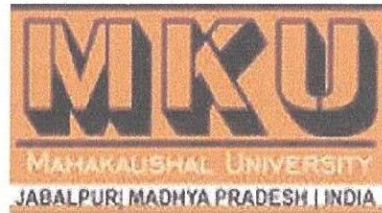


MAHAKAUSHAL UNIVERSITY, JABALPUR

**As per model syllabus of U.G.C. New Delhi, drafted
by Central Board of Studies and Approved by Higher
Education and the Governor M.P.**



कला एवं समाज विज्ञान संकाय

Faculty of Art & Social Science

Syllabus & Prescribed Books

Subject-Education

B.A. Semester Examination

PART –

**BA (EDUCATION) I SEMESTER
MAJOR COURSE**

PAPER CODE EDU0101 – T
PAPER TITLE: FOUNDATION OF EDUCATION

Credit = 4
Contact Hours= 60
Tutorial = 1 Hrs per week
Lecture = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives:

- CO-1: To make students familiar with the concept, types and aims of education.
CO-2: To make students understand the concept and scope of educational philosophy.
CO-3: To acquaint the students about the schools of philosophy.
CO-4: To make the students familiar with the educational psychology and stages of human development.
CO-5: To make the students analyze the concept of educational sociology, factors of socialization and characteristics of modernization.

Course contents

Unit-I: Concept and Aims of education.

- Concept, Nature and Scope of Education
- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit –II: Introduction to Educational Philosophy

- Concept and nature of Educational Philosophy
- Scope of Educational Philosophy
- Relationship between Education and Philosophy

Western Schools of Philosophy:

- Idealism and its impact on educational thoughts and practice.
- Naturalism and its impact on educational thoughts and practice.
- Pragmatism and its impact on educational thoughts and practice

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.

Stages of Human Development:

- Infancy
- Childhood
- Adolescence

Unit –IV: Educational Sociology and Modernization

- Concept and nature of Educational Sociology
- Socialization: Concept and Process
- Agents of Socialization.
- Social change and factors responsible for Social change

- Education as an instrument of Social change
- School as a sub social system
- Modernization : Concept and characteristics

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concept and aims of education.

CLO-2: Scrutinize the concept and scope of educational philosophy and western schools philosophy.

CLO-3: Explore the educational psychology and stages of human development.

CLO-4: Analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	1	-	-	-	-	1	1	-	-	3	-	2	-
CLO2	3	2	-	1	-	-	1	1	-	-	3	-	-	3
CLO3	3	1	-	-	-	-	1	1	-	-	2	1	2	1
CLO4	3	1	-	-	-	-	-	1	-	-	3	-	-	-
Average	3	1.25	0	0.33	0	0	1	1	-	-	2.75	0.25	1	1

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Anand.C.L. et.al. (1983). The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
2. Aggarwal.J.C (2000). Land Marks in the History of Modern Indian Education, VikasPublishing House, New Delhi
3. Bhattanagar, A.B et. al (2012), Advanced Educational Psychology, Tandon Publications, Ludhiana
4. Bhatia,K & Bhatia, B (1987), Philosophical and Sociological Foundations of Education, Doaba House, New Delhi
5. Brubacher,J.S (1969). Modern Philosophies of Education, Mc Graw Hill Co., New York.
6. Hurlock. E.B (1980). Developmental Psychology, Mc Graw Hills Co., New York.
7. Mangal S.K. (2012). Advanced Educational Psychology, Prentice Hall of India, New Delhi
8. Nayak.B.K. (2014). Education in the Emerging Indian Society, Axis Publications, New Delhi
9. Pachuri, G (2010). Education in Contemporary Indian Society, R.Lall Books, Meerut
10. Ross. J.S (1981). Ground work of Educational Theory, Oxford University Press, London
11. Taneja. V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi
12. Wingo, G.Max (1990). Major Philosophies of Education, Mac Millan, New York

PART –

**BA (EDUCATION) I SEMESTER
MINOR COURSE**

PAPER CODE BDU0102 – T

PAPER TITLE: FOUNDATION OF EDUCATION

Credit – 4
Contact Hours= 60
Tutorial = 1 Hrs per week
Lecture = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives:

- CO-1: To make students familiar with the concept, types and aims of education.
- CO-2: To make students understand the concept and scope of educational philosophy.
- CO-3: To acquaint the students about the schools of philosophy.
- CO-4: To make the students familiar with the educational psychology and stages of human development.
- CO-5: To make the students analyze the concept of educational sociology, factors of socialization and characteristics of modernization.

Course contents

Unit-I: Concept and Aims of education.

- Concept, Nature and Scope of Education
- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit –II: Introduction to Educational Philosophy

- Concept and nature of Educational Philosophy
- Scope of Educational Philosophy
- Relationship between Education and Philosophy

Western Schools of Philosophy:

- Idealism and its impact on educational thoughts and practice.
- Naturalism and its impact on educational thoughts and practice.
- Pragmatism and its impact on educational thoughts and practice

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.

Stages of Human Development:

- Infancy
- Childhood
- Adolescence

Unit –IV: Educational Sociology and Modernization

- Concept and nature of Educational Sociology
- Socialization: Concept and Process
- Agents of Socialization.
- Social change and factors responsible for Social change

- Education as an instrument of Social change
- School as a sub social system
- Modernization : Concept and characteristics

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concept and aims of education.

CLO-2: Scrutinize the concept and scope of educational philosophy and western schools philosophy.

CLO-3: Explore the educational psychology and stages of human development.

CLO-4: Analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	1	-	-	-	-	1	1	-	-	3	-	2	-
CLO2	3	2	-	1	-	-	1	1	-	-	3	-	-	3
CLO3	3	1	-	-	-	-	1	1	-	-	2	1	2	1
CLO4	3	1	-	-	-	-	-	1	-	-	3	-	-	-
Average	3	1.25	0	0.33	0	0	1	1	-	-	2.75	0.25	1	1

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Anand.C.L. et.al. (1983). The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
2. Aggarwal.J.C (2000). Land Marks in the History of Modern Indian Education, VikasPublishing House, New Delhi
3. Bhattanagar, A.B et. al (2012), Advanced Educational Psychology, Tandon Publications, Ludhiana
4. Bhatia,K & Bhatia, B (1987), Philosophical and Sociological Foundations of Education, Doaba House, New Delhi
5. Brubacher,J.S (1969). Modern Philosophies of Education, Mc Graw Hill Co., New York.
6. Hurlock. E.B (1980). Developmental Psychology, Mc Graw Hills Co., New York.
7. Mangal S.K. (2012). Advanced Educational Psychology, Prentice Hall of India, New Delhi
8. Nayak.B.K. (2014). Education in the Emerging Indian Society, Axis Publications, New Delhi
9. Pachuri, G (2010). Education in Contemporary Indian Society, R.Lall Books, Meerut
10. Ross. J.S (1981). Ground work of Educational Theory, Oxford University Press, London
11. Taneja. V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi
12. Wingo, G.Max (1990). Major Philosophies of Education, Mac Millan, New York

BA (EDUCATION) I SEMESTER
MAJOR COURSE
PAPER CODE: EDUC-01-T
PAPER TITLE: INTRODUCTION TO EDUCATION

Credit = 4
Contact Hours= 60
Tutorial = 1 Hrs per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%^

Course Objectives:

- CO-1: To acquaint the students with the concept, types and aims of education.
CO-2: To familiarize the students with the educational management and curriculum.
CO-3: To make the students understand the elements of educational psychology and learning.
CO-4: To enable the students apply approaches of Educational Technology.

Course Contents

Unit-I: Concept and Aims of education.

- Concept, Nature and Scope of Education

Aims of Education:

- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit-II: Educational Management and Curriculum

- Educational Management: Meaning, Objectives and Principles.
- Salient features of educational Institution.
- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Philosophical Bases of Curriculum
- Sociological Bases of Curriculum
- Psychological Bases of Curriculum.

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Learning: Concept and characteristics.
- Factors affecting Learning
- Concept and types of Transfer of learning.

Unit-IV: Educational Technology.

- Meaning and natures of Educational Technology
- Scope of Educational Technology
- Functions of Educational Technology
- Hardware Approaches of Educational Technology
- Software Approaches of Educational Technology

- System Approaches of Educational Technology
- Advantages of Educational Technology

Course Outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concept, types and aims of education.

CLO-2: Distinguish between the educational management and curriculum.

CLO-3: Analyze the elements of educational psychology and learning.

CLO-4: Use the approaches of Educational Technology.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	2	-	2	-	1	1	-	-	-	3	2	-	-
CLO2	3	1	-	-	-	1	1	0	3	-	3	3	-	2
CLO3	3	1	-	1	1	1	-	1	-	-	3	-	1	1
CLO4	3	1	-	-	-	-	1	-	-	-	3	-	3	2
Average	3	1.25	0	.75	.25	.75	.75	.25	.75	-	3	1.25	1	1.25

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 Marks

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Aggarwal, J.C. (1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Brubacher, J.S. (1969). Modern Philosophies of Education, Mc Graw Hill Co., New York.
3. Chaudhary, V. M. and Chaudhary, B. (2008). Educational Studies, R.Lall Books, Meerut.
4. Chauhan, S.S. (1978). Advanced Educational Psychology, Vikash Publishing, House Pvt. Ltd., New Delhi.
5. Hurlock, E.B. (1980). Developmental Psychology, Mc Graw Hills Co., New York.
6. Kundu, C.L. & D.N. Tutto (1971). Educational Psychology, Sterling Publishers(P) Ltd., New Delhi.
7. Mangal S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi.
8. Mangal, S. K. and Mangal, U. (2009). Essentials of Educational Technology, PHI Learning Private Limited, Delhi
9. Nayak, B.K. (2014), Education in the Emerging Indian Society, Axis Publications, New Delhi.
10. Pachuri, G (2010), Education in Contemporary Indian Society, R.Lall Books, Meerut.
11. R.S. Pandey (2020). Principles of Education Shri Vinod Pustak Mandir, Agra.
12. Ross, J.S. (1981), Ground work of Educational Theory, Oxford University Press, London.
13. Sharma, R.A. (2015). Technological Foundations of Education, R. Lall Book Depot, Meerut.
14. Taneja, V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi.
15. Wingo, G. Max (1990). Major Philosophies of Education, Mac Millan, New York.

BA (EDUCATION) I SEMESTER
Minor COURSE
PAPER CODE: EDUC-202-T
PAPER TITLE: INTRODUCTION TO EDUCATION

Credit = 4
Contact Hours= 60
Tutorial = 1 Hrs per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%^

Course Objectives:

- CO-1: To acquaint the students with the concept, types and aims of education.
CO-2: To familiarize the students with the educational management and curriculum.
CO-3: To make the students understand the elements of educational psychology and learning.
CO-4: To enable the students apply approaches of Educational Technology.

Course Contents

Unit-I: Concept and Aims of education.

- Concept, Nature and Scope of Education

Aims of Education:

- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit-II: Educational Management and Curriculum

- Educational Management: Meaning, Objectives and Principles.
- Salient features of educational Institution.
- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Philosophical Bases of Curriculum
- Sociological Bases of Curriculum
- Psychological Bases of Curriculum.

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Learning: Concept and characteristics.
- Factors affecting Learning
- Concept and types of Transfer of learning.

Unit-IV: Educational Technology.

- Meaning and natures of Educational Technology
- Scope of Educational Technology
- Functions of Educational Technology
- Hardware Approaches of Educational Technology
- Software Approaches of Educational Technology

- System Approaches of Educational Technology
- Advantages of Educational Technology

Course Outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concept, types and aims of education.

CLO-2: Distinguish between the educational management and curriculum.

CLO-3: Analyze the elements of educational psychology and learning.

CLO-4: Use the approaches of Educational Technology.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	2	-	2	-	1	1	-	-	-	3	2	-	-
CLO2	3	1	-	-	-	1	1	0	3	-	3	3	-	2
CLO3	3	1	-	1	1	1	-	1	-	-	3	-	1	1
CLO4	3	1	-	-	-	-	1	-	-	-	3	-	3	2
Average	3	1.25	0	.75	.25	.75	.75	.25	.75	-	3	1.25	1	1.25

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Aggarwal, J.C. (1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Brubacher, J.S. (1969). Modern Philosophies of Education, Mc Graw Hill Co., New York.
3. Chaudhary, V. M. and Chaudhary, B. (2008). Educational Studies, R.Lall Books, Meerut.
4. Chauhan, S.S. (1978). Advanced Educational Psychology, Vikash Publishing, House Pvt. Ltd., New Delhi.
5. Hurlock, E.B. (1980). Developmental Psychology, Mc Graw Hills Co., New York.
6. Kundu, C.L. & D.N. Tutto (1971). Educational Psychology, Sterling Publishers(P) Ltd., New Delhi.
7. Mangal S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi.
8. Mangal, S. K. and Mangal, U. (2009). Essentials of Educational Technology, PHI Learning Private Limited, Delhi
9. Nayak, B.K. (2014), Education in the Emerging Indian Society, Axis Publications, New Delhi.
10. Pachuri, G (2010), Education in Contemporary Indian Society, R.Lall Books, Meerut.
11. R.S. Pandey (2020). Principles of Education Shri Vinod Pustak Mandir, Agra.
12. Ross, J.S. (1981), Ground work of Educational Theory, Oxford University Press, London.
13. Sharma, R.A. (2015). Technological Foundations of Education, R. Lall Book Depot, Meerut.
14. Taneja, V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi.
15. Wingo, G. Max (1990). Major Philosophies of Education, Mac Millan, New York.

BA (EDUCATION) III SEMESTER
PAPER CODE: EDU8701-T
PAPER TITLE: PRINCIPLES OF EDUCATION

Credit = 3
Contact Hours = 45
Tutorial = 1 Hrs per week
Lectures = 2 Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives:

- CO-1: To make students understand the concept of education and philosophical foundations of education.
- CO-2: To acquaint the students with psychological foundations of education.
- CO-3: To familiarize the students about the learning and its types.
- CO-4: To acquaint the students with the concept of educational sociology, social change, social mobility and modernization.

Course Contents:

Unit –I: Education and Philosophical Foundations of Education

- Meaning, Nature and Scope of Education

Types of Education:

- Formal Education: Meaning and Agencies
- Non-Formal Education: Meaning and Agencies
- Informal Education: Meaning and Agencies
- Concept, nature and scope of Educational Philosophy.
- Relationship between Education and Philosophy.

Indian Thinkers:

- M. K. Gandhi Philosophical thoughts on Education
- Vivekananda Philosophical thoughts on Education

Unit- II: Psychological Foundations of Education

- Conceptual framework of Educational Psychology: Meaning, Nature, and Scope
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Meaning and characteristics of Learning.
- Factors affecting Learning.
- Principles of Learning
- Concept and types of Transfer of learning.
- Meaning and role of Motivation in Learning.

Unit –III: Sociological Foundations of Education

- Meaning, nature and scope of Educational Sociology.
- Society and its characteristics
- Concept and factors responsible for of Social change.
- Modernization: concept, characteristics and role of Education.
- Meaning and types of Social mobility
- Social Mobility and Education.
- Socialization: Concept and Process.
- Agents of Socialization.

Course outcomes:

After the completion of the course, the students will be able to:

- CLO-1: Define the concept of education and philosophical foundations of education.
- CLO-2: Understand the concept of psychological foundations of education.

CLO-3: Summarize the concept of learning and its types.

CLO-4: Explore the concept of educational sociology, social change, social mobility and modernization.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PL O9	PLO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	3	-	3	2	1	1	1	-	-	3	-	-	1
CLO2	3	2	0	3	1	1	1	1	-	-	3	2	1	-
CLO3	3	2	-	1	1	1	1	1	-	-	3	-	1	1
CLO4	1	-	-	-	-	-	-	1	-	-	1	-	-	-
Average	2.5	1.75	0	1.75	1	.75	.75	1	-	-	2.5	.5	.5	.5

Mode of transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks
 External Examination : 80 marks
 Duration : 03 hours
 Full Marks : 100 Marks
 Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Aggarwal,J.C.(1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Aggarwal.J.C (2000), Land Marks in the History of Modern Indian Education, VikasPublishing House, New Delhi
3. Anand.C.L. et.al. (1983), The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.

4. Bhatia,K& Bhatia, B (1987), Philosophical and Sociological Foundations of Education, Doaba House, New Delhi.
5. Bhattanagar, A.B et. al (2012), Advanced Educational Psychology, Tandon Publications, Ludhiana
6. Brubacher,J.S (1969), Modern Philosophies of Education, Mc Graw Hill Co., New York.
7. Chaudhary, V. M. and Chaudhary, B. (2008). Educational Studies, R.Lall Books, Meerut.
8. Chauhan,S.S. (1978). Advanced Educational Psychology, VikashPublishing, House Pvt. Ltd., New Delhi.
9. Hurlock. E.B (1980), Developmental Psychology, Mc Graw Hills Co., New York.
10. Kundu, C.L. & D.N. Tutto (1971). *Educational Psychology*. Sterling Publishers(P) Ltd.
11. Mangal S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi.
12. Nayak.B.K. (2014), Education in the Emerging Indian Society, Axis Publications, New Delhi.
13. Pachuri, G (2010), Education in Contemporary Indian Society, R.Lall Books, Meerut.
14. R.S. Pandey (2020). *Principles of Education*. Shri Vinod Pustak Mandir.
15. Ross. J.S (1981), *Ground work of Educational Theory*. Oxford University Press.
16. Taneja. V.R (2000). *Educational Thought and Practice*. Sterling Publishers.
17. Wingo, G.Max (1990). *Major Philosophies of Education*. Mac Millan.

BA (EDUCATION) III SEMESTER
Minor
PAPER CODE: EDU 303-T
PAPER TITLE: PRINCIPLES OF EDUCATION

Credit = 3
Contact Hours = 45
Tutorial = 1 Hrs per week
Lectures = 2 Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives:

- CO-1: To make students understand the concept of education and philosophical foundations of education.
- CO-2: To acquaint the students with psychological foundations of education.
- CO-3: To familiarize the students about the learning and its types.
- CO-4: To acquaint the students with the concept of educational sociology, social change, social mobility and modernization.

Course Contents:

Unit –I: Education and Philosophical Foundations of Education

- Meaning, Nature and Scope of Education

Types of Education:

- Formal Education: Meaning and Agencies
- Non-Formal Education: Meaning and Agencies
- Informal Education: Meaning and Agencies
- Concept, nature and scope of Educational Philosophy.
- Relationship between Education and Philosophy.

Indian Thinkers:

- M. K. Gandhi Philosophical thoughts on Education
- Vivekananda Philosophical thoughts on Education

Unit- II: Psychological Foundations of Education

- Conceptual framework of Educational Psychology: Meaning, Nature, and Scope
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Meaning and characteristics of Learning.
- Factors affecting Learning.
- Principles of Learning
- Concept and types of Transfer of learning.
- Meaning and role of Motivation in Learning.

Unit –III: Sociological Foundations of Education

- Meaning, nature and scope of Educational Sociology.
- Society and its characteristics
- Concept and factors responsible for of Social change.
- Modernization: concept, characteristics and role of Education.
- Meaning and types of Social mobility
- Social Mobility and Education.
- Socialization: Concept and Process.
- Agents of Socialization.

Course outcomes:

After the completion of the course, the students will be able to:

- CLO-1: Define the concept of education and philosophical foundations of education.
- CLO-2: Understand the concept of psychological foundations of education.

CLO-3: Summarize the concept of learning and its types.

CLO-4: Explore the concept of educational sociology, social change, social mobility and modernization.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PL 09	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	3	-	3	2	1	1	1	-	-	3	-	-	1
CLO2	3	2	0	3	1	1	1	1	-	-	3	2	1	-
CLO3	3	2	-	1	1	1	1	1	-	-	3	-	1	1
CLO4	1	-	-	-	-	-	-	1	-	-	1	-	-	-
Average	2.5	1.75	0	1.75	1	.75	.75	1	-	-	2.5	.5	.5	.5

Mode of transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Aggarwal, J.C. (1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Aggarwal, J.C. (2000), Land Marks in the History of Modern Indian Education, Vikas Publishing House, New Delhi
3. Anand, C.L. et.al. (1983), The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.

4. Bhatia, K & Bhatia, B (1987), *Philosophical and Sociological Foundations of Education*, Doaba House, New Delhi.
5. Bhattanagar, A.B et. al (2012), *Advanced Educational Psychology*, Tandon Publications, Ludhiana
6. Brubacher, J.S (1969), *Modern Philosophies of Education*, Mc Graw Hill Co., New York.
7. Chaudhary, V. M. and Chaudhary, B. (2008). *Educational Studies*, R.Lall Books, Meerut.
8. Chauhan, S.S. (1978). *Advanced Educational Psychology*, Vikash Publishing, House Pvt. Ltd., New Delhi.
9. Hurlock, E.B (1980), *Developmental Psychology*, Mc Graw Hills Co., New York.
10. Kundu, C.L. & D.N. Tutto (1971). *Educational Psychology*. Sterling Publishers(P) Ltd.
11. Mangal S.K. (2012), *Advanced Educational Psychology*, Prentice Hall of India, New Delhi.
12. Nayak, B.K. (2014), *Education in the Emerging Indian Society*, Axis Publications, New Delhi.
13. Pachuri, G (2010), *Education in Contemporary Indian Society*, R.Lall Books, Meerut.
14. R.S. Pandey (2020). *Principles of Education*. Shri Vinod Pustak Mandir.
15. Ross, J.S (1981), *Ground work of Educational Theory*. Oxford University Press.
16. Taneja, V.R (2000). *Educational Thought and Practice*. Sterling Publishers.
17. Wingo, G.Max (1990). *Major Philosophies of Education*. Mac Millan.

BA (EDUCATION) SEMESTER
MAJOR COURSE
PAPER CODE: EDU0401-T
PAPER TITLE: EDUCATIONAL PSYCHOLOGY

Credit = 4
Contact Hour= 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives

- CO-1: To acquaint the students with the meaning, evolution and branches of Psychology
CO-2: To familiarize the students about growth and development
CO-3: To familiarize about theories of learning.
CO-4: To make the students understand personality and intelligence.

Course Contents

Unit-I: Introduction to Educational Psychology

- Meaning of Psychology
- Evolution of the term Psychology
- Definitions of Psychology
- Branches of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Relationship between Education and Psychology
- Importance of Educational Psychology for a teacher

Unit-II: Human Growth and development

- Meaning of growth and development
- Principles of Development
- Stages of Human Growth and Development:- Infancy, Childhood and adolescence
- Developmental Characteristics and educational Implications of Infancy, childhood and adolescence stage

Unit-III: Theories of learning

- Stimulus Response Theories: Trial and Error Learning Theory
Meaning, Experiments, laws and Educational Implications
- Conditioned Response Theory – Meaning, Experiments and Educational Implications.
- Gestalt Field Theory:
Meaning, Experiments and Educational Implications.

Unit-IV: Personality and Intelligence

- Origin of the term Personality
- Definitions of personality
- Characteristics of Personality
- Determinants of personality
- Meaning of Intelligence
- Characteristics of Intelligence
- Measurement of intelligence
- Uses of intelligence Test

Course outcomes

After the completion of the course, the students will be able to:

- CLO-1: Describe the meaning, evolution and branches of Psychology
CLO-2: Differentiate between growth and development

CLO-3: Explore theories of learning.

CLO-4: Assess personality and intelligence.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	2	-	1	1	1	1	1	-	-	3	-	-	-
CLO2	3	1	-	-	1	1	1	1	-	1	3	3	-	1
CLO3	3	1	-	-	1	-	-	2	-	-	3	-	1	1
CLO4	3	1	-	-	1	1	1	1	-	1	1	3	1	1
Average	3	1.25	-	.25	1	.75	.75	1.25	-	.5	2.5	1.5	.5	.75

Mode of transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 marks

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Chauhan, S. S. (2004). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd,
2. Chatterjee, S. K. (2017). *Advanced Educational Psychology*, Books and allied Pvt. Ltd.,

3. Dandapani, S. (2013): *A textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd.
4. Mangal, S. K., *Advanced Educational Psychology*, Prentice hall of India, Pvt. Ltd.
5. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
6. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
7. Bronfenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 115–125.
8. Martha Lally, M and Valentine,S (2019). *Lifespan Development: A Psychological Perspective* Second Edition This textbook can be found at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>
9. Hurlock, E.B. (2007). *Developmental Psychology: A life-span approach*.
10. Tata Mc Graw-Hill.

BA (EDUCATION) SEMESTER
Minor COURSE
PAPER CODE BDU0402-T
PAPER TITLE: EDUCATIONAL PSYCHOLOGY

Credit = 4
Contact Hour= 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives

- CO-1: To acquaint the students with the meaning, evolution and branches of Psychology
- CO-2: To familiarize the students about growth and development
- CO-3: To familiarize about theories of learning.
- CO-4: To make the students understand personality and intelligence.

Course Contents

Unit-I: Introduction to Educational Psychology

- Meaning of Psychology
- Evolution of the term Psychology
- Definitions of Psychology
- Branches of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Relationship between Education and Psychology
- Importance of Educational Psychology for a teacher

Unit-II: Human Growth and development

- Meaning of growth and development
- Principles of Development
- Stages of Human Growth and Development:- Infancy, Childhood and adolescence
- Developmental Characteristics and educational Implications of Infancy, childhood and adolescence stage

Unit-III: Theories of learning

- Stimulus Response Theories: Trial and Error Learning Theory
Meaning, Experiments, laws and Educational Implications
- Conditioned Response Theory – Meaning, Experiments and Educational Implications.
- Gestalt Field Theory:
Meaning, Experiments and Educational Implications.

Unit-IV: Personality and Intelligence

- Origin of the term Personality
- Definitions of personality
- Characteristics of Personality
- Determinants of personality
- Meaning of Intelligence
- Characteristics of Intelligence
- Measurement of intelligence
- Uses of intelligence Test

Course outcomes

After the completion of the course, the students will be able to:

- CLO-1: Describe the meaning, evolution and branches of Psychology
- CLO-2: Differentiate between growth and development

CLO-3: Explore theories of learning.

CLO-4: Assess personality and intelligence.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	2	-	1	1	1	1	1	-	-	3	-	-	-
CLO2	3	1	-	-	1	1	1	1	-	1	3	3	-	1
CLO3	3	1	-	-	1	-	-	2	-	-	3	-	1	1
CLO4	3	1	-	-	1	1	1	1	-	1	1	3	1	1
Average	3	1.25	-	.25	1	.75	.75	1.25	-	.5	2.5	1.5	.5	.75

Mode of transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 marks

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Chauhan, S. S. (2004). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd,
2. Chatterjee, S. K. (2017). *Advanced Educational Psychology*, Books and allied Pvt. Ltd.

3. Dandapani, S. (2013): *A textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd.
4. Mangal, S. K., *Advanced Educational Psychology*, Prentice hall of India, Pvt. Ltd.
5. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
6. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
7. Bronfenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 115–125.
8. Martha Lally, M and Valentine,S (2019). *Lifespan Development: A Psychological Perspective* Second Edition This textbook can be found at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>
9. Hurlock, E.B. (2007). *Developmental Psychology: A life-span approach*.
10. Tata Mc Graw-Hill.

BA (EDUCATION) II SEMESTER
MAJOR COURSE
PAPER CODE: EDU-0501-T
PAPER TITLE: UNDERSTANDING ADOLESCENT

Credit = 4
Contact Hours = 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives

- CO-1: To familiarize students about concept of adolescence psychology.
- CO-2: To enable students know emotional and social development of adolescents.
- CO-3: To acquaint students with cognitive and moral development in adolescence.
- CO-4: To promote well being and resilience among students.

Course contents

Unit- I: Introduction to Adolescent Psychology

- Meaning of Adolescence
- Physical Development: Puberty and hormonal changes and its impact
- Meaning of Self-Concept and Self-Esteem
- Role of self-esteem in adolescent well-being.
- Peer relationships and Adolescents
- Cultural values and norms
- Impact of cultural values and norms on adolescents' behaviours.

Unit -II: Emotional and Social Development in Adolescence

- Meaning of Emotion
- Types of Emotions
- Identity formation and challenges
- Peer Pressure and Risk-Taking Behaviour:
- Meaning of Substance abuse
- Prevalence of Substance Abuse
- Factors contributing to substance addiction.

Unit - III: Cognitive and Moral Development in Adolescence

- Meaning of Cognitive and Moral Development
- Role of family and society in moral development.
- Kohlberg's stages of moral development
- Piaget's stages of cognitive development
- Meaning of Learning Styles
- Types of learning styles
- Factors influencing learning style

Unit- IV: Well-being and Resilience in Adolescence

- Meaning of Resilience and Well-being
- Factors that contribute to resilience in adolescence.
- Factors that contribute to wellbeing in adolescence.
- Body Image issues and societal pressures
- Concept of Media
- Types of Media
- Role of media in promoting wellbeing.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Understand the concept of adolescence psychology.

CLO-2: Explain the emotional and social development of adolescents.

CLO-3: Analyze cognitive and moral development in adolescence.

CLO-4: Apply the skills of well being and resilience among students.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	1	1	1	1	-	-	1	-	-	3	-	2	1
CLO2	3	1	-	1	1	-	-	1	-	-	3	-	1	1
CLO3	3	1	-	-	1	1	-	1	-	-	1	3	-	2
CLO4	3	1	-	1	1	1	1	-	-	-	2	1	-	1
Average	3	1	.25	.75	1	.50	.25	.75	-	-	2.25	1	.75	1.25

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 marks

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. **Chairman** Arnett, J. (2019). Adolescence and emerging adulthood (6th ed.). Pearson.

2. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, 65, 187-207.
3. Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. *Handbook of adolescent psychology*, 3, 74-103.
4. Elkind, D. (2016). *All grown up and no place to go: Teenagers in crisis* (Rev. ed.). Da Capo Press.
5. Frederick, T(2018), *Psychology of Adolescence*, Maven Books, India
6. Harlock,E. B.(2001) *Developmental Psychology*, 5th edition, Mc-Graw hill education, India.
7. Santrock, J. W. (2020). *Adolescence* (17th ed.). McGraw-Hill Education.
8. Steinberg, L. (2014). *Adolescence* (11th ed.). McGraw-Hill Education.

BA (EDUCATION) II SEMESTER
Minor COURSE
PAPER CODE: EDEU-0502-T
PAPER TITLE: UNDERSTANDING ADOLESCENT

Credit = 4
Contact Hours= 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives

- CO-1: To familiarize students about concept of adolescence psychology.
- CO-2: To enable students know emotional and social development of adolescents.
- CO-3: To acquaint students with cognitive and moral development in adolescence.
- CO-4: To promote well being and resilience among students.

Course contents

Unit- I: Introduction to Adolescent Psychology

- Meaning of Adolescence
- Physical Development: Puberty and hormonal changes and its impact
- Meaning of Self-Concept and Self-Esteem
- Role of self-esteem in adolescent well-being.
- Peer relationships and Adolescents
- Cultural values and norms
- Impact of cultural values and norms on adolescents' behaviours.

Unit -II: Emotional and Social Development in Adolescence

- Meaning of Emotion
- Types of Emotions
- Identity formation and challenges
- Peer Pressure and Risk-Taking Behaviour:
- Meaning of Substance abuse
- Prevalence of Substance Abuse
- Factors contributing to substance addiction.

Unit - III: Cognitive and Moral Development in Adolescence

- Meaning of Cognitive and Moral Development
- Role of family and society in moral development.
- Kohlberg's stages of moral development
- Piaget's stages of cognitive development
- Meaning of Learning Styles
- Types of learning styles
- Factors influencing learning style

Unit- IV: Well-being and Resilience in Adolescence.

- Meaning of Resilience and Well-being
- Factors that contribute to resilience in adolescence.
- Factors that contribute to wellbeing in adolescence.
- Body Image issues and societal pressures
- Concept of Media
- Types of Media
- Role of media in promoting wellbeing.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Understand the concept of adolescence psychology.

CLO-2: Explain the emotional and social development of adolescents.

CLO-3: Analyze cognitive and moral development in adolescence.

CLO-4: Apply the skills of well being and resilience among students.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	1	1	1	1	-	-	1	-	-	3	-	2	1
CLO2	3	1	-	1	1	-	-	1	-	-	3	-	1	1
CLO3	3	1	-	-	1	1	-	1	-	-	1	3	-	2
CLO4	3	1	-	1	1	1	1	-	-	-	2	1	-	1
Average	3	1	.25	.75	1	.50	.25	.75	-	-	2.25	1	.75	1.25

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 marks

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

Chairman. (2019). Adolescence and emerging adulthood (6th ed.). Pearson.

2. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, 65, 187-207.
3. Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. *Handbook of adolescent psychology*, 3, 74-103.
4. Elkind, D. (2016). *All grown up and no place to go: Teenagers in crisis* (Rev. ed.). Da Capo Press.
5. Frederick, T(2018), *Psychology of Adolescence*, Maven Books, India
6. Harlock,E. B.(2001) *Developmental Psychology*, 5th edition, Mc-Graw hill education, India.
7. Santrock, J. W. (2020). *Adolescence* (17th ed.). McGraw-Hill Education.
8. Steinberg, L. (2014). *Adolescence* (11th ed.). McGraw-Hill Education.

BA (EDUCATION) SEMESTER
MAJOR COURSE
PAPER CODE: EDU0601 - T
PAPER TITLE: INTRODUCTION TO CURRICULUM

Credit = 4
Contact Hours = 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives:

- CO-1: To acquaint the students with the basic concepts, principles and foundations of Curriculum.
- CO-2: To familiarize the students understand the process of curriculum planning and development.
- CO-3: To enable the students know the process of curriculum transaction
- CO-4: To acquaint the students understand Curriculum Evaluation.

Course content

Unit-I: Introduction to Curriculum

- Concept of Curriculum, Textbook, and Syllabuse
- Nature of Curriculum
- Scope of Curriculum
- Elements of curriculum
- Bases of Curriculum: Philosophical, Psychological, Sociological, and Historical Bases

Unit-II: Curriculum Planning and Development

- Meaning of curriculum planning
- Curriculum planning at National level
- Curriculum planning at State level
- Principles of Curriculum Construction.
- Steps of Curriculum Development
- Types of Curriculum: Subject Centred & Learner Centred curriculum

Unit-III: Curriculum Transaction

- Concept of curriculum transaction
- Factors affecting the transaction of a curriculum
- Resources for the effective transaction of curriculum
- Meaning of Lesson planning and preparation
- National Curriculum Framework for School Education (2023): Foundational Stage

Unit - IV: Curriculum Evaluation

- Concept of Curriculum Evaluation.
- Nature of curriculum evaluation
- Purpose of curriculum evaluation
- Sources of curriculum evaluation
- Tools and Techniques of Curriculum Evaluation.
- Methods of Curriculum Evaluation : Evaluation during curriculum development & Evaluation during curriculum implementation

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Explain the basic concepts, principles and foundations of Curriculum.

CLO-2: Describe curriculum planning and the process of curriculum development.

CLO-3: Describe the process of curriculum transaction

CLO-4: Explain Curriculum Evaluation and different models of curriculum evaluation.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	-	-	-	1	1	-	2	-	-	-	3	1	1
CLO2	2	-	-	1	1	1	1	1	-	-	-	3	1	1
CLO3	2	1	-	1	1	1	1	1	-	-	-	1	1	1
CLO4	2	-	-	-	1	1	1	1	-	-	-	3	2	1
Average	2.5	.25	-	.50	1	1	.75	1.25	-	-	-	2.5	1.25	1

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

Hunkins.F.P and Ornstein.A.C (2005), Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston

2. Krug. E.A (1956), Curriculum Planning, Harper and Collins, New York
3. Mrunalini.T. (2009), Curriculum Development, Neelkamal Publishers, Hyderabad.
4. Nayak, B.K (2012), Education in the Emerging Indian Society, Axis publishers, New Delhi
5. NCFSE(2005), National Curriculum Framework for School Education, NCERT, New Delhi
6. NCFTE (2009), National Council for Teacher Education, New Delhi,
7. Oliva. Peter.F (2001), Developing the Curriculum- Basic Principles, NY Longman, New York
8. Taba, Hilda (1962), Curriculum Development – Theory and Practice, Brace and world, New York.
9. Taylor, R.W (1975), Basic Principles of Curriculum Instruction, Chicago University Press, Chicago.

BA (EDUCATION) SEMESTER
Minor COURSE
PAPER CODE: EDU002-T
PAPER TITLE: INTRODUCTION TO CURRICULUM

Credit = 4
Contact Hours= 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives:

- CO-1: To acquaint the students with the basic concepts, principles and foundations of Curriculum.
- CO-2: To familiarize the students understand the process of curriculum planning and development.
- CO-3: To enable the students know the process of curriculum transaction
- CO-4: To acquaint the students understand Curriculum Evaluation.

Course content

Unit-I: Introduction to Curriculum

- Concept of Curriculum, Textbook, and Syllabuse
- Nature of Curriculum
- Scope of Curriculum
- Elements of curriculum
- Bases of Curriculum: Philosophical, Psychological, Sociological, and Historical Bases

Unit-II: Curriculum Planning and Development

- Meaning of curriculum planning
- Curriculum planning at National level
- Curriculum planning at State level
- Principles of Curriculum Construction.
- Steps of Curriculum Development
- Types of Curriculum: Subject Centred & Learner Centred curriculum

Unit-III: Curriculum Transaction

- Concept of curriculum transaction
- Factors affecting the transaction of a curriculum
- Resources for the effective transaction of curriculum
- Meaning of Lesson planning and preparation
- National Curriculum Framework for School Education (2023): Foundational Stage

Unit - IV: Curriculum Evaluation

- Concept of Curriculum Evaluation.
- Nature of curriculum evaluation
- Purpose of curriculum evaluation
- Sources of curriculum evaluation
- Tools and Techniques of Curriculum Evaluation.
- Methods of Curriculum Evaluation : Evaluation during curriculum development & Evaluation during curriculum implementation

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Explain the basic concepts, principles and foundations of Curriculum.

CLO-2: Describe curriculum planning and the process of curriculum development.

CLO-3: Describe the process of curriculum transaction

CLO-4: Explain Curriculum Evaluation and different models of curriculum evaluation.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	-	-	-	1	1	-	2	-	-	-	3	1	1
CLO2	2	-	-	1	1	1	1	1	-	-	-	3	1	1
CLO3	2	1	-	1	1	1	1	1	-	-	-	1	1	1
CLO4	2	-	-	-	1	1	1	1	-	-	-	3	2	1
Average	2.5	.25	-	.50	1	1	.75	1.25	-	-	-	2.5	1.25	1

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Hunkins.F.P and Ornstein.A.C (2005), Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston

2. Krug. E.A (1956), Curriculum Planning, Harper and Collins, New York
3. Mrunalini.T. (2009), Curriculum Development, Neelkamal Publishers, Hyderabad.
4. Nayak, B.K (2012), Education in the Emerging Indian Society, Axis publishers, New Delhi
5. NCFSE(2005), National Curriculum Framework for School Education, NCERT, New Delhi
6. NCFTE (2009), National Council for Teacher Education, New Delhi,
7. Oliva. Peter.F (2001), Developing the Curriculum- Basic Principles, NY Longman, New York
8. Taba, Hilda (1962), Curriculum Development – Theory and Practice, Brace and world, New York.
9. Taylor, R.W (1975), Basic Principles of Curriculum Instruction, Chicago University Press, Chicago.

BA (EDUCATION) VII SEMESTER
MAJOR COURSE
PAPER CODE: EDUC0701- T

Credit = 4
Contact Hour= 60
Tutorial = 4 Hrs per week
Full Marks =100
Pass Mark = 35%

PAPER TITLE: PREPARATION OF RESEARCH SYNOPSIS AND PRESENTATION

Course Objectives

CO-1: To enable students to learn the skills of writing a research synopsis.

CO-2: To enable students to learn the skills of preparing and presenting the prepared synopsis through a PowerPoint presentation.

Instructions

1. The department should develop a common format for preparing research synopsis.
2. Before starting the preparation of the research synopsis under the supervision of the concerned allotted (random allotment) faculty members, the format should be delivered to the students in a common class.
3. After discussion with the concerned supervisors, students should prepare a research synopsis on any problem of interest from their concerned papers in education within 1500 words as per the provided format.
4. The students will present the synopsis in front of the board members during a seminar through a PowerPoint presentation on a fixed date.
5. The board for the external examination will be comprised of two members. Out of the two members, one will be from the concerned department, and another will be from a **cognate department having research experience**.
6. The students will have to submit two copies of their synopsis to the department. They have to submit a copy of synopsis to the board members during the time of presentation and another copy has to submit to the concerned supervisor.
7. The students will have to pass both in internal and external examination.

Course outcomes

At the end of the course, the students will be able to:

CLO-1: Design research proposal.

CLO-2: Present the prepared synopsis through power point presentation.

Evaluation Scheme:

Internal (20 marks)	External (80 marks)
Preparation of synopsis : 20 Marks. N.B. To be given by the concerned supervisor	● Writing of Synopsis = 30 Marks ● Presentation of Synopsis = 25 Marks ● Viva-Voce =25 Marks
Total Marks = 20 + 80 = 100 Marks	

Note:

Students who opt for research, the same synopsis should be carried forward for writing their dissertation in the VIII semester.

BEDU0701-T — Preparation of Research Synopsis and Presentation

Unit I: Research Problem Selection

Unit II: Synopsis Writing Format

Unit III: Literature Review

Unit IV: Proposal Methodology

Unit V: Academic Presentation Skills

References:

- Creswell — *Educational Research*
 - Kothari — *Research Methodology*
-

BA (EDUCATION) VII SEMESTER
Minor COURSE

PAPER CODE: EDU0702-T

PAPER TITLE: PREPARATION OF RESEARCH SYNOPSIS AND PRESENTATION

Credit = 4
Contact Hour= 60
Tutorial = 4 Hrs per week
Full Marks =100
Pass Mark = 35%

Course Objectives

CO-1: To enable students to learn the skills of writing a research synopsis.

CO-2: To enable students to learn the skills of preparing and presenting the prepared synopsis through a PowerPoint presentation.

Instructions

1. The department should develop a common format for preparing research synopsis.
2. Before starting the preparation of the research synopsis under the supervision of the concerned allotted (random allotment) faculty members, the format should be delivered to the students in a common class.
3. After discussion with the concerned supervisors, students should prepare a research synopsis on any problem of interest from their concerned papers in education within 1500 words as per the provided format.
4. The students will present the synopsis in front of the board members during a seminar through a PowerPoint presentation on a fixed date.
5. The board for the external examination will be comprised of two members. Out of the two members, one will be from the concerned department, and another will be from a **cognate department having research experience**.
6. The students will have to submit two copies of their synopsis to the department. They have to submit a copy of synopsis to the board members during the time of presentation and another copy has to submit to the concerned supervisor.
7. The students will have to pass both in internal and external examination.

Course outcomes

At the end of the course, the students will be able to:

CLO-1: Design research proposal.

CLO-2: Present the prepared synopsis through power point presentation.

Evaluation Scheme:

Internal (20 marks)	External (80 marks)
Preparation of synopsis : 20 Marks. N.B. To be given by the concerned supervisor	● Writing of Synopsis = 30 Marks ● Presentation of Synopsis = 25 Marks ● Viva-Voce =25 Marks
Total Marks = 20 + 80 = 100 Marks	

Note:

Students who opt for research, the same synopsis should be carried forward for writing their dissertation in the VIII semester.

BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: EDU-801-T

Credit = 4
Contact Hour = 60
Tutorial = 1 Hr per week
Lecture = 3Hrs per week
Full Marks = 100
Pass Marks = 35%

PAPER TITLE: TOOL CONSTRUCTION AND STANDARDIZATION

Course objectives:

- CO-1: To enable students know about research tools in educational research.
- CO-2: To enable the students understand construction and development of questionnaire and rating scale in educational research.
- CO-3: To enable the students understand construction and standardization of achievement test and attitude scale in educational research.
- CO-4: To familiarize students about interview process and observational procedure.

Course contents

Unit I: Introduction to research tool

- Concept of research tool
- Importance of research tool in educational research
- Qualities of good research tool
- Types of research tools in educational research
- Testing tools in educational research
- Non-testing techniques in educational research

Unit-II: Construction of Rating Scale and Achievement Test

- Rating scale: Concept and Importance
- Types of Rating Scale: Descriptive Rating Numerical Scale, Graphical Scale, Standard Scale, Cumulative Rating Scale and Forced Choice Rating
- Construction of Rating Scale: Procedure
- Achievement Test: Concept and Importance
- Types of Achievement Test: Standardized and Teacher Made Test
- Construction and Standardization of Achievement test: Procedure
- Advantages and Limitations of Achievement Test

Unit-III: Construction of Questionnaire and Opinionnaire (Attitude Scale)

- Questionnaire: Concept, Classification, Construction, and importance of Questionnaire
- Attitude Scale: Concept, Assumptions, and Importance of Attitude Scale
- Construction of attitude scale as per Likert Method and Thurstone

Unit-IV: Observation and Interview

- Observation: Concept, Process and types of observation
- Reliability and validity of observational measurement
- Advantages and limitations of observation
- Interview: Concept, Process, and types of interview
- Reliability and Validity of interview
- Advantages and limitations of interview

Course outcomes:

After completion of the course, the students are expected to:

CLO-1: Explain various tools and techniques in educational research.

CLO-2: Identify suitable research tool in research.

CLO-3: Analyze construction and development of research tools

CLO-4: Reason out advantages and limitations of various research tools.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	1	-	1	3	-	-	-	3	-
CLO2	2	1	-	-	-	1	-	1	3	-	-	-	3	-
CLO3	2	1	-	-	-	1	-	1	3	-	-	-	3	-
CLO4	2	1	-	-	-	1	-	1	3	-	-	-	3	-
Average	2	1	-	-	-	1	-	1	3	-	-	-	3	-

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Cohen, Lewis and Manion Lawrence (1994). Research Methods in Education. New York: Holt Rinehart and Winston Inc.
7. Flick, Uwe (1996). An Introduction to Qualitative Research. London: Sage Publications.
8. Fox, D.J. (1969). The Research Process in Education. New York: Holt Rinehart & Winston Inc.
9. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
10. Garrett, H.E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer & Simon.
11. Gay, L.R. (1976). Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.
12. Good, Barr & Scates (1962). Methodology of Educational Research. New York: Appleton Crofts.
13. Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill.
14. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
15. Keeves, John. P (ed) (1990). Educational Research Methodology and Measurement: An International Handbook. New York: Pergamo Press.
16. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Brace Jovanovich.
17. Koul, L. (1990). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
18. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
19. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
20. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research. Concise paperback edition. Thousand Oaks, CA: Sage.
21. Sax, G (1968). Empirical Foundation of Educational Research. New Jersey: Englewood Cliffs.
22. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Routledge. Shank, G.D. (2002). Qualitative Research. Columbus, OH: Merrill, Prentice Hall.
23. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
24. Siegel, Sidney and Jr., N. John Castellan (1988). Non-Parametric Statistics for the Behavioural Sciences. New York: McGraw Hill Book Company.
25. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
26. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan

BA (EDUCATION) VIII SEMESTER

Minor COURSE

PAPER CODE: EDU-802 T

PAPER TITLE: TOOL CONSTRUCTION AND STANDARDIZATION

Credit = 4
Contact Hour = 60
Tutorial = 1 Hr per week
Lecture = 3Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives:

- CO-1: To enable students know about research tools in educational research.
- CO-2: To enable the students understand construction and development of questionnaire and rating scale in educational research.
- CO-3: To enable the students understand construction and standardization of achievement test and attitude scale in educational research.
- CO-4: To familiarize students about interview process and observational procedure.

Course contents

Unit I: Introduction to research tool

- Concept of research tool
- Importance of research tool in educational research
- Qualities of good research tool
- Types of research tools in educational research
- Testing tools in educational research
- Non-testing techniques in educational research

Unit-II: Construction of Rating Scale and Achievement Test

- Rating scale: Concept and Importance
- Types of Rating Scale: Descriptive Rating Numerical Scale, Graphical Scale, Standard Scale, Cumulative Rating Scale and Forced Choice Rating
- Construction of Rating Scale: Procedure
- Achievement Test: Concept and Importance
- Types of Achievement Test: Standardized and Teacher Made Test
- Construction and Standardization of Achievement test: Procedure
- Advantages and Limitations of Achievement Test

Unit-III: Construction of Questionnaire and Opinionnaire (Attitude Scale)

- Questionnaire: Concept, Classification, Construction, and importance of Questionnaire
- Attitude Scale: Concept, Assumptions, and Importance of Attitude Scale
- Construction of attitude scale as per Likert Method and Thurstone

Unit-IV: Observation and Interview

- Observation: Concept, Process and types of observation
- Reliability and validity of observational measurement
- Advantages and limitations of observation
- Interview: Concept, Process, and types of interview
- Reliability and Validity of interview
- Advantages and limitations of interview

Course outcomes:

After completion of the course, the students are expected to:

CLO-1: Explain various tools and techniques in educational research.

CLO-2: Identify suitable research tool in research.

CLO-3: Analyze construction and development of research tools

CLO-4: Reason out advantages and limitations of various research tools.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	1	-	1	3	-	-	-	3	-
CLO2	2	1	-	-	-	1	-	1	3	-	-	-	3	-
CLO3	2	1	-	-	-	1	-	1	3	-	-	-	3	-
CLO4	2	1	-	-	-	1	-	1	3	-	-	-	3	-
Average	2	1	-	-	-	1	-	1	3	-	-	-	3	-

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 Marks

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Cohen, Lewis and Manion Lawrence (1994). Research Methods in Education. New York : Holt Rinehart and Winston Inc.
7. Flick, Uwe (1996). An Introduction to Qualitative Research. London sage publication
8. Fox, D.J. (1969). The Research Process in Education. New York: Holt Rinehart & Winston Inc.
9. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
10. Garrett, H.E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer & Simon.
11. Gay, L.R. (1976). Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.
12. Good, Barr & Scates (1962). Methodology of Educational Research. New York: Appleton Crofts.
13. Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill.
14. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
15. Keeves, John. P (ed) (1990). Educational Research Methodology and Measurement: An International Handbook. New York : Pergamo Press.
16. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Brace Jovanovich.
17. Koul, L. (1990). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
18. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
19. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
20. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research. Concise paperback edition. Thousand Oaks, CA: Sage.
21. Sax, G (1968). Empirical Foundation of Educational Research. New Jersey: Englewood Cliffs.
22. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Routledge. Shank, G.D. (2002). Qualitative Research. Columbus, OH: Merrill, Prentice Hall.
23. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
24. Siegel, Sidney and Jr., N. John Castellan (1988). Non-Parametric Statistics for the Behavioural Sciences. New York: McGraw Hill Book Company.
25. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
26. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan

SKILL BASED

BEDU0101SB-T
BA (EDUCATION) SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: BEDU-5B
PAPER TITLE: TEACHING SKILLS

Credit = 3
Contact Hour = 75
Practicum = 4 Hrs per week
Lectures = 1 Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives:

- CO-1: To acquaint the students with the concepts of Teaching Skills, Micro –Teaching, Core Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.
- CO-2: To enable students to participate in preparation of micro-lesson plan, presentation of micro-teaching, and preparation of a report on it.
- CO3-: To allow students to participate in preparation of teaching aids and write a report on its preparation.

Skills to learn:

The students will be able to learn:

1. The skill of preparing a Micro Lesson Plan.
2. The skill of presenting Micro-Teaching.
3. Exhibition of Teaching Skills.
4. The skill of preparing audio-visual teaching aids.
5. The skill of writing report on course concerned practicum.

Course contents:

Part – I: Theory (1 Credit)

Unit –I: Teaching Skills and Teaching Aids

- Meaning of Teaching Skills
- Meaning of Micro – Teaching
- Micro Teaching Skills: Skills of Explanation, Skill of Illustration with examples, skill of questioning, skill of using blackboard, skill of reinforcement, skill of stimulus variation, and skill of probing questions
- Meaning of Micro Lesson Plan and Macro Lesson Plan
- Meaning of Teaching Aids
- Types of Teaching Aids
- Importance of Teaching Aids

Part – II: Practicum (2 Credits)

Unit – II: Practicum – 1

- Prepare 1 Micro- lesson plan on anyone topic from the major course undertaken.
- Using the prepared Micro – Lesson plan, deliver the micro lesson to a small group of 10 peers and prepare an audio-visual record of the same. The duration of the video should be 6 - 10 minutes.

Unit – III: Practicum – 2

- Prepare 2 teaching aids: 1 chart and 1 flashcard
- Write a report on the preparation of the teaching aids

Course outcomes:

After the completion of the course, the students will be able to:

1. Explain the meaning of Teaching Skills, Micro –Teaching, Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.

2. Prepare the micro-lesson plan, present micro-teaching skills, analyze and identify the teaching skills presented by the peer groups in the micro-teaching class and writing report on it.
3. Prepare teaching aids and write a report on its preparation.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the meaning of Teaching Skills, Micro –Teaching, Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.

CLO-2: Prepare the micro-lesson plan, present micro-teaching skills, analyze and identify the teaching skills presented by the peer groups in the micro-teaching class and writing report on it.

CLO-3: Prepare teaching aids and write a report on its preparation.

CLOs	PLOs										PSO			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO4
CLO1	3	-	-	1	3	1	1	-	-	-	3	-	-	-
CLO2	3	-	-	1	3	2	2	1	-	1	3	-	-	-
CLO3	1	1	-	1	1	1	1	1	-	-	1	-	3	1
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average	1.75	.25	-	.75	1.75	1	1	.5	-	.25	1.75	-	.75	.25

Mode of transaction: Lecture, Discussion, Presentation, Hands-on Experience

Evaluation Scheme:

Note:

1. Evaluation scheme has divided into two parts namely external and internal.
2. Question for end semester theory examination will be set by the affiliated university.
3. The practicum will be evaluated by the Board of External and Internal examiners. The proper record book of all the practicum will be made by the students and will be displayed on the day of Viva-Voce.
4. To conduct the Viva - Voce external examiner(s) should be from the cognate department.
5. The students have to secure pass mark separately both in the internal and external examination as well.
6. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

Internal = 20 Marks (Theory exam 10 marks + Practicum 10 Marks)	External = 80 Marks (Theory 40 Marks + Practicum 40 Marks)
● 10 marks should be given to the students based on their performance in the internal theory examination conducted by the concerned department. ● Another 10 marks should be given to the students based on their participation in the activities related to the paper. Note: Pass marks for internal examination = 35%	● Part - I: Theory (40 Marks) ➤ External Examination: 40 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 20 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 10 marks. ● Part - II: Practicum (40 Marks) ➤ Activities and the report writing (20 Marks) ➤ Viva-Voce (20 Marks)
Total Marks = 20 (Internal) + 80 (External) = 100 Marks	

References:

1. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology, New Delhi: PHI Pvt. Ltd.
2. Pandey, K.P.: Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.

BEDU0102SB-T
**BA (EDUCATION) SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE BEDU-SB
PAPER TITLE: VOCATIONAL EDUCATION**

Credit = 3
Contact Hour = 75
Practicum = 4 Hrs per week
Lecture = 1 Hr per week
Full Marks = 100
Pass Marks = 35%

Course objectives:

- CO-1: To acquaint students with the concept of vocationalisation of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.
- CO-2: To enable the students to know about the local, national, and international successful entrepreneurs.
- CO-3: To familiarize the students with various local handicrafts and cuisine and gain the knowledge of its preparation.

Skills to learn:

The students will be able to learn:

1. The skill of conducting face-to-face interview.
2. The skill of preparing local handicrafts.
3. The skill of preparing/cooking a local cuisine.
4. The skill of writing case study report.

Course Contents

Part – I: Theory (1 Credit)

Unit - I: Vocationalisation of Education, Vocational Education and Training in India

- Concept of Vocationalisation of Education
- Need of Vocationalisation of Education.
- Introduction to Vocational Education and Training
- National Skills Qualification Framework of India
- National Policy on Skill Development and Entrepreneurship 2015
- NEP 2020 and Vocational Education in School
- Lok Vidya
- Problems of Vocational Education
-

Part – II: Practicum (2 Credits)

Unit – II: Practicum – 1:

- Carry out a case study on any one local entrepreneur through face-to-face interview and prepare a case study report.
- Carry out an online review of any one successful local/national/international entrepreneur and prepare a case study report.

Unit – III: Practicum – 2:

- Prepare anyone local handicraft, record it audio-visually and submit it.
- Prepare/cook anyone local cuisine, record it audio-visually and prepare a report on its preparation.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explore the concept of vocationalisation of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.

CLO-2: Conduct case study on local, national, and international successful entrepreneurs and write a report on it.

CLO-3: Prepare local handicrafts and cuisine and write a report on preparation of cuisine.

CLOs	PLOs										PSO			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO9	PLO 10	PSO1	PSO 2	PSO 3	PSO 4
CLO1	2	1	3	3	3	1	1	1	2	-	2	1	1	1
CLO2	1	-	1	-	-	-	-	1	1	-	1	-	-	-
CLO3	-	1	2	1	1	1	-	-	-	-	1	-	-	1
-														
Average	1	.66	2	1.33	1.33	.66	.33	.66	1	-	1.33	.33	.33	.66

Mode of transaction: Lecture, Discussion, Presentation, Hands-on Experience

Evaluation Scheme:**Note:**

1. Evaluation scheme has divided into two parts namely external and internal.
2. Question for end semester theory examination will be set by the affiliated university.
3. The practicum will be evaluated by the Board of External and Internal Expert examiners. The proper record book of all the practicum will be made by the students and will be displayed on the day of Viva-Voce.
4. To conduct the Viva - Voce external examiner(s) should be from the cognate department.
5. The questions in the theory and the viva-voce will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

Internal = 20 Marks (Theory exam 10 marks + Practicum 10 Marks)	External = 80 Marks (Theory 40 Marks + Practicum 40 Marks)
● 10 marks should be given to the students based on their performance in the internal theory examination conducted by the concerned department. ● Another 10 marks should be given to the students based on their participation in the activities related to the paper. Note: Pass marks for internal examination = 35%	● Part - I: Theory (40 Marks) ➤ External Examination: 40 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 20 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 10 marks. ● Part - II: Practicum (40 Marks) ➤ Activities and the report writing (20 Marks) ➤ Viva-Voce (20 Marks)
Total Marks = 20 (Internal) + 80 (External) = 100 Marks	

References

1. Agrawal J.C & Agrawal S.P.(1999). *Vocational Education in India, Why, What and How*. Doaba House.
2. Alan Brown, Simone Kirpal, Felix Rauner (2007). *Technical and Vocational Education and Training: Issues, Concerns and Prospects*, Identities at Work (Technical and Vocational Education and Training: Issues, Concerns and Prospects) [1 ed.]. Springer Netherlands.
3. Sherlock, D. & Perry, N. (2008). *Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy*. Springer Netherlands.
4. Evans, R.N & Herr, E.L. (2004). *Foundations of Vocational Education*. (2nd ed.) Macmillan.
5. Stevenson, J. (2007). *Developing Vocational Expertise: Principles and Issues in Vocational Education*. Springer Netherlands.
6. Ministry of Skill Development and Entrepreneurship. (2015). *National Policy for Skill Development and Entrepreneurship*. <https://www.msde.gov.in/en/reports-documents/policies/national-policy-skill-development-and-entrepreneurship-2015>
7. Mays, A.B. (1992). *Principals and Practices of Vocational Education*. McGraw Hill Book co, inc.
8. Roberts, R.W.(2009). *Vocational and Practical Arts Education- History, Development and Principles*. Harper & Persther Publishers.
9. Sharma, S.R. (2002). *Vocational Education and Training*. Mittal Publishers.
10. Thimmaiah, S. et.al.(1998). *Vocational Education- Problems and Prospects*. Himalaya Publishing House, Bombay.
11. Thakur, D. & Thakur D.N. (eds). *Vocational and Technical Education*. Deep and Deep Publication.

Skill Based

BEDU0103SB-T — Physical and Health Education

Unit I: Concept of Physical Education

Unit II: Health and Hygiene

Unit III: Nutrition and Fitness

Unit IV: School Health Programs

Unit V: First Aid and Safety

References:

- Bucher — *Foundations of Physical Education*
- Park — *Preventive and Social Medicine*

BEDU0104SB-T — Life Skills and Value Education

Unit I: Life Skills Concept

Unit II: Communication Skills

Unit III: Emotional Intelligence

Unit IV: Decision Making

Unit V: Ethics and Values

References:

- WHO — *Life Skills Education Manual*
 - Goleman — *Emotional Intelligence*
-

BEDU0105SB-T — Creativity and Aesthetic Expression

Unit I: Creativity Concepts

Unit II: Creative Thinking

Unit III: Art and Aesthetics

Unit IV: Creative Pedagogy

Unit V: Expression through Arts

References:

- Torrance — *Guiding Creative Talent*
 - Eisner — *The Arts and the Creation of Mind*
-

DSE

BA (EDUCATION) SEMESTER

DSE COURSE

PAPER CODE: EDUG101D-T

PAPER TITLE: GUIDANCE AND COUNSELLING

Credit = 4
Contact Hours= 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks =100
Pass Marks = 35%

Course objectives

- CO-1: To familiarize the students about the concepts, nature and principles of Guidance and Counselling.
- CO-2: To enable the students to understand the guidance services, tools and techniques of Guidance and Counselling.
- CO-3: To acquaint the students with the occupational information and agencies of guidance services.

Course Content

Unit – I: Introduction to Guidance

- Guidance: Meaning, Principles and Scope of Guidance
- Guidance Movement in India.
- Different Types of Guidance: Educational, Vocational, Personal, and Group Guidance

Unit –II: Counseling

- Meaning, Nature and its importance
- Principles of Counselling
- Elements of Counselling
- Different types of counseling: Directive, Non-Directive, and Eclectic.
- Importance of Counselling at school level

Unit-III: Tools, Techniques, and Organization of Guidance Services

- Meaning and types of Psychological Test.
- **Testing Techniques:** Intelligence, Interest and Aptitudes.
- **Non Testing Techniques:** Cumulative Record Card, Interview, observation, Orientation Service, Individual–Inventory Service, Pupil-information Service, Counselling service, Placement and follow–up Service.
- Guidance Service in Schools Planning Resources, Role of School Head, Teachers, Counsellor, and Parents.

Unit-IV: Occupational Information and Agencies of Guidance Services

- Meaning and importance of Occupational Information
- Sources of Occupational Information
- Factors affecting occupational choice and career Choice
- Selection of a Job, Job Analysis, Job Satisfaction.
- Agencies of Guidance Services at centre level, state level and district level and NGO's
- Evaluation of guidance programme in a school and its importance
- Recent trend in Guidance and Counselling in India.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concepts, nature and principles of Guidance and Counseling.

CLO-2: Describe the guidance services, tools and techniques of Guidance and Counseling

CLO-3: Analyze the occupational information and agencies of guidance services.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	-	-	-	-	-	-	-	-	-	2	1	-	1
CLO2	2	-	1	1	1	-	-	2	-	-	1	3	1	1
CLO3	2	-	1	1	-	-	-	-	-	-	-	1	-	1
-														
Average	1.33	-	.66	.66	.33	-	-	.66	-	-	1	1.66	.33	1

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based.

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Aggarwal, J.C(1989). Educational and Vocational guidance, Doaba House, Delhi
2. Bhatia C.M. (2005) performance Tests of Intelligence Under Indian Constitution Doaba House, Delhi.
- Dosajh N.L. (1969). Guidance Services in India, New Delhi Agra Book Dept.

4. Gupta S.K.(1985). Guidance and counselling in India Education, Delhi, Mittal Pub. Co..
5. Indu Dave, (1987). Basic essentials of counselling New Delhi, Sterling Publishers,
6. Kochar S.K. (1986). Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers.
7. Pradipta , K.M. (2001). Rudiments of Guidance and Management in Education, Kalyani Publishers, New Delhi
8. Shrivastava K.K,(2006). Principles of Guidance and Counselling, kanishka publishers, New Delhi
9. Suri, S.P & Sodhi, T.S. (1997). Guidance Counselling, Bawa publications, Patiala, India.
- 10.** Traxler A.E.(1960) . Techniques of guidance, Mew York, Harper and Row

Education

BEDU0102D-T Inclusive Education and Children with Special Needs

Unit I: Concept and Philosophy of Inclusive Education

- Meaning and concept of inclusive education
- Historical development of inclusive education
- Difference between special education, integrated education and inclusive education
- Principles and objectives of inclusive education
- National and international perspectives on inclusive education

Unit II: Children with Special Needs (CWSN)

- Meaning and classification of children with special needs
- Types of disabilities:
 - Visual impairment
 - Hearing impairment
 - Intellectual disability
 - Learning disabilities
 - Autism Spectrum Disorder (ASD)
 - Multiple disabilities
- Identification and assessment of children with special needs

Unit III: Inclusive Classroom Practices

- Role of teachers in inclusive education
- Curriculum adaptation and modification
- Teaching strategies for inclusive classrooms
- Classroom management for diverse learners
- Use of assistive devices and technology

Unit IV: Policies, Programmes and Support Services

- Inclusive education policies and legislations in India
 - Right to Education (RTE) Act
 - Rights of Persons with Disabilities (RPwD) Act, 2016
- Government programmes for inclusive education
 - Samagra Shiksha
 - Integrated Child Development Services (ICDS)
- Role of parents, community and NGOs
- Support services: counseling, resource teachers, therapists

Unit V: Challenges and Future Directions

- Barriers to inclusive education
- Attitudinal, social and infrastructural challenges
- Teacher training and professional development
- Monitoring and evaluation of inclusive education
- Future trends and innovations in inclusive education

References / Books

1. Ainscow, M. – *Inclusive Education: Policy and Practice*
2. UNESCO – *Guidelines for Inclusion: Ensuring Access to Education for All*
3. Gargiulo, R.M. – *Special Education in Contemporary Society*
4. NCERT – *Position Paper on Inclusive Education*
5. Government of India – *Rights of Persons with Disabilities Act, 2016*

BA (EDUCATION) SEMESTER
DSE COURSE
PAPER CODE ~~PEDU~~ **103D-T**
PAPER TITLE: EDUCATIONAL TECHNOLOGY

Credit = 4
Contact Hour = 60
Tutorial = 1 Hr per week
Lectures = 3Hrs per week
Full Marks = 100
Pass Marks = 35%

Course objectives

- CO-1: To enable the students understand the concept of educational technology.
- CO-2: To acquaint the students with teaching-learning process
- CO-3: To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).
- CO-4: To familiarize the students with various teaching models.

Course contents

Unit-I: Introduction to Educational Technology.

- Classroom Communication: Concept, Process
- Types and Barriers of Communication.
- Class-room Interaction: FIACS (Flander's Interaction Category System)
- Programmed Learning: Concept and Principles.
- Steps in the development of a Programme Instructional Material.
- Simulated teaching

Unit-II: Teaching-Learning Process and Modification of Teaching Behaviour

- Concept and Objectives of Teaching Learning Process
- Levels and Variables of Teaching
- Phases and Operations of Teaching
- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST): Meaning and Procedure.

Unit-III: Teaching Models. Innovations in Educational Technology

- Concept and Importance of models of teaching
- Assumptions, Sources and Elements of Models of teaching.
- Bruner's Concept of Attainment model and its importance
- Glasser Models of Teaching
- Team teaching, Computer Assisted Instruction: Their Meaning and features
- Personalized System of Instruction
- ICT and Education

Unit-IV: Research in Educational Technology and E- Learning

- Concept and uses of ICT in Education
- National Mission in Education through ICT, National Knowledge Network (NKN), Smart class
- Artificial Intelligence and Educational Software
- ICT in Education: DIKSHA, ePathsala, SWYAMPRAKHA, OER, INFLIBNET, Shodhganga

- Learning Management Systems: Concept and Assessment Tools (MOODLE)
- Online Learning: MOOC, Blended Learning, Flipped Classroom, SWAYAM
- Priorities of research in educational technology

Course outcomes

After completion of the course, the students will be able to:

CLO-1: Describe the concept of educational technology.

CLO-2: Explain teaching-learning process

CLO-3: Analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).

CLO-4: Analyse various teaching models.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	2	-	-	-	-	-	3	1	-	-	1	2	2	1
CLO2	2	-	-	1	3	1	1	1	-	-	-	2	-	1
CLO3	2	2	1	-	-	-	-	-	-	-	-	1	1	-
CLO4	1	-	-	-	1	1	-	-	-	-	-	2	3	1
Average	1.75	.5	.25	.25	1	.50	1	.50		-	.25	1.75	1.5	.75

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem solving, critical thinking, creativity, communication, analytical reasoning/thinking.

coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Chauhan, S. S. (1978). *A Text book of programmed instruction*, New Delhi: Sterling.
2. Chauhan, S. S. (1978). *Innovations in teaching learning process*, New Delhi: Vikas Publishers.
3. Decoo (1980) *Educational technology* (Ed), N. Delhi: Holt, Ri Chart.
4. Kochar, S. K. (1986) *Methods and techniques of teaching*, N. Delhi. Sterling..
5. Malla, R. M. & Ravisankar, S. *Curriculum Development and Educational Technology*, N. Delhi.
6. Mangal, S. K. & Mangal, U. (2010). *Essentials of Educational Technology*, New Delhi: PHI Pvt. Ltd.
7. Mohanty, J. *Educational Broadcasting, Radio and TV in Education*, N. Delhi. Sterling Pub. 1986.
8. Oristein, A. C. & Hunkins, F. P. (1993). *Curriculum Foundations, Principles and Issues* (Second edition). USA: Allyn and Bacon Inc.
9. Packiam, S. (1986). *Curricular innovations and educational technology*, New Delhi: Doba House.
10. Pandey, K. P. *A first course in instructional technology*, New Delhi: Amitash Prakashan.
11. Pandey, K.P. *Dynamics of teaching behaviour*, N. Delhi: Amitash Prakshan.
12. Sampath, S. P. & Santhanam, S. (1987). *Introduction to education technology*, N. Delhi: Sterling Publications.
13. Sharma, R.A. (1988). *Educational Technology*, Agra Vinod Pustak mandir.
14. Smith, B.O. et al. *Foundations of Curriculum Improvement*, Yonders, N.V. World Book Co.
15. Taba, H. (1962). *Curriculum Development. Theory and Practice*. USA: Hareourt, Brace World Inc.
16. Taylor, J. Galen & Alexander, W. M. *Planning curriculum for schools*.

BA (EDUCATION) ' ' SEMESTER
DSE COURSE
PAPER CODE: EDU0104D-T

Credit = 4
Teaching Hour = 60
Tutorial = 1 Hr per week
Lecture = 3Hrs per week
Full Marks =100
Pass Marks = 35%

PAPER TITLE: QUANTITATIVE AND QUALITATIVE RESEARCH IN EDUCATION

Course objectives

- CO-1: To enable students know about methods of quantitative research..
- CO-2: To enable the students apply and analyze parametric and non-parametric statistics in quantitative research
- CO-3: To familiarize students about the methods of qualitative research.
- CO-4: familiarize students about qualitative data analysis techniques and reporting.

Course Contents

Unit-I: Methods of Quantitative Research

- Concept of Quantitative Research
- Characteristics of Quantitative Research
- Importance of Quantitative research
- Types of Quantitative Research: Descriptive survey, Correlational study, Causal Comparative/Ex Post Facto Research, Developmental Research
- Experimental Research: Meaning, characteristics, and Types (Pre-Experimental Design, True Experimental Design and Quasi-Experimental Design, Factorial Design)

Unit- II: Introduction to Qualitative Research

- Meaning and characteristics of Qualitative Research
- Advantages and Disadvantages of Qualitative Research
- Qualitative Research Designs; Grounded theory, Phenomenological, Ethnographic, Historical Research, and Case Study Design
- Ethical Issues in Qualitative Research

Unit- III: Parametric Analysis of Quantitative Data Analysis

a) Parametric Analysis:

- Meaning and Assumptions of Parametric Test
- t-test and ANOVA

b) Non-Parametric Analysis:

- Meaning and Assumptions of Non-Parametric test
- Chi-Square Test

Unit-IV: Data Analysis Techniques and Reporting in Qualitative Research

- Content analysis
- Thematic analysis
- Narrative analysis.
- Standards for Reporting Qualitative Research

Course outcomes

After completion of the course, the students are expected to:

- CLO-1: Enumerate various methods of quantitative and qualitative research.
- CLO-2: Interpret quantitative data using parametric and non-parametric test.
- CLO-3: Enumerate various methods qualitative research.
- CLO-4: Write research report systematically.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO2	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO3	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO4	2	2	-	-	-	2	-	2	3	-	-	-	3	1
Average	2	2	-	-	-	2	-	2	3	-	-	-	3	1

Mode of Transaction: Lecture, Lecture cum Discussion, Project Method, Seminar, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn& Bacon.

5. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
6. Cohen, Lewis and Manion Lawrence (1994). *Research Methods in Education*. New York : Holt Rinchart and Winston Inc.
7. Flick, Uwe (1996). *An Introduction to Qualitative Research*. London sage publication19
8. Fox, D.J. (1969). *The Research Process in Education*. New York: Helt Rhineheart &Winston Inc.
9. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
10. Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feiffer & Simon.
11. Gay, L.R. (1976). *Educational Research: Competencies for Analysis and Application*. Merrill: Macmillan Publishing Company.
12. Good, Barr & Scates (1962). *Methodology of Educational Research*. New York: Appleton Crofts.
13. Guilford, J.P. & Fruchter, B. (1974). *Fundamental Statistics in Psychology & Education*. New York: McGraw Hill.
14. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
15. Keeves, John. P (ed)(1990). *Educational Research Methodology and Measurement: An International Handbook*. New York: Pergamo Press.
16. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
17. Koul, L. (1990). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
18. Pamela Maykut& Richard Morehouse (1994). *Beginning Qualitative Research- APhilosophic and Practical Guide*. The Falmer Press London. Washington D.C.
19. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
20. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research*. Concise paperback edition. Thousand Oaks, CA: Sage.
21. Sax, G (1968). *Empirical Foundation of Educational Research*. NewJersy: Englewood Cliffs.
22. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
23. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
24. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
25. Siegel, Sidney and Jr., N. John Castellan (1988). *Non-Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Company.
26. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
27. Travers, Robert M.W. (1978). *An Introduction to Educational research (4th edition)*. London: MacMillan
28. Bogdan, R C. (2011). *Qualitative Research for Education*, PHI Learning Pvt Ltd; New Delhi
29. Creswell, J W. (2017). *Educational Research*. Pearson: New Delhi.

30. Gay L R et.al (2017). Educational Research: competencies for analysis and applications. Pearson: New Delhi.
31. Howel D C.(2014). Fundamental Statistics for Behavioural Sciences. Wardsworth Cengage Learning: USA
32. Pruzan, Peter (2011). Research Methodology: The Aims, Practices and Ethics of Science: Springer.
33. Punch, Keith F (2013). Introduction to Social Research: Quantitative and Qualitative Approaches : SAGE Publications Ltd.
34. Strike, K.A (2006). The ethics of educational research in handbook of complementary methods in education research. <http://www.rouledgehandsodes.com/doi/10.4324/978020387469> . ch.3.
35. Thorat, Sukhadeo et al. (2018). Social Science Research in India: Status, Issues, and Policies: Oxford Publishing House.
36. Tolich, Martin (2009). Qualitative Ethics in Practice (Developing Qualitative Inquiry Book 14): Routledge.
37. Welfel, Elizabeth Reynolds (2019). Ethics in Counselling and Psychotherapy: Standards, Research and Emerging Issues :Cengage India.
38. Wiles, Rose (2012). What Are Qualitative Research Ethics?: Bloomsbury Publishing India.
39. Mocanasu, Daniela Rusu. Determining the sample size in qualitative research. IFIASA, 2020. <https://doi.org/10.26520/mcdsare.2020.4.181-187>

BEDU0105D-T — Inclusive Education (DSE)

Unit I: Concept of Inclusive Education

- Meaning, need and scope
- Historical development
- Policies and practices
- Inclusive vs special education

Unit II: Learner Diversity

- Types of disabilities
- Learning difficulties
- Socio-cultural diversity
- Gender and inclusion

Unit III: Inclusive Classroom Practices

- Teaching strategies
- Classroom adaptations
- Assistive technologies
- Individualized Education Plans

Unit IV: Role of Teachers & Schools

- Teacher competencies
- School climate
- Collaboration with parents
- Community participation

Unit V: Policies & Programs

- National policies on inclusion
- Rights and legislation
- Support services
- Current challenges

References:

- Ainscow, Booth & Dyson — *Improving Schools, Developing Inclusion*
 - Loreman, Deppeler & Harvey — *Inclusive Education*
 - Sharma & Forlin — *Teacher Education for Inclusion*
-

BEDU0106D-T — Value Education

Unit I: Meaning and Nature of Values

- Concept and classification
- Moral, social, spiritual values
- Value crisis

Unit II: Sources of Values

- Family and society
- Culture and religion
- Education and media

Unit III: Approaches to Value Education

- Direct and indirect methods
- Value clarification
- Role play and storytelling

Unit IV: Role of Teacher

- Teacher as model
- Value oriented curriculum
- School culture

Unit V: Value Education Programs

- Peace education
- Citizenship education
- Environmental values

References:

- Rokeach — *The Nature of Human Values*
 - NCERT — *Education for Values in Schools*
 - Halstead & Taylor — *Values in Education*
-

BEDU0107D-T — Curriculum Development and Instructional Design

Unit I: Curriculum Basics

- Meaning and types
- Foundations of curriculum
- Principles of curriculum construction

Unit II: Curriculum Development Models

- Subject-centered model
- Learner-centered model
- Activity-centered model

Unit III: Instructional Design

- Objectives and learning outcomes
- Instructional strategies
- Teaching models

Unit IV: Evaluation of Curriculum

- Formative and summative evaluation
- Curriculum revision
- Feedback systems

Unit V: Modern Trends

- Outcome based education
- Digital curriculum
- Competency based curriculum

References:

- Tyler — *Basic Principles of Curriculum and Instruction*
 - Taba — *Curriculum Development: Theory and Practice*
 - Ornstein & Hunkins — *Curriculum: Foundations, Principles and Issues*
-

BEDU0108D-T — Educational Administration and Management

Unit I: Concept of Educational Administration

- Meaning and scope
- Principles of management
- Educational leadership

Unit II: School Organization

- Structure and functions
- Planning and coordination
- Decision making

Unit III: Human Resource Management

- Staff management
- Motivation
- Professional development

Unit IV: Educational Supervision

- Supervision models
- Inspection and appraisal
- Quality assurance

Unit V: Institutional Management

- Finance and budgeting
- Record management
- Institutional effectiveness

References:

- Bush — *Theories of Educational Leadership*
 - Bhatnagar & Aggarwal — *Educational Administration*
 - Lunenburg & Ornstein — *Educational Administration*
-

Skill Based

BEDU0103SB-T — Physical and Health Education

Unit I: Concept of Physical Education

Unit II: Health and Hygiene

Unit III: Nutrition and Fitness

Unit IV: School Health Programs

Unit V: First Aid and Safety

References:

- Bucher — *Foundations of Physical Education*
 - Park — *Preventive and Social Medicine*
-