

FYUGP SYLLABUS (UNDER NEP 2020) OF THE

**DEPARTMENT OF EDUCATION
FYUGP (1st Semester to 8th Semester)**

MADHABDEV UNIVERSITY

2024

MADHABDEV UNIVERSITY, NARAYANPUR, LAKHIMPUR – 784164

FYUGP Structure as per UGC Credit Framework, 2023

Year	Semester	Course	Title of the Course	Total Credit
Year 01	1 st Semester	Major-1	Philosophical Foundations of Education	4
		Minor-1	Foundation of Education	4
	2 nd Semester	Major-2	Sociological Foundations of Education	4
		Minor-2	Guidance and Counseling	4
Year 02	3 rd Semester	Major-3	Psychological Foundations of Education/ Psychological Issues in Education(optional)	4
		Major-4	Value Education	4
		Minor-3	Value Education	4
	4 th Semester	Major-5	Educational Technology	4
		Major-6	Development of Education in Pre-Independent India	4
		Major-7	Measurement and Evaluation in education	4
		Major-8	Inclusive Education	4
		Minor-4	Development of Education in Pre-Independent India	4
			Internship	2
	Year 03	5 th Semester	Major-9	Child and Adolescent Psychology
Major-10			Development of Education in Post-Independent India	4
Major 11			Methods and Techniques of Teaching & Practice	4
Major 12			Great Educators and Educational Thoughts	4
Minor 5			Development of Education in Post-Independent India	4
			Internship	2
6 th Semester		Major 13	Education in World Perspective	4
		Major 14	Gender and Education	4
		Major 15	Psychological Assessment and Practical	4
		Major 16	Educational Administration and Management	4

		Minor 6	Gender and Education	4	
			Research Project	2	
Year 04	7 th Semester	Major-17	Curriculum Development	4	
		Major-18	Learner and Learning	4	
		Major- 19	Research in Education - I	4	
		Minor -7	Mental Health Issues	4	
		SEC	Research Methodology	4	
			Research Project	2	
	8 th Semester	Major-20	Emerging Trends in Indian Education	4	
		Major-21	Research in Education - II	4	
		Major-22	Economics of Education	4	
			Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credit each in lieu of Dissertation.	8	
		Minor- 8	Economics of Education	4	

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

Course Title : **Philosophical Foundations of Education**

Course Code : **EDNM1**

Nature of Course : **Major1**

Total Credits : **4 credits**

Distribution of Marks : **(End-Sem. - 70) + (In-Sem. - 30)**

Course Outcomes:

Unit I: Introduction to Philosophy

Course Outcome: Students will be able to understand and articulate the foundational concepts and branches of philosophy and their interconnectedness with the field of education.

Learning Outcomes

1. Understand the meaning, nature, and scope of philosophy.
2. Identify and explain the major branches of philosophy: metaphysics, epistemology, and axiology.
3. Describe the meaning, nature, and scope of education.
4. Differentiate between formal, informal, and non-formal education.
5. Analyze the relationship between education and philosophy, including the distinctions between the philosophy of education and educational philosophy.

Unit II: Role of Philosophy in Education

Course Outcome: Students will be able to evaluate the significance of philosophical foundations in shaping educational aims, curriculum, teaching methods, and the roles of educators.

Learning Outcomes

1. Explain the philosophical foundations of education and their importance.
2. Evaluate the influence of philosophy on the aims of education.
3. Assess the impact of philosophical perspectives on curriculum development.
4. Discuss the role of philosophy in shaping teaching methods.
5. Examine the philosophical underpinnings of the roles and responsibilities of teachers and the concept of discipline in education.

Unit III: Indian Schools of Philosophy and Their Influence in Education

Course Outcome: Students will be able to critically analyze the principles of major Indian philosophical schools and their influence on educational practices.

Learning Outcomes

1. Identify and classify the basic features of Indian philosophy.
2. Explain the concepts of Yoga philosophy, including Hathayoga, Rajayoga, and Astangika Yoga, and their influence on education.
3. Describe the basic tenets of Vedanta philosophy (Brahma, Atman, Jagat, Maya) and their educational implications.
4. Analyze the concept of Buddhism, including the Four Noble Truths and the Middle Path, and their influence on education.
5. Compare and contrast the influences of different Indian philosophical schools on educational thought and practice.

Unit IV: Western Schools of Philosophy and Their Influence in Education

Course Outcome: Students will be able to assess the impact of key Western philosophical schools on educational aims, curriculum, teaching methods, and the role of teachers.

Learning Outcomes

1. Identify the basic features of Western philosophy.
2. Explain the basic tenets of Idealism and its influence on educational aims, curriculum, teaching methods, the role of the teacher, and discipline.
3. Describe the principles of Naturalism and its impact on educational practices.
4. Discuss the basic tenets of Pragmatism and its influence on the educational process.
5. Critically evaluate the contributions of Western philosophical schools to contemporary educational theory and practice.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Marks
I	<p>Introduction to Philosophy</p> <p>1.1 Meaning, nature and scope of Philosophy</p> <p>1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology)</p> <p>1.3 Meaning, nature and scope of Education</p> <p>1.4 Types of Education (Formal, Informal and Non- formal)</p> <p>1.5 Relation between Education and Philosophy</p> <p>1.6 Meaning, nature and scope of Philosophy of Education</p> <p>1.7 Philosophy of Education and Educational Philosophy</p>	12	01	-	13	18
II	<p>Role of Philosophy in Education</p> <p>2.1 Philosophical foundations of Education and its importance</p> <p>2.2 Role of Philosophy in Education:</p> <p>2.2.1 Philosophy and aims of education</p> <p>2.2.2 Philosophy and curriculum</p> <p>2.2.3 Philosophy and methods of teaching.</p> <p>2.2.4 Philosophy and role of teachers</p> <p>2.2.5 Philosophy and discipline</p>	13	01	01	15	15
III	<p>Indian Schools of Philosophy and their Influences in education:</p> <p>3.1 Basic features and classification of Indian Philosophy</p> <p>3.2 Yoga Philosophy:</p> <p>3.2.1 Concept of Yoga Philosophy</p> <p>3.2.2 Hathayoga and Rajayoga.</p> <p>3.2.3 Astangika Yoga</p> <p>3.2.4 Influence of Yoga philosophy in education.</p> <p>3.3 Vedanta Philosophy:</p> <p>3.3.1 Basic tenets (Brahma, Atman, Jagat, Maya)</p> <p>3.3.2 Advaita Vedanta</p>	14	01	01	16	17

	<p>3.3.3 Influence of Vedanta philosophy in education.</p> <p>3.4 Buddhism:</p> <p>3.4.1 Concept of Buddhism</p> <p>3.4.2 Four noble truths of Buddha</p> <p>3.4.3 Middle Path</p> <p>3.4.4 Influence of Buddhism in education.</p>					
IV	<p>Western Schools of Philosophy and their Influences in Education:</p> <p>4.1 Basic features of Western Philosophy</p> <p>4.2 Idealism:</p> <p>4.2.1 Basic tenets</p> <p>4.2.2 Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>4.3 Naturalism:</p> <p>4.3.1 Basic tenets</p> <p>4.3.2 Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>4.4 Pragmatism:</p> <p>4.4.1 Basic tenets</p> <p>4.4.2 Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p>	14	01	01	16	20
Total		53	04	03	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

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. Deka, U. & Gogoi, P. (2019). Philosophical Foundations of Education: Golaghat: SaraswatiPrakashan.
8. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
9. Hiriyana, M.(1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
10. Miri, M. (2014) Philosophy of Education. Oxford University Press.
11. Radhakrishnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression).
12. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
13. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
15. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
16. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
17. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

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

Course Title	: Foundations of Education
Course Code	: EDNN 1
Nature of Course	: Minor 1
Total Credits	: 4 credits
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Concept of Education

Course Outcome:

Students will be able to understand and articulate the foundational concepts, types, aims, and functions of education in personal and national contexts.

Learning Outcomes

1. Explain the meaning, nature, and scope of education.
2. Differentiate between formal, non-formal, and informal education.
3. Analyze the necessity and determinants of educational aims, including individual and social aims, as well as the four pillars of education (Delors, 1997).
4. Describe the general functions of education, such as the development of basic knowledge, appreciation, skills, cultural preservation, and socialization.
5. Discuss the specific functions of education in human life, including the development of human values, self-actualization, successful living, and vocational efficiency.
6. Evaluate the functions of education in national life, including the development of nationalism, emotional integration, and democratic citizenship.

Unit II: Psychological Foundations of Education

Course Outcome:

Students will be able to apply psychological principles and methods to enhance the teaching-learning process.

Learning Outcomes

1. Define and describe the concept, nature, and branches of psychology.
2. Identify and explain the major schools of psychology: Structuralism, Behaviorism, Functionalism, Gestalt psychology, Psycho-analysis, and Constructivism.
3. Understand the meaning, nature, and scope of educational psychology.

4. Apply various methods of educational psychology, such as observation, case study, and clinical methods.
5. Demonstrate the application of educational psychology principles in the teaching-learning process.

Unit III: Philosophical Foundations of Education

Course Outcome:

Students will be able to critically analyze the relationship between education and philosophy, and apply philosophical concepts to educational practices.

Learning Outcomes

1. Define and explain the meaning, definitions, and scope of philosophy.
2. Differentiate between the science of education and the philosophy of education.
3. Analyze the relationship between education and philosophy.
4. Understand the meaning, nature, and scope of educational philosophy.
5. Discuss the role of philosophy in education, including its influence on educational aims, curriculum, discipline, teaching methods, and the role of the teacher.

Unit IV: Sociological Foundations of Education

Course Outcome:

Students will be able to analyze the relationship between education and sociology, and apply sociological theories to understand educational phenomena.

Learning Outcomes

1. Define and explain the meaning, nature, and scope of sociology.
2. Analyze the relationship between education and sociology.
3. Understand the need for a sociological approach to education.
4. Define and describe the meaning, nature, and scope of educational sociology.
5. Differentiate between sociology and educational sociology.
6. Evaluate the theories of educational sociology, including Conflict Theory and Consensus Theory, along with their concepts, features, merits, and demerits.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	<p>Concept of Education:</p> <p>1.1. Education- Meaning, Nature, and Scope</p> <p>1.2. Types of Education – Formal, Non-Formal and Informal Education</p> <p>1.3. Aims of Education:</p> <p>1.3.1 Necessity and determinants of aims of education</p> <p>1.3.2 Individual and Social Aims of Education</p> <p>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)</p> <p>1.4 Functions of Education: General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialization and social progress)</p> <p>1.5 Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualization and successful living, and development of vocational efficiency)</p> <p>1.6 Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship)</p>	15	02	-	17	20

II	<p>Psychological Foundations of Education</p> <p>2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology.</p> <p>2.2 Schools of Psychology– Structuralism, Behaviorism, Functionalism, Gestalt psychology, Psycho-analysis, and Constructivism.</p> <p>2.3 Meaning, nature and scope of Educational Psychology</p> <p>2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods)</p> <p>2.5 Application of Educational Psychology in teaching-learning process</p>	13	01	01	16	15
III	<p>Philosophical Foundations of Education</p> <p>3.1 Meaning, definitions and scope of Philosophy</p> <p>3.2 Science of Education and Philosophy of Education</p> <p>3.3 Relationship between Education and Philosophy.</p> <p>3.4 Meaning, nature and scope of Educational Philosophy.</p> <p>3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)</p>	13	-	02	15	17
IV	<p>Sociological Foundations of Education</p> <p>4.1 Meaning, nature and scope of Sociology.</p> <p>4.2 Relationship between Education and Sociology.</p> <p>4.3 Need of Sociological Approach to Education.</p> <p>4.4 Meaning, nature and scope of Educational Sociology.</p> <p>4.5 Difference between Sociology and</p>	12	01	-	13	18

	Educational Sociology. 4.6 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)					
	Total:	53	04	03	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: Kalyani Publications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: Loyal Publication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
6. Chauhan, S. S. (1978). Advanced Educational Psychology. , New Delhi: Vikas Publications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: Prentice Publications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad,Janardan (1995). Educational Psychology: Development of Teaching and Learning. New Delhi: Kanishka Publications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors.
16. Srimali, Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

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

Course Title	: Sociological Foundations of Education
Course Code	: EDNM2
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Concept, Approaches and Theories

Course Outcome:

Students will be able to understand and evaluate the foundational concepts, approaches, and theories of educational sociology and their applications in the educational field.

Learning Outcomes

1. Explain the meaning, nature, and scope of educational sociology.
2. Analyze the analogy between education and sociology.
3. Evaluate the importance of sociological approaches in education.
4. Describe and assess the Conflict Theory and Consensus Theory, including their concepts, features, merits, and demerits.

Unit II: Education, Social Aspects, and Socialization Process

Course Outcome:

Students will be able to understand and analyze the process of socialization and the role of education and various social agencies in this process.

Learning Outcomes

1. Define socialization and explain the process of education as a socialization process.
2. Identify and describe the roles of different agencies of socialization: home, school, society (neighborhood, peer group, mass media, social media).
3. Analyze the impact of these agencies on the socialization process.
4. Explain the concept of social mobility, its types, factors, and the role of education in promoting social mobility.
5. Define modernization, identify its indicators, and discuss the role of education in modernization.

Unit III: Role of Education in Social Change and Development

Course Outcome:

Students will be able to critically analyze the relationship between education, social change, and development, and evaluate the role of education in cultural, economic, and human resource development.

Learning Outcomes

1. Define social change and identify its factors.
2. Analyze the relationship between education and social change.
3. Explain cultural changes, their factors, and the role of education in facilitating these changes.
4. Define economic development, identify its factors, and evaluate the role of education in economic development.
5. Assess the role of education as a development indicator.
6. Define human resource development and analyze the role of education in this context.

Unit IV: Education and Political Ideologies**Course Outcome:**

Students will be able to understand and evaluate the influence of different political ideologies on educational systems and the role of education in promoting democratic, totalitarian, communist, and secular values.

Learning Outcomes

1. Define democracy, describe its basic features, and analyze the nature of education in a democratic society, including the role of education in inculcating democratic values.
2. Explain the concept and basic features of totalitarianism, and describe the nature of education in a totalitarian society.
3. Define communism, identify its basic features, and evaluate the nature of education in a communist society.
4. Define secularism and discuss the role of education in promoting secular values in a secular society.

UNIT	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	Concept, Approaches and Theories 1.1 Introduction to Educational Sociology- meaning, nature and scope 1.2 Analogy between Education and Sociology 1.3 Need for sociological approaches in Education (importance)	13	01	-	14	17

	<p>1.4 Theories of Educational Sociology-</p> <p>1.4.1 Conflict Theory-concept, features, merits and demerits</p> <p>1.4.2 Consensus Theory, concept, features, merits and demerits</p>					
II	<p>Education, Social Aspects and Socialization Process</p> <p>2.1 Socialization: Meaning and Process, Education as a Socialization Process,</p> <p>2.1.1 Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media)</p> <p>2.1.2 Role of these agencies in socialization</p> <p>2.2 Social Mobility-Meaning, Types, Factors, Role of education in Social Mobility</p> <p>2.3 Modernization: Meaning, Indicators, Role of Education</p>	12	01	02	15	18
III	<p>Role of Education in Social Change and Development</p> <p>3.1. Social Change: Meaning & Factors</p> <p>3.2. Relation between Education & Social Change</p> <p>3.3. Cultural Changes- Meaning, Factors, Role of education</p> <p>3.4. Economic Development- Meaning, Factors, Role of education</p> <p>3.5. Education as a Development Indicator</p> <p>3.6. Human Resource Development- Meaning, Role of education</p>	13	01	01	15	17
IV	<p>Education And Political Ideologies</p> <p>4.1 Democracy-Concept and Basic Features of Democracy, nature of education in Democracy, Role of Education in Inculcating Democratic Values.</p>	14	01	01	16	18

4.2	Totalitarianism: Concept and Basic Features of Totalitarianism, Nature of education in Totalitarian Society					
4.3	Communism: Concept of Communism, Basic Features, Nature of education in Communist Society					
4.4	Secularism: Meaning and Role of education in Secular Society.					
Total:		52	04	04	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Suggested Readings:

1. Adiseshiah, W.T.V. & Pavanasam . R., Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974.
2. Blackledge, D. & Hunt, Barry, Sociological Interpretations of Education, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. , Sociology of Education, New Delhi, Atlantic Publishers,2002
4. Chandra, S.S., Sociology of Education, Guwahati, Eastern Book House,1996.
5. Cook L, A. & Cook, E., Sociological Approach to Education , New York, McGraw Hill,1970.
6. Durkheim, E., Education and Sociology , New York, The Free Press,1966.
7. Hemlata, T., Sociological Foundations of Education, NewDelhi, Kanishka Publishers, 2002
8. Jayaram, Sociology of Education , New Delhi, Rawat,1990.
9. Shukla, S. & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication,1985.
10. Swift, D.F., Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul, 1970.
11. UNESCO, Inequalities and Educational development, Paris, ANIIEP Seminar,UNESCO,1982.

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

Course Title	: Guidance and Counseling
Course Code	: EDNN 2
Nature of Course	: Minor
Total Credits	: 4 credits
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Guidance and Counseling

Course Outcome:

Students will be able to understand and articulate the fundamental concepts, principles, types, and importance of guidance and counseling, and their applications in educational settings.

Learning Outcomes

1. Explain the meaning, nature, and scope of guidance and counseling.
2. Identify the principles and bases of guidance (philosophical, psychological, and sociological).
3. Differentiate between the types of guidance: personal, social, educational, vocational, health, and individual vs. group guidance.
4. Discuss the characteristics and principles of good counseling.
5. Analyze the types of counseling: directive, non-directive, and eclectic.
6. Explain the relationship between guidance, counseling, and teaching.
7. Discuss the roles of counselors, parents, and teachers in secondary schools.
8. Describe the concept and dissemination of occupational information and career counseling.

Unit II: Tools and Techniques of Guidance

Course Outcome:

Students will be able to apply various tools and techniques of guidance and counseling to effectively support students in educational settings.

Learning Outcomes

1. Understand the basic concept of tools and techniques of guidance.
2. Describe the different types of guidance techniques, including individual and group counseling.
3. Explain the organization of guidance services, such as placement services and follow-up services.

4. Discuss the organization of counseling services, including centralization, decentralization, and mixed forms of counseling services.
5. Identify and describe the basic tools of counseling services: psychological tests, interviews, observation, checklists, sociometry, and cumulative record cards.

Unit III: Educational and Vocational Guidance

Course Outcome:

Students will be able to understand and evaluate the significance of educational and vocational guidance in occupational adjustment and addressing challenges in guidance and counseling.

Learning Outcomes

1. Define and explain the meaning and characteristics of educational and vocational guidance.
2. Analyze the relationship between educational and vocational guidance.
3. Evaluate the role of vocational guidance in occupational adjustment.
4. Discuss the challenges and issues in guidance and counseling.
5. Explain the role of guidance and counseling for special groups.

Unit IV: Organization of Guidance and Counseling Programme

Course Outcome:

Students will be able to design and implement effective guidance and counseling programs at various educational levels and understand the roles of counselors and other stakeholders in the process.

Learning Outcomes

1. Describe the principles and organization of guidance and counseling services at pre-school, elementary, secondary, and higher education levels.
2. Identify the qualities of a good counselor.
3. Explain the role of counselors in the counseling process.
4. Discuss the roles of teachers, headmasters, and parents in guidance and counseling.
5. Identify essential information needed for guidance and counseling, including personal and educational information.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	<p>Guidance & Counseling:</p> <p>A. Guidance -</p> <p>1.1 Meaning, Nature and Scope of Guidance, Aims and Objectives of Guidance. Need of Guidance.</p> <p>1.2 Principles of Guidance and Bases of Guidance (Philosophical, Psychological and Sociological).</p> <p>1.3 Types of Guidance:</p> <p>1.3.1 Personal guidance,</p> <p>1.3.2 Social guidance,</p> <p>1.3.3 Educational guidance,</p> <p>1.3.4 Vocational guidance</p> <p>1.3.5 Health guidance,</p> <p>1.3.6 Individual and Group Guidance</p> <p>1.4 Importance of good Guidance Programme.</p> <p>B. Counseling -</p> <p>1.5 Meaning, Nature and Scope of Counseling.</p> <p>1.6 Characteristics of Good Counseling Process.</p> <p>1.7 Principles of Counseling.</p> <p>1.8 Types of Counseling:</p> <p>1.8.1 Directive Counseling,</p> <p>1.8.2 Non-directive Counseling,</p> <p>1.8.3 Eclectic Counseling.</p> <p>1.9 Counseling for adjustment.</p> <p>1.10 Relationship between Guidance, Counseling and Teaching.</p> <p>1.11 Role of Counselor, Parents and Teachers in Secondary School.</p> <p>1.12 Concept of Occupational information, Dissemination of Occupation Information and</p>	16	02	-	18	20

	Career Counseling.					
II	<p>Tools and Techniques of Guidance:</p> <p>2.1 Basic Concept of Tools and Techniques of Guidance.</p> <p>2.2 Types of Guidance Techniques: Counseling (Individual and Group).</p> <p>2.3 Organization of Guidance Services: Placement Services & Follow Up Services.</p> <p>2.4 Organization of Counseling Services: Centralization & Decentralization, Mixed Form of Counseling Services</p> <p>2.5 Basic Tools of Counseling Services</p> <p>2.5.1 Psychological Test</p> <p>2.5.2 Interview</p> <p>2.5.3 Observation</p> <p>2.5.4 Checklist</p> <p>2.5.5 Sociometry</p> <p>2.5.6 Cumulative record card</p>	12	01	01	14	16
III	<p>Educational and Vocational Guidance:</p> <p>3.1 Meaning and Definition of Educational Guidance & Vocational Guidance.</p> <p>3.2 Characteristics of Educational and Vocational Guidance.</p> <p>3.3 Relationship between Educational and Vocational Guidance.</p> <p>3.4 Role of Vocational Guidance in Occupational Adjustment.</p> <p>3.5 Challenges and Issues of Guidance and Counseling.</p> <p>3.6 Role of Guidance and Counseling for Special Groups</p>	12	01	01	14	16
IV	<p>Organization of Guidance and Counseling Programme</p> <p>4.1 Programmes and Principles of Organization of Guidance and Counseling Services at:</p> <p>4.1.1 Pre - School Level</p>	12	01	01	14	18

4.1.2 Elementary Level 4.1.3 Secondary Level 4.1.4 Higher Level 4.2 Qualities of a Good Counselor 4.3 Role of Counselor in Counseling Process 4.4 Role of Teachers, Headmaster and Parents in Guidance and Counseling 4.5 Essentials Information for Guidance and Counseling 4.6 Personal Information: Physical, Intellectual, Personality and Academic Achievement. 4.7 Educational Information: Scope and Opportunity Available.						
Total:	52	05	03	60	70	

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Suggested Readings:

1. Agarwala, R. (2006). Educational, vocational guidance and counseling. New Delhi: Sipra Publication.
2. Bhatnagar, A and Gupta, N.(1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House.
5. Jones, A. J. (1951). Principles of guidance and pupil personnel work. New York: McGraw-Hill.
6. Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.
7. Berdie, R.F.(1963). Testing in Guidance and Counselling. New York: Mc GrawHill.

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

Course Title	: Psychological Foundations of Education
Course Code	: EDNM3
Nature of the Course	: Major 3
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Psychology and Education

Course Outcome:

Students will be able to understand and critically evaluate the fundamental concepts, schools, and applications of psychology in the educational field.

Learning Outcomes

1. Explain the meaning and nature of psychology.
2. Describe the major schools of psychology: behaviorism, structuralism, functionalism, Gestalt psychology, psycho-analysis, and constructivism.
3. Define and discuss the meaning, nature, and scope of educational psychology.
4. Analyze the importance of educational psychology in classroom teaching.

Unit II: Learning and Motivation

Course Outcome:

Students will be able to comprehend the various factors, types, theories, and laws of learning and motivation, and their implications for effective teaching and learning.

Learning Outcomes

1. Define and explain the meaning and nature of learning.
2. Identify and discuss the factors of learning: home, school, mass media, and intelligence.
3. Differentiate between the types of learning: cognitive, affective, and psycho-motor learning.
4. Explain and evaluate the major theories of learning: Thorndike's theory, Classical Conditioning, Operant Conditioning, and Gestalt theory.

Unit III: Intelligence and Creativity

Course Outcome:

Students will be able to understand, evaluate, and nurture intelligence and creativity, and address the educational needs of exceptional children.

Learning Outcomes

1. Define and explain the meaning and nature of intelligence.
2. Discuss the factors of intelligence: heredity and environment.
3. Evaluate the major theories of intelligence: monarchic theory, Spearman’s two-factor theory, multifactor theory, group factor theory, and Guilford’s Structure of Intellect (SoI).
4. Define creativity and explain its meaning and nature.

Unit IV: Personality and Adjustment

Course Outcome:

Students will be able to understand and evaluate the various theories and factors of personality, and the mechanisms of adjustment for personal and social well-being.

Learning Outcomes

1. Define and explain the meaning and characteristics of personality.
2. Identify and discuss the factors of personality: physical, mental, social, and emotional.
3. Describe the major type theories of personality: Hippocrates, Sheldon, Kretchmer, Spranger, and Jung.
4. Explain the trait theories of personality: Cattell and Eysenck.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Marks
I	Psychology and Education 1.1 Meaning and Nature of Psychology 1.2 Schools of Psychology- 1.2.1 Behaviorism 1.2.2 Structuralism 1.2.3 Functionalism 1.2.4 Gestalt Psychology 1.2.5 Psycho-analysis 1.2.6 Constructivism 1.3 Meaning, nature and scope of Educational Psychology 1.4 Importance of Educational Psychology in classroom teaching	08	02	-	10	17

II	<p>Learning and Motivation</p> <p>2.1 Meaning and nature of learning.</p> <p>2.2 Factors of Learning: Home, School, Mass Media, Intelligence</p> <p>2.3 Variables of learning: personal, subject matter and method variables.</p> <p>2.4 Types of learning: cognitive, affective and psycho-motor learning</p> <p>2.5 Theories of learning: Thorndike’s theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory</p> <p>2.6 Laws of learning</p> <p>2.7 Maturation: Meaning and role in learning</p> <p>2.8 Motivation: Meaning and role in learning.</p> <p>2.9 Attention and Interest: Meaning of Attention and Interest, Role of Attention and Interest in learning</p> <p>2.10 Memory – Role of memory in learning.</p> <p>2.11 Concept of Instinct and Emotion: Some educationally significant instincts and provisions for their training (Curiosity, Self-assertiveness, Acquisition, Herd Instincts, Sex Instincts).</p> <p>2.12 Importance of Emotional training in the classroom.</p> <p>2.13 Transfer of learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical.</p>	18	01	01	20	18
III	<p>Intelligence and Creativity</p> <p>3.1 Meaning and nature of intelligence</p> <p>3.2 Factors of Intelligence: Heredity and Environment.</p> <p>3.3 Theories of intelligence: Monarchic theory, Spearman’s two factors theory, Multifactor theory, Group factor theory and Guilford’s Structure of Intellect (SoI)</p>	16	01	01	18	18

	<p>3.4 Concept of Emotional Intelligence.</p> <p>3.5 Creativity: Meaning and nature.</p> <p>3.6 Process and Product of creativity</p> <p>3.7 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification.</p> <p>3.8 Nurturing Creativity in Classrooms.</p> <p>3.9 Meaning and nature of gifted children, difference between creativity and giftedness.</p> <p>3.10 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.</p>					
IV	<p>Personality and Adjustment</p> <p>4.1 Meaning and Characteristics of personality</p> <p>4.2 Factors of personality</p> <p>4.2.1 Physical.</p> <p>4.2.2 Mental.</p> <p>4.2.3 Social.</p> <p>4.2.4 Emotional.</p> <p>4.3 Type Theories of Personality: Hippocrates, Sheldon, Kretchmer, Spranger and Jung</p> <p>4.4 Trait theories of personality: Cattell and Eysenck</p> <p>4.5 Concept of balanced mature personality</p> <p>4.6 Adjustment mechanism:</p> <p>4.6.1 Fantasy,</p> <p>4.6.2 Compensation,</p> <p>4.6.3 Identification,</p> <p>4.6.4 Rationalization</p> <p>4.6.5 Sublimation</p>	10	01	01	12	17
	Total:	52	05	03	60	70

Modes of In-Semester Assessment:

- | | |
|---|----------|
| 1) Two Sessionals test - | 20 Marks |
| 2) Any one of the following activities listed below -
Seminar/ Group discussion/ Assignment related to the Course content. | 05 Marks |
| 3) Attendance- | 05 Marks |

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
3rd SEMESTER**

Course Title	: Value Education
Course Code	: EDNM4
Nature of the Course	: Major 4
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Values

Course Outcome:

Students will be able to understand and analyze the concept, types, functions, and sources of values, and the role of various agents in fostering values.

Learning Outcomes

1. Explain the concept, meaning, and definition of values.
2. Identify and differentiate between instrumental, intrinsic, and democratic values.
3. Describe the functions of values.
4. Analyze the sources of values: socio-cultural tradition, religion, and the Constitution (Indian Constitution).
5. Discuss the role of parents, teachers, peer groups, religion, government, mass media, and voluntary organizations in fostering values.

Unit II: Value Education

Course Outcome:

Students will be able to understand the meaning, objectives, dimensions, importance, policy perspectives, methods, and the role of teachers and schools in value education.

Learning Outcomes

1. Explain the meaning and objectives of value education.
2. Identify and discuss the dimensions of value education: religious, spatial, cognitive, affective, and psychomotor.
3. Analyze the importance of value education in the 21st century.
4. Discuss the policy perspective on value education in India.

5. Evaluate the methods and techniques of value education: practical, conceptual, biographical, storytelling, socialized class, and discussion techniques.

6. Describe the role of the teacher and school in promoting value education.

Unit III: Value Education and Components of Excellence in Life

Course Outcome:

Students will be able to comprehend and reflect on the thoughts of value education by prominent thinkers and identify components of excellence in life.

Learning Outcomes

1. Explain the thoughts of value education by Gandhi (moral education), Aurobindo (spiritual education), and Tagore (aesthetic education).
2. Identify and discuss the components of excellence in life: integrity, character, positive thinking, self-esteem, stress-free living, self-managing leadership, and perseverance.
3. Analyze the importance of these components in achieving personal and professional excellence.

Unit IV: Peace Education

Course Outcome:

Students will be able to understand the concept, pedagogy, integration, and imparting of peace education, and the role of teachers, principals, and parents in promoting peace education.

Learning Outcomes

1. Define and explain the concept, meaning, and objectives of peace education.
2. Discuss the pedagogy of peace education: self-learning, cooperative learning, and problem-solving.
3. Analyze the integration of peace education in the curriculum through subject content, teaching methods, co-curricular activities, staff development, classroom management, and school management.
4. Evaluate the role of teachers, principals, and parents in imparting peace education.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	Values: 1.1 Concept, meaning and definition of values. 1.2 Types of values: 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values.	16	02	-	18	18

	<p>1.3 Functions of values.</p> <p>1.4 Sources of values:</p> <p>1.4.1 Socio- cultural tradition</p> <p>1.4.2 Religion</p> <p>1.4.3 Constitution (Indian Constitution)</p> <p>1.5 Fostering values: Role of –</p> <p>1.5.1 Parents</p> <p>1.5.2 Teachers</p> <p>1.5.3 Peer groups</p> <p>1.5.4 Religion</p> <p>1.5.5 Government</p> <p>1.5.6 Mass media and</p> <p>1.5.7 Voluntary organizations</p>					
II	<p>Value Education</p> <p>2.1 Meaning and Objectives of Value Education</p> <p>2.2 Dimensions of Value Education:</p> <p>2.3.1 Religious</p> <p>2.3.2 Spatial</p> <p>2.3.3 Cognitive, Affective and Psychomotor dimensions.</p> <p>2.3 Importance of value education in the 21st century.</p> <p>2.4 Policy perspective on Value Education in India.</p> <p>2.5 Methods and techniques of value education:</p> <p>2.5.1 Practical method</p> <p>2.5.2 Conceptual method</p> <p>2.5.3 Biographical method</p> <p>2.5.4 Storytelling technique</p> <p>2.5.5 Socialized class technique</p> <p>2.5.6 Discussion technique.</p> <p>2.6 Role of the Teacher and School in promoting Value Education.</p>	12	02	01	15	18

III	<p>Value Education and Components of Excellence in life</p> <p>3.1 Thoughts of value education:</p> <p>3.1.1 Moral Education (Gandhi)</p> <p>3.1.2 Spiritual Education (Aurobindo)</p> <p>3.1.3 Aesthetic Education (Tagore)</p> <p>3.2 Components of Excellence in life</p> <p>3.2.1 Integrity</p> <p>3.2.2 Character</p> <p>3.2.3 Positive thinking</p> <p>3.2.4 Self- esteem</p> <p>3.2.5 Stress free living</p> <p>3.2.6 Self managing leadership</p> <p>3.2.7 Perseverance</p>	11	01	02	14	17
IV	<p>Peace Education:</p> <p>4.1 Concept, Meaning and Objectives of Peace education</p> <p>4.2 Pedagogy of Peace Education:</p> <p>4.2.1 Self learning</p> <p>4.2.2 Cooperative learning</p> <p>4.2.3 Problem solving</p> <p>4.3 Integrating Peace education in the curriculum:</p> <p>4.3.1 Subject content</p> <p>4.3.2 Teaching methods</p> <p>4.3.3 Co-curricular activities</p> <p>4.3.4 Staff development</p> <p>4.3.5 Classroom management</p> <p>4.3.6 School management.</p> <p>4.4 Imparting Peace Education: Role of :</p> <p>4.4.1Teacher</p> <p>4.4.2Principle</p> <p>4.4.3Parents</p>	12	01	-	13	17
	Total	51	06	03	60	70

Modes of In-Semester Assessment:

- | | |
|---|----------|
| 1) Two Sessionals test - | 20 Marks |
| 2) Any one of the following activities listed below -
Seminar/ Group discussion/ Assignment related to the Course content. | 05 Marks |
| 3) Attendance- | 05 Marks |

Suggested readings:

1. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
14. Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
15. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
16. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
19. Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

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

Course Title	: Value Education
Course Code	: EDNN3
Nature of the Course	: Minor 3
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Values

Course Outcome:

Students will be able to understand and analyze the concept, types, functions, and sources of values, and the role of various agents in fostering values.

Learning Outcomes

1. Explain the concept, meaning, and definition of values.
2. Identify and differentiate between instrumental, intrinsic, and democratic values.
3. Describe the functions of values.
4. Analyze the sources of values: socio-cultural tradition, religion, and the Constitution (Indian Constitution).
5. Discuss the role of parents, teachers, peer groups, religion, government, mass media, and voluntary organizations in fostering values.

Unit II: Value Education

Course Outcome:

Students will be able to understand the meaning, objectives, dimensions, importance, policy perspectives, methods, and the role of teachers and schools in value education.

Learning Outcomes

1. Explain the meaning and objectives of value education.
2. Identify and discuss the dimensions of value education: religious, spatial, cognitive, affective, and psychomotor.
3. Analyze the importance of value education in the 21st century.
4. Discuss the policy perspective on value education in India.

5. Evaluate the methods and techniques of value education: practical, conceptual, biographical, storytelling, socialized class, and discussion techniques.

6. Describe the role of the teacher and school in promoting value education.

Unit III: Value Education and Components of Excellence in Life

Course Outcome:

Students will be able to comprehend and reflect on the thoughts of value education by prominent thinkers and identify components of excellence in life.

Learning Outcomes

1. Explain the thoughts of value education by Gandhi (moral education), Aurobindo (spiritual education), and Tagore (aesthetic education).
2. Identify and discuss the components of excellence in life: integrity, character, positive thinking, self-esteem, stress-free living, self-managing leadership, and perseverance.
3. Analyze the importance of these components in achieving personal and professional excellence.

Unit IV: Peace Education

Course Outcome:

Students will be able to understand the concept, pedagogy, integration, and imparting of peace education, and the role of teachers, principals, and parents in promoting peace education.

Learning Outcomes

1. Define and explain the concept, meaning, and objectives of peace education.
2. Discuss the pedagogy of peace education: self-learning, cooperative learning, and problem-solving.
3. Analyze the integration of peace education in the curriculum through subject content, teaching methods, co-curricular activities, staff development, classroom management, and school management.
4. Evaluate the role of teachers, principals, and parents in imparting peace education.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	Values: 1.6 Concept, meaning and definition of values. 1.7 Types of values: 1.7.1 Instrumental values 1.7.2 Intrinsic values and 1.7.3 Democratic values.	16	02	-	18	18

	<p>1.8 Functions of values.</p> <p>1.9 Sources of values:</p> <p>1.9.1 Socio- cultural tradition</p> <p>1.9.2 Religion</p> <p>1.9.3 Constitution (Indian Constitution)</p> <p>1.10 Fostering values: Role of –</p> <p>1.10.1 Parents</p> <p>1.10.2 Teachers</p> <p>1.10.3 Peer groups</p> <p>1.10.4 Religion</p> <p>1.10.5 Government</p> <p>1.10.6 Mass media and</p> <p>1.10.7 Voluntary organizations</p>					
II	<p>Value Education</p> <p>2.1 Meaning and Objectives of Value Education</p> <p>2.2 Dimensions of Value Education:</p> <p>2.3.1 Religious</p> <p>2.3.2 Spatial</p> <p>2.3.3 Cognitive, Affective and Psychomotor dimensions.</p> <p>2.3 Importance of value education in the 21st century.</p> <p>2.4 Policy perspective on Value Education in India.</p> <p>2.5 Methods and techniques of value education:</p> <p>2.5.7 Practical method</p> <p>2.5.8 Conceptual method</p> <p>2.5.9 Biographical method</p> <p>2.5.10 Storytelling technique</p> <p>2.5.11 Socialized class technique</p> <p>2.5.12 Discussion technique.</p> <p>2.6 Role of the Teacher and School in promoting Value Education.</p>	12	02	01	15	18

III	<p>Value Education and Components of Excellence in life</p> <p>3.2 Thoughts of value education:</p> <p>3.2.1 Moral Education (Gandhi)</p> <p>3.2.2 Spiritual Education (Aurobindo)</p> <p>3.2.3 Aesthetic Education (Tagore)</p> <p>3.2 Components of Excellence in life</p> <p>3.2.8 Integrity</p> <p>3.2.9 Character</p> <p>3.2.10 Positive thinking</p> <p>3.2.11 Self- esteem</p> <p>3.2.12 Stress free living</p> <p>3.2.13 Self managing leadership</p> <p>3.2.14 Perseverance</p>	11	01	02	14	17
IV	<p>Peace Education:</p> <p>4.1 Concept, Meaning and Objectives of Peace education</p> <p>4.2 Pedagogy of Peace Education:</p> <p>4.2.1 Self learning</p> <p>4.2.2 Cooperative learning</p> <p>4.2.3 Problem solving</p> <p>4.3 Integrating Peace education in the curriculum:</p> <p>4.3.1 Subject content</p> <p>4.3.2 Teaching methods</p> <p>4.3.3 Co-curricular activities</p> <p>4.3.4 Staff development</p> <p>4.3.5 Classroom management</p> <p>4.3.6 School management.</p> <p>4.4 Imparting Peace Education: Role of :</p> <p>4.4.1Teacher</p> <p>4.4.2Principle</p> <p>4.4.3Parents</p>	12	01	-	13	17
	Total	51	06	03	60	70

Modes of In-Semester Assessment:

- | | |
|---|----------|
| 1) Two Sessionals test - | 20 Marks |
| 2) Any one of the following activities listed below -
Seminar/ Group discussion/ Assignment related to the Course content. | 05 Marks |
| 3) Attendance- | 05 Marks |

Suggested readings:

1. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
14. Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
15. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
16. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
19. Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

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

Course Title	: Educational Technology
Course Code	: EDNM5
Nature of the Course	: Major 5
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Educational Technology

Course Outcome:

Students will be able to understand the concept, development, and components of educational technology, and differentiate it from instructional technology.

Learning Outcomes

1. Define the concept and nature of educational technology.
2. Describe the development of educational technology over time, with a focus on its evolution in India.
3. Identify and explain the components of educational technology, including hardware, software, and systems approach.
4. Differentiate between educational technology and instructional technology.
5. Explain the role and significance of instructional technology within the broader field of educational technology.

Unit II: ICT in Education

Course Outcome:

Students will be able to understand the concept and development of ICT in education, its applications, and the role of various technological resources in enhancing learning.

Learning Outcomes

1. Define the concept and development of Information and Communication Technology (ICT) in education.
2. Describe the role of computers in education and how ICT is applied in smart learning, smart classes, virtual classes, and evaluation.
3. Identify and discuss the uses of audio-visual learning resources such as radio, television, projectors, films, and film strips.

4. Explain the uses of non-projected learning resources like models, charts, globes, maps, and printed material.
5. Discuss e-learning, including e-resources, e-Pathshala, internet applications, and the role of EDUSAT in education.

Unit III: Communication and Teaching Learning

Course Outcome:

Students will be able to grasp the nature of communication, its components, and its significance in the teaching-learning process, including how to overcome communication barriers.

Learning Outcomes

1. Define the concept and nature of communication in the context of education.
2. Identify and explain the components of communication and their relevance to classroom settings.
3. Discuss the significance of effective communication in the learning process and classroom environment.
4. Identify barriers to effective classroom communication and propose strategies to overcome them.
5. Describe the qualities of a good classroom communicator and steps for making communication more effective.

Unit IV: Instructional Techniques

Course Outcome:

Students will be able to understand various instructional techniques, models of teaching, and their applications, including modern methods such as computer-assisted and programmed learning.

Learning Outcomes

1. Explain different models of teaching, including their concepts, characteristics, and families.
2. Describe the Inquiry Training Model, Classroom Meeting Model, and Personalized System of Instruction.
3. Discuss computer-assisted instruction, including its meaning, nature, forms, merits, and demerits.
4. Define programmed learning, including its characteristics and types.
5. Explain the concept and usefulness of open and distance education, the application of technology in these areas, and the role of team teaching in education.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	Educational Technology 1.1 Concept and nature of Educational Technology 1.2 Development of Educational Technology 1.3 Development of Educational Technology in India 1.4 Components of Educational Technology: Hardware, Software and Systems approach 1.5 Instructional technology 1.6 Difference between Educational Technology and Instructional Technology	12	01	-	13	17
II	ICT in Education 2.1 Concept and development of Information and Communication Technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips 2.5 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 2.6 E-learning 2.6.1 E- resources and their use 2.6.2 E-Pathshala: concepts and uses 2.7 Internet and its application 2.8 EDUSAT	14	01	01	16	18
III	Communication and teaching learning 3.1 Concept and nature of communication 3.2 Components of Communication. 3.3 Classroom communication 3.4 Significance of communication in learning 3.5 Barriers of effective classroom communication 3.6 Steps for making communication effective 3.7 Qualities of a good classroom communicator	12	01	02	15	17

IV	Instructional Techniques 4.1 Models of teaching (Concept, characteristics and families) 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer assisted instruction (Meaning, nature, forms, merits and demerits) 4.5 Programmed learning (Meaning characteristics and types) 4.6 Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning 4.7 Team Teaching (Group Discussion, Seminars & Symposium)	13	02	01	16	18
		51	05	04	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Expected Learning Outcome: On completion of the course, the students will be able to:

1. Describe the concept, nature and components of Educational Technology
2. Distinguish between Educational technology and Instructional Technology
3. Apply ICT in teaching learning
4. Describe the concept, components and characteristics of communication
5. Demonstrate the skills of effective communication
6. Apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.

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. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi:Prentice Hall of India Pvt. Ltd.
6. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
7. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication
8. Mrunalin, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007).Technological Foundation of Educational. Meerut: Lall Book Depot.
10. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
11. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

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

Course Title	: Development of Education in Pre-Independence
Course Code	: EDNM6
Nature of the Course	: Major 6
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Educational Heritage of India

Course Outcome:

Students will be able to understand and analyze the educational systems of ancient, medieval, and Islamic India, including their features, objectives, and organizational structures.

Learning Outcomes

1. Describe the salient features, aims, objectives, administration, and methods of teaching in the Vedic and Buddhist educational systems.
2. Analyze the types of educational institutions, curriculum, teacher-pupil relationships, and women's education during the Vedic and Buddhist periods.
3. Discuss the salient features, aims, objectives, administration, curriculum, and women's education in the Islamic system of education during the medieval period.
4. Compare and contrast the educational systems of the Vedic, Buddhist, and Islamic periods.
5. Evaluate the influence of socio-cultural and religious contexts on educational practices in these historical periods.

Unit II: Education during British Period

Course Outcome:

Students will be able to analyze the evolution of education during the British rule in India, including the impact of indigenous systems, missionary activities, and key legislative reforms.

Learning Outcomes

1. Define the concept of indigenous education, describe its types, and analyze the causes behind its decline during British rule.

2. Examine the educational activities of various missionary groups in India, including the Portuguese, Danish, Dutch, French, and British.
3. Identify and describe key centers of missionary education in India, with a focus on Assam.
4. Analyze the impact of the East India Company's educational policies, including the Charter Act of 1813, the Orientalist-Anglicist Controversy, Macaulay's Minute, and Bentinck's educational policy.
5. Assess the contributions and limitations of missionary education in shaping modern Indian education.

Unit III: Growth and Development of Education from 1854 to 1921

Course Outcome:

Students will be able to evaluate the growth and development of education in India from 1854 to 1921, including key policies, commissions, and movements that shaped the educational landscape.

Learning Outcomes

1. Explain the background, recommendations, and impact of Wood's Despatch of 1854 on the Indian education system.
2. Describe the setting, recommendations, and assessment of the Hunter Commission of 1882.
3. Analyze Lord Curzon's educational policies, including the Shimla Educational Conference and policies on primary, secondary, and higher education.
4. Discuss the significance of the Indian University Commission (1902), University Act (1904), and the rise of nationalism in shaping education.
5. Evaluate the influence of Gokhale's Bill on Primary Education (1910-12), the Government resolution on educational policy (1913), and the Calcutta University Commission (1917) on educational reforms.

Unit IV: Growth and Development of Education from 1921 to 1947

Course Outcome:

Students will be able to analyze the evolution of education in India from 1921 to 1947, focusing on the impact of legislative reforms, educational policies, and key reports on the development of education.

Learning Outcomes

1. Describe the effects of Dyarchy on primary and secondary education and its role in the expansion of education.
2. Analyze the findings and recommendations of the Simon Commission and their impact on Indian education.
3. Discuss the Government of India Act of 1921 and its implications for educational policy.

4. Evaluate the Hartog Committee Report (1929), the Wardha Scheme of Basic Education (1937), and the Wood-Abbot Report (1937) on the development of education.

5. Assess the recommendations and impact of the Sargent Committee Report (1944) on various levels of education, including pre-primary, primary, secondary, university, teacher training, and technical education.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	<p>Educational Heritage of India</p> <p>1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its:</p> <p>1.1.1 Salient Features</p> <p>1.1.2 Aims and Objectives</p> <p>1.1.3 System of Administration and Finance</p> <p>1.1.4 Method of Teaching</p> <p>1.1.5 Types of Organization of Educational Institution</p> <p>1.1.6 Curriculum</p> <p>1.1.7 Teacher-Pupil Relationship</p> <p>1.1.8 Women's Education during Vedic and Buddhist Period.</p> <p>1.2 Education in Medieval India (Islamic System of Education) with special reference to its:</p> <p>1.2.1 Salient Features.</p> <p>1.2.2 Aims and Objectives.</p> <p>1.2.3 System of Administration and Finance.</p> <p>1.2.4 Types of Organization of Educational Institution.</p> <p>1.2.5 Curriculum.</p> <p>1.2.6 Women Education during Islamic Period.</p> <p>1.3 Comparison among the Vedic, Buddhist and Islamic education system.</p>	15	02	-	17	18

II	<p>Education during British Period</p> <p>2.1 Indigenous System of Education during British rule:</p> <p>2.1.1 Meaning of indigenous education.</p> <p>2.1.2 Types of indigenous educational institution.</p> <p>2.1.3 Causes of downfall of Indigenous education.</p> <p>2.2 Educational activities of Missionaries in India:</p> <p>2.2.1 The Portuguese</p> <p>2.2.2 The Danish</p> <p>2.2.3 The Dutch</p> <p>2.2.4 The French</p> <p>2.2.5 The British</p> <p>2.3 Centre's of Missionary Education in India.</p> <p>2.4 Educational activities of Missionaries in Assam</p> <p>2.5 Educational activities of East India Company:</p> <p>2.5.1 Charter Act, 1813</p> <p>2.5.2 Orientalist and Anglicist Controversy</p> <p>2.5.3 Macaulay's Minute, 1835</p> <p>2.5.4 Bentinck's declaration of educational policy</p>	13	02	-	15	18
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III	<p>Growth and Development of Education from 1854 to 1921</p> <p>3.1 Wood's Despatch 1854 :</p> <p> 3.1.1 Background of the Despatch.</p> <p> 3.1.2 Recommendations.</p> <p> 3.1.3 Assessments of Wood Despatch.</p> <p>3.2 Hunter's Commission, 1882</p> <p> 3.2.1 Background for setting up of the commission.</p> <p> 3.2.2 Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education).</p> <p> 3.2.3 Assessment of Hunter Commission</p> <p>3.3 Lord Curzon's Educational Policy:</p> <p> 3.3.1 Shimla Educational Conference</p> <p> 3.3.2 Curzon's Policy on Primary education</p> <p> 3.3.3 Curzon's Policy on Secondary education.</p> <p> 3.3.4 Curzon's Policy on Higher education</p> <p>3.4 The Indian University Commission, 1902</p> <p>3.5 University Act, 1904</p> <p>3.6 National Movement / Rise of Nationalism</p> <p>3.7 Gokhale's Bill on Primary Education (1910-12)</p> <p>3.8 Government resolution on Educational policy, 1913</p> <p>3.9 Calcutta University Commission, 1917</p>	13	01	-	15	17
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IV	Growth and Development of Education from 1921 to 1947 4.1 Education under Dyarchy: 4.1.1 Primary Education 4.1.2 Secondary Education 4.1.3 Expansion of education 4.2 Simon Commission 4.3 Government of India Act of 1921 4.4 Hartog Committee Report 1929 4.5 Wardha Scheme of Basic Education, 1937 4.5.1 Wardha Education Conference 1937 4.5.2 Salient features of Basic Education 4.5.3 Causes of failure of this education in India 4.6 Wood Abbot Report 1937 4.7 Sargent Committee Report, 1944 4.7.1 Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education 4.7.2 Assessment of the Sargent Committee Report	12	01	-	13	17
	Total	53	06	-	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.

2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi : Shipra Publications
3. Altekar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi : Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi : Shipra Publications
8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
10. Chatterjee, Mitali (1999). Education in Ancient India, : D. K. Printworld (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
14. Nurullah , S. &J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi : New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopaedia of Indian Education , New Delhi : NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
22. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic
23. Sharma, T.K. (2008) . Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

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

Course Title	: Measurement and Evaluation in Education
Course Code	: EDNM7
Nature of the Course	: Major 7
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Concept of Measurement and Evaluation in Education

Course Outcome:

Students will understand the principles and methods of measurement and evaluation in education, including their types, purposes, and the relationship between them.

Learning Outcomes

1. Define the meaning, nature, scope, and importance of measurement and evaluation in educational settings.
2. Explain the relationship between measurement and evaluation and how they complement each other.
3. Distinguish between psychological and physical measurement and their applications in education.
4. Describe the principles of effective evaluation and how they contribute to educational assessments.
5. Compare and contrast continuous and comprehensive evaluation, formative and summative evaluation, and diagnostic and prognostic evaluation.

Unit II: Psychological Tests

Course Outcome:

Students will be able to classify psychological tests based on various criteria and understand the characteristics of a good test.

Learning Outcomes

1. Define psychological tests and explain their significance in educational assessment.
2. Classify psychological tests based on administrative conditions, scoring methods, time limits, nature of items, response types, objectives, and standardization.
3. Discuss the characteristics of a good psychological test, including objectivity, reliability, validity, norms, and administer ability.

4. Analyze different types of psychological tests, such as intelligence tests, achievement tests, aptitude tests, and personality tests.
5. Evaluate teacher-made tests and standardized tests based on their construction, standardization, and effectiveness.

Unit III: Some Specific Psychological Tests

Course Outcome:

Students will be able to design, construct, and evaluate specific psychological tests used in educational settings.

Learning Outcomes

1. Construct and standardize achievement tests, including preparation of design, blueprints, item writing, item analysis, and estimating reliability and validity.
2. Analyze and interpret different versions of the Binet-Simon Scale and their application in measuring intelligence.
3. Develop and assess aptitude tests, including Differential Aptitude Tests and specific aptitude tests such as Artistic and Professional Aptitude Tests.
4. Implement personality assessment techniques using self-report inventories, observational methods, and projective techniques such as Word Association, Rorschach Inkblot Test, and Thematic Apperception Test (TAT).
5. Evaluate the effectiveness and application of specific psychological tests in educational settings.

Unit IV: Statistics in Education

Course Outcome:

Students will gain proficiency in using statistical methods for analyzing educational data, including measures of central tendency, variability, and correlation.

Learning Outcomes

1. Define educational statistics and describe its significance in the context of education.
2. Differentiate between types of data, including enumeration and measurement data, grouped and ungrouped data.
3. Compute and interpret measures of central tendency (mean, median, mode) and measures of variability (range, quartile deviation, mean deviation, standard deviation).
4. Present and interpret data using various graphical representations, including pie diagrams, bar diagrams, histograms, frequency polygons, cumulative frequency curves, and ogives.

5. Understand and apply the Normal Probability Curve, including its properties, uses, and deviations from normality such as skewness and kurtosis. Compute and interpret coefficients of correlation using Rank Difference and Product Moment methods for ungrouped data.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	<p>Concept Of Measurement And Evaluation In Education:</p> <p>1.1 Meaning, nature, scope and importance of Measurement and Evaluation in Education</p> <p>1.2 Relation between Measurement and Evaluation</p> <p>1.3 Psychological and Physical Measurement</p> <p>1.4 Principles of Evaluation</p> <p>1.5 Continuous and Comprehensive Evaluation</p> <p>1.6 Formative and Summative Evaluation</p> <p>1.7 Diagnostic and Prognostic Evaluation</p>	8	1	-	9	16
II	<p>Psychological Tests:</p> <p>1.1 Meaning of Psychological Test</p> <p>1.2 Classification of tests:</p> <p>1.2.1 On the basis of the administrative conditions: Individual test and Group test</p> <p>1.2.2 On the basis of scoring: Objective test and Subjective test</p> <p>1.2.3 On the basis of the time limit for response: Power test and Speed test</p> <p>1.2.4 On the basis of the nature of items: Verbal test, Nonverbal test and performance test</p> <p>1.2.5 On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests</p> <p>1.2.6 On the basis of objectives: Intelligence test, Achievement test, Aptitude test and Personality test</p> <p>1.2.7 On the basis of standardization: Teacher made test and Standardized test</p>	14	1	-	15	18

	2.3 Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administer ability					
III	<p>Some Specific Psychological Tests:</p> <p>3.1 Achievement Test: Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms)</p> <p>3.2 Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937)</p> <p>3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test)</p> <p>3.4 Personality Assessment: a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)</p>	14	2	-	16	16

IV	<p>Statistics in Education:</p> <p>4.1 Educational Statistics: Meaning, nature and scope</p> <p>4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data</p> <p>4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education</p> <p>4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education</p> <p>4.5 PRESENTATION OF DATA:</p> <p>4.5.1 Variable: Concept, Discrete and Continuous variables</p> <p>4.5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive.</p> <p>4.5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.</p> <p>4.5.4 Correlation: Positive and Negative Correlation, Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)</p>	18	2	-	20	20
	Total	54	06	0	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

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. Bhuyan, S. and Bhuyan, N. Soikhik Porimapon aru Soikhik Porisankhya Bigyan
5. Ebel, R.L.: Measuring Educational Achievement ; Prentice Hall of India Pvt. Ltd, New Delhi
6. Freeman Frank S. , Theory & Practice of Psychological Testing; New Yark; Holt, Rinehart & Winston
7. Garrett, Henry E and Woodworth R.S., - Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.
8. Guilford J.P. - Fundamental Statistics in Psychology and Education, McGraw Hill Book Company Inc. New York, 1956
9. Minden Dr Jack Jr Van, All About Psychological Tests and Assessment Centres, Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , Handbook on Paper Setting, NCERT, 2002
11. Sarmah, H.K. Parisankhys Bigyan aru Manoboigyanic Parimapan
12. Sarmah, M.K. Saikhik Porimapon aru Porisankhya Bigyan
13. Sibia A., Valuing Teacher Questioning, NCERT, New Delhi-110016, 2002
14. Singh A., Instructional Objectives of School Subjects, NCERT, New Delhi-110016, 2004
15. Singh A.K.: Tests, Measurement and Research Methods in Behavioural Science; Bharati bhawan , Patna -800003, 2012 print
16. Thorndike , R.L. & Hagen , E.P: Measurment & Evaluation in Psychology & Education; John Wiley & Sons; New York.

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

Course Title	: Inclusive Education
Course Code	: EDNM8
Nature of the Course	: Major 8
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Understanding Children with Diverse Needs

Course Outcome:

Students will gain an understanding of various types of children with diverse needs and their characteristics.

Learning Outcomes

1. Define the concept and nature of children with diverse needs and describe their significance in educational settings.
2. Identify and describe the types and characteristics of children with visual impairment, hearing impairment, intellectual disability, specific learning disability, cerebral palsy, autistic disorder, multiple disabilities, and those from disadvantaged or marginalized groups.
3. Analyze the impact of these diverse needs on children's learning and development.
4. Understand and address the specific challenges faced by children from disadvantaged or marginalized backgrounds, including girls, SC, ST, minorities, and street/working children.

Unit II: Introduction to Inclusive Education

Course Outcome:

Students will understand the concept of inclusive education, its importance, and how it addresses the needs of children with diverse needs.

Learning Outcomes

1. Explain the evolving concept and nature of special education and its transition to inclusive education.
2. Define inclusive education, its objectives, and the need for inclusion in educational settings.
3. Describe the different types of inclusion: physical, social, and cognitive, and their implications for classroom practice.

4. Trace the historical development of inclusive education in India and abroad, including special, integrated, and inclusive education models.
5. Identify and develop strategies to overcome barriers to learning and participation for children with diverse needs.

Unit III: Policies and Legislations for Diverse Needs Education & Rehabilitation

Course Outcome:

Students will be familiar with the international and national policies and legislations that support education and rehabilitation for children with diverse needs.

Learning Outcomes

1. Outline key international policies and legislations relevant to education for children with diverse needs, including the Dakar Framework for Action, Millennium Development Goals, and the UN Convention on the Rights of Persons with Disabilities.
2. Analyze national policies and legislations such as the National Policy on Education (1986), RCI Act (1992), PWD Act (1995), National Trust Act (1999), Right to Education Act (2009), SSA, and RMSA.
3. Understand the impact of these policies and legislations on the provision of education and rehabilitation services for children with diverse needs.
4. Evaluate the effectiveness of various policies in addressing the needs of children with disabilities and other diverse needs.

Unit IV: Current Trends and Future Perspective

Course Outcome:

Students will explore current trends in inclusive education, curriculum adaptations, and the role of various agencies in supporting children with diverse needs.

Learning Outcomes

1. Describe the concept and need for curriculum adaptations to accommodate children with diverse needs.
2. Develop strategies for integrating curricular and co-curricular activities that meet the diverse needs of children.
3. Analyze the role of families, communities, and NGOs in supporting the education of children with diverse needs.
4. Identify problems and constraints in the education of socially disadvantaged children and propose solutions to address these challenges.

5. Explore strategies for addressing social group inequality through multicultural education and effective school organization and management.

UNITS	COURSE CONTENTS	L	T	S	Total Hours	Total Marks
I	<p>Understanding Children with Diverse Needs</p> <p>1.1 Concept and Nature of Children with Diverse Needs</p> <p>1.2 Types and Characteristics of-</p> <ul style="list-style-type: none"> • Children with Visual impairment, • Children with Hearing Impairment, • Children with Intellectual Disability, • Children with Specific Learning Disability • Children with Cerebral Palsy • Children with Autistic Disorder • Children with Multiple Disabilities • Children from Other Disadvantaged or Marginalized Areas of Group (Girls, SC, ST, Minorities, Street and Working Children etc.) 	12	02	-	14	18
II	<p>Introduction to Inclusive Education:</p> <p>2.1 Changing Concept and Nature of Special Education.</p> <p>2.2 Concept and Nature of Inclusion</p> <p>2.3 Need and importance of inclusion</p> <p>2.4 Classification of inclusion-</p> <ul style="list-style-type: none"> • Physical, • Social and • Cognitive inclusion. <p>2.5 Inclusive Education-</p> <ul style="list-style-type: none"> • Concept and Nature of Inclusive education • Objectives of Inclusive 	13	02	01	15	18

	<p>Education</p> <ul style="list-style-type: none"> • Need and importance of Inclusive Education <p>2.6 Historical development of Inclusive Education in India and Abroad (Special, Integrated and Inclusive Education).</p> <p>2.7 Barriers of Children with Diverse Needs to learning and participation</p> <p>2.8 Strategies to overcome the barriers to learning and participation for children with diverse Needs</p>					
III	<p>Policies and Legislations for Diverse Needs Education & Rehabilitation:</p> <p>3.1 International Policies and Legislations:</p> <ul style="list-style-type: none"> • Dakar: framework of action (2000) • Millennium Development Goals (2000) to Indian Context. • United Nations Convention on the Rights of Persons with Disabilities, 2006. <p>3.2 National Policies and Legislations:</p> <ul style="list-style-type: none"> • National Policy on Education (1986) with reference to Program of Action (1992). • Rehabilitation Council of India (RCI) Act, (1992). • Persons with Disabilities (PWD) Act, 1995. • National Trust Act, 1999. • Right to Education Act, 2009. • Sarva Shiksha Abhiyan (SSA). • Rashtriya Madhyamic Shiksha Abhiyan (RMSA). 	15	-	01	16	18

IV	<p>Current Trends and Future Perspective:</p> <p>4.1 Concept of curriculum adaptations for children with diverse needs</p> <p>4.2 Need of curriculum adaptations for children with diverse needs.</p> <p>4.3 Curricular and Co-curricular activities for meeting diverse needs of children.</p> <p>4.5 Role of the Agencies:</p> <p> 4.4.1 Family</p> <p> 4.4.2 Community and</p> <p> 4.4.3 NGOs</p> <p>4.5 Problems/constraints in education of socially disadvantaged children.</p> <p>4.6 Addressing social group inequality</p> <p> • Multicultural Education</p> <p>4.7 Organization and management of schools to address socio-cultural diversity.</p> <p>4.8 Teaching-learning process and support materials</p> <p>4.9 Schemes, programmes for education of socially disadvantaged section</p>	13	02	-	15	16
		52	06	02	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs. Responses. CAN, New Delhi
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
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. The Falmer Press, London.

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). The Falmer Press London.
 7. Friel, J. (1997): Children with special needs, Jessica Kingsley Publication, London
 8. Guilford, P. (1971): Special Education Needs. 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, Routledge Taylor and Francis Group, London.
 11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice), Routledge Taylor and Francis Group, London.
 12. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India (Pvt.) Ltd. New Delhi.
 13. Panda, K.C. (2008): Education of Exceptional Children, Vikash Publishing House, New Delhi.
 14. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
 15. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, Routledge Taylor and Francis Group, London.
 16. Sindelar, P.T., Mccray, E.D., Brownell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation, Routledge Taylor and Francis Group, London.
 17. 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
4th SEMESTER**

Course Title	: Development of Education in Pre-Independence
Course Code	: EDNN4
Nature of the Course	: Minor 4
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)

Course Outcomes:

Unit I: Educational Heritage of India

Course Outcome:

Students will be able to understand and analyze the educational systems of ancient, medieval, and Islamic India, including their features, objectives, and organizational structures.

Learning Outcomes

1. Describe the salient features, aims, objectives, administration, and methods of teaching in the Vedic and Buddhist educational systems.
2. Analyze the types of educational institutions, curriculum, teacher-pupil relationships, and women's education during the Vedic and Buddhist periods.
3. Discuss the salient features, aims, objectives, administration, curriculum, and women's education in the Islamic system of education during the medieval period.
4. Compare and contrast the educational systems of the Vedic, Buddhist, and Islamic periods.
5. Evaluate the influence of socio-cultural and religious contexts on educational practices in these historical periods.

Unit II: Education during British Period

Course Outcome:

Students will be able to analyze the evolution of education during the British rule in India, including the impact of indigenous systems, missionary activities, and key legislative reforms.

Learning Outcomes

1. Define the concept of indigenous education, describe its types, and analyze the causes behind its decline during British rule.

2. Examine the educational activities of various missionary groups in India, including the Portuguese, Danish, Dutch, French, and British.
3. Identify and describe key centers of missionary education in India, with a focus on Assam.
4. Analyze the impact of the East India Company's educational policies, including the Charter Act of 1813, the Orientalist-Anglicist Controversy, Macaulay's Minute, and Bentinck's educational policy.
5. Assess the contributions and limitations of missionary education in shaping modern Indian education.

Unit III: Growth and Development of Education from 1854 to 1921

Course Outcome:

Students will be able to evaluate the growth and development of education in India from 1854 to 1921, including key policies, commissions, and movements that shaped the educational landscape.

Learning Outcomes

1. Explain the background, recommendations, and impact of Wood's Despatch of 1854 on the Indian education system.
2. Describe the setting, recommendations, and assessment of the Hunter Commission of 1882.
3. Analyze Lord Curzon's educational policies, including the Shimla Educational Conference and policies on primary, secondary, and higher education.
4. Discuss the significance of the Indian University Commission (1902), University Act (1904), and the rise of nationalism in shaping education.
5. Evaluate the influence of Gokhale's Bill on Primary Education (1910-12), the Government resolution on educational policy (1913), and the Calcutta University Commission (1917) on educational reforms.

Unit IV: Growth and Development of Education from 1921 to 1947

Course Outcome:

Students will be able to analyze the evolution of education in India from 1921 to 1947, focusing on the impact of legislative reforms, educational policies, and key reports on the development of education.

Learning Outcomes

1. Describe the effects of Dyarchy on primary and secondary education and its role in the expansion of education.
2. Analyze the findings and recommendations of the Simon Commission and their impact on Indian education.
3. Discuss the Government of India Act of 1921 and its implications for educational policy.

4. Evaluate the Hartog Committee Report (1929), the Wardha Scheme of Basic Education (1937), and the Wood-Abbot Report (1937) on the development of education.
5. Assess the recommendations and impact of the Sargent Committee Report (1944) on various levels of education, including pre-primary, primary, secondary, university, teacher training, and technical education.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	<p>Educational Heritage of India</p> <p>1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its:</p> <p>1.3.1 Salient Features</p> <p>1.3.2 Aims and Objectives</p> <p>1.3.3 System of Administration and Finance</p> <p>1.3.4 Method of Teaching</p> <p>1.3.5 Types of Organization of Educational Institution</p> <p>1.3.6 Curriculum</p> <p>1.3.7 Teacher-Pupil Relationship</p> <p>1.3.8 Women's Education during Vedic and Buddhist Period.</p> <p>1.4 Education in Medieval India (Islamic System of Education) with special reference to its:</p> <p>1.4.1 Salient Features.</p> <p>1.4.2 Aims and Objectives.</p> <p>1.4.3 System of Administration and Finance.</p> <p>1.4.4 Types of Organization of Educational Institution.</p> <p>1.4.5 Curriculum.</p> <p>1.4.6 Women Education during Islamic Period.</p> <p>1.5 Comparison among the Vedic, Buddhist and Islamic education system.</p>	15	02	-	17	18

II	<p>Education during British Period</p> <p>2.6 Indigenous System of Education during British rule:</p> <p>2.6.1 Meaning of indigenous education.</p> <p>2.6.2 Types of indigenous educational institution.</p> <p>2.6.3 Causes of downfall of Indigenous education.</p>	13	02	-	15	18
	<p>2.7 Educational activities of Missionaries in India:</p> <p>2.7.1 The Portuguese</p> <p>2.7.2 The Danish</p> <p>2.7.3 The Dutch</p> <p>2.7.4 The French</p> <p>2.7.5 The British</p> <p>2.8 Centre's of Missionary Education in India.</p> <p>2.9 Educational activities of Missionaries in Assam</p> <p>2.10 Educational activities of East India Company:</p> <p>2.10.1 Charter Act, 1813</p> <p>2.10.2 Orientalist and Anglicist Controversy</p> <p>2.10.3 Macaulay's Minute, 1835</p> <p>2.10.4 Bentinck's declaration of educational policy</p>					
III	<p>Growth and Development of Education from 1854 to 1921</p> <p>3.10 Wood's Despatch 1854 :</p> <p>3.10.1 Background of the Despatch.</p> <p>3.10.2 Recommendations.</p> <p>3.10.3 Assessments of Wood Despatch.</p> <p>3.11 Hunter's Commission, 1882</p> <p>3.11.1 Background for setting up of the commission.</p> <p>3.11.2 Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education).</p>	13	01	-	15	17

	<p>3.11.3 Assessment of Hunter Commission</p> <p>3.12 Lord Curzon's Educational Policy:</p> <p>3.12.1 Shimla Educational Conference</p> <p>3.12.2 Curzon's Policy on Primary education</p>					
	<p>3.12.3 Curzon's Policy on Secondary education.</p> <p>3.12.4 Curzon's Policy on Higher education</p> <p>3.13 The Indian University Commission, 1902</p> <p>3.14 University Act, 1904</p> <p>3.15 National Movement / Rise of Nationalism</p> <p>3.16 Gokhale's Bill on Primary Education (1910-12)</p> <p>3.17 Government resolution on Educational policy, 1913</p> <p>3.18 Calcutta University Commission, 1917</p>					
IV	<p>Growth and Development of Education from 1921 to 1947</p> <p>1.3 Education under Dyarchy:</p> <p>1.3.1 Primary Education</p> <p>1.3.2 Secondary Education</p> <p>1.3.3 Expansion of education</p> <p>1.4 Simon Commission</p> <p>1.5 Government of India Act of 1921</p> <p>1.6 Hartog Committee Report 1929</p> <p>1.7 Wardha Scheme of Basic Education, 1937</p> <p>1.7.1 Wardha Education Conference 1937</p> <p>1.7.2 Salient features of Basic Education</p> <p>1.7.3 Causes of failure of this education in India</p> <p>1.8 Wood Abbot Report 1937</p>	12	01	-	13	17

	1.9 Sargent Committee Report, 1944 1.9.1 Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education 1.9.2 Assessment of the Sargent Committee Report					
	Total	53	06	-	60	70

Modes of In-Semester Assessment:

- 1) Two Sessionals test - 20 Marks
 2) Any one of the following activities listed below - 05 Marks
 Seminar/ Group discussion/ Assignment related to the Course content.
 3) Attendance- 05 Marks

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi : Shipra Publications
3. Altekar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi : Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi : Shipra Publications
8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
10. Chatterjee, Mitali (1999). Education in Ancient India, : D. K. Printworld (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.

14. Nurullah , S. &J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi : New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopaedia of Indian Education , New Delhi : NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
22. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic
23. Sharma, T.K. (2008) . Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranje. Dibrugarh: Banalata.

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

Course Title	: Child and Adolescent Psychology.
Course Code	: EDNM9
Nature of the Course	: Major9
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Child Psychology

Course Outcome (CO): CO1. To understand the foundational concepts and significance of child psychology, including its historical development and influencing factors.

Learning Outcomes (LO):

LO1. Define child psychology and explain its meaning and significance.

LO2. Discuss the historical perspectives on the development of child psychology.

LO3. Identify and analyze the factors affecting child development, including positive and negative influences from home, school, and society.

LO4. Describe the methods used in child psychology for studying and understanding child development.

Unit II: Developmental Patterns & Concerns during Childhood

Course Outcome (CO): CO2. To explore the developmental patterns and common concerns during childhood, including methods for prevention and correction of issues.

Learning Outcomes (LO):

LO1. Explain the physical, mental/cognitive, emotional, social, and language development patterns during childhood.

LO2. Identify common childhood problems related to discipline, behavior, and adjustment, such as anger, aggression, and truancy.

LO3. Discuss the impact of deficiencies and deprivations (natural, physiological, socio-economic) on child development.

LO4. Analyze social adjustment problems like shyness, hesitation, and jealousy, and suggest prevention and correction strategies.

LO5. Evaluate the role of education in addressing and mitigating childhood developmental concerns.

Unit III: Psychology of Adolescence

Course Outcome (CO): CO3. To understand the psychological development of adolescents, including theoretical perspectives and developmental patterns.

Learning Outcomes (LO):

LO1. Define adolescence psychology and explain the need for its study.

LO2. Discuss various theories of adolescence psychology, including recapitulation, youth culture, and social anxiety theory.

LO3. Describe the physical, mental/cognitive, social, emotional, and moral development patterns during adolescence.

LO4. Identify risk factors in adolescents and propose strategies to enhance resilience.

LO5. Analyze the importance of risk and resilience in adolescent development.

Unit IV: Needs and Problems of Adolescents

Course Outcome (CO): CO4. To examine the needs and problems faced by adolescents today, and the role of society in addressing these issues.

Learning Outcomes (LO):

LO1. Identify the needs of adolescents in contemporary society.

LO2. Discuss the common problems faced by adolescents, including emotional, adjustment, deviance, and delinquency issues.

LO3. Analyze specific adolescent problems encountered in educational institutions, such as violence, vandalism, heterosexual attractions, and substance abuse.

LO4. Evaluate the role of parents, educational institutions, and society in caring for and supporting adolescents.

LO5. Propose strategies for addressing and managing adolescent problems within the societal framework.

Course Content:

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>1.0 Introduction:</p> <p>1.1 Meaning and Significance of Child Psychology</p> <p>1.2 Historical Perspectives of development of child psychology</p> <p>1.3 Factors affecting child Development (Positive and Negative Factors)</p> <ul style="list-style-type: none"> • Home/Family • School • Society <p>1.4 Methods used in Child Psychology</p>	15	13	2		15
II	<p>2.0 Developmental Patterns & Concerns during Childhood:</p> <p>2.1 Development Patterns during this period-</p> <ul style="list-style-type: none"> • Physical • Mental/Cognitive • Emotional • Social • Language <p>2.2 Some Common Childhood Problems</p> <ul style="list-style-type: none"> • Problems of discipline • Behaviour and adjustment problems (anger, aggression, truancy) <p>2.3 Deficiency & deprivations during childhood-</p> <ul style="list-style-type: none"> • Natural • Physiological • Socio-economic <p>2.4 Social adjustment problems (shyness, hesitation, jealousy)</p> <p>2.5 Prevention & correction of these problems</p> <p>2.6 Role of Education</p>	15	13	2		15
III	<p>3.0 Psychology of Adolescence:</p> <p>3.1 Meaning and Need for a Study of Adolescence Psychology</p> <p>3.2 Theories of Adolescence Psychology-</p>	15	13	2		15

	<ul style="list-style-type: none"> • Recapitulation • Youth Culture • Social Anxiety Theory <p>3.3 Development patterns during Adolescence-</p> <ul style="list-style-type: none"> • Physical • Mental/Cognitive • Social • Emotional • Moral <p>3.4 Risk and Resilience in Adolescents-</p> <ul style="list-style-type: none"> • Risk Factors in Adolescents • Strategies to Enhance Resilience in Adolescents 					
IV	<p>4.0 Need and Problems of Adolescents</p> <p>4.1 Needs of Adolescents today</p> <p>4.2 Problems of Adolescents-</p> <ul style="list-style-type: none"> • Emotional Problems • Adjustment Problems • Deviance and Delinquency <p>4.3 Common Adolescent Problems in Educational Institutions today-</p> <ul style="list-style-type: none"> • Violence & Vandalism • Hetero-sexual attractions • Substance abuse <p>4.4 Role of Society in caring for the Adolescents-</p> <ul style="list-style-type: none"> • Parents • Educational Institutions • Society 	15	13	2		15
	Total	60	52	08		60

Modes of In-Semester Assessment:

- | | |
|--|----------|
| | 40 Marks |
| 1) Two Sessional test - | 20 Marks |
| 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course. | 05 Marks |
| 3) Project | 10Marks |
| 4) Attendance | 5 Marks |

Suggested Readings:

1. Adler, A. (1927): *Practice and Theory of Individual Psychology*, New York, Harlowet Brace and World.
2. Allport, G.W. (1938): *Personality - A Psychological Interpretation*, Halt, Rinehart and Winston Inc., New York.
3. Berk, L.E. (2007): *Child Development*, Prentice Hall of India (P) Ltd, NewDelhi.
4. Blos, P. (1950): *On Adolescence*, New York, The Free Press ofGlencae.
5. Carr, A. (2012): *Positive Psychology*. (2nd Ed), Routledge Publication, NewYork.
6. Chaube, S.P.: *Child Psychology*, Lakshmi Narain Agarwal, Educational Publishers Agra- 3.
7. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd., New Delhi.
8. Coxon, M. (2012): *Cognitive Psychology*. SAGE Publication, London.
9. Deka, Birendra.:*SishuMonovigyanAruShikshaSamajVigyan*, BanalataPublishingHouse,Dibrugarh.
10. Hurlock, E.B. (1973): *Adolescent Development* (4th Ed.), Tokyo, McGraw Hill, Kogakusha,Ltd.
11. Garrison, K.C. (1959): *Psychology of Adolescence*, Englewood Cliff,Practice-Hall.
12. Garrison, K.C. (1965): *The Psychology of Adolescence*, Prentice Hall of India (P) Ltd, New Delhi, Engle Wood Cliffs, NewJersey.
13. Goswami, G.: *Child Development and Child Care*, ArunPrakashan,Guwahati.
14. Jersild, A.T. (1963): *The Psychology of adolescence*, (2nd Ed.), New York, The McMillan Company.
15. Kale, S.V.: *Child Psychology & Child Guidance*, Himalaya Publishing HouseMumbai.
16. Kumar, L.N.: *Developmental Psychology*, Agarwal Educational Publishers,Agra-3.
17. Meece, L.J. (2017): *Child and Adolescent Development for Educators*, McGraw Hill Companies Inc., New York
18. Sharma, Deka, Mishra and Chakraborty: *SnatakMahalarSishuMonovigyan*, Asom Book Depot.
19. Thompson, G. (1981): *Child Psychology*, 2nd Edition, SurjeetPublication.
20. Tony, C., Gulliford, A. &Brich, S. (2015): *Educational Psychology*, (2nd Ed), Routledge Publication, NewYork.
21. Woolfolk, A. (2001): *Educational Psychology*, (8th Ed), Needham Heights, M.A., Allyn andBacon

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

Course Title	: Education in Post-Independent India
Course Code	: EDNM10
Nature of the Course	: Major10
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Educational Scenario at the Time of Independence

Course Outcome (CO): CO1. To understand the educational landscape in India at the time of independence and the foundational changes introduced by early educational commissions and constitutional provisions.

Learning Outcomes (LO):

LO1. Provide an overview of the educational scenario in India at the time of independence.

LO2. Discuss the aims and reforms recommended by the University Education Commission, 1948-49, including curriculum, administration, vocational and women's education, examination reforms, and student welfare.

LO3. Explain the implications of the University Education Commission's recommendations for the present education system.

LO4. Describe the constitutional provisions related to education, such as free and compulsory education, secularism, language study, and education for women, minorities, and marginalized groups.

LO5. Analyze the reasons for including education in the Concurrent List and the challenges towards the implementation of constitutional provisions.

Unit II: Educational Efforts in India - I (1951-2000)

Course Outcome (CO): CO2. To explore the major educational efforts and reforms in India from 1951 to 2000, focusing on the Secondary Education Commission and the Education Commission.

Learning Outcomes (LO):

LO1. Identify the defects of secondary education and the aims of the Secondary Education Commission, 1952-53.

LO2. Discuss the recommendations of the Secondary Education Commission on language study, curriculum, teaching methods, character education, guidance and counselling, student welfare, and examination reforms.

LO3. Analyze the implications of the Secondary Education Commission's recommendations on the present education system.

LO4. Summarize the recommendations of the Education Commission, 1964-66, on national objectives, educational structure, teacher status and education, school curriculum, teaching methods, guidance, and evaluation.

LO5. Evaluate the impact of the Education Commission's recommendations on the current educational landscape in India.

Unit III: Educational Efforts in India - II (1951-2000)

Course Outcome (CO): CO3. To examine the key educational policies and committee reports in India from 1951 to 2000 and their implications for the education system.

Learning Outcomes (LO):

LO1. Discuss the objectives and impact of the National Policy of Education, 1968.

LO2. Explain the findings and recommendations of the Iswarbhai Patel Review Committee, 1977, and the Adishesiah Committee Report, 1978.

LO3. Analyze the National Policy of Education, 1986, and the subsequent Ramamurty Review Committee, 1990, and Janardan Reddy Committee Report, 1991.

LO4. Evaluate the Revised National Policy of Education, 1992, and its long-term implications for the Indian education system.

LO5. Compare and contrast the different educational policies and committee reports, highlighting their contributions to educational reform in India.

Unit IV: Recent Developments in Indian Education

Course Outcome (CO): CO4. To understand the recent developments in Indian education, focusing on major initiatives, policies, and the roles of various educational organizations.

Learning Outcomes (LO):

LO1. Explain the objectives, organization, functions, and achievements of the SarvaSikshaAbhiyan (SSA) and RashtriyaMadhyamikShikshaAbhiyan (RMSA).

LO2. Describe the provisions of the Right to Education (RTE), 2009, and the roles of respective authorities in its implementation.

LO3. Discuss the objectives, organization, and functions of the RashtriyaUchchatarShikshaAbhiyan (RUSA).

LO4. Analyze the recommendations of the National Knowledge Commission (NKC) for school and higher education.

LO5. Evaluate the aims, curriculum, and evaluation system of the National Curriculum Framework (NCF), 2005, and the roles of key educational organizations (NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS) in the development of Indian education.

Course Content:

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>1.0 Educational scenario at the time of Independence</p> <p>1.1 A brief account of educational scenario at the time of Independence</p> <p>1.2 University Education Commission, 1948-49</p> <ul style="list-style-type: none"> • Aims of University Education • Reforms of curriculum • Administration and Funding • Teaching and Research • Vocational Education • Women’s Education • Examination reform • Students Welfare • Implications of University Education Commission’s • Recommendations in present Education system <p>1.3 Education in the Indian Constitution:</p> <ul style="list-style-type: none"> • Introduction: Preamble of the Constitution. • Constitutional Provisions on: <ul style="list-style-type: none"> - Early Childhood Care and Education. - Secularism in Education. - Study of Hindi and Official language. - Education for Women. - Education for Minorities. - Education for ST and SC. • Reasons for inclusion of Education in 	15	13	2		15

	<p>Concurrent List.</p> <ul style="list-style-type: none"> Challenges towards Implementation of the Constitutional provisions. 					
II	<p>2.0 Educational Efforts in India - I - (1951-2000):</p> <p>2.1 Secondary Education Commission, 1952- 53</p> <ul style="list-style-type: none"> Defects of Secondary Education. Aims of Secondary Education. Organizational pattern of Secondary Education. Recommendations of Secondary Education Commission: <ul style="list-style-type: none"> Study of Language Curriculum of Secondary Education. Methods of Teaching. Education for Character. Guidance and Counselling, Student Welfare. Examination reform. Improvement of Teaching Staff. Implications of Secondary Education Commission's Recommendations in present Education system. <p>2.2 Education Commission, 1964 – 66 and its recommendations on:</p> <ul style="list-style-type: none"> Education and national objectives. Educational structure and standards. Teacher status and Teacher Education. School curriculum. Teaching methods, Guidance and Evaluation. Implications of the Education Commission's Recommendations in present Education system. 	15	13	2		15

III	3.0 Educational Efforts in India - II (1951- 2000): 3.1 National Policy of Education 1968 3.2 Iswarbhai Patel Review Committee, 1977 3.3 Adishesiah Committee Report, 1978 3.4 National Policy of Education, 1986 3.5 Ramamurty Review Committee, 1990 on NPE 3.6 Janardan Reddy Committee Report, 1991 3.7 Revised National Policy of Education, 1992	15	13	2		15
IV	4.0 Recent Developments in Indian Education: 4.1 SarvaSikshaAbhiyan (SSA): Its Objectives, Organization, Functions, Achievement. 4.2 RashtriyaMadhyamikShikshaAbhiyan(RMSA): Its Objectives, Organization and Functions. 4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 RashtriyaUchcharShikshaAbhiyan (RUSA): Its Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system 4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.	15	13	2		15
	Total	60	52	08		60

Modes of In-Semester Assessment:

40 Marks

1. Two Sessional test - 20 Marks
2. Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
3. Project 10 Marks
4. Attendance 5 Marks

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt.Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008). *BharatarSikharItihasarAdhayan*. Guwahati: Layars Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education
.New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India Ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *BharatarSikharItihas*, Dibrugarh: Banalata. 10. Sarma, Deka, Mishra & Chakravarty. *SnatakMahalarBharatarSikharItihas*, Guwahati
10. Sharma, T.K. (2008). *BharatarSikhaBikasarIthihasaruSamasyawli*. Dibrugarh: Banalata.
11. Sharma, T.K & Goswami, R.K. (2009). *BharatarSikharBuranjee*. Dibrugarh: Banalata.

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

Course Title	: Methods and Techniques of teaching and Practice.
Course Code	: EDNM11
Nature of the Course	: Major11
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: The Teaching-Learning Process

Course Outcome (CO): CO1. To understand the foundational concepts, principles, and phases of the teaching-learning process and various teaching behaviors.

Learning Outcomes (LO):

LO1. Define the meaning and nature of teaching and discuss its evolving concept.

LO2. Explain the principles of teaching and learning and their application in the classroom.

LO3. Describe the general maxims of teaching and their importance in effective teaching.

LO4. Identify and discuss the roles of teachers in the pre-active, interactive, and post-active phases of teaching.

LO5. Compare different teaching behaviors: authoritative, democratic, and laissez-faire, and discuss classroom problems faced by beginners.

Unit II: Planning Teaching

Course Outcome (CO): CO2. To develop the ability to plan lessons effectively, understand essential teaching skills, and grasp the importance of microteaching.

Learning Outcomes (LO):

LO1. Explain the meaning and importance of lesson planning and outline the Herbartian steps of planning a lesson.

LO2. Discuss the concept and components of essential teaching skills, including introducing a lesson, blackboard writing, questioning, stimulus variation, reinforcement, explaining, and achieving closure.

LO3. Describe the concept, importance, and cycle of microteaching.

LO4. Identify the objectives of teaching language, social science, science, and mathematics at elementary and secondary levels.

LO5. Analyze the role of effective lesson planning and microteaching in enhancing teaching quality.

Unit III: Methods and Approaches of Teaching

Course Outcome (CO): CO3. To explore various teaching methods and approaches, focusing on their application in different teaching contexts.

Learning Outcomes (LO):

LO1. Differentiate between teacher-centered and learner-centered methods and discuss the play-way method and activity method.

LO2. Explain the discussion method, inductive-deductive method, heuristic method, and problem-solving method.

LO3. Describe the project method and its application in teaching.

LO4. Identify and discuss different methods of teaching language, including the grammar-translation method and direct method.

LO5. Explain the structural and communicative approaches to teaching and their significance in language instruction.

Course Content:

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>THE TEACHING-LEARNING PROCESS:</p> <p>1.1 Meaning and nature of teaching</p> <p>1.2 Evolving concept of teaching</p> <p>1.3 Principles of teaching</p> <p>1.4 Principles of learning</p> <p>1.5 General maxims of teaching</p> <p>1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching</p> <p>1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire</p> <p>1.8 Classroom problems of beginners</p>	10	08	01		09

II	<p>PLANNING TEACHING:</p> <p>2.1 Lesson Plan: Meaning and importance</p> <p>2.2 Herbartian steps of planning a lesson</p> <p>2.3 Teaching Skills: Concept and components of the following skills:</p> <ul style="list-style-type: none"> a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure <p>2.4 Microteaching: Concept, importance and Microteaching cycle</p> <p>2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels</p>	15	10	01		11
III	<p>METHODS AND APPROACHES OF TEACHING:</p> <p>3.1 Teacher-centred and Learner-cantered methods</p> <p>3.2 Play-way method</p> <p>3.3 Activity method</p> <p>3.4 Discussion method</p> <p>3.5 Inductive-Deductive method</p> <p>3.6 Heuristic method</p> <p>3.7 Problem solving method</p> <p>3.8 Project method</p> <p>3.9 Methods of teaching language: Grammar translation method, Direct method,</p> <p>3.10 Teaching approaches : Structural approach and communicative approach</p>	15	08	01		09
IV	<p>1.0 Practice of following teaching skills through Micro & Macro teaching:</p> <ul style="list-style-type: none"> 1.1 Introducing a lesson 1.2 Blackboard writing 1.3 Questioning (Fluency in questioning and Probing questioning) 1.4 Stimulus variation 	20	03		18	21

	<p>1.5 Reinforcement 1.6 Explaining 1.7 Achieving closure (A Record Book to record the practice of the skills and a Note Book with Micro teaching lesson plans shall have to be maintained. Any one of the skills shall be demonstrated before the team of the examiners)</p> <p>PREPARING LESSON PLAN AND PRACTICE TEACHING:</p> <p>1.8 A minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject:</p> <ul style="list-style-type: none"> • Knowledge lesson • Skill lesson • Appreciation Lesson <p>(A Note Book will be maintained)</p> <p>1.9 Teaching Practice (At least 6 lessons are to be practiced in peer group. Any one lesson shall be demonstrated before the team of examiners)</p>					
	Total	60	29	03	18	60

Modes of In-Semester Assessment:

	40 Marks
1. Two Sessional test -	10 Marks
2. Practical -	20 Marks
3. VIVA -	05 Marks
4. Attendance-	05 Marks

Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan (Micro-teaching)*. Dibrugarh: Banalata
3. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
4. Freire, Paulo, (1972). *Pedagogy of Oppressed*. Penguin Books
5. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
6. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge

7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.
9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage: New Delhi.
10. Kumar, Krishna, (1996). *Learning from Conflict*: Orient Longman: New Delhi.
11. Paintal, I. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press
12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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

Course Title	: Great Educators and educational Thoughts.
Course Code	: EDNM12
Nature of the Course	: Major12
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Ancient Indian Educators and Educational Thoughts

Course Outcome (CO): CO1. To understand the educational philosophies of ancient Indian educators and their relevance to contemporary education.

Learning Outcomes (LO):

LO1. Discuss the basic tenets of Shankaracharya's Advaita Vedanta and their implications for education.

LO2. Explain Yagyavalkya's concepts of soul and absolute soul and their impact on his educational philosophy.

LO3. Describe Sankardeva's philosophy of life and its influence on his views on education.

LO4. Compare the aims of education, curriculum, teaching methods, and discipline in the philosophies of Shankaracharya, Yagyavalkya, and Sankardeva.

LO5. Identify the institutions and means of education advocated by Sankardeva.

Unit II: Modern Indian Educators and Educational Thoughts

Course Outcome (CO): CO2. To explore the educational thoughts of modern Indian educators and evaluate their contributions to the field of education.

Learning Outcomes (LO):

LO1. Summarize RabindraNath Tagore's philosophy of life and the basic principles of his educational philosophy.

LO2. Explain Vivekananda's concept of man-making and nation-building education.

LO3. Describe Gandhi's concept and background of basic education and its relevance today.

LO4. Compare the aims of education, curriculum, teaching methods, and discipline in the philosophies of Tagore, Vivekananda, and Gandhi.

LO5. Evaluate the contributions of Tagore, Vivekananda, and Gandhi to modern education.

Unit III: Western Educators and Educational Thoughts (Idealist and Naturalist Thinkers)

Course Outcome (CO): CO3. To examine the educational philosophies of Western idealist and naturalist thinkers and their impact on contemporary education.

Learning Outcomes (LO):

LO1. Discuss Plato's sources of knowledge and his philosophy of life.

LO2. Explain the functions of education according to Plato and his forms and programmes of education.

LO3. Describe Rousseau's naturalism and his concept of negative education.

LO4. Identify the stages of human development according to Rousseau and their implications for education.

LO5. Analyze the impact of Plato's idealism and Rousseau's naturalism on present education.

Unit IV: Western Educators and Educational Thoughts (Pragmatist, Existentialist, and Modern Thinkers)

Course Outcome (CO): CO4. To explore the educational philosophies of Western pragmatist, existentialist, and modern thinkers and their relevance to modern education.

Learning Outcomes (LO):

LO1. Describe John Dewey's experimental school and his concept of education.

LO2. Explain Dewey's pragmatism, including aims of education, curriculum, teaching methods, and the roles of teacher and student.

LO3. Discuss Jacques Derrida's concept of deconstruction and its implications for education.

LO4. Identify Derrida's reactions to Rousseau's naturalism and idealism.

LO5. Analyze Jean-Paul Sartre's ideas of freedom and individualism and their educational implications.

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>1.0 ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</p> <p>1.1 Shankaracharya:</p> <ul style="list-style-type: none"> • Basic tenets of Shankaracharya's Advaita Vedanta • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy <p>1.2 Yagyavalkya:</p> <ul style="list-style-type: none"> • Yagyavalkya and Indian Idealism (concept of soul and absolute soul) • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya's educational philosophy <p>1.3 Sankardeva:</p> <ul style="list-style-type: none"> • Sankardeva's philosophy of life • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy • Institutions and means of education 	15	13	2		15

II	<p>2.0 MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</p> <p>2.1 Rabindra Nath Tagore</p> <ul style="list-style-type: none"> • Tagore’s philosophy of life • Basic principles of Tagore’s educational philosophy • Aims of education, curriculum, methods of teaching and discipline in Tagore’s educational philosophy • Evaluation of Tagore’s philosophy of education <p>2.2 Vivekananda:</p> <ul style="list-style-type: none"> • Vivekananda’s philosophy of life • Basic principles of Vivekananda’s educational philosophy • Concept of Man making and Nation building education • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda’s educational philosophy • Evaluation of Vivekananda’s philosophy of education <p>2.3 M. K. Gandhi:</p> <ul style="list-style-type: none"> • Gandhi’s philosophy of life Basic principles of Gandhi’s educational philosophy • Concept and background of Basic education • Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi’s educational philosophy • Relevance of Gandhi’s philosophy of education 	15	13	2		15
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III	<p>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers)</p> <p>3.1 Plato</p> <ul style="list-style-type: none"> • The sources of knowledge • Plato’s philosophy of life • Functions of education according to Plato • Forms and programmes of education according to Plato • Impacts of Plato’s Idealism in present education <p>3.2 Jean Jacques Rousseau</p> <ul style="list-style-type: none"> • Naturalism of Rousseau • Negative education of Rousseau • Stages of human development according to Rousseau • Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau’s educational philosophy • Impact of Rousseau’s Naturalism in present education 	15	13	2		15
IV	<p>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)</p> <p>4.1 John Dewey</p> <ul style="list-style-type: none"> • Dewey’s Experimental school • Concept of education according to Dewey • Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey’s Pragmatism • Relevance of Dewey’s Pragmatism <p>4.2 Jacques Derrida</p> <ul style="list-style-type: none"> • Concept of Deconstruction 	15	13	2		15

<ul style="list-style-type: none"> • Derrida’s basic ideas on education • Derrida’s reaction to Rousseau’s Naturalism and Idealism <p>4.3 Jean Paul Sartre</p> <ul style="list-style-type: none"> • Sartre’s Philosophy of life • Sartre’s idea of freedom and individualism • Educational implications of these two ideas 					
Total	60	52	08		60

Modes of In-Semester Assessment:

- | | |
|--|----------|
| | 40 Marks |
| 1) Two Sessional test - | 20 Marks |
| 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course. | 05 Marks |
| 3) Project | 10Marks |
| 4) Attendance | 5 Marks |

Suggested Readings:

1. Adhiswarananda, S. (2006). *Vivekananda World Teacher*. New Delhi: Rupa.
2. Agarwal, Somnath, (2007). *Philosophical Foundation of Education*. Delhi: Authorspress
3. Bhatia, K. and Baldev Bhatia, (1994). *The Philosophical and Sociological Foundation of Education*. Delhi: Doaba House.
4. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
5. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books 6. Dewey John (1941). *Schools and Society*. New York: George Putnam Sons.
7. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
8. Freire, Paulo, (1972). *Pedagogy of the Oppressed*. Penguin Books.
9. Gandhi, M. K. (1977). *The Collected Works*. Ahmedabad: Navajivan.
10. Gandhi, M. K. (1962). *True Education*. Ahmedabad: Navajivan.
11. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: Newyork.
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

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

Course Title	: Development of Education in Post-Independent India
Course Code	: EDNN05
Nature of the Course	: Minor5
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Educational Scenario at the Time of Independence

Course Outcome (CO): CO1. To understand the historical context and foundational changes in the Indian education system at the time of Independence and its immediate aftermath.

Learning Outcomes (LO):

LO1. Describe the educational scenario in India at the time of Independence.

LO2. Summarize the aims, reforms, and recommendations of the University Education Commission (1948-49) and their implications for the present education system.

LO3. Explain the constitutional provisions related to education in the Indian Constitution and their significance.

LO4. Discuss the reasons for the inclusion of education in the Concurrent List and the challenges in implementing these constitutional provisions.

LO5. Evaluate the impact of the Preamble and specific constitutional provisions on education, including those related to free and compulsory education, early childhood care, secularism, study of Hindi, and education for women, minorities, and ST/SC.

Unit II: Educational Efforts in India - I (1951-2000)

Course Outcome (CO): CO2. To explore the major educational reforms and commissions in India from 1951 to 2000 and their ongoing impact on the education system.

Learning Outcomes (LO):

LO1. Identify the defects in secondary education as outlined by the Secondary Education Commission (1952-53) and the aims for its improvement.

LO2. Explain the key recommendations of the Secondary Education Commission regarding language study, curriculum, teaching methods, character education, and guidance and counselling.

LO3. Discuss the implications of the Secondary Education Commission's recommendations on the current education system.

LO4. Summarize the recommendations of the Education Commission (1964-66) concerning national objectives, educational structure, teacher status, school curriculum, and evaluation methods.

LO5. Evaluate the impact of the Education Commission's recommendations on present-day education standards and practices.

Unit III: Educational Efforts in India - II (1951-2000)

Course Outcome (CO): CO3. To analyze the key policies and committee reports on education in India from 1951 to 2000 and assess their influence on the development of the education system.

Learning Outcomes (LO):

LO1. Outline the objectives and key recommendations of the National Policy of Education (1968) and its implications for modern education.

LO2. Describe the findings and recommendations of the Iswarbhai Patel Review Committee (1977) and the Adiseshiah Committee Report (1978).

LO3. Explain the National Policy of Education (1986) and the subsequent reviews and modifications by the Ramamurthy Review Committee (1990) and the Janardan Reddy Committee Report (1991).

LO4. Discuss the revisions and updates introduced in the Revised National Policy of Education (1992) and their significance.

LO5. Evaluate the overall impact of these policies and committee reports on the Indian education system from 1951 to 2000.

Unit IV: Recent Developments in Indian Education

Course Outcome (CO): CO4. To understand and evaluate recent initiatives, policies, and frameworks in Indian education and their role in shaping the current educational landscape.

Learning Outcomes (LO):

LO1. Describe the objectives, organization, functions, and achievements of the SarvaShikshaAbhiyan (SSA).

LO2. Explain the objectives, organization, and functions of the RashtriyaMadhyamikShikshaAbhiyan (RMSA).

LO3. Discuss the provisions of the Right to Education (RTE) Act, 2009, and the roles of various authorities in its implementation.

LO4. Summarize the objectives, organization, and functions of the RashtriyaUchchatarShikshaAbhiyan (RUSA).

LO5. Evaluate the recommendations of the National Knowledge Commission (NKC) and the National Curriculum Framework (NCF), 2005, and their impact on school and higher education.

LO6. Identify the roles of various regulatory and advisory bodies like NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, and NIOS in the development of Indian education.

Course Content:

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>1.0 Educational scenario at the time of Independence</p> <p>1.1 A brief account of educational scenario at the time of Independence</p> <p>1.2 University Education Commission, 1948-49</p> <ul style="list-style-type: none"> • Aims of University Education • Reforms of curriculum • Administration and Funding • Teaching and Research • Vocational Education • Women’s Education • Examination reform • Students Welfare • Implications of University Education Commission’s • Recommendations in present Education system <p>1.3 Education in the Indian Constitution:</p> <ul style="list-style-type: none"> • Introduction: Preamble of the Constitution. • Constitutional Provisions on: <ul style="list-style-type: none"> - Free and Compulsory Education. - Early Childhood Care and Education. - Secularism in Education. - Study of Hindi and Official language. - Education for Women. 	15	13	2		15

	<ul style="list-style-type: none"> - Education for Minorities. - Education for ST and SC. • Reasons for inclusion of Education in Concurrent List. • Challenges towards Implementation of the Constitutional provisions. 					
II	<p>2.0 Educational Efforts in India - I - (1951-2000):</p> <p>2.1 Secondary Education Commission, 1952- 53</p> <ul style="list-style-type: none"> • Defects of Secondary Education. • Aims of Secondary Education. • Organizational pattern of Secondary Education. • Recommendations of Secondary Education Commission: <ul style="list-style-type: none"> - Study of Language - Curriculum of Secondary Education. - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. - Improvement of Teaching Staff. - Implications of Secondary Education • Commission's Recommendations in present Education system. <p>2.2 Education Commission, 1964 – 66 and its recommendations on:</p> <ul style="list-style-type: none"> • Education and national objectives. • Educational structure and standards. • Teacher status and Teacher Education. • School curriculum. • Teaching methods, Guidance and Evaluation. • Implications of the Education • Commission's Recommendations in present Education system. 	15	13	2		15

III	3.0 Educational Efforts in India - II (1951- 2000): 3.8 National Policy of Education 1968 3.9 Iswarbhai Patel Review Committee, 1977 3.10 Adishesiah Committee Report, 1978 3.11 National Policy of Education, 1986 3.12 Ramamurty Review Committee, 1990 on NPE 3.13 Janardan Reddy Committee Report, 1991 3.14 Revised National Policy of Education, 1992	15	13	2		15
IV	4.0 Recent Developments in Indian Education: 4.1 Sarva Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions. 4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Its Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system 4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.	15	13	2		15
	Total	60	52	08		60

Modes of In-Semester Assessment:

40 Marks

1. Two Sessional test - 20 Marks
2. Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
3. Project 10 Marks
4. Attendance 5 Marks

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt.Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008). *BharatarSikharItihasarAdhayan*. Guwahati: Layars Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education
.New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India Ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *BharatarSikharItihas*, Dibrugarh: Banalata. 10. Sarma, Deka, Mishra & Chakravarty. *SnatakMahalarBharatarSikharItihas*, Guwahati
10. Sharma, T.K. (2008) . *BharatarSikhaBikasarIthihasaruSamasyawli*. Dibrugarh: Banalata.
12. Sharma, T.K & Goswami, R.K. (2009). *BharatarSikharBuranjee*. Dibrugarh: Banalata.

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

Course Title	: Education in World Perspective.
Course Code	: EDNM13
Nature of the Course	: Major13
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Importance of Studying National Systems of Education

Course Outcome (CO): CO1. To understand the nature, scope, and influencing factors of national systems of education and compare the aims and objectives of different countries' education systems.

Learning Outcomes (LO):

LO1. Explain the nature and scope of studying national systems of education.

LO2. Identify and describe the various factors influencing national systems of education, including geographical, philosophical, social, political, economical, historical, religious, racial, linguistic, and secular factors.

LO3. Compare the aims and objectives of national systems of education in the USA, UK, Japan, and India.

LO4. Discuss how different factors uniquely shape the education systems in the mentioned countries.

LO5. Evaluate the impact of these factors on the overall development of education in different national contexts.

Unit II: Historical Perspectives and Methods of Studying National Systems of Education

Course Outcome (CO): CO2. To explore the historical perspectives and various methods used in the study of national systems of education.

Learning Outcomes (LO):

LO1. Outline the historical perspectives of the development of education, including travelers' tales, educational problems, and the interaction of society and education.

LO2. Describe the quantitative and scientific approaches to studying national systems of education.

LO3. Explain the various methods of studying national systems of education, including descriptive, historical, sociological, statistical, psychological, and scientific methods.

LO4. Analyze the advantages and limitations of each method in understanding national education systems.

LO5. Discuss the relevance and application of these methods in contemporary educational research.

Unit III: Development of Education with Respect to Salient Features, Organization, Administration, and Curriculum

Course Outcome (CO): CO3. To analyze the development of education with respect to salient features, organization, administration, and curriculum at different educational levels in the UK, USA, India, and Japan.

Learning Outcomes (LO):

LO1. Describe the salient features, organization, and administration of primary/elementary education in the UK, USA, India, and Japan.

LO2. Compare the curriculum of primary/elementary education across these countries.

LO3. Explain the salient features, organization, and administration of secondary education in the UK, USA, India, and Japan.

LO4. Compare the curriculum of secondary education across these countries.

LO5. Analyze the development of higher education in the UK, USA, India, and Japan, focusing on organization, administration, and curriculum.

Unit IV: Development of Education in Context of Specific Areas

Course Outcome (CO): CO4. To understand the development of education in the UK, USA, India, and Japan with respect to technical and vocational education, teacher education, open and distance education, and women education.

Learning Outcomes (LO):

LO1. Describe the organization, curriculum, and evaluation of technical and vocational education in the UK, USA, India, and Japan.

LO2. Explain the organization, curriculum, and evaluation of teacher education in these countries.

LO3. Compare the development and implementation of open and distance education across the UK, USA, India, and Japan.

LO4. Analyze the progress and challenges in women's education in these countries, focusing on organization, curriculum, and evaluation.

LO5. Evaluate the effectiveness of educational policies and programs in addressing the specific needs of technical and vocational education, teacher education, open and distance education, and women education in the mentioned countries.

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>1.0 Importance of studying national system of education</p> <p>1.1 Nature and scope of studying National Systems of Education</p> <p>1.2 Factors influencing a national system of education</p> <ul style="list-style-type: none"> • Geographical factor. • Philosophical factor • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. • Secular factor <p>1.3 Aims and Objectives of National System of Education with respect to</p> <ul style="list-style-type: none"> -USA -UK -Japan -India 	15	13	2		15
II	<p>2.1 Historical perspective of the development of the study:</p> <ul style="list-style-type: none"> • Travellers' tales. • Educational problems • Interaction of society and education. • Quantitative approach. • Scientific approach <p>2.2 Methods of studying National Systems of Education</p> <ul style="list-style-type: none"> • Descriptive method. 	15	13	2		15

	<ul style="list-style-type: none"> • Historical method. • Sociological method. • Statistical method. • Psychological method. • Scientific method. 					
III	Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in <ul style="list-style-type: none"> • UK • USA • INDIA • JAPAN 	15	13	2		15
IV	Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of <ul style="list-style-type: none"> • Technical and Vocational education • Teacher education • Open and Distance education • Women Education 	15	13	2		15
		60	52	08		60

Modes of In-Semester Assessment:

- | | |
|--|----------|
| | 40 Marks |
| 1) Two Sessional test - | 20 Marks |
| 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course. | 05 Marks |
| 3) Project | 10Marks |
| 4) Attendance | 5 Marks |

Suggested Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education* .New York, Holt, Rinehart and Winston .
2. Biswas, A & Aggarwal, J,C. (1986). *Comparative Education* . New Delhi, Arya Book Depot.
3. Chaube, S.P.(2006). *Features of Comparative Education* .Agra, VinodPustakMandir.
4. Deka,K.K.(1998). *TulanamulakSiksha*. Dibrugarh, BanalataPrakashan,
5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K., Routledge&KeganPaul.
6. Holmes,B. (1965). *Problems in Education: A Comparative Approach*. London

- ,Routledge&KeganPaul.
7. Kandel, I. (1933). *Comparative Education* . Boston, Mass Houghton Mifflin.
 8. Khanna,S.D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education* .Delhi ,Doaba House Booksellers Publishers.
 9. King, E.J. (1962). *World Perspective in Education* .London,Methuen.
 10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A.* London, Oxford UniversityPress.
 11. Mallinson,V. (1975). *Introduction to the Study of Comparative Education* . Heinemann Educational Books.
 12. Mukherji,S.N. (1969). *Education in India: Today and Tomorrow.* Vadodara, Acharya BookDepot.
 13. Nath, S.(1986) .*Contemporary Concerns in Education* . Bhubaneswar, MayurPublishers.
 14. Pandey,R.S.(2015). *Education in Emerging Indian Society.* Agra, Agrawal Publication.
 15. Rai, B.C. (1968). *Comparative Education* .Lucknow, Prakashan Kendra.
 16. Rapple, B. (1989). Matthew Arnold and Comparative Education .*British Journal of Educational Studies* . 37(1) , 54-71. DOI: 10.2307/3121356.
 17. Sodhi, T.S.(1983). *Textbook of Comparative Education* . New Delhi,Vikas Publishing House.
 18. Tretheway,A.R. (1976). *Introducing Comparative Education* .Pergamon .
 19. Ulich, R.(1961). *The Education of Nations.* Cambridge, Harvard UniversityPress.
 20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education.* London, Croon &Helm.

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

Course Title	: Gender and Education.
Course Code	: EDNM14
Nature of the Course	: Major 14
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Gender and Its Related Terms

Course Outcome (CO): CO1. To understand the fundamental concepts of gender, the social constructs surrounding it, and the issues related to gender roles and segregation in education.

Learning Outcomes (LO):

LO1. Define and differentiate between the terms 'sex' and 'gender'.

LO2. Explain the concept and nature of gender roles and their types.

LO3. Describe the patriarchal and matriarchal systems and their influence on gender roles in society.

LO4. Discuss the social construct of gender and the concept of gender segregation, including its types and impact on education.

LO5. Identify the causes and measures of gender marginalization and stereotyping in education and society.

Unit II: Gender and Society

Course Outcome (CO): CO2. To explore the dynamics of gender biases, socialization, and inequality within family, school, and society, and understand the issues affecting women and the girl child.

Learning Outcomes (LO):

LO1. Explain the meaning and concept of gender biases in the family, school environment, and society.

LO2. Describe the role of family, school, society, media, and popular culture in gender socialization.

LO3. Analyze gender inequality in education concerning caste, religion, and region.

LO4. Identify and discuss issues related to women and the girl child, such as female feticide, sex ratio, honor killing, dowry, and child marriage.

LO5. Evaluate the impact of gender socialization on individual development and educational opportunities.

Unit III: Gender Inequality in the School

Course Outcome (CO): CO3. To examine the manifestations of gender discrimination and inequality in school settings, including curriculum, infrastructure, and educational practices.

Learning Outcomes (LO):

LO1. Identify gender discrimination in the construction and dissemination of knowledge, including textbooks and hidden curriculum.

LO2. Discuss the impact of gender inequality on school infrastructure, curricular, and co-curricular activities.

LO3. Analyze the problems of access, retention, stagnation, and dropout rates related to gender issues in school education.

LO4. Explain the role of schools, peers, teachers, curriculum, and textbooks in reinforcing gender equality.

LO5. Describe gender-inclusive approaches such as single-sex schools, child-friendly schools, and girl-friendly schools and their significance in promoting inclusive education.

Unit IV: Laws, Articles, and Policies to Bring Gender Equality

Course Outcome (CO): CO4. To understand the legal framework, constitutional provisions, and policies aimed at promoting gender equality and social justice.

Learning Outcomes (LO):

LO1. Describe the laws related to women and social justice, including dowry, remarriage, divorce, property rights, and trafficking.

LO2. Explain the history and current status of the women's reservation bill.

LO3. Identify and discuss the articles of the Indian constitution related to education from a gender equality perspective.

LO4. Analyze the educational policies and programs designed to promote gender equality.

LO5. Evaluate the effectiveness of these laws, articles, and policies in achieving gender equality in education and society.

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>INTRODUCTION TO GENDER AND ITS RELATED TERMS:</p> <p>1.1. Sex and Gender: meaning and concept</p> <p>1.2. Difference between sex and gender.</p> <p>1.3. Gender role: Concept and nature.</p> <ul style="list-style-type: none"> • Types of gender role. <p>1.4. Patriarchal and Matriarchal: Concept and nature.</p> <ul style="list-style-type: none"> • Gender role in patriarchal and matriarchal society <p>1.5. Social construct of Gender.</p> <p>1.6. Gender Segregation: concept and nature</p> <ul style="list-style-type: none"> • Types of gender Segregation: Horizontal & vertical • Gender segregation and education. <p>1.7. Gender marginalisation in education</p> <ul style="list-style-type: none"> • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education <p>1.8 Gender stereotyping: Meaning and concept</p> <ul style="list-style-type: none"> • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. <p>1.9 Self silencing: concept and nature</p>	15	13	2		15

II	<p>GENDER AND SOCIETY</p> <p>2.1 Gender biases: Meaning and concept</p> <p>2.1.1 Gender biases in</p> <ul style="list-style-type: none"> • The family • The school environment • The society. <p>2.2. Gender socialization: Meaning and concept.</p> <ul style="list-style-type: none"> • Gender socialization <ul style="list-style-type: none"> - Role of the family - Role of the school - Role of the society - Role media and popular culture (film and advertisement) <p>2.3 Gender inequality in education in terms of</p> <ul style="list-style-type: none"> • Caste • Religion • Region <p>2.4 Issues related to women/girl child:</p> <ul style="list-style-type: none"> • Female feticide and infanticide • Sex ratio • Honour killing • Dowry • Child marriage 	15	13	2		15
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III	<p>3.0 GENDER INEQUALITY IN THE SCHOOL:</p> <p>3.1 Gender discrimination in the</p> <ul style="list-style-type: none"> • Construction and dissemination of knowledge. • Text books • Hidden curriculum. <p>3.2 Gender inequality and school</p> <ul style="list-style-type: none"> • Infrastructure • Curricular and co-curricular activities. <p>3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.</p> <p>3.4 Gender and equality:</p> <ul style="list-style-type: none"> • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. <p>3.5 Gender inclusive approach</p> <ul style="list-style-type: none"> • Single sex school • Child friendly school • Girl friendly school • Their significance in inclusive education. 	15	13	2		15
IV	<p>4.0 LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:</p> <p>4.1 Introduction to laws related to women and social justice</p> <ul style="list-style-type: none"> • Dowry • Remarriage • Divorce • Property rights • Trafficking. <p>4.2 Women reservation bills: History and current status.</p> <p>4.3 Articles of Indian constitution related to education from gender equality perspective.</p> <p>4.4 Educational policies and programmes from gender equality perspective.</p>	15	13	2		15
	Total	60	52	08		60

Modes of In-Semester Assessment:

1) Two Sessional test -

2) Any one of the following activities listed below -

40 Marks

20 Marks

05 Marks

- Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.

- | | |
|---------------|---------|
| 3) Project | 10Marks |
| 4) Attendance | 5 Marks |

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. *Lives in Stress: Women and Depression*. New Delhi: Sage Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" *Journal of Vocational Education and Training*, 55 (1), 21-32.
4. Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. *Gender: the key to sustainability and food security*. *SD Dimensions*, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. *Women and plants, gender relations in biodiversity management and conservation*. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) *Gender equity training and teaching behavior*. *Journal of Instructional Psychology*, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). *The role of target students in the science classroom*. *Journal of Research in Science Teaching*, 24(1), 61–75.
9. Kahle, J. B. (2004). *Will girls be left behind? Gender differences and accountability*. *Journal of Research in Science Teaching*, 41(10), 961–969.
10. Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
11. Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
13. Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
15. Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
16. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
17. Marshall, C.S. & Reihartz, J. (1997) *Gender issues in the classroom*. *Clearinghouse*, 70 (6), 333-338.
18. Renold, R. (2006). *Gendered classroom experiences*. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 439–452). Thousand Oaks, CA: Sage.

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

Course Title	: Psychological Assessment and Practical
Course Code	: EDNM15
Nature of the Course	: Major15
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Experimental Psychology

Course Outcome (CO): CO1. To understand the foundational concepts of experimental psychology and the processes involved in conducting and reporting psychological experiments.

Learning Outcomes (LO):

LO1. Define and describe the meaning, nature, and scope of experimental psychology.

LO2. Trace the origin of psychological experiments.

LO3. Identify the uses and applications of psychological experiments in the field of education.

LO4. Explain the steps involved in conducting and reporting psychological experiments.

LO5. Outline the procedure of conducting and reporting psychological experiments, including the elements of title, objectives, hypotheses, background, experimental design, methodology, introspective report, results, discussion, observation, and conclusion.

Unit II: Memory and Attention

Course Outcome (CO): CO2. To explore the concepts of memory and attention, their types, factors affecting them, and methods of testing.

Learning Outcomes (LO):

LO1. Define memory and describe its nature.

LO2. Distinguish between long-term memory and short-term memory.

LO3. Identify the factors affecting memory.

LO4. Explain the concept of memory span and its historical background.

LO5. Describe various methods of testing memory, including memory span for digits, letters, words, and non-sense syllables, as well as recall and recognition.

LO6. Define attention and describe its concept.

- LO7. Distinguish between different types of attention (selective, alternating, and divided attention).
- LO8. Identify the conditions of attention and span of attention.
- LO9. Trace the historical and theoretical background of testing attention.
- LO10. Describe various methods of testing attention, including division of attention, span of apprehension, and distraction of attention.

Unit III: Learning

Course Outcome (CO): CO3. To understand the concept of learning, its types, and methods of testing learning.

Learning Outcomes (LO):

- LO1. Define and explain the concept of learning.
- LO2. Differentiate between types of learning (visual, oral, verbal, physical).
- LO3. Trace the historical background of testing learning.
- LO4. Describe various methods of testing learning, including mirror learning, maze learning, part and whole method, and mass vs space practice.

Unit IV: Personality

Course Outcome (CO): CO4. To understand the concept of personality, methods of its assessment, and different personality tests.

Learning Outcomes (LO):

- LO1. Define and explain the concept of personality.
- LO2. Trace the historical background of personality assessment.
- LO3. Differentiate between subjective, objective, and projective methods of personality assessment.
- LO4. Describe various methods of testing personality, including rating scales, interviews, Rorschach Ink-blot Test, Thematic Apperception Test, and free and controlled association.

Unit V: Intelligence

Course Outcome (CO): CO5. To explore the concept of intelligence, its historical background, and methods of intelligence testing.

Learning Outcomes (LO):

- LO1. Define and explain the concept of intelligence.
- LO2. Trace the historical background of intelligence testing.
- LO3. Describe various methods of intelligence testing, including Koh's Block Design Test, Alexander's Pass Along Test, and One Group Intelligence Test (Linguistic Intelligence).

Unit	Content	Marks	L	P	T	Total Hours
	<p>Experimental psychology :</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"> • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background <p>□Experimental Design.</p> <ul style="list-style-type: none"> • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion 	12	8		2	10

II	<p>Memory and Attention :</p> <p>2.1 Meaning and nature of memory 2.2 Types of memory (Long Term Memory & Short Term Memory) 2.3 Factors affecting memory 2.4 Memory span 2.5 Historical background of testing memory 2.6 Testing of Memory.</p> <ul style="list-style-type: none"> a) Memory span for digits. b) Memory span for letters. c) Memory span for words and Non-sense syllables d) Recall and Recognition <p>Attention :</p> <p>2.6 Concept of attention 2.7 Types of attention (Selective attention, Alternating attention & Divided attention) 2.8 Conditions of attention 2.9 Span of attention 2.10 Historical and theoretical background of testing attention. 2.11 Testing of attention</p> <ul style="list-style-type: none"> a. Division of attention b. Span of apprehension c. Distraction of attention 	12	1	12	1	14
III	<p>Learning :</p> <p>4.1 Concept of learning 4.2Types of learning (Visual, Oral, Verbal, Physical) 4.3 Historical background of testing learning 4.4 Testing of learning</p> <ul style="list-style-type: none"> a. Mirror Learning b. Maze learning c. Part and whole method d. Mass Vs Space practice 	12	1	10	1	12

IV	Personality : 5.1 Concept of personality 5.2 Historical background of personality assessment 5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method) 5.4 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association	12	1	10	1	12
V	Intelligence : 6.1 Concept of Intelligence. 6.2. Historical background of intelligence Testing. 6.3. Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test(Linguistic Intelligence)	12	1	10	1	12
	Total	60	12	42	04	60

Modes of In-Semester Assessment:

40 Marks

1) Two Sessional test -

20 Marks

2) Any one of the following activities listed below -

05 Marks

- Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.

3) Project

10Marks

4) Attendance

5 Marks

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

a. One Experiment

Marks: 25

b. One Test

Marks: 25

c. Laboratory Note book

Marks: 10

d. Viva voce

Marks: 20

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.
2. Deka, B & Ali, L. *Educational Measurement of Psychological Practicals*, Banalata Guwahati.
3. Mathur, S.S., *Educational Psychology*, agarwal Publication, Agra-2.
4. Mahanta, Anita, *ManobigyanAruParisankhyaBigyanarAbhikhyasamuh*, SaraswatiPrakashan, Golaghat.
5. Saikia R.L., *Psychological and Statistical Experiments in Education* ,Saraighat Printers M.C. Road, Guwahati, Assam.
6. Hussain Akbar, : Experiments in Psychology, published by MotilalBanarsidass, Delhi.
7. Mohsin, S.M. : Experiments in Psychology , published by MotilalBanarsidass, Delhi.

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

Course Title	: Educational Administration and Management
Course Code	: EDNM16
Nature of the Course	: Major16
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Educational Management and Administration

Course Outcome (CO): CO1. To understand the fundamental concepts, types, and modern trends of educational management and administration, including resource management.

Learning Outcomes (LO):

LO1. Define and explain the meaning, nature, and scope of educational management.

LO2. Identify and describe the functions of educational management.

LO3. Differentiate between various types of educational management (centralized, decentralized, external, internal, authoritarian, autocratic, democratic).

LO4. Compare and contrast management and administration in educational settings.

LO5. Explain modern trends in educational management such as Management by Objectives, Total Quality Management, and SWOT analysis.

Unit II: Educational Leadership

Course Outcome (CO): CO2. To explore the concept, principles, styles, and development of educational leadership and its role in ensuring quality education.

Learning Outcomes (LO):

LO1. Define and explain the meaning and nature of educational leadership.

LO2. Identify the functions and principles of educational leadership.

LO3. Differentiate between various styles of educational leadership (autocratic, democratic, laissez-faire).

LO4. Describe the essential qualities of an educational leader.

LO5. Discuss the role of educational leaders in ensuring the quality of education.

Unit III: Educational Planning and Supervision

Course Outcome (CO): CO3. To understand the principles, types, and importance of educational planning and supervision, and the factors influencing their effectiveness.

Learning Outcomes (LO):

LO1. Define and explain the meaning and nature of educational planning.

LO2. Differentiate between various types of educational planning (long-term, short-term, grass-root level, institutional).

LO3. Identify factors affecting educational plans.

LO4. Define and explain the concept, objectives, and scope of educational supervision.

LO5. Identify the functions of educational supervision.

Unit IV: Management Issues in Educational Finance

Course Outcome (CO): CO4. To understand the principles, management, and issues related to educational finance, including budgeting and financial records.

Learning Outcomes (LO):

LO1. Define and explain the meaning, nature, and scope of educational finance.

LO2. Identify the principles of managing educational finance.

LO3. Explain the concept, components, and process of preparing an institutional budget.

LO4. Identify the sources of educational finance.

LO5. Discuss the role of public-private partnerships in financing education.

Unit	Content	Marks	L	T	P	Total Hours
I	<p>Educational Management And Administration</p> <p>1.1 Meaning, Nature & Scope of Educational Management</p> <p>1.2 Functions of Educational Management</p> <p>1.3 Types of Educational Management</p> <p style="padding-left: 20px;">1.3.1 Centralized and decentralized</p> <p style="padding-left: 20px;">1.3.2 External and Internal</p> <p style="padding-left: 20px;">1.3.3 Authoritarian/autocratic/ democratic</p> <p>1.4 Difference between Management and Administration</p> <p>1.5 Management of Resources in Educational Institutions-</p> <p style="padding-left: 20px;">1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources</p> <p>1.6 Some modern trend of Educational Management</p> <p style="padding-left: 20px;">1.6.1. Management by Objectives</p> <p style="padding-left: 20px;">1.6.2 Total Quality management</p> <p style="padding-left: 20px;">1.6.3 SWOT analysis</p>	15	13	2		15
II	<p>Educational Leadership</p> <p>2.1 Meaning and definitions of Educational Leadership</p> <p>2.2 Nature of Educational Leadership</p> <p>2.2 Function of Educational Leadership</p> <p>2.3 Principles of Educational Leadership</p> <p>2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire</p> <p>2.5 Factors influencing leadership styles.</p> <p>2.6 Essential qualities of an Educational leader</p> <p>2.7 Leadership Development Programmes</p> <p>2.8 Role of Educational Leader in ensuring quality of Education</p>	15	13	2		15

III	Educational Planning and Supervision 3.1 Meaning and Nature of educational planning 3.2 Scope of educational planning 3.3 Need of educational planning 3.4 Principles of educational planning 3.5 Types of Educational planning 3.5.1 long term planning 3.5.2 short type planning 3.5.3 grass-root level planning 3.5.4 institutional planning 3.6 Factors affecting educational Plan 3.7 Concept and importance of School Development Plan Educational Supervision 3.8 Concept, objectives and scope of Educational Supervision 3.9 Functions of Educational Supervision 3.10 Difference between Supervision and Inspection 3.11 Factors influencing effectiveness and of supervision 3.12 Qualities of a Good Educational Supervisor 3.13 Problems of conducting educational Supervision	15	13	2		15
IV	Management issues in Educational finance 4.1 Meaning of educational finance 4.2 Nature and scope of educational finance 4.3 Principles of managing educational finance 4.4 Role of finance committee 4.5 Maintenance of records in educational finance 4.6 Use of computer in management of finance 4.7 Budget: concept and components, process of preparing institutional budget 4.8 Sources of Educational Finance: 4.9 Public Private Partnership in financing Education	15	13	2		15
	Total	60	52	08		60

<u>Modes of In-Semester Assessment:</u>	40 Marks
1) Two Sessional test -	20 Marks
2) Any one of the following activities listed below - - Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.	05 Marks
3) Project	10Marks
4) Attendance	5 Marks

SUGGESTED READINGS:

01. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006
02. Bhatnagar, S &P.K.Gupta: *Educational Administration and management*, R. lall. Book Depot, Meerut, 2010
03. Burton, Jene, *Management Today- Principles and Practice*, Tata McGrow Hill Publishing Company Ltd: New Delhi, 2002.
04. Bush, Tony, *Theories of Educational Leadership and Management*,SAGE Publications: New Delhi, 2003.
05. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
06. Chalam, K.S. *Educational planning- An introduction*, Visalandhara Publishing House, Visakhapatanam, 1985.
07. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002
08. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
09. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
10. Mehoroitra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
11. Mishra, R. C. *Theory of Education Administration*, A. P. H. PublishingCorporation: New Delhi, 2007.
12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.
13. NEUPA, *Concepts and Terms Used in Educational Planning and Administration*, 2013.
14. NEUPA, *Secondary Education Planning and Appraisal Manual*, 2012
15. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.
16. Safaya R.N. and B.D. Shaida: *School Administration and Organization*, DhanpatRai and Sons, New Delhi.
17. Sidhu, K.S.: *School Organization and Administration*, Sterling Publication Pvt. Ltd. New Delhi – 110016

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

Course Title	: Gender and Education.
Course Code	: EDNN6
Nature of the Course	: Minor 6
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Gender and Its Related Terms

Course Outcome (CO): CO1. Understand the fundamental concepts and issues related to gender and its impact on education and society.

Learning Outcomes (LO):

LO1. Define and differentiate between sex and gender, emphasizing their meanings and concepts.

LO2. Explain the concept and nature of gender roles, identifying different types.

LO3. Discuss the concepts of patriarchal and matriarchal societies and their implications for gender roles.

LO4. Analyze the social construct of gender and its influence on societal norms and expectations.

LO5. Describe the concept and types of gender segregation, exploring its impact on education.

LO6. Identify and explain the meaning, causes, and nature of gender marginalization in education.

LO7. Propose measures for inclusion and equity in educational settings to address gender marginalization.

LO8. Define gender stereotyping, analyze its issues in Indian society, and discuss its implications in education.

LO9. Describe the concept of self-silencing, its nature, and its relevance in educational contexts.

Unit II: Gender and Society

Course Outcome (CO): CO2. Analyze gender biases, socialization, and inequalities within the family, school, and broader societal contexts.

Learning Outcomes (LO):

LO1. Define and explain gender biases and their manifestations in the family, school environment, and society.

LO2. Describe the concept of gender socialization and analyze its roles in shaping gender identities.

LO3. Discuss gender inequality in education concerning caste, religion, and regional factors.

LO4. Identify and discuss key issues related to women and the girl child, such as female feticide, infanticide, sex ratio, honour killings, dowry, and child marriage.

Unit III: Gender Inequality in the School

Course Outcome (CO): CO3. Evaluate gender discrimination, inequality, and inclusion strategies within school environments.

Learning Outcomes (LO):

LO1. Analyze gender discrimination in the construction and dissemination of knowledge through textbooks and the hidden curriculum.

LO2. Evaluate gender inequalities in school infrastructure and curricular/co-curricular activities.

LO3. Discuss gender-related issues in school education, including problems of access, retention, stagnation, and dropout rates.

LO4. Examine the role of schools, peers, teachers, curriculum, and textbooks in reinforcing gender equality.

LO5. Describe and evaluate gender-inclusive approaches in education, such as single-sex schools, child-friendly schools, and girl-friendly schools, and their significance in promoting inclusive education.

Unit IV: Laws, Articles, and Policies to Bring Gender Equality

Course Outcome (CO): CO4. Understand the legal and policy frameworks aimed at achieving gender equality in education and society.

Learning Outcomes (LO):

LO1. Introduce and explain laws related to women and social justice, such as dowry, remarriage, divorce, property rights, and trafficking.

LO2. Discuss the history and current status of women reservation bills in India.

LO3. Analyze articles of the Indian constitution related to education from a gender equality perspective.

LO4. Evaluate educational policies and programs aimed at promoting gender equality and inclusivity.

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>INTRODUCTION TO GENDER AND ITS RELATED TERMS:</p> <p>1.1. Sex and Gender: meaning and concept</p> <p>1.2. Difference between sex and gender.</p> <p>1.3. Gender role: Concept and nature.</p> <ul style="list-style-type: none"> • Types of gender role. <p>1.4. Patriarchal and Matriarchal: Concept and nature.</p> <ul style="list-style-type: none"> • Gender role in patriarchal and matriarchal society <p>1.5. Social construct of Gender.</p> <p>1.6. Gender Segregation: concept and nature</p> <ul style="list-style-type: none"> • Types of gender Segregation: Horizontal & vertical • Gender segregation and education. <p>2.7. Gender marginalisation in education</p> <ul style="list-style-type: none"> • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education <p>2.8 Gender stereotyping: Meaning and concept</p> <ul style="list-style-type: none"> • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. <p>2.9 Self silencing: concept and nature</p>	15	13	2		15

II	<p>GENDER AND SOCIETY</p> <p>2.1 Gender biases: Meaning and concept</p> <p>2.1.1 Gender biases in</p> <ul style="list-style-type: none"> • The family • The school environment • The society. <p>2.2. Gender socialization: Meaning and concept.</p> <ul style="list-style-type: none"> • Gender socialization <ul style="list-style-type: none"> - Role of the family - Role of the school - Role of the society - Role media and popular culture (film and advertisement) <p>2.3 Gender inequality in education in terms of</p> <ul style="list-style-type: none"> • Caste • Religion • Region <p>2.4 Issues related to women/girl child:</p> <ul style="list-style-type: none"> • Female feticide and infanticide • Sex ratio • Honour killing • Dowry • Child marriage 	15	13	2		15
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III	<p>3.0 GENDER INEQUALITY IN THE SCHOOL:</p> <p>3.2 Gender discrimination in the</p> <ul style="list-style-type: none"> • Construction and dissemination of knowledge. • Text books • Hidden curriculum. <p>3.2 Gender inequality and school</p> <ul style="list-style-type: none"> • Infrastructure • Curricular and co-curricular activities. <p>3.5 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.</p> <p>3.6 Gender and equality:</p> <ul style="list-style-type: none"> • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. <p>3.5 Gender inclusive approach</p> <ul style="list-style-type: none"> • Single sex school • Child friendly school • Girl friendly school • Their significance in inclusive education. 	15	13	2		15
IV	<p>4.0 LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:</p> <p>4.1 Introduction to laws related to women and social justice</p> <ul style="list-style-type: none"> • Dowry • Remarriage • Divorce • Property rights • Trafficking. <p>4.2 Women reservation bills: History and current status.</p> <p>4.3 Articles of Indian constitution related to education from gender equality perspective.</p> <p>4.4 Educational policies and programmes from gender equality perspective.</p>	15	13	2		15
	Total	60	52	08		60

<u>Modes of In-Semester Assessment:</u>	40 Marks
1) Two Sessional test -	20 Marks
2) Any one of the following activities listed below - Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.	05 Marks
3) Project	10Marks
4) Attendance	5 Marks

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61-75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961-969.
10. Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. New York: Basic Books.
11. Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). Status of women in Islam. New Delhi: APH Publishing.
13. Klein, S. (1985) Handbook for Achieving Sex Equity Through Education. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. Gender, Nature, and Nurture. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. Sex, Gender, and Society. New York: Harper and Row.
15. Thorne, Barrie. 1993. Gender Play: Girls and Boys in School. New Brunswick, NJ: Rutgers University Press.
16. Majumdar, M. (2004). Social status of women in India. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, Gender and Development, Pragnu Publication, New Delhi. Print. Sharma, A. (2002). Women in Indian religions. New Delhi: Oxford University Press.
17. Marshall, C.S. & Reihartz, J. (1997) Gender issues in the classroom. Clearinghouse, 70 (6), 333-338.

18. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 439–452). Thousand Oaks, CA: Sage.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 7th
SEMESTER**

Course Title	: Curriculum Development.
Course Code	: EDNM17
Nature of the Course	: Major17
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Curriculum Development

Course Outcome (CO): CO1. Understand the fundamental concepts, historical perspectives, and strategies of curriculum development.

Learning Outcomes (LO):

LO1. Define and explain the concept and meaning of curriculum.

LO2. Trace the historical perspective of curriculum development in India.

LO3. Discuss various strategies employed in curriculum development.

LO4. Describe the procedure involved in curriculum development.

LO5. Analyze philosophical considerations in curriculum development with a focus on national and democratic perspectives.

LO6. Discuss psychological considerations in curriculum development, emphasizing learners' needs and interests.

LO7. Examine sociological considerations in curriculum development, highlighting socio-cultural reconstruction.

LO8. Identify and explain the roles of statutory bodies such as NCERT, SCERT, NCTE, RCI, UGC, and universities in curriculum development.

Unit II: Curriculum Design

Course Outcome (CO): CO2. Understand the principles and types of curriculum design based on different educational philosophies.

Learning Outcomes (LO):

LO1. Define curriculum design and its significance in educational planning.

LO2. Identify sources influencing curriculum design.

LO3. Discuss the principles guiding curriculum design.

LO4. Compare and contrast types of curriculum based on Idealism, Naturalism, and Pragmatism perspectives.

LO5. Evaluate the advantages and disadvantages of different types of curriculum designs.

Unit III: Models of Curriculum Design

Course Outcome (CO): CO3. Familiarize with traditional and contemporary models of curriculum design and their applications.

Learning Outcomes (LO):

LO1. Compare traditional and contemporary models of curriculum design, focusing on the Academic/Discipline-Based Model.

LO2. Explain the Competency-Based Model and its implications for social reconstruction.

LO3. Analyze the Individual Needs & Interests Model in curriculum development.

LO4. Discuss the Outcome-Based Integrative Model and its implementation.

LO5. Explore the Intervention Model and its role in addressing specific educational needs.

LO6. Describe the CIPP Model (Context, Input, Process, Product) and its application in curriculum design.

Unit IV: Instructional System

Course Outcome (CO): CO4. Understand the role of instructional media, techniques, and evaluation approaches in enhancing curriculum transaction.

Learning Outcomes (LO):

LO1. Describe instructional media, techniques, and materials used to enhance curriculum transaction.

LO2. Compare different approaches to the evaluation of curriculum, including Academic and Competency-Based Approaches.

LO3. Explain models of curriculum evaluation such as Tyler's Model, Stakes' Model, Scriven's Model, and Kirkpatrick's Model.

Unit V: Curriculum Change and Evaluation

Course Outcome (CO): CO5. Analyze factors influencing curriculum change, approaches to change, and roles in curriculum improvement.

Learning Outcomes (LO):

LO1. Identify factors affecting curriculum change in educational settings.

LO2. Discuss different approaches to curriculum change.

LO3. Evaluate the roles of students, teachers, and educational administrators in curriculum change and improvement.

LO4. Explore the scope of curriculum research and different types of research methodologies used in curriculum studies.

Unit	Content	Marks	L	P	T	Total
I	1.0 Introduction to curriculum development 1.1 Concept and meaning of curriculum 1.2 Historical perspective of curriculum development in India 1.3 Strategies of Curriculum Development 1.4 Procedure of curriculum development 1.5 Philosophical considerations of curriculum development (National, democratic) 1.6 Psychological considerations of curriculum development (learner's needs and interests) 1.7 Sociological considerations of curriculum development (socio cultural reconstruction) 1.8 Role of Statutory Bodies in curriculum development - NCERT, SCERT, NCTE, RCI, UGC and University	12	10		2	12
II	2.0 Curriculum Design 2.1 Meaning of curriculum design 2.2 Sources of curriculum design 2.3 Principles of curriculum design 2.4 Types of curriculum based on Idealism, Naturalism and Pragmatism perspective 2.5 Advantages and disadvantages of the different types of curriculum	12	10		2	12
III	3.0 Models of Curriculum Design 3.1 Traditional and Contemporary Models (Academic / Discipline Based Model) 3.2 Competency Based Model, Social Functions / Activities Model [social reconstruction] 3.3 Individual Needs & Interests Model 3.4 Outcome Based Integrative Model 3.5 Intervention Model 3.6 C I P P Model (Context, Input, Process, Product Model)	12	10		2	12
IV	4.0 Instructional System	12	10		2	12

	<p>4.1 Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction</p> <p>4.2 Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches)</p> <p>4.3 Models of Curriculum Evaluation:</p> <ul style="list-style-type: none"> • Tyler’s Model • Stakes’ Model • Scriven’s Model • Kirkpatrick’s Mode 					
V	<p>5.0 Curriculum Change and Evaluation</p> <p>5.1 Factors affecting curriculum change</p> <p>5.2 Approaches to curriculum change</p> <p>5.3 Role of students, teachers and educational administrators in curriculum change and improvement</p> <p>5.4 Scope of curriculum research and Types of Research in Curriculum Studies</p>	12	10		2	12
	Total	60	50		10	60

Modes of In-Semester Assessment:

40 Marks

- | | |
|--|----------|
| 1) Two Sessional test - | 20 Marks |
| 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course. | 05 Marks |
| 3) Project | 10Marks |
| 4) Attendance | 5 Marks |

Recommended Readings:

1. Cook, T.G. The Changing Curriculum. London: Methuen & Co. Ltd.
2. Dudeja, Gita &Kour, Guruvinder (2016). Curriculum Development And Assessment. Meerut: R. Lall
3. Kalaiyaran, G. (2012). Curriculum Development. New Delhi: Aph Publishing Corporation
4. Pandey, Jyoti (2015). Principles Of Education And Curriculum Development. Delhi: KSK
5. Pinar, W. (2015). Curriculum Studies in India: Intellectual Histories, Present Circumstances. London: Palgrave Macmillan
6. Reddy, MamidiMalla&Ravisankar, S. Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Privale Ltd.
7. Sharma R.A. Curriculum Development and Instruction. Meeret: R Lal Book Depot.

8. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. New Delhi: Pearson

9. Tyler, Ralph (2013). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 7th
SEMESTER**

Course Title	: Research Methodology.
Course Code	: EDNS
Nature of the Course	: SEC
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Fundamentals of Research and Research Problems

Course Outcome (CO1): Gain comprehensive knowledge of the basic principles, processes, and designs involved in research.

Learning Outcomes (LO):

Define research and describe its meaning, objectives, types, and significance.

Differentiate between research methods and methodology, and explain the scientific temperament of research.

Explain the process of selecting and defining a research problem.

Describe the features, types, and importance of research designs.

Understand the concept of hypothesis, its characteristics, types, and methods of testing.

Unit II: Sampling Techniques

Course Outcome (CO2): Develop an understanding of various sampling techniques and their application in research.

Learning Outcomes (LO):

Explain the concepts of population, sample, sampling element, unit, and sampling frame.

Identify the characteristics of a good sample.

Differentiate between probability and non-probability sampling techniques.

Describe different types of probability sampling methods, including simple random, stratified, cluster, multi-stage, and multiphase sampling.

Explain various non-probability sampling methods such as purposive, quota, incidental, convenience, snowball, and systematic sampling.

Unit III: Data Collection and Preparation

Course Outcome (CO3): Understand and apply various methods of data collection, preparation, and analysis.

Learning Outcomes (LO):

Differentiate between primary and secondary data sources.

Describe quantitative methods for data collection, including field study, experimental methods, surveys, and web surveys.

Explain qualitative methods for data collection, such as observation, interviews, focus group discussions, case studies, content analysis, and ethnography.

Analyze and interpret data, including checking questionnaires, editing data, codification, transcribing, classification, tabulation, comparison, and interpretation.

Utilize statistical methods and software for data analysis, including measures like mean, median, mode, standard deviation, and correlation.

Unit IV: Research Report and ICT in Research

Course Outcome (CO4): Develop skills in writing research reports and using ICT tools for research.

Learning Outcomes (LO):

Explain the meaning and nature of a research report.

Outline the steps involved in writing a research report.

Conduct literature reviews and manage references, including testing for plagiarism and securing research funding.

Apply basic computer applications for data entry, processing, and presentation in Excel.

Utilize basic statistical and econometric functions and understand the use of the internet and applications like Google in research.

Use online reference management tools and access research forums and databases such as Shodhganga, Shodhchakra, and Vidwan.

Unit	Content	Marks	L	P	T	Total
I	1.0 FUNDAMENTALS OF RESEARCH AND RESEARCH PROBLEMS	17	14		2	16
	1.1 Research: Meaning, Objectives, Types and Significance.					
	1.2 Research methods vs methodology, Scientific temperament of Research, Research process, Criteria of good research					

	<p>1.3 What is Research Problem? Selecting the Problem, Necessity of defining the Problem, Technique involved in defining the Problem.</p> <p>1.4 Meaning of Research Design: Need for Research Design, Features of a Good Research Design, Types of Research Design: Exploratory, Descriptive, Diagnostic and Experimental.</p> <p>1.5 Meaning, Characteristics, and Importance of Hypothesis in Research, Types and Testing of Hypothesis, Problems in Formulating Hypothesis.</p>					
II	<p>2.0 SAMPLING TECHNIQUES</p> <p>2.1 Concept of Universe (Population) and Sample, sampling element, unit, sampling frame</p> <p>2.2 Characteristics of a good sample</p> <p>2.3 Types of sampling techniques : Probability and Non- probability sampling</p> <p>2.4 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling.</p> <p>2.5 Non- probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling</p>	13	12		2	14
III	<p>3.0 DATA COLLECTION AND PREPARATION</p> <p>3.1 Primary & Secondary data source.</p> <p>3.2 Quantitative methods: Field study, Experimental methods, Survey and web survey methods,</p> <p>3.3 Qualitative methods: Observation methods, Interview methods, Focus Group discussions, Case Studies, Content Analysis, Content and Narrative, Ethnography; Selection of an appropriate method for data collection.</p> <p>3.4 Analysis and Interpretation of Data, Checking of Questionnaire and Schedule, Editing of Data, Codification Transcribing,</p>	17	14		2	16

	Classification, Tabulation, Comparison and Interpretations. 3.5 Use of Statistics in the Analysis of Data: Mean, Median, Mode, S.D. Correlation, etc. Statistical software used in Research.					
IV	4.0 RESEARCH REPORT AND ICT IN RESEARCH 4.1 Research Report: Meaning and nature. 4.2 Steps of Report writing. 4.3 Literature review & Reference management, Testing plagiarism, Funding in Research. 4.4 Basic Computer Application: Data entry and processing techniques, Data presentation in Excel. 4.5 Basic statistical and econometric functions, 4.6 Use of the internet, Application of Google, 4.7 Online reference management tools, Research forum, Shodhganga, Shodhchakra, Vidwan, etc.	13	12		2	14
	Total	60	50		10	60

Modes of In-Semester Assessment: 40 Marks

- 5) Two Sessional test - 20 Marks
- 6) Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- 7) Project 10Marks
- 8) Attendance 5 Marks

Suggested Readings

Ahuja, R. (2001). *Research methods*. Rawat Publications.

Bryman, A. (2016). *Social research methods* (4th ed.). Oxford.

Das, D.K.L. (2007). *Practice of social research: Social work perspective*. Rawat Publications.

Gupta, S.P. (2002). *Statistical methods*. Sultan Chand and Sons Publication.

Kothari, C.R., & Garg, G. (2016). *Research methodology: Methods and techniques* (3rd ed.). New Age.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). Sage.

Newman, W.L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Pearson.

Young, P.V. (1988). *Scientific social surveys and research*. Prentice Hall.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 7th
SEMESTER**

Course Title	: Learner and Learning.
Course Code	: EDNM18
Nature of the Course	: Major18
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Growth and Development

Course Outcome (CO): CO1. Understand the fundamental concepts, principles, and schools of psychology related to the growth and development of children.

Learning Outcomes (LO):

LO1. Define and explain the meaning and nature of growth and development in children.

LO2. Identify and discuss the principles of growth and development.

LO3. Compare and contrast various schools of psychology and their applications in education, including Structuralism, Functionalism, Behaviourism, Gestaltism, Psycho-analysis, and Humanist Psychology (Maslow, Rogers, Allport).

LO4. Analyze recent trends in contemporary psychology, such as Cognitive psychology, Transpersonal psychology, and the Phenomenological approach.

Unit II: Theories of Learning and their Applications in Education

Course Outcome (CO): CO2. Comprehend various theories of learning and their practical applications in the educational context.

Learning Outcomes (LO):

LO1. Explain the nature and principles of learning.

LO2. Describe and evaluate Behaviouristic theories including Guthrie's Contiguity theory, Hull's Drive reduction theory, and SR Learning Theory by Dollard & Miller.

LO3. Discuss Cognitive Theories such as the Theory of Insightful learning, Lewin's Field theory, Tolman's Sign learning theory, and Piaget's theory of learning.

LO4. Identify factors affecting social learning and explain Bandura's Social learning theory.

LO5. Analyze concepts of social competence, social cognition, social relationships, and socialization goals.

Unit III: Intelligence

Course Outcome (CO): CO3. Gain a deep understanding of the different types and theories of intelligence, as well as the concepts related to problem-solving, critical thinking, metacognition, and creativity.

Learning Outcomes (LO):

LO1. Define and discuss social intelligence and emotional intelligence.

LO2. Explain various approaches to intelligence, including the Uni-factor theory, Two factor theory, and Multifactor theory.

LO3. Describe theories of intelligence such as Sternberg's information processing theory and Gardner's theory of multiple intelligence.

LO4. Explore methods for the assessment of intelligence.

LO5. Understand and apply concepts related to problem-solving, critical thinking, metacognition, and creativity.

Unit IV: Personality

Course Outcome (CO): CO4. Develop a comprehensive understanding of personality, including its theories, assessment methods, and the importance of guidance and counseling in education.

Learning Outcomes (LO):

LO1. Define and explain the concept of personality.

LO2. Compare and evaluate different theories of personality, including Freud's Psychoanalytic theory, Carl Rogers' theory, Gordon Allport's theory, Max Wertheimer's theory, and Kurt Koffka's theory.

LO3. Identify and describe various methods for the assessment of personality, such as observation, situational performance tests, interviews, questionnaires, personality inventories, rating scales, case histories, psycho-analysis, and projective techniques (TAT, Rorschach Test, CAT).

LO4. Discuss the nature, principles, and need for guidance and counseling in education.

LO5. Differentiate between various types of guidance, including educational, vocational, personal, health, and social guidance.

Unit	Content	Marks	L	T	P	Total Hours
I	1.0 Growth and Development 1.1 Meaning, Nature and principles of Growth and Development of the children 1.2 Schools of Psychology and its application in Education: <ul style="list-style-type: none"> • Structuralism • Functionalism • Behaviourism • Gestaltism • Psycho-analysis • Humanist Psychology (Maslow, Rogers, Allport) 1.3 Recent trends in contemporary psychology <ul style="list-style-type: none"> • Cognitive psychology • Transpersonal psychology • Phenomenological approach 	15	13	2		15
II	2.0 Theories of Learning and their applications in Education 2.1 Nature and principles of Learning 2.2 Behaviouristic theories <ul style="list-style-type: none"> • Guthrie's Contiguity theory • Hull's Drive reduction theory • SR Learning Theory by Dollard & Miller 2.3 Cognitive Theories <ul style="list-style-type: none"> • Theory of Insightful learning • Lewin's Field theory • Tolman Sign learning theory • Piaget's theory of learning 2.4 Factors affecting Social learning 2.5 Bandura's Social learning theory 2.6 Social competence 2.7 Concept of Social cognition 2.8 Understanding Social relationship 2.9 Socialization Goals	15	13	2		15
III	3.0 Intelligence: 3.1 Social Intelligence	15	13	2		15

	<p>3.2 Emotional intelligence</p> <p>3.3 Approaches to Intelligence:</p> <ul style="list-style-type: none"> • Uni-factor theory • Two factor theory • Multifactor theory <p>3.4 Theories of Intelligence:</p> <ul style="list-style-type: none"> • Sternberg’s information processing theory • Gardner’s theory of multiple intelligence <p>3.5 Assessment of Intelligence</p> <p>3.6 Concepts of Problem solving</p> <p>3.7 Critical thinking</p> <p>3.8 Metacognition</p> <p>3.9 Creativity</p>					
IV	<p>4.0 Personality :</p> <p>4.1 Concept of Personality</p> <p>4.2 Theories of Personality</p> <ul style="list-style-type: none"> • Freud’s Psychoanalytic theory • Carl Rogers theory • Gordon Allport theory • Max Wertheimer theory • Kurt Koffka <p>4.3 Assessment of Personality</p> <ul style="list-style-type: none"> • Observation • Situational performance test • Interview • The Questionnaire method • Personality inventory • Rating scales • Case history • Psycho- analysis • Projective techniques (TAT, Rorschach Test, CAT) <p>4.4 Guidance and Counseling:</p> <ul style="list-style-type: none"> • Nature, Principles and Need of guidance & counseling in education. • Types of Guidance (educational, vocational, personal, health & social). 	15	13	2		15
	Total	60	52	08		60

Mode of In-Semester Assessment (40 marks):

1. At Least Two Sessional Tests : 20 Marks
2. Any two of the following activities : 20 Marks
 - a) Laboratory tests (At least one)
 - b) Home Assignment
 - c) Objective test
 - d) Seminar Presentation
 - e) Any other activities deemed to be fit by the course teacher

Recommended Readings:

1. Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi; Vikas Publishing House Pvt. Ltd.
2. Chatterjee, S.K.(2000) . Advance Educational Psychology. Calcutta ; Books and Allied Pvt. Ltd.
3. Ewen, R.B.(2010). An Introduction to Theories of Personality. NewYork;Academic Press.
4. Gates, A.I. et.al.(1948) Educational Psychology. New York; Macmillan & Co.
5. Hall, C. &Lindzey, G.(2007). Theories of Personality. New York; Wiley Publications.
6. Lazaraus, R.S.(1961). Adjustment and Personality. New York; McGraw Hill Co.
7. Mangal, S.K.(2002). Advanced Educational Psychology. New Delhi; Prentice Hall of India, Pvt. Ltd.
8. Mathur, S.S.(2010). Educational Psychology. New Delhi; VinodPustakMandir.
9. Stones, E.(1970). The Psychology of Education. London; Methuen.
10. Woolfolk, A.(1980). Educational Psychology. Delhi; Pearson Education (Singapore) Pvt. Ltd., Indian branch.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 7th
SEMESTER**

Course Title	: Research in Education - I.
Course Code	: EDNM19
Nature of the Course	: Major19
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Scientific Method and Research in Education

Course Outcome (CO): CO1. Understand the fundamentals of scientific methods and research in the field of education, including various types of research and approaches.

Learning Outcomes (LO):

LO1. Define the scientific method and describe its steps.

LO2. Explain the characteristics of the scientific method, including replicability.

LO3. Identify and differentiate between types of scientific methods: exploratory, explanatory, and descriptive.

LO4. Understand the meaning, nature, and scope of educational research.

LO5. Discuss the aims of research as a scientific activity, including problem-solving, theory building, and prediction.

Unit II: Research Process

Course Outcome (CO): CO2. Gain insight into the research process, including the formulation of research problems, variables, research questions, objectives, and hypothesis development.

Learning Outcomes (LO):

LO1. Outline the general steps in educational research.

LO2. Explain the purpose and significance of reviewing related literature and describe how to identify and organize sources.

LO3. Formulate research problems by understanding the criteria and sources for identifying and defining them.

LO4. Define variables, types of variables, and their significance in research.

LO5. Develop research questions and objectives and understand the importance and characteristics of a good hypothesis.

Unit III: Sampling Techniques

Course Outcome (CO): CO3. Understand the concepts and techniques of sampling in educational research to ensure the collection of representative and reliable data.

Learning Outcomes (LO):

LO1. Define the concepts of universe (population) and sample, and understand sampling elements, units, and frames.

LO2. Identify the characteristics of a good sample.

LO3. Differentiate between probability and non-probability sampling techniques.

LO4. Explain various probability sampling methods: simple random, stratified, cluster, multi-stage, and multiphase sampling.

LO5. Describe non-probability sampling methods: purposive, quota, incidental, convenience, snowball, and systematic sampling.

Unit IV: Research Tools and Techniques

Course Outcome (CO): CO4. Acquire knowledge about various research tools and techniques and their application in educational research.

Learning Outcomes (LO):

LO1. Describe, construct, and explain the uses of different research tools: achievement tests, aptitude tests, inventories, questionnaires, rating scales, and attitude scales (Thurstone and Likert scales).

LO2. Understand and apply research techniques, including observation, interviews, case studies, and sociometric techniques (sociograms and sociometric matrices).

LO3. Explain the use of projective techniques in educational research.

LO4. Identify the appropriate research tools and techniques for specific research questions and objectives.

LO5. Evaluate the effectiveness of different research tools and techniques in data collection and analysis.

Unit V: Statistics in Educational Research

Course Outcome (CO): CO5. Develop an understanding of the application of descriptive and inferential statistics in educational research.

Learning Outcomes (LO):

LO1. Define descriptive and inferential statistics and their roles in educational research.

LO2. Explain the characteristics and applications of the normal probability distribution and its divergence from normality.

LO3. Compute and interpret the product moment coefficient of correlation and understand its assumptions and uses.

LO4. Understand the concept of hypothesis testing, including levels of significance, one-tailed and two-tailed tests, type-I and type-II errors, and the power of a statistical test.

LO5. Explain and apply parametric statistical tests, including the significance of means (large and small samples) and the significance of the difference between uncorrelated means.

Unit	Content	Marks	L	P	T	Total
I	1.0 Scientific Method and Research in Education: 1.1 Scientific Method: Meaning and Steps, 1.2 Characteristics of Scientific Method: Replicability, 1.3 Types of Scientific Method: Exploratory, Explanatory and Descriptive 1.4 Meaning, nature and scope of Educational Research 1.5 Characteristics of educational research 1.6 Aims of research as a scientific activity: Problem- solving, Theory Building and Prediction 1.7 Types of Research: Fundamental, Applied and Action Research 1.8 Approaches to educational research : Quantitative and Qualitative	12	10		2	12
II	2.0 Research Process: 2.1 General Steps in Educational Research 2.2 Review of related literature : Purpose significance, sources, identification and organization 2.3 Formulation of research problem : Criteria and sources for identifying the Problem, defining the problem 2.4 Variables: Meaning of Concepts, Constructs and Variables, Types of	12	10		2	12

	<p>Variables: Independent, Dependent, Extraneous, Intervening and Moderator</p> <p>2.5 Research Questions and Objectives</p> <p>2.6 Hypotheses : Meaning, importance, sources, characteristics of a good hypothesis, types (Directional and Non-Directional) and Forms (Declarative, Null and Question Form)</p> <p>2.7 Developing a Research Proposal</p>					
III	<p>3.0 Sampling Techniques :</p> <p>3.1 Concept of Universe (Population) and Sample, sampling element, unit, sampling frame</p> <p>3.2 Characteristics of a good sample</p> <p>3.3 Types of sampling techniques : Probability and Non- probability sampling</p> <p>3.4 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling.</p> <p>3.5 Non- probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling</p>	12	10		2	12
IV	<p>4.0 Research tools and Techniques:</p> <p>4.1 Research tools (Description, characteristics, construction and uses)</p> <ul style="list-style-type: none"> • Achievement test • Aptitude test • Inventory • Questionnaire • Rating Scales • Attitude scales: Thurstone and Likert Scales <p>4.2 Research Techniques:</p> <ul style="list-style-type: none"> • Observation • Interview • Case Study • Sociometric techniques: Sociogram and Sociometric Matrices 	12	10		2	12

	<ul style="list-style-type: none"> Projective techniques 					
V	5.0 Statistics in Educational Research 5.1 Concepts of Descriptive and Inferential statistics 5.2 Descriptive Statistics: <ul style="list-style-type: none"> Normal Probability Distribution : Characteristics, Application of NPC; Divergence from Normality Correlation : Assumptions, computations, Uses and interpretation of Product moment Co-efficient of correlation 5.3 Inferential Statistics: Concept <ul style="list-style-type: none"> Testing of hypothesis: <ul style="list-style-type: none"> Levels of significance One-tailed and Two-tailed tests of significance; Type-I and Type-II errors in making inferences Power of a statistical test and effective size Parametric Statistics : Conditions to be satisfied <ul style="list-style-type: none"> Significance of mean (large and small samples) Significance of difference between uncorrelated means (large and small samples) 	12	10		2	12
	Total	60	50		10	60

Mode of In-Semester Assessment (40 marks):

<u>Modes of In-Semester Assessment:</u>	40 Marks
1) Two Sessional test -	20 Marks
2) Any one of the following activities listed below - Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.	05 Marks
3) Project	10Marks
4) Attendance	5 Marks

Recommended Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn).Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett,H.E.(2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good,C.V., Barr, A.S. &Scates, D.E.(1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGdraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956).Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods : Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009).Methodology of educational research. New Delhi : Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003:BharatiBhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York : The Macmillan Company ,.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 7th
SEMESTER**

Course Title	: Mental Health and Issues
Course Code	: EDNN7
Nature of the Course	: Minor7
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Mental Health

Course Outcome (CO): CO1. Develop a comprehensive understanding of the fundamental concepts, historical development, and theoretical perspectives of mental health.

Learning Outcomes (LO):

LO1. Define the concepts, criteria, and principles of mental health.

LO2. Describe the historical perspective of the mental health movement.

LO3. Explain various theoretical perspectives: psychodynamic, behavioral, cognitive, humanistic, and existential/transpersonal.

LO4. Differentiate between neurosis and psychosis.

LO5. Understand the concept of normal and abnormal personality.

Unit II: Adjustment and Maladjustment

Course Outcome (CO): CO2. Gain insights into the processes of adjustment and maladjustment, including causes, indicators, and mechanisms of coping.

Learning Outcomes (LO):

LO1. Define the concepts and processes of adjustment and maladjustment.

LO2. Identify the causes and indicators of maladjustment.

LO3. Explain adjustment mechanisms: fantasy, compensation, identification, rationalization, sublimation, projection, regression, and repression.

LO4. Differentiate between types of defense mechanisms.

LO5. Discuss coping mechanisms, lifestyle choices, and the importance of life skills, stress, and conflict management.

Unit III: Mental Health Issues in Home, School, and Society

Course Outcome (CO): CO3. Understand mental health issues in various contexts, including home, school, and society, and their impact on children and adolescents.

Learning Outcomes (LO):

- LO1. Identify mental health issues prevalent in schools.
- LO2. Describe common psychological disorders related to anxiety, mood, and cognition.
- LO3. Explain common psychological disorders in childhood and adolescence.
- LO4. Analyze the relationship between teachers, classroom processes, and mental health.
- LO5. Discuss the place of mental health in the curriculum.

Unit IV: Interventions for Mental Health Promotion

Course Outcome (CO): CO4. Explore various interventions, therapies, and strategies to promote mental health and wellbeing.

Learning Outcomes (LO):

- LO1. Describe important psychotherapies: behavior therapy, cognitive behavior therapy (CBT), rational emotive behavior therapy (REBT), and humanistic therapy.
- LO2. Discuss the role of religion/spirituality in mental health.
- LO3. Identify community programs aimed at promoting mental health.
- LO4. Define positive mental health and wellbeing.
- LO5. Develop strategies for promoting mental health in various settings.

Unit	Content	Marks	L	T	P	Total Hours
I	1.0 Introduction to Mental Health · 1.1 Concepts, Criteria and Principles of Mental Health · 1.2 Historical Perspective of Mental Health Movement · 1.3 Theoretical Perspectives: <ul style="list-style-type: none"> • Psychodynamic • Behavioral • Cognitive • Humanistic • Existential/Transpersonal 1.4 Neurosis and Psychosis 1.5 Concept of Normal and Abnormal	15	13	2		15

	Personality					
II	2.0 Adjustment and Maladjustment 2.1 Concept and Processes of Adjustment and Maladjustment 2.2 Causes and Indicators of Maladjustment 2.3 Adjustment Mechanisms: Fantasy, Compensation, Identification, Rationalization, Sublimation, Projection, Regression and Repression 2.4 Types of Defence mechanisms 2.5 Coping and Life style 2.6 Life skills and their importance 2.7 Stress and Conflict Management	15	13	2		15
III	3.0 Mental health issues in Home, School and society 3.1 Mental health issues in school 3.2 Common Psychological disorders related to Anxiety, Mood and Cognition 3.3 Common Psychological disorders in Childhood 3.4 Common Psychological disorders in Adolescence 3.5 Relationship between Teacher, Classroom Process and Mental Health 3.6 Place of Mental Health in curriculum	15	13	2		15
IV	4.0 Interventions for Mental Health Promotion 4.1 Important Psychotherapies: • Behaviour Therapy • Cognitive Behaviour Therapy (CBT) • Rational Emotive Behaviour Therapy (REBT) • Humanistic 4.2 Religion/ Spirituality and Mental Health 4.3 Community programmes 4.4 Positive mental health and wellbeing 4.5 Strategies for Promoting Mental Health	15	13	2		15
	Total	60	52	08		60

Mode of In-Semester Assessment (40 marks):

1. At Least Two Sessional Tests

: 20 Marks

2. Seminar presentation on any one of the relevant topics is compulsory : 10 Marks
3. Any one of the following assignments : 10 Marks
 - a. Collect and analyse five newspaper reports or articles from magazines or research papers from journals each, on at least three different themes, such as: Violence and aggression in schools; insensitive teacher attitudes; parental pressures and inter-generational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures.
 - b. Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.
 - c. Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.
 - d. Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.
 - e. Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyse the same.
 - f. Conduct a field based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers. 25
 - g. Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.
 - h. Develop a questionnaire and conduct a brief survey to identify and analyse social perceptions towards mental health and illness.

Recommended Readings:

1. Arkoff Abe (1968). Adjustment and Mental health. New York: McGraw Hill Company
2. Akhilananda S.(1952). Mental Health and Hindu Psychology. London: Alle and unwin
3. Akhilananda (1953). Hindu Psychology. London: Routledge
4. Bahadur Mal (1955). Mental in Theory and Practice. Hoshiarpur: V.V. R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers. New York: McGraw Hill Book Co.
6. Bonny, M. E.(1960). Mental Health in Education. Boston: Allyn and Bacon
7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance. London: MacMillan & Co.
8. Capuzzi D and Dougles, G.R: Introduction to Counselling. London: Allyn and Bacon
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment. Englewood Cliffs. New Jercy: Prentice Hall
10. Coleman, J.C. (1976). Abnormal Psychology and Modern Life. Bombay: D.B. Tara Porewala Sons & Co.
11. Crow, Lester D. & Crow, Alince (1952). Mental Hygiene. New York: McGraw Hill Book Company

12. Fredrickson, B. L. (2009). Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life. New York: Three Rivers Press.
 13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
 14. Haidt, J. (2006). The Happiness Hypothesis. Finding modern truth in ancient wisdom. New York: Basic Books. ISBN-10: 0465028020; ISBN-13: 978- 0465028023
 15. Kallam, S.G. eta (1975). Mental Health and Going to School. Chicago: University of Chicago, Press
 16. Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press. ISBN: 13 978-0-19-518833-2
 17. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies. Kurukshetra: Vishal Publications
 18. Suraj B &Dutt N.K. (1978). Mental Health through Education. New Delhi: Vision Books Publications.
 19. Suraj B. (1952). Towards a Happier Education. Jallendhar City: University Publications
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**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 8th
SEMESTER**

Course Title	: Emerging Trends in Indian Education.
Course Code	: EDNM20
Nature of the Course	: Major20
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Education and Indian Constitution

Course Outcome (CO): CO1. Understand the role and impact of the Indian Constitution on education, including the relevant articles and the need for educational inclusion in the constitution.

Learning Outcomes (LO):

LO1. Explain the significance of the Preamble, Fundamental Rights and Duties of Citizens, and Directive Principles of State Policies in the Indian Constitution.

LO2. Discuss the need for including education in the constitution and the division of responsibilities between central, state, and concurrent lists.

LO3. Identify and describe the articles in the Constitution related to education, such as Article 21A, Article 45, and others.

LO4. Analyze how the Constitution serves as a source of aims for education.

LO5. Evaluate the role of the Constitution in equalizing educational opportunities.

Unit II: Challenges of Indian Education

Course Outcome (CO): CO2. Identify and analyze the challenges across various levels of education in India and understand the efforts made to address these challenges.

Learning Outcomes (LO):

LO1. Explain the meaning and importance of Early Childhood Care & Education (ECCE) and identify the challenges faced by ECCE in India.

LO2. Describe the objectives and efforts towards universalization of Elementary Education (EE) and the challenges it faces.

LO3. Discuss the objectives, efforts, and challenges of Secondary Education (SE) and the vocationalization of SE in India.

LO4. Identify the objectives and challenges of Higher Education (HE) and the efforts made to strengthen it.

LO5. Analyze the objectives and challenges of Teacher Education, Technical and Vocational Education, and Professional Education in India.

Unit III: Essential Perspectives of Indian Education

Course Outcome (CO): CO3. Develop an understanding of essential educational perspectives, including environmental, women, inclusive, alternative, adult, population, human rights, value, and peace education.

Learning Outcomes (LO):

LO1. Define the meaning and objectives of Environmental Education and identify its challenges.

LO2. Explain the importance and challenges of Women Education in India.

LO3. Describe the concept, objectives, and challenges of Inclusive Education, and the role of RCI and PWD act.

LO4. Discuss the concept and need for alternative schooling, including the development and challenges of distance education.

LO5. Identify the concept, challenges, and initiatives for Adult Education, Population Education, and Human Rights Education, and their roles in society.

Unit IV: Emerging Issues in Education

Course Outcome (CO): CO4. Explore the emerging issues in education, including ICT-based teaching, continuous and comprehensive evaluation, the role of education in national development, and the impact of privatization and commercialization.

Learning Outcomes (LO):

LO1. Explain the concept and challenges of ICT-based education and the ICT devices used in curriculum transaction.

LO2. Describe the concept, nature, tools, and techniques of Continuous and Comprehensive Evaluation (CCE).

LO3. Analyze the role of education as a development indicator and its impact on human resource development.

LO4. Discuss the aims of education and curriculum with reference to NCF 2005 and the challenges of curriculum construction at elementary and secondary levels.

LO5. Evaluate the concept, impact, and challenges of privatization and commercialization in Indian education.

Unit V: Education in Present Social Context

Course Outcome (CO): CO5. Understand the role of education in addressing contemporary social issues and the influence of international agencies on education.

Learning Outcomes (LO):

LO1. Explain the role of education in addressing youth unrest, AIDS, substance abuse, and health and hygiene issues.

LO2. Discuss the influence and impact of student politics on education.

LO3. Describe the concepts of Millennium Development Goals (MDGs) and Education for All (EFA).

LO4. Analyze the role of international agencies like UNESCO and UNICEF in global education.

LO5. Evaluate the impact of Liberalization, Privatization, and Globalization (LPG) on education.

Unit	Content	Marks	L	P	T	Total
I	<p>1.0. EDUCATION AND INDIAN CONSTITUTION</p> <p>1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and 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>1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3)</p> <p>1.4. Constitution as a source of aims of education.</p> <p>1.5. Role of Constitution in equalizing the Educational opportunities.</p>	12	10		2	12
II	<p>2.0 CHALLENGES OF INDIAN EDUCATION</p> <p>2.1 Early Childhood Care & Education (ECCE) in India:</p> <p>2.1.1 Meaning & Importance of ECCE.</p> <p>2.1.2 Challenges of ECCE in India.</p> <p>2.1.3 Role of Anganwadis and Balwadis under ICDS.</p>	12	10		2	12

	<p>2.2.Elementary Education (EE) in India: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2Efforts of Universalization of EE in India 2.2.3Challenges of Universalization of EE in India.</p> <p>2.3.Secondary Education (SE) in India 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4Challenges of SE in India.</p> <p>2.4.Higher Education (HE) in India: 2.4.1Objectives & Challenges HE in India. 2.4.2Efforts towards strengthening HE</p> <p>2.5.Teacher Education in India: 2.5.1.Objectives of Teacher Education in India 2.5.2.Challenges of Teacher Education in India.</p> <p>2.6.Technical and Vocational Education in India- 2.6.1.Objectives& Challenges of Technical and Vocational education in India. 2.6.2.Efforts towards strengthening Technical and Vocational education</p> <p>2.7.Professional Education in India- 2.7.1Need and Challenges of Professional Education in India</p>					
III	<p>3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION</p> <p>3.1.Environmental Education: 3.1.1.Meaning & Objectives of Environmental Education 3.1.2.Challenges of Environmental Education.</p> <p>3.2.Women Education: 3.2.1.Importance& Challenges of Women Education in India.</p> <p>3.3. Inclusive Education: 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive</p>	12	10		2	12

	<p>education</p> <p>3.4. Alternative Education: Concept, Need of alternative schooling at Elementary, Secondary and Higher Level, 3.4.2.Development and Challenges of Distance Education</p> <p>3.5.Adult Education: 3.5.1.Concept & Challenges of Adult education 3.5.2.Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.</p> <p>3.6.Population Education: 3.6.1.Concept & Challenges of Population Education 3.6.2.Role of Education in addressing the challenge of population explosion</p> <p>3.7.Human Rights Education: 3.7.1.Concept of Human Rights education 3.7.2.Role of National Commissions for Protection of Childs Rights (NCPCR)</p> <p>3.8.Value and Peace Education: 3.8.1.Concept of Value & Peace education 3.8.2.Role of education in promotion of Value & peace in Society.</p>					
IV	<p>4.0. Emerging ISSUES IN EDUCATION</p> <p>4.1. ICT based teaching learning: 4.1.1. Concept & Challenges of ICT based Education 4.1.2.ICT devices used in curriculum transaction</p> <p>4.2.Continuous and Comprehensive Evaluation: 4.2.1.Concept & nature of CCE 4.2.2.Tools & Techniques of CCE</p> <p>4.3.Education and National development: 4.3.1.Education as a development indicator. 4.3.2.Role of Education in Human Resource Development.</p> <p>4.4.Issues of Curriculum: 4.4.1Aims of education & curriculum with reference to NCF 2005 4.4.2Challenges of curriculum construction at Elementary and Secondary level</p> <p>4.5.Privatization and Commercialization in Indian</p>	12	10		2	12

	Education: 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education					
V	5.0. Education in Present Social Context 5.1. Role of education in addressing- 5.1.1. Youth unrest 5.1.2. AIDs 5.1.3. Substance abuse 5.1.4. Health and Hygiene . Student politics . Role of international agencies in Education 5.3.1. Concepts of Millennium Development Goals (MDGs) 5.3.2. Concept and importance of Education for All (EFA) 5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG) 5.3.4. Role of UNESCO and UNICEF in educating the world community	10	10		2	12
	Total	60	50		10	60

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- a. Group discussions on any one of the topics of the course
- b. Debate on the topics like youth unrest, AIDs, Substance abuse, Health and Hygiene
- c. Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
- d. Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

1. Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
2. Bhatnagar, S. & Saxena A.: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
3. Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
4. Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
5. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
6. Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
7. *Education and National Development*. Ministry of Education, Government of India 1966.
8. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
9. World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
10. Peters, R.S. *The Concept of Education*, Routledge, UK 1967
11. Lakshmi, T.K.S. and M.S. Yadav, “*Education its Evolving Characteristics*”, in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
12. Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by JyotiPrakashan, 2001.
13. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by DhanpatRai Publishing Company, 2007
14. Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
15. *Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
16. Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
17. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
18. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
19. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission

B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 8th SEMESTER

Course Title	: Research in Education - II.
Course Code	: EDNM21
Nature of the Course	: Major21
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Research Designs: Quantitative and Qualitative

Course Outcome (CO): CO1. Understand the fundamental concepts, types, and steps of various research designs, including quantitative and qualitative approaches.

Learning Outcomes (LO):

LO1. Explain the positivism and post-positivistic approaches to research.

LO2. Describe the meaning, nature, scope, and steps involved in Historical Research.

LO3. Understand Descriptive Research, including its meaning, nature, scope, types (survey studies, interrelationship studies, developmental studies), and steps.

LO4. Explain Experimental Research, including its meaning, nature, scope, and characteristics (control, manipulation, observation, replication), and steps.

LO5. Identify and describe various research designs: Pre-Experimental, Quasi-Experimental, and True Experimental Designs.

Unit II: Qualitative Research Designs

Course Outcome (CO): CO2. Gain knowledge of various qualitative research designs and their applications.

Learning Outcomes (LO):

LO1. Understand Grounded Theory Designs, including their types, characteristics, designs, steps, and strengths and weaknesses.

LO2. Explain Narrative Research Designs, including their meaning, key characteristics, and steps.

LO3. Describe Case Study Research, including its meaning, characteristics, components, types, steps, strengths, and weaknesses.

LO4. Understand Ethnography, including its meaning, characteristics, underlying assumptions, steps, writing ethnographic accounts, strengths, and weaknesses.

LO5. Identify and describe Mixed Method Designs, including their characteristics, types (triangulation, explanatory, exploratory), steps, strengths, and weaknesses.

Unit III: Writing the Research Report

Course Outcome (CO): CO3. Develop the skills needed to write a comprehensive research report, including format, chapterization, referencing, and ethical considerations.

Learning Outcomes (LO):

LO1. Understand the format and chapterization of a research report.

LO2. Identify the characteristics of a good research report.

LO3. Explain the use of abbreviations in research reports.

LO4. Understand referencing, including references, footnotes, bibliography, and APA Style of Referencing.

LO5. Develop skills for writing a research paper.

LO6. Understand ethics in reporting research, including Intellectual Property Rights (IPR) and plagiarism.

Unit IV: Parametric Statistics

Course Outcome (CO): CO4. Gain knowledge of parametric statistical methods and their application in educational research.

Learning Outcomes (LO):

LO1. Understand the significance of the difference between correlated means.

LO2. Introduction to Analysis of Variance (ANOVA), including its concept, assumptions, and computation of one-way ANOVA.

Unit V: Non-Parametric Statistics

Course Outcome (CO): CO5. Understand and apply non-parametric statistical methods in educational research.

Learning Outcomes (LO):

LO1. Understand Chi-square tests, including testing the divergence of observed results from those expected on the hypothesis of equal probability and normal distribution, chi-square test of 2x2 fold contingency tables, and chi-square test of independence in contingency tables.

LO2. Explain the Sign Test and its application.

LO3. Understand the Median Test and its application.

LO4. Describe the Sum of Rank Test and its application.

Unit	Content	Marks	L	T	P	Total
I	<p>1.0 Research Designs: Quantitative and Qualitative</p> <p>1.1 Positivism and Post-positivistic approaches to research.</p> <p>1.2 Historical Research :</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope • Steps in Historical Research <p>1.3 Descriptive Research</p> <ul style="list-style-type: none"> • Meaning, nature and scope • Types: Survey studies, Interrelationship Studies and Developmental studies • Steps in Descriptive Research <p>1.4 Experimental Research</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope • Variables : Independent and dependent variables, Confounding variables and extraneous variables • Characteristics of Experimental Research: Control, Manipulation, Observation and Replication • Steps in Experimental Research • Research Designs: Pre-Experimental Designs, Quasi-Experimental Designs and True Experimental Designs 	14	13	2		15
II	<p>2.0 Qualitative Research Designs:</p> <p>2.1 Grounded Theory Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT</p> <p>2.2 Narrative Research Designs: Meaning and key Characteristics, Steps in conducting NR design,</p> <p>2.3 Case Study: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses</p> <p>2.4 Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses</p> <p>2.5 Mixed Method Designs: Characteristics, Types</p>	14	13	2		15

	of MM designs-Triangulation, Explanatory and Exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research					
III	3.0 Writing the Research Report: 3.1 Format 3.2 Chapterization, 3.3 Characteristics of a good research report. 3.4 Use of abbreviations 3.5 Referencing: References, footnotes and bibliography, APA Style of Referencing 3.6 Writing Research Paper 3.7 Ethics in reporting research; Intellectual Property Right (IPR) and Plagiarism	12	08	2		10
IV	4.0 Parametric Statistics : 4.1 Significance of difference between correlated means 4.2 Introduction to Analysis of Variance : Concept, assumptions and computation of one way ANOVA 5.0 Non- Parametric Statistics 5.1 Chi-square tests : • Testing the divergence of observed results from those expected on the hypothesis of equal probability • Testing the divergence of observed results from those expected on the hypothesis of a normal distribution • The chi-square test of 2X2 fold contingency tables • The chi-square test of Independence in contingency tables 5.2 Sign Test 5.3 Median Test 5.4 Sum of Rank Test	20	18	2		20
	Total	60	52	08		60

Mode of In-Semester Assessment (40 marks):

1. Two Sessional Tests : 20 Marks
2. Any two of the following activities : 20 Marks

- a. Conducting a case study
- b. Preparing references using APA style
- c. Group discussion
- d. Preparation and Presentation of seminar paper
- e. Objective type test
- f. Any other activities deemed to be fit by the course teacher

Recommended Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn).Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett,H.E.(2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good,C.V., Barr, A.S. &Scates, D.E.(1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGdraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956).Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods : Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009).Methodology of educational research. New Delhi : Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003:BharatiBhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York : The Macmillan Company ,.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 8th
SEMESTER**

Course Title	: Economics of Education.
Course Code	: EDNM22
Nature of the Course	: Major22
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Economics of Education

Course Outcome (CO): CO1. Understand the foundational concepts and historical development of economics in the context of education, and the nature of education in different economic systems.

Learning Outcomes (LO):

LO1. Define and explain the meaning and scope of Economics of Education.

LO2. Discuss the importance of studying Economics of Education.

LO3. Describe the historical development of Economics of Education.

LO4. Compare and contrast the nature of education in capitalist and socialist economies.

LO5. Explain the concepts of basic economic terms related to education: national income, per capita income, economic and non-economic activity, economic growth, physical and human capital, consumption, goods, cost, production, productivity, rate of return, market value, financing, employability, manpower, investment.

Unit II: Human Capital Formation and Investment in Education

Course Outcome (CO): CO2. Analyze the concept of human capital formation and the role of investment in education in economic development.

Learning Outcomes (LO):

LO1. Define and explain the concept and nature of human capital formation.

LO2. Describe the relationship between human capital formation and economic development.

LO3. Identify and explain the sources of human capital formation.

LO4. Discuss the role of education in the process of human capital formation.

LO5. Explain the concepts and importance of manpower planning.

LO6. Define and describe the concept and nature of investment in education.

LO7. Differentiate between private and public investment in education.

LO8. Discuss the investment in education in India.

Unit III: Education as an Economic Good

Course Outcome (CO): CO3. Understand the economic characteristics of education and the dynamics of demand and supply in the educational sector.

Learning Outcomes (LO):

LO1. Explain the concept of education as an economic good, including normal good, inferior good, public good, and private good.

LO2. Discuss the cardinal and ordinal utility of education.

LO3. Define and explain the demand for education and the factors affecting it.

LO4. Define and explain the supply of education and the factors affecting it.

LO5. Analyze the problem of scarcity and choice in education.

LO6. Explain education as a process of production, including its meaning and factors.

Unit IV: Cost of Education

Course Outcome (CO): CO4. Understand and analyze the different types of educational costs and their implications for educational planning and policy.

Learning Outcomes (LO):

LO1. Define and explain the concept and nature of educational cost.

LO2. Describe the different types of educational cost: direct cost, indirect cost, money cost, social cost, institutional cost, private cost.

LO3. Explain the concept of opportunity cost and its application in education.

LO4. Define and discuss the use of unit cost of education in educational planning.

LO5. Demonstrate how to calculate the unit cost of education.

LO6. Explain the concepts of cost efficiency and cost effectiveness in education.

Unit V: Issues of Economics of Education

Course Outcome (CO): CO5. Analyze the relationship between education and economic development, the linkage between industry and academia, and the challenges in educational financing and planning.

Learning Outcomes (LO):

LO1. Discuss the relationship between education and economic development.

LO2. Explain the concept of industry-academia linkage.

LO3. Describe the relationship between education and the labor market, including problems such as educated unemployment, underemployment, migration of educated labor, and child labor.

LO4. Define and discuss the meaning and importance of educational planning.

LO5. Explain the concept of educational finance, including private and public financing, their importance, and challenges.

LO6. Discuss the meaning and importance of public-private partnership (PPP) in education.

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
I	<p>Introduction to Economics of Education</p> <p>1.1 Meaning and Scope of Economics of Education</p> <p>1.2 Importance of Study of Economics of Education</p> <p>1.3 Historical development of Economics of Education</p> <p>1.4 Nature of Education in Capitalist Economy and Socialist Economy</p> <p>1.5 Concepts of Some basic terms in Economics of Education: National Income, Per capita Income, Economic and non economic activity, Economic growth, Physical and Human Capital, Consumption, Goods, Cost, Production, Productivity, Rate of return, Market value, Financing, Employability, Manpower, Investment,</p>	12	10	2		12
II	<p>Human capital formation and Investment in Education</p> <p>2.1 Concept and Nature of Human Capital Formation</p> <p>2.2 Relation between Human capital formation and Economic development</p> <p>2.3 Sources of human capital formation</p> <p>2.4 Role of Education in the process of Human capital formation</p> <p>2.5 Concepts and importance of Manpower planning</p> <p>2.6 Concept and Nature of Investment in</p>	12	10	2		12

	<p>Education</p> <p>2.7 Types of investment in Education: Private and Public Investment</p> <p>2.8 Investment in education of India</p>					
III	<p>Education as an Economic goods</p> <p>3.1 Education as an Economic good: Education as a Normal good, Inferior good, Public good and Private good.</p> <p>3.2 Cardinal and ordinal utility of Education</p> <p>3.3 Demand for Education: Meaning and factors affecting Demand for Education</p> <p>3.4 Supply of Education: Meaning and factors affecting Supply of Education</p> <p>3.5 Problem of Scarcity and Choice in education</p> <p>3.6 Education as a Process of Production: Meaning and Factors</p>	12	10	2		12
IV	<p>Cost of Education</p> <p>4.1 Concept and nature of Educational Cost.</p> <p>4.2 Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, Social cost, institutional cost, Private cost</p> <p>4.3 Opportunity cost: Meaning and its application in Education.</p> <p>4.4 Meaning and use of Unit cost of Education in Educational Planning.</p> <p>4.5 Calculation of Unit cost of Education.</p> <p>4.6 concept of Cost Efficiency and Cost Effectiveness in Education</p>	12	10	2		12

V	Issues of Economics of Education 5.1 Relation between Education and Economic development. 5.2 Industry- Academia linkage 5.3 Relation between Education and labour market. 5.3.1 Problem of Educated Unemployment 5.3.2 Problem of underemployment 5.3.3 Problem of Migration of Educated labour 5.3.4 Problem of Child Labour 5.4 Meaning and importance of Educational Planning. 5.5 Educational Finance 5.5.1 Private financing: Meaning, Importance & Challenges 5.5.2 Public financing: Meaning, Importance & Challenges 5.6 Meaning and Importance of public private partnership (PPP) in education	12	10	2		12
		60	50	10		60

Modes of In-Semester Assessment:

40 Marks

- 1) Two Sessional test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
- Group discussion/Seminar/Debate/Assignment, on any one of the topics of the course.
- 3) Project 10Marks
- 4) Attendance 5 Marks

SUGGESTED READINGS:

- 1.Akinyemi. S, (2010) *The Economics of Education*, Strategic Book publishing and Right Co., Nigeria.
- 2.Garg, V.P. (1985) *The cost analysis in Higher Education*, Metropolitan Book Co., New Delhi
- 3.Johnes. G, &Johnes. J. *International handbook on Economics of Education*, (Edt) Edward Elgar Publishing Ltd, USA, 2004
- 4.Sharma, R.A, *Economics of Education*, R. Lall Book Depot, Meerut, 2007
- 5.Singh. B, *Economics of Indian Education* (Edt), MeenakshiPrakashan, New Delhi
- 6.Rajaiah, B. (1987). *Economics of Education*, Mittal Publication, Delhi
- 7.Varghese&Tilak, *The financing of Indian Education*, project paper of International Institute of educational planning, 1991.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 8th
SEMESTER**

Course Title	: Economics of Education.
Course Code	: EDNN8
Nature of the Course	: Minor8
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 60) + (In-Sem. - 40)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

COURSE OUTCOMES

Unit I: Introduction to Economics of Education

Course Outcome (CO): CO1. Understand the foundational concepts and historical development of economics in the context of education, and the nature of education in different economic systems.

Learning Outcomes (LO):

LO1. Define and explain the meaning and scope of Economics of Education.

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LO5. Explain the concepts of basic economic terms related to education: national income, per capita income, economic and non-economic activity, economic growth, physical and human capital, consumption, goods, cost, production, productivity, rate of return, market value, financing, employability, manpower, investment.

Unit II: Human Capital Formation and Investment in Education

Course Outcome (CO): CO2. Analyze the concept of human capital formation and the role of investment in education in economic development.

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LO1. Define and explain the concept and nature of human capital formation.

LO2. Describe the relationship between human capital formation and economic development.

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LO4. Discuss the role of education in the process of human capital formation.

LO5. Explain the concepts and importance of manpower planning.

LO6. Define and describe the concept and nature of investment in education.

LO7. Differentiate between private and public investment in education.

LO8. Discuss the investment in education in India.

Unit III: Education as an Economic Good

Course Outcome (CO): CO3. Understand the economic characteristics of education and the dynamics of demand and supply in the educational sector.

Learning Outcomes (LO):

LO1. Explain the concept of education as an economic good, including normal good, inferior good, public good, and private good.

LO2. Discuss the cardinal and ordinal utility of education.

LO3. Define and explain the demand for education and the factors affecting it.

LO4. Define and explain the supply of education and the factors affecting it.

LO5. Analyze the problem of scarcity and choice in education.

LO6. Explain education as a process of production, including its meaning and factors.

Unit IV: Cost of Education

Course Outcome (CO): CO4. Understand and analyze the different types of educational costs and their implications for educational planning and policy.

Learning Outcomes (LO):

LO1. Define and explain the concept and nature of educational cost.

LO2. Describe the different types of educational cost: direct cost, indirect cost, money cost, social cost, institutional cost, private cost.

LO3. Explain the concept of opportunity cost and its application in education.

LO4. Define and discuss the use of unit cost of education in educational planning.

LO5. Demonstrate how to calculate the unit cost of education.

LO6. Explain the concepts of cost efficiency and cost effectiveness in education.

Unit V: Issues of Economics of Education

Course Outcome (CO): CO5. Analyze the relationship between education and economic development, the linkage between industry and academia, and the challenges in educational financing and planning.

Learning Outcomes (LO):

LO1. Discuss the relationship between education and economic development.

LO2. Explain the concept of industry-academia linkage.

LO3. Describe the relationship between education and the labor market, including problems such as educated unemployment, underemployment, migration of educated labor, and child labor.

LO4. Define and discuss the meaning and importance of educational planning.

LO5. Explain the concept of educational finance, including private and public financing, their importance, and challenges.

LO6. Discuss the meaning and importance of public-private partnership (PPP) in education.

UNITS	COURSE CONTENTS	Marks	L	T	P	Total Hours
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5.6 Meaning and Importance of public private partnership (PPP) in education					
	60	50	10		60

Modes of In-Semester Assessment: 40 Marks

- 5) Two Sessional test - 20 Marks
- 6) Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course.
- 7) Project 10Marks
- 8) Attendance 5 Marks

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- 3.Johnes. G, &Johnes. J. *International handbook on Economics of Education*, (Edt) Edward Elgar Publishing Ltd, USA, 2004
- 4.Sharma, R.A, *Economics of Education*, R. Lall Book Depot, Meerut, 2007
- 5.Singh. B, *Economics of Indian Education* (Edt), MeenakshiPrakashan, New Delhi
- 6.Rajaiah, B. (1987). *Economics of Education*, Mittal Publication, Delhi
- 7.Varghese&Tilak, *The financing of Indian Education*, project paper of International Institute of educational planning, 1991.
