



KOLHAN UNIVERSITY
CHAIBASA

Syllabus for Two-year
Bachelor of Education
B.Ed. programme (Odiya and Kurukh)
(Effective from Academic session 2021-2023)

Offered by
DEPARTMENT OF EDUCATION

CPS 3 (a&b): Pedagogy of Language (Odia)

Year-1/2	Credit-4
Marks 100(Ext. 80+ Int.20)	Contact Hours 64

Objectives

On completion of this course, the student-teacher shall

- State the importance and place of Odia as mother tongue in school curriculum.
- Develop the strategies to address the problems of Odia language acquisition in multilingual context.
- Use various strategies for facilitating the acquisition of language skills in Odia.
- Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
- Prepare appropriate tools for comprehensive assessment of learning in Odia.
- Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

Detailed Course Content

1. Odia as Mother Tongue in School Curriculum

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

2. Pedagogic Approaches to Teaching-Learning Odia

- Psychology of language learning and acquisition with reference to Odia as mother tongue.
- Problems and issues related to acquisition of Odia language in multi-lingual context
- Traditional versus modern methods of teaching-learning Odia.
- Different approaches and strategies to the teaching-learning of :

Note : Copies of the Syllabus have been submitted to the State Universities. Principals are requested to follow the syllabus pending approval of the same by the Universities.

- Odia prose (detailed and non-detailed)
- Odia poetry
- Odia composition (through Rubric)
- Odia grammar
- Strategies for enrichment of Odia vocabulary (word formation and spelling)
- Strategies for developing creative writing skills

3. Curricular Activities in Odia

- Preparation of Unit Plan
- Preparation of Lesson Plan following constructivist approach (5E and ICON Models)
- Learning resources and planning learning activities
- Learning assessment in Odia : Assessing comprehension and expression skills; preparation of objective-based and objective-type test items.
- Portfolio Assessment in Odia
- Comprehensive Assessment of Learning in Odia
- Planning remedial measures

4. Relevance of Linguistics in Odia Language Acquisition

- Elements of Language – sound, vocabulary and structure
- Odia Dhvani (Sound) – Types and manner of articulation
- Odia Vocabulary – Types (Tatsama, Tadbhava, Deshaja, Baideshika), Word formation process and principles (use of Upasarga, Anusarga, Pratyaya, Samasa and Sandhi), Semantics (Lexical and Contextual)
- Odia Syntax – Processes and Principles
- Use of Linguistics in effective teaching-learning of Odia language

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> ▪ Poems – Matira Manisha, Gopa Prayana, Hey Mora Kalama, Padma ▪ Prose Pieces – Jatiya Jivana, Prakruta Bandhu, Odia Sahitya 	<ul style="list-style-type: none"> ▪ Identification of language items (new vocabulary, expression and grammar components) ▪ Identification of scope in the

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<p>Katha</p> <ul style="list-style-type: none"> ▪ Grammar – Karaka, Bibhakti, Samasa <p>(Pieces to be selected from Class X Text as indicated)</p>	<p>content to be presented for facilitating learning language skills</p> <ul style="list-style-type: none"> ▪ Formulation of learning objectives ▪ Selection of methods and approaches / strategies ▪ Preparation of teaching-learning materials ▪ Designing of learning activities ▪ Planning teacher and student activities for effective interaction ▪ Assessment strategies (focusing formative)
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Tasks & Assignments

Each student-teacher is required to submit assignments on *any two* of the following :

- Preparation of Five Lesson Plans on the topics from the prescribed text following 5E and ICON Models (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Diagnosis of spelling problems among the learners and development of remedial materials
- Preparation of a Rubric for developing an essay in Odia

Suggested Readings

- Dhal, G.B. (1972). *English uchharana siksha*. Cuttack : Friends Publisher.
- Dhal, G.B. (1974). *Dhwani bijanana*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Mohanty, B. (1970). *Odia bhasara utpati O 65arma bikasha*. Cuttack : Friends Publishers.
- Mohanty, J., Barik, N. & Khandai, U. (1983). *Odia sikshadana paddhati*. Cuttack : Nalanda.
- Mohapatra, D. (1976). *Odia Dhwani tattwa O sabdha sambhar*. Cuttack : Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). *Sarbasara vykarana*. Cuttack : New Student's Store

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Nayak, B. (1974). *Matrubhasa Sikshadana paddhati*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.

Padhee, B. (1972). *Odia bhasara rupa tattwa*. Berhampur : Pustak Mandir.

Rout, P.C. (1986). *Matrubhasa sikshadana paddhati*. Jajpur : Saraswati Printers

Sahoo, B. (1975). *Bhasa bigyanara rupa rekha*. Cuttack : Paramarathi Printers

Sarangi, N. (2001). *Bruhat odia vyakarana*. Cuttack : Satyanarayan Book Store

Tripathy, K.B. (1977). *Odia bhasa tattwa O lipira krama bikash*. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.

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PEDAGOGY OF A SCHOOL SUBJECT

Full Marks 40

Pass Marks 18

Time : 1.5hrs

Course 7a / 7b: Pedagogy of a school subject – part I (1/2) & part II(1/2)

Tribal & Regional Language

(मुडारी, संताली, हो, खडिया, कुडुख, नागपुरी, कुरमाली, खोरठा, पंचपरगनियाँ)

Unit I:

1. जनजातीय एवं क्षेत्रीय भाषा का उद्भव एवं विकास।
2. जनजातीय एवं क्षेत्रीय भाषाओं का (मुडारी, संताली, हो, खडिया, कुडुख, नागपुरी, कुरमाली, खोरठा, पंचपरगनियाँ) भाषा का भाषा वैज्ञानिक अध्ययन।
3. जनजातीय एवं क्षेत्रीय भाषाओं का अध्ययन एवं अध्यापन का लक्ष्य एवं उद्देश्य।

Unit II:

1. जनजातीय एवं क्षेत्रीय भाषा की ऐतिहासिक स्थिति।
2. विभिन्न कालों (लोक साहित्य, मध्यकालिन साहित्य एवं आधुनिक साहित्य) में जनजातीय एवं क्षेत्रीय भाषा के साहित्य की परिस्थिति एवं प्रवृत्ति।
3. झारखण्डके जनजातीय, सामाजिक एवं सांस्कृतिक जीवन।

Unit III:

1. जनजातीय एवं क्षेत्रीय भाषा में श्रवण – दृश्य सामग्री का उपयोग।
2. जनजातीय एवं क्षेत्रीय भाषा के शिक्षक का व्यक्तित्व।
3. जनजातीय एवं क्षेत्रीय भाषा में पाठ्यक्रम – सहगामी क्रियाएँ।

Unit IV:

1. मुडारी / संताली / हो / खडिया / कुडुख / नागपुरी / कुरमाली / खोरठा / पंचपरगनियाँ व्याकरण।
2. मुण्डारी में – आधुनिक शिष्ट काव्य / संताली में – तरास / हो में – बिरसा मुण्डा हो – हृदय दुरं पुति / खडिया में – संक्षिप्त शब्दकोष / कुडुख में – प्राचीन शिष्ट काव्य / नागपुरी में – नल दमयंती / कुरमाली में – सृष्टिधरेक गीत / खोरठा में – तातल एवं पंचपरगनियाँ में – रम किस्टोकेर गीत का अध्ययन।

Unit V:

1. झारखण्ड में स्वतंत्रता आन्दोलन एवं जनजातीय विद्रोह।
2. स्वतंत्र राज्य का संघर्ष एवं झारखण्ड की विकास यात्रा।
3. झारखण्ड का भौतिक स्वरूप एवं विभिन्न जनजाति।

संदर्भ ग्रन्थ

Unit I:

लेखक - डॉ० सुनील कुमार सिंह (काउन पब्लिकेशन)

डॉ० बी० बी० नाग / डॉ० कृष्ण चन्द्र दूडू / डॉ० सरस्वती मागराई / जुलियांस बा / प्रो० चौठी उर्राव
/ एच पी० सी० बेक / डॉ० बी० पी० केशरी / डॉ० एन० के० सिंह / प्रो० बी० एन० ओहदार /
परमानन्द महतो।

नोट इस भाग के उत्तर अपनी - अपनी जनजातीय एवं क्षेत्रीय भाषा में अपेक्षित होगी।

Unit II:

लेखक - डॉ० सुनील कुमार सिंह (काउन पब्लिकेशन)

डॉ० एच० एन० सिंह (कुरमाली)

Unit IV:

लेखक - डॉ० रामदयाल मुण्डा / डॉ० डोमन साहु समीर / लाफो बोदरा एवं फादर दीनी / पं नुवास
केरकेटा / प्रो० चौठी उर्राव एच पी० सी० बेक / पीटर शांति नवरगी / डॉ० शशिशुषण महतो /
डॉ० ए० के० झा / डॉ० करम चन्द्र अहीर।

नोट इस भाग के उत्तर अपनी - अपनी जनजातीय एवं क्षेत्रीय भाषा में अपेक्षित होगी।

लेखक - प्रो० तुलसी नारायण सिंह मुण्डा / श्यामचरण दुडु / भोलानाथ गागराई / फा० पौलुस
कुल्लु / प्रो० दुखा भगत / दृक पाल देवधरिया / डॉ० एच० एन० सिंह / शिवनाथ प्रमाणिक /
शक्तिधर अधिकारी एवं चन्द्र मोहन महतो।

नोट इस भाग के उत्तर अपनी - अपनी जनजातीय एवं क्षेत्रीय भाषा में अपेक्षित होगी।

Unit V:

लेखक - डॉ० सुनील कुमार सिंह (काउन पब्लिकेशन)

Distribution of Marks:

Internal Assessment

- 10 Marks

University Examination

- 40 Marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 05 marks each.

$3 \times 10 = 30$ & $2 \times 5 = 10$

Total Marks : 40