

PROGRAMME STRUCTURE

Four Year Undergraduate Programme

**Course Structure: 2023
(Semester-I&II Syllabus)
W.e.f. 2023-24**



**DEPARTMENT OF EDUCATION
A.M. SCHOOL OF EDUCATIONAL SCIENCES
ASSAM UNIVERSITY
SILCHAR**

Course Structure
EDUSDC

Paper Code	Unit	Credit	Full Mark	Name of the papers	
DSC- 101	5	3	100	Principles and Practices of Education	
DSC-102	5	3	100	Educational Psychology	
DSC-151	5	3	100	Learner and Learning	
DSC-152	5	3	100	Educational Philosophy	
DSC-201	5	4	100	Sociological Perspective of Education	
DSC-202	5	4	100	Vocational Education	
VAC 101	5	3	100	NSS/NCC/ DTS/Sports/HW/Yoga/GCS/UI	
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	
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	
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	

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	
DSC-451	5	4	100	Educational Research and Statistics	
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	

First Semester

PAPER – EDUCATION - EDUDSC- 101

PRINCIPLES AND PRACTICES OF EDUCATION (Credit-3)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass

Marks:12OBJECTIVES:

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.

COURSE CONTENTS

UNIT: 1: CONCEPTS OF EDUCATION

- Meaning, Definition and Scope of Education
- Types of Education (Formal, Informal and Non-formal)
- Functions of Education (Individual and Social Development, Preservation and Transmission of Cultural Heritage, Acquisition of Skills, Acquisition and Generation of Human Values, Social Cohesion, Education for National Integration & International Understanding)
- Education as a Process and Product

UNIT-2: AIMS OF EDUCATION

- Meaning and Importance of Education, Aims of Education: Individualistic, Social,

Democratic and Vocational

- Education and Democracy, Democracy and social development
- Changing Goals of Education – UNESCO and its Goals and Functions
- Delors Commission (1996), Sustainable Development Goals (SDGs)

UNIT-3: CONSTITUTIONAL PROVISIONS FOR EDUCATION AND DISCIPLINE

- Meaning, Concept and Need of Freedom and Discipline
- Relationships among Education, freedom and discipline
- Role of home, institution and society in maintaining Discipline
- Constitutional Provisions for Education

Inculcation of Constitutional Values through Education

UNIT-4: CURRICULUM AND TEACHING

Curriculum-Meaning, concept, Nature and Types

- Curriculum and syllabus, Principles of Curriculum construction, Procedure for developing curriculum, integration of curriculum in current scenario, defects in existing curriculum
- Co-curricular activities- Meaning, Types and Importance

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:

1. Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi.
2. Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House:

- New Delhi.
3. Association of Indian Universities (AIU (1998). Society, Education and Development,(Selections from University News -1): AIU Publications: New Delhi.
 4. Bhatia, K. and Bhatia, B.D. (2004). Theory and Principles of Education, Doaba House, Delhi.
 5. Bhattacharya, Srinibas (2008). Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
 6. Bruner, J.S. (1966). Towards a theory of Instruction, Harvard University, Press: New York.
 7. Dash, B.N. (2010). Curriculum Planning and Development, Dominant Publishers and Distributors: New Delhi.
 8. 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>
 9. Havighurst, R.J. and Newgarten, B.L. (1967). Society and Education, Allyn and Bacon Inc.: Boston.
 10. Mathur, S.S. (1997). A Sociological Approach to Indian Education, Vinod Pustak Mandir: Agra.
 11. Ottaway, A.K.C. (2010). Education and Society, Routledge and Keegan Paul: London.
 12. Purkait, B.R. (2006). Principles and Practices in education, New Central Book Agency (P) Ltd.: Kolkata.
 13. Ravi, S.S. (2011). A Comprehensive Study of Education, Prentice - Hall India Private Limited.: New Delhi.
 14. Ross, J. S. (1947). Groundwork of Educational Theory, George G. Harper and Co. Ltd.: London.
 15. Taneja, V.R. (1995). Educational Thought and Practice Sterling Publications: New Delhi.
 16. UNESCO (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors Commission): UNESCO, Paris.
 17. UNO (2000). United Nations Millennium Declaration, Millennium Summit of the United Nations: UNO, Sept. 08, 2000.

Other Internet/Web Source:

Educational Networking (2012): Educational Networking (Online), Available: <http://www.educationalnetworking.com/>

First Semester

PAPER – EDUCATION - EDUDSC- 102

Educational Psychology

(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

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.

COURSE CONTENTS

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

- 4.1- Development characteristics of Adolescence Period-Age of Transition
- 4.2- Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns of Adolescents
- 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:

1. Baron, R.A. (2002). Psychology, Pearson: New Delhi.
 2. Berk, L.E. (2003) .Child development, Pearson Education: New Delhi.
 3. Biehler, R.F. & Snowman, J. (1993). Psychology applied to teaching. Houghton Mifflin
Harcourt: Boston.
 4. Brown, C. (2008). Developmental Psychology: A Course Companion, Sage Publications:
New Delhi.
 5. Chaube, S.P. (2011). Developmental Psychology. Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.
 6. Chauhan, S.S. (2007). Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd.: New Delhi.
 7. Feldman, R.S. (2011). Discovering the Life Span, Pearson, India: New Delhi.
 8. Harris, M. (2000). Developmental Psychology: A Student's Handbook. TATA McGraw Hill Education (India) Pvt. Ltd.: New Delhi.
 9. Hurlock, E.B. (1997). Child Psychology, Tata McGraw-Hill Publishing Company Limited: New Delhi.
 10. Hurlock, E.B. (2004). Developmental Psychology: A Life Span Approach, Tata McGraw-Hill Publishing Company Limited: New Delhi.
 11. Mahmud, J. (2004). Development Psychology, APH Publishing Corporation: New Delhi.
 12. Manivannam, M. (2011). Psychology of Learning and Human Development, Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.
 13. Papalia, D., Olds, S. & Feldman, R. (2004). Human Development, 9th Ed., McGraw-Hill Education (India) Pvt. Ltd.: New Delhi.
 14. 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.

SECOND SEMESTER

Course Title: Learning and learner EDUDSC-151

Credits - 3

MM: 100 (External 70, Internal 30)

Objectives:

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

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

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

1.1- Introduction and definition of Psychology and Educational Psychology

1.2- Nature and Scope of Educational Psychology,

1.3- Functions of educational psychology.

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

Unit II : Learner - Dimensions and Stages of Development

2.1-Growth and development- General principles of development

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

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

Unit-III: Understanding Learning Process

3.1- Learning as a process and as an outcome

3.2- Factors influencing learning and Maturation

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

3.4- constructivist (Piaget & Vygotsky)- Gestalt (Kohler)- Observation (Bandura)

3.5- Transfer of Learning: maximizing transfer in classroom teaching.

Unit- IV: Learning In 'Constructivist' Perspective

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

4.2 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

5.1- General maxims of teaching

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

5.3- Activity-based Approach, Project, Cooperative learning

5.4Constructivist approach to learning

Suggested Reading:

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

PAPER – EDUCATION - EDUDSC-152

**EDUCATIONAL PHILOSOPHY
(Credit-3)**

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

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.

COURSE CONTENTS

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:

- NewDelhi.
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.

Course Structure

EDUDSM

DSM-101	5	3	100	Introduction to Educational Psychology	
DSM -151	5	3	100	Introduction to Educational Philosophy	
DSM-201	5	4	100	Sociological Foundation of Education	
DSM-251	5	3	100	History and Development of Education	
DSM-252	5	3	100	Inclusive Education	
DSM-301	5	3	100	Measurement and Evaluation and Statistics in Education	
DSM-303	5	3	100	Vocational Education	
DSM-351	5	4	100	Comparative education	
DSM-401	5	4	100	Tools and Techniques of data collection in Education	
DSM-451	5	4	100	ICT in Education	

SECOND SEMESTER

PAPER – EDUCATION – EDUDSM- 101

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (Credit-3)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

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.

COURSE CONTENTS

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: NewDelhi.
3. Bhatia H. R. (1997). A Textbook of Educational Psychology, MacMillan: New Delhi.
4. Chatterjee S. K. (2000). Advanced Educational Psychology, Books & Allied Pvt.Ltd.: New Delhi.
5. Chauhan S. S. (1990). Advanced Educational Psychology, Vikas Publication House:New Delhi.
6. Dandekar W. N. (1995). Fundamentals of Educational Psychology, M. Prakashan:Poona.
7. Goleman, D. Emotional Intelligence, Bloomsbury Publishing: London.
8. Hall, Calvin, S. and Lindzey, Gardner (1985). Theories of Personality,Willey Eastern Limited: New Delhi.
9. Lahey R.B. Graham J. E. & others (2000). An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers: New Delhi.
10. Ormrod, J.E., Jones, B. (2014). Essentials of Educational Psychology with AccessCode: Big Ideas to Guide Effective Teaching, Pearson: London.
11. Mangal, S.K. (2009). Essentials of Educational Psychology, Prentice Hall of India:New Delhi.
12. Mangal, S.K. (2005). Advanced Educational Psychology, Prentice Hall of India:New Delhi.
13. Santrock, John W. (2011). Educational Psychology, McGraw-Hill Education: NewYork.
14. Sharma R.N. and Sharma R.K. (2003). Advanced Educational Psychology,

Atlantic Publishers and Distributors: New Delhi.

15. Walia J.S. Foundations of Educational Psychology, Paul Publishers: Jalandhar.

16. Woolfolk, Anita (2008). Educational Psychology, Pearson: New Delhi.

17. Woolfolk, Anita and Shivani, Vij (2017). Educational Psychology, Pearson: New Delhi.

Course Structure

EDUIDC

IDC-101	5	3	100	Introduction to Teaching -Learning process	
IDC-151	5	3	100	Population Education	
IDC-201	5	3	100	Open and Distance Education	

Introduction to Teaching and Learning

PAPER – EDUCATION – EDUIDC- 101

(Credit-3)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

Objectives:

13. To understand the concept, functions and scope of teaching learning process.
14. To analyze maxims, levels, phases, variables and operations of teaching.
15. To apply suitable method in teaching learning process.
16. To follow relevant approach of teaching.
17. To use proper teaching aid during teaching learning process.
18. To understand the principles of classroom management.

Course Content

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
- Bloom’s Mastery Learning Approach
- Revised Blooms’ Taxonomy

Unit – V: Teaching Aids

- Meaning and Significance of Teaching Aids

- Characteristics of good Teaching

Concept of Classroom Management

- Principles of Classroom Management

- Factors affecting Classroom Management: Teachers, Students and Others

References:

1. Bloom, B.S. (1971, ed.): Handbook of formative and summative Evaluation, McGraw Hill.
2. 3. Chauhan, S.S. (1978): Innovations in Teaching Learning Process, New Delhi, Vikas Pub.
3. 5. Kochar, S.K. (1986): Methods and Techniques of Teaching, New Delhi, Sterling.
4. Oristein, Allan, C & Hunkins, Francis P. (1993): Curriculum Foundations, Principles and Issues (Second edition), Allyn and Bacon Inc. USA.
5. Sharma, R.A. (1988) : Educational Technology, Agra V

1. Chauhan, S.S.A. (1978): Text book of Programmed Instruction, New Delhi, Sterling.
2. Decoo (1980, ed.): Educational Technology, New Delhi, Holt, Ri Chart.
3. Malla Reddy, M. & Ravisankar, S.: Curriculum Development and Educational Technology,
4. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology, New Delhi: PHI
5. Mohanty, J. (1986) : Educational Broadcasting, Radio and TV in Education, New Delhi,
6. Packiam, S.(1986) : Curricular Innovations and Educational Technology, Delhi, Doba House.
7. Pandey, K.P. : A First Course in Instructional Technology, Amitash Prakashan, Delhi-24.
8. Pandey, K.P. : Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.
9. Sahoo, P.M. (2002) : Psychology in Indian context, Agra, Bhargava Book House.
10. Sampath, S., Pannirselvam, A. and Santhanam, S. (1987): Introduction to Education inod Pustak Mandir.
11. Smith, B.O. et al. : Foundations of Curriculum Improvement, Yonders, N.V.
Walia, J.S. (1977) : Foundation of Educational Psychology, Jalandhar Publishers.

PAPER – EDUCATION – EDUIDC-151
POPULATION EDUCATION (Credit-3)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

Learning Objectives:

1. To acquaint students know the
2. To enable students know about
India.
3. To enable students understand the
population. To know the public health and Hygiene.
4. To enable the students know the public health and hygiene.
5. To 6. To familiarize the studen

Course Content

UNIT -I: Introduction to Indian Population Dynamics.

- Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.

- Population Dynamics of India

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

UNIT -III: Population & Development

- 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.

-Definition of Health (WHO), Concept of Good Health, Goals of Health

National Health Mission: Objectives and Programmes in India

- Concepts and importance of Balance Diet and Exercise.

Concept of Indian population the population education policies and

developmental perspective in connection with students with approaches of teaching population education.

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

References:

1. Council for social development.
2. Govt. of India, Population Census Reports. N. Delhi.
3. Delhi.
4. Gowariker Vasant (ed), Science population and development. Unmesh Communications, N. Delhi.
5. Kuppuswamy, B. Rao, K.S. &Kanth A, Krishna. 1976.Education
6. NCERT. 1964-66). N. Delhi.
7. Pandey, M.C. (1993). Population Awareness
8. Population Education Unit, NCERT, Delhi.
9. Population Education Unit, NCERT, Delhi.
source book for teachers.
10. Population Education Unit, NCERT, Delhi.
School Curricula.
11. Population Education Unit, NCERT, Delhi.
Population Education.
12. Population Education Unit, NCERT, Delhi.

Course Structure

EDUAEC

AEC-I MIL-101	3	2	50	English / language I	
AEC-I MIL-151	3	2	50	English / Language II	
AEC-I MIL-201	3	2	50	English (III)/ MIL /Any Language (III)	
AEC 251	3	2	50	English (IV)/ MIL /Any Language (IV)	

Course Structure

EDUSEC

SEC 101	5	3	100	Yoga and Life Skill Education	
SEC 151	5	3	100	Communication and Teaching Skills	
SEC 201	5	3	100	psychological practical and project work	
SEC-301		2	50	Internship with Industry/ Community Engagement/Field Study	

PAPER – EDUCATION - EDUSEC- 101

**YOGA AND LIFE SKILL EDUCATION
(Credit-4)**

Max. Marks: 50, Pass Marks:17

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.

COURSE

CONTENTS 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, Kapalbhati and Tratak
- Participation in Art in Living Skills (To be Organised 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:

1. Bawara, B.V. (1993). Aap Apni Baat, Harayana Divine Radiance publication.
2. Besant, A. (2005). An introduction to Yoga, Cosmo: New Delhi.
3. Feuerstein, George (2002). The yoga tradition: Its History, Literature, Philosophy and Practice, Bhavna books and Prints.
4. Iyenger, B.K.S. (1996). Light on Yoga, Harper Collins: New Delhi.
5. Mikel Burley. (2000). Hathayoga: Its Context, Theory and Practice, Motilal Benarasidass: New Delhi.

6. Larson, J.G. and Bhattacharjee R.S. (2007). Encyclopedia of Indian Philosophies, Vol. -xii, Motilal Benarasidass Publication: New Delhi.
7. Omand, S. (1960). Patanjali Yoga Pradeep, Gita press: Gorakhpur.
8. Rai, V.C. Effect of Sahaj Yoga on Cardiac Disorders, Department of philosophy, DelhiMedical College: Delhi.
9. Rao, P.V.K. (1995). Scientific and Psychological Significance of Yoga, Department of Education: Benaras Hindu University.
10. WHO (2014). Partners in Life Skill Education, WHO: Geneva.
11. Yadav, Y and Yadav, R (2003. Art of Yoga, Friends: New Delhi.
- Yogacharya, O.S. (2007). Freedom of Body and Mind: Yogasanas, pranayam and Meditations, Rawat: New Delhi.

Course Structure

EDUVAC

VAC 101	5	3	100	NSS/NCC/ DTS/Sports/HW/Yoga/GCS/UI	
VAC 151	5	3	100	Environmental Education	

Environmental Education

PAPER – EDUCATION – EDUVAC- 151

(Credit-3)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

Learning Objectives:

1. To make the students
2. To develop understanding of environmental processes and human interferences.
3. To develop values of sustainable development.
4. To enable the learners to acquire the skills for problems.

Course Content

Unit– I: Environment and Education

- - Types of Environment: Physical, Biological and Cultural
- Meaning, Nature and Objectives of Environ
- Scope of Environmental Education
-

Unit-II: Hazard and Disaster

- Concept of Hazard and Disaster
- Natural Disasters: types, causes and impact on environment
- Man Made Disasters: types, causes and impact on environment

Unit – III: Environmental Pollution

- Noise Pollution
- Pollution Case Studies in India and Abroad
- Role of Community in Prevention of Pollution

Unit – IV: Curriculum and Methods in Environment

- Environmental Curriculum: Meaning and Importance
- Components of Curriculum: Environmental Education
- Methods in Environment Education: Echo Clubs, Exhibition, Observation/Survey,

Unit – V: Environment and Sustainable Development

- Concept of Sustainable Development
 - Environmental Conservation: Public Awareness and Environmental Ethics
- Research and Evaluation in

- Concept of Research
- Need of Research in Environmental Education
- Evaluation in Environmental Education: tools and techniques

References:

1. Barucha, E. (2003) : The Biodiversity of India
2. Edition, University Press, UGU, New Delhi.
3. Edition, University press, UGU, New Delhi.
4. 5. Shukla, P.R. Sabodh, : Climate change in India: Vulnerability Asses
- Bhattacharya, Sumana (2003)
6. 7. Odem, E.P. (1971) : Fundamentals of Ecology, W.B. Saunders, Ph
8. Lt.
9. in India, Permanent Black.
10. Callenbach, E. (1999) : Ecology; A
11. Development Orient Longman.

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Barucha, E. (2003) : Textbook of Environmental Studies for Undergraduate courses, 2nd

Jadhar, H &Bhosale, V.M. (1995) : Environmental protection & Laws, Himalaya

publishing House. 5. Gleick, H.P. (1993) : Water in crises, Oxford University press.

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Adaptation, K. Sharma, Ravindranath, University Press Pvt. Ltd. N.H. Garg, Amit &

Millar, T.G. (Jr) (1997) : Environmental science, Wadsworth publishing. Philadelphia.

Mays, E.P. (1971) : This is Biology: the science of living world, Universities Press Pvt.

Gadgil, Madhar (2001) : Ecological Journeys, The Science and politics of Conservation

pocket guide, Universities press Pvt. Ltd.

LEAD India (2002) Rio, Johansberg and Beyond: Indian progress in sustainable

