

EXPERIENTIAL LEARNING



Laboratory Work



Dissertations

Department Of Economics

Course structure of UG Economics Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I	Introductory Microeconomics	06	100
	C-II	Mathematical Methods for Economics I	06	100
	GE-I	Indian Economy	06	100
			22	
II	AECC-II	AECC-II	04	100
	C-III	Introductory Macroeconomics	06	100
	C-IV	Mathematical Methods for Economics II	06	100
	GE-II	Indian Economy II	06	100
			22	
III	C-V	Microeconomics I	06	100
	C-VI	Macroeconomics I	06	100
	C-VII	Statistical Methods for Economics	06	100
	GE-III	Introductory Microeconomics	06	100
	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	Microeconomics II	06	100
	C-IX	Macroeconomics II	06	100
	C-X	Research Methodology	06	100
	GE-IV	Introductory Macroeconomics	06	100
	SECC-II	SECC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks

v	C-XI	Indian Economy I	06	100
	C-XII	Development Economics I	06	100
	DSE-I	Economic History of India (1857-1947) or Public Economics	06	100
	DSE-II	Introductory Econometrics or Odisha Economy or Money and Banking	06	100
			24	
vi	C-XIII	Indian Economy II	06	100
	C-XIV	Development Economics II	06	100
	DSE-III	Environmental Economics or History of Economic Thought	06	100
	DSE-IV	International Economics or Agricultural Economics or Project/Dissertation	06	100
			24	

ECONOMICS

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers (out of the 9 papers suggested)

Generic Elective for non Public Administration students – 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

DSE Paper –4 DISSERTATION / RESEARCHPROJECT

(College can give this choice only for students with above 60% aggregate marks)

Introduction : The project is intended to establish the connection between Economics as confined to the text books and class rooms and Economics at play in the ground. It is expected to give an empirical content to the subject. Economics is defined as the study of mankind in the ordinary business of life. It studies individual as well as group behavior.

Project work at the undergraduate level is an in-depth study on a topic chosen by the student. The objective of the project work for the students at undergraduate level is to expose students to the social and real world contexts in which the subjects taught in the classroom have applications. Therefore, the topic must be related to the field of study the student is enrolled. It is undertaken with the guidance of a faculty supervisor, and involves a prolonged period of investigation and writing. The supervisor is supposed to help the student and mentor him/her throughout, from selection of the topic to submission of the project report.

The project output will be a project report written on the topic, chosen by the student and approved by the guide, in about 10000 words.

The process of project preparation typically comprises of an investigation of a particular topic, based on the application of philosophical and theoretical knowledge available in the already existing scientific literature and other published sources of information. The student may use already available data (texts, documents, artworks or existing data sets) or she may go for collection of data from the field. The final report should ideally have the following sections.

- (1) Abstract (in about 500 words) containing a summary of the entire report.
- (2) Introduction of the topic, arguments for choosing such a topic and the key investigation propositions.
- (3) A review of the existing knowledge on the topic
- (4) Information on the data and data treatment tools used in the study
- (5) An analysis of data and findings
- (6) Conclusions
- (7) References

A good research project requires sincere efforts and honest dedication from students. Moreover, it requires an engagement of the student with an issue under probe for a fairly long period of time compared to their preparations of subjects for the examination.

A successful completion of the project report has several positive learning outcomes for the student. It empowers the student with the life skill of patience and persistence. It also helps the student to locate her theoretical understandings in the context of socio-economic and political realities.

DEPARTMENT OF EDUCATION
Course structure of UG Education Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I C-I Practical	Educational Philosophy	04 02	75 25
	C-II C-II Practical	Educational Psychology	04 02	75 25
	GE-I GE-I Practical	GE-I	04 02	75 25
			22	
II	AEC-II	AEC-II	04	100
	C-III C-III Practical	Educational Sociology	04 02	75 25
	C-IV C-IV Practical	Changing Pedagogical Perspective	04 02	75 25
	GE-II GE-II Practical	GE-II	04 02	75 25
			22	
III	C-V C-V Practical	Educational Assessment and Evaluation	04 02	75 25
	C-VI C-VI Practical	Educational Research	04 02	75 25
	C-VII C-VII Practical	Statistics in Education	04 02	75 25
	GE-III GE-III Practical	GE-III	04 02	75 25
	SEC-I	SEC-I	04	100
		28		
IV	C-VIII C-VIII Practical	History of Education in India	04 02	75 25

	C-IX C-IX Practical	Curriculum Development	04 02	75 25
	C-X C-X Practical	Guidance and Counseling	04 02	75 25
	GE-IV GE-IV Practical	GE-IV	04 02	75 25
	SEC-II	SEC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI C-XI Practical	Development of Education in Odisha	04 02	75 25
	C-XII C-XII Practical	Information and Communication Technology in Education	04 02	75 25
	DSE-I DSE-I Practical	A. Pedagogy of language (English) Pedagogy of language (Odia)	04 02	75 25
	DSE-II DSE-II Practical	A. Pedagogy of Social Sciences Pedagogy of Mathematics	04 02	75 25
			24	
VI	C-XIII C-XIII Practical	Contemporary Trends and Issues in Indian Education	04 02	75 25
	C-XIV C-XIV Practical	Educational Management and Leadership	04 02	75 25
	DSE-III DSE-III Practical	Policy and Practices in School Education in India Policy and Practices in Higher Education in India	04 02	75 25
	DSE-IV DSE-IV Practical	Inclusive Education (Theory)	04 02	75 25
	OR			
	DSE-IV	Dissertation	06	100*
				24

Core Paper I EDUCATIONAL PHILOSOPHY

UNIT 1: Education in Philosophical Perspective

- (i) Etymological meaning of education
- (ii) Narrower and broader meaning of education, Lifelong education
- (iii) Aims of Education- Individual and Social aims of education
- (iv) Meaning and nature of philosophy
- (v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
- (vi) Functions of Philosophy in relation to education

UNIT 2: Formal Schools of Philosophy and Educational Implications

- (i) Idealism, Naturalism, Pragmatism with reference to: Aims of education, curriculum, methods of teaching, role of teacher, discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications

- (i) Common characteristics of Indian philosophy
- (ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to:
Philosophical tenets, aims of education, curriculum, methods of teaching, role of teacher

UNIT 4: Educational Thought of Western and Indian Thinkers

- i. Plato
- ii. Dewey
- iii. Gopabandhu Das
- iii. Gandhi
- iv. Tagore
- v. Aurobindo

PRACTICAL

- Field visit to a seat of learning in the locality and prepare report.

NB: It will be evaluated by both the internal core -1 internal and External examiners

Core Paper II EDUCATIONAL PSYCHOLOGY

UNIT 1: Educational Psychology in Developmental Perspective

- (i) Meaning, nature, scope and relevance of educational psychology
- (ii) Methods of educational psychology- observation, experimentation, and case study

- (iii) Application of educational psychology in understanding learner
- (iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
- (v) Characteristics of development during adolescence in different areas: Physical, social, emotional and intellectual (with reference to Piaget)

UNIT 2: Intelligence, Creativity and Individual difference

- (i) Individual difference-concept, nature, factors and role of education
- (ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- (iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
- (iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT 3: Learning and Motivation

- (i) Learning- meaning, nature and factors of learning
- (ii) Theories of learning with experiment and educational implications-
- (iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- (iv) Motivation – concepts, types, and techniques of motivation

UNIT 4: Personality and Mental health

- (i) Personality- meaning and nature of personality
- (ii) Theories- type theory and trait theory
- (iii) Assessment of personality- subjective, objective and projective techniques (iv)Mental health- concept, factors affecting mental health and role of teacher, mental health of teacher.
- (v) Adjustment mechanism: Concept and Types

PRACTICAL

- Administration and interpretation of any psychological test relating to intelligence or personality
- N.B: It will be evaluated by both the Internal and External examiners.

Core Paper III

EDUCATIONAL SOCIOLOGY

UNIT 1: Education and Society

- (i) Relationship between education and society, school as a miniature society
- (ii) Educational Sociology- Concept, nature, scope and importance;
- (iii) Relationship between education and sociology.(iv)Education as a process of socialization.
- (v) Education and politics, education and economic development

UNIT 2: Agencies of Education

- (i) Family- Importance, functions and role for education and socialization of the children
- (ii) School - Importance, functions and role for education and socialization of the children
- (iii) Society- Importance, functions and role for education and socialization of the children
- (iv) Mass Media- Importance, functions and role for education and socialization of the children

UNIT 3: Education, Social change and Modernization

- (i) Concept of social change and factors affecting Social Change
- (ii) Education as an instrument of social change and social control
- (iii) Concept and attributes of modernization
- (iv) Education for accelerating the process of modernization
- (v) Impact of globalization on education

UNIT 4: Equalization of Educational opportunities for ensuring equity and Inclusion

- (i) Concept of equality, equity and inclusion: its educational implication
- (ii) Ensuring equality in the education of SC and ST
- (iii) Education for women empowerment
- (iv) Inclusive education with reference to children with special needs (CWSN)

PRACTICAL

Field Visit: Study of a social unit (Home/School/Village/slum) and reporting.

UNIT 1: Education and Society

- (iv) Relationship between education and society, school as a miniature society
- (v) Educational Sociology- Concept, nature, scope and importance;
- (vi) Relationship between education and sociology.(iv)Education as a process of socialization.
- (v) Education and politics, education and economic development

UNIT 2: Agencies of Education

- (v) Family- Importance, functions and role for education and socialization of the children
- (vi) School - Importance, functions and role for education and socialization of the children
- (vii) Society- Importance, functions and role for education and socialization of the children
- (viii) Mass Media- Importance, functions and role for education and socialization of the children

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PRACTICAL

Field Visit: Study of a social unit (Home/School/Village/slum) and reporting.

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

Core Paper IV

CHANGING PEDAGOGICAL PERSPECTIVE

UNIT 1: Concept of Teaching and Learning

- (i) Meaning and definition of teaching and learning
- (ii) Relationship between teaching and learning
- (iii) Variables involved in teaching task: independent, dependent and intervening (iv) Phases of teaching: Pre- active, inter- active and post- active
- (v) Levels of teaching: memory, understanding and reflective
- (vi) Lesson plan design- The Herbartian steps, 5 E and ICON design model

UNIT 2: Theories of Teaching

- (i) Meaning and nature of teaching theory
- (ii) Types of teaching theories:
- (iii) Formal theories of teaching- communication theory of teaching (iv) Descriptive theories of teaching- Gagne's hierarchical theory of instruction and Bruner's cognitive theory of instruction
- (v) Normative theories of teaching - Mitra's psychological theory of teaching and Clarke's general theory of teaching

UNIT 3: Principles and maxims of teaching

- (i) General principles of teaching
- (ii) Psychological principles of teaching
- (iii) Maxims of teaching
- (iv) Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, probing questions, closure.

UNIT 4: Approaches and methods of Teaching

- (i) Concept of approach, method, strategy and techniques
- (ii) Methods of teaching: inductive-deductive, analytic- synthetic, problem solving and project
- (iii) Shift in focus from teaching to learning- constructivist approach to learning

PRACTICAL

- Preparation of rating scale/ checklist /observation schedule to evaluate classroom teaching and reporting.

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

Core Paper V

EDUCATIONAL ASSESSMENT AND EVALUATION Analyze the trends and issues in learning and learner assessment.

UNIT 1: Assessment and Evaluation in Education

- (i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
- (ii) Scales of measurement- nominal, ordinal, interval and ratio
- (iii) Types of test- teacher made and standardized
- (iv) Approaches to evaluation- placement, formative, diagnostic and summative
- (v) Types of evaluation- norm referenced and criterion referenced (vi) Concept and nature of continuous and compressive evaluation

UNIT 2: Instructional Learning Objectives

- (i) Taxonomy of instructional learning objectives with special reference to cognitive domain
- (ii) Criteria of selecting appropriate learning objectives, and stating of general and specific instructional learning objectives
- (iii) Relationship of evaluation procedure with learning objectives
- (iv) Difference between objective based objective type test and objective based essay type test

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

- (i) Steps of test construction: planning, preparing, trying out and evaluation
- (ii) Principles of construction of objective type test items- matching, multiple choice, completion

and true – false

- (iii) Principles of construction of essay type test
- (iv) Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics .

UNIT 4: Characteristics of a good Test

- (i) Validity-concept, types and methods of validation
- (ii) Reliability- concept and methods of estimating reliability
- (iii) Objectivity- concept and methods of estimating objectivity (iv) Usability- concept and factors ensuring usability

PRACTICAL

Construction of Unit test on a school subject based on blueprint and reporting. NB: It will be evaluated by both Internal and External examiners.

Core Paper VI

EDUCATIONAL RESEARCH

UNIT 1: Concept and Types of Educational Research

- (i) Concept and nature of research
- (ii) Meaning, nature and scope of educational research
- (iii) Types of research by purpose- fundamental, applied and action (iv) Types of research by approach- quantitative and qualitative

UNIT 2: Design of Research and preparation of research proposal

- (i) Steps of Research
- (ii) Review of Related Literature; and identification of problem
- (iii) Hypothesis: meaning, types, sources and characteristics of hypothesis (iv) Concept of population and sample
- (v) Sampling procedures- probability and non-probability
- (vi) Tools and techniques for data collection (i.e. questionnaire, interview, observation and procedure of data collection , preparation of research proposal

UNIT 3: Methods of Research

Meaning nature and steps of:

- (i) Survey method
- (ii) Case-study method

- (iii) Historical research(iv)Experimental research

UNIT 4: Writing Research Report

- (i) Data analysis and interpretation in research.
- (ii) Steps for reporting research
- (iii) Reporting style (APA Style)(iv)Plagiarism checking
- (iv) Referencing Style (APA Style): Bibliography, Webliography

PRACTICAL

Preparation of a Research Proposal on any Educational Topic (Issues/ Trends/Problems/ Psychological Topics)

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

Core Paper VII STATISTICS IN EDUCATION

UNIT 1: Educational Statistics

- (i) Educational Statistics-meaning, nature, scope and uses
- (ii) Organization of Data: frequency distribution, cumulative frequency distribution
- (iii) Graphical representation of data (histogram, frequency polygon , ogive and pie-diagram)

UNIT 2: Measures of Central Tendency and Variability

- (i) Mean, Median and Mode- concept, computational process, uses and limitations
- (ii) Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational process, uses and limitations

UNIT 3: Co-relational Statistics

- (i) Meaning and types of correlation
- (ii) Computation of coefficient of correlation by rank difference method; product moment method

UNIT 4: Normal Probability Curve and Divergence from Normality

- (i) Normal Probability Curve- concept, properties and applications
- (ii) Skewness and Kurtosis
- (iii) Interpretation of derived scores: Z- score and T- score

PRACTICAL

Analysis of Achievement Data of a particular class and Reporting NB: It will be evaluated by both Internal and External examiners.

Project

Shift in focus from teaching to learning- constructivist approach to learning

PRACTICAL

- Preparation of rating scale/ checklist /observation schedule to evaluate classroom teaching and reporting.

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

Core Paper VIII

HISTORY OF EDUCATION IN INDIA

UNIT 1: Education during Ancient Period

- (i) Features of Vedic period with special reference to aims, curriculum and methods of teaching
- (ii) Features of Buddhist period with special reference to aims, curriculum and methods of teaching
- (iii) Relevance of Gurukul system and Buddhist centers of learning (iv) Ancient seats of learning

UNIT 2: Education during Medieval Period

- (i) Features of education during medieval period with special reference to aims, curriculum and methods of teaching
- (ii) Educational institutions during Muslim period, important centers of education.
- (iii) Relevance of Islamic period

UNIT 3: Education during pre-independence period

- (i) Charter's Act (1813)
- (ii) Maculay's Minute (1835)
- (iii) Wood's Despatch (1854) (iv) Indian Education Commission (1882)
- (v) Calcutta University Commission (1917) (vi) Hartog committee (1929)

UNIT 4: Education during post-independence period

Major recommendations of the following commissions and committees relating to the aims of education and curriculum:

- (i) University Education Commission (1948-49)
- (ii) Major recommendations of Secondary Education Commission (1952-53)
- (iii) Major recommendations of Education Commission (1964-66) (iv) National Policy on Education (1986), revised in 1992 and beyond

PRACTICAL

Study on implementation of NPE(1986) in respect of recommendations forelementary level
NB: It will be evaluated by both Internal and External examiners

Core Paper IX CURRICULUM DEVELOPMENT

UNIT 1: Curriculum

- (i) Concept of syllabus, courses of study, text book and curriculum
- (ii) Bases of curriculum- philosophical, sociological and psychological
- (iii) Components of curriculum: learning objectives, contents, methods and evaluation
- (iv) Concept of curriculum design

UNIT 2: Types of Curriculum

- (i) Subject centered curriculum
- (ii) Learner centered curriculum
- (iii) Experience centered curriculum (iv) Core curriculum

UNIT 3: Curriculum Organization

- (i) Principles of curriculum construction
- (ii) Selection and organization of content
- (iii) Selection and organization of learning experiences (iv) National curriculum framework- 2005 and its guiding principles

UNIT 4: Curriculum Development and Evaluation

- (i) Curriculum development- its process, role of local authority, state level agencies like SCERT, BSE and National Agencies like CBSE, NCERT
- (ii) Tyler and Taba Model of curriculum development
- (iii) Meaning and nature of curriculum evaluation

PRACTICAL

- Content Analysis of any text book of elementary level NB: It will be evaluated by both Internal and External examiners.

Core Paper X

GUIDANCE AND COUNSELLING

UNIT 1: CONCEPT OF GUIDANCE

- (i) Meaning, nature and scope of guidance
- (ii) Philosophical, psychological and sociological bases of guidance
- (iii) Need, importance, purpose and scope of educational guidance in schools (iv) Need, importance, purpose and scope of vocational guidance

UNIT 2: EDUCATIONAL GUIDANCE

- (i) Basic data necessary for educational guidance
- (ii) Basic principles and main types of pupil personnel records
- (iii) Cumulative records in a guidance programme (iv) Case study procedure in guidance

UNIT 3: CONCEPT OF COUNSELLING

- (i) Meaning, nature and scope of counseling
- (ii) Relationship between guidance and counselling
- (iii) Different types of counseling (iv) Steps and techniques of counseling
- (v) Necessary qualities of a good counselor (vi) Role of a counselor in secondary schools

UNIT 4: ORGANISATION OF GUIDANCE SERVICE

- (i) Placement service
- (ii) Follow-up service
- (iii) Individual inventory service (iv) Occupational information service
- (v) Launching school guidance programme

PRACTICAL

- Case Study of a Child with Special Needs or a child coming from socially disadvantaged background

UNIT 2: Measures of Central Tendency and Variability

- (i) Principles of curriculum construction
- (ii) Selection and organization of content
- (iii) Selection and organization of learning experiences (iv) National curriculum framework- 2005 and its guiding principles

UNIT 4: Curriculum Development and Evaluation

- (i) Curriculum development- its process, role of local authority, state level agencies like SCERT, BSE and National Agencies like CBSE, NCERT
- (ii) Tyler and Taba Model of curriculum development
- (iii) Meaning and nature of curriculum evaluation

PRACTICAL

- (i) Mean, Median and Mode- concept, computational process, uses and limitations
- (i) Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational

process, uses and limitations

- (ii) Follow-up service
- (iii) Individual inventory service(iv)Occupational information service
- (v) Launching school guidance programme

Core Paper XI

DEVELOPMENT OF EDUCATION IN ODISHA

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UNIT 1: Status of Elementary Education

- (i) History of primary education in Odisha
- (ii) Efforts to Universalize Elementary Education: DPEP, SSA and Right to Education Act, 2009
- (iii) Indicator wise position in terms of provision, enrolment, retention and achievement for elementary level programmes: NPEGEL and KGBV
- (iv) Problem and issues in elementary education

UNIT 2: Status of Secondary and Higher Secondary Education

- (i) History of secondary education in Odisha
- (ii) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and its implementation in Odisha.
- (iii) Role of BSE, Odisha- Problems and issues
- (iv) Status of Higher Secondary Education and Role of CHSE; Problems and Issues
- (v) Status of Higher Secondary Vocational Education-Problems and Issues

UNIT 3: Status of Higher Education

- (i) History of collegiate education
- (ii) Organization of higher education at the under graduation level and university level-present status
- (iii) RUSA and its implementation (iv)Autonomous colleges and their functioning
- (v) Problems and issues relating to higher education

UNIT 4: Status of Teacher Education

- (i) History of teacher education in Odisha
- (ii) Pre-service and In-service teacher education for elementary schools teachers
- (iii) Pre-service and In-service teacher education for secondary school teachers(iv)Role of DIET, CTE, IASE and SCERT
- (v) Problems and issues in teacher education

Practical: 25 Marks

Seminar Presentation (Each student has to present minimum two papers during this semester related to themes based on Core-11)

Core Paper XII INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

UNIT 1: Educational technology

- (i) Meaning , nature and scope
- (ii) Approaches to educational Technology: hardware, software and system approach
- (iii) Innovations in Educational Technology: Open Educational Resources (OER), Massive Open Online Course (MOOC) Learning Management System (LMS)
- (iv) Importance of Educational Technology for the teacher and the student.

UNIT 2: ICT in Education

- (i) Conceptual understanding: Information Technology; Communication Technology; and Information and Communication Technology (ICT)
- (ii) Relevance of ICT in Education
- (iii) Nature and scope of ICT in Education.
- (iv) Content, pedagogy and technology integration
- (v) Challenges in Integrating ICT in Education
- (vi) Use of computers in education- Computer Aided Learning

UNIT 3: Application of software and ICT assessment Tools in Education

- (i) Word Processing Application
- (ii) Spread sheet Application
- (iii) Presentation Application (iv) Free and Open Source Software (FOSS)
- (v) Subject Tools: Digital Storytelling, Concept Map Software (C-Map) (vi) Assessment Tools: Rubistar, Hot potatoes, E- portfolios

UNIT 4: Connecting with the World

- (i) Use of browsers and search engines; choosing appropriate sites; search and retrieval of information and resources; Downloading, uploading and sharing information and resources;
- (ii) Use and importance of Web 2.0 Tools: E-mail, Wikis, Social networking (WhatsApp, Twitter, Facebook and Blogging)
- (iii) Use and importance of e-library, e-books, e-journals, Inlibnet.

PRACTICAL

Development of an objective test using any assessment tool or development of a Rubric using Rubistar.

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

Core Paper XIII

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

UNIT 1: Pre-school and Elementary School Education

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalisation of Elementary Education: efforts to achieve UEE, SSA
- (iii) Problems and issues in implementing Right to Education Act 2009.(iv)Problems and issues in bringing the community to school, role of SMC
- (v) Problems in ensuring equity and quality of elementary education

UNIT 2: Secondary and Higher Secondary Education

- (i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
- (ii) Role of School Management and Development Committee (SMDC)
- (iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom –problems and issues
- (iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
- (v) Examination reforms at the secondary level
- (vi) Widening the access to secondary education through National Open School

UNIT 3: Higher Education and Teacher Education

- (i) Challenges in Higher education- expansion, quality and inclusion
- (ii) Role of RUSA and NAAC for quality assurance in Higher education
- (iii) Higher education through open and distance learning mode
- (iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- (v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009.

UNIT 4: Emerging Concerns

- (i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system , grading, open book examination, online examination)
- (ii) Choice Based Credits System (CBCS): concept, learning objectives, importance, problems and issues.
- (iii) Human Rights Education: concept, learning objectives, importance, problems and issues.
- (iv) Life-Skill Education: concept, learning objectives, importance, problems and issues.
- (v) Peace Education: concept, learning objectives, importance, problems and issues.

PRACTICAL

Study of perception of Stakeholder's of Education on any of the current issues and concerns, and reporting.

Core Paper XIV

EDUCATIONAL MANAGEMENT AND LEADERSHIP

UNIT 1: Educational Management

- (i) Concept of educational management- meaning, nature, scope and principles
- (ii) Process of educational management- planning, execution, staffing, control, supervision, monitoring, evaluation and feedback
- (iii) Types of Management:
- (iv) Centralized and decentralized
- (v) Authoritarian, democratic, dynamic/creative and laissez-faire
- (vi) Educational management in Odisha- structure and function with reference to school and mass education, and higher education

UNIT 2: Aspects of Institutional Management

- (i) Human, material and financial resource management
- (ii) Management of curricular and co curricular programmes
- (iii) Management of students' welfare, auxiliary services including students' health services
- (iv) School development plan
- (v) Working with SMC and SMDC

UNIT 3: Leadership in Education

- (i) Leadership- meaning, nature and importance in education
- (ii) Leadership : Functions and skills
- (iii) Theories of leadership- Redden's 3-D theory, and Hersey and Blanchard's situational theory
- (iv) Styles of leadership- participating style, delegating style, selling style and telling style, Hersey and Blanchard)

UNIT 4: Total Quality Management

- (i) Total Quality Management(TQM)- meaning, nature and importance
- (ii) Principles of TQM- Demming's and Juran's
- (iii) Planning for TQM in school and higher education
- (iv) Quality Assurance in Higher Education

PRACTICAL

- Studying the role of SMC/SMDC in school management and reporting NB: It will be evaluated by both Internal and External examiners.

DSE Paper – IV DISSERTATION/ RESEARCH PROJECT (College can give this choice only for students with above 60% aggregate marks)

The students will select a research project on any Educational issue or problem or topic and prepare a report. The project will be prepared based on proposal already developed in Semester-III, Core-6.

Distribution of Marks will be as follows:

Item	Total
Report	75
Viva-voce	25
Total	100

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

DEPARTMENT OF ENGLISH Course structure of UG English Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I	Poetry and Drama: 14th to 17th Centuries	06	100
	C-II	Poetry and Drama: 17th and 18th Century	06	100
	GE-I	Academic Writing and Composition	06	100
			22	
II	AECC-II	AECC-II	04	100
	C-III	British Prose: 18th Century	06	100

	C-IV	Indian Writing in English	06	100
	GE-II	Gender and Human Rights	06	100
			22	
III	C-V	British Romantic Literature	06	100
	C-VI	British Literature 19 th Century	06	100
	C-VII	Literature: Early 20 th Century	06	100
	GE-III	Nation, Culture, India	06	100
	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	American Literature	06	100
	C-IX	European Classical Literature	06	100
	C-X	Women's Writing	06	100
	GE-IV	Language and Linguistics	06	100
	SEC-II	SEC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Modern European Drama	06	100
	C-XII	Indian Classical Literature	06	100
	DSE-I	Literary Theory	06	100

	DSE-II	World Literature	06	100
			24	
VI	C-XIII	Postcolonial Literatures	06	100
	C-XIV	Popular Literature	06	100
	DSE-III	Partition Literature	06	100
	DSE-IV	Writing for Mass Media	06	100
	OR			
	DSE-IV	Dissertation	06	100*
			24	

ENGLISH

HONOURS PAPERS:

Core Course -14 papers

Discipline Specific Elective - 4 papers (3+1 Paper or Project)

Generic Elective for Non English students- 4 Papers. In case the University offers 2 subjects with two papers each in GE, then papers 1 and 2 will be the GE paper

Marks per paper – Midterm : 20 marks, End term : 80 marks, Total – 100 marks Credit per paper – 6

Project (Hard Copy-80, Presentation-20)

DSE Paper - IV: Dissertation/ Research Project (College can give this choice only for students with above 60% aggregate marks)

DISSERTATION/ RESEARCH PROJECT

Semester final examination

A project of at least 3000 words to be submitted in the following structure:

Research question - a short statement

Rationale of the research

Introductions of the research

Review of literature relating the reviews to the research question and the research Introductions

Data collection and interpretation

Discussion of the findings; conclusions drawn
 Contribution of the project to the existing body of research
 Directions for future research
 Works cited section

DEPARTMENT OF HISTORY
Course Structure of U.G. History Honours

Semester	Course	Course Name	Credit	Total marks
Semester-I	AECC-I	AECC-I	4	100
	C 1	History of India-I	6	100
	C 2	Social Formations and Cultural Patterns of the Ancient World	6	100
	GE-I	History of India-I (Early Times to 1750)	6	100
Semester-II	AECC-II	AECC-II	4	100
	C 3	History of India-II	6	100
	C 4	Social Formations and Cultural Patterns of the Medieval World	6	100
	GE-II	History of India – II (1750-1950)	6	100
Semester-III	C 5	History of India-III (c.750-1206)	6	100
	C 6	Rise of Modern West-I	6	100
	C 7	History of India-IV (c.1206-1526)	6	100
	GE-III	Rise of the Modern West – I	6	100
	SEC-I	SEC-I	4	100
Semester-IV	C 8	Rise of Modern West-II	6	100
	C 9	History of India-V (c.1526-1750)	6	100
	C 10	Historical Theories and Methods	6	100
	SEC-II	SEC-II	4	100
	GE-IV	Rise of the Modern West – II	6	100
	C 11	History of Modern Europe-I(c.1780-1880)	6	100

Semester-V	C 12	History of India-VII (1750-1857)	6	100
	DSE-I	History and Culture of Odisha - I	6	100
	DSE-II	History and Culture of Odisha - II	6	100
Semester-VI	C 13	History of India-VIII (C.1857-1950)	6	100
	C 14	History of Modern Europe-II(1880-1939)	6	100
	DSE-III	History and Culture of Odisha- III	6	100
	DSE-IV	Project Report	6	100
Total			148	2600

Discipline Specific Elective Paper-IV (Optional/Project)History of Contemporary Odisha (1947-1980)

Unit I: Political Developments

1. Second Congress Ministry (1946-1950):
 - a) Integration of Princely States with Odisha
 - b) New Capital
 - c) Hirakud Dam Project

2. Years of Uncertainties (1950-1980)
 - a) Third Congress Ministry and Abolition of Zamindari System
 - b) Biju Patnaik's First Ministry Achievements

Unit II: United Political Initiatives

1. Coalition Politics-Achievements and Challenges
 - a) R.N. Singdeo,
 - b) Sadasiba Tripathy

2. Panchayati Raj Institutions-Its Working and Impacts.
 - a) Rural Stages
 - b) Urban Stages

Unit III: Economic Development

- a) Growth of Industries- Roulkela Steel Plant and Odisha Sponge Iron Ltd.
- b) Irrigation and Agricultural Infrastructure
- c) Development in Transport and State communication- National and State High Waysin Odisha

Unit IV: Social Developments and Problems

- a) Government Community Development Programmes- Its Impact
- b) Peasant Movements: Causes and Effects
- c) Growth of Art and Craft: Raghunathpur, Pipli and Bargarh

OR

Project Report

The Students may be allotted topics of their interest in the beginning of 5th Semester Classes. They may write the Project Reports on local History and Culture, local personalities with their significant contribution to change the Society and economy with historical perspective containing up to 50 double spaced typed pages. The students may consult the sources like local archaeology, manuscripts,

community documents, oral traditions, oral narratives, local biographies and family sources for writing the project dissertation. The Teachers will guide the students to complete their Project assignments. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test which are compulsory.

A project of at least 3000 words to be submitted in the following structure:

Research question - a short statement

Rationale of the research

Introductions of the research

Review of literature relating the reviews to the research question and the research Introductions

Data collection and interpretation

Discussion of the findings; conclusions drawn

Contribution of the project to the existing body of research

Directions for future research

Works cited section

BA HOME SCIENCE (HONS) CORE COURSES

Core Course 1: HUMAN DEVELOPMENT 1: THE CHILDHOOD YEARS (CREDITS: THEORY-4, PRACTICAL-2)

DEPARTMENT OF HOME SCIENCE

Semester	Course Opted	Course Name	Cre
I	Ability Enhancement Course	English Communications/ Environmental Science	2
	CC-1 Theory	Human Development I: The Childhood Years	4
	CC -1 Practical	Human Development I: The Childhood Years Practical	2
	CC -2 Theory	Food and Nutrition	4
	CC -2 Practical	Food and Nutrition Practical	2
	GE -I Theory	Human Nutrition	6
II	Ability Enhancement Course	English Communications/ Environmental Science	2
	CC-3 Theory	Extension Education	4
	CC-3 Practical	Extension Education	2
	CC-4 Theory	Family Resource Management	4
	CC-4 Practical	Family Resource Management Practical	2
	GE -2 Theory	Human Development and Family Studies	6
III	CC-5 Theory	Textiles	4

	CC-5 Practical	Textiles Practical	2
	CC-6 Theory	Dynamics of Communication	4
	CC-6 Practical	Dynamics of Communication Practical	2
	CC-.7 Theory	Personal Finance & Consumer Studies	4
	CC-7 Practical	Personal Finance & Consumer Studies Practical	2
	SEC-I	Home based catering / Maternal and Child nutrition	2
	GE -3 Theory	Family Resource Management	6
IV	CC-8 Theory	Human Development II: Development in Adolescence and Adulthood	4
	CC-8 Practical	Human Development II: Development in Adolescence and Adulthood Practical	2
	CC-9 Theory	Nutrition: A Life Cycle Approach	4
	CC-9 Practical	Nutrition: A Life Cycle Approach Practical	2
	CC-10 Theory	Fashion Design	4
	CC-10 Practical	Fashion Design Practical	2
	SEC-2		2
	GE -4 Theory	Family Resource Management	6
V	CC-11 Theory	Therapeutic Nutrition	4
	CC-11 Practical	Therapeutic Nutrition Practical	2
	CC-12 Theory	Physiology and Promotive Health	4
	CC-12 Practical	Physiology and Promotive Health Practical	2
	DSE -I Theory	Indian Textiles Heritage	4
	DSE -1 Practical	Indian Textiles Heritage Practical	2
	DSE -2 Theory	Communication Systems and Mass Media	4
	DSE -2 Practical	Communication Systems and Mass Media practical	2
VI	CC-I 3 Theory	Research Methodology in Home Science	4
	CC-13 Practical	Research Methodology in Home Science Practical	2
	CC-14 Theory	Socio Economic Environment	4
	CC-14 Practical	Socio Economic Environment Practical	2
	DSE -3 Theory	Marriage and family relationship	4
	DSE -3 Practical	Practical Marriage and family relationship	2
	DSE -4 Theory	Public Nutrition	4
	DSE -4 Practical	Public Nutrition Practical	2
		Total	140

Core Course 1: HUMAN DEVELOPMENT 1: THE CHILDHOOD YEARS

(CREDITS: THEORY-4, PRACTICAL-2)

Unit 1: Introduction to Human Development

- Definition of growth and development, scope of child development

- Scientific methods of Studies of Child Development
- Principles of Growth and Development
- Stages of human Development

Unit II: Prenatal Development, Birth and the Neonate

- Conception, Pregnancy
- Stages of Prenatal Development and factors affecting prenatal Development
- Capacities of the new born

Unit III: Infancy and Preschool years (0-5 years)

- Physical and motor development
- Social and Emotional development
- Language development

Unit IV: Late Childhood years (6-10 years)

- Physical and motor development
- Social and emotional development
- Language development

PRACTICAL

1. Prepare poster showing different emotions (pleasant and unpleasant).
2. Plan and develop activities to facilitate cognitive development through preparation of materials such as Posters, toys etc.
3. Study the role of familial (parents) and non familial (peers/teachers/neighbors) people in a child's life.

Core course 2: FOOD AND NUTRITION

(CREDITS: THEORY-4 PRACTICAL-2)

Unit I: Basic concepts in food and nutrition

- Basic terms used in study of food and nutrition.
- Understanding relationship between food, nutrition and health.
- Classification of food
- Functions of food- physiological, psychological and social.

Unit II: Nutrients

- Classification, Functions, dietary sources, daily requirement and clinical manifestations in deficiency/ excess of the following nutrients:
- Carbohydrates, Proteins and Lipids
- Fat soluble vitamins- A, D, E and K
- Water soluble vitamins- Thiamin, Riboflavin, Niacin, Folate, Vitamin B12 and Vitamin C,
- Minerals- Calcium, Iron, Zinc and Iodine.

Unit III: Food groups

Nutritional contribution and changes during cooking of the following food groups:

- Cereal
- Pulses
- Fruits and vegetables
- Milk & milk products
- Meat, poultry and fish

Unit IV: Methods of cooking and enhancing the nutritional quality of foods-

- Methods of cooking- Dry, moist, frying and microwave cooking---their advantages and disadvantages.
- Enhancing the nutritional quality of foods ---Supplementation, germination, fermentation, fortification and GM foods.

PRACTICAL

1. Weights and measures- Raw and Cooked food (Rice, dal, chapatti, egg, seasonal vegetables)
2. Understanding the principles of cooking involved and nutritional quality of following foods.

Core course:3- EXTENSION EDUCATION.

UNIT -I

Extension Education-

- Definition needs and objectives.
- Principles of extension education.
- Behavioral changes brought about by extension education.

UNIT II Role of Extension Education in Development –

- Role of Home Science & its inter relationship with Community Development.
- Role & qualities of Home Science extension workers.

UNIT III

1. Methods of teaching in Extension Education- Father/ husband

Mother/wife

2. Use of the questionnaire method to study the responsibility of an adult in roles as :

Single parent

- Employed woman Cereals: Boiled rice, pulao, chapatti, paratha, puri, pastas
 - Pulses: whole, dehusked
 - Vegetables: curries, dry preparations
 - Milk and milk products: Kheer, custard
- #### **3. Understanding the principles of cooking involved and nutritional quality of the following foods.**
- Baked products: Biscuits, cookies, cakes, tarts and pies
 - Snacks: pakoras, cutlets, samosas, upma, poha, and sandwiches
 - Salads: salads and salad dressings.
 - Fermented products : Idli, dosa, appam, kulcha, dhokla etc.
-
- Individual, group & mass methods. Individual Methods: Farm and Home Visits, Office Calls, Telephone Calls, Personal letters.
 - Group Methods: Method Demonstration, Result Demonstration. Group Discussion, Field Trips, Lecture, Seminars and Workshop
 - Mass Methods: Leaflets, Circular Letter, Radio, T.V. Bulletins, News Articles, Their advantages & disadvantages.

UNIT IV

Teaching-Learning process-

- Meaning, principles & steps in teaching learning process.
- Criteria for effective extension teaching. Elements of teaching and learning situation.
- Criteria for effective learning. Principles of learning. Factors affecting learning.

Core paper III:

Practical

- Prepare posters: women empowerment, violence against women, child & maternal health issues, environmental pollution.
- Prepare a project report within one thousand words on any one of the above issues.

Core course 4 FAMILY RESOURCE MANAGEMENT

Unit I: Introduction to Family Resource Management and its application

- Concept and scope of family resource management
- Processes in resource Management
- Decision Making

Unit II: Resources

- Meaning, classification and characteristics of family resources, factors affecting utilization of resources.
- Motivating factors in home management: values, standards and goals and their inter-relationship.

Unit III: Availability and management of specific resources by an individual/ family

- Money-Types of income, Supplementing family income
- Time-Concept, Factors and steps in time management

Unit IV: Availability and management of specific resources by an individual/ family

- Energy- Efforts, Fatigue, Work simplification
- Steps in successful event planning—Planning, Budgeting and Evaluating.

PRACTICAL

1. SWOC analysis
2. Building decision making abilities through management games (Any two)
3. Preparation of time plans for one day for self and family. Event planning for family occasion. (Any one). Core course 5: TEXTILES

Unit I: Introduction to Textile Fibres

- Meaning and classification of fibres
- Production, properties and usage of fibres Natural fibre: cotton, flax, silk and wool Man-made fibers: Rayon(Viscose)

Unit II: Yarn construction and their properties

- Yarn formation
- Mechanical spinning (cotton system, wool system, worsted system) chemical spinning(wet, dry, melt)
- Types of yarns: Staple and filament, simple yarn, complex yarns

Unit III: Techniques of fabric construction, finishing, dyeing and printing

- Parts of a loom
- Operations of a loom
- Classification of weaves (Plain, Basket, Ribbed, Twill, Satin, Sateen)- Structure, Properties, usages

Unit IV: Finishing

- Finishing-Mechanical finishes-Beetling, Calendaring, Embossing, Glazing, Napping.
- Chemical Finishes- Mercerization, Ammoniating.
- Dyeing - Types of dyes

PRACTICAL

1. Fiber identification tests- visuals, burning, microscopic Yarn identification- single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn.
2. Thread count and balance, Dimensional stability,
3. Weaves- Identification and their design interpretation on graph (any three)

Core course 6: DYNAMICS OF COMMUNICATION (CREDITS: THEORY-4, PRACTICAL-2)

PRACTICAL

1. Developing skills of communication by forming small groups among the students.
2. Review of selected issues published in newspapers.
3. Writing short stories, related to health and nutrition for conveying messages to the society.

Core course 7: PERSONAL FINANCE AND CONSUMER STUDIES

(CREDITS: THEORY-4 PRACTICAL-2).

Unit I: Income and expenditure

- Budgets, maintaining household accounts
- Factors influencing expenditure
- Family savings and investments-objectives and types of savings.

Unit II: Consumer in India: Consumer problems and education

- Definition of a consumer
- Role of consumers - National income, per capita income.
- Changing nature of the business world, e- commerce, e-business.
- ☐ Consumer problems- products and service related problems and solution.

Unit III: Consumer Protection

- Consumer education and empowerment.
- Consumer protection

Unit IV: Legislative Measures for Consumer Protection, Standardization and quality control measures:

- Consumer organizations – Role and function
- Basic legislative framework for consumer protection in India- consumer protection Act1986, alternative redressed mechanisms, mediation centers.
- ISI, FPO, AGMARK, ISO FSSAI, Eco mark, , handloom mark,.

PRACTICAL

1. Evaluation of advertisements in the print media
2. Evaluation of labels on different types of food products (at least three).
3. Learning to fill up different forms of banks and post office. (at least three).

Core Course 8: HUMAN DEVELOPMENT II DEVELOPMENT IN ADOLESCENCE AND ADULTHOOD

Unit I : Puberty

Characteristic and age at pubertyPuberty growth spurt

Body changes at puberty

Core Course 9: NUTRITION: A LIFE CYCLE APPROACH

Unit I : Principle of meal planning

- Food groups and food exchange list
- Factors affecting meal planning.
- Dietary guidelines for Indians-2017

Unit II Nutrition during childhood RDA, nutritional guidelines, and healthy food choices-

- Infants
- Preschool children
- School children
- Adolescents

Unit III: Nutrition during adulthood

RDA, nutritional guidelines, healthy food choices.

- Adult
- Pregnant woman
- Lactating mother
- Elderly

Unit IV: Nutrition for special conditions

- Nutrition for physical fitness and sports
- Feeding problems in fussy eaters. (children)
- Food Consideration during natural disasters e.g. floods,

PRACTICAL

1. Prepare a table on rich sources of different nutrients
2. Prepare a food exchange list
3. Planning and preparation of diets for –
 - Preschooler
 - Pregnant and Lactating woman
 - Elderly

Core Course 10: FASHION DESIGN

Unit I: Fashion

Definition and background of fashion in India, fashion cycle Factors favoring and retarding fashion

- Role of a designer
- Leading Fashion designing centers in India NIFT, NID, SID, NIIFT

Unit II: Importance of clothing

- Origin of clothing.
- Functions of Clothing
- Factors influencing selection of clothing
- Clothing related to various activities

Unit III: Selection of Clothing

- Selection of clothes according to body built
- Use of colours in clothing.
- Selection and evaluation of ready-made garments

Unit IV: Aesthetics in Dress.

- Elements and principles of design
- Structural and applied design
Sleeves, necklines, collars, pockets

PRACTICAL

1. Flat sketching of Sleeves, necklines,
2. Flat sketching of collars, pockets
3. Collections of dress designs of famous designers.

Core Course 11: THERAPEUTIC NUTRITION

Unit 1: Principles of nutrition care-

- Nutrition Care Process
- Therapeutic adaptations of normal diet
- Progressive diets- Clear fluid, full fluid, soft and regular

Unit II: Etiology, clinical features and nutritional management:

- Weight Imbalances- Over weight and obesity, Under weight
- Eating disorder- anorexia nervosa and bulimia
- Type 1 and Type 2 -Diabetes Mellitus
- ☒ Hypertension and Coronary Heart Disease

Unit III: Etiology, Clinical features and nutritional management of the following

- Diarrhea
- Lactose intolerance
- Liver: Infective Hepatitis

Unit IV: Etiology clinical features and nutritional management of the following

- Typhoid
- Tuberculosis
- HIV

PRATICAL

Planning of Diets for the following_

1. Therapeutic Diet- Normal, soft, clear and full fluid
2. Obesity, Type 2 Diabetes
3. Hypertension and CHD

Core Course 12: PHYSIOLOGY AND PROMOTIVE HEALTH(CREDITS: THEORYT-4,

PRACTICAL-2

Unit 1: Respiratory and Circulatory Physiology

- Structure of Lungs and its function
- Structure of Heart and its function
- Different type of blood circulation and cardiac cycle

Unit II: Endocrine Physiology

- Actions and disorders of pituitary, thyroid, parathyroid, adrenal and pancreatic hormones.

Unit III: Renal and Reproductive physiology

- Structure of Kidney and its function
- Male reproductive organs and its function, Female reproductive organs and their functions,
- Physiology of Menstruation and Menopause

Unit IV: Promotive Health

- Concept of Health, Disease and its prevention
- General risk factors and prevention of Anemia, Jaundice and Cancer
- Drug abuse and Alcoholism
- Family planning and contraception

PRATICAL

1. Case study of Iron deficiency Anemia, Investigation and diagnosis, Blood indices Measurement of blood pressure by using sphygmomanometer.
2. Demonstration of procedures of clinical examination to see for pallor, jaundice, edema and dehydration and
3. Basic First Aid procedures CPR, Burns.

Core Course 13: RESEARCH METHODOLOGY

- To understand the meaning and process of research in social sciences.
- To know about the technique of collection, analysis and interpretation of data.
- To understand the meaning & process of research in social sciences.
- To have fundamental knowledge about analysis of data & the diagrammatic representation of data.
- To learn the techniques of interpretation of data & report writing.

Unit1: Research- Meaning, purpose and types

- Theoretical, empirical
- Descriptive, analytical
- Applied, fundamental
- Qualitative, quantitative

Unit II: Research Design

- Exploratory
- Explanatory
- and Experimental

Unit III: Sampling, Tools and techniques

- Types of sampling
- Collection of data- primary and secondary data
- Tools and techniques of data collection - observation , interview schedule , questionnaire, case study, FGDs
- Measures of central tendency- Mean , Median and Mode

Unit IV: The Research Process

- Identifying the problems
- Review of literature
- Formulation of objectives and hypothesis
- Preparing the research design
- Data collection
- Data analysis
- Interpretation and report writing
- Bibliography/reference

PRATICAL

1. Prepare a schedule/questionnaire on a topic
2. Make a pilot study by applying the above schedule.
3. Solve a given problem by using mean

Core Course 14: SOCIO ECONOMIC ENVIRONMENT

Unit -1: Sociological Concerns and Orientation Sociological Orientation

- Society, Culture and institutions
- Family, Kinship and Relationships
- Social mobility and social change
- Cultural diversity in contemporary society.

Unit-II: Economics Theory and Environment

- Definition, Scope of Economics
- Wants- Classification and Characteristics
- Utility- Law of Diminishing Marginal Utility, Law of Equi- Marginal Utility , Demand- Law of Demand, Elasticity of Demand.
- Engel's Law of Consumption

Unit III. Money, Banking and Public Revenue

- Types and function of money, inflation
- Types and functions of banks
- Public Revenue.

Unit IV. Indian Economic Environment

- Constraints on growth: Issue of population, income distribution, poverty, unemployment and migration, food security.
- Recent development programmes of the Government of India : Jana Dhana Yojana, Sarva Sikha Yojana , Objective and Achievement
- Issues related to gender discrimination: IMR, MMR, Sex Ratio, Literacy

PRACTICAL

Do a project on any of the following topic

- Changing families & Relations in Society
- Changing status and roles at home and work place
- Gender discrimination.

☑current economic issues (Development and Environmental)

DEPARTMENT OF POLITICAL SCIENCE **Course structure of UG Political Science Honours**

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AEC-I	04	100
	C-I	Understanding Political Theory	06	100

	C-II	Constitutional Government and Democracy in India	06	100
	GE-I	Feminism: Theory and Practice	06	100
			22	
II	AECC-II	AEC-II	4	100
	C-III	Political Theory-Concepts and Debates	06	100
	C-IV	Political Process in India	06	100
	GE-II	Governance: Issues and Challenges	06	100
			22	
III	C-V	Introduction to Comparative Government and Politics	06	100
	C-VI	Introduction to Public Administration	06	100
	C-VII	Perspectives on International Relations	06	100
	GE-III	Gandhi and the Contemporary World	06	100
	SEC-I	SEC-I(to be selected by the University/College from the Repertoire of SEC courses)	04	100
			28	
IV	C-VIII	Political Processes and Institutions in Comparative	06	100

		Perspective		
	C-IX	Public Policy and Administration in India	06	100
	C-X	Global Politics	06	100
	GE-IV	United Nations and Global Conflicts	06	100
	SEC-II	SEC-II (to be selected by the University/College from the Repertoire of SEC courses)	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Western Political Philosophy	06	100
	C-XII	Indian Political Thought(Ancient & Medieval)	06	100
	DSE-I	Introduction to Human Rights	06	100
	DSE-II	Development Process and Social Movements inContemporary India	06	100
			24	
VI	C-XIII	Contemporary PoliticalPhilosophy	06	100
	C-XIV	Modern Indian PoliticalThought	06	100

	DSE-III	India's Foreign Policy in a Changing world	06	100
	DSE-IV	Women, Power and Politics	06	100
	OR			
	DSE-IV	Dissertation	06	100*
			24	

DEPARTMENT OF PSYCHOLOGY

Framework of CBCS Syllabus for PSYCHOLOGY (Honours) from 2019-20

Full Forms of Course Codes Used: CC = Core Course, AECC = Ability Enhancement Compulsory Course, SEC = Skill Enhancement Course, DSE = Discipline Specific Elective (Related to Core Subject), GE = Generic Elective (Not related to Core Subject; 2 different subjects of 2 papers each).

Total Marks: CC (1400) + AECC (200) + SEC (200) + DSE (400) + GE (400) = 2600

Semester	CC 14 papers 100 X 14 = 1400; Credits=14x6=84	AECC 2 Papers 100 X 2 = 200 Credits=4x2=8	SEC 2 Papers 100 X 2 = 200 Credits=4x2=8	DSE 4 Papers 100 X 4 = 400 4x6=24 credits	GE 4 Papers 100 X 4 = 400 4x6=24 credits
I	CC-I: Introductory Psychology CC-II: Basic Developmental Processes	AECC-I: MIL Communication (Odia/English)			GE Paper-I: Introductory Psychology
II	CC-III: Basic Psychological Processes CC – IV: Processes of Human Empowerment	AECC-II: Environmental Science			GE Paper-II: Basic Developmental Processes
III	CC – V: Statistics CC – VI: Social Psychology CC – VII: Environmental Psychology		SEC-I:		GE Paper-III: Basic Psychological Processes
IV	CC – VIII: Psychopathology CC – IX: Educational Psychology CC – X: Psychological Assessment		SEC-II:		GE Paper-IV: Processes of Human Empowerment
	CC – XI: Organizational Behavior			DSE-I: Psychological Research and	

V				Measurement	
	CC – XII: Health Psychology			DSC-II: Ethics, Integrity and Aptitude	
VI	CC – XIII: Counseling Psychology			DSC-III: Psychology of the Disability	
	CC – XIV: Positive Psychology			DSC-IV: Project & Field work/ Psychology of Crime	

PSYCHOLOGY Papers for HONOURS Students

Core course – 14 papers, Discipline Specific Elective – 4 papers, Generic Elective for non-psychology honours students – 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Scoring System for Papers with Practical:

Marks per paper - Midterm: 15 marks, Practical: 25 marks, End term: 60 marks, Total: 100 marks, Credit per paper – 6, Teaching hours per paper – 40 hours theory + 20 hours practical

Scoring System for Papers without Practical:

Marks per paper - Midterm: 20 marks, End term: 80 marks, Total: 100 marks, Credit per paper –6, Teaching hours per paper – 50 hours + 10 hours tutorial

Core Paper-I INTRODUCTORY PSYCHOLOGY

Practical:

- (i) **R.L. by Method of Limits:** To find out the R. L. of volar surface of the right arm of a subject by method of limits
- (ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

Core Paper-II BASIC DEVELOPMENTAL PROCESSES

Practical:

- (i) **Locus of Control:** To assess the Locus of Control of four college students by using

Rotter's Locus of Control Scale.

(ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

Core Paper III BASIC PSYCHOLOGICAL PROCESSES

Practical:

(i) **Learning Curve:** To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.

(ii) **Serial Position Effect:** To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

Core Paper-IV PROCESSES OF HUMAN EMPOWERMENT

Practical:

(i) **Intelligence test-** To test the non-verbal intelligence of Two college students using Raven's Standard Progressive Matrices

(ii) **Personality Type-** To assess the personality type of a student obtaining responses from the student and two other significant persons in his /her life by using Glazer's test of Personality Type

Core Paper- V PSYCHOLOGICAL STATISTICS

Practical:

(i) **Reporting of Statistical Results:** To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.

(ii) **Computer Awareness:** To be familiar with software packages of statistics and their application

Core Paper-VI SOCIAL PSYCHOLOGY

Practical:

(i) **Ethical Values:** To assess the ethical values of five adolescents by using Donelson's Ethical Position Questionnaire (EPQ)

(ii) **Attitude towards Women:** To measure the attitude of three boys and three girls towards Women by using Spence, Helmrich & Stapps' Attitude towards Women scale.

Core Paper- VII ENVIRONMENTAL PSYCHOLOGY

Practical:

- (i) To assess the environmental literacy of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.
- (ii) To assess the environmental attitude, concern and sensitivity of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.

Core Paper VIII PSYCHOPATHOLOGY

Practical:

- (i) **Anxiety:** Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS)
- (ii) **Depression:** Assessment of Depression Profile of a subject by Beck's Depression Inventory (BDI)

Core Paper IX EDUCATIONAL PSYCHOLOGY

Practical:

- (i) **Academic Behaviour:** To assess the academic attitude and behavior of college students by using Sia's Academic Behavior Scale
- (ii) **Academic Stress:** To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale.

Core Paper-X PSYCHOLOGICAL ASSESSMENT

Practical:

- (i) **Empathy:** To assess the empathy behavior of Five college students using Spreng's Empathy questionnaire.
- (i) **Sense of Humor:** To assess the Sense of Humor of 4 College Students Using McGhee's Scale of Sense of Humor (MSSH)

Core Paper XI ORGANIZATIONAL BEHAVIOR

Practical:

- (i) **Leadership Style:** To measure his basic leadership style of 4 college students by using Greenberg Basic Leadership Style scale
- (ii) **Conflict-Handling:** To measure the conflict-handling style of 4 college students by using Rahim's scale to identify their conflict handling style.

Core Paper XII HEALTH PSYCHOLOGY

Practical:

- (i) **Sleep Quality:** To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI)
- (ii) **Coping Strategies:** To assess of the Coping Strategies of 4 college students by Tobin's Coping Strategy Inventory (TCSI)

Core Paper XIII COUNSELING PSYCHOLOGY

Practical:

- (i) **Marital Relationship-** To assess the marital relationship of 2 couples using Lerner's Couple adjustment scale
- (ii) **Case Reporting:** To complete four case studies of high school students with problem behavior in the appropriate case record proforma

Core Paper XIV POSITIVE PSYCHOLOGY

Practical:

- (i) **Happiness:** To measure the happiness of 4 adults using Oxford Happiness questionnaire
- (ii) **Spiritual Intelligence:** To measure the spiritual intelligence of 4 adults using King's Spiritual Intelligence test.

Discipline Specific Elective Paper-I PSYCHOLOGICAL RESEARCH AND MEASUREMENT

Practical:

- (i) **TAT:** To administer the TAT on a subject and give summary report
- (ii) **Word Association test:** To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties

Discipline Specific Elective Paper-IV DISSERTATION / RESEARCH PROJECT

Unit I

A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study / study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology,

and planning, conduction and reporting on the research. An external examiner with the supervisor as the

internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

- Format

- **Abstract** – 150 words including problem, method and results.
- **Introduction** – Theoretical considerations leading to the logic and rationale for the present research
- **Review**- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
- **Method** – Design, Sample, Measures, Procedure
- **Results**- Quantitative analysis of group data ▪ (Raw data should not be attached in Appendix) Graphical representation of data wherever required.▪ Qualitative analysis wherever done should indicate the method of ▪ qualitative analysis.
- **Discussion**
- **References (APA Style) & Appendices**
- Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with

1.5 spacing on one sides of the paper. Total text should not exceed 50 pages (References & Appendices extra).

- Two copies of the project should be submitted to the College.
- ***Project - American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing***

Mark distribution for dissertation / Research project						
Identification of problem	Review of Literature	Methodology	Analysis	Findings	Viva-voce	Total
10	10	10	25	20	25	100

Or

DSE Paper-IV /Alternative to dissertation PSYCHOLOGY OF CRIME

UNIT-I: Introduction to crime

- (i) Definition, meaning, and nature of criminal behavior; Factors of criminal behavior: Antisocial values; Peer influence; Antisocial personality; Dysfunctional family; Substance abuse
- (ii) Major types of crimes: Homicide; Robbery, Sexual offences; Cybercrimes.

UNIT- II: Theories of Criminal Behavior

- (i) Social disorganization theory; Rational choice theory; Strain theory
- (ii) Social learning theory; Social control theory, Labeling theory; Genetic theory

UNIT –III: Crime prevention and Control

- (i) Crime prevention models: Primary prevention, Secondary prevention; Tertiary prevention
- (ii) Crime control: Crime control model and Due process model

UNIT –IV: Special Victims

- (i) Rape and sexual assault; Domestic violence; Bullying and school violence
- (ii) Workplace violence, Victims of terrorism

Practical:

- (i) **Guilt quotient:** Test your subject's Guilt Quotient Using Chattopadhyay's "What is your guilt quotient?" scale.
- (ii) **Domestic Violence:** Using the "Domestic Violence Scale (Michale, 2008)" assess your subject's attitude towards domestic violence.

DEPARTMENT OF SANSKRIT

COURSE STRUCTURE FOR +3 B.A. SANSKRIT (HONS.-CC, DSE & GENERIC ELECTIVE)

1st Year (08 Papers : 800 Marks)

Sl. No.	Semester – I	Marks-Credits	Sl. No.	Semester-II	Marks-Credits
1	Core Course (SKT.)-1	(100 -6)	5	Core Course (SKT.)-3	(100-6)

2	Core Course (SKT.)-2	(100 -6)	6	Core Course (SKT.)-4	(100-6)
3	AECC-1 Env. Studies	(100 -4)	7	AECC-2 M.I.L. (A.ENG/ ODIA/ SANS/ HINDI)	(100-4)
4	Generic Elective- 1 (If SKT.)	(100-6)	8	Generic Elective- 2 (If SKT.)	(100-6)
	(6+6+4+6 = 22 Credits)	400 Marks		(6+6+4+6 = 22 Credits)	400 Marks

2nd Year (10 Papers : 1000 Marks)

Sl. No.	Semester – III	Marks-Credits	Sl. No.	Semester-IV	Marks-Credits
9	Core Course (SKT.)-5	(100 -6)	14	Core Course (SKT.)-8	(100-6)
10	Core Course (SKT.)-6	(100 -6)	15	Core Course (SKT.)-9	(100-6)
11	Core Course (SKT.)-7	(100 -6)	16	Core Course (SKT.)-10	(100-6)
12	SEC-1 Eng. Communicative	(100-4)	17	SEC-2 Office Management	(100-4)
13	Generic Elective- 3 (If SKT.)	(100-6)	18	Generic Elective- 4 (If SKT.)	(100-6)
	(6+6+6+6+4+6 = 28 Credits)	500 Marks		(6+6+6+6+4+6 = 28 Credits)	500 Marks

3rd Year (8 Papers : 800 Marks)

Sl. No.	Semester – V	Marks-Credits	Sl. No.	Semester-VI	Marks-Credits
19	Core Course (SKT.)-11	(100 -6)	23	Core Course (SKT.)-13	(100-6)
20	Core Course (SKT.)-12	(100 -6)	24	Core Course (SKT.)-14	(100-6)
21	DSE (SKT) – 1	(100 -6)	25	DSE (SKT) – 3	(100-6)
22	DSE (SKT) – 2	(100-6)	26	DSE (SKT) – 4 (Project)	(100-6)
	(6+6+6+6 = 24 Credits)	400 Marks		(6+6+6+6 = 24 Credits)	400 Marks

SEMESTER-VI

1. CC-13 AYURVEDA & VRKSAYURVEDA -[ARV & VRV]
2. CC-14 TECHNICAL LITERATURE IN SANSKRIT -[TELISA]
3. DSE-3 TRANSLATION, EDITING AND WRITING SKILL -[TEWS]
- DSE-4 (PROJECT PREPARATION AND PRESENTATION) -[PROJECT

DSE – 4

INDIAN PHILOSOPHY : GENERAL IDEAS

Astika 60 Marks

1. Nastika

20

Marks

OR

DSE-04 PREPARATION AND PRESENTATION OF PROJECT 80+20 = 100

Marks

Project- 80 Marks

Presentation- 20 Marks

(The Project work should be done preferably on Creative writings and Translation works of Sanskrit Language.)


Principal 12/09/22
N.P.M. Mahavidyalaya
Navagarh