

DEPARTMENT OF EDUCATION

School of Education (SoE)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)



B. A. (Education) Syllabus

Under Choice Based Credit System

Approved by IX Board of Studies (BoS)

Held on 23 November, 2020

(Effective from the Session 2020-21)

SEMESTER	Core Courses (CC) 6 Credits per Course	Skill Enhancement Course (SEC) 2 Credits per Course	Discipline Specific Elective (DSE) 6 Credits per Course	Generic Elective (GE) 6 Credits per Course
I	Foundations of Education [EDU-CC-111]			
II	Philosophical and Sociological Bases of Education [EDU-CC-211]			
III	Educational Psychology and Development [EDU-CC-311]	Community Work and Social Service [EDU-SE-311]		
IV	Psychological Bases of Learning [EDU-CC-411]	Education for Democratic Citizenship [EDU-SE-411]		
V		Health and Physical Education [EDU-SE-511]	Development of Education in India [EDU-EC-511]	Development of Education in India [EDU-GE-511]
			Teacher Education [EDU-EC-512]	
VI		Work Education [EDU-SE-611]	Contemporary Issues in Indian Education [EDU-EC-611]	Contemporary Issues in Indian Education [EDU-GE-611]
			Guidance and Counseling in Education [EDU-EC-612]	

Structure of B. A. (Education) Programme

Semester	Course Code	Course Title	Max. Marks			L	T	P	C
			Int.	Ext.	Total				
I	EDU-CC-111	Foundations of Education	40	60	100	5	1	0	6
II	EDU-CC-211	Philosophical and Sociological Bases of Education	40	60	100	5	1	0	6
III	EDU-CC-311	Educational Psychology and Development	40	60	100	5	1	0	6
	EDU-SE-311	Community Work and Social Service	40	60	100	1	0	2	2
IV	EDU-CC-411	Psychological Bases of Learning	40	60	100	5	1	0	6
	EDU-SE-411	Education for Democratic Citizenship	40	60	100	1	1	0	2
V	EDU-SE-511	Health and Physical Education	40	60	100	1	1	0	2
	EDU-EC-511	Development of Education in India or	40	60	100	5	1	0	6
	EDU-EC-512	Teacher Education							
	EDU-GE-512	Development of Education in India	40	60	100	5	1	0	6
VI	EDU-SE-611	Work Education	40	60	100	1	0	2	2
	EDU-EC-611	Contemporary Issues Indian Education or	40	60	100	5	1	0	6
	EDU-EC-612	Guidance and Counseling in Education							
	EDU-GE-611	Contemporary Issues Indian Education	40	60	100	5	1	0	6
Grand Total for Programme			480	720	1200	44	10	4	56

General Instruction:

- Undergraduate Programme (B.A.) in Education will be a programme of Six Semesters.
- There shall be four Core Courses (CC) of six credits each.
- There shall be four Discipline Specific Elective Course (EC) of six credits.
- There shall be four Skill Enhancement (SE) Courses. Students will select minimum four SE Courses from the pool of SE Courses available in the school/ university of 2 credit each.
- Students of B.A. V and VI semesters may opt the Generic Elective (GE) courses of 6 credits each available in school/university.
- Other instruction and conditions given in the Choice Based Credit System (CBCS) and the Vishwavidyalaya Ordinance shall also apply in this programme.

B.A. (EDUCATION) SEMESTER I
COURSE-I
[EDU-CC-111] FOUNDATIONS OF EDUCATION

L	T	P	C
5	1	0	6

Learning Outcomes: On completion of this course the students will be able to:

- Understand the nature of Education as a discipline/ an area of study.
- Discuss the changing socio- cultural dimensions in the context of education.
- Discuss about the different agencies of Education and its role in learner development.
- Examine critically aims of Education in changing scenario.
- Understand the concept of National Integration.
- Understand that how education helps to developing the national integration.
- Examine basic concepts of Emotional Integration and how resolves the issues related to emotional integration through Education.
- Understand the contribution of UNESCO and International Understanding.
- Examine critically causes of inequality in Educational Opportunities in Indian Society.

Course Content:

UNIT I *Education: Concept, Types, Nature and Scope*

(20 Lectures)

- Education: Meaning, definition, Nature and Scope
- Narrow and broader concept of Education
- Education and Literacy, Education, Teaching and Learning
- Elements of Educational Process
- Education as a Social and Psychological process
- Forms of Education- Positive/Negative, Direct/ Indirect, General/ Specific/Special, Individual/ Collective
- Functions of Education at Individual, Society, National and International level

UNIT II *Aims of Education & Agencies of Education*

(16 Lectures)

- Differences between aims and objectives
- Aims of Education: Meaning, Need and Classification
- Types of Education

- Meaning of Agencies of Education
- Classification of Agencies of Education
- Differences between Formal, Non- formal and informal agencies of Education
- Home/ Family, School, Mass-media and Peer Group as an agency of Education

UNIT III *National Integration & Education*

(18 Lectures)

- Nationalism vs Patriotism
- Meaning and definition of National Integration and Emotional Integration
- Need of National Integration and Emotional Integration in India
- Obstacles in the way of National Integration in India
- Role of Education in strengthening National Integration
- Educational programmes for development of Emotional Integration

UNIT IV *Education for International Understanding*

(18 Lectures)

- Meaning and definition of International Understanding
- Need of International Understanding in the modern age
- Obstacles in the development of International Understanding
- Development of International Understanding through Education
- UNESCO and International Understanding

UNIT V *Equality of Educational Opportunity*

(18 Lectures)

- Understanding the Concept of Equity and Equality
- Concept of Equality for Educational Opportunity
- Need of Equality of Educational Opportunity
- Education of deprived, backward and Weaker Section in India
- Causes of inequality in Educational Opportunities in Indian Society

Selected Readings:

- Bhattacharya, S (2012). *Philosophical Foundation of Education*. New Delhi: Atlantic Publisher
- Dhiman, O.P. (2008). *Foundation of Education*. New Delhi: APH Publishing Corporation
- Lal, Raman Bihari (2014). *Shaikshik Chintan Avam Prayog*. Meerut: R. Lal Book Depot
- Mohanty, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers
- Oand, L.K. (2014). *Shiksha ki Darshnik Prishtabhoomi*. Rajasthan: Hindi Granth Academy
- Pandey, Ramshakal (2004). *Teacher in Emerging Indian Society*. Agra: Vinod Pustak Mandir.

- Ruhela, S. P. (2010). *Teacher and Education in Emerging Indian Society*. Agra: Agrawal Publication.
- Saxena, N. R. Swaroop (2004). *Shiksha ke Darshnik aur Samaj shastriye Adhar*. Meerut: R. Lall Book Depot.
- Walia, J. S. (2005). *Philosophical and Sociological Bases of Education*. Jalandhar: Ahim Paul Publishers.

B.A. (EDUCATION) SEMESTER II

COURSE-I

[EDU-CC-211] PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

L	T	P	C
5	1	0	6

Learning Outcomes: On completion of this course the students will be able to:

- Aware about Education and Philosophy.
- Examine awareness about the Social realities.
- Understand the schools of Philosophy and its characteristics.
- Critically examine the teachers, curriculum, goals of education and other dimension of different schools of philosophy.
- Critically examine the contributions of different school of philosophy.
- Know the meaning of sociology and sociological foundations of education.
- Understand the nature and functions of sociology of education.
- Understand the modern Indian society and its characteristics.
- Develop sociological insight for resolution of educational issues.
- Critical appraisal of contributions of great educators to education and society

Course Content:

UNIT I *Education and Philosophy*

(18 Lectures)

- Meaning, definition and scope of Philosophy and Education
- Relation between Philosophy and Education
- Philosophy and Aims of Education
- Philosophy and Curriculum
- Philosophy and Methods of Teaching

UNIT II *Schools of Philosophy*

(18 Lectures)

- A critical evaluation different schools' philosophy of Idealism, Naturalism, Pragmatism and Realism with special reference to
 1. Aims of Education,
 2. Teacher and Student
 3. Curriculum
 4. Method of teaching

UNIT III *Education and Sociology*

(18 Lectures)

- Meaning, definition and subject matter of Sociology
- Sociology of Education and Educational Sociology
- Aims and scope of Educational Sociology
- Contribution of Educational Sociology in Education
- Meaning and definition of Society
- Relation between Education and Society
- Impact of Education on Society
- Impact of Society on Education

UNIT IV *Education and Social change*

(18 Lectures)

- Meaning and definition of Social change
- Nature and Principles of Social change
- Relation between Social and Cultural Changes
- Factors responsible for Social changes
- Meaning and characteristics of Modernization
- Cultural lag
- Modernization versus westernization
- Role of Education in Social Change

UNIT V *Process of Socialization*

(18 Lectures)

- Meaning and definition of Socialization
- Need of Socialization
- Process of socialization in Indian Society
- Factors affecting Socialization of the Child
- Agencies of Socialization: Family, School, Peer Group and Mass Media
- Teacher's role in the process of Socialization

Selected Readings:

- Bruner, J.S. (1996). *The Culture of Education*. Cambridge, M.A.: Harvard University Press.
- Bhattacharya, S (2012). *Philosophical Foundation of Education*. New Delhi: Atlantic Publisher
- Bhattacharya, S (2012). *Sociological Foundation of Education*. New Delhi: Atlantic Publisher

- Dewey, J. (1916/1977): *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan.
- Pandey, Ramsakal, (2001). *Education in Emerging Indian society*. Agra: Vinod Pustak Mandir
- Mohanty, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers
- Pandey, Ramsakal, (2001). *Education in Emerging Indian society*. Vinod Pustak Mandir, Agra
- Ravi, S. Sameul. (2015). *Philosophical and Sociological Foundation of Education*. Delhi: PHI Private Limited.

B.A. (EDUCATION) SEMESTER III

COURSE-I

[EDU-CC-311] EDUCATIONAL PSYCHOLOGY AND DEVELOPMENT

L	T	P	C
5	1	0	6

Learning Outcomes: On completion of this course the students will be able to:

- Understand the nature of Education and Psychology.
- Critically analyze the scope and importance of Educational Psychology.
- Understand the nature of human development during infancy, childhood and adolescence stages.
- Understand the learner in terms of various characteristics.
- Learn the factors affecting adolescence development.
- Understand Educational significance of growth and development.
- Examine critically Physical mental, Emotional and Social development during Adolescence.
- Understand the role of heredity and environment in human development

Course Content:

UNIT I *Education & Psychology*

(18 Lectures)

- Meaning and definition of Psychology
- Concept, Scope and Nature of Educational Psychology
- Importance of Educational Psychology for Teachers
- Individual differences- Meaning and Characteristic
- Causes of Individual Differences
- Educational significance of Individual Differences.

UNIT II *Stages of Human Development*

(18 Lectures)

- Chief Characteristics of different stages of human development- infancy, childhood and adolescence
- Infancy- Physical, Intellectual, Emotional and Social development
- Childhood- Physical, Intellectual, Emotional and Social development
- Role of Nutrition, Love, Care and Education in the different stages of development

UNIT III *Adolescence*

(18 Lectures)

- Meaning of Adolescence.
- Chief characteristics of Adolescence.

- Physical mental, Emotional and Social development during Adolescence.
- Problems of Adolescence.
- Needs of Guidance and Counseling during Adolescence Period.

UNIT IV *Growth and Development*

(18 Lectures)

- Meaning of growth and development
- Differences between growth and development
- Principle of Growth and Development
- Educational significance of growth and development
- Factor influencing growth and development of a learner

UNIT V *Heredity and Environment*

(18 Lectures)

- Meaning of Heredity and Environment
- Importance of Heredity and Environment
- A brief review about Law of Heredity proposed by Gregor Jhon Mendel
- Importance of Heredity and Environment in Development and Growth of Children
- Eugenics, Euthenics and Euthenics

Selected Readings:

- Ambron, S.R. (1981). *Child development*. Holt Rinehart and Winston New York.
- Bhargava, Mahesh (1964). *Introduction to Exceptional Children*. Sterling Publishers Pvt. Ltd., New Delhi.
- Bhatnagar, Suresh (1998). *Advance Educational Psychology*. R.L. Book Depot Meerut.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
- Chauhan, S.S. (2010). *Advance Educational Psychology*, Vikas Publishing House New Delhi.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications Pvt Ltd.
- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post- Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Mathur, S.S.: *Educational Psychology*, Vinod Pustak Mandir, Agra
- Mishra: *Psychology-The Study of Human Behaviour (in Hindi)*, Prentice Hall of India, New Delhi.

- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psychological Research Cell, Agra, India.
- Singh. A.K (2010). *Educational Psychology*, Bharti Bhawan Publication

B.A. (EDUCATION) SEMESTER III

COURSE-II

[EDU-SE-311] COMMUNITY WORK AND SOCIAL SERVICE

L	T	P	C
1	0	2	2

Learning Outcomes: On completion of this course the students will be able to:

- Working with the community and society.
- Develop the dignity of labor among students.
- Develop student's interest in social reconstruction of the nation.
- Enable the students for preparing community for sustainable development.
- Develop the personality of the students through community work and social service.

Course Content:

UNIT I *Concept of Community Work and Social Service*

(15 Lectures)

- Meaning, Nature, Importance and Scope of Community Work and Social Service.
- Social Service: Definition, Scope, Principles, Nature, Goals and Process.
- Social Service as a Professional in India: Values, Competencies and Code of Ethics for the social Work Practitioners.
- Type of Communities: Rural, Urban, Tribal and Virtual Communities and various Vulnerable Groups/ sections viz. Women, Child, Aged, Dalits etc; Caste and Class- Their Characteristics.
- Role of Community Work and Social Service in National Development.
- Different Modes of Community work and Community Services.
- Current issues related to training and practice of Social Service.

UNIT II *Perform any five activities from the followings:*

(15 Lectures)

- Prepare First Aid and aware the community through first aid camp
- Conduct and Participate in a Rally organized on emerging issues
- Public Awareness Camp on contemporary issues
- Literacy Programme for Illiterate People
- Campaigning against Social Evils
- Prepare a show piece from the waste product

- Prepare and Present models on different social issues
- Prepare a chart and model on Health and Nutrition Habbits
- Beatification of Classrooms, Department, University and Society
- Conduct a survey on a social issue as instructed by Course coordinator.

B.A. (EDUCATION) SEMESTER IV
COURSE-I
[EDU-CC-411] PSYCHOLOGICAL BASES OF LEARNING

L	T	P	C
5	1	0	6

Learning Outcomes: On completion of this course the students will be able to:

- Understand Learning and various types of learning.
- Understand Learning theories and their educational implication.
- Critically analyze the process of Learning and its relation with attention, motivation and Fatigue.
- Understand the learner in terms of various characteristics.
- Develop skills for effective teaching learning process and use of psychological tests.
- Understand the concept of Intelligence, Personality and Creativity
- Examine critically about verbal and non-verbal intelligence test.

Course Content:

UNIT I *Basic Aspects of Learning*

(18 Lectures)

- Learning-Meaning definition, Characteristics and Types
- Concept & Dimensions of effective learning.
- Effective method of learning
- Laws of learning
- Theories of learning – Behaviorist, Humanistic and Social Constructivism.
- Educational Implication of Theories of learning
- Factor affecting teaching and learning

UNIT II *Teacher and Learning*

(18 Lectures)

- Learning Skills & attitude.
- Learning in School: Result & condition.
- Learning Curves & plateaus.
- Transfer of learning & Training.
- Role of Teacher in Learning.
- Attention, fatigue & Motivation: Concepts & Educational implication.

- Effect of attention, fatigue and motivation in teaching-learning process

UNIT III *Mental process of Learning*

(18 Lectures)

- Thinking Process – Concept, tools & type of thinking.
- Memory – concept, type & strategies to development of it.
- Forgetting – Nature Causes: factors & Strategies to minimize forgetting.
- Imagination – Meaning type & educational implications.

UNIT IV *Nature of Learning*

(18 Lectures)

- Concept of Intelligence
- Theories of intelligence- Two factor and Group factor theory
- Measurement of intelligence.
- Creativity: concepts, relationship with intelligence, techniques for fostering creativity
- Interest & Attitude & their assessment
- Personality: meaning, definitions & theories (Shelden, Kretschmar, Allport, Jung and Freud)
- Assessment of personality

UNIT V *Mental Health & Hygiene*

(18 Lectures)

- Mental Health& hygiene-meaning and definition
- Aspects of Mental health & hygiene.
- Characteristics of Mental health person.
- Importance of mental health & hygiene in Education.
- Factors hindering children & Teachers Mental health.
- Factors fostering Childs & Teachers mental health.

Selected Readings:

- Bandura. A (1977). *Social Learning Theory*. Cliff. N. J; Prentice Hall.
- Bhatnagar, Suresh (1998). *Advance Educational Psychology*. R.L.D Book Depot Meerut.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Chauhan, S.S. (2010). *Advance Educational Psychology*, Vikas Publishing House New Delhi.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications Pvt Ltd.

- Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
- Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
- Gupta, S.P. (2005). *Uchchatar Siksha Manovigyan*. Sharada Pustak Bhavan, Allahabad
- Mishra: *Psychology-The Study of Human Behaviour (in Hindi)*, Prentice Hall of India, New Delhi.
- Mangal, S K. *Siksha Manovigyan*. Prntice Hall India
- Singh. A. K (2010). *Educational Psychology*, Bharti Bhawan Publication.

B.A. (EDUCATION) SEMESTER III

COURSE-II

[EDU-SE-411] EDUCATION FOR DEMOCRATIC CITIZENSHIP

L	T	P	C
1	1	0	2

Learning Outcomes: On completion of this course the students will be able to:

- Understand their rights and duties as a citizen of democratic India.
- Discuss in democratic way on any forum.
- Examine the Government role in the welfare of public.
- Aware about citizens' rights towards their country.
- Discriminate the right way to discuss their ideas.
- Develop harmony in their society as a good and sincere citizen.

Course Content:

UNIT I *Rights and Duties in Indian Constitution*

(12 Lectures)

- Preamble of Indian Constitution
- Nature of Indian Constitution
- Fundamental Rights and Duties
- Duties of citizenship Education as a Social process
- Directive Principle for the state
- Democracy and Education
- Role of teacher in development of democratic citizenship amongst students

UNIT II *Protection of Children and Women*

(10 Lectures)

- Child Rights: Meaning and Need
- Legal Provision of Government of India for Protection of Children
- Women Empowerment through constitutional provisions
- Protection of Women from Domestic Violence Act, 2005
- Education and Child and Women Rights

UNIT III *Issues in Democracy and Education*

(8 Lectures)

- Principles of Democracy
- Democracy and Education

- Government and Directive Principles of the State.
- Equality of Educational Opportunity
- Voting Rights of a Citizen
- Power of Constitution in a Democratic State

Selected Readings:

- Kashap Subhash (2009). Bharitiya Samvidhan. Bharitiya Pushtak Nyas: New Delhi.
- Basu, D.D. (2015). Bharitiya Samvidhan Ek Parichay. PHI Pvt. Ltd. New Delhi.
- Bhattacharya, S (2012). Philosophical Foundation of Education. New Delhi: Atlantic Publisher
- Lal, Raman Bihari (2014). *Shaikshik Chintan AvamPrayog*. Meerut: R. Lal Book Depot
- Mohanty, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J. S. (2005). Philosophical and Sociological Bases of Education. Jalandhar: Ahim Paul Publishers

B.A. (EDUCATION) SEMESTER V

COURSE-I

[EDU-SE-511] HEALTH AND PHYSICAL EDUCATION

L	T	P	C
2	0	0	2

Learning Outcomes: On completion of this course the students will be able to:

- Describe hygienic environment along with contributing factors and its importance.
- Explain various Communicable and non-communicable diseases along with first aid.
- Demonstrate ability to describe balanced diet.
- Explain the component of complete diet.
- Define Physical fitness and health of an individual.
- Aware about communicable diseases.

Course Content

UNIT I *We and our Environment*

(10 Lectures)

- Healthy Community living
- Waste Segregation & Management
- Social Health and relationships with others
- Food and Nutrition for Healthy living
- Need for Dietary Planning
- Different types of Meals and its impact on Human Body
- Sanitation and hygiene.

UNIT II *Function of Human Body*

(10 Lectures)

- Systems of Human Body: Circulatory, Respiratory and Endocrine System
- Illness and Disease: Causes and remedies
- Communicable and non- communicable Diseases
- Over Nutrition (obesity), Under Nutrition and effect of these on Health
- Education about Health and Role of Institutions (including school, family and sports) in Promoting Health

UNIT-III *Physical Education for Fitness*

(10 Lectures)

- Concept of Physical Education
- Need and Importance of Physical Education
- Physical fitness and health
- First Aid: Meaning, Importance, Principles and Function
- First aid Box Articles & definitions
- Precautions while taking medicines

Selected Readings:

- Kamlesh, M.L. & Singh, M.K. (2006) Physical Education (Naveen Publication).
- Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, USA.
- Shaffer, D.R. (2002) Development Psychology: Childhood and Adolescence. Thomson, Sydney, Australia.
- Singh, A. et al. (2000) Essential of Physical Education, Kalyani Publishers, Ludhiana, Punjab.

B.A. EDUCATION) SEMESTER V
COURSE-II
[EDU-EC-511] DEVELOPMENT OF EDUCATION IN INDIA

L	T	P	C
5	1	0	6

Leanings Outcomes: On completion of this course the students will be able to:

- Understand the historical background of Indian education.
- Critically analyze about Vedic and Buddhist education.
- Critically analyze about teaching method, curriculum and aims of education during Vedic period, Buddhist education and Medieval education
- Understand that development of education is influenced by socio-political forces of the time.
- Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strength and limitations.

Course Content:

UNIT I *Vedic Education System*

(18 Lectures)

- Meaning of Education during Vedic period.
- Aims of Education, Curriculum and Teaching Methods in Vedic period.
- Basic principles and features of Education
- Contribution of Vedic education in modern education system
- Merits and Demerits of Vedic Education

UNIT II *Buddhist Education System*

(18 Lectures)

- Meaning of Education during Buddhist period
- Aims of Education, Curriculum and teaching methods.
- Chief features of Buddhist Education, merits and demerits and demerits of Buddhist Education.
- The four internal truths.
- Contribution of modern Indian Education.

UNIT III *Medieval Education System*

(18 Lectures)

- Meaning of Education during Muslim period.
- Chief Characteristics of Muslim Education

- Aims of Education, Curriculum and Methods of Teaching
- Merits and Demerits of Muslim Education.

UNIT IV *Education during British Period*

(18 Lectures)

- Macaulay minutes and downwards filtration theory.
- Wood's Despatch-1854.
- Hunter Commission-1882
- Wardha Education Policy
- Sargent Commission

UNIT V *Education in Independent India*

(18 Lectures)

- Radhakrishnan Commission, 1948-49
- Secondary Education Commission, 1952-53
- Kothari Commission, 1964-66
- National Education Policy -1968
- New Education Policy-1986
- National Education Policy-2020

Selected Readings:

- Alteker, A S (2014). *Prachin Bhartiya Sikdshan Paddhati*. Varanasi: Vishwavidyalaya Prakashan
- Govt. of India, (1986): *National Policy on education*. MHRD
- Gupta, V.K. (2003). *Development of Education System in India*, Ludhiana: Vinod publications
- Johari and Pathak (2007). *History of Indian Education*. Agra: Vinod Pustak Mandir
- Lal, Raman Bihari (2014). *Bhartiya Siksha Ki Samasaayein*. Meerut: R Lal Book Depot

B.A. (EDUCATION) SEMESTER V
COURSE-III
[EDU-EC-512] TEACHER EDUCATION

L	T	P	C
5	1	0	6

Leanings Outcomes: On completion of this course the students will be able to:

- Get sensitized to the aims and development of teacher education in India.
- Develop an understanding of the teacher education curriculum in India.
- Acquaint with the competencies essential for a teacher for effective transaction.
- Get equipped with the skills to become effective and efficient teachers and teacher-educators.

Course Content:

UNIT I *Meaning and Scope of Teacher Education* (14 Lectures)

- Teacher Education – Concept and Scope
- Aims and objectives at levels (Elementary, Secondary and College levels).
- Concept of Pre-service and In-service teacher education.
- Status of teacher education in India.

UNIT II *Development of Teacher Education* (22 Lectures)

- A brief review of historical perspective of the development of teacher Education
- A critical appraisal of the present system of education in India on the basis of various recommendations of commissions and committees on Teacher Education in the post-independence era (with special reference to Kothari Commission and National Education Policy, 2020)
- National Council for teacher education (Regulation and norms) 2014.

UNIT III *Teaching Education Programs* (18 Lectures)

- Teacher Education Programmes in India.
- Institutions and Agencies of Teacher Education its monitoring and implementation.
- Centrally Sponsored Schemes in Teacher Education-IASE, DIETs etc.
- Pre-service and In-service Teacher Education in India: Need, concept, objectives and techniques.

UNIT IV *Teacher Education Curriculum*

(18 Lectures)

- Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education– consecutive and integrated.
- NCFTE (2014) as prescribed by NCTE.
- Qualities of a good teacher- teaching skills.
- Competency-based teacher education: Quality assurance in teacher education.
- Initial and Continuing Education of Teachers and Teacher Educators.

UNIT V *Teacher Education through Open and Distance Learning*

(18 Lectures)

- Innovations and Research in Teacher Education
- Open and Distance Learning: Need, Scope, Types and Characteristics.
- Use of Training Technology and Media& ICT in teacher education.
- Innovative Programmes for continuous professional development of school teachers
- New development in teacher education

Selected Readings

- Gupta Arun K. (1984). Teacher Education: Current & Prospects New Delhi, Sterling Publications
- India, Ministry of Education; Report of the Education Commission (1964-66) Education & National development New Delhi publication division 1966.
- Kochar S. K. (1985). Methods & techniques of teaching 2nd & rev & enlarged edition, New Delhi, Sterling Publishers.
- NCF (2000), NCF (2005). NCERT Publication, New Delhi.
- NCFTE (2009). NCTE Publication, New Delhi.
- UNESCO (1976). Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education, Bangkok.
- UNESCO (1981). A System approach to teaching & learning procedures a guide for teacher Educators, Paris: UNESCO.
- Upasani N.K.(1988). Effective college Teaching, Mumbai S.N.D.T Women's University.
- Upasani N. K. (1988). Planning for better learning Mumbai, S.N.D.T. Women's University.

B.A. (EDUCATION) SEMESTER V

COURSE-IV

[EDU-GE-511] DEVELOPMENT OF EDUCATION IN INDIA

L	T	P	C
5	1	0	6

Leanings Outcomes: On completion of this course the students will be able to:

- Understand the historical background of Indian education.
- Critically analyze about Vedic and Buddhist education.
- Critically analyze about teaching method, curriculum and aims of education during Vedic period, Buddhist education and Medieval education
- Understand that development of education is influenced by socio-political forces of the time.
- Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strength and limitations.

Course Content:

UNIT I *Vedic Education System*

(18 Lectures)

- Meaning of Education during Vedic period.
- Aims of Education, Curriculum and Teaching Methods in vedic period.
- Basic principles and features of Education
- Contribution of Vedic education in modern education system
- Merits and Demerits of Vedic Education

UNIT II *Buddhist Education System*

(18 Lectures)

- Meaning of Education during Buddhist period
- Aims of Education, Curriculum and teaching methods.
- Chief features of Buddhist Education, merits and demerits and demerits of Buddhist Education.
- The four internal truths.
- Contribution of modern Indian Education.

UNIT III *Medieval Education System*

(18 Lectures)

- Meaning of Education during Muslim period.
- Chief Characteristics of Muslim Education

- Aims of Education, Curriculum and Methods of Teaching
- Merits and Demerits of Muslim Education.

UNIT IV *Education during British Period*

(18 Lectures)

- Macaulay minutes and downwards filtration theory.
- Wood's Despatch-1854.
- Hunter Commission-1882
- Wardha Education Policy
- Sargent Commission

UNIT V *Education in Independent India*

(18 Lectures)

- Radhakrishnan Commission, 1948-49
- Secondary Education Commission, 1952-53
- Kothari Commission, 1964-66
- National Education Policy -1968
- New Education Policy-1986
- National Education Policy-2020

Selected Readings:

- Alteker, A S (2014). *Prachin Bhartiya Sikdshan Paddhati*. Varanasi: Vishwavidyalaya Prakashan
- Govt. of India, (1986): *National Policy on education*. MHRD
- Gupta, V.K. (2003). *Development of Education System in India*, Ludhiana: Vinod publications
- Johari and Pathak (2007). *History of Indian Education*. Agra: Vinod Pustak Mandir
- Lal, Raman Bihari (2014). *Bhartiya Siksha Ki Samasaayein*. Meerut: R Lal Book Depot

B.A. (EDUCATION) SEMESTER VI
COURSE-I
[EDU-SE-611] WORK EDUCATION

L	T	P	C
1	0	2	2

Learning Outcome: On completion of this course the students will be able to:

- Understand the Nature and concept of Philosophy of work education
- Learn the basic skills in work education.
- Explain the different areas of work experience.
- Prepare different models according to their interest and temperament
- Critically examine the development of work education in different committee and commission.

Course Content:

Unit I *Concept of Work Education*

(8 Lectures)

- Meaning, aims, and objectives of work education at secondary Level.
- Nature and Scope of work education.
- Need and importance of Work Education in our daily life.
- Relationship with other subjects in the school curriculum. place of work education in the school curriculum
- Useful resources for work experience education
- Difference between work education and vocational education.

Unit II *Bases of Work Education*

(7 Lectures)

- Bases of work education: Historical, Philosophical, Psychological, Sociological and Economic
- Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66
- Concept of socially useful productive work (SUPW) as designed by I. V. Patel Committee.
- Four Pillars of education International Commission on Education, 1996
- Criteria for Selection of Activities in work Education and Implementation

Unit III *Practical: Work Education* (any one group of the following)

(15 Lectures)

1. Tailoring and Embroidery

- a. Stitches various types-decoration work
- b. Handling of machine and its care

- c. Harmony of texture, shape, design and colour
- d. Decoration and embroidery-drafting of various articles
- e. Learning traditional embroidery

(kashmiri, Punjabi, Phulkari, Lucknow, Bengal katha, Kutch, Karnataka Kashida)

2. Toy Making

- a. Preparation of Simple toys and Puppets.
- b. Handling of Plaster-casting.
- c. Decoration of Toys - Painting, Dresses of Toys.
- d. Stuffed toys in doll making.

3. Fruit and Vegetable Products and Preservation

- a. Pickle for short-time use.
- b. Pickle for long time use.
- c. Fruit – processing – preparation of jam & jellies.

4. Craft Work

- a. Paper Work.
- b. Clay modeling.
- c. Macrame Work
- d. Papier Mache.

5. Textile Designing.

- a. Fabric Painting.
- b. Tie and Dye
- c. Block Printing.
- d. Screen Printing.

Selected Readings:

- Bhargav, Prabha: Pushpa Vatika. Delhi: Pustak Mahal, 2004. Bhargav, Prabha: Bagwani Kala. Delhi: Pustak Mahal, 2004.
- Bhargav, Prabha: Udhyan Kala. Delhi: Pustak Mahal, 2005.
- Chaudhary, M.L. & Prashad, K.V.: Bagwani Aur Mulya Verdhan. Delhi: West will Publishing House, 2006.
- George, A.: Horticulture Principles and Practices. Delhi: Pearson Education Publishing, 2002.

- Gupta, K.C: Chalk-Stick, Slate, Slate-Pencil & Pastel Colour Industry. Delhi: Dehati Pustak Bhandar
- Making Soft Toys for Children. Delhi: Rohan Book Company, 2000.
- Naik, Dada Bhai: Grih Vatika. Varanasi: Serv Seva Sangh Prakashan, 1981.
- Rahul Soft Toys. Delhi: Rahul Prakashan.
- Saini, R.S.: Bagwani Sidhant Avem Kirya Kalap. Udaipur: Agrotech Publishing Academy, 2001.
- Shirivastav, S.S.: Udhyan Vigyan. Raipur: Central book House, 2003.
- Singh, D.K.: High tech Horticulture. Udaipur: Agrotech Publishing Academy, 2004.
- Thakur, U.S. et al.: Krishi Vigyan Parichaya. Vidyarthi Prakashan, Indore, 1987.

B.A. (EDUCATION) SEMESTER VI

COURSE-II

[EDU-EC-611] CONTEMPORARY ISSUES IN INDIAN EDUCATION

L	T	P	C
6	0	0	6

Course Objectives: After completion of the course the student will able to:

- To understand the structure of Indian education.
- To give an idea critically to the current status of primary education in India.
- To understand the positive impact of the Universalization on Indian primary education.
- To discuss the hurdles of primary, secondary and higher education.
- To understand the role of various institutions and organizations to promote primary, secondary and higher education in India.
- To understand the quality of the present teacher education curriculums.
- To understand the concept of quality education in secondary level.
- To develop an idea about the structure of secondary education in India

Course contents:

UNIT I *Primary: Status and Challenges*

(18 Lecture)

- Concept of primary Education.
- Aims of primary education
- Universalization of primary education.
- Effort for universalization of Primary education
- Problems of Primary Education
- Right to Education (RTE) -2009

UNIT II *Secondary Education: Status, Issues and Concerns*

(18 Lecture)

- Concept of secondary education
- Secondary School: its linkages with primary and higher secondary stages of education
- Aims of Secondary Education with special reference to Mudalior Commission 1952-53
- Issues in Secondary Education: Vocationalisation, Privatization and examination issues and Reforms

- Rastriya Madhyamik Siksha Abhiyaan (RMSA)

UNIT III *Higher Education*

(18 Lecture)

- Meaning of higher education
- Aims and objectives of higher education
- Problems of Higher Education in India
- Status of Indian Universities.
- Rastriya Ucha Shiksha Abhiyaan (RUSA)

Unit IV *Indian Constitution and Education*

(18 Lecture)

- Constitutional provision in Indian Constitution with special reference to and Education
- Concept and need of Equality of Educational Opportunity
- Causes and remedies of inequality in Education
- Functions of Regulatory and Advisory Bodies: UGC, NCERT, NCTE, CBSE

UNIT V *Educational Thoughts*

(18 Lecture)

- Indian Educational Thinker: Mata Savitribai Phule Mahatma Gandhi, Swami Vivekanand
- Western Educational Thinker: John Dewey, Rousseau, Fredrick Froebel

Selected Readings:

- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Khan, R.S & Ahammed. I. (1997). Elementary Education & the Teacher, Delhi: IASC, Jamia Millia Islamiya
- Mohanty. J.N, (2002) Primary Elementary Education, Deep & Deep Publications: New Delhi
- NCERT (1991). Elementary Teacher Education Curriculum. Guidance and syllabi, New Delhi, NCERT
- Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi: Vikas Publishing House
- Rao. V.K (2007) Universatisation of Elementary Education, Indian Publishing House: New Delhi

B.A. (EDUCATION) SEMESTER VI

COURSE-III

[EDU-EC-612] GUIDANCE AND COUNSELING IN EDUCATION

L	T	P	C
6	0	0	6

Learning Outcomes: After completion of the course the student will able to:

- Understand of the concepts of guidance and counseling and its types.
- Use different testing devices and techniques of guidance.
- Play a role of teacher as well as a counselor.
- Plan an awareness programme for exploring the need of guidance.

Course Content:

UNIT I *Guidance: An Introduction*

(18 Lecture)

- Meaning, Nature, Need of Guidance
- Types and Functions of Guidance.
- Educational Guidance - meaning, need and importance.
- Vocational Guidance - meaning, need and importance.
- Personal Guidance - meaning, need and importance.
- Role of teacher in different types of Guidance

UNIT II *Guidance Services*

(18 Lecture)

- Job Analysis - concept, need
- Job Satisfaction-concept, factors affecting job satisfaction
- Occupational Information - concept, need.
- Guidance of the Differently - Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) - Identification
- Mainstreaming and providing support services to Differently - Abled Students.

UNIT III *Counseling: An Introduction*

(18 Lecture)

- Counseling - meaning, purpose, scope.
- Types of Counseling - Directive, Non-directive, Eclectic.
- Process of Counseling (introduction, in - depth, communication, suggestion).

- Skills in Counseling (listening, questioning, responding).
- Role of the Counselor, Professional Ethics of a Counselor.

UNIT IV *Tools and Techniques of Guidance and Counseling*

(18 Lecture)

- Psychological tests - meaning, need, limitations.
- Testing - Intelligence, Aptitude, Attitude, Achievement, Interest, Personality
- Techniques of Guidance and Counseling
- Interview - types, procedure
- Case Study, Cumulative Record, Anecdotal Record, Diary, Questionnaire

UNIT V *Enhancing Self-Image and Self Esteem*

(18 Lecture)

- Concept of Self as Human:
- Understanding of Feeling and Changes: Are feeling good or bad?
- Methods for Changing Your Emotions
- Personality Development: Evolutionary Perspective, Genetics
- Role of Teacher in Development Self- Esteem in Children
- Nature Self - Esteem and Resilience at School
- Teach Decision Making Problem Solving

Selected Readings:

- Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.
- Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
- Chauhan S.S. Principles and Techniques of Guidance.
- Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi
- Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi
- Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counseling, 6th Edition, Prentice Hall of India, New Delhi.
- Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi
- Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi.
- Kochhar S.K. (1981) Guidance in Indian Education, New Delhi

- Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi
- Kochhar S.K. (1987) Guidance and Counseling in Colleges and Universities, Sterling Publishers, New Delhi
- Milne Aileen (2003) Teach Yourself Counseling, McGraw Hill companies, Chicago.
- Panda, K.C. (1997) Education of Exceptional Children, Vikas Publishing House, Delhi.
- Sharma R.A. Fundamentals of Guidance and Counseling
- Sharma Ramnath and Sharma Rachana (2004) Guidance and Counseling in India, Atlantic Publishers and Distributors, New Delhi.

B.A. (EDUCATION) SEMESTER VI

COURSE-IV

[EDU-GE-611] CONTEMPORARY ISSUES IN INDIAN EDUCATION

L	T	P	C
6	0	0	6

Course Objectives: After completion of the course the student will be able to:

- Understand the structure of Indian education.
- Give an idea critically to the current status of primary education in India.
- Understand the positive impact of the Universalization on Indian primary education.
- Discuss the hurdles of primary, secondary and higher education.
- Understand the role of various institutions and organizations to promote primary, secondary and higher education in India.
- Understand the quality of the present teacher education curriculums.
- Understand the concept of quality education in secondary level.
- Develop an idea about the structure of secondary education in India

Course Contents:

UNIT I *Primary: Status and Challenges*

(18 Lecture)

- Concept of primary Education.
- Aims of primary education
- Universalization of primary education.
- Effort for universalization of Primary education
- Problems of Primary Education
- Right to Education (RTE) -2009

UNIT II *Secondary Education: Status, Issues and Concerns*

(18 Lecture)

- Concept of secondary education
- Secondary School: its linkages with primary and higher secondary stages of education
- Aims of Secondary Education with special reference to Mudaliar Commission 1952-53
- Issues in Secondary Education: Vocationalisation, Privatization and examination issues and Reforms

- Rastriya Madhyamik Siksha Abhiyaan (RMSA)

UNIT III *Higher Education System*

(18 Lecture)

- Meaning of higher education
- Aims and objectives of higher education
- Problems of Higher Education in India
- Status of Indian Universities.
- Rastriya Ucha Shiksha Abhiyaan (RUSA)

Unit IV *Indian Constitution and Education*

(18 Lecture)

- Constitutional provision in Indian Constitution with special reference to and Education
- Concept and need of Equality of Educational Opportunity
- Causes and remedies of inequality in Education
- Functions of Regulatory and Advisory Bodies: UGC, NCERT, NCTE, CBSE

UNIT V *Important Educational Thoughts*

(18 Lecture)

- Indian Educational Thinker: Mata Savitribai Phule Mahatma Gandhi, Swami Vivekanand
- Western Educational Thinker: John Dewey, Rousseau, Fredrick Froebel

Selected Readings:

- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Khan, R.S & Ahammed. I. (1997). Elementary Education & the Teacher, Delhi: IASC, Jamia Millia Islamiya
- Mohanty. J.N, (2002) Primary Elementary Education, Deep & Deep Publications: New Delhi
- NCERT (1991). Elementary Teacher Education Curriculum. Guidance and syllabi, New Delhi, NCERT
- Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi: Vikas Publishing House.
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