

**CURRICULUM**  
**FOR**  
**THE FIRST TO SIXTH SEMESTERS**  
**OF**  
**FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)**  
**IN**  
**EDUCATION**  
under  
**New Education Policy (NEP), 2020**



**DIBRUGARH UNIVERSITY**  
**DIBRUGARH-786004**  
**ASSAM**

## **FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION, DIBRUGARH UNIVERSITY**

- **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. Hence, education being as a social process has been concerned with preparing the members of the society to adapt to the constantly changing conditions of the society. As such, honoring diversity and ensuring inclusion by treating all with respect and dignity, showing sensitivity to gender, cultural and religious differences has become an important element of education discipline.

Education is further loaded with the responsibility of developing core competencies such as communication skills required to articulate thoughts and ideas effectively, using oral and written communication skills, and to present information and explanations in a well-structured manner. Keeping in view the dynamic nature of society, education as a discipline is to develop competencies and actions required for 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 main purpose of the Undergraduate Programme in Education is to develop and disseminate knowledge, skills and values through education, field-based training and research relevant for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society.

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 skills leading to their increased employability. The discipline will also help in shaping the students' overall personalities to take on the challenges of an emerging competitive society. It has incremental learning experiences that will enhance the

abilities of students who come from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals each year.

- **INTRODUCTION:**

Higher Education in India is considered as a critical core in the development and growth strategy of the nation. According to NEP 2020, Higher Education should put an emphasis on recognising, identifying, and fostering each student's unique strengths by educating teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and, in turn, pick their own life choices based on their talents and interests. For a pluralistic world, there should be a focus on multidisciplinary and a comprehensive education in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Education as a discipline is very broad as well as dynamic. Its boundaries are extensive and encompasses our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing and developing. It addresses philosophical, psychological, technological aspects, societal issues, etc. Education as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India. It enhances student learning in Education as a Social Science discipline.

The Bachelor of Arts in Education degree of Dibrugarh University adapted as per the recommendations of NEP 2020 will also be of either three or four year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four year undergraduate programme in Education will allow the student an opportunity to experience the full range of holistic and multidisciplinary education, along with the chosen Major and Minor choices of the students.

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

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

1. To enhance 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 counselling, 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, analysing 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 behaviour, 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

#### **4. 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

#### **5. Teaching Learning Tools**

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

#### **6. Assessment**

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

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**DIBRUGARH UNIVERSITY, RAJABHETA, DIBRUGARH – 786004**

**Four Year Undergraduate Programme (FYUGP) Structure as per UGC Credit Framework of  
December, 2022**

| Year   | Semester                 | Course  | Title of the Course   | Total Credit |           |
|--|--------------------------|---|---|--------------|-----------|
| Year 01  | 1 <sup>st</sup> Semester | C - 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/<br>VAC 2                                   | Understanding India / Health and Wellness   | 2            |           |
|  |                          | SEC 1   | Personal Development & Soft Skills  | 3            |           |
|  |                          |   |   |              | <b>20</b> |
|  | 2 <sup>nd</sup> Semester | C - 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 /<br>VAC 4                                  | Environmental Science / Yoga Education  | 2            |           |
|  |                          | SEC 2   | ICT in Education  | 3            |           |
|  |                          |   |   | <b>20</b>    |           |
| <b>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 1<sup>st</sup> and 2<sup>nd</sup> Semester</b> |                          |   |   |              |           |
| Year 02  | 3 <sup>rd</sup> Semester | C - 3   | Philosophical and Sociological Bases of Education   | 4            |           |
|  |                          | C - 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            |           |
|  |                          |   |   |              | <b>20</b> |
|  | 4 <sup>th</sup> Semester | C - 5   | Learner and Learning  | 4            |           |
|  |                          | C - 6   | Educational Technology  | 4            |           |
|  |                          | C - 7   | Education and Wellbeing   | 4            |           |
|  |                          | C - 8   | Inclusive Education   | 4            |           |
| Minor 4  |                          | History of Indian Education                       | 4   |              |           |
|  |                          |   |   | <b>20</b>    |           |
| <b>Grand Total (Semester I, II, III and IV)</b>  |                          |   |   | <b>80</b>    |           |
| <b>The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 80 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term</b>   |                          |   |   |              |           |
| 5 <sup>th</sup> Semester   | C – 9                    | Development of Education in Pre-Independent India | 4   |              |           |
|  | C – 10                   | Methods and Techniques of Teaching                | 4   |              |           |
|  | C – 11                   | Measurement and Evaluation in Education           | 4   |              |           |

|   |                          |           |  |            |
|---|--------------------------|-----------|--|------------|
| <b>Year 03</b>  |                          | Minor 5   | Educational Technology                             | 4          |
|   |                          |           | Internship (2) + CE (2) / Internship (4) or CE (4) | 4          |
|   |                          |           |  | <b>20</b>  |
| <b>Year 03</b>  | 6 <sup>th</sup> Semester | C – 12    | Development of Education in Post-Independent India | 4          |
|   |                          | C – 13    | Early Childhood Care and Education                 | 4          |
|   |                          | C – 14    | Psychological Assessment and Practical             | 4          |
|   |                          | C – 15    | Emerging trends in Education                       | 4          |
|   |                          | Minor – 6 | Measurement and Evaluation in Education            | 4          |
|   |                          |           | <b>Total</b>                                       | <b>20</b>  |
| <b>Grand Total (Semester I, II, III and IV, V and VI)</b>   |                          |           |  | <b>120</b> |
| <b>The students on exit shall be awarded UG Degree of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 120 Credits on completion of Semester 6</b> |                          |           |  |            |

#### Abbreviations Used:

- **C = Major (Education)**
- **GEC = Generic Elective Course / Multi Disciplinary Course**  
[Open for students of other Departments and not for students having Education as Major discipline. However, students shall not be allowed to choose or repeat any of the courses already undergone at the Higher Secondary level (12<sup>th</sup> Class)]
- **AEC = Ability Enhancement Course**  
(Compulsory Course for students of all Departments including Education as Major discipline.)
- **SEC = Skill Enhancement Course**  
(Open for all students including Education as Major discipline.)
- **VAC = Value Added Course**  
(Compulsory and open for all students including Education as Major discipline.)

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

|                              |                                       |
|------------------------------|---------------------------------------|
| <b>Course Title</b>          | <b>: Foundations of Education-I</b>   |
| <b>Course Code</b>           | <b>: EDNC1</b>                        |
| <b>Nature of Course</b>      | <b>: Major</b>                        |
| <b>Total Credits</b>         | <b>: 4 credits</b>                    |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b> |

**Course Objectives:** This course aims to familiarize the students with the meaning, nature, scope and types of Education and the aims and functions of education based on the four pillars of education. The course also aims to develop an understanding of the concepts of Psychology and Educational Psychology, different schools of Psychology and methods of Educational Psychology. The course will develop an understanding of the meaning, nature and scope of Philosophy, Educational Philosophy, Sociology and Educational Sociology. This course will develop and understanding of the role of Philosophy in different aspects of Education. The course also aims to familiarize the students with the conflict and consensus theories of Educational Sociology.

**Course Outcomes (COs):** The 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: explain the concept and scope of Philosophy

LO 3.2: discuss the relationship between Education and Philosophy

LO 3.3: describe the concept and scope of Educational Philosophy

LO 3.4: discuss the role of Philosophy in different aspects of Education.

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

LO 4.1: explain the concept and scope of Sociology

LO 4.2: discuss the relationship between Education and Sociology

LO 4.3: discuss the need of Sociological approach to Education

LO 4.4: explain the concept and scope of Educational Sociology

LO 4.5: explain the conflict and consensus theories of Educational Sociology

### 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,<br>CO3, CO4  | CO1   |         |          |        |
| Conceptual Knowledge    | CO1, CO2 | CO1, CO2,<br>CO3, CO4 | CO2   |         |          |        |
| Procedural Knowledge    |          | CO4                   |       |         |          |        |
| Metacognitive Knowledge |          |                       |       |         |          |        |

| UNITS                     | COURSE CONTENTS   | L         | T         | P | Total Hours |
|---------------------------|---|-----------|-----------|---|-------------|
| <b>I<br/>(15 Marks)</b>   | <b>CONCEPT OF EDUCATION:</b><br>1.1 Education- Meaning, Nature, and Scope<br>1.2 Types of Education – Formal, Non-Formal and Informal Education<br>1.3. Aims of Education-<br>1.3.1 Necessity and determinants of aims of education<br>1.3.2 Individual and Social Aims of Education<br>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)<br>1.4 Functions of Education<br>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)<br>1.4.2 Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency)<br>1.4.3 Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship) | <b>14</b> | <b>01</b> | - | <b>15</b>   |
| <b>II<br/>(15 Marks)</b>  | <b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b><br>2.1 Psychology – Concept, Definitions, Nature and Branches of Psychology<br>2.2 Schools of Psychology– Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism<br>2.3 Meaning, nature and scope of Educational Psychology<br>2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods)<br>2.5 Application of Educational Psychology in teaching-learning process   | <b>14</b> | <b>01</b> | - | <b>15</b>   |
| <b>III<br/>(15 Marks)</b> | <b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b><br>3.1 Meaning, definitions and scope of Philosophy<br>3.2 Science of Education and Philosophy of Education<br>3.3 Relationship between Education and Philosophy  | <b>14</b> | <b>01</b> | - | <b>15</b>   |

|                          |  |           |           |          |           |
|--------------------------|--|-----------|-----------|----------|-----------|
|                          | 3.4 Meaning, nature and scope of Educational Philosophy<br>3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)  |           |           |          |           |
| <b>IV<br/>(15 Marks)</b> | <b>SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b><br>4.1 Meaning, nature and scope of Sociology<br>4.2 Relationship between Education and Sociology<br>4.3 Need of Sociological Approach to Education<br>4.4 Meaning, nature and scope of Educational Sociology<br>4.5 Difference between Sociology and Educational Sociology<br>4.6 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits | <b>14</b> | <b>01</b> | <b>-</b> | <b>15</b> |
|                          | <b>Total</b>   | <b>56</b> | <b>04</b> | <b>0</b> | <b>60</b> |

**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   | S   | M   | S   | S   | S   | M   |
| CO2   | S   | S   | S   | S   | S   | S   | S   |
| CO3   | S   | S   | M   | S   | M   | S   | M   |
| CO4   | S   | S   | M   | S   | M   | S   | M   |

**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: 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: 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.

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

|                              |   |
|------------------------------|---|
| <b>Course Title</b>          | <b>: Philosophical Foundations of Education</b> |
| <b>Course Code</b>           | <b>: MINEDN1</b>                                |
| <b>Nature of Course</b>      | <b>: Minor</b>                                  |
| <b>Total Credits</b>         | <b>: 4 credits</b>                              |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>           |

**Course Objectives:** This course aims to develop an understanding of the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education. The course will familiarize/acquaint students with the basic tenets of the given Indian as well as Western Philosophies and their influence on Education. The course will also familiarize the students with the philosophies like Idealism, Naturalism and Pragmatism.

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

CO1. Explain the role of Philosophy in Education

- LO1 describe the meaning, nature and scope of Philosophy
- LO2 describe the relation between Education and Philosophy
- LO3 describe the meaning, nature and scope of Philosophy of Education

CO2. explain/discuss the role of 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. Analyse the influences of Indian Schools of Philosophy on education

- LO1 distinguish the basic features and classification of Indian Philosophy
- LO2 outline the influences of Yoga Philosophy on education
- LO3 appraise the influences of Vedanta Philosophy on education

CO4. Evaluate the influences of Western Schools of Philosophy on 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 based on 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 |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|

| UNITS             | COURSE CONTENTS   | L  | T  | P | Total Hours |
|-------------------|---|----|----|---|-------------|
| I<br>(12 Marks)   | <b>Introduction to Philosophy</b><br>1.1 Meaning, nature and scope of Philosophy<br>1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology)<br>1.3 Meaning, nature and scope of Education<br>1.4 Types of Education (Formal, Informal and Non-formal)<br>1.5 Relation between Education and Philosophy<br>1.6 Meaning, nature and scope of Philosophy of Education<br>1.7 Philosophy of Education and Educational Philosophy.   | 13 | 02 | - | 15          |
| II<br>(12 Marks)  | <b>Role of Philosophy in Education</b><br>2.1 Philosophical foundations of Education and its importance<br>2.2 Role of Philosophy in Education: <ul style="list-style-type: none"> <li>○ Philosophy and aims of education.</li> <li>○ Philosophy and curriculum.</li> <li>○ Philosophy and methods of teaching.</li> <li>○ Philosophy and role of teachers.</li> <li>○ Philosophy and discipline</li> </ul>   | 09 | 02 | - | 11          |
| III<br>(18 Marks) | <b>Indian Schools of Philosophy and their Influences in education:</b><br>3.1 Basic features and classification of Indian Philosophy<br>3.2 Yoga Philosophy: <ul style="list-style-type: none"> <li>○ Concept of Yoga Philosophy</li> <li>○ Hathayoga and Rajayoga.</li> <li>○ Astangika Yoga</li> <li>○ Influence of Yoga philosophy in education.</li> </ul> 3.3 Vedanta Philosophy: <ul style="list-style-type: none"> <li>○ Basic tenets (Brahma, Atman, Jagat, Maya)</li> <li>○ Advaita Vedanta</li> <li>○ Influence of Vedanta philosophy in education.</li> </ul> 3.4 Buddhism: <ul style="list-style-type: none"> <li>○ Concept of Buddhism</li> <li>○ Four noble truths of Buddha</li> <li>○ Middle Path</li> <li>○ Influence of Buddhism in education.</li> </ul> | 15 | 02 | - | 17          |
|                   | <b>Western Schools of Philosophy and their Influences in Education:</b><br>4.1 Basic features of Western Philosophy<br>4.2 Idealism:  | 15 | 02 | - | 17          |

|                          |   |           |           |          |           |
|--------------------------|---|-----------|-----------|----------|-----------|
| <b>IV<br/>(18 Marks)</b> | <ul style="list-style-type: none"> <li>○ Basic tenets</li> <li>○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</li> </ul> <p>4.3 Naturalism:</p> <ul style="list-style-type: none"> <li>○ Basic tenets</li> <li>○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</li> </ul> <p>4.4 Pragmatism:</p> <ul style="list-style-type: none"> <li>○ Basic tenets</li> <li>○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</li> </ul> |           |           |          |           |
|                          | <b>Total</b>  | <b>52</b> | <b>08</b> | <b>-</b> | <b>60</b> |

*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.
- 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   | S   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | S   | S   | M   |
| CO5   | M   | M   | S   | S   | S   | 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. Radhakrishnan, 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.

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

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Introduction to Education</b>     |
| <b>Course Code</b>           | <b>: GECEDN1A</b>                      |
| <b>Nature of the Course</b>  | <b>: Generic Elective Course (GEC)</b> |
| <b>Total Credits</b>         | <b>: 03</b>                            |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In-Sem.)</b>  |

**Course Objectives:** The objectives of this Course are to describe the modern concept, aims, functions and role of education. This Course will explain the different levels of education, the concept and types of curricular and co-curricular activities. It will also illustrate about examination, measurement, assessment and evaluation.

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

CO1: Describe the modern concept, aims, functions and role of education

LO 1.1: explain the modern concept of education

LO 1.2: explain the functions and roles of education

LO 1.3: describe the functions of education towards development of values

CO2: Understand the roles of the various agencies of education

LO 2.1: describe the role of formal and informal agencies of education

LO 2.2: describe the role of international agencies

LO 2.3: explain the role of social media in education

CO3: Explain the different levels of education.

LO 3.1: describe the aims and structure of Pre-primary and Primary level of education

LO 3.2: describe the aims and structure of Secondary level of education

LO 3.3: describe the aims and structure of Higher level of education

CO4: Describe the concept of curriculum and evaluation system

LO 4.1: concept, nature, and significance of Curriculum

LO 4.2: explain the concept of Measurement, Assessment and Evaluation

LO 4.3: distinguish amongst Measurement, Assessment and Evaluation

**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             | CO2                          | CO1,CO2,<br>CO3 |       | CO2     |          |        |
| Conceptual Knowledge          |                              | CO3             | CO4   | CO2     |          |        |
| Procedural Knowledge          | CO3                          | CO1             | CO4   |         |          |        |
| Metacognitive Knowledge       |                              |                 |       |         |          |        |

| UNITS             | COURSE CONTENTS  | L  | T | P | Total Hours |
|-------------------|--|----|---|---|-------------|
| I<br>(15 Marks)   | <b>CONCEPT OF EDUCATION</b><br>1.1 Meaning, Nature and Scope of Education<br>1.2 Types (Formal, Informal and Non-formal)<br>1.3 Aims of Education : Individual, Social and Democratic aim<br>1.4 The functions of Education-<br>1.4.1 Functions towards the individual<br>1.4.2 Functions towards the society<br>1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic) | 10 | 2 | - | 12          |
| II<br>(15 Marks)  | <b>AGENCIES OF EDUCATION</b><br>2.1 Home<br>2.2 Educational Institution<br>2.3 State<br>2.4 UNO, UNESCO<br>2.5 Mass-media (television, radio, cinema and newspaper)<br>2.6 Internet (Wikis, Blogs, Social Networking Sites)  | 10 | 1 | - | 11          |
| III<br>(15 Marks) | <b>DIFFERENT LEVELS OF EDUCATION IN INDIA (From Pre-Primary to Higher/Tertiary level)</b><br>3.1 Pre-primary Education (Meaning,   | 10 | 1 | - | 11          |

|                          |   |           |          |          |           |
|--------------------------|---|-----------|----------|----------|-----------|
|                          | structure and aims)<br>3.2 Primary Education (Meaning, structure and aims)<br>3.3 Secondary Education (Meaning, structure and aims)<br>3.4 Higher Education (Meaning, structure and aims)   |           |          |          |           |
| <b>IV<br/>(15 Marks)</b> | <b>CURRICULUM AND EVALUATION</b><br>4.1 Concept, Nature, and Significance of curriculum<br>4.2 Curriculum and Syllabus<br>4.3 Concept, Importance, and types of co-curricular activity<br>4.4 Meaning of Measurement, Assessment and Evaluation<br>4.5 Distinguish amongst Measurement, Assessment and Evaluation | 10        | 1        | -        | 11        |
| <b>Total</b>             |   | <b>40</b> | <b>5</b> | <b>-</b> | <b>45</b> |

Where, L: Lecture, 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.
  - 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   | S   | S   | S   | S   | M   | M   |
| CO2   | S   | S   | S   | M   | M   | M   | M   |
| CO3   | S   | S   | S   | S   | M   | M   | M   |
| CO4   | S   | S   | S   | M   | S   | M   | M   |

Where, S: Strong M: Moderate

#### Suggested Readings:

1. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
2. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing.
3. Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.

4. Bhatia and Nareng(2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
5. Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.
6. Chaube and Chaube (ND). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
7. Dudeja, G. & G. Kour (2016). Curriculum Development and Assessment. Meerut: R.Lall Book Depot.
8. Goswami, A. C. (2006). Philosophical and Sociological bases of Education in Emerging India. Guwahati: Jyoti Prakashan.
9. Purkait, B.R. (2014). Principles and Practices of Education. New Delhi: New Central Book agency (P) Ltd.
10. Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
11. Saxena (2002). Philosophical and Sociological Foundations of Education. Meerut: R. Lall Book Deopt.
12. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.

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

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Educational Psychology</b>        |
| <b>Course Code</b>           | <b>: GECEDN1B</b>                      |
| <b>Nature of the Course</b>  | <b>: Generic Elective Course (GEC)</b> |
| <b>Total Credits</b>         | <b>: 03</b>                            |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In-Sem.)</b>  |

**Course Objectives:** 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):** The students will be able to-

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

LO 1.1: define meaning of Education and Psychology.

LO 1.2: discuss the functions and roles of different schools of Psychology in education.

LO 1.3: discuss the methods of Educational Psychology.

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- Maturation and Learning, Motivation and Learning and learning styles (Visual, Aural, Verbal, Physical) and their importance in education.

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: discuss the importance of emotional intelligence and social intelligence at modern time.

LO 4.4: illustrate the role of creativity and personality in education.

**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, CO3                     | CO1        | CO4   |         |          |        |
| Conceptual Knowledge          | CO1                          | CO3        |       | CO3     |          |        |
| Procedural Knowledge          | CO3                          | CO1        | CO2   | CO4     |          |        |
| Metacognitive Knowledge       | CO2                          | CO2        |       |         |          |        |

| UNITS                  | COURSE CONTENTS   | L  | T | P | Total Hours |
|------------------------|---|----|---|---|-------------|
| <b>I</b><br>(15 Marks) | <p><b>CONCEPT OF EDUCATION, PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY</b></p> <p>1.1 Meaning, Nature, Scope and Types of Educational Psychology in Ancient India.</p> <p>1.1.1 Learning as a Communal Process.</p> <p>1.1.2 Emphasis on Experiential and Contextual Learning</p> <p>1.1.3 Moral and Spiritual Education</p> <p>1.1.4 Developmental Understanding</p> <p>1.1.5 Relevance and Identity</p> <p>1.2 Meaning, Nature, Scope and Branches of Psychology</p> <p>1.3 Schools of Psychology and their bearing in education:</p> <p>1.3.1 Behaviourism</p> <p>1.3.2 Structuralism</p> <p>1.3.3 Functionalism</p> <p>1.3.4 Gestalt Psychology</p> <p>1.3.5 Psycho-analysis</p> <p>1.3.6 Constructivism</p> <p>1.4 Meaning, Nature and Scope of Educational Psychology</p> <p>1.5 Methods of Educational Psychology</p> | 10 | 1 | - | 11          |

|                           |  |    |   |   |    |
|---------------------------|--|----|---|---|----|
|                           | <p>1.5.1 Introspection method<br/>1.5.2 Observation method<br/>1.5.3 Experimental method</p> <p>1.6 Importance of Educational Psychology in classroom teaching</p>   |    |   |   |    |
| <b>II<br/>(15 Marks)</b>  | <p><b>PSYCHOLOGY OF GROWTH AND DEVELOPMENT</b></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 &amp; Environment</p> <p>2.5 Common Behavioural problems of Children (anger, aggression, truancy)</p>   | 10 | 1 | - | 11 |
| <b>III<br/>(15 Marks)</b> | <p><b>PROCESS OF LEARNING IN ANCIENT INDIA.</b></p> <p>3.1 Meaning and Nature of Learning</p> <ul style="list-style-type: none"> <li>- Holistic (Learning integrates physical, intellectual, moral, and spiritual dimensions)</li> <li>- Experiential (Learning by doing (<i>Anubhava</i>), observation, and reflection)</li> <li>- Individualized (Instruction suited to the learner's <i>Prakriti</i> (nature) and ability)</li> <li>- Value-Based (Rooted in <i>Dharma</i>, self-discipline, and respect for life)</li> </ul> <p>3.2 Factors affecting Learning</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 Maturation and learning</p> <p>3.6 Motivation and learning</p> <p>3.7 Learning Styles (Visual, Aural, Verbal, Physical)</p> | 10 | 1 | - | 11 |
| <b>IV</b>                 | <b>FEW PSYCHOLOGICAL CONCEPTS</b>  | 11 | 1 | - | 12 |

|                                     |  |           |          |          |           |
|-------------------------------------|--|-----------|----------|----------|-----------|
| <b>(15 Marks)</b>                   | <b>AND THEIR IMPORTANCE IN EDUCATION</b>                                   |           |          |          |           |
|                                     | 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 |  |           |          |          |           |
| <b>Total</b>                        |  | <b>41</b> | <b>4</b> | <b>-</b> | <b>45</b> |

Where, L: Lecture, 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.
- 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   | S   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | S   | S   | M   |

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, Shri Durga Pustak Bhandar.
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 1ST SEMESTER**

|                              |   |   |
|------------------------------|---|---|
| <b>Course Title</b>          | : | <b>PERSONAL DEVELOPMENT AND SOFT SKILLS</b> |
| <b>Course Code</b>           | : | <b>SEC 104</b>                              |
| <b>Nature of Course</b>      | : | <b>SKILL ENHANCEMENT COURSES (SEC)</b>      |
| <b>Total Credits</b>         | : | <b>3</b>                                    |
| <b>Distribution of Marks</b> | : | <b>60 (End-Sem.) + 40 (In-Sem.)</b>         |

**Course Objectives:** The course is designed to develop an understanding of the need for development of pleasing and influencing personality, leadership qualities and self development for career growth. The course will familiarize the students with the concept of hard skills and soft skills and how to accomplish personal and interpersonal trails for development of soft skills. The course also aims to develop an understanding of the important components as well as types of communication and facilitate for demonstrating effective communicative and presentation skills thereby preparing learners for the twenty first century job markets.

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

CO1: Explain Personality development, leadership qualities, and self development for career growth.

LO 1.1: describe the meaning and characteristics of a developed personality.

LO 1.2: discuss the personality types for Leadership qualities

LO 1.3: discuss the factors for pleasing and influencing personality

LO 1.4: discuss the factors for Self development

LO 1.5: prepare a holistic plan for self-improvement.

LO 1.6: describe the importance of individual Competence and Resilience

CO2: Describe hard skills and soft skills, and accomplish Personal and Interpersonal traits for development of Soft skills

LO 2.1: define hard skills and soft skills

LO 2.2: discuss the personal and interpersonal traits for development of Soft skills

LO 2.3: appraise the need of various types of soft skills demanded by employers.

CO3: Describe the important components, types and skills of Communication

LO 3.1: explain Communication and its types

LO 3.2: present the Communication structure

LO 3.3: discuss the important components of a dialogue

LO 3.4: describe Listening skills for effective communication

LO 3.5: demonstrate good presentation skills

CO4: Prepare learners for the twenty first century job market

LO 4.1: prepare job application

LO 4.2: prepare a modern C.V. for attracting employer.

LO 4.3: recognise feelings, diagnose needs and fears, and show one's ability to deal with interview anxiety.

LO 4.4: Show the Professional Etiquettes to make a lasting impression

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

|                     |          |            |       |         |          |        |
|---------------------|----------|------------|-------|---------|----------|--------|
| Knowledge Dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---------------------|----------|------------|-------|---------|----------|--------|

|                         |          |                       |          |                       |                  |  |
|-------------------------|----------|-----------------------|----------|-----------------------|------------------|--|
| Factual Knowledge       |          | CO3, CO4              |          |                       |                  |  |
| Conceptual Knowledge    | CO2, CO3 | CO1, CO2,<br>CO3, CO4 | CO1, CO3 | CO1, CO2,<br>CO3, CO4 | CO2, CO3,<br>CO4 |  |
| Procedural Knowledge    |          | CO1,CO2,<br>CO3       | CO3, CO4 | CO2, CO4              | CO3, CO4         |  |
| Metacognitive Knowledge |          |                       |          |                       |                  |  |

| UNITS                          | COURSE CONTENTS   | L  | T | P | Total Hours |
|--------------------------------|---|----|---|---|-------------|
| <b>I</b><br><b>(15 Marks)</b>  | <b>Personality Development: A Must for Career Growth</b><br>1.1 Personality Development-<br>1.1.1 Meaning and characteristics of a developed personality<br>1.1.2 Personality types for Leadership Qualities (Perfectionist, Helpers, Achievers, Romantics, Observers, Questioners, Enthusiasts or Adventurers, Bosses or Asserters, Mediators or Peacemakers)<br>1.1.3 Developing Pleasing and Influencing Personality<br>(a) Factors of Pleasing Personality<br>(b) Develop your positive outlook<br>(c) Developing emotional intelligence<br>1.2 Self Development and Personal Effectiveness<br>1.2.1 Factors of Self-development<br>1.2.2 Holistic action plan for Self Improvement<br>1.2.3 Develop Personal Competence for Success<br>1.2.4 Develop Personal Resilience | 10 | 1 | 2 | 13          |
| <b>II</b><br><b>(15 Marks)</b> | <b>Soft Skills: Demanded by Every Employer</b><br>2.1 Understanding Hard Skills and Soft Skills<br>2.2 Classification of Soft Skills<br>2.2.1 Personal traits:<br><ul style="list-style-type: none"> <li>• Time Management</li> <li>• Attitude</li> <li>• Responsibility</li> <li>• Ethics, Integrity and Values</li> <li>• Self Confidence and Courage</li> <li>• Consistency and Predictability</li> </ul> 2.2.2 Interpersonal traits:<br><ul style="list-style-type: none"> <li>• Teamwork and interpersonal skills</li> <li>• Communication and networking</li> <li>• Empathy and listening skills</li> <li>• Problem solving, troubleshooting and speed-reading</li> <li>• Leadership</li> </ul>   | 10 | 1 | - | 11          |

|                                 |   |           |          |          |           |
|---------------------------------|---|-----------|----------|----------|-----------|
| <b>III</b><br><b>(15 Marks)</b> | <b>Communication and Presentation Skills</b><br>3.1 Structuring communication: Introduction, Main body, Summary, Keeping it short and simple<br>3.2 Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.<br>3.3 Non Verbal Communication: Expression, Posture, gait, Body language, Eye Contact and Hand shake.<br>3.4 Listening Skills –(a) Importance of Listening for Effective Communication (b) Active, Passive and Reflective Listening<br>3.5 Presentation Skill- (a) Essential Characteristics of a Good Presentation (b) Common Mistakes in Presentation   | 10        | -        | 2        | 12        |
| <b>IV</b><br><b>(15 Marks)</b>  | <b>Preparation for the Job Market</b><br>4.1 Skills for writing Job applications<br>4.2 Preparing your curriculum vitae (C.V.) and Résumé<br>(a) The Strategy for Résumé Writing<br>(b) Writing Career Objective or SOPs (Statements of purpose)<br>(c) Writing a modern Résumé<br>4.3 Preparing For Job Interview<br>(a) Types of Interview<br>(b) Prior preparation for Interview (From shoes to Dress Code, Body Language)<br>(c) Presenting your-self at the job interview- Introducing oneself at the interview<br>(d) Group discussion<br>4.4 Professional Etiquettes<br>a) How to present yourself to people: seniors, co-workers, parents, subordinates and students<br><ul style="list-style-type: none"> <li>• Greetings, Introductions, Announcements</li> <li>• The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation.</li> <li>• Self Esteem and Assertive skills: passive and aggressive versus assertive.</li> </ul> b) E-Mail etiquette<br><ul style="list-style-type: none"> <li>• Sending effective messages</li> <li>• Responding to messages</li> <li>• Organising the different parts of an email.</li> </ul> | 9         | 1        | 2        | 12        |
| <b>Total</b>                    |   | <b>39</b> | <b>3</b> | <b>6</b> | <b>48</b> |

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

**Modes of In-Semester assessment**

(1) Two In-semester tests- (10+10)

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

- Presentation on Communication Structure

**40 marks**

20 marks

20 marks

- Preparation of a self-improvement plan
- Preparing a C.V.
- Appearing in a Mock Interview
- Assignment on any one of the topic of the course.
- Seminar on any one of the topic of the course.
- Group discussion 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   | M   | S   | S   | S   |
| CO2   | M   | M   | M   | S   | S   | S   | S   |
| CO3   | S   | M   | M   | S   | S   | S   | S   |
| CO4   | S   | M   | M   | M   | S   | S   | S   |

Where S: Strong, M: Moderate

#### Suggested Readings:

1. Bolles, Richard. Nelson. 2008, *What Color is your parachute: A Practical Manual for Job-hunters and Career-Changers*. Simon and Schuster (Aus) ISBN 9781580087278
2. Harris, Thomas. A. 1995, *I'm OK- You're OK*. Arrow Books, Cox& Wyman Ltd, Reading, Berkshire
3. Kapoor, S. 2019, *Personality Development and Soft Skills*. I.K. International Pvt. Ltd., New Delhi, ISBN 978-93-89583-09-0.
4. Mitra, K. Barun. 2021, *Personality Development and Soft Skills*. Oxford University Press, New Delhi, ISBN-13:978-0-19-945974-2.
5. Sahu, S.K. 2021, *Personality Development and Soft Skills*. Notion press.com, ISBN 9-79-8885-210928.
6. Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India.
7. Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: Amrit Prakashan
8. Sullivan, Debra. R. 2006, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers

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## B.A. IN EDUCATION PROGRAMME (FYUGP)

### DETAILED SYLLABUS OF 2ND SEMESTER

**Course Title : Foundations of Education-II**

**Course Code : EDNC2**

**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):** The 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.

LO 2.3: discuss the organization process of 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 need and importance of population education, environmental education and peace education in the present context of the society.

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

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

LO 4.1: explain the importance of NAAC, IQAC, Criteria Based Assessment and Gunotsav in assessing 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 based on Revised Bloom’s Taxonomy:**

| Knowledge Dimension     | Remember | Understand      | Apply | Analyse | Evaluate | Create |
|-------------------------|----------|-----------------|-------|---------|----------|--------|
| Factual Knowledge       | CO3      | CO1,CO2,<br>CO3 |       | CO3,CO4 |          |        |
| Conceptual Knowledge    |          | CO2, CO4        |       | CO3,CO4 |          |        |
| Procedural Knowledge    | CO2      |                 |       |         |          |        |
| Metacognitive Knowledge |          |                 |       |         |          |        |

| UNITS                    | COURSE CONTENTS   | L         | T         | P | Total Hours |
|--------------------------|---|-----------|-----------|---|-------------|
| <b>I<br/>(15 Marks)</b>  | <b>DEVELOPMENT OF INDIAN EDUCATION</b><br>1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education<br>1.2 Development of Modern Indian Education<br>*Early Efforts of Missionaries<br>* Charter Act, 1813<br>* Macaulay’s Minute, 1835<br>1.3 Wood’s Despatch, 1854<br>1.4 Hunter Commission, 1882<br>1.5 Gokhale’s Bill, 1910-11<br>1.6 Basic Education, 1937<br>1.7 Sargent Committee Report, 1944  | <b>13</b> | <b>02</b> | - | <b>15</b>   |
| <b>II<br/>(15 Marks)</b> | <b>CURRICULUM</b><br>2.1 Concept of Curriculum: Meaning and definitions<br>2.2 Characterisation of Curriculum<br>o Curriculum as ‘Currere’<br>o Curriculum as subject/content<br>o Curriculum as experience<br>o Curriculum as cultural construct<br>2.3 Curriculum, Text book and Syllabus<br>2.4 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum<br>2.5 Concept of Integrated and Holistic Curriculum (NEP 2020)<br>2.6 Concept and types of co-curricular activities<br>2.7 Importance of co-curricular activities | <b>13</b> | <b>02</b> | - | <b>15</b>   |

|                               |  |           |           |          |           |
|-------------------------------|--|-----------|-----------|----------|-----------|
|                               | 2.8 Organization of co-curricular activities   |           |           |          |           |
| <b>III<br/>(15<br/>Marks)</b> | <b>SOME GLOBAL ISSUES IN INDIAN EDUCATION</b><br>3.1 Globalization: Concept and its impact on education<br>3.2 Privatization: Concept and its impact on education<br>3.3 Liberalization: Concept and its impact on education<br>3.4 Sustainable Development Goals 4 and Indian Education<br>3.5 Population Education: Concept, importance and strategies<br>3.6 Environmental Education: Concept, importance and principles<br>3.7 Peace Education: Concept, importance and strategies<br>3.8 International Student Mobility and Indian Scenario                               | <b>13</b> | <b>02</b> | <b>-</b> | <b>15</b> |
| <b>IV<br/>(15<br/>Marks)</b>  | <b>CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION</b><br>4.1 Assessment and Accreditation of Educational Institutions-<br>* NAAC- IQAC, Criteria Based Assessment and its impact on HEIs<br>*Gunotsav- Thrust Areas and its Impact on Schools<br>4.2 Online and Digital Education-<br>*Virtual Teaching- Concept, importance, challenges and strategies<br>*MOOC: Concept and importance<br>*SWAYAM: Concept and Importance<br>*Open Book Examination (OBE): Concept, Importance, merits and demerits.<br>4.3 Education-Industry Link: Concept, importance and challenges | <b>13</b> | <b>02</b> | <b>-</b> | <b>15</b> |
|                               | <b>Total</b>   | <b>52</b> | <b>08</b> | <b>-</b> | <b>60</b> |

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   | S   | M   | M   | M   |
| CO2   | S   | M   | S   | S   | S   | M   | S   |
| CO3   | S   | M   | S   | S   | M   | M   | M   |
| CO4   | S   | M   | S   | S   | M   | M   | M   |

**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: Shipra Publication.
3. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Agarwal, P., Said, M., Schoole, C., Sirozie, M. & de Wit, H. (2007) The Dynamics of International Student 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: Vikas Publishing House Pvt. Ltd.
6. Collins, F. L. (2008). Bridges to learning: international student motilities, education agencies and inter- personal 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 Educ Eval 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 Sudhansu Sekhar (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.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 2<sup>ND</sup> SEMESTER**

**Course Title : Psychological Foundations of Education**

**Course Code : MINEDN2**

**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 meaning and nature of psychology, different schools of psychology and their contribution to education. The course will acquaint the students with the meaning, nature, scope and importance of Educational Psychology along with the concepts like learning, intelligence, creativity and personality and the theories related to each of these. The course will develop an understanding of mental health and hygiene and the measures to maintain mental health in school.

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

**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: define the meaning and nature of learning

LO 2.2: identify the factors of learning

LO 2.3: classify the types of learning

LO 2.4: explain the theories of learning

LO 2.5: describe the meaning and role of motivation in learning

LO 2.6: differentiate between attention and interest; memory and 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 state characteristics 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  
 LO 4.7: differentiate instinct and emotion  
 LO 4.8: explain educationally significant instinct and provisions for training  
 LO 4.9: relate instincts and emotion  
 LO 4.10: apply the emotional training in the classroom

| UNITS                     | COURSE CONTENTS   | L  | T  | P | Total Hours |
|---------------------------|---|----|----|---|-------------|
| <b>I<br/>(15 Marks)</b>   | <b>PSYCHOLOGY AND EDUCATION</b><br>1.1 Meaning and nature of Psychology<br>1.2 Schools of Psychology: <ul style="list-style-type: none"> <li>• Behaviourism</li> <li>• Structuralism</li> <li>• Functionalism</li> <li>• Gestalt Psychology</li> <li>• Psycho-analysis</li> <li>• Constructivism</li> </ul> 1.3 Meaning, nature and scope of Educational Psychology<br>1.4 Importance of Educational Psychology in classroom teaching   | 13 | 02 | - | 15          |
| <b>II<br/>(15 Marks)</b>  | <b>LEARNING AND MOTIVATION</b><br>2.1 Meaning and nature of learning.<br>2.2 Factors of Learning: Home, School, Mass Media, Intelligence<br>2.3 Types of learning: cognitive, affective and psycho-motor learning<br>2.4 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory<br>2.5 Thorndike's Laws of learning<br>2.6 Motivation: Meaning and role in learning.<br>2.7 Attention and Interest: Meaning and role in learning<br>2.8 Memory and Learning  | 13 | 02 | - | 15          |
| <b>III<br/>(15 Marks)</b> | <b>INTELLIGENCE AND CREATIVITY IN ANCIENT INDIA</b><br>3.1 Meaning and nature of intelligence<br>- Holistic ( Intelligence includes cognitive, emotional, moral, social, and spiritual abilities)<br>- Contextual (Intelligence is shaped by one's environment, community, and experience)<br>- Value-Based (True intelligence is used for righteous living ( <i>Dharma</i> ) and compassion)<br>- Experiential (Knowledge arises from lived experiences, observation, and participation)<br>- Intuitive (Insight ( <i>Prajñā</i> ) and inner wisdom are valued equally with logic and reason)<br>3.2 Factors of Intelligence: Heredity and Environment<br>3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI)<br>3.4 Concept of Emotional Intelligence<br>3.5 Creativity: Meaning and nature<br>- Spiritual (Creativity is a divine energy that flows through the individual) | 13 | 02 | - | 15          |

|                          |  |           |           |          |           |
|--------------------------|--|-----------|-----------|----------|-----------|
|                          | <ul style="list-style-type: none"> <li>- Moral Purpose (Used to serve humanity and promote balance in nature)</li> <li>- Experiential (Emerges through lived experiences, observation, and reflection)</li> <li>- Collaborative (Creativity often arises within the community (e.g., crafts, music, storytelling).</li> <li>- Cultural Continuity (Creativity sustains traditions, rituals, and ecological harmony)</li> </ul> <p>3.6 Process and Product of creativity<br/> 3.7 Nurturing Creativity in Classrooms<br/> 3.8 Education of Exceptional children: Creative child, Gifted and Slow learner, Educable, trainable, mentally challenged.</p>   |           |           |          |           |
| <b>IV<br/>(15 Marks)</b> | <b>PERSONALITY AND MENTAL HEALTH</b><br>4.1 Meaning and Characteristics of personality<br>4.2 Factors of personality <ul style="list-style-type: none"> <li>• Physical.</li> <li>• Mental.</li> <li>• Social.</li> <li>• Emotional.</li> </ul> 4.3 Type Theories of Personality.<br>-Hippocrates, Sheldon, Kretchmer, Spranger and Jung<br>4.4 Trait theories of personality: Cattell and Eysenck<br>4.5 Concept of balanced mature personality<br>4.6 Concept of mental health and mental hygiene<br>4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation<br>4.8 Concept of Instinct and Emotion.<br>4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).<br>4.10 Relation between Instincts and Emotion.<br>4.11 Importance of Emotional training in the classroom. | 13        | 02        | -        | 15        |
|                          | <b>Total</b>   | <b>52</b> | <b>08</b> | <b>-</b> | <b>60</b> |

### 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 | CO1, CO2, CO3      |          |        |
| Conceptual Knowledge    |                    | CO1, CO2, CO3, CO4 | CO3, CO4 | CO1, CO2, CO3, CO4 |          |        |
| Procedural Knowledge    |                    |                    | CO3, CO4 | CO3, CO4           |          |        |
| Metacognitive Knowledge |                    |                    |          |                    |          |        |

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   | S   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | S   | S   | M   |

Where, S=Strong M=Moderate

**Suggested Readings:**

1. Agarwal, J.C. (2004). Essentials of Educational Psychology, published by Vikas Publishing House. New Delhi
2. Agarwal1a, 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 PustakBhandar, 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.

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

|                              |   |  |
|------------------------------|---|--|
| <b>Course Title</b>          | : | <b>Introduction to Positive Psychology</b> |
| <b>Course Code</b>           | : | <b>GEC -2A</b>                             |
| <b>Nature of Course</b>      | : | <b>Generic Elective Course (GEC)</b>       |
| <b>Total Credits</b>         | : | <b>3 credits</b>                           |
| <b>Distribution of Marks</b> | : | <b>60 (End-Sem.) + 40 (In-Sem.)</b>        |

**Course Objectives:** This course is designed to familiarize the students with the concept of Positive Psychology, its need, importance and application in life. The course aims to develop an understanding of the various aspects of Positive Emotions and Positive Traits and their importance, different components of psychological capital. The course will acquaint the students with the concepts like stress, stress management, conflict management and post traumatic growth leading to psychological adjustment.

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

CO1 Explain the various concepts of Positive Psychology

The students will be able to

LO1 define the concept and goals and scope of positive psychology

LO2 describe the development of Positive Psychology

LO3 identify techniques of Positive Psychology Coaching

CO2 Discuss various positive emotions and positive traits

LO1 describe the concept of Positive Emotions and Positive Traits

LO3 explain the Broaden and Build Theory of Positive Emotions

LO4 demonstrate Resilience, Empathy, Gratitude and Forgiveness in their daily life

CO3 Demonstrate the psychological capitals in their lives

LO1 identify personal character strengths and explain their relationship with work satisfaction

LO2 demonstrate positive team culture, mindfulness and ability to set goals.

LO3 practice optimism, self esteem and self efficacy

CO4 Apply psychological adjustment in their lives.

LO1 demonstrate stress management, conflict management

LO2 practice post traumatic growth, coping strategy and problem-solving skills.

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

| Knowledge Dimension     | Remember | Understand       | Apply            | Analyse | Evaluate | Create |
|-------------------------|----------|------------------|------------------|---------|----------|--------|
| Factual Knowledge       |          |                  |                  |         |          |        |
| Conceptual Knowledge    | CO1      | CO2, CO3,<br>CO4 |                  |         |          |        |
| Procedural Knowledge    |          |                  | CO2, CO3,<br>CO4 |         |          |        |
| Metacognitive Knowledge |          |                  | CO3, CO4         |         |          |        |

| UNITS                          | COURSE CONTENTS  | L         | T        | P  | Total Hours |
|--------------------------------|--|-----------|----------|----|-------------|
| <b>I</b><br><b>(15 Marks)</b>  | <b>POSITIVE PSYCHOLOGY</b><br>1.1 Introduction to concept and goals of positive psychology<br>1.2 Nature and Scope of positive psychology<br>1.3 History of Positive Psychology<br>1.4 Positive Psychology and life Coaching<br>1.5 Essential Techniques of Positive Psychology Coaching<br>1.6 Integrating Positive Psychology in practice  | <b>10</b> | <b>1</b> | -  | <b>11</b>   |
| <b>II</b><br><b>(15 Marks)</b> | <b>POSITIVE EMOTIONS AND POSITIVE TRAITS</b><br>2.1 Concept of Positive Emotions and Positive Traits<br>2.2 The Broaden and Build Theory of Positive Emotions<br>2.3 Influence of Positive Emotions<br>2.4 Positive Emotions and Health Resources: Physical, Psychological and Social Resources<br><b>2.5 Developing Positive Traits(Concept, Types and Benefits)</b><br><b>2.5.1 Resilience</b> | <b>12</b> | <b>2</b> | -- | <b>14</b>   |

|                           |  |           |          |           |           |
|---------------------------|--|-----------|----------|-----------|-----------|
|                           | 2.5.2 Empathy<br>2.5.3 Gratitude<br>2.5.4 Forgiveness<br>2.6 Wellbeing   |           |          |           |           |
| <b>III<br/>(15 Marks)</b> | <b>BUILDING PSYCHOLOGICAL CAPITAL</b><br>3.1 Identify personal character strengths and understand their relationship with work satisfaction<br>3.2 Developing positivity and a positive team culture<br>3.3 Mindfulness and Positive Thinking<br>3.4 Optimism and quality of life<br>3.5 Self Esteem and Self Efficacy<br>3.6 Pursuit of Happiness<br>3.7 Setting Goals for Life and Happiness | <b>8</b>  | <b>1</b> | <b>--</b> | <b>9</b>  |
| <b>IV<br/>(15 Marks)</b>  | <b>PSYCHOLOGICAL ADJUSTMENT</b><br>4.1 Stress and Stress Management<br>4.2 Conflict and Conflict management<br>4.3 Post Traumatic Growth (PTG)& Benefit Finding<br>4.4 Post Traumatic Growth, Models of PTG as a Coping Strategy<br>4.5 Problem solving Skills<br>4.6 Barriers to Problem solving  | <b>10</b> | <b>1</b> | <b>--</b> | <b>11</b> |
| <b>Total</b>              |  | <b>40</b> | <b>5</b> | <b>--</b> | <b>45</b> |

*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
  - preparation and presentation of paper on any topic related to the Course content.
  - maintaining a well being diary and evaluation of the diary
  - doing the exercises related to Resilience, Empathy, Gratitude, Forgiveness and maintaining records
  - taking positive psychology sessions for others (school students)

**Mapping of Course Outcomes to Program Outcomes:**

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

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| CO4 | M | S | M | M | S | S | M |
| CO5 | M | M | S | S | S | M | S |

Where **S: Strong, M: Moderate**

**Suggested Readings:**

1. Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
2. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
3. Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
4. Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.
5. Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
7. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
8. Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
9. Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
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**B.A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 2ND SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: History of Indian Education</b>   |
| <b>Course Code</b>           | <b>: GECEDN2B</b>                      |
| <b>Nature of Course</b>      | <b>: Generic Elective Course (GEC)</b> |
| <b>Total Credits</b>         | <b>: 03</b>                            |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In-Sem.)</b>  |

**Course Objectives:** This course is designed to familiarize the students with the concepts and salient features of Vedic, Buddhist and Islamic education system in India. The course will develop and understanding of the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance. The course will also familiarize the students with the educational activities of the Missionaries in India and introduce them to the Charter Act of 1813.

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

CO1: Describe the development of Vedic Education System:

- ILO 1.1: describe the development of Vedic Educational System.
- ILO 1.2: describe the salient features of Vedic Educational System.
- ILO 1.3: discuss the educational implications of Vedic Educational System.
- ILO 1.4: analyse the relevance of Vedic Educational System.
- ILO 1.5: discuss the strength and weakness of Vedic Education system.

CO 2: Describe the development of Buddhist Education System:

ILO 2.1: describe the development of Buddhist Educational System.

ILO 2.2: describe the salient features of Buddhist Educational System.

ILO 2.3: discuss the educational implications of Buddhist Educational System.

ILO 2.4: analyse the relevance of Buddhist Educational System.

ILO 2.5: discuss the strength and weakness of Buddhist Education system.

CO 3: Describe the development of Islamic Education System:

ILO 3.1: describe the development of Islamic Educational System.

ILO 3.2: describe the salient features of Islamic Educational System.

ILO 3.3: discuss the educational implications of Islamic Educational System.

ILO 3.4: analyse the relevance of Islamic Educational System.

ILO 3.5: discuss the strength and weakness of Islamic Education system.

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

ILO 4.1: explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.

ILO 4.2: explain the educational activities of the Missionaries in India with special reference to Assam.

ILO 4.3: describe the Charter Act of 1813.

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

| Cognitive Knowledge Dimension  | Cognitive Process Dimensions |                    |                    |               |          |        |
|--------------------------------|------------------------------|--------------------|--------------------|---------------|----------|--------|
|                                | Remember                     | Understand         | Apply              | Analyse       | Evaluate | Create |
| <b>Factual Knowledge</b>       | CO1, CO2, CO3, CO4           | CO1, CO2, CO3, CO4 | CO1, CO2, CO3, CO4 | CO1, CO2, CO3 |          |        |
| <b>Conceptual Knowledge</b>    | CO1, CO2, CO3, CO4           | CO1, CO2, CO3, CO4 | CO1, CO2, CO3, CO4 | CO1, CO2, CO3 |          |        |
| <b>Procedural Knowledge</b>    |                              |                    |                    |               |          |        |
| <b>Metacognitive Knowledge</b> |                              |                    |                    |               |          |        |

| Units             | COURSE CONTENTS  | L  | T  | P | Total Hours |
|-------------------|--|----|----|---|-------------|
| I<br>(15 Marks)   | <b>Development of Vedic Education System</b><br>1.1 Composition of Vedas<br>1.2 Purpose of studying Vedas<br>1.3 Concept of Vedic Education System<br>1.4 Some terms of Vedic Education system-<br>(Brahmacharyya, Brahmabadini, Brahmana, Three Debts, Third Eye, Upanishada, Verna System, Swadhyaya or Self learning, Upanayana, Samavartana)<br>1.5 Salient Features of Vedic System of Education<br>1.6 Basic Aims and Objectives of Vedic Education<br>1.7 System of Administration and Finance<br>1.8 Methods of Teaching<br>1.9 Types of Educational Institutions<br>1.10 Curriculum<br>1.11 Teacher-Pupil Relationship<br>1.12 Women's Education<br>1.13 Educational Centres of the Hindus in Ancient India-<br>1.13.1 Takshasila or Taxila<br>1.13.2 Banaras or Varanasi<br>1.13.3 Mithila<br>1.13.4 Navadwip or Nadia<br>1.14 Strength and Weakness of Vedic Education system | 10 | 03 | - | 13          |
| II<br>(15 Marks)  | <b>Development of Buddhist Education System</b><br>2.1 Introduction to Buddhism<br>2.2 Buddhist Education System: Concept and salient features<br>2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada)<br>2.4 Aims and Objectives of Buddhist Education System<br>2.5 Organisation of Buddhist Education System<br>2.6 System of Administration and Finance<br>2.7 Curriculum<br>2.8 Methods of Teaching<br>2.9 Types of Educational Institutions<br>2.10 Teacher-Pupil Relationship<br>2.11 Women's Education<br>2.12 Educational Centres of Buddhist Education system<br>2.12.1 Nalanda<br>2.12.2 Vikramsila<br>2.12.3 Valabhi<br>2.13 Strength and weakness of Buddhist Education system.  | 10 | 02 | - | 12          |
| III<br>(15 Marks) | <b>Development of Islamic Education System</b><br>3.1 Islamic System of Education with special reference to its:<br>3.1.1 Salient Features   | 08 | 02 | - | 10          |

|                  |  |    |    |   |    |
|------------------|--|----|----|---|----|
|                  | 3.1.2 Aims and Objectives<br>3.1.3 System of Administration and Finance<br>3.1.4 Types of Educational Institutions<br>3.1.5 Pupil-Teacher Relationship<br>3.1.6 Methods of Teaching<br>3.1.7 Curriculum<br>3.1.8 Women's Education<br>3.1.9 Strengths and weaknesses.  |    |    |   |    |
| IV<br>(15 Marks) | <b>Emergence of Modern Education in India</b><br>4.1 Indigenous Education System of India:<br>4.1.1 Meaning of Indigenous Education system<br>4.1.2 Types of Indigenous educational institutions<br>4.1.3 Causes of downfall of Indigenous Education system<br>4.1.4 Relevance of Indigenous Education system<br>4.2 Educational activities of Christian Missionaries and East India Company<br>4.2.1 The Missionaries (Portuguese, Dutch, British, Denis, and French)<br>4.2.2 Centres of Missionary Education (Madras, Calcutta, and Bombay)<br>4.3 Educational activities of the Missionaries in Assam<br>4.4 Charter Act of 1813 | 08 | 02 | - | 10 |
| Total            |  | 36 | 09 | - | 45 |

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) 20Marks
- 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   | M   | S   | S   | S   | S   |
| CO2   | S   | M   | M   | S   | S   | S   | S   |
| CO3   | S   | M   | M   | S   | S   | S   | S   |

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| CO4 | S | M | M | S | 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, Vinod Pustak Mandir.
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). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
15. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic Pub.
16. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.

17. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

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

|                              |   |
|------------------------------|---|
| <b>Course Title</b>          | <b>: ICT in Education</b>               |
| <b>Course Code</b>           | <b>: SEC204</b>                         |
| <b>Nature of Course</b>      | <b>: Skill Enhancement Course (SEC)</b> |
| <b>Total Credits</b>         | <b>: 03</b>                             |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In Sem.)</b>   |

**Course Objectives:** This course aims to develop skills in handling ICT devices in the field of education. It explores ICT's use in teaching-learning, research and educational management.

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

CO 1: Explain the concept and features of ICT.

LO 1.1: Describe the concept and features of ICT

LO 1.2: Identify the ICT devices and tools used in education.

CO 2: Discuss the role of ICT in educational settings.

LO 2.1: Explain the role of ICT in the teaching-learning process

LO 2.2: identify the merits and demerits of using ICT in Education.

CO 3: Demonstrate the skill of using ICT in the field of education

LO 3.1: Demonstrate the skill of using ICT devices in the teaching-learning

process  
LO 3.2: Develop a teaching plan using a Learning Management system

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

| Knowledge Dimension     | Remember | Understand | Apply | Analyse | Evaluate | Create |
|-------------------------|----------|------------|-------|---------|----------|--------|
| Factual Knowledge       | CO1      | CO 1       | CO1   |         |          |        |
| Conceptual Knowledge    |          | CO 2       |       | CO 2    |          |        |
| Procedural Knowledge    |          |            | CO 3  |         |          | CO 3   |
| Metacognitive Knowledge |          |            |       |         |          |        |

| <b>UNITS</b>              | <b>COURSE CONTENTS</b>   | <b>L</b>  | <b>T</b> | <b>P</b>  | <b>Total</b> |
|---------------------------|--|-----------|----------|-----------|--------------|
| <b>I<br/>(10 marks)</b>   | <b>INTRODUCTION TO ICT</b> <ul style="list-style-type: none"> <li>○ Concept and features of ICT</li> <li>○ Introduction to ICT devices : Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smartboard</li> <li>○ Concept of Computer Assisted Learning.</li> <li>○ Role of ICT in Teaching Learning process</li> <li>○ Concept and Elements of e-learning</li> <li>○ Understanding Internet as source of e-learning</li> </ul>            | <b>8</b>  | <b>3</b> | <b>-</b>  | <b>11</b>    |
| <b>II<br/>(16 marks)</b>  | <b>APPLICATION OF ICT IN EDUCATION</b> <ul style="list-style-type: none"> <li>○ Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint</li> <li>○ E-ways of Learning:E-content and E-book</li> <li>○ E-Learning through Mobile apps</li> <li>○ E-content design-graphic, audio-video</li> </ul>   | <b>4</b>  | <b>1</b> | <b>8</b>  | <b>13</b>    |
| <b>III<br/>(17 marks)</b> | <b>APPLICATION OF ICT IN TEACHING-LEARNING</b> <ul style="list-style-type: none"> <li>○ Teaching Learning in Virtual Classroom</li> <li>○ Blended learning and flipped classroom</li> <li>○ Learning Management System(LMS) through Google classroom, Moodle</li> <li>○ Concept, importance and application of MOOCs</li> <li>○ SWAYAM as e-learning platform</li> </ul>   | <b>5</b>  | <b>1</b> | <b>8</b>  | <b>14</b>    |
| <b>IV<br/>(17 marks)</b>  | <b>ISSUES OF ICT IN EDUCATION</b> <ul style="list-style-type: none"> <li>○ Globalization and ICT</li> <li>○ Intellectual Property Right(IPR):Copyright</li> <li>○ Trademark, Patent.</li> <li>○ Concept of Open Education Resources and its application</li> <li>○ Online Repositories and Online Libraries</li> <li>○ Concept of creative common</li> <li>○ Ethical issues for E learner–Learning and Research</li> <li>○ Issues and challenges of use of ICT in Indian Education system</li> </ul> | <b>12</b> | <b>2</b> | <b>2</b>  | <b>16</b>    |
|                           | <b>Total</b>   | <b>29</b> | <b>7</b> | <b>18</b> | <b>54</b>    |

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

**Mode of In-Semester Assessment**

**40 Marks**

- 1) Two Sessional tests -(10+10) 20 Marks
- 2) Any two Assessment activity of the followings- (10+10) 20 Marks
  - Home assignment on any one of the topics of the course.
  - Power Point presentation by using ICT tools
  - Participate in any online course of minimum one week duration
  - Any other activities 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   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |

Where S: Strong, M: Moderate

**Suggested Readings:**

1. Singh,R.(2021).Information Communication Technology.[https://www.researchgate.net/publication/350087090\\_INFORMATION\\_COMMUNICATION\\_TECHNOLOGY](https://www.researchgate.net/publication/350087090_INFORMATION_COMMUNICATION_TECHNOLOGY)
2. Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal ofAppliedandAdvancedResearch*,3,S45-S47.<http://dx.doi.org/10.21839/jaar.2018.v3iS1.169>
3. Farooq, M.,Kawoosa, H.S. &Muttoo, M.A. (2017). CAL: Computer Assisted Learning.*InternationalJournalofComputerScienceandMobileComputing*,6(6),254-258.<https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>
4. Singh,T.(2019).MassiveOpenOnlineCourses:ConceptandImplications. *IndianPediatrics*,56,489-495.<http://dx.doi.org/10.1007/s13312-019-1575-6>
5. ICSI(2015).INTELLECTUALPROPERTYRIGHTS-LAWANDPRACTICE.<https://www.icsi.edu/media/website/IntellectualPropertyRightLaws&Practice.pdf>
6. Havemann, L. (2016). Open Educational Resources. In M. A. Peters (Ed.),*EncyclopediaofEducationalPhilosophyandTheory*.Singapore:SpringerS

ingapore.[http://doi.org/10.1007/978-981-287-532-7\\_218-1](http://doi.org/10.1007/978-981-287-532-7_218-1)

7. [https://wiki.creativecommons.org/images/3/35/Creativecommons-what-is-creative-commons\\_eng](https://wiki.creativecommons.org/images/3/35/Creativecommons-what-is-creative-commons_eng).
8. Singh, T. (2019). Massive Open Online Courses: Concept and Implications. *Indian Pediatrics*, 56, 489-495. <http://dx.doi.org/10.1007/s13312-019-1575-6>
9. ICSI (2015). INTELLECTUAL PROPERTY RIGHTS- LAW AND PRACTICE. <https://www.icsi.edu/media/website/IntellectualPropertyRightLaws&Practice.pdf>
10. Havemann, L. (2016). Open Educational Resources. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Singapore: Springer Singapore. [http://doi.org/10.1007/978-981-287-532-7\\_218-1](http://doi.org/10.1007/978-981-287-532-7_218-1)
11. [https://wiki.creativecommons.org/images/3/35/Creativecommons-what-is-creative-commons\\_eng](https://wiki.creativecommons.org/images/3/35/Creativecommons-what-is-creative-commons_eng).

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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 3rd SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Philosophical and Sociological Bases of Education</b> |
| <b>Course Code</b>           | <b>: EDNC3</b>   |
| <b>Nature of Course</b>      | <b>: Major</b>   |
| <b>Total Credits</b>         | <b>: 4 credits</b>   |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>                      |

**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):** The 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-Yoga and Vedanta.
- LO 1.2: explain the influence of Buddhism on education in India.
- LO 1.3: discuss the impact of Indian schools of 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: explain Conflict Theory and Consensus Theory along with their merits & demerits.
- LO 3.2: examine the role of education in socialization process.
- LO 3.3: discuss the role of education in preservation, transformation, and promotion of culture.
- LO 3.4: examine the role of education in social change and social mobility.
- LO 3.5: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: explain the importance of constitutional values i.e. Equality, Freedom, Justice, Fraternity, Secularism, Human Rights in India.

- LO 4.2: discuss the role of education in inculcating democratic values in India.  
 LO 4.3: describe the nature of education in totalitarian society and communist society.  
 LO 4.4: examine the role of education in a secular society.

**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,  |          |        |
| Conceptual Knowledge    |          | CO3,CO4    |       | CO3, CO4, |          |        |
| Procedural Knowledge    | CO3      |            | CO3   |           |          |        |
| Metacognitive Knowledge |          |            |       |           |          |        |

| UNITS                        | COURSE CONTENTS   | L         | T         | P        | TOTAL HOURS |
|------------------------------|---|-----------|-----------|----------|-------------|
| <b>I<br/>(15<br/>Marks)</b>  | <b>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</b><br>1.1 Basic features and classification of Indian Philosophy<br>1.2 Yoga: a) the Hathayoga and Rajayoga.<br>b) The Astangika Yoga.<br>c) Influence of Yoga in education.<br>1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.<br>1.4 Buddhism: a) Four noble truths of Buddha<br>b) Middle Path<br>c) Influence in education.<br>1.5 Impact of Indian schools of philosophy in present system of education in India. | <b>14</b> | <b>01</b> | <b>-</b> | <b>15</b>   |
| <b>II<br/>(15<br/>Marks)</b> | <b>WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION</b><br>2.1 Basic features of Western Philosophy<br>2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education.<br>2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education<br>2.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education    | <b>14</b> | <b>01</b> | <b>-</b> | <b>15</b>   |

|                           |  |           |           |          |           |
|---------------------------|--|-----------|-----------|----------|-----------|
|                           | 2.5 Impact of Western schools of philosophy in present system of Indian education.   |           |           |          |           |
| <b>III<br/>(15 Marks)</b> | <b>UNDERSTANDING EDUCATION AND SOCIETY</b><br>3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory- their concepts, features, merits & demerits)<br>3.2 Education and Socialisation:<br>3.2.1 Meaning and process of socialisation<br>3.2.2 Agencies of socialisation - Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media)<br>3.2.3 Education as a socialisation process<br>3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology.<br>3.4 Social Change: meaning & factors, role of education in social change<br>3.5 Social Mobility: meaning, types, role of education in social mobility<br>3.6 Economic Development- meaning, factors, role of education<br>3.7 Education as process of Human Resource Development | <b>14</b> | <b>01</b> | <b>-</b> | <b>15</b> |
| <b>IV<br/>(15 Marks)</b>  | <b>EDUCATION AND POLITICAL IDEOLOGIES</b><br>4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights<br>4.2 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.<br>4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society<br>4.4 Communism: Concept of Communism, basic features, nature of education in Communist society<br>4.5 Secularism: Meaning and Role of education in secular society   | <b>14</b> | <b>01</b> | <b>-</b> | <b>15</b> |
|                           | <b>Total</b>   | <b>56</b> | <b>04</b> | <b>-</b> | <b>60</b> |

Where,                      **L: Lectures**                      **T: Tutorials**                      **P: Practical**

**Modes of In-Semester Assessment:**

- |  |                 |
|--|-----------------|
| 1) Two In-semester tests – (10+10)   | <b>40 Marks</b> |
| 2) Any two of the following activities listed below – (10+10)  | <b>20 Marks</b> |
| <ul style="list-style-type: none"> <li>• Group discussion on any one of the topics of the course.</li> <li>• Seminar on any one of the topics of the course.</li> <li>• Debate on any one of the topics of the course.</li> <li>• Assignment on any one of the topics of the course.</li> <li>• Project on any relevant topics of the course.</li> </ul> | <b>20 Marks</b> |

- 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   | M   | M   |
| CO2   | S   | M   | S   | S   | M   | M   | M   |
| CO3   | S   | M   | S   | S   | M   | M   | M   |
| CO4   | S   | M   | S   | S   | M   | M   | M   |

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: The Macmillan.
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.

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**(B. A. IN EDUCATION PROGRAMME (FYUGP))**

**DETAILED SYLLABUS OF 3RD SEMESTER**

**Course Title : Value Education**

**Course Code : EDNC4**

**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):** The 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 and Dimensions.

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.

CO 5: Explain the importance of teachers, Principals and parents in imparting peace education.

LO5.1: discuss Peace Education for a better world.

### Cognitive Map of Course Outcomes based on 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, CO3 | CO1, CO2, CO5 | CO2, CO4 | CO3.CO4  |          |        |
| Procedural Knowledge    | CO3           | CO3, CO4      |          | CO2, CO4 |          |        |
| Metacognitive Knowledge |               |               |          |          |          |        |

| UNITS                   | COURSE CONTENTS   | L  | T | P | Total Hours |
|-------------------------|---|----|---|---|-------------|
| <b>I</b><br>(15 Marks)  | <b>INTRODUCTION TO VALUES</b><br>1.1 Concept, meaning and definition of values<br>1.2 Types of values<br>1.2.1 Instrumental values<br>1.2.2 Intrinsic values and<br>1.2.3 Democratic values.<br>1.3 Functions of values<br>1.4 Sources of values<br>1.4.1 Socio- cultural tradition<br>1.4.2 Religion<br>1.4.3 Constitution<br>1.5 Fostering values: Role of –<br>1.5.1 Parents<br>1.5.2 Teachers<br>1.5.3 Peer groups<br>1.5.4 Government<br>1.5.5 Mass media and<br>1.5.6 Voluntary organizations | 13 | 2 | - | 15          |
| <b>II</b><br>(15 Marks) | <b>INTRODUCTION TO VALUE EDUCATION</b><br>2.1 Meaning of Value Education<br>2.2 Objectives of Value Education<br>2.3 Dimensions of Value Education<br>2.3.1 Religious<br>2.3.2 Spatial  | 13 | 2 | - | 15          |

|                           |   |    |   |   |    |
|---------------------------|---|----|---|---|----|
|                           | <p>2.3.3 Cognitive, Affective and Psychomotor dimensions</p> <p>2.4 Importance of value education in the 21st century</p> <p>2.5 Policy perspective on Value Education in India</p> <p>2.6 Methods and techniques of value education:</p> <p>2.6.1 Practical method</p> <p>2.6.2 Conceptual method</p> <p>2.6.3 Biographical method</p> <p>2.6.4 Storytelling technique</p> <p>2.6.5 Socialized class technique</p> <p>2.6.6 Discussion technique</p> <p>2.7 Role of the Teacher and School in promoting Value Education</p>  |    |   |   |    |
| <b>III<br/>(15 Marks)</b> | <p><b>PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST</b></p> <p>3.1 Perspectives of Value Education in East</p> <p>3.1.1 Moral Education (M.K Gandhi)</p> <p>3.1.2 Spiritual Education (Aurobindo Ghosh)</p> <p>3.1.3 Aesthetic Education (Rabindranath Tagore)</p> <p>3.1.4 Education for Divine Perfection (Swami Vivekananda)</p> <p>3.2 Perspectives of Value Education in the West</p> <p>3.2.1 Education for development of Personality (Plato)</p> <p>3.2.2 Education to understand the Nature (Jean Jacques Rousseau)</p> <p>3.2.3 Education for Society (John Dewey)</p> <p>3.2.4 Existentialism and Education (Jean Paul Satre)</p> | 13 | 2 | - | 15 |
| <b>IV<br/>(15 Marks)</b>  | <p><b>PEACE EDUCATION</b></p> <p>4.1 Meaning and concept</p> <p>4.2 Objectives of Peace education</p> <p>4.3 Pedagogy of Peace education:</p> <p>4.3.1 Self-learning</p>  | 13 | 2 | - | 15 |

|              |  |           |          |          |           |
|--------------|--|-----------|----------|----------|-----------|
|              | 4.3.2 Cooperative learning<br>4.3.3 Problem solving<br>4.4 Integrating Peace education in the curriculum:<br>4.4.1 Subject content<br>4.4.2 Teaching methods<br>4.4.3 Co-curricular activities<br>4.4.4 Staff development<br>4.4.5 Classroom management and<br>4.4.6 School management.<br>4.5 Imparting Peace Education: Role of –<br>4.5.1 Teacher<br>4.5.2 Principal<br>4.5.3 Parents |           |          |          |           |
| <b>Total</b> |  | <b>52</b> | <b>8</b> | <b>-</b> | <b>60</b> |

**Where L: Lecture, T: Tutorial, 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
  - 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   | S   | S   | M   |
| CO2   | S   | S   | M   | S   | S   | M   | M   |
| CO3   | S   | S   | S   | M   | S   | M   | S   |
| CO4   | S   | M   | S   | S   | M   | M   | M   |
| CO5   | S   | S   | M   | S   | S   | M   | M   |

**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) Diwahar, R. R., & Agarwal, 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](https://ncert.nic.in/division/der/pdf/basic_in_education.pdf)  
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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 3RD SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Sociological Foundations of Education</b> |
| <b>Course Code</b>           | <b>: MINEDN3</b>                               |
| <b>Nature of Course</b>      | <b>: Minor</b>                                 |
| <b>Total Credits</b>         | <b>: 4 credits</b>                             |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>          |

**Course Objectives:** This course is designed to acquaint the students with the concept of Sociological approach of education, theories of Educational Sociology along with the concepts like Socialization, emotional and national integration and internalization. The course will develop an understanding of the role of education in social change and development as a whole and developmental of socially and economically disadvantaged groups in particular.

**Course Outcomes (COs):** The 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.

CO2: Describe the theories of Educational Sociology.

LO 2.1 Explain different theories of educational sociology

CO3: Explain socialization, emotional and national integration and internationalization.

LO 3.1 Discuss the role of education in socialization process.

LO 3.2 Explain the importance of emotional and national integration.

LO 3.3 Discuss the role of education in internationalization.

CO4: Describe the role of education in social change and development.

LO 4.1 Explain the role of education in social change and economic development.

LO 4.2 Illustrate cultural changes.

LO 4.3 Discuss the role of education in human resource development.

CO5: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.

LO 5.1 Illustrate the socio-economic status of various social groups.

LO5.2 Identify the role of education in development of the disadvantaged groups.

LO 5.3 Analyse the constitutional provisions for education of different sections of the society.

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

|                         |          |                    |          |          |          |        |
|-------------------------|----------|--------------------|----------|----------|----------|--------|
| Knowledge Dimension     | Remember | Understand         | Apply    | Analyze  | Evaluate | Create |
| Factual                 |          | CO1, CO3, CO4, CO5 |          | CO1, CO3 |          |        |
| Conceptual              |          | CO2, CO3, CO4, CO5 | CO4, CO5 | CO1, CO5 |          |        |
| Procedural              |          |                    |          |          |          |        |
| Metacognitive knowledge |          |                    |          |          |          |        |

| Unit                            | Contents  | L  | T | P | Total Hours |
|---------------------------------|---|----|---|---|-------------|
| <b>I</b><br><b>(15 Marks)</b>   | <b>Introduction to Educational Sociology</b><br>1.1 Meaning and nature of Sociology.<br>1.2 Introduction to Educational Sociology-<br>1.2.1 Meaning, nature and scope of Educational Sociology<br>1.2.2 Need for Sociological Approaches in Education<br>1.2.3 Analogy between Education and Sociology (relationship)<br>1.3 Theories of Educational Sociology –<br>1.3.1 Conflict Theory: concept, features, merits and demerits<br>1.3.2 Consensus Theory: concept, features, merits and demerits<br>1.3.3 Implementation of Conflict and Consensus theory in education | 14 | 1 | - | 15          |
| <b>II</b><br><b>(15 Marks)</b>  | <b>Education and Socialization Process</b><br>2.1. Socialization: Meaning and Process<br>2.2 Education as a Socialization Process<br>2.3 Agencies of Socialization: Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media) and their role in Socialization<br>2.4 Emotional and National Integration—meaning, importance, role of Education<br>2.5 Internationalization—meaning, importance, role of Education   | 14 | 1 | - | 15          |
| <b>III</b><br><b>(15 Marks)</b> | <b>Social Changes, Development and Education</b><br>3.1 Social Change: meaning, factors and role of Education<br>3.2 Cultural Changes: meaning, factors, role of Education<br>3.3 Economic Development: meaning, factors, role of Education<br>3.4 Human Resource Development: meaning, role of Education   | 14 | 1 | - | 15          |

|                          |  |           |          |          |           |
|--------------------------|--|-----------|----------|----------|-----------|
|                          | 3.5 Democratic nature of education, Role of education in inculcating democratic values.  |           |          |          |           |
| <b>IV<br/>(15 Marks)</b> | <b>Education and Social Groups</b><br>4.1 Social groups in Indian context: characteristics and classification<br>4.2 Social Disadvantages and Inequalities in Indian Society - meaning, causes and types<br>4.3 Education of the Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population<br>4.4 Constitutional Provisions for education of different sections of Indian Society | 14        | 1        | -        | 15        |
| <b>Total</b>             |  | <b>56</b> | <b>4</b> | <b>-</b> | <b>60</b> |

Where, L: Lecture, 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   | M   | S   | S   | S   | M   |
| CO2   | M   | M   | M   | S   | S   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | S   | S   | M   |
| CO5   | M   | M   | S   | S   | S   | M   | S   |

Where, S=Strong , M=Moderate

**Suggested Readings:**

1. Adishesiah, 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 3<sup>RD</sup> SEMESTER**

**Course Title** : Education for the Socio-Economically Disadvantaged Groups (SEDGs)  
**Course Code** : GECEDN 3A  
**Nature of Course** : Generic Elective Course (GEC)  
**Total Credits** : 03  
**Distribution of Marks: 60 (End Sem.) + 40 (In-Sem.)**

**Course Objectives:** The main objectives of this Course are to explain the meaning and concept of socio-economically disadvantaged groups in India and appreciate the need and importance of promoting education of socio-economically disadvantaged groups. It also describes the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education along with the schemes and programmes for education of socio-economically disadvantaged groups.

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

CO1: Understand the meaning and concept of socio-economically disadvantaged groups in India-

LO 1.1: Describe the concept of SEDGs in India with special reference to socio-cultural identities.

LO 1.2: Explain the concept of SEDGs in India with special reference to gender.

LO 1.3: Explain the concept of SEDGs in India with special reference to disabilities.

LO 1.4: Explain the concept of SEDGs in India with special reference to socio-economic conditions.

CO2: Explain the provisions of education for socio-economically disadvantaged groups in India-

LO 2.1: Describe the provisions of education for socio-economically disadvantaged groups at National level

LO 2.2: Describe the provisions of education for socio-economically disadvantaged groups at International level

CO3: Describe the educational status of socio-economically disadvantaged groups in India with special reference to gender and disabilities-

LO 3.1: Describe the concept and types of students with disabilities.

LO 3.2: Describe the concept and types of students from gender perspective.

LO 3.3: Appreciate the importance of education for the SEDGs in India with special reference to gender and disabilities

CO4: Describe the educational status of socio-economically disadvantaged groups in India with special reference to socio-cultural identities-

LO 4.1: Explain the educational status of SC, ST, OBC, Minorities in India

LO 4.2: Understand the problems of education of the SC, ST, OBC, Minorities in India

LO 4.3: Address the problems of education of the SC, ST, OBC, Minorities in India

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

| Cognitive Knowledge Dimensions | Cognitive Process Dimensions |              |       |         |          |        |
|--------------------------------|------------------------------|--------------|-------|---------|----------|--------|
|                                | Remember                     | Understand   | Apply | Analyse | Evaluate | Create |
| Factual Knowledge              | CO1, CO2                     | CO1,CO2, CO3 |       | CO2     |          |        |
| Conceptual Knowledge           |                              | CO3          | CO4   | CO2     |          |        |
| Procedural Knowledge           | CO3                          |              | CO4   |         |          |        |
| Metacognitive Knowledge        |                              |              |       |         |          |        |

| UNITS                    | COURSE CONTENTS  | L         | T         | P         | Total Hours |
|--------------------------|--|-----------|-----------|-----------|-------------|
| <b>I<br/>(15 Marks)</b>  | <p><b>UNDERSTANDING CHILDREN FROM SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDGS) IN INDIA:</b></p> <p>1.1 Concept of Socio-Economically Disadvantaged Groups (SEDGs)</p> <p>1.2 Categories of learners from Socio-Economically Disadvantaged Groups (SEDGs) and their characteristics-</p> <ul style="list-style-type: none"> <li>○ Gender identities (Female and Transgender individuals)</li> <li>○ Socio-Cultural identities (SC, ST, OBC and Minorities)</li> <li>○ Geographical identities (Learners from villages, Small towns and Aspirational districts)</li> <li>○ Disabilities (including Learning Disabilities)</li> <li>○ Socio-Economic conditions (Migrant communities, Low-income household, Children in Vulnerable situations, Children of Victims of trafficking, Orphans including child beggars in urban areas and urban poor).</li> </ul> | <b>10</b> | <b>01</b> | <b>--</b> | <b>11</b>   |
| <b>II<br/>(15 Marks)</b> | <p><b>PROVISIONS OF EDUCATION OF SOCIO-ECONOMICALLY DISADVANTAGED GROUPS IN INDIA:</b></p> <p>2.1 Meaning and concept of Social Group</p>  | <b>10</b> | <b>01</b> | <b>--</b> | <b>11</b>   |

|                           |  |           |           |           |           |
|---------------------------|--|-----------|-----------|-----------|-----------|
|                           | <p>Equity and Inclusion in Education.</p> <p>2.2 Provisions for social group equity and education of Socio-Economically Disadvantaged Groups in-</p> <ul style="list-style-type: none"> <li>○ The Constitution of India</li> <li>○ National Policy on Education (1986) and POA (1992).</li> <li>○ National Curriculum Framework, 2005.</li> <li>○ National Education Policy, 2020.</li> </ul> <p>2.3 Relevance of International perspectives on equity and inclusion-</p> <ul style="list-style-type: none"> <li>○ Dakar: framework of action (2000)</li> <li>○ United Nations Convention on the Rights of Persons with Disabilities, 2006.</li> <li>○ Sustainable Development Goals (2015) to Indian Context.</li> </ul>  |           |           |           |           |
| <b>III<br/>(15 Marks)</b> | <p><b>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO DISABILITIES AND GENDER:</b></p> <p>3.1 Concept and Types of Disabilities.</p> <ul style="list-style-type: none"> <li>○ Education of visually impaired students.</li> <li>○ Education of hearing impaired students.</li> <li>○ Education of learning disabled students.</li> <li>○ Status of education (including enrolment, dropout and retention) of students with disabilities in India.</li> <li>○ Problems of education of students with disabilities.</li> </ul> <p>3.2 Status of education (including enrolment, dropout and retention) of women in India.</p> <p>3.3 Status of education of transgender individuals in India</p> <p>3.4 Problems of education of women and transgender individual in India</p> | <b>10</b> | <b>02</b> | <b>--</b> | <b>12</b> |
| <b>IV<br/>(15 Marks)</b>  | <p><b>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO SOCIO-CULTURAL IDENTITIES:</b></p> <p>4.1 Status of education (including enrolment, dropout and retention) of socio-culturally disadvantaged groups in India-</p> <ul style="list-style-type: none"> <li>○ Scheduled Caste (SC),</li> <li>○ Scheduled Tribes (ST),</li> <li>○ Other Backward Classes (OBC) and</li> <li>○ Minorities</li> </ul> <p>4.2 Problems of education of socio-culturally disadvantaged groups- SC, ST, OBC and Minorities</p> <p>4.3 Addressing the problems of education of</p>   | <b>10</b> | <b>01</b> | <b>--</b> | <b>11</b> |

|  |  |           |           |           |           |
|--|--|-----------|-----------|-----------|-----------|
|  | socio-economically disadvantaged groups. |           |           |           |           |
|  | <b>Total</b>                             | <b>40</b> | <b>05</b> | <b>--</b> | <b>45</b> |

**Where, L: Lecture T: Tutorial P: Practical**

**Modes Of In-Semester Assessment:**

**40 Marks**

- 1) Two Sessional test - ( 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 topic of the course.
- Assignment on any one of the topics of the course.
- Preparation of status report on school education of children of SEDGs.
- Prepare a report based on field visit to a school/institution promoting equity and inclusive practices.
- Prepare a report based on survey of the locality for early identification of children with 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   | M   | M   |
| CO3   | S   | S   | S   | S   | M   | M   | M   |
| CO4   | S   | S   | S   | M   | S   | M   | M   |

**Where, S: Strong M: 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, J.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. MoE. (2020). *The National Education Policy*. New Delhi: Ministry of Education, Government of India. <https://mhrd.gov.in>
14. Mishra, M. and Ramakrishna, P. (2023) Education of Socio-Economic Disadvantaged Groups, India: Routledge Taylor and Francis Group.
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.

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**B.A IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 3rd SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Title of the Course</b>   | <b>: GUIDANCE AND COUNSELLING</b>      |
| <b>Course Code</b>           | <b>: GECEDN 3B</b>                     |
| <b>Nature of Course</b>      | <b>: Generic Elective Course (GEC)</b> |
| <b>Total Credits</b>         | <b>: 03</b>                            |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>  |

**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):** The 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 counseling 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 counseling programme at school after conduction.

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

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

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 counseling services conducted in schools or colleges.

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

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

LO 4.3: choose and create an environment to organize the guidance programme at schools.

**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<br>CO4 |       |            | CO4      |        |
| Conceptual Knowledge          | CO2                          | CO2        |       | CO1        | CO2      |        |
| Procedural Knowledge          |                              | CO3        |       | CO3        | CO4      |        |
| Metacognitive Knowledge       |                              | CO4        |       | CO2<br>CO3 | CO2      | CO4    |

| UNITS                    | CONTENTS  | L  | T | P | Total Hours |
|--------------------------|---|----|---|---|-------------|
| <b>I<br/>(15 Marks)</b>  | <b>GUIDANCE:</b><br>1.1 Meaning, Nature, and Scope of Guidance<br>1.2 Aims and Objectives of Guidance<br>1.3 Need of Guidance (Educational need, Vocational need, Personal and psychological need)<br>1.4 Principles of Guidance<br>1.5 Philosophical, Psychological and Sociological bases of Guidance.<br>1.6 Types of Guidance<br>• Personal guidance & Social guidance<br>• Educational guidance<br>• Vocational guidance<br>• Health guidance<br>• Individual and Group Guidance<br>1.7 Relationship between Guidance and Counselling<br>1.8 Difference between Guidance and Counselling<br>1.9 Educational Guidance-Meaning, purpose and functions<br>1.10 Vocational Guidance-Meaning, purpose and functions | 10 | 2 | - | 12          |
| <b>II<br/>(15 Marks)</b> | <b>COUNSELLING:</b><br>2.1 Meaning, Nature and Scope of Counselling   | 10 | 1 | - | 11          |

|                           |  |    |   |   |    |
|---------------------------|--|----|---|---|----|
|                           | <p>2.2 Characteristics of good counselling-</p> <ul style="list-style-type: none"> <li>- Holistic Approach</li> <li>- Individualized / Personalized</li> <li>- Ethical and Value-Oriented</li> <li>- Experiential and Practical</li> <li>- Spiritual Integration</li> <li>- Trust-Based Relationship</li> <li>- Guidance Beyond Individual Needs</li> <li>- Transformative and Developmental</li> <li>- Use of Stories and Analogies (Stories from <b>Upanishads, Bhagavad Gita, Panchatantra</b>)</li> </ul> <p>2.3 Principles of Counselling</p> <p>2.4 Types of Counselling</p> <ul style="list-style-type: none"> <li>• Directive Counselling</li> <li>• Non-directive Counselling</li> <li>• Eclectic Counselling</li> </ul> <p>2.5 Qualities of a Good Counsellor</p> <p>2.6 Stages in Counselling</p> <p>2.7 Role of Counsellor, Parents and Teachers in guidance and counselling</p> <p>2.8 Organization of Counselling Services:</p> <ul style="list-style-type: none"> <li>• Centralization</li> <li>• Decentralization</li> <li>• Mixed form of Counselling Services</li> </ul> |    |   |   |    |
| <b>III<br/>(15 Marks)</b> | <p><b>TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING:</b></p> <p>3.1 Basic concept of tools and techniques of Guidance and counselling</p> <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"> <li>• Intelligence Tests</li> <li>• Aptitude Tests</li> <li>• Achievement Tests</li> <li>• Personal Inventories</li> <li>• Creativity Tests</li> <li>• Interest Tests</li> </ul> <p>3.4 Non-Testing Devices in Guidance</p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Observation</li> <li>• Check list</li> <li>• Sociometry</li> <li>• Cumulative record card</li> <li>• Case study</li> </ul> <p>3.5 Group guidance techniques</p> <p>3.6 Techniques of Counselling</p>   | 10 | 1 | - | 11 |
| <b>IV<br/>(15 Marks)</b>  | <p><b>GUIDANCE AND COUNSELLING SERVICES:</b></p> <p>4.1 Concept, nature and Scope of Guidance Services</p>   | 10 | 1 | - | 11 |

|   |    |   |   |    |  |
|---|----|---|---|----|--|
| <p>4.2 Types of Guidance Services</p> <ul style="list-style-type: none"> <li>• The Orientation Service</li> <li>• The Student Information Service</li> <li>• The Counselling Service</li> <li>• The Placement Service</li> <li>• The Follow up Services</li> <li>• The Remedial Service</li> <li>• The Research Service</li> </ul> <p>4.3: Organization of Guidance Programme at School</p> <ul style="list-style-type: none"> <li>• Guidance for Gifted Children</li> <li>• Guidance for Slow learner</li> <li>• Guidance for Creative Children</li> <li>• Guidance for Mentally Retarded</li> <li>• Guidance for Juvenile Delinquents</li> <li>• Guidance for Visually Impaired</li> <li>• Guidance for Hearing Impaired</li> </ul> <p>4.4 Principles of Organization of Guidance and counselling services at-</p> <ul style="list-style-type: none"> <li>• Elementary Level</li> <li>• Secondary Level</li> <li>• Higher Level</li> </ul> <p>4.5 Challenges and issues of guidance and counselling Programme</p> |    |   |   |    |  |
| Total   | 40 | 5 | - | 45 |  |

**Where, L: Lecture T: Tutorial 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 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   | S   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | S   | S   | M   |

**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: Mc Graw 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: Mc Graw 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

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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER**

|                              |   |
|------------------------------|---|
| <b>Course Title</b>          | <b>: Methods and Techniques of Teaching</b> |
| <b>Course Code</b>           | <b>: SEC304</b>                             |
| <b>Nature of Course</b>      | <b>: Skill Enhancement Course (SEC)</b>     |
| <b>Total Credits</b>         | <b>: 3 credits</b>                          |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>       |

**Course Objectives:** The course is designed to familiarize the students with the methods and techniques of teaching and develop competency in planning teaching. The course aims to help the students in acquisition of the skills of cooperative and collaborative learning.

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

CO1: Discuss the process of teaching learning.

LO1.1: Explain the importance of technique in teaching.

LO1.2: Describe the principles of teaching and learning.

LO1.3: State general maxims of teaching.

LO1.4: Explain the phases of teaching.

LO1.5: Compare Authoritative, Democratic and Laissez-Faire teaching behaviour.

LO1.6: Discuss the classroom problems of beginners.

CO2: Demonstrate the capability of planning teaching.

LO2.1: Describe characteristics of a good lesson plan.

LO2.2: Describe Herbartian steps of planning a lesson.

LO2.3 Prepare a lesson plan using Herbartian steps.

LO2.4: Explain the concept of Micro teaching.

LO2.5: Practice Micro Teaching Skills.

CO3: Explain methods and approaches of teaching.

LO3.1: Differentiate between teacher centred and learner centred approaches to teaching.

LO3.2: Discuss different methods of teaching.

LO3.3: Explain Structural and communicative approaches to teaching.

CO4: Demonstrate the skill of co-operative and collaborative learning.

LO4.1: Distinguish co-operative and collaborative learning.

LO4.2: Practice different co-operative learning strategies in the classroom.

LO4.3: Practice different collaborative learning strategies in the classroom.

**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, CO3   | CO2, CO4 |         |          |        |
| Procedural Knowledge          |                              |            | CO2, CO4 |         |          |        |
| Metacognitive Knowledge       |                              |            |          |         |          |        |

| UNITS                         | COURSE CONTENTS   | L  | T | P | Total Hours |
|-------------------------------|---|----|---|---|-------------|
| <b>I</b><br><b>(15 Marks)</b> | <b>THE TEACHING LEARNING PROCESS</b><br>1.7 Meaning and Nature of Teaching<br>1.8 Importance of technique in teaching.<br>1.9 Principles of Teaching and learning<br>1.10 Meaning of Maxims of teaching.<br>1.10.1 General Maxims of Teaching.<br>1.11 Phases of Teaching<br>1.11.1 Planning Stage(Pre-active phase)<br>1.11.2 Interactive Phase<br>1.11.3 Post-active Phase(Follow up)<br>1.12 Teaching Behaviour- Authoritative, Democratic and Laissez- Faire. | 10 | 1 | 2 | 13          |

|                           |   |    |   |    |    |
|---------------------------|---|----|---|----|----|
|                           | 1.13 Classroom problem of beginners.<br>( Both teacher and students)  |    |   |    |    |
| <b>II<br/>(15 Marks)</b>  | <b>PLANNING TEACHING</b><br>2.6 Meaning, purpose and Characteristics of a good Lesson Plan.<br>2.7 Herbartian steps of planning a Lesson.<br>2.8 Concept and importance of Micro teaching<br>2.9 Micro Teaching cycle.<br>2.10 Different Micro Teaching Skills.<br>2.10.1 Introducing a lesson.<br>2.10.2 Blackboard writing.<br>2.10.3 Questioning( Fluency in questioning and probing question)<br>2.10.4 Stimulus variation.<br>2.10.5 Reinforcement.<br>2.10.6 Explaining<br>2.10.7 Achieving Closure.<br><i>(Practice any three of them)</i> | 6  | 1 | 12 | 19 |
| <b>III<br/>(15 Marks)</b> | <b>METHODS AND APPROACHES OF TEACHING</b><br>3.8 Teacher centered and Learner centered Approach.<br>3.9 Play way method<br>3.10 Activity method<br>3.11 Inductive and Deductive method<br>3.12 Heuristic method<br>3.13 Project method<br>3.14 Teaching approaches : Structural approach and communicative approach   | 10 | 1 | 2  | 13 |
| <b>IV<br/>(15 Marks)</b>  | <b>COLLABORATIVE AND CO-OPERATIVE LEARNING</b><br>4.9 Concept and purpose of collaborative and cooperative learning<br>4.9.1 Similarities and Differences between collaborative and co-operative learning.<br>4.9.2 Different cooperative learning strategies: Think pair share, Jigsaw, Numbered Heads together, Tea Party, Write Around etc. ( More emphasis  | 6  | 1 | 2  | 9  |

|              |  |           |           |           |           |
|--------------|--|-----------|-----------|-----------|-----------|
|              | should be given on practice)<br>4.10 Different collaborative learning strategies : Problem based learning, Simulations , Peer Editing , Guided the Design, Small group discussion, Case studies ( More emphasis should be given on practice) |           |           |           |           |
| <b>Total</b> |  | <b>32</b> | <b>04</b> | <b>18</b> | <b>54</b> |

**Where, L: Lecture, 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
  - Prepare a lesson plan using Herbartian steps.
  - Practice any three Micro teaching skills in the classroom.
  - Practice any one collaborative or any one cooperative learning strategy.
  - Practice collaborative and co-operative learning strategies in the classroom.
  - 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:**

01. Barkley, E.F., Cross, K.P., and Major, C.H.(2014), Collaborative learning technique: A handbook for college Faculty. John Wiley and Sons.
02. Chauhan, S.S (2008) Innovations In Teaching Learning process. New Delhi; Vikas Publishing House Pvt.Ltd
03. Deka, K.K and Hazarika, M(1996) Teaching Practice and Lesson planning. Dibrugarh: Banalata
04. Frere, Paulo,(1972) Pedagogy of oppressed, Penguin Books.
05. Hall, C., and Hall, E.(2003). Human Relations in Education. Routledge
06. Johnson, D.W, Johnson ,R.T.,Smith K.A(2014). Cooperative learning: Improving learning instruction by basing practice on validated theory, Journal on Excellence in college teaching,25.85- 118

07. Kumar, Krishna,(1992). Political Agenda of Education, Study of Colonialist and Nationalist Ideas. Sage; New Delhi
08. Paintal,I(1980) . Micro Teaching- A handbook for Teachers. Delhi: Oxford University press
09. Passi,B.K.(1976). Becoming Better Teacher. Baroda: CASE 10.Visible learning and the science of how we learn. Gregory C.R Yates and John Hattiea

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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 4<sup>TH</sup> SEMESTER**

|                              |                                       |
|------------------------------|---------------------------------------|
| <b>Course Title</b>          | <b>: Learner and Learning</b>         |
| <b>Course Code</b>           | <b>: C-5</b>                          |
| <b>Nature of Course</b>      | <b>: Major</b>                        |
| <b>Total Credits</b>         | <b>: 4 credits</b>                    |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In-Sem.)</b> |

**Course Objectives:** This course aims to develop 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 school, teachers and media influences on learning.

**Course Outcomes (COs):** The students 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 the Adolescence stage and their inter-relationships

LO 1.4: 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 Counselling 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,<br>CO3, CO4  | CO1,CO2,<br>CO3, CO4  | CO1, CO2,<br>CO3, CO4 | CO4     | CO4      |        |
| Conceptual Knowledge    | CO1, CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3, CO4 |         |          |        |
| Procedural Knowledge    | CO2                   | CO2                   |                       |         |          |        |
| Metacognitive Knowledge |                       |                       |                       |         |          |        |

| UNITS                   | COURSE CONTENTS  | L         | T        | P | Total Hours |
|-------------------------|--|-----------|----------|---|-------------|
| <b>I<br/>(15 Marks)</b> | <b>GROWTH AND DEVELOPMENT OF THE LEARNER :</b><br>1.1 Concepts of growth and development<br>1.2 Principles of development<br>1.3 Stages of development - Infancy, Childhood, Adolescence and Adulthood | <b>14</b> | <b>1</b> | - | <b>15</b>   |

|                          |  |           |          |          |           |
|--------------------------|--|-----------|----------|----------|-----------|
|                          | <p>1.4 Developmental characteristics of the Adolescence stage and their inter-relationships:</p> <p>(a) Physical<br/>(b) Cognitive<br/>(c) Emotional<br/>(d) Language<br/>(e) Moral<br/>(f) Socio Cultural</p> <p>1.5 Developmental Influences:</p> <p>(a) Heredity<br/>(b) Environment</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Socio-cultural</li> <li>• Economic</li> <li>• Technological</li> </ul> <p>1.6 Developmental tasks of adolescents and their implications</p>   |           |          |          |           |
| <b>II<br/>(15 Marks)</b> | <p><b>UNDERSTANDING LEARNERS' LEARNING:</b></p> <p>2.1 Concept, relationship with learning and educational implications of the following psychological dimensions:</p> <p>(a) Maturation<br/>(b) Attention<br/>(c) Interest<br/>(d) Motivation<br/>(e) Aptitude<br/>(f) Learning Style</p> <p>2.2 Factors affecting learning with special reference to:</p> <p>(a) Personal (cognitive, affective and psychomotor domain)<br/>(b) School<br/>(c) Social</p> <p>2.3 Bloom's Taxonomy of Learning and Anderson &amp; Krathwohl's Edition.</p> <p>2.4 Pedagogic principles of Educational theories and their Applications for Organizing Learning:</p> <p>(a) Behaviouristic (Thorndike and Skinner),<br/>(b) Cognitive (Gestalt and Piaget),<br/>(c) Constructivist (Vygotsky)</p> <p>2.5 Need and Importance of Guidance for enhancing learning.</p> <p>2.6 Role of Counselling for enhancing learning:</p> <p>(a) Individualizing instruction<br/>(b) Enrichment activities</p> <p>2.7 Viewing learning from different perspectives and organization of classroom activities accordingly</p> <ul style="list-style-type: none"> <li>• Learner as imitator</li> <li>• Learner as knower</li> <li>• Learner as thinker</li> <li>• Learner as knowledge worker</li> <li>• Learner as performer</li> </ul> | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b> |

|   |  |           |          |          |           |
|---|--|-----------|----------|----------|-----------|
| <p><b>III</b><br/><b>(15 Marks)</b></p> | <p><b>Understanding Differences Between Learners:</b></p> <p>3.1 Meaning and concept of individual differences within and among the learners:</p> <p>3.2 <b>Understanding difference between learners in Ancient India-</b></p> <ul style="list-style-type: none"> <li>• <b>Individual Nature (Prakriti)</b> – Every learner is unique in temperament, abilities, and learning style.</li> <li>• <b>Holistic Approach</b> – Differences include mental, emotional, moral, social, and spiritual dimensions.</li> <li>• <b>Experiential Learning</b> – Learners differ in how they perceive, process, and apply knowledge; learning by doing is emphasized.</li> <li>• <b>Contextual Influence</b> – Family, community, culture, and environment shape individual differences.</li> <li>• <b>Spiritual &amp; Ethical Guidance</b> – Gurus used intuition and moral principles to guide each learner according to their potential.</li> </ul> <p>3.3 Significance of a knowledge of individual differences in classroom interaction</p> <p>3.4 Causes of individual differences</p> <p>3.5 Differences between individual learners in :</p> <ul style="list-style-type: none"> <li>• Multiple intelligence,</li> <li>• Learning style,</li> <li>• Self-concept and self-esteem,</li> <li>• Attitude and aptitude,</li> <li>• Skills and competencies,</li> <li>• Interest,</li> <li>• Values and</li> <li>• Personality</li> </ul> <p>3.6 Understanding differently-abled learners:</p> <ul style="list-style-type: none"> <li>• Slow learners' and</li> <li>• Gifted learners</li> </ul> <p>3.7 Differences in learners based on socio-cultural contexts:</p> <p>(a) Impact of home environment with respect to home language on learner</p> <p>(b) Language of instruction</p> <p>(c) Impact of differential cultural capital of learners</p> <p>3.8 Catering to individual differences:</p> <ul style="list-style-type: none"> <li>• Grouping</li> </ul> <p>3.9 Paradigms for organising learning:</p> <p>(a) Teacher-centric</p> <p>(b) Subject-centric</p> <p>(c) Learner-centric</p> | <p>13</p> | <p>1</p> | <p>-</p> | <p>14</p> |
| <p><b>IV</b><br/><b>(15 Marks)</b></p>  | <p><b>Issues and Concerns in Organizing Learning:</b></p> <p>4.1 Concept of personality and self-concept of learners</p> <p>4.2 Development of personality and self-concept of learners through classroom activities and co-curricular programmes</p> <p>4.3 Concept and principles of mental health</p> <p>4.4 Characteristics of a mentally healthy person</p>   | <p>15</p> | <p>1</p> | <p>-</p> | <p>16</p> |

|  |  |           |          |          |           |
|--|--|-----------|----------|----------|-----------|
|  | 4.5 Concept of adjustment and role of education in adjustment<br>4.6 Causes of maladjustment<br>4.7 Understanding problems of adolescent adjustment to help students facing problems of -<br>(a) Anxiety<br>(b) Withdrawal<br>(c) Aggression<br>(d) Delinquency<br>(e) Drug addiction<br>(f) Failure and low achievement<br>4.8 The issue of media & technology influences on learning –<br>(a) Educating children and adolescents on social media usage<br>(b) Learning to navigate the disruptive new technology of modern society<br>(c) Role of parents, teachers, peers and other social agents in helping students in dealing with increasing and harmful media and technology bombardments. |           |          |          |           |
|  | <b>Total</b>   | <b>56</b> | <b>4</b> | <b>-</b> | <b>60</b> |

*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, New Delhi.
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, New York.
10. Woolfolk, A. (2001). *Educational Psychology* (8<sup>th</sup> Edition), Needham Heights, M.A., Allyn and Bacon.
11. Woolfolk, A. & Kapur, P. (2019), *Educational Psychology*, Pearson Education.

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## **B.A. IN EDUCATION PROGRAMME (FYUGP)**

### **DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER**

|                              |                                       |
|------------------------------|---------------------------------------|
| <b>Course Title</b>          | <b>: Educational Technology</b>       |
| <b>Course Code</b>           | <b>: C-6</b>                          |
| <b>Nature of Course</b>      | <b>: Major</b>                        |
| <b>Total Credits</b>         | <b>: 4 credits</b>                    |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b> |

**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, forms, merits and demerits 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<br>CO3, CO4,<br>CO5 | CO1, CO2<br>CO3, CO4,<br>CO5 | CO1, CO2<br>CO3, CO4,<br>CO5 |         |          |        |
| Conceptual Knowledge | CO1, CO2<br>CO3, CO4,<br>CO5 | CO1, CO2<br>CO3, CO4,<br>CO5 | CO1, CO2<br>CO3, CO4,<br>CO5 |         |          |        |
| Procedural Knowledge |                              |                              | CO 5                         |         |          |        |

|                         |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|
| Metacognitive Knowledge |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|

| UNITS                           | COURSE CONTENTS  | L         | T         | P        | Total Hours |
|---------------------------------|--|-----------|-----------|----------|-------------|
| <b>I</b><br><b>(12 Marks)</b>   | <b>Educational Technology</b><br>1.1 Concept and Nature of Educational Technology<br>1.2 Development of Educational Technology<br>1.3 Development of Educational Technology in India<br>1.4 Components of Educational Technology: Hardware, Software and Systems Approach<br>1.5 Instructional technology<br>1.6 Difference between Educational Technology and Instructional Technology  | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b>   |
| <b>II</b><br><b>(12 Marks)</b>  | <b>ICT in Education</b><br>2.1 Concept and Development of Information and Communication Technology (ICT)<br>2.2 Computer and its role in education<br>2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation<br>2.4 E-learning<br>2.5 Internet and its application in education<br>2.6 Ethical considerations in using ICT.  | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b>   |
| <b>III</b><br><b>(12 Marks)</b> | <b>Communication and Teaching Learning</b><br>3.1 Concept and nature of communication<br>3.2 Components of Communication<br>3.3 Classroom communication<br>3.4 Significance of communication in learning<br>3.5 Barriers to effective classroom communication<br>3.6 Steps for making communication effective<br>3.7 Qualities of a Good Classroom Communicator<br>3.8 Role and nature of communication of knowledge in ancient Indian education system. | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b>   |
| <b>IV</b><br><b>(12 Marks)</b>  | <b>Instructional Strategies</b><br>4.1 Models of teaching: Concept, characteristics and families<br>4.2 Inquiry training model and Classroom meeting model<br>4.3 Personalized system of instruction<br>4.4 Computer-assisted instruction: Meaning, nature, forms, merits and demerits<br>4.5 Programmed learning: Meaning, characteristics and types<br>4.6 Open and Distance education: Concept and  | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b>   |

|                               |   |           |           |          |           |
|-------------------------------|---|-----------|-----------|----------|-----------|
|                               | usefulness, application of technology in Open and Distance learning<br>4.7 Team Teaching<br>4.8 Teaching model of ancient education system: Panchapadi, Three step progression (Sravana, Manana and Nididhyasana).  |           |           |          |           |
| <b>V</b><br><b>(12 Marks)</b> | <b>Concept of Learning Resources</b><br>5.1 Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips, Mobile Phone<br>5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material<br>5.3 E- resources and their use<br>5.4 EDUSAT: Meaning and functions<br>5.5 E-Pathshala: Concepts and uses<br>5.6 Open access resources: Concepts and uses | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b> |
|                               | <b>Total</b>  | <b>50</b> | <b>10</b> | <b>-</b> | <b>60</b> |

*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 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-------|-----|-----|-----|-----|-----|-----|-----|
| CO1   | S   | M   | S   | S   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | M   | M   | M   |

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| CO5 | 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.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**  
**DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER**

|                              |                                       |
|------------------------------|---------------------------------------|
| <b>Course Title</b>          | <b>: Education and Well-being</b>     |
| <b>Course Code</b>           | <b>: C7</b>                           |
| <b>Nature of Course</b>      | <b>: Major</b>                        |
| <b>Total Credits</b>         | <b>: 4</b>                            |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In Sem.)</b> |

**Course Objectives:** This course is designed to introduce the key concepts of mental health to the students and create awareness around mental health maintenance and need for reducing stigma around mental health issues. The course aims to familiarize the students with the primary concepts of Positive Psychology and Positive Education and its contribution to well-being. 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,<br>CO3 | CO3   |          |          |        |
| Conceptual Knowledge    | CO1, CO2,<br>CO3, CO3 | CO1, CO2         | CO4   | CO3, CO4 |          |        |
| Procedural Knowledge    |                       |                  | CO4   |          | CO4      |        |
| Metacognitive Knowledge |                       |                  | CO4   |          |          | CO4    |

| UNITS                    | COURSE CONTENTS  | L  | T | P | Total Hours |
|--------------------------|--|----|---|---|-------------|
| <b>I<br/>(15 Marks)</b>  | <p><b>Key Concepts</b></p> <p>1.1 Key concepts of mental health: Health, Well-being, Mental Hygiene, Holistic Health, Psychological first aid.</p> <p>1.2 Importance of Mental Health in post-COVID world</p> <p>1.3 History of Mental Health</p> <p>1.4 Issues of mental health in India and the globe-</p> <p>    1.4.1 Some common conditions observable in educational institutions</p> <p>    1.4.2 Global burden of disease</p> <p>1.5 Mental Health challenges</p> <p>1.6 Reducing stigma associated with mental health</p> <p>1.7 Seeking Professional help</p> <p>    1.7.1 Mental Health professionals: Psychiatrist, Psychologist, Counselor, Psycho-Therapist, Psychiatric Social worker</p> <p>1.8 Peer mentoring: Concept and skills</p> | 14 | 1 | - | 15          |
| <b>II<br/>(15 Marks)</b> | <p><b>Mental Health Issues in Adolescents and Young Adults</b></p> <p>2.1 Common causes of mental health issues in adolescents and young adults</p> <p>    2.1.1 Stress</p> <p>    2.1.2 Academic grades</p> <p>    2.1.3 Relational issues with parents, friends,</p>   | 14 | 1 | - | 15          |

|                           |  |           |          |          |           |
|---------------------------|--|-----------|----------|----------|-----------|
|                           | <p>romantic partners</p> <p>2.1.4 Peer pressure and bullying</p> <p>2.1.5 Identity crisis</p> <p>2.1.6 Body image issues</p> <p>2.1.7 Career and occupation related issues in young adults</p> <p>2.1.8 Depression: sign and symptoms</p> <p>2.1.9 Eating disorders: sign and symptoms</p> <p>2.1.10 Self-harming and suicidal tendencies: Preventive treatment measures</p> <p>2.1.11 Substance abuse</p>   |           |          |          |           |
| <b>III<br/>(15 Marks)</b> | <p><b>Introduction to Positive Psychology and Positive Education</b></p> <p>3.1 Background of Positive Psychology</p> <p>3.2 Concept, aim, and implications of Positive Psychology</p> <p>3.3 The dimensions of Happiness and Flourishing life: PERMA theory</p> <p>3.4 Pleasant Life, Engaged Life, Positive Relationship, Meaningful Life and Positive Accomplishment: Meaning and implications towards flourishing life.</p> <p>3.5 Positive institutions: healthy family, healthy institutions, democracy</p> <p>3.6 Positive education: Concept, development, areas and contribution to wellbeing.</p>  | 14        | 1        | -        | 15        |
| <b>IV<br/>(15 Marks)</b>  | <p><b>Virtues for Personal Development and Enhancement</b></p> <p>4.1 Personal Goal: concept, dimensions, measures and ways of setting personal meaningful goals</p> <p>4.2 Self-regulation: concept, dimensions, implications of self regulation and measures and activities to develop self regulation.</p> <p>4.3 Seeing future through hope and optimism: concepts, dimensions, implications of optimism and measures and activities to develop optimism</p> <p>4.4 Positive emotions: Gratitude and Forgiveness: concept, dimensions, benefits, measures and activities to develop gratitude</p> <p>4.5 Flow and Mindfulness: concept, searching novelty, benefits and exercises for flow and mindfulness</p> | 14        | 1        | -        | 15        |
| <b>Total</b>              |  | <b>56</b> | <b>4</b> | <b>-</b> | <b>60</b> |

**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 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 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1   | S   | M   | S   | S   | S   | S   | M   | M   | S   | M    |
| CO2   | M   | S   | M   | M   | M   | S   | S   | S   | M   | S    |
| CO3   | S   | M   | S   | S   | M   | S   | M   | M   | S   | S    |
| CO4   | M   | S   | M   | M   | S   | S   | M   | M   | S   | S    |
| CO5   | M   | M   | S   | S   | S   | M   | S   | M   | M   | M    |

**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](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](https://www.who.int/mental_health/media/investing_mnh.pdf)

**Units III & IV:**

1. Argyle, M. (2001). *The Psychology of Happiness* (2<sup>nd</sup> 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.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Course Title</b>          | <b>: Inclusive Education</b>        |
| <b>Course Code</b>           | <b>: C-8</b>                        |
| <b>Nature of the Course</b>  | <b>: Major</b>                      |
| <b>Total Credits</b>         | <b>: 4 credits</b>                  |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem) + 40 (In-Sem)</b> |

**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      |        |
| Metacognitive Knowledge       | CO2                          |                   |       |         |          |        |

| UNITS | COURSE CONTENTS | L | T | P | Total Hours |
|-------|-----------------|---|---|---|-------------|
|-------|-----------------|---|---|---|-------------|

|                                 |  |           |           |           |           |
|---------------------------------|--|-----------|-----------|-----------|-----------|
| <b>I</b><br><b>(15 Marks)</b>   | <b>Understanding Children with Diverse Needs</b><br>1.1 Concept and Nature of Children with Diverse Needs<br>1.2 Meaning, Nature and Characteristics of children belonging to Socio Economically Disadvantaged Groups (SEDGs):<br>1.2.1 Gender<br>1.2.2 SC, ST, Minorities, Refugees, Migrants, Child labour.<br>1.2.3 Children with Disabilities (visual impairment, hearing impairment, intellectual disability, specific learning disability, cerebral palsy, autistic disorder, multiple disabilities).  | <b>14</b> | <b>01</b> | <b>--</b> | <b>15</b> |
| <b>II</b><br><b>(15 Marks)</b>  | <b>Introduction to Inclusive Education:</b><br>2.1 Concept, Nature and importance of Inclusion.<br>2.2 <b>Concept of inclusive education in ancient India.</b><br>2.3 Historical perspective of development of Inclusion.<br>2.4 Inclusive Education-<br>2.4.1 Concept and Nature of Inclusive education<br>2.4.2 Objectives of Inclusive Education<br>2.4.3 Need and importance of Inclusive Education<br>2.5 Historical development of Inclusive Education (Special, Integrated and Inclusive Education).<br>2.6 Barriers of education for children with diverse needs<br>2.7 Strategies to overcome the barriers of education for children with diverse needs.<br>2.8 Curriculum Adaptation: Concept and its need for addressing issues of children with diverse needs. | <b>14</b> | <b>01</b> | <b>--</b> | <b>15</b> |
| <b>III</b><br><b>(15 Marks)</b> | <b>Policies and Legislations for Diverse Needs Education &amp; Rehabilitation:</b><br>3.1 International Policies and Legislations:<br>3.1.1 Dakar: framework of action (2000)<br>3.1.2 Millennium Development Goals (2000) to Indian Context.<br>3.1.3 United Nations Convention on the Rights of Persons with Disabilities, 2006.<br>3.2 National Policies and Legislations:<br>3.2.1 National Policy on Education (1986) with reference to Program of Action (1992).<br>3.2.2 Persons with Disabilities (PWD) Act, 1995.<br>3.2.3 Rights of the Persons with Disabilities (RPWD) Act, 2016.<br>3.2.4 Right of Children to Free and Compulsory Education Act, 2009.   | <b>14</b> | <b>01</b> | <b>--</b> | <b>15</b> |

|                          |   |           |           |           |           |
|--------------------------|---|-----------|-----------|-----------|-----------|
|                          | 3.2.5 National Education Policy, 2020 and inclusion.  |           |           |           |           |
| <b>IV<br/>(15 Marks)</b> | <b>Organization and Management of Schools to address Socio-Cultural Diversity:</b><br>4.1 Concept and meaning of organization and management of schools to address Socio-Cultural Diversity.<br>4.2 Curricular and Co-curricular activities for meeting diverse needs of children.<br>4.3 Role of the families, communities and NGOs in promoting inclusive education<br>4.4 Schemes and programmes for education of socially disadvantaged section in India (Pre-Matric Scholarships scheme for Scheduled Castes & Others, Scholarship for PM CARES CHILDREN, Scholarships for Higher Education for Young Achievers Scheme [SHREYAS], Umbrella Scheme: Scholarships for Students with Disabilities).<br>4.5 Use of ICT in meeting the diverse needs of children. | <b>14</b> | <b>01</b> | <b>--</b> | <b>15</b> |
|                          | <b>Total</b>  | <b>56</b> | <b>04</b> | <b>--</b> | <b>60</b> |

**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 inclusive practices.
- Prepare a report based on survey of the locality for early identification of children with 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 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| <b>CO1</b> | S   | S   | S   | S   | S   | M   | M   |
| <b>CO2</b> | S   | S   | S   | M   | M   | S   | M   |
| <b>CO3</b> | S   | S   | S   | S   | M   | M   | S   |
| <b>CO4</b> | S   | S   | S   | M   | S   | M   | M   |

**Where, S: Strong M: 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, J.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: Routledge Taylor and Francis Group.
14. MoE. (2020). *National Education Policy*. New Delhi: Ministry of Education, Government of India. <https://mhrd.gov.in>
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16. Panda, K.C. (2008): Education of Exceptional Children, New Delhi: Vikash Publishing House.
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18. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, London: Routledge Taylor and Francis Group.
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20. Stephens, T.M. et al (1983). Teaching Mainstream Students. New York: John Wiley.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**

**DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER**

**Course Title : History of Indian Education**

**Course code : Minor-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.

LO 1.4: Analyse the relevance of Vedic, Buddhist and Islamic System of education in the present education system of India.

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: Discuss the educational activities of East India Company.

LO 2.4: Analyse the Hunter Commission's educational reforms in Colonial India (1882)

LO 2.5: 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:**

| Cognitive Knowledge Dimension | Cognitive Process Dimensions |            |       |           |          |        |
|-------------------------------|------------------------------|------------|-------|-----------|----------|--------|
|                               | Remember                     | Understand | Apply | Analyse   | Evaluate | Create |
| Factual Knowledge             | CO1, CO2,                    | CO1, CO2,  | CO1,  | CO1, CO2, |          |        |

|                                |                       |                       |                          |                  |  |  |
|--------------------------------|-----------------------|-----------------------|--------------------------|------------------|--|--|
|                                | CO3, CO4              | CO3, CO4              | CO2,<br>CO3, CO4         | CO3,             |  |  |
| <b>Conceptual Knowledge</b>    | CO1, CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3, CO4 | CO1,<br>CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3 |  |  |
| <b>Procedural Knowledge</b>    |                       |                       |                          |                  |  |  |
| <b>Metacognitive Knowledge</b> |                       |                       |                          |                  |  |  |

| <b>Units</b>      | <b>Course Contents</b>   | <b>L</b> | <b>T</b> | <b>P</b> | <b>Total Hours</b> |
|-------------------|--|----------|----------|----------|--------------------|
| I<br>(15 Marks)   | <b>Educational Heritage of India</b><br>1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: <ul style="list-style-type: none"> <li>● Aims and Objectives</li> <li>● Organisation of Education</li> <li>● Discipline</li> <li>● Method of Teaching</li> <li>● Curriculum</li> <li>● Student-Teacher Relationship</li> <li>● Women's Education</li> </ul> 1.2 Islamic System of Education in Medieval India with special reference to its: <ul style="list-style-type: none"> <li>● Aims and Objectives</li> <li>● Organisation of Education</li> <li>● Discipline</li> <li>● Method of Teaching</li> <li>● Curriculum</li> <li>● Student-Teacher Relationship</li> <li>● Women's Education</li> </ul> | 13       | 02       |          | 15                 |
| II<br>(15 Marks)  | <b>Education during British Period (1813-1900)</b><br>2.1 Indigenous System of Education at the advent of the British rule.<br>2.2 Educational activities of Missionaries in India<br>2.3 Educational activities of East India Company <ul style="list-style-type: none"> <li>● Charter Act, 1813</li> <li>● Orientalist and Anglicist Controversy</li> <li>● Macaulay's Minute, 1835</li> <li>● Wood's Despatch 1854</li> </ul> 2.4 Hunter Commission, 1882   | 13       | 02       |          | 15                 |
| III<br>(15 Marks) | <b>Education during British Period (1900-1947)</b><br>3.1 Lord Curzon's Educational Policy   | 13       | 02       |          | 15                 |

|                  |  |    |    |   |    |
|------------------|--|----|----|---|----|
|                  | 3.2The Indian University Commission, 1902<br>3.3University Act, 1904<br>3.4Gokhale's Bill on Primary Education (1910-12)<br>3.5Calcutta University Commission, 1917-19<br>3.6Government of India Act, 1919-1929<br>3.7 Wardha Scheme of Basic Education, 1937<br>3.8Sargent Commission 1944/ or Sargent Report 1944  |    |    |   |    |
| IV<br>(15 Marks) | <b>Educational Reconstruction in Independent India</b><br>4.1 Constitutional Provisions in Indian Constitution<br>4.2 University Education Commission, 1948-49<br>4.3 Secondary Education Commission, 1952-53<br>4.4 Education Commission, 1964-66<br>4.5 National Policy on Education, 1986<br>4.6 Programme of Action (POA), 1992<br>4.7 National Knowledge Commission (NKC) 2005<br>4.8 Right to Education Act, 2009<br>4.9 National Education Policy, 2020 | 13 | 02 |   | 15 |
| Total            |  | 52 | 08 | - | 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
  - Seminar on any one of the topics of the course.
  - Group Discussion 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   | 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. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
7. Mukharjee, S.N. (2014). Education in India Today and Tomorrow. Vinod Pustak 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](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](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](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](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf)

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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Development of Education in Pre-Independent India</b> |
| <b>Course Code</b>           | <b>: C-9</b>   |
| <b>Nature of Course</b>      | <b>: Major</b>   |
| <b>Total Credits</b>         | <b>: 4 credits</b>   |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In-Sem.)</b>                      |

**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, 1927 and 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 |
|---------------------------------|---|-----------|----------|----------|-------------|
| <b>I</b><br><b>(15 Marks)</b>   | <b>Educational Heritage in India</b><br>1.1 Educational Heritage in India during Vedic, Buddhist and Muslim Period with special reference to its:<br>1.1.1 Aims and objectives<br>1.1.2 System of administration and finance<br>1.1.3 Methods of teaching<br>1.1.4 Types of educational institutions<br>1.1.5 Curriculum<br>1.1.6 Teacher-pupil relationship<br>1.1.7 Women education<br>1.2 Comparison amongst the Vedic, Buddhist and Islamic education system.   | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b>   |
| <b>II</b><br><b>(15 Marks)</b>  | <b>Advent of Modern Education</b><br>2.1 Indigenous system of education at the advent of British rule:<br>2.1.1 Meaning of indigenous education<br>2.1.2 Types of indigenous educational institutions<br>2.1.3 Causes of downfall of indigenous education<br>2.2 Educational activities of Missionaries in India<br>2.2.1 Centers of Missionary Education in India<br>2.2.2 Educational activities of Missionaries in Assam<br>2.3 Charter Act, 1813<br>2.5 Anglicist-Classicist Controversy<br>2.6 Macaulay's Minute, 1835<br>2.7 Bentinck's declaration of educational policy   | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b>   |
| <b>III</b><br><b>(15 Marks)</b> | <b>Growth and development of education from 1854 to 1917</b><br>3.1 Wood's Despatch 1854<br>3.1.1 Background of the Despatch<br>3.1.2 Major recommendations<br>3.1.3 Assessment of Wood Despatch<br>3.2 Hunter Commission, 1882<br>3.2.1 Background of the commission<br>3.2.2 Major recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education).<br>3.2.3 Assessment of the commission<br>3.3 Lord Curzon's Educational Policy<br>3.3.1 Shimla Education Conference<br>3.3.2 Curzon's policy on primary education<br>3.3.3 Curzon's policy on secondary education<br>3.3.4 The Indian University Commission, 1902<br>3.3.5 University Act, 1904 | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b>   |

|                          |   |           |          |          |           |
|--------------------------|---|-----------|----------|----------|-----------|
|                          | 3.4 Gokhale's Bill on primary education (1910-12)<br>3.5 Calcutta University Commission, 1917   |           |          |          |           |
| <b>IV<br/>(15 Marks)</b> | <b>Growth and Development of Education from 1919 to 1947</b><br>4.1 Government of India Act, 1919<br>4.2 Introduction of Diarchy in India, 1921<br>4.3 Simon Commission, 1927<br>4.3 Hartog Committee Report, 1929<br>4.4 Wardha Scheme of Basic Education, 1937<br>4.4.1 Wardha Education Conference<br>4.4.2 Salient features of Basic Education<br>4.4.3 Causes of failure<br>4.5 Wood Abbot Report, 1937<br>4.7 Sargent Report, 1944<br>4.7.1 Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education)<br>4.7.2 Assessment of the Sargent Report<br>4.8 Growth and Development of Education in Assam (Pre –Independence)<br>• Primary Education<br>• Secondary Education<br>• Higher Education | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b> |
|                          | <b>Total</b>  | <b>56</b> | <b>4</b> | <b>-</b> | <b>60</b> |

**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

- 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:**

|              |            |            |            |            |            |            |            |
|--------------|------------|------------|------------|------------|------------|------------|------------|
| <b>CO/PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> |
|--------------|------------|------------|------------|------------|------------|------------|------------|

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| 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.
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10. Key, F. E. (1918). *Ancient Indian education (Origin, Development and Ideals)*. London: Oxford University Press.
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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.
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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>
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23. Sharma, R. N. & Sharma, R. K. (2004). *History of education in India*. New Delhi: Atlantic.
24. Sharma, T. K. & Goswami, R. K. (2009). *Bharatar Sikhhar Buranjee*. Dibrugarh: Banalata.
25. Sharma, T. K. (2008). *Bharatar Sikha Bikasar Ithihas aru Samasyawli*. 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>

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## B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 5<sup>TH</sup> SEMESTER

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Methods and Techniques of Teaching</b>                          |
| <b>Course Code</b>           | <b>: C-10</b>  |
| <b>Nature of Course</b>      | <b>: Major</b>   |
| <b>Total Credits</b>         | <b>: 4 credits</b>   |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem: - 30 Theory + 30 Practical) + 40 (In-semester)</b> |

**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 skill lesson.

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 |
| <b>Factual Knowledge</b>       | CO1, CO2,<br>CO3, CO4        |            |             |         |          |        |
| <b>Conceptual Knowledge</b>    |                              | CO1, CO2   | CO3,<br>CO4 |         |          |        |
| <b>Procedural Knowledge</b>    |                              |            | CO3,<br>CO4 |         |          |        |
| <b>Metacognitive Knowledge</b> |                              |            |             |         |          |        |

| UNITS                     | COURSE CONTENTS  | L         | T        | P        | Total     |
|---------------------------|--|-----------|----------|----------|-----------|
| <b>I<br/>(10 Marks)</b>   | <b>Understanding Teaching-Learning Process</b><br>1.1 Meaning, nature and principles of teaching<br>1.2 General maxims of teaching<br>1.3 Effective Teaching<br>1.4 Phases of Teaching and its Operations---Pre-active, Inter--<br>-active & post-active<br>1.5 Levels of Teaching-Memory, Understanding and<br>Reflective   | <b>07</b> | <b>1</b> | <b>-</b> | <b>08</b> |
| <b>II<br/>(10 Marks)</b>  | <b>Modification of Teaching Behaviour</b><br>2.1 Teaching behaviour: Authoritative, Democratic and<br>Laissez-faire<br>2.2 Microteaching: Concept, importance and Microteaching<br>cycle<br>2.3 Teaching Skills:<br>a) Introducing a lesson<br>b) Blackboard writing<br>c) Questioning (Fluency in questioning and Probing<br>questioning)<br>d) Stimulus variation<br>e) Reinforcement<br>f) Explaining<br>g) Achieving closure<br>2.4 Lesson Plan: Meaning and importance<br>2.5 Herbartian steps of planning a lesson<br>2.6 Types of Lessons- Knowledge Lesson, Appreciation<br>Lesson and Skill Lesson  | <b>10</b> | <b>2</b> | <b>-</b> | <b>12</b> |
| <b>III<br/>(10 Marks)</b> | <b>Pedagogy for Teaching</b><br>3.1 Meaning and definition of Pedagogy<br>3.2 Innovation in Teaching-Learning Process (Teachers,<br>Learners, Pedagogy, Learning Environment, Resources<br>and Organisational Aspect)<br>3.3 Innovative Pedagogy (Multi-literacies and discussion-<br>based teaching, flipped classrooms interactions, blended<br>learning, gamification, computational thinking,<br>experiential learning and embedded learning)<br>3.4 Innovation in Pedagogy and NEP 2020 (Experiential<br>Learning, Hands-on Learning, Digital Learning, Inquiry<br>Based Learning, Information Technology, Arts-Integrated<br>and Sports Integrated pedagogy, Story Telling Based<br>Pedagogy, shift towards Competency Based Pedagogy)<br>3.5 Teaching Aids-<br>3.5.1 Meaning, Need and Types- Projected and Non-<br>projected Aids.<br>3.5.2 Use of Technology in Teaching (Computer, LCD<br>Projector, Tele-conferencing, Smart boards, mobiles) | <b>09</b> | <b>1</b> | <b>-</b> | <b>10</b> |

|                          |  |           |          |           |           |
|--------------------------|--|-----------|----------|-----------|-----------|
| <b>IV<br/>(30 Marks)</b> | <b>Practicum</b>   |           |          | <b>60</b> | <b>60</b> |
|                          | 4.1 Microteaching-<br>a) Introducing a lesson<br>b) Blackboard writing<br>c) Questioning (Fluency in questioning and Probing questioning)<br>d) Reinforcement<br>e) Stimulus variation<br>f) Explaining<br>g) Achieving closure<br>4.2 Preparation of Lesson Plan (At least one lesson plan of Knowledge, Appreciation and Skill Lesson each)<br>4.3 Preparation of at least one digital lesson. |           |          |           |           |
| <b>Total</b>             |  | <b>26</b> | <b>4</b> | <b>60</b> | <b>90</b> |

**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:

|  |                   |
|--|-------------------|
| <b>Distribution of the Practicum Marks:</b>                                      | <b>30 Marks</b>   |
| *Micro teaching practice and note book   | <b>: 10 Marks</b> |
| * Lesson Plan note book  | <b>: 05 Marks</b> |
| * Presentation of one digital lesson (Any Topic)                                 | <b>: 05 Marks</b> |
| *Presentation of any one Micro teaching skill in front of the Board of Examiners | <b>: 05 Marks</b> |
| *Viva  | <b>: 05 Marks</b> |

*\*\* 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

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

**Course Title : Measurement and Evaluation in Education**  
**Course Code : C-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.

LO1.8: Differentiate diagnostic and prognostic 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,<br>CO3, CO4,       |            |       |         |          |        |

|                                |     |          |                     |  |  |  |
|--------------------------------|-----|----------|---------------------|--|--|--|
|                                | CO5 |          |                     |  |  |  |
| <b>Conceptual Knowledge</b>    |     | CO1, CO2 | CO3,<br>CO4,<br>CO5 |  |  |  |
| <b>Procedural Knowledge</b>    |     |          | CO3,<br>CO4,<br>CO5 |  |  |  |
| <b>Metacognitive Knowledge</b> |     |          |                     |  |  |  |

| UNITS                     | COURSE CONTENTS   | L  | T | P | Total Hours |
|---------------------------|---|----|---|---|-------------|
| <b>I<br/>(12 Marks)</b>   | <b>CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION :</b><br>1.1 Measurement, Assessment and Evaluation in Education: Meaning, nature and scope.<br>1.2 Importance of Measurement and Evaluation in Education<br>1.3 Relation between Measurement and Evaluation<br>1.4 Psychological and Physical Measurement<br>1.5 Principles of Evaluation<br>1.6 Continuous and Comprehensive Evaluation<br>1.7 Formative and Summative Evaluation<br>1.8 Diagnostic and Prognostic Evaluation   | 11 | 1 | - | 12          |
| <b>II<br/>(12 Marks)</b>  | <b>PSYCHOLOGICAL TESTS:</b><br>2.1 Meaning of Psychological Test<br>2.2 Classification of tests: Concepts, Characteristics, Merits and Demerits<br><b>a) On the basis of the administrative conditions:</b> Individual test and Group test<br><b>b) On the basis of scoring:</b> Objective test and Subjective test<br><b>c) On the basis of the time limit for response:</b> Power test and Speed test<br><b>d) On the basis of the nature of items:</b> Verbal test, Nonverbal test and performance test<br><b>e) On the basis of the nature of response:</b> Oral test and written test; Selection type and Supply type tests<br><b>f) On the basis of standardization:</b> Teacher-made test and Standardized test<br><b>g) On the basis of purpose:</b> Diagnostic and Prognostic test<br>2.3. Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability | 11 | 1 | - | 12          |
| <b>III<br/>(12 Marks)</b> | <b>SOME SPECIFIC PSYCHOLOGICAL TESTS :</b><br>3.1 <b>Achievement Test:</b> Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blueprint, Item writing, Item analysis, Estimating reliability, validity and norms)   | 11 | 1 | - | 12          |

|                          |  |           |          |           |           |
|--------------------------|--|-----------|----------|-----------|-----------|
|                          | <p>3.2 <b>Intelligence Test:</b> Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1916, 1937)</p> <p>3.3 <b>Aptitude Test:</b> Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test)</p> <p>3.4 <b>Personality Assessment:</b> a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)</p>   |           |          |           |           |
| <b>IV<br/>(12 Marks)</b> | <p><b>STATISTICS IN EDUCATION:</b></p> <p>4.1 <b>Educational Statistics:</b> Meaning, nature and scope</p> <p>4.2 <b>Types of data:</b> Meaning &amp; Types Enumeration and Measurement data, Grouped data and Ungrouped data</p> <p>4.3 <b>Measures of Central Tendency:</b> Mean, Median and Mode; their relative merits and demerits, computation and application in education</p> <p>4.4 <b>Measures of Variability:</b> Meaning &amp; Types, (Range, Quartile Deviation, Mean Deviation and Standard Deviation); their relative merits and demerits, computation and application in education</p> | <b>10</b> | <b>2</b> | <b>-</b>  | <b>12</b> |
| <b>V<br/>(12 Marks)</b>  | <p><b>PRESENTATION OF DATA:</b></p> <p>5.1 <b>Variable:</b> Concept, Discrete and Continuous Variables</p> <p>5.2 <b>Graphical representation of Data and its uses:</b> Meaning and Types of Graphical Representation of Data</p> <p>5.3 <b>Normal Probability Curve:</b> Meaning, Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.</p> <p>5.4 <b>Correlation:</b> Meaning, Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method ( only for ungrouped data)</p>        | <b>10</b> | <b>2</b> | <b>-</b>  | <b>12</b> |
|                          | <b>Total</b>   | <b>53</b> | <b>7</b> | <b>--</b> | <b>60</b> |

**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**

**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 Yark; 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.

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

**Course Title : Educational Technology**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Course Code</b>           | <b>: Minor 5</b>                    |
| <b>Nature of the Course</b>  | <b>: Minor</b>                      |
| <b>Total Credits</b>         | <b>: 4 credits</b>                  |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem) + 40 (In-Sem)</b> |

**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 Outcome (COs):** The students will be able to-

CO 1: Explain the concepts and features of educational and instructional technology.

LO 1.1: Describe the meaning, nature and scope of educational technology.

LO 1.2: Explain the history of educational technology.

LO 1.3: Describe the concept and features of Instructional technology.

LO 1.4: Discuss the development of Educational Technology in India.

LO 1.5: Explain the approaches of educational technology.

LO 1.6: Distinguish between educational and instructional technology.

CO 2: Understand ICT and Communication and its use in education.

LO 2.1: Explain the concept and development of ICT.

LO 2.2: Discuss the role of computer in education.

LO 2.3: Explain the application of ICT in education.

LO 2.4: Explain the concept of e-learning and m-learning.

LO 2.5: Discuss the role of the Internet in education.

LO 2.6: Explain the meaning and nature of communication.

LO 2.7: Describe the components of communication.

LO 2.8: Discuss the significance of communication in learning.

LO 2.9: Discuss the barriers to effective communication in learning.

LO 2.10: Explain the steps of making communication effective.

LO 2.11: Discuss the qualities of a good classroom communicator.

CO 3: Understand the concept of instructional strategies and models of learning

LO 3.1: Describe the meaning of instructional strategies.

LO 3.2: Describe the concept and characteristics of teaching models.

LO 3.3: Explain the inquiry training models and classroom meeting model.

LO 3.4: Describe the concept and uses of the Personalized system of instruction.

LO 3.5: Describe the meaning, nature and type of CAI.

LO 3.6: Explain the meaning, characteristics and types of programmed learning.

LO 3.7: Discuss the usefulness of Open and Distance learning.

LO 3.8: Discuss the application of technology in Open and Distance learning.

LO 3.9: Explain the meaning and uses of team teaching.

CO 4: Understand the concept of technology-based learning resources and their uses.

LO 4.1: Describe the types of audio-visual learning resources.

LO 4.2: Describe the meaning and use of non-projected learning resources.

LO 4.3: Discuss the uses of e-resources.

LO 4.4: Explain the meaning and functions of EDUSAT.

LO 4.5: Discuss the concept and use of E-Pathshala.

LO 4.6: Discuss the uses of open-access resources.

LO 4.7: Discuss the role of Peer Group and Community as Learning Resource

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

| Knowledge Dimension     | Remember             | Understand           | Apply                | Analyse | Evaluate | Create |
|-------------------------|----------------------|----------------------|----------------------|---------|----------|--------|
| Factual Knowledge       | CO1, CO2<br>CO3, CO4 | CO1, CO2<br>CO3, CO4 | CO1, CO2<br>CO3, CO4 |         |          |        |
| Conceptual Knowledge    | CO1, CO2<br>CO3, CO4 | CO1, CO2<br>CO3, CO4 | CO1, CO2<br>CO3, CO4 |         |          |        |
| Procedural Knowledge    |                      |                      | CO4                  |         |          |        |
| Metacognitive Knowledge |                      |                      |                      |         |          |        |

| UNITS                   | COURSE CONTENTS   | L         | T         | P  | Total Hours |
|-------------------------|---|-----------|-----------|----|-------------|
| <b>I<br/>(15 Marks)</b> | <b>1.0 Educational Technology</b><br>1.1 Meaning, Nature and Scope of Educational Technology<br>1.2 History of Educational Technology<br>1.3 Development of Educational Technology in India<br>1.4 Approaches of Educational Technology: Hardware, Software and Systems Approach<br>1.5 Concept of Instructional Technology<br>1.6 Difference between Educational Technology and Instructional Technology | <b>13</b> | <b>02</b> | -- | <b>15</b>   |

|                           |   |           |           |           |           |
|---------------------------|---|-----------|-----------|-----------|-----------|
| <b>II<br/>(15 Marks)</b>  | <b>2.0 ICT and Communication in Education</b><br>2.1 Concept and Development of Information and Communication Technology (ICT)<br>2.2 Computer and its role in Education<br>2.3 Application of ICT—Smart Learning, Smart Classes, Virtual Classes, ICT in Evaluation<br>2.4 E-learning and M-Learning<br>2.5 Internet and Its Application<br>2.6 Meaning and Nature of Communication<br>2.7 Components of Communication<br>2.8 Significance of Communication in Learning<br>2.9 Barriers of Effective Classroom Communication<br>2.10 Steps for making Communication Effective<br>2.11 Qualities of a Good Classroom Communicator | <b>13</b> | <b>02</b> | <b>--</b> | <b>15</b> |
| <b>III<br/>(15 Marks)</b> | <b>3.0 Instructional Strategies</b><br>3.1 Concept, Characteristics and Families of Models of Teaching<br>3.2 Inquiry Training Model and Classroom Meeting Model<br>3.3 Personalized System of Instruction (PSI)<br>3.4 Computer Assisted Instruction (CAI): Meaning, Nature, Types, Merits and Demerits<br>3.5 Programmed Learning: Meaning, Characteristics and Types<br>3.6 Open and Distance Education: Concept and Usefulness, Application of Technology in Open and Distance Learning<br>3.7 Team Teaching (Group Discussion, Seminars & Symposium)   | <b>13</b> | <b>02</b> | <b>--</b> | <b>15</b> |
| <b>IV<br/>(15 Marks)</b>  | <b>4.0 Concept of Learning Resources</b><br>4.1 Audio Visual Learning Resources and their Uses: Radio, Television, Film, Film Strips, Mobile Phone<br>4.2 Non-Projected Learning Resources and their Uses: Model, Chart, Globe, Map, Printed Material<br>4.3 E-Resources and their Use<br>4.4 EDUSAT: Functions<br>4.5 E-Pathshala: Concept and Uses<br>4.6 Open Access Resources: Concepts and Uses<br>4.7 Peer Group and Community as Learning Resource   | <b>13</b> | <b>02</b> | <b>--</b> | <b>15</b> |
| <b>Total</b>              |   | <b>52</b> | <b>08</b> | <b>--</b> | <b>60</b> |

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

- Present a topic of their own choice by using an interactive board.
- Prepare a power point presentation including photo, text, video and audio and present before the classmates.
- Prepare a teaching plan by using the inquiry training model.
- Develop one non-projected learning resource for teaching
- Develop a video resource for teaching
- Present a seminar paper by using e-resources on any one of the contents of the course.
- Group discussion on any one of the course contents.
- 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   | S   | S   | M   |
| CO2   | M   | S   | M   | M   | M   | S   | S   |
| CO3   | S   | M   | S   | S   | M   | S   | M   |
| CO4   | M   | S   | M   | M   | M   | M   | M   |

Where S: Strong, M: Moderate

### Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). Micro Teaching. London: Addison-Wesley, Publishing Company.
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4. Das, B.C. (2002), Educational Technology, Kalyani Publishers, New Delhi
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6. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
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Publishing House.

12. Rao, Usha (2017). Educational Technology, New Delhi: Himalayan Publishing House.
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**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER**

**Course Title : Development of Education in Post-Independent India**

**Course Code : C-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 Iswarbhai Patel Review Committee, 1977 in Indian education system.

LO 3.3: Explain the contribution of the Adishesiah 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 Ramamurti Review Committee, 1990 in Indian education system.

LO 3.6: Explain the contribution of the Janardhana Reddy Committee Report, 1991 in Indian education system.

LO 3.7: Explain the contribution of the Revised National Policy on Education, 1992 in Indian education system.

LO 3.8: Describe the importance of the provisions of the Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009) in India.

LO 3.9: 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 development of Agricultural education in Assam in post-independent period.

LO 4.6: Explain the provisions enumerated in the Assam Basic Education Act, 1954.

LO 4.7: Explain the provisions enumerated in the Assam Secondary Education Act, 1961.

LO 4.8: Explain the provisions enumerated in the Assam Higher Secondary Education Council Act, 1984.

LO 4.9: 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 4.10: 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 | Analyze   | Evaluate | Create |
|--------------------------|----------|------------|-------|-----------|----------|--------|
| Factual Knowledge        |          | CO1, CO2,  |       | CO1, CO2, | CO1, CO2 |        |
| Conceptual Knowledge     |          | CO3, CO4   |       | CO3, CO4, | CO3, CO4 |        |
| Procedural Knowledge     |          |            |       |           |          |        |
| Meta cognitive Knowledge |          |            |       |           |          |        |

| UNITS   | COURSE CONTENTS   | L         | T        | P        | Total Hours |
|---|---|-----------|----------|----------|-------------|
| <p align="center"><b>I</b><br/><b>(15 Marks)</b></p>  | <p><b>Educational scenario at the time of Independence:</b></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"> <li>• Free and Compulsory Education</li> <li>• Early Childhood Care and Education</li> <li>• Secularism in Education</li> <li>• Study of Hindi and Official language</li> <li>• Education for Women</li> <li>• Education for Minorities</li> <li>• Education for ST and SC</li> </ul> | <b>13</b> | <b>2</b> | <b>-</b> | <b>15</b>   |
| <p align="center"><b>II</b><br/><b>(15 Marks)</b></p> | <p><b>Educational Efforts in India from 1951-1966:</b></p> <p>2.1 Secondary Education Commission, 1952-53</p>   | <b>13</b> | <b>2</b> | <b>-</b> | <b>15</b>   |

|                           |   |           |          |          |           |
|---------------------------|---|-----------|----------|----------|-----------|
|                           | <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> <p>2.1.4 Technical education</p> <p>2.1.5 Study of languages</p> <p>2.1.6 Improvement in curriculum</p> <p>2.1.7 Methods of teaching</p> <p>2.1.8 The education of character</p> <p>2.1.8 Guidance and counselling</p> <p>2.1.9 Students' welfare</p> <p>2.1.10 Examination reform</p> <p>2.1.11 Improvement of teaching staff</p> <p>2.2 Implementation of the Commission's recommendations</p> <p>2.3 Indian Education Commission, 1964-66:</p> <p>2.3.1 Education and national objectives</p> <p>2.3.2 Educational structure and standards</p> <p>2.3.3 Teachers' status and teacher education</p> <p>2.3.4 School curriculum</p> <p>2.3.5 Teaching methods</p> <p>2.3.6 Examination and evaluation</p> <p>2.4 Implementation of the Commission's recommendations</p> |           |          |          |           |
| <b>III<br/>(15 Marks)</b> | <p><b>Educational Efforts in India after 1966:</b></p> <p>3.1 National Policy of Education, 1968</p> <p>3.2 Iswarbhai Patel Review Committee, 1977</p> <p>3.3 Adishesiah Committee Report, 1978</p> <p>3.4 National Policy on Education, 1986</p> <p>3.5 Ramamurti Review Committee, 1990</p> <p>3.6 Janardhana Reddy Committee Report, 1991</p> <p>3.7 Revised National Policy on Education,</p>   | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b> |

|                          |  |           |          |          |           |
|--------------------------|--|-----------|----------|----------|-----------|
|                          | <p>1992</p> <p>3.8 Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009)</p> <ul style="list-style-type: none"> <li>• Provisions of the Act</li> <li>• Role of respective authorities (Government, Head of the school, Teachers)</li> </ul> <p>3.9 National Education Policy, 2020 (NEP, 2020):</p> <ul style="list-style-type: none"> <li>• Salient features of the NEP, 2020</li> </ul>  |           |          |          |           |
| <b>IV<br/>(15 Marks)</b> | <p><b>Development of Education in Assam (Post-Independent period)</b></p> <p>4.6.1 Development of school education</p> <p>4.6.2 Development of higher education</p> <p>4.6.3 Development of technical and professional education</p> <ul style="list-style-type: none"> <li>• Teacher education</li> <li>• Medical education</li> <li>• Engineering education</li> <li>• Agricultural education</li> </ul> <p>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.</p> | <b>14</b> | <b>1</b> | <b>-</b> | <b>15</b> |
|                          | <b>Total</b>   | <b>54</b> | <b>6</b> | <b>-</b> | <b>60</b> |

**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.
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14. Rawat, P. L. (1956). *History of Indian education*. Agra: Ram Prasad & Sons.
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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/legislat](https://legislative.assam.gov.in/sites/default/files/swf_utility_folder/departments/legislat)

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## B.A. IN EDUCATION PROGRAMME (FYUGP)

### DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER

|                              |   |  |
|------------------------------|---|--|
| <b>Course Title</b>          | : | <b>Early Childhood Care and Education (ECCE)</b> |
| <b>Course Code</b>           | : | <b>Core - 13</b>                                 |
| <b>Nature of Course</b>      | : | <b>Major</b>                                     |
| <b>Total Credits</b>         | : | <b>4</b>   |
| <b>Distribution of marks</b> | : | <b>60 (End-Sem.) + 40 (In-Sem.)</b>              |

**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 factors influencing early childhood development
  - LO 2.3: 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,<br>CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3, CO4 |       | CO3, CO4 | CO4      |        |
| Conceptual Knowledge | CO1, CO2,<br>CO3, CO4    | CO1, CO2,<br>CO3, CO4 |       | CO3, CO4 | CO4      |        |

|                         |  |  |  |     |  |  |
|-------------------------|--|--|--|-----|--|--|
| Procedural Knowledge    |  |  |  | CO4 |  |  |
| Metacognitive Knowledge |  |  |  |     |  |  |

| UNITS                           | COURSE CONTENTS  | L  | T  | P  | Total Hours |
|---------------------------------|--|----|----|----|-------------|
| <b>I</b><br><b>(15 Marks)</b>   | <p><b>Introduction to Early Childhood Care and Education (ECCE):</b></p> <p>1.1. Meaning, objective, scope and importance of ECCE</p> <p>1.2. Components of ECCE:</p> <ul style="list-style-type: none"> <li>• Health, Nutrition and Hygiene</li> <li>• Care and Protection</li> <li>• Early Stimulation</li> <li>• Early Learning</li> </ul> <p>1.3. History of Early Childhood Care and Education (ECCE) in India</p> <p>1.4. Stages of Child development:</p> <ul style="list-style-type: none"> <li>• Prenatal and Birth to 3 Years</li> <li>• 3 to 6 years</li> <li>• 6 to 8 Years</li> </ul> | 13 | 02 | -- | 15          |
| <b>II</b><br><b>(15 Marks)</b>  | <p><b>Developmental Patterns during Early Childhood Stage:</b></p> <p>2.1. Developmental Patterns during Early Childhood Stage:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Cognitive</li> <li>• Emotional</li> <li>• Social</li> <li>• Language</li> </ul> <p>2.2. Factors influencing Early Childhood:<br/>Heredity and Environment</p> <p>2.3. Influence of Nature and Nurture on development of Child:</p> <ul style="list-style-type: none"> <li>• Role of Parents</li> <li>• Role of Teachers</li> <li>• Role of Community</li> </ul>                                   | 13 | 02 | -- | 15          |
| <b>III</b><br><b>(15 Marks)</b> | <p><b>ECCE Policies, Schemes and Programmes in India:</b></p> <p>3.1. ECCE Policies and Plans:</p> <ul style="list-style-type: none"> <li>• ECCE in National Policy on Education</li> </ul>  | 13 | 02 | -- | 15          |

|                          |   |           |           |           |           |
|--------------------------|---|-----------|-----------|-----------|-----------|
|                          | <p>(NPE), 1986</p> <ul style="list-style-type: none"> <li>• ECCE in National Education Policy (NEP), 2020</li> <li>• National Nutrition Policy, 1993</li> <li>• National Early Childhood Care and Education Policy, 2013</li> <li>• National Nutrition Mission (PM-POSHAN Abhiyan), 2018</li> </ul> <p>3.2. ECCE Programmes and Schemes:</p> <ul style="list-style-type: none"> <li>• Integrated Child Development Services (ICDS) Scheme, 1975</li> <li>• Integrated Child Protection Scheme (ICPS), 2009</li> </ul> <p>3.3. ECCE Curriculum Frameworks:</p> <ul style="list-style-type: none"> <li>• National Curriculum Framework (NCF), 2005</li> <li>• National Early Childhood Care and Education Curriculum Framework 2013</li> </ul> <p>3.4. Role of Anganwadis and Balwadis under ICDS</p> |           |           |           |           |
| <b>IV<br/>(15 Marks)</b> | <p><b>Challenges, issues and directions for addressing the issues of ECCE:</b></p> <p>4.1. Challenges of ECCE in India</p> <p>4.2. Directions for addressing the issues of ECCE</p> <p>4.3. Need and importance of contextualization of ECCE Curriculum</p> <p>4.4. Importance of Play and activity based learning in ECCE</p>  | <b>13</b> | <b>02</b> | <b>--</b> | <b>15</b> |
| <b>Total</b>             |   | <b>52</b> | <b>08</b> | <b>--</b> | <b>60</b> |

**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

in the vicinity/ neighbourhood/ 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   | 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/integrated-child-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-child-protection-scheme-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](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](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\\_ecce\\_curr\\_framework\\_final](https://wcd.nic.in/sites/default/files/national_ecce_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/poshan-abhiyaan-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-protection-scheme-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](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](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-holistic-nourishment>
  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](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](https://ncert.nic.in/pdf/nep/Policy_1986_eng.pdf)
  20. Thompson, G. (1981). *Child Psychology* (2<sup>nd</sup> Edition), Surjeet Publication.
  21. Woolfolk, A. (2001). *Educational Psychology* (8<sup>th</sup> Edition), Needham Heights, M.A., Allyn and Bacon.

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## BA IN EDUCATION PROGRAMME (FYUGP)

### DETAILED SYLLABUS OF 6<sup>TH</sup> SEMESTER

|                              |   |
|------------------------------|---|
| <b>Course Title</b>          | <b>: Psychological Assessment and Practical</b> |
| <b>Course Code</b>           | <b>: C-14</b>                                   |
| <b>Nature of Course</b>      | <b>: Major</b>                                  |
| <b>Total Credits</b>         | <b>: 4 Credits</b>                              |
| <b>Distribution of Marks</b> | <b>: 60 (End Sem.) + 40 (In-Sem.)</b>           |

**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 Dimensions     | 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<br><br>(This unit will be assessed internally) | <p><b>Experimental psychology:</b></p> <p>1.1. Meaning, nature and scope of experimental psychology.</p> <p>1.2. Origin of psychological experiment.</p> <p>1.3. Uses and application of psychological experiments in the field of education.</p> <p>1.4. Conducting and Reporting of psychological experiments.</p> <p>1.5. Procedure of conducting and Reporting of Psychological Experiments.</p> <ul style="list-style-type: none"> <li>• Title.</li> <li>• Statement of objectives.</li> <li>• Hypotheses</li> <li>• Historical and theoretical background</li> <li>• Experimental Design.</li> <li>• Methodology and procedure.</li> <li>• Introspective Report.</li> <li>• Result, discussion, observation and Conclusion</li> </ul>  | 10 | - | -  | 10          |
| II   | <p><b>Memory and Attention</b></p> <p>2.1 Meaning and nature of memory</p> <p>2.2 Types of memory (Long Term Memory &amp; Short Term Memory)</p> <p>2.3 Factors affecting memory</p> <p>2.4 Memory span</p> <p>2.5 Historical background of testing memory</p> <p>2.6 Testing of Memory.</p> <ul style="list-style-type: none"> <li>a) Memory span for digits.</li> <li>b) Memory span for letters.</li> <li>c) Memory span for words and Non-sense syllables</li> <li>d) Recall and Recognition</li> </ul> <p>2.7 Concept of attention</p> <p>2.8 Types of attention (Selective attention, Alternating attention &amp; Divided attention)</p> <p>2.9 Conditions of attention</p> <p>2.10 Span of attention</p> <p>2.11 Historical and theoretical background of testing attention</p> <p>2.12 Testing of attention</p> <ul style="list-style-type: none"> <li>a. Division of attention</li> <li>b. Span of apprehension</li> <li>c. Distraction of attention</li> </ul> | 7  | - | 16 | 23          |

|     |  |           |          |           |           |
|-----|--|-----------|----------|-----------|-----------|
| III | <b>Learning:</b><br>3.1 Concept of learning<br>3.2 Types of learning (Visual, Aural, Verbal, Physical)<br>3.3 Historical background of testing learning<br>3.4 Testing of learning<br>a. Mirror Learning<br>b. Maze learning<br>c. Part and whole method<br>d. Mass Vs Space practice  | 6         | -        | 16        | 22        |
| IV  | <b>Personality and Intelligence:</b><br>4.1 Concept of personality<br>4.2 Historical background of personality assessment<br>4.3 Different methods of assessment of personality (Subjective, Objective & Projective Method)<br>4.4 Testing of personality<br>a. Rating scale<br>b. Interview<br>c. Rorschach Ink-blot Test<br>d. Thematic Apperception Test<br>e. Free and Controlled Association<br>f. Free Vs Controlled Association<br>4.5 Concept of Intelligence.<br>4.6 Historical background of intelligence Testing.<br>4.7 Testing of Intelligence<br>a. Koh's Block Design Test.<br>b. Alexander's Pass Along Test<br>c. One Group Intelligence Test (Linguistic Intelligence) | 7         | -        | 28        | 35        |
|     | <b>Total</b>   | <b>30</b> | <b>-</b> | <b>60</b> | <b>90</b> |

**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.

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**B.A. IN EDUCATION PROGRAMME (FYUGP)**  
**DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Emerging Trends in Indian Education</b> |
| <b>Course Code</b>           | <b>: C-15</b>                                |
| <b>Nature of Course</b>      | <b>: Major</b>                               |
| <b>Total Credits</b>         | <b>: 4 credits</b>                           |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>        |

**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

LO 1.2: 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

LO 2.1: Explain the concept of ECCE and its challenges in India

LO 2.2: Discuss the role of Anganwadis and Balwadis

LO 2.3: Describe the objectives, importance and challenges of Universalization of Elementary education in India

LO 2.4: Describe the objectives, importance and challenges of Universalization of Secondary education in India and its Vocationalisation

LO 2.5: Describe the objectives and efforts of strengthening Higher education in India and its challenges

LO 2.6: Describe the objectives and challenges of teacher education, technical and vocational education in India

CO3: Describe the perspectives in Indian education

LO 3.1: 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

LO 3.6: Discuss the concept of Population education and its role in addressing population explosion

LO 3.7: Discuss the concept of Women empowerment and the role of education in women empowerment

LO 3.8: 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 Uchchar Shiksha Abhiyan (RUSA)/ Pradhan Mantri Uchchar 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,<br>CO3, CO4  | CO1,CO2,<br>CO3, CO4  | CO1, CO2,<br>CO3, CO4 | CO3, CO4 |          |        |
| Conceptual Knowledge    | CO1, CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3, CO4 | CO1, CO2,<br>CO3, CO4 | CO3, CO4 |          |        |
| Procedural Knowledge    | CO3, CO4              | CO3, CO4              | CO3, CO4              | CO3, CO4 |          |        |
| Metacognitive Knowledge |                       |                       |                       |          |          |        |

| UNITS                          | COURSE CONTENT  | L  | T | P | Total Hours |
|--------------------------------|---|----|---|---|-------------|
| <b>I</b><br><b>(15 Marks)</b>  | <p><b>CONSTITUTIONAL EFFORTS FOR INDIAN EDUCATION</b></p> <p>1.1 The Indian Constitution</p> <p>    1.1.1 The Preamble</p> <p>    1.1.2 Fundamental Rights</p> <p>    1.1.3 Duties of Citizens</p> <p>    1.1.4 The Directive Principles of State Policies</p> <p>1.2 Education in Indian Constitution</p> <p>    1.2.1 Need for including education in Constitution</p> <p>    1.2.2 Central, State and Concurrent lists</p> <p>    1.2.3 Articles in the Constitution related to education- Article 15, 17, 21 (A), 45, 46, 28, 29, 30, 350 (A) &amp; 350 (B).</p> <p>1.3 Constitution as a source of aims of education</p> | 12 | 1 | - | 13          |
| <b>II</b><br><b>(15 Marks)</b> | <p><b>ISSUES IN INDIAN EDUCATION</b></p> <p><b>2.1 Early Childhood Care and Education (ECCE)</b></p>  | 15 | 2 | - | 17          |

|   |   |    |   |   |    |
|---|---|----|---|---|----|
|   | <p><b>in India</b></p> <p>2.1.1 Meaning &amp; importance of ECCE</p> <p>2.1.2 Challenges of ECCE in India</p> <p>2.1.3 Role of Anganwadis &amp; Balwadis.</p> <p><b>2.2 Elementary Education (EE) in India</b></p> <p>2.2.1 Objectives of EE &amp; Need for Universalization of EE</p> <p>2.2.2 Efforts for Universalization of EE in India</p> <p>2.2.3 Challenges of Universalization of EE in India</p> <p><b>2.3 Secondary Education (SE) in India</b></p> <p>2.3.1 Objectives of SE &amp; need for Universalization of SE</p> <p>2.3.2 Efforts towards universalization &amp; development of SE</p> <p>2.3.3 Vocationalisation of secondary education</p> <p>2.3.4 Challenges of SE in India</p> <p><b>2.4 Higher Education (HE) in India</b></p> <p>2.4.1 Objectives &amp; challenges of HE in India</p> <p>2.4.2 Efforts for strengthening HE in India</p> <p>2.4.3 Challenges of HE in India</p> <p><b>2.5 Teacher Education in India</b></p> <p>2.5.1 Objectives of teacher education</p> <p>2.5.2 Challenges of teacher education in India</p> <p><b>2.6 Technical and Vocational Education in India:</b></p> <p>2.6.1 Objectives &amp; challenges of technical and vocational education in India</p> <p>2.6.2 Efforts towards strengthening technical and vocational education</p> |    |   |   |    |
| <p><b>III</b><br/><b>(15 Marks)</b></p> | <p><b>PERSPECTIVES IN INDIAN EDUCATION</b></p> <p><b>3.1 Inclusive Education</b></p>  | 14 | 1 | - | 15 |

|           |  |    |   |   |    |
|-----------|--|----|---|---|----|
|           | <p>3.1.1 Concept, objectives &amp; challenges of inclusive education</p> <p>3.1.2 Role of RCI, RPWD Act, 2016 in addressing inclusive education</p> <p><b>3.2 Human Rights Education</b></p> <p>3.2.1 Concept &amp; importance of human rights education</p> <p>3.2.2 Role of National Commissions for Protection of Childs Rights (NCPCR)</p> <p><b>3.3 Peace Education</b></p> <p>3.3.1 Concept of peace education</p> <p>3.3.2 Role of education in promotion of peace in Society.</p> <p><b>3.4 Environmental Education</b></p> <p>3.4.1 Meaning &amp; objectives of environmental education</p> <p>3.4.2 Challenges of environmental education</p> <p><b>3.5 Population Education</b></p> <p>3.5.1 Concept&amp; challenges of population education</p> <p>3.5.2 Role of education in addressing the challenge of population explosion</p> <p><b>3.6 Education for Women Empowerment</b></p> <p>3.6.1 Meaning &amp; importance of women empowerment</p> <p>3.6.2 Role of education in women empowerment</p> <p><b>3.7 Open and Distance education</b></p> <p>3.7.1 Concept of open and distance education</p> <p>3.7.2 Development and challenges of open and distance education</p> |    |   |   |    |
| <b>IV</b> |  | 14 | 1 | - | 15 |

|                   |  |  |  |  |  |
|-------------------|--|--|--|--|--|
| <b>(15 Marks)</b> | <p><b>RECENT TRENDS IN INDIAN EDUCATION</b></p> <p>4.1 Sarva Shiksha Abhiyan (SSA)</p> <p>    4.1.1 Objectives</p> <p>    4.1.2 Organisation</p> <p>    4.1.3 Functions</p> <p>4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)</p> <p>    4.2.1 Objectives</p> <p>    4.2.2 Organisation</p> <p>    4.2.3 Functions</p> <p>4.3 Samagra Shiksha Abhiyan</p> <p>    4.3.1 Objectives</p> <p>    4.3.2 Organisation</p> <p>    4.3.3 Functions</p> <p>4.4 Rashtriya Uchcharat Shiksha Abhiyan (RUSA) / Pradhan Mantri Uchcharat Shiksha Abhiyan (PM-USHA)</p> <p>    4.4.1 Objectives</p> <p>    4.4.2 Organization</p> <p>    4.4.3 Functions</p> <p>4.5 National Knowledge Commission (NKC)</p> <p>    4.5.1 Recommendations for school education</p> <p>    4.5.2 Recommendations for higher education</p> <p>4.6 National Curriculum Framework (NCF), 2005</p> <p>    4.6.1 Aims of education in NCF, 2005</p> <p>    4.6.2 Curriculum in NCF, 2005</p> <p>    4.6.3 Evaluation system in NCF, 2005</p> <p>4.7 National Curriculum Framework for School Education (NCFSE) 2023</p> <p>    4.7.1 Aims of education in NCFSE, 2023</p> <p>    4.7.2 Curriculum in NCFSE, 2023</p> <p>    4.7.3 Evaluation system in NCFSE, 2023</p> <p>4.8 National Education Policy, 2020 (NEP, 2020)</p> |  |  |  |  |
|-------------------|--|--|--|--|--|

|              |  |           |          |          |           |
|--------------|--|-----------|----------|----------|-----------|
|              | 4.8.1 Salient features of the NEP, 2020<br>4.9 Role of NCTE, UGC, DEC, NAAC, AICTE, NMC, NCERT, NIEPA, NIOS in Indian education. |           |          |          |           |
| <b>Total</b> |  | <b>55</b> | <b>5</b> | <b>-</b> | <b>60</b> |

**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. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
10. Kochhar, S.K. (2004). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
11. Mukharjee, S.N. (2014). *Education in India today and tomorrow*. Agra: Vinod Pustak Mandir
12. National Curriculum Framework, 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 from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://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). *School education in India – present status and future needs*. New Delhi.
16. Rawat, P.L. (2007). *History of Indian education*. Agra: Ram Prasad Publication.
17. Safaya, R. N. & Shaida, B. D. (1990). *Development of educational theory and practice*. Jalandhar: Dhanpat Rai & Sons
18. Sharma, R. N. (2007). *Education in emerging Indian society*. New Delhi: Surjeet Publication.

19. Sharmah, S. (2012). *Problems and issues in Indian education*. New Delhi: Vikash publishing House Private Limited.
20. Taneja, V. R. (1983). *Educational thought and practice*. New Delhi: Sterling Publishers Pvt. Ltd.

**B.A. IN EDUCATION PROGRAMME (FYUGP)**  
**DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER**

|                              |  |
|------------------------------|--|
| <b>Course Title</b>          | <b>: Measurement and Evaluation in Education</b> |
| <b>Course Code</b>           | <b>: Minor 6</b>                                 |
| <b>Nature of Course</b>      | <b>: Minor</b>                                   |
| <b>Total Credits</b>         | <b>: 4 credits</b>                               |
| <b>Distribution of Marks</b> | <b>: 60 (End-Sem.) + 40 (In-Sem.)</b>            |

**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: Describe intelligence test.

LO3.3: Describe different aptitude tests.

LO3.4: 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 |
| <b>Factual Knowledge</b>       | CO1, CO2, CO3, CO4, CO5      |            |               |         |          |        |
| <b>Conceptual Knowledge</b>    |                              | CO1, CO2   | CO3, CO4, CO5 |         |          |        |
| <b>Procedural Knowledge</b>    |                              |            | CO3, CO4, CO5 |         |          |        |
| <b>Metacognitive Knowledge</b> |                              |            |               |         |          |        |

| UNITS                    | COURSE CONTENTS  | L         | T         | P        | Total Hours |
|--------------------------|--|-----------|-----------|----------|-------------|
| <b>I<br/>(12 Marks)</b>  | <b>CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION:</b><br>1.1 Measurement, Assessment and Evaluation in Education: Meaning, nature and scope.<br>1.2 Importance of Measurement and Evaluation in Education<br>1.3 Relation between Measurement and Evaluation<br>1.4 Psychological and Physical Measurement<br>1.5 Principles of Evaluation<br>1.6 Continuous and Comprehensive Evaluation<br>1.7 Formative and Summative Evaluation | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b>   |
| <b>II<br/>(12 Marks)</b> | <b>PSYCHOLOGICAL TESTS:</b><br>2.1 Meaning of Psychological Test<br>2.2 Classification of tests: Concepts, Characteristics, Merits and   | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b>   |

|                                 |   |           |           |   |           |
|---------------------------------|---|-----------|-----------|---|-----------|
|                                 | <p>Demerits</p> <p><b>On the basis of the administrative conditions:</b> Individual test and Group test</p> <p><b>b) On the basis of scoring:</b> Objective test and Subjective test</p> <p><b>c) On the basis of the time limit for response:</b> Power test and Speed test</p> <p><b>d) On the basis of the nature of items:</b> Verbal test, Nonverbal test and performance test</p> <p><b>e) On the basis of the nature of response:</b> Oral test and written test; Selection type and Supply type tests</p> <p><b>f) On the basis of standardization:</b> Teacher-made test and Standardized test</p> <p><b>g) On the basis of purpose:</b> Diagnostic and Prognostic test</p> <p>2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability</p> |           |           |   |           |
| <b>III</b><br><b>(12 Marks)</b> | <p><b>SOME SPECIFIC PSYCHOLOGICAL TESTS:</b></p> <p>3.1 <b>Achievement Test:</b> Construction of Teacher-made test and Standardized achievement test.</p> <p>3.2 <b>Intelligence Test:</b> Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1916, 1937)</p> <p>3.3 <b>Aptitude Test:</b> Differential Aptitude test and Specific Aptitude Tests</p> <p>3.4 <b>Personality Assessment:</b> a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)</p>   | <b>10</b> | <b>02</b> | - | <b>12</b> |
| <b>IV</b><br><b>(12 Marks)</b>  | <p><b>STATISTICS IN EDUCATION:</b></p> <p>4.1 <b>Educational Statistics:</b> Meaning, nature and scope</p> <p>4.2 <b>Types of data:</b> Enumeration and Measurement data, Grouped and Ungrouped data</p> <p>4.3 <b>Measures of Central Tendency:</b> Mean, Median and Mode; their relative merits and</p>   | <b>10</b> | <b>02</b> | - | <b>12</b> |

|                               |   |           |           |          |           |
|-------------------------------|---|-----------|-----------|----------|-----------|
|                               | demerits, computation and application in education<br>4.4 <b>Measures of Variability:</b> Range, Quartile Deviation; their relative merits and demerits, computation and application in education   |           |           |          |           |
| <b>V</b><br><b>(12 Marks)</b> | <b>PRESENTATION OF DATA:</b><br><b>5.1 Variable:</b> Concept, Discrete and Continuous variables<br><b>5.2 Graphical representation of Data and its uses:</b> Meaning and Types of Graphical Representation of Data<br><b>5.3 Normal Probability Curve:</b> Meaning, Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.<br><b>5.4 Correlation:</b> Meaning and Types; Computation of Coefficients of Correlation by Rank Difference method ( Only for ungrouped data) | <b>10</b> | <b>02</b> | <b>-</b> | <b>12</b> |
| <b>Total</b>                  |   | <b>50</b> | <b>10</b> | <b>-</b> | <b>60</b> |

Where, **L:** Lectures    **T:** Tutorials    **P:** Practical

**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

- Seminar on any one of the topics of the course.
- Group Discussion on any one of the topics of the course.
- Prepare presentation on online learning platform.
- Assignment 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   | 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. Asthana & Agarwal: *Measurement & Evaluation in Psychology and Education*.
4. Ebel, R. L. *Measuring Educational Achievement*; Prentice Hall of India Pvt. Ltd, New Delhi
5. Freeman Frank S., *Theory & Practice of Psychological Testing*; New York; Holt, Rinehart & Winston
6. Garrett, Henry E. and Woodworth R. S., *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.
7. Guilford J. P. *Fundamental Statistics in Psychology and Education*, Mc Graw Hill Book Company Inc. New York, 1956
8. Minden Jack Jr Van, *All About Psychological Tests and Assessment Centres*, Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
9. Rajput, S., Singh, A., Pandit, B. L., Tiwari, A. D. and Kumar, S., *Handbook on Paper Setting*, NCERT, 2002
10. Sibia A., *Valuing Teacher Questioning*, NCERT, NewDelhi-110016,2002
11. Singh A., *Instructional Objectives of School Subjects*, NCERT, New Delhi-110016, 2004
12. Singh A. K.: *Tests, Measurement and Research Methods in Behavioural Science*; Bharati bhawan , Patna -800003, 2012 print
13. Thorndike, R. L. & Hagen, E. P: *Measurement & Evaluation in Psychology & Education*; John Wiley & Sons; New York.

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