

**EDUCATION (EDCN)****SYLLABUS****Class – XII****Semester – III****Full Marks: 50****Theory – 40 Marks & Internal Assessment – 10 Marks****Objectives:**

- To know the post-independence developments of Indian education system
- To be aware of the recent changes in the Indian education system
- To comprehend the challenges in educational opportunities
- To develop an understanding of the contributions made by great educators
- To understand the concept of inclusive education and know the differently abled children
- To get a synoptic view of global perspectives on education
- To understand the role of positive psychology

**Group – A (20 Marks)****Education in Modern India****Unit – I: Post-Independent Period of Indian Education System (24 Contact Hours)**

- a) University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) (Major Recommendations).
- b) National Education Policy 1986 & 2020 – Salient Features.
- c) Problems of Women Education, SC, ST, OBC, EWS, Equal Opportunity.

**Unit – II: Great Educators and their Contributions in Education (16 Contact Hours)**

- a) Rabindranath Tagore
- b) Swami Vivekananda
- c) Mahatma Gandhi
- d) Jean-Jacques Rousseau
- e) John Dewey

### **Group – B (20 Marks)**

#### **Recent Trends & Issues in Modern Education**

##### **Unit – I: Inclusive Education (20 Contact Hours)**

- a) Education for Differently Abled Children: Meaning, Concept & Classification of Differently Abled (Children with Special Needs).
- b) Visually Impaired, Hearing Impaired, Autism, Learning Disability, Intellectual Disability (Characteristics & Educational Programme).
- c) Meaning, Importance, and Barriers of Inclusive Education, Role of Formal & Informal Agencies in Building an Inclusive Society.

##### **Unit – II: Education for All (20 Contact Hours)**

- a) Education for 21<sup>st</sup> Century: Global Vision for Education- Delors Commission (4 Pillars of Education), International Commission on the Futures of Education.
- b) Education for All: Universalization of Elementary Education in India.
- c) Role of Positive Psychology in Modern Education.

#### **Internal Assessment: 10 Marks (20 Contact Hours)**

(Teacher must keep records of the attendance and remarks)

5. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

#### **6. Group Discussion: (Brainstorming)**

Or

**Debate / Discussion on a Topic** (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

**EDUCATION (EDCN)**  
**SYLLABUS**  
**Class – XII**

**Semester – IV**

**Full Marks: 50**

**Theory – 40 Marks & Internal Assessment – 10 Marks**

**Objectives:**

- To comprehend a synoptic view of learning mechanism and its different theories
- To understand learning, factors of learning and role of education
- To understand a synoptic view of mental health & wellbeing
- To develop an understanding of educational technology
- To develop an understanding of the use of computer and internet in education and communication
- To develop an understanding of ICT and e-learning
- To develop the concept of statistics and to develop skill in analyzing descriptive measures

**Group – C (20 Marks)**

**Psychology of Learning & Wellbeing**

**Unit – I: Learning & Learning Mechanism (24 Contact Hours)**

- a) Learning: Meaning, Characteristics, and Factors affecting Learning - Maturation, Motivation, Memory, Imagination, Attention & Interest (Basic Concept).
- b) Learning Mechanism: Classifications & Basic Characteristics including, Description of Experiment and Educational Implications of
  - Conditioning (Pavlov, Skinner)
  - Problem Solving (Thorndike & Gestalt)
  - Synoptic Views of other Major Learning Approaches, e.g. Bruner, Ausubel, Vygotsky, Bandura.
- c) Intelligence, Creativity & Personality: Basic Concept.

**Unit – II: Mental Health & Wellbeing (16 Contact Hours)**

- a) Mental Health: Concept of Health & Mental Health as Prescribed by WHO, Means of Identify of Mental Health Problems, Common Mental Health Problems among Adolescence

(Anxiety, Stress related, Depression related & Behavioural Problem – Major Symptoms).

b) Wellbeing: Concept of Psychological Wellbeing, some Strategies for Promotion of Psychological Wellbeing – Mindfulness, Meditation & other Relaxation Techniques (Evidence Based)

c) Life Skills for Promotion of Mental Health & Wellbeing (Basic Concepts of Ten Core Life Skills as Prescribed by WHO)

### **Group – D (20 Marks)**

#### **Educational Technology & Statistics in Education**

##### **Unit – I: Educational Technology (10 Contact Hours)**

a) Educational Technology: Concept, Need & Scope of Educational Technology, Differences between Technology in Education and Technology of Education.

b) Components of Educational Technology: Hardware and Software, System Approach (Concept).

c) Information & Communication Technology (ICT): Concept & Uses of ICT in Education, Digital Revolution in Education.

##### **Unit – II: Statistics in Education (10 Contact Hours)**

a) Statistics in Education: Concept, Applications and Statistical Methods (Data, Frequency Distribution, Graphical Representations)

b) Measures of Central Tendency and Standard Deviation (Concept, Applications, and Method of Calculation).

c) Correlation: Concept, Types and Methods of Computing Correlation Co-efficient (Product Moment and Rank Difference).

#### **Internal Assessment: 10 Marks (20 Contact Hours)**

(Teacher must keep records of the attendance and remarks)

7. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

**8. Group Discussion: (Brainstorming)**

Or

**Debate / Discussion on a Topic** (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

**Project | 20 marks | – Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XII**