

Assam University, Silchar



Four Year Undergraduate Programme

Implemented under NEP 2020

Effective from the Academic Year 2023-24

Syllabus of Education

Programme Specific Outcome

Bachelor in Education with Honours/Honours and Research

Programme Objectives

After completion of the programme, the learner will be able to:

- Capability to understand the context of education in contemporary Indian Society, appreciating the role of context and socio-political realities about learners in facilitating learning in inclusive settings.
- Familiarize with the foundations of Education and elements of educational psychology, philosophy and sociology with a view to modify the behaviour in desired manner.
- Acquaint with responsibility and rights of citizenship and develop eco-friendly attitude and strengthen environmental values.
- Analyze various component of teaching learning process education.
- Acquaint with various approaches and trends of educational technology and understand the development of curriculum as well as tools and techniques of educational measurement and evaluation.
- Analyze challenges and issues in higher education
- Know the concept, services and techniques of Guidance and Counselling
- Analyze gender issues and promote gender equality in the domain of education.
- Develop desired behaviour holistically in domains of education.

Programme Specific Outcomes

After completion of the programme, the learner will be able to:

- understand the role of school & education in ensuring sustainable development; critically analyses different theoretical perspectives on learning, learner, teaching, assessment and integrate this knowledge in to practice.
- Explain the basic elements of Education and development of education in India.
- use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Critical awareness of professional ethics, code of conduct, social cultural values, human dignity and humanness and ability to critically engage in reflective practices.

- apply disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real-life problems.
- Elucidate the foundations of Education and elements of educational psychology, philosophy and sociology with a view to modify the behaviour in desired manner.
- Analyse various component of teaching learning process and challenges and opportunity of Indian education.
- Develop Capability to understand the context of education in contemporary Indian Society, appreciating the role of context and socio-political realities about learners in facilitating learning in inclusive settings.

UG CURRICULUM STRUCTURE (EDUCATION)				
(As per NEP-2020 for colleges affiliated with Assam University, Silchar)				
1st Semester				
Paper Code	Unit	Credit	Full	Name of the papers
DSC- 101	5	3	100	Principles and Practices of Education
DSC-102	5	3	100	Educational Psychology
DSM-101	5	3	100	Introduction to Educational Psychology
IDC-101	5	3	100	Introduction to Teaching -Learning process
AEC-I MIL-101	3	2	50	English / language I
SEC 101	5	3	100	Yoga and Life Skill Education
VAC 101	5	3	100	NSS/NCC/ DTS/Sports/HW/Yoga/GCS/UI
2nd Semester				
DSC-151	5	3	100	Learner and Learning
DSC-152	5	3	100	Educational Philosophy
DSM -151	5	3	100	Introduction to Educational Philosophy
IDC-151	5	3	100	Population Education
AEC-I MIL-151	3	2	50	English / Language II
SEC 151	5	3	100	Communication and Teaching Skills
VAC 151	5	3	100	Environmental Education
3rd Semester				
DSC-201	5	4	100	Sociological Perspective of Education
DSC-202	5	4	100	Vocational Education
DSM-201	5	4	100	Sociological Foundation of Education
IDC-201	5	3	100	Open and Distance Education
AEC-I MIL-201	3	2	50	English (III)/ MIL /Any Language (III)
SEC 201	5	3	100	psychological practical and project work
4th Semester				
DSC-251	5	4	100	Educational Management
DSC-252	5	4	100	History and Development of Education in India
DSC-253	5	4	100	Measurement and Evaluation in Education
DSM-251	5	3	100	History and Development of Education

DSM-252	5	3	100	Inclusive Education
AEC 251	3	2	50	English (IV)/ MIL /Any Language (IV)
5th Semester				
DSC-301	5	4	100	Organization and Management in Education
DSC-302	5	4	100	ICT in Education
DSC-303	5	4	100	Guidance and Counselling
DSM-301	5	3	100	Measurement and Evaluation and Statistics in Education
DSM-303	5	3	100	Vocational Education
SEC-301		2	50	Internship with Industry/ Community Engagement/Field Study
6th Semester				
DSC-351	5	4	100	Teaching learning methods and Pedagogy
DSC-352	5	4	100	School Education in India
DSC-353	5	4	100	Curriculum Development
DSC-354	5	4	100	Citizenship education
DSM-351	5	4	100	Comparative education
7th Semester				
DSC-401	5	4	100	Teacher Education in India
DSC-402	5	4	100	Higher and Professional Education in India
DSC-403	5	4	100	Assessment of Teaching and Learning
DSC-404	5	4	100	Recent trends and issues in education
DSM-401	5	4	100	Tools and Techniques of data collection in
8th Semester				
DSC-451	5	4	100	Educational Research and Statistics
DSM-451	5	4	100	ICT in Education
Dissertation/ OR DSC-552,553,554		12	300	Dissertation
DSC-552	5	4	100	Mental health and hygiene
DSC-553	5	4	100	Learning Theories and Practices
DSC-554	5	4	100	Educational Policy, Planning and Management

Table 1: Semester-wise list of EDU-DSC Courses

Semester	Course Code	Title of Courses	Credits
I	EDU-DSC-101	Principles and Practices of Education	3
	EDU-DSC-102	Educational Psychology	3
II	EDU-DSC-151	Learner and Learning	3
	EDU-DSC-152	Educational Philosophy	3
III	EDU-DSC-201	Sociological Perspective of Education	4
	EDU-DSC-202	Vocational Education	4
IV	EDU-DSC-251	Educational Management	4
	EDU-DSC-252	History and Development of Education in India	4
	EDU-DSC-253	Measurement and Evaluation in Education	4
V	EDU-DSC-301	Organization and Management in Education	4
	EDU-DSC-302	ICT in Education	4
	EDU-DSC-303	Guidance and Counselling	4
VI	EDU-DSC-351	Teaching learning methods and Pedagogy	4
	EDU-DSC-352	School Education in India	4
	EDU-DSC-353	Curriculum Development	4
	EDU-DSC-354	Citizenship education	4
VII	EDU-DSC-401	Teacher Education in India	4
	EDU-DSC-402	Higher and Professional Education in India	4
	EDU-DSC-403	Assessment of Teaching and Learning	4
	EDU-DSC-404	Recent trends and issues in education	4
VIII	EDU-DSC-451	Research Methodology	4
	EDU-DSC-452	Mental health and hygiene	4
	EDU-DSC-453	Learning Theories and Practices	4
	EDU-DSC-454	Educational Policy, Planning and Management	4
	EDU-DSC-455	Research Project/Dissertation	12

Table 2: Semester-wise list of EDU-DSM Courses

Semester	EDU-DSM1/ EDU-DSM2	Course Code	Title of Courses	Credits
I	EDU-DSM1	EDU-DSM-101	Introduction to Educational	3
II	EDU-DSM2	EDU-DSM-151	Introduction to Educational	3
III	EDU-DSM1	EDU-DSM-201	Sociological Foundation of	4
IV	EDU-DSM1	EDU-DSM-251	History and Development of	3
	EDU-DSM2	EDU-DSM-252	Inclusive Education	3
V	EDU-DSM1	EDU-DSM-301	Measurement and Evaluation and Statistics in Education	3
	EDU-DSM2	EDU-DSM-302	Vocational Education	3
VI	EDU-DSM2	EDU-DSM-351	Comparative education	4
VII	EDU-DSM1	EDU-DSM-401	Tools and Techniques of data collection in Education	4
VIII	EDU-DSM2	EDU-DSM-451	ICT in Education	4

Table 3: Semester-wise list of EDU-SEC Courses

Semester	Course Code	Title of Courses	Credits
I	EDU-SEC-101	Yoga and Life Skill Education	3
II	EDU-SEC-151	Communication and Teaching Skills	3
III	EDU-SEC-201	psychological practical and project work	3

Table 4: Semester-wise list of EDU-IDC Courses

Semester	Course Code	Title of Courses	Credits
I	EDU-IDC-101	Introduction to Teaching -Learning process	3
II	EDU-IDC-151	Population Education	3
III	EDU-IDC-201	Open and Distance Education	3

SYLLABI OF EDU-DSC PAPERS

SEMESTER-I

EDU-DSC-101 PRINCIPLES AND PRACTICES OF EDUCATION

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

1. To acquaint learners with scientific and sound principles and theories of education.
2. To make learners understand the concept, nature and scope of education.
3. To acquaint learners with knowledge about different aims of education.
4. To familiarize learners with different dimensions of curriculum and teaching.
5. To make learners acquire knowledge about the concept of discipline and freedom.
6. To make students understand various agencies of education including emerging agencies in this era of information age.

UNIT: 1: BASIC CONCEPTS OF EDUCATION

- Meaning, Definition and Scope of Education
- Types of Education (Formal, Informal and Non-formal)
- Functions of Education
- Education as a Process and Product
- Philosophical Interpretation of Education (Idealism, Naturalism, Pragmatism)

UNIT-2: AIMS, OBJECTIVES AND GOALS OF EDUCATION

- Meaning and Importance of Aims of Education, Determinants of Aims
- Individual and Social Aims of Education,
- Aims of Education in a Democracy, Education, Democracy and Secularism
- Changing Goals of Education – UNESCO and its Goals and Functions
- Delors Commission (1996), Millennium Development Goals (MDG)

UNIT-3: DISCIPLINE AND EDUCATION

- Meaning, Concept and Need of Discipline
- Discipline and Order
- Freedom and Discipline, Free Discipline
- Role of Reward and Punishment in School
- Maintenance of School Discipline-Problems and Means

UNIT-4: CURRICULUM AND TEACHING

- Curriculum-Meaning (Traditional and Modern), Nature and Types
- Co-curricular activities- Meaning, Types and Importance
- Teaching – Meaning, Principles and Maxims
- Methods of teaching – Lecture, Demonstration, Seminar and Project Method
- Qualities and Responsibilities of Teachers

UNIT-5: AGENCIES OF EDUCATION

- Family and Peer Group
- School, Community and Education
- State and NGOs
- UNO, UNESCO
- Media, Internet (Wikis, Blogs, Social Networking Sites)

SUGGESTED READINGS:

- Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi.
- Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House: New Delhi.
- Association of Indian Universities (AIU (1998). Society, Education and Development, (Selections from University News -1): AIU Publications: New Delhi.
- Bhatia, K. and Bhatia, B.D. (2004). Theory and Principles of Education, Doaba House, Delhi.
- Bhattacharya, Srinibas (2008). Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
- Bruner, J.S. (1966). Towards a theory of Instruction, Harvard University, Press: New York.
- Dash, B.N. (2010). Curriculum Planning and Development, Dominant Publishers and Distributors: New Delhi.
- Duffy, P., and Bruns, A. (2006). The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities. In Proceedings Online Learning and Teaching Conference 2006, pages pp. 31-38, Brisbane. Retrieved from: <http://eprints.qut.edu.au>
- Havighurst, R.J. and Newgarten, B.L. (1967). Society and Education, Allyn and Bacon Inc.: Boston.
- Mathur, S.S. (1997). A Sociological Approach to Indian Education, Vinod Pustak Mandir: Agra.
- Ottaway, A.K.C. (2010). Education and Society, Routledge and Keegan Paul: London.
- Purkait, B.R. (2006). Principles and Practices in education, New Central Book Agency (P) Ltd.: Kolkata.
- Ravi, S.S. (2011). A Comprehensive Study of Education, Prentice - Hall India Private Limited.: New Delhi.
- Ross, J. S. (1947). Groundwork of Educational Theory, George G. Harper and Co. Ltd.: London.
- Taneja, V.R. (1995). Educational Thought and Practice Sterling Publications: New Delhi.
- UNESCO (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors Commission): UNESCO, Paris.
- UNO (2000). United Nations Millennium Declaration, Millennium Summit of the United Nations: UNO, Sept. 08, 2000.
- Educational Networking (2012): Educational Networking (Online), Available: <http://www.educationalnetworking.com/>

EDU-DSC-102
EDUCATIONAL PSYCHOLOGY
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To acquaint learners with scientific and sound principles and theories of education.
2. To understand the concept, nature and scope of education.
3. To gain knowledge about different aims of education.
4. To familiarize learners with different dimensions of Education such as the learner, the teacher and the curriculum.
5. To acquire knowledge about the concept of discipline and freedom.
6. To expose the students to modern trends of education – particularly value education.

UNIT-1: BASIC IDEAS OF GROWTH AND DEVELOPMENT

Meaning of Educational Psychology - Implications of Educational Psychology in teaching and learning

Growth and Development – Stages, Factors and Principles of Growth and Development

Areas of development:

Physical and Motor Development - Importance of Physical and Motor Development, Factors Affecting Physical and Motor Development,

Cognitive Development – Concept,

Emotional, Social and Moral Development

UNIT-2: DEVELOPMENT DURING INFANCY

General Characteristics of Infancy

Physical, Sensory and Motor Development – Trends and Patterns

Emotional and Speech Development – Patterns of Emotions and Speech

Development of Cognition – Elementary Forms of Knowledge

UNIT- 3: DEVELOPMENT DURING CHILDHOOD

Development characteristics of Childhood

Physical and Motor Development – Trends and Patterns

Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns and Control

Personality and Social Development-Social Development in Early and Later Childhood

UNIT-4: DEVELOPMENT OF ADOLESCENTS

Development characteristics of Adolescence Period-Age of Transition

Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns of Adolescent

Personality and Social Development- Development of Self-concept and Identity among Adolescents

Role of family, Peer Groups and School on Personality Development of Adolescents

Problems of Adjustment - Delinquent Behaviours and Remedies

UNIT-5: LEARNER AND LEARNING BEHAVIOUR

Learning- Meaning, Factors Types of Learning (Cognitive, Affective and Psychomotor), Gagne's Types of Learning

Laws and Approaches of Learning: Connectionism (Trial and Error Approach) and Its Implications in Education

Cognitive Approach (Insight Learning) and its Implications in Education

Characteristics of Learner - Children and Adolescents

Individual Differences in Learning

SUGGESTED READINGS:

Baron, R.A. (2002). Psychology, Pearson: New Delhi.

Berk, L.E. (2003). Child development, Pearson Education: New Delhi.

Biehler, R.F. & Snowman, J. (1993). Psychology applied to teaching. HoughtonMifflin Harcourt: Boston.

Brown, C. (2008). Developmental Psychology: A Course Companion, Sage Publications: New Delhi.

Chaube, S.P. (2011). Developmental Psychology. Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.

Chauhan, S.S. (2007). Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd.: New Delhi.

Feldman, R.S. (2011). Discovering the Life Span, Pearson, India: New Delhi.

Harris, M. (2000). Developmental Psychology: A Student's Handbook. TATAMcGraw Hill Education (India) Pvt. Ltd.: New Delhi.

Hurlock, E.B. (1997). Child Psychology, Tata McGraw-Hill Publishing Company Limited: New Delhi.

Hurlock, E.B. (2004). Developmental Psychology: A Life Span Approach, TataMcGraw-Hill Publishing Company Limited: New Delhi.

Mahmud, J. (2004). Development Psychology, APH Publishing Corporation: New Delhi.

Manivannam, M. (2011). Psychology of Learning and Human Development, Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.

Papalia, D., Olds, S. & Feldman, R. (2004). Human Development, 9th Ed., McGraw-Hill Education (India) Pvt. Ltd.: New Delhi.

Richardson, K. (2008). Developmental Psychology: How Nature and Nurture Interact, Routledge: London.

Shaffer, D. R. & Katherine, K. (2009). Development Psychology Childhood and Adolescence, Cengage Learning: New Delhi.

SEMESTER-II

EDU-DSC-151 LEARNER AND LEARNING

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

Objectives:

This course will help student to acquire knowledge about psychological perspective of the teaching-learning process and the learner. After completing the course, the student will be able:

1. To develop an understanding about the impact/influence of sociocultural context in shaping human development, especially with respect to the Indian context;
2. To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
3. To understand a range of cognitive capacities and affective processes in human learners;
4. To Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
5. To understand a range of cognitive capacities in human learners
6. To reflect on their own implicit understanding of the nature and kinds of learning

Unit-I: Psychology & the Teaching-Learning Process.

Introduction and definition of Psychology and Educational Psychology

Nature and Scope of Educational Psychology,

Functions of educational psychology.

Methods of Educational Psychology –Subjective, Objective and Projective and Sociometry.

Unit II : Learner - Dimensions and Stages of Development

Growth and development- General principles of development

Learner as a developing individual- Stages of development: Development as a resultant of interactions between and among individual potential (innate, inherited, acquired)

and external environment (physical, social, cultural, economic and technological)

Unit-III: Understanding Learning Process

Learning as a process and as an outcome

Factors influencing learning and Maturation

Theoretical Perspectives on learning: an Overview: Behaviourism (Skinner, Pavlov & . Thordike)-

Constructivist (Piaget & Vygotsky)- Gestalt (Kohler)- Observation (Bandura)

Transfer of Learning: maximizing transfer in classroom teaching.

Unit- IV: Learning In 'Constructivist' Perspective

Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.

Understanding Higher Mental Processes of Learners –Intelligence-(Characteristics and relation with learning; Multiple Intelligence; Measurement of intelligence- Verbal, Non-Verbal, Performance Tests; Group and Individual Tests) and Creativity(- Characteristics and process; relation with intelligence; Role of teacher in promoting creativity)

Unit-V: Approaches to Learning and Teaching

General maxims of teaching

Teacher-centred, learner-centred and learning-centred approaches

Activity-based Approach, Project, Cooperative learning

Constructivist approach to learning

Suggested Reading:

- Anderson, John R.: Cognitive Psychology and Its Implications (2ndEdition), W.H. Freeman & Co., New York
- Atkinson, Richard C. et.al. (1983). Introduction to Psychology.Harcourt Brace Johanovich Inc. New York,.
- Baron, Robert A.: Psychology (5thEdition), Pearson Education
- Berk, Laura F.: Development Through the Lifespan (3rdEdition), Pearson Education
- Bhatnagar, S. and Saxena, A.: Advanced Educational Psychology, R. Lall Book Depot, Meerut
- Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42
- Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, New Delhi
- Chopra, R.K.: Psychology of Mental Hygiene (Vol. I&II), Arise Publishers, Chandigarh
- Elisabeth Dunne and Bennet Neville (1990) Talking and Learning in Groups. Routledge
- Feldman, Robert S.: Understanding Psychology (6thEdition), TATA McGraw-Hill
- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
- Gardner, H. (1999) The disciplined mind: What all students should understand. New York: Simon & Schuster
- Johnson, D.W. and R.T. Johanson (1999) Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition). Allyn & Bacom: Boston
- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication
- Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall
- Wertsch, J.V. (1985) Vygotsky and the Social Formation of Mind. Harvard University Press

EDU-DSC-152
EDUCATIONAL PHILOSOPHY
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

UNIT-1: PHILOSOPHY, EDUCATION AND SCIENCE

- Meaning and Nature
- Scope and Branches of Philosophy
- Philosophy of Education - Meaning, Nature, Scope and Functions
- Philosophy and Education –Relationship and Importance of Philosophy of Education

UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY

- A brief outline of Indian Philosophy of Education
- Implication of Vedic Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
- Implication of Buddhist Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline
- Educational Philosophy of Samkhya – Aims and Principles
- Educational Philosophy of Yoga - Aims and Principles

UNIT-3 WESTERN SCHOOLS OF PHILOSOPHY

- Educational Thought and Practices in Ancient Greece (Athens and Sparta) and Rome
 - Aims and Features
- Idealism and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline
- Naturalism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- Pragmatism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- Naturalism and Pragmatism- Similarities and Dissimilarities

UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS

- Rabindranath Tagore
- Mahatma Gandhi
- Sri Aurobindo
- Swami Vivekananda

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS

- Plato
- Rousseau
- John Dewey
- Frobel

(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

SUGGESTED READINGS:

1. Aggrawal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood cliffs: New Jersey.
5. Brubacher, John S. (1962). Eclectic Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
6. Brubacher, John S. (1962). Modern Philosophies of Education, McGraw-Hill: New York.
7. Chaube, S.P., 1975. Recent Philosophies of Education in India, Ram Prasad and Sons: Agra.
8. Curtis, S.J., 1968. Introduction to the Philosophy of Education, London University, Tutorial Press: London.
9. Mookherjee, K.K. (1972). Some Great Educators of the World, Das Gupta and Co Pvt. Ltd.: Calcutta.
10. Mukherjee, S. (2007). Contemporary Issues in Modern Indian Education, Authors Press: New Delhi.
11. Mukherjee, S.N. (1966). History of Education in India, Acharya Book Depot: Baroda.
12. Noddings, Nel (2011). Philosophy of Education, Westview Press: Boulder.
13. O' Connor, D.J. (1987). An Introduction to the Philosophy of Education, Routledge Kegan Paul: London.
14. Ozmon, H.A. and Craver, S.M. (1999). Philosophical Foundations of Education, Merrill Pub Co.: New York.

15. Pandey, R.S. Major Philosophies of Education. Vinod Pustak Mandir: Agra.
16. Ravi, S.S. (2015). Philosophical and Sociological Bases of Education, Prentice-Hall of India Pvt. Ltd.: New Delhi.
17. Rocha, Samuel D. (2014). A Primer for Philosophy of Education, Cascade Books: Oregon.
18. Saiyidain, K. G. (1970). Facts of Indian Education, NCERT: New Delhi.
19. Sharma, Ramnath (2000). Textbook of Educational Philosophy, Kanishka Publications: New Delhi.
20. Somnath Agrawal (2007). Philosophical Foundation of Education, Authors Press: New Delhi.
21. Tiwary, Ranjeet, K (2015). *Samkhyagyanomanjori*, Bharati Prakashan: Varanasi.

SEMESTER-III

EDU-DSC-201

Sociological Perspective of Education

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

The course is designed to enable the undergraduate students to-

Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.

Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.

Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS

UNIT-1: INTRODUCTION

- Meaning and Concept of Sociology of Education
- Nature and Scope of Sociology of Education
- Importance of Sociology of Education
- Sociology of Education and Educational Sociology
- School as a Social Sub-system

UNIT-2: EDUCATION, SOCIETY AND CULTURE

- Education and Society
- Meaning and Characteristics of Culture
- Culture and Educational System, Cultural Lag
- Culture and Indian Education
- Influence of Multiculturalism and Pluralism in Education

UNIT-3: SOCIAL CHANGE AND SOCIALISATION

- Social Change- Meaning and Factors Responsible for Social Change
- Education and Process of Social Change- Sanskritisation, Westernisation and Modernisation
- Education and Social Change
- Meaning, Nature and Process of Socialisation
- Agencies of Socialization - Family, School, Peer Group, Mass Media

UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL

- Meaning, Characteristics and Types of Social Stratification

- Meaning and Types of Social Mobility
- Education and Social Mobility
- Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities
- Class, Caste, Gender), Equality of Educational Opportunity
- Meaning of Social Control, Role of Education as a Means of Social Control

UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- Group Dynamics- Meaning and Implications for Education
- Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation
- Leadership- Meaning, Nature and Styles of Leadership
- Role of Education for the Inculcation of Leadership Skills

SUGGESTED READINGS:

- Ahuja, Ram. (2005). *Society in India: Concept, Theories and Recent Trends*, Rawat Publications: Jaipur.
- Aronson, E., Wilson, T.D. and Akert, R.M. (2014). *Social Psychology* (8th Edition), Pearson Education: New Delhi.
- Ballantine, Jeanne, H. (2014). *Schools and Society: A Sociological Approach to Education*, Sage Publications (5th Edition): London.
- Banks, O. (1976). *The Sociology of Education* (3rd Edition), B.T. Batsford: London.
- Bennett, C. (1990). *Comprehensive Multicultural Education: Theory and Practice*, Allyn and Bacon: London.
- Bhattacharjee, Srinibas. *Sociological Foundations of Education*, Atlantic Publishers and Distributors: New Delhi.
- Boronski, Tomas and Hassan, N (2015). *Sociology of Education*, Sage Publications: London.
- Boudon, R. (1973). *Education, Opportunity and Social Inequality*, Wiley: New York.
- Dube, S.C. (1992). *Indian Society*, National Book Trust, India: New Delhi.
- Durkheim, E. (1956). *Education and Sociology*, Free Press: Glencoe.
- Floud, J.E. and A.H. Halsey. (1958). *The Sociology of Education*, Current Sociology.
- Floud, J.E., A.H. Halsey and F.M. Martin. (1957). *Social Class and Educational Opportunity*, Heinemann: London.
- Ghurye, G.S., (2016). *Caste and Race in India*, SAGE Publications: New Delhi.
- Gore, M.S.: *Indian Education-Structure and Process*, Rawat Publications: Jaipur and New Delhi.
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Morrish, I (1972).The Sociology of Education: An Introduction. Unwin EducationBooks: London.
Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipurand New
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Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and NewDelhi.
Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

EDU-DSC-202
Vocational Education
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

The course is designed to enable the undergraduate students to-

1. Acquaint them with the basic fact of vocational education
2. Understand the plan and policies on vocational education
3. Develop awareness in the areas, curriculum, method of instruction and practicum, and in the assessment of vocational education, and challenges and, scenario of vocational education

COURSE CONTENTS

UNIT 1 BASIC FACT OF VOCATIONAL EDUCATION

Concept, meaning definitions of vocational education (UNESCO-UNEVOC)

Objectives and Significance of Vocational Education, vocationalization of school education

Vocational Education for Human Resource Development ,National Development ,Knowledge Economy Marginalised Sections of the Society, Persons with Special Needs, secondary level and higher secondary level, and Inclusion of vocational education in general education

UNIT II PLAN AND POLICIES ON VOCATIONAL EDUCATION

Policies and programmes for vocational: Objectives, significance, magnitude of problems of vocational education in education commission (1951-52, Secondary Education Commission, Education Commission (1964-66), National Policy on Education, 1986, National Curriculum Framework (2005)

Revised Vocationalization of Secondary Education Program, 1992 Objectives, execution, and evaluation of vocational education in Classes XI and XII

National Skill Development Policy, 2015: Objectives, significance, magnitude of problems regarding vocational education and skill development at secondary and higher secondary schools.

National Education Policy (2020) Objectives, significance of vocational education as a means to prepare students for the workforce and promote lifelong learning

XII plan: Objectives, achievement and significance of vocational education

UNIT III AREAS, CURRICULUM, METHOD OF INSTRUCTION AND PRACTICUM

Areas of vocational education: Objectives, importance, problem of accessing the courses in Computer and IT fine arts, agriculture, hospitality management, health and paramedical, tailoring, basket weaving, embroidery etc.

Diversity in vocational education

Methods of instruction and practicum: concept, steps and pedagogy of vocational education with references to Learning by watching, Learning by imitating, Learning by practising ('trial and error'), Learning through feedback, Learning through conversation, Learning by teaching and helping, Learning by real-world problem-solving, Learning through enquiry.

UNIT IV ASSESSMENT OF VOCATIONAL EDUCATION

Assessment and execution of vocational education: Establishing Purpose of Assessment, Identifying evidences, using appropriate Tools for collecting data, evidences Interpreting & making judgment, recording the outcome, Quality assurance of the outcome, Certifying the outcome, and Reporting to the key stakeholders

UNIT V CHALLENGES AND SCENARIO OF VOCATIONALE DUCATION

Current vocational education scenario in India and Government Initiatives

Challenges of Developing Vocational Education Framework, Institutionalizing Skill Training System, Identifying of Skill Gaps, and Development of output based curriculum, Ensuring Infrastructural support, Delivery of Curriculum Assessment & Placement

Problems for Vocational Education Implementation

Vocational education in Australia, Korea, China, USA , Canada and UK

SUGGESTED READINGS:

Govt. of India (1964-66). Report of Education Commission (1964-66), New Delhi: Ministry of Education

National Education Policy (2020), MHRD, Govt. of India; New Delhi

National Knowledge Commission (2007). Recommendation on Vocational Education.pp17-19
NCERT (2007). Position Papers, National Focus Group on “Work and Education”, New Delhi.

NCERT NSQF (2013). National Skill Development Agency. MSDE, Govt. of India <https://www.nsda.gov.in/nsqf.html> retrived on 20/12/2020

Paris, K.(1994). A leadership model for planning and implementing change for school to work transition. Madison, WI: University of Wisconsin-Madison, Centre on Education and Work
PSSCIVE (1999). Vocationalisation of Education: Perspective for the New Millennium: The Challenge, Bhopal:

PSSCIVE PSSCIVE Guidelines on different aspects of Vocational Education, Bhopal: PSSCIVE.

PSSCIVE Orientation Guide on Vocationalisation of Education, Bhopal: PSSCIVE.

PSSCIVE Vocational Education and Training: Challenges and Strategies, edited by Sacheti A.K., Verma A.P. and Mehrotra V.S., Bhopal: PSSCIVE.

PSSCIVE Vocational Education and Training: Present Practices and Future Directions, Report of National Seminar organised by PSSCIVE, Bhopal: PSSCIVE

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National Centre for Vocational Education Research (NCVER), Australia UNESCO (1996). Learning the Treasure Within – Report of International Commission on Education for the Twenty-first Century, Paris: UNESCO.

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UNESCO and ILO recommendation United Nations (2002). Report on world summit on Sustainable development. Johannesburg: United Nations

Vaid, D.K. 2007 in National Focus Group position paper on Work and Education, New Delhi: NCERT

Venkataiah S.(2000). Vocational Education, New Delhi; Anmol Publications Pvt.Ltd.

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EDU-DSC-251

Educational Management

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

To enable the undergraduate students to:

1. Acquaint with basic theoretical understanding of educational planning management and administration.
2. Develop necessary managerial, administrative and leadership skills.
3. Equip knowledge in quality management, institutional planning and educational supervision.
4. Acquaint with educational finance and administrative machinery both at central and state level with special reference to Assam.

COURSE CONTENTS

UNIT-1: BASIC CONCEPTS OF MANAGEMENT AND EDUCATIONAL MANAGEMENT

- Meaning and Principles of Management (Henry Fayol)
- Meaning and nature of Educational Administration and Educational Management, Management and Administration (Differences)
- Functions and Scope of Educational Administration and Management
- Characteristics of Educational Management
- Types of Educational Management (Centralised - Decentralised; Autocratic, Democratic and Laissez Faire; Participatory Management)

UNIT-2: EDUCATIONAL ORGANISATIONS AND LEADERSHIP SKILL

- Educational Institutions as Organisations-Nature and Characteristics
Organisational Climate (Classroom Climate)
- Meaning and Nature of Leadership
- Theories of Leadership (Fiedler's Contingency Theory of Leadership)
- Styles of Leadership
- Educational Leadership and Development of Leadership Skill

UNIT-3: EDUCATIONAL PLANNING, INSTITUTIONAL MANAGEMENT AND QUALITY MANAGEMENT

- Meaning and Nature, and Approaches of Educational Planning
- Institutional Planning - Meaning, Nature and Characteristics
- Management of Time Table, Curricular and Co-curricular Activities, School Plant
- Quality in Higher Education – Accreditation (Concept and Parameters)
- Total Quality Management (TQM)

UNIT-4: EDUCATIONAL SUPERVISION

- Meaning, Nature, Scope and Functions of Educational Supervision
- Inspection versus Supervision
- Planning Organising and Implementing Supervisory Programmes
- Importance of Supervision in Educational Organisation
- Qualities of an Educational Supervisor

UNIT-5: MANAGEMENT OF FINANCIAL RESOURCES AND MACHINERY OF ADMINISTRATION

- Problems and Sources of Educational Finance
- Educational Expenditure and Budget
- Central Level Administration (UGC, NUEPA, NCERT)
- State Level Administration (SCERT, DIET)
- School Administration in Assam – Structure and Problems

SUGGESTED READINGS:

1. Aggarwal, J.C. (1967). Educational Administration, Management and Supervision Arya Book Depot: New Delhi.
2. Ahuja, A.K (2007). Educational Management, Planning and Finance, Authors Press: New Delhi.
3. Bhatnagar, R.P and Aggarwal, V (2001). Educational administration, Supervision Planning and Financing, R. Lall Book Depot: Meerut, U.P.
4. Bhattacharya, S. (2012). Educational Management – Theory and Practice, EBH Publishers: Guwahati, Assam.
5. Drucker, P.F. (1973). Management: Tasks, responsibilities and Practices, Harper and Row: New York.
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10. Mukherjee, S.N. Administration of Education in India Acharya Book Depot: Vadodara.
11. Mathur, S.S. Theory and Practice of Management: Education in India: Today and Tomorrow, Vinod Pustak Mandir: Agra.
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14. Premila, C.S. (1997). Educational Planning and Management, Sterling Publishers: New Delhi.
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16. Singh, H.M. (Ed. 1995). Fundamentals of Educational Management, Vikas Publishing House: New Delhi.
17. Stella, A, Gnanam (2003). Making the Most of Accreditation, Concept Publishing Company (P) Ltd.: New Delhi.
18. Tanner, D. & Laurel, T. (1986). Supervision in Education: Problems and Practices, Prentice Hall College Div.: New Jersey, USA.
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20. Tony, B (1995). Theories of Educational Management, Paul Chapman Publishing Ltd.: London, UK

EDU-DSC-252
History and Development of Education in India
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To get learners acquainted with the salient features of education in India in Ancient and Medieval era.
2. To acquaint learners with the development of education in British India.
3. To acquaint learners with significant developments and reforms of education in Independent India
4. To acquaint learners with various stages of education prevalent in India as well as policies and programmes undertaken by various controlling authorities in order to ensure quality in education.

COURSE CONTENTS

UNIT-1: ANCIENT AND MEDIEVAL INDIA

- Vedic Education - Aims, Curriculum, Methods and Organization of Education
- Educational Thoughts of Upanishads and Gita
- Buddhist Education - Aims, Curriculum, Methods and Organization
- Islamic Education - Features, Aims, Methods and Organization
- Comparative Study of the Vedic and Buddhist Education

UNIT-2: MODERN EDUCATION IN INDIA (COLONIAN PERIOD)

- Charter Act 1813 and Macaulay Minute (1834)
- Wood Dispatch, 1854
- Hunter Commission, Calcutta University Commission
- Gokhale's Bill (1910 – 1912), Wardah Scheme of Education, 1937
- Contributions of Christian Missionaries with Special Reference to Assam

UNIT-3: MODERN EDUCATION INDIA (POST-COLONIAN PERIOD)

- Constitutional Provisions of Indian Education
- Mudaliar Commission, 1952-53, Objectives, Structure, Features
- Kothari Commission, 1964-66: Objectives, Structure, Features
- National Policy on Education, NPE, 1986, Revision of National Policy on Education – 1990, 1992, – Objectives, Features and Recommendations
- National Policy on Education, NPE, 2016

UNIT-4: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN INDIA

- Early Childhood Care Education (ECCE): Objectives, Structure and Challenges
- Primary Education in India: Objectives, Challenges, Universalisation of Elementary Education (UEE), Sarva Shiksha Abhiyana (SSA)
- Secondary Education: Objectives, Challenges, Universalisation of Secondary Education and the Role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Right to Education Act, 2009,
- Controlling and Regulatory Bodies: NCERT, SCERT, DIET

UNIT-5: HIGHER EDUCATION IN INDIA

- Universities – Types, Structures
- Quality Control of Higher Education- Role of National Accreditation and Assessment Council (NAAC),
- Rashtriya Uchchar Shiksha Abhiyana (RUSA) – Goals, Features and Guiding Principles
- Autonomy and Accountability in Higher Education
- Controlling Bodies: UGC and AICTE

SUGGESTED READINGS:

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi.
2. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
3. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi.
4. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
5. Ghosh, Suresh Chandra (2013). The History of Education in Modern India (1757-1986), Orient Blackswan Private Limited: New Delhi.
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7. Govt. of India. Report of Secondary Education Commission (1952-53), Author: New Delhi.
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10. Govt. of India. Report of Education Commission (1966): Education and National Development, Ministry of Education: New Delhi.
11. Govt. of India (2016). Report of the Committee for Evolution of the New Education Policy,

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Macmillan India Ltd.: New Delhi.
14. Powar, K.B. (2000). Higher Education for Human Development, Association of Indian
Universities (AIU): New Delhi.
15. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New
Central Book Agency (p) Ltd.: Kolkata.
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Agency(p) Ltd.: Kolkata.
17. Rawat, P.L. (1995) -History of Indian Education. Ram Prasad and Sons: Agra.
18. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society.

EDU-DSC-253
Measurement and Evaluation in Education
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of tests and their administration and uses.
3. To acquaint with the principles of test construction both educational and psychological.
4. To get acquainted with different evaluation procedures and examination reforms.

COURSE CONTENTS

UNIT- 1: MEASUREMENT AND EVALUATION - BASIC IDEAS

- Evaluation and Measurement – Meaning, Characteristics and Purpose
- Relation between Measurement and Evaluation, Scales of Measurement
- Meaning, Nature and Scope of Educational Evaluation
- Educational Objectives, Learning Experiences and Evaluation - Interrelationship
- Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)

UNIT-2: NATURE AND ADMINISTRATION OF TEST

- Meaning, Nature and Classification of Tests
- Characteristics of a Good Test (Reliability, Validity, Objectivity, Usability)
- Relationship between Reliability and Validity
- Different Methods of Establishing Reliability
- Norms - Meaning, Importance of Norms (Age Norms, Grade Norms, Standard Scores)

UNIT-3: PSYCHOLOGICAL TESTS

- Concept of Psychological Test and Educational Test
- Intelligence Test - Types and Uses (Stanford Binet Test)
- Personality Assessment - Observation, Interview and Projective Techniques
- Aptitude Test - Differential Aptitude Test
- Interest Inventory - Kuder Interest Inventory

UNIT-4: EDUCATIONAL ACHIEVEMENT TEST

- Educational Achievement Test - Meaning and Nature
- Teacher Made Test and Standardised Test

- Construction and Standardisation of Educational Achievement Test
- Interpretation and Scoring of Achievement Test
- Uses of Educational Achievement Test

UNIT-5: EVALUATION AND EXAMINATION REFORMS

- Types of Evaluation: Placement, Formative, Diagnostic and Summative
- Norm Referenced and Criterion Referenced Evaluation
- Grading, Marking and Credit System
- Continuous and Comprehensive Evaluation
- Question Bank and Use of Computer in Evaluation

SUGGESTED READINGS:

1. Anastasi, A., and Urbina, S. (2016). Psychological Testing, (7th ed.). Pearson Education: New Delhi.
2. Asthana, Bipin. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir: Agra.
3. Bloom, B.S., and Others (1971). Handbook of Formative and Summative Evaluation of Student, McGraw Hill, Book Co.: New York.
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5. Ebel, R. L. and Frisbie, D.A. Essentials of Educational Measurement, Prentice-Hall of India Pvt. Ltd.: New Delhi.
6. Freeman, F.S. (1976). Theory and Practice of Psychological Testing, 3rd edition, Oxford IBH Publishing Co.: New Delhi.
7. Gronlund, N. E. (1981). Measurement and Evaluation in Teaching (4th ed.). Macmillan Publishing Co., Inc.: New York.
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9. Linn, R. L. and Gronlund, N. E. (2003). Measurement and Assessment in Teaching, (8th Ed), Prentice Hall of India: New Delhi.
10. Patel, N. Rambhai. Educational Evaluation – Theory and Practice, Himalaya Publishing House: New Delhi.
11. Sax, G. (1974). Principles of Educational Measurement and Evaluation, Woodworth Publishing: California.
12. Singh (ed). (1990). Criterion – Referenced Measurement (Selected Readings), NCERT: New Delhi.
13. Goswami, Moromi (2011). Measurement and Evaluation in Psychology and Education, Neel Kamal Publications: Hyderabad.
14. Thorndike, R.L. & Hagen, E.P. (1977). Measurement and Evaluation in Psychology and Education, (4th Ed), John Wiley and Sons: New York.
15. Tuckman, B.W. (1975). Measuring Educational Outcome: Fundamentals of Testing, Harcourt Brace, Jovanovich: New York.

SYLLABI OF EDU-DSM PAPERS

SEMESTER-I

EDU-DSM-101 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To enable the understanding students to acquire basic knowledge and understanding on psychological foundation of education.
2. To realize the relationship between Psychology and education.
3. To enable the students to develop basic skills in psychology and their implications in education in solving educational problem.
4. To develop an understanding about theories of learning
5. To acquaint them with the knowledge of Intelligence and Creativity.

UNIT-1: INTRODUCTION

- Meaning and Concept of Psychology and Educational Psychology
- Relation between Education and Psychology
- Scope of Educational Psychology
- Methods of Educational Psychology (Introspection, Observation and Experimentation)

UNIT-2: BASIC PSYCHOLOGICAL CONCEPTS AND PROCESS

- Sensation and Perception – Concept and Factors Influencing Sensation and Perception
- Instinct –Meaning, concept, modification of instinct,
Emotion –Meaning and Concept,Relationship between Instinct and Emotion
- Attention and Interest - Selective and Divided attention, Role of Attention in the Cognitive Process, Condition of Attention, Interest –Meaning and Conditions, Educational Implication of Attention and Interest
- Memory: Acquisition, Storage and Retrieval of Information, Types and Marks of Good Memory
- Forgetting and its Causes

UNIT-3: LEARNING AND MOTIVATION

- Learning – Meaning and Nature
- Learning and Maturation
- Theories of learning- Field Theory, Operant Conditioning, Gagne's Theory of

Learning, Constructivism and their Educational Implications

- Meaning, Types and Factors of Motivation
- Theory of Achievement Motivation, Maslow's Need Hierarchy Theory
- Role of Motivation in Learning

UNIT - 4: PERSONALITY AND ADJUSTMENT

- Meaning of Personality
- Type and Trait theories –Type Theory –Sheldon and Jung
- Trait theory- Cattell, Allport, The Big Five Model
- Psycho-analytic Theory- Sigmund Freud
- Meaning and Concept of Adjustment, Characteristics of a Well Adjusted Person, Mal-adjustment and Defence Mechanisms

UNIT-5: INTELLIGENCE AND CREATIVITY

- Meaning and Nature, Influence of Heredity and Environment on Intelligence
- Theories of Intelligence –Spearman, Guilford and Gardner
- Meaning, Nature and Stages of Creativity, Relation between Creativity and Intelligence
- Development and Identification of Creativity, Fostering Creativity among Learners
- Concept and Development of Intelligent Quotient (IQ) and Emotional Intelligence

SUGGESTED READINGS:

1. Aggarwal J. C., (2014). Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
2. Bhatia & Bhatia (1981). Textbook of Educational Psychology, Doaba House: New Delhi.
3. Bhatia H. R. (1997). A Textbook of Educational Psychology, MacMillan: New Delhi.
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11. Mangal, S.K. (2009). Essentials of Educational Psychology, Prentice Hall of India: New Delhi.

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SEMESTER-II

EDU-DSM-151

INTRODUCTION TO EDUCATIONAL PHILOSOPHY

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

UNIT-1: PHILOSOPHY AND EDUCATION

- Philosophy of Education - Meaning, Nature, Scope and Functions
- Philosophy and Education –Relationship and Importance of Philosophy of Education

UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY

- A brief outline of Indian and western school of Philosophy of Education
- Implication of Samkshya, Vedanta, Buddhism, Jainism, and Yoga Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline

UNIT-3 WESTERN SCHOOLS OF PHILOSOPHY

- Educational Thought and Practices in Ancient Greece (Athens and Sparta) and Rome
 - Aims and Features
- Idealism, realism, naturalism, pragmatism, and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline

UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS

- Tagore
- Gandhi
- Aurobindo
- Krishnamurthy

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS

- Plato
- Rousseau
- John Dewey
- Frobel

(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

SUGGESTED READINGS:

1. Aggrawal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
5. Brubacher, John S. (1962). Eclectic Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
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8. Curtis, S.J., 1968. Introduction to the Philosophy of Education, London University, Tutorial Press: London.
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10. Mukherjee, S. (2007). Contemporary Issues in Modern Indian Education, Authors Press: New Delhi.
11. Mukherjee, S.N. (1966). History of Education in India, Acharya Book Depot: Baroda.
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18. Saiyidain, K. G. (1970). *Facts of Indian Education*, NCERT: New Delhi.
19. Sharma, Ramnath (2000). *Textbook of Educational Philosophy*, KanishkaPublications: New Delhi.
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21. Tiwary, Ranjeet, K (2015). *Samkhyagyanomanjori*, Bharati Prakashan: Varanasi.

SEMESTER-III

EDU-DSM-201

Sociological Foundation of Education

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

The course is designed to enable the undergraduate students to-

1. Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
2. Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
3. Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS

UNIT-1: INTRODUCTION

- Meaning and Concept of Sociology of Education
- Nature and Scope of Sociology of Education
- Importance of Sociology of Education
- Sociology of Education and Educational Sociology
- School as a Social Sub-system

UNIT-2: EDUCATION, SOCIETY AND CULTURE

- Education and Society
- Meaning and Characteristics of Culture
- Culture and Educational System, Cultural Lag
- Culture and Indian Education
- Influence of Multiculturalism and Pluralism in Education

UNIT-3: SOCIAL CHANGE AND SOCIALISATION

- Social Change- Meaning and Factors Responsible for Social Change
- Education and Process of Social Change- Sanskritisation,

Westernisation and Modernisation

- Education and Social Change
- Meaning, Nature and Process of Socialisation
- Agencies of Socialization - Family, School, Peer Group, Mass Media

UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL

- Meaning, Characteristics and Types of Social Stratification
- Meaning and Types of Social Mobility
- Education and Social Mobility
- Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities - Class, Caste, Gender), Equality of Educational Opportunity
- Meaning of Social Control, Role of Education as a Means of Social Control

UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- Group Dynamics- Meaning and Implications for Education
- Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation
- Leadership- Meaning, Nature and Styles of Leadership
- Role of Education for the Inculcation of Leadership Skills

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6. Bhattacharjee, Srinibas. Sociological Foundations of Education, Atlantic Publishers and Distributors: New Delhi.
7. Boronski, Tomas and Hassan, N (2015). Sociology of Education, Sage Publications: London.
8. Boudon, R. (1973). Education, Opportunity and Social Inequality, Wiley: New York.
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11. Floud, J.E. and A.H. Halsey. (1958). The Sociology of Education, Current Sociology.

12. Floud, J.E., A.H. Halsey and F.M. Martin. (1957). Social Class and Educational Opportunity, Heinemann: London.
13. Ghurye, G.S., (2016). Caste and Race in India, SAGE Publications: New Delhi.
14. Gore, M.S.: Indian Education-Structure and Process, Rawat Publications: Jaipur and New Delhi.
15. Haralambos, M. and R.M. Heald. (1980). Sociology: Themes and Perspectives, Oxford University Press: New Delhi.
16. Inkeles, Alex (1999). What is Sociology? Prentice Hall of India Pvt. Ltd.: New Delhi.
17. Jayaram, N. (2015). Sociology of Education in India (Second Edition), Rawat Publications: Jaipur, New Delhi.
18. Mannheim, Karl and Stewart, W.A.C. An Introduction to Sociology of Education, Routledge and Kegan Paul: London.
19. Mathur, S. S. A Sociological approach to Indian Education, Vinod Pustak Mandir: Agra.
20. Morrish, I (1972). The Sociology of Education: An Introduction. Unwin Education Books: London.
21. Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
22. Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipur and New Delhi.
23. Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and New Delhi.
24. Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

SEMESTER-IV

EDU-DSM-251

History and Development of Education

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

Objectives

1. understand educational thought of Indian social reformers in the development of education
2. be acquainted with a synoptic view of the Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education during British period;
3. be acquainted with the development of Indian education in the context of National Education Movements in the post-independent era;
4. explain and discuss the national values as enshrined in the Indian Constitution
5. outline major trends in Indian education in the areas: Women education, Adult education, non-formal education, liberal education, inclusive education, vocational education, distance education.

COURSE CONTENTS

Unit 1- Education in Vedic and Post Vedic period.

Introduction; Fundamentals of Ancient Indian Education, Purpose the studying Vedas, Main characteristics of Education system in Vedic Era, Education in post Vedic period, Female Education, Swadhyaya or self-learning, Duties of Teacher and Student in Vedic and Post Vedic

Unit 2- Brahmanic Education, Education in Buddhist period and Islamic Education in the Medieval India.

Development of Brahmanic Education, Principles of Brahmanic Education, characteristics of Brahmanic Education, A comparison between the Brahmanic and the Buddhist educational system, Women Education in Buddhist period, Educational Centers in Buddhist period, progress of education during medieval times Islamic education

Unit 3-

Education in India during British rule with special reference to i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902), Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.

Unit 4- Education in free India with special reference to

i) Indian Education Commission or Radhakrishnan Commission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1953), iii) National Education Commission or Kothari Commission (1964-1966), iv) National policy of Education (1986) and subsequent developments.

Unit 5- Some issues in Indian Education

i) Women's Education, ii) Adult Education iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Education for all.

References:

- 1) Randall Curren, A Companion to the Philosophy of Education.
- 2) Nel Nodding, Philosophy of Education
- 3) Nurullah, S and Naik, J.P. A History of Education In India
- 4) A. Banerjee, Philosophical Foundation of Education
- 5) J.C. Chakraborty, Educational Philosophy
- 6) A.S. Altekar, Education In Ancient India
- 7) S.P. Chaube, History of Education in India
- 8) S.K. Das, Educational System of Ancient Hindus
- 9) S.N. Mukherjee, History of Education
- 10) B.R. Purkait, Milestone in Modern Indian Education

EDU-DSM-252
Inclusive Education
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

Objectives :After completion of this course, students will enable

1. to. Understand Inclusive, Integrated and Special Education and different perspectives of inclusive education
2. be acquainted with the various Legal Provisions and Policies of Inclusive Education in India.
3. to Understand the knowledge of curriculum and adaptation for children with diverse needs
- 4 .To acquainted with the management of Inclusive Education
5. to Understand the recent trends in Research and Methods of Inclusive Education

UNIT- I Introduction to Inclusive Education: Inclusive Education

Concept, Need, Objectives and Scope of Inclusive Education

Integrated Education , Special Education

Types and degree of impairment, Characteristics, Etiology and prevention, educational programs of OH, HI, VI, MR, LD.

Perspectives of Inclusive Education: Historical, philosophical, Psychological, Sociological and Political Economic

Contribution of Educational thinkers for the conceptualization of Inclusive Education – Advantages

of inclusive education for the individual and society.

Unit-II Legal Provisions and Policies of Inclusive Education in National and International

The International level: The Universal Declaration of Human Rights (1948), The U.N. Convention on

the Rights of the Child (CRC), International Year/decade of the Disabled Persons (IYDP, 1981), The

World Declaration on Education for All and its Framework for Action to meet Basic-Learning Needs,

(1990), Salamanca Statement and Framework for Action on Special Needs Education (UNESCO) 1994)

National level: The Indian Education Commission (1964-66) – Integrated Education for Disabled

Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India

Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan (SSA), RMSA, IEDSS-2009, RTE-2009.

Unit-III Curriculum adaptations and evaluation for children with diverse needs

Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and

physically challenged) intellectual (gifted, talented and children mentally challenged children).

Developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health

problems, environmental/ecological difficulties and children belonging to other marginal groups

Support needs of orthopedically handicapped, Hearing Impaired, Visually Impaired, Mentally Retarded and Learning-Disabled Students - Types of handicapped, Characteristics, Educational programs.

Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages,

physical education yoga, heritage arts theatre, drama etc in inclusive settings.

Utilization of records/ case profiles for identification, assessment, and intervention for inclusive

classrooms. Techniques and methods used for adaptation of content, laboratory skills and play

material

Unit-IV Planning and Management of Inclusive Classrooms

Infrastructure: Removing Architectural Barriers, Human Resource and Instructional Practices

Assistive and Adaptive Technology for Diverse learners

Product (Aids and Appliances) and Process, Individualized Education Plan

Remedial Teaching, Parent Professional Partnership

Unit-V Research Trends of Inclusive Education in India

Barriers and Facilitators of Inclusive Education

Attitude, Social and Educational

Current Status and Ethical Issues of inclusive education in India

Research Trends of Inclusive Education in India

MODE OF TRANSACTION Lecture cum Discussion method, Blended learning, Seminar, Workshop,

Small group discussion

SUGGESTED READINGS

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Sarangi, H. (2018). Cognitive development of hearing impair children. New Delhi: Pacific book International.

Sharma, R.A.(2016). Fundamental of special education. New Delhi: Bookman. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.

Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

Werts, M.G., Culatta, R.A. & Tompkins, J.R.(2015). Fundamental of special education: What every teacher needs to know. New Delhi: Pearson. Ainscow,

SYLLABI OF EDU-SEC PAPERS

SEMESTER-I

EDU-SEC -101 YOGA AND LIFE SKILL EDUCATION

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES:

1. To introduce the undergraduate learners with the concept of holistic health.
2. To enable the learners to understand the need and importance of Physical Education.
3. To help the learners in acquiring and internalizing various life skills.
4. To introduce learners with the philosophical bases of Yoga.
5. To acquaint learners with the types of Yoga and their importance in health and life.
6. To motivate the learners to participate in Yogic exercises and imbibe art of living skill.

UNIT-1 INTRODUCTION

- Definition and Meaning of Health
- Dimensions of Health, Balanced Diet
- Introduction, Definition and Meaning of Physical Education

UNIT - 2 UNDERSTANDING YOGA

- Philosophy of Yoga, Meaning and Misconception of Yoga, Types of Yoga
- Ashtanga Yoga (8 stages of Yoga), Raja Yoga, Karma Yoga, Hatha Yoga, Gyana(Jnana)Yoga, Bhakti Yoga and Mantra Yoga
- Importance of Yogasanas, Pranayama, Shudhikriya and Meditation in Educational Institutions

UNIT - 3 LIFE SKILL EDUCATION

- Life-skill Education – Meaning, Concept and Importance
- Ten Core Life-skills Recommended by the WHO
- Strategies for Developing Individual Life-skills at Different levels (Elementary, Secondary and Higher), Role of the Teacher in inculcating Life Skills among the Learners

UNIT- 4 PRACTICAL LESSONS ON YOGA AND ART OF LIVING SKILLS

Participating in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu-Shirasana, Ardhamatsyendrasana, Padmasana, Shirasana and Brikshasana

- Participation in Anulom- Vilom, Bhramari, Shitali, Ujjayi, Pranayamas, Neti, Kapalbhathi and Tratak

- Participation in Art in Living Skills (To be Organized by a Trained Person or Institution)

Unit 5 IMPORTANCE OF YOGA

- Peace of Mind, Consciousness and Soul
- Self-Realization or realization of the Divine within us (Healthy Life)
- Significance of International yoga day
- International yoga education

SUGGESTED READINGS:

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3. Besant, A. (2005). An introduction to Yoga, Cosmo: New Delhi.
4. Feuerstein, George (2002). The yoga tradition: Its History, Literature, Philosophy and Practice, Bhavna books and Prints.
5. Iyenger, B.K.S. (1996). Light on Yoga, Harper Collins: New Delhi.
6. Mikel Burley. (2000). Hathayoga: Its Context, Theory and Practice, Motilal Benarasidass: New Delhi.
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12. Yadav, Y and Yadav, R (2003). Art of Yoga, Friends: New Delhi.
13. Yogacharya, O.S. (2007). Freedom of Body and Mind: Yogasanas, pranayam and Meditations, Rawat: New Delhi.

SEMESTER-II

EDU-SEC -101 COMMUNICATION AND TEACHING SKILLS

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES

1. To make students understand the concept and elements of communication
2. To develop communication skills among learners
3. To make students familiar with teaching skills
4. To help them understand the managerial skills for classroom management

UNIT I: Communication skills

Concept of communication, Importance of communication, factors affecting communication

Elements of communication (communication cycle), factors affecting communication, effective communication and its significance, barriers of communication

Communication styles: Assertive, aggressive, Passive, Passive-Aggressive

Social media communication

UNIT II: Verbal communication and Visual communication

Importance, Oral/Spoken communication and Written communication, Effective verbal communication, Public speaking

Writing letters, Different formats of letters, effective e-mail communication, developing paragraphs

Visual communication, concept & importance

UNIT III: Non-verbal communication

Non-Verbal communication: Importance,

Facial expressions, Postures, Gestures, Paralanguage, Eye contact, Space, Touch,

Effective non-verbal communication

UNIT IV: Teaching skills

Concept of teaching skills, need, importance

Types of teaching skills (skill of introduction, explanation, questioning, black board writing, probing etc), practicing teaching skills: micro teaching and link practice,

Teaching skills for effective teaching

UNIT V: Managerial skills

Dealing with diverse learners in classroom, classroom management skills, techniques of classroom management,

Concept of interpersonal relationship, significance

Interpersonal skills, discussion about selected skills: Empathy, collaboration, team work, conflict resolution etc.

SUGGESTED READINGS

1. Handbook on communication skills: Centre for Good Governance, <https://www.cgg.gov.in/core/uploads/2017/07/Communication.pdf>
2. An Introduction to Communication, LYNN H. TURNER & RICHARD WEST, 2019, Cambridge University Press
3. Classroom Teaching Skills, [James M. Cooper](#), 2013, Cengage Learning,
4. Communication Skills, Sanjay Kumar & Pushp Lata, 2015, Oxford University Press
5. Communication Skills, K.Parasara Sarma, 2023, Bluerose Publishers Pvt. Ltd.
6. Teaching Skills and Strategies, S.Arulsamy & Z. Zayapragassarazan, 2016, Neelkamal Publishers
7. Teaching Skills, R. P. Pathak, 2012, Pearson
8. Learning Soft Management Skill, John Lok, 2022, Notion Press

SYLLABI OF EDU-IDC PAPERS

SEMESTER-I

EDU-IDC- 101 INTRODUCTION TO TEACHING – LEARNING PROCESS

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

Objectives:

1. To understand the concept, functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To use proper teaching aid during teaching learning process.
5. To understand the principles of classroom management.

Unit– I: Introduction to Teaching

- Teaching: concept, meaning, nature
- Functions of Teaching, Scope of teaching learning process
- Teaching Learning as a Three-Way Communication Process

Unit– II: Teaching-Learning Process

- Maxims of teaching
- Levels of teaching, Phases of teaching
- Variables of teaching
- Operations of teaching

Unit –III: Methods of Teaching

- Concept and Features of Method of Teaching
- Inductive and Deductive method
- Analytic and Synthetic method
- Project Method, Play Way Method, Demonstration

Unit – IV: Approaches of Teaching

- Concept and Features of Approach of Teaching
- Difference between method and approach

- Revised Blooms' Taxonomy
- Bloom's Mastery Learning Approach
- Behaviouristic and Constructivist approach

Unit – V: Teaching Aids

- Meaning and Significance of Teaching Aids
- Types of teaching aids
- Selection and use of aids in classroom
- Concept of Classroom Management
- Factors affecting Classroom Management: Teachers, Students and Others

SUGGESTED READINGS

1. Bloom, B.S. (1971, ed.): Handbook of formative and summative Evaluation, McGraw Hill.
2. Chauhan, S.S. (1978): Innovations in Teaching Learning Process, New Delhi, Vikas Pub.
3. Kochar, S.K. (1986): Methods and Techniques of Teaching, New Delhi, Sterling.
4. Oristein, Allan, C & Hunkins, Francis P. (1993): Curriculum Foundations, Principles and
5. Issues (Second edition), Allyn and Bacon Inc. USA.
6. Sharma, R.A. (1988) : Educational Technology, Agra V
7. Chauhan, S.S.A. (1978): Text book of Programmed Instruction, New Delhi, Sterling.
8. Decoo (1980, ed.): Educational Technology, New Delhi, Holt, Ri Chart.
9. Malla Reddy, M. & Ravisankar, S.: Curriculum Development and Educational Technology,
10. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology, New Delhi: PHI
11. Mohanty, J. (1986) : Educational Broadcasting, Radio and TV in Education, New Delhi,
12. Packiam, S.(1986) : Curricular Innovations and Educational Technology, Delhi, Doba House.
13. Pandey, K.P. : A First Course in Instructional Technology, Amitash Prakashan, Delhi-24.
14. Pandey, K.P. : Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.
15. Sahoo, P.M. (2002) : Psychology in Indian context, Agra, Bhargava Book House.
16. Smith, B.O. et al. : Foundations of Curriculum Improvement, Yonders, N.V.
17. Walia, J.S. (1977) : Foundation of Educational Psychology, Jalandhar Publishers.

SEMESTER-II

EDU-IDC- 151
POPULATION EDUCATION
Credit: 3, Contact Hours: 45
Full Marks = 100 [ESE: 70, CCA: 30]

Objectives:

1. To acquaint students know the concept of Indian population dynamics.
2. To enable students know about the population education policies and programmes in India.
3. To enable students understand the developmental perspective in connection with population.
4. To know the public health and Hygiene.
5. To enable the students know the public health and hygiene.
6. To enable the students know family life education and recreation skills.
7. To familiarize the students with approaches of teaching population education.

UNIT -I: Introduction to Indian Population Dynamics

- Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.
- Population Dynamics of India: Pre-Independence & Post-Independence.

UNIT -II: Population Education Policies and programmes.

- Population policies and programmes in India.
- Role of Government for population planning and control.
- Various implementing agencies of population education programmes in India

UNIT -III: Population & Development Perspective

- Impact of population growth on Educational, Social and Economic Developments.
- Population migration and its impact on society.
- Population and quality of life.

UNIT -IV: Public Health and Hygiene

- Concepts & Definition of Health (WHO), Concept of Good Health, Goals of Health Education.
- National Health Mission: Objectives and Programmes in India.

- Role & Responsibilities of World Health Organization for Health in India.
- Concepts and importance of Balance Diet and Exercise

UNIT-V: Family life Education& Recreational Skills

- Nature and need of family life education, Concepts& Types of Families in Society
- Sex Education: Meaning and Importance.
- Methods of Family Planning

SUGGESTED READINGS

1. Council for social development. Aspects of population policy in India, N. Delhi.
2. Govt. of India, Population Census Reports. N. Delhi.
3. Govt. of India, 1996, Family Welfare Programme in India, Dept. of Family Welfare, N. Delhi.
4. Gowarikar Vasant (ed), Science population and development. Unmesh Communications, N. Delhi.
5. Kuppuswamy, B. Rao, K.S. &Kanth A, Krishna. 1976. Some thoughts on Population Education
6. NCERT. Education and National Development (Report of the Education Commission 1964-66). N. Delhi.
7. Pandey, M.C. (1993). Population Awareness
8. Population Education Unit, NCERT, Delhi. Nutrition and Population Education – A source book for teachers.

SEMESTER-III

EDU-IDC- 201 OPEN AND DISTANCE EDUCATION

Credit: 3, Contact Hours: 45

Full Marks = 100 [ESE: 70, CCA: 30]

OBJECTIVES: The course is designed to enable the undergraduate students to-

- 1.Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
- 2.Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
- 3.Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS

UNIT I BASIC CONCEPT OF OPEN AND DISTANCE EDUCATION

Concept, meaning and significance of open and distance learning

History of Open and Distance Education

Generations of Distance Education

Features and role of open and distance learning

Issues and scopes of open and distance learning

The purpose of distance learning

Benefits of open and distance learning

UNIT II CONTENTS DEVELOPMENT

Aims to facilitate engaging and relevant learning materials for students

Objectives, nature and accuracy of the content

Phases of e-Contents development: analysis, design, development, implementation, evaluation.

Types of e-contents: images, videos, text, animations, and audio

UNIT II MODES OF OPEN AND DISTANCE LEARNING

Open and distance learning: synchronous and asynchronous distance learning

Modes of open and distance learning: Written material, videos, audiotapes, and CD-ROMs or other media storage format (e.g. SDRAM or Compact Flash cards). Learning management system, Video conferencing, hybrid learning, open-schedule courses, and fixed-time courses, Blackboard Collaborate, Zoom, or Adobe Connect. Cloud Collaboration, Office 365, Cisco WebEx, Skype, Prezi, Evernote, Yammer, ezTalks Cloud Meeting

UNIT III CURRICULUM AND ACCREDITATION

Concept, features and nature of open and distance learning curriculum

Principles and structure of construction of open and distance learning curriculum

curriculum development process: steps: 1) needs assessment, 2) the planning session, 3) content development, 4) pilot delivery and revision, and 5) the completed curriculum package.

Models of curriculum design: subject-centered, learner-centered, and problem-centered design.

Accreditation of online and distance mode of curriculum: concept, Steps, Criteria of accreditation: suggested by University Grants Commission (UGC), and National Education Policy (NEP)

UNIT IV COST AND TIME EFFECTIVENESS, AND STUDENT SUPPORT

Cost and time effectiveness: Cost effectiveness of online and distance education, flexible schedule, knowledge sharing, more free time, increased course variety, career advancement opportunity, collaboration, personalized education, time management, immediate feedback, repeated excess to study materials

Student support: academic and non-academic assistance towards the student's learning, health, spiritual being, community engagement, hidden curriculum, extra curriculum activities, and a successful graduation from the program

UNIT V Media support and Certification

MOOCs: concepts, types: cMOOCs, and xMOOCs

MOOCs Platforms: NPTEL, mooKIT, edX, Coursera, and SWAYAM, WiziQ, Open2Study, Udemy

Trustworthiness of online course certificates: Coursera is a legitimate online degree program accredited by businesses

Udemy certificates are not accredited and may not be recognized by educational institutions.

Edx have their own value across the globe including India

SUGGESTED READINGS:

Evans, T., & Nation, D. 2010. Changing University Teaching: Reflections on creating educational technologies. Kogan Page: London.

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Holmberg, B. (2005). The evolution, principles and practices of distance education. Bibliotheks-und Informationssystem der Universitat Oldenburg. p. 13.

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