

**SYLLABUS FOR FOUR YEARS UNDER GRADUATE
PROGRAMME (FYUGP)**

DEPARTMENT OF EDUCATION



GOLAGHAT COMMERCE COLLEGE (AUTONOMOUS)

**SYLLABUS COMMITTEE
DEPARTMENT OF EDUCATION
GOLAGHAT COMMERCE COLLEGE, AUTONOMOUS**

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THE PREAMBLE:

Education unfolds what is already enfolded in man. In this sense, the aim of education is to help people develop, enhance and realize their inherent potentialities. Education is also recognized as the mirror of society. In this sense, it is an instrument to achieve larger societal goals. Therefore, education, as a social process, has been involved in the preparation of the people in the society to cope up with the ever-changing conditions of the society. After all, paying respect to diversity and promoting inclusion through respect and dignity for all, great sensitivity towards gender and cultural or religious differences has become such an important constituent of the discipline of education.

Education is further burdened with the task of building core competencies such as communication skills needed to articulate thoughts and ideas in an effective manner, using oral and written communication skills, and to present information and explanations in a well-structured manner. Considering the dynamic nature of society, education as a discipline is to develop competencies and actions required in keeping oneself professionally engaged and participate in learning to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of education also changes and enlarges. Education which is deemed to be a solution for all social problems has to be up-to-date of all these changes happening in the society. Educators and educational practitioners should also change them accordingly.

The primary aim of the Undergraduate Programme in Education is to promote, maintain, and enhance the capacity of individuals, families, groups, organizations, and communities existing in the society through education, field-based training, and research pertinent to the establishment of knowledge, skills, and values.

The curriculum for Education at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices, It is expected that the prepared LOCF for Education at undergraduate level and FYUGP will be of immense relevance to the prospective graduates having interest in education and practice. It will be very advantageous to make students of education more dynamic and adaptable by enhancing their.

INTRODUCTION:

Higher Education in India is viewed as an integral core in the strategy for development and growth of the nation. As reflected in NEP 2020, Higher Education should place focus on recognizing, identifying, and developing each student's strength by educating teachers and parents about the need to promote each student's balanced development in curricular and co-curricular fields. It has to be fluid, enough to let the students choose their learning paths and programs, and consequently, their life choices according to their talents and passions. A pluralistic world should, therefore, focus on a multidisciplinary as well as comprehensive

sciences, social sciences, arts, humanities, and sports to ensure unity and integrity in all knowledge.

Education as a discipline is very vast and dynamic. Its sphere is vast and pervades all of our lives. As the discipline evolved, so it has passed through various stages of development and in continuous growth. It encounters philosophical, psychological, technological, social issues, etc. This discipline known as education is taught at various Bachelor's and Master's levels in different colleges and universities in India. It enhances student learning in the discipline of Education as Social Science.

As Golaghat Commerce College (Autonomous) Bachelor of Arts in Education degree will also be of either three or four year duration, it will have multiple exit options within the period with appropriate certification based on the recommendations of NEP 2020. Within a year of completion of UG certificate, within two years of completion of UG diploma, and within three years of completion of Bachelor's degree in programme the student shall be awarded. The four year undergraduate programme in Education will provide to the students an opportunity to undergo the full range of holistic and multidisciplinary education, accompanied by their chosen Major and Minor choices.

AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION:

The aims of Four Year Under-Graduate Programme (FYUGP) in Education are:

1. To improve the student's learning of Education as a Social Science discipline, by providing students with a rigorous and challenging educational experience aiming to develop sound theoretical background in the subject.
2. To enable the students to understand the foundations of Education.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Education.
4. To equip students with soft skills and inculcate values through value education for personal development.
5. To familiarize students with educational technology and train them in the use of ICT in Education.

GRADUATE ATTRIBUTES OF THE FYUGP IN EDUCATION:

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Education are:

Disciplinary Knowledge:

The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Education.

They should be able to demonstrate the attribute of understanding of the foundations of education-philosophical, sociological, psychological and historical foundations. Moreover, they should also be able to demonstrate the attributes of understanding curriculum, assessment and evaluation in education, issues in education, value education, positive psychology, educational technology, inclusive education, educational management, economics of education, guidance and counseling, etc.

They should have the ability to demonstrate the attribute of understanding about personal development and soft skills, ICT in education, methods and techniques of teaching, etc.

Critical Thinking:

The graduates in education are expected to apply analytic thought to a body of knowledge of education, so as to evaluate the issues and problems related to education, critically evaluate educational policies, educational practices, educational theories.

Information/Digital Literacy:

The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to education.

Research related Skills:

The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in education so as to find solutions to some issues related to education. They should have the basic skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analyzing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness:

The students will be able to exhibit value based, moral and ethical practices in their day to day life. They should be able to identify ethical issues related to any work, particularly work related to education; avoid unethical behavior, adopt objective, unbiased and honest actions in all aspects of work.

Reflective Thinking and Problem Solving:

The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of education and in day to day life. After completion of graduation in education the students will be able to understand the nature of educational problems and deal with them in a right manner. Moreover they should be able to solve different problems of day to day life in various situations.

Communication Skills:

The graduates in education should have the ability to present and express information, thoughts, views clearly and concisely so as to communicate effectively on any issues,

particularly issues related to education. Moreover, they should also be able to demonstrate effective communication skills in dealing with classroom practices.

Co-operation and Multicultural Competence:

The students should be able to work collaboratively in dealing with the educational affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society;

PROGRAMME LEARNING OUTCOMES:

An undergraduate student of Education should be able to:

PLO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.

PLO 2. Use scientific approach to address issues related to problems of learning.

PLO 3. Apply psychological principles to meet various issues and challenges in the field of education.

PLO 4. Apply knowledge, skills and theories of education to solve educational problems both in familiar and non-familiar contexts and apply the learning to real life situations.

PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals **and participate effectively in the construction procedure of evaluation tools.**

PLO 6. Demonstrate teaching competencies required for keeping oneself professionally engaged.

PLO 7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice

Teaching Learning Process:

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/ Dissertation
- Group Discussion and debate
- Seminars/ workshops/ conferences

- Field visits and Report/ Excursions
- Mentor/ Mentee

Teaching Learning Tools:

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/ Green/ Black Board

Assessment:

- Home assignment
- Project Report
- Class Presentation: Oral/ Poster/ Power point
- Group Discussions
- In semester examinations
- End semester examinations

Four Year Undergraduate Programme (FYUGP) Structure as per UGC Credit Framework of November, 2024

Year	Semester	Course	Title of the Course	Total Credit	
Year 01	1st Semester	Major - 1	Foundations of Education-I	4	
		Minor 1	Philosophical Foundations of Education	4	
		GEC - 1	Introduction to Education / Educational Psychology	3	
		AEC 1	Modern Indian Language	4	
		VAC 1/ VAC 2	Understanding India / Health and Wellness	2	
		SEC 1	Personal Development & Soft Skills	3	
					20
	2nd Semester	Major - 2	Foundations of Education-II	4	
		Minor 2	Psychological Foundations of Education	4	
		GEC 2	Introduction to Positive Psychology / History of Indian Education	3	
		AEC 2	English Language and Communication Skills	4	
		VAC 3 / VAC 4	Environmental Science / Yoga Education	2	
		SEC 2	ICT in Education	3	
					20
The students on exit shall be awarded Undergraduate Certificate (in the Field of Study / Discipline) after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4					

credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester					
Year 02	3rd Semester	Major - 3	Philosophical and Sociological Bases of Education	4	
		Major - 4	Value Education	4	
		Minor 3	Sociological Foundations of Education	4	
		GEC – 3	Education for the Socio Economically Disadvantaged Groups (SEDGs)/ Guidance and Counselling	3	
		VAC 3	Digital and Technological Solutions / Digital Fluency	2	
		SEC – 3	Methods and Techniques of Teaching	3	
					20
	4th Semester	Major - 5	Learner and Learning	4	
		Major - 6	Educational Technology	4	
		Major - 7	Education and Wellbeing	4	
		Major - 8	Inclusive Education	4	
		Minor 4	History of Indian Education	4	
				20	
Year 03	5th Semester	Major – 9	Development of Education in Pre-Independent India	4	
		Major - 10	Methods and Techniques of Teaching	4	
		Major - 11	Measurement and Evaluation in Education	4	
		Minor - 5	Educational Technology	4	
			Internship	4	
					20
	6th Semester	Major – 12	Development of Education in Post-Independent India	4	
		Major – 13	Early Childhood Care and Education	4	
		Major – 14	Psychological Assessment and Practical	4	
		Major – 15	Emerging trends in Indian Education	4	
Minor - 6		Measurement and Evaluation in Education	4		
				20	

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER**

Course Title: Foundations of Education-I

Course Code: EDUMAJ1

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

- Discuss the meaning, nature, scope and types of Education.
- Explain the aims and functions of education based on four pillars of education.
- Explain the concepts of Psychology and Educational Psychology, schools of Psychology and methods of Educational Psychology.
- Describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- Explain the role of Philosophy in different aspects of Education.
- Describe the meaning, nature and scope of Sociology and Educational Sociology.
- Discuss the conflict and consensus theories of Educational Sociology.

COURSE OUTCOMES (COs):

Students will be able to –

CO1: Explain the meaning, nature, scope and types of Education

LO 1.1: explain the modern concept of Education and its scope

LO 1.2: describe the types of Education

LO 1.3: explain the aims and functions of Education based on four pillars of Education

LO 1.4: discuss the functions of Education in Human life and National life

CO2: Explain the meaning, nature and scope of Psychology and Educational Psychology

LO 2.1: describe the concept and branches of Psychology

LO 2.2: explain the schools of Psychology

LO 2.3: describe the concept and scope of Educational Psychology

LO 2.4: describe the methods of Educational Psychology

LO 2.5: discuss the application of Educational Psychology in teaching learning process

CO3: Explain the meaning, nature and scope of Philosophy and Educational Philosophy

LO 3.1: describe the concept of Philosophy

LO 3.2: explain the relationship between Education and Philosophy

LO 3.3: describe the concept and scope of Educational Philosophy

LO 3.4: illustrate the role of Philosophy in Education.

CO4: Explain the meaning, nature and scope of Sociology and Educational Sociology

- LO 4.1: Explain the concept, nature and scope of Sociology
 LO 4.2: Discuss the relationship between Education and Sociology
 LO 4.3: Explain the nature and scope of Educational Sociology
 LO 4.4: Discuss the need for sociological approach to education.
 LO 4.5: Explain the Conflict and Consensus Theory of educational sociology.
 LO 4.6: Discuss the implementation of Conflict and Consensus Theory in educational

Cognitive Map of Course Outcomes with revised Bloom’s Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO1			
Procedural Knowledge		CO4				
Metacognitive Knowledge						

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-15)	CONCEPT OF EDUCATION: 1.1 Education- Meaning, Nature, and Scope 1.2 Types of Education – Formal, Non-Formal and Informal Education 1.3. Aims of Education- 1.3.1 Necessity and determinants of aims of education 1.3.2 Individual and Social Aims of Education 1.3.3 Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together) 1.4 Functions of Education 1.4.1 General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress) 1.4.2 Functions of Education in Human Life (development of human values, Education for successful living, and development of vocational efficiency) 1.4.3 Functions of Education in National Life	14	1	-	15

	(development of nationalism, emotional integration and democratic citizenship)				
UNIT-II (Marks-15)	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION : 2.1 Psychology – Concept, Definitions and Nature 2.2 Branches of Psychology(Educational Psychology, Genetic Psychology, Developmental Psychology, Abnormal Psychology, Experimental Psychology, Clinical Psychology) 2.3 Schools of Psychology– (Behaviourism, Gestaltism Psycho-analysis and Constructivism) 2.4 Meaning, nature and scope of Educational Psychology 2.5 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.6 Application of Educational Psychology in teaching-learning process	14	1		15
UNIT-III (Marks-15)	PHILOSOPHICAL FOUNDATIONS OF EDUCATION : 3.1 Meaning, nature and scope of Philosophy 3.2 Science of Education and Philosophy of Education 3.3 Relationship between Education and Philosophy 3.4 Meaning, nature and scope of Educational Philosophy 3.5 Role of Philosophy in Education (Aims of education, curriculum, discipline, methods of teaching and role of teacher)	14	01		15
UNIT-IV (Marks-15)	SOCIOLOGICAL FOUNDATIONS OF EDUCATION : 4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Meaning, nature and scope of Educational Sociology 4.4 Need of Sociological Approach to Education 4.5 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits 4.6 Implementation of Conflict Theory and Consensus Theory in education.	14	01		15
		56	4		60

Where,

L: Lectures

T: Tutorials

P: Practical

Modes of In-Semester Assessment: 40 Marks

1) Two In-semester tests – (10+10) 20 Marks

2) Any two of the following activities listed below – (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment related to the course content.
- Project on any relevant topics of the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: Kalyani Publications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: Loyal Publication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: Atlantic Publishers & Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
6. Chauhan, S. S. (1978). Advanced Educational Psychology. , New Delhi: Vikas Publications.
7. Kakkar, S. B. (1993). Educational Psychology. New Delhi: Prentice Publications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: Kanishka Publications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.

13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: Dhanpat Rai & Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER
Course Title: Philosophical Foundations of Education
Course Code: EDUMIN1
Nature of Course: Minor
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVE:

The objectives of this Course are:

- Describe the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education.
- Explain the basic tenets of the given Indian Philosophies and their influence on education.
- Explain the basic tenets of the given Western Philosophies and their influence on education.
- Distinguish between the Idealism, Naturalism and Pragmatism.

COURSE OUTCOMES (COs):

Students will be able to –

CO1. Introduction to Philosophy

LO1 describe the meaning, nature and scope of Philosophy

LO2 describe the branches of Philosophy

LO3 describe the meaning, nature and scope of Education.

LO4: describe the different types of education

LO5 analyse the relation between education and philosophy

LO6 describe the concept of philosophy of education and education philosophy.

CO2. Role of Philosophy in Education.

LO1 describe the role of Philosophy in determining the aims, curriculum and methods of education.

LO2 describe the role of Philosophy in determining the role of the teachers.

CO3. Indian Schools of Philosophy and their Influences in education.

LO1 explain the basic features and classification of Indian Philosophy

LO2 describe the Yoga, Vedanta and Buddhist Philosophy.

LO3 illustrate the influences of Indian Philosophy in present system of education

CO4. Western Schools of Philosophy and their Influences in Education.

LO1 interpret the basic features and classification of Western Philosophy

LO2 assess and value the influences of Idealism, Naturalism and Pragmatism on education.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1, CO2	CO1, CO2	CO3	CO3, CO4	CO3, CO4	
Procedural Knowledge						
Metacognitive Knowledge						

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-15)	INTRODUCTION TO PHILOSOPHY 1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology) 1.3 Meaning, nature and scope of Education 1.4 Types of Education (Formal, Informal and Non-formal) 1.5 Relation between Education and Philosophy 1.6 Concept of Philosophy of Education and Educational Philosophy	14	1		15
UNIT-II (Marks-15)	ROLE OF PHILOSOPHY IN EDUCATION 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: <ul style="list-style-type: none"> Philosophy and aims of education. 	14	1		15

	<ul style="list-style-type: none"> • Philosophy and curriculum. • Philosophy and methods of teaching. • Philosophy and role of teachers. • Philosophy and discipline 				
UNIT-III (Marks-15)	<p>Indian Schools of Philosophy and their Influences in education</p> <p>3.1 Basic features and classification of Indian Philosophy</p> <p>3.2 Yoga Philosophy:</p> <ul style="list-style-type: none"> • Concept of Yoga Philosophy • Hathayoga and Rajayoga. • Astangika Yoga • Influence of Yoga philosophy in education. <p>3.3 Vedanta Philosophy:</p> <ul style="list-style-type: none"> • Basic tenets (Brahma, Atman, Jagat, Maya) • Advaita Vedanta • Influence of Vedantaphilosophy in education. <p>3.4 Buddhism:</p> <ul style="list-style-type: none"> • Concept of Buddhism • Four noble truths of Buddha • Eight fold Path • Influence of Buddhism in education 	14	1		15
UNIT-IV (Marks-15)	<p>WESTERN SCHOOLS OF PHILOSOPHY AND THEIR INFLUENCES IN EDUCATION</p> <p>4.1 Basic features of Western Philosophy</p> <p>4.2 Idealism:</p> <ul style="list-style-type: none"> • Basic tenets <p>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>4.3 Naturalism:</p> <ul style="list-style-type: none"> o Basic tenets <p>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>4.4 Pragmatism:</p> <ul style="list-style-type: none"> o Basic tenets <p>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p>	14	1		15
	Total	56	4		60

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment: 40 Marks

- 1) Two sectional tests- (10+10) 20 Marks
- 2) Any two of the activities listed below - (10+10) 20 Marks
 - Seminar on any one of the topics of the course.
 - Group discussion on any one of the topics of the course.
 - Assignment related to the course content.
 - Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
 - Visiting a place of philosophical interest and preparing a report
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.
2. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
3. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.
4. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
5. Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.
6. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
7. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).

8. Hiriyana, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
9. Miri, M. (2014) Philosophy of Education. Oxford University Press.
10. Radhakrshnan, S. (2012). Indian Philosophy (Vol.I and II). New Delhi: Oxford University Press. (Seventh Impression).
11. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
12. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
13. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
14. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
15. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
16. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER**

Course Title: Educational Psychology

Course Code: EDUGEC1B

Nature of the Course: Generic Elective Course (GEC)

Total Credits: 03

Distribution of Marks: 45 (End Sem.) + 30 (In-Sem.)

COURSE OBJECTIVE:

Educational Psychology is the study of how students in particular, and people in general learn: including teaching methods, instructional process, and individual differences in learning. It explores the cognitive, behavioural, emotional, and social influences on the learning process. Educational psychologists use this understanding of how people learn to develop instructional strategies and help students succeed in school.

COURSE OUTCOME (COS):

Students will be able to-

CO 1: Explain the concept of Education, Psychology and Educational Psychology.

- LO 1.1: define meaning of Education, Psychology and Education Psychology.
- LO 1.2: discuss the functions of education.
- LO 1.3 describe the different branches of psychology
- LO 1.4: discuss the relation between Education and Psychology.
- LO 1.5: discuss the importance of Education Psychology in teaching learning process.
- CO 2: Explain the psychology of growth and development.
- LO 2.1: discuss about the various stages of growth and development according to the principles and its educational implications.
- LO 2.2: discuss the dimensions of development and factors influencing growth and development.
- LO 2.3: identify common behavioural problems of children in the teaching learning environment.
- CO 3: Appraise the process of learning.
- LO 3.1: discuss the concept of learning and the various factors affecting learning and methods of learning.
- LO 3.2: describe the role of major Laws of learning and their educational implications.
- LO 3.4: distinguish among the concepts- Motivation and Learning, Maturation and Learning, and role of learning on its.
- LO3.5 discuss the various styles of learning.
- CO 4.: Discuss few psychological concepts and their importance in education.
- LO 4.1: discuss the meaning, nature and characteristics of memory, attention, individual differences, intelligence and the role in the field of education.
- LO 4.2: explain the meaning and nature of emotional intelligence and social intelligence.
- LO 4.3: illustrate the meaning of creativity and personality in education.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO3	CO1	CO4			
Conceptual Knowledge	CO1	CO3		CO3		
Procedural Knowledge	CO3	CO1	CO2	CO4		
Metacognitive Knowledge	CO2	CO2				

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-11)	<p>CONCEPT OF EDUCATION, PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY</p> <p>1.1 Meaning, Nature, Scope, Types and Functions of Education</p> <p>1.2 Meaning, Nature, Scope and Branches of Psychology(Educational Psychology, Genetic Psychology, Developmental Psychology, Abnormal Psychology, Experimental Psychology, Clinical Psychology)</p> <p>1.3 Relation between Education and Psychology</p> <p>1.4 Educational Psychology concept and scope</p> <p>1.5 Importance of Educational Psychology in Teaching- learning process</p>	10	1		11
UNIT-II (Marks-11)	<p>PSYCHOLOGY OF GROWTH AND DEVELOPMENT</p> <p>2.1 Meaning and Stages of Growth and Development</p> <p>2.2 Principles of development and their educational implications</p> <p>2.3 Dimensions of Development (Physical, Mental, Social and Emotional)</p> <p>2.4 Factors influencing Growth and Development- Heredity & Environment</p> <p>2.5 Common Behavioural problems of Children and ways for prevention (anger, aggression, truancy)</p>	10	1		11
UNIT-III (Marks-11)	<p>PROCESS OF LEARNING</p> <p>3.1 Meaning and Nature of Learning</p> <p>3.2 Factors of Learning: Home, School, Mass Media and Intelligence</p> <p>3.3 Methods of Learning (Trial and Error, Conditioning and Insightful method)</p> <p>3.4 Major Laws of Learning with their educational implications</p> <p>3.5 Motivation: Meaning and role in learning</p> <p>3.6 Maturation: Meaning and role in learning</p> <p>3.7 Learning Styles (Visual, Aural,</p>	10	1		11

	Verbal, Physical)				
UNIT-IV (Marks-12)	FEW PSYCHOLOGICAL CONCEPTS AND THEIR IMPORTANCE IN EDUCATION 4.1 Memory: Concept, Types and Improvement for better academic achievement 4.2 Attention: Concept, Characteristics and educational significance 4.3 Individual differences: Concept and educational implications 4.4 Intelligence: Meaning and Nature, Concept of IQ 4.5 Emotional intelligence: Meaning and Nature 4.6 Social Intelligence: Meaning and Nature 4.7 Creativity: Meaning and Nature 4.8 Personality: Meaning and Nature	11	1		12
	Total	41	4		45

Where, L: Lecture, T: Tutorials, P: Practicals

Modes of In-Semester Assessment 30 Marks

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (5+5) 10 Marks
 - Seminar on any one of the topics of the course.
 - Group discussion on any one of the topics of the course.
 - Assignment related to the course content.
 - Quiz on the contents of the course.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta, Books and Allied (p) Ltd.

2. Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi, Vikas Publishing House Pvt.Ltd.
3. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi, Prentice Hall of India Private Limited.
4. Mohanty, M.S. (1993). Educational Psychology & Statistics. Sambalpur, ShriDurgaPustakBhandar.
5. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
6. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
7. Sorenson, H. (1964). Psychology in Education. New York. International Student Edition, McGraw hill Book Co., INC

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER**

Course Title: Foundations of Education-II

Course Code: EDUMAJ2

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The course on Foundations of Education-II is designed for the students to demonstrate the knowledge of the development of Indian education system from ancient period to 1944. The course will describe appropriate concepts related to curriculum, textbook, syllabus and co-curricular activities. The course will also provide an understanding of global and contemporary issues in Indian education system.

COURSE OUTCOMES (COS):

Students will be able to -

CO1: Demonstrate the knowledge of the development of Indian education system from ancient period to 1944.

LO 1.1: describe the unique features of the ancient Indian education system with reference to Vedic, Buddhist and Islamic education systems.

LO 1.2: explain the contributions of Missionaries in the development of modern Education in India.

LO 1.3: discuss the landmarks in the development of Indian Education till 1944.

CO2: Demonstrate the understanding of the concept of curriculum, types of curriculum, concept of co-curricular activities, importance and organization of co-curricular activities.

LO 2.1: define the concepts of curriculum, textbook, syllabus and co-curricular activities.

LO 2.2: explain the importance of different types of curriculum and co-curricular activities.

CO3: Analyze some global issues in Indian education.

LO 3.1: explain the impacts of global issues like globalization, liberalization, privatization on education in India.

LO 3.2: examine the role of education in achieving Sustainable Development Goals 4 (SDG4) in India.

LO 3.3: discuss the importance on strategy of peace education.

LO 3.4: explain the issue of International Student Mobility in the context of Indian education.

LO 3.5 explain the concept and objectives of human right education.

CO4: Analyze some contemporary issues and systems of Indian education.

LO 4.1: explain the importance of NAAC, IQAC and accreditation of educational institutions in India.

LO 4.2: discuss the importance and challenges of virtual teaching in India.

LO 4.3: examine the benefits and challenges of MOOC, SWAYAM, Open Book Examination (OBE), and Education-Industry Link in India.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO3	CO1, CO2, CO3		CO3, CO4		
Conceptual		CO2, CO4		CO3, CO4		

Knowledge						
Procedural Knowledge	CO2					
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-15)	<p>DEVELOPMENT OF INDIAN EDUCATION</p> <p>1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education</p> <p>1.2 Development of Modern Indian Education *Early Efforts of Missionaries * Charter Act, 1813</p> <p>Anglist-Classicist Controversy</p> <p>1.3 Wood's Dispatch, 1854</p> <p>1.4 Hunter Commission, 1882</p> <p>1.5 Lord Carzon's Policy on Education</p> <p>1.6 Gokhale's Bill, 1910-11</p> <p>1.7 Basic Education, 1937</p> <p>1.8 Sargent Committee Report, 1944</p>	14	1		15
UNIT-II (Marks-15)	<p>CURRICULUM</p> <p>2.1 Concept of Curriculum: Meaning and Definitions and modern concept of curriculum.</p> <p>2.2 Characterisation of Curriculum</p> <ul style="list-style-type: none"> • Curriculum as 'Currere' • Curriculum as subject/content • Curriculum as experience <p>2.3 Principles of Curriculum construction</p> <p>2.4 Text book and Syllabus</p> <p>2.5 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum</p> <p>2.6 Concept of Integrated and Holistic Curriculum (NEP 2020)</p> <p>2.7 Concept types and importance of co-curricular activities</p>	14	1		15
UNIT-III (Marks-15)	<p>SOME GLOBAL ISSUES IN INDIAN EDUCATION</p> <p>3.1 Globalization: Concept and its impact on education</p>	14	1		15

	3.2 Privatization: Concept and its impact on education 3.3 Liberalization: Concept and its impact on education 3.4 Sustainable Development Goals 4 and Indian Education 3.5 Peace Education: Concept, importance and strategies 3.6 International Student Mobility and Indian Scenario 3.7 Human Right Education: Concept and objectives				
UNIT-IV (Marks-15)	CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION 4.1 Assessment and Accreditation of Educational Institutions- * NAAC- IQAC, Criteria Based Assessment and its impact on HEIs 4.2 Online and Digital Education- *Virtual Teaching- Concept, importance, Challenges and strategies *MOOC: Concept and importance *SWAYAM: Concept and Importance *Open Book Examination (OBE): Concept, Importance, merits and demerits. 4.3 Education-Industry Link: Concept, importance and challenges	14	1		15

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:40 Marks

1) Two sessional tests - (10+10) 20 Marks

2) Any two of the activities listed below – (10+10) 20 Marks

- Seminar on any one topics of the course.
- Group discussion on any one topics of the course.
- Assignment related to the Course content.
- Population survey.
- Analysis of curriculum (syllabus / text books, etc.)
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M

CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.
2. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi: ShipraPublication.
3. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: VikasPublishing House Pvt. Ltd.
4. Agarwal, P., Said, M., Schoole, C., Sirozie, M. & de Wit, H. (2007) The Dynamics of InternationalStudent Circulation in a Global Context, in P. Altbach& P. McGill Peterson (Eds) Higher Education in the New Century: global challenges and innovative ideas, pp. 109-144. Rotterdam: Sense.
5. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: VikasPublishing House Pvt. Ltd.
6. Collins, F. L. (2008). Bridges to learning: international student motilities, education agencies and interpersonal networks. Global Networks 8(4), 398–417.
7. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
8. Eilertsen TV, Valdermo O. Open-book assessment: a contribution to improved learning? Stud Higher Educ 26:91–103, 2000.
9. Karalay, G.N (2016).Globalization and Indian Society. Concept Publishing Company Pvt. Ltd. ISBN: 9789351251866, 9351251861
10. Feller M. Open-book testing and education for the future. Stud EducEval 20:235–238, 1994.
11. Friedman, T. L. (2000). The olive and the lexis tree: Understanding globalization. New York: Farrar, Straus & Giroux.
12. Ferro, A. (2006) Desired mobility or satisfied immobility? Migratory aspirations among knowledge workers. Journal of Education and Work 19(2), 171 – 200.
13. Gerry Gorman (1989). School - Industry Links. Kogan Page Ltd. ISBN-13 : 978-1850918639
14. Gupta MS. Open-book examinations for assessing higher cognitive abilities. IEEE Micro Mag 8:46–50, 2007.
15. Knight, J. (2006) Internationalization of Higher Education: new directions, new challenges, 2005 IAU Global Survey Report. Paris: International Association of Universities.

16. Knight, J. (2007) Cross-Border Tertiary Education: an introduction, in Cross-Border Tertiary Education: a way towards capacity development, pp. 21-46. Paris: OECD, World Bank & NUFFIC.
17. Mishra SudhansuSekhar (2006) Education in the Age of Globalisation. Reference Press. ISBN: 9788184050561, 8184050569.
18. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
19. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.
20. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects Agra: Agarwal Publications.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER
Course Title : Psychological Foundations of Education
Course Code : EDUMIN2
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The objectives of this Course are to:

- Explain the meaning and nature of psychology
- Describe the different schools of psychology and their contribution to education
- Explain meaning, nature, scope and importance of Educational Psychology
- Describe the meaning, concept, types and theories of learning.
- Describe the concept and theories of intelligence and creativity.
- Explain the meaning, concept, factors and theories of personality.
- Describe the concepts of mental health and mental hygiene, measures of mental health in school.

COURSE OUTCOMES (CO):

CO 1: Define the meaning and nature of Psychology and Educational Psychology

LO 1.1: define the meaning and nature of Psychology

LO 1.2: discuss about the various schools of Psychology

LO 1.3: define the meaning and nature of Educational Psychology

LO 1.4: describe the importance of Psychology in classroom teaching

CO 2: Define the meaning and nature of learning

LO 2.1: explain the meaning and nature of learning

- LO 2.2: describe different types of learning
 LO 2.3: discuss the theories of learning
 LO 2.4: describe the major laws of learning.
 LO 2.5: discuss the meaning of attention and interest and its role in teaching learning.
 LO 2.6: explain the concept of memory and its role in learning.
- CO 3: Define the meaning and nature of intelligence and creativity
 LO 3.1: identify the factors of intelligence
 LO 3.2: elaborate the theories of intelligence
 LO 3.3: describe the concept of emotional intelligence
 LO 3.4: define the meaning and nature of creativity
 LO 3.5: apply creativity in classroom
 LO 3.6: explain education of exceptional children
- CO 4: Define the concept of personality and mental health
 LO 4.1: define the meaning and nature of personality
 LO 4.2: explain factors of personality
 LO 4.3: explain the theories of personalities
 LO 4.4: explain the concept of balanced mature personality
 LO 4.5: differentiate mental health and mental hygiene
 LO 4.6: describe adjustment of mechanism

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO3, CO4	CO1,CO2, CO3		
Conceptual Knowledge		CO1,CO2, CO3, CO4	CO3, CO4	CO1,CO2, CO3, CO4		
Procedural Knowledge			CO3, CO4	CO3, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	TotalHours
UNIT-I (Marks-15)	PSYCHOLOGY AND EDUCATION 1.1 Meaning and nature of Psychology 1.2 Schools of Psychology: <ul style="list-style-type: none"> • Behaviourism 	14	1		15

	<ul style="list-style-type: none"> • Structuralism • Functionalism • Gestalt Psychology • Psycho-analysis • Constructivism <p>1.3 Meaning, nature and scope of Educational Psychology</p> <p>1.4 Importance of Educational Psychology in classroom teaching</p>				
UNIT-II (Marks-15)	<p>LEARNING AND MOTIVATION</p> <p>2.1 Meaning and nature of learning.</p> <p>2.2 Types of learning: cognitive, affective and psycho-motor learning</p> <p>2.3 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory</p> <p>2.4 Thorndike's Laws of learning</p> <p>2.5 Attention and Interest: Meaning and role in learning</p> <p>2.6 Memory and Learning</p>	14	1		15
UNIT-III (Marks-15)	<p>INTELLIGENCE AND CREATIVITY</p> <p>3.1 Meaning and nature of intelligence</p> <p>3.2 Factors of Intelligence: Heredity and Environment</p> <p>3.3 Theories of intelligence: Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI)</p> <p>3.4 Concept of Emotional Intelligence</p> <p>3.5 Creativity: Meaning and nature</p> <p>3.6 Nurturing Creativity in Classrooms</p> <p>3.8 Education of Exceptional children: Creative child, Gifted and Slow learner.</p>	14	1		15
UNIT-IV (Marks-15)	<p>PERSONALITY AND MENTAL HEALTH</p> <p>4.1 Meaning and Characteristics of personality</p> <p>4.2 Factors of personality</p> <ul style="list-style-type: none"> • Physical. • Mental. • Social. • Emotional. 	14	1		15

	4.3 Type Theories of Personality: Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattell and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene 4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).				
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Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two sessional tests – (10+10) 20 Marks
2. Any two of the following activities listed below – (10+10) 20 Marks
 - Seminar on any one of the topics of the course.
 - Group discussion on any one of the topics of the course.
 - Home assignment on any one of the topics of the course.
 - Identification and Case study of a creative child.
 - Awareness campaign on mental health issues etc.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes :

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Agarwal, J.C. (2004). Essentials of Educational Psychology, published by Vikas Publishing House. New Delhi
2. Agarwalla, S. Psychological Foundations of Education. Mahaveer Publications.
3. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied (p) Ltd. 8/1 Chintamoni Das Lane, Calcutta 700009 (India).
4. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
5. Kupaswami, Educational Psychology, New Delhi
6. Kundu & Tutu, Educational Psychology, New Delhi
7. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
8. Mathur, S.S. (2001). Educational Psychology. Vinod Pustak Mandir. Agra.
9. Mohanty, M.S. (1993). Educational Psychology & Statistics. Shri Durga Pustak Bhandar, Sambalpur.
10. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
11. Safaya & Bhatiya, Educational Psychology, New Delhi.
12. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw Hill Book Co., INC. New York.
13. Singh, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.

B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 2ND SEMESTER

Course Title : History of Indian Education

Course Code : EDUGEC2B

Nature of Course : Generic Elective Course (GEC)

Total Credits : 03

Distribution of Marks : 45 (End Sem.) + 30 (In-Sem.)

COURSE OBJECTIVES:

The objectives of this Course are to:

- explain the concepts and salient features of Vedic education system in India.
- describe the concepts and salient features of Buddhist education system in India.

- describe the concepts and salient features of Islamic system of education.
- explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.
- explain the educational activities of the Missionaries in India.
- perceive an idea on the Charter Act of 1813.

COURSE OUTCOMES (COS):

Students will be able to-

CO1: describe the development of Vedic Education System:

- LO 1.1: describe the development of Vedic Educational System.
- LO 1.2: describe the salient features of Vedic Educational System.
- LO 1.3: discuss the educational implications of Vedic Educational System.
- LO 1.4: discuss the strength and weakness of Vedic Education system.

CO 2: describe the development of Buddhist Education System:

- LO 2.1: describe the development of Buddhist Educational System.
- LO 2.2: describe the salient features of Buddhist Educational System.
- LO 2.3: discuss the educational implications of Buddhist Educational System.
- LO 2.4: analyse the relevance of Buddhist Educational System.
- LO 2.5: discuss the strength and weakness of Buddhist Education system.

CO 3: describe the development of Islamic Education System:

- LO 3.1: describe the development of Islamic Educational System.
- LO 3.2: describe the salient features of Islamic Educational System.
- LO 3.3: discuss the educational implications of Islamic Educational System.
- LO 3.4: analyse the relevance of Islamic Educational System.
- LO 3.5: discuss the strength and weakness of Islamic Education system.

CO 4: describe the emergence of Modern Education in India:

- LO 4.1: explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.
- LO 4.2: explain the educational activities of the Missionaries in India with special reference to Assam.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO1,CO2, CO3		
Conceptual	CO1,CO2,	CO1,CO2,	CO1,CO2,	CO1,CO2,		

Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3		
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-11)	Development of Vedic Education System 1.1 Composition of Vedas 1.2 Purpose of studying Vedas 1.3 Concept of Vedic Education System 1.4 Salient Features of Vedic System of Education 1.5 Basic Aims and Objectives of Vedic Education 1.6 System of Administration and Finance 1.7 Methods of Teaching 1.8 Types of Educational Institutions 1.9 Curriculum 1.10 Teacher-Pupil Relationship 1.11 Women's Education 1.12 Educational Centres of the Hindus in Ancient India- 1.13.1 Takshasila or Taxila 1.13.2 Banaras or Varanasi 1.13.3 Mithila 1.13.4 Navadwip or Nadia 1.13 Strength and Weakness of Vedic Education system	147	1		11
UNIT-II (Marks-11)	Development of Buddhist Education System 2.1 Introduction to Buddhism 2.2 Buddhist Education System: Concept and salient features	14	1		11

	<p>2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada)</p> <p>2.4 Aims and Objectives of Buddhist Education System</p> <p>2.5 Organisation of Buddhist Education System</p> <p>2.6 System of Administration and Finance</p> <p>2.7 Curriculum</p> <p>2.8 Methods of Teaching</p> <p>2.9 Types of Educational Institutions</p> <p>2.10 Teacher-Pupil Relationship</p> <p>2.11 Women's Education</p> <p>2.12 Educational Centres of Buddhist Education system</p> <p>2.12.1 Nalanda</p> <p>2.12.2 Vikramsila</p> <p>2.13 Strength and weakness of Buddhist Education system.</p>				
UNIT-III (Marks-11)	<p>Development of Islamic Education System</p> <p>3.1 Islamic System of Education with special reference to its:</p> <p>3.1.1 Salient Features</p> <p>3.1.2 Aims and Objectives</p> <p>3.1.3 System of Administration and Finance</p> <p>3.1.4 Types of Educational Institutions</p> <p>3.1.5 Pupil-Teacher Relationship</p> <p>3.1.6 Methods of Teaching</p> <p>3.1.7 Curriculum</p> <p>3.1.8 Women's Education</p> <p>3.1.9 Strengths and weaknesses.</p>	14	1		11
UNIT-IV	Emergence of Modern Education in India	14	1		12

(Marks-12)	<p>4.1 Indigenous Education System of India:</p> <p>4.1.1 Meaning of Indigenous Education system</p> <p>4.1.2 Types of Indigenous educational institutions(Gurukula, Monastery, Maktab, Madrassa, Pathsala&Tol)</p> <p>4.1.3 Causes of downfall of Indigenous Education system</p> <p>4.1.4 Relevance of Indigenous Education system</p> <p>4.2 Educational activities of Christian Missionaries and East India Company</p> <p>4.2.1 The Missionaries (Portuguese, Dutch, British, Denis and French)</p> <p>4.2.2 Centres of missionary Education (Madras, Calcutta, and Bombay)</p> <p>4.3 Educational activities of the Missionaries in Assam</p>				
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Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment : 30 Marks

- 1) Two sessional tests - (10+10) 20 Marks
- 2) Any two of the activities listed below- (5+5) 10Marks
 - Seminar on any one of the topics of the course.
 - Group discussion on any one of the topics of the course.
 - Assignment related to the Course content.
 - Quiz on the contents of the course.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes :

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Altekar, A. S. (2001). Education in Ancient India, Isha Book
2. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
3. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi: S. Chand
4. Chatterjee, M. (1999). Education in Ancient India,: D. K. Printworld (P) Ltd.
5. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
6. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
7. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800- 1973). Bombay: Macmillan India Ltd.
8. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
9. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
10. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, VinodPustakMandir.
11. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.
12. Rajput, J. S. (2004). Encyclopedia of Indian Education , New Delhi : NCERT
13. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
14. Sarma, M.K. (2013). BharatarSikharItihas, Dibrugarh: Banalata.
15. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India.Atlantic Pub.
16. Sharma, T.K. (2008). BharatarSikhaBikasarIthihasaruSamasyawli.Dibrugarh: Banalata.
17. Sharma, T.K & Goswami, R.K. (2009). BharatarSikharBuranjee.Dibrugarh: Banalata.

Course Title : Philosophical and Sociological Bases of Education

Course Code : EDUMAJ 3A

Nature of Course : Major

Total Credits : 4 credits

Distribution of Marks : 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The course on Philosophical and Sociological Bases of Education is designed for the students to demonstrate the understanding of the Indian and Western schools of philosophy and education. The course will describe appropriate theories, concepts, processes relevant to Sociology of Education. The course will also provide an understanding of the relationship between education and political ideologies.

COURSE OUTCOMES (COS):

Students will be able to –

CO1: Demonstrate the understanding of the Indian schools of philosophy and education.

LO 1.1: describe the basic features and classification of Indian Philosophies.

LO 1.2: explain the nature of Yoga, Vedanta and Buddhism Philosophy.

LO 1.3: discuss the impact of Yoga, Vedanta and Buddhism Philosophy in the present system of education in India.

CO2: Demonstrate the understanding of the Western schools of philosophy and education.

LO 2.1: describe the basic features of Western Philosophy.

LO 2.2: explain the role of Idealism, Naturalism and Pragmatism in determining aims of education, curriculum, method of teaching, role of teacher and discipline in education.

LO 2.3: discuss the impact of Western schools of philosophy in the present system of Indian education.

CO3: Apply the knowledge of understanding education and society.

LO 3.1: examine the role of education in socialization process.

LO 3.2: discuss the role of education in preservation, transformation, and promotion of culture.

LO 3.3: examine the role of education in social change and social mobility.

LO 3.4: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: discuss the role of education in inculcating democratic values in India.

LO 4.2: describe the nature of education in totalitarian society and communist society.

LO 4.3: examine the role of education in a secular society.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1, CO2		CO1, CO2		
Conceptual Knowledge		CO3, CO4		CO3, CO4		
Procedural Knowledge	CO3		CO3			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-15)	<p>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</p> <p>1.1 Basic features and classification of Indian Philosophy</p> <p>1.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education.</p> <p>1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.</p> <p>1.4 Buddhism: a) Four noble truths of Buddha b) Eight fold Path c) Influence in education.</p>	14	1		15
UNIT-II (Marks-15)	<p>WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION</p> <p>2.1 Basic features of Western Philosophy</p> <p>2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education</p>	14	1		15

	<p>2.4 Pragmatism a) Basic tenets b) Influence indetermining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2 .5 Impact of Western schools of philosophy in present system of Indian education.</p>				
<p>UNIT-III (Marks-15)</p>	<p>UNDERSTANDING EDUCATION AND SOCIETY</p> <p>3.1 Education and Socialisation: 3.1.1 Meaning and process of socialisation 3.1.2 Agencies of socialisation - Home, School, Society, Neighbourhood, Peer group, Mass media, Social Media)</p> <p>3.2 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology.</p> <p>3.3 Social Change: meaning & factors, role of education in social change</p> <p>3.4 Social Mobility: meaning, types, role of education in social mobility</p> <p>3.5 Economic Development- meaning, factors, roleof education</p> <p>3.6 Education as process of Human Resource Development</p>	14	1		15
<p>UNIT-IV (Marks-15)</p>	<p>EDUCATION AND POLITICAL IDEOLOGIES</p> <p>4.1 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.</p> <p>4.2 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society</p> <p>4.3 Communism: Concept of Communism, basic features, nature of education in Communist society</p> <p>4.4 Secularism: Meaning and Role of education</p>	14	1		15

	in secular society				
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Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 Marks

1) Two In-semester tests – (10+10) 20 Marks

2) Any two of the following activities listed below – (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment on any one of the topics of the course.
- Project on any relevant topics of the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. NewDelhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi:AtlanticPublishers&Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education.Agra:VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi:VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education.Ludhiana: Prakash Brothers.

10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad ,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi:DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education.Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: KanishkaPublishers & Distributors.Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

B. A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 3RD SEMESTER

Course Title : Value Education

Course Code : EDUMAJ 3B

Nature of Course: Major

Total Credits : 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The course on Value Education is designed for the students to explain and demonstrate the knowledge of the values required to be a dignified citizen in the present day society. This course will describe appropriate concepts related to curriculum, textbooks, syllabus and co-curricular activities. It will help to cultivate in learners' worthwhile values required for peace of the global society.

COURSE OUTCOMES (COS):

Students will be able to -

CO1: Explain the meaning, types, functions and sources of values.

LO1.1: describe concept, meaning and definition of values.

LO1.2: discuss sources of values, Socio- cultural tradition, Religion and Constitution.

CO2: Explain the meaning, objectives and dimensions of Value education and illustrate the importance, policy perspectives, methods and techniques of Value education.

- LO2.1: describe Value Education and its Objectives.
- LO2.2: generalize the importance of Value Education in the 21st century.
- LO2.3: discuss the policy perspective on Value Education in India.
- CO3 Interpret the perspectives of Value education of the East and West.
- LO3.1: identify the perspectives of Value Education in East.
- LO3.2: demonstrate the perspectives of Value Education in the West.
- CO4 Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.
- LO4.1: describe the meaning and concept of Peace Education, State the Objectives of Peace Education and the Pedagogy of Peace Education.
- LO4.2: appraise Peace Education in the curriculum, subject content, teaching method, co-curricular activities.
- LO4.3: discuss the integration of Peace Education for management of staff, class-room and school.
- LO 4.4: explain the role of teacher and parent in imparting peace education.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO5	CO1, CO2, CO5	CO3	CO4	CO2, CO4	
Conceptual Knowledge	CO1, CO2, CO5	CO1, CO2, CO5	CO2, CO4	CO3, CO4		
Procedural Knowledge	CO3	CO3, CO4		CO2, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	TotalHours
UNIT-I (Marks-15)	INTRODUCTION TO VALUES 1.1 Concept, meaning and definition of values 1.2 Types of values 1.2.1 Instrumental values 1.2.2 Intrinsic values and	14	1		15

	1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values 1.4.1 Socio- cultural tradition 1.4.2 Religion 1.4.3 Constitution 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Government 1.5.5 Mass media and 1.5.6 Voluntary organizations				
UNIT-II (Marks-15)	INTRODUCTION TO VALUE EDUCATION 2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Importance of value education in the 21st century 2.4 Policy perspective on Value Education in India 2.5 Methods and techniques of value education: 2.5.1 Practical method 2.5.2 Conceptual method 2.5.3 Biographical method 2.5.4 Storytelling technique 2.5.5 Socialized class technique 2.5.6 Discussion technique 2.7 Role of the Teacher and School in promoting Value Education	14	1		15
UNIT-III (Marks-15)	PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST 3.1 Perspectives of Value Education in East 3.1.1 Moral Education (M.K Gandhi) 3.1.2 Spiritual Education (Aurobindo Ghosh) 3.1.3 Aesthetic Education (Rabindranath Tagore) 3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the	14	1		15

	West 3.2.1 Education for all round personality development (Plato) 3.2.2 Education to understand the Nature(Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey) 3.2.4 Existentialism and Education(Jean Paul Satre)				
UNIT-IV (Marks-15)	PEACE EDUCATION 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self-learning 4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co -curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of – 4.5.1 Teacher 4.5.2 Parents	14	1		15

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-semester Assessment: 40 Marks

1. Two Sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
 - Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.

- Analyze Secondary School textbooks to identify the types of values and peace promoted through the content.
- Analysis of contents of advertisement, TV serials, movies to identify the gaps between the values promoted by them and those promoted by the society.
- Group Discussion on any one of the topic of the course
- Seminar on any one of the topics of the course
- Debate on any one of the topics of the course
- Assignment on any one of the topics of the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

- 1) Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- 2) Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- 3) Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- 4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- 5) Diwahaar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg
- 6) Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- 7) Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
- 8) Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
- 9) Morrison, M. L. (2003). Peace education. Australia: McFarland.

- 10) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
- 11) Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
- 12) Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- 13) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- 14) Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- 15) Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
- 16) Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- 17) Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- 18) Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
- 19) Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation. E-Recourses:
 - 1) Basic of Education, https://ncert.nic.in/division/der/pdf/basic_in_education.pdf

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER
Course Title : Sociological Foundations of Education
Course Code : EDUMIN 3
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The objectives of this Course are to:

- acquaint with the concept of sociological approach of Education.
- analyse the theories of Educational Sociology.
- explain socialization, emotional and national integration and internationalization.
- discuss the role of education in social change and development.
- elaborate the role of education for development of socially and economically disadvantaged groups.

COURSE OUTCOMES (COS):

Students will be able to-

CO1: Describe the concept of sociological approach of Education.

LO 1.1 Analyse different concepts related with sociological approach of education.

LO 1.2 Explain the concept, approaches of educational sociology.

LO 1.3 Describe the theories of educational sociology.

CO2: Explain socialization, emotional and national integration and internationalization.

LO 2.1 Discuss the role of education in socialization process.

LO 2.2 Explain the importance of emotional and national integration.

LO 2.3 Discuss the role of education in internationalization.

CO3: Describe the role of education in social change and development.

LO 3.1 Explain meaning, nature and factors of social change.

LO 3.2 Illustrate economic development.

LO 3.3 Discuss the role of education in human resource development.

LO 3.4 Illustrate concept of modernization.

CO4: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.

LO 4.1 illustrate the socio-economic status of various social groups.

LO4.2 Identify the role of education in development of the disadvantaged groups.

LO 4.3 Analyse the constitutional provisions for education of different sections of the society.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1, CO3, CO4, CO5		CO1, CO3		
Conceptual Knowledge		CO2, CO3, CO4, CO5	CO4, CO5	CO1, CO5		
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	TotalHours
UNIT-I (Marks-15)	INTRODUCTION TO EDUCATIONAL SOCIOLOGY 1.1 Meaning and nature of Sociology. 1.2 Introduction to Educational Sociology- 1.2.1 Meaning, nature and scope of Educational Sociology 1.2.2 Need for Sociological Approaches in Education 1.2.3 Analogy between Education and Sociology (relationship) 1.3 Theories of Educational Sociology – 1.3.1 Conflict Theory: concept, features, merits	14	1		15

	and demerits 1.3.2 Consensus Theory: concept, features, merits and demerits				
UNIT-II (Marks-15)	EDUCATION AND SOCIALIZATION PROCESS 2.1.Socialization: Concept, Nature and Process 2.2 Education as a socialization process 2.3 Agencies of Socialization: (Home, School, Society, Neighbourhood, Peer group, Mass media, Social Media) and their role in Socialization 2.4 Emotional and National Integration—meaning, importance, role of Education 2.5 Internationalization—meaning, importance and role of Education	14	1		15
UNIT-III (Marks-15)	SOCIAL CHANGES, DEVELOPMENT AND EDUCATION 3.1 Social Change: meaning, nature, factors, causes and role of Education 3.2 Economic Development: meaning, factors and role of Education 3.3 Human Resource Development: meaning and role of Education 3.4 Democratic nature of education, Role of education in inculcating democratic values. 3.5 Modernization and Education	14	1		15
UNIT-IV (Marks-15)	EDUCATION AND SOCIAL GROUPS 4.1 Social groups in Indian context: characteristics and classification 4.2 Social Disadvantages and Inequalities in Indian Society – meaning and causes 4.3 Education of the Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population 4.4 Constitutional Provisions for education of different sections of Indian Society	14	1		15

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 marks

(1) In Semester Tests- (10+10) 20 marks

(2) Any two of the following activities- (10+10) 20 marks

- Group discussions on any one of the topics of the course.
- Quiz/ Debating/Extempore speech
- Seminar presentation on any one of the topics of the course.
- Assignment on any one of the topic of the course.
- Survey Report on Socially and Economically Disadvantaged Groups(The teacher will design the activities in relation to the above aspects.)
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Adiseshiah, W.T.V. & Pavanasam .R., (1974). Sociology in Theory and Practice, New Delhi: Santhi Publishers.
2. Blackledge, D. & Hunt, Barry, (1985). Sociological Interpretations of Education, London: Groom Helm.
3. Chanda S.S. & Sharma R.K., (2002). Sociology of Education, New Delhi: Atlantic Publishers.
4. Chandra, S.S., (1996). Sociology of Education, Guwahati: Eastern Book House.
5. Cook L, A. & Cook, E., (1970). Sociological Approach to Education, New York: McGraw Hill.
6. Durkheim, E., (1966). Education and Sociology. New York: the Free Press.
7. Hemlata, T., (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
8. Shukla, S. & K. Kumar (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.

e-Recourses:

Educational Status of Socially Disadvantaged Group in India:

<https://oaji.net/pdf.html?n=2017/1174-1512213260.pdf>

B.A IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3rd SEMESTER
Title of the Course : GUIDANCE AND COUNSELLING
Course Code : EDUGEC3B
Nature of Course : Generic Elective Course (GEC)
Total Credits : 03
Distribution of Marks : 45 (End-Sem.) + 30 (In-Sem.)

COURSE OBJECTIVE:

Guidance and Counselling is primarily concerned with helping each individual towards the higher level of decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.

COURSE OUTCOME (COS):

Students will be able to-

CO1: Explain the meaning, nature, scope of Guidance and Counselling and its role in education.

LO 1.1: describe the principles of guidance and the various types of guidance in Education.

LO 1.2: discuss the impact of various types of guidance in education.

CO2: Discuss about counselling in education.

LO 2.1: describe the concept and characteristics of counselling.

LO 2.2: recognize the role of different types of counselling in education.

LO 2.3: organize counselling services at schools.

LO 2.4: evaluate the counselling programme at school after conduction.

CO3: Generalize the use of different tools and techniques of guidance and counselling:

LO 3.1: explain the concept of tools and techniques used in guidance and counselling.

LO 3.2: demonstrate the use of the tools and techniques in education.

LO 3.3: differentiate between the testing and non-testing devices in guidance.

LO 3.4: apply the techniques of counselling to resolve various psychological problems faced by the students.

CO4: Evaluate guidance and counselling services conducted in schools or colleges.

LO 4.1: justify the concept and scope of guidance and counselling services.

LO 4.2: recommend the functions of guidance and counselling services at schools.

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
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Factual Knowledge	CO1	CO2, CO4			CO4	
Conceptual Knowledge	CO2	CO2		CO1	CO2	
Procedural Knowledge		CO3		CO3	CO4	
Metacognitive Knowledge		CO4		CO2, CO3	CO2	CO4

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-11)	GUIDANCE: 1.1 Meaning, Nature, and Scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Need and Principles of Guidance 1.4 Types of Guidance • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance	14	1		15
UNIT-II (Marks-11)	COUNSELLING: 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Types of Counselling • Directive Counselling • Non-directive Counselling • Eclectic Counselling 2.5 Qualities of a Good Counsellor 2.6 Stages in Counselling 2.7 Role of Counsellor, Parents and Teachers in guidance and counselling 2.8 Organization of Counselling Services: • Centralization • Decentralization • Mixed form of Counselling Services	14	1		15
UNIT-III (Marks-11)	TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING: 3.1 Basic concept of tools and techniques of Guidance and counselling	14	1		15

	<p>3.2 Essential information for guidance and counselling (Personal information, Educational information and Occupational information)</p> <p>3.3 Testing Devices in Guidance</p> <ul style="list-style-type: none"> • Intelligence Tests • Aptitude Tests • Achievement Tests • Personal Inventories • Creativity Tests <p>3.4 Non-Testing Devices in Guidance</p> <ul style="list-style-type: none"> • Interview • Observation • Sociometry • Cumulative record card • Case study 				
<p>UNIT-IV (Marks-12)</p>	<p>GUIDANCE AND COUNSELLING SERVICES:</p> <p>4.1 Concept, nature and Scope of Guidance Services</p> <p>4.2 Types of Guidance Services</p> <ul style="list-style-type: none"> • The Orientation Service • The Student Information Service • The Counselling Service • The Placement Service • The Follow up Services • The Remedial Service • The Research Service <p>4.3: Organization of Guidance Programme at School</p> <ul style="list-style-type: none"> • Guidance for Gifted Children • Guidance for Slow learner • Guidance for Creative Children • Guidance for Juvenile Delinquents <p>4.4 Principles of Organization of Guidance and counselling services at-</p> <ul style="list-style-type: none"> • Elementary Level • Secondary Level • Higher Level <p>4.5 Challenges and issues of guidance and counselling Programme</p>	14	1		15

Where, L: Lectures T: Tutorials P: Practical's

Modes of In-Semester Assessment

40 Marks

1. Two Sessional tests :

(10+10) 20 Marks

2. Any two of the following activities listed below:

(5+5) 10 Marks

- Group discussion on any one of the topics of the course.
- Seminar presentation on any one of the topics of the course.
- Dissemination of occupational information
- To do a Case Study of a differently-abled student and prepare a report.
- Home Assignment on any of the relevant topic (Application Level)
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where, S: Strong, M: Moderate

Suggested Readings:

1. Agarwalla, R. (2006). Educational, Vocational guidance and counselling. New Delhi: Sipra Publication.
2. Berdie, R.F. (1963). Testing in Guidance and Counselling. New York: McGraw Hill
3. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling-A Theoretical Approach. Delhi: Vikas Publishing House
4. Charles, K and Jyothsna, N.G (2017) Guidance and Counselling, Hyderabad: Neelkamal Publications Pvt. Ltd.
5. Gogoi, K.P. (2015). A Text Book on Guidance and Counselling, New Delhi: Kalyani Publishing House
6. Gibson, Mitchell M. (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.
7. Jones, A.J (1951). Principles of guidance and pupil personnel work. New York: McGraw Hill
8. Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.
9. Sharma, R.A (2015). Foundation of Guidance and Counselling, Meerut: R Lal Book Depot.

4TH SEMESTER

B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 4TH SEMESTER

Course Title: LEARNER AND LEARNING

Course Code: EDUMAJ 5

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The objectives of this course are to developed an understanding on the concepts of human growth and development, factors affecting holistic development of a learner and their learning, individual differences, personality, adjustment and role of schoolteachers and influences on learning.

Course Outcomes (COs): The student will be able to-

CO1: Distinguish and explain the concepts of growth and development stages of human development and factors affecting holistic development of a learner.

LO 1.1: Explain the concept of growth and development

LO 1.2: Describe the principles and stages of development

LO 1.3: Explain the developmental characteristics of an Adolescence stage and their inter- relationships

LO1.4: Discuss the factors affecting holistic development of a learner

CO2: Describe the characteristics affecting learners' learning in relation to various psychological dimensions, factors affecting learning.

LO 2.1: Explain the concept of various psychological dimensions, relationship with learning and educational implications

LO 2.2: Discuss the factors affecting learning

LO 2.3: Describe Bloom's Taxonomy of learning and its revised form.

LO 2.4: Describe Pedagogic principles of educational theories.

LO 2.5: Explain the concept of Guidance and Counseling and its role in enhancing learning.

LO 2.6: Describe learner from different perspectives

CO3: Explain the meaning, significance and causes of individual difference in learners with respect to different contexts.

LO 3.1: Explain the concept of Individual difference and its significance in classroom.

LO 3.2: Describe Individual differences in learners with respect to different contexts.

LO 3.3: Describe differently-abled learners.

LO 3.4: Describe Individual differences in learners with respect to socio cultural contexts.

LO 3.5: Explain ways to cater to Individual differences.

LO 3.6: Explain the Paradigms for organizing learning

CO4: Explain the concept and development of personality and evaluate the role of education in promoting good adjustment in adolescents.

LO 4.1: Describe the concept of personality, self-concept and its development among learners.

LO 4.2: Describe the concept of mental health and characteristics of a mentally healthy person.

LO 4.3: Describe the concept of adjustment and role of education in adjustment.

LO 4.4: Discuss the Causes of maladjustment and the problems of adolescent adjustment.

LO 4.5: Evaluate the role of media and technology influences on learning.Cognitive

Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2,CO3,CO4	CO1,CO2,CO3,CO4	CO1,CO2,CO3,CO4	CO4	CO4	
Conceptual Knowledge	CO1,CO2,CO3,CO4	CO1,CO2,CO3,CO4	CO1,CO2,CO3,CO4			
Procedural Knowledge	CO2	CO2				
Meta cognitive Knowledge						

COURSE CONTENTS

UNITS	COURSECONTENTS	L	T	P	Total Hours
I (15Marks)	<p>GROWTH AND DEVELOPMENT OF THE LEARNE</p> <p>:</p> <p>1.1 Concepts of growth and development</p> <p>1.2 Principles of development</p> <p>1.3 Stages of development - Infancy, Childhood, Adolescence and Adulthood</p> <p>1.4 Developmental characteristics of the Adolescence stage and their interrelationships:</p> <p>(a) Physical</p> <p>(b) Mental</p> <p>(c) Emotional</p> <p>(d) Moral</p> <p>(e) Socio Cultural environment</p> <p>1.5 Developmental tasks of adolescents and their Implications</p>	14	1	-	15
II (15Marks)	<p>UNDERSTANDING LEARNERS' LEARNING:</p> <p>2.1 Concept, relationship with learning and educational implications of the following psychological dimensions:</p> <p>(a) Maturation</p> <p>(b) Attention</p> <p>(c) Interest</p> <p>(d) Motivation</p> <p>(e) Aptitude</p> <p>2.2 Factors affecting learning with special reference to: cognitive, affective and psychomotor domain</p> <p>2.3 Bloom's Taxonomy of Learning and Anderson & Krathwohl's Edition.</p> <p>2.4 Pedagogic principles of Educational theories and their Applications for Organizing Learning:</p> <p>(a) Behaviouristic (Skinner),</p> <p>(b) Cognitive (Piaget),</p> <p>(c) Constructivist (Vygotsky)</p> <p>2.5 Need and Importance of Guidance and counseling in learning.</p>	14	1	-	15

III (15Marks)	UNDERSTANDING DIFFERENCES BETWEEN LEARNERS: 3.1 Meaning and concept of individual differences within and among the learners: 3.2 Causes of individual differences(Physical, Mental & Emotional and Environmental impact) 3.3 Differences between individual learners in : <input type="checkbox"/> Intelligence, <input type="checkbox"/> Self-concept <input type="checkbox"/> Attitude and aptitude, <input type="checkbox"/> Interest, <input type="checkbox"/> Personality 3.4 Understanding differently-able learners: Characteristics of Slow learners' and Gifted learners 3.5 Differences in learners based on socio-cultural contexts: Impact of home environment with respect to home language on learner	13	1		14
IV (15Marks)	ISSUES AND CONCERNS IN ORGANIZING LEARNING: 4.1 Concept of personality 4.2 Development of personality and self-concept of learners through classroom activities and co-curricular programmes 4.3 Concept and 4.4 Characteristics of a mentally healthy person 4.5 Concept of adjustment and 4.6 Maladjustment in classroom and remedies 4.8 The issue of media & technology influences on learning – (a) Educating children and adolescents on social media usage (b) Learning to navigate the disruptive new technology of modern society	15	1		16
	TOTAL	56	4		60

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional test - (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - a) Preparing an assignment on any one topic of the course contents.
 - b) Others (Any one)
 - Group Discussion on the learning style.
 - Seminar presentation of any relevant topic from any one Unit.
 - Observing the behaviour of adolescents in society and writing a note on the
 - Common behavioural characteristics observed among them.
 - Listening to adolescents' Conversations in the canteen/ restaurants/ parks/bus/ train/ workplace etc. and charting out themes of their discussions/talks.(These could be recorded as observations/speech).
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	S	M
CO2	S	M	S	S	S	S	S
CO3	S	M	S	S	M	S	M
CO4	S	M	S	S	S	S	S

Where S:Strong, M:Moderate

Suggested Readings:

1. Adler, A (1927), Practice and Theory of Individual Psychology, New York, Halloween Brace and World.
2. Alport, GW (1938), Personality-A Psychological Interpretation, Halt, Rinehart and Winston Inc.,New York.
3. Benjafield,J.G. (1992), Cognition, practice Hall, Englewood Cliffs.
4. Berk, LE (2007), Child Development, Practice Hall of India (p) Ltd., New Delhi.
5. Blos, P (1950), An Adolescence, The Free Press of Glencae, New York.
6. Chauhan, SS,(1978), Advance Educational Psychology, Vikas Publishing House (Pvt) Ltd, NewDelhi.
7. Dandapani, S. (2001), A Textbook of Advanced Educational Psychology, Anmol publications pvt. Ltd.,New Delhi
8. Mangal, S.K. (2002), Advanced Educational Psychology, Prentice Hall of India, New Delhi.
9. Tony, C., Guilford, A. & Brick, S (2015), Educational Psychology, Routledge Publication, NewYork.
10. Woolfolk, A. (2001). Educational Psychology (8th Edition), Needham Heights, M.A., Allyn andBacon.
11. Woolfolk, A. & Kapur, P. (2019), Educational Psychology, Pearson Education.

B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 4TH SEMESTER

Course Title: EDUCATIONAL TECHNOLOGY

Course Code: EDUMAJ 6

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

This course aims to develop the knowledge and understanding of educational and instructional technology concepts. It explores ICT's use in teaching-learning, research and educational management.

Course Outcomes (COs): The students will be able to –

CO 1: Develop the concepts and nature of educational and instructional technology.

LO 1.1: Describe the concept and nature of educational technology.

LO 1.2: Describe the concept and nature of Instructional technology.

LO 1.3: Discuss the development of educational technology in India.

LO 1.4: Discuss the components of educational technology.

LO 1.5: Distinguish between educational technology and instructional technology

CO 2: Explain ICT and its use in education.

LO 2.1: Describe the concept and development of ICT

LO 2.2: Explain the role of computers in education

LO 2.3: Describe the application of ICT in teaching and evaluation

LO 2.4: Describe the meaning and importance of E-learning.

LO 2.5: Explain the role of the Internet in the education system

LO 2.6: Discuss the ethical considerations of using ICT.

CO 3: Understand the role of Communication in teaching learning.

LO 3.1: Describe the concept and nature of communication.

LO 3.2: Describe the components of communication.

LO 3.3: Describe the process of classroom communication.

LO 3.4: Explain the significance of communication in learning

LO 3.5: Discuss the barriers to effective classroom communication

LO 3.6: Explain the steps of making classroom communication effective.

LO 3.7: Discuss the qualities of a good classroom communicator.

CO 4: Understand the instructional strategies and models of learning.

LO 4.1: Describe the concepts and Characteristics of Models of teaching.

LO 4.2: Explain the families of teaching models.

LO 4.3: Describe the inquiry training model.

LO 4.4: Describe the Classroom meeting model.

LO 4.5: Explain the Personalized system of instruction.

LO 4.6: Describe the Meaning, nature and forms of CAI

LO 4.7: Explain the Meaning, Characteristics and Types of Programmed

Learning.

LO 4.8: Describe the concept of Open and Distance education.

LO 4.9: Discuss the concept and use of Team Teaching.

CO 5: Understand the concept of technology-based learning resources and their uses.

LO 5.1: Describe the types of audio-visual learning resources.

LO 5.2: Describe the meaning and use of non-projected learning resources.

LO 5.3: Discuss the uses of e-resources.

LO 5.4: Explain the meaning and functions of EDUSAT.

LO 5.5: Discuss the concept and use of E-Pathshala.

LO 5.6: Discuss the uses of open-access resources.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4,	CO1, CO2, CO3, CO4,	CO1, CO2, CO3, CO4,			

	CO5	CO5	CO5			
Conceptual Knowledge	CO1, CO2, CO3, CO4, CO5	CO1, CO2, CO3, CO4, CO5	CO1, CO2, CO3, CO4, CO5			
Procedural Knowledge			CO5			
Meta cognitive						

COURSE CONTENT

UNIT	CONTENT	L	T	P	Total Hours
I (12 MARKS)	Educational Technology 1.1 Concept and Nature of Educational Technology 1.2 Development of Educational Technology in India 1.3 Components of Educational Technology: Hardware, Software and Systems Approach 1.4 Instructional technology 1.5 Difference between Educational Technology and Instructional Technology	10	2		12
II 12 MARKS	ICT in Education 2.1 Concept and Development of Information and Communication Technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 E-learning 2.5 Internet and its application in education 2.6 Ethical considerations in using ICT.	10	2		12
III 12 MARKS	Communication and Teaching Learning 3.1 Concept and nature of communication 3.2 Components of Communication 3.3 Classroom communication 3.4 Significance of communication in learning	10	2		12

	3.5 Barriers to effective classroom communication 3.6 Steps for making communication effective 3.7 Qualities of a Good Classroom Communicator				
IV 12 MARKS	Instructional Strategies 4.1 Models of teaching: Concept, characteristics and families 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer-assisted instruction: Meaning, nature, forms, merits and demerits 4.5 Programmed learning: Meaning, characteristics and types 4.6 Open and Distance education: Concept application of technology in Open and Distance learning 4.7 Team Teaching	10	2		12
V 12 MARKS	Concept of Learning Resources 5.1 Audio Visual learning resources and their Uses: LCD projector, white board, video, animation, film, film strips, Mobile Phone 5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 5.3 Concept of E- resources and their use 5.4 E-Pathshala: Concepts and uses 5.5 Open access resources: Concepts and uses	10	2		12
	TOTAL	50	10		60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - Practicum on preparing learning resources including E-resources.
 - Group Discussion on E-learning resources and online learning platform.
 - Present a topic of their own choice by using interactive board.
 - Prepare a power point presentation including photo, text, video and audio and present before the classmates.
 - Prepare a teaching plan by using inquiry training model.
 - Develop one non projected learning resource for teaching
 - Develop a video resource of teaching.
 - Seminar presentation on any of the relevant topics.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7
CO 1	S	M	S	S	S	S	M

CO 2	M	S	M	M	M	S	S
CO 3	S	M	S	S	M	S	M
CO 4	M	S	M	M	M	M	M
CO 5	M	M	M	S	M	M	S

Where S: Strong, M: Moderate

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). Micro Teaching. London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
3. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Das, B.C. (2002), Educational Technology, Kalyani Publishers, New Delhi.
6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
8. Mohanty, J. (2008). Educational Technology. New Delhi: Deep and Deep Publication
9. Mrunalin, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
11. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: Lall Book Depot.
12. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
13. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER
Course Title: EDUCATION AND WELL-BEING
Course Code: EDUMAJ 7
Nature of Course: Major
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

This course is designed to introduce the key concepts of mental health to the students and create awareness around mental health maintenance. The course aims to familiarize the students with the primary concepts of Positive Psychology and Positive Education and its contribution to

wellbeing. The course will also develop an understanding of different activities to build the strengths and virtues for personal development and enhancement.

Course Outcomes (COs): The students will be able to-

CO1. Define the key concepts of Mental Health and demonstrate sensitivity towards mental health issues, arrange awareness and sensitization programs on need for promotion of mental health.

LO1.1: Describe the concept of Health, Well-being, Mental Hygiene, Psychological Health and Psychological first aid.

LO1.2: Describe history of Mental Health

LO1.3: Discuss the issues of mental health in India and the globe.

LO1.4: Discuss the mental health challenges

LO1.5: Demonstrate awareness in reducing stigma associated with mental health.

LO1.6: Discuss the role of Psychiatrist, Psychologist, Counselor, Psycho-Peer mentoring and Psychiatric Social Worker.

CO2. Explain the Mental Health Issues in Adolescents and Young Adults.

LO2.1: Explain the causes of mental health issues in adolescents and young adults (stress; academic grades; relational issues with parents, friends, romantic partners; Peer pressure and bullying; Identity crisis; Body image issues; Career and occupation related issues in young adults; Depression: sign and symptoms; Eating disorders: sign and symptoms; Self-harming and suicidal tendencies: Preventive treatment measures; Substance abuse)

CO3. Explain primary concepts of Positive Psychology and Positive Education, explain the development and areas of Positive Education and its contribution to well-being.

LO3.1: Discuss the background, concept, aim, and implications of Positive Psychology.

LO3.2: Discuss the dimensions (Pleasant Life, Engaged Life, Positive Relationship, Meaningful Life and Positive Accomplishment) of happiness and flourishing life.

LO3.3: Discuss the role of Positive institutions: healthy family, healthy institutions, democracy.

LO3.4: Discuss the concept, development, areas of Positive Education.

CO4. Explain concepts and dimensions of the strengths and virtues for personal development and enhancement; demonstrate the skills and activities of the strengths and virtues for personal development and enhancement.

LO4.1: Discuss the concept and dimensions of personal goal, self regulation, optimism, gratitude, forgiveness, flow and mindfulness.

LO4.2: Demonstrate the ways of setting personal goals.

LO4.3: Demonstrate self regulation.

LO4.4: Demonstrate optimism.

LO4.5: Demonstrate positive emotion (gratitude and forgiveness).

LO4.6: Demonstrate flow and mindfulness.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1 CO2, CO3,	CO3			
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2,	CO4	CO3, CO4		
Procedural Knowledge			CO4		CO4	
Meta cognitive			CO4			CO4

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total
I (15 Marks)	KEY CONCEPTS 1.1 Key concepts of mental health: Health, Wellbeing, Mental Hygiene, Holistic Health, Psychological first aid. 1.2 Importance of Mental Health 1.3 Issues of mental health in India and the globe- 1.3.1 Some common conditions observable in educational institutions 1.4 Mental Health challenges 1.5 Reducing stigma associated with mental health 1.6 Seeking Professional help 1.6.1 Mental Health professionals: Psychiatrist, Psychologist, Counsellor, Psycho-Therapist, Psychiatric Social worker	14	1		15
II (15 Marks)	MENTAL HEALTH ISSUES IN ADOLESCENTS AND YOUNG ADULTS 2.1 Common causes of mental health issues in adolescents and young adults 2.1.1 Stress 2.1.2 Academic grades 2.1.3 Relational issues with parents, friends, romantic partners 2.1.4 Peer pressure and bullying 2.1.5 Identity crisis 2.1.6 Body image issues 2.1.7 Depression: sign and symptoms 2.1.8 Eating disorders: sign and symptoms	14	1		15

	2.1.9 Self-harming and suicidal tendencies: Preventive treatment measures 2.1.10 Substance abuse				
III (15 Marks)	INTRODUCTION TO POSITIVE PSYCHOLOGY AND POSITIVE EDUCATION 3.1 Background of Positive Psychology 3.2 Concept, aim, and implications of Positive Psychology 3.3 The dimensions of Happiness and Flourishing life: PERMA theory 3.4 Pleasant Life, Engaged Life, Positive Relationship, Meaningful Life and Positive Accomplishment: Meaning and implications towards flourishing life. 3.5 Positive institutions: healthy family, healthy institutions, democracy	14	1		15
IV (15 Marks)	VIRTUES FOR PERSONAL DEVELOPMENT AND ENHANCEMENT 4.1 Personal Goal: concept, dimensions, measures and ways of setting personal meaningful goals 4.2 Self-regulation: concept, dimensions, implications of self regulation and measures and activities to develop self regulation. 4.3 Seeing future through hope and optimism: concepts, dimensions, implications of optimism and measures and activities to develop optimism 4.4 Positive emotions: Gratitude and Forgiveness: concept, dimensions, benefits, measures and activities to develop gratitude	14	1		15
	Total	56	4		60

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment: 40 marks

1. Two Sessional tests- (10+10) 20 marks

2. Any two activities of the following:- (10+10) 20 marks

- Group Discussion on any one of the topics of the course.
- Seminar presentation on any one of the topics of the course.
- Presentation of Case study of an individual in the community or neighbourhood who displays any one symptom of a common mental health issue as identified in the syllabus
- Organisation of a demonstration session on any one of the strengths given in the Course for college/school students.
- Preparation of poster, flash card on any one of the positive virtues given in the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7
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CO 1	S	M	S	S	S	S	M
CO 2	M	S	M	M	M	S	S
CO 3	S	M	S	S	M	S	M
CO 4	M	S	M	M	S	S	M
CO 5	M	M	S	S	S	M	S

Where S: Strong, M: Moderate

Suggested Readings:

Units I & II:

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd Edition). Elsevier
3. Snider, Leslie and WHO (2011). *Psychological First Aid: Guide for Field Workers*. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
4. WHO (2003). *Investing in Mental Health*. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

Units III & IV:

1. Argyle, M. (2001). *The Psychology of Happiness* (2nd edn). London: Routledge.
2. Baumgardner, S. R. and Marie K. Crothers, (2009). *Positive Psychology*. New Delhi: Pearson Education.
3. Carr, A. (2004). *Positive Psychology: the Science of Happiness and Human Strengths*. New York: Routledge.
4. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal Experience*. New York: Harperperennial.
5. Emmons, R. A. (2008) *Thanks! How Practicing Gratitude can Make You Happier*. New York: Houghton Mifflin Company.
6. Fredrickson, B. L. (2009). *Positivity: Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life*. New York: Three River Press.
7. Gillham, Jane E., (2000) *The Science of Optimism and Hope*. Lonon: Temptation Foundation Press.
8. Hallowell, Edward M. (2011). *Shine: Using Brain Science to Get the Best from Your People*. Boston: Harvard Business Review Press.
9. Layard, R. (2011). *Happiness: Lessons from a New Science*. London: Penguin Books.
10. Lyubomirsky, S. (2012). *The How of Happiness*. New York: Penguin.
11. Norrish, Jacolyn, (2015). *Positive Education*. UK: Oxford University Press.
12. Rushton, J. P. (1980). *Altruism, Socialization and Society*. New Jersey: Prentice- Hall.

13. Seligman, M. E. P. (2002). Authentic Happiness. London: Nicholas Brealey Publishing.
14. Seligman, M. E. P. (2012), Flourish: A Visionary new Understanding of Happiness and Well-being, Free Press: New York.
15. Snyder, C. R. (1994). The Psychology of Hope: You can get there from here. New York: Free Press.
16. Snyder, C. R. & Lopez, S J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA , US : Sage Publications, Inc.
17. Snyder, C. R., S. J. Lopez and J. T. Pedrotti (2011). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: SAGE.

B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 4TH SEMESTER

Course Title: INCLUSIVE EDUCATION

Course Code: EDUMAJ 8

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

The objectives of this Course are to describe the concept of children with diverse needs and inclusive education. This Course will discuss the global and national commitments towards the education of children with diverse needs. The need for promoting inclusive practice and the roles and responsibilities of all concerned personnel will be discussed here. It will describe the schemes, policies and programmes for education children with diverse needs and also the current trends and future perspectives of inclusive education.

Course Outcomes (COs):The students will be able to-

CO1: Describe the concept of children with diverse needs-

LO 1.1: Explain the meaning, nature and characteristics of children based on gender.

LO 1.2: Explain the meaning, nature and characteristics of SC, ST, Minorities, Refugees, Migrants.

LO 1.3: Describe the meaning, nature and characteristics of children with disabilities.

CO2: Describe the concept of inclusive education-

LO 2.1: Explain the objectives, needs and importance of inclusive education.

LO 2.2: Describe the historical development of inclusive education.

LO 2.3: Explain the barriers of education for children with diverse needs.

LO 2.4: Suggest strategies to overcome the barriers of education for children with diverse needs.

LO 2.5: Explain the concept of curriculum adaptation and its need for addressing issues of children with diverse needs..

CO3: Describe policies and legislations for diverse needs education & rehabilitation-

LO 3.1: Explain the international policies and legislations.

LO 3.1: Explain the national policies and legislations.

CO4: Explain about organization and management of schools to address socio-cultural diversity-

LO 4.1: Describe about different curricular and co-curricular activities for meeting diverse needs of children.

LO 4.2: Explain the role of the families, communities and NGOs in promoting inclusive education

LO 4.3: Explain various schemes and programmes for education of socially disadvantaged section in India

LO 4.4: Describe about the use of ICT in meeting the diverse needs of children.

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2	CO1,CO2, CO3,CO4		CO2		
Conceptual Knowledge		CO1,CO2, CO3,CO4	CO4	CO2		
Procedural Knowledge	CO4	CO1	CO4		CO4	
Meta cognitive Knowledge	CO2					

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15Marks)	<p>Understanding Children with Diverse Needs</p> <p>1.1 Concept and Nature of Children with Diverse Needs</p> <p>1.2 Meaning, Nature and Characteristics of children belonging to Socio Economically Disadvantaged Groups (SEDGs):</p> <p>1.2.1 Gender</p> <p>1.2.3 SC, ST, Minorities, Child labour.</p> <p>1.2.3 Children with Disabilities (visual impairment, hearing impairment, intellectual disability, specific learning disability, autistic disorder,).</p>	14	01	--	15

II (15Marks)	Introduction to Inclusive Education: 2.1 Concept, Nature and importance of Inclusive Education 2.2 Inclusive Education- 2.2.1 Objectives of Inclusive Education 2.2.2 Need and importance of Inclusive Education 2.3 Historical development of Inclusive Education (Special, Integrated and Inclusive Education). 2.4 Barriers of education for children with diverse needs 2.5 Strategies to overcome the barriers of education for children with diverse needs. 2.6 Curriculum Adaptation: Concept and its need for addressing issues of children with diverse needs.	14	01	--	15
III (15Marks)	Policies and Legislations for Diverse Needs Education & Rehabilitation: 3.1 International Policies and Legislations: 3.1.1 Dakar: framework of action (2000) 3.1.2 Millennium Development Goals (2000) to Indian Context. 3.1.3 United Nations Convention on the Rights of Persons with Disabilities, 2006. 3.2 National Policies and Legislations: 3.2.2 Persons with Disabilities (PWD) Act, 1995. 3.2.3 Rights of the Persons with Disabilities (RPWD) Act, 2016. 3.2.4 Right of Children to Free and Compulsory Education Act, 2009. 3.2.5 National Education Policy, 2020 and inclusion in education.	14	01	--	15
IV (15Marks)	Organization and Management of Schools to address Socio-Cultural Diversity: 4.1 Concept and meaning of organization and management of schools to address Socio-Cultural Diversity. 4.2 Curricular and Co-curricular activities for meeting diverse needs of children. 4.3 Schemes and programmes for education of socially disadvantaged section in India (Scholarship for PM CARES CHILDREN, Scholarships for Higher Education for Young Achievers Scheme [SHREYAS], Umbrella Scheme: Scholarships for Students with Disabilities).	14	01	--	15
	Total	56	04	--	60

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional tests - (10 +10) 20 Marks
2. Any two of the following listed below - (10 +10) 20 Marks
 - Group discussion on any one of the topics of the Course
 - Seminar on any one of the topics of the Course
 - Debate on any one of the topics of the Course
 - Assignment on any one of the topics of the Course.
 - Preparation of status report on school education of children with diverse needs.
 - Prepare a report based on field visit to a school/institution promoting inclusivepractices.
 - Prepare a report based on survey of the locality for early identification of childrenwith disabilities.
 - Any other activity as deemed to be fit by the Course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	M	M	S	M
CO3	S	S	S	S	M	M	S
CO4	S	S	S	M	S	M	M

Where,S:StrongM:Moderate

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs. Responses. New Delhi: CAN.
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, USA: Butte Publication Inc.
3. Cruschank, W.M. (1975): Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall.
4. Dessent, T. (1987): Making the Ordinary School Special.London: The Falmer Press.
5. Evans, R.C. & MC Laughlin, P.(1993): Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers.
6. Evans, P & Verma, V. (1990): Special Education- Past Present and Future (Ed). London: The Falmer Press.
7. Friel, J. (1997): Children with special needs, London: Jessica Kingsley Publication.
8. Guilford, P. (1971): Special Education Needs. London: Routledge Kagan Paul.
9. Hollahan, D and Kauffman,].M. (1978): Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R. C. (2014). Approaching Disability- Critical issues and perspectives, London: Routledge Taylor and Francis Group.

11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice), London: Routledge Taylor and Francis Group.
12. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India (Pvt.) Ltd.
13. Mishra, M. and Ramakrishna, P. (2023) Education of Socio-Economic Disadvantaged Groups, India: Rout ledge Taylor and Francis Group.
14. MoE. (2020). National Education Policy. New Delhi: Ministry of Education, Government of India. <https://mhrd.gov.in>
15. Muthaiyan, P. and Raheem, A. A. (2012). Education for Socially and Economically Disadvantaged Groups in India, India: LAP Lambert Academic Publishing.
16. Panda, K.C. (2008): Education of Exceptional Children, New Delhi: Vikash Publishing House.
17. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
18. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, London: Routledge Taylor and Francis Group.
19. Sindelar, P.T., Mccray, E.D., Brownell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation, London: Routledge Taylor and Francis Group.
20. Stephens, T.M. et al (1983). Teaching Mainstream Students. New York: John Wiley.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER
Course Title: History of Indian Education
Course Code: EDUMIN 4
Nature of Course: Minor
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course objectives:

This course aims to develop an understanding of the evolution and development of the education system in India from ancient period with special reference to Vedic and Buddhist education to the twentieth century, roles of various Commissions and Committees in the development of education in post independent India and the recent developments in education in India.

Course Outcomes (COs): The students will be able to-

CO1: Describe the Educational Heritage of India:

LO 1.1: Describe the educational system in Ancient India with special reference to Vedic Education and Buddhist Education.

LO 1.2: Describe the salient features of Islamic System of Education in Medieval India.

LO 1.3: Discuss the educational implications of Vedic, Buddhist and Islamic System of education.

CO 2: Describe the Indian Education during British Period (1813-1900):

LO 2.1: Describe the Indigenous System of Education at the advent of the British rule.

LO 2.2: Discuss the educational activities of Missionaries in India.

LO 2.3: Analyse the Hunter Commission's educational reforms in Colonial India (1882)

LO 2.4: Discuss the education system of India during British Period.

CO 3: Describe educational development in India during twentieth century:

LO 3.1: Discuss the Lord Curzon's policy and its implications on Indian Education.

LO 3.2: Describe the recommendations of the Indian University Commission (1902), Calcutta University Commission (1917-1919), Sargent Commission (1944) and their implications on Indian Education

LO 3.3: Discuss the University Act (1904), Gokhale's Bill on Primary Education (1910-12)

LO 3.4: Discuss the Wardha Scheme of Basic Education and its relevance in present Indian education system

CO 4: Describe the recent educational development in India:

LO 4.1: Explain the Constitutional Provisions in Indian Constitution

LO 4.2: Explain the roles of various Commissions and Committees in the development of education in post independent India.

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3		
Procedural Knowledge						
Meta cognitive knowledge						

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I 15 Marks	<p>Educational Heritage in India</p> <p>1.1 Educational Heritage in India during Vedic Period with special reference to its:</p> <ul style="list-style-type: none"> ● Aims and Objectives ● Organisation of Education ● Discipline ● Method of Teaching ● Curriculum ● Student-Teacher Relationship ● Women's Education <p>1.2 Educational Heritage in India during Buddhist Period with special reference to its:</p> <ul style="list-style-type: none"> ● Aims and Objectives ● Organisation of Education ● Discipline ● Method of Teaching ● Curriculum ● Student-Teacher Relationship ● Women's Education <p>1.3 Educational Heritage in India during Muslim Period with special reference to its:</p> <ul style="list-style-type: none"> ● Aims and Objectives ● Organisation of Education ● Discipline ● Method of Teaching ● Curriculum ● Student-Teacher Relationship ● Women's Education 	13	2		15
II 15 Marks	<p>Education during British Period (1813-1900)</p> <p>2.1 Indigenous System of Education at the advent of</p>	13	2		15

	the British rule. 2.2 Educational activities of Missionaries in India 2.3 Educational activities of East India Company ● Charter Act, 1813 ● Macaulay's Minute, 1835 ● Wood's Despatch 1854 2.4 Hunter Commission, 1882				
III 15 Marks	Education during British Period (1900-1947) 3.1 Lord Curzon's Educational Policy 3.2 Gokhale's Bill on Primary Education (1910-12) 3.3 Calcutta University Commission, 1917-19 3.4 Government of India Act, 1919-1929 3.5 Wardha Scheme of Basic Education, 1937 3.6 Sargent Commission 1944/ or Sargent Report 1944	13	2		15
IV 15 Marks	Educational Reconstruction in Independent India 4.1 Constitutional Provisions in Indian Constitution 4.2 University Education Commission, 1948-49 4.3 Secondary Education Commission, 1952-53 4.4 Education Commission, 1964-66 4.5 National Policy on Education, 1986 4.6 Right to Education Act, 2009 4.7 National Education Policy, 2020	13	2		15
	Total	52	8		60

Where, L: Lectures T: Tutorials P: Practical's

Modes of In-Semester Assessment: 40 Marks

- Two Sessional tests - (10+10) 20 Marks
- Any two of the activities listed below - (10+10) 20 Marks
 - Group discussions on Indian education during Vedic, Buddhist and Islamic period.
 - Preparing report on indigenous educational institutions such as Satra, Tol, Maktab, Madrassa, Vihara.
 - Assignment on any relevant topic of the course.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	S
CO2	S	M	M	S	M	S	M
CO3	S	M	M	S	M	S	M
CO4	S	S	M	S	S	S	S

Where S: Strong M: Moderate

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L. and Ahuja, B.N. (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Chaube, S.P. (1980). History and Problems of Indian Education. Agra: Agarwal Publications
4. Chaube, S.P. and Chaube, A. (1999). Education in Ancient and Medieval India, New Delhi: S. Chand
5. Chatterjee, M. (1999). Education in Ancient India: D. K. Printworld (P) Ltd.
6. Key, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
7. Mukharjee, S.N. (2014). Education in India Today and Tomorrow. VinodPustak Mandir.
8. Nayak, B.K. (2012). History Heritage and Development of Indian Education. New Delhi: Axis Books Pvt.Ltd.
9. Nurullah, S. & Naik, J. P. (2016). A students' history of education in India (1800-1973). Bombay: Macmillan India Ltd.
10. National Education Policy 2020, Ministry of Human Resource Development, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
11. National Knowledge Commission Report to the Nation 2006-2009, Government of India <https://www.aicte-india.org/downloads/nkc.pdf>
12. National Policy on Education 1986, Ministry of Human Resource Development, Government of India. https://ncert.nic.in/pdf/nep/Policy_1986_eng.pdf
13. Purkait, B.R. (2012). Milestones in Modern Indian Education. New Delhi: New Central Book Agency (P) Ltd.
14. Rai, B.C. (2005). History of Indian Education. Lucknow: Prakashan Kendra
15. Rajput, J. S. (2004). Encyclopaedia of Indian Education. New Delhi: NCERT
16. Rawat, P.L. (n.d.). History of Indian Education. Agra: Ram Prasad & Sons.
17. Report of the Secondary Education Commission, Ministry of Education, Government of India. https://www.educationforallindia.com/1953%20Secondary_Education_Commission_Report.pdf
18. The Right of Children to Free and Compulsory Education Act, 2009 https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf

5TH SEMESTER

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 5TH SEMESTER
Course Title: Development of Education in Pre-Independent India
Course Code: EDUMAJ 9
Nature of Course: Major
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

The course on Development of Education in Pre-Independent India is designed for the students to demonstrate the knowledge of the growth and development of education in Pre-independent India. The course will provide an understanding of the educational heritage in India as well as advent of modern education in pre independent India.

Course Outcomes (COs):

The students will be able to –

CO1: Express the knowledge of the educational heritage in India.

LO 1.1: Describe the educational heritage in India during Vedic, Buddhist and Muslim Period with special reference to its aims and objectives, system of administration and finance, methods of teaching, types of educational institutions, curriculum, and teacher-pupil relationship.

LO 1.2: Describe the system of women education in India during Vedic, Buddhist and Muslim period.

LO 1.3: Discuss the similar and contrasting elements amongst the Vedic, Buddhist and Islamic education system.

LO 1.4: Compare the aims and objectives, system of administration and finance, methods of teaching, types of educational institutions, curriculum, teacher-pupil relationship, and women education of Vedic, Buddhist and Islamic education system.

CO2: Express the understanding of the advent of modern education in pre independent India.

LO 2.1: Explain the concept and features of indigenous system of education at the advent of British rule.

LO 2.2: Describe the types of indigenous educational institutions at the advent of British rule.

LO 2.3: Describe the causes of downfall of indigenous education system in pre-independent India.

LO 2.4: Discuss the educational activities of Missionaries in India.

LO 2.5: Discuss the educational activities of Missionaries in Assam.

LO 2.6: Examine the impacts of Charter Act, 1813, Anglicist-Classicist Controversy, Macaulay's Minute, 1835, Bentinck's declaration of educational policy on Indian education.

CO3: Discuss the growth and development of education in India from 1854 to 1917.

LO 3.1: Explain the background of the Wood’s Despatch and its major recommendations.

LO 3.2: Explain the background of Hunter Commission, 1882,its major recommendations related to Primary, Secondary Higher, Indigenous education, Grant in aid, Women education in India.

LO 3.3: Examine the impacts of Wood’s Despatch and Hunter Commission, 1882 on Indian education.

LO 3.4: Discuss the features of Shimla Education Conference, Curzon’s policy on primary and secondary education, the Indian University Commission, 1902 and University Act, 1904.

LO 3.5: Examine the impact of Gokhale’s Bill on primary education (1910-12) on Indian education in pre-independence era.

LO 3.6: Examine the impact of Calcutta University Commission, 1917 on Indian education in pre-independence era.

CO4: Discuss the growth and development of education in India from 1919 to 1947.

LO 4.1: Explain the background of Government of India Act, 1919, Introduction of Diarchy in India, 1921,Simon Commission, 1927and Hartog Committee Report, 1929 on Indian education.

LO 4.2: Explain the importance of Government of India Act, 1919, Introduction of Diarchy in India, 1921, Simon Commission, 1927 and Hartog Committee Report, 1929 on Indian education.

LO 4.3: Discuss the recommendations of Simon Commission, 1927 on Indian education.

LO 4.4: Discuss the recommendations of Hartog Committee, 1929 on Indian education.

LO 4.5: Discuss the salient features of Wardha Scheme of Basic Education, 1937 as well as causes of its failure.

LO 4.6: Examine the impacts of Wood Abbot Report, 1937 and Sargent Report, 1944 on Indian education.

LO 4.7: Discuss the growth and development of education in Assam in pre-independence period with reference to Primary, Secondary and Higher education.

Cognitive Map of Course Outcomes based on Revised Bloom’s Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1, CO2,		CO1, CO2,	CO2	
Conceptual Knowledge		CO3, CO4		CO3, CO4,	CO3, CO4,	
Procedural Knowledge						
Meta cognitive knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I 15 Marks	<p>Educational Heritage in India</p> <p>1.1 Educational Heritage in India during Vedic, Buddhist and Muslim Period with special reference to its:</p> <p>1.1.1 Aims and objectives</p> <p>1.1.2 System of administration and finance</p> <p>1.1.3 Methods of teaching</p> <p>1.1.4 Types of educational institutions</p> <p>1.1.5 Curriculum</p> <p>1.1.6 Teacher-pupil relationship</p> <p>1.1.7 Women education</p> <p>1.2 Educational Heritage in India during Vedic, Buddhist and Muslim Period with special reference to its:</p> <p>1.2.1 Aims and objectives</p> <p>1.2.1 System of administration and finance</p> <p>1.2.1 Methods of teaching</p> <p>1.2.1 Types of educational institutions</p> <p>1.2.1 Curriculum</p> <p>1.2.1 Teacher-pupil relationship</p> <p>1.2.1 Women education</p> <p>1.3. Educational Heritage in India during Vedic, Buddhist and Muslim Period with special reference to its:</p> <p>1.3.1 Aims and objectives</p> <p>1.3.1 System of administration and finance</p> <p>1.3.1 Methods of teaching</p> <p>1.3.1 Types of educational institutions</p> <p>1.3.1 Curriculum</p> <p>1.3.1 Teacher-pupil relationship</p> <p>1.3.1 Women education</p>	14	1		15
II 15 Marks	<p>Advent of Modern Education</p> <p>2.1 Indigenous system of education at the advent of British rule:</p> <p>2.1.1 Meaning of indigenous education</p> <p>2.1.2 Types of indigenous educational institutions</p> <p>2.1.3 Causes of downfall of indigenous education</p> <p>2.2 Educational activities of Missionaries in India</p> <p>2.2.1 Centers of Missionary Education in India</p> <p>2.2.2 Educational activities of Missionaries in Assam</p> <p>2.3 Charter Act, 1813</p> <p>2.4 Macaulay's Minute, 1835</p>	14	1		15
III 15 Marks	<p>Growth and development of education from 1854 to 1917</p>	14	1		15

	3.1 Wood's Despatch 1854 3.1.1 Background of the Despatch 3.1.2 Major recommendations 3.2 Hunter Commission, 1882 3.2.1 Background of the commission 3.2.2 Major recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). 3.3 Lord Curzon's Educational Policy 3.3.1 Shimla Education Conference 3.3.2 Curzon's policy on primary education 3.3.3 Curzon's policy on secondary education 3.3.4 The Indian University Commission, 1902 3.3.5 University Act, 1904 3.4 Gokhale's Bill on primary education (1910-12) 3.5 Calcutta University Commission, 1917				
IV 15 Marks	Growth and Development of Education from 1919 to 1947 4.1 Government of India Act, 1919 4.2 Simon Commission, 1927 4.3 Hartog Committee Report, 1929 4.4 Basic Education 4.4.1 Wardha Education Conference 4.4.2 Salient features of Basic Education 4.4.3 Causes of failure 4.5 Wood Abbot Report, 1937 4.6 Sargent Report, 1944 4.6.1 Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education) 4.7 Growth and Development of Education in Assam (Pre –Independence) <input type="checkbox"/> Primary Education <input type="checkbox"/> Secondary Education <input type="checkbox"/> Higher Education	14	1		15
	Total	56	4		60

Where, L: Lectures T: Tutorials P: Practical's

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional tests - (10+10) 20 Marks
2. Any two of the activities listed below - (10+10) 20 Marks
 - Group discussions on Indian education during Vedic, Buddhist and Islamic period.

- Preparing report on indigenous educational institutions such as Satra, Tol, Maktab, Madrassa, Vihara.
- Assignment on any relevant topic of the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	M	M	M
CO2	S	M	M	S	M	M	M
CO3	S	M	M	S	M	M	M
CO4	S	M	M	S	M	M	M

Where S: Strong M: Moderate

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and planning of modern education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R. L., & Ahuja, B. N. (2000). Modern Indian education and its problems. New Delhi: Surjeet publication.
3. Calcutta University Commission, 1917-19 (1919). Calcutta: Superintendent Government Printing, India. Retrieved from: <https://indianculture.gov.in/rarebooks/calcutta-university-commission-1917-19-report-vol-xii-evidence-and-documents-classified>
4. Chatterjee, M. (1999). Education in ancient India. New Delhi: D. K. Printworld (P) Ltd.
5. Chaube, S. P. (1980). History and problems of Indian education. Agra: Agarwal Publications.
6. Chaube, S.P. & Chaube, A. (1999). Education in ancient and medieval India. New Delhi: Vikash Publishing House.
7. Gait, E. A. (2014). A history of Assam. Guwahati: Amar Prakash.
8. Government of India Act, 1919. Retrieved from: <https://archive.org/details/in.ernet.dli.2015.505134/page/n3/mode/2up>
9. Interim Report of the Indian Statutory Commission Review of Growth of Education in British India by the Auxiliary Committee Appointed by the Commission, 1929. Calcutta: Central Publication Branch, Government of India. Retrieved from: <https://archive.org/details/dli.csl.1000/page/n1/mode/2up>
10. Keay, F. E. (1918). Ancient Indian education (Origin, Development and Ideals). London: Oxford University Press.
11. Macaulay's Minute on Education (1862). Calcutta: Baptist Mission Press. Retrieved from <https://archive.org/details/dli.csl.7615/page/n1/mode/2up>
12. Mukharjee, S. N. (2014). Education in India today and tomorrow. Agra: VinodPustakMandir.
13. Nayak, B. K. (2012). History heritage and development of Indian education. New Delhi: Axis Books Pvt. Ltd.

14. Nurullah , S. &Naik, J. P. (1971). A history of education in India (during the British Period). Noida: Macmillan India Ltd.
15. Nurullah, S. &Naik, J. P. (2016). A students' history of education in India (1800- 1973). Bombay: Macmillan India Ltd.
16. Purkait, B. R. (2012). Milestones in modern Indian education. New Delhi: New Central Book Agency (P) Ltd.
17. Rajput, J. S. (2004). Encyclopedia of Indian education. New Delhi: NCERT.
18. Rawat, P.L., (1956). History of Indian education. Agra: Ram Prasad & Sons.
19. Report of the Indian Education Commission, 1882. Retrieved from:
<https://archive.org/details/ReportOfTheIndianEducationCommission/page/n1/mode/2up>
20. Report of the Indian Universities Commission, 1902. Retrieved from:
<https://archive.org/details/cu31924023170495>
21. Sargent, S. J. (1948). Progress of Education in India 1937 - 1947. Central Bureau of Education, Ministry of Education. Retrieved from:
<https://archive.org/details/progressofeducat031833mbp>
22. Sarma, M. K. (2013). BharatarSikharItihas. Dibrugarh: Banalata.
23. Sharma, R. N. & Sharma, R. K. (2004). History of education in India. New Delhi:Atlantic.
24. Sharma, T. K. &Goswami, R. K. (2009). BharatarSikharBuranjee. Dibrugarh: Banalata.
25. Sharma, T. K. (2008). BharatarSikhaBikasarIthihasaruSamasyawli.Dibrugarh:Banalata.
26. Simon Commission Report on India (Indian Statutory Commission), Report of the Indian Statutory Commission (1988). Retrieved from:
<https://archive.org/details/in.ernet.dli.2015.125015/page/n5/mode/2up>



B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 5TH SEMESTER
Course Title: Methods and Techniques of Teaching
Course Code: EDUMAJ 10
Nature of Course: Major
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course aims to develop understanding of teaching-learning process and pedagogy for teaching. It also aims to develop competence in practicing microteaching skills and lesson planning.

Course Outcomes (COs): The students will be able to-

CO1: Discuss the teaching-learning process.

LO1.1: Describe the meaning, nature and principles of teaching.

LO1.2: State the general maxims of teaching.

LO1.3: Discuss effective teaching.

LO1.4: Differentiate the three phases of teaching: pre-active, interactive and post active.

LO1.5: Compare the three levels of teaching: memory, understanding and reflective.

CO2: Discuss teaching behaviour.

LO2.1: Explain the three teaching behaviours: Authoritative, Democratic and Laissez-faire.

LO2.2: Describe the concept, importance and cycle of microteaching.

LO2.3: Explain the microteaching skills.

LO2.4: Explain meaning and importance of lesson plan.

LO2.5: Describe the Herbartian steps of planning a lesson.

LO2.6: Classify the three types of lesson: knowledge lesson, appreciation lesson and skilllesson.

CO3: Explain pedagogy for teaching.

LO3.1: Define pedagogy.

LO3.2: Describe the innovations in teaching-learning process.

LO3.3: Explain innovative pedagogy.

LO3.4: Discuss innovation in pedagogy and NEP 2020.

LO3.5: Explain the meaning, need and types of teaching aids.

LO3.6: Prepare teaching aids.

LO3.7: Discuss the use of technology in teaching.

CO4: Practice teaching.

LO4.1: Practice microteaching skills.

LO4.2: Prepare lesson plans.

LO4.3: Prepare digital lessons.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3,CO4					
Conceptual Knowledge		CO1,CO2	CO3,CO4			
Procedural Knowledge			CO3,CO4			
Meta cognitive Knowledge						

COURSE CONTENTS

UNITS	COURSECONTENTS	L	T	P	Total Hours
I (10Marks)	Understanding Teaching-Learning Process 1.1 Meaning, nature and principles of teaching 1.2 General maxims of teaching 1.3 Effective Teaching 1.4 Phases of Teaching and its Operations---Pre active, Inter-active &post-active 1.5 Levels of Teaching-Memory, Understanding and Reflective	07	1	-	08
II (10Marks)	Modification of Teaching Behaviour 2.1 Teaching behaviour: Authoritative, Democratic and Laissez-faire 2.2 Microteaching: Concept, importance and Microteaching cycle 2.3 Teaching Skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure 2.4 Lesson Plan: Meaning and importance 2.5 Herbartian steps of planning a lesson 2.6 Types of Lessons- Knowledge Lesson, Appreciation Lesson and Skill Lesson	10	2	-	12
III (10Marks)	Pedagogy for Teaching 3.1 Meaning and definition of Pedagogy 3.2 Innovation in Teaching-Learning Process (Teachers, Learners, Pedagogy, Learning Environment, Resources and Organizational Aspect) 3.3 Innovative Pedagogy (Multi-literacies and discussion based teaching, flipped classrooms interactions, blendedlearning, gamification, computational thinking, experiential learning and embedded learning) 3.4 Innovation in Pedagogy and NEP 2020 (Experiential Learning, Hands-on Learning, Digital Learning, Inquiry Based Learning, Information Technology, Arts-Integrated and Sports Integrated pedagogy, Story Telling Based Pedagogy, shift towards Competency Based Pedagogy)	09	1	-	10
IV (30Marks)	Practicum 4.1 Microteaching			60	60

a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Reinforcement e) Stimulus variation f) Explaining g) Achieving closure 4.2 Preparation of Lesson Plan (At least one lesson plan of Knowledge, Appreciation and Skill Lesson each) 4.3 Preparation of at least one digital lesson.				
Total	26	4	60	90

Where, L: Lectures, T: Tutorials, P: Practicals

Modes of In-Semester Assessment 40 Marks

1. Two Sessional tests - (Unit I, II, &III) (10+10) 20 Marks
2. Any two of the following activities listed below – (10+10) 20 Marks
 - Practice of any one Microteaching skill.
 - Preparation of Teaching Aids
 - Preparation of Digital lesson.
 - Preparation of lesson plan.
 - Any other activity as deemed to be fit by the course teacher.

Modes of End-Semester Assessment:

1. End Semester Theory Examination: for Units-I, II and III 30 Marks
2. Practicum would be assessed by a board of examiners consisting of both external and internal examiners. The distribution of marks for this end semester practicum is as shown below:

Distribution of the Practicum Marks: 30 Marks

- *Micro teaching practice and note book : 10 Marks
- * Lesson Plan note book : 05

** Practical Classes have to be supervised by the concerned Teacher

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	M	M	M	M	M	M
CO3	S	S	S	M	M	M	M
CO4	S	S	S	M	M	S	M

Where S:Strong, M:Moderate

Suggested Readings:

- 1) Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
- 2) Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
- 3) Paintal, I. (1980). Microteaching-A handbook for Teachers. Delhi: Oxford University Press
- 4) Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE
- 5) Singh, L. C. & Joshi, A. N. (1990). Microteaching in India-A Case Study. New Delhi: NCERT

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 5TH SEMESTER
Course Title: Measurement and Evaluation in Education
Course Code: EDUMAJ 11
Nature of Course: Major
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

This course aims to develop understanding of the concept of measurement and evaluation in education, and to explore different psychological tests. It will also enable the students to apply statistics in education.

Course Outcomes (COs): The students will be able to-

CO1: Discuss the concept of measurement and evaluation in education.

LO1.1: Explain the meaning, nature and scope of measurement, assessment and evaluation in education.

LO1.2: Discuss the importance of measurement and evaluation in education.

LO1.3: Describe the relation between measurement and evaluation in education.

- LO1.4: Distinguish psychological and physical measurement.
- LO1.5: Describe the principles of evaluation.
- LO1.6: Differentiate continuous and comprehensive evaluation.
- LO1.7: Classify formative and summative evaluation.

CO2: Discuss different psychological tests.

- LO2.1: Define psychological tests.
- LO2.2: Classify different types of psychological tests.
- LO2.3: Discuss different types of psychological tests.
- LO2.4: Describe characteristics of a good test.

CO3: Describe some specific psychological tests.

- LO3.1: Describe the construction and standardization of achievement test.
- LO3.2: Prepare design and blueprint of an achievement test.
- LO3.3: Describe intelligence test.
- LO3.4: Describe different aptitude tests.
- LO3.5: Describe different ways of personality assessment.

CO4: Apply statistics in education.

- LO4.1: Explain the meaning, nature and scope of educational statistics.
- LO4.2: Compute measures of central tendency.
- LO4.3: Compute measures of variability.

CO5: Present data graphically.

- LO5.1: Define variables.
- LO5.2: Explain meaning and types of graphical representation of data.
- LO5.3: Explain meaning, properties and uses of normal probability curve.
- LO5.4: Compute coefficient of correlation.

CognitiveMapofCourseOutcomesbasedonRevisedBloom’sTaxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4, CO5					
Conceptual Knowledge		CO1, CO2	CO3, CO4, CO5			

Procedural Knowledge			CO3, CO4, CO5			
Metacognitive Knowledge						

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (12Marks)	CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION : 1.1 Measurement, Assessment and Evaluation in Education: Meaning, nature and scope. 1.2 Importance of Measurement and Evaluation in Education 1.3 Psychological and Physical Measurement 1.4 Principles of Evaluation 1.5 Continuous and Comprehensive Evaluation 1.6 Formative and Summative Evaluation 1.7 Diagnostic and Prognostic Evaluation	11	1	-	12
II (12Marks)	PSYCHOLOGICAL TESTS: 2.1 Meaning of Psychological Test 2.2 Classification of tests: Concepts, Characteristics, Merits and Demerits a) On the basis of the administrative conditions: Individual test and Group test b) On the basis of scoring: Objective test and Subjective test c) On the basis of the time limit for response: Power test and Speed test d) On the basis of the nature of items: Verbal test, Nonverbal test and performance test e) On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests f) On the basis of standardization: Teacher-made test and g) On the basis of purpose: Diagnostic and Prognostic test 2.3. Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability	11	1	-	12

III (12Marks)	SOME SPECIFIC PSYCHOLOGICAL TESTS : 3.1 Achievement Test: Construction and Standardization of Teacher made test and Standardized test (Preparation of Design and Blueprint, Item writing, Item analysis, Estimating reliability, validity and norms) 3.2 Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1916, 1937) 3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test) 3.4 Personality Assessment: a) Self report inventories, b) Observational methods and c) Projective Techniques	11	1		12
IV (12Marks)	STATISTICS IN EDUCATION: 4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Meaning & Types Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode 4.4 Measures of Variability: Meaning & Types, (Range, Quartile Deviation, Mean Deviation and Standard Deviation)	10	2		12
V (12Marks)	PRESENTATION OF DATA: 5.1 Variable: Concept, Discrete and Continuous Variables 5.2 Graphical representation of Data and its uses: Meaning and Types of Graphical Representation of Data 5.3 Normal Probability Curve: Meaning, Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. 5.4 Correlation: Meaning, Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	10	2		12
	TOTAL	53	7		60

Where, L: Lectures, T: Tutorials, P: Practicals

Modes of In-Semester Assessment: 40 Marks

- Two Sessional tests - (10+10) 20 Marks
- Any two of the following activities listed below- (10+10) 20 Marks
 - Preparation of Design and Blue Print of an Achievement Test (Question Paper).
 - Preparation of an Achievement Test (Question Paper).
 - Organization and graphical representation of data on achievement of students collected from schools.
 - Computation of Measures of Central Tendency of data on achievement of students collected from schools.
 - Computation of Measures of Variability of data on achievement of students collected from schools.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	M	M	M	M
CO2	S	M	M	M	M	M	M
CO3	S	M	M	M	S	M	M
CO4	S	M	M	M	M	M	M
CO5	S	M	M	M	M	M	M

Where S: Strong, M: Moderate

Suggested Readings:

1. Anastasi A and Urbina S.–Psychological Testing, PHI Learning Private Limited New Delhi-110001, 2012
2. Aron A., Aron E.A. and Coups E., Statistics for Psychology, Pearson Education, Inc. And Dorling Kindersley Publishing, Inc., New Delhi, First Impression, 2007
3. Ebel, R.L.–Measuring Educational Achievement; Prentice Hall of India Pvt. Ltd, New Delhi
4. Freeman Frank S., Theory & Practice of Psychological Testing; New York; Holt, Rinehart & Winston.
5. Garrett, Henry E. And Woodworth R.S., Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay-38, 1981
6. Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill Book Company Inc. New York, 1956
7. Minden Dr Jack Jr Van, All about Psychological Tests and Assessment Centres, Indiana Publishing House, New Delh-110002, First Indiana Edition 2008.
8. Rajput, S., Singh, A., Pandit, B. L., Tiwari, A.D. and Kumar, S., Handbook on Paper Setting, NCERT, 2002.
9. Sibia A., Valuing Teacher Questioning, NCERT, New Deli-1100162002
10. Singh A., Instructional Objectives of School and Research Methods in Behavioural Science; Bharati bhawan, Patna-800003, 2012 print
11. Singh A.K.: Tests, Measurement and Research Methods in Behavioural Science; Bharati bhawan, Patna-800003, 2012 print.
12. Thorndike, R. L. & Hagen, E. P: Measurement & Evaluation in Psychology & Education; John Wiley & Sons; New York.

**B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 5TH SEMESTER**

Course Title: Educational Technology

Course Code: EDUMIN 5

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

This course aims to develop the knowledge and understanding of educational and instructional technology concepts. It explores ICT's use in teaching-learning, research and educational management.

Course Outcomes (COs): The students will be able to –

CO 1: Develop the concepts and nature of educational and instructional technology.

LO 1.1: Describe the concept and nature of educational technology.

LO 1.2: Describe the concept and nature of Instructional technology.

LO 1.3: Discuss the development of educational technology in India.

LO 1.4: Discuss the components of educational technology.

LO 1.5: Distinguish between educational technology and instructional technology

CO 2: Explain ICT and its use in education.

LO 2.1: Describe the concept and development of ICT

LO 2.2: Explain the role of computers in education

LO 2.3: Describe the application of ICT in teaching and evaluation

LO 2.4: Describe the meaning and importance of E-learning.

LO 2.5: Explain the role of the Internet in the education system

LO 2.6: Discuss the ethical considerations of using ICT.

CO 3: Understand the role of Communication in teaching learning.

LO 3.1: Describe the concept and nature of communication.

LO 3.2: Describe the components of communication.

LO 3.3: Describe the process of classroom communication.

LO 3.4: Explain the significance of communication in learning

LO 3.5: Discuss the barriers to effective classroom communication

LO 3.6: Explain the steps of making classroom communication effective.

LO 3.7: Discuss the qualities of a good classroom communicator.

CO 4: Understand the instructional strategies and models of learning.

LO 4.1: Describe the concepts and Characteristics of Models of teaching.

LO 4.2: Explain the families of teaching models.

LO 4.3: Describe the inquiry training model.

LO 4.4: Describe the Classroom meeting model.

LO 4.5: Explain the Personalized system of instruction.

LO 4.6: Describe the Meaning, nature and forms of CAI

LO 4.7: Explain the Meaning, Characteristics and Types of Programmed Learning.

LO 4.8: Describe the concept of Open and Distance education.

- LO 4.9: Discuss the concept and use of Team Teaching.
- CO 5: Understand the concept of technology-based learning resources and their uses.
- LO 5.1: Describe the types of audio-visual learning resources.
- LO 5.2: Describe the meaning and use of non-projected learning resources.
- LO 5.3: Discuss the uses of e-resources.
- LO 5.4: Explain the meaning and functions of EDUSAT.
- LO 5.5: Discuss the concept and use of E-Pathshala.
- LO 5.6: Discuss the uses of open-access resources.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4, CO5	CO1, CO2, CO3, CO4, CO5	CO1, CO2, CO3, CO4, CO5			
Conceptual Knowledge	CO1, CO2, CO3, CO4, CO5	CO1, CO2, CO3, CO4, CO5	CO1, CO2, CO3, CO4, CO5			
Procedural Knowledge			CO5			
Meta cognitive						

COURSE CONTENT

UNIT	CONTENT	L	T	P	Total Hours
I (12 MARKS)	Educational Technology 1.1 Concept and Nature of Educational Technology 1.2 Development of Educational Technology in India 1.3 Components of Educational Technology: Hardware, Software and Systems Approach 1.4 Instructional technology 1.5 Difference between Educational Technology and Instructional Technology	10	2		12
II 12	ICT in Education 2.1 Concept and Development of Information and Communication Technology (ICT)	10	2		12

MARKS	2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 E-learning 2.5 Internet and its application in education 2.6 Ethical considerations in using ICT.				
III 12 MARKS	Communication and Teaching Learning 3.1 Concept and nature of communication 3.2 Components of Communication 3.3 Classroom communication 3.4 Significance of communication in learning 3.5 Barriers to effective classroom communication 3.6 Steps for making communication effective 3.7 Qualities of a Good Classroom Communicator	10	2		12
IV 12 MARKS	Instructional Strategies 4.1 Models of teaching: Concept, characteristics and families 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer-assisted instruction: Meaning, nature, forms, merits and demerits 4.5 Programmed learning: Meaning, characteristics and types 4.6 Open and Distance education: Concept application of technology in Open and Distance learning 4.7 Team Teaching	10	2		12
V 12 MARKS	Concept of Learning Resources 5.1 Audio Visual learning resources and their Uses: LCD projector, white board, video, animation, film, film strips, Mobile Phone 5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 5.3 Concept of E- resources and their use 5.4 E-Pathshala: Concepts and uses 5.5 Open access resources: Concepts and uses	10	2		12
	TOTAL	50	10		60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - Practicum on preparing learning resources including E-resources.

- Group Discussion on E-learning resources and online learning platform.
- Present a topic of their own choice by using interactive board.
- Prepare a power point presentation including photo, text, video and audio and present before the classmates.
- Prepare a teaching plan by using inquiry training model.
- Develop one non projected learning resource for teaching
- Develop a video resource of teaching.
- Seminar presentation on any of the relevant topics.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO7
CO 1	S	M	S	S	S	S	M
CO 2	M	S	M	M	M	S	S
CO 3	S	M	S	S	M	S	M
CO 4	M	S	M	M	M	M	M
CO 5	M	M	M	S	M	M	S

Where S: Strong, M: Moderate

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). Micro Teaching. London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
3. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Das, B.C. (2002), Educational Technology, Kalyani Publishers, New Delhi.
6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
8. Mohanty, J. (2008). Educational Technology. New Delhi: Deep and Deep Publication
9. Mrunalin, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
11. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: Lall Book Depot.
12. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
13. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

6TH SEMESTER

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 6TH SEMESTER
Course Title: Development of Education in Post-Independent India
Course Code: EDUMAJ 12
Nature of Course: Major
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

The course on Development of Education in Post-Independent India is designed for the students to demonstrate the knowledge of the growth and development of education in Post-independent India. The course will provide an understanding of the development of education in Assam in post-independent period.

Course Outcomes (COs): The students will be able to -

CO1: Express the understanding of the educational scenario at the time of independence in India.

LO 1.1: Describe the Educational scenario at the time of independence in India.

LO 1.2: Explain the recommendations of University Education Commission's (1948-49) with regard to the aims of university education, administration and funding, curriculum reforms, teaching, research, professional education, women education, examination reform and students' welfare.

LO 1.3: Discuss the implementation of University Education Commission's (1948-49) recommendations in post-independent India.

LO 1.4: Discuss the education in the Indian constitution with reference to Preamble of the Constitution and various constitutional provisions on education.

LO 1.5: Describe the constitutional provisions for free and compulsory education, early childhood care and education, secularism in education, study of Hindi and official language, education for women, education for minorities and education for ST & SCs in India.

LO 1.6: Discuss the need of the constitutional provisions for free and compulsory education, early childhood care and education, secularism in education, study of Hindi and official language, education for women, education for minorities and education for ST & SCs in India.

CO2: Express the understanding of the educational efforts in India from 1951-1966.

LO 2.1: Explain the recommendations of the Secondary Education Commission (1952-53) with reference to the aims of Secondary education, organizational pattern, technical education, study of languages, curriculum improvement, methods of teaching, students' welfare, guidance and counselling and examination reform.

LO 2.2: Examine the implementation of the Secondary Education Commission's (1952-53) recommendations in India.

LO 2.3: Explain the recommendations of the Education Commission (1964-66) with reference to educational structure and standards, teachers' status and teacher education, school curriculum, teaching methods and examination and evaluation.

LO2.4: Examine the implementation of the Education Commission's (1964-66) recommendations in India.

CO3: Discuss the educational efforts in India after 1966.

LO 3.1: Explain the contribution of the National Policy of Education, 1968 in Indian education system.

LO 3.2: Explain the contribution of the IswarbhaiPatel Review Committee, 1977 in Indian education system.

LO 3.3: Explain the contribution of the Adiseshiah Committee Report, 1978 in Indian education system.

LO 3.4: Explain the contribution of the National Policy on Education, 1986 in Indian education system.

LO 3.5: Explain the contribution of the Revised National Policy on Education, 1992 in Indian education system.

LO 3.6: Describe the importance of the provisions of the Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009) in India.

LO 3.7: Discuss the salient features of the NEP, 2020 in the present-day Indian context.

CO4: Discuss the development of education in Assam in post-independent period.

LO 4.1: Explain the development of school and higher education in Assam in post independent period.

LO 4.2: Explain the development of Teacher education in Assam in post-independent period.

LO 4.3: Explain the development of medical education in Assam in post-independent period.

LO 4.4: Explain the development of Engineering education in Assam in post independent period.

LO 4.5: Explain the provisions enumerated in the Assam Basic Education Act, 1954.

LO 4.6: Explain the provisions enumerated in the Assam Secondary Education Act, 1961.

LO 4.7: Explain the provisions enumerated in the Assam Higher Secondary Education Council Act, 1984.

LO 4.8: Discuss the contributions of Assam Basic Education Act, 1954, Assam Secondary Education Act, 1961, and Assam Higher Secondary Education Council Act, 1984 in Assam in post-independent period.

LO 4.9: Explain the provisions of the Assam State School Education Board Bill, 2024.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1, CO2,		CO1,CO2,	CO 1, CO2	
Conceptual Knowledge		CO3, CO4		CO3,CO4,	CO3, CO4,	
Procedural Knowledge						
Meta cognitive						

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	<p>Educational scenario at the time of Independence:</p> <p>1.1 Educational scenario at the time of independence</p> <p>1.2 University Education Commission, 1948-49:</p> <p>1.2.1 The aims of University Education</p> <p>1.2.2 Administration and funding</p> <p>1.2.3 Reforms of curriculum</p> <p>1.2.4 Teaching</p> <p>1.2.5 Research</p> <p>1.2.6 Professional education</p> <p>1.2.7 Women's education</p> <p>1.2.8 Examination reform</p> <p>1.2.9 Students' Welfare</p> <p>1.3 Implementations of University Education Commission's recommendations.</p> <p>1.4 Education in the Indian Constitution:</p> <p>1.4.1 Preamble of the Constitution</p> <p>1.4.2 Constitutional provisions on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free and Compulsory Education <input type="checkbox"/> Early Childhood Care and Education <input type="checkbox"/> Secularism in Education <input type="checkbox"/> Study of Hindi and Official language <input type="checkbox"/> Education for Women <input type="checkbox"/> Education for Minorities <input type="checkbox"/> Education for ST and SC 	13	2		15
II (15 Marks)	<p>Educational Efforts in India from 1951-1966:</p> <p>2.1 Secondary Education Commission, 1952-53</p> <p>2.1.1 Defects of existing secondary education</p> <p>2.1.2 Aims of secondary education</p> <p>2.1.3 Organizational pattern of secondary education</p>	13	2		15

	2.1.4 Technical education 2.1.5 Study of languages 2.1.6 Improvement in curriculum 2.1.7 Methods of teaching 2.1.8 Students' welfare 2.1.9 Examination reform 2.2 Implementation of the Commission's recommendations 2.3 Indian Education Commission, 1964-66: 2.3.1 Education and national objectives 2.3.2 Educational structure and standards 2.3.3 Teachers' status and teacher education 2.3.4 School curriculum 2.3.5 Teaching methods 2.3.6 Examination and evaluation 2.4 Implementation of the Commission's recommendations				
III (15 Marks)	Educational Efforts in India after 1966: 3.1 National Policy of Education, 1968 3.2 Iswarbhai Patel Review Committee, 1977 3.3 Adiseshiah Committee Report, 1978 3.4 National Policy on Education, 1986 3.5 Revised National Policy on Education, 1992 3.6 Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009) <input type="checkbox"/> Provisions of the Act <input type="checkbox"/> Role of respective authorities (Government, Head of the school, Teachers) 3.9 National Education Policy, 2020 (NEP, 2020): <input type="checkbox"/> Salient features of the NEP, 2020	14	1		15
IV (15 Marks)	Development of Education in Assam (Post- Independent period) 4.6.1 Development of school education 4.6.2 Development of higher education 4.6.3 Development of technical and professional education <input type="checkbox"/> Teacher education <input type="checkbox"/> Medical education <input type="checkbox"/> Engineering education 4.6.4 Assam Basic Education Act, 1954; Assam Secondary Education Act, 1961; Assam Higher Secondary Education Council Act, 1984; The Assam State School Education Board Bill, 2024.	14	1		15
	TOTAL	54	6		60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional tests - (10+10) 20 Marks
2. Any two of the activities listed below – (10+10) 20 Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Visiting a nearby school and preparing a report on implementation of RTE, 2009.
- Debate on The Assam State School Education Board Bill, 2024
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	M	M	S
CO2	S	M	M	S	M	M	S
CO3	S	M	M	S	M	M	S
CO4	S	M	M	S	M	M	S

Where S: Strong M: Moderate

Suggested Readings:

1. Aggarwal, J. C. (2010). Development and planning of modern education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R. L., & Ahuja, B. N. (2000). Modern Indian education and its problems. New Delhi: Surjeet publication.
3. Chaube, S. P. (2016). History and problems of Indian education. Agra: Agarwal Publications.
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9. National Education Policy, 2020. MHRD, Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
10. National Policy of Education, 1968. Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
11. National Policy on Education, 1986. Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
12. Programme of Action, 1992. MHRD, Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/documentreports/POA_1992.pdf
13. Report of the Committee for Review of National Policy on Education 1986 (1990). Government of India. Retrieved from

- <https://www.educationforallindia.com/1990%20Acharya%20Ramamurti%20Report.pdf>
14. Rawat, P. L. (1956). History of Indian education. Agra: Ram Prasad & Sons.
15. Report of the Secondary Education Commission (1953). Ministry of Education, Government of India. Retrieved from https://www.educationforallindia.com/1953%20Secondary_Education_Commission_Report.pdf
16. Right of Children to Free and Compulsory Education Act, 2009. MHRD, Government of India. Retrieved from https://www.indiacode.nic.in/bitstream/123456789/19014/1/the_right_of_children_to_free_and_compulsory_education_act_2009.pdf
17. Sharma, R. N. & Sharma, R. K. (2021). History of education in India. New Delhi: Atlantic publishers and Distributors Pvt. Ltd.
18. The Assam Basic Education Act, 1954. Government of Assam. Retrieved from https://legislative.assam.gov.in/sites/default/files/swf_utility_folder/departments/legislative_med_hassu_in_oid_3/menu/document/The%20Assam%20Basic%20Education%20Act%2C%201954_0.pdf
19. The Assam Higher Secondary Education Act, 1984. Government of Assam. Retrieved from https://legislative.assam.gov.in/sites/default/files/swf_utility_folder/departments/legislative_med_hassu_in_oid_3/menu/document/The%20Assam%20Higher%20Secondary%20Education%20Act%2C%201984_0.pdf
20. The Assam Secondary Education Act, 1961. Government of Assam. Retrieved from https://www.indiacode.nic.in/bitstream/123456789/13780/1/the_assam_secondary_education_act%2C_1961_0.pdf
21. The Assam State School Education Board Bill, 2024. Government of Assam. Retrieved from <https://assambidhansabha.org/legislation/bills/introduced/145>
22. The Curriculum for the Ten-Year School, 1977. Ministry of Education & Social Welfare, Government of India. Retrieved from <https://indianculture.gov.in/flipbook/2036>
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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 6TH SEMESTER

Course Title: Early Childhood Care and Education (ECCE)

Course Code: EDUMAJ 13

Nature of Course: Major

Total Credits: 4 credits

Distribution of marks : 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding on the concept of Early Childhood Care and Education, components of ECCE, developmental patterns during early childhood stage, various policies, schemes and programmes in India related to ECCE and introduce the challenges, issues and directions for addressing the issues of ECCE.

Course Outcomes (COs): The students will be able to-

CO1: Demonstrate an understanding of basic concepts related to early childhood care

LO1.1: Describe meaning, scope and importance of early childhood care

LO1.2: Discuss components of early childhood care such as early stimulation, nutrition, hygiene

LO1.3: Describe stages of child development

CO2: Analyse the developmental patterns during early childhood

LO 2.1: Discuss developmental patterns during early childhood

LO 2.2: Examine the influence of nature and nurture on child development

CO3: Analyse and discuss policies, schemes and programmes related to child development

LO 3.1: Discuss and compare policies and schemes related to child education, care, protection, nutrition, etc.

LO3.2: Analyse the effectiveness of national programmes, policies and schemes

CO4: Evaluate challenges and directions for addressing issues in early childhood care

LO4.1: Appraise early childhood care challenges in the larger Indian context as well as local contexts

LO4.2: Analyse effective interventions to enhance learning in ECCE

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO3, CO4	CO 4	
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO3, CO4,	CO4	
Procedural Knowledge				CO 4		
Meta cognitive						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	Introduction to Early Childhood Care and Education (ECCE): 1.1. Meaning, objective, scope and importance of ECCE 1.2. Components of ECCE: • Health, Nutrition and Hygiene • Care and Protection • Early Stimulation • Early Learning 1.3. History of Early Childhood Care and Education (ECCE) in India	13	2		15

	1.4. Stages of Child development: <ul style="list-style-type: none"> • Prenatal and Birth to 3 Years • 3 to 6 years • 6 to 8 Years 				
II (15 Marks)	Developmental Patterns during Early Childhood Stage: 2.1. Developmental Patterns during Early Childhood Stage: <ul style="list-style-type: none"> • Physical • Cognitive • Emotional • Social • Language 2.2. Influence of Nature and Nurture on development of Child: <ul style="list-style-type: none"> • Role of Parents • Role of Teachers • Role of Community 	13	2		15
III (15 Marks)	ECCE Policies, Schemes and Programmes in India: 3.1. ECCE Policies and Plans: <ul style="list-style-type: none"> • ECCE in National Policy on Education (NPE), 1986 • ECCE in National Education Policy (NEP), 2020 • National Nutrition Policy, 1993 • National Early Childhood Care and Education Policy, 2013 • National Nutrition Mission (PM-POSHAN Abhiyan), 2018 3.2. ECCE Programmes and Schemes: <ul style="list-style-type: none"> • Integrated Child Development Services (ICDS) Scheme, 1975 • Integrated Child Protection Scheme (ICPS), 2009 3.3. ECCE Curriculum Frameworks: <ul style="list-style-type: none"> • National Curriculum Framework (NCF), 2005 • National Early Childhood Care and Education Curriculum Framework 2013 3.4. Role of Anganwadis and Balwadis under ICDS	13	2		15
IV (15 Marks)	Challenges, issues and directions for addressing the issues of ECCE: 4.1. Challenges of ECCE in India 4.2. Directions for addressing the issues of ECCE 4.3. Need and importance of contextualization of ECCE Curriculum 4.4. Importance of Play and activity based learning in ECCE	13	2		15
	Total	52	8		60

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - Group discussion on any one of the topics of the course.
 - Seminar Presentation paper on any one of the topics of the course.
 - Debate on any one of the topics of the course.
 - Writing a report on the ECCE Policies, Schemes and Programmes in India

- Writing an assignment on the challenges and solutions for addressing the issues of ECCE after observing the functioning of an ECCE Centre

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	M	S	M	S
CO2	M	S	S	M	S	S	S
CO3	S	S	M	S	S	M	S
CO4	S	S	M	S	S	S	S

Where S: Strong M: Moderate

Suggested Readings:

1. Berk, L.E. (2007). Child Development, Prentice Hall of India (P) Ltd, New Delhi.
2. Chauhan, S.S. (1978): Advanced Educational Psychology, Vikash Publishing House (Pvt.) Ltd., New Delhi.
3. Integrated Child Development Services (ICDS) Scheme, 1975. Ministry of Women and Child Development, Government of India. Retrieved from <https://wcd.nic.in/integratedchild-development-services-icds-scheme>
4. Integrated Child Protection Scheme (ICPS), 2009. Ministry of Women and Child Development, Government of India. Retrieved <https://wcd.nic.in/integrated-childprotectionscheme-ICPS>
5. Ministry of Human Resource Development (1986). The National Policy on Education, 1986. Retrieved from https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
6. Ministry of Women and Child Development. (1975). Integrated Child Development Services (ICDS) Scheme. Retrieved from <https://icdswcd.nic.in/icds.aspx>
7. Ministry of Women and Child Development. (1993). National Nutrition Policy, 1993. Retrieved from https://wcd.nic.in/sites/default/files/nnp_0.pdf
8. Ministry of Women and Child Development. (2013). National Early Childhood Care and Education (ECCE) Curriculum Framework, 2013. Retrieved from https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final
9. Ministry of Women and Child Development. (2013). National Early Childhood Care and Education Policy, 2013. Retrieved from <https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>
10. Ministry of Women and Child Development. (2018). National Nutrition Mission (POSHAN Abhiyan), 2018. Retrieved from <https://www.india.gov.in/spotlight/poshanabhiyaan-pms-overarching-scheme-holistic-nourishment>
11. Ministry of Women and Child Development. (2019). Integrated Child Protection Scheme (ICPS), 2009. Retrieved from <https://wcd.nic.in/integrated-child-protectionscheme-ICPS>
12. National Council of Educational Research and Training. (2005). National Curriculum Framework, 2005. Retrieved from <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

13. National Curriculum Framework, 2005. National Council of Educational Research and Training. Retrieved from <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
14. National Early Childhood Care and Education (ECCE) Curriculum Framework, 2013. Ministry of Women and Child Development, Government of India. Retrieved from https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
15. National Early Childhood Care and Education Policy, 2013. Ministry of Women and Child Development, Government of India. Retrieved from <https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>
16. National Education Policy. Ministry of Human Resource Development, Government of India. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
17. National Nutrition Mission (POSHAN Abhiyan), 2018. Ministry of Women and Child Development, Government of India. Retrieved from <https://www.india.gov.in/spotlight/poshan-abhiyaan-pms-overarching-scheme-holisticnourishment>
18. National Nutrition Policy, 1993. Government of India, Department of Women & Child Development, MHRD. Retrieved from https://wcd.nic.in/sites/default/files/nnp_0.pdf
19. National Policy on Education, 1986. Ministry of Human Resource Development, Government of India. Retrieved from https://ncert.nic.in/pdf/nep/Policy_1986_eng.pdf
20. Thompson, G. (1981). Child Psychology (2nd Edition), Surjeet Publication.
21. Woolfolk, A. (2001). Educational Psychology (8th Edition), Needham Heights, M.A., Allyn and Bacon.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 6TH SEMESTER
Course Title: Psychological Assessment and Practical
Course Code: EDUMAJ 14
Nature of Course: Major
Total Credits: 4 credits
Distribution of marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the concept, scope and need of Experimental psychology and describe the conduct and report of psychological

experiments. It also aims to develop a comprehensive understanding of the concepts like memory, attention, learning, personality, intelligence and the various techniques of testing these concepts practically.

Course Outcomes (COs): The students will be able to-

CO1: Develop an understanding of the fundamental concepts, scope and significance of experimental psychology and critically analyze and design psychological experiments, adhering to ethical principles and reporting standards.

LO1.1: Explain the concept, scope and need of Experimental Psychology. LO1.2: Conduct and report psychological experiments.

CO2: Explain the mechanism of memory and attention, their types and apply the concepts in practical situations.

LO2.1: Describe the meaning and nature of memory, immediate memory, memory span and its related practical.

LO2.2: Explain the concept of attention, span of attention.

LO2.3: Conduct practical exercises/ experiments to demonstrate the application of the concept of memory in real-world settings.

CO3: Explain the concept of learning, its types and apply the concept in practical situations.

LO3.1: Explain the concept, the theories and methods of learning and its related practical.

LO3.2: Conduct practical exercises/ experiments to demonstrate the application of the concept of learning in real-world settings.

CO4: State the concept of personality and intelligence, historical background of personality assessment and intelligence testing.

LO4.1: State the concept of personality, different techniques of personality assessment.

LO4.2: State the concept of intelligence and different techniques of intelligence testing.

LO4.3: Conduct practical exercises/ experiments to demonstrate the application of the concepts of personality and intelligence in real-world settings.

Cognitive Map of Course Outcomes based on Revised Bloom’s Taxonomy:

Knowledge Dimesions	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual	CO4	CO1,CO2, CO3				
Procedural			CO1,CO2, CO3,CO4	CO1		
Meta-Cognitive Knowledge						

Course Content:

Unit	Content	L	T	P	Total Hours
I (This unit will be assessed internally)	EXPERIMENTAL PSYCHOLOGY: 1.1. Meaning, nature and scope of experimental psychology. 1.2. Procedure of conducting and Reporting of Psychological Experiments. • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background • Experimental Design. • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion	10	-	-	10
II	Memory and Attention 2.1 Meaning and nature of memory 2.2 Memory span 2.3 Testing of Memory. a) Memory span for digits. b) Memory span for letters. c) Memory span for words and Non-sense syllables d) Recall and Recognition 2.4 Concept of attention 2.5 Span of attention 2.6 Testing of attention a. Division of attention b. Span of apprehension c. Distraction of attention	7	-	16	23
III	Learning: 3.1 Concept of learning 3.2 Testing of learning a. Mirror Learning b. Maze learning c. Part and whole method d. Mass Vs Space practice	6	-	16	22
IV	Personality and Intelligence: 4.1 Concept of personality 4.2 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association 4.3 Concept of Intelligence. 4.4 Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test (Linguistic Intelligence)	7	-	28	35
	Total	30	-	60	90

Where, L:Lectures, T:Tutorials, P:Practicals

Unit I will be assessed internally.

- End Semester Assessment will be based on the units II, III, IV

Modes of In-Semester Assessment: 40 marks

1. Two Sessional tests -(10+10) 20 marks
 - One theoretical sessional test on the contents of unit-I
 - One Practical
2. Assignment on any topic from Unit I. 10 marks
3. Assessment of the laboratory notebooks 5 marks
4. Viva 5 marks

Modes of End Semester assessment

(Unit-II, Unit-III, Unit-IV will carry a total of 60 marks): 60 Marks

End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

- a. Students will conduct two practicals (one test and one experiment) 20+20 = 40 marks
- b. Viva voce 20 Marks

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	M	M
CO2	S	M	S	S	M	M	M
CO3	S	S	S	S	M	M	M
CO4	S	M	S	S	S	M	M

Where S:Strong, M:Moderate

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.
2. Mathur, S.S., *Educational Psychology*, agarwal Publication, Agra-2.
3. Saikia L. R., *Psychological and Statistical Experiments in Education*, Saraighat Printers M.C. Road, Guwahati, Assam.
4. Hussain Akbar, : *Experiments in Psychology*, published by Motilal Banarsidass, Delhi.
5. Mohsin, S.M.: *Experiments in Psychology*, published by Motilal Banarsidass, Delhi.

BA IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 6TH SEMESTER
Course Title : Emerging Trends in Indian Education
Course Code : C-15
Nature of Course : Major
Total Credits : 4 Credits
Distribution of Marks : 60 (End Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to aware the students about the constitutional efforts for development of Indian education, ECCE, Elementary education, Secondary education, Higher education, Teacher education, Technical and Vocational education, inclusive education, Human rights education, peace education, environmental education, population education, women empowerment as well as open and distance education, the recent development trends in Indian education with special reference to SSA, RMSA, RUSA, NKC, NCF- 2005, NCFSE-2023, NEP-2020 and the role of Accreditation and Regulatory bodies in Indian education..

Course Outcomes(COs): The students will be able to–

CO1: Explain the constitutional efforts for development of Indian education

LO 1.1: Explain the key points related to the Indian Constitution

LO1.2: Describe education in Indian Constitution and its need

LO 1.3: Explain the Articles in the constitution related to education

LO 1.4: Discuss Constitution as a source of aims of education

CO2: Explain the issues of Indian education

LO2.1: Describe the objectives, importance and challenges of Universalization of Elementary education in India

LO2.2: Describe the objectives, importance and challenges of Universalization of Secondary education in India and its Vocationalisation

LO2.3: Describe the objectives and efforts of strengthening Higher education in India and its challenges

LO2.4: Describe the objectives and challenges of teacher education, technical and vocational education in India

CO3: Describe the perspectives in Indian education

LO3.1: Explain the concept of Inclusive education and its challenges in India

LO 3.2: Explain the role of RCI, RPWD Act, 2016 in addressing inclusive education

LO3.3: Explain the concept of Human Rights Education and the role of National Commissions for Protection of Childs Rights (NCPCR)

LO 3.4: Discuss the concept of peace education and its importance in society

LO 3.5: Discuss the concept of Environmental education and its challenges

LO3.6: Discuss the concept of Women empowerment and the role of education in women empowerment

LO3.7: Explain the concept of Open and Distance education and its challenges

CO4: Explain the recent trends in Indian education

LO 4.1: Describe the objectives, organization, functions of Sarva Shiksha Abhiyan (SSA)

LO 4.2: Describe the objectives, organization, functions of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

LO 4.3: Describe the objectives, organization, functions of Samagra Shiksha Abhiyan

LO 4.4: Describe the objectives, organization, functions of Rashtriya Uchcharat Shiksha Abhiyan (RUSA)/ Pradhan Mantri Uchcharat Shiksha Abhiyan (PM-USHA)

LO 4.5: Describe the recommendations of National Knowledge Commission for School and higher education

LO 4.6: Describe the aims, curriculum and evaluation system as stated in National Curriculum Framework (NCF), 2005

LO 4.7: Describe the aims, curriculum and evaluation system as stated in National Curriculum Framework for School Education (NCFSE), 2023

LO 4.8: Explain National Education Policy (NEP), 2020

LO 4.9: Explain the role of NCTE, UGC, DEC, NAAC, AICTE, NMC, NCERT, NIEPA, NIOS in Indian education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO1,CO2, CO3, CO4	CO3,CO4		
Conceptual Knowledge	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO3,CO4		
Procedural Knowledge	CO3,CO4	CO3,CO4	CO3,CO4	CO3,CO4		
Meta cognitive Knowledge						

COURSECONTENT

UNITS	COURSECONTENT	L	T	P	Total Hours
I (15Marks)	CONSTITUTIONAL EFFORTS FOR INDIAN EDUCATION 1.1 The Indian Constitution 1.1.1 The Preamble 1.2 Education in Indian Constitution 1.2.1 Need for including education in Constitution 1.2.3 Central, State and Concurrent lists 1.2.3 Articles in the Constitution related to education- Article 15, 17, 21 (A), 45, 46, 28, 29, 30, 350 (A) & 350 (B).	12	1	-	13
II (15Marks)	ISSUES IN INDIAN EDUCATION 2.1 Elementary Education (EE) in India 2.1.1 Objectives of EE & Need for Universalization of EE 2.1.2 Efforts for Universalization of EE in India 2.1.3 Challenges of Universalization of EE in India 2.2 Secondary Education (SE) in India 2.2.1 Objectives of SE & need for Universalization of SE 2.2.2 Efforts towards universalization & development of SE 2.2.3 Vocationalisation of secondary education 2.2.4 Challenges of SE in India 2.3 Higher Education (HE) in India 2.3.1 Objectives & challenges of HE in India 2.3.2 Efforts for strengthening HE in India 2.3.3 Challenges of HE in India 2.4 Teacher Education in India 2.4.1 Objectives of teacher education 2.4.2 Challenges of teacher education in India 2.5 Technical and Vocational Education in India: 2.5.1 Objectives & challenges of technical and vocational education in India 2.5.2 Efforts towards strengthening technical and vocational education	15	2	-	17

<p>III (15Marks)</p>	<p>PERSPECTIVES IN INDIAN EDUCATION 3.1 Role of RCI, RPWD Act, 2016 in addressing inclusive education 3.2 Human Rights Education 3.2.1 Concept & importance of human rights education 3.2.2 Role of National Commissions for Protection of Childs Rights (NCPCR) 3.3 Peace Education 3.3.1 Concept of peace education 3.3.2 Role of education in promotion of peace in Society. 3.4 Environmental Education 3.4.1 Meaning & objectives of environmental education 3.4.2 Challenges of environmental education 3.5 Education for Women Empowerment 3.5.1 Meaning & importance of women empowerment 3.5.2 Role of education in women empowerment</p>	14	1	-	15
<p>IV (15Marks)</p>	<p>RECENT TRENDS IN INDIAN EDUCATION 4.1 Rashtriya Madhyamik Shiksha Abhiyan (RMSA) 4.1.1 Objectives 4.1.2 Organisation 4.1.3 Functions 4.2 Samagra Shiksha Abhiyan 4.2.1 Objectives 4.2.2 Organisation 4.2.3 Functions 4.3 Rashtriya Uchchatar Shiksha Abhiyan (RUSA) / Pradhan Mantri Uchchatar Shiksha Abhiyan (PMUSHA) 4.3.1 Objectives 4.3.2 Organization 4.3.3 Functions 4.4 National Knowledge Commission (NKC) 4.5 National Curriculum Framework (NCF), 2005 4.5.1 Aims of education in NCF, 2005 4.5.2 Curriculum in NCF, 2005 4.5.3 Evaluation system in NCF, 2005 4.6 National Curriculum Framework for School Education (NCFSE) 2023 4.6.1 Aims of education in NCFSE, 2023 4.6.2 Curriculum in NCFSE, 2023 4.6.3 Evaluation system in NCFSE, 2023</p>	14	1	-	15
	TOTAL	55	5		60

Where,

L:Lectures

T:Tutorials

P:Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional tests - (10+10) 20 Marks
2. Any two of the activities listed below – (10+10) 20 Marks
 - Seminar on any one of the topics of the course.
 - Group discussion on any one of the topics of the course.
 - Assignment related to the course content.
 - Visiting a nearby school and preparing a report on implementation of RPWD Act, 2016.
 - Project on implementation of SSA in nearby schools.
 - Assignment on any one of the topics of the course.
 - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	M	S	S
CO2	S	M	M	S	M	S	S
CO3	S	M	M	S	M	S	S
CO4	S	M	M	S	M	S	S

Where S:Strong, M:Moderate

Suggested Readings:

1. Aggarwal, J.C. (2010). *Landmarks in the history of modern Indian education*. New Delhi: Vikash Publishing House, PVT. Ltd.
2. Banerjee, J.P. (2004). *Education in India: past, present and future*. Kolkata: Central Library.
3. Bhatnagar, S. & Saxena A. (2014). *Modern Indian education and its problems*. Meerut: R. Lall Book Depot.
4. Chand, D. (2015). *Problems and issues of teacher education*. *International Journal of teacher education*.
5. Chaube, S.P. (1980). *History and problems of Indian education*. Agra: Agarwal Publications.
6. Dash, M. (2000). *Education in India: problems and perspective*. New Delhi: Eastern Book Corporation.
7. *Education and National Development (1966)*. Ministry of Education, Government of India.
8. Goswami A.C. (2001). *Philosophical and sociological bases of education in emerging India*.

Guwahati: Jyoti Prakashan.

9. Govt.ofIndia(1986).*NationalPolicyonEducation*,MinistryofHRD,New Delhi.
10. Kochhar, S.K. (2004). *Pivotal issues in Indian education*. New Delhi: SterlingPublishers.
11. Mukharjee, S.N. (2014). *Education in India today and tomorrow*. Agra: Vinod Pustak Mandir
12. NationalCurriculumFramework, 2005.NCERT,New Delhi. Retrieved from <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
13. National Education Policy, 2020. MHRD, Government of India. Retrieved fromhttps://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
14. National Knowledge Commission, 2009. Report to the Nation 2006-2009. Retrieved from <https://www.aicte-india.org/downloads/nkc.pdf>
15. NCERT(1986).*SchooleducationinIndia–presentstatusandfutureneeds*. New Delhi.
16. Rawat,P.L.(2007).*HistoryofIndianeducation*.Agra:RamPrasad Publication.
17. Safaya, R.N. &Shaida, B.D. (1990).*Development of educational theory and practice*. Jalandhar: Dhanpat Rai & Sons
18. Sharma,R.N.(2007).*EducationinemergingIndiansociety*.NewDelhi: Surjeet Publication.
19. Sharmah,S.(2012).*ProblemsandissuesinIndianeducation*.NewDelhi:Vikash publishing House Private Limited.
20. Taneja,V.R.(1983).*Educationalthoughtandpractice*.NewDelhi:Sterling Publishers Pvt. Ltd.

BA IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 6TH SEMESTER
Course Title: Measurement and Evaluation in Education
Course Code: Minor 6
Nature of Course: Major
Total Credits: 4 Credits
Distribution of Marks: 60 (End Sem.) + 40 (In-Sem.)

Course Objectives:

This course aims to develop understanding of the concept of measurement and evaluation in education, and to explore different psychological tests. It will also enable the students to apply statistics in education.

Course Outcomes (COs): The students will be able to-

CO1: Discuss the concept of measurement and evaluation in education.

LO1.1: Explain the meaning, nature and scope of measurement, assessment and evaluation in education.

LO1.2: Discuss the importance of measurement and evaluation in education.

LO1.3: Describe the relation between measurement and evaluation in education.

LO1.4: Distinguish psychological and physical measurement.

LO1.5: Describe the principles of evaluation.

LO1.6: Differentiate continuous and comprehensive evaluation.

LO1.7: Classify formative and summative evaluation.

CO2: Discuss different psychological tests.

LO2.1: Define psychological tests.

LO2.2: Classify different types of psychological tests.

LO2.3: Discuss different types of psychological tests.

LO2.4: Describe characteristics of a good test.

CO3: Describe some specific psychological tests.

LO3.1: Describe the construction and standardization of achievement test.

LO3.2: Prepare design and blueprint of an achievement test.

LO3.3: Describe intelligence test.

LO3.4: Describe different aptitude tests.

LO3.5: Describe different ways of personality assessment.

CO4: Apply statistics in education.

LO4.1: Explain the meaning, nature and scope of educational statistics.

LO4.2: Compute measures of central tendency.

LO4.3: Compute measures of variability.

CO5: Present data graphically.

LO5.1: Define variables.

LO5.2: Explain meaning and types of graphical representation of data.

LO5.3: Explain meaning, properties and uses of normal probability curve.

LO5.4: Compute coefficient of correlation.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3,CO4, CO5					
Conceptual Knowledge		CO1,CO2	CO3, CO4, CO5			
Procedural Knowledge			CO3, CO4, CO5			
Meta cognitive Knowledge						

COURSE CONTENTS

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (12Marks)	CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION : 1.1 Measurement, Assessment and Evaluation in Education: Meaning, nature and scope. 1.2 Importance of Measurement and Evaluation in Education 1.3 Psychological and Physical Measurement 1.4 Principles of Evaluation 1.5 Continuous and Comprehensive Evaluation 1.6 Formative and Summative Evaluation 1.7 Diagnostic and Prognostic Evaluation	11	1	-	12
II (12Marks)	PSYCHOLOGICAL TESTS: 2.1 Meaning of Psychological Test 2.2 Classification of tests: Concepts, Characteristics, Merits and Demerits a) On the basis of the administrative conditions: Individual test and Group test b) On the basis of scoring: Objective test and Subjective test c) On the basis of the time limit for response: Power test and Speed test d) On the basis of the nature of items: Verbal test, Nonverbal test and performance test e) On the basis of the nature of response: Oral test and written	11	1	-	12

	test; Selection type and Supply type tests f) On the basis of standardization: Teacher-made test and g) On the basis of purpose: Diagnostic and Prognostic test 2.3. Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability				
III (12Marks)	SOME SPECIFIC PSYCHOLOGICAL TESTS : 3.1 Achievement Test: Construction and Standardization of Teacher made test and Standardized test (Preparation of Design and Blueprint, Item writing, Item analysis, Estimating reliability, validity and norms) 3.2 Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1916, 1937) 3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test) 3.4 Personality Assessment: a) Self report inventories, b) Observational methods and c) Projective Techniques	11	1		12
IV (12Marks)	STATISTICS IN EDUCATION: 4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Meaning & Types Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode 4.4 Measures of Variability: Meaning & Types, (Range, Quartile Deviation, Mean Deviation and Standard Deviation)	10	2		12
V (12Marks)	PRESENTATION OF DATA: 5.1 Variable: Concept, Discrete and Continuous Variables 5.2 Graphical representation of Data and its uses: Meaning and Types of Graphical Representation of Data 5.3 Normal Probability Curve: Meaning, Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. 5.4 Correlation: Meaning, Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	10	2		12
	TOTAL	53	7		60

Where, L: Lectures, T: Tutorials, P: Practicals

Modes of In-Semester Assessment: 40 Marks

1. Two Sessional tests - (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - Preparation of Design and Blue Print of an Achievement Test (Question Paper).
 - Preparation of an Achievement Test (Question Paper).
 - Organization and graphical representation of data on achievement of students collected from schools.
 - Computation of Measures of Central Tendency of data on achievement of students collected

from schools.

- Computation of Measures of Variability of data on achievement of students collected from schools.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	M	M	M	M
CO2	S	M	M	M	M	M	M
CO3	S	M	M	M	S	M	M
CO4	S	M	M	M	M	M	M
CO5	S	M	M	M	M	M	M

Where S: Strong, M: Moderate

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