

M.A. (Education)
Semester-I
MA Edu 101: Philosophy of Education

L-4 T-0P-0-C-4

Course Objectives

- To understand the concept of Philosophy and Educational Philosophy
- To understand the functions of Educational Philosophy and its relationship to other subjects
- To analyze the concept and process of getting true knowledge and its related Phenomena in present scenario
- To Interpret the contribution of various Indian and western schools of Philosophy in the field of education
- To analysis the thoughts of different Indian and Western Philosophers on the basis of Metaphysics, Epistemology and Axiology

Course Outcomes (COs)

1. Understand the basic concepts of Educational Philosophy
2. Apply the techniques of Educational Theory Building
3. Analyze the Philosophy of Indian Schools
4. Evaluate the Philosophies of Western Schools
5. Create Spread of Educational thoughts Provided by Prominent Educational Philosophers

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	2	-	2	-	1	1	2	-	2	-	1	1
CO2	-	-	-	-	-	1	-	-	1	2	-	1	-	1	1
CO3	1	1	-	1	-	2	1	3	2	1	-	2	2	1	1
CO4	1	2	-	2	-	2	1	3	2	1	-	2	2	1	1
CO5	1	-	-	-	-	1	-	2	1	2	-	3	1	1	2

High-3 Medium-2 Low-1

UNIT I: Education and Philosophy

12 Hours

1. Concept and definition of Education and Philosophy
2. Relationship between Education and Philosophy
3. Educational Philosophy and Philosophy of Education
4. Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education

UNIT II: Theory Building

12 Hours

1. Concept, Process, Characteristics, Types and Importance
2. Concept, Types and Characteristics of Proposition and Assumption
3. Concept, Types and Structure of Inference
4. Process of Theory Building

UNIT III: Indian Schools of Philosophy

12 Hours

1. Vedanta
2. Buddhism
3. Samkhya
4. Jainism

With Special reference to Concepts of Knowledge, Reality and Values Their Educational implications for Aims, Content, Methods of teaching and Role of Teacher

UNIT IV: Western Schools of Philosophy**12 Hours**

1. Idealism and Realism
2. Naturalism
3. Pragmatism
4. Existentialism and Marxism

With special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education

UNIT V: Educational Thoughts of prominent philosophers**12 Hours**

1. Swami Vivekananda, Ravindra Nath Tagore and Aurobindo
2. Mahatma Gandhi
3. Plato and Herbert Spencer
4. John Dewey

Practical Based Assignment-

1. Project based on a question or idea arising out of different units of the syllabus
2. Submit a long essay on a philosophical topic to the teacher

Total: 60 Hours**Reference(s)**

1. Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi
2. Bhat M.S. (2000), Educational Sociology, APH Publications, New Delhi
3. Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer
4. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod PustakMandir
5. Dewey, John (1966) Democracy and Education, New York: McMillan
6. Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications
7. Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra
8. Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications
9. Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication
10. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers
11. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

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**Master of Education
Semester-I**

L-4 T-0 P-0-C-4

MA EDU 102: Fundamentals of Educational Psychology

Course Objectives

- To understand the role and implication of Psychology in Education
- To understand the concept and theories of personality
- To develop critical appraisal and understanding about Aptitude, Interest and Creativity
- To develop an appropriate understanding about Intelligence
- To get acquainted with concept and nature of children with special needs
- To understand the problems and approaches for managing classroom behavior

Course Outcomes (COs)

1. Understand the concept of Educational Psychology and the implication of Psychology in Education
2. Apply concept and principles of growth, development and maturity in the context of Infancy, childhood and Adolescence
3. Analyze individual differences in Schools and Classrooms
4. Evaluate behavioristic, constructivism and humanistic approach in learning
5. Derive issues concerning the youth and self-awareness

Articulation Matrix

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CO1	2	1	2	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	2	1	1	-	1	-	2	-	2	-	1	-	2	1
CO3	2	2	1	2	1	3	-	-	2	1	-	1	-	-	-
CO4	3	2	-	-	-	2	-	1	1	2	-	1	-	2	-
CO5	1	2	1	2	-	3	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Nature of Educational Psychology

12 Hours

1. Nature, Scope and Aims of Educational Psychology, Schools of Psychology
2. Relationship between Education and Psychology
3. Methods of Educational Psychology-Observation, Experimental, Case Study
4. Recent Trends in Educational Psychology

UNIT II: Dynamics of Individual Development

12 Hours

1. Growth and Development: Concept, Difference
2. Principles of Development
3. Childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications
4. Problems of Adolescents, Educational support required for adolescents

UNIT III: Learning & Motivation**12 Hours**

1. Meaning, Concept, Nature, Process & Factors Affecting Learning
2. Gagne's Hierarchy of Learning
3. Theoretical Bases of Learning and its Implications: Behaviorist Theories: Skinner and Hull, Social Constructivist Approach: Bandura, Constructivism Approach and Humanistic Approach, Cognitive Approach: Burners
4. Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation

UNIT IV: Individual Differences**12 Hours**

1. Meaning and Types or varieties of Individual Differences, Causes of distribution
2. Personalities: Meaning, Types and Measurement
3. Educational Implications of Individual Differences
4. Individual Differences in Schools and Classrooms

UNIT V: Mental Health**12 Hours**

1. Concept, factors, function and Importance of Mental Health
2. Issues concerning the youth: Identity crises. Self-awareness
3. Mental health concerns - Frustration, conflict, stress and anxiety
4. School Based Issues and Concerns

Total: 60 Hours**Practical Based Assignment-**

1. Preparation of report on Individual Development Stages
2. Making study project on Various Learning Theories and its impact

Reference(s)

1. Aggarwal J.C.(2010) Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd
2. Mangal S.K, Mangal Shubhra,(2004), Child Development, Arya Book Depot New Delhi
3. Shrivastava D.N, Verma Preeti, (2007) Child Psychology: Child Development
4. Mathur, S.S (2007) Development of learner and Teaching learning process, Agrawal Publication
5. Mangal, S.K, (2008) Advanced Educational Psychology P H I Learning Pvt. Ltd. –New Delhi

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1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

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**Master of Education
Semester-I**

L-4 T-0 P-0-C-4

M.A. Edu 103: Methodology of Educational Research

Course Objectives

- To familiarize students on basic concepts of Educational Research, Research Types & its Nature
- To understand the process of framing the research topic & foundations of Educational Research
- To Apply the knowledge of Educational Research Methodology & review of related literature
- To Analyze the concept of Population, Sample, Sampling, Characteristics of good sample, Hypothesis & its testing
- To Evaluate various techniques of data collection, data analysis & its tools

Course Outcomes (COs)

1. Understand the basic concepts of Educational Research, Research Types & its Nature
2. Apply the knowledge of Educational Research Methodology & review of related literature
3. Analyze the basic concepts of educational research and its applicability
4. Evaluate techniques of Sampling, Population and Sample Size
5. Create Research Proposal by using different techniques of the Educational Research

Articulation Matrix

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CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	3	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	3	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	3	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction to Educational Research

12 Hours

1. Meaning and Nature of Educational Research
2. Need and Importance of Educational Research
3. Scope of Educational Research
4. Types of Educational Research: Fundamental & Applied Research
5. Action Research: Meaning, Concept & Importance

UNIT II: Methods of Educational Research

12 Hours

1. Historical Research: Need & Significance, Types, Sources of data Collection
2. Descriptive Research: Survey, Case Studies, Content Analysis
3. Developmental & Correlational studies, Nature, Use, Steps & Interpretations
4. Experimental Research: Need & Significance, Nature, Steps, Internal & External validity, Research Designs

UNIT III: Review of Literature, Variables and Hypothesis

12 Hours

1. Review of related literature: Purpose, Need & Importance
2. Research Problem: Source, Selection Criteria, Scope, limitations & Delimitations
3. Organization of Research Related Literature
4. Variables: Concept, Nature, Characteristics and Types, Hypothesis: Concepts, Importance, Characteristics, Formulation and Testing

UNIT IV: Sampling Techniques**12 Hours**

1. Population and Sampling: Concept, Needs and importance
2. Characteristics of Good Sample
3. Methods of Sampling: Probability & Non Probability Sampling
4. Sample Size and Errors of Sampling

UNIT V: Research Tools of Data Collection and Research Proposal**12 Hours**

1. Tools and Techniques of Data Collection
2. Measurement Scale
3. Test: Aptitude Test, Standardized Test, Inventories
4. Tools: Questionnaires, Rating Scales, Check lists, Standardization of Research Tools and Techniques: Observations, Interviews

Total: 60 Hours**Practical Based Assignment-**

1. Write conceptual paper related to your research domain
2. Design the tool to collect research data
3. Prepare Research Proposal for doing Research Study

Reference(s)

- 1 Aggrawal, Y.P. (1998), Statistical Methods, New Delhi, Sterling Publisher Pvt. Lmt.
- 2 Best, J.W., & Kahn, J.V. (1992) Research in Education, New Delhi: Prentice Hall of India
- 3 Best, J.W., (1963) Research in Education, New Delhi: Prentice Hall of India. Pvt. Ltd
- 4 Buch (2006) Surveys of Education Nos. 1, 2,3, & 4 New Delhi: NCERT. Campbell, DT. (1966)
- 5 Gupta, S. P. (1996) Statistical Methods, New Delhi: Sultan Chand & Sons. Kothari, C. R, (1998)

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**Master of Education
Semester-I**

L-4 T-0 P-0-C-4

M.A. Edu-104 Curriculum Studies

Course Objectives

- To familiarize the students with the concepts, types, steps and aim of curriculum development
- To enable the students to develop a conceptual framework of the process of curriculum development
- To provide the knowledge for designing curriculum
- To provide the awareness among the students about the models for curriculum design
- To develop the process of curriculum evaluation and its techniques in Education

Course Outcomes (COs)

1. Understand the conceptual framework of curriculum development and its principles
2. Apply practical knowledge of the different bases of curriculum and curriculum design
3. Analyze the development process of curriculum and elements of curriculum
4. Evaluate the knowledge of different models of curriculum development
5. Create the critical understanding of analytical thinking with respect to the evaluation of different components of curriculum/textbooks

Articulation Matrix

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CO1	1	1	-	-	-	1	1	-	-	1	1	1	-	1	1
CO2	-	-	1	-	1	2	-	1	1	1	1	1	1	1	-
CO3	-	1	1	-	-	-	2	-	1	-	-	-	2	-	-
CO4	1	2	1	-	-	1	-	1	-	2	1	-	2	1	1
CO5	1	3	1	1	1	-	2	1	-	-	2	1	2	1	1

High-3 Medium-2 Low-1

UNIT I: Curriculum Design and Organization

12 Hours

1. Meaning and concept of Curriculum
2. Aims and objectives curriculum Development
3. Basic elements curriculum Development
4. Types of Curriculum :- Activity Centered , Experience Centered, Work Experience, SubjectCentered and Core Curriculum

UNIT II: Foundations of Curriculum Development and System analysis

12 Hours

1. Philosophical ,Sociological and Psychological bases of Curriculum
2. System concept , Need, Importance and System analysis in Education
3. Curriculum as a system and Characteristics of System Analysis, Steps
4. Interaction among different systems and environment

- UNIT III: Principles of Curriculum Development** **12 Hours**
1. Conceptual framework for curriculum design & difficulties in curriculum design
 2. Elements of the Curriculum, Relation among the elements
 3. Procedural Criteria, Referring To The Comprehensive Plan for Curriculum Development
 4. Factors of curriculum development and content analysis

- UNIT IV: Evaluation of Curriculum** **12Hours**
1. Nature and scope of Evaluation
 2. Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model
 3. Eisener Model , Schebertian Model, The Backward Design Model, The Task Analysis Model, Open Book System
 4. Non-Technical Models: open Classroom Model, W R Model and Inter Personal Model.

- UNIT V: Evaluation of Curriculum** **12 Hours**
1. Nature and Scope of Evaluation
 2. Focus , Need and Purpose of Evaluation
 3. Curriculum Evaluation Design
 4. Techniques in curriculum Evaluation

Total: 60 Hours

Practical Based Assignment-

1. Preparation of report on Various Types of Curriculum
2. Making study project on Various Types of Models

Reference(s)

- 1 Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill
- 2 Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press
- 3 Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications
- 4 Davis, I.K. (1971): The Management of Learning. London: McGraw Hill
- 5 Forsyth, I., Jolliffe, A & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page
- 6 Forsyth, I., Jolliff, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page

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M.A. Education
Semester-I

L-4 T-0 P-0 C-4

MAEdu-105 (a) (Elective): Environmental Education

Course Objectives

- To acquire knowledge to student about the concept of Environment and Ecology.
- To make awareness and create interest of student in Environmental Education.
- To enable the student–teachers understand about Pollution and its control.
- To develop a sense of responsibility towards about the Global Environmental problems.
- To develop reasonable understanding to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment

Course Outcomes (COs)

1. Understand the concept of Environmental education.
2. Apply the concepts, characteristics and functioning of various ecosystems in developing environmental awareness.
3. Analyze various biodiversity's and the threats caused and the possible steps for their conservation.
4. Evaluate the role of human beings in spreading environmental pollution and the damage caused by them to environment.
5. Create the scope of application of various commissions and policies in education.

Articulation Matrix

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CO2	2	1	3	1	2	1	2	-	1	-	1	1	1	3
CO3	-	3	1	1	2	1	1	1	1	-	2	1	2	2
CO4	1	2	1	2	1	-	1	2	1	1	3	1	-	2
CO5	-	-	1	2	1	1	1	3	2	1	2	-	-	1

High-3 Medium-2 Low-1

UNIT I – The Multidisciplinary Nature of Environmental Studies

12 Hours

1. Definition, scope and importance
2. Need for public awareness
3. Renewable and Non-renewable Resources: Natural resources and associated problems in Resources – Forest, Water, Food, Energy, Mineral, Land.
4. Role of an individual in conservation of natural resources

UNIT II- Ecosystems

12 Hours

1. Concept of an ecosystem; Structure and function of an ecosystem.
2. Producers, consumers and decomposers Energy flow in the ecosystem, Ecological succession.
3. Food chains, food webs and ecological pyramids.
4. Introduction, types, characteristic features, structure and function of Eco systems – Grass Land, Desert, forest, Aquatic.

UNIT III- Biodiversity and Its Conservation

12 Hours

1. Introduction, definition: genetic, species and ecosystem diversity.
2. Biodiversity at global, National and local levels and its values, Hot-spots of biodiversity, India as a mega-diversity nation.
3. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
4. Endangered and endemic species of India, In-situ and ex-situ conservation of biodiversity

UNIT IV- Environmental Pollution

12 Hours

1. Definition, Causes, effects and control measures of
(a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution
(e) Noise pollution (f) Thermal pollution (g) Nuclear hazards
2. Solid waste management: Causes, effects and control measures of urban and industrial wastes.
3. Role of an individual in prevention of pollution.
4. Pollution case studies. Disaster management: Floods, earthquake, cyclone and landslides.

UNIT V- Social Concerns and the Environment

12 Hours

1. Urban problems; Water conservation, rain water harvesting, watershed management.
2. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
3. Environmental ethics: Issues and possible solutions.
4. Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act Forest Conservation Act.

Total: 60 Hours

Reference(s)

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner
2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc
3. Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
4. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai
5. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ Press
6. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
7. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Webenhanced edition. 639p
8. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)

List of e-Learning Resources:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.distanceeducationju.in/pdf/B.Ed.%2520C.No.%2520303%2520Environmental%2520Education%2520%26%20>

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**Master of Education
Semester-IV**

L-4 T-0 P-0-C-4

MAEDU – 105 (b) Yoga Education

Course Objectives

- To comprehend the Philosophy of yoga and its relationship to individual and community for spiritual enlightenment
- To know metaphysical concept that support the Yoga Philosophy such as; the Purusha and Prakriti, Budhi (Mahat) and Ahamkar etc as basic components of individual
- To know the different types of Yoga – The Ashtang yoga, the Jnana yoga, Bhakti yoga, Integral yoga and other advance off-shoots of yoga
- To be cognizant of the Psychosocial basis leading to a dynamic transformation of personality through concentration, meditation and various types of Samadhi
- To comprehend the scientific basis and therapeutic values of yoga as well as to know the different Asans for a sound health

Course Outcomes (COs)

1. Understand the Philosophy of yoga and its connection to individual and society for pious development
2. Apply the Metaphysical concepts that supports the Yoga Philosophy as basic component of individual
3. Analyze the relevance of yoga as a way to spiritual ascent of individual through Physical and mental integration
4. Evaluate the various Asanas leading to a dynamic transformation of personality
5. Create the scientific basis and therapeutic values of yoga for a sound mental and Physical health

Articulation Matrix

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CO2	-	1	-	-	1	2	-	1	-	1	-	-	1	1	-
CO3	-	-	-	1	-	-	-	1	-	-	-	-	1	1	-
CO4	1	2	-	-	-	-	-	1	-	3	1	-	2	-	1
CO5	1	3	1	-	1	-	2	1	-	-	2	1	2	-	1

High-3 Medium-2 Low-1

UNIT I: Concept of Educational Measurement and Evaluation

12 Hours

1. The meaning and definitions of Yoga
2. Yoga as a way to healthy and integrated living
3. Yoga as a way to socio-moral development of man
4. Yoga as a way to spiritual enlightenment – Atmanubhuti, Pratykshanubhuti
5. The Philosophy of yoga and its relationship to individual and social upliftment

UNIT II: Concept and Metaphysics of Yoga

12 Hours

1. Metaphysical Basis of Yoga
2. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality
3. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual
4. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and

Tanmatras (the Suksham Sharir)

5. Nature of knowledge and knowledge getting process – the Pramanas

UNIT III: Types of Yoga Systems

12 Hours

1. Different types of yoga systems and characteristics of yoga practitioner
2. Ashtanga Yoga of Patanjali
3. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagwadgita
4. Integral Yoga of Aurobindo and Modern off Shoots of Yoga

UNIT IV: Various Asanas

12 Hours

1. The Instrumentals of Yoga (Sadhana pad)
2. The Five Vamas (observances)
3. The Five Niyamas (abstinences)
4. Asans – The Right Postures
5. Pranayam – Controlling the Breadth
6. Pratyahara – Controlling the Senses
7. Dharana (Concentration) and its Methods
8. Dhyana (Meditation) and its kinds
9. Samadhi – its Various Types

UNIT V: - Scientific and Therapeutic Values of Yoga

12 Hours

1. Scientific Basis of Yoga – Yoga and Mental Health
2. Yoga and Bio-Feedback
3. Therapeutic Values of Yoga
4. Different Asans and their effects to promote a sound physical and mental health
5. Dhyana, and its therapeutic value

Total: 60 Hours

Practical Based Assignment-

1. Preparation of report on significance of yoga for healthy and happy life
2. Making study project on various asanas and its impact

Reference(s)

- 1 B.K.S. Iyensaryoga, (2014), Journey Towards Health and Healing , Harper Collins Publication, London
- 2 B.K.S. Iyensaryoga, (2015), Core of Yoga Sutras, Harper Collins Publication, London
- 3 B.K.S. Iyensaryoga & Geeta S. Iyengar, (2000), Basic Guidelines for Teachers of Yoga, Yog Publication, Pune
- 4 Nirmaljit K. Rathee, 2017, Contemporary Yoga Education: Transforming the Body, Mind & Soul, GyanPublishing House, New Delhi

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B.Ed. & M.A. Education
Semester-I
M.A.Edu 105 (C): Value Education

L-4 T-0P-0-C-4

Course Objectives

- To understand the need and importance of Value –Education
- To understand the process of Value Education
- To differentiate the indicator of Values
- To appreciate role of Values in life
- To understand the different methods of Value Education
- To develop awareness about the different agencies working in the sphere of Value Education

Course Outcomes (COs)

1. Understand the basic concepts of Value Education
2. Apply the Contemporary Indian Values to spread Value Education
3. Analyze the Various Aspects of Indian Values
4. Evaluate the role of various social agencies in Value Education
5. Create Spread of Indian Social Values & its Importance

Articulation Matrix

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CO2	-	-	-	-	-	1	-	-	1	2	-	1	-	1	1
CO3	1	1	-	1	-	2	1	3	2	1	-	2	2	1	1
CO4	1	2	-	2	-	2	1	3	2	1	-	2	2	1	1
CO5	1	-	-	-	-	1	-	2	1	2	-	3	1	1	2

High-3 Medium-2 Low-1

UNIT I: Introduction to Values

12 Hours

1. Concept and Nature of Value Education
2. Types and Significance of Values
3. Classification of Values: Material, Social, Moral and Spiritual Values
4. Need of Value Education for Teachers and Future Teachers

UNIT II: Contemporary Values in Indian Context

12 Hours

1. Values in Indian Culture: Tolerance, Peace, Universal Brotherhood
2. Truth, Non Violence
3. Values in Indian Constitution & Fundamental Duties of Citizen
4. Characteristics on Instructional Material for values

UNIT III: Various Aspects of Values

12 Hours

1. Personal and Social Values
2. Moral, Spiritual and Democratic Values
3. Value Conflicts: Identification of Emerging Issues
4. Design and Development of instructional materials for nurturing values

UNIT IV: Role of Social Agencies in Value Education**12 Hours**

1. Social Agencies: Family, Religion
2. Educational Institutions & Communities
3. Mass Media (Print and Electronic)
4. Information and Communication Technology (computer and Internet)

UNIT V: Strategies for Inculcation of Values**12 Hours**

1. Ramleela, Tamasha , Street play and folk songs
2. Causes of values crisis: material, social and economic
3. Role of school: Every teacher as teacher of values
4. School curriculum as value laden .iv. Moral dilemma(Dharmasankat) and one's duty towards self and society

Practical Based Assignment-

1. Project based on a study of various types of values
2. Submit a long essay on a role of teacher in value development

Total: 40 Hours**Reference(s)**

1. Satypal Ruhela, (1999), Dimensions of Value Education, APH Publication
2. Dhokalia, R.P. (2001), External Human Values and world Religions, New Delhi
3. Gupta, N.L. (2000), Value Education Theory and Practice, Krishna Brothers
4. Vankataiah, N. (1998), Value Education. New Delhi : APH Publication
5. Russell, B.(1972) Education and The Good Life. NewYark : Leveright
6. Rogers, C.R. (1980)A Way of being. Houghton Mifflin, Boston

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>