

VIDYASAGAR UNIVERSITY

Midnapore, West Bengal



PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF

BACHELOR OF ARTS WITH EDUCATION (MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME
(w.e.f. Academic Year 2023-2024)

Based on

**Curriculum & Credit Framework for Undergraduate Programmes
(CCFUP), 2023 & NEP, 2020**

VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL

VIDYASAGAR UNIVERSITY
BACHELOR OF ARTS IN HUMANITIES/ SOCIAL SCIENCE with EDUCATION
(Under CCFUP, 2023)

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks				
								CA	ESE	TOTAL		
B.A. in Humanities with Education	3 rd	V	SEMESTER-V									
			Major-A4	EDCPMJ04	T: Educational Assessment <i>(To be studied by students taken Education as Discipline- A)</i>	4	3-1-0	15	60	75		
			Major-A5	EDCPMJ05	T: Basic Statistics in Education <i>(To be studied by students taken Education as Discipline- A)</i>	4	3-1-0	15	60	75		
			Major-A6	EDCPMJ06	T: Technology in Education <i>(To be studied by students taken Education as Discipline- A)</i>	4	3-1-0	15	60	75		
			Major (Elective) -2	EDCMJE-02	Human Rights Education / Peace & Value Education/ Project Work <i>(To be studied by students taken Education as Discipline- A)</i>	4	3-1-0/ 0-0-4	15	60	75		
			Minor-5 (Disc.-C5)	EDCSMIN05	T: Educational Assessment <i>(To be studied by students taken Education as Discipline- C)</i>	4	3-1-0	15	60	75		
		Semester-V Total						20			375	
		VI	SEMESTER-VI									
			Major-B4		<i>To be decided (Same as MajorA4 for Education. taken as Discipline-B)</i>	4	3-1-0	15	60	75		
			Major-B5		<i>To be decided(Same as Major-A5 for Education taken as Discipline-B)</i>	4	3-1-0	15	60	75		
			Major-B6		<i>To be decided(Same as Major-A6 for Education taken as Discipline-B)</i>	4	3-1-0	15	60	75		
			Major (Elective) -3	EDCMJE-03	Great Educators / Life Skill Education / Population Education <i>(To be studied by students taken Education as Discipline- A)</i>	4	3-1-0	15	60	75		
			Minor -6 (Disc.-C6)	EDCSMIN06	T: Contemporary Trends in Indian Education <i>(To be studied by students taken Education as Discipline- C)</i>	4	3-1-0	15	60	75		
		Semester-VI Total						20			375	
		TOTAL of YEAR-3						40	-	-	-	700
		Eligible to be awarded Bachelor of Arts in Multidisciplinary Studies with Education on Exit						126	Marks (Year: I+II+III)			2325

MJP = Major Programme (Multidisciplinary), MI = Minor, A/B = Choice of Major Discipline; C= Choice of Minor Discipline; CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical

Major-A/B 4: Educational Assessment

Credit: 4

Full Marks: 75

Course Objectives-

- ✓ To understand the concept of educational assessment;
- ✓ To comprehend criteria of assessment in education;
- ✓ To understand the tools and techniques of assessment;
- ✓ To get acquainted with assessment for learning system;

Learning outcomes-

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

- ✓ Understand the concepts of assessment for learning system;
- ✓ Apply methods of assessing different criteria of assessment;
- ✓ explain the role of the community and stake-holders in development of teaching –learning system;
- ✓ Identify and use tools and techniques of assessment process;

Course Contents-

Unit 1: Assessment in Education

- a. Educational assessment and evaluation: concept, need and scope;
- b. Functions of educational assessment (formative, and summative purposes);
- c. Relation among assessment, measurement and evaluation.

Unit 2: Criteria of Assessment

- a. Characteristics of a good assessment tool;
- b. Validity and Reliability- concepts and methods of assessments;
- c. Steps for construction of standardized tools.

Unit 3: Tools and techniques of assessment

- a. Educational and Psychological Tests- concepts and types: Intelligence, creativity, aptitude and personality test (concept only);
- b. Scales of measurement (nominal, ordinal, interval, and ratio scales)
- c. Techniques of assessment- Observation, Interview and Questionnaire methods

Unit-4 Emerging trends in Assessment

- a. Grading and credit system- concept, merits and de-merits.
- b. Academic Bank of Credits (ABC)- concept, merits and de-merits.
- c. ARC, CRC and portfolio- Concept and uses.

Suggested readings-

1. Assessment for learning, S.K. Mangal, Shubhra Mangal, PHI Learning Publishers.
2. Assessment for Learning, Prof. Dr. Komolkrishna De, Dr. Khagendranath Chottopadhyay, Dr. Subhaschondro Bhat, Aheli Publishers.
3. Assessment of learning, S.K. Mangal, Shubhra Mangal, Shipra Publishers.
4. Assessment for learning, Dr. Debashis Pal, Dr. Debashis Dhar, Rita Book Agency.
5. 5. Assessment for the learning process and system, Dr. Amal Kanti Sarkar, Rita Bok Agency.
6. Hawe, E. & Dixon, H. (2017). Assessment for learning: A catalyst for student self-regulation. *Assessment & Evaluation in Higher Education*, 42(8), 1181-1192.
7. Harlen, W. & James, M.J. (1977). Assessment and learning: differences and relationships between formative and summative assessment. *Assessment in Education*, 4(3), 365-380.
8. Som, R., Bhattacharya, R., & Sarkar, B. (n.d.). পরিমাপ ও মূল্যায়ন (Measurement & Evaluation). (B. Sarkar, Ed.). Aaheli Publishers

Major – A/B 5: Basic Statistics in Education

Credit: 4

Full Marks: 75

Course Objectives

- ✓ To develop the basic concept of statistics and data
- ✓ To develop the ability to organize and represent relevant educational data through graphs.
- ✓ To develop the ability to analyze the descriptive measures and its applications
- ✓ To develop the concept of dispersion or variability and its applications
- ✓ To develop the concept and ability to analyze correlation
- ✓ To be acquainted with the concept of Normal Probability Curve and its uses.

Learning Outcomes

Students will gain an understanding of the fundamentals of statistics, data, and the applications of statistics in the field of education. They will acquire the ability to analyze descriptive statistics. In addition, they will comprehend correlation and its applications, grow in understanding of the normal probability curve, organize relevant educational data, learn how to represent it through graphs, and improve their skills in data analysis and display.

Course Contents-

Unit: 1 : Basic of Statistics

- a. Statistics – Concept & uses of statistics in education & psychology
- b. Organization and tabulation of data: Types of Data: Group & Ungroup; Primary & Secondary data; Qualitative and Quantitative; Continuous and Discrete
- c. Graphical representation of data –polygon, histogram, pie chart– drawing, uses

Unit: 2 : Measures of Central Tendency & Variability

- a. Central Tendency: Mean, Median and Mode- Calculation and Application
- b. Variability: Range, Mean Deviation, Standard Deviation (SD), and Quartile Deviation (QD)- Calculation and Application

Unit: 3: Correlation & Normality

- a. Bivariate Correlation – concept, types, uses – rank difference, product moment- Calculation & Interpretations
- b. Scatter Diagram (Concept Only)
- c. Normal Distribution, Uses of NPC in Education
- d. Divergence from Normality- Skewness and Kurtosis

Unit: 4: Statistical Practices

Calculate and comment on the mean, median, SD, QD, and correlation using at least 30 bivariate data from any academic institution. [for correlation it may be 10+10 or 15+15]

Suggested Reading

1. Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited
2. Garrett, H.E. (1971). *Statistics in Psychology and Education*. New Delhi: Paragon International Publisher
3. Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education*. Kogakusha, Tokyo: McGraw-Hill
4. Guilford, J.P. & Fruchter, B. (1981). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill
5. Sigel. S. & Castel Ian N.J. (1988). *Non-parameter statistics for the Behavioral Science*. Singapore: Graw- Hill Book Co.
6. McCall, R. (1993). *Fundamental Statistics for the Behavioral Science*. New York: Harcourt Brace
7. সুশীল রায় – মূল্যায়ন ঃ নীতি ও কৌশল
8. অরুণ ঘোষ – মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান

Major – A/ B 6: Technology in Education

Credit: 4

Full Marks: 75

Course Objectives

- ✓ To enable students to understand the concept, scope & importance of educational technology.
- ✓ To understand the evolution of educational technology.
- ✓ To understand about communication and system approach in educational technology.
- ✓ To create an understanding of the application of basics of technology in the process of education.
- ✓ To familiarise with technological advances made and to develop a positive attitude towards adaptability of digital literacy.
- ✓ To know about the assistive technology for supporting students with disabilities.

Learning Outcomes

- ✓ Students will be able to explain the concept, scope, and importance of educational technology.
- ✓ Students will be able to describe the evolution of educational technology.
- ✓ Students will be able to implement communication and system approach in educational settings.
- ✓ Students will be able to integrate basic technological tools into educational practices.
- ✓ Students will be able to enhance digital literacy and adapt to technological innovations.
- ✓ Students will be able to recognize and apply assistive technologies for supporting students with disabilities.

Course Contents-

Unit-I: Introduction to Educational Technology:

- a. Concept, nature, scope & importance of educational technology;
- b. Evolution of educational technology – From traditional tools to digital platforms;
- c. Mobile learning, Artificial Intelligence, augmented reality, virtual reality – impact on teaching and learning practices over time;
- d. Role of Computer & ICT in education.

Unit-II: Systems Approach & Communication in Education:

- a. Systems approach – Concepts, components;
- b. Systems approach in education;
- c. Communication – Concept, components, types, needs & communication cycle;
- d. Barriers of classroom communication and strategies of overcoming barriers in communication.

Unit-III: Instructional Design & Digital Pedagogy:

- a. Mass instructional techniques – Concepts & types (Seminar, panel discussion, MOOCS, SWAYAM);
- b. Personalized instructional techniques – Concepts & Types;

- c. Blended Learning and Mastery Learning: concepts & strategies;
- d. Models of teaching – Concepts, components and Use / Significance.

Unit-IV: Modern Trends in Educational Technology:

- a. Digital Literacy: Importance and adaptability;
- b. Issues in educational technology – responsible use of technology, online etiquette and safety;
- c. Cyber laws and ethical considerations;
- d. Assistive technologies for supporting students with disabilities.

Suggested Reading

1. Sharma, R.A. (2015). Technological Foundation of Education. Meerut: R.Lall Book Depot
2. Mangal, S.K. Educational Technology.
3. Mangal, S.K and Uma Mangal (2014). Essentials of Educational Technology. Delhi: PHI Learning Private Ltd.
4. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal
5. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

MAJOR ELECTIVE

(To be studied by students taken Education as Discipline- A)

Major Elective (MJE)-02:

(Human Right Education OR Peace & Value Education OR Project Work)

MJE – 2T: Human Right Education

Credits 04; Full Marks: 75

Learning Objectives:-

After the end of this course, learners will able to -

- ✓ *Define human rights and their core values;*
- ✓ *Understand the significance of human rights education;*
- ✓ *Explain the UN's role in human rights;*
- ✓ *Summarize the history and key documents of human rights; discuss UN duties and limitations;*
- ✓ *Describe human rights enforcement in India; analyze the Human Rights Act of 1993 and the role of the Human Rights Commission;*
- ✓ *Understand the judicial system's role in human rights protection;*
- ✓ *Evaluate the roles of advocacy groups, educational institutions, press/media, and NGOs in promoting and protecting human rights.*

Course Outcomes (CO):

At the end of this course, students will be able to --

CO1: Explain the concept, definition, evolution, and significance of Human Rights, and understand the core values of dignity, liberty, equality, and justice.

CO2: Analyze the role of the United Nations in promoting Human Rights, the historical milestones in their development, and the relevance of the Universal Declaration of Human Rights.

CO3: Evaluate the Human Rights enforcement mechanisms in India, including the Human Rights Act of 1993 and the role of the Human Rights Commission and judiciary.

CO4: Discuss the contributions of advocacy groups, educational institutions, media, and NGOs in promoting and safeguarding Human Rights.

Course Content:

Unit-1: Basic Concepts of Human Rights

- a. Concept, definition and evolution of Human Rights
- b. Nature and concept of Human Rights
- c. Human Values – Dignity, liberty, equality, justice, unity in diversity
- d. Meaning and significance of Human Rights Education

Unit- 2: United Nations and Human Rights

- a. United Nations and Human rights
- b. Historical milestones and evolution of human rights – National and International perspectives
- c. Universal Declaration of Human Rights in brief
- d. United Nations and Human rights – duties and limitations

Unit- 3: Human Rights Enforcement Mechanism in India

- a. Human Rights – Enforcement Mechanism in India
- b. Human Rights Act – 1993
- c. Human Rights Commission – role and objectives
- d. Judicial organs – Role of Supreme court and High court in brief

Unit-4: Role of Advocacy Groups and Other Stakeholders

- a. Role of Advocacy Groups
- b. Role of educational institutions
- c. Role of press and media
- d. Role of NGOs

Suggested Readings:

- Agarwal, H. O. (2018). Human rights. CLP.
- Agarwal, H. O. (2019). International law and human rights. CLP.
- Chitnis, V., et al. (n.d.). Human rights and the law: National and global perspective.
- Deshpande, B. A. (2017). Human rights: Law and practice. CLP.
- Dharmadhikari, J. D. M. (2016). Human values and human rights. Lexis Nexis.
- Jain, R. (2016). Text book on human rights law and practice. Lexis Nexis.
- Kaur, H., & Singh, A. (n.d.). Introduction to jurisprudence. Lexis Nexis.
- Mahajan, V. D. (2016). Jurisprudence and legal theory. Eastern Book Co.
- Paranjpe, N. V. (2019). Studies in jurisprudence & legal theory. CLA.
- Sinha, M. K. (n.d.). Implementation of basic human rights. Lexis Nexis.

OR

Learning Objectives:-

After the end of this course, learners will be able to -

- ✓ *Know the concept of peace education;*
- ✓ *Understand the concept, nature and objectives of Non-Violence;*
- ✓ *Explain the Barriers and their prevention measures for Peace Education;*
- ✓ *Explain the meaning, nature, classify value and its reflection in the Indian Constitution;*
- ✓ *Discuss the meaning, objectives and need of value Education;*
- ✓ *Understand peace, value and conflict resolution.*

Course Outcomes (CO):

At the end of this course, students will be able to –

CO1: Explain the concept, scope, and importance of Peace Education, identifying its aims and the need for it in the modern world.

CO2: Analyze the role of teachers and educational institutions in fostering and promoting Peace Education, based on the recommendations of NEP 2020.

CO3: Identify the barriers to Peace Education and propose preventive measures to overcome these challenges.

CO4: Discuss the concept, nature, and objectives of Non-Violence, and assess the interrelationship between Peace and Non-Violence.

CO5: Define and classify various values, especially those enshrined in the Indian Constitution, and evaluate the necessity of Value Education in the 21st century.

CO6: Explain the role of home, school, and society in fostering and inculcating values among individuals.

CO7: Examine the nature and types of conflict, and demonstrate effective conflict resolution strategies.

CO8: Assess the role of teachers in conflict resolution and the contribution of Peace and Value Education in resolving conflicts.

Course Content:

Unit: 1 = Peace Education

- a. Concept and Scope of Peace Education
- b. Aims and needs of peace Education
- c. Role of Teachers and Educational institutions in Promoting Peace
- d. Education Recommendations of NEP 2020 on Peace Education

Unit: 2 = Peace and Non-Violence

- a. Barriers to Peace Education
- b. Preventive measures to overcome the barriers to Peace Education
- c. Concept, nature and objectives of Non-Violence
- d. Role of Peace for Non-Violence

Unit: 3 = Value Education

- a. Value: Meaning, Nature and Classification of Values
- b. Values enshrined in Indian constitution
- c. Concept of Value Education, Need For Value Education in the 21st Century
- d. Role of Home, School and Society in fostering Values

Unit: 4 = Peace, Value and Conflict Resolution

- a. Definition and Nature of Conflict
- b. Conflict Resolution Strategies
- c. Role of Teachers in Conflict Resolution
- d. Role of Peace and Value Education in resolving conflict.

Suggested Books:

- Diwahar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
- 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. Gupta, N.L. (2000). Human Values in Education. New Delhi: Concept Publishing Company.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation
- 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.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

OR

Course Objectives:

- ✓ To provide the practical knowledge of educational research.
- ✓ To provide the practical knowledge of research design/types, quantitative and qualitative methodologies to conduct educational research
- ✓ To provide the practical knowledge of variables, research problems, hypothesis etc.
- ✓ To provide the practical knowledge of sampling techniques.
- ✓ To provide the practical knowledge of data collection, data analysis.
- ✓ To provide the practical knowledge to prepared a research report.

Course Outcomes

Students will learn practical methods for conducting educational research. They will be able to plan and conduct studies using appropriate methods. They will learn how to identify and structure research problems, variables, and hypotheses, as well as how to select appropriate sampling techniques. Students will also know how to collect and analyze data, properly interpret the results, and write clear and organized research reports that explain their findings.

Course Content

Students are expected to collect relevant data from academic/non-academic institution (may be others) (minimum sample size must be 50) and following steps will be followed to prepared the brief research report (hand written):

Introduction: In shorts- why that research is important, concepts (citation)

Literature Review- At least seven reviews

Methodology- Research type/study design; objectives/research question; hypothesis; Variables; sample & sampling; tools; statistical analysis

Result Interpretation- Descriptive and inferential statistics and graphs

References (APA format)

MAJOR ELECTIVE

(To be studied by students taken Education as Discipline- A)

Major Elective (MJE)-03:

(Great Educators OR Life Skill Education OR Population Education)

MJE – 3T: Great Educators

Credits 04; Full Marks: 75

Course Learning Outcomes

On completion of this course the learners will be able to-

- *Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda towards education*
- *Explore the contributions of Sri Aurobindo to philosophy and Education*
- *Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world*
- *Assess the educational thoughts of Jiddu Krishna Murti*
- *Critically analyze the educational philosophy of S. Radhakrishnan*
- *Analyze the educational Contributions of Sister Nivedita*
- *Explain the key ideas and theories of Jean-Jacques Rousseau related to Education and child development*
- *Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings*
- *Analyze the educational methods and principles developed by Maria Montessori and their application in early childhood education*
- *Estimate the ideas of Pestalozzi to psychologize education*
- *Evaluate the educational theories and ideas of Paulo Friere*
- *Discuss the educational thoughts of Ivan Illich in relation to De-schooling society*
- *Compare and contrast the philosophies and educational ideas of the mentioned educators*
- *Reflect on the relevance and applicability of the educational philosophies of the great educators in contemporary educational contexts*

Course Content:

Unit: 1: Indian Educators- I

- a) Swami Vivekananda
- b) Sri Aurobindo
- c) M.K. Gandhi

Unit: 2 : Indian Educators- II

- a) Jiddu Krishna Murti
- b) S. Radhakrishnan
- c) Sister Nivedita

Unit: 3 : Western Educators- I

- a) J.J. Rousseau
- b) F.W. August Froebel
- c) M.M. Montessori

Unit:4 : Western Educators -II

- a) J.H. Pestalozzi
- b) Paulo Friere
- c) Ivan Illich

Suggested Books

- Dash, B.N.,- Teacher and Education in the Emerging Indian Society, Vol-1, Neelkamal Publications Pvt. Ltd. Hyderabad
- Guha, B., Shikshay Pathikrit , Sobha Publisher, Kolkata
- Mukherjee, K.K., -Some Great Educators of the world, Das Gupta &Co.Pvt. Ltd, Kolkata
- Purkait, B.K., -Great Educators, New Central Book Agency, London
- Rai, B.C.,- Theory of Education, Prakasan Kendra, Lucknow
- Sharma, D.,- Philosophical Foundations of Education, Educational Publishers, Agra
- Taneja, V.R., Educational Thought and Practice, Sterling Publishers Pvt. Ltd, New Delhi

OR

Course Objectives

- To provide knowledge of life skills education and basic life skills.
- To understand the different models of life skills.
- To acquaint students with the application of life skills in everyday life.
- To discuss the prospects of life skills education.
- To provide practical application of different life skills techniques.

Course Learning Outcomes

After the completion of this course, learners will be able to:

- Explain life skills and life skills education.
- Describe different models of life skills.
- Apply necessary life skills in daily life.
- Explain the concept of training and techniques for life skills education.
- Demonstrate practical application of various life skills techniques.

Course Content:

Unit: 1: Introduction to Life Skills

- a. Life Skills: Concept and Significance; Life Skills Education
- b. Life Skills in Indian Context
- c. Survival Skills, Livelihood Skills, Negotiation skills and Digital literacy skills.

Unit: 2: Models of Life Skills

- a. WHO's 10 life skills model
- b. 4 H (Head, Heart, Hands & Health) targeting Model
- c. 4-dimensions model by UNESCO

Unit 3 : Application of Life Skill Education

- a. Life Skills for social exclusion & civic engagement
- b. Life Skills for carrier opportunities (resume writing, Group Discussion, Carrier searching, Interview skills)
- c. Problems and provisions in application of Life Skills Education.

Unit 4 : Techniques and Training

- a. Techniques of life skills (Debate, Role Play, Storytelling, Gamification)
- b. Role of Teachers in promoting life Skills
- c. Training for promoting Team-Work and Addressing Misunderstanding

Suggested Books:

- Bhatt I Rajeshkumar (2017), Life Skill Education, Notion Press, Chennai
- Rao R K & Dinakar P (2016), Life Skills education, Neelkamal, Hyderabad
- Mahajan G (2009), Life skill Education, Shipra Publication, Delhi
- Hydrabasha, A. S. Life Skills of education, Current Publication, Mumbai
- Ralhan R (2022), Life Skill Education, Tandon Publications, Ludhiana
- UNICEF: omprehensive Life Skills Framework.
<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf> (Pg-18)
- ELOPING LIFE SKILLS: METHODS AND TECHNIQUES
<https://egyankosh.ac.in/bitstream/123456789/106540/3/Unit-16.pdf>
- World Health Organization. Life Skills Education For Children and Adolescents in Schools: Programme on Mental Health World Health Organization Geneva 1997.
<https://iris.who.int/server/api/core/bitstreams/87fe5602-fd22-4d61-8605-26aa6a21f4c8/content>
- Mishra, Savita., Hanif, Md., Prabhat, P. Raj (2004). Education: Life Skills and Training. Aadi Publication, India.
- Chakrabarty, P.K (2022). Jiboner Dakkhata Shikkha. Rita Publications, Kolkata

OR

Course Objectives

The course aims to:

- Provide knowledge about the concept, scope and importance of Population Education.
- Develop understanding of population growth, its determinants and its impact on quality of life.
- Create awareness about population-related issues, human resource development and population education programmes in India.
- Sensitize learners towards the role of family, female education and environmental concerns in population growth.
- Familiarize learners with population education curriculum, population policy and the role of teachers and community in awareness programmes.

Learning Outcomes

After completion of this course, learners will be able to:

- Understand the meaning, objectives, need and basic concepts of Population Education.
- Identify the determinants of population growth and explain key demographic concepts.
- Explain the impact of population growth on quality of life.
- Understand human resource development and population education programmes in India.
- Analyze the major problems of population growth and suggest strategies for population control.
- Explain the role of family size, family responsibilities and female education in population growth.
- Understand population education curriculum, population policy in India and the role of teachers and community awareness programmes.

Course Content:**Unit I: Concept of Population Education**

- a. Meaning, Objectives and Need of Population Education
- b. Determinants of Population Growth (Socio-economic, Political, Biological and Psychological)
- c. Concept related to population education (Birth Rate, Death Rate, Fertility, Mortality, Morbidity and Migration)

Unit II: Population Growth: Impact, Development and Challenges

- a. Concept, Indicators and Impact of Population Growth on Quality of Life (with reference to health, education and average life span)
- b. Human Resource Development-Concept and Significance, and Population Education Programmes in India
- c. Major Problems of Population Explosion and Strategies for Population Control

Unit III: Population Growth and Responsibilities

- a. Family Size and Its Implications
- b. Role of Family and Female Education in Population Growth
- c. Population Growth and Environmental Sustainability

Unit IV: Population Education: Curriculum Framework, Policy and Implementation Strategies

- a. Curriculum for Population Education across Different Educational Levels
- b. Population Policy in India: Strategies and Measures
- c. Role of Teachers and Community-based Awareness Programmes on Population-related Issues (Child Marriage, Child Labour, Population Explosion)

Suggested Books:

1. Aggarwal, J.C. (2002). Population Education. Delhi: Shipra Publication.
2. Bhardwaj, Ramesh Kumar (2002). Population Education in India. Kacha Bazar: TheAssociate Publishers
3. Ghosh, B. N. (1985). Fundamentals of Population Geography. New Delhi: Sterling Publishers Private Limited.
4. Raju, B. Joseph et al. (2004). Population Education. New Delhi: Sonali Publications
5. Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. New Delhi: Kanishka Publishers Distributors.
6. Sinha, P. N. (2000). Population Education and Family Planning. New Delhi: Jawarharpark, Laxmi Nagar,
7. Subir Nag & Rajib Sarkar (2020-2021). Population Education. Rita Publication. (Bengali Version)

MINOR (MI)

(To be studied by students taken Education as Discipline- C)

**MI-5/C5: Same as Minor-5 (EDCMIN05) of Education (Hons.) programme Credits 04
Full Marks: 75**

**MI-6/C6: Same as Minor-6 (EDCMIN06) of Education (Hons.) programme Credits 04
Full Marks: 75**