



**MANDSAUR
UNIVERSITY**

DREAM. LEARN. LEAD.

**Program - B.Ed.
Detailed Syllabus**

Semester – I

Course Code : CPS-4 T

Language across the Curriculum

Pre-requisites: Basics of language across the Curriculum

Course Category

L	T	P	C
4	0	0	4

Course Objectives

- To Create sensitivity about the language diversity that exists in the classroom
- To develop various strategies for using oral language in the classroom
- To demonstrate various activities for developing language skills
- To analyze Indian history of language development and 3 language formula
- To Evaluate area wise language issues in Indian Context

Course Outcomes:

Course Outcomes (COs)	Level
CO1. Explain various aspects of language in human life and key language policies in education.	L1
CO 2. Apply theories of language acquisition and principles of mother tongue education, three-language formula, and oral language development in classroom situations.	L2
CO3. Analyze classroom communication, discourse patterns, and the role of teachers in promoting effective language learning.	L3
CO4. Evaluate methods for improving comprehension, written expression, and speech correction.	L4
CO5. Evaluate language-related issues and design strategies to promote reading comprehension, writing skills, and oral language development.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	1	2	2	1	2	2	2	3
CO2	3	3	-	-	-	-	-	2	2	-	3	2	3
CO3	2	2	2	-	-	-	-	2	2	2	-	2	3
CO4	2	2	1	1	3	2	1	3	1	1	3	2	2
CO5	3	2	2	-	-	-	1	2	-	2	3	3	3

Course Contents:

Unit I: Language Policies

12 Hours

1. Language: Its nature and importance in human life
2. Language background of students, Multilingualism in classroom
3. Language policies related to school education and secondary education
4. Recommendation of various commissions on language- National Education Commission (1964- 66), National Policy on Education 1986 and NEP 2020

Unit II: Classroom and language

12 Hours

1. Mother Tongue: its nature and importance
2. Three language formula
3. Theories of language acquisition: Chomsky's theory of language development, Piaget's views on language learning Vygotsky's cultural tools for language Learning
4. Importance of oral language in the classroom

Unit III: Classroom Discourse and language

12 Hours

1. Communication: Concept, types and importance
2. Role and importance of language in the classroom
3. Classroom discourse: Concept, its types
4. Role of teacher in classroom discourse

Unit IV: Reading and writing across content Areas

12 Hours

1. Reading : Objectives, characteristics, methods, types and importance
2. Identifying nature of texts and language structures- Expository vs Narrative, Transactional vs Reflective
3. Reading and writing strategies for children – Note- making, summarizing, paragraph writing, summary writing
4. Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

UNIT - V: Language Related Issues

12 Hours

1. Bilingualism- Multilingualism - Challenges of teaching language in multicultural classroom. Linguistic interdependence.
2. The educational development of bilingual and multi-lingual children
3. Nature of reading comprehension in the content areas - Developing writing skills in specific content areas
4. Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, CCE, MST)	External Assessment (EST)
Weightage (%)	40	60

*CCE-(Attendance and Departmental activity); Assignment (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project), MST, EST. (MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

Practical based Assignment

1. Identification of speech defects of primary level students and making a remedial strategy for its resolution
2. Prepare a report on Expository writing on any topic
3. Prepare a set of questions on diversity of languages and connect it with classroom discourse.
4. Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.

List of Books:***Textbook:***

1. Bhagwanti Gupta (2017-18) Agrawal Publications Agra-2 Language across the curriculum.
2. Dr. HaseenTaj . Dr. Mahesh Bhagava (2016) Rakhi Prakashan Pvt. Ltd. Agra Language across the curriculum.
3. Smt. Amitadangwal and ranjanapandey, Language across the curriculum, R.Lall Book Pepo. Meerut

Reference Books:

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Seigruhn &P. Pluddemann (Eds.) Multilingual education for South Africa, Heinemann Educational Books
2. Anderson, R.C. (1984). Role of reader s schema in comprehension, learning and memory. In

List of e-Learning Resources:

- <https://www.bedguide.in/2020/09/language-across-curriculum-pdf.html>
- <https://www.learningclassesonline.com/2020/10/language-across-curriculum.html>
- <https://www.learningclassesonline.com/2019/09/language-across-curriculum-in-hindi.html>



**MANDSAUR
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**B.Ed.
Detailed Syllabus**

Semester – I

CPS5 T

Understanding Disciplines and subjects

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To familiarize students from concept of disciplinary knowledge.
- To understand concept, types and basic element of syllabus.
- To conceptualize curriculum of different disciplinary area like language, mathematics, natural science and social study.
- To explain different types of concept of Curriculum development and Criteria for selection of text books.
- Implement of role of ICTs and developing capacities in present era.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Remember and understand the concept, forms, and factors of discipline, as well as the causes and remedies of indiscipline in educational contexts and explain the paradigm shift	L1
CO2: Describe the components of syllabus and apply criteria for selection and organization of content in different disciplines.	L1 & L2
CO3: <i>Understand and apply</i> the concepts, objectives, and interdisciplinary relationships of language, mathematics, social studies, and natural science curricula for effective curriculum development. and compare the curriculum of different disciplines.	L1, L2 & L3
CO4: Analyze and evaluate different types and principles of curriculum and design appropriate curriculum, syllabus, and textbooks.	L3 & L4
CO5: Understand and evaluate the role of open and distance learning in addressing learner diversity and ICT tools and analyze approaches to enhance teaching-learning processes and develop capacities for diverse learners.	L1, L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

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CO/P O/ PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	2	1	3	2	-	-	1	1	-	1	2	1	1
CO2	1	2	1	1	3	-	-	1	-	-	1	1	1
CO3	2	3	1	1	1	-	-	1	1	-	2	1	3
CO4	2	3	1	1	2	-	1	2	-	-	3	2	1
CO5	1	1	2	1	1	3	1	1	1	2	1	1	2

High-3 Medium-2 Low-1

Course Contents:

Unit I: Disciplinary Knowledge

12 Hours

1. Discipline - Concept and Importance, Factors giving positive direction of discipline
2. Forms of discipline, means of discipline.
3. Indiscipline- Forms, Causes of indiscipline, Suggestions to remove the problem of indiscipline.
4. Paradigm shift in the nature of discipline- Nature of paradigm, Importance of paradigm, Theory of paradigm.

Unit II: Syllabus and Content in Disciplinary Areas

12 Hours

1. Concept, importance, types, basic elements & characteristics of Syllabus.
2. Sources of content, Problems of selection of content, Criteria of selection of content.
3. Selection criteria of contents in the syllabus, writing rules of syllabus, writing steps of syllabus
4. Scale evaluation for syllabus.

Unit III: Curriculum of different disciplinary area like language, mathematics, natural science and social study

12 Hours

1. Language- Concept of language curriculum, objective of language curriculum, Hindi language and curriculum.
2. Mathematics- Concept of mathematics curriculum, utility of mathematics curriculum, development of mathematics curriculum.
3. Social Study- New concept of social studies, utility of social studies curriculum, relation of social studies with language, mathematics, science & Arts
4. Natural science- Concept of natural science curriculum, utility of natural science curriculum, Defects in presenting curriculum

Unit IV: Curriculum development

12 Hours

1. Concept of curriculum, Types, Principles, Scope and bases of curriculum, Defect of present curriculum,
2. Main concept of child centered curriculum, concept of integrated curriculum, Difference between curriculum and syllabus
3. Designing of curriculum, syllabus and text book, types of text books, Main

characteristics of good text book
4. Criteria for selection of text books. Some importance suggestions for preparation of good text books.

Unit V: Role of ICTs and Developing Capacities

12 Hours

1. The role of ICT in Effective teaching, learning and evaluation.
2. Capacity development of teachers and Students in the use of ICTs.
3. ICT – based teaching-learning approaches in schools.
4. Role of Open and Distance Learning in Catering to Diversity in Learners and Learning.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Text books:

1. Singh, R. (2008), Understanding disciplines and subjects, R. Lall publications.
2. Yadav, D. S. (2016), Singh R. Understanding disciplines and subjects, Agarwal publications.

Reference Books:

1. NCERT. (2005). National curriculum framework. NCERT
2. Kaur, Kuldeep & Verma, Neeraj. *Understanding Disciplines and Subjects*. Lucknow: Thakur Publication Pvt. Ltd., 2022. ISBN: 978-93-86488-85-5.
3. Saxena, Savita & Jain, Monica. *Understanding Disciplines and Subject*. 1st ed. Jaipur: Thakur Publication, 2016. ISBN: 9789351637288.
4. Pal, Ajay & Bhardwaj, Shivani. *Understanding Disciplines and Subject*. Thakur Publication, 2020. ISBN: 978-93-90460-14-4.
5. Jayapriya, N. *Understanding Disciplines and Subjects*. Chennai: Shanlax Publications, 2018. ISBN: 978-93-87102-91-0.
6. Maisnam, Premlata. *Understanding Disciplines and Subjects*. New Delhi: R. Lall Book Depot, 2021. ISBN: 9789385282706.

Important Websites:

1. youtube.com/watch=W127mRZ3NN8
2. https://www.youtube.com/watch?v=Z_1RZrwN9vQ
3. https://gcekpms.ac.in/uploads/syllabus/Understanding_Disciplines_and_Subjects.pdf
4. https://onlinecourses.swayam2.ac.in/nou21_ed09/preview
5. <https://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf>



**MANDSAUR
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**Reading and Reflecting On Text
Detailed Syllabus**

**Semester – I
EPC1**

CourseCategory
L T P C
0 0 8 4

Pre-requisites: Basic reading and writing skills

Course Objective:

- To understand reading techniques and methods for effective reading
- To learn combine reading, writing skills with content analysis & prepare field notes
- To develop skills of comprehension & reflection through effective reading
- To learn techniques of writing and narration after effective reading
- To correlate techniques of reading and reflection each other

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Develop understanding of reading techniques, concepts, and strategies for effective comprehension of diverse texts.	L1&L2&L3
CO2: Apply reading and writing skills to analyze, interpret, and reflect on various types of texts such as empirical, narrative, and policy documents.	L2&L3&L4
CO3: Enhance reflective thinking by integrating comprehension skills with content analysis and preparation of field notes.	L1&L2&L3
CO4: Evaluate and express ideas, opinions, and reflections effectively through written and oral communication.	L3& L4
CO5: Create original reflective outputs such as essays, summaries, reports, and newspaper articles using appropriate writing techniques.	L2&L3

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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

CO–PO–PSO Mapping (1 = Low, 2 = Medium, 3 = High, “–” = Not Mapped)

Course Contents:

- a. Pupil teacher will read and discuss on a wide variety of texts (empirical, conceptual and historical work, policy documents, and studies about schools, teaching, and learning and about different people’s experiences of all of these) Narrative texts, expository texts from diverse sources including autobiographies, narratives, field notes, ethnographies etc. Pupil teachers will also observe and reflect on the activities of peer group
- b. Writing efficiently, writing with a sense of purpose and audience, responding to a text with one’s own opinions or writing within the context of others ideas
- c. Combining reading and writing skills, reflective skills, content analysis, writing field notes
- d. Watching media / observation of a website and preparation of summary- to use media / internet- to summarize respective content- to express the summary orally in the group

Students teacher are supposed to watch a program on media or visit a site on internet and identify major concept and ideas involved and make notes or one page summary and explain the gist of the text / topic to others in the subject group .

Practicum

Review of the text, select key words and rewrite the content

Sr. No	Types of Text
1	Reading- Meaning & Concept
2	Reflection- Meaning & Concept
3	Experiential Lesson
4	Empirical Text
5	Autobiographical Narratives
6	Historical Work
7	Summary Writing
8	Newspaper Article
9	Report Writing
10	Policy Documentation
11	Field Notes

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment*(Assignment-15, MST-15,CCE-10,File-10)	External Assessment (EST #)
Weightage (%)	50	50

Total:120 Hours

Text Book :

- Srivastva, D. S. Reading and Reflecting On Text, Shri Vinod Pustak Mandir, 2016.
- Gupta, P.K., Gandhi, A. K. , Bhatnagar, S. S. Text Reading and Reflections , R Lall 2016.
- Siddiqui, Hena Reading and Reflecting on Text, Agarwal Publication, 2016-17.
- Malviya L, Rajawat P, Rajada, R reading and reflecting on text, madhya pradesh bhoj (open) university – bhopal, published by registrar, mp bhoj (open) university, bhopal in 2020
- Dinda, M . Reading and Reflecting on text , Calcutta University& Ravindra Bharti University, Rita Publication 2019 (Online Book).
- Bolton, Gillie. *Reflective Practice: Writing and Professional Development*. Sage Publications, 2018.
- Smalzer, William R. *Write to be Read Teacher's Manual: Reading, Reflection and Writing*. Cambridge University Press, 2005.
- Brandt, Deborah. *Literacy and Learning: Reflections on Writing, Reading and Society*. Wiley Publishers, 2001.
- Izzo, Andrea. *Research and Reflection: Teachers Take Action for Literacy Development*. Information Age Publishing, 2017.
- Richardson, Judy, Raymond Morgan, and Charlene Fleener. *Reading to Learn in the Content Areas*. Cengage Learning, 2011.

- Hannon, Peter. *Reflecting on Literacy in Education*. Routledge Publication, 2000. List of e-Learning Resources:

Reference Book

- Reading and Reflecting on Texts – National Council of Educational Research and Training (NCERT), **2015**
- Reflective Teaching in Schools – Andrew Pollard, **2008**
- Reading to Learn – David Rose and J. R. Martin, **2012**

Websites

- <https://en.wikipedia.org/wiki/fieldnotes>
- https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=fjxu8zh2m94C&redir_esc=y
- https://books.google.co.in/books/about/The_Art_of_Drama_Teaching.html?id=HiRgvgAACAAJ&redir_esc=y

E learning Resources-

- Reading and Reflecting on Texts – National Council of Educational Research and Training (NCERT), **2015**
- Reflective Teaching in Schools – Andrew Pollard, **2008**
- Reading to Learn – David Rose and J. R. Martin, **2012**
- <http://eu.m.wikipedia.org>



**MANDSAUR
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**Bachelor of Education
Detailed Syllabus**

Semester – I

PE1 T

Childhood and growing up

Course Category

L T P C

4 0 0 4

Course Objective:

- To understand the concept of growth and development.
- To identify different aspects of a child's physical, motor, social and emotional development and issues related to adolescent age.
- To apply concept and theory of intelligence and emotional development.
- To analyze the personality, mental health and hygiene, awareness to health disaster and its Prevention.
- To determine of different Issues and Concerns related to age of childhood.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand concepts and theories of psychology and development.	L1
CO2: Apply psychological principles in educational situations.	L2
CO3: Analyze developmental and social factors affecting children and adolescents.	L3
CO4: Evaluate intelligence, emotion and personality theories and measurement tools.	L4
CO5: Evaluate mental health, child rights and adolescent issues.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

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CO/PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
CO1	1	3	3	2	-	-	1	2	-	-	1	2	3
CO2	3	3	2	3	2	1	2	1	1	2	3	2	3
CO3	2	-	2	1	-	-	2	2	2	3	1	3	1
CO4	2	-	1	1	3	-	-	2	-	-	2	3	1
CO5	2	-	3	1	-	-	3	2	1	3	1	3	3

High-3 Medium-2 Low-1

Course Contents:

UNIT – I: Childhood and Child Development

12 Hours

1. Meaning, Concept and Scope of Psychology
Educational Psychology- Concept, Scope, Methods and Importance
2. Meaning, Concept, Scope, Importance and Development of Childhood & Growing up (Cognitive, Physical, Social, Emotional, and Language development of Child)
3. Influence of Socio Political realities on childhood- Family, School, Neighbor and Community
4. Growth and Development- Concept, Principles, Difference, Piaget theory of Cognitive Development.

UNIT – II: Adolescent Development

12 Hours

1. Adolescent Development a. Concept and Cognitive, Physical, Social, Emotional and Moral Development of Adolescence
2. Freud's Psycho-sexual development and Erickson's Psycho- social development theory
3. Guidance and Counseling of Adolescence
4. Some issues related to Adolescence- Bulling, Identity crisis and Depression

UNIT – III: Measuring Intelligence and Emotional Development

12

Hours

1. Intelligence: Nature, characteristic, Theories of Intelligence: Spearman's Two factor theory, Thorndike's Multi Factor theory, Triarchic theory of Intelligence, Thurston's Primary Mental Abilities (PMA).
2. Measuring Intelligence: Verbal, Non-Verbal and Performance tests (One representative of Group Test and Individual of each)
3. Emotions- Nature, Theories of emotional intelligence: Goleman's theory, Evolutionary theory, James Lange theory, Canon Band theory
4. Measuring Emotions- The Multifactor Emotional Intelligence Scale, Emotional Quotient Inventory

UNIT –IV Personality & Mental health and Hygiene**12****Hours**

1. Personality- Concept, Development and Measurement
2. Type theories of Personality- Theory of Somatotype, Value Theory of Springer & Theory of Socialization
3. Trait theories of Personality- Allport's trait theory, Cattell's Trait theory
4. Mental Health & Hygiene- Concept, features, Factors affecting Mental Health & Hygiene, Awareness to Health Disaster and its Prevention.

Unit – V Childhood: Issues and Concerns**12 Hours**

1. Social Issues: Counseling of Children for coping with stress in the following conditions: (a) Separation of Parents (b) Loss of Parents (c) Survivors of Child Abuse
2. Health Concerns: Child Abuse: Issues and Problems and Awareness about Rights of the Child.
3. Child Obesity: Causes and Remedies, Prevention through sports activities and yoga.
4. Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs.

Practical based Assignments

1. Evaluation of adolescent behavior in unbanslum/dalit households and prepare a report.
2. Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict their inter and intra individual differences

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST)
Weightage (%)	40	60

*CCE- Continuous comprehensive evaluation; Assignment; MST, EST. (MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbook:**

- 1- Childhood and growing up By Behari, Raman | R lall Book depo | 2016
- 2- Childhood and growing up By Aradhana & Bhargava | Rakhi Prakashan | 2016
- 3- Childhood and Growing Up by Dr. Bhawna Saraswat, Dr. Varsha Rani & Others | Thakur Publication, 2021/Latest Syllabus Edition

Reference Books:

1. Aggarwal J C,(2010) Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.
2. Shrivastava D.N, Verma Preeti, (2007) Child Psychology: Child Development Vinod Pustak Mandir, Agra,.
3. Sharma, R.K, Sharma, H.S, Tiwari, (2006) Aryana, Psychological Foundation of Child development, Rodha Prakashan Mandir, Agra,.
4. Mathur, S.S ,(2007-08) Development of learner and Teaching learning process, Agrawal publication, Agra,
5. Mangal, S.K, (2008) Advanced Educational Psychology P H I Learning Pvt. Ltd. – New Delhi.



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6. Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds),
Readings on the Development of Children. New York: WH Freeman and Company

Important Websites:

DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

List of e-learning Resources:

1. <https://nptel.ac.in/>

2. <https://www.coursera.org>



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**B.Ed.
Detailed Syllabus**

Semester – I

PE2T

Education in Contemporary India

Pre-requisites: Basics of education in Indian society

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To develop the concept of education and its types and role of teachers.
- To conceptualize the fundamental thoughts of educational philosophers.
- To explain the role of education in social change and promoting social mobility.
- To develop an understanding regarding constitutional provisions for education of different sections of society.
- To appreciate the contribution of major committees and commissions on education.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the meaning, aims, types and philosophical foundations of education.	L1
CO2: Apply educational philosophies and sociological principles in teaching-learning situations.	L1&L2
CO3: Apply constitutional provisions and educational policies in school practices.	L1&L2
CO4: Analyze the relationship between education, culture, social change and economic development.	L2 & L3
CO5: Evaluate the recommendations of educational commissions and national education policies in India.	L1, L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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

High-3 Medium-2 Low-1

Course Contents:

UNIT I – Concept and types of Education

12 Hours

1. Education- Meaning, nature and importance
2. General aims of Education with respect to contemporary Indian society.
3. Types of Education – formal, informal and non-formal.
4. Education and economic development, its relationship.

UNIT II- Fundamental thoughts and issues of Philosophy in Education

12 Hours

1. Philosophy- Concept and importance, Relationship between Education and Philosophy.
2. Need of Educational philosophical knowledge to a teacher.
3. Schools of philosophy – Idealism-Plato, Naturalism- Rousseau and Pragmatism- John Dewey.
4. Contribution of Educational philosophers –Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda.

UNIT III- Sociological Foundations of Education

12 Hours

1. Sociology of Education – Concept, Importance, agencies of Socialization-family, Peer group, school and mass media.
2. Culture- Concept, characteristics and relationship with education, role of school in preservation and promotion of culture.
3. Social change- Concept, importance, factors affecting, role of education in social change
4. Social mobility- Concept, importance, types, role of education in promoting social mobility.

UNIT IV- Policy Framework for Educational Development in India**12 Hour**

1. Indian constitution: constitutional provision of India related to education.
2. Secondary Education Commission- Recommendations
3. Secondary Education Commission - Curriculum in Secondary schools
4. National Education Commission- Recommendations, Educational Structure

UNIT V- National policies of education in India**12 Hours**

1. NPE-1968- Report, Recommendations
2. NPE-1986- Report, Recommendations
3. POA-1992
4. NPE-2020- Report, Recommendations, Educational Structure

Total: 60 Hours**Examination Scheme: Total – 100 marks**

Components	Continuous Internal Assessment* (Assignment & MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbook:**

1. Singh, Dr. M. K. (2009) Social and philosophical basis of education., International publishing house, Meerut
2. N.C.E.R.T, Teacher and Education – Emerging Indian Society, NCERT Publication, New Delhi, 1986.

Reference Books:

1. N.C.E.R.T, (2005) National Curriculum framework New Delhi,.
2. Swaroop Sexena, N. R. (2008) Philosophical and Sociological Foundations of Education.
3. Taneja V. R. (1973.) Educational Thought and Practice, Sterling Publication New Delhi,
4. Savani, Ashok & Singh (2014) Education principle and education in modern India, Agarwal Publication Agra.

Important Websites:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- <http://www.bdu.ac.in/cde/docs/ebooks/B-Education/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>