



SIDHO-KANHO-BIRSHA UNIVERSITY

Curriculum

BACHELOR OF ARTS(BA) HONOURS IN EDUCATION

(with effect from 2017-2018)

Semester I

Title:

Philosophical and Sociological Foundations of Education-I

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know the meaning, nature and scope of Educational Philosophy. 2. Understand and explain the relationship between Education & Philosophy. 3. Know and understand the different Individualistic and Socialistic aims of education. 4. Know and understand the different Western schools of philosophy and their contributions in various aspects of education. 5. Know and understand the different Indian schools of philosophy and their contributions in various aspects of education. 6. Know and understand the educational philosophy of great Indian and foreign educators. 7. Know the meaning, nature and scope of Educational Sociology. 8. Know and classify social groups with their nature. 9. Know and understand the definition, characteristics, factors and Constraints of social change. 10. Explain the role of education in social change and social mobility. Course Contents: Unit-I: Concept, Scope and Aim of Education a) Meaning, Nature and scope of Educational Philosophy b) Individualistic and socialistic aim c) Relation between education and philosophy Unit-II: Philosophy and Education a) Western Schools of Philosophy: Idealism and Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline b) Indian Schools of Philosophy and Education: Vedanta, Jainism and Buddhism c) Great Educators and their educational philosophy: i) Swami Vivekananda and Rabindranath Tagore ii) Rousseau and Dewey Unit-III: Sociology in Education a) Meaning, nature and scope of Educational sociology b) Social groups and education – Primary, Secondary and Tertiary Group c) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change, Education and Social Mobility

Reading References:

Suggested Books: • A. P. Sharma – Indian and Western Educational Philosophy •

Education • J. C. Aggarwal - Philosophical and Sociological Bases of Education • K. K. Shrivastava- Philosophical Foundations of Education • M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays • M. Sharma – Educational Practices of Classical Indian Philosophies • N. Arora – Educational Philosophy • S. P. Chaube & A. Chaube – Foundations of Education • S. S. Chandra & R. K. Sharma- Philosophy of Education • S. S. Ravi – A Comprehensive Study of Education • Y. K. Sharma – Sociological Philosophy of Education

Semester II

Title:

Psychology of Learning and Development

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know and understand Learning, its characteristics and influencing factors of learning. 2. Know, understand and explain the different theories of learning and their educational implications. 3. Understand and explain the relationship between Attention and Interest. 4. Know and understand the different Stages and aspects of human development. 5. Understand of how Physical, Social, Emotional and Cognitive development of a child take place during different stages of development. 6. Understand of how learning is related with the development of a learner. 7. Know, understand and explain the various theories of human development and their educational implications. Course Contents: Unit-I: Learning a) Definition and characteristics of Learning; Factors influencing learning b) Theories of learning: Classical and Operant conditioning; Trial and Error c) Attention & Interest: Factors of Attention and Relation between Attention and Interest Unit-II: Growth and Development a) Stages and aspects of development in human life b) Physical, Social, Emotional and Cognitive development during Infancy and Childhood a) Need of studying development in the context of learning Unit-III: Some Theories of Development a) Freud's Theory of Development of Libido d) Piaget's Theory of Cognitive development e) Bandura's Social Learning Theory

Reading References:

Suggested Books: • Adhikari, S (2015). SikshayayMonovidya. Classique Books, Kolkata • Chauhan, S. S. (2007). Advanced Educational Psychology (7th Edition). Vikas Publishing House Pvt. Ltd. Noida. • Mangal, S. K. (2009). Essentials of Educational Psychology (1st Edition). Phi Learning Private Limited. • Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited. • Misra, G., Jha, A., and Woolfolk, A. (2012). Fundamentals of Educational Psychology (11th Edition). Pearson India. • Sindhu, I. S. (2012). Educational Psychology. Pearson India. • Santrock, John W. (2011). Educational

Psychology (4th Edition). McGraw Hill Education. • Sharma S. K.- Principles of Growth and Development. Gyan. • Hilgard, E.R. & Bower, S.H. (1975). Theories of Learning. Cliffs: Prentice Hall. • Hilgard, E. O. (1976). Theories of Learning (4th Edition). New York: Appleton Century. • Hergenhahn (1996). Introduction to Theories of Learning, Pearson Higher Education. • Hergenhahn, B. R., and Olson, Matthew H. (2013). An Introduction to Theories of Learning (9th Edition). Prentice Hall. • Weiner, B. (1980). Human Motivation. New York: Holt, Rinehart & Winston.

Semester III

Title:

Development of Education in India

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know, understand and explain the different educational initiatives taken in 19th Century in India and their impacts on Indian education system. 2. Know, understand and explain the different educational initiatives taken in 20th Century in India and their impacts on Indian education system. 3. Know, understand and explain developmental history of education in Post Independence India. 4. Explain the contributions of University Education Commission (1948-49) in the field of Indian Higher education. 5. Explain the contributions of Secondary Education Commission (1952-53) in the field of Indian secondary education. 6. Explain the contributions of Indian Education Commission (1964-66) in the field of Indian overall education system. Course Contents: Unit-I: Education in 19th Century in India a) Charter Act (1813) and its educational significance b) Macaulay Minuets (1835) and its educational significance c) Wood's Despatch (1854) and Hunter Commission (1882-83) and their impact on Indian education Unit-II: Education in 20th Century in India (1901-1944) a) Educational reformer- Lord Curzon b) National education movement- Causes, Phases and Importance in Education c) Basic Education- Concept, characteristics, merits and demerits Unit-III: Education in Post Independence India a) University Education Commission (1948-49) - Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education b) Secondary Education Commission (1952-53) – Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy c) Indian Education Commission (1964-66) – Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity

Reading References:

Suggested Books: • Agarwal, J. C. – Recent Developments and Trends in Education (with special reference to India), Shipra. • Aggarwal, J. C. - Landmarks in the History of Modern Indian Education. • Banerjee, J. P. – Education in India, Past, Present and Future. • B. K. Nayak- Modern Trends and Issues in Education of India • B. K. Nayak - History Heritage and Development of Indian Education • B. N. Dash –History of Education in India • B. R. Purkait- Milestones of Modern Indian Education • J. C. Aggarwal- Theory and Principles of Education • Mukherjee, S. N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot. • Nurullah, S., and Naik, J. P. – History of Education in India; Macmillan Co. • R. P. Pathak – Development and Problems of Indian Education • S. S. Ravi – A Comprehensive Study of Education

Title:

Educational Guidance and Counselling

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know the concept, meaning, nature and importance of guidance. 2. Know, understand and explain the meaning, purposes and functions of different types of guidance. 3. Understand and explain the necessities of guidance at different stages of education. 4. Know the concept, meaning, nature and importance of counselling. 5. Know, understand and explain the meaning, purposes and functions of different types of counselling. 6. Know and understand the characteristics of a good Counsellor. 7. Know and understand the different Tools and Techniques of Guidance and Counselling. 8. Distinguish between guidance, counselling and teaching. Course Contents: Unit-I: Concept of Guidance a) Meaning, Nature and Importance of Guidance. b) Different Types of Guidance- i) Educational: Meaning, Characteristics, Purpose & Functions. ii) Vocational: Meaning, Characteristics, Purpose & Functions. iii) Personal: Meaning, Characteristics, Purpose & Functions. c) Guidance at different stages of Education with special emphasis on Secondary stage of Education. Unit-II: Concept of Counselling a) Meaning, Nature and Importance of Counselling b) Types of Counselling- i) Directive: Meaning, Characteristics, Purpose & Functions. ii) Non-directive: Meaning, Characteristics, Purpose & Functions. iii) Eclectic: Meaning, Characteristics, Purpose & Functions. c) Steps of Counselling; Characteristics of good Counsellor. Unit-III: Tools and Techniques of Guidance and Counselling a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits. b) Measurement of Intelligence, Personality and Motivation c) Difference between Guidance, Counselling and Teaching.

Reading References:

Suggested Books: • Adams, James F. (1986). Counseling and Guidance: A Summary View, (6th printing) New York: McMillan. • Anastasi, A. (1982). Psychological Testing, New York: Macmillan Publishing Co. (5th Ed.) • Barik, Narayan- Fundamentals of Guidance and Counselling. Kunal Publication. • Beride, R.F. et. al. (1963). Testing in Guidance and Counseling, New York: McGraw Hill. • Bernard, H. W. (1977). Principles of Guidance, (2nd Ed.) New York: Harper and RWO. • Burkes, H. M., and Steffir B. (1979). Theories of Counseling, (3rd Ed.) New York: McGraw Hill. • Crow, L.d. and Crow A. (1962). An Introduction to Guidance, New Delhi: Eurisia. • Farwell, G. F., and Paters H.J. (1959) : Guidance Reading for Councillors, Chicago : Rand McNally. • Freeman, F. S. (1972). Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co. • George, R. L., and Cristiani, T. S. (1981). Theories, Methods and Processes of Counseling and Psychotherapy, Englewood Cliffs, N.J.: Prentice Hall. • Holland, J. L. (1966). The Psychology of Vocational Choice, Waltham Mass: Blaisdell. • Jones, Arthur, J. (1970). Principles of Guidance (6th Ed.), New Delhi: Tata McGraw Hill Publishing Co. • Pasricha P. (1976). Guidance and Counseling in Indian Education, New Delhi; N.C.E.R.T. • Shertger, B., and Stone S. (1976). Fundamentals of Guidance, (3rd Ed.), Boston: Houghton Mifflin Co. • Super, B.E. (1957). The Psychology of Carrees, New York: Harper. • Tiwari, R. K. - Guidance and Counselling. Kunal Publication. • Traxler, A.E. and Worth R.D. (1964). Techniques of Counseling (2nd Ed.), New York: McGraw Hill.

Semester IV

Title:

Pedagogy

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know and understand the meaning and concept of Pedagogy. 2. Understand and explain the relationship between teaching and learning. 3. Explain the teaching process and its input and output variables. 4. Know and understand the Maxims of Teaching. 5. Understand and explain the nature of classroom teaching and Functions of a teacher. 6. Distinguish between traditional and constructivist teaching. 7. Know and understand the various influencing factors of teaching methods. 8. Know about various teaching methods and their utilities in classroom teaching learning process. Course Contents: Unit-I: Teaching a) Science of Teaching: Relation between teaching and learning b) Teaching process: Input and Output variables c) General principles of teaching: Maxims of Teaching, Fundamentals of teaching Unit-II: Teacher and Classroom Teaching a) Nature of classroom teaching b) Differences between traditional and constructivist teaching c) Functions of a teacher as a Planner, as a Facilitator, as a Counsellor, as a

Researcher Unit-III: Factors Influencing Teaching Methods a) Factors: Perception, Attention and Attitude b) Teaching Methods: Demonstration and Story Telling c) Further Methods of Teaching: Lecture and Problem Solving

Reading References:

Suggested Books: • Borich, Gary D. (2011). Effective Teaching Methods: Research-Based Practice. Pearson India. • Johonnot, James (2010). Principles and Practices of Teaching. Mitchell Press. • Nayak, A. K. (2004). Classroom Teaching: Methods and Practices (01 Edition). A.p.h. Publishing Corporation. • RAM, S. (1998). Modern Teaching Methods. Sarup Book Publishers (P) Ltd. • Shukla, Chhaya (2003). Principles of Teaching in Elementary Schools. Mohit Publications.

Title:

Education to Include the Excluded

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know the concept, meaning and need of Inclusive Education. 2. Explain the causes of inequality in education and role of education to remove inequality in education. 3. Know and understand the importance of students' prior knowledge, life experiences, and interests in achieving learning goals. 4. Know and understand of how to create and maintain effective environments in classroom as well as in school. a) Know and understand of how to plan instruction and design learning experiences for learners. Course Contents: UNIT-I: Inclusive Education and Standard for Engaging all Students in Learning a) Inclusive Education: Meaning, Need and Programme b) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education c) Connecting students' prior knowledge, life experiences, and interests with learning goals UNIT-II: Standard for Creating and Maintaining Effective Environments a) Creating a physical environment that engages all students; b) Establishing a climate that promotes fairness and respect behaviours in a fair, equitable way c) Promoting social development and group responsibility UNIT-III: Standard for Planning Instruction and Designing Learning Experiences a) Drawing on and valuing students' backgrounds, interests, and developmental learning needs b) Establishing and articulating goals for student learning c) Developing and sequencing instructional activities and materials for student learning

Reading References:

Suggested Books: • Agarwal, Rashmi (2010). Learning Disabilities. Shipra Publication. • Bhave, Asawari, et al. (2015). Inclusive Education. Success Publications. • Chowdhury, Piku (2015). Inclusive Education; Policy, Practice and

Prospects. Authorspress. • Das, A. - Inclusive Education: A Contextual Working Model. Concepts Publication. • Dash, Neena (2006). Inclusive Education for Children with Special Needs. Atlantic. • Farrell, Peter (2008). Psychology for Inclusive Education: New Directions in Theory and Practice. Taylor & Francis Ltd. • Goel, Sushil Kumar (2015). Inclusive Education For Special Children. Pointer Publishers, Jaipur. • Goel, Sushil Kumar (2015). Teaching Children with Learning Disabilities. Aavishkar Publishers, Distributors, Jaipur. • Hallahan, D., Kauffman, J., & Lyod, J. (1985). Introduction to Learning Disabilities (2nd Edition). Englewood Cliffs, NJ: Prentice Hall. • Mangal, S. K. (2009). Educating Exceptional Children: An Introduction to Special Education (1st Edition). Phi Learning. • Menon (2010). Learning Disabilities. Aph Publishing Corp. • Prakash, Prem (2006). Educational of Exceptional Children. Kaniska Publication. • Ranganathan, Namita (2012). Education for Mental Health. Shipra Prakashan. • Samuel A. Kirk, Nicholas J. Anastasiow, James J. Gallagher, Mary Ruth Coleman (2012). Educating Exceptional Children (13th Edition). Wadsworth. • Sharma, Shashi Prabha (2006). Fundamental of Mental Health Education. Kaniska Publication. • Shankar, U. (1976). Exceptional Children. New Delhi: Sterling Publishers. • Singh, Udai Veer (2010). Exceptional Children, RvS Books. • Tannenbaum, I. M. (1983). Gifted Children: Psychological and Educational Perspectives. New York: Macmillan. • Tewari, Rajshree, and Tewari, Aradhana (2015). Learning Disabilities. Pointer Publishers, Jaipur. • Tripathy, S. N.- Education for the Excluded Children. Abhijeet Pub.

Semester V

Title:

Psychology of Learning and Development – II

Syllabus:

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

1. Know and understand Learning, its characteristics and influencing factors of learning.
2. Know, understand and explain the different theories of learning and their educational implications.
3. Understand and explain the relationship between Attention and Interest.
4. Know and understand the different Stages and aspects of human development.

5. Understand of how Physical, Social, Emotional and Cognitive development of a child take place during different stages of development.
6. Understand of how learning is related with the development of a learner.
7. Know, understand and explain the various theories of human development and their educational implications.

Course Contents:

Unit-I: Learning & Processes related to Learning

a.) Concept and characteristics of Learning; Factors influencing learning b) Theories of learning: Classical and Operant conditioning; Trial and Error c) Attention & Interest: Factors of Attention and Relation between Attention and Interest d) Thinking – concept, types e) Memory - Concept, types, factors affecting memory. f) Forgetting - Concept, types, causes.

Unit-II: Growth and Development

a) Stages and aspects of development in human life b) Physical, Social, Emotional and Cognitive development during Childhood, Adolescence & Adulthood c) Need of studying development in the context of learning d) Individual Differences - Meaning, significance and causes.

Unit-III: Some Theories of Development

a) Piaget's Theory of Cognitive development b) Bandura's Social Learning Theory c) Vygotsky's social development theory d) Kohlberg's moral development theory e) Erikson's psycho-social development theory

Reading References:

Suggested Books: • Chauhan, S. S. (2007). Advanced Educational Psychology (7th Edition). Vikas Publishing House Pvt. Ltd. Noida. • Mangal, S. K. (2009). Essentials of Educational Psychology (1st Edition). Phi Learning Private Limited. • Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited. • Misra, G., Jha, A., and Woolfolk, A. (2012). Fundamentals of Educational Psychology (11th Edition). Pearson India. • Sindhu, I. S. (2012). Educational Psychology. Pearson India. • Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education. • Sharma S. K.- Principles of Growth and Development. Gyan. • Hilgard, E.R. & Bower, S.H. (1975). Theories of Learning. Cliffs: Prentice Hall. • Hilgard, E. O. (1976). Theories of Learning (4th Edition). New York: Appleton Century. • Hergenhahn (1996). Introduction to Theories of Learning, Pearson Higher Education. • Hergenhahn, B. R., and Olson, Matthew H. (2013). An Introduction to Theories of Learning (9th Edition). Prentice Hall. • Weiner, B. (1980). Human Motivation. New York: Halt, Rinehart & Winston. Aggarwal J. C., (1995) Essentials of Educational Psychology, Shipra Publishers, Delhi. Aggarwal J. C., (2001) Basic Ideas in Educational Psychology, Shipra Publishers, Delhi. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.

Title:

Philosophical and Sociological Foundation of Education – II

Syllabus:**Course Objectives:**

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

- Know the meaning, nature and scope of Educational Philosophy.
- Understand and explain the relationship between Education and Philosophy.
- Know and understand the different Individualistic and socialistic aims of education.
- Know and understand the different Western schools of philosophy and their contributions in various aspects of education.
- Know and understand the different Indian Schools of philosophy and their contributions in various aspects of education.
- Know and understand the Educational Philosophy of great Indian and Foreign educators.
- Know the meaning, nature and scope of educational Sociology.
- Know and classify social groups with their nature.
- Know and understand the definition, characteristics, factors and constraints of social change.
- Explain the role of education in social change and social mobility.

Course Contents:**UNIT I: Concept, scope and aim of Education**

- Meaning, nature and scope of Educational Philosophy.
- Individualistic and Socialistic aim.
- Relation between Education and Philosophy.
- Comparison between Indian Philosophy and Western Philosophy

UNIT II: Philosophy and Education

- Western Schools of Philosophy: Idealism, Pragmatism, Naturalism, Realism: special reference to Principles, aims of education, curriculum, teaching method, teacher, discipline.
- Indian schools of Philosophy and Education: Vedanta, Sankhya, Jainism, Buddhism and Islamic.
- Great educators and their educational philosophy: Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, Sarvapalli Radhakrishnan, Bertrand Russell, Jean Jacques Rousseau and John Dewey and Friedrich Froebel.

UNIT III: Sociology in Education

- Meaning, nature and scope of Educational Sociology.
- Relation between Sociology and Education and their Educational Importance.
- Culture: Meaning, Nature and role in Education.
- Social groups and education-Primary, Secondary and Tertiary Group.
- Social Change: Definition, characteristics, factors, Constraints and education as an instrument of Social change, Education and social Mobility.

Reading References:

- A. P. Sharma- Indian and Western Educational Philosophy.
- B.R. Purkait- Great Educators.
- J.C. Aggarwal- Theory and Principles of Education.
- J.C. Aggarwal- Philosophical and Sociological Bases of Education.
- K.K. Shrivastava- Philosophical Foundations of Education.
- M.K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
- M.Sharma- Educational Practices of Classical Indian Philosophies.
- N.Arora- Educational Philosophy
- S.P.Chaube& A. Choube- Foundations of Educations.
- S.S. Chandra & R. K. Sharma- Philosophy of Education.
- S.S. Ravi- A Comprehensive Study of Education.
- Y.K. Sharma- Sociological Philosophy of Education.

Title:

Philosophical and Sociological Foundation of Education – II

Syllabus:

Course Objectives:

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

- Know the meaning, nature and scope of Educational Philosophy.
- Understand and explain the relationship between Education and Philosophy.
- Know and understand the different Individualistic and socialistic aims of education.
- Know and understand the different Western schools of philosophy and their contributions in various aspects of education.

- Know and understand the different Indian Schools of philosophy and their contributions in various aspects of education.
- Know and understand the Educational Philosophy of great Indian and Foreign educators.
- Know the meaning, nature and scope of educational Sociology.
- Know and classify social groups with their nature.
- Know and understand the definition, characteristics, factors and constraints of social change.
- Explain the role of education in social change and social mobility.

Course Contents:

UNIT I: Concept, scope and aim of Education

- Meaning, nature and scope of Educational Philosophy.
- Individualistic and Socialistic aim.
- Relation between Education and Philosophy.
- Comparison between Indian Philosophy and Western Philosophy

UNIT II: Philosophy and Education

- Western Schools of Philosophy: Idealism, Pragmatism, Naturalism, Realism: special reference to Principles, aims of education, curriculum, teaching method, teacher, discipline.
- Indian schools of Philosophy and Education: Vedanta, Sankhya, Jainism, Buddhism and Islamic.
- Great educators and their educational philosophy: Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, Sarvapalli Radhakrishnan, Bertrand Russell, Jean Jacques Rousseau and John Dewey and Friedrich Froebel.

UNIT III: Sociology in Education

- Meaning, nature and scope of Educational Sociology.
- Relation between Sociology and Education and their Educational Importance.
- Culture: Meaning, Nature and role in Education.
- Social groups and education-Primary, Secondary and Tertiary Group.
- Social Change: Definition, characteristics, factors, Constraints and education as an instrument of Social change, Education and social Mobility.

Reading References:

- A. P. Sharma- Indian and Western Educational Philosophy.
- B.R. Purkait- Great Educators.
- J.C. Aggarwal- Theory and Principles of Education.
- J.C. Aggarwal- Philosophical and Sociological Bases of Education.

- K.K. Shrivastava- Philosophical Foundations of Education.
- M.K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
- M.Sharma- Educational Practices of Classical Indian Philosophies.
- N.Arora- Educational Philosophy
- S.P.Chaube& A. Choube- Foundations of Educations.
- S.S. Chandra & R. K. Sharma- Philosophy of Education.
- S.S. Ravi- A Comprehensive Study of Education.
- Y.K. Sharma- Sociological Philosophy of Education.

Semester VI

Title:

Population Education

Syllabus:

Course Objectives:

- To develop an overall idea of Population Education
- To identify the factors influencing Population Growth
- To know the status of population growth in India
- To get acquainted with Population Education curriculum at different stages

Unit I: Meaning and Concept of Population Education

- Population Education: Meaning, Concept and Significance
- Nature & Scope of Population Education
- Objectives & History of Population Education
- Factors influencing Population – Sociological, Economic, Political, Biological and Psychological.
- Need of Population Education

Unit II: Population Growth & its Status in India

- Population Growth: Concepts and Components
- Factors influencing Population Growth- Fertility, Mortality & Migration etc.
- Status of population growth in India.
- Concepts of Optimum Population, Over Population, Problems of Over Population
- Role of Education for the management of Population growth

Unit III: Population Education Curriculum & Policy

- Curriculum of Population Education at different stages.
- Population Policies in India
- Role of Teacher in making awareness of population explosion.
- Role and responsibilities of family members
- Community Sensitisation programme of early marriage and child labour etc.

Reading References:

- Population Education: J.C. Aggarwal
- Population Education in India: Ramesh Kumar Bhardwaj
- Fundamentals of Population Geography: B.N. Ghosh
- Population Education: Joseph Raju
- Population Education: Concepts, Principles and Approaches- Yogendra K. Sharma.
- Population Education and Family Planning: P.N. Singha

Title:

Educational Planning & Management

Syllabus:

Course Objectives:

- To explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- To explain the Meaning and Function of Educational Administration
- To get acquainted with purpose of supervision and distinguish between supervision and inspection
- To classify the functions of some selected administrative bodies

Unit I: Concept of Educational Management

- Educational Management: Meaning, Nature, Scope, principle, Functions and Needs.
- Types of Educational Management: Centralisation, Decentralisation, Autocratic, Democratic and Laissez- fair.
- Effective Leadership in Educational Management Leadership-Meaning, Nature, Scope & Significance Effective leadership skills
- Theories of Management (Classical, Neo-Classical and Modern and their implications for Education
- Resource Management in Educational Institutions.

Unit II: Educational Planning

- Educational Planning: Concept, needs and goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning & Educational Planning Models
- Educational Planning in India since independence at elementary stage & Secondary Stage
- Institutional Planning: Characteristics & needs

Unit III: Some Modern concepts & Agencies of Educational Management

- TQM
- SWOT
- PPP
- Ministry of Human Resource Development
- Different Agencies (Central & State) - UGC, NAAC, NCTE, SCERT, DPI, DIET.

Reading References:

- Educational Administration, Management and Supervision : J. C. Aggarwal
- Educational Administration, Supervision and School Management : J. Mohanty
- Educational Administration and Management: I. S. Sindhu
- Total Quality Management in Education: Marmar Mukhopadhyay
- Organizational Behavior: Luthens, Fred
- Educational administration in Central government: structures, processes, and future prospects: Mahajan, Baldev and Khullar, K.K.
- Educational Administration and Management: Mathur. S.S.
- The Theory & Practice of Educational Administration: Musaaazi, J.C.S.
- Educational Planning in India: Naik, J.P.
- The Educational Commission & After: Naik, J.P.
- Modern Management Techniques in Educational Administration: NUEPA
- Educational Management in India , New Delhi: NUEPA.
- A History of thought and Practice in educational administration: Ronald, Cambell F., et al.
- Supervision in Education Problems and Practices: Tanner ,D. &Lawrel, T
- Educational Governance and Administration: Thomas, J.Sergiovann, et.al

Title:

Yoga Education

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know the Concept of Yoga and Yoga Education. 2. Understand the Role of Yoga in Education. 3. Describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications. 4. Understand the History of Yoga and the contributions of Sagacious Yogis for the development and promotion of Yoga. 5. Describe the various Types of Yoga. 6. Know and understand the various techniques or methods of practicing Yoga. 7. Know and understand the Asans / Mudras and their effects to promote a sound physical and mental health. Course Contents: UNIT- I: Introduction to Yoga Education a) Meaning and Definitions of Yoga and Yoga Education b) Role of Yoga in Education c) Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications. UNIT-II: History of Yoga and Sagacious Yogis: a) Yoga in various Periods / times. b) Sagacious Yogis: Swami Vivekananda, B. K. S. Iyengar: Father of Modern Yoga and their contributions for the development and promotion of Yoga. c) Types of Yoga: Karma Yoga of Bhagavgita, Surya Namaskar, Ashtanga Yoga, Integral Yoga of Sri Aurobindo. UNIT-III: Yoga Practices: a) The Five Yamas (Eternal Vows), Dharana (Concentration) and its method, b) Different Asans / Mudras and their effects to promote a sound physical and mental health. c) Special Techniques of Yoga for Nasal allergy, Diabetes, Hypertension

Reading References:

Suggested Books: • Ghorote, M. L. : Yoga Applied to Physical Education. Lonavala; Kaivalyadhama. • Iyengar, B.K.S. (2000). AstadalaYogamala. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465. • Madhav Pundalik Pandit, Sri Aurobindo and His Yoga, Lotus Press 1987 ISBN 0-941524-25-6 • Nagendra, H.R. and Nagarathna R: New Perspectives in Stress Management (V.K.Yogas, Bangalore,1988). • NCTE (2015) Yoga Education diploma in Elementary Education, New Delhi, pp.15-18. • Pal, T., Rath, S.K. & Roy S.C. (2014) Yoga Education at a Glimpse, Romania: Bridge Center. • Prabhupada, S. (ed.). (2007). Srimagbhat Gita As It Is. Nadia: Bhaktibedanto Book Trust. • Radhakrishnan, S. (1993), The Bhagavadgītā, Harper Collins, ISBN 81-7223-087-7, p. 289. • R Nagarathna and H R Nagendra : Integrated Approach of Yoga Therapy for Positive Health, Swami Vivekananda Yoga Prakashana, Bangalore, 2003. • Swami Satchidananda, The Yoga Sutras of Patanjali, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990. • Sri Aurobindo. (1999), The Synthesis of Yoga, fifth edition, Sri Aurobindo Ashram Trust 1999. • Swami Niranjanananda Saraswati, Yoga Darshan, Yoga Publications Trust, Bihar, India, 2002. • Swami Satyananda : Yoga Education For Children Saraswati (Bihar Schools of Yoga, Munger, 1990). • Tulsidas Chatterjee, Sri Aurobindo's Integral

Yoga, Aurobindo Ashram, Pondicherry 1970. • Udupa, K.N. : Stress and its Management by Yoga (Motilal Banarsidass, Delhi). • Werner, Karel (1998). Yoga And Indian Philosophy. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20

GE-1

Title:

Philosophical and Sociological Foundations of Education

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know the meaning, nature and scope of Educational Philosophy. 2. Understand and explain the relationship between Education & Philosophy. 3. Know and understand the different Individualistic and Socialistic aims of education. 4. Know and understand the different Western schools of philosophy and their contributions in various aspects of education. 5. Know and understand the different Indian schools of philosophy and their contributions in various aspects of education. 6. Know and understand the educational philosophy of great Indian and foreign educators. 7. Know the meaning, nature and scope of Educational Sociology. 8. Know and classify social groups with their nature. 9. Know and understand the definition, characteristics, factors and Constraints of social change. 10. Explain the role of education in social change and social mobility. Course Contents: Unit-I: Concept, Scope and Aim of Education a) Meaning, Nature and scope of Educational Philosophy b) Individualistic and socialistic aim c) Relation between education and philosophy Unit-II: Philosophy and Education a) Western Schools of Philosophy: Idealism and Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline b) Indian Schools of Philosophy and Education: Vedanta, Jainism and Buddhism c) Great Educators and their educational philosophy: i) Swami Vivekananda and Rabindranath Tagore ii) Rousseau and Dewey Unit-III: Sociology in Education a) Meaning, nature and scope of Educational sociology b) Social groups and education – Primary, Secondary and Tertiary Group c) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change, Education and Social Mobility

Reading References:

Suggested Books: • A. P. Sharma – Indian and Western Educational Philosophy • B. R. Purkait – Great Educators • J. C. Aggarwal- Theory and Principles of Education • J. C. Aggarwal - Philosophical and Sociological Bases of Education • K. K. Shrivastava- Philosophical Foundations of Education • M. K. Goswami-

Educational Thinkers: Oriental and Occidental, Thoughts and Essays • M. Sharma
– Educational Practices of Classical Indian Philosophies • N. Arora – Educational
Philosophy • S. P. Chaube & A. Chaube – Foundations of Education • S. S.
Chandra & R. K. Sharma- Philosophy of Education • S. S. Ravi – A
Comprehensive Study of Education • Y. K. Sharma – Sociological Philosophy of
Education

GE-2

Title:

Psychology of Learning and Development

Syllabus:

Course Objectives: After completion of the course the students shall be able to: 1. Know and understand Learning, its characteristics and influencing factors of learning. 2. Know, understand and explain the different theories of learning and their educational implications. 3. Understand and explain the relationship between Attention and Interest. 4. Know and understand the different Stages and aspects of human development. 5. Understand of how Physical, Social, Emotional and Cognitive development of a child take place during different stages of development. 6. Understand of how learning is related with the development of a learner. 7. Know, understand and explain the various theories of human development and their educational implications. Course Contents: Unit-I: Learning a) Definition and characteristics of Learning; Factors influencing learning b) Theories of learning: Classical and Operant conditioning; Trial and Error c) Attention & Interest: Factors of Attention and Relation between Attention and Interest Unit-II: Growth and Development a) Stages and aspects of development in human life b) Physical, Social, Emotional and Cognitive development during Infancy and Childhood a) Need of studying development in the context of learning Unit-III: Some Theories of Development a) Freud's Theory of Development of Libido d) Piaget's Theory of Cognitive development e) Bandura's Social Learning Theory

Reading References:

Suggested Books: • Adhikari, S (2015). Sikshayay Monovidyā. Classique Books, Kolkata • Chauhan, S. S. (2007). Advanced Educational Psychology (7th Edition). Vikas Publishing House Pvt. Ltd. Noida. • Mangal, S. K. (2009). Essentials of Educational Psychology (1st Edition). Phi Learning Private Limited. • Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited. • Misra, G., Jha, A., and Woolfolk, A. (2012). Fundamentals of Educational Psychology (11th Edition). Pearson India. • Sindhu, I. S. (2012). Educational Psychology. Pearson India. • Santrock, John W. (2011). Educational

Psychology (4th Edition). Mcgraw Hill Education. • Sharma S. K.- Principles of Growth and Development. Gyan. • Hilgard, E.R. & Bower, S.H. (1975). Theories of Learning. Cliffs: Prentice Hall. • Hilgard, E. O. (1976). Theories of Learning (4th Edition). New York: Appleton Century. • Hergenhahn (1996). Introduction to Theories of Learning, Pearson Higher Education. • Hergenhahn, B. R., and Olson, Matthew H. (2013). An Introduction to Theories of Learning (9th Edition). Prentice Hall. • Weiner, B. (1980). Human Motivation. New York: Halt, Rinehart & Winston.