



**Department of Education**  
**University of Kashmir, Srinagar**  
 (NAAC Accredited Grade A+)



**BACHELOR'S PROGRAMME WITH EDUCATION AS MAJOR SUBJECT**  
**(HON'S /RESEARCH MODE)**

Semester	Course Code	Type of Course	Type of Course	Credits		
				Theory	Practical	Tutorial
I	EDU122J	Major	Philosophical Foundations of Education	4	0	2
II	EDU222J	Major	Sociological Foundations of Education	4	0	2
III	EDU322J	Major	Psychological Foundations of Education	4	0	2
IV	EDU422J1	Course Type -1	Indian Education in Historical Perspective	3	0	1
	EDU422J2	Course Type -2	Inclusive Education	4	0	2
	EDU422J3	Course Type -3	Environmental Education	4	0	2
V	EDU522J1	Course Type -1	Educational Technology and ICT ✓	3	0	1
	EDU522J2	Course Type -2	Issues and Trends in Education ✓	4	0	2
	EDU522J3	Course Type -3	Health Education ✓	4	0	2
VI	EDU622J1	Course Type -1	Educational Guidance and Counselling ✓	3	0	1
	EDU622J2	Course Type -2	Creativity and Education ✓	4	0	2
	EDU622J3	Course Type -3	Social Psychology ✓	4	0	2
VII	EDU722J1	Course Type -1	Teacher Education ✓	3	0	1
	EDU722J2	Course Type -2	Methodology of Research in Education ✓	4	0	2
	EDU722J3	Course Type -3	Measurement and Evaluation in Education ✓	4	0	2
VIII	EDU822J1	Course Type -1	Educational Administration and Supervision ✓	3	0	1
	EDU822J2	Course Type -2	Value Education	4	0	2
	EDU822J3	Course Type -3	Gender Education	4	0	2
	EDU822JP	Project	Project	0	12	0

**Note:** The candidates who are eligible to go for Research Mode will have to opt for project (12 credits) instead of Course Type 2 and Course Type 3 in VIII Semester.

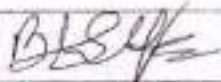
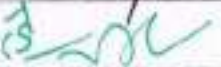
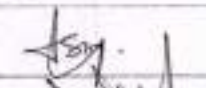

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**Office of the Head, Department of Education  
University of Kashmir, Srinagar.**

No: F(UG-Board Studies)EDU/KU/2023  
Dated: 12-06-2023

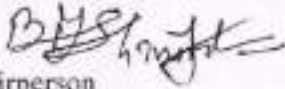
**Minutes of BOUGS in Education**

The Board of Under Graduate Studies in Education was convened on 12.06.2023 to finalize the course structure on the pattern of NEP 2020. The following members were present.

1.	Prof. Mahmood Ahmad Khan		Chairperson	
2.	Prof. Mohammad Iqbal Mattoo	Professor/s of the Department		
3.	Dr. Amina Parveen	Associate Professor/s of the Department	Board Member/s	Not Present
4.	Dr. Gulshan Wani			
5.	Dr. Najmah Peerzada	Associate & Assistant Professor/s of the Department	Co-opt Member/s	
6.	Dr. Mohammad Amin Dar			
7.	Dr. Shabir Ahmad Bhat			
8.	Mr. Farooq Faizan	HoD's in Education Degree Colleges	Board Member/s	Not Present
9.	Dr. Mohammad Ashraf Wagay			
10.	Mr. Irshad Ahmad Kumar			
11.	Ms. Rakshanda Lateef	Faculty member		 Rakshad Lateef
12.	Ms. Saima Gazanfar			

The chairperson welcomed the members and appraised them about the need to finalize the syllabus for UG course in the Subject of Education. After minor modification, the draft syllabus was approved on the lines of NEP 2020. It was also resolved that the approved syllabus be forwarded to Academic Section of the University at an earliest.

The meeting ended with a vote of thanks to the Chair.

  
Chairperson  
BOUGS in Education



**Office of the Head, Department of Education  
University of Kashmir, Srinagar.**

No: F(UG-Board Studies)EDU/KU/2023  
Dated: 21-11-2023

**Minutes of BOUGS in Education**

The Board of Under Graduate Studies in Education was convened on 21.11.2023 to finalize the course structure on the pattern of NEP 2020. The following members were present except 13 and 14.

and Syllabus				
1.	Prof. Mahmood Ahmad Khan		Chairman	
2.	Prof. Tasleema Jan	Professor/s of the Department		N.A.
3.	Dr. Amina Parveen	Associate Professor/s of the Department	Board Member/s	
4.	Dr. Gulshan Wani			
5.	Dr. Najmah Peerzada	Associate/ Assistant Professor/s of the Department	Co-opt Member/s	
6.	Dr. Aasia Maqbool			
7.	Dr. Shabit Ahmad Bhat			
8.	Mr. Farooq <del>Ahmad</del> Sheikh	HoD's in Education Degree Colleges	Board Member/s	
9.	Dr. Mohammad Ashraf Wagay			
10.	Mr. Irshad Ahmad Kumar			
11.	Ms. Rakshanda Lateef	Faculty member		
12.	Ms. Saima Gazanfar			N.A.
13.	Prof. Fajiv Rattan Sharma			N.A.
14.	Prof. Bharati Baviji	External member		N.A.

The chairman welcomed the members and appraised them about the need to finalize the syllabus for UG course in the Subject of Education. After minor modification, the draft syllabus was approved on the lines of NEP 2020. It was also resolved that the approved syllabus be forwarded to Academic Section of the University at an earliest.

The meeting ended with a vote of thanks to the Chair.

Chairperson  
BOUGS in Education

**SEMESTER 1<sup>st</sup>**  
**MAJOR COURSE**

**EDU122J EDUCATION**

**CREDITS (THEORY: 4; TUTORIAL: 2)**

**Expected Outcomes:**

*The paper deals with the Philosophical base of Education. The content of the course will abreast the students with the concept of Philosophy and its influence on the Education System. The Course will enable the students to understand the educational implications of different schools of Philosophy. The paper also aims at enabling the students to understand the Educational contribution of different educational thinkers and their relevance in the contemporary Education Systems.*

**UNIT-I EDUCATION AND PHILOSOPHY:**

- i. Education - Meaning and Importance.
- ii. Philosophy- Meaning, Significance.
- iii. Education and Philosophy- Relationship.
- iv. Branches of Philosophy – Epistemology and Axiology.
- v. Scope of Educational Philosophy.

**UNIT-II IDEALISM AS A SCHOOL OF PHILOSOPHY**

- i. Meaning of Idealism.
- ii. Aims of Education.
- iii. Curriculum and Methods of Teaching.
- iv. Concept of Freedom and Discipline.
- v. Role of Teacher.

**UNIT-III PRAGMATISM AS A SCHOOL OF PHILOSOPHY**

- i. Meaning of Pragmatism.
- ii. Aims of Education.
- iii. Curriculum and Methods of Teaching.
- iv. Concept of Freedom and Discipline.
- v. Role of Teacher.

**UNIT-IV LIFE SKETCH AND EDUCATIONAL THOUGHT:**

- i. Swami Vivekananda.
- ii. Maulana Abul Kalam Azad.
- iii. Allama Iqbal.
- iv. Maria Montessori.

**TUTORIAL- ACTIVITY BASED (2 CREDITS):**

**UNIT V**

- i. Book Review on any of the recommended Book in syllabus
- ii. Seminar Presentation (PPT) on any topic in syllabus
- iii. Preparation of Philosophical Terms (Glossary Type) at least 20

**UNIT- VI**

- i) Life sketch and Educational Contribution of any of the thinkers prescribed in Unit IV
- ii) Seminar presentation (PPT) / assignment writing from the sub topics of Unit IV.
- iii) Preparation of the Lesson Plan on the basis of project method Advocated by John Dewey



## RECOMMENDED BOOKS:

- Brubacher, J. S. (1977)** Modern Philosophies of Education. Tokyo: McGraw Hill Book Company Inc.
- Brother, J. D. (1965)** Four Philosophies of Education. New York: Harper and Row.
- Chandra, S.S. and Sharma, R. K. (2004)** Principles of Education, New Delhi: Atlantic Publishers and Distributors.
- Gupta, V.K. and Schdave, M. S. (1990)** Theory and Principles of Education, New Delhi: Vinod Publications
- Khan, M.A. and Bhat, S. A. (2013)** Basics in Education, New Delhi: Delpreet Publishing Hous
- Kumar, I.A. and Mattoo, M. I. (2022)** Textbook on Education, Srinagar: Ali Mohammad & Sons
- Mattoo, M. I. (2021)** Fundamentals of Education, New Delhi: Astha Publishers & Distribution
- Mattoo, M. I. (2022)** Fundamental Principles of Education, New Delhi: Swastik Publications
- Peerzada, N. (2019)** Philosophical Foundations of Education, New Delhi: Dilpreet Publishing House Vishnu
- Phenix, (1958)** Philosophical of Education, New York: Holt and Rinchart
- Sectaramu, A. S. (1989)** Philosophies of Education, New Delhi: Ashish Publishing House
- Singh, Y.K. (2008)** Philosophical Foundations of Education, New Delhi: APH Publishers Corporation
- Khan, M.A. and Parveen, A. (2005)** Educational Philosophy and Indian Educational Scenario, Srinagar: Kashmir Info.
- Taneja, V. R. (1988)** Socio – Philosophical Approach to Education, New Delhi: Atlantic Publishers and Distributors.
- Taneja, V. R. (1993)** Education Thought and Practice, New Delhi: Sterling Publishers Pvt. Ltd.



**SEMESTER 2<sup>nd</sup>**  
**MAJOR COURSE**

**EDU222J EDUCATION**

**CREDITS (THEORY: 4; TUTORIAL: 2)**

**Expected Outcomes:**

*The course deals with the Sociological base of Education. The course will enable the students to understand the influence of Sociology on Education and the contribution of different sociologists and their relevance to the contemporary education system. The content will also abreast the students with the culture, dimensions of culture and role of Education vis-a-vis culture. The course will also make the students understand the social interaction process and the Elements of Social Structure.*

**Unit-I: Educational Sociology:**

- a) Meaning and Scope of Sociology and Educational Sociology,
- b) Influence of Sociology on Education.
- c) Contribution of August Comte, (Positivism) and Durkheim (Division of Labour).

**Unit-II: Culture and Education: Meaning and characteristics of Culture**

- a) Components of Culture - Material and Non material
- b) Education and Culture – Relationship

**Unit - III Social Change and Education:**

- a) Meaning and characteristics of Social change
- b) Factors: Economic, Social, Political and Technological
- c) Education and Social Change – Relationship

**Unit- IV Social Interaction and Social Structure**

- a) Meaning of Social Interaction,
- b) Forms of social interaction -  
Co-operation, Competition, Conflict, Accommodation and assimilation
- c) Meaning, elements and types of social structure

**TUTORIAL (ACTIVITY BASED): 2 CREDITS**

- Unit V:**
- i) Book Review on any of the recommended Book in syllabus
  - ii) Seminar presentation (PPT) on any topic in syllabus (Unit-I & II)
  - iii) Preparation of Sociological Terms (Glossary Type) at least 20

- Unit- VI:**
- i) Life sketch of any of the Sociologist prescribed in Unit I,
  - ii) Seminar presentation (PPT) / assignment writing from Unit III- IV.

**RECOMMENDED BOOKS:**

- Bhatt, B. D & Sharma, S. R. (2006).** Sociology of Education, New Delhi: Karnishka Publishing House Pvt. Ltd.
- Champion, D. J., Kurth, S. B. and Harris, D. K. (1984).** Sociology: New York: Holt, Rinehart and Winston.
- Chandra, S. S. and Sharma, R. K. (2004).** Principles of Education. New Delhi: Atlantic Publishers and Distributors.
- Comte, Auguste (1954).** Positive Philosophy: London: Longmans Green and Co.
- Giddens, A. (1987)** Sociology - An Introduction: New Delhi: John Wiley India Pvt. Ltd.
- Hess, B.B., Markson, E. W. and Stein, P. J. (1991).** Sociology. New York: Macmillan Publishing Company.
- Kephart, W. (1987).** Extra-ordinary Groups: The Sociology of Unconstitutional Life Style. New York: St. Martin's Press.
- Khan, M. A. & Bhat, S. A. (2013).** Basics in Education, New Delhi: Delpreet Publishing House.
- Marvin, Harris et.al. (1977).** The Origin of Culture. New York: Random House.
- Mattoo, M. I. (2013).** Foundations of Education. Srinagar: Ali Mohammad & Sons.
- Mattoo, M. I. (2019).** Fundamentals of Education. New Delhi: Kumud Publications.
- Peter, I. Berger. (1979).** Introduction to Sociology. New York: Garden City Doubleday.
- Rao, Shankar, C. N. (2007).** Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S. Chand and Company.
- Sharma, Y. K. (2003).** Foundations in Sociology of Education. New Delhi: Kanishka Publishers and Distributors.
- Smelser, N. J. (Ed.) (1988).** Handbook of Sociology. New Bury Park.
- Sollivan, E. E. (1988).** Education and Social Change. New Delhi: Asia Publishing House.
- Sorokin, Pitrim. (1959).** Social and Cultural Mobility. New York: Free Press.
- Taneja, V. R. (1988).** Socio - Philosophical Approach to Education. New Delhi: Atlantic Publishers and Distributors.
- Peerzada Najmah (2015)** Sociological Foundations of Education Dilpreet Publishing House, New Delhi.



**Bachelor with Education as Major**  
**3<sup>rd</sup> Semester**

**EDU322J: EDUCATION\_PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**Credits: Theory-4, Tutorial-2**

**Theory (4 Credits: 60 Hours)**

**Maximum Marks: 100 Minimum Marks: 36**

***Expected Learning Outcomes***

- *Shall make the learners understand about the concept and theories of learning*
- *Shall make the learners understand the various theories and tests of intelligences*
- *Shall abreast the students with dynamics and theories of personality*
- *Shall make the understand the growth and development of adolescents and various defense mechanisms*
- *Shall help the learners to get practical experience of preparing the seminar presentation*

**Unit-I Meaning and Theories of Learning:**

- a) Concept, Definitions and Characteristics of Learning
- b) Trial and Error – E. L. Thorndike, Conditioning - Pavlov
- c) Operant Conditioning – B. F. Skinner
- d) Social Learning Theory – Bandura

**Unit-II Intelligence and Its Tests**

- a) Concept of Intelligence & I.Q, and Theories –
  - Two Factor Theory (Spearman)
  - Multi Factor Theory (Thorndike)
  - Group Factor Theory (Turnstone)
- b) Detailed description of the following tests
  - i. Simon – Binet Scale (Verbal Intelligence Test )
  - ii. Cattell's Culture Fair Test (Non-verbal)
  - iii. Bhatia Battery Performance Test

**Unit-III Personality and its Theories**

- a) Nature of Personality, Definitions and Meaning.
- b) Personality Characteristics.
- c) Theories of Personality:
  - i. Type Theory – William Sheldon & Carl Gustav Jung.
  - ii. Trait Theory – G.W. Allport
  - iii. Psycho-Analytical – Sigmund Freud.

**Unit-IV Adolescence & Mental Health and Hygiene**

- a)
  - i) Concept, Characteristics & Problems of Adolescents.
  - ii) Role of Education/ teachers in solving problems of Adolescents.
- b)
  - i) Concept and Characteristics of Mental Health and Hygiene.
  - ii) Mal-Adjustment-Concept, Causes & Symptoms.
  - iii) Adjustment–Meaning, Process and Mechanism – Rationalization, Sublimation, Compensation

**Tutorials (2 Credits: 30 Hours)**

**Max. Marks: 50**

**Min. Marks: 18**

- Unit V**
- i) Book Review on any book prescribed in syllabus or as recommended by the Teacher incharge (Individual/Groups)
  - ii) Seminar presentation (PPT) on any topic from the syllabus
  - iii) Preparation of Psychological Terms (Glossary Type) at least 20

- Unit- VI**
- i) Life sketch of any of the psychologists prescribed in the syllabus.
  - ii) Seminar presentation (PPT) / assignment writing.

iii) Case study of Adolescents – Social and psychological problems.

**References:**

- Aggarwal, J. C. (2011).** Essentials of Edu. Psychology. New Delhi: Vikas Pub. House.
- Baron, R. A. (1987).** Psychology. Dorling Kindersley. Pvt. Ltd.
- Chauhan, S. S. ( 1998 ).** Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd.
- Dandapani, S. ( 2010 ).** Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd.
- Lindzey, G., Hall, O.S ( 2012).** Theories of Personality. London: Wiley India Pvt. Ltd.
- Mangal, S. K. ( 2015 ).** Advanced Educational Psychology. New Delhi:
- Mattoo, M. I. (2019).** Psychological Foundations of Education. New Delhi: Discovery Publishers.
- Parveen, A. (2011)** Fundamentals of Education. Srinagar: Info-world.
- Shameem, S & others (2018):** Modern Text Book on Education. New Delhi: Anshal Publishers.
- Weiten, Wayne & Lloyd, Margaret, A. (1994).** Psychology Applied to Modern Life. Brooks: Cole Publishing Company Inc.
- Woolfolk, A, E. (1995).** Educational Psychology. Boston: Allyn and Bacon.
- Zastrow, Charles and Ashman, K. K. (1997).** Understanding Human behavior and the Social Environment. Chicago: nelson- Hall Publishers.



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**Bachelor with Education as Major**  
**4<sup>th</sup> Semester**

**EDU422J1: Indian Education in Historical Perspective**

**Theory (3 Credits: 45 Hours)**

**Credits: Theory-3, Tutorial-1**  
**Maximum Marks: 75**  
**Minimum Marks: 27**

**Expected Learning Outcomes**

- Shall make the students understand about the education system in India during Ancient and Medieval period
- Shall abreast the learners about different educational policies during British period
- Shall make the students understand the recommendations of various committees and commissions during post-independence period
- Shall help the learners to prepare the seminar presentation and book review

**Unit-I Education in Ancient and Medieval India**

- a. Vedic Education- Salient features, Aims, Methods of Teaching, Place of the Teacher and Curriculum
- b. Buddhist Education- Salient features, Aims, Methods of Teaching, Place of the Teacher and Curriculum &
- c. Muslim Education- Salient features, Aims, Methods of Teaching, Place of the Teacher and Curriculum

**Unit-II Education in British India**

- a. Macaulay's Minute (1835)
- b. Wood's Despatch (1854)
- c. Indian Education Commission (1882) &
- d. Sargent Report (1944)

**Unit-III Education in Post Independence Era**

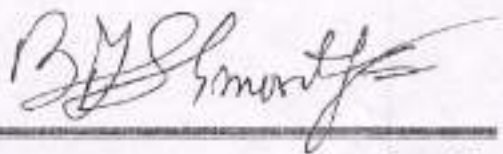
- a. Secondary Education Commission (1952-1954)
- b. Indian Education Commission (1964-66)
- c. National Policy on Education, NPE (1986)
- d. National Education Policy, 2020

**Tutorials (1 Credit: 15 Hours)**

**Max. Marks: 25**  
**Min. Marks: 9**

**Unit-IV**

- a. Book Review on any of the books recommended in syllabus or by the teacher concerned
- b. Seminar presentation on any topic in the syllabus.
- c. Preparation of key terms/ glossary at least 20.



**Bachelor with Education as Major**  
**4<sup>th</sup> Semester**

**EDU422J2: Inclusive Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4, Tutorial-2**  
**Maximum Marks: 100**  
**Minimum Marks: 36**

**Expected Learning Outcomes**

- Shall make the students understand about the nature of inclusive education
- Shall make the students understand exceptionality and different types of impairment
- Shall help the learners to get knowledge about the policies and legislation governing for inclusion
- The learners shall understand different Teaching and evaluative strategies in inclusive education

**Unit-I Inclusive Education**

- a. Concept, importance and principles of Inclusive Education;
- b. Historical perspectives on education of children with diverse needs &
- c. Difference between special education, integrated education and inclusive education

**Unit-II Exceptionality**

- a. Concept and meaning of Exceptional Children.
- b. Identification of the exceptionality.
- c. Concept of impairment, disability & handicapped
- d. Types of Impairment: Visually Impaired, Hearing Impaired, Orthopedic Impaired and Mental Retardation

**Unit-III Policies & Legislations**

- a. NPE1986/POA 1992
- b. Persons with Disability ACT, 2016
- c. National Policy for Persons with Disabilities, 2006
- d. Inclusive education under NEP-2020

**Unit-IV Inclusive School**

- a. Creating an ideal inclusive school
  - i) Infrastructural facilities
  - ii) Role of Teachers and Administrators
- b. Inclusive Teaching Practices
- c. Evaluation Practices

**Tutorials (2 Credits: 30 Hours)**

**Max. Marks: 50**  
**Min. Marks: 18**

**Unit-V**

- a. Book Review on any of the books recommended in syllabus or by the teacher concerned;
- b. Seminar presentation on any topic in syllabus.

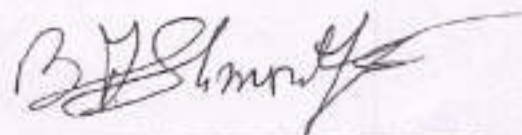


## Unit-VI

- a. Preparation of case study of a specially abled child.
- b. Preparation of key terms/ glossary at least 20.

### References:

- Ainscow, M., Booth, T.** (2003): *The Index for Inclusion: Developing learning and Participation in Schools*. Bristol: Centre for Studies in Inclusive Education.
- Bala, M. J.** (2004). *Methods of Teaching Exceptional Children*, Discovery, New Delhi
- Bala, P.** (2016) *Use of Aids and Appliances for Children with Special Needs to Overcome Barriers of Inclusive Education*. In *Emerging Inclusive Education* S.P. Gupta and Dinesh Singh (Eds.), Pentagon Press, New Delhi
- Blamires, M.** (1999). *Enabling Technology for Inclusion*. Paul Chapman Publishing Ltd, London
- Booth, T. and Ainscow, M.** (2011). *Index for inclusion: Developing learning and participation in schools*. Bristol: CSIE
- Karanth, P., & Rozario, J.** (2003). *Learning disabilities in India: willing the mind to learn*. Sage Publication, New Delhi
- Koegel, L. K., Koegel, R. L., & Brookman, L. I.** (2005). *Child-Initiated interactions that are pivotal in intervention for children with autism*. In: Hibbs ED, Jensen PS, editors. *Psychosocial treatments for child and adolescent disorders: Empirically based strategies for clinical practice*. 2nd ed.
- Lerner, J.** (2000). *Learning Disabilities: Theories, diagnosis, and teaching strategies*. Boston: Houghton Mifflin.
- Mangal, S. K.** (2012). *Educating exceptional children: An Introduction to special education*. Delhi: PHI Learning.
- Mani M. N. G.** (2000). *Status of disability in India*, RCI, New Delhi.
- NCTE** (2009) *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*, New Delhi: NCTE.
- Oliver, M.** (1990). *The politics of disablement*. Basingstoke: Macmillan.
- Puri, M. & Abraham, G.** (2004). *Handbook of inclusive education for educators, administrators, and planners: within walls, without boundaries*.
- Reddy G. L., & Rama, R.** (2000). *Education of Children with Special Needs*, New Delhi - Discovery Pub.
- SSA** (2003). *Sarva Shiksha Abhiyan: Responding to Children with Special Needs-A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan*. Ministry of Human Resource Development, Government of India. New Delhi MHRD.
- The Rights of Persons with Disability Act, 2016**, Govt. of India, Deptt. of Disability Affairs, MSS&E, 2016.
- Tomlinson, C.** (2001). *How to differentiate instruction in mixed ability classroom* (2<sup>nd</sup> ed), Alexandria, VA: Association for Supervision and Curriculum Development UNESCO (2001). *Open File on Inclusive Education*
- Wong, B., & Butler, D. L.** (2012). *Learning about learning disabilities*. (4th ed.) Amsterdam. Elsevier Academic Press.



## Bachelor with Education as Major

### 4<sup>th</sup> Semester

#### EDU422J3: Environmental Education

Theory (4 Credits: 60 Hours)

Credits: Theory-4, Tutorial-2

Maximum Marks: 100

Minimum Marks: 36

#### Expected Learning Outcomes

- The Course Content shall help the learners to explore the knowledge of environmental education and its importance in present life.
- Shall make the students understand the environmental hazards and its consequences in our day to day life.
- Shall develop environmental awareness and ethics among the learners that promote an understanding of the ecological interdependence of the social and economical spheres.
- Shall help the learners to understand various environmental legislations.
- Shall help the learners to get practical knowledge about the environment

#### Unit-I Environmental Education and Natural Resources

- a. Nature, need & importance of Environmental Education
- b. Objectives and scope of Environmental Education
- c. Concept of Sustainable Development, role of natural resources in Sustainable Development

#### Unit-II Environmental Concerns

- a. Causes and consequences of environmental degradation
- b. Environmental pollution: causes, consequences and remedies
- c. Green House Effect: cause, consequences and remedial measures

#### Unit-III Environmental Awareness

- a. Effect of human activities on environment.
- b. Role of Education in environmental awareness.
- c. Values & ethics related to the environment.
- d. Plans and projects for environmental protection like Save Dal, Save Hangul, Save TigerProject & Chipko Movement

#### Unit-IV Environmental legislations in India

- a. The Water (Prevention and Control of Pollution) Act of 1974
- b. The Air (Prevention and Control of Pollution) Act of 1981
- c. The Environment (Protection) Act of 1986

Tutorials (2 Credits: 30 Hours)

Max. Marks: 50

Min. Marks: 18

#### Unit-V

- a. Book Review on any of the books recommended in syllabus or by the teacher concerned
- b. Seminar presentation on any topic in syllabus.

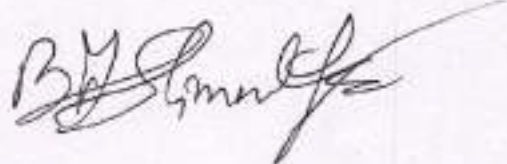


#### Unit- VI

- a. Visit to a place of environmental significance and prepare a brief report.
- b. Preparation of key terms/ glossary at least 20.

#### References:

- Agarwal, S. P., & Aggarwal, J. C.** (1996). Environmental Protection, Education and Development. New Delhi: New Concepts.
- Bondurant, J. V.** (1996). Teaching tolerance: Raising open-minded, Emphatic Children. New York: Doubleday.
- Carson, S. M.** (1978). Environmental Education- Principles and Practices: EdwardArnold Publishers.
- Kaushik, A., & Kaushik, C. P.** (2019). Perspectives in Environmental Studies. (7<sup>th</sup> ed.).New Age International Publishers.
- Makol, R., & Makol, L.** (2019). Environmental Education. Kala Mandir Publisher.
- NCERT** (1981), Environmental Education at school level.
- NCERT** (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
- Pedretti, E.** (2003). Teaching Science, Technology, Society and Environment (STSE)Education. In The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education. Science and Technology Education. Vol. 19, 219-239.
- Reddy, G. L.** (2015). Textbook on Environmental Education. Discovery Publishing House PVT Limited.
- Sharma, R. A.** (2008). Environmental Education. Meerut: R. Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K.** (2008). Education for Environmental and HumanValue. Meerut: R. Lall Books Depot.



**Bachelors with Education as Major**  
**5<sup>th</sup> Semester**

**EDU522J1: Educational Technology and ICT**

Theory (3Credits: 45 Hours)

**Credits: Theory-3 Tutorial-1**

**Maximum Marks: 75**

**Minimum Marks: 27**

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

- *Exploring how technology can enhance and improve the outcomes of Education*
  - *Learn to Introduce craft innovative teaching practices for better learning outcome.*
  - *Build a solid understanding of various innovative methods of teaching*
- 

**Unit I Understanding Educational Technology**

- a) Meaning and Objectives
- b) Need & Importance of Educational Technology
- c) Teaching Technology, Behavioural Technology and Instructional Technology

**Unit II ICT in Education & Teaching Aids**

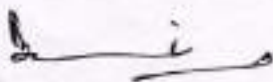
- a) Meaning and use of ICT in Education
- b) E- learning, Blended Learning & Collaborative learning
- c) Teaching learning Aids-Projected and Non-projected Aids

**Unit III Teaching Methods**

- a) Project Method
- b) Heuristic Method
- c) Dalton Plan

**Practical / Tutorial Based**

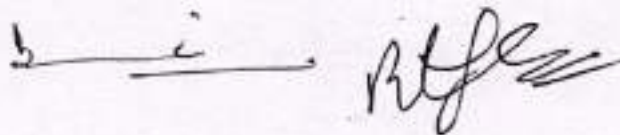
- Unit IV**
- i) Power Point Presentation (PPT)
  - ii) Creating and Managing of email





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- Singh, Y.K. (2004) Micro-Teaching APH Publishing Corporation.
- Selvam, Panneer (2014). Educational Technology. Discovery Publishing House Pvt. Ltd.
- Vij, Sanjna (2000). Traditional v/s Technology based teaching. New Delhi: Kumud Publishing Company.



**Bachelor with Education as Major**  
**5<sup>th</sup> Semester**

**EDU522J2: Issues and Trends in Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of this course students will be able to:**

- *Demonstrate a comprehensive understanding of different stages of Education*
  - *Understand the problems of various stages of Education*
  - *Develop a comprehensive understanding of inclusive practices in Education*
- 

**Unit I Elementary Education**

- a) Meaning, Need and Importance and Problems
- b) Universalization of Elementary Education
- c) Wastage and Stagnation – Causes and Remedial Measures

**Unit II Secondary Education**

- a) Meaning, Need and Importance
- b) Vocationalization of Secondary Education
- c) Samagra Shiksha Abiyan

**Unit III Higher Education**

- a) Meaning, Need and Importance
- b) Quality Control in Higher Education
- c) RUSA

**Unit IV Inclusive Education**

- a) Meaning, objectives and principles
- b) Socially disadvantaged children-Meaning and Characteristics.
- c) Learning disability- Meaning, Characteristics and Classification
- d) Educational provisions and role of teacher

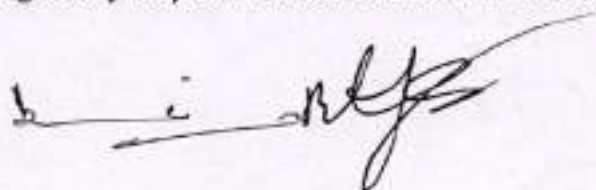
**Practical / Tutorial Based**

**Unit V:** i) Book Review on any of the prescribed book in the syllabus

ii) (PPT)/Seminar presentation on any topic assigned by the teacher.

**Unit VI:** i) Visit to any Elementary / High school (Boys or Girls) and reporting of its day to day business

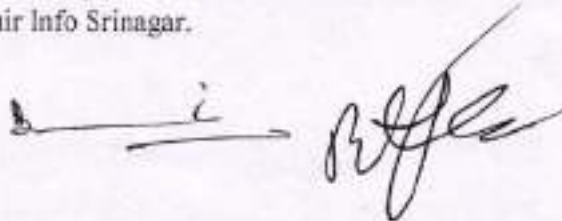
ii) preparation of glossary/ key terms at least 20 from the above units.





## Reference:

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- Ganai, M. Y. & Bhat, S. A. (2012). Development of Educational System in India. New Delhi: Dilpreet Publishing House.
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- Mohan, R. ( 2017). Teacher Education. New Delhi: PHI Learning Private Limited.
- Mohanty, J. ( 1988 ). Current Issues in Education. New Delhi: Cosmo Publications.
- Mukherji, R. K. ( 1986). Ancient Indian Education, New Delhi, Motilal Banarsidass
- Mattoo, M. I. (2020). Indian Education in Historical Perspective. New Delhi: Axis Books Pvt. Ltd.
- Saini, S. K. (1988). Development of Education System in Indian. New Delhi: Cosmo Publishers.  
Srinagar: Kashmir Info Srinagar.



**Bachelor with Education as Major**  
**5<sup>th</sup> Semester**

**EDU522J3: Health Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of the course, the students will be able to:**

- *Understand the complexity and dilemmas of diverse perspectives in the field of Health Education.*
  - *Collaborative management plan and therapeutic interventions to facilitate clinical and personal recovery in pupil with psychological issues.*
  - *Understand the importance of Yoga and meditation per the Mental and Physical Well Being*
- 

**Unit I Understanding Health Education**

- a) Concept of Health, Physical Fitness and Wellbeing
- b) Factors Affecting Health-Diet and Nutrition, Physical Activity and Exercise, Sleep and Rest, Stress and Mental Well being,

**Unit II Mental Health**

- a) Meaning, Elements and Purpose
- b) Characteristic and Cause of Poor Mental Health
- c) Mental Health and Role of Teachers

**Unit III Mental Hygiene**

- a) Meaning and Importance of Personal Hygiene
- b) Factors influencing the Personal Hygiene.
- c) Principles for the Protection of mental illness

**Unit IV Understanding Yoga and Meditation**

- a) Understanding Yoga Philosophy
- b) Aims, Objectives of Yoga and meditation
- c) Need and Importance of Yoga and meditation

**Practical / Tutorial Based**

**Unit V** i) Preparation of Power Point Presentation (at least three) on the prescribed units of the paper(PPT)

ii) Preparation of Glossary / Terms on the unit above (at least 20)

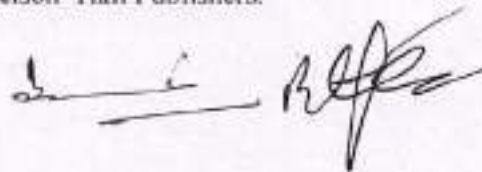
**Unit VI** i) Visiting of Mental Hospital and preparation of two case histories on causes of Abnormal Behavior.

ii) Preparation of list of cases admitted in the hospital (at least two) and presentation a detailed clinical history .



## Reference:

- Aggarwal, J. C. (2011). Essentials of Edu. Psychology. New Delhi: Vikas Pub. House.
- Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd.
- Chauhan, S. S. ( 1998 ). Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd.
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- Parveen, A. (2011) Fundamentals of Education. Srinagar: Info-world.
- Shameem, S & others (2018): Modern Text Book on Education. New Delhi: Anshal Publishers.
- Weiten, Wayne & Lloyd, Margaret, A. (1994). Psychology Applied to Modern Life. Brooks: Cole Publishing Company Inc.
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- Zastrow, Charles and Ashman, K. K. (1997). Understanding Human behavior and the Social Environment. Chicago: Nelson-Hall Publishers.



**Bachelors with Education as Major**  
**6<sup>th</sup> Semester**

**EDU622J1: Educational Guidance & Counselling**

**Theory (3Credits: 45 Hours)**

**Credits: Theory-3 Tutorial-1**

**Maximum Marks: 75**

**Minimum Marks: 27**

**After the completion of the course, the students will be able to:**

- *Understand the role of Guidance services for the development of the child's over all personality*
  - *Understand the fundamentals of counselling and the steps to be followed while counseling*
  - *Explore the role & requirements of a counsellor to provide counselling*
- 

**Unit I      Guidance Process**

- a) Meaning, Need and Importance
- b) Types of Guidance-Educational Vocational and Personal
- c) Basic Principles of Guidance services

**Unit II      Counseling**

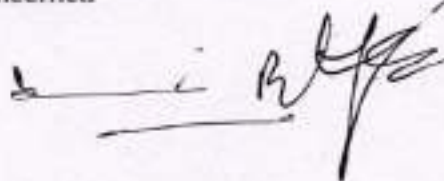
- a) Meaning, Importance and Process
- b) Purposes of Counselling
- c) Guidance, Gounselling & Psycho-therapy

**Unit III      Theories of Counselling**

- a) Psychoanalytical Theory
- b) Behavioural Theories
- c) Non-Directive theory

**Practical / Tutorial Based**

- Unit IV:** i) Preparation of Case study of Gifted or slow learner  
ii) Book review on any of the prescribed book in syllabus or recommended book by the teacher concerned





## Reference:

- Arulnagmani (2004).** Career Counselling: A Handbook. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Gibson, L. Robert & Mitchell (2008).** Introduction to Counselling and Guidance - Prentice Hall of India New Delhi.
- Herr & Spencer (2004).** Career Counseling - A Systematic Approach - Pearson Inc.
- Jennifer M K. (2006).** Understanding Career Counseling – Theory, Research and Practice - Sage Publication,
- Dalaganjan Naik (2004).** Fundamentals of Guidance and Counselling. New Delhi: Adhyayan Publishers and Distributors.
- Chauhan, S. S. (2009).** Principles and Techniques of Guidance. New Delhi: Vikas Publishing House Pvt Ltd.
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- Shertzer, B. & Stone, S.C (1976).** Fundamentals of Guidance (4<sup>th</sup> ed.) Boston, M. A: Houghton Mifflin
- Khan, M.A. (2005).** Gifted Achievers and Under-achievers-An appraisal: New Delhi: Discovery Publishing House



**Bachelor with Education as Major**  
**6<sup>th</sup> Semester**

**EDU622J2: Creativity and Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of this course students will be able to:**

- *Demonstrate a comprehensive understanding of the concepts and theories of creativity*
- *Design and implement effective instructional strategies that foster creativity in teaching and learning, utilizing a variety of techniques and resources*
- *Measure and evaluate creativity using appropriate assessment tools and methods*

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**Unit I: Understanding Creativity**

- i. Creativity-Concept and Characteristics
- ii. Convergent & Divergent thinking
- iii. Quality of a Creativity Person

**Unit II Process of Creativity**

- i. Preparation stage
- ii. Incubation Stage
- iii. Illuminative and Verification Stages

**Unit III Creativity in Teaching and Learning**

- i. Identification of Creative Potential learners
- ii. Teacher's role in fostering Creativity in the Classroom
- iii. Challenges Faced by educators in Fostering Creativity

**Unit IV Techniques to Nurture Creativity**

- i. Brainstorming
- ii. Creative Problem Solving
- iii. Synaptic Model

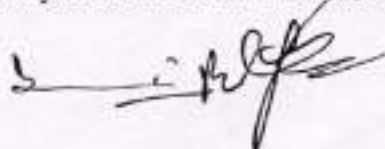
**Practical / Tutorial Based**

**Unit V**

- i. Prepare a Case Study of a creative person
- ii. PPT on Techniques to Nurture Creativity

**Unit VI**

- i. List out the recommendations of NEP 2020 for nurturing the creativity of elementary level students
- ii. Preparation of Key terms/Glossary at least 20 from the above units.



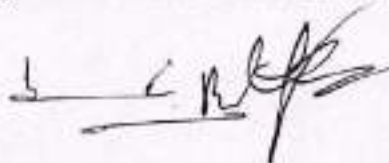
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*UG Sullabus Education*



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- Sawyer, R. K. (2011)** Explaining creativity: The Science of Human Innovation. Oxford University Press.



**Bachelor with Education as Major**  
**6<sup>th</sup> Semester**

**EDU622J3: Social Psychology**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of the course, the students will be able to:**

- *Understand social psychology and application of this knowledge to various social situations.*
  - *Recognize individual's self-perception and impression management.*
  - *Understand the various Research methods to study social psychology.*
  - *Understand and recognize major theories of social psychology related to cognitive and behavioral phenomenon.*
- 

**Unit I: Understanding the Self**

- i. The self: definition, nature and formation of self
- ii. Personal versus social identity
- iii. Self-awareness, Self-presentation and self-regulation

**Unit II Social Cognition and Person Perception**

- i. Impact of schemas on social cognition
- ii. Theories of attribution: Theory of Correspondent Inference and Theory of Causal Attributions
- iii. Basic sources of attribution error: The Correspondence Bias, The Actor-Observer Effect

**Unit III Attitude**

- i. Attitude: Concept and Components
- ii. Formation of attitude
- iii. Attitude change; Spontaneous and Persistence

**Unit IV Research Methods of Social Psychology**

- i. Correlational Method
- ii. Survey Method
- iii. Ethnography

**Practical / Tutorial Based**

- Unit V**
- i. Book Review of the recommended book by the Teacher concerned
  - ii. Field Visit: Study of a social unit (Home/School/Village/slum) and preparation of the report
- Unit VI**
- i. Conducting a small survey of the local area and present the report
  - ii. Preparation of Glossary/Key terms at least 20 from the above units



## Reference:

Baron, R.A.; Byrne, D. and Branscombe, N.R. (2006). Social psychology. 11th ed. N.D.: Pearson.

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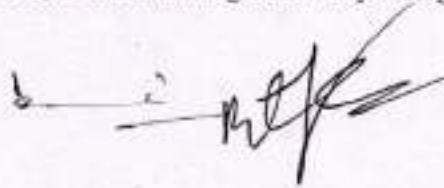
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Srivastava, A. K., & Singh, A. P. (2013). Understanding Social Psychology, PHI Learning Pvt. Ltd.



**Bachelors with Education as Major**  
**7<sup>th</sup> Semester**

**EDU722J1: Teacher Education**

**Theory (3Credits: 45 Hours)**

**Credits: Theory-3 Tutorial-1**

**Maximum Marks: 75**

**Minimum Marks: 27**

**After the completion of this course students will be able to:**

- *Understand the historical development of teacher education in India and its impact on the current education system*
  - *Explore innovative approaches and models in teacher education, such as competency-based education and technology integration, and their potential to enhance teaching practices*
  - *Evaluate the factors that contribute to teacher effectiveness and recognize the role of professional organizations in supporting and empowering teachers*
- 

**Unit I Introduction to Teacher Education**

- i) Concept, Need and Significance of Teacher Education
- ii) Historical Development of Teacher Education in India
- iii) Recommendations of the following Commissions and Committees on Teacher Education:
  - a. National Commission on Teachers-(1983-85)
  - b. National Curriculum Framework for Teacher Education (2009)
  - c. National Education Policy (2020)

**Unit II Teaching Profession and Teacher**

- i) Professional traits of a teacher- teacher as a manager, facilitator and counselor
- ii) Team teaching- Meaning and definitions, categories, advantages and disadvantages
- iii) Flander's Interaction Analysis Model

**Unit III Role of professional organizations**

- i) District Institutes of Education and Training (DIET's)
- ii) State Council of Educational Research and Training (SCERT)
- iii) National Council of Teacher Education (NCTE)  
(With special reference to composition and functions)

**Practical / Tutorial Based**

**Unit IV**

- i) Book review on any book prescribed in the syllabus.
- ii) PPT/ Seminar presentation on any of the topics given above.



## Reference:

- Adaval, S. B.** Quality of Teacher (Allabad)
- Ahiya, R. L.** The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)
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- Mukherji, S. N.** Education of Teachers in India (Delhi: S. Chand & Co., 1968)
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- Sharma, R.A. (2005).** Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005).** Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006).** Modern Teacher Training, New Delhi: Anmol Publications.



**Bachelor with Education as Major**  
**7<sup>th</sup> Semester**

**EDU722J2: Methodology of Research in Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of the course, the students will be able to:**

- *Understand the basic terms of research methodology, develop understanding of concept of research in general and educational research in particular.*
- *Develop understanding of distinctive features of qualitative and quantitative research paradigms. Acquaint the students with respect to different techniques of research.*
- *Understand sampling and the different techniques to choose an appropriate sample and different techniques of Data collection*

**Unit I: Fundamentals of Research**

- i) Meaning, Need & Importance
- ii) Levels of Educational Research: Basic, Applied and Action Research
- iii) Approaches to Educational Research:  
Qualitative and Quantitative research – Meaning & Characteristics

**Unit II: Identification of Research Problem & Hypothesis formulation**

- i) Research Problem and its Identification
- ii) Steps for preparation of a Research Proposal
- iii) Hypothesis – Formulation, Characteristics & Types

**Unit III Sampling**

- i) Population and Sampling
- ii) Probability Sampling: Simple Random & Stratified Random, Multistage Technique
- iii) Non-probability Sampling: Quota & Judgment

**Unit IV Techniques of Data Collection**

- i) Observation
- ii) Questionnaire
- iii) Interview  
(Characteristics, Merits & Limitations)

**Practical / Tutorial Based**

**Unit V**

- i) Book review on any book prescribed in the syllabus or as recommended by teacher incharge.
- ii) Preparation of key terms/ glossary at least 20.

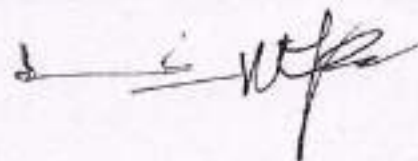
**Unit-VI**

- i) Preparation of Research Proposal.
- ii) Development of un-standardized questionnaire.



## Reference:

- Best, J. W. (1977).** Research in Education (5th Edition) (Printice Hall of India,
- Borg, W. R. & Gall, M.D. (1979)** Educational Research – An introduction. (New York: Longman,
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- Murthy, M. N.** Sampling Theory and Methods Calcutta, Statistical Publishing Society.



**Bachelor with Education as Major**  
**7<sup>th</sup> Semester**

**EDU722J3: Measurement & Evaluation in Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of this course students will be able to:**

- *Have a comprehensive understanding of measurement & evaluation and scales of measurement.*
  - *Analyze and assess the characteristics of measurement instruments, like validity, reliability, and fairness.*
  - *Apply various evaluation tools, such as subjective and objective tests to effectively assess student learning.*
- 

**Unit I: Measurement, Assessment and Evaluation**

- i. Concept and Nature of Measurement, Assessment and Evaluation
- ii. Levels of measurements – Nominal, Ordinal, Interval and Ratio
- iii. Purpose of Evaluation: a) Diagnostic b) Prognostic c) Placement

**Unit II Approaches to Evaluation**

- i. Formative and Simulative Evaluation
- ii. Internal and External Evaluation
- iii. Continuous and Comprehensive Evaluation (CCE)

**Unit III Evaluation Tools**

- i. Essay Types: formation, Merits and Demerits
- ii. Short Answer Types: Formal, Merits and Demerits
- iii. Objectives Type: Formal, Merits and Demerits

**Unit IV Characteristics of a Good Test**

- i. Validity; Meaning, Types and Factors affecting the validity
- ii. Reliability; Meaning and Methods of estimation reliability of a test – Test Retest Method and Split-half Method
- iii. Objectivity

**Practical / Tutorial Based**

**Unit V**

- i. Prepare and administration of a tool for measurement of any of the learning outcomes of the learner,
- ii. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report

**Unit-VI**

- i. Administration and interpretation of students any psychological test relating to intelligence or personality
- ii. Preparation of Glossary at least 20



## Reference:

**Baker, E.L and Quellmalz, E.S Ed. (1980)** Educational Testing and Evaluation. London: Sage Publications.

**Cizek, G. J. (2016)** Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests. Sage Publications.

**Griffin, P., McGaw, B., & Care, E. (2012). (Eds.)** Assessment and teaching of 21st Century Skills. New York: Springer

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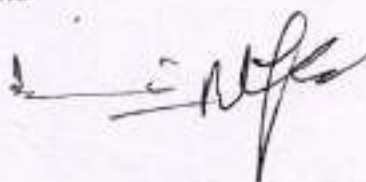
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**Bachelors with Education as Major**  
**8<sup>th</sup> Semester**

**EDU822J1: Educational Administration & Supervision**

**Theory (3Credits: 45 Hours)**

**Credits: Theory-3 Tutorial-1**

**Maximum Marks: 75**

**Minimum Marks: 27**

**After the completion of the course, the students will be able to:**

- *Equip with the knowledge and skills necessary to lead and manage educational institutions effectively*
  - *Gain insight into the evolution of educational planning, planning models and practices in India*
  - *Demonstrate an understanding of various leadership styles, their application in educational setting and understand various techniques of Educational Supervision.*
- 

**Unit I: Educational Administration**

- i. Nature and Scope of Educational Administration
- ii. Types of Educational Administration: Centralized and Decentralized
- iii. Difference between Management and Administration

**Unit II Educational Leadership**

- i. Meaning and Nature and Principles of Educational Leadership
- ii. Styles of Educational Leadership: Autocratic, Democratic Laissez faire and Feudal
- iii. Role of Educational Leader in ensuring quality of Education

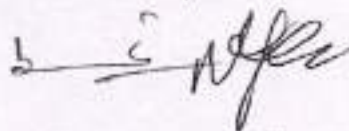
**Unit III Educational Supervision**

- i. Concept, Functions and Characteristics of Educational Supervision
- ii. Factors influencing effectiveness of supervision
- iii. Role of Electronic gadget in Educational supervision

**Practical / Tutorial Based**

**Unit IV**

- i. Visit any government school in your locality and prepare a record of resources available and suggest methods for their effective utilization
- ii. Preparation of check list to assess parameters of school inspection





## Reference:

**Agarwal J.C.(2008).** Development and Planning of modern education :Vikas Publishing House Pvt. Ltd.

**Chaube, S.P.& Chaube, A. (2008).**School Organisation, New Delhi: Vikas Publishing House.

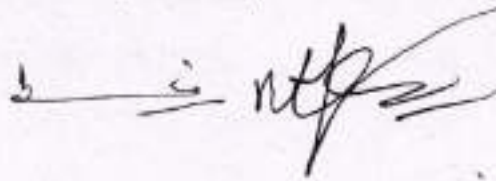
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**Macnee, E.A. (2004).** School Management and methods of teaching. New Delhi: Sonali.

**Nair TKD. (2004).** School Planning and Managements. A Democratic Approach. Delhi: Choudhari offset Process.

**Mukhopadhyay,M. (2005).** Total Quality Management in Education ,Sage

**Mehorotra, Anju,( 2005).** Leadership styles of Principals, Mittal publications: New Delhi,

A handwritten signature in black ink, appearing to be 'S. P. Chaube', is written over the end of the reference list.

**Bachelor with Education as Major**  
**8<sup>th</sup> Semester**

**EDU822J2: Value Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of the course, the students will be able to:**

- *Provide deep seated knowledge about values like equality, patriotism, tolerance, national integrity and universal brotherhood*
  - *Apply ethical reasoning to analyze complex situations and make morally sound decisions*
  - *Adopt various key strategies to create a peaceful and just society*
- 

**Unit I Value Education**

- i) Need and Importance of Value Education
- ii) Functions of Values
- iii) Recommendations of various committees/commissions
  - a) Indian Education Commission (1964-66)
  - b) National Education Policy (2020)

**Unit II Moral Development of the Child**

- i) Moral Education; Concept & Importance
- ii) Characteristics of a moral development in children
- iii) Stages of moral development – Kohlberg

**Unit III Sources and Classification of Values**

- i) Nature and sources of Values; Biological, Social & Psychological
- ii) Classification of Values into various types, Material, Social, Moral and Spiritual Values
- iii) Role of Education in realizing values

**Unit IV Human Rights and Fundamental Rights**

- i) Historical Background of Human Rights
- ii) Fundamental Rights as included in Indian Constitution
- iii) Human Rights Protection in Indian Constitution

**Practical / Tutorial Based**

**Unit-V**

- i) Book review on any book prescribed in the syllabus or as recommended by teacher incharge
- ii) Seminar presentation (PT) / Assignment writing.

**Unit- VI**

- i) Preparation of Life sketch of a social Reformer.
- ii) Preparation of Key terms/Glossary at least 20.



## Reference:

- Aggarwal, J. C. (2005)** Education for Values, Environment and Human Rights, Shipra Publications, 115-A, Vikas Marg Delhi - 110092
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- Singh, Y. K & Nath. R (2005)** Value Education
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- Jagannath, M. (2000)** Human Rights Education, New Delhi: Deep and Deep Publication.
- Paul, R. C. (2000)** Protection of Human Rights, New Delhi: Commonwealth
- Manjot, K. (2008)** Teaching of Human Rights, New Delhi: APH publishing Corporation
- Allport, G. W. Vernon, P. E., & Lindzey G. (1960)** Manual of Study of Values Boston: Houghton Mifflin.
- Chitkara, M. G. (2003)**, Education and Human Values, APH Publishing Corporation. Ansari Road, Darya Ganj, New Delhi - 110002.
- Gawadne, E. N. (2002)** Value Oriented Education Vision for Better Living: Sarup & Sons, New Delhi - 110002.



**Bachelor with Education as Major**  
**8<sup>th</sup> Semester**

**EDU822J3: Gender Education**

**Theory (4 Credits: 60 Hours)**

**Credits: Theory-4 Tutorial-2**

**Maximum Marks: 100**

**Minimum Marks: 36**

**After the completion of the course, the students will be able to:**

- *To provide and affective Educational programme that will equip students to utilize the frameworks of various disciplines in order to analyze women and gender in a vary meaningful way*
  - *Create safe and Inclusive leaning environment that promotes equality and eradicate gender based discrimination*
  - *To understand the role of various policy perspective for the promotion of gender equity*
- 

**Unit I Gender Education**

- i) Concept, Need and Scope of Gender Education
- ii) Gender Studies as an Academic Discipline
- iii) Integration of Gender Role in School and Curriculum

**Unit II Gender and Society**

- i) Concept, Need and Importance of Gender and Society
- ii) Gender Role in Society(Family ,Class ,Caste ,Religion)
- iii) Strategies for Prevention and Intervention

**Unit III Gender Inequality and Strategies for Change**

- i) Gender Inequality In Schools ,Curriculum ,Textbooks And Classroom Process
- ii) Gender Issues In Diverse Cultural Constraints.
- iii) Exploring Strategies for Promoting Acceptance and Understanding

**Unit IV Gender And Policy Perspectives**

- i) The National Commission For Women(NCW 1992).
- ii) The Protection Of Women From Domestic Violence Act (2005).
- iii) The Beti Bachao , Beti Padhao (Save The Girl Child ,Educate The Girl Child) Campaign(2015)

**Practical / Tutorial Based**

- Unit V**
- i) Book review on any of the prescribed book in the syllabus
  - ii) PPT/Seminar presentation on any topic assigned by the teacher

- Unit VI**
- i) Preparation of case studies on Gender discrimination
  - ii) Gender audit survey in any of two Educational Institution



## Reference:

**U. K. Singh & S. N. Sudershan** Population Education, Discovery Publishing House,  
New Delhi - 110002.

**A. Bhatia** Population Education Ankar Publishing Tajpur Road,  
Ludhiana

**M. V. Lakhmi Reddy** Population Education Ashish Publishing House 8/8  
Punjabi Bagh, New Delhi.

Women and Globalisation Sushma Srivaskar Common Wealth publishers

Gender Inequality & Women Empowerment; Anil Kumar Thai Axis Books Pvt. Ltd.

Gender Mainstreawing and issues S. Barik Adhyayan publishers & distributors

Gender Sociology Sumit Dutta (2013) Wisdom press.

Child Welfare Development D. Paul Chowdhary ATMARAM & Sons

