

DRAFT OF FOUR YEAR UNDERGRADUATE PROGRAMME STRUCTURE

AS PER NEP 2020

DEPARTMENT OF EDUCATION

(Major & Minor Course)

2023

About the Program

The four Year Undergraduate programme in Education is an attempt to provide the opportunity to experience a range of holistic and multidisciplinary education with focus on 'Education' as major course and minors as per the choices of the student. It will lead to a degree with a research component in the major course that promote specialization in 'Education' with an increased pedagogical emphasis on communication, discussion, research, and opportunities for cross-disciplinary and interdisciplinary thinking. The four-year undergraduate programme (FYUPEDN) in Education with exit options to the students, allow certificate, diploma, and degree at the end of first, second, and third year, respectively. FYUPEDN offers Programmes of Education as Major course with Research Degree, Education as Major Course without Research Degree and Minor Course. There are total 20 Discipline Specific Core course and project/dissertation course in the eight semesters for Programs of Education as Major Course with Research Degree, 15 core courses across six semesters for programmes of Education as Major Course without Research Degree and additional courses for minor program. The program is also inclusive of three Interdisciplinary Course (IDC) that can be chosen by the students up to third semester, along with courses like Ability Enhancement Course (AEC), Skill Enhancement Course (SEC) and Value Added Courses (VAC), Summer Internship offered by the University offered by the University in requirement of fulfilment of FYUGP of Kumar Bhaskar Varma Sanskrit & Ancient Studies University under NEP, 2020.

Graduate Attribute:

Intended to empower graduates with competencies and 21st-century skills to become global citizens, and contribute to the nation's economy, the program visualized the **graduate attributes** in terms of comprehensive knowledge across multiple disciplines,

enriched research skills, boosted analytical and critical thinking, capable of problem solving and creative thinking, leadership readiness, developed communication skills along with scientific temperament and sense of rootedness as well as with sound ethical moorings and values. With enhanced capability of 'how to learn' through self-directed learning, graduates with holistic personal development, will adapt with changing demand of the society for building an equitable, inclusive, and plural society and to serve humanity.

Programme Outcome (POs) of Four Year Undergraduate Programme:

Program Outcomes are the statements about the knowledge, skills and attitudes (attributes) the graduate of a formal academic program should have after completion of the particular program. The Graduate with Education as Major Course will be able to-

1. **Engineer Knowledge of Education** - Apply knowledge and Skills required to perform and accomplish tasks, to the solution of problems of Education.
2. **Problem analysis:** Identify, formulate, review research literature, and analyze education related problems reaching substantial solution of problems
3. **Critical and Creative Thinking:** Demonstrate independent learning, analysis 'Education' as a process as well as product
4. **Research and Innovation**-Able to use research based knowledge and design solution for problems of education, meeting the specific needs of public education
5. **Effective Communication:** Create, select, and apply appropriate techniques, resources, and modern teaching tools with an understanding of its limitations.
Employability: Demonstrate proficiency in academic as well as professional front, be Employment ready, along with entrepreneurship skills and mind set
6. **Education and Society: Recognize social responsibilities, leadership qualities, responsibilities relevant to the professional educational practice as well as societal issues.**
7. **Environment and Sustainability:** Understand the impact of the educational solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
8. **Ethics:** Demonstrate ethical principles and commitment to professional ethics as well as Constitutional, humanistic, ethical, and moral values.

9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
10. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of Education.

Programme Specific Outcome:

Programme Specific Outcomes are the statements that states the subject specific knowledge and skills, the graduates of a specific program able to do at the end of the program. The programme introduces the students to different concepts of education, it's history, contemporary issues, practices, developmental trends, along with developing a sense of research interest. The innovative course will attempt to provide a foundation for an overall perspective of education both as a process and product at the undergraduate level, with further specialization at the post graduate level, to enable the students to explore diverse avenues in different fields of education at local, regional, national and international level through holistic and interdisciplinary approach to education.

On successful completion of Four Year Undergraduate Programme in Education from Kumar Bhaskar Varma Sanskrit & Ancient Studies University, the graduates will be able to-

PSO1: Understand the concept of Education as a process as well as product and its connectedness with other relevant field of knowledge.

PSO2: Apply technical knowhow of teaching learning process for solution of the classroom challenges.

PSO3: Apply pedagogical skills enriched with modern information and communication technologies for effective learning and reaching the unreached.

PSO4: Analyse, comprehend, design and develop a variety of learning modules for betterment of the individual and the society at large.

PSO5: Adapted with current trend of Education, professional skills and technological advancement as per social requirements.

PSO6: Identify and synergies solution of problems through research work

PSO7: Demonstrate professional ethics and concern for social well-being

PSO8: Communicate effectively the ideas and practices of Education

PSO9: Be Critical and creative in generating innovative instructional strategies of Education

PSO10: To produce graduates having strong background of 'Education' who can function effectively in a multi-disciplinary environment.

Outline of Courses under Four Year Undergraduate Courses in Education:

Sl No	Broad Categories of Course	CODE	Credits in 4YUGP
1	MAJOR (CORE)	DSC	80 (20X4)
2	MINOR	DSE	24 (6X4)
3	MULTIDISCIPLINARY	IDC	09 (3X3)
4	ABILITY ENHANCEMENT COURSE	AEC	08 (3+3+2)
5	SKILL ENHANCEMENT COURSE	SEC	09 (3X3)
6	VALUE ADDED COURSES	VAC	06 (3X2)
7	SUMMER INTERNSHIP		04 (1X4)
8	RESEARCH PROJECT/DISSERTATION		12
	TOTAL		160

SEMESTERWISE CREDIT STRUCTURE

PROPOSED COURSE STRUCTURE

Four Year Undergraduate Programme in Education

**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

Semester	Major DSC 60/80	Minor DSE 24/32	I/MD C IDC 9	AEC 12/13	VAC 6	SEC 12	PROJECT/ INTERNSHIP	TOTAL CREDIT	TOTAL COURSE
	20 x 4 credits	6 x 4 credits	3 x 3 credits	4x3 credits	2x3 credits	3x3+4	1x12	160	41
I	DSC1(4)	DSE 1 (4)	IDC 1(3)	AEC L1(3)	VAC 1(3)	SEC 1(3)		20	6
II	DSC2(4)	DSE 2(4)	IDC 2(3)	AEC L2(3)	VAC2 (3)	SEC2 (3)		20	6
EXIT 1 UG CERTIFICATE PROGRAMME									
III	DSC3(4)	DSE 3 (4)	IDC3 (3)	AEC3 (2)		SEC3 (2)		20	6
	DSC4(4)								
IV	DSC5(4)	DSE 4 (4)		AEC4 (4)				20	5
	DSC6(4)								
	DSC7(4)								
EXIT 2 UG DIPLOMA PROGRAMME									
V	DSC8(4) DSC9(4) DSC10(4) DSC11(4)	DSE 5 (4)						20	5
VI	DSC12(4) DSC13(4) DSC14(4) DSC15(4)	DSE 6 (4)						20	5
EXIT3 UG DEGREE PROGRAMME									
VII	DSC16(4) DSC17(4) DSC18(4) RM 1					Research Meth	Value added	120	5
							Internship (4)		

						od 1 (4)			
VIII	DSC19(4) DSC20(4)							20	3
	RD 1						Project /Disser tation 12		

PROPOSED COURSE STRUCTURE

Four Year Undergraduate Programme in Education

DEPARTMENT OF EDUCATION KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY

SEMESTER-1						
COURSE NO	COURSE TYPE	NAME OF THE COURSE	CREDITS		INTERNAL	EXTERNAL
			Hours	Tutorial		
DSCEDN01	CORE/MAJOR	Theories and Principles of Education	4	3+1	20	80
DSEEDN-01	DSE/MINOR	Theories and Principles of Education	4	3+1	20	80
IDCEDN01	IDC	Functional English/Creative Writing/Constitution of India/Mythology of Ancient Indian Tradition/Understanding Indian folk games/ Environmental Education (any one)	3	2+1	20	80
AECEDN01	AEC	General English	3	2+1	20	80
VACEDN-01	VAC	Environmental Studies/Xomoxamoyik Rajnoitik Pristhabhumir Asomia Suti galpa /Indian Traditional Knowledge system(any one)	3	3	20	80
SECEDN-01	SEC	Information technology/ Community Engagement in Education /Communicative Sanskrit (any one)	3	3	20	80
SEMESTER -2						
DSCEDN-02	CORE/MAJOR	Psychological Foundation of Education	4	3+1	20	80
DSEEDN-02	DSE/MINOR	Psychological Foundation of Education	4	3+1	20	80
IDCEDN	IDC	General principles of writing/	3	2+1	20	80

02		Introduction to Ethics/Introduction to Political History OF Assam (any one)				
IDCEDN 02	IDC	Understanding Pedagogy	3	2+1	20	80
AECEDN 02	AEC	MIL(Assamese/Bengali/Hindi/Bodo/Alt Eng) (ANY ONE)	3	3	20	80
VACED N2	VAC	Introduction to Yoga /Translation and Assamese Translation Literature (any one)	3	3	20	80
SECEDN 02	SEC	Management/DTP course	3	3	20	80
Level 5	Exit 1	U G Certificate Programme				
SEMESTER - 3						
DSCEDN 3	CORE/MAJOR	Philosophical Foundation of Education	4	3+1	20	80
DSCEDN 04	CORE/MAJOR	Development of Education in Pre-Independent India	4	3+1	20	80
DSEEDN 3	DSE/MINOR	Development of Education in Pre Independent India		3+1	20	80
IDCEDN 03	IDC	English for Professional Studies/ Economics of Education/Understanding North –East India/Introduction to Ancient Indian Culture/Essentials of Indian Philosophy (any one)	3		20	80
AECEDN 03	AEC	Life Skill Education	2		20	80
SECEN-03	SEC	Cyber Security	3			
SEMESTER 4						
DSCEDN 05	DSC	Development of Education in Post Independent India	4		20	80
DSCEDN 06	DSC	Developmental Psychology	4		20	80
DSCEDN 07	DSC	Sociological Foundation of Education	4		20	80
DSE EDN04	DSE/MINOR	Development of Education in Post Independent India	4		20	80
AECEDN	AEC	Studies of Culture in Assam /Spoken English (any one)	4			80
LEVEL6	EXIT-2	UG DIPLOMA PROGRAMME				
SEMESTER 5						
DSCEDN 8	CORE/MAJOR	Emerging Issues in Indian Education	4		20	80
DSCEDN 9	CORE/MAJOR	Educational Technology	4			
DSCEDN 10	CORE/MAJOR	Teacher Education	4		20	80
DSCEDN 11	CORE/MAJOR	Educational Administration and Management	4		20	80

DSEEDN 05	DSE/MIN OR	Emerging Issues in Indian Education	4		20	80
SEMESTER 6						
DSCEDN 12	CORE/MA JOR	Educational Statistics & Measurement Part I	4		20	80
DSCEDN 13	CORE/MA JOR	Early Childhood Care & Education	4		20	80
DSCEDN 14	CORE/MA JOR	Curriculum Development	4		20	80
DSCEDN 15	CORE/MA JOR	Psychological Laboratory Practical	4		20	80
DSEEDN 06	DSE/MIN OR	Educational Statistics & Measurement Part I	4		20	80
LEVEL 7	EXIT 3	U G DEGREE PROGRAMME				
SEMESTER 7						
DSCEDN 16	CORE/MA JOR	Educational Statistics & Measurement Part II	4		20	80
DSCEDN 17	CORE/MA JOR	Pedagogical Approach to Education	4		20	80
DSCEDN 18	CORE/MA JOR	Guidance and Counselling	4		20	80
DSCEDN 21	CORE in lieu of Research Method	Economics of Education	4		20	80
DSEEDN 7	DSE/MIN OR	Guidance and Counselling	4		20	80
SEC EDN 04	RM	Research Methodology Part 1	4		20	80
EDN03	VAC ?	Presentation/Internship/Community Engagement	4		20	80
SEMESTER 8						
DSCEDN 19	CORE/MA JOR	Research Methodology Part II	4		20	80
DSCEDN 20	CORE/MA JOR	Inclusive Education	4		20	80
RD		Project/Dissertation	12		20	80
LEVEL 8	EXIT 4	U G DEGREE HONOURS/ RESEARCH PROGRAMME				

N B: Dissertation/ Project of 12 credits over semester VIII, for Honours with Research Degree, only if CGPA is equivalent or more 7.5 up to Semester VI.

Undergraduate Programme in Education

**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

FYUG 1st SEMESTER

DSCEDN-01 COURSE: MAJOR CREDIT: 4

Theories and Principles of Education

Learning Objectives:

- To enable the students to have understanding of the concept, nature, aims, scope and functions of Education.
- To make the students capable of analysing and explaining different scientific and sound principles of education.
- To enable the students to achieve clarity and criticality on different concept of discipline and freedom.
- To make students Understand, Analyse and Prioritise different educational theories.

Learning Outcomes: The students will be able to-

- Describe and relate the concept, nature, aims, scope and functions of Education.
- Discuss and Explain different scientific and sound principles of Curriculum
- Illustrate and Justify the concept of discipline and freedom.
- Understand, Analyse and Prioritise different educational theories.

Course Contents:

Unit-1 Concept and Aims of Education:

Credit 1

Meaning, Definition, Nature, Scope of Education, Functions of Education towards individual and society, Aims of Education- Determinants of aims of Education, Individual and Social aim of Education. Cultural and Vocational aim of Education. Democratic aim of Education

Unit-2 Types of Education:

Credit 1

Formal Education- Meaning and Characteristics, School-its functions and responsibility, Relation between School and Community, Informal Education-Meaning and Characteristics, Role of Family in education, Social Institution, State and Religious Agencies, Non-Formal Education-Meaning and Characteristics, Agencies of Non-Formal Education.

**Unit-3: Discipline and Freedom:
Credit 1**

Meaning, Nature and Need of Discipline. Discipline and Order, Discipline and Freedom. Types of Discipline- Free discipline, Self-discipline and Strict discipline. Maintenance of discipline in educational institutions - Punishment and Reward, Problems and Means.

Unit-4: Dimensions of Education Credit 1

Learner and Learner Centred Approach in Learning, Meaning and Nature of Curriculum. Principles of Curriculum Construction. Different types of curriculum. Concept of Curriculum, Syllabus and Textbooks. Co-Curricular Activities and Types of co-curricular activities. Importance of co-curricular activities, Education for Leisure - Organization of Leisure time activities at Primary, Secondary and Higher Education Level

Suggested Readings:

Safaya, R.N. & Shaiyada, B.D. (1980)– Development of Educational Theory and Practice.

New Delhi, Dhanpat Rai publishing Co.

Banarjee, A. – Philosophical and Principles of Education. Kolkata, B.B. Kunda and sons

Agarwal J C (2010) ‘Theory and Principles of Education’, Vikash Publishing House Pvt. Ltd

Das B.N (2000) ‘Educational Theory and Practice’, Delhi, Ajanta Prakashan

Das L 'Sampurna Siksha' Guwahati, Amrita Prakashan

Das P & Goswami S (2019) 'Foundations of Education' Shanti Prakashan

**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

FYUG 1st SEMESTER

DSEEDN-01 COURSE: MINOR CREDIT:4

Theories and Principles of Education

Learning Objectives:

- To enable the students to have understanding of the concept, nature, aims, scope and functions of Education.
- To make the students capable of analysing and explaining different scientific and sound principles of education.
- To enable the students to achieve clarity and criticality on different concept of discipline and freedom.
- To make students Understand, Analyse and Prioritise different educational theories.

Learning Outcomes: The students will be able to-

- Describe and relate the concept, nature, aims, scope and functions of Education.
- Discuss and Explain different scientific and sound principles of Curriculum
- Illustrate and justify the concept of discipline and freedom.
- Understand, Analyse and Prioritise different educational theories.

Course Contents:

Unit-1 Concept of Education:

Credit 1

Meaning, Definition, Nature, Scope of Education, Functions of Education towards individual and society, Aims of Education- Determinants of aims of Education, Individual and Social aim of Education. Cultural and Vocational aim of Education. Democratic aim of Education

Unit-2 Types of Education:

Credit 1

Formal Education- Meaning and Characteristics, School-its functions and responsibility, Relation between School and Community, Informal Education-Meaning and Characteristics, Role of Family in education, Social Institution, State and Religious Agencies, Non-Formal Education-Meaning and Characteristics, Agencies of Non-Formal Education.

Unit-3: Discipline:

Credit 1

Meaning, Nature and Need of Discipline. Discipline and Order, Discipline and Freedom. Types of Discipline- Free discipline, Self-discipline and Strict discipline. Maintenance of discipline in educational institutions - Punishment and Reward, Problems and Means.

Unit-4: Dimensions of Education

Credit 1

Learner and Learner Centred Approach in Learning, Meaning and Nature of Curriculum. Importance of Curriculum Construction. Principles of Curriculum Construction. Different types of curriculum. Curriculum, Syllabus and Textbooks. Concept and Types of co-curricular activities. Importance of co-curricular activities.

Suggested Readings:

- Safaya, R.N. & Shaiyada, B.D. (1980)– Development of Educational Theory and Practice. New Delhi, Dhanpat Rai publishing Co.
- Banarjee, A. – Philosophical and Principles of Education. Kolkata, B.B. Kunda and sons

- Agarwal J C (2010) 'Theory and Principles of Education', Vikash Publishing House Pvt. Ltd
- Das B.N (2000) 'Educational Theory and Practice', Delhi, Ajanta Prakashan
- Das L 'Sampurna Siksha' Guwahati, Amrita Prakashan
- Das P & Goswami S (2019) 'Foundations of Education' Shanti Prakashan

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**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

FYUG 1st SEMESTER

IDCEDN-02 COURSE: Inter Disciplinary CREDIT:3

Environmental Education

Learning Objectives

- To develop an understanding of the concept of environmental and population education.
- To provide every students with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment;
- To help students understand the various programmes of environmental education undertaken at different stages of education.
- To develop problem-solving attitude among students towards environmental and population related issues.

Learning Outcome

- Develop knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.
- Understand the various programmes of environmental education undertaken at different stages of education.
- Develop problem-solving attitude among students towards environmental and population related issues.

- Develop comprehensive concept about the scope and importance of environmental and population education.

Unit 1 Environmental Education

Nature, Meaning and Importance of Environmental Education. Education for Environmental Awareness and Attitude change. Relationship between Men and Environment: Ecological and Psychological Perspectives. Environmental education and Sustainable Development, Man & Environment Relationship in ancient period.

Unit 2 Programme of environmental education at different Stages Credit 1

Primary, Secondary and Higher Institutions. Environmental Stressors—Natural and man-made, Natural disaster and its Types, Education for coping with the environmental stressors and disasters.

Unit 3 Environmental Management Credit 1

Nature and Meaning of Environmental Management. Functions of Environmental Management, Approaches to environmental management. Role of NGOs in environmental Management. Environmental Challenges in India, Related Policies and Programmes.

Reference Books

- Bhatnagar, A.B. & Bhatnagar, A. Environmental Education. R. Lall Book Depot, Meerut
- Sharma, R.A., Maisnam, P. & Lenka, S.K. (2015). Environmental Education. R. Lall Book Depot, Meerut
- Gupta, P.K. (2012). Population Education. R. Lall Book Depot, Meerut

**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & ANCIENT STUDIES UNIVERSITY**

FYUG 2nd SEMESTER

DSCEDN-02 COURSE: MAJOR CREDIT: 4

Psychological Foundation of Education

Learning Objectives: Students will be able to-

- To understand the concept and different methods of educational psychology
- To understand the concept and process of memorization
- To explain the concept of attention, interest and imagination
- To know the importance of play and play way in education and its different theories
- To explain different theories of Intelligence

Learning Outcomes –

- Will have understanding on nature and scope of Educational Psychology
- Able to analyse application of psychological theories and principles on Education

Course content -

Unit 1: Basics of Educational Psychology Credit 1

Meaning, Nature and Scope of Educational Psychology, Relation between Education and Psychology, Methods of Educational psychology, Application of Educational Psychology in Teaching Learning Process , Concept of Attention and Interest.

Unit 2: Learning and Motivation

Credit 1

Meaning and Nature of Learning; Factors affecting Learning, Types of learning—Cognitive, Verbal, Concept and Skill learning; Theories of learning— Connectionism-Classical-Operant, Conditioning, Gestalt Theory, Cognitive Field theory of Tolman, Constructivism theory and their Educational Implication, Motivation and Classroom Learning

Unit 3: Intelligence and Creativity

Credit 1

Intelligence-its meaning and nature, Development of intelligence and Role of heredity and Environment, Theories of Intelligence-Monarchic theory, Two-factor theory, Multi factor theory and Group factor theory, Piaget's theory of intelligence, Gardener's theory of Multiple Intelligence, Triarchic theory, Creativity-meaning and Importance,

Unit -4: Personality-

Meaning and Nature of personality, Determinants of Personality, Type Approach and Trait Approach of Personality, Psycho-analytic theory of Personality (Freud & Adler)

Suggested Readings -

- Mangal, S K (1993) 'Advanced Educational Psychology: Prentice Hall
- Kupuswami,(2004) 'Educational Psychology'
- Chauhan, S, S. (2007) 'Advanced Educational Psychology
- Mohanty, M S 'Educational Psychology and Statistics' DurgaPrakashBhandar, sambalpur
- Dandapani, S. (2016), General Psychology, Publisher : Neelkamal;

**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

FYUG 2nd SEMESTER

DSEEDN-02 COURSE: MINOR CREDIT:4

Psychological Foundation of Education

Learning Objectives: Students will be able to-

- To understand the concept and different methods of educational psychology
- To understand the concept and process of memorization
- To explain the concept of attention, interest and imagination
- To know the importance of play and play way in education and its different theories
- To explain different theories of Intelligence

Learning Outcomes –

- Will have understanding on nature and scope of Educational Psychology
- Able to analyse application of psychological theories and principles on Education

Course content -

Unit 1: Introduction to Educational Psychology Credit 1

Meaning, Nature and Scope of Educational Psychology, Relation between Education and Psychology, Methods of Educational psychology, Application of Educational Psychology in Teaching Learning Process

Unit 2: Attention, Imagination, Memory and Forgetting Credit 1

Concept of Attention, Determinants of Attention, Concept of Imagination and its types, Role of Education on Imagination Development, Meaning and Nature of Memory, Kinds of memory, Process of Memorization, Forgetting –its concept and causes

Unit 3: Learning and Motivation

Credit 1

Meaning and Nature of Learning; Factors affecting Learning, Types of learning—Cognitive, Verbal, Concept and Skill learning; Theories of learning— Connectionism-Classical-Operant, Conditioning, Gestalt Theory, Tolman’s Field Theory and their Educational Implication, Motivation and Classroom Learning

Unit 4: Intelligence, Creativity, Personality

Credit 1

Intelligence-its meaning and nature, Development of intelligence and Role of heredity and Environment, Theories of Intelligence-Monarchic theory, Two-factor theory, Multi factor theory and Group factor theory, Creativity-meaning and Importance, Personality-Meaning and Nature, Determinants of Personality

Suggested Readings -

- Mangal, S K (1993)‘Advanced Educational Psychology: Prentice Hall
- Kupuswami,(2004) ‘Educational Psychology’
- Chauhan, S, S. (2007)‘Advanced Educational Psychology
- Mohanty, M S ‘Educational Psychology and Statistics’ Durga Prakash Bhandar, sambalpur
- Dandapani, S. (2016), General Psychology, Publisher : Neelkamal;

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**DEPARTMENT OF EDUCATION
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY
FYUG 2nd SEMESTER**

IDCEDN-02 COURSE: Inter Disciplinary CREDIT:3

Understanding Pedagogy

Learning Objectives

- To develop knowledge and understanding about teaching learning process.
- To enable the students to understand the aspects of teaching from ancient educational perspectives.
- To comprehend the aspects of teaching from modern educational perspectives.
- To develop knowledge and understanding of academic as well as social environment of schools.
- To promote teaching skills and competence among the students with the help of real teaching environment.
- To acquaint with different problems emerging in the teaching learning situation

Learning Outcome-

- Develop knowledge and understanding about teaching learning process.
- Comprehend the ancient and modern aspects of teaching.
- Understand the academic and social environment of school as social institution.
- Develop teaching competence and skill in real teaching learning set up.
- Workout practical solution of different problems of teaching learning situation.

Unit 1 Teaching-Learning Process

Credit 1

Meaning and nature of Teaching. Maxims of Teaching. Phases of Teaching. Lesson Plan-Meaning and Importance

Unit 2 Ancient Approach to Pedagogy

Credit 1

Nature of Ancient Indian Teaching Process. Concept and Characteristics of Ancient Methods of Teaching—Shravana, Manana and Dhyana. Relevance of Ancient Indian Methods of Teaching in present day context.

Unit 3 Modern Approach to Pedagogy

Credit 1

Concept and Characteristics of Modern Methods of Teaching- Flipped Classroom Method, Blended Learning, VAK Teaching Method. Micro Teaching—Meaning and Steps involved

Reference Books-

- Agarwal, JC - Principles, Methods and Techniques of Teaching. Second Revised Edition, VikashPublishing House Pvt. Ltd, Noida-1
- Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
- Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.
- Chauhan, SS - Innovations in Teaching Learning process, Vikash Publishing House Pvt. Ltd, New Delhi
- Hassan, S M - Models of Teaching, APH Publishing Corporation, New Delhi-2
- Agarwal, JC - Principles, Methods and Techniques of Teaching. Second Revised Edition, VikashPublishing House Pvt. Ltd, Noida-1
- Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
- Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.

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