

Semester-I

CC-1: Concept of Education

Course Code: EDN11001

EDN11001	CC-1: Concept of Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Education as discipline				

Course Objectives: The Students will be able –

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Course Outcomes: Upon successful completion of the course the students will be able to –

CO1: Explain the meaning of aims, scopes of education.

CO2: Infer modern education applying preambles of Delor's commission and explain qualities and duties of teacher.

CO3: Design for analyzing characteristics of formal, informal, non-formal education.

CO4: Understand the characteristics of play way activities in education. Able to plan play way activities and work.

CO5: Relate features of agencies of education to real life and explain the need for mass-media in educational system.

Catalog Description:

- Theory and development of aims and objectives of education.
- Connection establishment among different agencies of education.
- Analysis and iteration of different factors of education.
- Adaptation of different play way activities of education

Course Content:

Unit 1: Concept of Education

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Meaning of Education: Narrow & Broader, Nature, and Scope
- Concept of different Forms of Education: Informal, Formal, Non-Formal and Open Education
- Functions of Education: Individual and Social Development, Human Resource Development.

- Aims of Modern Education with special reference to Delor's Commission.

Unit 2: Factors of Education

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Child : Meaning, characteristics and importance of child centric education
- Teacher : Qualities and duties of a good teacher, teacher as a motivator, mentor, facilitator and problem solver
- Curriculum : Meaning, nature and importance
- Co-curricular activities: Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity
- School : Vision and functions

Unit 3: Agencies of Education

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Home
- School
- State
- Religion
- Mass-media- Television, Radio, Cinema and Newspaper

Unit 4: Child Centricism and Play-way in Education

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Concept of Child centricism in education
- Characteristics and significance of Child centricism in education
- Concept of Play and Work.
- Characteristics of Play way in Education, Kindergarten, Montessori, Project method.

Suggested Readings:

- Agarwal, J.C. (2010), Teacher and Education in a Developing society, Delhi; Vikash Publishing house.
- Chaube, S.P. & Chaube, A (2009), Foundation of education, New Delhi; Vikash, Publishing house Pvt. Ltd.
- Dash, B.N. (2011) Foundation of Education, New Delhi; Kalyani Publishers.
- Mohanty, Jagannatha (1991), Foundation of Education, Cuttack – 2, Takshashila.
- Nayak, B.K Text Book of Foundation of Education. Cuttack, Odisha: Kitab Mhal.
- K.G. Education and social order. Bombay: Asia Publishing House

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims, scopes of education.	PO1, PO2
CO2	Infer modern education applying preambles of Delor’s commission and explain qualities and duties of teacher.	PO1, PO3
CO3	Design for analyzing characteristics of formal, informal, non-formal education.	PO1, PO2
CO4	Understand the characteristics of play way activities in education. Able to plan play way activities and work.	PO5
CO5	Relate features of agencies of education to real life and explain the need for mass-media in educational system.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11001	CC-1: Concept of Education	3	2	1	-	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write down the etymological meaning of ‘Agencies of Education’.	Remember	CO1
2	Give one example of Informal Education.	Remember	CO1
3	Cinema is an example of a. Non formal education	Remember	CO1

	b. Informal education c. Formal education d. None of the above		
4	Write a difference between Formal and Informal Education.	Understand	CO2
5	Explain the meaning of the word ' Education'	Understand	CO2
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Define Play way Education	Remember	CO1
(OR)			
6 b)	State the necessity of Child centric Education	Remember	CO1
7 a)	Compare Formal and Informal Education.	Understand	CO2
(OR)			
7 b)	Distinguish between Formal and Non formal Education.	Understand	CO2
8 a)	Home is an example of Informal Education. Justify this statement.	Evaluation	CO6
(OR)			
8 b)	"A home without books is a body without soul." Why home is important as agency of education? Apply your knowledge to justify the statement.	Evaluate	CO6
9 a)	Illustrate few roles of Cinema as agency of education.	Apply	CO3
(OR)			
9 b)	Identify few roles of Radio in imparting education.	Apply	CO3
10 a)	Explain few functions of mass media as agency of education.	Understand	CO2
(OR)			
10 b)	Explain role of media in education	Understand	CO2
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	State helps us to build our character. Justify this statement.	Evaluate	CO6
(OR)			
11 b)	Discuss about the role of Newspaper as an agency of education.	Evaluate	CO1
12 a)	Rita is studying in a school. What type of Agency of Education is it? Discuss briefly the role of School as agency of education.	Understand	CO2

(OR)			
12 b)	Describe the role of State as Agency of Education.	Understand	CO2
13 a)	Milli is a drop out student. Her mother is teaching her by herself. What kind of Agency of Education is that? Give reasons.	Evaluate	CO6
(OR)			
13 b)	Distance education is an excellent media of Adult education. Justify this statement.	Evaluate	CO6
14 a)	Justify the benefit of distance education	Evaluate	CO6
(OR)			
14 b)	School is the Miniature of Society. Justify this statement.	Evaluate	CO6
15 a)	“A home without books is a body without soul”. Apply your knowledge and discuss about the role of Home as agency of education.	Apply	CO3
(OR)			
15 b)	Describe the role of Mass Media as Agency of Education.	Apply	CO3
16 a)	Anita is watching Television and learning something new. What kind of Agency of Education is this? Describe the same.	Apply	CO3
(OR)			
16 b)	Agency of Education is important media of teaching learning. Apply your knowledge and mention its importance in teaching learning process.	Apply	CO3
17 a)	Explain Informal Education	Understand	CO2
(OR)			
17 b)	Describe the role of teachers in non-formal education	Understand	CO2

CC-2: History of Education in India

Course Code: EDN11002

EDN11002	CC-2: History of Education in India	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Education as discipline				

Course Objectives: The Students will be able –

- To be acquainted with the salient features of education in India during ancient and medieval times

- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Course Outcomes: Upon successful completion of the course the students will be able to –

CO1: Explain the meaning of aims, scopes of education in Ancient and Medieval Period.

CO2: Infer cause and effect of different commissions like Hunter commission Sadler commission and educational movement like National Education Movement.

CO3: Design comparative report in development of education in British period.

CO4: Understand the policies of different commissions like Radhakrishnan commission, Mudaliar commission, Kothari commission after Independence.

CO5: Relate the change in Education policy before and after independence.

Catalog Description:

- Theory and development of aims and objectives of education during Ancient and Medieval Period.
- Connection establishment among different forms of curriculum and method of teaching in Vedic, Brahmanic, Buddhist and Islamic education.
- Analysis and iteration of different commissions of education before and after Independence.
- Adaptation of National Policy of Education preambles.

Course Content:

Unit 1: Education in India during Ancient and Medieval Period

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Vedic
- Brahmanic
- Buddhistic
- Islamic

Aims, Curriculum, Teaching Method, Teacher-Pupil Relation, Discipline

Unit 2: Education in India during British Period (1800-1853) Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Sreerampore Trio and their contribution in the field of Education
- Charter Act, Oriental-Occidental Controversy
- Macaulay Minute and Bentinck's Resolution
- Adam's Report

Unit 3: Education in India during British Period (1854-1946)

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Wood's Despatch
- Hunter Commission
- Curzon policy regarding Primary, Secondary and Higher Education
- National Education Movement (Cause and Effect)
- Basic education (Concept and Development)
- Sadler Commission

Unit 4: Education in India after Independence

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Radhakrishnan Commission (Aim, Curriculum of Higher Education, Rural University)
- Mudaliar Commission (Aim, Structure and Curriculum of Secondary Education)
- Kothari Commission (Aim, Structure and Curriculum of Primary and Secondary education)
- National Policy of Education (1986)

Suggested Readings:

- Aggarwal, J.C. (2010) Landmarks in the History of Modern Indian Education (7th Ed) New Delhi: Vikash Publishing Pvt Ltd.
- Das, K.K. (1993). Development Of Education in India. New Delhi: Kalyani Publishers.
- Dash, B.N. (1991). Development of Education in India. New Delhi: Ajanta Prakashan.
- Key, F. E. & Mitra, Sukumar (1978). A History of Education in India. New Delhi: Oxford University Press.
- Mookherjee, R.K. (1988). Ancient Indian Education. New Delhi: Motilal Banarsidass.
- Rawat, P.L. (1989). History of Indian Education New Delhi: Ram Prasad & Sons.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims, scopes of education in	PO1, PO2

	Ancient and Medieval Period.	
CO2	Infer cause and effect of different commissions like Hunter commission Sadler commission and educational movement like National Education Movement.	PO1, PO3
CO3	Design comparative report in development of education in British period.	PO1, PO4
CO4	Understand the policies of different commissions like Radhakrishnan commission, Mudaliar commission, Kothari commission after Independence.	PO5
CO5	Relate the change in Education policy before and after independence.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11002	CC-2: History of Education in India	3	1	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Name the then Governor General of India to whom Woods Despatch was sent.	Remember	CO1
2	Classify the three types of Educational system given by Woods Despatch.	Understand	CO2
3	Write one point of application of Sreerampore Trio's work in contemporary Indian education.	Apply	CO3
4	Analyze one point of contribution of Sreerampore Trio in the field of education.	Analyze	CO4
5	Write any one fundamental preamble of Wood's Despatch?	Remember	CO1
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Describe the composition of Syndicate according to Woods Despatch.	Remember	CO1

(OR)			
6 b)	Summarize Lord Curzon's Policy for Primary Education.	Understand	CO2
7 a)	Illustrate any two policy of Wood's Despatch for Teacher Education.	Apply	CO3
(OR)			
7 b)	Illustrate the process of Wood's Despatch in current teacher education system.	Apply	CO3
8 a)	Explain why University Commission (1948 – 49) was appointed?	Understand	CO2
(OR)			
8 b)	Explain why Kothari Commission (1964 – 66) was appointed?	Understand	CO2
9 a)	What is Rural University?	Remember	CO1
(OR)			
9 b)	Write two Objectives of Higher Education.	Apply	CO3
10 a)	Explain the curriculum propositions of Radhakrishnan Commission.	Understand	CO2
(OR)			
10 b)	Explain the curriculum propositions of Mudaliar Commission.	Understand	CO2
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Describe the recommendation of Woods Despatch on Secondary Education.	Remember	CO1
(OR)			
11 b)	Explain the teacher pupil relationship during the Vedic period.	Understand	CO2
12 a)	Woods Despatch is known as the Magna Carta of Indian Education- Explain	Understand	CO2
(OR)			
12 b)	Identify the causes of setting up Common School System (CSS) in Indian Education System.	Understand	CO2
13 a)	Analyze the contribution of Sreerampore Trio in the field of education.	Analyze	CO4
(OR)			
13 b)	Analyze Adam's report in India during the British period.	Analyze	CO4

14 a)	What did the Programme of Action (1992) emphasize in regard to elementary education?	Analyze	CO4
(OR)			
14 b)	Design a plan to develop structure according to the concept of Basic Education.	Analyze	CO4
15 a)	Explain Macaulay Minute in the context of education during the British period.	Understand	CO2
(OR)			
15 b)	Explain Bentinck's Resolution in the context of education during the British period.	Understand	CO2
16 a)	Design a plan to develop the curriculum structure of National Policy of Education (1986) in the context of the 21 st century.	Analyze	CO4
(OR)			
16 b)	Design a plan to develop the curriculum structure of Sadler Commission in the context of the 21 st century.	Analyze	CO4
17 a)	Rural University is one of the major recommendations of Radhakrishnan Commission. Justify this statement.	Evaluate	CO5
(OR)			
17 b)	Explain any five aims of Secondary Education commission.	Understand	CO2

AECC – 1: Communicative English

Course Code: EDN11003

EDN11003	AECC – 1: Communicative English	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	2	0	0	2
Co-requisites	Basic Idea of English				

Course Objectives: The Students will be able –

- To understand different types of communication
- To understand the different models of communication.
- To be acquainted with the translation from mother tongue to English and vice-versa.
- To be acquainted with reading comprehension and summary paraphrasing.
- To develop understanding on different communicative skills.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain with examples of different types of communication.

CO2: Infer the importance of communication.

CO3: Design in a phased manner on summary writing and letter writing.

CO4: Understand the barriers and strategies of communication.

CO5: Relate features and understanding of making notes and report writing.

Catalog Description:

- Theory of Communication
- Developing Speaking Skills-Oral Presentations, Debate, Elocution, Discussion, Brain storming.
- Translation (from Mother tongue to English and vice-versa)
- Summary, Letter, Paragraph, Essays, Speech, Documenting, Report Writing, Making Notes, Letter Writing

Course Content:

Unit 1: Language of Communication

Lecture: 6 Hrs.

- Communication
- Theory of Communication
- Types, Modes and Models of Communication
- Verbal and Non-Verbal (Spoken and Written)
- Barriers and Strategies
- Personal, Social and Business
- Intra-Personal, Inter-Personal and Group Communication

Unit 2: Speaking Skill

Lecture: 6 Hrs.

- Monologue, Dialogue,
- Developing Speaking Skills-Oral Presentations, Debate, Elocution, Discussion, Brain storming. Effective Communication and Miscommunication
- Interview, Public Speech

Unit 3: Reading and Comprehension Skill

Lecture: 6 Hrs.

- Developing Reading Comprehension
- Types, Techniques and Levels of Reading
- Summary Paraphrasing. Analysis and Interpretation
- Translation (from Mother tongue to English and vice-versa)

Unit 4: Writing Skill

Lecture: 6 Hrs.

- Developing writing skill

- Assignments on developing writing skills
- Summary, Letter, Paragraph, Essays, Speech, Documenting, Report Writing, Making Notes, Letter Writing.

Unit 5: English Grammar

Lecture: 6 Hrs.

- Correction of Sentences
- Transformation (Simple, Complex & Compound Sentences, Degrees of Comparison,
- Affirmative & Negative Sentences, Interrogative & Assertive Sentences, Exclamatory & Assertive Sentences)

Suggested Readings:

- A Practical English Grammar – A.J. Thomson, A.V. Martinet – Oxford University Press
- A Handbook of English Grammar and Usage – D. Thakur – Bharati Bhawan Publication
- Function in English- Jon Blundell et al- OUP
- Oxford Practice Grammar – John Eastwood – Oxford University Press
- A Remedial English Grammar – F.T. Woods
- Word Power Made easy- Norman Lewis- Penguin Publishers
- Intermediate English Grammar- Raymond Murphy- Cambridge University Press
- Advanced Grammar in Use- Martin Hewings- Cambridge University Press
- Living English Structure (5th Edition)- W. Stannard Allen- Pearson Publications
- Oxford Pocket Basic English Use- Michael Swan- OUP

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain with examples of different types of communication	PO1, PO2
CO2	Infer the importance of communication.	PO1, PO4
CO3	Design in a phased manner on summary writing and letter writing	PO1, PO2, PO4
CO4	Understand the barriers and strategies of	PO3, PO5

	communication	
CO5	Relate features and understanding of making notes and report writing.	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11003	AECC – 1: Communicative English	3	2	1	3	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Reading Comprehension

Rowan read aloud. She worked to read clearly, with depth and emotion. Her eyes scanned the next paragraph. She took a breath to continue, but was interrupted by her younger brother Nolan, stretched out on the living room couch, flicking a pencil against his forehead. “I was never a big fan of onomatopoeia,” Nolan said, in his usual, supercilious manner. “It is impossible to write words that truly sound like a thunderstorm, a jar opening, or a falling tree, yes? But please, do continue.” Rowan sucked her teeth. “That’s why I can’t stand doing this in front of you, Nollie. You are no help at all. Haven’t you something better to do?” “Ha! Better than to annoy you before your moment of reckoning? I don’t think so.” Nolan's enjoyment of getting under his big sister’s skin was fully conspicuous. “Nollie, please keep quiet!” Mother Ann broke in. “This is important. Rowan presents in less than an hour. She needs to focus. Row, sweetheart, please continue.” Mother Ann's comments seemed to assuage Rowan’s irritation. She cleared her throat and continued where she had left off. “Farmer John knew this was a storm of epic proportion. Even the cows retreated to their hutches. Not one person in the...” “The cows retreated? The cows retreated?” Nolan chortled upon hearing the repetition of this line in his own voice. “That’s great. Even the stupid cows retreated! Oh, man. That must have been one heck of a storm-a-brewin’. Mama, I’m scared!” Nolan howled at the ceiling and curled up into a tight little ball of laughter. “Nollie!” Mother Ann shouted suddenly, her thunderous voice tantamount to the rumbling storm Rowan was attempting to capture in her reading. Nolan gave a little start. “You have no idea how difficult it is to speak in front of a crowd. Your sister has been preparing for this presentation for weeks and I swear if you don’t...” Mother Ann continued to castigate Nolan most thoroughly, scolding him for his rudeness and lack of respect. Then, feeling as

though she had achieved the intended effect, she sighed rather contentedly and reclined in her chair. Sometimes she reminded even herself the fury by which, if completely necessary, she could quell any quarrel. Nolan had fallen silent and was now sitting upright, his hands folded before him. He actually appeared a bit remorseful. "Oh, Mother," Rowan sighed, crumpling to the floor, despondent. "It's no use. 'The Storm' shall be the end of me." "Ahh, but Rowan, my dear," Mother re-joined. "This is but a mere shower!"

Answer All the Questions (5 x 1 = 5)			
1.	Why does Rowan get upset with Nolan? I. because he is annoying her II. because he interrupts her reading III. because he is making fun of her delivery of the reading A. I only B. II only C. I and II D. II and III E. I, II, and III	Understand	CO2
2.	Which of the following words best describes Nolan's personality? A. juvenile B. malicious C. intelligent D. playful E. easy-going	Understand	CO2
3.	What is Nolan most likely referring to when he jokes about Rowan's "moment of reckoning"? A. the end of her life B. an upcoming presentation C. a time when Mother will yell at Rowan D. a time when Nolan will annoy Rowan even more E. the moment when Rowan's father returns home	Remember	CO1
4.	What does Mother Ann most likely mean when she tells Rowan, "This is but a mere shower"? A. It has started to rain outside. B. Rowan's presentation will be a disaster. C. The piece Rowan is to read is poorly written.	Understand	CO2

	D. Mother's anger with Nolan was just for show. E. Rowan's present situation isn't that bad		
5.	If Mother Ann is castigating Nolan, what is she doing? A. yelling at him B. abusing him C. threatening him D. punishing him E. antagonizing him	Remember	CO1
Group B: Answer All the Questions (5 x 2 = 10)			
Transformation of Sentence			
Do as directed			
6 a)	i) He went to the shop but he didn't buy anything. (Make it complex) ii) He works at night so that he can study at day. (Make it simple)	Understand	CO2
(OR)			
6 b)	i) Opening the door, he asked for my permission to come in. (Make it complex) ii) As her father died, she became helpless. (Make it compound)	Understand	CO2
7 a)	Peter is cleverer than any other boy in the class. (Make it in positive degree)	Apply	CO3
(OR)			
7 b)	India is the largest democracy in the world. (Make it in Comparative Degree)	Apply	CO3
8 a)	Shakespeare was greater than any other playwright. (Make it in Comparative Degree)	Apply	CO3
(OR)			
8 b)	Lead is heavier than any other metal. (Make it in Superlative Degree)	Apply	CO3
9 a)	She is uncomfortable. (Make it Negative)	Apply	CO3
(OR)			
9 b)	He is not able to talk. (Make it Affirmative)	Apply	CO3
10 a)	But they had no money. (Make Affirmative)	Apply	CO3
(OR)			
10 b)	His voice was pleasant.(Make it Exclamatory)	Apply	CO3
Group C: Answer All the Questions (7 x 5 = 35)			

11	i) Define communication. ii) Describe different types of communication.	Remember	CO1
(OR)			
11 b)	i) State the characteristics of Group communication. ii) Differentiate between inter personal and intra- personal communication	Remember	CO1
12 a)	How discussion can be used to develop speaking skill?	Understand	CO2
(OR)			
12 b)	Do you think elocution can be used to develop speaking skill? Explain.	Understand	CO2
13 a)	Illustrate the levels of reading.	Understand	CO2
(OR)			
13 b)	Relate the difference between verbal and non- verbal communication.	Understand	CO2
14 a)	How language can be used for communication?	Understand	CO2
(OR)			
14 b)	Illustrate oral communication.	Understand	CO2
15 a)	Identify the merits of written communication.	Understand	CO2
(OR)			
15 b)	Identify any two type of non-verbal communication.	Understand	CO2
16 a)	Interpret the different qualities of effective communication.	Analyze	CO4
(OR)			
16 b)	Identify the different barriers in communication?	Analyze	CO4
17 a)	Write a short dialogue between a sports person with his/her new coach.	Create	CO6
(OR)			
17 b)	Write a short dialogue between a doctor and a patient who is suffering from stomach pain.	Create	CO6

GE-1: Physical Education -1

Course Code: EDN11004

EDN11004	GE-1: Physical Education -1	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Physical Education				

Course Objectives: The Students will be able –

- To understand the meaning, nature, scope and aims to be acquainted with the salient features of Physical Education.
- To explain the factors and History Physical education and their interrelationship.
- To become aware of Exercise Sciences and their influence.
- To be acquainted with the concept of Sports Psychology and Sports management.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of aims, scopes of Physical education.

CO2: Infer Biological Foundation, Psychological Foundation, Sociological Foundation.

CO3: Aware about Exercise and Exercise Physiology, Sports Bio-mechanics, Sports Psychology, Sports Sociology.

CO4: Understand History of Physical Education and Sports in India, Olympic Movement, History of Yoga.

CO5: Relate Sports Psychology, Learning Phenomena for sports person.

Catalog Description:

- Meaning, need and importance of Physical Education,
- Foundation of Physical Education,
- Importance of Sports Psychology.
- Role of Sports organizers.

Course Content:

Unit 1: Introduction to Physical Education **Lecture: 15 Hrs. + Tutorial: 3 Hrs.**

- Meaning and Definition of Physical Education Aim and Objectives of Physical Education.
- Need and Importance of Physical Education and Sports
- Misconceptions and Modern concept of Physical Education
- Play Game and Sports: Meaning, Definition and Characteristics; Theories of Play.

Unit 2: Foundations of Physical Education **Lecture: 15 Hrs. + Tutorial: 3 Hrs.**

- Biological Foundation, Meaning, Definition and Factors of Growth and Development.
- Differences of growth and development Principles of Growth and Development.
- Psychological Foundation: Drives and Needs; Motivation: Attention, Interest and Emotion;
- Learning and Motor Learning: Heredity, Environment and Psychological Factors for

Health and Sports

- Sociological Foundation- Meaning and definition of Sociology. Social values and their importance Socialization through Sports Leadership and Physical Education and Sports.

Unit 3: Exercise Sciences

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Exercise and Exercise Physiology: Meaning, Definition, Scope and Importance.
- Sports Bio-mechanics: Meaning. Definition, Scope and Importance
- Sports Psychology Meaning, Definition, Scope and Importance.
- Sports Sociology Meaning, Definition, Scope and Importance.

Unit 4: History of Physical Education

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- History of Physical Education and Sports in India. Pre-Independence and Post-Independence Period.
- Olympic Movement: Ancient and Modern Olympic Games.
- Yoga: Meaning, Definition. Aim, Objectives and Importance of Yoga for Health
- History of Yoga: Ancient Period, Vedic Period, Contemporary Period.
- Astanga Yoga: Meaning, Steps, Methods and Objectives.

Unit 5: Sports Psychology

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Sports Psychology: Meaning, Definition, Scope and Role of Sports Psychology.
- Need for Psychology in Physical Education and Sports.
- Learning Phenomena and Physical Education and Sports.
- Learning Motor Skills Transfer of Learning: Meaning, Definition and Types. Factors of Transfer of Learning/Training
- Physical Education and Sports for Emotional Development.
- Stress Meaning, definition, Types and Causes; Physical Education and Sports for Students Stress Relaxation.
- Physical Education and Sports for Personality Development.

Suggested Readings:

- Lumpkin, Angela (2017) Introduction to Physical Education, Exercise Science, and Sport, McGraw-Hill Education
- Corbin, C.B. (2015) Concepts of Fitness and Wellness - A Comprehensive Lifestyle Approach, Boston: Mcgraw-Hill
- Weinberg, R.S., & Gould, D. (2014) Foundations of Sport and Exercise Psychology,
- James R. Morrow (2011) Measurement and Evaluation in Human Performance, Human Kinetics

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims, scopes of Physical education.	PO1, PO2
CO2	Infer Biological Foundation, Psychological Foundation and Sociological Foundation.	PO1, PO3
CO3	Aware about Exercise and Exercise Physiology, Sports Bio-mechanics, Sports Psychology, Sports Sociology.	PO1, PO2
CO4	Understand History of Physical Education and Sports in India, Olympic Movement and History of Yoga.	PO5
CO5	Relate Sports Psychology, Learning Phenomena for sports person.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11004	GE-1: Physical Education -1	3	2	1	-	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)

1	Define Physical Education.	Remember	CO1
2	State the meaning of Development.	Remember	CO1
3	Write the name who known as father of modern Olympic.	Remember	CO1
4	Enlist the elements of Asthanga Yoga.	Remember	CO1

5	Write the types of learning.	Understand	CO2
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Define Sociology. State the meaning of Sports Sociology.	Remember	CO1
(OR)			
6 b)	Define league tournament. Name one league tournament.	Remember	CO1
7 a)	Write the meaning of Intramural.	Understand	CO2
(OR)			
7 b)	Explain Extramural.	Understand	CO2
8 a)	Define Budget.	Remember	CO1
(OR)			
8 b)	Define Knock-Out tournament.	Remember	CO1
9 a)	Define Projectile.	Remember	CO1
(OR)			
9 b)	State the importance of Yoga for Health.	Remember	CO1
10 a)	Explain motivation.	Understand	CO1
(OR)			
10 b)	Explain social values and their Importance.	Understand	CO2
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Analyze need and importance of Physical Education and Sports. Determine the Aims of Physical Education.	Analyze	CO4
(OR)			
11 b)	Write about differences between Play, Games and Sports. Write the mis-concept of physical Education.	Evaluate	CO5
12 a)	Judge the principals of Growth and Development on the perspective of Physical Education.	Evaluate	CO5
(OR)			
12 b)	Evaluate qualities of Leadership to be determining the physical Education trainer.	Evaluate	CO5
13 a)	Explain the importance of Exercise Physiology.	Understand	CO2
(OR)			
13 b)	Explain the importance of Sports Psychology.	Understand	CO2
14 a)	Enlist various elements of Asthanga Yoga and its importance.	Understand	CO2
(OR)			

14 b)	Elaborate about modern Olympic Games.	Understand	CO2
15 a)	Describe the need and importance of Psychology and Sports Psychology.	Analyze	CO2
(OR)			
15 b)	Describe various stress management technique.	Understand	CO2
16 a)	Prepare a 32 team's league-cum-knock-out tournament.	Analyze	CO5
(OR)			
16 b)	Prepare an Organization and Management team for School Annual Sports meet.	Analyze	CO4
17 a)	Write about Qualities and responsibilities of Spots Manager.	Analyze	CO4
(OR)			
17 b)	Justify various factors of transfer of learning.	Analyze	CO4

Semester-II

CC-3: Philosophical Foundations of Education

Course Code: EDN11005

EDN11005	CC-3: Philosophical Foundations of Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Philosophy and Education				

Course Objectives: The Students will be able –

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy in education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education
- To develop an understanding of philosophy for development of humanity

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the definition of philosophy and education.

CO2: Infer the importance of the philosophy of education.

CO3: Design in a phased manner the Indian schools of philosophy.

CO4: Understand the western schools of philosophy and their impact on education.

CO5: Relate features of and understanding of philosophy for development of humanity.

Catalog Description:

- Theory and development of philosophy of education.
- Connection establishment among different Indian and western schools of philosophy..
- Analysis and iteration of different schools of philosophy. .
- Adaptation and acquaintance of different western schools of philosophy and their impact on education

Course Content:

Unit 1: Basic Concept of Educational Philosophy Lecture: 15 Hrs. +Tutorial: 3Hrs.

- Philosophy and Educational Philosophy: Meaning, Nature, Scope and Functions
- Relation between Philosophy and Education
- Importance of Philosophy in Education
- Concepts and Nature of Metaphysics, Epistemology and Axiology

- Differences among Metaphysics, Epistemology and Axiology
- Role of Metaphysics, Epistemology and Axiology in Education

Unit 2: Indian Schools of Philosophy

Lecture: 15 Hrs. +Tutorial: 4 Hrs.

- Vedic School: Sankhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa and Uttara Mimamsa
- Non-Vedic School: Buddhism, Jainism, Charvaka

Unit 3: Western Schools of Philosophy

Lecture: 15 Hrs. +Tutorial: 4Hrs.

- Idealism
- Naturalism
- Pragmatism
- Realism
- Marxism
- Existentialism

Unit 4: Philosophy for Development of Humanity

Lecture: 30 Hrs. +Tutorial: 4 Hrs.

- Education and development of values
- Education for national integration
- Education for international understanding
- Education for promotion of peace and harmony

Suggested Readings:

- Arulsarmy, S (2011), Philosophical and sociological perspectives on Education, New Delhi; Neelkamal Publications Pvt. Ltd.
- Bhatia K.K., (2011), Philosophical and sociological foundations of Education, New Delhi; Kalyani Publishers.
- Bigge, Morris, L. Educational Philosophies for Teachers. Columbus, USA: CharlesBoston, USA: Allyn & Bacon.
- Brubacher, John. S. Modern Philosophies of Education. New York, USA: McGraw
- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Wingo, G. Max. Philosophies of Education. New Delhi: Sterling Publishers.
- Rusk, Robert R., Philosophical Bases of Education, London, U.K: Oxford University of London Press Ltd.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the philosophy of education	PO1, PO2
CO2	Infer the importance of the philosophy of education	PO1, PO3
CO3	Design comparative report between Indian and western schools of philosophy.	PO1, PO2, PO4
CO4	Understand the different branches of philosophy related with education.	PO5
CO5	Relate the interdisciplinary modes in accordance with philosophical basis of education.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11005	CC-3: Philosophical Foundations of Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5x1= 5)			
1	Identify how Philosophy has influenced Education.	Understand	CO2
2	The art of education will never attain complete clarity without a philosophy—Explain.	Understand	CO2
3	State different names of different Vedic schools.	Remember	CO1

4	Name two western philosophical schools.	Remember	CO1
5	Explain how values develop morality.	Understand	CO2
Group B: Answer All the Questions (5x2=10)			
6 a)	Education has a strong philosophical basis—Give reasons.	Analyze	CO4
(OR)			
6 b)	Without Philosophy aim of Education cannot be fulfilled -Justify.	Evaluate	CO5
7 a)	Identify the types of sankhya philosophy.	Understand	CO2
(OR)			
7 b)	Discuss the statement ‘Education and philosophy are interrelated’	Understand	CO2
8 a)	Explain-Nature is the best school.	Evaluate	CO5
(OR)			
8 b)	Describe Teacher as per Marxism.	Remember	CO1
9 a)	Distinguish between Idealism and Naturalism.	Analyze	CO4
(OR)			
9 b)	Explain the desirable values for democracy.	Understand	CO2
10 a)	State the responsibility of citizens to promote peace and harmony.	Remember	CO1
(OR)			
10 b)	Write down the role of teaching in fostering values among students.	Apply	CO3
Group C: Answer All the Questions (7x5=35)			

11 a)	Discuss in detail how Educational Philosophy can influence the curriculum of Education.	Understand	CO2
(OR)			
11 b)	Show the interdependence of Philosophy & Education.	Apply	CO3
12 a)	Indicate the influence of Philosophy with respect to discipline of Education.	Apply	CO3
(OR)			
12 b)	Write down the Philosophical Perspectives of Education.	Understand	CO2
13 a)	Explain how philosophy has influenced the Curriculum of Idealism.	Understand	CO2
(OR)			
13 b)	Illustrate the strategies of Buddhist teaching.	Analyze	CO4

14 a)	Justify the paradigm shift from theory to practice in respect to Jain schooling.	Evaluate	CO5
(OR)			
14 b)	Show the usefulness of Buddhist philosophy in respect to Education.	Apply	CO3
15 a)	Justify the role of Teachers in education as mentioned in Buddhist Philosophy.	Evaluate	CO5
(OR)			
15 b)	Illustrate which is the first school for a child's education.	Apply	CO3
16 a)	Interpret 'Preparing the child for a real life.'	Apply	CO3
(OR)			
16 b)	Summarize the fundamental principle of Realism.	Understand	CO2
17 a)	Explain the approaches to Value Education.	Evaluate	CO5
(OR)			
17 b)	Write your analysis on social action model.	Analyze	CO4

CC-4: Psychological Foundations of Education

Course Code: EDN11006

EDN11006	CC-4: Psychological Foundations of Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Psychology and Education				

Course Objectives: The Students will be able –

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of psychology and be acquainted with its different aspects.

CO2: Infer cause and effect of different patterns of human development and related it with education.

CO3: Design comparative report between Piaget's cognitive development and Kohlberg's

moral development.

CO4: Understand the different concept and theories of learning.

CO5: Relate the changes in human development theories.

Catalog Description:

- Theory and development of psychological basis of education.
- Connection establishment among different forms of human development and their inter relation with education.
- Analysis moral and social development theories of education.
- Adaptation of trial and error theory of learning.

Course Content:

Unit 1: Psychology and Education

Lecture: 10 Hrs. +Tutorial: 3 Hrs.

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and Education
- Nature, Scope and Significance of Educational Psychology

Unit 2: Human Development and Theories & their educational significance

Lecture: 25 Hrs. +Tutorial: 4 Hrs.

- Piaget's Cognitive Development Theory
- Erikson's Psycho-social Development Theory
- Kohlberg's Moral Development Theory
- Vygotsky's Social Development Theory and Bandura's Social Learning Theory

Unit 3: Learning: Concept and Theories

Lecture: 25 Hrs. +Tutorial: 4 Hrs.

- Concept and Characteristics of Learning
- Theories: Connectionism (Trial and Error, Classical, Operant Conditioning)
- Insightful Learning
- Memorization and Forgetting: Process of Memorization, Causes of Forgetting and economical ways of improving memorization

Unit 4: Intelligence

Lecture: 15 Hrs. +Tutorial: 4 Hrs.

- Concept of Intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of Intelligence Tests

- Concept of Emotional Intelligence and E.Q

Suggested Readings:

- Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.
- Mangal S.K. (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited.
- Kuppuswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
- Kulshreshtha S.P. (2013) Educational Psychology, Meerut, R. Lall Book Depot.
- Bhatia & Bhatia (2004) A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers.
- Pandey Ram Shakal (2006), Advanced Educational Psychology, Meerut, R. Lall Book Depot.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of psychology in education and acquaintance with different aspects.	PO1, PO2
CO2	Infer the acquaintance of cognitive approach of development.	PO1, PO3
CO3	Design comparative report in different theories of learning.	PO1, PO2
CO4	Understand the different theories of intelligence.	PO5
CO5	Relate the change in emotional intelligence in various phases of cognitive development.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11006	CC-4: Psychological Foundations of Education	3	2	1	-	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Identify Educational Psychology deals with the problem of a) Learner and Parents b) Learner and Teachers c) Teachers and Parents d) Learner and Care takers	Remember	CO1
2	Relate Maturation – a) Simultaneous b) Trainable c) Educable d) All the above	Understand	CO2
3	Which type of learning tells us what to do with the world and applies to what is commonly called habit formation? a) Classical Conditioning b) Instrumental Learning c) Insightful Learning d) Latent Learning	Apply	CO3
4	Intelligence is the part of our – a) Cognitive Domain b) Affective Domain c) Psycho-motor Domain d) Academic Domain	Remember	CO4
5	The distribution of intelligence scores takes place under- a) Skewed Distribution b) Normal Distribution	Apply	CO5

	c) Positively Skewed Distribution d) Negatively Skewed Distribution		
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Define Learning.	Remember	CO1
(OR)			
6 b)	Write down the important characteristics of Learning.	Remember	CO1
7 a)	Differentiate between verbal and non-verbal tests of intelligence	Understand	CO2
(OR)			
7 b)	Explain the four attributes of intelligence given by Thorndike in his multifactor theory of intelligence.	Understand	CO2
8 a)	Write the educational implication of Trial and Error Theory of Learning.	Apply	CO3
(OR)			
8 b)	Identify the relationship between Psychology and Education.	Apply	CO3
9 a)	Analyze between Identity and Identity Crises	Analyze	CO4
(OR)			
9 b)	Illustrate the Educational Implications of Social Learning theory	Understand	CO2
10 a)	Describe Pre-Operational stages of Cognitive development according to Piaget.	Understand	CO2
(OR)			
10 b)	Outline in brief Kohlberg's pre-conventional stages of Moral development.	Remember	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Define the nature of Educational Psychology.	Remember	CO1
(OR)			
11 b)	Interpret Evaluation of Learning process.	Understand	CO2
12 a)	Distinguish between General Psychology and Educational Psychology.	Understand	CO2
(OR)			
12 b)	Justify how education and psychology is dependent on each other.	Evaluate	CO5
13 a)	Explain the role of Educational Psychology in shaping	Understand	CO2

	learning and instructions.		
(OR)			
13 b)	Elaborate significance of Educational Psychology.	Apply	CO3
14 a)	Define Vicarious Learning .	Remember	CO1
(OR)			
14 b)	Explain with example the concrete operational stage of cognitive development.	Understand	CO2
15 a)	Explain the Process of Memorization	Understand	CO2
(OR)			
15 b)	Analyze the concept of learning in details.	Analyze	CO4
16 a)	Differentiate between verbal and non-verbal tests of intelligence	Understand	CO2
(OR)			
16 b)	Explain the educational implication of two dimensional theory of Spearman.	Apply	CO3
17 a)	Write a note on IQ.	Understand	CO2
(OR)			
17 b)	Mention the types of intelligence.	Remember	CO1

AECC-2: Environmental Studies

Course Code: EDN11007

EDN11007	AECC-2: Environmental Studies	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	2	0	0	2
Co-requisites	Basic Idea of Environment				

Course Objectives: The Students will be able –

- To understand the meaning, nature, scope, and aims of environmental education.
- To explain the importance of environmental education.
- To make people aware of different environmental issues
- To understand the concept of sustainability and sustainable development

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning, aims, and scopes of environmental education.

CO2: Infer the importance of environmental education, and ideas of sustainability

CO3: Design for analyzing different environmental issues

CO4: Understand the concept of sustainable development

CO5: Relate features of environmental education to real life. Explain the need for sustainable development.

Catalog Description:

- Aims and objectives of environmental studies
- Connecting establishment among different agencies of environmental education
- Analysis and iteration of different issues of environmental studies.
- Adaptation of different sustainable ideas in real life.

Course Content:

Unit 1: Environmental Studies

Lecture: 5 Hrs

- Multidisciplinary nature of environmental studies
- Scope and importance
- Need for public awareness
- Concept of sustainability and sustainable development

Unit 2: Environmental Resources

Lecture: 5 Hrs

- Natural Resources: Renewable and non-renewable resources and their environmental impact.
- Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people
- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies
- Land resources: Land as a resource, land degradation, soil erosion and desertification

Unit 3: Ecosystems & Biodiversity

Lecture: 5 Hrs

- Concept of an ecosystem, Structure, Components (Producers, consumers and decomposers) and function of an ecosystem,
- Food chains, food webs and ecological pyramids, Energy Flow
- Levels of Biodiversity: genetic, species and ecosystem diversity, Values of biodiversity, India as a mega-diversity nation, Biodiversity hotspots, Threats to Biodiversity, In-situ and Ex-situ conservation of Biodiversity

Unit 4: Environmental Pollution

Lecture: 5 Hrs

- Environmental pollution: types, causes, effects and controls;

- Air, water and noise pollution, Pollution case studies

Unit 5: Global Issues and Environmental Policies

Lecture: 5 Hrs

- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.
- International agreements: Montreal and Kyoto

Unit 6: Environmental Movements

Lecture: 5 Hrs

- Chipko, Silent valley, Appiko, Narmada Bachao Andolan, Tehri Dam Conflict
- Swachh Bharat Mission

Suggested Readings:

- Cunningham W.P. and Cunningham M.A. (2002), Principles of Environmental Science, Tata McGraw-Hill Publishing Company, New Delhi.
- Santra S.C. (2011), Environmental Science, New Central Book Agency
- Patra M.N. and Singha R. K., Basic Environmental Engineering & Elementary Biology by, Aryan Publishing house
- Bharucha Erach, Environmental Studies, Mapin Publishing Pvt. Ltd., Ahmedabad - 380013, India.
- De A.K., Environmental Chemistry, Wiley Eastern Ltd

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning, aims, and scopes of environmental education.	PO1, PO2
CO2	Infer the importance of environmental education, and ideas of sustainability	PO1, PO3
CO3	Design for analyzing different environmental issues	PO1, PO2, PO4
CO4	Understand the concept of sustainable development	PO5
CO5	Relate features of environmental education to real life. Explain the need for sustainable development.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11007	AECC-2: Environmental Studies	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Define the meaning of non-renewable resources.	Remember	CO1
2	Identify two environmental problem caused by dams.	Understand	CO2
3	Choose from below which of the following pH is rain regarded as 'acid rain' A. 7 B. 7.3 C. 5.6 D. 6	Apply	CO3
4	Infer Food Chain.	Analyze	CO4
5	Discriminate the names of different types of pollution.	Evaluate	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	State two reasons for ground water depletion.	Remember	CO1
(OR)			
6 b)	Name different levels of Biodiversity.	Remember	CO1
7 a)	Explain very briefly about Silent Valley Environmental Movement.	Understand	CO2
(OR)			
7 b)	Express briefly about Nuclear Accidents.	Understand	CO2
8 a)	Compute how Climate change is a Global issue.	Applying	CO3
(OR)			
8 b)	Illustrate briefly about International Agreements on Global issues and Environmental Policies.	Apply	CO3
9 a)	Point out the various Renewable resources of the Environment.	Analyze	CO4
(OR)			

9 b)	Distinguish between flood and drought.	Analyze	C04
10 a)	Assemble the names of Various Environmental Movements occurred in India.	Evaluate	C05
(OR)			
10 b)	Conclude a note on timber extraction.	Evaluate	C05
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	State the vital points of the Appiko Movement in India.	Remember	C01
(OR)			
11 b)	Define the major causes of deforestation	Remember	C01
12 a)	Infer about Swach Bharat Mission.	Understand	C02
(OR)			
12 b)	Describe about Global Warming in details and its effects on environment.	Understand	C02
13 a)	Prepare in details a note about Tehri Dam Conflict.	Apply	C03
(OR)			
13 b)	Illustrate Kyoto Protocol comprehensively.	Apply	C03
14 a)	Compare In-Situ and Ex-Situ Conservation of Biodiversity.	Analyze	C04
(OR)			
14 b)	Examine the causes for soil erosion in mountainous region.	Analyze	C04
15 a)	Compare the reasons behind dams' benefit and dam`s problem.	Analyze	C04
(OR)			
15 b)	Appraise the concept of Sustainability and Sustainable Development.	Analyze	C04
16 a)	Summarize the exceptional Environmental Movement named as Chipko Movement in details.	Evaluate	C05
(OR)			
16 b)	Justify Climate Change and Ozone layer depletion is very much Interrelated.	Evaluate	C05
17 a)	Conclude the statement: "India as a Mega Diversity Nation with respect to Flora and Fauna especially."	Evaluate	C05
(OR)			
17 b)	Conclude the effective control strategies of Environmental Pollution.	Evaluate	C05

GE-2: Physical Education -2

Course Code: EDN11008

EDN11008	GE-1: Physical Education -2	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Physical Education				

Course Objectives: The Students will be able –

- To understand about Health.
- To Know and explain some part of Anatomy and Exercise Physiology.
- To Understand Importance and principles of Sports Training.
- Able to conduct some test

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning, concepts, aims, scopes of Health, Fitness & wellness.

CO2: Infer Life-style related Health Problems in India - Prevention and Control, First-aid.

CO3: Aware about Anatomy & Physiology.

CO4: Understand about Sports training, warming up, cooling down.

CO5: Relate Tests, Measurement and Evaluation in Physical Education

Catalog Description:

- Meaning, need and importance of Health
- Life-style related Health Problems-preventions and there control
- Importance of Anatomy and Physiology
- Role of Sports training, Tests, Measurement and Evaluation in Physical Education

Course Content:

Unit 1: Health, Fitness & Wellness

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Health: Meaning, Definition, Dimensions and Factors.
- Health Education: Meaning. Definition, Aim, Objectives and Principles.
- The Concepts: Physical Fitness and Motor Fitness: Movement Literacy – Meaning Definition and Development; Physical Fitness Components Need and Importance of Physical Fitness Health-related and Sports Performance-related Physical Fitness.
- Concept of Wellness Meaning, Definition and Components of Wellness: Relationship between Physical Activities and Wellness

Unit 2: Life-style related Health Problems in India - Prevention and Control, First-aid

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Hypokinetic Disorders: Meaning, Definition and Causes; Management of Obesity, Diabetes, Asthma and Cardiovascular disorders.
- Nutrition Nutrients and their Functions and Daily Requirements. Balanced Diet. Balanced Diet principles for Growing ups, and Athletes of both Genders. Health disorders for deficiency of Protein. Vitamins and Minerals
- Sports Injuries: Meaning, Definition and Types; Management of Sprain, Strain, Wound, Fracture and Dislocation
- First-aid Meaning. Definition, Need and Importance, Golden Rules of First-aid

Unit 3: Basic Anatomy and Exercise Physiology Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Meaning and Definition of Term: Heart Rate, Pulse Rate, Stroke Volume, Cardiac Output Blood Pressure Systolic and Diastolic, Athletic Heart and Bradycardia.
- Effect of Exercise and Training on Circulatory System.
- Effect of Exercise and Training on Muscular System.
- Meaning and Definition of Term: Respiratory Rate, Tidal Volume. Residual Volume, Vital Capacity, Ch Debt and Second Wind
- Effect of Exercise and Training on Respiratory System.

Unit 4: Sports Training

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Sports Training Meaning. Definition and Scope. Aim, Objectives and Characteristics of Sports Training Principles of Sports Training Need and Importance of Sports Training
- Warming-up and Cooling-down; Meaning, Definition and Methods.
- Conditioning Meaning, Definition and Principles.
- Training Methods: Principles and Characteristics of Circuit Training, Interval Training and Weight Training Periodisation: Meaning, Definition, Types, Aim and Contents of Different Periods,

Unit 5: Tests, Measurement and Evaluation in Physical Education

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Body Mass Index (BMI): Concept and Method of Measurement; Significance.
- Body Fat: Meaning. Types Body Fat Percentage (BF%).
- Lean Body Mass (LBM), Meaning, Importance and Prediction Process.
- Somatotype Meaning. History and Measuring Methods.

- Fitness Test Kraus-Weber Muscular Strength Test, AAHPER Health Related Fitness Test,
- Queens College Step Test. J.C.R. Test
- Sports Skill Test: Lockhart and McPherson Badminton Skill Test, Johnson Basketball Test Battery McDonald Soccer Test, Brady Volleyball Test.

Suggested Readings:

- Lumpkin, Angela (2017) Introduction to Physical Education, Exercise Science, and Sport, McGraw-Hill Education
- Corbin, C.B. (2015) Concepts of Fitness and Wellness - A Comprehensive Lifestyle Approach, Boston: McGraw-Hill
- Alcamo, I.E., & Krumhardt, B. (2004) Barron's Anatomy and Physiology The Easy Way: Woodbury, N.Y.: Barron'S Educational Series
- James R. Morrow (2011) Measurement and Evaluation in Human Performance, Human Kinetics

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning, concepts, aims, scopes of Health, Fitness & wellness	PO1, PO2
CO2	CO2 Infer Life-style related Health Problems in India - Prevention and Control, First-aid.	PO1, PO3
CO3	Understand about Sports training, warming up, and cooling down.	PO1, PO2
CO4	Understand about Sports training, warming up, and cooling down.	PO4, PO5
CO5	Relate Tests, Measurement and Evaluation in Physical Education	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11008	GE-1: Physical Education -2	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)

1	Define 'Play'.	Remember	CO1
2	Describe Stress.	Remember	CO1
3	Recall the name of the first book on Yoga.	Remember	CO1
4	Mention the body part which called as Torso.	Understand	CO2
5	Remember in which year the modern Olympic was started.	Remember	CO1

Group B: Answer All the Questions (5 x 2 = 10)

6 a)	List up the advantages of Knock-out Tournament.	Evaluate	CO5
(OR)			
6 b)	Describe 'Pratyahara' according to Patanjali Yoga.	Remember	CO1
7 a)	Enlist the aims of Physical Education.	Understand	CO2
(OR)			
7 b)	Mention the types of learning.	Understand	CO2
8 a)	Arrange the order of putting the shot (Perry O'Brien Technique): Holding the shot, Release, Glide, Follow through, Stance, Rotation.	Evaluate	CO5
(OR)			
8 b)	Elaborate Samadhi' according to Patanjali Yoga.	Apply	CO3
9 a)	In a High jump event a participant jumped in both leg and cleared the bar but the judge declared the jump as failure. Explain the cause.	Evaluate	CO5
(OR)			
9 b)	Recognize the Relay Baton Changing Zone.	Understand	CO2
10 a)	Define 'Kumbhak' and 'Rechak'.	Remember	CO1
(OR)			
10 b)	Indicate the motto of modern Olympic.	Understand	CO2

Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Explain the modern concept of Physical Education.	Evaluate	CO5
(OR)			
11 b)	Explain the needs of psychology in sports.	Evaluate	CO5
12 a)	Summarize the advantages and disadvantages of League Tournament.	Understand	CO2
(OR)			
12 b)	Define Sports Bio-mechanics.	Remember	CO1
13 a)	Mention the differences between growth and development.	Apply	CO3
(OR)			
13 b)	Prepare a committee for organizing annual school meet.	Apply	CO3
14 a)	Judge the importance of sponsorship in any sports event.	Evaluate	CO5
(OR)			
14 b)	Mention the principles of a Football field.	Remember	CO1
15 a)	Draw a fixture of 14 teams on knock out tournament.	Analyze	CO4
(OR)			
15 b)	Summarize the qualities of a good leader.	Understand	CO2
16 a)	Recognize the objectives of Olympic movement.	Analyze	CO4
(OR)			
16 b)	Explain Intramural and Extramural Competition.	Remember	CO1
17 a)	Describe the importance of maintenance of Playground.	Evaluate	CO5
(OR)			
17 b)	Elaborate the process of reducing stress.	Remember	CO1

Semester-III

CC-5: Sociological Foundations of Education

Course Code: EDN11009

EDN11009	CC-5: Sociological Foundations of Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Sociology and Education				

Course Objectives: The Students will be able –

- To understand the relation between Sociology and Education. Nature and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education
- To become aware of social Communication in Education

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of sociology and be acquainted with its different aspects.

CO2: Infer cause and effect of different patterns of social groups and relate it with education.

CO3: Design comparative report between different social changes in education

CO4: Understand social communication in education.

CO5: Relate the changes in social interaction process.

Catalog Description:

- Theory and development of sociological basis of education.
- Connection & establishment among different forms of social change and their inter relation with education.
- Analysis of types of social groups in education.
- Adaptation of the socialization process.

Course Content:

Unit 1: Sociology and Educational Sociology

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Sociology: Meaning, Nature, Scope, Functions, Types
- Educational Sociology: Meaning, Nature, Scope and Importance

- Relation between Education and Sociology
- Difference between Educational Sociology and Sociology of Education

Unit 2: Social Groups and Socialization

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Social Groups: Meaning, Definition, Nature, Functions
- Types of Social Groups – Primary, Secondary and Tertiary
- Comparison between Primary group, Secondary group and Tertiary group
- Socialization: Meaning, Characteristic and Significance of Socialization
- Factors of Socialization Process
- Role of Family and School

Unit 3: Social Change and Education

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Social Change: Meaning, Definition, Characteristics, Factors, Constraints and Education as an instrument of social change
- Social Stratification: Meaning, Definition, Characteristics, Causes; Education and Social Stratification
- Social Mobility: Meaning, Definition, Characteristics, Causes; Education and Social Mobility
- Social Interaction Process

Unit 4: Social Communication in Education

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Social Communication : Concept
- Informal Agencies of Social Communication
- Inter relation between Culture, Religion and Education.
- Inter relation between Technology, Economy and Education.

Suggested Readings:

- Arulsarmy, S (2011), Philosophical and sociological perspectives on Education, New Delhi; Neelkamal Publications Pvt. Ltd.
- Bhatia K.K., (2011), Philosophical and sociological foundations of Education, New Delhi; Kalyani Publishers.
- Janeja, V.R. (2012) Educational Thought and Practice, New Delhi, Sterling Publishers, Private Limited.
- Kneller, George F. Introduction to Philosophy of Education. New York, USA: John
- Mishra, Bhawna (2004), Education Evolution Development and Philosophy, New Delhi; Akausha Publishing House.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of sociology in education and acquaintance with different aspects.	PO1, PO2
CO2	Infer the acquaintance of cognitive approach of development.	PO1, PO3
CO3	Design comparative report in different theories of learning.	PO1, PO2
CO4	Understand the different theories of social intelligence.	PO4, PO5
CO5	Relate the change in social intelligence in various phases of cognitive development.	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11009	CC-5: Sociological Foundations of Education	3	2	1	2	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Identify Primary, Secondary and Tertiary Social Groups.	Remember	CO1
2	Memorize Social mobility.	Remember	CO1
3	Select which is a group- A) Combination of a no. of people B) Distinct from an aggregate member of which do not	Understand	CO2

	interact with one another C) Only congregation of people		
4	Write an example of Social Change.	Apply	CO3
5	Identify role of friends in Socialization process.	Analyze	CO4
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Describe the communication in multicultural classroom.	Remember	CO1
(OR)			
6 b)	Recall one Informal Agencies of Education.	Remember	CO1
7 a)	Give examples of stratification in Society.	Understand	CO2
(OR)			
7 b)	Explain the concept of Socialization.	Understand	CO2
8 a)	Write the relation between Urbanization and Social Mobility.	Apply	CO3
(OR)			
8 b)	Illustrate the relation between Sociology and Education.	Apply	CO3
9 a)	Point out the main difference between verbal & non-verbal Communication.	Analyze	CO4
(OR)			
9 b)	Analyze relation between Social change and education.	Analyze	CO4
10 a)	Develop a diagram to show Primary, Secondary and Tertiary Group.	Evaluate	CO5
(OR)			
10 b)	Evaluate how Eye Contact is important for Communication.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Mention two differences of introversion and extroversion.	Remember	CO1
(OR)			
11 b)	State the concept of social change.	Remember	CO1
12 a)	'Body Language is very much important in Communication'-Discuss.	Understand	CO2
(OR)			
12 b)	Recognize the inter relation between social change and education.	Understand	CO2
13 a)	Illustrate the interrelation between Religion and Culture.	Apply	CO3
(OR)			

13 b)	Write about Social Stratification.	Apply	CO3
14 a)	'My friend has a good interpersonal skill' - Illustrate	Analyze	CO4
(OR)			
14 b)	Discuss about good communication skill and success.	Analyze	CO4
15 a)	As a teacher recall few tips through which you can grow Communication among students.	Analyze	CO4
(OR)			
15 b)	Relate if social interaction process is not there in the society, then what will happen in the society.	Analyze	CO4
16 a)	Describe about the Social Media Communication.	Evaluate	CO5
(OR)			
16 b)	Compare the Urban and Rural social process.	Evaluate	CO5
17 a)	Interpret the relation between Technology and Economy.	Evaluate	CO5
(OR)			
17 b)	Explain the effects of Technology on Education.	Evaluate	CO5

CC-6: Guidance and Counselling

Course Code: EDN11010

EDN11010	CC-6: Guidance and Counselling	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Guidance and Counselling				

Course Objectives: The Students will be able –

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling
- To find out the basic data necessary for Guidance

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of aims, scopes of guidance.

CO2: Infer modern techniques to apply different techniques of counselling.

CO3: Design for analyzing characteristics of formal and informal guidance.

CO4: Understand the characteristics of educational and vocational guidance.

CO5: Relate features of different techniques of counseling.

Catalog Description:

- Theory and development of guidance and counselling in education.
- Connection establishment among different types of guidance.
- Analysis and iteration of different types of guidance.
- Adaptation of different techniques of counselling in education.

Course Content:

Unit 1: Guidance – Meaning, Functions, Importance Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Guidance – Meaning, Definitions and Functions
- Individual Guidance – Meaning, Advantages and Disadvantages
- Group Guidance – Meaning and Advantages and Disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

Unit 2: Guidance - Educational, Vocational, Personal Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Educational Guidance- Meaning, Function at different stages of Education
- Vocational Guidance- Meaning, Function at different stages of Education
- Personal Guidance- Meaning, Importance for the Adolescents

Unit 3: Counselling – Meaning, Techniques, Types Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Counselling – Meaning, Importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

Unit 4: Database for Guidance Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Tools for collecting information on Pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test
- Cumulative Record Card
- Anecdotal Record Card

Suggested Readings:

- Chauhan, S.S. (2009) Principles and Techniques of Guidance, New Delhi, Vikas Publicashing House Pvt. Ltd.
- Kochar, S.K. (1987) Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers Ltd.
- Rao, S.N. (2003) Counselling and Guidance New Delhi, Tata Mc Graw Hill.

- Sharma, R.N. (2006) Guidance and Counselling, Delhi, Surjeet Publication.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of guidance in education.	PO1, PO2
CO2	Infer modern counselling techniques in education.	PO1, PO3
CO3	Design for analyzing characteristics of educational and vocational guidance.	PO1, PO2
CO4	Understand the characteristics of cumulative record card in education.	PO5
CO5	Relate features of group guidance in education.	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11010	CC-6: Guidance and Counselling	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	"Guidance is not assistance."- Analyze the statement.	Analyze	CO5
2	Suppose student A is having some conflict with his peers and is guided by his teacher. What type of guidance is this?	Understand	CO2
3	Define vocational guidance.	Remember	CO1
4	Illustrate any one importance of Individual Guidance.	Apply	CO3

5	State the meaning of rehabilitation counselling.	Analyze	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Mention the area where group counselling can be applied.	Apply	CO3
(OR)			
6 b)	Write any two uses of nondirective counselling.	Apply	CO3
7 a)	Define Eclectic Counselling.	Remember	CO1
(OR)			
7 b)	Define Attitude.	Remember	CO1
8 a)	Distinguish between Nonverbal and Performance test of Intelligence.	Understand	CO2
(OR)			
8 b)	Write any two applications of Cumulative Record Card.	Understand	CO2
9 a)	Suppose a Counsellor is with the counselee in every situation to observe him and his behaviour then what type of counselling technique he is applying?	Apply	CO3
(OR)			
9 b)	Mention any two advantages of Eclectic Counselling.	Apply	CO3
10 a)	Mention any two importance of Group guidance.	Understand	CO2
(OR)			
10 b)	Suppose student A is having some personal problems. Mention what kind of guidance is to be provided to him?	Understand	CO2
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Compare Anecdotal Record card and Cumulative Record card.	Evaluate	CO4
(OR)			
11 b)	Write about the Non Projective Technique.	Evaluate	CO4
12 a)	Analyze the importance of Counselling.	Analyze	CO5
(OR)			
12 b)	Analyze the importance of Educational guidance.	Analyze	CO5
13 a)	If nowadays we are using modern counselling system, then what is the type used during ancient times. Explain it.	Understand	CO2
(OR)			
13 b)	Suppose a school is running as per the principles given by Taylor. The adjacent school is following the principles	Understand	CO2

	suggested by Fayol. Differentiate the thought of educational management put forward by them.		
14 a)	Education is called an open system. Justify the comment.	Evaluate	CO4
(OR)			
14 b)	Projective and non-projective techniques have their own importance- Evaluate	Evaluate	CO4
15 a)	Analyze the concept of Counselling.	Analyze	CO5
(OR)			
15 b)	Intelligence is the aggregate or global capacity of the individual. — Analyze the sentence.	Analyze	CO5
16 a)	What is group counselling?	Remember	CO1
(OR)			
16 b)	Write the importance of Group Counselling .	Remember	CO1
17 a)	Distinguish between individual and group counselling.	Understand	CO2
(OR)			
17 b)	Define Counselling.	Understand	CO2

CC-7: Educational Organization, Planning, Administration and Management

Course Code: EDN11011

EDN11011	CC-7: Educational Organization, Planning, Administration and Management	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Educational Organization and Management				

Course Objectives: The Students will be able –

- To develop the concept of an ideal organization in educational institutions.
- To know the essential functions of educational management.
- To understand the different aspects of planning,

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of aims, scopes of educational administration.

CO2: Infer modern educational administration modern techniques for applying in organizations.

CO3: Design a model school for running educational administration.

CO4: Understand the objectives of educational management.

CO5: Relate features of agencies of educational administration to real life.

Catalog Description:

- Theory and development of aims and objectives of educational administration.
- Connection establishment among educational administration and management.
- Analysis the significance of educational administration and supervision.
- Adaptation of different types of educational planning.

Course Content:

Unit 1: Organization and Management

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Concept of Organization
- Concept of Management
- Concept of Educational Organization
- Concept of School Organization

Unit 2: Educational Organization

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Meaning of School Plant
- Elements of School Plant
- Features of Library and Time-table
- Features of School Medical Services, Workshop and Computer Laboratory.

Unit 3: Educational Management and Administration **Lecture: 30 Hrs. + Tutorial: 4 Hrs.**

- Meaning of Educational Management and Administration
- Objectives of Educational Management and Administration
- Types of Educational Management and Administration
- Significance of Educational Management and Administration

Unit 4: Educational Planning

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Meaning of Educational Planning
- Aims and Objectives of Educational Planning
- Steps of Educational Planning
- Types and Significance of Educational Planning

Suggested Readings:

- Bhatnagar, R.P. & Agarwal, V. Educational Administration, Meerut, Loyal Book Depot.

- Kochar, S.K.-(2002) Secondary School Administration, New Delhi Sterling Publishers Pvt. Ltd.
- Mishra, P.K. (2008) Rudiments of Guidance and Management in Education, New Delhi, Kalyani Publishers.
- Shukla, S.P.-Educational Administration, Agra, Vinod Pustak Mandir
- Bhatnagar, R.P. & Verma, L.B. (1978). Educational Administration. Meerut, India:
- Deshmukh, A.V. and Naik A.P.(2010). Educational Management. Mumbai: Fadia, B.L. (2010). Himalaya Publishing House. India: Dhanpat Rai & Sons.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of educational administration.	PO1, PO2
CO2	Infer modern educational management techniques.	PO1, PO3
CO3	Design for analyzing characteristics of educational administration.	PO1, PO2, PO4
CO4	Understand the significance of educational management.	PO5
CO5	Relate features of educational organization.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11011	Educational Organization, Planning, Administration and Management	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	"School X does not have any separate toilet for girls students"- Analyze the situation by two statements whether it is supportable according to principles of School Plant.	Analyze	CO5
2	Define Educational Planning.	Remember	CO1
3	Mention the profounder of Six Box Model of Management.	Remember	CO1
4	"Rajib sir is absent from school today. No teacher is allotted against Rajib sir and henceforth students are creating a disturbing and noisy atmosphere in the classroom"- Do you think it happens due to problem in Timetable construction? - Give a supportive reason for your answer.	Apply	CO3
5	When is the best time to begin educational planning?	Analyze	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	"Computer Teacher is educated and well trained but when Rajat and kabery, the two students are unable to handle mouse in the computer system, the computer teacher cannot able to train them in mouse handling"- explain the situation and point out a limitation in teaching technique here.	Understand	CO2
(OR)			
6 b)	Write down few differences between Supervision and Administration.	Apply	CO3
7 a)	"Education is what remains after one has forgotten what one has learned in school."- Albert Einstein. Justify this statement by mentioning few characters of School Organization.	Understand	CO2
(OR)			
7 b)	Define Educational Organization by its Etymological nature.	Remember	CO1
8 a)	Distinguish between Manager and Leader.	Understand	CO2
(OR)			
8 b)	"A Workshop is organized in SS School wherefrom the students of the school have not got any take in concept"- Comment whether such workshop is effective for the school or not	Apply	CO3
9 a)	Suppose you are given the responsibility to administer a school. Mention any two of your expected functions as an administrator.	Apply	CO3

(OR)			
9 b)	Suppose you are a headmaster of a school. Mention your three functions under the core function of Controlling the school.	Apply	CO3
10 a)	Mention any two principles of educational administration.	Remember	CO1
(OR)			
10 b)	Mention any two nature of educational management.	Remember	CO1
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Suppose you are a manager of a team. Everyone in your team is suffering from acute stress. Justify your answer by stating how will you manage stress among your team members?	Evaluate	CO4
(OR)			
11 b)	Students have to go out of school and avail field of others outside the school for play - Discuss the situation on the basis of ideal elements of school plant and comment.	Evaluate	CO4
12 a)	"One central Library is there in school, so no separate library is necessary for different subjects"- analyze the situation and give support for your answer.	Analyze	CO5
(OR)			
12 b)	"Udit is seriously ill with constant vomiting and loose motion in school but school has no medical service support to provide to Udit at that moment"- Discuss the situation and give your comment on features of medical services in school.	Understand	CO2
13 a)	Write the objectives of educational planning.	Understand	CO2
(OR)			
13 b)	Suppose a school is running as per the principles given by Taylor. The adjacent school is following the principles suggested by Fayol. Differentiate the thought of educational management put forward by them.	Analyze	CO5
14 a)	Education is called an open system. Justify the comment.	Evaluate	CO4
(OR)			
14 b)	Distinguish between educational management and administration.	Understand	CO2
15 a)	"Management is about persuading people to do things they do not want to do while leadership is about inspiring people to do things they never thought they could." Discuss principles of educational	Analyze	CO5

	management and justify the statement.		
(OR)			
15 b)	Two teachers are absent on 10 th December, 2020 in ABC school but Teacher -In-charge was unable to allot other teachers to the classes of absentee teacher - Justify the situation on the basis of school time table principles and provide suggestions regarding the issue.	Analyze	CO5
16 a)	How does Educational Planning work?	Understand	CO2
(OR)			
16 b)	Suppose there is an educational institution which has 10 students who are badminton players. The students have won several tournaments at state level but not in national level due to high competition. Still the players have enough potentiality and capability for competing at national level to prove themselves. But two students have a serious injury in their knee and two students are suffering from elbow injury. Identify the SWOT (Strength, Weakness, Opportunity and Threats) of the institution regarding this issue.	Analyze	CO5
17 a)	"Management is nothing more than motivating other people". Justify the statement and write down few features of Management.	Understand	CO2
(OR)			
17 b)	"Management is doing things right where Leadership is doing the right things." Justify the statement by mentioning few functions of Educational Management.	Understand	CO2

SEC – A: Teaching Skills

Course Code: EDN11012

EDN11012	SEC – A: Teaching Skills	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	2	0	0	2
Co-requisites	Basic Idea of Teaching in Education				

Course Objectives: The Students will be able –

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic concept of Teaching.

CO2: Infer the Types of Teaching

CO3: Design for analyzing characteristics of formal, informal, non-formal education.

CO4: Understand the different Skills of Teaching.

CO5: Relate the concept of Learning Design in educational system.

Catalog Description:

- Relation between Teaching and Training
- Types of Teaching
- Skills of Teaching
- Concept of Learning Design

Course Content:

Unit 1: Basic concept of Teaching

Lecture: 7 Hrs.

- Concept and Definition of Teaching
- Nature of Teaching and Characteristic; Factors affecting teaching
- Levels of Teaching: Memory, Understanding, and Reflective
- Relation between Teaching and Training

Unit 2: Types of Teaching

Lecture: 8 Hrs.

- Micro-teaching and Micro Lesson: Concept and Characteristics
- Simulated Teaching: Concept and Characteristics
- Integrated Teaching: Concept and Characteristics
- Phases of Teaching: Pre-active, Inter-active, Post-active

Unit 3: Skills and Methods of Teaching

Lecture: 7 Hrs.

- Nature and Definition of skills of Teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Teaching Methods: Lecture, Demonstration, Problem Solving, Programmed Instruction and Story-telling.

Unit 4: Learning Design (LD)

Lecture: 8 Hrs.

- Concept and Importance of Learning Design in Teaching
- Steps of Learning Design

- Qualities of a good Learning Design

Suggested Readings:

- R.S. Shukla, Emerging Trends in Teachers Education
- Aggarwal, J. C. (2001). Principles, methods and techniques of teaching.
- Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
- Nayak, A. K. (2002) Classroom teaching A.P.H
- Ohles, J.F. (1970). Introduction to Teaching. New York: Random House, INC

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic concept of Teaching.	PO1, PO2
CO2	Infer the types of Teaching	PO1, PO3
CO3	Design for analyzing characteristics of Simulated Teaching, Micro Teaching and Integrated Teaching	PO1, PO2
CO4	Understand the different Skills of Teaching	PO4, PO5
CO5	Relate the concept of Learning Design in educational system	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11012	SEC – A: Teaching Skills	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Name different phases of teaching.	Remember	CO1
2	Define story telling methods of teaching.	Remember	CO1

3	Suppose a teacher is starting a lesson in her classroom. What skill does she/he need to apply?	Apply	CO3
4	Mention where you place remedial teaching in learning design.	Understand	CO2
5	State how to use both teaching and training effectively?	Remember	CO1
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Justify the significance of training in teaching.	Evaluate	CO5
6 b)	Indicate the necessity of instructions in teaching.	Evaluate	CO5
7 a)	Illustrate the concept of micro-teaching.	Understand	CO2
(OR)			
7 b)	Explain the learning design process.	Understand	CO2
8 a)	Write the characteristics of learning design.	Remember	CO1
(OR)			
8 b)	Write the stages of the learning design process.	Remember	CO1
9 a)	Suppose a trainee-teacher is practicing the skill of how to use teaching aids. Mention the components of the skill.	Understand	CO2
(OR)			
9 b)	List out some characteristics of simulated teaching.	Understand	CO2
10 a)	Identify the characteristics of good learning design?	Analyze	CO4
(OR)			
10 b)	Differentiate between induction training and remedial Training.	Analyze	CO4
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Describe the strategies of teaching. Describe conceptual understanding of effective teaching.	Analyze	CO5
(OR)			
11 b)	Rewrite the concept of different types of teaching in your Word.	Analyze	CO5
12 a)	Discuss the nature of teaching.	Understand	CO2
(OR)			
12 b)	Discuss how you differentiate teaching from training.	Understand	CO2
13 a)	Differentiate between a micro lesson and a macro lesson.	Analyze	CO4
(OR)			

13 b)	Explain the objectives of the learning design.	Analyze	CO4
14 a)	Select the factors affecting teaching related to learners.	Evaluate	CO5
(OR)			
14 b)	Give your comment regarding the role of micro-teaching in Practicing different teaching skills.	Evaluate	CO5
15 a)	Identify the factors affecting teaching related to the teacher.	Understand	CO2
(OR)			
15 b)	Summarize why learning designs and educational Technologies are complementary to each other.	Understand	CO2
16 a)	Elucidate the importance of learning design in teaching.	Analyze	CO4
(OR)			
16 b)	Describe the cycle of micro-teaching with the explanation.	Analyze	CO4
17 a)	Elaborate how simulated teaching helps our students for Teaching-learning.	Create	CO5
(OR)			
17 b)	Prepare a comparison chart of teaching and training Incorporating the basis for comparison.	Create	CO5

SEC – A: Life Skill Education

Course Code: EDN11013

EDN11013	SEC – A: Life Skill Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	2	0	0	2
Co-requisites	Basic Idea of Life Skill Education in practice				

Course Objectives: The Students will be able –

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of life skills.

CO2: Infer the ways in which individual's personality can be built through the development of these life skills.

CO3: Design Professional skills

CO4: Understand the different types of life skills

CO5: Relate different types of life skills

Catalog Description:

- Meaning of life skills.
- Different types of life skills
- Ways in which individual's personality can be built through the development of these life skills
- Concept of Professional skills

Course Content:

Unit 1: Basic Concept of Life Skills

Lecture: 8 Hrs.

- Meaning and Concept of Life skills.
- Origin of Life Skill in Education.
- Development of Concept of Life Skills.
- Definitions and Interpretation.

Unit 2: Types of Life Skills

Lecture: 7 Hrs.

- Generic Life skills – Survival Skills, Negotiating Skills and Coping Skills
- Problem Specific Skills
- Skills for area specific development

Unit 3: Training and Techniques

Lecture: 8 Hrs.

- Concept of Training and Techniques for Life Skill Education
- Types of Training
- Stages of Life Skill Education

Unit 4: Life Skills for Leadership Training

Lecture: 7 Hrs.

- Definition of Leadership Training
- Styles of Leadership Training
- Functions of Leadership Training
- Training of Leadership through personality building and like skills

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris..
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu

- UNESCO (1997).Adult Education: The Hamburg Declaration, UNESCO, Paris..
- UNESCO (2005).Quality Education and Life Skills: Darkar Goals,UNESCO, Paris.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of life skills.	PO1, PO2
CO2	Infer the ways in which individual's personality can be built through the development of these life skills.	PO1, PO3, PO4
CO3	Design Professional skills	PO1, PO2
CO4	Understand the different types of life skills	PO5
CO5	Relate different types of life skills	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11013	SEC – A: Life Skill Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Define Life Skill.	Remember	CO1
2	Mention Humberg Declaration.	Remember	CO1
3	Mention types of thinking skills.	Remember	CO1
4	Explain two characteristic of Leadership skill.	Understand	CO2
5	Classify Entrepreneurial Skills.	Understand	CO2

Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Recall any two needs of self-awareness.	Remember	CO1
(OR)			
6 b)	State any two advantages of interpersonal relationship.	Remember	CO1
7 a)	Describe by three points necessity of Life skill education.	Remember	CO1
(OR)			
7 b)	Define 'Coping'.	Remember	CO1
8 a)	Explain in briefly the role of presentation skill in career prospect.	Understand	CO2
(OR)			
8 b)	Discuss basic features of interview skills.	Understand	CO2
9 a)	Analyze characteristics of Democratic Leadership.	Apply	CO3
(OR)			
9 b)	Illustrate three factors of information precision for managerial skill.	Apply	CO4
10 a)	Develop your own opinion about exploration of career opportunities for adolescent learners.	Evaluate	CO5
(OR)			
10 b)	Defend the criticism for skill development through group discussion.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Recall the Life skills according to WHO.	Remember	CO1
(OR)			
11 b)	State the obstacles in developing thinking skill through problem solving.	Remember	CO1
12 a)	Define outcome analysis of UN inter agency meeting.	Remember	CO1
(OR)			
12 b)	Define survival skill.	Remember	CO1
13 a)	Explain the objectives of empathy.	Understand	CO2
(OR)			
13 b)	Explain the objectives of effective communication skill.	Understand	CO2
14 a)	Explain livelihood skill.	Understand	CO2
(OR)			
14 b)	Discuss the features of resume skill.	Understand	CO2
15 a)	Write the importance of negotiation skill.	Apply	CO3
(OR)			

15 b)	Prepare the significance of creative thinking.	Apply	CO3
16 a)	Differentiate sympathy and empathy in social skill.	Analyze	CO4
(OR)			
16 b)	Compare between Behavioral and Humanistic approach of life skill.	Analyze	CO4
17 a)	Write any five objectives of Dakar framework.	Analyze	CO4
(OR)			
17 b)	Write the difference between activity and experience based management skill.	Analyze	CO4

GE – 3: Indian History – 1

Course Code: EDN11014

EDN11014	GE – 3: Indian History – 1	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Indian History				

Course Objectives: The students will be able:

- To be acquainted with socio-religious status of Vedic period.
- To understand the emergence of Jainism and its contribution
- To develop an understanding of rise and fall of Buddhism
- To become aware of the socio-religious condition of Mauryan period
- To be explain the different forms of arts in Mauryan and Gupta period

Course Outcomes: Upon successful completion of the course, the students will be able to:

CO1: Explain the meaning of the socio-religious status of the Vedic period.

CO2: Infer cause and effect of different Hindu social and religious reform movements.

CO3: Design comparative report on the emergence of Buddhism and Jainism period.

CO4: Understand the socio-religious condition of the Mauryan and Gupta periods.

CO5: Relate the change in different forms of arts in the Mauryan and Gupta periods.

Catalogue Description:

- Theory and development of aims and objectives of Jainism and Buddhism.
- Connection establishment among different forms of arts in the Mauryan and Gupta periods.
- Analysis and iteration of different Hindu social and religious reform movements in British India.

- Adaptation of different legislations in order to eradicate social evils.

Course Content:

Unit 1: Social and Religious condition in Vedic and Pre-Medieval Period

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Vedic Period-Social Condition, Religious Condition, Council and Assembly, Status of Women.
- Jainism-Causes for the Religious Upheaval, Teachings of Mahavira and Principles of Jainism, Contribution of Jainism to Indian Culture.
- Buddhism-Rise and Growth, Doctrines of Buddhism, Causes of the Downfall, Contribution to Indian Culture.
- Mauryan Period-Social Condition, Art and Architecture-Gandhara Art and Mathura Art; Religious Condition in Gupta Period; The Gupta Art.

Unit 2: Reform Movements in Medieval India

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Society in Medieval India.
- Bhakti Movement.
- Sufi Movement.
- Education in Medieval India.
- Status of women.

Unit 3: Reform movements in Modern India

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Renaissance-Hindu Social and Religious Reform Movements-Arya Samaj, Brahmo Samaj; Theosophical Society; Ramkrishna Mission; Prathana Samaj, Muslim Religious Reform Movements: Deoband, Aligarh Movement.
- Development of Modern Education – From Woods Dispatch to Radhakrishnan Committee Report.
- Peasant Movements.
- Rise of Middle Class

Unit 4: Cultural and Social conditions in British India Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Social evils and related Legislations passed by the British Government
- Status and Condition of Women.
- Salient features of Colonial Architecture.
- Development of Culture: Music, Dance and Painting in Modern India.

Suggested Readings:

- D.D. Kosambi: Culture and Civilization of Ancient India. Vikas Prakashan, 1994

- D.N.Jha: Ancient India: An Historical Outline. Manohar Publishers & Distributors, Delhi, 1999.
- H.C. Raychoudhary: Political history of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty. University of Calcutta, 1950
- K.A. Nilakanta Sastri: Age of Nandas and Mauryas. Motilal Banarsidass, 1967
- K.A. Nilakanta Sastri: History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press, 1958
- L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
- R.C. Majumdar: Ancient Indian Colonisation in South-East Asia. Oriental Institute, 1955
- Romila Thapar: Ashoka and the Decline of the Mauryas. Oxford University Press, 1980

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the principles of Jainism and Buddhism	PO1, PO2
CO2	Infer cause and effect of different social and religious reform movements in pre-independent India	PO1, PO3, PO4
CO3	Design comparative report in different sects of the pre-medieval period	PO1, PO2
CO4	Understand the socio-religious status of the Vedic, Mauryan and Gupta periods.	PO5
CO5	Relate the change in different art forms prevalent in Mauryan and Gupta periods.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competence
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11014	GE – 3: Indian History – 1	3	2	-	-	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write down two basic aims of Buddhist education.	Remember	CO1
2	What are the two different causes of Jaina upheaval?	Remember	CO1
3	Write down two factors of Curzon policy regarding Higher Education?	Understand	CO2
4	Differentiate one basic difference between the religious teachings of Lord Buddha and teachings of Lord Mahavira?	Understand	CO2
5	What are pre-conditions of Bhakti movement in India?	Remember	CO1
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	List down any five essential values enshrined in the Buddhist teachings.	Apply	CO3
(OR)			
6 b)	List out the five essential values enshrined in the Jaina teachings.	Apply	CO3
7 a)	The world is full of miseries and sorrows. These problems are of three kinds....'. Complete the sentence with three kinds of problems according to Buddhist Philosophy.	Remember	CO1
(OR)			
7 b)	Compare teaching methods of Bhakti saints and the Sufi preachers.	Remember	CO1
8 a)	Design a plan to develop a structure according to the concept of Hartog Committee report.	Apply	CO3
(OR)			
8 b)	Design a plan to develop a structure according to the concept of Hunter Commission report.	Apply	CO3
9 a)	Describe the status of women during the Vedic period.	Remember	CO1
(OR)			
9 b)	Describe the status of women during the Jaina period.	Remember	CO1
10 a)	Infer the development of art and culture during the Mauryan period.	Understand	CO2
(OR)			
10 b)	How does the status of women evolve during medieval India?	Understand	CO2
Group C: Answer All the Questions (7 x 5 = 35)			
11a).	Analyze the contribution of Ramananda during the Bhakti movement.	Understand	CO2

(OR)			
11b)	Analyze the impact of Sufi movement in India.	Understand	CO2
12a)	What is the difference between the curriculum planning between Hartog Committee and the Hunter Commission?	Remember	CO1
(OR)			
12b)	What were the basic differences of teaching between the Bhakti and the Sufi preachers?	Remember	CO1
13 a)	How informal education is very much important in history of education during pre-medieval times?	Understand	CO2
OR			
13b)	How informal education is very much important in history of education in the medieval times?	Understand	CO2
14a)	Explain the recommendations cited in the Wood's Despatch.	Understand	CO2
OR			
14b)	Explain the curriculum propositions of Radhakrishnan Commission.	Understand	CO2
15a)	Describe the salient features of colonial architecture?	Remember	CO1
OR			
15b)	Describe the development of music as a form of art in early modern India.	Remember	CO1
16a)	Design a project suitable for elementary education in India.	Apply	CO3
OR			
16b)	Design a revised plan to develop structure according to the concept of primary Education during the commencement of modern India in a diversified manner.	Apply	CO3
17a)	Elaborate on the growth of Aligarh movement in India.	Understand	CO2
OR			
17b)	“The aim of Prarthana Samaj was to reform the Hindu society” – Justify this statement.	Understand	CO2

Semester-IV

CC-8: Educational Technology

Course Code: EDN11015

EDN11015	CC-8: Educational Technology	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Technology and Education				

Course Objectives: The Students will be able –

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & e-learning.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of technology in education.

CO2: Infer modern educational techniques for applying ICT in learning.

CO3: Design an ICT acquainted class.

CO4: Understand the development of educational technology.

CO5: Relate features of agencies of educational technology in real life.

Catalog Description:

- Theory and development of technology in education.
- Connect establishment among communication and classroom interaction.
- Analysis of different models of teaching .
- Adaptation of different approaches to e-learning.

Course Content:

Unit 1: Basic Concept of Technology and Educational Technology

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Technology: Meaning, Concept, Nature, Types, Scope, Functions and Importance
- Educational Technology: Meaning, Nature, Scope and Importance
- Technology in Education and Technology of Education
- System Approach: Concept and Need
- Hardware and Software approach in Educational Technology

Unit 2: Computer in Education and Communication Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Computer and its role in Education; Basic concept of Hardware and Software
- Computer Network and Internet- its role in education
- Meaning, Nature, Types, and Components of Communication
- Barriers of classroom communication and strategies of overcoming barriers in communication
- Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

Unit 3: Instructional Techniques Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Mass Instructional Technique- Characteristics and Types
- Personalized Instructional Techniques- Characteristics and Types
- Difference in Teaching and Instruction
- Models of Teaching- Concept, Components and Significance

Unit 4: ICT & e-learning Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- ICT: Meaning, Components, Types, Importance
- e-learning: Meaning, Components, Types, Nature, Scope and Importance
- ICT integration in teaching learning, Massive Open Online Course (MOOC)
- Different Approaches- Project Based Learning, Co-operative Learning and Collaborative Learning with respect to use of technology and digital education

Suggested Readings:

- Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.
- Mangal S.K. and Mangal, UMA (2010), Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Ltd.
- Mangal, S.K. (1988) Fundamentals of Educational Technology, Educational Publishers Ludhiana.
- Pathak, R.P. & Chaudhary J (2012) Educational Technology, Pearson, New Delhi.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims, scopes of education technology	PO1, PO2
CO2	Infer modern education applying preambles of System approach in education. Able to explain qualities and duties of ICT enabled teacher.	PO1, PO3
CO3	Design for analyzing e-learning and models of teaching through ICT	PO1, PO2
CO4	Understand the difference of teaching and instruction	PO4, PO5
CO5	Relate features of different approaches of learning	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11015	CC-8: Educational Technology	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	What do you mean by 'Focus' of a model?	Remember	CO1
2	Write 1 characteristic of Self-Instructional Techniques	Remember	CO1
3	The person who sends the message is known as _____.	Remember	CO1
4	Write anyone advantage of the software approach in Education.	Understand	CO2
5	Mention anyone example of using technology in education.	Apply	CO3
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	i) Explain the Hardware approach in education.	Remember	CO1
	ii) In the structure of the teaching model, which part indicates the interaction system between teachers and	Understand	CO2

	students?		
(OR)			
6 b)	i) Define Educational Technology. ii) Mention anyone example of using the Hardware approach in education.	Remember Apply	CO1 CO2
7 a)	Mention four barriers to effective communication.	Remember	CO1
(OR)			
7 b)	Compare verbal communication with non-verbal communication.	Understand	CO2
8 a)	Differentiate between online education and distance education.	Understand	CO4
(OR)			
8 b)	Educational technology is the system of six 'M'. Name them.	Remember	CO1
9 a)	Name the three elements of non-verbal communication.	Remember	CO1
(OR)			
9 b)	Name any three Models of Teaching.	Understand	CO2
10 a)	Mention any four advantages of Educational Technology.	Remember	CO1
(OR)			
10 b)	Write down any four scopes of educational technology.	Remember	CO1
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	i) Explain the idea of "MOOC". ii) Mention the limitations of educational technology.	Understand Understand	CO2 CO2
(OR)			
11 b)	i) Discuss any two challenges of online education. ii) Explain anyone example of using a software approach in education.	Remember Understand	CO1 CO2
12 a)	Distinguish the main features of Mass, Group, and Individualized learning.	Understand	CO2
(OR)			
12 b)	Educational technology is the collaboration of 'Technology in Education' and 'Technology of Education'. Differentiate among them.	Understand	CO2
13 a)	Explain Mass Instructional Techniques.	Understand	CO2
(OR)			

13 b)	As a student in a particular classroom, identify the elements of communication in the classroom.	Understand	CO2
14 a)	Describe in brief the basic challenges of integration of ICT in the School system	Understand	CO5
(OR)			
14 b)	Evaluate- how does e-learning benefit your learning?	Evaluate	CO5
15 a)	Mention the steps to shut down a computer.	Remember	CO1
(OR)			
15 b)	Explain – ‘Information and Communication Technology as a Discipline.’	Understand	CO2
16 a)	Point out the functional parts of a computer system.	Analyze	CO4
(OR)			
16 b)	Explain the structure of the Model of teaching along with its components.	Understand	CO2
17 a)	Explain the principles of using hardware and software technology in education.	Understand	CO2
(OR)			
17 b)	Illustrate educational technology as a system.	Analyze	CO4

CC-9: Curriculum Studies

Course Code: EDN11016

EDN11016	CC-9: Curriculum Studies	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Curriculum				

Course Objectives: The Students will be able –

- To develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum frame work, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of curriculum.

CO2: Infer modern educational techniques for applying curriculum in higher level of education.

CO3: Design a undergraduate curriculum of your choice.

CO4: Understand the development of curriculum.

CO5: Relate different models of evaluation.

Catalog Description:

- Theory and development of curriculum in education.
- Connect establishment among modern educational techniques for applying curriculum.
- Analysis of different models of evaluation
- Adaptation of different curriculum reform.

Course Content:

Unit 1: Basic Concept of Curriculum

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Meaning, Nature, Scope and Functions of Curriculum
- Bases of Curriculum: Philosophical, Psychological and Sociological
- Major approaches to Curriculum - Behavioural, Managerial, System, Humanistic
- Types of Curriculum

Unit 2: Selection of Content

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Determinants of Content Selection - Perspectives of Knowledge, Culture & Need
- Curriculum and Institution - Instructional Objectives
- Revised Bloom's Taxonomy
- Bruner's theory of Instruction

Unit 3: Curriculum Development

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Principles of Curriculum Construction
- Learner-centred Curriculum Framework - Concept, Factors & Characteristics
- Curriculum Development - Need, Planning
- NCF (2005)

Unit 4: Evaluation & Reform of Curriculum

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Concept & Significance of Curriculum Evaluation
- Approaches to Curriculum Evaluation - Formative & Summative
- Models of Evaluation - Stufflebeam & Taylor
- Curriculum Reform - Factors & Obstacles

Suggested Readings:

- Krug, E.A. (1956) Curriculum Planning, New York: Harper and Row Publishers.
- Taba, H. (1962) Curriculum Development-Theory and Practice, New York: Harcourt Brace, Jovanovich.
- Tanner, D. and Taneer, L. (1975) Curriculum Development, Theory and Practice. New York. Mac Millan Publishing Co. Inc.
- Tyler, R.W. (1941) Basic Principles and Curriculum and Instruction, University of Chicago Press.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1986.
- Brady, L. Curriculum Development, Prentice Hall, 1995.
- Ornstein, A.C. & Hunkins, E, Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston, 1998.
- Pratt, D., Curriculum Design and Development, Mcmillan, New York, 1980.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims, scopes of curriculum.	PO1, PO2
CO2	Infer modern education applying techniques for applying curriculum.	PO2, PO3
CO3	Design for analyzing curriculum in different levels of education.	PO1, PO2
CO4	Understand the characteristics of curriculum development in education.	PO5
CO5	Relate features of evaluation and reform of curriculum.	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11016	CC-9: Curriculum Studies	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	State the most important factor of curriculum.	Remember	CO1
2	Name the year when Tyler's curriculum model was presented.	Remember	CO1
3	Mention one purpose of learner centered curriculum.	Remember	CO1
4	Explain two characteristic of curriculum.	Understand	CO2
5	Classify two principles of curriculum construction.	Understand	CO2
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Recall any two needs of curriculum development.	Remember	CO1
(OR)			
6 b)	State any two advantages of curriculum reform.	Remember	CO1
7 a)	Describe curriculum evaluation	Remember	CO1
(OR)			
7 b)	Define 'Taxonomy'	Remember	CO1
8 a)	Explain in briefly the role of Parents in curriculum implementation.	Understand	CO2
(OR)			
8 b)	Discuss the affective domain of Blooms Taxonomy.	Understand	CO2
9 a)	Write the importance of curriculum evaluation in the context of higher secondary education.	Apply	CO3
(OR)			
9 b)	Illustrate the factors effecting learner centered curriculum.	Apply	CO4
10 a)	Develop your own opinion about the need of learner centered Curriculum.	Evaluate	CO5
(OR)			

10 b)	Defend the necessity of the curriculum.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Recall the main points of National Curriculum Framework 2005.	Remember	CO1
(OR)			
11 b)	State the obstacles in curriculum Reform.	Remember	CO1
12 a)	Define the sociological base of curriculum in Education.	Remember	CO1
(OR)			
12 b)	Define the philosophical base of curriculum in Education.	Remember	CO1
13 a)	Explain the objectives of activity based curriculum.	Understand	CO2
(OR)			
13 b)	Explain the objectives of experience based curriculum.	Understand	CO2
14 a)	Explain briefly the necessity of the Curriculum evaluation in the Indian context.	Understand	CO2
(OR)			
14 b)	Discuss the aims of curriculum evaluation.	Understand	CO2
15 a)	Write the importance of curriculum evaluation.	Apply	CO3
(OR)			
15 b)	Prepare the significance of curriculum evaluation	Apply	CO3
16 a)	Differentiate between Stufflebean Model of Evaluation and Taylor Model of Evaluation.	Analyze	CO4
(OR)			
16 b)	Compare between Behavioural and Humanistic approach.	Analyze	CO4
17 a)	Write any five objectives of curriculum evaluation.	Apply	CO3
(OR)			
17 b)	Write the difference between activity and experience based curriculum.	Apply	CO3

CC-10: Inclusive Education

Course Code: EDN11017

EDN11017	CC-10: Inclusive Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Inclusivity				

Course Objectives: The Students will be able –

- Understand the meaning of Inclusion and exclusion

Circles of Friends.

Unit 4: Educational Reforms for Inclusive Society Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Building an Inclusive School: Desired changes in System, Structure, Practice and Culture
- Education for a Multicultural Society.
- Education for Peaceful Co-existence
- Role of Informal Agencies (like mass media etc) in building an inclusive society

Suggested Readings:

- Loreman, Deppeler and Harvey-Inclusive Education, Allwen and UnwinAustralia.
- Corbett Jenny –Supporting Inclusive Education, Routledge Falmer, 2001.
- Felicity Armstrong and Michele Moore-Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams and sally Brown –Towards Inclusive Learning in Higher Education, Routledge, 2006.
- Peter Mittler-Working towards Inclusive Education, David Fulton Publishers, 2000
- Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathy and Mittal,R C I, 2006.
- Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
- Sharma, Kaushaland Mahapatra (2007). Emerging Trends in Inclusive Education', Delhi, IVY Pub.
- Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of inclusion and exclusion.	PO1, PO2
CO2	Infer the causes of exclusion and different modality of	PO1, PO3

	exclusion.	
CO3	Design for analyzing types of inclusion in different spheres of society	PO1, PO2, PO4
CO4	Understand problems and limitations of inclusive education in general classroom situation	PO5
CO5	Relate inclusivity with the need of modern education system.	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11017	CC-10: Inclusive Education	3	2	1	2	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Define Inclusive Education.	Remember	CO1
2	Recall is Special Education.	Remember	CO1
3	Name different types of disabilities	Remember	CO1
4	Define Sexuality	Remember	CO1
5	Define Inclusive School.	Remember	CO1
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Show the different dimensions of Inclusive Education.	Apply	CO3
(OR)			
6 b)	Differentiate between Special, Integrated and Inclusive Education.	Analyze	CO4
7 a)	Give Example of Handicapped.	Understand	CO2
(OR)			
7 b)	Point out the basic difference between Visually disabled and Auditory disabled.	Analyze	CO4
8 a)	Write down the concept of Gender Stereotyping	Apply	CO3
(OR)			
8 b)	Compare between Poly –sexuality & Pan- sexuality	Analyze	CO4
9 a)	Describe the Multicultural Instructional Strategies in brief.	Remember	CO1

(OR)			
9 b)	Explain the stages of Harbert’s Lesson Planning Model.	Understand	CO2
10 a)	Identify the characteristics of Reflective Teaching.	Remember	CO1
(OR)			
10 b)	“Third Gender is an umbrella term” – Give reasons	Apply	CO3
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Explain the Economical dimensions of Inclusive Education.	Understand	CO2
(OR)			
11 b)	Illustrate the relation of Special education and Integrated Education.	Apply	CO3
12 a)	Discuss why humanitarian dimension of Inclusive Education is important.	Understand	CO2
(OR)			
12 b)	Analyze the concept of Inclusive and Special Education.	Analyze	CO4
13 a)	Examine if there any effect of school to reduce the barriers for the disable person.	Analyze	CO4
(OR)			
13 b)	Argue Differently abled VS Handicapped.	Evaluate	CO5
14 a)	Assess learning disorder mean that a child is less intelligent.	Evaluate	CO5
(OR)			
14 b)	Explain the difference between having learning issues and having a learning disorder or disability.	Understand	CO2
15 a)	Describe the four approaches to Transgender	Understand	CO2
(OR)			
15 b)	Compare and contrast between Gender Equity & Gender Equality.	Analyze	CO4
16 a)	Human sexuality is the expression of sexual sensation, and related intimacy between Human Beings – Justify	Evaluate	CO5
(OR)			
16 b)	Analyze the term ‘Multisensory Teaching’.	Analyze	CO4
17 a)	Write the characteristics of Inclusive School.	Evaluate	CO5
(OR)			
17 b)	Prepare Pedagogical Strategies for Individual Needs.	Apply	CO3

SEC – B: Communication Skills

Course Code: EDN11018

EDN11018	SEC – B: Communication Skills	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	2	0	0	2
Co-requisites	Basic Idea of Communication				

Course Objectives: The Students will be able –

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic elements of Communication

CO2: Infer the importance of Listening, Speaking, Reading and Writing Skills

CO3: Design activities of Listening, Speaking, Reading and Writing Skills

CO4: Understand the role of communication

CO5: Relate Listening, Speaking, Reading and Writing Skills

Catalog Description:

- Basic elements of Communication
- Concept of Listening, Speaking, Reading and Writing Skills
- Activities of Listening, Speaking, Reading and Writing Skills
- Role of communication

Course Content:

Unit 1: Fundamentals of Communication

Lecture: 8 Hrs.

- Meaning, Nature and Types of Communication
- Principles of communication
- Process of Communication: Sender, Encoding, Recipient, Decoding and Feedback
- Barriers of Effective Communication

Unit 2: Listening Skills

Lecture: 7 Hrs.

- Principles of Listening Skills
- Types of Listeners
- Barriers to Listening

Unit 3: Speaking Skills**Lecture: 7 Hrs.**

- Verbal and Non-verbal Communication
- Public Speaking: Extempore
- Group Discussion

Unit 4: Reading and Writing Skills**Lecture: 8 Hrs.**

- Previewing, Skimming, and Scanning
- Development of Skills for correct pronunciation, Reading and Comprehension
- Sentence Formation and Punctuation

Suggested Readings:

- Pearson, J. C. et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc.
- Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies.
- Fromkin, V, Rodman, R & Hymes, N. (2011). Introduction to Language. (9th Ed.). Canada: Cengage Learning
- Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6th ed.). Cambridge: MIT Press.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic elements of Communication	PO1, PO2
CO2	Infer the importance of Listening, Speaking, Reading and Writing Skills	PO1, PO3
CO3	Design activities of Listening, Speaking, Reading and Writing Skills	PO1, PO2
CO4	Understand the role of communication	PO4, PO5
CO5	Relate Listening, Speaking, Reading and Writing Skills	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11018	SEC – B: Communication Skills	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)

1	Identify the type of memory? a) Short Term Memory b) Working Memory c) None of above a) d) Both (a) and (b)	Remember	CO1
2	Verbal communication may happen in a group of people. Give one example of group communication.	Understand	CO2
3	Identify one characteristic of radio.	Understand	CO2
4	Reading Comprehension means understanding a _____ text a) Oral b) Written c) Audio d) Video	Apply	CO4
5	Listening means to respond to advice or request. Justify the statement by responding True or False.	Analyze	CO5

Group B: Answer All the Questions (5 x 2 = 10)

6 a)	Define Group discussion.	Remember	CO1
(OR)			
6 b)	Define Classroom discourse.	Remember	CO1
7 a)	Differentiate between verbal and nonverbal communication.	Understand	CO2
(OR)			
7 b)	Recognize the Do`s and Don`ts in Group Discussion	Understand	CO2
8 a)	Interpret the need of correct punctuation.	Apply	CO3
(OR)			
8 b)	Illustrate oral communication.	Apply	CO3

9 a)	Point out two main components of intra personal communication skill.	Analyze	CO4
(OR)			
9 b)	Identify two main components of inter personal communication skills	Analyze	CO4
10 a)	Write down the common communication barriers you may come across when you move to a new city or country.	Evaluate	CO5
(OR)			
10 b)	Write in brief about small group communication.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	List down the key factors of verbal communication.	Remember	CO1
(OR)			
11 b)	Mention the steps of giving a good extempore	Remember	CO1
12 a)	Reading different books and topics is helpful for giving an extemporaneous speech- explain	Understand	CO2
(OR)			
12 b)	Explain the types of non-verbal communication	Understand	CO2
13 a)	Relate the importance of correct sentence formation in developing writing skills.	Apply	CO3
(OR)			
13 b)	Differentiate Group Discussion from Debate	Analyze	CO4
14 a)	Reading is a good habit to take part in a group discussion session actively. Illustrate	Analyze	CO4
(OR)			
14 b)	Group discussion is a test of expressing own thoughts – illustrate	Analyze	CO4
15 a)	Illustrate scanning as a reading technique	Analyze	CO4
(OR)			
15 b)	Outline skimming as a reading technique.	Analyze	CO4
16 a)	Reading is a good habit to take part in a group discussion session actively. Illustrate	Analyze	CO4
(OR)			
16 b)	Explain the elements that influence the communication skills	Evaluate	CO5
17 a)	Develop a process of communication with an appropriate example.	Evaluate	CO5

(OR)			
17 b)	Write the importance of communication in education	Evaluate	CO5

SEC – B: Skills for Democratic Citizenship

Course Code: EDN11019

EDN11019	SEC – B: Skills for Democratic Citizenship	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	2	0	0	2
Co-requisites	Basic Idea of Democratic Citizenship				

Course Objectives: The Students will be able –

- To have an idea about their duties as citizens
- To have an idea about their rights as citizens
- To have an idea about child violence and child rights
- To have an idea about domestic violence and domestic rights

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic elements of Democratic Citizenship

CO2: Infer the importance of Fundamental rights

CO3: Design activities for persuasion of Child protection

CO4: Understand the necessity of women protection

CO5: Relate women protection and domestic violence

Catalog Description:

- Rights and Duties of Indian Constitution
- Concept of Child Protection
- Concept of Domestic Harmony
- Role of Education

Course Content:

Unit 1: Rights and Duties in Indian Constitution

Lecture: 7 Hrs.

- Democratic Rights
- Fundamental Rights
- Duties of Citizenship

Unit 2: Protection of Children

Lecture: 8 Hrs.

- Child Protection - Concept and Need.
- Child Rights – Concept, Classification and Need

- Legal Actions –POCSO

Unit 3: Domestic Harmony

Lecture: 8 Hrs.

- Domestic Violence – Definition and Types
- Protection of Women from Domestic Violence Act, 2005 – Basic features
- Protection of Males in DVA 2005

Unit 4: Role of Education (Term Paper/Project Paper)

Lecture: 7 Hrs.

- Awareness Programmes: Rallies, Debates etc
- Mass Media
- Seminars and Workshops

Suggested Readings:

- Dewey, J. (1963) Democracy and Education, Macmillan, New York.
- Government of India (2001). National Human Development Report 2001. New Delhi: Planning Commission.
- Naik, J.P. (1975). Equality, Quality and Quantity. The Illusive Triangle in Indian Education. Bombay: Allied.
- J. C. Aggarwal-Theory and Principles of Education
- J. C. Aggarwal -Philosophical and Sociological Bases of Education

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic elements of Democratic Citizenship	PO1, PO2
CO2	Infer the importance of Fundamental rights	PO1, PO3
CO3	Design activities for persuasion of Child protection	PO1, PO2
CO4	Understand the necessity of women protection	PO4, PO5
CO5	Relate women protection and domestic violence	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11019	SEC – B: Skills for Democratic Citizenship	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write down two fundamental rights in Indian constitution.	Remember	CO1
2	What are the four fundamental duties of Indian citizen?	Remember	CO1
3	Write down two types of domestic violence.	Understand	CO2
4	Differentiate between democratic rights and fundamental rights.	Understand	CO2
5	What is the full form of POSCO?	Remember	CO1
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Explain basic features of Domestic Violence Act 2005	Understand	CO2
(OR)			
6 b)	Recall classification of child right.	Remember	CO1
7 a)	Compare DVA for protection of men and women	Remember	CO1
(OR)			
7 b)	Explain Domestic violence.	Understand	CO2
8 a)	Analyze duties of Indian Citizen.	Apply	CO3
(OR)			
8 b)	Discuss two essential causes of Domestic Violence.	Understand	CO2
9 a)	Define POSCO Act.	Remember	CO1
(OR)			
9 b)	Recall the definition of Workplace Violence.	Remember	CO1
10 a)	State two problems related to child labour.	Remember	CO1
(OR)			
10 b)	Write two fundamental rights with respect to Child	Apply	CO3

	labour.		
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Design a plan to implement DVA 2005	Apply	CO3
(OR)			
11 b)	Explain Legal actions as suggested in POSCO	Remember	CO1
12 a)	Construct planning for awareness programs through rallies.	Apply	CO3
(OR)			
12 b)	State the needs of child rights in India.	Remember	CO1
13 a)	What are the fundamental Democratic Rights of Indian citizens?	Remember	CO1
(OR)			
13 b)	Illustrate different classification of Child rights.	Understand	CO2
14 a)	Reinitiate the concept of Child protection in India.	Remember	CO1
(OR)			
14 b)	Differentiate between Fundamental Rights and Fundamental Duties.	Understand	CO2
15 a)	State your opinion regarding child labour in India.	Analyze	CO5
(OR)			
15 b)	Write the probable effects of Domestic Violence.	Apply	CO3
16 a)	Do you think that we always follow the duties of citizen as described in Indian Constitution?	Understand	CO2
(OR)			
16 b)	Describe in brief about the awareness programme related to violence.	Remember	CO1
17 a)	Rally is a weapon to stop violence – Justify this statement.	Evaluate	CO4
(OR)			
17 b)	State the role of Education to resolve violence.	Apply	CO3

GE – 4: Indian History – 2

Course Code: EDN11020

EDN11020	GE – 4: Indian History – 2	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Indian History				

Course Objectives: The students will be able:

- To be acquainted with different Acts and policies of pre-independent India
- To understand the emergence of Indian National Congress
- To develop an understanding of various revolutionary movements of freedom struggle
- To become aware of the multiple commissions of constituted by the British
- To be explain the evolution Indian Independence Act of 1947.

Course Outcomes: Upon successful completion of the course, the students will be able to:

CO1: Explain the constitutional development in the British period

CO2: Infer cause and effect of different revolutionary movements of Indian freedom struggle

CO3: Design comparative report among various constitutional Acts in the pre-independent era

CO4: Understand the genesis of the Indian National Congress

CO5: Relate the change in Gandhian movements to a rise in nationalism

Catalogue Description:

- Theory and development of objectives of early British policies.
- Connection establishment in the advent of the British empire and social reforms.
- Analysis and iteration of Gandhian reform movements in British India.
- Adaptation of Indian Independence Act of 1947.

Course Content:

Unit 1: Advent of British and Early Policies and Reforms Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Battle of Plassey and Buxar; Robert Clive; Diwani Administration.
- Warren Hastings to Cornwallis: Wars and administration.
- Regulating Act, Pitts India Act and the Charter Acts of 1813 and 1833.
- Wellesley: Subsidiary Alliance.
- Bentinck: Reforms.
- Dalhousie: Policies.

Unit 2: Policies and Constitutional Developments in Pre-Independent India

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Act of 1858 and Queen's Proclamation; Act of 1861.
- Lytton, Ripon and Curzon: Internal and External policies.

- Constitutional development: 1892, 1909, 1919, 1935 and Indian Independence Act of 1947.

Unit 3: Rise of Nationalism

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Rise of Nationalism.
- Genesis of Indian National Congress; Ideologies: Moderates and Extremists. Partition of Bengal, Swadeshi movement, Home Rule movement.
- Revolutionary movement.

Unit 4: Mass Phase of National Movement

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Non-cooperation movement; Civil disobedience movement; Quit India movement.
- Round Table Conferences, Simon Commission, Cripps Mission, Cabinet Mission.
- Partition of India.
- Constitution of Indian Republic.

Suggested Readings:

- A. R. Desai: Social Background of Indian Nationalism. Popular Book Depot, Bombay, 1959
- B. L Grover and Yashpal: History of Modern India
- B. L. Grover & Yashpal, History of Modern India
- Charles Heimsath: Indian Nationalism and Hindu Social Reforms, Princeton University Press, 1964
- Kenneth Jones: Socio-Religious Reform Movement in Modern India. Cambridge University Press, 1995
- S. Gopal, British Policy in India, 1885-1905

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the constitutional development in the British period	PO1, PO2
CO2	Infer cause and effect of mass national movements for Indian freedom struggle	PO1, PO3

CO3	Design comparative report among moderates and extremists led freedom struggle movements	PO1, PO2
CO4	Understand the emergence of the Indian National Congress and its relevance in the Indian freedom struggle	PO5
CO5	Relate the change in early policies and reforms for Indian independence	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11020	GE – 4: Indian History – 2	3	2	-	-	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write the full form of IIA (1947) and HRM.	Remember	CO1
2	Why Simon Commission was appointed?	Understand	CO2
3	Show two administrative reforms of the Cabinet mission.	Apply	CO3
4	Analyse any one important point of basic education.	Analyze	CO4
5	Evaluate any one recommendation of Lord Curzon's Educational policy which you feel appropriate.	Evaluate	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	State any four measures suggested by the Queen's Proclamation Act of 1861.	Remember	CO1
(OR)			
6 b)	Write two features of the Act of 1858.	Remember	CO1
7 a)	Describe in brief about the genesis of Indian National Congress in India.	Understand	CO2
(OR)			
7 b)	Describe in brief about the genesis of basic education in India.	Understand	CO2
8 a)	What were the constitutional developments in the year 1892?	Remember	CO1
(OR)			
8 b)	What were the constitutional developments in the year 1909?	Remember	CO1

9 a)	Mention the major recommendations of internal policies of Lord Ripon.	Apply	CO3
(OR)			
9 b)	Analyze the background of formation of Moderates during the period of Indian National Congress..	Analyze	CO4
10 a)	Evaluate the background of the battle of Plassey in India.	Evaluate	CO5
(OR)			
10 b)	Evaluate the immediate causes of the battle of Buxar.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Compare the policies between Swadeshi movement and Home Rule Movement in India.	Understand	CO2
(OR)			
11b)	Compare the policies between the Moderates and the Extremists.	Understand	CO2
12a)	Design a plan to develop a modern structure of basic education in India.	Analyze	CO4
(OR)			
12 b)	Design a plan to develop the modern structure of Indian Independence Act of 1947.	Analyze	CO4
13 a)	Illustrate the use of Charter Act of 1813 in India.	Apply	CO3
(OR)			
13 b)	Illustrate Lord Curzon's internal policy development in India.	Apply	CO3
14 a)	Outline some of the important recommendations of Lord Bentinck's reforms in India.	Analyze	CO4
(OR)			
14 b)	Outline some of the important recommendations of Lord Ripon's policies.	Analyze	CO4
15 a)	Explain any five qualitative developments of Lord Curzon's Educational policy in India.	Understand	CO2
(OR)			
15 b)	Describe your understanding about the constitutional development and act of 1935.	Understand	CO2
16 a)	Analyze Cripps mission in India.	Analyze	CO4
(OR)			
16 b)	Analyze Bentick's Resolution in the context of education	Analyze	CO4

	during the British period.		
17 a)	How did the Swadeshi movement help India's independence?	Understand	CO2
(OR)			
17 b)	How do you relate the three Round Table Conferences as a series of peace conferences?	Understand	CO2

Semester-V

CC-11: Psychology of Adjustment

Course Code: EDN11021

EDN11021	CC-11: Psychology of Adjustment	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Psychology				

Course Objectives: The Students will be able –

- To understand the concept of adjustment, maladjustment and some commonly found problem behaviour.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of psychology of adjustment with society, environment and be acquainted with its different aspects.

CO2: Infer cause and effect of maladjustment and reason for problem behaviour.

CO3: Design coping strategies in stressful situation.

CO4: Understand different types of mental disorder and therapy for recovery.

CO5: Relate the inventory KNPI, KIPI with determination of psychological state of individual.

Catalog Description:

- Concept of adjustment and adaptability.
- Connection establishment among maladjustment, aggressiveness, delinquency
- Analysis of different types of mental disorder.
- Adaptation of coping strategies in different stressful situations.

Course Content:

Unit 1: Adjustment, Maladjustment and Problem Behaviour

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Concept of Adjustment and Adaptability
- Psychodynamic Concept of adjustment, Criteria of good adjustment
- Concept of Maladjustment. Causes of Maladjustment, Aggressiveness, Delinquency, Substance Abuse

- Defense Mechanism: Meaning and different methods of Defense Mechanism

Unit 2: Multi-axial Classification of Mental Disorders Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- DSM – 5 : Section 1, Section II and Section III
- Psychoses: Schizophrenia, Manic-depressive, Paranoia, Delusional Disorder
- Neuroses: Anxiety Neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia
- Psychoanalysis, Behaviour Therapy, Cognitive Therapy, and Humanistic Therapy

Unit 3: Mental Health and Hygiene

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Concept of Mental Health and Mental Hygiene.
- Role of parents in preserving mental health of children
- Role of Teachers in preserving mental health of children in the Educational Institution
- Relation between Mental Hygiene and Adjustment
- Stress and Stressors, Personal and Environmental Stress
- Coping Strategies for Stress

Unit 4: Administration, Scoring and Interpretation of Psychological Tests

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- KNPI(Kundu Neurotic Personality Inventory)
- KIEI (Kundu Introversion Extroversion Inventory)
- Effect of Learning Material on Memorization

Suggested Readings:

- Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.
- Mangal S.K. (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited.
- Kuppaswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
- Mathur S.S. (1962) Educational Psychology, Agra, Vinod Pustak Mandir.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of psychology of adjustment with society, environment and be acquainted with its different aspects.	PO1, PO2
CO2	Infer cause and effect of maladjustment and reason for problem behaviour.	PO1, PO3
CO3	Design coping strategies in stressful situation.	PO1, PO2
CO4	Understand different types of mental disorder and therapy for recovery.	PO5
CO5	Relate the inventory KNPI, KIPI with determination of psychological state of individual.	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11021	CC-11: Psychology of Adjustment	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Define the term Adjustment.	Remember	CO1
2	Mention two criteria of good adjustment.	Understand	CO2
3	Explain the term 'Stress' and 'Stressors'	Understand	CO2
4	Illustrate two features of anxiety disorder?	Understand	CO2
5	Exemplify Delinquency in maladjustment behaviour.	Apply	CO3
Group B: Answer All the Questions (5 x 2 = 10)			
6a)	Explain the relation of Adjustment and Adaptability.	Understand	CO2
(OR)			
6b)	Discuss in brief DSM-5 Section I and Section II.	Understand	CO2
7a)	Justify Environmental stress affecting individual.	Evaluate	CO5

(OR)			
7 b)	Elucidate outcome of Schizophrenia as mental disorder of individual.	Evaluate	CO5
8a)	Explain features of Depressive Disorder.	Understand	CO2
(OR)			
8b)	Illustrate the steps of Psychoanalysis.	Understand	CO2
9a)	Define Substance Abuse.	Remember	CO1
(OR)			
9b)	State basic functions of KNPI test.	Remember	CO1
10 a)	Identify different types of stress.	Apply	CO3
(OR)			
10b)	Justify the necessity of humanistic therapy.	Apply	CO3
Group C: Answer All the Questions (7 x 5 = 35)			
11a)	Define Aggressiveness.	Remember	CO1
(OR)			
11b)	State the criteria of good adjustment.	Remember	CO1
12 a)	Discuss the features of behaviour theory.	Understand	CO2
(OR)			
12 b)	Illustrate Psychodynamic concept of adjustment.	Understand	CO2
13 a)	Explain Acceptance-Avoidance strategy of coping.	Understand	CO2
(OR)			
13 b)	Illustrate the causes of maladjustments of adolescent learners.	Understand	CO2
14 a)	Compare DSM-5 Section I and Section II classification of Mental disorder	Apply	CO3
(OR)			
14b)	Differentiate the purpose of KNPI and KIEI as inventory.	Apply	CO3
15 a)	Interpret Cognitive therapy in perspective of mental disorder.	Evaluate	CO5
(OR)			
15b)	Evaluate the basis of anxiety disorder in adolescence.	Evaluate	CO5
16 a)	Analyze the causes of personality disorder.	Analyze	CO4
(OR)			
16b)	Analyze the functionality of stressors.	Analyze	CO4

17 a)	Compare stress states of personal and environmental stress.	Apply	CO3
(OR)			
17b)	Differentiate behaviour therapy and humanistic therapy.	Apply	CO3

CC-12: Measurements and Evaluation in Education

Course Code: EDN11022

EDN11022	CC-12: Measurements and Evaluation in Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Measurement and Evaluation				

Course Objectives: The Students will be able –

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation
- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- To be acquainted with the principles of test construction.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of aims scopes of educational measurement and evaluation.

CO2: Infer the uses of measurement and evaluation tools in education.

CO3: Design test and test batteries for evaluation in education.

CO4: Understand the formative and summative evaluation process.

CO5: Relate techniques of self-reporting and interview.

Catalog Description:

- Theory and development of evaluation process in education.
- Connection establishment among different tools in measurement and evaluation in education.
- Analysis the scope and need of educational measurement and evaluation.
- Adaptation of different grading and credit system in education.

Course Content:

Unit 1: Measurement and Evaluation in Education Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Educational Measurement and Evaluation : Concept

- Scope and Need of Educational Measurement and Evaluation
- Relation between Measurement, Assessment and Evaluation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio

Unit 2: Evaluation Process

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Evaluation Process: Formative and Summative
- Types and Steps of Evaluation
- Norm-Referenced Test and Criterion Referenced Test.
- Grading and Credit System.

Unit 3: Tools and Techniques of Evaluation

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Concept of Tools and Techniques
- Testing Tools
 - i) Educational: Essay type and Objective type, Written, Oral.
 - ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types, Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale
- Non Testing Tools – Cumulative Record Card, Portfolio
- Techniques: Self Reporting, Interview, Questionnaire, Observation.

Unit 4: Criteria of a Good Tool and its Construction Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Characteristics of a Good Tool: (i) Objectivity- Concept, (ii) Reliability- Concept, Methods of determining reliability, (iii) Validity- Concept and Types, (iv) Norms- Meaning & Types and (v) Usability –Concept
- Steps for construction & standardization of Achievement test

Suggested Readings:

- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
- Ebel, R.L. and Frisbie, D.A. (1991) Essentials of Educational Measurement, New Delhi: prentice Hall of India Ltd.
- Lindquist, E.F. (1951). Essential Measurement Washington: American Council on Education.
- Stanley J.C. and Hopkins K.D (1990) Educational and Psychological measurement and Evaluation (7th Edition), New Jersey: prentice Hall of India Ltd.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims scopes of educational measurement and evaluation.	PO1, PO2
CO2	Infer the uses of measurement and evaluation tools in education.	PO1, PO3
CO3	Design test and test batteries for evaluation in education.	PO1, PO2
CO4	Understand the formative and summative evaluation process.	PO4, PO5
CO5	Relate techniques of self-reporting and interview.	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11022	CC-12: Measurements and Evaluation in Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All Questions (5 * 1 = 5)

1	Write down two basic aims of educational measurement.	Remember	CO1
2	What are the different scopes of educational measurement?	Remember	CO1
3	Explain the basic principles of Stanford and Binet scale.	Understand	CO2
4	Differentiate formative and summative evaluation process.	Apply	CO3
5	Define Cumulative Record Card.	Remember	CO1

Group B: Attempt All Questions (5 * 2 = 10)

6 a)	Explain the uses of Observation techniques in evaluation.	Understand	CO2
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(OR)

6 b)	Discuss the role of interview as technique of evaluation	Understand	CO2
7 a)	State the meaning of Portfolio as non-testing tool.	Remember	CO1
(OR)			
7 b)	Define Norm Referenced Test.	Remember	CO1
8 a)	Compare percentile and percentile rank.	Analyze	CO4
(OR)			
8 b)	Compare NRT and CRT	Analyze	CO4
9 a)	Explain the normal distribution score.	Understand	CO2
(OR)			
9 b)	Illustrate the outcome of Essay type test in evaluation	Understand	CO2
10 a)	Explain the criterion of a good tool and its construction.	Understand	CO2
(OR)			
10 b)	Discuss the process of ordinal scale of measurement	Understand	CO2
Group C: Attempt all Questions (7* 5 = 35)			
11 a)	Design different evaluation process in education.	Apply	CO3
(OR)			
11 b)	Elucidate Rorschach Ink blot test for determining psychological state of individual.	Apply	CO3
12 a)	Design different testing tools in education.	Apply	CO3
(OR)			
12 b)	Determine how Kuder Richardson Interest Inventory is used in psychological analysis.	Apply	CO3
13 a)	Explain the criterion of a good tool and its construction.	Understand	CO2
(OR)			
13 b)	Illustrate the process of constructing Achievement Test.	Understand	CO2
14 a)	Explain the uses of statistics in education.	Understand	CO2
(OR)			
14 b)	Discuss Grading system of evaluation.	Understand	CO2
15 a)	Discuss characteristics of good tool.	Understand	CO2
(OR)			
15 b)	Explain Credit system in evaluation.	Understand	CO2
16 a)	Establish steps of Standardization of Achievement test.	Apply	CO3

(OR)			
16 b)	Differentiate Norm and Usability for standardization of a test.	Apply	CO3
17 a)	Explain the normal distribution score.	Understand	CO2
(OR)			
17 b)	Illustrate Self reporting technique of evaluation.	Understand	CO2

DSE-A: Peace and Value Education

Course Code: EDN11023

EDN11023	DSE-A: Peace and Value Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Peace and Values				

Course Objectives: The Students will be able –

- To know the concept of peace education
- To understand peace and non- violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic concept of peace education

CO2: Infer the educational ideas of Educators related to peace & value education

CO3: Design pedagogical concepts of value education

CO4: Understand educational ideas of value

CO5: Relate peace, value and conflict resolution

Catalog Description:

- Basic concept of peace education
- Educational ideas of Educators related to peace & value education
- Pedagogical concepts of value education
- Peace, value and conflict resolution

Course Content:

Unit1: Peace Education

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education

- NCFTE 2009 on Peace Education

Unit 2: Peace and Non Violence

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit 3: Value Education

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit 4: Peace, Value and Conflict Resolution

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Bases of Conflict
- Role of Value Education in resolving Conflict

Suggested Readings:

- Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. New Delhi: Shipra Publications
- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
- Chakraborty, Mohit (2003); Value Education: Changing Perspectives. New Delhi: Kanishka Publishers.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic concept of peace education	PO1, PO2

CO2	Infer the educational ideas of Educators related to peace & value education	PO1, PO3
CO3	Design pedagogical concepts of value education	PO1, PO2
CO4	Understand educational ideas of value	PO4, PO5
CO5	Relate peace, value and conflict resolution	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11023	DSE-A: Peace and Value Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)

1	Write down the full form of NCFTE.	Remember	CO1
2	Recall one role of teacher to promote peace	Remember	CO1
3	State one role of peace for nonviolence.	Remember	CO1
4	Name one of the strategies of conflict resolution.	Analyze	CO4
5	Identify one need of Gandhian philosophy of non-violence.	Remember	CO5

Group B: Answer All the Questions (5 x 2 = 10)

6 a)	Identify the different aims of Peace Education.	Remember	CO1
(OR)			
6 b)	Identify any two strategies to promote non-violence	Remember	CO1
7 a)	Differentiate between value and conflict resolution	Understand	CO2
(OR)			
7 b)	Discuss the functions of NCFTE 2009 in peace education	Understand	CO2
8 a)	Write any four objectives of value education	Apply	CO3
(OR)			
8 b)	Illustrate the role of peace for non-violence	Apply	CO3
9 a)	Analyze any two factors of violence	Analyze	CO4
(OR)			
9 b)	Analyze the role Educational Institutions in promoting peace.	Analyze	CO4
10 a)	Explain any two sources of values.	Evaluate	CO5
(OR)			

10 b)	Evaluate values in education with respect to its classification.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Describe three fostering values in education	Remember	CO1
(OR)			
11 b)	Describe the need for value education in 21 st century	Remember	CO1
12 a)	Explain role of value education in resolving conflict.	Understand	CO2
(OR)			
12 b)	Conflict is the crisis- Explain by bases of conflict	Understand	CO2
13 a)	Illustrate with examples different strategies to resolve conflict.	Apply	CO3
(OR)			
13 b)	Elucidate the principles of Non-Violence	Apply	CO3
14 a)	Point out the role of home in fostering values	Analyze	CO4
(OR)			
14 b)	Describe the factors of violence.	Analyze	CO4
15 a)	Write briefly about the scope of peace education	Analyze	CO4
(OR)			
15 b)	Illustrate the components of conflicts.	Analyze	CO4
16 a)	Write the use of values in resolving social conflict.	Evaluate	CO5
(OR)			
16 b)	Evaluate the role of school as value agency	Evaluate	CO5
17 a)	Explain the concept moral values in society	Evaluate	CO5
(OR)			
17 b)	Justify peace and values are in need to overshadow conflict	Evaluate	CO5

DSE-A: Contributions of Educational Thinkers

Course Code: EDN11024

EDN11024	DSE-A: Contributions of Educational Thinkers	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Educational thinkers				

Course Objectives: The Students will be able –

- To understand the basic educational ideas of educational thinkers.
- To explain the educational ideas of Western Educators
- To be aware of educational ideas of Indian Educators
- To know about pedagogical concepts given by Indian and Western educational thinkers

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic educational ideas of educational thinkers.

CO2: Infer the educational ideas of Western Educators

CO3: Design pedagogical concepts given by educational thinkers

CO4: Understand educational ideas of Indian Educators.

CO5: Relate pedagogical concepts given by Indian and Western educational thinkers

Catalog Description:

- Basic educational ideas of educational thinkers.
- Educational ideas of Western Educators
- Educational ideas of Indian Educators
- Pedagogical concepts given by Indian and Western educational thinkers

Course Content:

Unit 1: Western Educators – I

Lecture: 20 Hrs. + Tutorial: 4 Hrs.

- Plato
- Aristotle
- Rousseau
- Montessori
- Frobel

Unit 2: Western Educators – II

Lecture: 20 Hrs. + Tutorial: 4 Hrs.

- Pestalozzi
- John Dewey
- Ivan Illich
- Bertrand Russell
- Herbert Spencer

Unit 3: Indian Educators – I

Lecture: 20 Hrs. + Tutorial: 4 Hrs.

- Raja Rammohan Roy
- Swami Vivekananda
- Rabindranath Tagore
- Mahatma Gandhi
- Sri Aurobindo

Unit 4: Indian Educators –II

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Iswar Chandra Vidyasagar

- Begum Rokeya
- Sister Nivedita
- Sarvapalli Radhakrishnan
- Jiddu Krishnamurthy

Suggested Readings:

- Aggarwal.J.C –Theory and Principles of education
- Mukherjee, K.K. –Some great educators of the world.
- Purkait, B.R. –Great educators
- Banerjee, A –Philosophy and principles of education
- Ravi,S- A comprehensive study of Education

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic educational ideas of educational thinkers.	PO1, PO2
CO2	Infer the educational ideas of Western Educators	PO1, PO3
CO3	Design pedagogical concepts given by educational thinkers	PO1, PO2
CO4	Understand educational ideas of Indian Educators.	PO4, PO5
CO5	Relate pedagogical concepts given by Indian and Western educational thinkers	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11024	DSE-A: Contributions of Educational Thinkers	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)

1	I am a kind of half treatise and half novel from the end of Rousseau. Identify me.	Apply	CO3
2	Write down any one publication contributed by Pestalozzi.	Remember	CO1
3	Maria Montessori used few apparatus for discriminating colours. Mention any one apparatus	Apply	CO3
4	Mention the concept of Laboratory School given by John Dewey.	Remember	CO1
5	Give the meaning of 'Nai Talim'.	Remember	CO1

Group B: Answer All the Questions (5 x 2 = 10)

6 a)	Tagore preferred teaching under the tree. Identify his philosophy related to this and interpret his point of view in respect of this philosophy.	Apply	CO3
(OR)			
6 b)	Interpret philosophical principle of Gandhiji in modern society.	Apply	CO3
7 a)	Elaborate the concept of Education of Jiddu Krishnamurthy.	Understand	CO2
(OR)			
7 b)	Discuss thoughts of Begum Rokeya in women education.	Understand	CO2
8 a)	Mention the merits of thoughts of Sister Nivedita in social reforms.	Understand	CO2
(OR)			
8 b)	Discuss the philosophical principles of Radhakrishnan in progression of Indian education.	Understand	CO2
9 a)	"You will be nearer to heaven through football than through the 'Gita'. Give your own opinion regarding Physical and Health Education with respect to this quote given by Swami Vivekananda.	Apply	CO3
(OR)			
9 b)	Interpret the necessity of health education in accordance with Vivekananda.	Apply	CO3
10 a)	Mention the merits of Kindergarten Method.	Understand	CO2
(OR)			

10 b)	Mention the merits of Montessori Method.	Understand	CO2
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Discuss idea of Ivan Illich in developing western education	Understand	CO2
(OR)			
11 b)	Discuss idea of Dewey in developing western education	Understand	CO2
12 a)	Elaborate the concept of meaning of Education as per Vidyasagar.	Understand	CO2
(OR)			
12 b)	Discuss the philosophy of Plato in context of method of education.	Understand	CO2
13 a)	Mention the merits of open classroom method according to Rabindranath Tagore.	Remember	CO1
(OR)			
13 b)	Discuss idea of Plato about method of teaching.	Understand	CO2
14 a)	Analyze the method of teaching as per Pestalozzi	Analyze	CO4
(OR)			
14 b)	Compare the philosophy of Pestalozzi and Dewey as educational thinkers.	Apply	CO3
15 a)	Illustrate thoughts of Rousseau in education.	Understand	CO2
(OR)			
15 b)	Discuss the thoughts of Gandhiji in education.	Understand	CO2
16 a)	Elaborate the concept of Teacher as per Sri Aurobindo.	Understand	CO2
(OR)			
16 b)	Illustrate basic philosophy of Begum Rokeya in education.	Understand	CO2
17 a)	Analyze the concept of 'Nai Talim.'	Analyze	CO4
(OR)			
17 b)	Compare the philosophical viewpoint of sister Nivedita and Begum Rokeya in progression of Indian education	Analyze	CO4

DSE-B: Teacher Education

Course Code: EDN11025

EDN11025	DSE-B: Teacher Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Teacher Training				

Course Objectives: The Students will be able –

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the Role of the different agencies in teacher education
- To make an idea about Some Courses for preparation of teacher

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic concept of teacher education

CO2: Infer the development of teacher education in India

CO3: Design some courses for preparation of teacher

CO4: Understand the historical perspective of teacher education in India

CO5: Relate the role of the different agencies in teacher education

Catalog Description:

- Basic concept of teacher education
- Development of teacher education in India
- Some courses for preparation of teacher
- Historical perspective of teacher education in India

Course Content:

Unit 1: Basic Concept of Teacher Education **Lecture: 15 Hrs. + Tutorial: 4 Hrs.**

- Concept and meaning of teacher education
- Scope of Teacher Education
- Aims and objectives of Education at Elementary, Secondary and College level.
- Teacher training Vs Teacher education

Unit 2: Development of Teacher Education in India **Lecture: 15 Hrs. + Tutorial: 4 Hrs.**

- Historical perspective of development of teacher education in India
- Recommendations of Kothari Commission
- Recommendations of National Policy on Education regarding teacher education.
- Present System of teacher education in India.

Unit 3: Role of the different agencies in Teacher Education **Lecture: 30 Hrs. + Tutorial: 4 Hrs.**

- UDE
- NCTE
- NCERT

- NUEPA

Unit 4: Some Courses for Preparation of Teacher Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Pre Service Teacher Education
- In Service Teacher Education
- Orientation and Refresher Courses

Suggested Readings:

- Arora, G. L. (2002). Teachers and Their Teaching. New Delhi, Ravi Books.
- Chaurasia, Gulab (2000). Teacher Education and Professional Organizations. New Delhi, Authors press.
- Elahi, Nizam (1997). Teacher's Education in India New Delhi, APH Publishing Corporation.
- Kundu, C. L. (1998). Indian Year Book on Teacher Education. New Delhi, Sterling Publishers Privatization Ltd.
- Mangla, Sheela (2000). Teacher Education: Trends & Strategies. New Delhi.
- Mohan, Radha (2011). Teacher Education. New Delhi: PHI Learning Private limited.
- Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
- Raina, V. T. (1998). Teacher Education: A Perspective, Guwahati: Eastern Book House.
- Sharma, Shashi Prabha (2004). Teacher Education in India, Vikas Publications, New Delhi.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic concept of teacher education	PO1, PO2
CO2	Infer the development of teacher education in India	PO1, PO3
CO3	Design some courses for preparation of teacher	PO1, PO2
CO4	Understand the historical perspective of teacher	PO4, PO5

	education in India	
CO5	Relate the role of the different agencies in teacher education	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11025	DSE-B: Teacher Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write down the full form of NCERT.	Remember	CO1
2	Recall the name of the agency which develops National Curriculum Framework for Teacher Education.	Remember	CO1
3	State the meaning of Teacher Education	Remember	CO1
4	Specify one of the necessities of orientation course in preparation of teacher.	Analyze	CO4
5	Identify the establishment year of NUEPA.	Remember	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Identify the different types of Teacher Education Programme.	Remember	CO1
(OR)			
6 b)	Identify any two major recommendations of Kothari Commission for Teacher Education in India	Remember	CO1
7 a)	Differentiate between Teacher training and Teacher education	Understand	CO2
(OR)			
7 b)	Discuss the functions of NCTE as agency of Teacher education.	Understand	CO2
8 a)	Write any four objectives of education at Secondary level.	Apply	CO3
(OR)			
8 b)	Illustrate the views of NPE regarding teacher education.	Apply	CO3

9 a)	Analyze any two features of present system of teacher education in India	Analyze	CO4
(OR)			
9 b)	Analyze the role UDE in Teacher education.	Analyze	CO4
10 a)	Explain any four contextual factors affecting teacher development	Evaluate	CO5
(OR)			
10 b)	Evaluate Inquiry Oriented Teacher Education Model in the field of teacher education.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Describe principles of In-service Teacher education	Remember	CO1
(OR)			
11 b)	Describe necessity of Refresher course in Teacher development	Remember	CO1
12 a)	Explain in detail the functions of NUEPA in Teacher Education.	Understand	CO2
(OR)			
12 b)	Teaching profession differ from other profession in India- Explain	Understand	CO2
13 a)	Illustrate with examples about the new trends in Teacher Education Programmes in India.	Apply	CO3
(OR)			
13 b)	Elucidate the historical perspective of development of teacher education in India	Apply	CO3
14 a)	Point out the objectives of education at elementary level	Analyze	CO4
(OR)			
14 b)	Describe the professional ethics of teachers.	Analyze	CO4
15 a)	Write briefly about functions of NCERT and NCTE. Differentiate between the roles of these two institutions.	Analyze	CO4
(OR)			
15 b)	Illustrate the components of Pre-service Teacher Education transactional approaches.	Analyze	CO4
16 a)	Write the status and social standard of teaching profession in your state.	Evaluate	CO5
(OR)			

16 b)	Evaluate the personal and contextual factors affecting teacher development.	Evaluate	CO5
17 a)	Explain the concept of profession and professionalism.	Evaluate	CO5
(OR)			
17 b)	Justify the need for In Service Education for Teachers. Explain the role of NCERT in organizing In service Education for Teachers.	Evaluate	CO5

DSE-B: Open and Distance Learning

Course Code: EDN11026

EDN11026	DSE-B: Open and Distance Learning	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Open and Distance Education				

Course Objectives: The Students will be able –

- To be acquainted with the concept of open and distance education
- To become aware of the modes and strategies of open and distance education
- To understand the relationship among non-formal, correspondence, distance and open education
- To be aware of the present status and role of multi-media in open and distance education
- To know about the different agencies, problems and remedies of open and distance education in India

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the concept of open and distance education

CO2: Infer the relationship among non-formal, correspondence, distance and open education

CO3: Design the present status and role of multi-media in open and distance education

CO4: Understand the different agencies of open and distance education in India

CO5: Relate the different problems and remedies of open and distance education in India

Catalog Description:

- Concept of open and distance education
- Relationship among non-formal, correspondence, distance and open education
- Present status and role of multi-media in open and distance education
- Different agencies of open and distance education in India

Course Content:

Unit 1: Concept of Open and Distance Education Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Meaning and Definition of Open and Distance Education
- Objectives and Characteristics of Open and Distance Education
- Merits and Demerits of Open and Distance Education

Unit 2: Strategies of Open and Distance Education Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Mode and Strategies of Open Education
- Mode and Strategies of Distance Education
- Relationship among Non-formal, Correspondence, Distance and Open Education

Unit 3: Status and Role of Multi-media in Open and Distance Education

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Present Status of Open Education in India
- Present Status of Distance Education in India
- Role of Multi-media in Open and Distance Education

Unit 4: Agencies, Problems and Remedies of Open and Distance Education in India

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Agencies of Open and Distance Education
- Problems of Open and Distance Education
- Measures for strengthening Open and Distance education in India

Suggested Readings:

- Holmberg, B (1981): Status and Trends of Distance Education, Kogan Page, London.
- Kegan, D (1986): The Functions of Distance Education, Croom Helm, Longon.
- IGNOU, (1998) Growth and Philosophy of Distance Education (Block, 1,2&3) IGNOU, New Delhi.
- IGNOU (2006), Distance Education. IGNOU, New Delhi.
- Parmaji. S (Ed) 1984: Distance Education, Sterling Publishers, New Delhi.
- Reddy (1988) Open University-The Ivory Towers Thrown Open, Sterling Publishers, New Delhi.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the concept of open and distance education	PO1, PO2
CO2	Infer the relationship among non-formal, correspondence, distance and open education	PO1, PO3
CO3	Design the present status and role of multi-media in open and distance education	PO1, PO2
CO4	Understand the different agencies of open and distance education in India	PO5
CO5	Relate the different problems and remedies of open and distance education in India	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11026	DSE-B: Open and Distance Learning	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write down the meaning of open education.	Remember	CO1
2	Recall the definition of distance education.	Remember	CO1
3	State the name of agencies of open education.	Remember	CO1
4	Name one of the measures of strengthening open education in India.	Analyze	CO4
5	Identify one of the merits of distance education.	Evaluate	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Identify the different modes of Open education.	Remember	CO1
(OR)			
6 b)	Identify any two strategies of distance education.	Remember	CO1
7 a)	Differentiate between non-formal and correspondence education.	Understand	CO2

(OR)			
7 b)	Discuss the functions of multimedia in open education.	Understand	CO2
8 a)	Write any four objectives of distance education.	Apply	CO3
(OR)			
8 b)	Illustrate the present status of distance education in India.	Apply	CO3
9 a)	Analyze any two strategies of open mode education.	Analyze	CO4
(OR)			
9 b)	Analyze the problems of agencies in conducting open education.	Analyze	CO4
10 a)	Explain the components of designing the system of distance learning.	Evaluate	CO5
(OR)			
10 b)	Distinguish between formal, informal and non-formal education.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Recall the importance of non-formal education.	Remember	CO1
(OR)			
11 b)	Recall the types of learner support services available in distance education.	Remember	CO1
12 a)	Classify the development of distance education in India briefly.	Understand	CO2
(OR)			
12 b)	Discuss the impact of communicational theories and models in distance learning.	Understand	CO2
13 a)	Criticise the roles of distance teachers.	Apply	CO3
(OR)			
13 b)	Argue the concept of andragogy in distance education.	Apply	CO3
14 a)	Judge the recent rules and regulations in distance education.	Analyze	CO4
(OR)			
14 b)	Describe the merits and demerits of open education.	Remember	CO1
15 a)	Distinguish between distance education and open education with suitable examples.	Understand	CO2
(OR)			

15 b)	Examine the role of media in distance education mentioning the strengths and limitations of print and non-print media.	Analyze	CO4
16 a)	Justify monitoring method for distance education.	Evaluate	CO5
(OR)			
16 b)	Evaluate the relationship of distance and open education.	Evaluate	CO5
17 a)	Explain agencies of open and distance education.	Evaluate	CO5
(OR)			
17 b)	Explain problems of open and distance education.	Evaluate	CO5

Semester-VI

CC-13: Basic Concept of Educational Research

Course Code: EDN11022

EDN11027	CC-13: Basic Concept of Educational Research	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Research				

Course Objectives: The Students will be able –

- To understand the meaning, nature, scope and aims of educational research.
- To explain the necessity and purpose of educational research.
- To become aware of different forms of educational research.
- To be acquainted with the concept of research in the field of education

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of aims scopes of educational research.

CO2: Infer the uses of purpose and necessity of research in education.

CO3: Design the proposal for research in education.

CO4: Understand the research methodology.

CO5: Relate techniques of questionnaire and interview as tools in educational research

Catalog Description:

- Theory and development of research in education.
- Connection establishment among different tools in educational research.
- Analysis the scope and need of research in education.
- Adaptation of different techniques in educational research.

Course Content:

Unit 1: Concept of Educational Research

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Definition, Meaning and Concept of Research
- Educational research and its characteristics
- Types of Educational Research
- Problems, Difficulties and Ethics

Unit 2: Basic Elements of Educational Research

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Literature Review

- Problem Selection
- Objectives, Research Question and Hypothesis
- Tools of Data collection –Concept and Types

Unit 3: Data Collection Procedure

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Sampling –Concept and Definition
- Types of Sampling- Probability and Non-probability
- Data Reporting- Descriptive and Inferential (basic statistical procedure that come under each
- Referencing and Bibliography

Unit 4: Construction of research Proposal

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Characteristics of Good Research Proposal
- Preparation of Research Proposal

Suggested Readings:

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education. Belmont-USA: Wadsworth Thomason Learning
- Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India.
- Borg, W.R. & Gall, M.D.(1989). Educational Research: An Introduction. New York: Longman.
- Corey, S. M. (1953), Action Research to Improve School Practice, New York: Teachers College Press
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: SAGE Publication

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims, scopes of educational research	PO1, PO2

CO2	Infer the uses of purpose and necessity of research in education.	PO1, PO3
CO3	Design the proposal for research in education.	PO1, PO2
CO4	Understand the research methodology.	PO4, PO5
CO5	Relate techniques of questionnaire and interview as tools in educational research	PO4, PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11027	CC-13: Basic Concept of Educational Research	3	2	1	2	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Illustrate the concept of Educational Research.	Understand	CO2
2	Write two features of Applied Research.	Apply	CO3
3	Define Independent Variables in research.	Remember	CO1
4	Write two differences between Referencing and Bibliography.	Apply	CO3
5	Demonstrate the meaning of Snowball Sampling.	Apply	CO3
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Analyze the use of different types of Variables in research.	Apply	CO3
(OR)			
6 b)	Exemplify dependent variable in research	Apply	CO3
7 a)	Describe the characteristics of a good hypothesis.	Understand	CO2
(OR)			
7 b)	Illustrate the necessity of literature review in research	Understand	CO2
8 a)	“The Problems faced by Physical Education Teachers in the Schools”. This is a research problem to be investigated. Identify the objectives, population and samples of the study and decide any one tool to be used in this research.	Analyze	CO4
(OR)			
8 b)	Analyze the purpose of Referencing in research	Analyze	CO4

9 a)	Discuss the advantages and disadvantages of Sampling.	Understand	CO2
(OR)			
9 b)	Illustrate the need of research questions.	Understand	CO2
10 a)	What is Experimental Research?	Remember	CO1
(OR)			
10 b)	Define non-probability sampling.	Remember	CO1
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Elucidate the characteristics of Experimental Research.	Apply	CO3
(OR)			
11 b)	Interpret the concept of research tool.	Apply	CO3
12 a)	State the advantages and disadvantages of Experimental Research.	Remember	CO1
(OR)			
12 b)	Define Inferential data and its use.	Remember	CO1
13 a)	Differentiate Probability and Non-probability Sampling with examples.	Analyze	CO4
(OR)			
13 b)	Discriminate referencing and bibliography in context of research proposal.	Analyze	CO4
14 a)	Describe different types of tools of data collection in research.	Understand	CO2
(OR)			
14 b)	Discuss the purpose of research ethics.	Understand	CO2
15 a)	Justify the situation of non-probability sampling.	Analyze	CO4
(OR)			
15 b)	Differentiate purpose of descriptive and inferential data reporting.	Analyze	CO4
16 a)	Infer the use of graphs in data analysis	Apply	CO3
(OR)			
16 b)	Infer the characteristics of good research proposal.	Apply	CO3
17 a)	Analyze the role of statistical tool in data analysis.	Analyze	CO4
(OR)			
17 b)	Analyze the difference of qualitative and quantitative research.	Analyze	CO4

CC-14: Statistics in Education

Course Code: EDN11027

EDN11028	CC-14: Statistics in Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Statistics				

Course Objectives: The Students will be able –

- To develop the concept of statistics and to develop skill in analyzing descriptive measures
- To be acquainted with the concept of Normal Probability Curve and its uses in education
- To develop a concept of measures of relationship
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of aims scopes of statistics in education.

CO2: Infer the uses of statistics in education.

CO3: Design for measures of central tendency.

CO4: Understand the use of statistics as tool in formative and summative evaluation process.

CO5: Relate z-score and T-score in evaluation process

Catalog Description:

- Theory and development of statistics in education.
- Connection establishment among different tools in measurement and evaluation in education.
- Analysis the scope and need of Correlation.
- Adaptation of different grading and credit system using statistical measure.

Course Content:

Unit 1: Concept of Statistics and Descriptive Statistics Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Concept & Uses of Statistics in Education, Organization and Presentation of Data – Tabulation, Graphical Representation (Frequency Polygon, Histogram, Ogive, Pie graph)
- Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
- Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application
- Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination

Unit 2: Normal Distribution and Derived Score Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Concept of Normal Distribution- Properties

- Uses of NPC in Education
- Divergence from Normality- Skewness and Kurtosis (Concept and Calculation)
- Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).

Unit 3: Measure of Relationship

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Bi-variate Distribution- Concept and types of Linear Correlation
- Scatter Diagram (only Concept)
- Uses of Correlation
- Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation

Unit 4: Statistics (Hands-on-experience)

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Students are expected to collect relevant data (Bi-variate educational data) from their college or neighborhood with the objective of describing the nature and characteristics of the two distributions, comparing two distributions and finding association between two sets of data by applying the following: Determination of central tendencies and variability.
- Graphical Representation- Bar Graph, Frequency Polygon, Cumulative Frequency Graph.
- Determination of the type of association between two sets of data by drawing scatter diagram

Suggested Readings:

- Ferguson, G.A. (1971). Statistical Analysis in Psychology and Education. Kogakusha,
- Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon
- Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall
- Rathore. J.M. & Mishra D.C. (2011), Foundations of Statistics in Education, Bhubaneswar: gyanajuga Publication.
- Sharma, R.A. (2000), Advanced Statistics in Education and Psychology, Meerut: Surya Publisher.
- Swain, S.K. & Pradha, China & Khatoi, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of aims scopes of statistics in education.	PO1, PO2
CO2	Infer the uses of statistics in education.	PO1, PO3
CO3	Design for measures of central tendency.	PO1, PO2
CO4	Understand the use of statistics as tool in formative and summative evaluation process.	PO4, PO5
CO5	Relate z-score and T-score in evaluation process	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11028	CC-14: Statistics in Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All Questions (5 * 1 = 5)

1	Write down two basic concept of NPC.	Remember	CO1
2	What are the different types of linear correlations?	Remember	CO1
3	Write down the necessary uses of NPC in education.	Understand	CO2
4	Differentiate Histogram and frequency polygon.	Understand	CO2
5	What is the meaning of variability?	Remember	CO1

Group B: Attempt All Questions (5 * 2 = 10)

6 a)	Explain the uses of statistics in education.	Understand	CO2
(OR)			
6 b)	Explain the use of Frequency Polygon	Understand	CO2
7 a)	How is variability measured?	Remember	CO1
(OR)			
7 b)	State the formulae to calculate Mean of cumulative data	Remember	CO1
8 a)	Compare percentile and percentile rank.	Analyze	CO4

(OR)			
8 b)	Compare standard deviation and quartile deviation.	Analyze	CO4
9 a)	Explain the normal distribution score.	Understand	CO2
(OR)			
9 b)	Illustrate use of Z-score	Understand	CO2
10 a)	Explain scatter diagram.	Understand	CO2
(OR)			
10 b)	Discuss the process of determining skewness of distribution	Understand	CO2
Group C: Attempt All Questions (7* 5 = 35)			
11 a)	Design cumulative frequency graph.	Apply	CO3
(OR)			
11 b)	Determine nature of probability curve by Kurtosis	Apply	CO3
12 a)	Design different testing tools in education.	Apply	CO3
(OR)			
12 b)	Organize set of data to determine correlation coefficient by Rank Difference method.	Apply	CO3
13 a)	Infer the characteristics of Bi-Variate distribution.	Apply	CO3
(OR)			
13 b)	Show how T-score can be derived from Z-score	Apply	CO3
14 a)	Differentiate Skewness and Kurtosis	Apply	CO3
(OR)			
14b)	Identify the nature of NPC using Median and Mode.	Apply	CO3
15 a)	Show the difference of Histogram and Ogive for group data.	Analyze	CO4
(OR)			
15 b)	Show how marks in different subjects of a student can be presented in percentage form through Pie chart	Analyze	CO4
16 a)	Describe Rank difference method of computing co-efficient of correlation.	Understand	CO2
(OR)			
16 b)	Explain Standard score of any data distribution	Understand	CO2
17 a)	Justify the nature of Bi-variate data	Analyze	CO4
(OR)			
17 b)	Analyze the different types of Linear correlation	Analyze	CO4

DSE-C: Gender, Education and Society

Course Code: EDN11029

EDN11029	DSE-C: Gender, Education and Society	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Gender and Society				

Course Objectives: The Students will be able –

- To understand the terms, concepts used in gender studies
- To explain the gender discrimination
- To become aware of gender, school & society.
- To be acquainted with the awareness and sensitivity related to gender issues.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the terms, concepts used in gender studies

CO2: Infer the sensitivity related to gender issues

CO3: Design the awareness towards gender issues

CO4: Understand gender discrimination

CO5: Relate gender, school & society

Catalog Description:

- The terms, concepts used in gender studies
- Sensitivity related to gender issues
- Awareness towards gender issues
- Gender discrimination

Course Content:

Unit 1: Basic Concept of Gender

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Concept of sex and gender, patriarchy, masculinity and feminism.
- Gender bias, discriminations and gender stereotyping.
- Social Construction of Gender
- Influence of society and culture in development of gender roles
- Transgender and LGBTQ

Unit 2: Gender Socialization

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Childhood, Socialization and Gender biases in the Family and School

- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender Discrimination in the management of School and Education System.

Unit 3: Gender, Sexuality, Sexual Harassment and Abuse Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Unit 4: Gender Inequality in the Schools

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Gender Inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.
- Role of School with society to promote gender mainstreaming
- Teacher as an agent of promoting gender equality & empowerment – scholastic and co-scholastic programs.

Suggested Readings:

- Di Stefano, C. (1983). ‘Masculinity as ideology in political theory: Hobbesianman considered ’, Women’s StudiesInternationalForum, Vol.6.
- Elshtain, J.B. (1981). Public man, private woman: woman in social and political thought, princeton.
- Grant, R. & Newland, K. (Eds.). (1991). Gender and International Relations. London.
- Viswanathan, Nalini.(1997).Women, Gender and Development Reader, London: ZedPublication

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the terms, concepts used in gender studies	PO1, PO2
CO2	Infer the sensitivity related to gender issues	PO1, PO3
CO3	Design the awareness towards gender issues	PO1, PO2
CO4	Understand gender discrimination	PO4, PO5
CO5	Relate gender, school & society	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11029	DSE-C: Gender, Education and Society	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	There are a few laws to protect workers at the workplace. The Civil Right Act of 1964 is one of them. Define it.	Remember	CO1
2	Discuss one function of teacher as a change agent.	Understand	CO2
3	Identify Third Gender.	Apply	CO3
4	Differentiate between section 498 and 498A of IPC	Analyze	CO4
5	Write full form of LGBTQ.	Evaluate	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Identify the problems faced by LGBTQ people in educational arena.	Remember	CO1
(OR)			
6 b)	Identify gender stereotype.	Remember	CO1
7 a)	Explain Gender bias.	Understand	CO2
(OR)			
7 b)	Using specific examples, explain why it is important for men to support gender equality	Understand	CO2
8 a)	Illustrate the term Hidden Curriculum	Apply	CO3

(OR)			
8 b)	Discover the factors that influence gender identity.	Apply	CO3
9 a)	Differentiate between sex, gender and sexuality.	Analyze	CO4
(OR)			
9 b)	Write a short note on Durgabai Deshmukh Committee.	Evaluate	CO5
10 a)	Infer the terminology Curriculum Framework.	Evaluate	CO5
(OR)			
10 b)	With the onset of Adolescence, Sexuality, Role Models are the terms are very popular. Justify the statement.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Describe the different problems faced by the women to get access to proper education living in remote area in India. Suggest solutions of these problems.	Remember	CO1
(OR)			
11 b)	State how teacher involvement contributes to develop gender equality.	Remember	CO1
12 a)	School as an agent of change. Describe the statement in your own words,	Understand	CO2
(OR)			
12 b)	Identify the role of Kothari Commission on Women Education.	Understand	CO2
13 a)	Discuss the recommendations of Bhaktavatsalam Committee on women education.	Apply	CO3
(OR)			
13 b)	Illustrate the recommendations of Hansraj Mehta committee on women education.	Apply	CO3
14 a)	Every institution must have a Women and Gender Development Cell (WGDC) – justify	Analyze	CO4
(OR)			
14 b)	Mention the key responsibilities of the Internal Complaints Committee against Sexual Harassment (ICCSH)?	Analyze	CO4
15 a)	Illustrate the social perspectives of Gender and Sex.	Analyze	CO4
(OR)			
15 b)	Identify gender stereotype in advertisement.	Analyze	CO4
16 a)	Summarize the role of UGC on Women Education	Evaluate	CO5

(OR)			
16 b)	Share your thoughts on "electronic and print media objectify female body and sexuality.	Evaluate	CO5
17 a)	Explain the need of women empowerment and its barrier.	Evaluate	CO5
(OR)			
17 b)	Most of the Sexual Harassment cases reported are predominant in the family ambience. Evaluate the statement in the light of truth and reasoning.	Evaluate	CO5

DSE-C: Environmental and Population Education

Course Code: EDN11030

EDN11030	DSE-C: Environmental and Population Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Environment and Population				

Course Objectives: The Students will be able –

- To know the concept of Population Education
- To understand Population growth and its impact and responsibilities
- To understand population education and role of school

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic concept of Population Education

CO2: Infer the importance of environmental education

CO3: Design the responsibilities of people towards environment

CO4: Understand Population growth

CO5: Relate the role of schools

Catalog Description:

- Basic concept of Population Education
- Importance of environmental education
- Responsibilities of people towards environment
- Population growth

Course Content:

Unit 1: Concept of Population Education

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Meaning and Objectives of Population Education

- Factors influencing Population --sociological, Economic, Political, Biological and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.
- Need for Population Education
- Teacher role in creating awareness of population problems
- Role of Mass media – (Newspapers, Radio, T.V)
- Role of youth in Population Education

Unit 2: Concept of Environmental Education Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Concept, Importance, and Scope of Environmental Education
- Aims and Objectives of Environmental Education
- Distinction between Environmental Education & Environmental Science
- Guiding Principles and Foundations of Environmental Education
- Environmental Ethics: Issues and Possible solutions

Unit 3: Population Growth and its Impact Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Population Growth and Population Dynamics
- Quality of life-concept and Meaning
- Human Resource Development (concept)
- Population Education Programmes in India
- Problems of Population Education and its Suggestive Measures

Unit 4: Current Issues related to Population and Environmental Education

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Population Explosion
- Family Planning
- Sex Education
- Eco-feminism
- Environmental Pollution: Air, Soil, Land, Water & Sound

Suggested Readings:

- Aggarwal, J.C (2002).Population Education. Shipra Publication, Delhi.
- Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers
- Raju, B. Joseph et al. (2004). Population Education. Sonali Publications, New Delhi.

- Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, New Delhi.
- Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot.
- Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic concept of Population Education	PO1, PO2
CO2	Infer the importance of environmental education	PO1, PO3
CO3	Design the responsibilities of people towards environment	PO1, PO2
CO4	Understand Population growth	PO4, PO5
CO5	Relate the role of schools	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11030	DSE-C: Environmental and Population Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Define Urbanization.	Remember	CO1
2	Identify from the following who was associated with Swach	Understand	CO2

	Bharat Abhijaan? a) Sundarlal Bahuguna b) Gaura Devi c) Sudesha Devi d) Narendra Damodardas Modi		
3	Write about Ecofeminism.	Apply	CO3
4	Point out two impacts of over exploitation of Forest Resources.	Analyze	CO4
5	Justify which of the following rivers is called the India's most polluted river A. Ganga River B. Chenab River- C. Cauvery River D. Yamuna River	Evaluate	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Define Environmental Pollution.	Remember	CO1
(OR)			
6 b)	Outline how Pollution case studies help in Pollution control.	Remember	CO1
7 a)	Explain desertification process in brief.	Understand	CO2
(OR)			
7 b)	Distinguish between Formal And Non Formal Agencies of Population Education.	Understand	CO2
8 a)	Draw the Diagram of any Food Chain of any Ecosystem.	Apply	CO3
(OR)			
8 b)	Show an example of Social Pollution from your locality.	Apply	CO3
9 a)	Analyze the sustainable life style of People.	Analyze	CO4
(OR)			
9 b)	Justify Agenda 21.	Analyze	CO4
10 a)	Rewrite the names of the famous Environmental Activists of India.	Evaluate	CO5
(OR)			
10 b)	Discuss how women empowerment stresses impact upon Environmental & Population Education.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	List different measures of Population Control.	Remember	CO1
(OR)			

11 b)	Recall about the importance of Population Education.	Remember	CO1
12 a)	Summarize population dynamics in context of India.	Understand	CO2
(OR)			
12 b)	Explain Food Web, Energy Flow and Ecological Pyramid.	Understand	CO2
13 a)	Interpret two important Environmental Movements of India.	Apply	CO3
(OR)			
13 b)	Examine Montreal Protocol vividly.	Apply	CO3
14 a)	Illustrate Sustainable Development.	Analyze	CO4
(OR)			
14 b)	Compare between Migration and Urbanization.	Analyze	CO4
15 a)	Identify the Scope and Importance of Environmental Education.	Analyze	CO4
(OR)			
15 b)	Analyze the need for Public Awareness to protect the global environment.	Analyze	CO4
16 a)	Conclude the statement: "India as a Mega Diversity Nation with respect to Flora and Fauna especially."	Evaluate	CO5
(OR)			
16 b)	Describe the Remedial Measure to overcome Air Pollution.	Evaluate	CO5
17 a)	Conclude about Multidisciplinary Nature of the Environmental and Population Education.	Evaluate	CO5
(OR)			
17 b)	Criticize Population Policy of India (2000).	Evaluate	CO5

DSE-D: Human Rights Education

Course Code: EDN11031

EDN11031	DSE-D: Human Rights Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Human Rights				

Course Objectives: The Students will be able –

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the basic concept of human rights

CO2: Infer the role of United Nations and human rights

CO3: Design the enforcement mechanism in India

CO4: Understand the importance of Human Rights Education

CO5: Relate the role of advocacy groups

Catalog Description:

- Basic concept of human rights
- Role of United Nations and human rights
- Enforcement mechanism in India
- Role of advocacy groups

Course Content:

Unit 1: Basic Concept of Human Rights

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Nature and concept of Human Rights
- Human Values – Dignity, Liberty, Equality, Justice, Unity in Diversity
- Meaning and Significance of Human Rights Education

Unit 2: United Nations and Human Rights

Lecture: 15 Hrs. + Tutorial: 4 Hrs.

- Brief History of Human Rights – National and International Perspectives
- Universal Declaration of Human Rights in brief
- United Nations and Human Rights – Duties and Limitations

Unit 3: Human Rights – Enforcement Mechanism in India

Lecture: 30 Hrs. + Tutorial: 4 Hrs.

- Human Rights Act – 1993
- Human Rights Commission – Role and Objectives
- Judicial Organs – Role of Supreme court and High court in brief

Unit 4: Role of Advocacy Groups

Lecture: 15 Hrs. + Tutorial: 3 Hrs.

- Role of Educational Institutions
- Role of Press and Media
- Role of NGOs.

Suggested Readings:

- V. C. Pandey, Value Education and Education FOR Human Rights.
- Sarat C Joshi, Global Trends in Human Rights Education.
- Surender Kumar, Human Rights Education.

- Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10thDecember2001.
- C. Naseema, Human Rights Education: Theory and Practice.

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the basic concept of human rights	PO1, PO2
CO2	Infer the role of United Nations and human rights	PO1, PO3
CO3	Design the enforcement mechanism in India	PO1, PO2
CO4	Understand the importance of Human Rights Education	PO4, PO5
CO5	Relate the role of advocacy groups	PO5

		Creativity	Knowledge	Life Long Learning	Communication & Social Skill	Cultural Competences
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
EDN11031	DSE-D: Human Rights Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	Write two points nature of Human rights.	Remember	CO1
2	Describe one law relating to protection of girl child.	Understand	CO2
3	Show one example of Gender Bias.	Apply	CO3
4	Differentiate between section 498 and 498A of IPC.	Analyze	CO4
5	Explain Equality as human value.	Evaluate	CO5
Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	Identify the Section 377 verdict.	Remember	CO1
(OR)			
6 b)	Describe the role of supreme court as judicial origin	Remember	CO1

7 a)	Mention the importance of addressing sexual harassment in the family or neighborhood.	Understand	CO2
(OR)			
7 b)	Differentiate dignity and liberty as human values.	Understand	CO2
8 a)	Show the role of media in perpetuating violence	Apply	CO3
(OR)			
8 b)	Write down limitation of United Nations in the perspective of human rights.	Apply	CO3
9 a)	Differentiate the role of educational institute and press in the role of advocacy group.	Analyze	CO4
(OR)			
9 b)	Analyze the problems faced by NGOs as advocacy group of human rights.	Analyze	CO4
10 a)	Explain equity and equality in educational arena.	Evaluate	CO5
(OR)			
10 b)	Categorize universal declaration of human rights.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	State the role of Human rights commission.	Remember	CO1
(OR)			
11 b)	Describe objectives of Human Rights commission.	Remember	CO1
12 a)	Illustrate role of Mass Media as advocacy group of Human rights	Understand	CO2
(OR)			
12 b)	Ignorance of any abusive incident during childhood may lead to a lifelong issue-explain.	Understand	CO2
13 a)	Illustrate the recommendations of Human Rights act 1993.	Apply	CO3
(OR)			
13 b)	Interpret the recommendations of high court in implementing human rights in society.	Apply	CO3
14 a)	'Harassment may happen in the family also'- Critically interpret the sensitive phrase.	Analyze	CO4
(OR)			
14 b)	Discuss the importance of Sexual Harassment at the workplace (Prevention, Prohibition and Redressal) Act 2013.	Analyze	CO4

15 a)	Analyze significance of Human rights Education.	Analyze	CO4
(OR)			
15 b)	Analyze the role of Educational Institution in perceiving human rights Education.	Analyze	CO4
16 a)	Identify Universal Declaration of Human rights preambles.	Evaluate	CO5
(OR)			
16 b)	Evaluate the role of Supreme court and high court in judiciary.	Evaluate	CO5
17 a)	Evaluate the concept of Human Rights considering Unity in diversity.	Evaluate	CO5
(OR)			
17 b)	Evaluate justice as human value in the light of human Right act 1993.	Evaluate	CO5

DSE-D: Women Education

Course Code: EDN11032

EDN11032	DSE-D: Women Education	L	T	P	C
Pre-requisites/Exposure	Higher Secondary (Arts)	5	1	0	6
Co-requisites	Basic Idea of Women Studies				

Course Objectives: The Students will be able –

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Course Outcomes: Upon successful completion of the course the students will be able to:

CO1: Explain the meaning of women education

CO2: Infer different issues of women education

CO3: Design the major constraints of Women Education and Women Empowerment

CO4: Understand the historical perspectives of Women Education

CO5: Relate the Policy Perspectives and Committees and Commissions on Women Education

Catalog Description:

- Meaning of women education
- Different issues of women education
- Historical perspectives of Women Education
- Policy Perspectives and Committees and Commissions on Women Education

Course Content:**Unit 1: Historical Perspectives of Women Education Lecture: 15 Hrs. + Tutorial: 4 Hrs.**

- Synoptic view of Women Education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit 2: Policy Perspective, Committee and Commission on Women Education**Lecture: 30 Hrs. + Tutorial: 4 Hrs.**

- Constitutional Provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit 3: Role of Indian Thinkers in promoting Women Education**Lecture: 15 Hrs. + Tutorial: 4 Hrs.**

- Rammohan Roy
- Vidyasagar

Unit 4: Major Constraints of Women Education and Women Empowerment**Lecture: 15 Hrs. + Tutorial: 3 Hrs.**

- Social – Psychological
- Political – Economical
- Role of Women Empowerment in Modern Society (in brief.)

Suggested Readings:

- A. Kumar, Women Education
- Bose, E. (1970). Women's Role in Economic Development. New York St. Martins Press.
- Brock-Utne, B. (1985). Educating for Peace: A Feminist Perspective, NewYork.
- S.P.Agarwal, Women Education in India

Modes of Evaluation: Assignment/Debate/Presentation/Written Examination

Component	Mid Term	Attendance	Class Assessment	End Term
Weight age (%)	20	10	20	50

Relationship between Course Outcome (CO) and Programme Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	Explain the meaning of women education	PO1, PO2
CO2	Infer different issues of women education	PO1, PO3
CO3	Design the major constraints of Women Education and Women Empowerment	PO1, PO2, PO4
CO4	Understand the historical perspectives of Women Education	PO5
CO5	Relate the Policy Perspectives and Committees and Commissions on Women Education	PO5

Course Code	Course Title	Creativity PO1	Knowledge PO2	Life Long Learning PO3	Communication & Social Skill PO4	Cultural Competences PO5
EDN11032	DSE-D: Women Education	3	2	1	1	2

1= weakly mapped; 2= moderately mapped; 3= strongly mapped

Model Question Paper

Group A: Answer All the Questions (5 x 1 = 5)			
1	State two names of the members of Smt Hans Mehta Committee.	Remember	CO1
2	State two recommendation of Radhakrisnan Commission on behalf of women education.	Remember	CO1
3	State two names of women who composed commentaries on Vedas.	Remember	CO1
4	State one initiative of POA with respect to women education.	Remember	CO1
5	Describe two important feature of Brahamanic period on women education.	Understand	CO2

Group B: Answer All the Questions (5 x 2 = 10)			
6 a)	State the full form of POA and the year of establishment.	Remember	CO1
(OR)			
6 b)	Define the position of female education in Medieval period.	Remember	CO1
7 a)	Define the position of female education in Brahmanic period.	Remember	CO1
(OR)			
7 b)	State two aims of Kothari Commission regarding women education.	Remember	CO1
8 a)	Discuss two important features of the Vedic period regarding women education in ancient India.	Understand	CO2
(OR)			
8 b)	Explain with a brief narration on the characteristics of medieval period regarding women education.	Understand	CO2
9 a)	Interpret the situation of women's education in Vedic period shortly.	Apply	CO3
(OR)			
9 b)	Illustrate the status of women education in medieval period briefly.	Apply	CO3
10 a)	Evaluate any four objectives of Durgabai Deshmukh committee.	Evaluate	CO5
(OR)			
10 b)	Evaluate the situation of women's education in Vedic period shortly.	Evaluate	CO5
Group C: Answer All the Questions (7 x 5 = 35)			
11 a)	Recall the implementation of the recommendation of Durgabai Deshmukh Committee for solving the problem regarding women education.	Remember	CO1
(OR)			
11 b)	Memorize the implementation of the recommendation of Smt Hans Mehta.	Remember	CO1
12 a)	Explain your opinion regarding two important recommendations as envisaged in NEP 1986 regarding women education.	Understand	CO2
(OR)			
12 b)	Discuss Vidyasagar's contribution towards women	Understand	CO2

	education in the light of it's present -day situation.		
13 a)	Discuss a couple of problems in context to girl's education with your own view.	Understand	CO2
(OR)			
13 b)	Discuss the necessity of Girl's schooling.	Understand	CO2
14 a)	Write historical perspectives on women education.	Apply	CO3
(OR)			
14 b)	Illustrate the policy perspective of Radhakrishnan Commission on women education.	Apply	CO3
15 a)	Interpret the relevance of NPE on women education.	Apply	CO3
(OR)			
15 b)	Write some major problems regarding development of women education in India.	Apply	CO3
16 a)	Judge the necessity of women Empowerment	Evaluate	CO5
(OR)			
16 b)	Defend the position of women in Indian society.	Evaluate	CO5
17 a)	Develop a brief idea on the historical perspectives on women education Bhrahmanic Period.	Evaluate	CO5
(OR)			
17 b)	Write a short note on Constitutional Provision on the perspective on women education.	Evaluate	CO5