



**Vijayanagara Sri Krishnadevaraya University,**

**Ballari**

**Department of Studies in Education**

## ***B.A- EDUCATION***

**B.A Education Syllabus as per NEP-2020**

**(For Regular Mode)**

**With effect from the Academic year 2021-22**

**Choice Based Credit System (CBCS)**

## **PREAMBLE**

Education plays a significant role in building a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The 21<sup>st</sup> Century has opened up many new challenges in the field of Higher Education. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing a “learner-centric” approach.

Swami Vivekananda believed man to be perfect and education as the tool to polish this self-perfection. Gandhiji also stressed on the same principle in the “Nai Talim”, where he reiterated the same fact in terms that there should be no difference between what you learn and what you do with your hands. Our conventional Gurukul system has also stressed on the simultaneous growth of the teacher and student alike. The same thought is stressed by the NEP-2020 which suggests major revamping to implement holistic learning at all levels. The basic aim of holistic development, though challenging, can be realized through the historical principles. There is a need to allow flexibility in the education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. It should be holistic to train the student into a perfect human being and a useful member of society.

The aim of higher education is to develop good, well rounded and creative individuals. It has to enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time building character, ethical and constitutional values, and intellectual curiosity, spirit of service and capabilities across disciplines including sciences, social sciences, arts, humanities as well as professional, technical and vocational crafts. At the society level higher education must enable development of an enlightened, socially conscious, knowledgeable and skilled nation that can uplift its people and construct and implement solutions to its own problems. It is also to bridge the increasing gap between an undergraduate degree and employability.

Undergraduate curriculum needs to be focused on creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, team work, communication skills, more in-depth learning and mastery of curricula across fields. Improvement not only the level of academic excellence but also improve the academic and research environment in the state. The programmes designed shall empower graduates as expert problem solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams.

**B.A Program- Education**  
**Proposed Scheme of Teaching and Evaluation for B.A (Basic/Honors) With Education Major**

**SEMESTER-I**

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-1	DSC	Philosophical Foundations of Education	40	60	100	3	-	-	3	3
2	DSC-2	DSC	Development of Education In India	40	60	100	3	-	-	3	3
3	OE-1	OE	Value Education	40	60	100	3	-	-	3	3
4	SEC-1	SEC	Teaching Skill			50	1	-	2	2	
<b>Total Credits</b>										<b>11</b>	

**SEMESTER-II**

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-3	DSC	Sociological Foundations of Education	40	60	100	3	-	-	3	3
2	DSC-4	DSC	Psychological Foundations of Education	40	60	100	3	-	-	3	3
3	OE-2	OE	Psychological Perspectives of Education	40	60	100	3	-	-	3	3
<b>Total Credits</b>										<b>9</b>	

**Exit option with Certificate (48 Credits)**

**SEMESTER-III**

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-5	DSC	Issues and Trends in Education	40	60	100	3	-	-	3	3
2	DSC-6	DSC	Educational Technology	40	60	100	3	-	-	3	3
3	OE-3	OE	Life Skills in Education	40	60	100	3	-	-	3	3
4	SEC-2	SEC	Modern Office Management			50	1		2	2	
<b>Total Credits</b>										<b>11</b>	

**SEMESTER-IV**

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-7	DSC	Global Education	40	60	100	3	-	-	3	3
2	DSC-8	DSC	Indian and Western Thinkers in Education	40	60	100	3	-	-	3	3
3	OE-4	OE	Entrepreneurship in Education	40	60	100	3	-	-	3	3
<b>Total Credits</b>										<b>9</b>	

**Exit option with Diploma (96 credits)/ Choose one Discipline as Major, the other as Minor**

**SEMESTER-V**

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-9	DSC	Educational Management and Organization	40	60	100	4	-	-	4	3
2	DSC-10	DSC	Leadership in Education	40	60	100	4	-	-	4	3
3	DSE-1	DSE	Teaching Skills and Strategies	40	60	100	3	-	-	3	3
4	MDC-1	MDC	Human Resource Development and Education	40	60	100	3	-	-	3	3
5	VC-1	VC	VC	40	60	100	3	-	-	3	3
6	SEC-3	SEC	Professional Communication			50	1	-	2	2	
<b>Total Credits</b>										<b>19</b>	

**SEMESTER-VI**

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-11	DSC	Gender, School and Society	40	60	100	4	-	-	4	3
2	DSC-12	DSC	Educational Tools, Techniques and Approaches	40	60	100	4	-	-	4	3

3	DSE-2	DSE	Inclusive Education	40	60	100	3	-	-	4	3
4	MDC-2	MDC	Educational Research	40	60	100	3	-	-	3	3
5	VC-2	VC	Guidance and Counseling	40	60	100	3	-	-	3	3
6	SEC-4	SEC	Data Analysis and Computer Application			50	1	-	2	2	
<b>Total Credits</b>										<b>20</b>	

**DSC:** Discipline Specific Core

**DSE:** Discipline Specific Elective

**MDC:** Minor Discipline Core

**SEC:** Skill Enhancement Course

**OE:** Open Elective

**VC:** Vocational Course

### **Model Curriculum**

*Name of the Degree Program: BA*

**Discipline Core: B.A-Education**

**Total Credits for the Program:**

**Starting year of implementation: 2021-22**

### **PROGRAM OUTCOMES**

By the end of the program the students will be able to:

The programme goal is to be produce ideal and skillful students who can reflect upon changing needs of the society and special attention to be paid to overall development of personality of the students.

The curriculum structure is based on the premise that every student is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels, experiences, learning styles and approaches to future career-related actions. The quality of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. On successful completion of semesters based four years degree (Major/Minor) in Education under CBCS Scheme students will be able to:

- **Disciplinary knowledge throughout the Life:** Capable of demonstrating wide-ranging

knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

- **Cooperation/Team work to build effective citizenship:** Ability to work effectively and respect fully with diverse teams; facilitate cooperative/collaborative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Analytical and Scientific Reasoning:** Ability to analyze, interpret and draw inferences from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective. Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Problem solving through Pedagogical Skills:** Applying content skills and dealing with classroom problems. Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations. Ability to acquire knowledge and skills, including learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development / re skilling.
- **Creative and Critical Thinking ability:** Students are empowered to Creative and Critical thinking on Philosophical, and Sociological perspectives of education and society. And analysis of curriculum
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Value of Human Personality and Physical Development:** Understand and practice good intellectual, Social, Emotional and Moral values. And yoga, S elf- defense and sports.
- **Select and integrate information:** From a variety of sources, including electronic and print resources, community resources and personal data, to answer the selected questions.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

## ASSESSMENT

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	40	60

## COURSE WISE SYLLABUS

Name of the Degree Program: UG PROGRAMME

Discipline Core: EDUCATION

Total Credits for the Program:

Starting year of implementation: 2021-22

Vijayanagara Sri Krishnadevaraya University, Bellary

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

I Semester

<b>DSC-1</b>	
<b>Course Title: PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total: 100 Marks</b>

**Course Outcomes (COs):**

**At the end of the course the student should be able to:**

1. Understand the Concept, Process and Scope of Education
2. Understand the need and significance of philosophical framework to education;
3. Know the fields of philosophy and their relevance to education
4. Understand the perspectives of Indian and Western Schools of philosophy concerning education
5. Appreciate the contribution of Indian philosophy and western philosophy to education
6. Develop philosophical insight for resolution of educational issues.
7. Critical appraisal of contributions made to education by prominent educational thinker
8. Appreciate the Contributions of Indian and Western Philosophers.
9. Appreciate the role of Philosophy in Human Development.

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### UNIT-1: CONCEPT OF EDUCATION

8 Hours

1.1 Education: Etymological meaning, Definitions and Scope of Education.

1.2 Philosophy: Meaning, Scope and Branches of Philosophy

1.3 Educational Philosophy: Meaning, Nature, Scope and Importance of Educational Philosophy.

1.4 Relationship between Philosophy and Education with special reference to Aims, Curriculum, Methods of Teaching and Teacher Discipline.

### UNIT-2: PHILOSOPHICAL SYSTEMS IN EDUCATION

8 Hours

2.1. Epistemology and Education –Epistemological bases of curriculum and their methodological implications of education



- 2.2. Axiology- concept, need and importance of Axiological foundations of education.
- 2.3. Meta-physics- concept, need and importance of Metaphysical foundations of education.

**UNIT-3: MAJOR SCHOOLS OF PHILOSOPHY.**

**9 Hours**

- 3.1 Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism.
- 3.2 Indian Schools of Philosophy: Vedic, Buddhism, Jainism, Islamic, Veerashavism.

**Unit 4: INDIAN AND WESTERN PHILOSOPHERS**

**9 Hours**

- 4.1 Indian Philosophers: Contribution of Swami Vivekananda, Mahatma Gandhi and Rabindranath Tagore to educational thought and Practice.
- 4.2. Western Philosophers: Contribution of John Dewey, Jean-Jacques Rousseau and Maria Montessori

**UNIT-5: PHILOSOPHY FOR DEVELOPMENT OF HUMANITY**

**8 Hours**

- 5.1 Education and Development of Values
- 5.2 Education for National Integration
- 5.3 Education for International Understanding
- 5.4 Education for peace and Harmony

**References**

1. Anand C. L. (1993) Teacher and Education in the Emerging Indian Society NCERT New Delhi.
2. Batia B. D. (1990) The Theory and Principles of Education. Doba House, Delhi.
3. Batia K. K. and C. L. Narang (1990) Theory and Principles of Education, Prakash Brothers.
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7. Dr.Raju G.(2013)-“ “Principles of Educational Philosophy”, Vidhyanidhi Prakashan, Gadag.
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10. Kneller G. F. (1971) Foundations of Education, New York, John Wiley.
11. NarangC.L.,(1990) Theory and Principles of Education. NCERT, New Dehli.
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14. Sertraniwalla Z.K., Philosophical and sociological Foundation of Education, S.Chand and Company, New Delhi, 1973.
15. Soudhi Sandu and Singh (1998) Philosophy of Education. Ambala Cantt. The Indian Publications.
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17. Varma M., The Philosophy of Indian Education, Meenakshiprakashan, Meerut.1969.
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19. Weber, O. C. (1964) Basic Philosophy of Education. New York: Holt Rinchart Publication.

ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ-ಶಿಕ್ಷಣದ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಸುಧಾರಣೆ.

ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ - ಶಿಕ್ಷಣದ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಸುಧಾರಣೆ.

ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಹಾಗೂ ಶಿಕ್ಷಕರ ಸಮಸ್ಯೆಗಳು - ಡಾ|| ಶಿವಶಂಕರ.

ಉದಯನಿಷ್ಠೆ ಮತ್ತು ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ಸುಧಾರಣೆ.

ನವನಿಷ್ಠೆ ಮತ್ತು ಭಾರತದ ಶಿಕ್ಷಣ-ಸುಧಾರಣೆ- ಉದಯನಿಷ್ಠೆ ಮತ್ತು ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

<b>DSC-2</b>	
<b>Course Title: DEVELOPMENT OF EDUCATION IN INDIA</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total Marks: 100</b>

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- 1) Understand the nature of Indian society as it has evolved from the past.
- 2) Enable critically appraise the effect of British period on Indian education.
- 3) Appreciate application and Indian constitution provisions.
- 4) Recognize the salient features of the various systems of education that prevailed in India in the past.
- 5) Compare and contrast the Vedic, Buddhistic, Medieval and Contemporary systems of Education.
- 6) Appreciate the great educational heritage of India.
- 7) Make a critical analysis of the different systems that prevailed in India at various points of time.
- 8) Synthesize the various beneficial aspects of the different systems.
- 9) Analyze the contributions of the various education commissions /committees/policies in shaping the present systems of education.

**Unit-1: EDUCATIONAL HERITAGE OF INDIA**

9 Hours

1.1. Education in different periods pertaining to aims, curriculum, methods of Teaching, student-teacher relationship with reference to:

Vedic period

Buddhist Period

Medieval Period (Islamic)

1.2. Education In Under British Period:

Charter act of 1813 & 1833

Macaulay's Minute (1835)

Wood's dispatch (1854)

Hunter Commission (1882)

Sargent Commission, Hartog Committee (1927)

1.3. Impact of British rule on Indian Education

**Unit-2: UNIVERSITY EDUCATION COMMISSION – 1948**

8 Hours

2.1. Status of Education at the time of Independence.

2.2. University Education Commission (Dr. Radhakrishnan Commission) - Major

recommendations with reference to the following: Pattern of Education, Curriculum, Medium of Education, Examination and Religious Education.

2.3. UGC – Establishment and its Functions

**Unit-3: INDIAN CONSTITUTION AND EDUCATION**

9 Hours

3.1 Indian Constitution and educational provisions

3.2 Meaning of Articles: 16, 17, 19, 21, 24, 25, 28, 30, 45, 351.

Implications of the above Articles under the chapter of Fundamental Rights and Directive Principles of State Policy of Indian Constitution.

**Unit-4: SECONDARY EDUCATION COMMISSION – 1952-54**

8 Hours

4.1 Secondary Education Commission or Mudaliar Commission on Education- major recommendations with reference to the following.

Pattern of Education

Curriculum – Diversified courses.

System of Examination

Moral Education

**Unit-5: INDIAN EDUCATION COMMISSION – 1964-66**

8 Hours

Major recommendations with reference to the following

National goals of Education

Pattern of Education

Curriculum – Vocationalization of Education

Work Experience, Social Service, Moral Education

**References:**

- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
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- Naik J. P. and Syed N. (1974) History of Education in India, New Delhi, Macmillan Co.

<b>OE-1</b> <b>Course Title: VALUE EDUCATION</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Summative Assessment Marks: 60	<b>Total Marks: 100</b>

### **Course Outcomes (COs):**

At the end of the course the student should be able to:

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.
6. Gain the Sources of value education.

#### **UNIT 1- INTRODUCTION TO VALUES**

**8 Hours**

- 1.1 Values: Concept, Nature and significance.
- 1.2 Classification of values: Personal and social, Intrinsic and instrumental
- 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
- 1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.

#### **UNIT 2 – SOURCES OF VALUES**

**9 Hours**

- 2.1 Meaning and importance of value education.
- 2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.3 Role of teachers in value education.

#### **UNIT 3- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION**

**8 Hours**

- 3.1 Family
- 3.2 Religion
- 3.3 Educational Institutions
- 3.4 Communities
- 3.5 Mass Media (print and Electronic)

#### **UNIT 4- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS 9 Hours**

- 4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.
- 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).
- 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

## UNIT-5: Value Crisis

8 Hours

- 5.1 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.
- 5.2 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.
- 5.3 Prevention and Rehabilitation measures to eradicate evil practices.

### REFERENCES:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; University Book House (P) Ltd.
3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennsylvania Press
4. Havighurst, R. J. (1953). A Moral Development and Identification in Human Welfare
5. Kohlberg, L. (1963). Child Psychology, Chicago; University of Chicago Press
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11. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
12. Piaget, J. (1948). The Moral Development of the Child, New York; Free Press
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15. Human Development and Education, New York; Longman's Green & Co.

<b>SEC-1</b> <b>Course Title: Teaching Skill</b>	
Total Contact Hours: 26	Course Credits: 2
Formative Assessment Marks:	Duration of ESA/Exam:
Summative Assessment Marks:	<b>Total Marks:50</b>

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. Understand the concept and types of Teaching.
2. Get and insight into the strategies of Concept of Learning Design.
3. Develop teaching skills and techniques.
4. Understand the basic elements of Communication
5. Develop Communication Skills

**Unit: 1 = Understanding Teaching**

**6 Hours**

Concept and definition of Teaching

Nature of teaching and characteristic factors affecting teaching

Relation between teaching and training

**Unit: 2 = Types of Teaching (Concept and Characteristics)**

**5 Hours**

Micro-teaching and Micro lesson

Simulated teaching

Integrated teaching

**Unit: 3 = Skills of Teaching (Basic Concept)**

**5 Hours**

Nature and definition of skills of teaching

Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids,

Illustration and Reinforcement Phases of teaching: Pre-active, Inter-active, Post-active

**Unit: 4 = Learning Design (LD)**

**5 Hours**

Concept and importance of learning design in teaching

Steps of learning design

Qualities of good learning design

**Unit: 5 Communication Skills**

**5 Hours**

Meaning, Nature, Components and types of communication

Principles of communication

- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication.

### **References:**

1. ALLEN, D.W. et.al. Micro-teaching – A Description. Stanford University Press, 1969.
2. Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
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<b>DSC-3</b>	
<b>Course Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total Marks: 100</b>

Course Outcomes (COs):

**At the end of the course the student should be able to:**

1. Understand the meaning of sociology and Education and realize its pertinence to education.
2. Recognize the facts and forms of Culture
3. Understand the sociological perspectives in education.
4. Understand the importance of Globalization, privatization and liberalization on education
5. Make an attempt to bring social change through the process of Education.
6. Become aware of the different social factors that influence education.
7. Become aware of the processes of social change and their impact on education.
8. Critically examine the issues and concerns of education in the socio-economic context of India.

**UNIT-1: CONCEPT OF EDUCATIONAL SOCIOLOGY**

**8 Hours**

- 1.1. Meaning, Definitions, Importance and Scope of Educational Sociology.
- 1.2. Relationship between Education and Sociology, Society and Education.
- 1.3. Culture and Education- Meaning and Definitions, Types, Characteristics, Role of Education.
- 1.4. Cultural lag – Meaning, Role of Education in cultural lag.

**UNIT-2 SOCIALIZATION AND EDUCATION**

**9 Hours**

- 2.1. Meaning, Definitions and Importance of Socialization.
- 2.2. Agencies of Socialization- formal, informal and non formal
- 2.3. Agencies of education; Family and School, Mass Media, Religious Institution, State, Peer-group.
- 2.4. Socialization: the role of the Education.

**UNIT-3 SOCIAL CHANGE AND SOCIAL MOBILITY**

**9 Hours**

- 3.1. Meaning, Definition and Importance of Social Change.
- 3.2. Characteristics and factors influencing on social change and Role of Education
- 3.3. Liberalization, Privatization, Globalization (LPG) and Education



3.4. Meaning, Definitions and types of social mobility. Role of Education in Social mobility

#### **UNIT-4: SOCIAL CLASS AND EDUCATION**

**8 Hours**

4.1. Meaning and Definitions of Social Class

4.2. Classification of Social Class and Role of Education in Upliftment of Social Class.

4.3. Meaning , Definitions and Importance of Social Control,

4.4. Agencies of Social Control and Role of Education in Social Control

#### **UNIT-5: EDUCATIONAL ISSUES AND DEMOCRACY**

**8 Hours**

5.1 Meaning of Democracy, Types of Democracy

5.2. Distinguish between Democracy and Authoritarianism, Their implications on Education- Aims, curriculum and methods of teaching, discipline.

5.3. Democracy, Socialism and Secularism: Concept and Practice in Schools/Colleges

5.4. Employment market and Education.

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<b>DSC-4</b>	
<b>Course Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Total Marks: 100</b>

**Course Outcomes (COs):**

**At the end of the course the student should be able to:**

- 1) Acquire the understanding of meaning and importance of Education and Psychology and their interrelationship.
- 2) Understand the theories of learning and acquaint with different models and strategies of learning and in turn apply them for better learning.
- 3) Gain insight into the concept of intelligence and its theories and apply them in psychological research.
- 4) Acquire knowledge regarding the concept and types of Motivation.
- 5) Apply the knowledge of memory, types of memory, factors influencing for intensive memory in their life.
- 6) Apply the knowledge of principles, techniques of educational psychology in developing the integrated personality.

**Unit-1: PSYCHOLOGY AND LEARNING**

**9 Hours**

1.1. Meaning and concept of Psychology. Interrelationship of Education and Psychology  
Schools/Approaches of Psychology-Behaviourism, Gestalt, Humanism, Cognitivism and Psychoanalysis

1.2. Learning: Introduction, Meaning, Definitions, Importance of learning.

Characteristics of Learning

1.3. Theories of Learning :

Behaviourism: Pavlov, Thorndike, Skinner

Social Constructivism: Vygotsky, Bandura

**Unit-2: MOTIVATION**

**08 Hours**

2.1. Motivation : Introduction, Meaning, definitions

2.2. Concept and Types of Motivations of Motivation

2.3. Maslow's Theory of Motivation

2.4. Role of Motivation in Learning

**Unit-3: INTELLIGENCE AND EMOTIONAL INTELLIGENCE** **9 Hours**

- 3.1. Intelligence: Introduction, Meaning, Definitions, Distribution of intelligence,
- 3.2. Factors influencing Intelligence.
- 3.3. Concept of M.A. CA and IQ Uses of Intelligence Test.
- 3.4. Emotional Intelligence: Concept, development of Emotional Intelligence.
- 3.5. Testing of Intelligence and Emotional intelligence Test.

**Unit-4: MEMORY AND FORGETTING** **8 Hours**

- 4.1. Memory and Forgetting : Meaning, definitions
- 4.2. Types of Memory, Forgetting : Meaning, definitions
- 4.3. Types, Causes for forgetting factors influencing Intensive Memory.

**Unit-5: PERSONALITY** **8 Hours**

- 5.1. Personality: Introduction, meaning, Definitions, Factors influencing personality.
- 5.2. Structure of Personality-views of the following psychologists about personality: Sigmund Freud, Carl Jung, Rogers, Allport and Kelly
- 5.3. Measurement of Personality: Subjective, Objective and Projective meatheads CAT, TAT and Rorschach Ink-blot test.

**References:**

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**Unit 4. Understanding Mental Health and Personality:** HOURS 8

4.1. Personality: concept, Approaches in analyzing personality: type and Eyesenck's Biological typology

4.2. Characteristics of a well adjusted personality

4.3 Mental Health: Meaning and Importance of Mental Health, Developing Positive Attitude

Adjustment: Meaning, Types and Process

**Unit-5. Learning Process and Motivation** HOURS 9

5.1. Attention: Definition and Affecting Factors

5.2. Motivation: Nature, Definition and Maslow's Theory

5.3. Creativity: Concept, Definition and Characteristics

5.4. Memory: Meaning, definitions and Types of Memory.

**References:**

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