# CURRICULUM

# FOR

# THE FIRST TO THIRD SEMESTERS

# OF

# FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)

# IN

# EDUCATION

under

## New Education Policy (NEP), 2020

**DIBRUGARH UNIVERSITY**

**DIBRUGARH-786004**

**ASSAM**

## FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION, DIBRUGARH UNIVERSITY

- **THE PREAMBLE**

Education unfolds what is already enfolded in man. In this sense, the aim of education is to help people develop, enhance and realize their inherent potentialities. Education is also recognized as the mirror of society. In this sense, it is an instrument to achieve larger societal goals. Hence, education being as a social process has been concerned with preparing the members of the society to adapt to the constantly changing conditions of the society. As such, honoring diversity and ensuring inclusion by treating all with respect and dignity, showing sensitivity to gender, cultural and religious differences has become an important element of education discipline.

Education is further loaded with the responsibility of developing core competencies such as communication skills required to articulate thoughts and ideas effectively, using oral and written communication skills, and to present information and explanations in a well-structured manner. Keeping in view the dynamic nature of society, education as a discipline is to develop competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of education also changes and enlarges. Education which is deemed to be a solution for all social problems has to be up-to-date of all these changes happening in the society. Educators and educational practitioners should also change them accordingly.

The main purpose of the Undergraduate Programme in Education is to develop and disseminate knowledge, skills and values through education, field-based training and research relevant for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society.

The curriculum for Education at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices. It is expected that the prepared LOCF for Education at undergraduate level and FYUGP will be of immense relevance to the prospective graduates having interest in education and practice. It will be very advantageous to make students of Education more dynamic and adaptable by enhancing their skills leading to their increased employability. The discipline will also help in shaping the students' overall personalities to take on the challenges of an emerging competitive society. It has incremental learning experiences that will enhance the

abilities of students who come from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals each year.

- **INTRODUCTION:**

Higher Education in India is considered as a critical core in the development and growth strategy of the nation. According to NEP 2020, Higher Education should put an emphasis on recognising, identifying, and fostering each student's unique strengths by educating teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and, in turn, pick their own life choices based on their talents and interests. For a pluralistic world, there should be a focus on multidisciplinary and a comprehensive education in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Education as a discipline is very broad as well as dynamic. Its boundaries are extensive and encompasses our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing and developing. It addresses philosophical, psychological, technological aspects, societal issues, etc. Education as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India. It enhances student learning in Education as a Social Science discipline.

The Bachelor of Arts in Education degree of Dibrugarh University adapted as per the recommendations of NEP 2020 will also be of either three or four year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four year undergraduate programme in Education will allow the student an opportunity to experience the full range of holistic and multidisciplinary education, along with the chosen Major and Minor choices of the students.

- **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION:**

The aims of Four Year Under-Graduate Programme (FYUGP) in Education are:

1. To enhance the student's learning of Education as a Social Science discipline, by providing students with a rigorous and challenging educational experience aiming to develop sound theoretical background in the subject.
2. To enable the students to understand the foundations of Education.

3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Education.
4. To equip students with soft skills and inculcate values through value education for personal development.
5. To familiarize students with educational technology and train them in the use of ICT in Education.

- **GRADUATE ATTRIBUTES OF THE FYUGP IN EDUCATION**

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Education are:

**Disciplinary Knowledge**: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Education.

They should be able to demonstrate the attribute of understanding of the foundations of education-philosophical, sociological, psychological and historical foundations. Moreover, they should also be able to demonstrate the attributes of understanding curriculum, assessment and evaluation in education, issues in education, value education, positive psychology, educational technology, inclusive education, educational management, economics of education, guidance and counselling, etc.

They should have the ability to demonstrate the attribute of understanding about personal development and soft skills, ICT in education, methods and techniques of teaching, etc.

**Critical Thinking:** The graduates in education are expected to apply analytic thought to a body of knowledge of education, so as to evaluate the issues and problems related to education, critically evaluate educational policies, educational practices, educational theories.

**Information/Digital Literacy:** The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to education.

**Research related Skills:** The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in education so as to find solutions to some issues related to education. They should have the basic skills to conduct research by identifying the problem, formulating research design, developing

relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

**Moral and Ethical Awareness**: The students will be able to exhibit value based, moral and ethical practices in their day to day life. They should be able to identify ethical issues related to any work, particularly work related to education; avoid unethical behaviour, adopt objective, unbiased and honest actions in all aspects of work.

**Reflective Thinking and Problem Solving:** The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of education and in day to day life. After completion of graduation in education the students will be able to understand the nature of educational problems and deal with them in a right manner. Moreover they should be able to solve different problems of day to day life in various situations.

**Communication Skills**: The graduates in education should have the ability to present and express information, thoughts, views clearly and concisely so as to communicate effectively on any issues, particularly issues related to education. Moreover, they should also be able to demonstrate effective communication skills in dealing with classroom practices.

**Co-operation and Multicultural Competence:** The students should be able to work collaboratively in dealing with the educational affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society;

- **PROGRAMME LEARNING OUTCOMES**

**An undergraduate student of Education should be able to:**

PLO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.

PLO 2. Use scientific approach to address issues related to problems of learning.

PLO 3. Apply psychological principles to meet various issues and challenges in the field of education.

PLO 4. Apply knowledge, skills and theories of education to solve educational problems both in familiar and non-familiar contexts and apply the learning to real life situations.

PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

PLO 6. Demonstrate teaching competencies required for keeping oneself professionally engaged.

PLO 7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice

**4. Teaching Learning Process**

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/ Dissertation
- Group Discussion and debate
- Seminars/ workshops/ conferences
- Field visits and Report/ Excursions
- Mentor/ Mentee

**5.Teaching Learning Tools**

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/ Green/ Black Board

**6. Assessment**

- Home assignment
- Project Report
- Class Presentation: Oral/ Poster/ Power point
- Group Discussions
- In semester examinations
- End semester examinations

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**DIBRUGARH UNIVERSITY, RAJABHETA, DIBRUGARH – 786004**

**Four Year Undergraduate Programme (FYUGP) Structure as per UGC Credit Framework of December, 2022**

| Year | Semester | Course | Title of the Course | Total Credit |
|---|---|---|---|---|
| Year 01 | 1st Semester | C - 1 | Foundations of Education-I | 4 |
| | | Minor 1 | Philosophical Foundations of Education | 4 |
| | | GEC - 1 | Introduction to Education / Educational Psychology | 3 |
| | | AEC 1 | Modern Indian Language | 4 |
| | | VAC 1/ VAC 2 | Understanding India / Health and Wellness | 2 |
| | | SEC 1 | Personal Development & Soft Skills | 3 |
| | | | | **20** |
| | 2nd Semester | C - 2 | Foundations of Education-II | 4 |
| | | Minor 2 | Psychological Foundations of Education | 4 |
| | | GEC 2 | Introduction to Positive Psychology / History of Indian Education | 3 |
| | | AEC 2 | English Language and Communication Skills | 4 |
| | | VAC 3 / VAC 4 | Environmental Science / Yoga Education | 2 |
| | | SEC 2 | ICT in Education | 3 |
| | | | | **20** |
| **The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester** | | | | |
| Year 02 | 3rd Semester | C - 3 | Philosophical and Sociological Bases of Education | 4 |
| | | C - 4 | Value Education | 4 |
| | | Minor 3 | Sociological Foundations of Education | 4 |
| | | GEC – 3 | Education for the Socio Economically Disadvantaged Groups (SEDGs)/ Guidance and Counselling | 3 |
| | | VAC 3 | Digital and Technological Solutions / Digital Fluency | 2 |
| | | SEC – 3 | Methods and Techniques of Teaching | 3 |
| | | | | **20** |
| | 4th Semester | C - 5 | Learner and Learning | 4 |
| | | C - 6 | Educational Technology | 4 |
| | | C - 7 | Education and Wellbeing | 4 |
| | | C - 8 | Inclusive Education | 4 |
| | | Minor 4 | History of Indian Education | 4 |
| | | | | **20** |
| **Grand Total (Semester I, II, III and IV)** | | | | **80** |
| **The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 80 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term** | | | | |
| | 5th Semester | C – 9 | Development of Education in Pre-Independent India | 4 |
| | | C – 10 | Methods and Techniques of Teaching | 4 |
| | | C – 11 | Measurement and Evaluation in Education | 4 |

| | | | | |
|---|---|---|---|---|
| **Year 03** | | Minor 5 | Educational Technology | 4 |
| | | | Internship (2) + CE (2) / Internship (4) or CE (4) | 4 |
| | | | | **20** |
| | | | | |
| | 6th Semester | C – 12 | Development of Education in Post-Independent India | 4 |
| | | C – 13 | Early Childhood Care and Education | 4 |
| | | C – 14 | Psychological Assessment and Practical | 4 |
| **Year 03** | | C – 15 | Emerging trends in Education | 4 |
| | | Minor – 6 | Measurement and Evaluation in Education | 4 |
| | | | **Total** | **20** |
| **Grand Total (Semester I, II, III and IV, V and VI)** | | | | **120** |
| **The students on exit shall be awarded UG Degree of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 120 Credits on completion of Semester 6** | | | | |

**Abbreviations Used:**

- **C = Major (Education)**
- **GEC = Generic Elective Course / Multi Disciplinary Course**
  **[Open for students of other Departments and not for students having Education as Major discipline. However, students shall not be allowed to choose or repeat any of the courses already undergone at the Higher Secondary level (12th Class)]**
- **AEC = Ability Enhancement Course**
  **(Compulsory Course for students of all Departments including Education as Major discipline.)**
- **SEC = Skill Enhancement Course**
  **(Open for all students including Education as Major discipline.)**
- **VAC = Value Added Course**
  **(Compulsory and open for all students including Education as Major discipline.)**

**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 1ST SEMESTER**

| | |
|---|---|
| **Course Title** | **: Foundations of Education-I** |
| **Course Code** | **: EDNC1** |
| **Nature of Course** | **: Major** |
| **Total Credits** | **: 4 credits** |
| **Distribution of Marks** | **: 60 (End-Sem.) + 40 (In-Sem.)** |

**COURSE OBJECTIVES:**

- discuss the meaning, nature, scope and types of Education.
- explain the aims and functions of education based on four pillars of education.
- explain the concepts of Psychology and Educational Psychology, schools of Psychology and methods of Educational Psychology .
- describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- explain the role of Philosophy in different aspects of Education.
- describe the meaning, nature and scope of Sociology and Educational Sociology.
- discuss the conflict and consensus theories of Educational Sociology.

**COURSE OUTCOMES (COs):** Students will be able to –

**CO1:** Explain the meaning, nature, scope and types of Education

LO 1.1: explain the modern concept of Education and its scope

LO 1.2: describe the types of Education

LO 1.3: explain the aims and functions of Education based on four pillars of Education

LO 1.4: discuss the functions of Education in Human life and National life

**CO2:** Explain the meaning, nature and scope of Psychology and Educational Psychology

LO 2.1: describe the concept and branches of Psychology

LO 2.2: explain the schools of Psychology

LO 2.3: describe the concept and scope of Educational Psychology

LO 2.4: describe the methods of Educational Psychology

LO 2.5: discuss the application of Educational Psychology in teaching learning process

**CO3:** Explain the meaning, nature and scope of Philosophy and Educational Philosophy

LO 3.1: explain the concept and scope of Philosophy

LO 3.2: discuss the relationship between Education and Philosophy

LO 3.3: describe the concept and scope of Educational Philosophy

LO 3.4: discuss the role of Philosophy in different aspects of Education.

**CO4:** Explain the meaning, nature and scope of Sociology and Educational Sociology

LO 4.1: explain the concept and scope of Sociology

LO 4.2: discuss the relationship between Education and Sociology

LO 4.3: discuss the need of Sociological approach to Education

LO 4.4: explain the concept and scope of Educational Sociology

LO 4.5: explain the conflict and consensus theories of Educational Sociology

**Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | CO1,CO2 | CO1,CO2, CO3, CO4 | CO1 | | | |
| Conceptual Knowledge | CO1, CO2 | CO1, CO2, CO3, CO4 | CO2 | | | |
| Procedural Knowledge | | CO4 | | | | |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **CONCEPT OF EDUCATION:**<br>1.1 Education- Meaning, Nature, and Scope<br>1.2 Types of Education – Formal, Non-Formal and Informal Education<br>1.3. Aims of Education-<br>1.3.1 Necessity and determinants of aims of education<br>1.3.2 Individual and Social Aims of Education<br>1.3.3 Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together)<br>1.4 Functions of Education<br>1.4.1 General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress)<br>1.4.2 Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency)<br>1.4.3 Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship) | **14** | **01** | **-** | **15** |
| **II (15 Marks)** | **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**<br>2.1 Psychology – Concept, Definitions, Nature and Branches of Psychology<br>2.2 Schools of Psychology– Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism<br>2.3 Meaning, nature and scope of Educational Psychology<br>2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods)<br>2.5 Application of Educational Psychology in teaching-learning process | **14** | **01** | **-** | **15** |
| **III (15 Marks)** | **PHILOSOPHICAL FOUNDATIONS OF EDUCATION**<br>3.1 Meaning, definitions and scope of Philosophy<br>3.2 Science of Education and Philosophy of Education<br>3.3 Relationship between Education and Philosophy | **14** | **01** | **-** | **15** |

| | | | | | |
|---|---|---|---|---|---|
| | 3.4 Meaning, nature and scope of Educational Philosophy<br>3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher) | | | | |
| **IV (15 Marks)** | **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**<br>4.1 Meaning, nature and scope of Sociology<br>4.2 Relationship between Education and Sociology<br>4.3 Need of Sociological Approach to Education<br>4.4 Meaning, nature and scope of Educational Sociology<br>4.5 Difference between Sociology and Educational Sociology<br>4.6 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits | **14** | **01** | **-** | **15** |
| | **Total** | **56** | **04** | **0** | **60** |

**Where, L: Lectures T: Tutorials P: Practical**

**Modes of In-Semester Assessment:** **40 Marks**

1) Two In-semester tests – (10+10) 20 Marks

2) Any two of the following activities listed below – (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment related to the course content.
- Project on any relevant topics of the course.
- Any other activity as deemed to be fit by the course teacher.

## Mapping of Course Outcomes to Program Outcomes:

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | S | M | S | S | S | M |
| CO2 | S | S | S | S | S | S | S |
| CO3 | S | S | M | S | M | S | M |
| CO4 | S | S | M | S | M | S | M |

**Suggested Readings:**


1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: AtlanticPublishers &Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad ,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.

13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 1ST SEMESTER**

| | |
|---|---|
| **Course Title** | **: Philosophical Foundations of Education** |
| **Course Code** | **: MINEDN1** |
| **Nature of Course** | **: Minor** |
| **Total Credits** | **: 4 credits** |
| **Distribution of Marks** | **: 60 (End-Sem.) + 40 (In-Sem.)** |

**Course Objective**: The objectives of this Course are:

- describe the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education
- explain the basic tenets of the given Indian Philosophies and their influence on education
- explain the basic tenets of the given Western Philosophies and their influence on education.
- distinguish between the Idealism, Naturalism and Pragmatism.

**COURSE OUTCOMES (COs):**

CO1. Students will be able to explain the role of Philosophy in Education

The students will be able to

LO1 describe the meaning, nature and scope of Philosophy

LO2 describe the relation between Education and Philosophy

LO3 describe the meaning, nature and scope of Philosophy of Education

CO2. Students will be able to explain/discuss the role of education

Students will be able to

LO1 describe the role of Philosophy in determining the aims, curriculum and methods of education.

LO2 describe the role of Philosophy in determining the role of the teachers.

CO3. Students will be able to analyse the influences of Indian Schools of Philosophy on education

The students will be able to

LO1 distinguish the basic features and classification of Indian Philosophy

LO2 outline the influences of Yoga Philosophy on education

LO3 appraise the influences of Vedanta Philosophy on education

CO4. Students will be able to evaluate the influences of Western Schools of Philosophy on education

The students will be able to

LO1 interpret the basic features and classification of Western Philosophy

LO2 assess and value the influences of Idealism, Naturalism and Pragmatism on education

**Cognitive Map of Course Outcomes with Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | | | | | | |
| Conceptual Knowledge | CO1, CO2 | CO1, CO2 | CO3 | CO3, CO4 | CO3, CO4 | |
| Procedural Knowledge | | | | | | |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (12 Marks)** | **Introduction to Philosophy**<br>1.1 Meaning, nature and scope of Philosophy<br>1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology)<br>1.3 Meaning, nature and scope of Education<br>1.4 Types of Education (Formal, Informal and Non-formal)<br>1.5 Relation between Education and Philosophy<br>1.6 Meaning, nature and scope of Philosophy of Education<br>1.7 Philosophy of Education and Educational Philosophy. | **13** | **02** | **-** | **15** |
| **II (12 Marks)** | **Role of Philosophy in Education**<br>2.1 Philosophical foundations of Education and its importance<br>2.2 Role of Philosophy in Education:<br>o Philosophy and aims of education.<br>o Philosophy and curriculum.<br>o Philosophy and methods of teaching.<br>o Philosophy and role of teachers.<br>o Philosophy and discipline | **09** | **02** | **-** | **11** |
| **III (18 Marks)** | **Indian Schools of Philosophy and their Influences in education:**<br>3.1 Basic features and classification of Indian Philosophy<br>3.2 Yoga Philosophy:<br>o Concept of Yoga Philosophy<br>o Hathayoga and Rajayoga.<br>o Astangika Yoga<br>o Influence of Yoga philosophy in education.<br>3.3 Vedanta Philosophy:<br>o Basic tenets (Brahma, Atman, Jagat, Maya)<br>o Advaita Vedanta<br>o Influence of Vedanta philosophy in education. | **15** | **02** | **-** | **17** |

| | | | | | |
|---|---|---|---|---|---|
| | 3.4 Buddhism:<br>o Concept of Buddhism<br>o Four noble truths of Buddha<br>o Middle Path<br>o Influence of Buddhism in education. | | | | |
| **IV**<br>**(18 Marks)** | **Western Schools of Philosophy and their Influences in Education:**<br>4.1 Basic features of Western Philosophy<br>4.2 Idealism:<br>o Basic tenets<br>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.<br>4.3 Naturalism:<br>o Basic tenets<br>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education<br>4.4 Pragmatism:<br>o Basic tenets<br>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. | **15** | **02** | **-** | **17** |
| | **Total** | **52** | **08** | **-** | **60** |

***Where, L: Lectures T: Tutorials P: Practicals***

**Modes of In-Semester Assessment:** **40 Marks**

1) Two sessional tests- (10+10) 20 Marks

2) Any two of the activities listed below - (10+10) 20 Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- Visiting a place of philosophical interest and preparing a report
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | S | S | S | M |
| CO2 | M | S | M | M | M | S | S |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| CO3 | S | M | S | S | M | S | M |
| CO4 | M | S | M | M | S | S | M |
| CO5 | M | M | S | S | S | M | S |

**Suggested Readings:**


1. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.
2. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
3. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.
4. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
5. Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.
6. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
7. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
8. Hiriyana, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
9. Miri, M. (2014) Philosophy of Education. Oxford University Press.
10. Radhakrshnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression).
11. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
12. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
13. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
14. Safaya, R. N. &Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
15. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
16. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.


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# B.A. IN EDUCATION PROGRAMME (FYUGP)
# DETAILED SYLLABUS OF 1ST SEMESTER

| | | |
|---|---|---|
| **Course Title** | **:** | **Introduction to Education** |
| **Course Code** | **:** | **GECEDN1A** |
| **Nature of the Course** | **:** | **Generic Elective Course (GEC)** |
| **Total Credits** | **:** | **03** |
| **Distribution of Marks** | **:** | **60 (End Sem.) + 40 (In-Sem.)** |

**COURSE OBJECTIVES**: The objectives of this Course are to describe the modern concept, aims, functions and role of education. This Course will explain the different levels of education, the concept and types of curricular and co-curricular activities. It will also illustrate about examination, measurement, assessment and evaluation.

**COURSE OUTCOMES (COs):** Students will be able to-

**CO1:** Describe the modern concept, aims, functions and role of education

LO 1.1: explain the modern concept of education

LO 1.2: explain the functions and roles of education

LO 1.3: describe the functions of education towards development of values

**CO2:** Understand the roles of the various agencies of education

LO 2.1: describe the role of formal and informal agencies of education

LO 2.2: describe the role of international agencies

LO 2.3: explain the role of social media in education

**CO3:** Explain the different levels of education.

LO 3.1: describe the aims and structure of Pre-primary and Primary level of education

LO 3.2: describe the aims and structure of Secondary level of education

LO 3.3: describe the aims and structure of Higher level of education

**CO4:** Describe the concept of curriculum and evaluation system

LO 4.1: concept, nature, and significance of Curriculum

LO 4.2: explain the concept of Measurement, Assessment and Evaluation

LO 4.3: distinguish amongst Measurement, Assessment and Evaluation

**Cognitive Map of Course Outcomes Based on Bloom's Revised Taxonomy:**

| Cognitive Knowledge Dimension | Cognitive Process Dimensions | | | | | |
|---|---|---|---|---|---|---|
| | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| **Factual Knowledge** | CO2 | CO1,CO2, CO3 | | CO2 | | |
| **Conceptual Knowledge** | | CO3 | CO4 | CO2 | | |
| **Procedural Knowledge** | CO3 | CO1 | CO4 | | | |
| **Metacognitive Knowledge** | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| I **(15 Marks)** | **CONCEPT OF EDUCATION**<br>1.1 Meaning, Nature and Scope of Education<br>1.2 Types (Formal, Informal and Non-formal)<br>1.3 Aims of Education : Individual, Social and Democratic aim<br>1.4 The functions of Education-<br>1.4.1 Functions towards the individual<br>1.4.2 Functions towards the society<br>1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic) | 10 | 2 | - | 12 |
| **II (15 Marks)** | **AGENCIES OF EDUCATION**<br>2.1 Home<br>2.2 Educational Institution<br>2.3 State<br>2.4 UNO, UNESCO<br>2.5 Mass-media (television, radio, cinema and newspaper)<br>2.6 Internet (Wikis, Blogs, Social Networking Sites) | 10 | 1 | - | 11 |
| **III ( 15 Marks)** | **DIFFERENT LEVELS OF EDUCATION IN INDIA (From Pre-Primary to Higher/ Tertiary level)**<br>3.1 Pre-primary Education (Meaning, | 10 | 1 | - | 11 |

| | | | | | |
|---|---|---|---|---|---|
| | structure and aims)<br>3.2 Primary Education (Meaning, structure and aims)<br>3.3 Secondary Education (Meaning, structure and aims)<br>3.4 Higher Education (Meaning, structure and aims) | | | | |
| **IV**<br>**( 15 Marks)** | **CURRICULUM AND EVALUATION**<br>4.1 Concept, Nature, and Significance of curriculum<br>4.2 Curriculum and Syllabus<br>4.3 Concept, Importance, and types of co-curricular activity<br>4.4 Meaning of Measurement, Assessment and Evaluation<br>4.5 Distinguish amongst Measurement, Assessment and Evaluation | 10 | 1 | - | 11 |
| **Total** | | **40** | **5** | **-** | **45** |

**Where, L: Lecture, T: Tutorials, P: Practicals**

**Modes of In-Semester Assessment** **40 Marks**

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (10+10) 20 Marks
   - Seminar on any one of the topics of the course.
   - Group discussion on any one of the topics of the course.
   - Assignment related to the course content.
   - Quiz on the contents of the course.
   - Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| **CO/PO** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
|---|---|---|---|---|---|---|---|
| **CO1** | S | S | S | S | S | M | M |
| **CO2** | S | S | S | M | M | M | M |
| **CO3** | S | S | S | S | M | M | M |
| **CO4** | S | S | S | M | S | M | M |

**Where, S: Strong M: Moderate**

**Suggested Readings**:


1. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
2. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing.
3. Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.

4. Bhatia and Nareng(2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
5. Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.
6. Chaube and Chaube (ND). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
7. Dudeja, G. & G. Kour (2016). Curriculum Development and Assessment. Meerut: R.Lall Book Depot.
8. Goswami, A. C. (2006). Philosophical and Sociological bases of Education in Emerging India. Guwahati: Jyoti Prakashan.
9. Purkait, B.R. (2014). Principles and Practices of Education. New Delhi: New Central Book agency (P) Ltd.
10. Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
11. Saxena (2002). Philosophical and Sociological Foundations of Education. Meerut: R. Lall Book Deopt.
12. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.

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# B.A. IN EDUCATION PROGRAMME (FYUGP)
# DETAILED SYLLABUS OF 1ST SEMESTER

| | | |
|---|---|---|
| **Course Title** | **:** | **Educational Psychology** |
| **Course Code** | **:** | **GECEDN1B** |
| **Nature of the Course** | **:** | **Generic Elective Course (GEC)** |
| **Total Credits** | **:** | **03** |
| **Distribution of Marks** | **:** | **60 (End Sem.) + 40 (In-Sem.)** |

**Course Objective:** Educational Psychology is the study of how students in particular, and people in general, learn: including teaching methods, instructional process, and individual differences in learning. It explores the cognitive, behavioural, emotional, and social influences on the learning process. Educational psychologists use this understanding of how people learn to develop instructional strategies and help students succeed in school.

**Course Outcome (COs):** Students will be able to-

**CO 1: Explain the concept of Education, Psychology and Educational Psychology**.

LO 1.1: define meaning of Education and Psychology.

LO 1.2: discuss the functions and roles of different schools of Psychology in education.

LO 1.3: discuss the methods of Educational Psychology.

**CO 2: Explain the psychology of growth and development.**

LO 2.1: discuss about the various stages of growth and development according to the principles and its educational implications.

LO 2.2: discuss the dimensions of development and factors influencing growth and development.

LO 2.3: identify common behavioural problems of children in the teaching learning environment.

**CO 3: Appraise the process of learning.**

LO 3.1: discuss the concept of learning and the various factors affecting learning and methods of learning.

LO 3.2: describe the role of major Laws of learning and their educational implications.

LO 3.4: distinguish among the concepts- Maturation and Learning, Motivation and Learning and learning styles (Visual, Aural, Verbal, Physical) and their importance in education.

**CO 4.: Discuss few psychological concepts and their importance in education.**

LO 4.1: discuss the meaning, nature and characteristics of memory, attention, individual differences, intelligence and the role in the field of education.

LO 4.2: explain the meaning and nature of emotional intelligence and social intelligence.

LO 4.3: discuss the importance of emotional intelligence and social intelligence at modern time.

LO 4.4: illustrate the role of creativity and personality in education.

**Cognitive Map of Course Outcomes Based on Bloom's Revised Taxonomy:**

| Cognitive Knowledge Dimension | Cognitive Process Dimensions | | | | | |
|---|---|---|---|---|---|---|
| | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| **Factual Knowledge** | CO1, CO3 | CO1 | CO4 | | | |
| **Conceptual Knowledge** | CO1 | CO3 | | CO3 | | |
| **Procedural Knowledge** | CO3 | CO1 | CO2 | CO4 | | |
| **Metacognitive Knowledge** | CO2 | CO2 | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **CONCEPT OF EDUCATION, PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY**<br>1.1 Meaning, Nature, Scope and Types of Education<br>1.2 Meaning, Nature, Scope and Branches of Psychology<br>1.3 Schools of Psychology and their bearing in education:<br>1.3.1 Behaviourism<br>1.3.2 Structuralism<br>1.3.3 Functionalism<br>1.3.4 Gestalt Psychology<br>1.3.5 Psycho-analysis<br>1.3.6 Constructivism<br>1.4 Meaning, Nature and Scope of Educational Psychology<br>1.5 Methods of Educational Psychology<br>1.5.1 Introspection method<br>1.5.2 Observation method<br>1.5.3 Experimental method<br>1.6 Importance of Educational Psychology in classroom teaching | 10 | 1 | - | 11 |
| **II (15 Marks)** | **PSYCHOLOGY OF GROWTH AND DEVELOPMENT**<br>2.1 Meaning and Stages of Growth and | 10 | 1 | - | 11 |

| | | | | | |
|---|---|---|---|---|---|
| | Development<br>2.2 Principles of development and their educational implications<br>2.3 Dimensions of Development (Physical, Mental, Social and Emotional)<br>2.4 Factors influencing Growth and Development- Heredity & Environment<br>2.5 Common Behavioural problems of Children (anger, aggression, truancy) | | | | |
| **III**<br>**( 15 Marks)** | **PROCESS OF LEARNING**<br>3.1 Meaning and Nature of Learning<br>3.2 Factors affecting Learning<br>3.3 Methods of Learning (Trial and Error, Conditioning and Insightful method)<br>3.4 Major Laws of Learning with their educational implications<br>3.5 Maturation and learning<br>3.6 Motivation and learning<br>3.7 Learning Styles (Visual, Aural, Verbal, Physical) | 10 | 1 | - | 11 |
| **IV**<br>**( 15 Marks)** | **FEW PSYCHOLOGICAL CONCEPTS AND THEIR IMPORTANCE IN EDUCATION**<br>4.1 Memory: Concept, Types and Improvement for better academic achievement<br>4.2 Attention: Concept, Characteristics and educational significance<br>4.3 Individual differences: Concept and educational implications<br>4.4 Intelligence: Meaning and Nature, Concept of IQ<br>4.5 Emotional intelligence: Meaning and Nature<br>4.6 Social Intelligence: Meaning and Nature<br>4.7 Creativity: Meaning and Nature<br>4.8 Personality: Meaning and Nature | 11 | 1 | - | 12 |
| **Total** | | **41** | **4** | **-** | **45** |

**Where, L: Lecture, T: Tutorials, P: Practicals**

**Modes of In-Semester Assessment** **40 Marks**

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (10+10) 20 Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Quiz on the contents of the course.
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| **CO1** | S | M | S | S | S | S | M |
| **CO2** | M | S | M | M | M | S | S |
| **CO3** | S | M | S | S | M | S | M |
| **CO4** | M | S | M | M | S | S | M |

**Where, S: Strong M: Moderate**

**Suggested Readings**:


1. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta, Books and Allied (p) Ltd.
2. Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi, Vikas Publishing House Pvt. Ltd.
3. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi, Prentice Hall of India Private Limited.
4. Mohanty, M.S. (1993). Educational Psychology & Statistics. Sambalpur, Shri Durga Pustak Bhandar.
5. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
6. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
7. Sorenson, H. (1964). Psychology in Education. New York. International Student Edition, McGraw hill Book Co., INC.

**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 1ST SEMESTER**

| | | |
|---|---|---|
| **Course Title** | **:** | **PERSONAL DEVELOPMENT AND SOFT SKILLS** |
| **Course Code** | **:** | **SEC 104** |
| **Nature of Course** | **:** | **SKILL ENHANCEMENT COURSES (SEC)** |
| **Total Credits** | **:** | **3** |
| **Distribution of Marks** | **:** | **60 (End-Sem.) + 40 (In-Sem.)** |

**COURSE OBJECTIVES:**

- explain the need for development of pleasing and influencing personality, leadership qualities, and self development for career growth.
- define hard skills and soft skills, and accomplish personal and interpersonal traits for development of soft skills.
- describe the important components as well as types of communication and facilitate for demonstrating effective communication skills.
- demonstrate good presentation skills.
- prepare learners for the twenty first century job markets.

**COURSE OUTCOMES (COs):** Students will be able to –

**CO1:** Explain Personality development, leadership qualities, and self development for career growth.

LO 1.1: describe the meaning and characteristics of a developed personality.
LO 1.2: discuss the personality types for Leadership qualities
LO 1.3: discuss the factors for pleasing and influencing personality
LO 1.4: discuss the factors for Self development
LO 1.5: prepare a holistic plan for self-improvement.
LO 1.6: describe the importance of individual Competence and Resilience

**CO2:** Describe hard skills and soft skills, and accomplish Personal and Interpersonal traits for development of Soft skills

LO 2.1: define hard skills and soft skills
LO 2.2: discuss the personal and interpersonal traits for development of Soft skills
LO 2.3: appraise the need of various types of soft skills demanded by employers.

**CO3:** Describe the important components, types and skills of Communication

LO 3.1: explain Communication and its types
LO 3.2: present the Communication structure
LO 3.3: discuss the important components of a dialogue
LO 3.4: describe Listening skills for effective communication
LO 3.5: demonstrate good presentation skills

**CO4:** Prepare learners for the twenty first century job market

LO 4.1: prepare job application
LO 4.2: prepare a modern C.V. for attracting employer.
LO 4.3: recognise feelings, diagnose needs and fears, and show one's ability to deal with interview anxiety.
LO 4.4: Show the Professional Etiquettes to make a lasting impression

**Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | | CO3, CO4 | | | | |
| Conceptual Knowledge | CO2, CO3 | CO1, CO2, CO3, CO4 | CO1, CO3 | CO1, CO2, CO3, CO4 | CO2, CO3, CO4 | |
| Procedural Knowledge | | CO1,CO2, CO3 | CO3, CO4 | CO2, CO4 | CO3, CO4 | |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I**<br><br>**(15 Marks)** | **Personality Development: A Must for Career Growth**<br>1.1 Personality Development-<br>1.1.1 Meaning and characteristics of a developed personality<br>1.1.2 Personality types for Leadership Qualities (Perfectionist, Helpers, Achievers, Romantics, Observers, Questioners, Enthusiasts or Adventurers, Bosses or Asserters, Mediators or Peacemakers)<br>1.1.3 Developing Pleasing and Influencing Personality<br>(a) Factors of Pleasing Personality<br>(b) Develop your positive outlook<br>© Developing emotional intelligence<br>1.2 Self Development and Personal Effectiveness<br>1.2.1 Factors of Self-development<br>1.2.2 Holistic action plan for Self Improvement<br>1.2.3 Develop Personal Competence for Success<br>1.2.4 Develop Personal Resilience | 10 | 1 | 2 | 13 |
| **II**<br>**(15 Marks)** | **Soft Skills: Demanded by Every Employer**<br>2.1 Understanding Hard Skills and Soft Skills<br>2.2 Classification of Soft Skills<br>2.2.1 Personal traits:<br>• Time Management<br>• Attitude<br>• Responsibility<br>• Ethics, Integrity and Values<br>• Self Confidence and Courage<br>• Consistency and Predictability<br>2.2.2 Interpersonal traits:<br>• Teamwork and interpersonal skills<br>• Communication and networking<br>• Empathy and listening skills | 10 | 1 | - | 11 |

| | | | | | |
|---|---|---|---|---|---|
| | • Problem solving, troubleshooting and speed-reading<br>• Leadership | | | | |
| **III**<br><br>**(15 Marks)** | **Communication and Presentation Skills**<br>3.1 Structuring communication: Introduction, Main body, Summary, Keeping it short and simple<br>3.2 Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.<br>3.3 Non Verbal Communication: Expression, Posture, gait, Body language, Eye Contact and Hand shake.<br>3.4 Listening Skills –(a) Importance of Listening for Effective Communication (b) Active, Passive and Reflective Listening<br>3.5 PresentationSkill- (a) Essential Characteristics of a Good Presentation (b) Common Mistakes in Presentation | 10 | - | 2 | 12 |
| **IV**<br>**(15 Marks)** | **Preparation for the Job Market**<br>4.1 Skills for writing Job applications<br>4.2Preparing your curriculum vitae (C.V.) and Résumé<br>(a) The Strategy for Résumé Writing<br>(b) Writing Career Objective or SOPs (Statements of purpose)<br>(c)Writing a modern Résumé<br>4.3 Preparing For Job Interview<br>(a) Types of Interview<br>(b) Prior preparation for Interview (Form shoes to Dress Code, Body Language)<br>(c) Presenting your-self at the job interview- Introducing oneself at the interview<br>(d) Group discussion<br>4.4 Professional Etiquettes<br>a) How to present yourself to people: seniors, co-workers, parents, subordinates and students<br>• Greetings, Introductions, Announcements<br>• The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation.<br>• Self Esteem and Assertive skills: passive and aggressive versus assertive.<br>b) E-Mail etiquette<br>• Sending effective messages<br>• Responding to messages<br>• Organising the different parts of an email. | 9 | 1 | 2 | 12 |
| | **Total** | **39** | **3** | **6** | **48** |

**Where, L: Lecture, T: Tutorials, P: Practicals**

**Modes of In-Semester assessment** **40 marks**

(1) Two In-semester tests- (10+10) 20 marks

(2) Any two of the following activities listed below – (10+10) 20 marks

- Presentation on Communication Structure
- Preparation of a self-improvement plan
- Preparing a C.V.
- Appearing in a Mock Interview
- Assignment on any one of the topic of the course.
- Seminar on any one of the topic of the course.
- Group discussion on any one of the topics of the course.
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| **CO1** | S | M | M | M | S | S | S |
| **CO2** | M | M | M | S | S | S | S |
| **CO3** | S | M | M | S | S | S | S |
| **CO4** | S | M | M | M | S | S | S |

**Suggested Readings**:


1. Bolles, Richard. Nelson. 2008, *What Color is your parachute: A Practical Manual for* **Job-***hunters and Career-Changers***.** Simon and Schuster (Aus) ISBN 9781580087278
2. Harris, Thomas. A. 1995, *I'm OK- You're OK*. Arrow Books, Cox& Wyman Ltd, Reading, Berkshire
3. Kapoor, S. 2019, Personality Development and Soft Skills. I.K. International Pvt. Ltd., New Delhi, ISBN 978-93-89583-09-0.
4. Mitra, K. Barun. 2021, Personality Development and Soft Skills. Oxford University Press, New Delhi, ISBN-13:978-0-19-945974-2.
5. Sahu, S.K. 2021, Personality Development and Soft Skills. Notion press.com, ISBN 9-79-8885-210928.
6. Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India.
7. Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: Amrit Prakashan
8. Sullivan, Debra. R. 2006, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers


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## B.A. IN EDUCATION PROGRAMME (FYUGP)

## DETAILED SYLLABUS OF 2ND SEMESTER

**Course Title : Foundations of Education-II**

**Course Code : EDNC2**

**Nature of Course : Major**

**Total Credits : 4 credits**

**Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)**

**Course Objectives:** The course on Foundations of Education-II is designed for the students to demonstrate the knowledge of the development of Indian education system from ancient period to 1944. The course will describe appropriate concepts related to curriculum, textbook, syllabus and co-curricular activities. The course will also provide an understanding of global and contemporary issues in Indian education system.

**Course Outcomes (COs):**

Students will be able to -

CO1: Demonstrate the knowledge of the development of Indian education system from ancient period to 1944.

LO 1.1: Describe the unique features of the ancient Indian education system with reference to Vedic, Buddhist and Islamic education systems.

LO 1.2:explain the contributions of Missionaries in the development of modern Education in India.

LO 1.3: discuss the landmarks in the development of Indian Education till 1944.

CO2: Demonstrate the understanding of the concept of curriculum, types of curriculum, concept of co-curricular activities, importance and organization of co-curricular activities.

LO 2.1: define the concepts of curriculum, textbook, syllabus and co-curricular activities.

LO 2.2: explain the importance of different types of curriculum and co-curricular activities.

LO 2.3: discuss the organization process of co-curricular activities.

CO3: Analyze some global issues in Indian education.

LO 3.1: explain the impacts of global issues like globalization, liberalization, privatization on education in India.

LO 3.2: examine the role of education in achieving Sustainable Development Goals 4 (SDG4) in India.

LO 3.3: discuss the need and importance of population education, environmental education and peace education in the present context of the society.

LO 3.4: explain the issue of International Student Mobility in the context of Indian education.

CO4: Analyze some contemporary issues and systems of Indian education.

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LO 4.1: explain the importance of NAAC, IQAC, Criteria Based Assessment and Gunotsav in assessing and accreditation of educational institutions in India.

LO 4.2: discuss the importance and challenges of virtual teaching in India.

LO 4.3: examine the benefits and challenges of MOOC, SWAYAM, Open Book Examination (OBE), and Education-Industry Link in India.

**Cognitive Map of Course Outcomes with Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | CO3 | CO1,CO2, CO3 | | CO3,CO4 | | |
| Conceptual Knowledge | | CO2, CO4 | | CO3,CO4 | | |
| Procedural Knowledge | CO2 | | | | | |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **DEVELOPMENT OF INDIAN EDUCATION**<br>1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education<br>1.2 Development of Modern Indian Education<br>*Early Efforts of Missionaries<br>* Charter Act, 1813<br>* Macaulay's Minute, 1835<br>1.3 Wood's Despatch, 1854<br>1.4 Hunter Commission, 1882<br>1.5 Gokhale's Bill, 1910-11<br>1.6 Basic Education, 1937<br>1.7 Sargent Committee Report, 1944 | **13** | **02** | **-** | **15** |
| **II (15 Marks)** | **CURRICULUM**<br>2.1 Concept of Curriculum: Meaning and definitions<br>2.2 Characterisation of Curriculum<br>o Curriculum as 'Currere'<br>o Curriculum as subject/content<br>o Curriculum as experience<br>o Curriculum as cultural construct<br>2.3 Curriculum, Text book and Syllabus<br>2.4 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum<br>2.5 Concept of Integrated and Holistic Curriculum (NEP 2020)<br>2.6 Concept and types of co-curricular activities<br>2.7 Importance of co-curricular activities | **13** | **02** | **-** | **15** |

| | | | | | |
|---|---|---|---|---|---|
| | 2.8 Organization of co-curricular activities | | | | |
| **III (15 Marks)** | **SOME GLOBAL ISSUES IN INDIAN EDUCATION**<br>3.1 Globalization: Concept and its impact on education<br>3.2 Privatization: Concept and its impact on education<br>3.3 Liberalization: Concept and its impact on education<br>3.4 Sustainable Development Goals 4 and Indian Education<br>3.5 Population Education: Concept, importance and strategies<br>3.6 Environmental Education: Concept, importance and<br>principles<br>3.7 Peace Education: Concept, importance and strategies<br>3.8 International Student Mobility and Indian Scenario | **13** | **02** | **-** | **15** |
| **IV (15 Marks)** | **CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION**<br>4.1 Assessment ant Accreditation of Educational Institutions-<br>* NAAC- IQAC, Criteria Based Assessment and its impact on HEIs<br>*Gunotsav- Thrust Areas and its Impact on Schools<br>4.2 Online and Digital Education-<br>*Virtual Teaching- Concept, importance, challenges<br>and strategies<br>*MOOC: Concept and importance<br>*SWAYAM: Concept and Importance<br>*Open Book Examination (OBE): Concept, Importance, merits and demerits.<br>4.3 Education-Industry Link: Concept, importance and challenges | **13** | **02** | **-** | **15** |
| | **Total** | **52** | **08** | **-** | **60** |

**Where, L: Lectures T: Tutorials P: Practicals**

**Modes of In-Semester Assessment**: **40 Marks**

1) Two sessional tests - (10+10) 20 Marks
2) Any two of the activities listed below – (10+10) 20 Marks
    - Seminar on any one topics of the course.
    - Group discussion on any one topics of the course.
    - Assignment related to the Course content.
    - Population survey.
    - Analysis of curriculum (syllabus / text books, etc.)
    - Any other activity as deemed to be fit by the course teacher.

- **Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | S | M | M | M |
| CO2 | S | M | S | S | S | M | S |
| CO3 | S | M | S | S | M | M | M |
| CO4 | S | M | S | S | M | M | M |

**Where S: Strong M: Moderate**

**Suggested Readings**:


1. Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.
2. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.
3. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
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7. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
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15. Knight, J. (2006) Internationalization of Higher Education: new directions, new challenges, 2005 IAU Global Survey Report. Paris: International Association of Universities.
16. Knight, J. (2007) Cross-Border Tertiary Education: an introduction, in Cross-Border Tertiary Education: a way towards capacity development, pp. 21-46. Paris: OECD, World Bank & NUFFIC.

17. Mishra Sudhansu Sekhar (2006) Education in the Age of Globalisation. Reference Press. ISBN: 9788184050561, 8184050569.
18. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
19. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.
20. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects Agra: Agarwal Publications.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 2ND SEMESTER**

**Course Title : Psychological Foundations of Education**

**Course Code : MINEDN2**

**Nature of Course : Minor**

**Total Credits : 4 credits**

**Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)**

**Course Objectives:** The objectives of this Course are to:

- explain the meaning and nature of psychology
- describe the different schools of psychology and their contribution to education
- explain meaning, nature, scope and importance of Educational Psychology
- describe the meaning, concept, types and theories of learning.
- describe the concept and theories of intelligence and creativity.
- explain the meaning, concept, factors and theories of personality.
- describe the concepts of mental health and mental hygiene, measures of mental health in school.

**COURSE OUTCOMES (CO):**

**CO 1:** Define the meaning and nature of Psychology and Educational Psychology

**LO 1.1:** define the meaning and nature of Psychology
**LO 1.2:** discuss about the various schools of Psychology
**LO 1.3:** define the meaning and nature of Educational Psychology
**LO 1.4:** describe the importance of Psychology in classroom teaching

**CO 2:** Define the meaning and nature of learning

**LO 2.1:** define the meaning and nature of learning
**LO 2.2:** identify the factors of learning
**LO 2.3:** classify the types of learning
**LO 2.4:** explain the theories of learning
**LO 2.5:** describe the meaning and role of motivation in learning
**LO 2.6:** differentiate between attention and interest; memory and learning

**CO 3:** Define the meaning and nature of intelligence and creativity

**LO 3.1:** identify the factors of intelligence
**LO 3.2:** ellaborate the theories of intelligence
**LO 3.3:** describe the concept of emotional intelligence
**LO 3.4:** define the meaning and nature of creativity
**LO 3.5:** apply creativity in classroom
**LO 3.6:** explain education of exceptional children

**CO 4:** Define the concept of personality and mental health

**LO 4.1:** define the meaning and state characteristics of personality

**LO 4.2:** explain factors of personality

**LO 4.3:** explain the theories of personalities

**LO 4.4:** explain the concept of balanced mature personality

**LO 4.5:** differentiate mental health and mental hygiene

**LO 4.6:** describe adjustment of mechanism

**LO 4.7:** differentiate instinct and emotion

**LO 4.8:** explain educationally significant instinct and provisions for training

**LO 4.9:** relate instincts and emotion

**LO 4.10:** apply the emotional training in the classroom

| UNITS | COURSECONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **PSYCHOLOGY AND EDUCATION**<br>1.1Meaning and nature of Psychology<br>1.2Schools of Psychology:<br>• Behaviourism<br>• Structuralism<br>• Functionalism<br>• Gestalt Psychology<br>• Psycho-analysis<br>• Constructivism<br>1.3Meaning, nature and scope of Educational Psychology<br>1.4Importance of Educational Psychology in classroom teaching | 13 | 02 | - | 15 |
| **II (15 Marks)** | **LEARNING AND MOTIVATION**<br>2.1 Meaning and nature of learning.<br>2.2Factors of Learning: Home, School, Mass Media, Intelligence<br>2.3Types of learning: cognitive, affective and psycho-motor learning<br>2.4Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory<br>2.5Thorndike's Laws of learning<br>2.6Motivation: Meaning and role in learning.<br>2.7Attention and Interest: Meaning and role in learning<br>2.8Memory and Learning | 13 | 02 | - | 15 |
| **III (15 Marks)** | **INTELLIGENCE AND CREATIVITY**<br>3.1 Meaning and nature of intelligence<br>3.2Factors of Intelligence: Heredity and Environment<br>3.3Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI)<br>3.4Concept of Emotional Intelligence<br>3.5Creativity: Meaning and nature<br>3.6Process and Product of creativity<br>3.7Nurturing Creativity in Classrooms<br>3.8Education of Exceptional children: Creative child,Gifted and Slow learner, Educable, trainable,mentally challenged. | 13 | 02 | - | 15 |
| **IV (15 Marks)** | **PERSONALITY AND MENTAL HEALTH**<br>4.1 Meaning and Characteristics of personality<br>4.2 Factors of personality | 13 | 02 | - | 15 |

| | | | | | |
|---|---|---|---|---|---|
| | • Physical.<br>• Mental.<br>• Social.<br>• Emotional.<br>4.3 Type Theories of Personality.<br>-Hippocrates, Sheldon, Kretchmer, Spranger and Jung<br>4.4 Trait theories of personality: Cattel and Eysenck<br>4.5 Concept of balanced mature personality<br>4.6 Concept of mental health and mental hygiene<br>4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation<br>4.8 Concept of Instinct and Emotion.<br>4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).<br>4.10 Relation between Instincts and Emotion.<br>4.11 Importance of Emotional training in the classroom. | | | | |
| | **Total** | **52** | **08** | **-** | **60** |

**Cognitive Map of Course Outcomes with Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | CO1, CO2, CO3, CO4 | CO1,CO2, CO3, CO4 | CO3, CO4 | CO1,CO2, CO3 | | |
| Conceptual Knowledge | | CO1,CO2, CO3, CO4 | CO3, CO4 | CO1, CO2, CO3, CO4 | | |
| Procedural Knowledge | | | CO3, CO4 | CO3, CO4 | | |
| Metacognitive Knowledge | | | | | | |

**Where, L: Lectures T:Tutorials P: Practicals**

**Modes of In-Semester Assessment:** **40 Marks**

1. Two sessional tests – (10+10) 20 Marks
2. Any two of the following activities listed below – (10+10) 20 Marks
   - Seminar on any one of the topics of the course.
   - Group discussion on any one of the topics of the course.
   - Home assignment on any one of the topics of the course.
   - Identification and Case study of a creative child.
   - Awareness campaign on mental health issues etc.
   - Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | S | S | S | M |
| CO2 | M | S | M | M | M | S | S |
| CO3 | S | M | S | S | M | S | M |
| CO4 | M | S | M | M | S | S | M |

Where, S=Strong M=Moderate

**Suggested Readings:**


1.Agarwal, J.C. (2004). Essentials of Educational Psychology, published by Vikas Publishing House. New Delhi

2.Agarwal1a, S. Psychological Foundations of Education. Mahaveer Publications.

3.Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied (p) Ltd. 8/1 Chintamoni Das Lane,Ca1cutta 700009 (India).

4.Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.

5. Kupaswami, Educational Psychology, New Delhi

6. Kundu & Tutu, Educational Psychology, New Delhi

7. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana

8. Mathur, S.S. (2001). Educational Psychology. Vinod Pustak Mandir. Agra.

9. Mohanty, M.S.(1993). Educational Psychology & Statistics. Shri Durga PustakBhandar, Sambalpur.

10. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.

11. Safaya&Bhatiya, Educational Psychology, New Delhi.

12. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co., INC. New York.

13. Singh, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.


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**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 2ND SEMESTER**

| | | |
|---|---|---|
| **Course Title** | **:** | **Introduction to Positive Psychology** |
| **Course Code** | **:** | **GEC -2A** |
| **Nature of Course** | **:** | **Generic Elective Course (GEC)** |
| **Total Credits** | **:** | **3 credits** |
| **Distribution of Marks** | **:** | **60 (End-Sem.) + 40 (In-Sem.)** |

**Course Objective:** The objectives of this Course are to:

- explain the need and importance of understanding the concepts of Positive Psychology and its application in life
- describe the various aspects of Positive Emotions and Positive Traits and their importance
- explain the different components of psychological capital
- explain the concepts of stress, stress management, conflict management and post traumatic growth leading to psychological adjustment

**Course Outcomes (COS):**

CO1 The students will be able to explain the various concepts of Positive Psychology

The students will be able to

LO1 define the concept and goals and scope of positive psychology

LO2 describe the development of Positive Psychology

LO3 identify techniques of Positive Psychology Coaching

CO2 The students will be able to discuss various positive emotions and positive traits

The students will be able to

LO1 describe the concept of Positive Emotions and Positive Traits

LO3 explain the Broaden and Build Theory of Positive Emotions

LO4 demonstrate Resilience, Empathy, Gratitude and Forgiveness in their daily life

CO3 The students will be able to demonstrate the psychological capitals in their lives

The students will be able to

LO1 identify personal character strengths and explain their relationship with work satisfaction

LO2 demonstrate positive team culture, mindfulness and ability to set goals.

LO3 practice optimism, self esteem and self efficacy

CO4 The students will be able to apply psychological adjustment in their lives.

The students will be able to-

LO1 demonstrate stress management, conflict management

LO2 practice post traumatic growth, coping strategy and problem-solving skills.

**Cognitive Map of Course Outcomes with Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | | | | | | |
| Conceptual Knowledge | CO1 | CO2, CO3, CO4 | | | | |
| Procedural Knowledge | | | CO2, CO3, CO4 | | | |
| Metacognitive Knowledge | | | CO3, CO4 | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| I (15 Marks) | **POSITIVE PSYCHOLOGY**<br>1.1 Introduction to concept and goals of positive psychology<br>1.2 Nature and Scope of positive psychology<br>1.3 History of Positive Psychology<br>1.4 Positive Psychology and life Coaching<br>1.5 Essential Techniques of Positive Psychology Coaching<br>1.6 Integrating Positive Psychology in practice | 10 | 1 | - | 11 |
| II (15 Marks) | **POSITIVE EMOTIONS AND POSITIVE TRAITS**<br>2.1 Concept of Positive Emotions and Positive Traits<br>2.2 The Broaden and Build Theory of Positive Emotions<br>2.3 Influence of Positive Emotions<br>2.4 Positive Emotions and Health Resources: Physical, Psychological and Social Resources<br>2.5 Developing Positive Traits(Concept, Types and Benefits)<br>2.5.1 Resilience<br>2.5.2 Empathy<br>2.5.3 Gratitude<br>2.5.4 Forgiveness<br>2.6 Wellbeing | 12 | 2 | -- | 14 |

| | | | | | |
|---|---|---|---|---|---|
| **III (15 Marks)** | **BUILDING PSYCHOLOGICAL CAPITAL**<br>3.1 Identify personal character strengths and understand their relationship with work satisfaction<br>3.2 Developing positivity and a positive team culture<br>3.3 Mindfulness and Positive Thinking<br>3.4 Optimism and quality of life<br>3.5 Self Esteem and Self Efficacy<br>3.6 Pursuit of Happiness<br>3.7 Setting Goals for Life and Happiness | **8** | **1** | **--** | **9** |
| **IV (15 Marks)** | **PSYCHOLOGICAL ADJUSTMENT**<br>4.1 Stress and Stress Management<br>4.2 Conflict and Conflict management<br>4.3 Post Traumatic Growth (PTG)& Benefit Finding<br>4.4 Post Traumatic Growth, Models of PTG as a Coping Strategy<br>4.5 Problem solving Skills<br>4.6 Barriers to Problem solving | **10** | **1** | **--** | **11** |
| | **Total** | **40** | **5** | **--** | **45** |

***Where, L: Lectures T: Tutorials P:Practicals***

**Modes of In-Semester assessment:** **40 Marks**

1. Two sessional test (10+10) 20 Marks
2. Any two of the following activities listed below (10+10) 20 Marks
   - preparation and presentation of paper on any topic related to the Course content.
   - maintaining a well being diary and evaluation of the diary
   - doing the exercises related to Resilience, Empathy, Gratitude, Forgiveness and maintaining records
   - taking positive psychology sessions for others (school students)

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | S | S | S | M |
| CO2 | M | S | M | M | M | S | S |
| CO3 | S | M | S | S | M | S | M |
| CO4 | M | S | M | M | S | S | M |
| CO5 | M | M | S | S | S | M | S |

**Suggested Readings:**


1. Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
2. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
3. Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
4. Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.
5. Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
7. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
8. Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
9. Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
10. Peterson, C. (2006), Positive Psychology, New York: Oxford University Press.


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**B.A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 2ND SEMESTER**

| | |
|---|---|
| **Course Title** | **: History of Indian Education** |
| **Course Code** | **: GECEDN2B** |
| **Nature of Course** | **: Generic Elective Course (GEC)** |
| **Total Credits** | **: 03** |
| **Distribution of Marks** | **: 60 (End Sem.) + 40 (In-Sem.)** |

**Course Objectives: The objectives of this Course are to:**

● explain the concepts and salient features of Vedic education system in India.

● describe the concepts and salient features of Buddhist education system in India.

● describe the concepts and salient features of Islamic system of education.

● explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.

● explain the educational activities of the Missionaries in India.

● perceive an idea on the Charter Act of 1813.

**Course Outcomes (Cos):**

**Students will be able to-**

**CO1: describe the development of Vedic Education System:**

ILO 1.1: describe the development of Vedic Educational System.

ILO 1.2: describe the salient features of Vedic Educational System.

ILO 1.3: discuss the educational implications of Vedic Educational System.

ILO 1.4: analyse the relevance of Vedic Educational System.

ILO 1.5: discuss the strength and weakness of Vedic Education system.

CO 2: **describe the development of Buddhist Education System:**

ILO 2.1: describe the development of Buddhist Educational System.

ILO 2.2: describe the salient features of Buddhist Educational System.

ILO 2.3: discuss the educational implications of Buddhist Educational System.

ILO 2.4: analyse the relevance of Buddhist Educational System.

ILO 2.5: discuss the strength and weakness of Buddhist Education system.

**CO 3: describe the development of Islamic Education System:**

ILO 3.1: describe the development of Islamic Educational System.

ILO 3.2: describe the salient features of Islamic Educational System.

ILO 3.3: discuss the educational implications of Islamic Educational System.

ILO 3.4: analyse the relevance of Islamic Educational System.

ILO 3.5: discuss the strength and weakness of Islamic Education system.

**CO 4: describe the emergence of Modern Education in India:**

ILO 4.1: explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.

ILO 4.2: explain the educational activities of the Missionaries in India with special reference to Assam.

ILO 4.3: describe the Charter Act of 1813.

**Cognitive Map of Course Outcomes Based on Bloom's Revised Taxonomy:**

| **Cognitive Knowledge Dimension** | **Cognitive Process Dimensions** | | | | | |
|---|---|---|---|---|---|---|
| | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| **Factual Knowledge** | CO1, CO2, CO3, CO4 | CO1, CO2, CO3, CO4 | CO1, CO2, CO3, CO4 | CO1, CO2, CO3 | | |
| **Conceptual Knowledge** | CO1, CO2, CO3, CO4 | CO1, CO2, CO3,CO4 | CO1, CO2, CO3,CO4 | CO1, CO2, CO3 | | |
| **Procedural Knowledge** | | | | | | |
| **Metacognitive Knowledge** | | | | | | |

| **Units** | **COURSE CONTENTS** | **L** | **T** | **P** | **Total Hours** |
|---|---|---|---|---|---|
| I (15 Marks) | **Development of Vedic Education System**<br>1.1 Composition of Vedas | 10 | 03 | - | 13 |

| | | | | | |
|---|---|---|---|---|---|
| | 1.2 Purpose of studying Vedas<br>1.3 Concept of Vedic Education System<br>1.4 Some terms of Vedic Education system-<br>(Brahmacharyya, Brahmabadini, Brahmana, Three Debts, Third Eye, Upanishada, Verna System, Swadhyaya or Self learning, Upanayana, Samavartana)<br>1.5 Salient Features of Vedic System of Education<br>1.6 Basic Aims and Objectives of Vedic Education<br>1.7 System of Administration and Finance<br>1.8 Methods of Teaching<br>1.9 Types of Educational Institutions<br>1.10 Curriculum<br>1.11 Teacher-Pupil Relationship<br>1.12 Women's Education<br>1.13 Educational Centres of the Hindus in Ancient India-<br>1.13.1 Takshasila or Taxila<br>1.13.2 Banaras or Varanasi<br>1.13.3 Mithila<br>1.13.4 Navadwip or Nadia<br>1.14 Strength and Weakness of Vedic Education system | | | | |
| II<br>(15 Marks) | **Development of Buddhist Education System**<br>2.1 Introduction to Buddhism<br>2.2 Buddhist Education System: Concept and salient features<br>2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada)<br>2.4 Aims and Objectives of Buddhist Education System<br>2.5 Organisation of Buddhist Education System<br>2.6 System of Administration and Finance<br>2.7 Curriculum<br>2.8 Methods of Teaching<br>2.9 Types of Educational Institutions<br>2.10 Teacher-Pupil Relationship<br>2.11 Women's Education<br>2.12 Educational Centres of Buddhist Education system<br>2.12.1 Nalanda<br>2.12.2 Vikramsila<br>2.12.3 Valabhi<br>2.13 Strength and weakness of Buddhist Education system. | 10 | 02 | - | 12 |
| III<br>(15 Marks) | **Development of Islamic Education System**<br>3.1 Islamic System of Education with special reference to its:<br>3.1.1 Salient Features<br>3.1.2 Aims and Objectives<br>3.1.3 System of Administration and Finance<br>3.1.4 Types of Educational Institutions<br>3.1.5 Pupil-Teacher Relationship<br>3.1.6 Methods of Teaching<br>3.1.7 Curriculum | 08 | 02 | - | 10 |

| | | | | | |
|---|---|---|---|---|---|
| | 3.1.8 Women's Education<br>3.1.9 Strengths and weaknesses. | | | | |
| IV<br>(15 Marks) | **Emergence of Modern Education in India**<br>4.1 Indigenous Education System of India:<br>4.1.1 Meaning of Indigenous Education system<br>4.1.2 Types of Indigenous educational institutions<br>4.1.3 Causes of downfall of Indigenous Education system<br>4.1.4 Relevance of Indigenous Education system<br>4.2 Educational activities of Christian Missionaries and East India Company<br>4.2.1 The Missionaries (Portuguese, Dutch, British, Denis, and French)<br>4.2.2 Centres of missionary Education (Madras, Calcutta, and Bombay<br>4.3 Educational activities of the Missionaries in Assam<br>4.4 Charter Act of 1813 | 08 | 02 | - | 10 |
| Total | | 36 | 09 | - | 45 |

Where, L: Lectures T: Tutorials P: Practicals

**Modes of In-Semester Assessment:** **40 Marks**

1) Two sessional tests - (10+10) 20 Marks
2) Any two of the activities listed below- (10+10) 20Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the Course content.
- Quiz on the contents of the course.
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| **CO1** | S | M | M | S | S | S | S |
| **CO2** | S | M | M | S | S | S | S |
| **CO3** | S | M | M | S | S | S | S |
| **CO4** | S | M | M | S | M | M | S |

**Where, S: Strong M: Moderate**

**Suggested Readings:**

1. Altekar, A. S. (2001). Education in Ancient India, Isha Book

2. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications

3. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi: S. Chand

4. Chatterjee, M. (1999). Education in Ancient India,: D. K. Printworld (P) Ltd.

5. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press

6. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.

7. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800- 1973). Bombay: Macmillan India Ltd.

8. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd

9. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press

10. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.

11. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.

12. Rajput, J. S. (2004). Encyclopedia of Indian Education , New Delhi : NCERT

13. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.

14. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.

15. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic Pub.

16. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.

17. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 2ND SEMESTER**

**Course Title : ICT in Education**

**Course Code : SEC204**
**Nature of Course : Skill Enhancement Course (SEC)**

**Total Credits : 03**
**Distribution of Marks: 60 (End-Sem.) + 40 (In Sem.)**

**Course Objectives:** This course aims to develop skills in handling ICT devices in the field of education. It explores ICT's use in teaching-learning, research and educational management.

**Course Outcome (COs):**

CO 1: Explain the concept and features of ICT.

LO 1.1: Describe the concept and features of ICT
LO 1.2: Identify the ICT devices and tools used in education.

CO 2: Discuss the role of ICT in educational settings.

LO 2.1: Explain the role of ICT in the teaching-learning process
LO 2.2: identify the merits and demerits of using ICT in Education.

CO 3: Demonstrate the skill of using ICT in the field of education

LO 3.1: Demonstrate the skill of using ICT devices in the teaching-learning process
LO 3.2: Develop a teaching plan using a Learning Management system

**Cognitive Map of Course Outcomes with Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | CO1 | CO 1 | CO1 | | | |
| Conceptual Knowledge | | CO 2 | | CO 2 | | |
| Procedural Knowledge | | | CO 3 | | | CO 3 |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total |
|---|---|---|---|---|---|
| **I**<br>**(10 marks)** | **INTRODUCTION TO ICT**<br>o Concept and features of ICT<br>o Introduction to ICT devices : Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smartboard<br>o Concept of Computer Assisted Learning.<br>o Role of ICT in Teaching Learning process<br>o Concept and Elements of e-learning<br>o Understanding Internet as source of e-learning | **8** | **3** | **-** | **11** |
| **II**<br>**(16 marks)** | **APPLICATION OF ICT IN EDUCATION**<br>o Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint<br>o E-ways of Learning:E-content and E-book<br>o E-Learning through Mobile apps<br>o E-content design-graphic, audio-video | **4** | **1** | **8** | **13** |
| **III**<br>**(17 marks)** | **APPLICATION OF ICT IN TEACHING-LEARNING**<br>o Teaching Learning in Virtual Classroom<br>o Blended learning and flipped classroom<br>o Learning Management System(LMS) through Google classroom, Moodle<br>o Concept, importance and application of MOOCs<br>o SWAYAM as e-learning platform | **5** | **1** | **8** | **14** |
| **IV**<br>**(17 marks)** | **ISSUES OF ICT IN EDUCATION**<br>o Globalization and ICT<br>o Intellectual Property Right(IPR):Copyright<br>o Trademark, Patent.<br>o Concept of Open Education Resources and its application<br>o Online Repositories and Online Libraries<br>o Concept of creative common<br>o Ethical issues for E learner–Learning and Research<br>o Issues and challenges of use of ICT in Indian Education system | **12** | **2** | **2** | **16** |
| | **Total** | **29** | **7** | **18** | **54** |

**Where, L: Lecture, T:Tutorials, P:Practical**

**Mode of In-Semester Assessment** **40 Marks**

1) Two Sessional tests -(10+10) 20 Marks
2) Any two Assessment activity of the followings- (10+10) 20 Marks
   - Home assignment on any one of the topics of the course.
   - Power Point presentation by using ICT tools
   - Participate in any online course of minimum one week duration
   - Any other activities deemed to be fit by the course teacher

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | S | S | S | M |
| CO2 | M | S | M | M | M | S | S |
| CO3 | S | M | S | S | M | S | M |

**SuggestedReadings:**


1. Singh,R.(2021).InformationCommunicationTechnology.https://www.researchgate.net/publication/350087090_INFORMATION_COMMUNICATION_TECHNOLOGY
2. Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal ofAppliedandAdvancedResearch*,3,S45-S47.http://dx.doi.org/10.21839/jaar.2018.v3iS1.169
3. Farooq, M.,Kawoosa, H.S. &Muttoo, M.A. (2017). CAL: Computer Assisted Learning.*InternationalJournalofComputerScienceandMobileComputing*,*6*(6),254-258.https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf
4. Singh,T.(2019).MassiveOpenOnlineCourses:ConceptandImplications. *IndianPediatrics*,56,489-495.http://dx.doi.org/10.1007/s13312-019-1575-6
5. ICSI(2015).INTELLECTUALPROPERTYRIGHTS-LAWANDPRACTICE.https://www.icsi.edu/media/website/IntellectualPropertyRightLaws&Practice.pdf
6. Havemann, L. (2016). Open Educational Resources. In M. A. Peters (Ed.),EncyclopediaofEducationalPhilosophyandTheory.Singapore:SpringerSingapore.http://doi.org/10.1007/978-981-287-532-7_218-1

7. https://wiki.creativecommons.org/images /3/35/Creativecommons-what-is-creative-commons_eng.

8. Singh,T.(2019).MassiveOpenOnlineCourses:Concept andImplications. *IndianPediatrics*,56,489-495.http://dx.doi.org/10.1007/s13312-019- 1575-6

9. ICSI(2015).INTELLECTUALPROPERTYRIGHTS-LAWANDPRACTICE.https://www.icsi.edu/media/website/IntellectualPropertyRightLaws&Practice.pdf

10. Havemann, L. (2016). Open Educational Resources. In M. A. Peters(Ed.), Encyclopedia ofEducationalPhilosophyandTheory.Singapore:SpringerSingapore.http://doi.org/10.1007/978-981-287-532-7_218-1

11. https://wiki.creativecommons.org/images/3/35/Creative common what-is-creative-commons_eng.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 3rd SEMESTER**

| | |
|---|---|
| **Course Title** | **: Philosophical and Sociological Bases of Education** |
| **Course Code** | **: EDNC3** |
| **Nature of Course** | **: Major** |
| **Total Credits** | **: 4 credits** |
| **Distribution of Marks** | **: 60 (End-Sem.) + 40 (In-Sem.)** |

**Course Objectives:** The course on Philosophical and Sociological Bases of Education is designed for the students to demonstrate the understanding of the Indian and Western schools of philosophy and education. The course will describe appropriate theories, concepts, processes relevant to Sociology of Education. The course will also provide an understandingof the relationship between education and political ideologies.

**Course Outcomes (COs):**
Students will be able to –
CO1: Demonstrate the understanding of the Indian schools of philosophy and education.

LO 1.1: describe the basic features and classification of Indian Philosophies-Yoga and Vedanta.
LO 1.2: explain the influence of Buddhism on education in India.
LO 1.3: discuss the impact of Indian schools of philosophy in the present system of education in India.

CO2: Demonstrate the understanding of the Western schools of philosophy and education.

LO 2.1: describe the basic features of Western Philosophy.
LO 2.2: explain the role of Idealism, Naturalism and Pragmatism in determining aims of education, curriculum, method of teaching, role of teacher and discipline in education.
LO 2.3: discuss the impact of Western schools of philosophy in the present system of Indian education.

CO3: Apply the knowledge of understanding education and society.

LO 3.1: explain Conflict Theory and Consensus Theory along with their merits & demerits.
LO 3.2: examine the role of education in socialization process.
LO 3.3: discuss the role of education in preservation, transformation, and promotion of culture.
LO 3.4: examine the role of education in social change and social mobility.
LO 3.5: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: explain the importance of constitutional values i.e. Equality, Freedom, Justice, Fraternity, Secularism, Human Rights in India.
LO 4.2: discuss the role of education in inculcating democratic values in India.
LO 4.3: describe the nature of education in totalitarian society and communist society.
LO 4.4: examine the role of education in a secular society.

**Cognitive Map of Course Outcomes with Bloom's Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | | CO1,CO2, | | CO1,CO2, | | |
| Conceptual Knowledge | | CO3,CO4 | | CO3, CO4, | | |
| Procedural Knowledge | CO3 | | CO3 | | | |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | TOTAL HOURS |
|---|---|---|---|---|---|
| **I (15 Marks)** | **INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION**<br>1.1 Basic features and classification of Indian Philosophy<br>1.2 Yoga: a) the Hathayoga and Rajayoga.<br>b) The Astangika Yoga.<br>c) Influence of Yoga in education.<br>1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.<br>1.4 Buddhism: a) Four noble truths of Buddha<br>b) Middle Path<br>c) Influence in education.<br>1.5 Impact of Indian schools of philosophy in present system of education in India. | **14** | **01** | **-** | **15** |
| **II (15 Marks)** | **WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION**<br>2.1 Basic features of Western Philosophy<br>2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education.<br>2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education<br>2.4 Pragmatism a) Basic tenets b) Influence in | **14** | **01** | **-** | **15** |

| | | | | | |
|---|---|---|---|---|---|
| | determining aims, curriculum, methods of teaching, role of teacher and discipline in education<br>2 .5 Impact of Western schools of philosophy in present system of Indian education. | | | | |
| **III (15 Marks)** | **UNDERSTANDING EDUCATION AND SOCIETY**<br>3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory- their concepts, features, merits & demerits)<br>3.2 Education and Socialisation:<br>3.2.1 Meaning and process of socialisation<br>3.2.2 Agencies of socialisation - Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media)<br>3.2.3 Education as a socialisation process<br>3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology.<br>3.4 Social Change: meaning & factors, role of education in social change<br>3.5 Social Mobility: meaning, types, role of education in social mobility<br>3.6 Economic Development- meaning, factors, role of education<br>3.7 Education as process of Human Resource Development | **14** | **01** | **-** | **15** |
| **IV (15 Marks** | **EDUCATION AND POLITICAL IDEOLOGIES**<br>4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights<br>4.2 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.<br>4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society<br>4.4 Communism: Concept of Communism, basic features, nature of education in Communist society<br>4.5 Secularism: Meaning and Role of education in secular society | **14** | **01** | **-** | **15** |
| | **Total** | **56** | **04** | **-** | **60** |

**Where, L: Lectures T: Tutorials P: Practical**

**Modes of In-Semester Assessment:** **40 Marks**

1) Two In-semester tests – (10+10) 20 Marks

2) Any two of the following activities listed below – (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment on any one of the topics of the course.
- Project on any relevant topics of the course.
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| **CO1** | S | M | S | S | M | M | M |
| **CO2** | S | M | S | S | M | M | M |
| **CO3** | S | M | S | S | M | M | M |
| **CO4** | S | M | S | S | M | M | M |

**Where S: Strong M: Moderate**

**Suggested Readings:**


1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: AtlanticPublishers&Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad ,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.


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**(B. A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 3RD SEMESTER**

**Course Title : Value Education**

**Course Code : EDNC4**

**Nature of Course: Major**

**Total Credits : 4 credits**

**Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)**

**Course Objectives:** The course on Value Education is designed for the students to explain and demonstrate the knowledge of the values required to be a dignified citizen in the present-day society. This course will describe appropriate concepts related to curriculum, textbooks, syllabus and co-curricular activities. It will help to cultivate in learners' worthwhile values required for peace of the global society.

**Course Outcomes (COs):** Students will be able to -

**CO1: Explain the meaning, types, functions and sources of values.**

LO1.1: describe concept, meaning and definition of values.

LO1.2: discuss sources of values, Socio- cultural tradition, Religion and Constitution.

**CO2: Explain the meaning, objectives and dimensions of Value education and illustrate the importance, policy perspectives, methods and techniques of Value education.**

LO2.1: describe Value Education and its Objectives and Dimensions.

LO2.2: generalize the importance of Value Education in the 21st century.

LO2.3: discuss the policy perspective on Value Education in India.

**CO3 Interpret the perspectives of Value education of the East and West.**

LO3.1: identify the perspectives of Value Education in East.

LO3.2: demonstrate the perspectives of Value Education in the West.

**CO4 Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.**

LO4.1: describe the meaning and concept of Peace Education, State the Objectives of Peace Education and the Pedagogy of Peace Education.

LO4.2: appraise Peace Education in the curriculum.

**CO 5: Explain the importance of teachers, Principals and parents in imparting peace education.**

LO5.1: discuss Peace Education for a better world.

## Cognitive Map of Course Outcomes with Bloom's Taxonomy

| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual Knowledge | CO1, CO2, CO5 | CO1, CO2, CO5 | CO3 | CO4 | CO2, CO4 | |
| Conceptual Knowledge | CO1, CO2, CO3 | CO1, CO2, CO5 | CO2, CO4 | CO3.CO4 | | |
| Procedural Knowledge | CO3 | CO3, CO4 | | CO2, CO4 | | |
| Metacognitive Knowledge | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **INTRODUCTION TO VALUES**<br>1.1 Concept, meaning and definition of values<br>1.2 Types of values<br>1.2.1 Instrumental values<br>1.2.2 Intrinsic values and<br>1.2.3 Democratic values.<br>1.3 Functions of values<br>1.4 Sources of values<br>1.4.1 Socio- cultural tradition<br>1.4.2 Religion<br>1.4.3 Constitution<br>1.5 Fostering values: Role of –<br>1.5.1 Parents<br>1.5.2 Teachers<br>1.5.3 Peer groups<br>1.5.4 Government<br>1.5.5 Mass media and<br>1.5.6 Voluntary organizations | 13 | 2 | - | 15 |
| **II (15 Marks)** | **INTRODUCTION TO VALUE EDUCATION**<br>2.1 Meaning of Value Education | 13 | 2 | - | 15 |

| | | | | | |
|---|---|---|---|---|---|
| | 2.2 Objectives of Value Education<br>2.3 Dimensions of Value Education<br>2.3.1 Religious<br>2.3.2 Spatial<br>2.3.3 Cognitive, Affective and Psychomotor dimensions<br>2.4 Importance of value education in the 21st century<br>2.5 Policy perspective on Value Education in India<br>2.6 Methods and techniques of value education:<br>2.6.1 Practical method<br>2.6.2 Conceptual method<br>2.6.3 Biographical method<br>2.6.4 Storytelling technique<br>2.6.5 Socialized class technique<br>2.6.6 Discussion technique<br>2.7 Role of the Teacher and School in promoting Value Education | | | | |
| **III ( 15 Marks)** | **PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST**<br>3.1 Perspectives of Value Education in East<br>3.1.1 Moral Education (M.K Gandhi)<br>3.1.2 Spiritual Education (Aurobindo Ghosh)<br>3.1.3 Aesthetic Education (Rabindranath Tagore)<br>3.1.4 Education for Divine Perfection (Swami Vivekananda)<br>3.2 Perspectives of Value Education in the West<br>3.2.1 Education for all round personality development (Plato)<br>3.2.2 Education to understand the Nature(Jean Jacques Rousseau)<br>3.2.3 Education for Society (John Dewey)<br>3.2.4 Existentialism and Education | 13 | 2 | - | 15 |

| | | | | | |
|---|---|---|---|---|---|
| | (Jean Paul Satre) | | | | |
| **IV**<br>**( 15 Marks)** | **PEACE EDUCATION**<br>4.1 Meaning and concept<br>4.2 Objectives of Peace education<br>4.3 Pedagogy of Peace Education:<br>4.3.1 Self-learning<br>4.3.2 Cooperative learning<br>4.3.3 Problem solving<br>4.4 Integrating Peace education in the curriculum:<br>4.4.1 Subject content<br>4.4.2 Teaching methods<br>4.4.3 Co -curricular activities<br>4.4.4 Staff development<br>4.4.5 Classroom management and<br>4.4.6 School management.<br>4.5 Imparting Peace Education: Role of –<br>4.5.1 Teacher<br>4.5.2 Principal<br>4.5.3 Parents | 13 | 2 | - | 15 |
| **Total** | | **52** | **8** | **-** | **60** |

**Where L: Lecture, T: Tutorial, P: Practical**

**<u>Modes of In-semester Assessment</u>:** **40 Marks**

1. Two Sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
   - Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
   - Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
   - Analyze Secondary School textbooks to identify the types of values and peace promoted through the content.
   - Analysis of contents of advertisement, TV serials, movies to identify the gaps between the values promoted by them and those promoted by the society.
   - Group Discussion on any one of the topic of the course
   - Seminar on any one of the topics of the course
   - Debate on any one of the topics of the course
   - Assignment on any one of the topics of the course.
   - Any other activity as deemed to be fit by the course teacher.

## Mapping of Course Outcomes to Program Outcomes

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | M | S | S | M |
| CO2 | S | S | M | S | S | M | M |
| CO3 | S | S | S | M | S | M | S |
| CO4 | S | M | S | S | M | M | M |
| CO5 | S | S | M | S | S | M | M |

**Where S: Strong M: Moderate**

**Suggested Readings:**


1) Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
2) Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
3) Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
5) Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg
6) Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
7) Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
8) Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
9) Morrison, M. L. (2003). Peace education. Australia: McFarland.
10) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
11) Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
12) Salomon, G., &Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
13) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
14) Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
15) Singh, Y. K., &Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
16) Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
17) Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18) Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
19) Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.


**E-Recourses:**

1) Basic of Education, https://ncert.nic.in/division/der/pdf/basic_in_education.pdf

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 3RD SEMESTER**

**Course Title : Sociological Foundations of Education**
**Course Code : MINEDN3**
**Nature of Course : Minor**
**Total Credits : 4 credits**
**Distribution of Marks : 60 (End-Sem.) + 40 (In-Sem.)**

**Course Objectives:** **The objectives of this Course are to:**

- acquaint with the concept of sociological approach of Education.
- analyse the theories of Educational Sociology.
- explain socialization, emotional and national integration and internationalization.
- discuss the role of education in social change and development.
- elaborate the role of education for development of socially and economically disadvantaged groups.

**Course Outcomes (COs):**

***Students will be able to-***

**CO1: Describe the concept of sociological approach of Education.**

LO 1.1 Analyse different concepts related with sociological approach of education.

LO 1.2 Explain the concept, approaches of educational sociology.

**CO2: Describe the theories of Educational Sociology**.

LO 2.1 Explain different theories of educational sociology

**CO3: Explain socialization, emotional and national integration and internationalization.**

LO 3.1 Discuss the role of education in socialization process.

LO 3.2 Explain the importance of emotional and national integration.

LO 3.3 Discuss the role of education in internationalization.

**CO4: Describe the role of education in social change and development.**

LO 4.1 Explain the role of education in social change and economic development.

LO 4.2 Illustrate cultural changes.

LO 4.3 Discuss the role of education in human resource development.

**CO5: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.**

LO 5.1 Illustrate the socio-economic status of various social groups.

LO5.2 Identify the role of education in development of the disadvantaged groups.

LO 5.3 Analyse the constitutional provisions for education of different sections of the society.

**Cognitive Map of Course Outcomes with Bloom's Revised Taxonomy:**

| Knowledge Dimension | Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual | | CO1, CO3, CO4, CO5 | | CO1, CO3 | | |
| Conceptual | | CO2, CO3, CO4, CO5 | CO4, CO5 | CO1, CO5 | | |
| Procedural | | | | | | |
| Metacognitive knowledge | | | | | | |

| Unit | Contents | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I**<br><br>**(15 Marks)** | **Introduction to Educational Sociology**<br>1.1Meaning and nature of Sociology.<br>1.2 Introduction to Educational Sociology-<br>1.2.1 Meaning, nature and scope of Educational Sociology<br>1.2.2 Need for Sociological Approaches in Education<br>1.2.3Analogy between Education and Sociology(relationship)<br>1.3Theories of Educational Sociology –<br>1.3.1 Conflict Theory: concept, features, merits and demerits<br>1.3.2 Consensus Theory: concept, features, merits and demerits<br>1.3.3 Implementation of Conflict and Consensus theory in education | 14 | 1 | - | 15 |
| **II**<br><br>**(15 Marks)** | **Education and Socialization Process**<br>2.1.Socialization: Meaning and Process<br>2.2 Education as a Socialization Process<br>2.3 Agencies of Socialization: Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media) and their role in Socialization<br>2.4 Emotional and National Integration—meaning, importance, role of Education<br>2.5 Internationalization—meaning, importance, role of Education | 14 | 1 | - | 15 |

| | | | | | |
|---|---|---|---|---|---|
| **III**<br><br>**(15 Marks)** | **Social Changes, Development and Education**<br>3.1Social Change: meaning, factors and role of Education<br>3.2 Cultural Changes: meaning, factors, role of Education<br>3.3 Economic Development: meaning, factors, role of Education<br>3.4 Human Resource Development: meaning, role of Education<br>5.1 Democratic nature of education, Role of education in inculcating democratic values. | 14 | 1 | - | 15 |
| **IV**<br><br>**(15 Marks)** | **Education and Social Groups**<br>4.1Social groups in Indian context: characteristics and classification<br>4.2 Social Disadvantages and Inequalities in Indian Society - meaning, causes and types<br>4.3 Education of the Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population<br>4.4 Constitutional Provisions for education of different sections of Indian Society | 14 | 1 | - | 15 |
| | **Total** | **56** | **4** | **-** | 60 |

**Where, L: Lecture, T: Tutorials, P: Practicals**

**Modes of In-Semester Assessment:** **40 marks**

(1) In Semester Tests- (10+10) 20 marks

(2) Any two of the following activities- (10+10) 20 marks

- Group discussions on any one of the topics of the course.
- Quiz/ Debating/Extempore speech
- Seminar presentation on any one of the topics of the course.
- Assignment on any one of the topic of the course.
- **Survey Report** on Socially and Economically Disadvantaged Groups

(The teacher will design the activities in relation to the above aspects.)

- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| **CO1** | S | M | M | S | S | S | M |
| **CO2** | M | M | M | S | S | S | S |
| **CO3** | S | M | S | S | M | S | M |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **CO4** | M | S | M | M | S | S | M |
| **CO5** | M | M | S | S | S | M | S |

***Where, S=Strong , M=Moderate***

**Suggested Readings:**


1. Adiseshiah, W.T.V. & Pavanasam . R., (1974). Sociology in Theory and Practice, New Delhi: Santhi Publishers.
2. Blackledge, D. & Hunt, Barry, (1985). Sociological Interpretations of Education, London: Groom Helm.
3. Chanda S.S. & Sharma R.K., (2002). Sociology of Education, New Delhi: Atlantic Publishers.
4. Chandra, S.S., (1996). Sociology of Education, Guwahati: Eastern Book House.
5. Cook L, A. & Cook, E., (1970). Sociological Approach to Education, New York: McGraw Hill.
6. Durkheim, E., (1966). Education and Sociology. New York: the Free Press.
7. Hemlata, T., (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
8. Shukla, S. & K. Kumar (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.


**e-Recourses:**

Educational Status of Socially Disadvantaged Group in India:
https://oaji.net/pdf.html?n=2017/1174-1512213260.pdf

**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 3RD SEMESTER**

**Course Title : Education for the Socio-Economically Disadvantaged Groups (SEDGs)**
**Course Code : GECEDN 3A**
**Nature of Course : Generic Elective Course (GEC)**
**Total Credits : 03**
**Distribution of Marks: 60 (End Sem.) + 40 (In-Sem.)**

**COURSE OBJECTIVES:** The main objectives of this Course are to explain the meaning and concept of socio-economically disadvantaged groups in India and appreciate the need and importance of promoting education of socio-economically disadvantaged groups. It also describes the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education along with the schemes and programmes for education of socio-economically disadvantaged groups.

**COURSE OUTCOMES (COs):** Students will be able to-

**CO1:** Understand the meaning and concept of socio-economically disadvantaged groups in India-

LO 1.1: Describe the concept of SEDGs in India with special reference to socio-cultural identities.

LO 1.2: Explain the concept of SEDGs in India with special reference to gender.

LO 1.3: Explain the concept of SEDGs in India with special reference to disabilities.

LO 1.4: Explain the concept of SEDGs in India with special reference to socio-economic conditions.

**CO2:** Explain the provisions of education for socio-economically disadvantaged groups in India-

LO 2.1: Describe the provisions of education for socio-economically disadvantaged groups at National level

LO 2.2: Describe the provisions of education for socio-economically disadvantaged groups at International level

**CO3:** Describe the educational status of socio-economically disadvantaged groups in India with special reference to gender and disabilities-

LO 3.1: Describe the concept and types of students with disabilities.

LO 3.2: Describe the concept and types of students from gender perspective.

LO 3.3: Appreciate the importance of education for the SEDGs in India with special reference to gender and disabilities

**CO4:** Describe the educational status of socio-economically disadvantaged groups in India with special reference to socio-cultural identities-

LO 4.1: Explain the educational status of SC, ST, OBC, Minorities in India

LO 4.2: Understand the problems of education of the SC, ST, OBC, Minorities in India

LO 4.3: Address the problems of education of the SC, ST, OBC, Minorities in India

**Cognitive Map of Course Outcomes Based on Bloom's Revised Taxonomy:**

| Cognitive Knowledge Dimensions | Cognitive Process Dimensions | | | | | |
|---|---|---|---|---|---|---|
| | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| **Factual Knowledge** | CO1, CO2 | CO1,CO2, CO3 | | CO2 | | |
| **Conceptual Knowledge** | | CO3 | CO4 | CO2 | | |
| **Procedural Knowledge** | CO3 | | CO4 | | | |
| **Metacognitive Knowledge** | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **UNDERSTANDING CHILDREN FROM SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDGS) IN INDIA:**<br>1.1 Concept of Socio-Economically Disadvantaged Groups (SEDGs)<br>1.2 Categories of learners from Socio-Economically Disadvantaged Groups (SEDGs) and their characteristics-<br>o Gender identities (Female and Transgender individuals)<br>o Socio-Cultural identities (SC, ST, OBC and Minorities)<br>o Geographical identities (Learners from villages, Small towns and Aspirational districts)<br>o Disabilities (including Learning Disabilities)<br>o Socio-Economic conditions (Migrant communities, Low-income household, Children in Vulnerable situations, Children of Victims of trafficking, Orphans including child beggars in urban areas and urban poor). | **10** | **01** | **--** | **11** |

| | | | | | |
|---|---|---|---|---|---|
| **II (15 Marks)** | **PROVISIONS OF EDUCATION OF SOCIO-ECONOMICALLY DISADVANTAGED GROUPS IN INDIA:**<br>2.1 Meaning and concept of Social Group Equity and Inclusion in Education.<br>2.2 Provisions for social group equity and education of Socio-Economically Disadvantaged Groups in-<br>o The Constitution of India<br>o National Policy on Education (1986) and POA (1992).<br>o National Curriculum Framework, 2005.<br>o National Education Policy, 2020.<br>2.3 Relevance of International perspectives on equity and inclusion-<br>o Dakar: framework of action (2000)<br>o United Nations Convention on the Rights of Persons with Disabilities, 2006.<br>o Sustainable Development Goals (2015) to Indian Context. | **10** | **01** | **--** | **11** |
| **III (15 Marks)** | **EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO DISABILITIES AND GENDER:**<br>3.1 Concept and Types of Disabilities.<br>o Education of visually impaired students.<br>o Education of hearing impaired students.<br>o Education of learning disabled students.<br>o Status of education (including enrolment, dropout and retention) of students with disabilities in India.<br>o Problems of education of students with disabilities.<br>3.2 Status of education (including enrolment, dropout and retention) of women in India.<br>3.3 Status of education of transgender individuals in India<br>3.4 Problems of education of women and transgender individual in India | **10** | **02** | **--** | **12** |
| **IV (15 Marks)** | **EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO SOCIO-CULTURAL IDENTITIES:**<br>4.1 Status of education (including enrolment, dropout and retention) of socio-culturally disadvantaged groups in India-<br>o Scheduled Caste (SC),<br>o Scheduled Tribes (ST),<br>o Other Backward Classes (OBC) and | **10** | **01** | **--** | **11** |

| | | | | | |
|---|---|---|---|---|---|
| | ○ Minorities<br>4.2 Problems of education of socio-culturally disadvantaged groups- SC, ST, OBC and Minorities<br>4.3 Addressing the problems of education of socio-economically disadvantaged groups. | | | | |
| | **Total** | **40** | **05** | **--** | **45** |

**Where, L: Lecture T: Tutorial P: Practical**

**Modes Of In-Semester Assessment:** **40 Marks**

1) Two Sessional test - ( 10+10) 20 Marks
2) Any Two of the following listed below - ( 10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topic of the course.
- Assignment on any one of the topics of the course.
- Preparation of status report on school education of children of SEDGs.
- Prepare a report based on field visit to a school/institution promoting equity and inclusive practices.
- Prepare a report based on survey of the locality for early identification of children with disabilities.
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| **CO1** | S | S | S | S | S | M | M |
| **CO2** | S | S | S | M | M | M | M |
| **CO3** | S | S | S | S | M | M | M |
| **CO4** | S | S | S | M | S | M | M |

**Where, S: Strong M: Moderate**

**Suggested Readings:**


1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs. Responses. New Delhi: CAN.
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, USA: Butte Publication Inc.
3. Cruschank, W.M. (1975): Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall.

4. Dessent, T. (1987): Making the Ordinary School Special. London: The Falmer Press.
5. Evans, R.C. & MC Laughlin, P.(1993): Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers.
6. Evans, P &Verma, V. (1990): Special Education- Past Present and Future (Ed). London: The Falmer Press.
7. Friel, J. (1997): Children with special needs, London: Jessica Kingsley Publication.
8. Guilford, P. (1971): Special Education Needs. London: Routledge Kagan Paul.
9. Hollahan, D and Kauffman,].M. (1978): Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R. C. (2014). Approaching Disability- Critical issues and perspectives, London: Routledge Taylor and Francis Group.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice),London:RoutledgeTaylor and Francis Group.
12. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India (Pvt.) Ltd.
13. MoE. (2020). *The National Education Policy.* New Delhi: Ministry of Education, Government of India. https://mhrd.gov.in
14. Mishra, M. and Ramakrishna, P. (2023) Education of Socio-Economic Disadvantaged Groups, India: Routledge Taylor and Francis Group**.**
15. Muthaiyan, P. and Raheem, A. A. (2012). Education for Socially and Economically Disadvantaged Groups in India, India: LAP Lambert Academic Publishing.
16. Panda, K.C. (2008): Education of Exceptional Children, New Delhi:Vikash Publishing House.
17. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
18. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, London: Routledge Taylor and Francis Group.
19. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation, London: Routledge Taylor and Francis Group.

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**B.A IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 3rd SEMESTER**

| | | |
|---|---|---|
| **Title of the Course** | **:** | **GUIDANCE AND COUNSELLING** |
| **Course Code** | **:** | **GECEDN 3B** |
| **Nature of Course** | **:** | **Generic Elective Course (GEC)** |
| **Total Credits** | **:** | **03** |
| **Distribution of Marks** | **:** | **60 (End-Sem.) + 40 (In-Sem.** |

**Course Objective:** Guidance and Counselling is primarily concerned with helping each individual towards the higher level of decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.

**Course Outcome (COs):** Students will be able to-

**CO1: Explain the meaning, nature, scope of Guidance and Counselling and its role in education.**

LO 1.1: describe the principles of guidance and the various types of guidance in Education.

LO 1.2: discuss the impact of various types of guidance in education.

**CO2: Discuss about counseling in education.**

LO 2.1: describe the concept and characteristics of counselling.

LO 2.2: recognize the role of different types of counselling in education.

LO 2.3: organize counselling services at schools.

LO 2.4: evaluate the counseling programme at school after conduction.

**CO3: Generalize the use of different tools and techniques of guidance and counseling:**

LO 3.1: explain the concept of tools and techniques used in guidance and counseling.

LO 3.2: demonstrate the use of the tools and techniques in education.

LO 3.3: differentiate between the testing and non-testing devices in guidance.

LO 3.4: apply the techniques of counselling to resolve various psychological problems faced by the students.

**CO4: Evaluate guidance and counseling services conducted in schools or colleges.**

LO 4.1: justify the concept and scope of guidance and counseling services.

LO 4.2: recommend the functions of guidance and counseling services at schools.

LO 4.3: choose and create an environment to organize the guidance programme at schools.

**Cognitive Map of Course Outcomes Based on Bloom's Revised Taxonomy:**

| Cognitive Knowledge Dimension | Cognitive Process Dimensions | | | | | |
|---|---|---|---|---|---|---|
| | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| **Factual Knowledge** | CO1 | CO2<br>CO4 | | | CO4 | |
| **Conceptual Knowledge** | CO2 | CO2 | | CO1 | CO2 | |
| **Procedural Knowledge** | | CO3 | | CO3 | CO4 | |
| **Metacognitive Knowledge** | | CO4 | | CO2<br>CO3 | CO2 | CO4 |

| UNITS | CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I**<br>**(15 Marks)** | **GUIDANCE:**<br>1.1 Meaning, Nature, and Scope of Guidance<br>1.2 Aims and Objectives of Guidance<br>1.3 Need of Guidance (Educational need, Vocational need, Personal and psychological need)<br>1.4 Principles of Guidance<br>1.5 Philosophical, Psychological and Sociological bases of Guidance.<br>1.6 Types of Guidance<br>• Personal guidance & Social guidance<br>• Educational guidance<br>• Vocational guidance<br>• Health guidance<br>• Individual and Group Guidance<br>1.7 Relationship between Guidance and Counselling<br>1.8 Difference between Guidance and Counselling<br>1.9 Educational Guidance-Meaning, purpose and<br>functions<br>1.10 Vocational Guidance-Meaning, purpose and<br>Functions | 10 | 2 | - | 12 |
| **II**<br>**(15 Marks)** | **COUNSELLING:**<br>2.1 Meaning, Nature and Scope of Counselling<br>2.2 Characteristics of good counselling process<br>2.3 Principles of Counselling | 10 | 1 | - | 11 |

| | | | | | |
|---|---|---|---|---|---|
| | 2.4 Types of Counselling<br>• Directive Counselling<br>• Non-directive Counselling<br>• Eclectic Counselling<br>2.5 Qualities of a Good Counsellor<br>2.6 Stages in Counselling<br>2.7 Role of Counsellor, Parents and Teachers in guidance and counselling<br>2.8 Organization of Counselling Services:<br>• Centralization<br>• Decentralization<br>• Mixed form of Counselling Services | | | | |
| **III**<br>**(15 Marks)** | **TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING:**<br>3.1 Basic concept of tools and techniques of Guidance and counselling<br>3.2 Essential information for guidance and counselling (Personal information, Educational information and Occupational information)<br>3.3 Testing Devices in Guidance<br>• Intelligence Tests<br>• Aptitude Tests<br>• Achievement Tests<br>• Personal Inventories<br>• Creativity Tests<br>• Interest Tests<br>3.4 Non-Testing Devices in Guidance<br>• Interview<br>• Observation<br>• Check list<br>• Sociometry<br>• Cumulative record card<br>• Case study<br>3.5 Group guidance techniques<br>3.6 Techniques of Counselling | 10 | 1 | - | 11 |
| **IV**<br>**(15 Marks)** | **GUIDANCE AND COUNSELLING SERVICES:**<br>4.1 Concept, nature and Scope of Guidance Services<br>4.2 Types of Guidance Services<br>• The Orientation Service<br>• The Student Information Service<br>• The Counselling Service<br>• The Placement Service<br>• The Follow up Services<br>• The Remedial Service<br>• The Research Service<br>4.3: Organization of Guidance Programme at School | 10 | 1 | - | 11 |

| | | | | | |
|---|---|---|---|---|---|
| | • Guidance for Gifted Children<br>• Guidance for Slow learner<br>• Guidance for Creative Children<br>• Guidance for Mentally Retarded<br>• Guidance for Juvenile Delinquents<br>• Guidance for Visually Impaired<br>• Guidance for Hearing Impaired<br>4.4 Principles of Organization of Guidance and counselling services at-<br>• Elementary Level<br>• Secondary Level<br>• Higher Level<br>4.5 Challenges and issues of guidance and counselling Programme | | | | |
| | Total | 40 | 5 | - | 45 |

**Where, L: Lecture T: Tutorial P: Practical**

**Modes of In-Semester Assessment** **40 Marks**

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar presentation on any one of the topics of the course.
- Dissemination of occupational information
- To do a Case Study of a differently-abled student and prepare a report.
- Home Assignment on any of the relevant topic (Application Level)
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | S | S | S | M |
| CO2 | M | S | M | M | M | S | S |
| CO3 | S | M | S | S | M | S | M |
| CO4 | M | S | M | M | S | S | M |

**Where, S: Strong M: Moderate**

**Suggested Readings:**

1. Agarwalla, R. (2006). Educational, Vocational guidance and counselling. New Delhi: Sipra Publication.

2. Berdie, R.F. (1963). Testing in Guidance and Counselling. New York: Mc Graw Hill

3. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling-A Theoretical Approach.

Delhi: Vikas Publishing House

4. Charles, K and Jyothsna, N.G (2017) Guidance and Counselling, Hyderabad: Neelkamal Publications Pvt. Ltd.

5. Gogoi, K.P. (2015). A Text Book on Guidance and Counselling, New Delhi: Kalyani Publishing House

6. Gibson, Mitchell M. (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

7. Jones, A.J (1951). Principles of guidance and pupil personnel work. New York: Mc Graw Hill

8. Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.

9. Sharma, R.A (2015). Foundation of Guidance and Counselling, Meerut: R Lal Book Depot

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**
**DETAILED SYLLABUS OF 3rd SEMESTER**

| | |
|---|---|
| **Course Title** | **: Methods and Techniques of Teaching** |
| **Course Code** | **: SEC304** |
| **Nature of Course** | **: Skill Enhancement Course (SEC)** |
| **Total Credits** | **: 3 credits** |
| **Distribution of Marks** | **: 60 (End-Sem.) + 40 (In-Sem.)** |

**COURSE OBJECTIVES:**
The objectives of the course are to enable the students to

- Explore the methods and techniques of teaching used in teaching learning process.
- Develop competency in planning teaching.
- Acquire the skill of cooperative and collaborative learning.

**COURSE OUTCOMES (COs):** The students will be able to –

CO1: Discuss the process of teaching learning.

LO1.1: Explain the importance of technique in teaching.
LO1.2: Describe the principles of teaching and learning.
LO1.3: State general maxims of teaching.
LO1.4: Explain the phases of teaching.
LO1.5: Compare Authoritative, Democratic and Laissez-Faire teaching behaviour.
LO1.6: Discuss the classroom problems of beginners.

CO2: Demonstrate the capability of planning teaching.

LO2.1: Describe characteristics of a good lesson plan.
LO2.2: Describe Herbartian steps of planning a lesson.
LO2.3 Prepare a lesson plan using Herbartian steps.
LO2.4: Explain the concept of Micro teaching.
LO2.5: Practice Micro Teaching Skills.

CO3: Explain methods and approaches of teaching.

LO3.1: Differentiate between teacher centred and learner centred approaches to teaching.
LO3.2: Discuss different methods of teaching.
LO3.3: Explain Structural and communicative approaches to teaching.

CO4: Demonstrate the skill of co-operative and collaborative learning.

LO4.1: Distinguish co-operative and collaborative learning.
LO4.2: Practice different co-operative learning strategies in the classroom.
LO4.3: Practice different collaborative learning strategies in the classroom.

**Cognitive Map of Course Outcomes based on Bloom's Revised Taxonomy:**

| Cognitive Knowledge Dimension | Cognitive Process Dimensions | | | | | |
|---|---|---|---|---|---|---|
| | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| **Factual Knowledge** | CO1, CO2, CO3, CO4 | | | | | |
| **Conceptual Knowledge** | | CO1, CO3 | CO2, CO4 | | | |
| **Procedural Knowledge** | | | CO2, CO4 | | | |
| **Metacognitive Knowledge** | | | | | | |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|---|---|---|---|---|---|
| **I (15 Marks)** | **THE TEACHING LEARNING PROCESS**<br>1.7 Meaning and Nature of Teaching<br>1.8 Importance of technique in teaching.<br>1.9 Principles of Teaching and learning<br>1.10 Meaning of Maxims of teaching.<br>1.10.1 General Maxims of Teaching.<br>1.11 Phases of Teaching<br>1.11.1 Planning Stage(Pre-active phase)<br>1.11.2 Interactive Phase<br>1.11.3 Post-active Phase(Follow up)<br>1.12 Teaching Behaviour- Authoritative, Democratic and Laissez- Faire.<br>1.13 Classroom problem of beginners. ( Both teacher and students) | 10 | 1 | 2 | 13 |
| **II (15 Marks)** | **PLANNING TEACHING**<br>2.6 Meaning, purpose and Characteristics of a good Lesson Plan.<br>2.7 Herbartian steps of planning a Lesson.<br>2.8 Concept and importance of Micro teaching | 6 | 1 | 12 | 19 |

| | | | | | |
|---|---|---|---|---|---|
| | 2.9 Micro Teaching cycle.<br>2.10 Different Micro Teaching Skills.<br>2.10.1 Introducing a lesson.<br>2.10.2 Blackboard writing.<br>2.10.3 Questioning( Fluency in questioning and probing question)<br>2.10.4 Stimulus variation.<br>2.10.5 Reinforcement.<br>2.10.6 Explaining<br>2.10.7 Achieving Closure.<br>(*Practice any three of them*) | | | | |
| **III ( 15 Marks)** | **METHODS AND APPROACHES OF TEACHING**<br>3.8 Teacher centered and Learner centered Approach.<br>3.9 Play way method<br>3.10 Activity method<br>3.11 Inductive and Deductive method<br>3.12 Heuristic method<br>3.13 Project method<br>3.14 Teaching approaches : Structural approach and communicative approach | 10 | 1 | 2 | 13 |
| **IV ( 15 Marks)** | **COLLABORATIVE AND CO-OPERATIVE LEARNING**<br>4.9 Concept and purpose of collaborative and cooperative learning<br>4.9.1 Similarities and Differences between collaborative and co-operative learning.<br>4.9.2 Different cooperative learning strategies: Think pair chair, Jigsaw, Numbered Heads together, Tea Party, Write Around etc. ( More emphasis should be given on practice)<br>4.10 Different collaborative learning strategies : Problem based learning, Simulations , Peer Editing , Guided the Design, Small group discussion, Case studies ( More emphasis should be given on practice) | 6 | 1 | 2 | 9 |

| Total | 32 | 04 | 18 | 54 |
|---|---|---|---|---|

**Where, L: Lecture, T: Tutorials, P: Practicals**

**Modes of In-Semester assessment:** **40 Marks**

1. Two Sessional tests-(10+10) 20 Marks
2. Any two of the following activities listed below-(10+10) 20 Marks

- Prepare a lesson plan using Herbartian steps.
- Practice any three Micro teaching skills in the classroom.
- Practice any one collaborative or any one cooperative learning strategy.
- Practice collaborative and co-operative learning strategies in the classroom.
- Any other activity as deemed to be fit by the course teacher.

**Mapping of Course Outcomes to Program Outcomes:**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | S | M | S | M | M | M | M |
| CO2 | S | S | M | M | M | S | M |
| CO3 | S | M | M | M | M | M | M |
| CO4 | S | S | S | M | M | M | S |

**Where S: Strong, M: Moderate**

**Suggested Readings**:


01. Barkley, E.F.,Cross,K.P., and Major,C.H.(2014), Collaborative learning technique: A handbook for college Faculty.John Wiley and Sons.
02. Chauhan, S.S (2008)Innovations In Teaching Learning process. New Delhi; Vikas Publishing House Pvt.Ltd
03. Deka,K.K and Hazarika,M(1996) Teaching Practice and Lesson planning. Dibrugarh: Banalata
04. Frere, Paulo,(1972) Pedagogy of oppressed, Penguin Books.
05. Hall,C., and Hall, E.(2003). Human Relations in Education. Routledge
06. Johnson,D.W, Johnson ,R.T.,Smith K.A(2014). Cooperative learning: Improving learning instruction by basing practice on validated theory, Journal on Excellence in college teaching,25.85- 118
07. Kumar, Krishna,(1992). Political Agenda of Education, Study of Colonialist and Nationalist Ideas. Sage; New Delhi
08. Paintal,I(1980) . Micro Teaching- A handbook for Teachers. Delhi: Oxford University press
09. Passi,B.K.(1976). Becoming Better Teacher. Baroda: CASE 10.Visible learning and the science of how we learn. Gregory C.R Yates and John Hattiea