



**INTEGRAL
UNIVERSITY**



INTEGRAL UNIVERSITY LUCKNOW

4th Semester Syllabus
w.e.f. Session-2019-20

For

Bachelor of Education (B.Ed.)

Faculty of Education



Integral University, Lucknow

Effective from Session: 2020-2021							
Course Code	ED 502	Title of the Course	Problems of Modern Indian Education	L	T	P	C
Year	2 nd	Semester	4 th	3	1	0	4
Pre-Requisite	Graduation	Co-requisite	Nil				
Course Objectives	To appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc. To acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities To develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc. To appraise about the policy initiatives taken in education reform during post independent India. To develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country. To develop understanding of the issues, and challenges faced by Indian contemporary Society.						

Course Outcomes	
CO1	Understand different commissions and policies of education post-independence era.
CO2	Understand issues and policies of secondary education system.
CO3	Discuss about contemporary education system.
CO4	Discuss about issues of contemporary education system
CO5	Explain initiatives taken by the government to develop education system in India.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Development of Modern Indian Education	Education in Post-Independence Period: Mudaliar Commission(1952), Education Commission (1964-66), NPE 1968, NPE 1986 and its modified version 1992, Learning Without Burden-1993 NCF 2005 Knowledge Commission (2006) Justice Verma Commission-2012	8	1
2	Issues and policies for Secondary Education	Dropout, Retention, RTE-2009, Constitutional provisions of education for SC, ST, OBC, and girl child, Idea of Common School System, National System of Education, Language Policy	8	2
3	Contemporary Indian Education: Concerns	A critical review of the present school system: A stratified government school system, Education Guarantee Scheme, Alternative Schools, Kendriya, Navodaya and Pratibha Vikas Vidyalayas, KGBV	8	3
4	Contemporary Indian Education: Issues	Problems in Modern Indian Education Problems of nationalization, Equality of educational opportunities Diversification of curriculum	8	4
5	: Initiatives of The Government of India	Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-dayMeal Schemes for girls, SC, ST and Marginalized Group, ICT In School Education:- National Repository of Open Educational Resources(NROER), Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching(PMMMNMTT)	8	5

Reference Books:

- Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.

e-Learning Source:

Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
PO-PSO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	1	3	3	1	2	1	2	1	3	1	1	1	1	1	2
CO2	1	3	3	1	2	1	2	1	1	2	2	1	1	1	1
CO3	1	3	2	1	2	1	2	2	2	3	1	2	2	2	1
CO4	1	3	2	1	2	1	2	1	1	1	3	1	3	1	1
CO5	1	3	1	1	2	1	2	2	3	1	1	2	1	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<i>Dr Azkiya Waris</i> <i>Azkiya W</i> Name & Sign of Program Coordinator	<i>M. A. Khan</i> Sign
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INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2025-26											
Course Code	ED503	Title of the Course	Great Educators	L	3	T	1	P	0	C	4
Year	II	Semester	IV								
Pre-Requisite	Graduation in any subject	Co-requisite	---								
Course Objectives	To comprehensively understand the role and contributions of great educators in the field of education, including their life histories, specific efforts, and the critical importance of their work, thereby enabling students to evaluate and appreciate the influence of educational thinkers on contemporary educational practices.										
Course Outcomes											
CO1	Reflect on the role of educators in shaping individual and societal progress.										
CO2	Understand the contributions of ancient and classical educators to educational philosophy.										
CO3	Discuss key educational philosophies and contributions of medieval and Enlightenment-era educators.										
CO4	Assess the relevance of educational philosophies of key modern thinkers.										
CO5	Evaluate the impact of Indian educational visionaries on contemporary education.										
Unit No.	Title of the Unit	Content of Unit						Contact Hrs.	Mapped CO		
1	Reflections on Education	Role of educators in education and societal transformation; Modern developments in education: Technology integration, inclusion, and sustainability; Impact of new developments in education on pedagogy and curriculum; Education in the present scenario: Global challenges and local solutions						8	1		
2	Ancient and Classical Educators	Socrates, Aristotle, Plato, Adi Shankaracharya- With special reference to- Their Life sketch and philosophy; Aims of education; curriculum, methodology, student, teacher discipline in education; literature and contribution to education						8	2		
3	Medieval and Enlightenment Educators	Rousseau, Herbert Spencer, Immanuel Kant- With special reference to- Their Life sketch and philosophy; Aims of education; curriculum, methodology, student, teacher discipline in education; literature and contribution to education						8	3		
4	Pioneers of Modern Educational Thought	Friedrich Froebel, Madam Maria Montessori, John Dewey- With special reference to- Their Life sketch and philosophy; Aims of education; curriculum, methodology, student, teacher discipline in education; literature and contribution to education						8	4		
5	Indian Visionaries in Education	Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda- With special reference to- Their Life sketch and philosophy; Aims of education; curriculum, methodology, student, teacher discipline in education; literature and contribution to education						8	5		
Reference Books :											
1. Saxena Swaroop, N.R. Philosophical and Sociological Foundation of Education. R.Lall Book Depot, Meerut (2008).											
2. Aggarwal, J.C. & Gupta, S. Great Philosophers and Thinkers on Education. Shipra Publications, Shakarpur, Delhi (2006).											
3. Khan, W.A. Philosophical Foundation of Education, Lakshay Publication, Daryaganj, New Delhi (2011).											
4. Allen, A. & Goddard, R. Education & Philosophy. Sage Publication, London (2017).											
5. Taneja, V.R. Educational Thought and Practice, Sterling Publishers Pvt. Ltd. (1990).											
6. Pathak, R.P., Philosophical and Sociological Principles of Education Pearson, Dorling Kinderseley (India) Pvt. Ltd. (2012).											

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e-Learning: e-Learning Resources:

https://www.lucy.cam.ac.uk/sites/default/files/inline-files/9780429494864_webpdf.pdf

https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_11.pdf

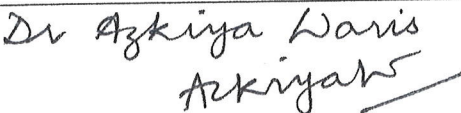
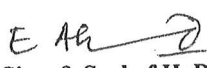
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[%20Fifty%20modern%20thinkers%20on%20education%20 %20from%20Piaget%20to%20the%20present%20day.pdf](http://www.daneshnamehicsa.ir/userfiles/files/1/20-%20Fifty%20modern%20thinkers%20on%20education%20%20from%20Piaget%20to%20the%20present%20day.pdf)

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	1	2	2	1	2	3	1	1	1	3	2	3	2
CO2	3	1	2	1	2	1	2	3	1	1	1	3	2	3	3
CO3	3	1	1	1	2	2	3	3	1	1	1	3	3	2	3
CO4	3	1	1	1	2	1	2	3	1	1	1	2	2	3	2
CO5	3	2	1	1	1	1	2	3	1	1	1	3	2	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Head
Department of Education
Integral University, Lucknow



Effective from Session: 2025-26							
Course Code	ED504	Title of the Course	Textbook and Curriculum Development	L	T	P	C
Year	II	Semester	IV	3	1	0	4
Pre-Requisite	Graduation	Co-requisite	Nil				
Course Objectives	The course is designed to comprehend the students with the knowledge of						

Course Outcomes	
CO1	Students will be able to understand concept of curriculum and its related aspects.
CO2	Students will be able to comprehend knowledge about textbooks, reference books and their merits and demerits.
CO3	Students will be able to understand and distinguish between the concept of bases and determinants of curriculum development
CO4	Students will be able to know about curriculum evaluation and its different approaches and methods.
CO5	Students will be aware of different models of curriculum.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Curriculum and its Related Aspects	- Meaning and Concept, Domains of Curriculum, Objective, Difference between Curriculum, Syllabus and Textbooks - Types of Curriculum: Subject Centered, learner Centered, Core, Integrated Teacher Centered, Correlation, Fusion, Accelerated, Enriched, Crash, Disciplinary, Interdisciplinary, Transdisciplinary, Multidisciplinary Curriculum	8	1
2	Textbook and its Related Aspects	- Meaning and Nature of textbook - Need and importance of textbook - Characteristics of standard textbook - Merits/Demerits in the existing school textbooks - Reference Book: Concept and difference from textbooks.	8	2
3	Bases and Determinants of Curriculum	- Bases of Curriculum: Educational Aims, Educational Objectives, Development, Principles of Curriculum - Determinants of Curriculum: Philosophical, Sociocultural, Political, and Psychological. - Difference between Bases and Determinants	8	3
4	Curriculum Evaluation	- Nature and need of evaluation. - Approaches to curriculum evaluation: Formative and Summative Evaluation, CCE (Continuous and Comprehensive Evaluation), CRT (criterion-referenced test), NRT (Norm-referenced tests), CGPA (Cumulative Grade Point Average), GGPA (Graduate Grade Point Average)	8	4
5	Models of Curriculum	- Concept of various models of curriculum: Hilda-Taba Model, Administrative Line Staff Model, Grass-root Model, Demonstration Model - Model of Curriculum as per NCF 2005, NCFTE 2009 and NCFSE 2023	8	5

Reference Books:

1. Wiles, J. (2009). Leading Curriculum Development. Dallas: Crowin Press.

2. Ediger, M. & Rao, D.B. (2003). Philosophy and Curriculum. New Delhi: Discovery Publishing.

3. Vashist, S. R. (2004). The theory of curriculum. New Delhi: Anmol Publications.

4. Sharma, P. (2011). Principles of curriculum. New Delhi: A.P.H. Publishing.

5. Arulsamy, S. (2011). Curriculum Development. Hyderabad: Neelkamal Publications.

e-Learning Source:

www.ncte.gov.in

www.ncert.nic.in

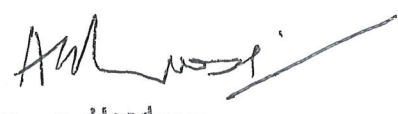
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APPROVED BY
ACADEMIC COUNCIL
 ON...26/10/2024.....

Handwritten Signature
Head
Department of Education
Integral University, Lucknow

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	1	3	2	1	3	3	3	2	1	3	3	4	4	3	2
CO2	1	2	2	2	3	2	2	2	1	4	3	3	4	2	1
CO3	1	3	2	2	3	2	2	2	1	3	3	3	3	2	2
CO4	1	3	2	3	3	2	3	3	1	4	3	4	3	3	2
CO5	1	2	1	2	2	1	1	3	1	4	3	3	3	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr Azkiya Waris Azkiya W Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Department of Education
Integral University, Lucknow

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ACADEMIC COUNCIL
ON..26/10/2024.....



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2025-26							
Course Code	ED505	Title of the Course	Theory of Psychology Practical and Statistics	L	T	P	C
Year	II	Semester	IV	3	1	0	4
Pre-Requisite	Graduation with any discipline	Co-requisite	---	--	--	--	--
Course Objectives	Students will be able develop Understanding about Tests and Experiment Understand about Statistics and its basic concepts, understand about Presentation of Data – Tabular, Graphical representation of data, understand Descriptive statistics – Measure of Central Tendency, Variability and Correlation						
Course Outcomes							
CO1	Students will be able to know about Tests and Experiments, they will know about characteristics of Good Psychological Test, restate different types of Psychological Tests. They will know about variables and its types.						
CO2	Students will get knowledge of definition and scope of statistics. The will get insight of Quantitative and qualitative data. They will understand different scales of measurements						
CO3	Students will be able to understand the presentation of Data. They will be able to compute and apply it in the presentation of data.						
CO4	Students will acquaint with measures of Central Tendency. They will understand the concept of measures of variability. They will be able to solve the numerical problems.						
CO5	Students will be able to understand the concept of Correlation. They will know about different types of correlation. They will be able to solve different numerical problems.						
Unit No.	Title of the Unit	Content of Unit			Contact Hrs.	Mapped CO	
1	Introduction to Psychology Testing	• Introduction of Test • Characteristics of Good Psychological Test • Types of Psychological Test • Uses of Psychological Tests • Experiment– Meaning. • Variables and its Types • Manipulation of Variables • Control in Experiments • Difference between Experiment and Test			6	1	
2	Introduction to Statistics	• Meaning, Concept, History and Definitions of Statistics. Descriptive and Inferential Statistics • Scope of Statistics • Limitations of Statistics • Use of Statistics in Education • Quantitative data and Qualitative Data • Attributes, Variables • Scales of Measurement - Nominal, Ordinal, Interval and Ratio.			6	2	
3	Presentation of Data	• Presentation of Data – Meaning and Concept, Tabular and Graphical Presentation • Computation, Uses, Merits and Demerits – Bar diagram, Histogram, Pie chart, Frequency Polygon and Ogives			8	3	
4	Measures of Central Tendency and Variability	• Central Tendency and its measures : Mean, Median, Mode, Decile, Quartile and Percentiles-Computation, Uses, Merits and Demerits • Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of variation - Computation, Uses, Merits and Demerits			8	4	
5	Measures of Correlation	• Concept, Types, Coefficient of correlation; assumptions, computation, uses and interpretation of rank difference, • Product- moment correlation • Partial and multiple correlation.			6	5	

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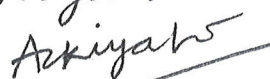
Reference Books:

- Chauhan, S. S. (2009). Advanced educational psychology. Vikas publishing house.
- Edwards, A. Statistical methods for the behavioral sciences.
- Ferguson, G. A. Statistical analysis in psychology and education.
- Fisher, R. A. Statistical methods for research workers. In Breakthroughs in statistics: Methodology and distribution. New York, NY: Springer New York.
- Garret, H. E., & Woodworth, R. S. Statistics in Psychology and Education. vakils. Feffer and Simons Pvt. Ltd.
- Mangal, S. K. (2002). Advanced educational psychology. PHI Learning Pvt.Ltd..
- Sharma, H. L. (2016). Basic Statistical Methods with Applications. Agrotech Publishing Academy.
- Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	3	3	1	3	3	3	2	1	2	2	2	2
CO2	3	3	2	3	3	1	1	3	3	3	1	2	3	2	3
CO3	3	3	3	2	2	2	2	3	3	3	1	2	3	2	3
CO4	3	1	3	3	3	3	1	3	3	2	1	2	2	1	3
CO5	3	1	2	3	2	1	3	3	3	2	1	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr Azkiya Waris


Name & Sign of Program Coordinator

E A 

Sign & Seal of HoD

Head
 Department of Education
 Integral University, Lucknow



Integral University, Lucknow

Effective from Session: 2020-21							
Course Code	ED506	Title of the Course	Value Education and Human Rights	L	T	P	C
Year	II	Semester	IV	3	1	0	4
Pre-Requisite	Graduation with any Discipline	Co-requisite	Nil				
Course Objectives	The purpose of this graduate course is to impart theoretical and practical knowledge of Value education and Human rights. By studying the different types of values, students will be able to do become good citizen and make contribution with value-based society						

Course Outcomes	
CO1	To enable the students to understand the need and importance of value education and education for Human Rights
CO2	To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education
CO3	To orient the students with the basis of morality and the place of reason and emotions in moral development of the child
CO4	To enable the students to understand the process of moral development vis-à-vis their cognitive and social development
CO5	To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Meaning and Concept of Value Education	Value Education: Concept, nature and significance Classification of values: Personal and social, Intrinsic and instrumental, Contemporary values- scientific Temper, intellectual Honesty, social service and Protection of Environment. Value Education Constitutional or National Values	8	1
2	Dimensions of Values and Human Rights	Indian Culture and Human Values, Rights of Teacher in Indian Culture, Role of teacher in value Education, Need and importance of Value Education in the existing social scenario, Need and importance of Education for Human Rights in the existing social scenario	8	2
3	Meaning and Concept of Human Rights	Human Rights: Concept, nature and significance, Contemporary Human Rights - scientific Temper, intellectual Honesty, social service and Protection of Environment, Human Rights Constitutional or National Values, Human Rights Role of teacher in value education	8	3
4	Value Education and learning Theories	Moral Development of the Child, Concept of Development and concept of Moral Development, Psycho-analytic approach, Learning theory approach, especially social learning theory approach, Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.	8	4
5	Method of Imparting Value Education	Traditional methods: Storytelling, Ramleela, Tamasha, street play and folk songs, Practical methods: Survey, role play, value clarification, intellectual discussions, Role of school teacher: Every teacher as teacher as teacher of values, school curriculum as value laden	8	5

Reference Books:

1. Bagchi, Jyoti Prakash and Teckchandani, Vinod (2008). Value Education, University Book, Jaipur
2. Dhokaia, R.P. (2001) External human values and World Religions, NCERT, New Delhi
3. Gupta, K.M. (1989) Moral Development of school children, Academic Press, Gurgaon
4. Grose, D.N. (2005) "A text book of value Education" New Delhi.
5. Singh Y.K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Company, New Delhi

e-Learning Source:

1. <https://www.slideserve.com/alyn/introduction-to-values-education>
2. <https://www.indiajuris.com/uploads/publications/pdf/11410776927q1Human%20Rights%20080914.pdf>

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	1	2	2	1	3	1	2	2	2	1	2	2	2
CO2	3	1	3	1	2	1	3	2	2	1	2	1	1	2	1
CO3	3	1	2	1	2	1	3	2	1	1	1	2	2	1	2
CO4	2	2	2	1	2	1	2	2	2	1	1	1	2	1	2
CO5	3	2	2	1	2	1	2	1	2	2	2	2	1	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr Azkiya Hanis
Azkiya W

Name & Sign of Program Coordinator

MA Ah Han
Sign & Seal of Head





Integral University, Lucknow

Program : B.Ed.				Effective from Session: 2023-24			
Course Code	ED507	Title of the Course	Educational Guidance and Counselling	L	T	P	C
Year	Second	Semester	Fourth	3	1	0	4
Pre-Requisite	Graduation	Co-requisite					
Course Objectives	The course is aimed to develop understanding of the concept and importance of guidance and counselling in present scenario.						

Course Outcomes	
CO1	To identify various types of Guidance and counselling.
CO2	To acquaint with the concept of school of counselling.
CO3	To explain the different types of psychological tools.
CO4	To describe the issues and techniques of Guidance and Counselling
CO5	To analyze the Career Information and Training programme

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Guidance in School	- Meaning, Nature and Need of Guidance. - Aims and Principles of Guidance - Procedure of Guidance -steps. - Areas - Educational and vocational Guidance, Group Dynamics and Group Guidance. - Relevance of guidance in present scenario. - Group guidance activities and their organization	8	1
2	Counseling in School	- Meaning, Nature and Need of counseling: Difference between Guidance and Counselling. - Aims and Principles of counselling. - Counseling Process. - Approaches: Directive, non-directive and Eclectic counselling. - Role of counselor in school, Qualities and Qualification of a good counselor.	8	2
3	Tool and Implication of Guidance & Counselling	- Blanks, Cumulative record cards, Anecdotal records, Rating Scale, Questionnaire - Inventories: Interest and Personality. - Career awareness skills, Teachers' role in career planning. - Ethical and legal Guidance.	8	3
4	Issues and Techniques in Guidance and Counselling	- Problems and concerns, Counselling for parents. - Essential guidance services: orientation, counseling and remedial services. - Importance of follow-up in counseling, Observation, Interview and sociometry. - Techniques of counselling: Lectures, Discussion and Dramatics.	8	4
5	Career Information and Training	- Information about education and training opportunities at Primary, and Secondary levels of school. - Organization of guidance services in schools. - Evaluation of guidance services: Survey approach, Experimental approach and case study approach - New trends in Guidance and counselling	8	5

Reference Books:

Bhatnagar, R.P. (2018): Guidance & Counselling in Education. R. Lall Publisher
 Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counselling, 6th edition, Prentice Hall of India, New Delhi.
 Kochhar, S.K. (1981) Guidance in Indian education, Sterling Publishers, New Delhi
 Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
 Sharma, R. A. (2015): Guidance & Counselling, R. Lall Publisher

e-Learning Source:

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<https://ncert.nic.in/textbook/pdf/lehe108.pdf>

<https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805E->

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<https://old.mu.ac.in/wp-content/uploads/2021/11/pdf-guidance-and-counselling.pdf>

<https://egyankosh.ac.in/bitstream/123456789/43392/1/Unit-3.pdf>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	1	2	2	2	2	1	2	3	2	2	1
CO2	2	2	1	2	2	2	2	1	2	2	3	3	1
CO3	2	2	2	2	1	2	1	3	2	2	3	2	3
CO4	2	2	2	1	1	1	1	2	2	1	3	2	2
CO5	2	1	1	2	2	1	2	2	3	3	1	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<i>Dr Azkiya Karis</i> <i>Azkiya</i> Name & Sign of Program Coordinator	<i>Azkiya</i> Sign & Seal of HoD Head
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Department of Education
Integral University, Lucknow

PEACE EDUCATION
PAPER CODE (ED508)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3104
M.M: 100
ESE: 70
CA: 30

Objectives:

On completion of the course the pupil teacher will be able to-

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarise themselves with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life

UNIT I: Introduction of Peace:

- Aims, objective and importance of peace education
- Barriers- psychological, cultural, political
- Factor responsible for disturbing peace: Unemployment, Terrorism, Exploitation, Suppression of individuality, Complexes.
- Education and environmental education perspectives

UNIT II: Empowerment for peace and development perspectives: Adolescence

- Justice – Social economics, culture and religions
- Equality – Egalitarianism, learning to live together
- Critical thinking : Reasoning and applying wisdom Cooperation
- Cognitive, moral, social reasoning and wisdom.
- Bad habits: drug, abuses, theft, indiscipline.

UNIT III: Pedagogy of Peace and Strategies for Peace

- Conflict resolution, Brain storming, Problem solving model, Activity performance
- Emotional Integration : Rapprochement, Storytelling, Narration of scenario with zest
- Understand background: Survey, Action Researches
- Violence in school, home and society
- Negotiation persuasion, rapprochement, co-existence.

UNIT IV: Orienting Education for Peace Building

- Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
- Education for enhancing cohesion in academic, personal, social and cultural matters.
- Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding – acquisition of relevant knowledge, attitudes, values and skills.

REFERENCES:-

- Chitakra M.G. (2003) : Education and Human Values, New Delhi : APH Publishing.
- Dhan, H, (2000). Teaching Human Right. A hand book for teacher Educator, Asian Institute of human Right Education, Bhopal.
- Venkataish. N (1998) : Valuc Education, New Delhi: APH
- Bandiste, D.D. (1999). Humanist Values: A source book. Delhi:B.R. Publication.

Final
2020

EDUCATION OF GROUPS OF CHILDREN WITH SPECIAL NEEDS
PAPER CODE (ED509)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

On completion of the course, the Student teacher will be able to-

- Identify the children of special needs.
- Understand the nature of special needs, their psycho educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Unit- I: Special Needs and Education:

- Concept and types of special needs
- Education of children with special needs and its implication for universalization of elementary education, understanding and respecting diversity
- Trends of education for children with special needs in India
- Policies, schemes and legislations about the education of children with special educational needs.

Unit- II: Nature, Types and Characteristics of children with special needs:

- Psycho –social and educational characteristics. Functional limitations with reference to-
- Locomotor Impairment
 - Hearing Impairment, Visual Impairment
 - Learning Disability, Gifted and Disadvantaged children
 - Mental retardation and slow learners

Unit-III: Identification and Assessment of children with Special Educational Needs:

- Concept and techniques of Assessment
- Identification and functional assessment of children with special needs
- Implication of Assessment for Instructional Planning and Curriculum.

Unit IV: Planning and Implementations in Special Education:

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction

References:

1. Hegarty S and Mithu Alur (2002) education and children with Special needs. Sage Publication India Pvt. Ltd, New Delhi
2. Nind M, Qik J, Sheehy R and Simmons K (2005), Curriculum and Pedagogy in Inclusive Education values and Practice, London, Routledge Folmer
3. Blackhurst, A.E., An Introduction to Special Little Brown & Co., & Befdin W.H Education Toronto (1981)
4. Punani, B & Handbook Visual Ashish Publishing Rawal, N 1993 Handicap House, New Delhi
5. Cecil R. Reynolds Encyclopedia of Special John Wiley & Sons & Elain Fletcher- Education 2nd Edition New York Janzen Vol. 1 2 & 3
6. Disabilities & Impairment Akshant Publication An Interdisciplinary Research Journal New Delhi.



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2025-26							
Course Code	ED598	Title of the Course	Psychology and Statistics Practical	L	T	P	C
Year	II	Semester	IV	0	0	4	2
Pre-Requisite	Graduation in any discipline	Co-requisite	---	--	--	--	--
Course Objectives	- To equip students to perform psychology Test and Experiments - To equip students to solve practical problems of Statistics						

Course Outcomes	
CO1	To equip students to perform Psychological Tests
CO2	To equip students to perform Psychological Experiments
CO3	To equip students to perform Psychological Statistical Practical

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Psychological Practical - Tests	- Intelligence Test – Standard Progressive Matrices (J.C. Ravens) - Personality – High School Personality Questionnaire (R.B. Cattell) - Creativity – Passi Test of Creativity (Performance Material) (B.K. Passi) - Study Habits Test (Deepti Sharma and Masaud Ansari)	16	1
2	Psychological Practical - Experiments	- Learning : Paired Associate Learning (D.S. Janbandhu) PAL-J - Transfer of Training : Mirror Drawing, electrical - Mental Work and Fatigue : Ergograph for measuring physical fatigue (Hand Grip Model) - Attention : Division of Attention – Experimental Material (Dr. Shailaja Bhagwat)	16	2
3	Statistical Practical	- Graphical representation of data. - Problems based on Mean, Median and Mode. - Problems based on Standard Deviation - Problems based on coefficient of variation. - Problems based on Karl Pearson correlation coefficient and Rank Difference	10	3

Reference Books:

- Chauhan, S. S. (2009). Advanced educational psychology. Vikas publishing house.
- Welkowitz, J., Cohen, B. H., & Lea, R. B. (2012). Introductory statistics for the behavioral sciences. John Wiley & Sons.
- Kurtz, A. K., & Mayo, S. T. (2012). Statistical methods in education and psychology. Springer Science & Business Media.
- Mangal, S. K. (2002). Advanced educational psychology. PHI Learning Pvt., Ltd..
- Sharma, H. L. (2016). Basic Statistical Methods with Applications. Agrotech Publishing Academy.
- Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	3	3	1	3	3	3	2	1	2	2	2	2
CO2	3	3	2	3	3	1	1	3	3	3	1	2	3	2	3
CO3	3	3	3	2	2	2	2	3	3	3	1	2	3	2	3
CO4	3	1	3	3	3	3	1	3	3	2	1	2	2	1	3
CO5	3	1	2	3	2	1	3	3	3	2	1	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Head
Department of Education
Integral University, Lucknow

PRACTICUM
PAPER CODE: ED 599

LTP C

Duration: 4 Weeks

0 0 8 4
CT: 50
TA: 50
MM: 100

Objectives:

- To develop creativity through Community Service
- To develop various approaches for review of text-book
- To enhance self confidence, self esteem and improve overall personality
- To sensitize themselves about proper behavior, socially and professionally in formal and informal situations
- To develop skills and techniques for effective communication and public speaking
- To develop the innovative approach in TLM
- To develop interest in the Leisure time activities

Community Service:-

- Causes and Problem of Poverty and Eradication of poverty from Slum Areas/ Rural Areas
- Survey of nearby locality to find out the causes of low literacy
- Organizing Activities in Village on Equity and Equality cutting across Gender, Class, and Caste.
- Impact of electronic media on children
- Group activities involving community participation

Review of one text book in each teaching subject:-

Classes on Personality Development:-

- To develop the community service skills
- Personal grooming as an ideal Teacher
- The do's and don'ts in dressing
- Positive attitude and zest for the future

Organize and participate in:-

- Teaching Learning Materials
- Quiz
- PTA Meeting

Craft and Creative Art:- (Choose any two activities)

- Pot Decoration
- Wall hanging
- Candle Making
- Embroidery
- Making of Poster

Xeba Agil
Maithili Singh

Assessment by Activities Incharge (s) based on overall performance

- The weightage to different components of Practicum shall be assigned as under:

Sl. No.	Component	Maximum Marks
1.	Community Service:- - Causes and Problem of Poverty and Eradication of poverty from Slum Areas/ Rural Areas - Survey of nearby locality to find out the causes of low literacy - Organizing Activities in Village on Equity and Equality cutting across Gender, Class, and Caste. - Impact of electronic media on children - Group activities involving community participation	20
2.	Review of one Text-book in each teaching subject	20 (10 in each subject)
3.	Classes on Personality Development	20
4.	Organize and participate in: - Teaching Learning Materials - Quiz - PTA Meeting	10+5+5=20
5.	Art & Craft activity	20

Xeba Aril
Swid
Wolfler



Integral University, Lucknow

Effective from Session: 2023-24

Effective from Session: 2023-24							
Course Code	ED510	Title of the Course	Inclusive Education	L	T	P	C
Year	II	Semester	IV	3	1	0	4
Pre-Requisite	Graduation	Co-requisite	NA				
Course Objectives	The student will be able to know the various aspects and dimensions of inclusive education.						
Course Outcomes							
CO1	Enable the student teachers to understand the meaning and significance of Inclusive Education and Gain knowledge on Policy and legislative frameworks promoting inclusion						
CO2	Acquaint the students about children with special needs.						
CO3	Understand the linkages and collaborations for resource mobilization for creating inclusive schools.						
CO4	Enable the students to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)						
CO5	Disseminate the knowledge regarding the scope of guidance and counselling in inclusive setting.						
Unit No.	Title of the Unit	Content of Unit			Contact Hrs.	Mapped CO	
1	Concept of Inclusive Education	- Inclusive Education: Meaning and its Concept, Need and Importance of Inclusive Education - Historical Perspective of Inclusive Education for Children of Socio-economic Disadvantage Groups,			8	1	
2	Introduction to Inclusion	- Difference between Integrated Education, Special Education and Inclusive Education - Inclusive Education in India: Constitutional Provision, PWD act 2016 And RTE Act 2009 - Models of Inclusion			8	2	
3	Children with Special Needs	- Meaning, Classification, Characteristics and Identification of Gifted Children - Types of Disabilities and its causes, Characteristics and Identifications (Visual Impairment, Hearing Impairment, Speech Impairment, Orthopedic Impairment and Learning Disability) - Slow Learners and Delinquent Children - NCERT's Contribution: DEGSN			8	3	
4	Inclusive School, Teacher and Teaching Strategies	- Creating an Ideal Inclusive School: Infrastructural facilities for an Inclusive School - Inclusive practices in the Classroom and Special teaching methods for Children with Special Needs (CwsN) - Pedagogical Strategies: Co-operative learning, Peer-			8	4	

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ACADEMIC COUNCIL
ON...15/7/23.....

		Tutoring, Social learning and multi-Sensory teaching		
5	Inclusive Evaluation	• Methods and teaching learning material for Children with Special Needs (CWSN) • Necessary tools and techniques of Evaluation • Barriers to Inclusion	8	5

• **Reference Books:**

- Alur, M., & Bach, M. (2009). The journey for inclusive education in the Indian sub- continent (Vol. 23). Routledge.
- Barbe, W. B. (1965). Psychology and Education of the Gifted: Selected Readings.
- Bedi, S., & Kaur, R. (2022). Counselling Psychology: The Role Recognition India. Journal of Positive School Psychology, 6(10), 1887-1899.
- Coleman, L. J., & Cross, T. L. (2021). Being gifted in school: An introduction to development, guidance, and teaching. Routledge.
- Kochhar, S. K. (1984). Guidance and counselling in colleges and universities. Sterling Publishers Pvt. Ltd.
- Mangal, S. K. (2007). Educating exceptional children: An introduction to special education. PHI Learning Pvt. Ltd.
- Sharma, R. N., & Sharma, R. (2004). Guidance and counselling in India. Atlantic Publishers & Dist.

e-Learning Source:

- [Inclusive education | UNICEF](#)
- [Towards an Inclusive Education Framework in India \(vidhilegalpolicy.in\)](#)
- [Unique Traits and Characteristics of Gifted Children \(verywellfamily.com\)](#)
- [ncert.nic.in/pdf/CWSN E-Content guidelines 2021 new.pdf](#)
- [Schools' Infrastructure: A Key Element of Students' Learning Experience \(eletsonline.com\)](#)
- [Education of children with special needs \(cwsn\)- Special education and Integrated education \(slideshare.net\)](#)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO 3	PSO 4	PSO5	PSO6	PSO7	PSO8
CO1	2	2	3	2	3	1	2	2	2	3	2	2	3	2	1
CO2	2	2	3	2	3	2	2	2	2	3	3	2	2	3	3
CO3	2	3	3	2	2	2	1	2	2	3	2	2	1	2	2
CO4	2	2	3	3	2	2	1	2	2	3	2	3	3	2	2
CO5	2	3	3	2	3	2	2	3	2	3	3	2	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<i>Dr Azkiya Waris</i> <i>Azkiya WS</i> Name & Sign of Program Coordinator	<i>Azkiya WS</i> Sign & Seal of HoD
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ACADEMIC COUNCIL
ON.....15/7/23.....



Integral University, Lucknow

Effective from Session: 2023-24

Course Code	ED531	Title of the Course	Adult and Lifelong Learning	L	T	P	C
Year	2023-24	Semester	IV	3	1	0	4
Pre-Requisite	A basic understanding of educational principles and theories.	Co-requisite	None				
Course Objectives	To examine the theories, strategies, and practices of adult and lifelong learning for effective educational interventions and personal development.						

Course Outcomes

CO1	Understand the conceptual framework of Adult and Lifelong Learning.
CO2	Gain insight into the relationship between Literacy, Adult Education, and Lifelong Learning.
CO3	Understand the role of Lifelong Learning in the context of Globalization.
CO4	Understand international practices of adult and life-long learning across the world.
CO5	Enhance adult and lifelong learning through effective program design, barrier mitigation, and inclusive engagement.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mappe d CO
1	Lifelong Learning in India: Historical Perspectives and Programmes	- Historical Perspective of Adult and Lifelong Learning in India- Pre- and Post-Independence Period. - Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy, and its forms. - Indian Adult/Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme, and National Literacy Mission.	12 hours	CO1
2	Lifelong Learning for Development: Perspectives, Engagement, and Approaches	- Lifelong Learning and Development - Social, Economic, Political, and Cultural. - Extension Education, Field Outreach, and Community Engagement in Lifelong Learning. - Approaches to Continuing Education/Lifelong Learning in different Five-Year Plans.	12 hours	CO2
3	Lifelong Learning: Emerging Needs, Industry Relevance, and Declarations	- Emerging needs and future perspectives of Lifelong Learning. - Lifelong Learning Needs of Industries. - Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat Gyan Vigyan Jatha and Literacy House.	12 hours	CO3
4	Comparative Perspectives on Adult & Lifelong Learning: Asia and Beyond	- Trends of Adult & Lifelong Learning in Asia with a focus on SAARC Countries. - Adult & Lifelong learning in developing and developed countries: Tanzania, Brazil, China, USA, and Canada. - Current Initiatives at National Level Saakshar Bharat and International Level UNLD-2003-2012, Literacy Initiatives for Empowerment 20052015, E-9 countries.	12 hours	CO4
5	Enhancing Adult and Lifelong Learning	- Designing effective adult and lifelong learning programs - Recognizing and overcoming barriers to adult and life lifelong learning - Engaging diverse learners in adult and lifelong learning activities	12 hours	CO5

Reference Books:

- Rajesh & Dixit, V.K. (2011). Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.

- Shah, S.Y. (1993). Indian Adult Education: A Historical Perspective, New Delhi: Indian Adult Education Association.
- Singh, Madhu. (Ed. 2002). Lifelong Learning, Humberg: UNESCO Institute of Lifelong Learning.
 - UNESCO. (1998). Developing Curriculum for Neo-Literate. UNESCO, Bangkok and State Resource Centre, Jaipur.
 - James, G.E. (1986). Investing in Rural Extension, Strategies and Goal, New York: Applied Science Publisher.
 - Logan, J.P. (1961). Extension Teaching Methods in Extension Education in Community Development, New Delhi: Directorate of Extension.
 - Daswani, C.J & Shah, S.Y (Ed. 2000). Adult Education in India: Selected Papers, New Delhi: UNESCO.
 - Rajesh & Dixit, V.K. (2011). Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
 - Roger, H. (Ed.2002) Supporting Lifelong Education, London: Routledge.

e-Learning Source:

- Kapur, R. (2019). Concept and Significance of Lifelong Learning. (Link- https://www.researchgate.net/publication/337049074_Concept_and_Significance_of_Lifelong_Learning).
- McMinn, Don. (2015). Lifelong Learning: Why It's More Important and Doable Than You Think, Irving, TX- iPlace Press. (Link- <https://donmcminn.com/wp-content/uploads/2017/10/Lifelong-Learning-Don-McMinn.pdf>).
- Jarvis, P. (2004). Adult Education and Lifelong Learning, London and New York: Routledge Falmer. (Link- https://epale.ec.europa.eu/sites/default/files/adult_education_and_lifelong_learning.pdf).
- UNESCO Institute for Lifelong Learning. (2022). Making lifelong learning a reality: a handbook. (Link- <https://unesdoc.unesco.org/ark:/48223/pf0000381857.locale=en>)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO 3	PSO 4	PSO5	PSO6	PSO7	PSO8
CO1	2	1	3	2	1	2	3	1	2	3	3	1	2	3	1
CO2	3	3	1	2	3	1	3	3	1	3	3	3	1	2	3
CO3	3	1	2	1	3	3	1	3	2	1	2	2	1	3	2
CO4	2	2	1	3	2	1	2	3	1	3	2	3	1	2	3
CO5	3	2	3	2	2	2	2	3	2	2	2	1	2	3	1

2- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<i>Dr Azkiya Waris</i> <i>Azkiya W</i> Name & Sign of Program Coordinator	<i>Azkiya W</i> Sign & Seal of HoD
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