

B.A. 1st Year
Semester I
COURSE CODE P-1
Course Title:
Conceptual Framework of Education-II
Total Credit: 4

Course Learning Outcomes - On completion of this course, learners will be able to:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the Constitutional values.
- Identify the level of Education and concern governing/regulatory bodies.

Unit I

- Concept of Education- Meaning, Nature, Factors
- Aims and Functions of Education

Unit II

- Agencies of Education: Formal, Informal, Non-formal ● Preamble and Constitutional Values

Unit III

- Pre-Primary Education: Concept and Models of pre-primary education – Dalton, Montessori, Kindergarten
- Primary Education: Concept, Aims, Present scenario of primary education in India, Regulatory Bodies

Unit IV

- Secondary Education: Concept, Aims, Present scenario of secondary education in India, Regulatory Bodies
- Higher Education: Concept, Aims, Types of Universities – Central, State, Private, Open etc, Regulatory Bodies

PRACTICUM (to be internally evaluated)

1. Written assignment based on the content of the Paper.
2. Prepare a report on the organization and functioning of any guiding/regulatory body of Education system.

Suggested Readings:

- तोमर एल आर.; प्राचीन भारतीय शिक्षापद्धति, सरुुचि प्रकाि नई शिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avam-samajshastriya-siddhant-ramanbihari-lalrastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>

- टी. रेमंट, शिक्षा िसद्धांत, <https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभात कुमार, भारत का संशोधन, प्रभात पेपर बक्सै , ● पी. िीकाणे, धर्मशास्त्र का इतिहास, उत्तर प्रेि शिल्ली संस्थान, लखनऊ
- सलजा , सी. के . शिक्षा एकशििेचन शिल्ली; रशि बुक्स. (फुल बुक) 2004
- Aggarwal, J.C. Theory and Principles of Education, New Delhi, Vikas Publishing House. 2010
- Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
- Barrow, R., & Milburn, G. A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York: St. 1986 ●
- Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011
- Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
- Dewey, J. The school and society. USA: The University of Chicago Press. 1915
- Dhankar, R. Education in emerging Indian Society. New Delhi: APH Publishing Corporation. 2010
- Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R.Lal Book Depot, Meerut, 2015.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991

B.A. 1st Year
Semester I Course I
COURSE CODE E01010 1T
Course Title:
Conceptual Framework of Education – I
Total Credit: 4

Course Learning Outcomes - On completion of this course, learners will be able to:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the Constitutional values and educational provisions.

Unit 1st

EDUCATION: CONCEPT AND AIMS

- Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha.
- Vidya - Gyan –Teaching, Training vs. Education.
- Factors of Education.
- Concepts of Educations- Meaning: Nature.
- Aims of Education: Individualistic, Social, Democratic and Vocational.

Unit 2nd

FUNCTIONS OF EDUCATION

- Individual and Social Development.
- Preservation and Transmission of Cultural Heritage.
- Acquisition of Skills.
- Acquisition and Generation of Human Values.
- Transmission of Cultural Heritage.
- Acquisition of Skills.
- Education for Leisure.
- Education for National Integration.
- Education for International Understanding.
- Social Cohesion.
- Education for National Integration & International Understanding

Unit 3rd

AGENCIES OF EDUCATION

- Formal.
- Informal.
- Non – Formal.

Unit 4rth

INDIAN CONSTITUTION AND EDUCATION

- Inculcation of Constitutional Values through Education.
- Constitutional Provisions for Education.

Suggested Readings:

- तोमरएलआर.; प्राचीनभारतीयशिक्षापद्धत, सुरुशच प्रकाि नई शिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avomsamajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitutionindia-full-text>
- टी.रेमटं, शिक्षाशसद्धांत,<https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभातकुमार, भारतकासंशिधान, प्रभातपेपरबक्ैस, ● पी.िीकाणे,धममिस्त्रकाइशतहास,उत्तरप्रििशिल्लीसंस्थान, लखनऊ
- सलजूा, सी.के. शिक्षाएकशििेचनशिल्ली; रशिबुक्स. (फुलबुक) 2004
- Aggarwal, J.C. Theory and Principles of Education, New Delhi, Vikas Publishing House. 2010
- Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
- Barrow, R., & Milburn, G. A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York: St. 1986 ●
- Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011
- Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
- Dewey, J. The school and society. USA: The University of Chicago Press. 1915
- Dhankar, R. Education in emerging Indian Society. New Delhi: APH Publishing Corporation. 2010
- Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R.Lal Book Depot, Meerut, 2015.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
- Pandey R.S. Principles of Education, Agra, Vinod PustakMandir. 1992
- Ramchandran, P. & Ramkumar, V. 'Education in India' , NBT, N, Delhi, 2014.

- Saxena, N.R. S. Principles of Education. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

B.A. 1st Year
Semester I Course II
COURSE CODE E01010 2P

Course Title:

Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.

Total Credit: 2

Unit I

- Indian Constitution: Introduction and Background.

Unit II

- Constituent Assembly and Timeline of Formation of Indian Constitution.

Unit III

- Important Articles of Indian Constitution

Suggested Readings:

<https://www.india.gov.in/mygovernment/constitution-india/constitution-indiafull-text> प्र

भातकुमार, भारतकासंशिधान, प्रभातपेपरबक्ैस

Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Report presentation- 15 marks Viva- 10

B.A. 1st Year
Semester I
Subject- Miner Vocational Subject
Course Title:
Pedagogical Perspective of Education (Learning)
Total Credit: 3

Course Learning Outcomes:

On completion of this course, learners will be able to:

- define pedagogy.
- explain difference between pedagogy and andragogy.
- identify significant features of the critical pedagogy.
- illustrate the relevance of critical pedagogy.
- explain pedagogical perspective of education.
- define e-pedagogy and its relevance.
- discuss the various approaches of lesson/learning planning
- plan the lessons as per the need of the learners.

Unit 01: Pedagogical Approaches

- Concept of pedagogy & andragogy and allied concepts such as teaching, instruction, indoctrination, conditioning.
- Concept of critical pedagogy (SEDGs), scope and its various dimensions
- Approaches to student learning: Yoga (Five Kosha and Integral), Behaviourism, Cognitivism and Constructivism
- Indian perspective of teaching and learning

Unit 02: Learning Process

- Learning as construction of knowledge, understanding constructivist learning
- Neuro-biological bases of learning and their educational implications
- Conditions of learning
- Role of teacher, learner, peers and community members in learning
- Multiple ways of organizing learning, individualized, self-learning, group learning, cooperative learning
- Views of Tagore, Aurobindo, Krishnamoorti, APJ Abdul Kalam, Vinoba, Gijubhai on learning
- Views of Pavlov, Thorndike, Skinner, Piaget, Bruner and Vygotsky on learning

Unit 03: Forms of Learner Engagement

- Forms of learner's engagement in the process of knowledge construction: Observation, demonstration, exploration, discovering, analysis, synthesis, induction, deduction, contextualization, collaboration, multiple interpretations
- Learning and Curriculum
- Power of language: Use of local knowledge to link with school knowledge

Unit 04: Approaches to Lesson/Learning Plan

- Concept of Lesson Plan vis-à-vis Learning Plan
- Components of Learning Plan
- Behaviourist vs. Constructivist Learning Plan
- Planning the lesson/learning: Herbartian Approach, Blooms Approach, ICON Design and 5-E Approach
- Individualized Education Plan (IEP): components and development

Suggested Continuous Evaluation Methods: Assignment/Project/Presentation/Discussion/Debate/Quizzes/Tests

Suggested Activities for Acquiring Skills:

1. Identification of the critical elements of pedagogy by interacting with a particular group of SEDGs and analyze them.
2. Make a Plan on any one type of organizing learning i.e. individualized, self-learning, group learning, cooperative learning
3. Study and review any one book of Tagore, Aurobindo, Krishnamoorti, APJ Abdul Kalam, Vinoba, Gijubhai, Piaget, Bruner, Vygotsky or any other

of your choice in regard to the views of the author on the learning process

4. Conduct an interview of any five learners to know their preference of engagement in the process of knowledge construction and write a report.
5. Select a school of your vicinity and make a gap analysis report regarding the preference of instructional language and the language being used for instruction of any five students.
6. Development of lesson/learning plans (at least one) on the basis of Herbartian Approach, Blooms Approach, ICON Design and 5-E Approach
7. Develop an Individualized Education Plan (IEP) for a learner with special needs to make him/her acquire any desired skill.

Suggested Readings:

- | Aggarwal. J.C.(n.d.). *Essentials of Educational Psychology*: Vikas Publishing house
- | Bhatnagar Suresh (n.d.). *Advanced Educational Psychology*, Lal Book Depot, Meerut.
- | Bigge, Morris. L (1971). *Learning theories for teachers*. New York: Harper & Row.
- | Chauhan S.S. (1978). *Advanced educational psychology*. Vikas Publishing House.
- | Dash M. (1994). *Educational Psychology*. New Delhi, Deep & Deep Publications.
- | Dececco John, P. *The Psychology of Learning and Instruction*. New Delhi, Prentice Hall of India. 1968
- | Hilgand, E.R. & Bower, S.H., (1975). *Theories of Learning*. Englewood Cliffs New Jersey: Prentice Hall.
- | Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- | Mathur, S.S. *Educational Psychology*. Agra, Vinod Pustak Mandir. 1986
- | Mazur, J.E. (1994). *Learning and behaviour*. Englewood Cliffs. New Jersey; Prentice Hall.
- | Rani, A. (2011). *Psychology of learning Behavior*. New Delhi, Centrum Press.
- | David A Sausa: *How the Brain Learns*, Corwin Publication
- | David A Sausa: *How the Gifted Brain Learns*, Corwin Publication
- | David A Sausa: *How the Special Needs Brain Learns*, Corwin Publication
- | David A Sausa: *Brain Based Learning*, Corwin Publication

Semester-I
Life Skills in Education
Value Added Course

Credits -0

Learning Outcomes:

After studying the course, the students will be able to-

- To understand the concept of life skills and its evolution.
- To recognize and analyze the importance of life skills education by studying the reports of international organizations and committees.
- To understand the thinking skills and coping skills and subsequently
- will be able to design activities to develop thinking skills and coping skills.

UNIT I:

- Definition and Importance of Life Skills, Life Skills Education in the Indian Context, Thinking Skills, Thinking - Nature, Elements of Thought - Types of Thinking, Creative and Critical Thinking
- Coping skills; coping with emotions definition, characteristics, types of emotions causes and effects of different emotions strategies of coping with emotions strategies to develop skills of managing emotions: classroom discussion; brainstorming; role-plays, audio and visual activities e.g arts, music, theatre, dance; case studies, storytelling, debates

UNIT II:

- Visit to Old age Home, Orphanage, Report writing of visit
- Preparation of artifact for best out of waste

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Dakar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.