

SEMESTER – I EDUCATION (HONS) CORE - 1

EDN.-CC- I : BASICS IN EDUCATION

Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)] Credit- 6[4(Th0+2(Pr)]

The Philosophical foundation is a unique educational charity whose aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged. Philosophical enquiry develops speaking and listening skills vital for literacy and emotional development, helps children who find it difficult to access other classes, and encourages critical and creative thinking essential in the 21st Century. And it will prepare students to apply knowledge, sensibility, skills and dispositions of philosophical inquiry, analysis, and interpretation to educational practices.

Course Objectives

- after completion of the paper, students shall be able to:
- explain the concept of education and its relationship with philosophy
- list areas of philosophy and narrate their educational implications.
- describe the contribution of Philosophy to the field of education.
- appreciate the contribution of various Indian Schools of Philosophy to the
- field of education.
- evaluate the impact of Western Philosophies on Indian Education.
- narrate the contribution of the Great Indian Thinkers.

Unit – 1 Bases of Education

- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

Unit – 2 Philosophical foundations of education

- Concept of Philosophy
- Inter dependence of philosophy and education

- Branches of philosophy and their educational implications –
Metaphysics, Epistemology and Axiology.

Unit – 3 Reflections of Indian schools of Philosophy on education

- Common characteristics of Indian Philosophy
- Sankhya and Vedanta as Philosophical systems
- Educational implications of Sankhya and Vedanta.

Unit – 4 Western Schools of Philosophy and their educational implication.

- Idealism
- Naturalism
- Pragmatism

Unit – 5 Doctrines of Great Educators of East and West and their influence on the practices of school education with special reference to Aims and ideals of Education, Curriculum, method of teaching and the role of teacher.

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

REFERENCES

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- Ross, James S., *Ground Work of Educational Theory.* London, U.K: Oxford
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- University of London Press Ltd.
- Wiley and Sons, Inc.
- Wingo, G. Max. *Philosophies of Education*. New Delhi: Sterling Publishers.

C1 Practical

Book Review

Each Student is required to review a Book / Journal / Educational Article and Write a report.

Distribution of Marks.

Record +Written -	10 +	10
Viva-voce	-	05
Total	=	25

SEMESTER – I EDUCATION (HONS) CORE – 2

EDN-CC - II EDUCATION AND SOCIETY

Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)]

Credit- 6[4(Th0+2(Pr)]

INTRODUCTION

Education is a sub-system of the society. The aims of education are determined by the aims of the society. The relationships between the two concepts i.e., education and society are so strong that it is not possible to separate them because what happens to one affects the other. It is impossible to think purposefully about many contemporary problems and issues of education without thinking about the society. Educational institutions are micro-societies, which reflect the entire society. The education system in any given society prepares the child for future life and instils in him those skills that will enable him to live a useful life and contribute to the development of the society. Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society. This paper will deal with the functioning of education vis-a-vis the society. Education as a sub-system of society and how other sub-systems affect education will be discussed. Various agencies which are involved towards promotion of education will be discussed at length. Special emphasis is placed on issues relating to equality of educational opportunity with specific reference to the Scheduled Castes/Tribes and women. Special attention is also given how education plays an important role towards social change, national integration and international understanding in a diverse social context.

Course Objectives

After completion of this paper, students shall be able to:

- justify education as a social process and explain its function.
- describe the aims of education from sociological perspective.
- list various agencies of education and their function.
- justify education as a sub-system of society and how other sub-systems affect education;
- appreciate the importance of education for social change.

- Unit – 1 Education and society**
- Society : Meaning and characteristics
 - Types of society : Agricultural, Industrial, rural and urban
 - Interrelationship between education and society
 - Views of Indian thinkers on Education and Society :
Radhakrishnan and Sri Aurobindo on Education
 - Views of Western Thinkers on Education and Society: Dewey
and Illich
- Unit – 2 Education and culture**
- Meaning and concept of culture
 - Characteristics and types of culture
 - Cultural lag and acculturation
 - Cultural dimensions of Education
 - Inter relationship between education, custom and value system.
- Unit – 3 Education, Social process and Institution**
- Education and socialization
 - Education and social change
 - Education and social mobility
 - Role of Education for the development of the marginalised
 - Education and Affirmative action
- Unit – 4 Education and Globalisation**
- Education, Growth and Development
 - Globalisation and liberalization
 - Educational system in Europe
 - Educational system in SAARC countries
 - Education in Global context
- Unit – 5 Education and state**
- Concept of Democracy
 - Education in totalitarian and welfare state
 - Interrelationship of state and education
 - Role of education in Nation building
 - State Control of Education and Autonomy in Education.

REFERENCES

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- Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in Indian Society*. New Delhi: NCERT.
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- Nayak, B.K. *Text Book of Foundation of Education*. Cuttack: Kitab Mahal.
- NCERT (1983). *Teacher and Education in Emerging Indian Society*. New Delhi.
- Ottaway, A.K.C. (1966). *Education and Society*. London: Routledge and Kegan Paul.

C2 Practical

Field Study

Each student is required to visit a school observe the school functioning and prepare a report

Distribution of Marks.

Record +Written	-	10+10 marks
Viva-voce	-	05
Total	=	25

SEMESTER –I I EDUCATION (HONS) CORE – 3

EDN.- CC – III THE LEARNER AND LEARNING PROCESS

Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)] Credit- 6[4(Th0+2(Pr)]

INTRODUCTION:

Educational Psychology plays a pivotal role in understanding Childs' unique character in teaching learning process. No child is alike from physical, psychological, and social point of view. So a classroom teacher must understand unique characteristics of children and the factors affecting children's learning. This course will enable the learners to understand the Childs' innate potentialities and apply educational psychology in teaching learning process.

Course Objectives:

After completion of this paper, students shall be able to:

- establish relationship between education and psychology.
- understand various methods used to study individual behaviour.
- explain the application of educational psychology in teaching learning process.
- understand individual difference from intelligence, creativity, and personality point of view
- explain the concept of learning and factors affecting learning.
- reflect the contribution of various learning theories in teaching learning process.
- Explain different category of people from different Personality type and the type of adjustment.

Unit - 1 Educational Psychology

- Relationship between education and psychology
- Meaning, Nature and scope of educational psychology
- Relevance of educational psychology for teacher
- Methods of studying learner behaviour : Survey, observation case study and experimental

Unit – 2

Developmental psychology

- Concept
- Difference between growth and development
- Principles of development
- Areas of development : Physical, social, emotional and intellectual during childhood and adolescence
- Piagetian stages of cognitive development

Unit – 3

Intelligence, creativity and individual difference

- Meaning and nature of intelligence
- Theories: Uni-factor, two-factor, multiple factor, Gardner's theory of Multiple Intelligence.
- Measurement of intelligence : individual and group tests, verbal, non-verbal and performance test.
- Individual difference: concept, nature factors and Role of Education
- Creativity : Meaning, Nature and Stages of creative thinking
Assessing and nurturing creativity.

Unit – 4

Learning and motivation

- Learning : Meaning nature and factor
- Theories of learning with experiment and educational implications: Trial and error with focus on laws of learning classical conditioning, operant conditioning and insightful learning and constructivist approach to learning.
- Motivation: concept, types and technique of motivation.

Unit – 5

Personality and Mental Health

- Personality: Meaning and nature
- Assessment: Subjective, objective and projective techniques.
- Mental Health: Concept, factor affecting mental health and role of teacher.
- Mental Health of teachers
- Adjustment mechanism

REFERNECES

- Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
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- Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.

C3 Practical

Administration of Psychological Test

Each student is to administer a psychological test (Intelligence / creativity / personality test) and interpret the scores and prepare a report.

Distribution of Marks

Record +Written	-	10+10 marks
Viva-voce	-	05
Total	=	25

SEMESTER – II EDUCATION (HONS)CORE – 4

EDN. – CC – IV PEDAGOGICAL SKILLS

Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)]

Credit- 6[4(Th0+2(Pr)]

INTRODUCTION

It is important to note that ‘education’ is not synonymous with ‘school’. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21st century proposed ‘learning to live together’ as one of the four pillars of education. It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others’ feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

Course objectives

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

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;

Unit – 1**Concept of teaching – learning**

- Meaning and definitions of teaching
- Characteristics and importance of teaching
- Meaning and definition of learning.
- Relationship between teaching and learning.

Unit – 2**Task of teaching**

- Meaning and definition of teaching task
- Variables involved in a teaching task: Independent Dependent and intervening variable.
- Phases of teaching task : Pre-active, interactive and post – active phase.
- Level of teaching task: Memory Understanding and reflective level.
- Lesson plan design : The Herbartian steps, 5E Model ICON Design Model.

Unit – 3**Theories of teaching**

- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal : Communication theory,
- Descriptive : Gagne's hierarchical theory
- Normative: Theories of Mitra and Clarke

Unit – 4**Principles and Maxims of Teaching**

- General principles teaching
- Psychological principles of teaching
- Maxims of teaching

Unit – 5**Approaches and Methods of Teaching**

Inductive – Deductive, Analytic - synthetic, Problem

Solving and Project method.

Shift in focus from teaching to learning – constructivist approach

Activity based and child centered approach – concept and elements.

REFERENCES

- Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.
- Chauhan S.S. (1995) Innovation of Teaching Learning Process, Vikas Publishing House, New Delhi.
- Kochar, S.K. (2011) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi.
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- Sharma, R.A. (1986) Technology of Teaching, International Publishing House, Meerut.

C-4 Practical

Preparation of Lesson Plan

Each student is to required develop five lesson plans in his/her method subject, (which he / she has to opt in 3rd Semester). The plan will be developed following Herbatian approach / 5E Model / Icon Design Model.

Distribution of Marks

Preparation Lesson Plan	- 20
Viva-voce	- 05
Total	- 25

SEMESTER I / III : GENERIC ELECTIVE (G.E.) – 1

EDN. – GE - -I : VISION OF EDUCATION IN INDIA : ISSUES AND CONCERNS

Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)] Credit- 6[4(Th0+2(Pr)]

INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it

may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,

Course Objectives

On completion of the course the students shall be able to:

- explain normative vision of Indian Society
- explain the view points of Indian thinkers on Education
- elaborate the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

Unit – 1 Normative vision of Indian Education

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice
- India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system .
- Aims and purposes of education drawn from the normative vision.

Unit – 2 Vision of Indian Education : Four Indian thinkers

- An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.
 - Rabindranath Tagore : Liberationist pedagogy
 - M.K. Gandhi : Basic Education
 - Jiddu Krishnamurty : Education for Individual and social Transformation
 - Sir Aurobindo : integral Education

Unit – 3 Concern for Equality in Education: Concerns and Issues

- Universalisation of school education
 - (i) Issues of
 - (a) Universal enrollment
 - (b) Universal Retention
 - (c) Universal success
 - (ii) Issues of quality and equity

Unit – 4 Concern for Equality in Education

- Equality of Educational opportunity
- Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.
- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.
- Idea of common school system

Unit – 5 Education and Development – an interface

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
 - Political process and education
 - Economic Development and Education
 - Social cultural – changes in Education

References

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
- Anand, C.L et.al. (1983). Teacher and Education in Emerging in indian Society, NCERT, New Delhi.
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- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development.* Oxford University Press, Delhi.

GE-1 Practical

Term paper

Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.

Distribution of Marks

Record+Written	-	10+10 marks
Viva voce	-	05 marks
Total	=	25 marks

SEMESTER –II : GENERIC ELECTIVE (G.E.) - 2

EDN. – GE-II : ASSESSMENT AND EVALUATION TECHNIQUES

Time – 3hrs F.M.: 100 [60 (End sem) +15 (Int)+25(Pr)] Credit- 6[4(Th0+2(Pr)]

INTRODUCTION

Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives

After completion of the course the students shall be able to:

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

Unit – 1 The Measurement, Evaluation and Assessment Process

- Educational Testing and Assessment : Context, Issues and Trends.
- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives : Foundation for Assessment.

- Types of Assessment: Placement, Formative, Diagnostic and Summative.

Unit – 2 Classroom tests and Assessment

- Planning classroom tests and assessment
- Constructing objective test items: simple forms and multiple choice forms.
- Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

Unit – 3 Alternative Techniques of Assessment

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.
- Peer – appraisal: “Guess who” technique, sociometric technique.

Unit – 4 Processing and Reporting in Assessment

- Processing qualitative evaluation data: Content Analysis
- Considerations for reporting the performance
- Scheme of reporting: criterion – reformed and non reformed interpretation.
- Combining mark or grades over different subjects and reporting results of assessment to different users.

Unit – 5 Contemporary Trends in Assessment

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- Computers in student evaluation

REFERENCES

- Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
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- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

GE-2 Practical

Achievement Test Construction

Each student is required to construct 50 objective based objective type test items along with a blue print.

Distribution of Marks

Record+Written	-	10+10 marks
Viva voce	-	05 marks
Total	-	25

EDN. DSC-I OF SEM-I IS SAME AS OF EDN. CC-I OF SEM-I
EDN. DSC-II OF SEM-II IS SAME AS EDN. CC-II OF SEM-I
EDN. DSC-III OF SEM-III IS SAME AS EDN. CC-III, SEM-II
EDN. DSC-IV OF SEM-IV IS SAME AS EDN. CC-IV, SEM-II