପାଲି, ପ୍ରାକୃତ ଓ ଅପଭ୍ରଂଶ)

୩ୟ ଏକକ – ୟୁନିଟ୍-୩) ଓଡ଼ିଆ ଭାଷା ଉପରେ ବୈଦେଶିକ ଭାଷାର ପ୍ରଭାବ

(ହାବିଡ଼, ଅଷ୍ଟ୍ରିକ୍, ଯାବନିକ ଏବଂ ଇଂରାଜୀ)

୪ର୍ଥ ଏକକ – ୟୁନିଟ୍-୪) ଓଡ଼ିଆ ଶବ୍ଦ ଭଣ୍ଡାରର ପରିଚୟ

(ତତ୍ସମ, ତତ୍ତ୍ୱ, ଦେଶଜ ଓ ବୈଦେଶିକ)

୫ମ ଏକକ – ୟୁନିଟ୍-୫) ଭାଷା ସାହିତ୍ୟ ଅଧ୍ୟୟନ

(କ) ଗ୍ରାମ୍ୟ କୈହିକ ଉପନ୍ୟାସ-ମାଟିର ମଣିଷ-କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

(ଖ) ଗ୍ରାମ୍ୟ କୈହିକ ଗଳ୍ପ – ମାଗୁଣିର ଶଗଡ଼-ଗୋଦାବରୀଶ ମହାପାତ୍ର

ଆକାଶ ଦୀପ – ରବୀନ୍ଦ୍ର ନାରାୟଣ ମିଶ୍ର

ନମ୍ବର ବିଭାଜନ ବିଧି

କ) ମୋଟ ନମ୍ବର – ୧୦୦

ଖ) ଆନ୍ତଃ ପରୀକ୍ଷା – ୨୦/ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦

ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ୧୨ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧାଜ୍ଞାନ ମାପକ ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ୧୦ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୫ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୨ x ୫ = ୬୦)

ଘ) ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଢ଼ିବ । ମୋଟ ୧୫ଟି ପ୍ରଶ୍ନରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୦ x ୨ = ୨୦)

ବି.ଦ୍ର : ତୃତୀୟ ଓ ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (IIIrd & IVth Semester) ପରୀକ୍ଷାରେ ଆନ୍ତଃ ସମ୍ପର୍କମୂଳକ (G.E) ଲକ୍ଷ୍ୟାଧୀନ ପାଠ ଓଡ଼ିଆ ଭାବେ ଉଚ୍ଚ ପାଠ୍ୟ ପଢ଼ାଯିବ । GE (2nd Paper) ଓଡ଼ିଆ ଭାବେ ଉଭୟ ତୃତୀୟ ଓ ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ସମାନ ପାଠ୍ୟ ପଢ଼ିବେ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ଦିଗବିଦିଗ : ପଟ୍ଟନାୟକ, କେ.ବି., ଓଡ଼ିଆ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୨. ସଂଯୋଗ ଅନୁବିଧି : ତ୍ରିପାଠୀ, ସନ୍ତୋଷ, ନାଲନ୍ଦା, କଟକ
୩. କବିତାର ମାନଚିତ୍ର : ମହାନ୍ତି, ଜାନକୀ ବଲ୍ଲଭ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଓଡ଼ିଆ ଭାଷା ବିଭବ : ମହାପାତ୍ର, ବିଜୟ ପ୍ରସାଦ, ବିଦ୍ୟାପୁରୀ, କଟକ
୫. ବୃତ୍ତି ଏବଂ ମୋ ପୋଷେ କୁରୁମି : ମହାନ୍ତି, ପଞ୍ଚାନନ, ଭୁବନେଶ୍ୱର
୬. ପ୍ରାଚୀନ ପୋଥି ଶୁଦ୍ଧ ସଂପାଦନା ପଦ୍ଧତି ଓ ଅନୁବାଦ କୌଶଳ - ପଟ୍ଟନାୟକ, ଆଶୁତୋଷ, ଭୁବନେଶ୍ୱର
୭. ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାହୁ, ନାରାୟଣ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା
୮. ଶବ୍ଦର ଆକାଶ ଦୃଶ୍ୟର ଦିଗ୍‌ବଳୟ - ଶତପଥୀ, ରବି, କଟକ
୯. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଅବଦାନ - ମହାନ୍ତି, ବ୍ରଜମୋହନ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ
୧୦. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ : ଗୁରାଙ୍ଗୀ, ମୃଣାଳ, ଶେଫାଳି କମ୍ପ୍ୟୁନିକେସନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଳ
୧୧. ଓଡ଼ିଆ ଶବ୍ଦ ବ୍ୟୁତ୍ପତ୍ତି ବିଜ୍ଞାନ : ସାହୁ, ବାସୁଦେବ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୧୨. ସର୍ବସାର ବ୍ୟାକରଣ : ମହାପାତ୍ର, ନାରାୟଣ ଓ ଦାସ, ଶ୍ରୀଧର, ନିଉ ଷ୍ଟୁଡେଣ୍ଟ୍ସ ବୁକ୍ ଷୋର, କଟକ
୧୩. ଓଡ଼ିଶାରେ ସମ୍ବାଦପତ୍ରର ଇତିହାସ : ଗୁରାଙ୍ଗୀ, ମୃଣାଳ, ଶେଫାଳି କମ୍ପ୍ୟୁନିକେସନ, ସଞ୍ଚାରମାର୍ଗ, ଦେଈନାଳ
୧୪. ମୁଁ କହିଲି ଲେଖଣୀ : ସଂକଳନ - ସିଂହ, ବିଜୟାନନ୍ଦ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୫. ଓଡ଼ିଆ ଭାଷାର ଉଲ୍ଲେଖ ଓ ବିକାଶ - ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୬. ଭାଷା ବିଜ୍ଞାନର ରୂପରେଖ - ସାହୁ, ବାସୁଦେବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

English

GENERIC ELECTIVE I: ACADEMIC WRITING AND COMPOSITION

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

Unit 1 Instruments of writing I

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

Unit 2 Instruments of writing II

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

Unit 3 Academic writing I

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

Unit 4 Academic writing II

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

Unit 5 Project writing: (writing projects)

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading

- Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project : why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

Texts prescribed

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

GENERIC ELECTIVE II: WRITING FOR THE ELECTRONIC MEDIA

This paper is designed to equip students with writing skills needed for the digital medium.

Unit 1

- Similarities and differences between writing for the print media and writing for the electronic media
- New Media—definition, function

Unit 2

Copywriting; writing for commercials

Unit 3

Writing for the web: e-mail and blogging

Unit 4

Website content writing

Unit 5

Online Journalism

Suggested Reading:

- *Electronic Literature: New Horizons for the Literary* by N. Katherine Hayles
- *Releasing the Image: From Literature to New Media* by Jacques Khalip & Robert Mitchell

Political Science

GENERIC ELECTIVE I: FEMINISM: THEORY AND PRACTICE

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

I. Approaches to understanding Patriarchy (22 Lectures)

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
 - Understanding Patriarchy and Feminism
 - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

II. History of Feminism (22 Lectures)

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

Essential Readings

I. Approaches to understanding Patriarchy

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

II. History of Feminism

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

III. Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

GENERIC ELECTIVE II: GOVERNANCE: ISSUES AND CHALLENGES

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

1. GOVERNMENT AND GOVERNANCE: CONCEPTS [12 lectures]

Role of State In The Era Of Globalisation State,
Market and Civil Society

2. GOVERNANCE AND DEVELOPMENT [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good
Governance

3. ENVIRONMENTAL GOVERNANCE [12 lectures]

Human-Environment Interaction
Green Governance: Sustainable Human Development

4. LOCAL GOVERNANCE [12 lectures]

Democratic Decentralisation People's
Participation In Governance

5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [20 lectures]

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

READINGS

GOVERNMENT AND GOVERNANCE: CONCEPTS

B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

United Nation Development Programme , *Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*
Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001
Vasudha Chotray and Gery Stroker , *Governance Theory: A Cross Disciplinary Approach* ,
Palgrave Macmillan ,2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel
(eds.) *Governance without Government: Order and Change in World Politics*, Cambridge:
Cambridge University Press ,1992

B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-
240.

Smita Mishra Panda , *Engendering Governance Institutions: State, Market And Civil Society*,
Sage Publications,2008

Neera Chandhoke, *State And Civil Society Explorations In Political Theory* , Sage Publishers,1995

GOVERNANCE AND DEVELOPMENT

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance And Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of
Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New
Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

ENVIRONMENTAL GOVERNANCE

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge , 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and
Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and
the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of*

World Politics, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

LOCAL GOVERNANCE

Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007

GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES

Niraja Gopal Jayal , *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'* , International Institute For Educational Planning, UNESCO : Paris, 2001

Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development, and Rights* , Oxford University Press, 2002

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of*

Development, Shipra Publications, 2007

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013

Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi , *Women And Food Security: Role Of Panchayats* , Concept Publishing House, 2002

Bidyut Mohanty, “Women, Right to Food and Role of Panchayats”, *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

Sociology

GENERIC ELECTIVE I: INTRODUCTION TO SOCIOLOGY

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

Essential readings:

1. Bottomore, T.B. 1972, Sociology: A guide to problems and literature. Bombay : George Allen and Unwin (India)
2. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jaigam, No. 1988 . What is Sociology . Madras: Macmillan, India :
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

GENERIC ELECTIVE II: INDIAN SOCIETY

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

Objectives: After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India

Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

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

Essential readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan -Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).

10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

Sanskrit

GENERIC ELECTIVE I: MORAL TEACHINGS AND BASICS OF SANSKRIT

1. *Hitopodeśa Mitralabha* (From *Kathāmukha* to *Gṛdhravidalakatha*)
2. *Yaksaprasna of Mahabharata*(*Aranyakaparva*, ch.313
from Verses no. 41 to 133)
3. *Śabdarupa&Dhaturupa*
('a' karanta, 'i' karanta, 'ī' karanta, 'u' karanta, 'ū' karanta, 'in'
bhaganta, *Māṭṛ*, *Pitr*, *Asmad*, *Yusmad*, *Tad* (*sabdarupas*).*Lat*, *Lañ*,
Vidhiliñ, *Lṛt*, *Lot* and *Litlakaras* of *Path*, *Ni*, *Kṛ*, *Sev*, *Han*, *Pā*, *Dā*,
Śru, *Śī* and *Krīṇ* in the form of *Ātmanepada*, *Parasmaipada* or
Ubhayapada whichever is applicable. (*Dhaturupas*)

Books for Reference:

1. *Hitopadesah (Mitralabhah)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Hitopadesah (Mitralabhah)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013
4. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune
5. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
6. *Yaksaprasna*, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala

GENERIC ELECTIVE II: POETRY & PROSE WRITING

1. Meghadutam (Purvamegha)
2. Gita (Chapter.XV)
3. Prose Writing (Essay in Sanskrit)

Books for Reference:

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
4. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
6. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission
7. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur
8. Prabandharatnakara, Ramesh Chandra Sukla, Chawkhamba Publications, Varanasi
9. Nibandhasatakam, Kapildev Dwivedi, Chawkhamba Publications, Varanasi