

**CURRICULUM FRAMEWORK FOR THREE YEAR UG DEGREE/FOUR
YEAR UG DEGREE (HONOURS WITHOUT RESEARCH)/ FOUR YEAR
UG DEGREE (HONOURS WITH RESEARCH) IN EDUCATION**
(As per NEP 2020)

*(As approved by Board of Studies in Education held on 02.06.2025 and passed
by Academic Council held on 10.06.2025)*



DEPARTMENT OF EDUCATION
NORTH LAKHIMPUR UNIVERSITY

KHELMATI, NORTH LAKHIMPUR – 787031

LAKHIMPUR, ASSAM

2026-27

1.0 Introduction

Education is a branch of social science – art related multidisciplinary field of study. Education program is theory as well as practical oriented and therefore helps to develop skills to empower the cadre required towards innovation, incubation and entrepreneurship along with professional and employable skills. The practice teaching part of education helps in developing the art or techniques of teaching. Hands on experience with Project work/internship/fieldwork would help and build capacities for conducting primary research among the students. The curriculum has been structured to prepare the undergraduates to achieve skills to move forward with the development of the society/community/nation and entrepreneurship. It will also help to develop psychological principles in the mind of an individual.

The Curriculum incorporates multidimensional fundamental, core and aspects of ability enhancement, skill enhancement and various disciplines with Graduate Attributes (GAs) such as theoretical knowledge, historical importance, recent trends, technological equipment, managerial skills, disciplinary knowledge, laboratory/field driven practical's, the art of writing & communication, self-learning, critical thinking, analytical & problem solving abilities, use of ICT in education , application of knowledge, lifelong learning, research-related skills, team spirit, multicultural competencies, leadership qualities, developing moral and social values, fundamental rights and duties, gender equality, maintaining balanced personality, career counselling, global vision, professional commitment and sensitizing with Sustainable Development Goals (SDGs) of United Nations. It also aims to build a society based on human values

The model curriculum presented has a multidisciplinary approach keeping the mind on New Education Policy 2020.

1.1 Nature and extent of the B.A. (EDUCATION)

The National Curriculum Framework for Undergraduate Studies in Education is an outcome based framework based on the expected learning outcomes and academic standards that are expected to be demonstrated by the holder of a qualification. The key outcomes that help curriculum planning at the Under Graduate level include Graduate Attributes, Qualifications Descriptors, Programme Learning Outcomes and Course level Learning Outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be

demonstrated by the holder of a qualification;

- Enable prospective students, parents, employers and other understand the nature and level of learning outcomes (knowledge, skills, attitude and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.2 Aims of bachelor's degree Programme in Education

The Aims of bachelor's degree Programme in Education are as follows:

Education begins in the womb and ends in the tomb. Its theme is life. Thus education is concerned with the whole man-his whole life comes under the purview of education. Education as a social science broadly related with all the subjects that comes under the theme of social science i.e. economics, psychology, sociology, gender studies, human rights, political science, history, culture, human resource management etc.

Keeping the inter & multidisciplinary nature in mind the Program Educational Objectives (PEOs) has been given below:

- To impart the fundamental knowledge in all the major domains of Education and related areas of studies.
- To develop competency in application of knowledge in different settings i.e. teaching, management, pedagogy etc.
- To impart and develop skills for professional life
- To impart the skills related to communication, managerial, psychological, technical etc.
- To integrate with other professional degree skill like B Ed, psychology, sociology, gender studies etc.
- To prepare for higher degree with specializations, create professionals in different related areas, foster research & development, teaching, government and public service and entrepreneurship.

1.3 Graduate Attributes:

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate of B.A (Honours) Education through studies at the higher education institution (HEI). The graduate attributes for the undergraduate students pursuing Education (Honours) Programme include capabilities that help them to strengthen their abilities for widening current knowledge base and skills, gaining new knowledge and skills in the specific areas of Education viz. Philosophical and Sociological foundations of education, Statistics in psychology and education, Psychological Foundations of Education, Problems and Issues in Indian Education, Education in Pre-independent India, Educational Technology, Educational Administration and Management, Experimental Psychology and Laboratory Practical, Education in World Perspective, Measurement and Evaluation in Education, Human Rights Education and Awareness, Value and Peace Education, Guidance and Counselling in Education, Economics of Education, Gender and Education, Developmental Psychology, Education in Post-independent India, Techniques of teaching and Project work.

Graduate attributes are fostered through meaningful learning experiences made available through the updated curriculum, the total university experiences, and a process of critical and reflective thinking.

The characteristics attributes of graduates of Education (Honours) Programme include:

1. ***Disciplinary knowledge and skills:*** Capable in demonstrating basic theoretical and practical knowledge and understanding in subjects like: (i) Psychological Practical, (ii) Statistical Analysis in education, (iii) Lesson Planning and Teaching Skill, (iv) Communication Skill and Soft Skill Development.
2. ***Communication Skills :*** Ability to communicate precisely, confidently and with clarity among the group of people, rural and urban communities using attention seeking media on the various educational topics for creating awareness and making better lives .Competency to express thoughts and ideas through Social media, print media, PPT's, role plays displays and exhibitions along with oral and writing skills.
3. ***Critical thinking Analytical reasoning and Problem solving :***Ability to employ critical thinking in identifying the problem, developing analytical skills and capabilities to resolve the problems efficiently related to all the specific areas on –teaching skill, communication skill, psychological practical, application of psychological principle, managerial skill etc.

4. **Research and Scientific reasoning:** Skills in undertaking small researches by way of project paper, Case Studies, Field visits, Laboratory Experiments etc. on the related topics/ problems of the discipline and arrive at the results based on the scientific reasoning wherever applicable.
5. **Team Player/ Worker:** Capability of working enthusiastically and united with the working teams in organizing events in the classroom, outside the classroom, laboratory and extension activities etc.
6. **Reflective thinking:** capable of identifying appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical scientific conduct.
7. **Digital Literacy:** Competency in accessing relevant and authentic information and data from Electronic media with a motive to learn and synthesize it on the given topics in Education discipline for academic and extension work presentation and to prepare computer aided designs by using the needed software's.
8. **Self-directive learning:** Potential to complete the assigned projects successfully either at Residential / Commercial level or Community level by managing the resources independently and wisely.
9. **Multicultural competence:** Ability to learn about different structures and patterns of education system in world perspective by way of comparing their education with our own country.
10. **Moral and Ethical awareness/reasoning:** Development of a sense of moral responsibility and values by practising awareness programme or field activities at different types of educational institution or communities.
11. **Leadership readiness/ qualities:** Persuasion to imbibe leadership skills by providing hands of experience to exercise the leadership skill. Evaluate and guide to practice and acquire the required acumen to lead successfully.
12. **Lifelong Learning:** Motivation to be updated regularly and consistently throughout the life with the content, concepts, theories, principles upcoming specializations/ fields, technologies, books, avenues by self-paced and self-directed learning, e-learning with a motive to achieve physical, emotional, spiritual, moral, economic, social, cultural and personal development goals.

1.4 Qualification Descriptors

A qualification descriptor of Education (Honours) undergraduate programme indicates the generic outcomes and graduate attributes expected for the award of

the Bachelor's degree with Honours in Education. The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate in terms of actual outputs after acquiring B.A(Honours) degree in Education. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect disciplinary knowledge, professional skills. and understanding of Education discipline under the following sub- areas as " Teaching Skill", "Managerial Skill", "Communication Skill", "Technical Skill", "Problem Solving Skill".

Qualification descriptors for a Bachelor's Degree Programme: The students who will complete three years of full-time study of an undergraduate programme of study of Education will be awarded Bachelor's Degree with Honours. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree –level programme includes the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Education. ; (ii) procedural knowledge that creates different types of professionals related to the varied subject areas of Education , including research and development, teaching and government and public service; (iii) professional skills in varied areas related to Education and current developments in the academic field of Education, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.
- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to Education field of study, and techniques and skills required for identifying related problems and issues.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject of Education for formulating evidence-based solutions and arguments.
- Use knowledge, understanding and skills for critical assessment of a wide

range of ideas and complex problems and issues relating to the academic field of study Education.

- Communicate the results of studies undertaken in an academic field of Education accurately in a range of different contexts using the main concepts, constructs and techniques of the subject of Education.
- Address one's own learning needs relating to current and emerging areas of study relating to Education, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge in Education .
- Apply one's disciplinary knowledge and understanding relating to Education and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.
- Demonstrate subject-related and transferable skills that are relevant to the Education related job and employment opportunities.

1.5 Programme Specific Outcome

Programme Specific outcomes relating to bachelor degree in education are as follows:

PSO-1 Educational Foundations: Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.

.PSO-2 Communication Skills: Core competencies such as (i) communication skills required to articulate thoughts and ideas clearly/effectively using oral and written communication skills, and to present information and explanations in a well-structures and logical manner; (ii) working effectively with students and their parents which involves interacting with students, parents and community members to know the students, their family and social and cultural contexts; determining learning readiness/prerequisites required by students; and Identifying their learning difficulties; and (iii) drive for achieving improved student learning outcomes.

PSO-3 Differentiated Instruction (Teaching and Learning): Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities; teaching strategies that support participation and learning of differently abled students; both school education and teacher education-related subjects, including concepts, substance and structure of the content, and approaches to organising content into an effective learning sequence.

PSO-4 Psychological Principles: Apply psychological principles to meet various issues and challenges in the field of education.

PSO-5 Problem-Solving: Apply knowledge, skills and theories of education to solve educational problems both in familiar and non-familiar contexts and apply the learning to real life situations.

PSO-6 Classroom Management: Demonstrate professional competencies/practice that are required to manage classroom activities by establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks; manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully; ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements; and incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

PSO-7 Assessment and Evaluation: Demonstrate professional competencies/practice that are required to select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking; select and/or create and use a range of resources, including ICT, to engage students in their learning; use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement; evaluate teaching and learning programmes using evidence, including feedback from students and student assessment data, to inform planning; establish and implement inclusive and positive interactions to engage and support student participation in classroom activities.

PSO-8 Staying Updated: Demonstrate competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities; contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice; meet codes of ethics and conduct established by the education systems ; establish and maintain respectful collaborative relationships with parents/guardians

PSO-9 Collaboration and Ethics: Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice and also help to build up interpersonal relationship, team work, and leadership by engaging with community, project work, and internship etc.

1.6 Course learning Outcome

On completion of the specific programme (Honours Degree in Education) following are the outcomes expected from students:

- Understanding the development of education from ancient to modern age of technology.

- Gives an idea about the basic concept, types, functions and principles of education.
- Build understanding and perspective on the nature of learner, diversity and learning.
- Developing understanding about teaching pedagogy, teaching technology, teaching skills and educational management.
- Gives an idea about the scope and principles of measurement and evaluation in education.
- Helps in measuring the mental process of the learner through psychological test and experiment.
- Gives an idea about the knowledge of research in education.
- Gives an idea about the educational thoughts and their relevance in the present day context
- Update their knowledge about the personality development
- Understand and select the best approaches to teaching
- Use of models of teaching by applying knowledge to make teaching effective.
- Understand and examine the role of education in the developmental of constitutional values, universalism and peace
- Develop in communication skill
- Understand the nature and characteristics of teaching profession.
- Understand the structure of education at different levels
- Design and develop ICT integrated learning resources
- Understand the value practices at different level of educational institutions.
- Understand about the constitutional provisions that are relating to education.
- Gives an idea about the career counselling process in education.
- Understanding the knowledge of child and adolescence psychology.

- Explaining the different issues related to gender.
- Broadening the outlook on education by studying education in world perspectives.
- Understand about the knowledge on recent trends in Indian Education.
- Explore and decide upon viable avenues of self-employment and entrepreneurship plus career options in different facets of Education disciplines.
- Analyze and apply research findings for the use of societal needs and contribute to nation building strategies.

1.7 Teaching Learning Methodologies

As programme of study in Education is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic or non academic and professional skills required for education-based professions and jobs, learning experiences should be designed and implemented to foster active or participative learning.

The classroom transaction of all the papers will be done through lectures, lectures cum demonstration, group discussions, experimental exercises, projects, presentations, peer teaching and learning, quiz, practicum, workshops, seminars, tutorials, and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.

1.8 Assessment and Outcome Measurement Methods

The assessment of students' achievement in education will be aligned with the course/programme learning outcomes and the academic and professional skills that the Programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of education will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment laboratory reports, observation of practical skills, individual project reports, seminar presentation; viva voce interviews; literature surveys and evaluations, project activities, teaching skills in practice teaching and internship, group discussion etc.

2.0 Certification Criteria

- **UG Certificate:** Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.
- **UG Diploma:** Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.
- **4-year UG Degree (Honours with Research):** A four-year UG Degree in Honours with Research will be awarded to those Students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

2.1 Other Key Criteria for UG Programme

- **Summer Internship/Apprenticeship:** Summer internship/apprenticeship is mandatory for all the Education students; UG certificate, UG Diploma, 3-year UG Degree, 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research). However, for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other it has to be mandatorily completed by the 5th semester. The students will select a vocational course for internship from the basket of vocational courses provided in the common structure.
- **Exit and re-entry:** Exit and re-entry option in the degree programme in Education will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively.

Summary of the UG Course Structure as per NEP 2020 Guidelines
Department of Education

SEMESTER-I

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core/DSC/Major -101	Philosophical and Sociological Foundations of Education	MAJ -5-EDU-101	5	100	70	30
DSE/Minor-101	Foundations of Education	MIN-5-EDU-101	5	100	70	30
MDC /IDC-101	Elements of Education	MDC-3-EDU-101	3	60	42	18
SEC-101	Methods and Techniques of Teaching-I	SEC-3-EDU-101	3	60	42	18
Total			16	320	224	96
VAC-101	Foundation of Indian Knowledge System	VAC-2-EDU-101	2	40	28	12

SEMESTER-II

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core/DSC/Major -201	Development of Education in India	MAJ-5-EDU-201	5	100	70	30
DSE/Minor-201	Statistics in Psychology and Education	MIN-5-EDU-201	5	100	70	30
MDC /IDC-201	Techniques of Teaching	MDC-3-EDU-201	3	60	42	18
SEC-201	Methods and Techniques of Teaching-II Practice Micro Teaching	SEC-1-EDU-201(A) SEC-P2-EDU-201(B)	3	60	42	18
Total			16	320	224	96

SEMESTER-III

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core-III	Psychological Foundations of Education	MAJ-4-EDU-301	4	80	56	24
Core-IV	Experimental Psychology and Psychological Practical	MAJ-4-EDU-301	4	80	80	
DSE-III(A) Or DSE-III(B)	Introduction to Indian Knowledge System OR Value Education	MIN-2-EDU-301	2	40	28	12
DSE-IV	Human Rights, Value and Peace Education	MIN-2-EDU-301	2	40	28	12
MDC-III	Measurement, Assessment and Evaluation in Education	MDC-3-EDU-301	3	60	42	18
SEC – III	Life Skill Education-I Life Skill Education-II	SEC-1-EDU-301(A) SEC-2-EDU-301(B)	3	60	42	18
Total			18	360	276	84

SEMESTER-IV

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core-V	Educational Administration and Management	MAJ- 4-EDU-401	4	80	56	24
Core-VI	Great Educators and Educational Thoughts	MAJ- 4-EDU-402	4	80	56	24
Core-VII	Educational Technology	MAJ- 4-EDU-403	4	80	56	24

DSE-V(A) Or DSE-V(B)	Problems and Issues in Indian Education OR Gender and Education	MIN- 4-EDU-401	4	80	56	24
Total			16	320	224	96

SEMESTER-V

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core-VIII-A(3Credit)	Techniques of Teaching	MAJ-3-EDU-501(A)	3	60	42	18
Core-VIII-B(2Credit)	Practice Teaching	MAJ-P2-EDU501(B)	2	40	40	
Core-IX	Introduction to Positive Psychology	MAJ-4-EDU-502	4	80	56	24
Core -X	Educational Measurement, Assessment and Evaluation	MAJ-4-EDU-503	4	80	56	24
DSE-VI(A) Or DSE-VI(B)	Human Rights Education OR Inclusive Education	MIN-3-EDU-501	3	60	42	18
	Internship		4	80	80	
Total			20	400	316	84

SEMESTER-VI

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core-XI	Child and Adolescent Psychology	MAJ-5-EDU-601	5	100	70	30
Core- XII	Education in World Perspective	MAJ-4-EDU-602	4	80	56	24
Core-XIII	Emerging Trends in Indian Education	MAJ-4-EDU-603	4	80	56	24

Core -XIV	Project Report/Learner and Learning	MAJ-4-EDU-604(A)Or MAJ-4-EDU-604(B)	4	80	80	
DSE-VII(A) Or DSE-VII(B)	Guidance and Counseling in Education Or Mental Health Education	MIN-3-EDU 601(A) Or MIN-3-EDU-601(B)	3	60	42	18
Total			20	400	304	96

BA with Research

SEMESTER-VII

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core- XV	Educational Studies	MAJ-4-EDU-701	4	80	56	24
Core- XVI	Research in Education -I	MAJ-4-EDU-702	4	80	56	24
Core- XVII	Learner and Learning	MAJ-4-EDU-703	4	80	56	24
DSE-VIII	Open and Distance Learning	DSE-4-EDU-701	4	80	56	24
DSE-IX	Higher education in India	MIN-4-EDU-702	4	80	56	24
Total			20	400	280	120

SEMESTER-VIII

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core-XVIII	Research in Education -II	MAJ-4-EDU-801	4	80	56	24
Core-XVIX	Research Methodology	MAJ-4-EDU-802	4	80	56	24

	Research Project		12	240	240	
Total			20	400	352	48

BA with Honours

SEMESTER-VII

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core- XV	Educational Studies	MAJ-4-EDU-701	4	80	56	24
Core- XVI	Research in Education - I	MAJ-5-EDU-702	4	80	56	24
Core- XVII	Learner and Learning	MAJ-4-EDU-703	4	80	56	24
DSE-VIII	Open and Distance Learning	DSE-4-EDU-701	4	80	56	24
DSE-IX	Higher Education in India	MIN-4-EDU-702	4	80	56	24
Total			20	400	280	120

SEMESTER-VIII

Course	Course Title	Course Code	Credit	Marks	End Sem Marks	Internal Assessment
Core- XVIII	Research in Education - II	MAJ-4-EDU-801	4	80	56	24
Core-	Research Methodology	MAJ-4-EDU-802	4	80	56	24

XVIX						
Core -XX	Mental Health and Stress Management	MAJ-4-EDU-803	4	80	56	24
Core-XXI	Inclusive Education	MAJ-4-EDU-804	4	80	56	24
Core-XXII	Psychological Test and Experiment in Education	MAJ-4-EDU-805	4	80	56	24
Total			20	400	280	120

**Syllabus of the BA in Education
Semester-I**

Course Code : MAJ-5-EDU-101

Course Title : Philosophical and Sociological Foundations of Education

Nature of the Course : Core /Major

Total Credit assigned :5

Components of the Course: L- 4 , P-0 , T- 1 ,

Distribution of Marks : End Semester: 70 In Semester: 30

Course Objectives: The Objectives of this Course are to enable the students to:

- Understand the meaning, nature, scope, types and functions of Education
- Understand the meaning, nature and scope of Philosophy and Education
- Apply the role of Philosophy in Education
- Analyse the basic tenets of Indian Philosophies and Western Philosophies and its influence on education
- Analyse the impact of Indian and Western schools of philosophy in present system of Indian education.
- Acquaint the concept of education and social development.
- Evaluate the role of Education for Social Groups, Equality and Quality in Education.

Course Content:

Unit	Contents	M	L	P	T
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I	Concept of Education: 1.1 Meaning, nature and scope of education 1.2 Types of Education - Formal, Informal and Non-formal 1.3 Aims of Education - Individual and Social aims of education with special reference to different levels: Elementary, Secondary and Higher education. 1.4 Functions of Education– 1.4.1 Individual development (Development of skill, basic knowledge, interest and appreciation) 1.4.2 Acquaintance with heritage, (preservation and transmission) 1.4.3 Development of human values, (Social, moral and Aesthetic) 1.4.4 Acquisition of skills leading to self-actualization and successful living 1.4.5 Social cohesion and social progress.	15	(10)		3
II	Role of Philosophy in Education: 2.1 Meaning, nature and scope of Philosophy of Education. 2.2 Role of Philosophy in Education: a) Philosophy and aims of education. b) Philosophy and curriculum. c) Philosophy and methods of teaching. d) Philosophy and role of teachers. e) Philosophy and discipline	10	(8)		2

III	Indian and Western Schools of Philosophy and their Influences in Education: 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 3.4 Buddhism: a) Four noble truths of Buddha b) Eight Fold Path c) Influence in education. 3.5 Impact of Indian schools of philosophy in present system of education in India. 3.6 Basic features of Western Philosophy 3.7 Idealism, Naturalism & Pragmatism: (a) Basic tenets (b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 3.8 Impact of Western schools of philosophy in present system of Indian education.	15	(14)		4
IV	Education and Social development 4.1 Introduction to Educational Sociology-meaning, nature and scope 4.2 Analogy between Education and Sociology (relationship) 4.3 Theories of Educational Sociology- 4.3.1 Conflict Theory-concept, features, merits and demerits 4.3.2 Consensus Theory- concept, features, merits and demerits 4.4 Socialization: Meaning and Process 4.5 Agencies of socialization : Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media) 4.5 Social Mobility -meaning, types, factors, Role of education in Social Mobility 4.6 Social Change: meaning , factors & Relation between education and Social Change	15	(14)		4

	4.7 Emotional and National integration & Internationalization-meaning, importance, Role of education				
V	Education and Social groups: 5.1 Social groups in Indian context: Characteristics and Classification 5.2 Social Disadvantages and Inequalities in Indian Society- meaning, causes and types 5.3 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population 5.4 Concepts of equity, equality and access in education 5.5 Reservation of education in Indian Constitution.	15	(14)		2
		70	60		15

Suggested Practical Work: (Any one of the following)

1. Case study on Educational Status of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.
2. Students shall organize and participate in debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies).
3. Students shall organise and take part in group discussions on education and social development.
4. Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
5. Students shall prepare assignments on any one content of the course.

Mode of In-Semester assessment (30 Marks) :

A. Sessional Activity

Marks - 10

B. Sessional Tests:

Marks - 20

In-semester Assessment:

Marks - 30

A. Sessional activity

1. Any *one* from the above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1: Explain the meaning, nature and scope of Education

1.1 Describe the types of Education

1.2 Explain the Individual and Social aims of education with special reference to different levels: Elementary, Secondary and Higher education.

1.3 Discuss the functions of Education

CO-2: Describe the meaning, nature and scope of philosophy of education

2.1 Explain the role of philosophy in different aspects of education

CO-3: explain the basic tenets of the given Indian philosophies and Western Philosophies

3.1 Execute the influence of Indian philosophies and Western Philosophies on Education.

3.2 Assess the influences of Idealism, Naturalism and Pragmatism on education

3.3 outline the Influence of Yoga, Vedanta and Buddhism in education.

3.4 Critically analyse the impact of Indian and Western schools of philosophy in present system of Indian education

CO-4: Explain the concept of education and social development.

4.1 Differentiate between Conflict and Consensus theories of Educational Sociology.

CO- 5: Critically evaluate the role of Education for Social Groups, Equality and Quality in Education.

5.1 Execute different Reservation of education in Indian Constitution.

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

Knowledge Dimensions	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			

Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ , CO ₅	CO ₂			
Procedural Knowledge		CO ₄ , CO ₅		CO ₅		
Metacognitive Knowledge						

Mapping of Course Learning Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	2	-	2	-	-	3	1
CO ₂	3	3	2	-	2	-	-	-	-
CO ₃	3	3	2	-	3	-	-	3	3
CO ₄	3	3	2	-	3	-	-	2	2
CO ₅	3	3	2	-	3	-	-	3	2
Average	3	3	2	-	2.6	-	-	2.2	1.6

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Chaliha, Dr. Beda Kumar, Saikia, Tarun, Saikia, Renu Bora. (2013). *ShikshaSamajtatwik Vitti*, Jorhat : Vidya Bhawan Publishing House.
2. Dudeja, Gita & Guruvinder Kour (2016). *Curriculum Development and Assessment*. Meerut: R.Lall Book Depot
3. Durkheim, E., (1966). *Education and Sociology*, New York, The Free Press.

4. Dutta, Dr. Golok Ch., Handique, Rintu, Boruah, Sanjib. (2013). *ShikshaSamajtatwik Vitti*, Golaghat : Saraswati Prakakhan
5. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). *Essentials of Education- Theory, Principles and Philosophy*,Guwahati : EBH Publishers, Assam, India
6. Gandhi, M.K. (1951). *Basic Education*. Ahmedabad: Navajivan Publishing House.
7. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
8. Hemlata, T., Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002
9. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
10. Mathur, Dr. S.S. (2014). *A Sociological Approach to Indian Education*,Agra : Shri Vinod Pustak Mandir, Sikandra.
11. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance*. New Delhi: Cyber Tech Publications.
14. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
15. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
16. Sharmah, Dr. Mukul Kumar. (2014). *ShikshaSamajtatwik Adhar*. Dibrugarh: Banalata
17. Shukla, S. & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
18. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
19. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

20. Sonowal, Puranjay & Dutta, Ranu Hazarika. (2011). *Shiksha Samaj tattvika Adhar*. Lakhimpur: Dutta Prakashan.
21. Swift, D.F., Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul, 1970.
22. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India

**Syllabus of the BA in Education
Semester-I**

Course Code : MIN-5-EDU-101
Course Title : Foundations of Education

Nature of the Course: DSE**Total Credit assigned: 5****Component of the Course: Lecture: 4 Practical: Tutorial: 1****Distribution of Marks : End Semester: 70 In Semester: 30****Course Objectives:** The objectives of this Course are to enable the students to:

- Understand the Meaning, Nature and Scope of education
- Classifies the different Determinants of Aims of education.
- Understand the Meaning, Nature and Scope of Philosophy and Philosophy of Education
- Analyze the Relationship between Philosophy and Education
- Evaluate the impact of Indian and Western Philosophy in Education.
- develop the concept of Sociology and education
- demonstrate the role of Education in Economic development.
- Analyse the concept of curriculum and its various aspects

Course Content:

Unit	Content	M	L	P	T
I	Concept of Education 1.1 Definitions, Meaning, Nature and Scope of education 1.2 Forms of Education-Formal, Informal and Non-Formal Education 1.3 Aims of Education: Determinants of Aims i.e. Philosophical, Sociological and Economical 1.4 Different Aims of Education: Individual vs Social Aim, Vocational Aim, Democratic Aim 1.5 Role of education in development of National Integration and International understanding.	15	(10)		3
II	Philosophy and Education: 2.1 Philosophy – Meaning, Nature and Scope 2.2 Philosophy of Education: Meaning and Scope 2.3 Relationship between Philosophy and Education 2.4 Indian and Western Philosophy: Its concept, classification and its impact in Education.	10	(10)		3
III	Sociology and education: 3.1 Concept and Nature of Sociology 3.2 Educational Sociology: Meaning, Nature, Scope and Importance 3.3 Relation between education and sociology 3.4 Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups 3.5 Socialization: Concept, Process and Agencies 3.6 Social Mobility: Concept and Types 3.7 Role of Education in Social Mobility. 3.8 Concepts of equity, equality and access in education	15	(14)		3

IV	Economics and Education: 4.1 Economics of Education: Meaning, nature and scope 4.2 Importance of Study of Economics of Education 4.3 Nature of Education in Capitalist Economy and Socialist Economy 4.4 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, Employ-ability, Manpower, Investment 4.5 Education and Economic development.	15	(14)		3
V	Curriculum 5.1 Concept and nature of curriculum 5.2 Curriculum and Syllabus 5.3 Different kinds of curriculum based on various philosophies given in this course. 5.4 Concept and types of co-curricular activity 5.5 Various philosophical thoughts given in the course on co-curricular activities	15	(12)		3
		70	60		15

Suggested Practical Work: (Any one of the following)

1. Case study on Educational Status of the Formal Educational Institutions.
2. Students shall organise and take part in group discussions on education and social development.
3. Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
4. Students shall prepare assignments on the relevance of the thoughts of the educationists prescribed in the course. :

Mode of In-Semester Assessment (30):

A. Sessional Activity	Marks -10	
B. Sessional Tests:		Marks-20
In-semester Assessment:		Marks-30

A. (Any one of the following Sessional activity)

1. Any *one* from the above listed Practical Activities

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1: Explain the Meaning, Nature and Scope of education

1.1 Distinguish among the different forms of education i.e. Formal, Informal and Non-formal

1.2 Describe the different Determinants of Aims of education.

1.3 Discuss the Role of education in development of National Integration and International understanding

CO-2: Explain the the Meaning, Nature and Scope of Philosophy and Philosophy of Education

2.1 discuss the Relationship between Philosophy and Education

2.2 discuss the impact of Indian and Western Philosophy in Education.

CO-3: Explain the Meaning, Nature, Scope and Importance of Educational Sociology

3.1 discuss the Relationship between education and sociology

3.2 Explain the meaning and Nature of Primary and Secondary Groups

3.3 Describe the Classification of Primary and Secondary Groups

3.4 Discuss the Importance of Primary and Secondary Groups

3.5 Differentiate between Primary and Secondary Groups

3.6 Describe the process of socialization

3.7 Critically state the role of education in Social Mobility

3.8 discuss the concepts of equity, equality and access in education

CO-4: Explain the Meaning, nature and scope of Economics of Education

4.1 distinguish between the nature of Education in Capitalist Economy and Socialist Economy

4.2 illustrate the Relationship between Education and Economic development

CO - 5: Explain the Concept and nature of curriculum and Co-Curricular activities

5.1 Differentiate between Curriculum and Syllabus

5.2 Evaluate the Various philosophical thoughts given in the course on co-curricular activities

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁	CO ₂	CO ₂	
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂		CO ₄	
Procedural Knowledge				CO ₄		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	1	-	-	3	-	2	1
CO ₂	3	3	2	-	-	3	-	1	3
CO ₃	3	3	1	-	3	3	-	3	1
CO ₄	3	3	1	-	3	3	-	3	3
CO ₅	3	3	-	-	-	-	-	2	2
Average	3	3	1	-	1.2	2.4	-	2.2	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Chaliha, Dr. Beda Kumar, Saikia, Tarun, Saikia, Renu Bora. (2013). *ShikshaSamajtatwik Vitti*, Jorhat : Vidya Bhawan Publishing House.
2. Dudeja, Gita & Guruvinder Kour (2016). *Curriculum Development and Assessment*. Meerut: R.Lall Book Depot
3. Durkheim, E., (1966). *Education and Sociology*, New York, The Free Press
4. Dutta, Dr. Golok Ch., Handique, Rintu, Boruah, Sanjib. (2013). *ShikshaSamajtatwik Vitti*, Golaghat : Saraswati Prakashan
5. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). *Essentials of Education - Theory, Principles and Philosophy*, Guwahati : EBH Publishers, Assam, India

6. Gandhi, M.K. (1951). *Basic Education*. Ahmedabad: Navajivan Publishing House.
 7. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
 8. Hemlata, T., *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002
 9. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
 10. Mathur, Dr. S.S. (2014). *A Sociological Approach to Indian Education*, Agra : Shri Vinod Pustak Mandir, Sikandra.
 11. Radhakrishnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
 12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
 13. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance*. New Delhi: Cyber Tech Publications.
 14. Radhakrishnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
 15. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
 16. Sharmah, Dr. Mukul Kumar. (2014). *ShikshaSamajtatwik Adhar*. Dibrugarh: Banalata
 17. Shukla, S. & K. Kumar, *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
 18. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
 19. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.
 20. Sonowal, Puranjay & Dutta, Ranu Hazarika. (2011). *ShikshaSamajtatvik Adhar*. Lakhimpur: Dutta Prakashan.
 21. Swift, D.F., *Basic Readings in the Sociology of Education*, London, Routledge and Keegan Paul, 1970.
 22. Talla, Mrunalini (2012). *Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India
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Syllabus of the BA in Education Semester-I

Course Code : MDC-3-EDU-101

Course Title : Elements of Education

Nature of the Course: MDC/IDC

Total Credit assigned: 3

Components of the Course: Lecture: 2 Practical: 0 Tutorials: 1

Distribution of Marks: End Semester: 42 In Semester: 18

Course Objectives: The objectives of this Course are to enable the students to:

- Understand the concept and aims of education
- Classifies the different Forms of Education
- Differentiate between Correspondence Education, Distance Education and Open Education
- Develop the Concept, Nature and Types of Curriculum
- Understand the Meaning, Nature and Scope of Psychology and Educational Psychology
- Organize the impact of Psychology in Education
- Understand the Concept of Growth and Development

- distinguish between Educational Technology and Instructional Technology.
- Understand The concept of current trends in education
- Interpret the Application of ICT

Course Contents:

Unit s	Contents	M	L	P	T
I	Concept and Aims of Education 1.1 Meaning, definition and Scope of Education 1.2 Aims of Education : Individual, Social , Vocational and Democratic 1.3 Forms of Education - Formal, Informal and Non-formal Education 1.4 Correspondence Education - Meaning, Objectives and Importance 1.5 Distance Education - Meaning, Objectives and Importance 1.6 Open Education - Meaning, Objectives and Importance 1.7 Open University : Meaning, Objectives and Importance 1.8 Concept, Nature and Types of Curriculum 1.9 Principles of Curriculum Construction	14	(10)		5
II	Psychology in Education and Educational Technology 2.1 Psychology :Meaning, Nature and Scope 2.2 Educational Psychology: Meaning , Nature and Scope 2.3 Implication of Psychology in Education 2.4 Concept of Growth and Development 2.5 Stages of Human development: Infancy, Childhood and Adolescence 2.6 Concept, nature and Objectives of Educational Technology 2.7 Instructional technology – Concept and nature 2.8 Difference between Educational Technology and Instructional Technology.	14	(10)		5
III	Current Trends in education 3.1 Environmental education 3.1.1 Concept, Objective and Scope 3.1.2 Need and Importance 3.2 Population Education	14	(10)		5

3.2.1 Concept, Objectives and Needs				
3.3 Value Education				
3.3.1 Meaning , Objectives and Importance				
3.3.2 Value Education in Educational Institutions				
3.4 ICT in education				
3.4.1 Concept of Information and Communication technology (ICT)				
3.4.2 Computer and its role in education,				
3.4.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation				
3.4.4 E-learning				
3.4.5 Internet and its application. .				
	42	30		15

Suggested Practical Work: (Any one of the following)

1. Case study on Educational Status of the Formal Educational Institutions.
2. Students shall organize and take part in group discussions on education and Technology.
3. Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
4. Students shall prepare assignments on any given topic from the syllabus.

Mode of In-Semester Assessment (18 Marks):

A. Sessional Activity	Marks 08	
B. Sessional Tests:		Marks 10
In-semester Assessment:		Marks 18

A. (Any one of the following Sessional activities)

1. Any *one* from the above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1: Explain in details the concept and aims of education

1.1 Describe the different Forms of Education.

1.2 Compare and contrast among Correspondence Education, Distance Education and Open Education

1.3 Describe the Concept, Nature and Types of Curriculum

1.4 Discuss elaborately the Principles of Education

CO-2: Explain the Meaning, Nature and Scope of Psychology and Educational Psychology

2.1 discuss the impact of Psychology in Education

2.2 Identify the Concept of Growth and Development

2.3 examine the relationship between Educational Technology and Instructional Technology.

CO-3: Illustrate the concept of current trends in education

3.1 Investigate the Application of ICT

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ ,	CO ₁ , CO ₂	CO ₃ ,		
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃	CO ₃	CO ₂		
Procedural Knowledge			, CO ₂			
Metacognitive Knowledge			CO ₃ ,			

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	3	-	-	-	-	3	2
CO ₂	3	3	3	3	-	3	-	3	2
CO ₃	3	3	3	-	3	2	-	3	2
Avg.	3	3	3	1	1	1.6	-	3	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J.C. Psychological Philosophical And Sociological Foundations of Education published by Shipra Publications, 2009

2. Chaliha, Dr. Beda Kumar, Saikia, Tarun, Saikia, Renu Bora. (2013). ShiksharSamajtatwik Vitti, Jorhat : Vidya Bhawan Publishing House.
 3. Dudeja, Gita & Guruvinder Kour (2016). Curriculum Development and Assessment. Meerut: R.Lall Book Depot
 4. Dutta, Dr. Golok Ch., Handique, Rintu, Boruah, Sanjib. (2013). ShiksharSamajtatwik Vitti, Golaghat : Saraswati Prakakhan
 5. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). Essentials of Education- Theory, Principles and Philosophy, Guwahati : EBH Publishers, Assam, India
 6. Goswami, Dr. Marami (2015). Essentials of Educational Psychology. Dibrugarh: Mahaveer Publication.
 7. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana.
 8. Mangal S.K. (2014). Statistics in Psychology and Education. Delhi: PHI Learning Private Ltd.
 9. Sharma, T.K.(2008) .Bharatar Sikha BikasarItihasaruSamasyawli. Dibrugarh: Banalata.
 10. Sharma, T.K & Goswami, R.K.(2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.
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Syllabus of the BA in Education Semester-I

Course Code : SEC-3-EDU-101
 Course Title : Methods and Techniques of Teaching -I
 Nature of the Course : SEC
 Total Credit assigned : 3 Credits
 Component of the Course : Lecture: 2 Practical : 0 Tutorials : 1
 Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives: The objectives of this Course are to enable the students to:

- **Understand** the meaning, nature and evolving concept of teaching as a planned, scientific activity
- **Apply** principles, maxims and phases of teaching in classroom situations
- **Analyse** different teaching behaviours – Authoritative, democratic, Laissez-faire and their impact on learners.
- **Develop** skills in planning teaching through lesson plans, Herbartian Steps, and 5E Instructional Model.
- **Demonstrate** essential teaching skills – writing objectives, introducing lessons, blackboard work, questioning, probing and explaining.
- **Identify** common classroom problems faced by beginner teachers and students.

Course Contents:

Units	Contents	M	L	P	T
I	The Teaching Learning Process: 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching and learning 1.4 General maxims of teaching 1.5 Teaching as a planned activity 1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.8 Classroom problems of beginners of Students and Teachers	14	10		5
II	Planning Teaching: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 5E Instructional Model 2.3 Teaching Skills: Concept and components of the following skills: a) Writing instructional objectives b) Introducing a lesson	14	10		5

	c) Blackboard writing d) Questioning (Fluency in questioning and Probing questioning) e) Explaining f) Stimulus variation g) Reinforcement h) Demonstration i) Achieving closure				
III	Methods and Approaches of Teaching: 3.1 Teacher-centred and Learner-centred methods 3.2 Lecture cum demonstration method 3.3 Play-way method 3.4 Activity method 3.5 Discussion method 3.6 Inductive-Deductive method 3.7 Heuristic method 3.8 Problem solving method 3.9 Project method 3.10 Methods of teaching language: Grammar translation method, Direct method, 3.11 Teaching approaches: Structural approach and communicative approach 3.12 Blended Mode of Learning 3.13 Online Mode of Learning	14	10		5
		42	30		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of In-Semester assessment (18Marks):

A. Sessional Activity

Marks : 08

B. Sessional Tests:

Marks:

10

In-semester Assessment:

Marks :

18

A. Sessional Activity (Any one of the following)

Marks

08

1. Preparation of a lesson plan using (any of the following methods of teaching):

- Play-way method
- Activity method
- Discussion method
- Inductive-Deductive method
- Heuristic method
- Problem solving method

Expected Course Outcome: After completion of the course, the students will be able to-

- CO-: 1.1 Define the meaning, nature and evolving concept of teaching
- 1.2 Differentiate between Pre-active, Interactive and Post-active phases of teaching
- 1.3 Compare Authoritative, Democratic and Laissez-faire teaching behaviour
- 1.4 Identify common classroom problems faced by beginner Students and Teachers and suggest some strategies to address them.

- CO-: 2.1 describe the meaning and importance of lesson plan
- 2.2 Explain the Herbartian steps of planning a lesson
- 2.3 Discuss the concept and components of the teaching skills
- 2.4 Describe the concept and importance of Microteaching cycle
- 2.5 Describe the objectives of teaching Language at elementary and secondary levels

- CO- 3.1 Demonstrate at least 3 Learner- Centred methods- Activity, Project, Problem-Solving through micro- teaching in simulated classroom.
- 3.2 Apply Inductive – Deductive and Heuristic methods to design a 30 – min lesson plan for secondary school topic
- 3.3 Execute the steps of Discussion Method and Grammar Translation method to teach a given concept in English/Assamese
- 3.4 Design and conduct a Blended learning activity using one digital tool and one Offline method from the Unit-3

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

Knowledge Dimension	Remember	Understand	Apply	Analys e	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,		,	,		
Conceptual Knowledge		CO ₁ , CO ₂ ,	CO ₃ ,	CO ₁		

Procedural Knowledge			CO ₃ ,		CO ₁	
Metacognitive Knowledge					CO ₁ , CO ₃ ,	

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	2.3	-	2	2.5	2	-		-	-
CO ₂	2.4	-	-	-		2	2	-	-
CO ₃	-	2.33	2.33	-	3	3	1	3	-
Average	2.35	2.33	2.16	2.50	2.50	2.50	1.50	3.00	0

(3=High, 2= Moderate 1= Low

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

15. Sharma, R. A. (2021). *Principles and techniques of teaching*. Surjeet Publications.
16. Aggarwal, J. C. (2020). *Principles, methods and techniques of teaching* (6th ed.). Vikas Publishing House.
17. Bhatnagar, A. B., & Saxena, A. (2019). *Advanced educational psychology and teaching methods*. R. Lall Book Depot.
18. Mangal, S. K., & Mangal, U. (2020). *Essentials of educational technology and management*. PHI Learning.
19. Kochhar, S. K. (2018). *Methods and techniques of teaching* (3rd rev. ed.). Sterling Publishers.
20. Siddiqui, M. H. (2021). *Techniques of classroom teaching*. APH Publishing Corporation.
21. Killen, R. (2024). *Effective teaching strategies: Lessons from research and practice* (8th ed.). Cengage Learning.
22. Borich, G. D. (2024). *Effective teaching methods: Research-based practice* (10th ed.). Pearson.
23. Ornstein, A. C., Lasley, T. J., & Mindes, G. (2023). *Strategies for effective teaching and learning* (12th ed.). Routledge.

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Course Code : VAC-2-EDU-101
Course Title : Foundations of Indian Knowledge System
Nature of the Course:VAC
Total Credit assigned : 2
Components of the Course: Lecture: 1 Practical: Tutorial: 1
Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The objectives of this Course are to enable the students to:

- Comprehend the general concept of knowledge, different knowledge systems, and specifically the Indian Knowledge System (IKS).
- To learn about the classification of IKS texts and identify various sources of IKS knowledge, including primary, translated primary and secondary sources.
- Classify Innovation Pedagogies in IKS
- Understand the basic concepts and features of Health, Wellness and Psychology
- Enable the concept of Indian philosophy, including Yoga philosophy and relationship between positive psychology and self-development.
- Develop the concept of Life Skill for Self-Management:

Course Content:

Unit	Content	M	L	P	T
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I	Indian Knowledge System- an overview 1.1 concept of Knowledge System 1.2 Knowledge Framework and Classification 1.3 Concept and Importance of IKS 1.4 Sources of IKS 1.4.1 Primary and Secondary 1.5 Classification of IKS Texts 1.6 Introduction to Vedas: 1.6.1 Four Division of Veda 1.6.2 Gurukul System of Vedic Time (Ashrama, Dharma)	10	5		5
II	Innovation Pedagogies in IKS 2.1 IKS through Bharatiya Gyan Parampara 2.2 IKS through Artha shastra 2.3 IKS through Ayurveda	8	5		5
III	Health, Wellness and Psychology 3.1 Introduction to Health 3.2 Basic Concept of Mental Health 3.3 Life Skill for Social Interaction and Self-Management 3.3.1 Core Skill (as mentioned in WHO) 3.3.2 Emotional Skills: - Stress and Strain - Coping Strategies - Conflict Resolutions: Steps and Stages 3.3.3 Life Skill for Self-Management: - Self Esteem, Self – Awareness, Self-Control, Empathy and Sympathy - Developing positive thinking 3.3.4 Yoga, Positive Psychology and Self development	10	5		5
		28	15		15

Suggested Practical Work: (Any one of the following)

1. Case studies on practice of IKS on mass people.
2. Organise seminar, symposia on different topics of the content.
3. Organise debate, workshop on different topics of the content.
4. Personality development camp may be organised in neighbouring areas of your college campus.

Mode of In- Semester Assessment (12 Marks):

A. Sessional Activity

Marks = 05

B. Sessional Tests:

Marks = 07

In-semester Assessment:

Marks = 12

1. Any one from above listed Practical Activities.

Expected Course Learning Outcomes: On completion of the course, the students will be able to-

CO-1: Explain the general concept of knowledge

1.1 Classify the different knowledge systems and the Indian Knowledge System (IKS).

1.2 Explain the Sources of IKS

1.3 Classify IKS texts accurately and identify primary, translated primary and secondary sources of IKS knowledge.

CO-2: Describe the innovation Pedagogies in IKS

2.1 Illustrate how foundational aspects of Ayurveda and Artha shastra can be incorporated into modern educational frameworks, enhancing the understanding of traditional Indian knowledge and its contemporary relevance.

CO-3: Discuss elaborately the concept of Health, Wellness and Psychology

3.1 Assess the concept of Life Skill for Social Interaction and Self-Management

3.2 Describe the relationship between Positive Psychology and Self-development.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃	CO ₁			CO ₂
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃	CO ₃	CO ₃	CO ₁ , CO ₂ , CO ₃		CO ₃

Procedural Knowledge		CO ₃		CO ₁ ,		
Metacognitive Knowledge						

Mapping of Course Learning Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	2	-	2	-	-	3	3
CO ₂	3	-	2	-	2	-	-	3	3
CO ₃	3	2	2	2	3	-	-	3	3
Average	3	0.6	2	0.6	3	-	-	3	3

(3=High, 2= Moderate 1= Low)

References:

1. Chauhan, B, C. (2023). IKS: The Knowledge system of Bharata. Garuda Prakashan.
2. Chatterjee, S. & Datta, D. (2012). An Introduction to Indian Philosophy. Rupa Publication.
3. Dasgupta, S. (2018). A History of Indian Philosophy. Rupa Publications India.
4. Jha, A. (2024). Traditional Knowledge System in India. Atlantic Publication.
5. Kapoor. K., & Singh A.K. Indian Knowledge Systems. URLhttps://www.ikouniv.ac.in/site/writereaddata/siteContent/202004120632194475nishi_Indian_Knowledge_Systems.pdf
6. Mahadevan, B. Bhat, V R, Nagendra Pavana R. N, (2022). Introduction To Indian Knowledge System: Concepts and Applications. PHI publication
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8. Saluja, A. (2023). Indian Knowledge System Unveiling Traditions

Perspectives and Narratives. Book Rivers.

9. Shinde, V. (2017). Ancient Indian Knowledge System: Archaeological Perspective. Vidyanand Prakashan.
10. Singh, P. (2019). Ancient Indian Knowledge: Implications To Education. Lambert Academic Publishing.
11. Saluja, A. (2023). Indian Knowledge System Unveiling Traditions Perspectives and Narratives. Book Rivers.

Course Code : MAJ-5-EDU-201
Course Title : Development of Education in India
Nature of the Course: DSC
Total Credit assigned : 5
Components of the Course: L- 4 , P-0 , T- 1 ,
Distribution of Marks : End Semester: 70 In Semester: 30

Course Objectives: The objectives of this Course are to:

- Understand the history of Indian education in different periods of time
- Understand the development of education in Pre-Independent India from the years 1813 to 1854
- develop the concept of Indigenous System of Education during British rule
- enable the educational activities of Missionaries in Assam
- Understand the development of education in Pre-Independent India from the years 1882 to 1944
- Enable the concept of education in Post -Independent India
- Analyze the contribution of various educational policies and programs during the post independence
- Analyze the development of education in North East India
- Evaluate the emerging trends of Education in the North-East

Course Contents:

Unit s	Contents	M	L	P	T
I	Education in Ancient and Medieval Period 1.1 Education in India during - 1.1.1 Vedic Period 1.1.2 Buddhist Period 1.1.3 Medieval Period (Concept and Salient Features related to Aims and Objectives, Method of Teaching, Types of Organisation of Educational Institution, Curriculum, Teacher-Pupil Relationship, Women's Education)	10	(10)		3

II	Education in Pre-Independent India -I 2.1 Indigenous System of Education during British rule - Meaning of Indigenous education, Types of Indigenous educational institution 2.2 Educational activities of Missionaries in Assam 2.3 Educational activities of East India Company : 2.4 The Charter Act, 1813, 2.5 Orientalist and Anglicist Controversy, 2.6 Macaulay's Minute, 1835, 2.7 Bentinck's declaration of educational policy 2.8 Wood's Despatch-1854 2.9 Recommendations, Assessments of Wood Despatch - 1854	15	(10)	3
III	Education in Pre -independent India - II 3.1 Hunter Commission, 1882 3.2 Lord Curzon's Educational Policy on Primary education, Secondary education, Higher education 3.3 Calcutta University Commission, 1917 3.4 Wardha Scheme of Basic Education, 1937 3.5 Sargent Committee Report, 1944 -	15	(10)	3
IV	Education in Post independent India 4.1 Secondary Education Commission, 1952-53 4.2 Indian Education Commission, 1964-66- Education 4.3 National Policy of Education 1968 , 1986 and Revised Policy 1992 4.4 National Knowledge Commission (NKC): its recommendations for School and Higher Education 4.5 National Curriculum Framework (NCF), 2005, 2023: Aims of Education, Curriculum, and Evaluation system	15	(20)	3

	4.6 National Policy on Education-2020, Nipun Bharat				
	4.7 Role of NCTE, UGC, NAAC, NCERT, NIOS in development of Indian Education.				
V	Development of education in North East India 6.1 Educational Organization and Administrative Structure of School 6.2 Problems, Innovations and changes in pedagogies at the school level education 6.3 Growth and Development of Higher Education in the North- East 6.4 General, Professional, Open and Distance Learning in the North-East 6.5 Emerging trends of Education in the North-East –Access, Quality, course, evaluation Research, problems and future prospects	15	(15)		5
	.	70	60		15

Suggested Practical Work: (Any one of the following)

1. Students shall conduct survey on the status of the implementation of state and centrally sponsored schemes of education and prepare reports on the same.
2. Students shall take part in group discussions and debates on the recent developments in Indian Education.
3. Students shall organize a seminar on commission and committees toward educational development.

Mode of In-Semester Assessment (30 Marks):

A.Sessional Activity Marks 10

B.Sessional Tests:

Marks 20

**In-semester Assessment:
30**

Marks

A. Sessional Activity

1. Any *one* from above listed Practical Activities

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1: describe the history of Indian education in different periods of time

CO-2: discuss the development of education in Pre-Independent India from the years 1813 to 1854

2.1 Illustrate the concept of Indigenous System of Education during British rule

2.2 Explain the educational activities of Missionaries in Assam

CO-3: State the development of education in Pre-Independent India from the years 1882 to 1944

CO-4: describe the concept of education in Post -Independent India

4.1 Organize the contribution of various educational policies and programs during the post independence

CO-5: Organize the development of education in North East India

5.1 Critically analyze the emerging trends of Education in the North-East

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄ , CO ₅	CO ₁ , CO ₂ , CO ₃ , CO ₄ , CO ₅	CO ₁ CO ₂ CO ₃ , CO ₄ , CO ₅ ,	CO ₁ CO ₂ CO ₃ , CO ₄ ,	CO ₁ CO ₂ CO ₃ , CO ₄ ,	
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄ , CO ₅	CO ₁ , CO ₂ , CO ₃ , CO ₄ , CO ₅	CO ₁ CO ₂ CO ₃ , CO ₄ ,	CO ₁ CO ₂ CO ₃ , CO ₄ ,	CO ₁ CO ₂ CO ₃ , CO ₄ ,	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	2	-	-	-	-	-	1	3
CO ₂	3	2	-	-	-	-	-	1	3
CO ₃	3	2	-	-	-	-	-	1	3
CO ₄	3	2	-	2	-	-	-	1	3
CO ₅	3	2	-	2	3	-	-	1	3
Average	3	2	-	0.8	0.37	-	-	1	3

(3=High, 2= Moderate 1= Low)

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). Bharatar Sikhar ItihasarAdhayan.Guwahati: Layars Book Stall.
4. Chaube, S.P. (1980). 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. Mukharjee, 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.

8. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
 9. Sarma, Deka, Mishara & Chakravarty. (0000)Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
 10. Sharma, T.K.(2008) .Bharatar Sikha BikasarItihasaruSamasyawli. Dibrugarh: Banalata.
 11. Sharma, T.K & Goswami, R.K.(2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.
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Syllabus of the BA in Education Semester-II

Course Code :MIN-5-EDU-201

Course Title : Statistics in Psychology and Education

Nature of the Course: DSE

Total Credit assigned: 5

Components of the Course: L- 4 , P- 0 , T- 1 ,

Distribution of Marks : End Semester: 70 In Semester: 30

Course Objectives: The objectives of this Course are to:

- Understand the concept of Psychology and its various aspects.
- Understand the concept and use of Statistics
- Interpret the Graphical Representation of Data
- applications of different statistical methods in psychology and education
- Interpret the Measures of Central Tendency
- Analyzing the types of Measures of Central Tendency
- applications of different statistical methods in psychology and education
- Interpret the Measures of Variability
- Analyzing the types of Measures of Variability

Course Contents:

Unit	Contents	M	L	P	T
I	Psychology and education 1.1 Meaning and nature of psychology 1.2 Meaning, nature and scope of Educational Psychology 1.3 Importance of Educational Psychology in classroom teaching 1.4 Learning and Motivation - concept and nature, Theory and Laws of Learning 1.5 Intelligence - concept and nature 1.6 Intelligence Test - Individual and Group 1.7 Personality and Mental Health - concept and nature	15	(12)		5
II	Statistics - Meaning and Use 2.1 Meaning, nature and scope of statistics 2.2 Stages and Functions of Statistics 2.3 Need and Importance of Statistics in Education and Psychology 2.4 Types of data- Enumeration and Measurement data, Grouped data and Ungrouped data	10	(10)		5
III	Graphical Representation of Data 3.1 Variable- Concept, Discrete and Continuous variables 3.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive 3.3 Normal Probability Curve- Properties and uses of	15	(10)		5

	Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.				
IV	Measures of Central Tendency 4.1 Measures of Central Tendency: (a) Mean -its relative merits and demerits, computation and application in education, (b) Median-its relative merits and demerits, computation and application in education (c) Mode - its relative merits and demerits, computation and application in education	15	(12)		5
V	Measures of Variability 5.1 Measures of Variability : (a) Range, (b) Quartile Deviation – its relative merits and demerits, computation and application in education (c) Mean Deviation - its relative merits and demerits, computation and application in education (d) Standard Deviation-its relative merits and demerits, computation and application in education	15	(14)		5
		70	60		15

Suggested Practical Work: (Any one of the following)

1. Computation of Measures of Central Tendency of data on achievement of students collected from schools/ colleges
2. Computation of Measures of Variability of data on achievement of students collected from schools/colleges
3. Arrange a special talk on application of psychological principles in education

Mode of In-Semester Assessment (30 Marks):

A. Sessional Activity

Marks 10

B. Sessional Tests:

Marks 20

In-semester Assessment:

Marks 30

A.SessionalActivityMarks 10

1. Any **one** from the above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1What is Psychology? Discuss its nature and scope

1.1 Define Educational Psychology and Explain its importance in classroom teaching

1.2 What is learning? Discuss the concept and nature of learning

1.3 Explain the laws of learning and their implications for teaching

1.4 Define Intelligence

1.5 What are the different types of Intelligence Test? Differentiate between Individual and Group Test?

1.6 Define Personality and Mental Health?

CO- 2 Define Statistics? Explain its nature and scope?

2.1 Describe elaborately the importance of statistics in education and psychology?

CO-3 Explain the basic ideas of Statistics and Graphical representation

3.1 What is NPC? Discuss its properties and uses

3.2 explain skewness and kurtosis and their importance in statistics.

CO-4 Define Mean, Median and Mode. Explain their relative merits and demerits

4.1 Explain the application of measures of central tendency in education.

CO-5 Define range, quartile deviation, mean deviation and standard deviation. Explain their relative merits and demerits.

5.1 Calculate the range, quartile deviation, mean deviation and standard deviation for given data set?

5.2 Explain the application of measures of variability in education.

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃	CO ₁ , CO ₂ CO ₃ , CO ₄ , CO ₅	CO ₃ , CO ₄ , CO ₅	CO ₄		
Conceptual Knowledge	CO ₁ , CO ₂	CO ₃ , CO ₄ , CO ₅		CO ₁ CO ₂ CO ₃ , CO ₄ , CO ₅		
Procedural Knowledge	CO ₃ , CO ₄ , CO ₅		CO ₄ , CO ₅	CO ₃ , CO ₄ , CO ₅		

Metacognitive Knowledge				CO ₄ , CO ₅		
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Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	-	-	3	-	3	3	3
CO ₂	3	1	-	-	3	-	-	3	3
CO ₃	3	3	-	3	2	-	3	3	3
CO ₄	3	3	-	3	3	-	-	3	1
CO ₅	3	3	-	3	3	-	-	3	1
Average	3	2.2	-	2.25	2.8	-	1.5	3	2.2

(3=High, 2= Moderate 1= Low)

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 Porimaponaru 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 York; 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 aruManoboigyanicParimapan
 12. Sarmah, M.K. SaikhikPorimaponaruPorisankhya 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: Measurement & Evaluation in Psychology & Education; John Wiley & Sons; New York.
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Syllabus of the BA in Education Semester-II

Course Code :MDC-3-EDU-201
 Course Title :Techniques of Teaching
 Nature of the Course: MDC/IDC
 Total Credit assigned :3
 Components of the Course: L- 2 , P- , T- 1 ,
 Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives: The objectives of this Course are to:

- : Understand the Teaching Learning Process
- Paraphrase the planning of teaching
- Understand the concept and importance of lesson plan and Micro teaching
- Apply the teaching skills and the stages of micro teaching cycle.
- Analyze the Methods and Approaches of teaching

Course Contents:

Unit s	Contents	M	L	P	T
I	The Teaching Learning Process:	14	(10)		5
	1.1 Meaning and nature of teaching				

	1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Teaching as a planned activity 1.7 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.8 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.9 Classroom problems of beginners				
II	Planning of teaching 2.1 Lesson Plan: Meaning and importance 2.2 Herbart steps of planning a lesson 2.3 Teaching Skills: Concept and components of the following skills: a) Writing instructional objectives b) Introducing a lesson c) Blackboard writing d) Questioning (Fluency in questioning and Probing questioning e) Explaining f) Stimulus variation g) Reinforcement h) Demonstration i) Achieving closure 2.4 Micro teaching: Concept, importance and Micro teaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	14	(10)		5
III	Methods and Approaches of teaching: 3.1 Teacher-centred and Learner-centred methods 3.2 Lecture cum demonstration method 3.3 Play-way method	14	(10)		5

3.4 Activity method				
3.5 Discussion method				
3.6 Inductive-Deductive method				
3.7 Heuristic method				
3.8 Problem solving method				
3.9 Project method				
3.10 Methods of teaching language: Grammar translation method, Direct method,				
3.11 Teaching approaches : Structural approach and Communicative approach				
	42	30		15

Mode of In-Semester Assessment (18 Marks):

A. Sessional Activity **Marks**
08

B. Sessional Tests: **Marks 10**

In-semester Assessment: **Marks**
18

A. Sessional Activity (Any one of the following)

1. Preparation of a lesson plan using (any of the following methods of teaching):
 - a) Play-way method
 - b) Activity method
 - c) Discussion method
 - d) Inductive-Deductive method
 - e) Heuristic method
 - f) Problem solving method

2. A Project on any topic from Elementary/ Secondary school level subjects.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1. Describe the teaching and learning process

1.1 Explain the meaning and nature of teaching.

1.2 Describe the principles of teaching and learning.

1.3 Describe the role of teacher at different phases of teaching.

CO-2. Explain the importance of planning lessons in teaching-learning process.

2.1 Describe the concept of teaching skills and the stages of micro teaching cycle.

2.2 Demonstrate the concept of teaching skills in teaching process.

CO-3. Describe different methods and approaches of teaching.

3.1 Differentiate among different methods and approaches of teaching.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₃ ,	,		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃		CO ₃	CO ₁ , CO ₂ , CO ₃ ,	CO ₃	CO ₂ ,
Procedural Knowledge				CO ₃ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	2	3	3	2	3	2	2	3
CO ₂	3	3	3	3	3	3	3	2	3
CO ₃	3	3	3	3	3	3	3	2	2
	3	2.66	3	3	2.66	3	2.66	2	2.66

(3=High, 2= Moderate 1= Low)

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. Govinda, R. (2011). Why goes to school?: Exploring exclusion in Indian education. Oxford University Press.
5. Hall, C., & Hall, E. (2003). Human Relations in Education. Routledge
6. Illich, Ivan, (2012). Deschooling Society. Marion Books: New York. (Republished)
7. Freire, Paulo, (1972). Pedagogy of Oppressed. Penguin Books
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: Oxford University 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

Syllabus of the BA in Education Semester-II

Course Code : SEC-1-EDU-201(A)
 Course Title : Methods and Techniques of Teaching-II
 Nature of the Course : SEC
 Total Credit assigned : 1
 Component of the Course : L-1 , P- , T- ,
 Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The objectives of this Course are to enable the students to:

- **Understand** the basic concept of teaching and learning, and differentiate Micro, Macro, Simulated and Integrated teaching
- **Analyze** various teaching devices- Explanation, Exposition, Narration and Illustration techniques
- **Develop** core teaching skills – Introducing, Questioning, Reinforcement, and use of Illustration
- **Apply** knowledge of teaching aids and skills in simulated and real classroom situations.
- **Evaluate** the role of learning design in effective teaching

Course Content:

Units	Contents	M	L	P	T
I	Types of Teaching and Teaching Devices 1.1 Types of Teaching 1.1.1 Micro teaching and Micro lesson: Concept and Characteristics 1.1.2 Macro teaching and Macro lesson: Concept and Characteristics 1.1.3 Difference between Micro Teaching and Macro teaching 1.1.4 Simulated teaching: Concept and Characteristics 1.1.5 Integrated teaching: Concept and Characteristics. 1.2 General Devices of Teaching 1.2.1 Explanation Device 1.2.2 Exposition Technique 1.2.3 Narration Technique 1.2.4 Illustration Technique	14	(8)		
II	Skills of Teaching and Teaching Aids 2.1 Concept and nature of Skills of teaching 2.2 Developing teaching Skills: Introducing a lesson, Questioning, Use of teaching Illustration and Reinforcement	14	(7)		

	2.3 Teaching Aids- Meaning and Importance 2.4 Use of Teaching Aids in the Class 2.5 Forms of Teaching Aids 2.6 Different Types of Teaching Aids- Projected and Non-Projected 2.7 Importance of Teaching Aids in Classroom Teaching				
		28	15		

(L= Lecture, P= Practical, T=Tutorial)

Suggested Practical Work: : (Any one of the following)

- i. Observation of practice of the teaching skills
- ii. Preparation of the Lesson Plans (for Micro teaching and Teaching Practice)
- iii. Observation of teaching practice

Mode of In-Semester Assessment (12 Marks):

A. Sessional Activity

Marks 06

B. Sessional Tests:

Marks 06

In-semester Assessment:

Marks 12

A. Sessional Activity (Any one of the following)

Marks 06

1. Preparing a Note Book on four (4) skills of teaching and do practice teaching before Examiner.
2. Organizing Seminar/ Group Discussion on course related topics.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO- 1.1 Define Micro, Macro, Simulated and Integrated Teaching and list their characteristics

1.2 Explain the difference between Micro teaching and Macro teaching with examples

1.3 Demonstrate Explanation, Exposition, Narration and Illustration techniques in a simulated 5- min lesson

1.4 Design a Micro Lesson plan integrating at least 2 teaching devices from Unit-1

CO-2.1 Define skills of teaching and explain the meaning & importance of teaching aids

2.2 Demonstrate 4 core teaching skills: Introducing a lesson, Questioning, Illustration and Reinforcement in a micro-lesson

2.3 Analyze a teaching situation and select appropriate teaching aid to improve

learning

2.4 Design and use a low cost Teaching Aid for classroom use and justify its effectiveness

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ ,	CO ₂	CO ₂ ,	,		
Conceptual Knowledge	CO ₁ ,	CO ₂ ,		CO ₁ ,	CO ₂ ,	CO ₂
Procedural Knowledge			CO ₂ ,	CO ₂	CO ₂ ,	CO ₂
Metacognitive Knowledge	,			CO ₁ ,CO ₂ ,		

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	2	2	-	2	2.5	2	-	-
CO ₂	3	3	2.6		2	3	2.33	2	-
Average	3	2.5	2.33	2.33	2.0	2.75	2.16	2	0

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Deka, K.K. and Hazarika, M. (1996). Anusikshan (Micro-teaching). Dibrugarh: Banalata
2. Deka, K.K. and Hazarika, M. (1996). SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning). Dibrugarh: Banalata
3. Paintal, i. (1980). Microteaching-A handbook for Teachers. Delhi: OxfordbUniversity Press
4. Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE
5. Singh, L. C. & Joshi, A. N. (1990). Microteaching in India-A Case Study. New Delhi: NCERT
6. Singh, Y. K. (2010). Micro teaching. APH Publishing Corporation.
7. Passi, B. K. (1976). Becoming better teachers: Microteaching approach. Sahitya Mudranalaya.
8. Dr. B. K. Passi is regarded as one of the pioneers of microteaching in India.
9. Sharma, R. A. (2021). Teacher education and micro teaching. Surjeet Publications.
10. Lal, R., & Joshi, K. (2019). Micro teaching and teaching skills. Vinod Pustak Mandir.
11. Mangal, S. K., & Mangal, U. (2020). Essentials of educational technology. PHI Learning.
12. Bhatnagar, A. B., & Bhatnagar, R. (2017). Teacher education and teaching skills. R. Lall Book Depot.
13. Aggarwal, J. C. (2020). Principles, methods and techniques of teaching (6th ed.). Vikas Publishing House.
14. Kochhar, S. K. (2018). Methods and techniques of teaching (3rd rev. ed.). Sterling Publishers.
15. Sharma, R. A. (2021). Principles and techniques of teaching. Surjeet Publications.
16. Sidhu, K. S. (2018 reprint). The teaching of mathematics. Sterling Publishers.
17. Bhatia, K. K., & Bhatia, B. D. (2019). The principles and methods of teaching. Doaba House.
18. Singh, Y. K., & Nath, R. (2020). Teaching of educational psychology. APH

Publishing Corporation.

19. Chauhan, S. S. (2017). Innovations in teaching-learning process. Vikas Publishing House.

20. Pandey, K. P. (2018). Educational technology and methods of teaching. Shipra Publications.

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Syllabus of the BA in Education Semester-II

Course Code : SEC-P2-EDU-201(B)
 Course Title : Practice Micro Teaching
 Nature of the Course : SEC
 Total Credit Assigned :2
 Component of the Course: L- , P- 2, T- ,
 Distribution of Marks : End Semester: 40

Course Objectives: The objectives of this Course are to enable the students to:

- **Understand** the concept, steps and importance of Micro Teaching as a teacher training technique
- **Demonstrate** the core teaching skills - Introducing a lesson, Blackboard writing Questioning (Fluency in questioning and Probing questioning), Explaining, Stimulus variation, Reinforcement, Demonstration, Achieving closure through Micro Lesson
- **Prepare** Micro- lesson plans for at least 5 teaching skills at Elementary/ Secondary level and maintain a record book.
- **Apply** feedback from peers to refine teaching skills and achieve fluency in class interaction.

- **Evaluate** one's own teaching performance and suggest improvements using criteria of effective teaching

Course Content:

Unit	Content	Marks	L	P	T
I	1.0 PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Explaining e) Stimulus variation f) Reinforcement g) Demonstration h) 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)	15		15	
II	2.0 Practice of Micro Teaching (At least 5 Teaching Skills are to be practised at Elementary/Secondary level/Peer Groups. Any one lesson shall be demonstrated before the team of examiners)	15		25	
III	Viva- Voce	10			
Total		40		40	

(L= Lecture, P= Practical, T=Tutorial)

Distribution of Marks: (Total Marks = 40)

- a. Performing Micro Lesson Plan = 15

b. Note Book (Micro) = 15

c. Viva-Voce = 10

Expected Course Outcome: After completion of the course, the students will be able to-

CO -1. Define Micro- Teaching and explain the components of 8 teaching skills

CO-2 Demonstrate the teaching skills-Introducing a lesson, Blackboard writing Questioning (Fluency in questioning and Probing questioning), Explaining, Stimulus variation, Reinforcement, Demonstration, Achieving closure through Micro Lesson

CO-3. Prepare Micro lesson plans for at least 5 skills and maintain a record book

CO-4 Analyse peer feedback and self-reflect to improve fluency, clarity and student engagement in teaching.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO ₁				
Conceptual Knowledge		CO ₁				
Procedural Knowledge			CO ₂			CO ₃
Metacognitive Knowledge				CO ₄	CO ₄	

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	-	2	-	-	-	-	-
CO ₂	-	2	2	2	-	3	-	-	-
CO ₃	-	-	2	-	2	2	2	-	-
CO ₄	-	2	-	3	3	-	2	2	2
Average	3	2.0	2.0	2.33	2.5	2.5	2.0	2.0	2.0

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Deka, K.K. and Hazarika, M. (1996). Anusikshan (Micro-teaching). Dibrugarh: Banalata
2. Deka, K.K. and Hazarika, M. (1996). SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning). Dibrugarh: Banalata
3. Paintal, i. (1980). Microteaching-A handbook for Teachers. Delhi: OxfordbUniversity Press
4. Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE
5. Singh, L. C. & Joshi, A. N. (1990). Microteaching in India-A Case Study. New Delhi: NCERT
6. Singh, Y. K. (2010). Micro teaching. APH Publishing Corporation.
7. Passi, B. K. (1976). Becoming better teachers: Microteaching approach. Sahitya Mudranalaya.
8. Dr. B. K. Passi is regarded as one of the pioneers of microteaching in India.
9. Sharma, R. A. (2021). Teacher education and micro teaching. Surjeet Publications.
10. Lal, R., & Joshi, K. (2019). Micro teaching and teaching skills. Vinod Pustak Mandir.
11. Mangal, S. K., & Mangal, U. (2020). Essentials of educational technology. PHI Learning.
12. Bhatnagar, A. B., & Bhatnagar, R. (2017). Teacher education and teaching skills. R. Lall Book Depot.
13. Aggarwal, J. C. (2020). Principles, methods and techniques of teaching (6th ed.). Vikas Publishing House.
14. Kochhar, S. K. (2018). Methods and techniques of teaching (3rd rev. ed.). Sterling Publishers.
15. Sharma, R. A. (2021). Principles and techniques of teaching. Surjeet Publications.
16. Sidhu, K. S. (2018 reprint). The teaching of mathematics. Sterling Publishers.
17. Bhatia, K. K., & Bhatia, B. D. (2019). The principles and methods of teaching. Doaba House.
18. Singh, Y. K., & Nath, R. (2020). Teaching of educational psychology. APH Publishing Corporation.
19. Chauhan, S. S. (2017). Innovations in teaching-learning process. Vikas Publishing House.
20. Pandey, K. P. (2018). Educational technology and methods of teaching.

Shipra Publications.

Syllabus of the BA in Education

Semester-III

Course Code : MAJ-4-EDU-301

Course Title : Psychological Foundations of Education

Nature of the Course: DSC/Core/Major

Total Credit assigned :4

Components of the Course: Lecture: 3 Practical: Tutorial: 1

Distribution of Marks: End Semester: 56 In Semester: 24

Course Objectives: The objectives of this Course are to enable the students to:

- Develop a foundational understanding of psychology and its educational relevance by exploring its definitions, nature, major branches, and schools of thought, with a focus on the interrelationship between psychology and education in the teaching-learning process.
- Analyze key concepts and theories of learning including its meaning, nature, influential factors, laws of learning, and core psychological elements such as attention, interest, memory, and the transfer of learning.
- Understand the concepts of intelligence, creativity, and the characteristics of exceptional learners, including theories of intelligence, the impact of heredity and environment, the nature and stages of creativity, and the educational needs of gifted, slow learners, and mentally challenged students.
- Explore personality and emotional development, covering the meaning, types, and traits of personality, influencing factors, theories of personality, along with an understanding of mental health, adjustment mechanisms, instincts, and emotions.

Course Content:

Unit	Contents	M	L	P	T
I	Introduction to Educational Psychology 1.1 Meaning of Psychology 1.2 Evolution of the term Psychology 1.3 Definitions, Nature and Branches of Psychology 1.4 Schools of Psychology and its application in Education: 1.4.1 Structuralism 1.4.2 Functionalism 1.4.3 Behaviourism 1.4.4 Gestaltism 1.4.5 Psycho-analysis 1.4 Meaning, Nature and Scope of Educational Psychology 1.5 Relationship between Education and Psychology 1.6 Application of Educational Psychology in teaching-learning process.	14	11		5
II	Learning 2.1 Learning -Meaning and nature 2.2 Theories of learning— 2.2.1 Connectionism, 2.2.2 Classical Conditioning, 2.2.3 Operant Conditioning and 2.2.4 Theory of Insightful learning 2.3 Laws of learning—	14	11		5

	2.3.1 Law of readiness, 2.3.2 Law of exercise 2.3.3 Law of effect 2.4 Factors affecting learning 2.5 Transfer of Learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical, 2.6 Attention and Interest: Meaning and role in learning 2.7 Memory and Learning				
III	Intelligence and Creativity 3.1 Intelligence – meaning and nature 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (Sol) 3.4 Creativity: Meaning and nature 3.5 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification 3.6 Meaning and nature of gifted children, difference between creativity and giftedness 3.8 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, Mentally Challenged.	14	11		5
IV	Personality and Mental Health 4.1 Meaning and Characteristics of personality 4.2 Factors of personality – Physical, Mental, Social, and Emotional. 4.3 Type Theories of Personality - Hippocrates, Sheldon, Kretschmer, Spranger and Jung 4.4 Trait theories of personality: Cattell and Eysenck 4.5 Concept of mental health and mental hygiene 4.6 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.7 Concept of Instinct and Emotion 4.8 Relation between Instincts and Emotion.	14	12		5
		56	45		15

Suggested Practical Work: (Any one of the following)

1. Case studies on bullying, examination stress, parental pressure on students.
2. Organise seminar, symposia on different topics like interest, attention and its effectiveness in classroom programme. .
3. Organise debate, workshop on different issues like mental health and hygiene or awareness programme can be organised on mental health and hygiene.
4. Personality development camp may be organised in neighbouring areas of your college campus.

Mode of In-Semester Assessment (24 Marks):

A. Sessional Activity	Marks
14	
B. Sessional Tests:	Marks
10	
In-semester Assessment:	Marks
24	

Sessional Activities 14 Marks

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes:

After Completion of the course, the students will be able to:

CO-1 Describe the concept of psychology, education and educational psychology

1.1 Discuss about the different types Schools of Psychology and its application in Education

1.2 Demonstrate on application of Educational Psychology in teaching-learning process

CO- 2. Explain the various theories related to learning

2.1 Describe the Laws of learning and its educational implications

2.2 Illustrate the factors that impact on learning

2.3 Distinguish between Interest and Attention highlighting its role in learning process

2.4 Differentiate among different types of transfer of learning

CO- 3. Elaborate the meaning, nature and factors of learning

3.1 Discuss the different theories of Intelligence and its educational significance

3.2 Discuss the Stages of Creativity: Preparation, Incubation, inspiration, revision and verification highlighting its meaning and nature

3.3 Differentiate among education of exceptional children.

CO-4 Define the concept of personality and mental health

4.1 Define the meaning and state characteristics of personality

4.2: Explain factors of personality

- 4.3: Explain the theories of personalities
- 4.4: Explain the concept of balanced mature personality
- 4.5: Differentiate mental health and mental hygiene
- 4.6: Describe adjustment of mechanism
- 4.7: Differentiate instinct and emotion
- 4.8: Explain educationally significant instinct and provisions for training
- 4.9: Relate instincts and emotion

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ CO ₃ , CO ₄ ,	CO ₃ , CO ₄ ,	CO ₁ , CO ₂ , CO ₃		
Conceptual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₃ , CO ₄	CO ₁ CO ₂ CO ₃ , CO ₄ ,		
Procedural Knowledge			CO ₃ , CO ₄	CO ₃ , CO ₄ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	-	3	3	-	3	3	2
CO ₂	2	-	-	2	2	-	2	3	3
CO ₃	3	-	-	3	3	-	2	3	2
CO ₄	2	-	-	2	2	-	3	3	2

Average	2.5	-	-	2.5	2.5	-	2.5	3	2.5
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(3=High, 2= Moderate 1= Low)

Suggested Reading:

1. Bronfenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 115–125.
2. Bhatnagar, S. (2002); *Advanced Educational Psychology*, Agra: Bhargava Book House.
3. Chauhan, S.S. (1996). *Advanced Educational Psychology*. New Delhi: Vikash Publishing House Pvt. Ltd.
4. Chauhan, S. S. (2004). *Advanced Educational Psychology*, Vikas Publishing House Pvt.Ltd,
5. Chatterjee, S. K. (2017). *Advanced Educational Psychology*, Books and allied Pvt. Ltd.
6. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
7. Crow & Crow (1962). *Educational Psychology*. New Delhi: Prentice Hall.
8. Dandapani, S. (2013): *A textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd.
9. Guilford, J.P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
10. Mangal, S. K., *Advanced Educational Psychology*, Prentice Hall of India, Pvt. Ltd.
11. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
12. Martha Lally, M and Valentine, S (2019). *Lifespan Development: A Psychological Perspective* Second Edition
13. Kuppaswamy B. (2013). *Advanced Educational Psychology*, New Delhi: Sterling Publishers Private Limited.
14. Mangal, S.K.(2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited

15. Saikia, L.R. (2018). Psychological and Physiological Experiments in Education. Guwahati.
16. Skinner, Charles, (2012). E- Educational Psychology. New Delhi: Prentice Hall.
Mangal, S.K. Educational Psychology. Prakash Brothers Educational Publishers.

Syllabus of the BA in Education Semester-III

Course Code : MAJ-4-EDU-302

Course Title : Experimental Psychology and Psychological Practical

Nature of the Course:DSC/Core/Major

Total Credit assigned:4

Components of the Course: Lecture: 1 Practical: 3 Tutorial:

Distribution of Marks: End Semester: 80 In Semester: 0

Course Objectives:The objectives of this Course are to enable the students to:

- Understand the meaning, nature, and scope of experimental psychology, including its historical development and relevance in educational settings.
- Understand the methodology and process involved in conducting and reporting psychological experiments.
- Equip students with practical skills to conduct psychological experiments related to key areas such as learning, motivation, fatigue,

memory, forgetting, attention, thinking, imagination, personality, and intelligence assessment.

Course Contents:

Unit	Contents	M	L	P	T
I	Introduction to Experimental Psychology 1.1 Meaning, nature and scope of experimental psychology 1.2 Origin of psychological experiment 1.3 Uses and Application of psychological experiments in the field of education 1.4 Conducting and reporting of psychological experiments 1.5 Procedure of conducting and Reporting of Psychological Experiments – - Title , - Statement of objectives, - Hypotheses, - Historical and theoretical background, - Experimental Design, - Methodology and procedure, - Introspective Report of the subject, - Result, - Discussion, observation and Conclusion.		6		
II	Psychological Experiment 2.1 Learning, Motivation and Fatigue 2.1.1 Learning by Trial and Error using Mirror Drawing Apparatus 2.1.2 Part and Whole Learning 2.1.3 Human Maze Learning 2.1.4 Mass Vs Space practice 2.2 Memory and Forgetting 2.2.1 Memory span for digits 2.2.2 Memory span for words and Non-sense Syllables 2.2.3 Proactive and Retroactive Inhibition 2.2.4 Recall and Recognition 2.3 Attention, Thinking and Imagination 2.3.1 Span of Apprehension 2.3.2 Division of Attention 2.3.3 Distraction of Attention 2.3.4 Concept Formation 2.3.5 Types of Imagery 2.4 Personality and Intelligence Test 2.4.1 Personality test – Extroversion and Introversion 2.4.2 Ink- blot test 2.4.3 Thematic Apperception Test (TAT) 2.4.4 Measurement of non-verbal intelligence using				
			2	1 0	
				1 0	
			2	1 0	
			2	1 0	

	Bhatia Performance Test 2.4.5 Koh's Block Design Test 2.4.6 Alexander Pass Along Test				
		80	15	4 5	

(Students must conduct minimum 6 psychological experiments without Apparatus and 4 psychological experiments with Apparatus)

► **Distribution of Marks (Total Marks = 80)**

- o Unit – 1 = 10
- Performing Experiment/ Test: 1 No. (WithApparatus) = 20
- Performing Experiment/ Test: 1 No. (WithoutApparatus)= 20
- Note Book = 20
- Viva-Voce = 10

Total=80

Expected Course Outcomes: After completion of the course, learners will be able to-

- CO-1. Explain the concept, scope and need of Experimental psychology.
 - 1.1 Describe the Conduct and report of psychological experiments.
- CO-2. Describe the meaning and nature of memory, immediate memory, memory span and its related practical.
 - 2.1 Explain the concept, theories and methods of learning and its related practical.
 - 2.2 Explain the concept, historical background of Intelligence and its related practical.
 - 2.3 Explain the concept of Personality and its related practical.
 - 2.4 Know the use and limitations of varied psychological tests and experiments

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

Knowledge Dimension	Remember	Understand	Apply	Analysis	Evaluate	Create
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Factual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂	CO ₂			CO ₂
Conceptual Knowledge	,	CO ₂	CO ₂	CO ₁ CO ₂		
Procedural Knowledge		CO ₂		CO ₂		
Metacognitive Knowledge		CO ₂		CO ₂		

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	-	3	2	-	-	3	3
CO ₂	3	3	-	3	2	-	-	3	3
Average	3	3	-	3	2	-	-	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, Psychological Testing, Prentice Hall of India Pvt., New Delhi.

2. Collins and Drever, J (2011): Experimental Psychology. Kalyani Publishers. New Delhi.
3. Deka, B & Ali, L. Educational Measurement of Psychological Practicals, Banalata Guwahati.
4. Mathur, S.S., Educational Psychology, agarwal Publication, Agra-2.
5. Mahanta, Anita, Manobigyan Aru
Parisankhya Bigyanar Abhikhyasamuh, Saraswati Prakashan,
Golaghat.
6. Saikia R.L., Psychological and Statistical Experiments in Education,
Saraighat Printers M.C. Road, Guwahati, Assam.
7. Hussain Akbar, : Experiments in Psychology, published by Motilal
Banarsidass, Delhi.
8. Mohsin, S.M.: Experiments in Psychology, published by Motilal
Banarsidass, Delhi.

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Syllabus of the BA in Education Semester-III

Course Code : MIN-2-EDU-301(A)
Course Title : Introduction to Indian Knowledge System
Nature of the Course :DSE
Total Credit assigned : 2
Components of the Course: Lecture: 1 Practical: Tutorial: 1
Distribution of Marks: End Semester: 28 In Semester: 12

Course objectives: The objectives of the course are to enable the students to-

- Understand the concept, classification, sources, and types of the Indian Knowledge System.
- Describe the Fourteen Vidyāsthānas, traditional methods of knowledge transmission, and the formalization of pedagogy.
- Familiarize students with the fundamental concepts and characteristics of Indian philosophy, including major schools such as Bhartiya Darshan, Yoga philosophy, and Jainism, along with their classification and core principles.

Course Contents:

Unit	Contents	M	L	P	T
I	Basic Concept of Indian Knowledge System 1.1 Concept of Knowledge and Knowledge System 1.2 Concept of Indian Knowledge System 1.3 Classification of IKS texts 1.4 Sources of IKS knowledge 1.4.1 Primary Sources 1.4.2 Translated Primary Sources 1.4.3 Secondary Sources 1.5 Types of Primary Sources of IKS Literature 1.5.1 Sutra, Bhashya, Varttika, Karika, Tantrayukti 1.6 Fourteen Vidyasthana 1.7 IKS Methods 1.7.1 Pramana, Katha, Tantrayukti 1.8 Formalization of Pedagogy: 14 vidyasand 64kalas	14	7		7
II	Philosophical foundations of IKS: Introduction to Darshan Shatra 2.1 Basic concept of Philosophy 2.2 Basic features of Indian philosophy 2.3 Bharatiya Darshan: an overview	14	8		8

2.3.1 Darhan, Tattva- Sastra, Anviksiki, Moksa-Sastra 2.3 classification of Indian philosophy 2.3.1 Vedic and Non-Vedic philosophy 2.4 Yoga Philosophy 2.4.1 Types 2.4.2 The Astangika Yoga 2.4.3 Yoga, Positive Psychology and Self Development 2.5 Jainism				
	2 8	15		1 5

Suggested Practical Work: (Any one of the following)

1. Organise seminar, symposia on different topics of the contents.
2. Organise debate, workshop on different issues like Vedic and non-Vedic philosophy.
3. awareness programme can be organised on Bharateeya Gyan Parampara, Ayurveda etc
4. Personality development camp may be organised in neighbouring areas of your college campus.

Mode of In-Semester Assessment (12 Marks):

A. Sessional Activity **Marks 05**

B. Sessional Tests: **Marks 07**

In-semester Assessment: **Marks 12**

Sessional Activities 05 Marks

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes: On completion of the course, the students will be able to -

CO-1. Explain the general concept of knowledge and differentiate between various knowledge systems, with a specific understanding of the Indian Knowledge System.

1.1. Classify IKS texts accurately and identify primary, translated primary and secondary sources of IKS knowledge.

1.2 Demonstrate familiarity with key primary sources of IKS literature, including the ability to describe the significance of Sutra, Bhashya, Varttika, Karika, and

Tantrayukti.

1.3 Illustrate how foundational aspects of Ayurveda and Artha shastra can be incorporated into modern educational frameworks, enhancing the understanding of traditional Indian knowledge and its contemporary relevance.

CO- 2 Explain the basic concepts and features of Indian philosophy i.e Yoga philosophy, and relate these philosophies to modern contexts.

2.1 Describe the relationship between Positive Psychology and Self-development.

2.2 Describe the fundamental concepts and characteristics of Indian philosophy, including major schools of thought such as CLO-Bhartiya Darshan, Yoga philosophy, and Jainism.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂	CO ₁			CO ₂
Conceptual Knowledge	CO ₁ , CO ₂ ,	CO ₂ ,		CO ₁ , CO ₂ ,		CO ₂
Procedural Knowledge		CO ₃		CO ₁ ,		
Metacognitive Knowledge	CO ₁ , CO ₂				CO ₂ ,	

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	2	-	2	-	-	3	3
CO ₂	3	-	2	-	2	-	-	3	3
Average	3	-	2	-	2	-	-	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Chauhan, B, C. (2023). IKS: The Knowledge system of Bharata. Garuda Prakashan.
2. Chatterjee, S. & Datta, D. (2012). An Introduction to Indian Philosophy. Rupa Publication.
3. Dasgupta, S. (2018). A History of Indian Philosophy. Rupa Publications India.
4. Jha, A. (2024). Traditional Knowledge System in India. Atlantic Publication.
5. Kapoor. K.& Singh A.K. Indian Knowledge Systems. URLhttps://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194475nishi_Indian_Knowledge_Systems.pdf
6. Mahadevan, B. Bhat, V R, Nagendra Pavana R. N, (2022). Introduction To Indian Knowledge System: Concepts and Applications. PHI publication

7. Mandavkar, Pavan. (2023). Indian Knowledge System (IKS). SSRN Electronic Journal. DOI 10.2139/ssrn.4589986.
8. Saluja, A. (2023). Indian Knowledge System Unveiling Traditions Perspectives and Narratives. Book Rivers.
9. Shinde, V. (2017). Ancient Indian Knowledge System: Archaeological Perspective. Vidyanand Prakashan.
10. Singh, P. (2019). Ancient Indian Knowledge: Implications To Education. Lambert Academic Publishing.
11. Saluja, A. (2023). Indian Knowledge System Unveiling Traditions Perspectives and Narratives. Book Rivers.

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Syllabus of the BA in Education Semester-III

Course Code : MIN-2-EDU-301(B)

Course Title : Value Education

Nature of the Course : DSE

Total Credit assigned : 2

Components of the Course: Lecture: 1 Practical: Tutorial: 1

Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The Objectives of this course are to enable the students to–

- Understand and articulate the concept, meaning, and definition of values;
- Identify and differentiate various types and sources of values.
- Analyzes the role of parents, teachers, peer groups, religion, government, mass media, and voluntary organizations in the process of value formation and promotion.
- Exploring and comprehending the meaning, objectives, and dimensions of value education;
- Evaluate its significance in the context of the 21st century;
- Examine policy perspectives on value education in India;
- Apply suitable methods, techniques, and approaches for promoting value education, with emphasis on the role of teachers and schools.

Course Content:

Units	Contents	Marks	L	P	T
I	Values: 1.1 Concept, meaning and definition of values 1.2 Types of values: • Instrumental values • Intrinsic values and • Democratic values. 1.3 Sources of values: • Socio- cultural tradition • Religion and • Constitution (Indian Constitution) 1.4 Fostering values: Role of – • Parents • Teachers • Peer groups • Religion • Government • Mass media and • Voluntary organizations.	12	7		7
II	Value Education 2.1 Meaning of Value Education. 2.2. Objectives of Value Education 2.3 Dimensions of Value Education: • Religious • Spatial • Cognitive, Affective and Psychomotor dimensions. 2.4 Importance of value education in the 21st century.	14	8		8

2.5 Policy perspective on Value Education in India. 2.6 Methods and techniques of value education: • Practical method • Biographical method • Discussion technique. 2.7 Approaches to Value Education: • Evocation approach • Inculcation approach • Awareness approach • Moral reasoning approach • Analysis approach 2.8 Role of the Teacher and School in promoting Value Education.				
	28	15		15

Mode of In-Semester Assessment (12Marks) :

A. Sessional Activity
Marks 05

B. Sessional Tests:
Marks 07

In-semester Assessment:
Marks 12

Sessional Activities 05 Marks

1. Any **one** from above listed Practical Activities.

A. Sessional Activity (Any one of the following)
Marks 07

1. Carry out a survey of the colleges/ secondary schools to identify the values most preferred and practiced by students.
2. Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
3. Analyze secondary school textbooks to identify the type of values and peace promoted through the content.
4. Content analysis of ads, soaps, movies to identify the gap between the values promoted by them and those promoted by the society.

B. Sessional Tests:

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

CO 1: Explain the meaning, types, functions and sources of values.

1.1: Describe the concept, meaning and definition of values.

1.2: Discuss sources of values, Socio- cultural tradition, Religion and Constitution

1.3 Analyze and evaluate the role of various social influences, such as parents, teachers, peer groups, religion, government, mass media, and voluntary organizations, in the process of value formation and promotion.

CO 2: Explain the meaning, objectives and dimensions of Value education

2.1 Illustrate the importance, policy perspectives, methods and techniques of Value education.

2.2 Describe Value Education and its Objectives and Dimensions.

2.3 Generalize the importance of Value Education in the 21st century.

2.4 Critically examine the policy perspective on Value Education in India.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂			CO ₂	
Conceptual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂ ,	CO ₂ ,			
Procedural Knowledge				CO ₂ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	2	3	2	3	3	3	2
CO ₂	3	1	2	2	3	3	3	2	2
Average	3	1	2	2.5	2.5	3	3	2.5	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
3. . Chand, J. (2007). Value Education. Delhi: Anshah publishing House
4. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
5. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication
6. Morrison, M. L. (2003). Peace education. Australia: McFarland.
7. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing
8. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
9. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
10. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. PublishingCorporation.
11. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
12. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

Syllabus of the BA in Education Semester-III

Course Code : MIN-2-EDU-302
Course Title : Human Rights, Value and Peace Education

Nature of the Course: MINOR

Total Credit assigned: 2

Components of the Course: Lecture: 1 Practical: Tutorial: 1

Distribution of Marks: EndSemester: 28 In Semester: 12

CourseObjectives:The objectives of this course are to enable the students to–

- Comprehend and explainthe concept of HumanRightsEducation
- Understanding and interpreting the concept, meaning, definition, and classifications of value and peace education.
- Examine and apply effective methods and techniques of value education.
- Analyze the implementation of value and peace education at different educational stages
- Identify and evaluate the key challenges associated with promoting peace education

Course Contents:

Unit	Contents	M	L	P	T
I	Introduction to HumanRightsEducation	14	7		7

	1.1 Human Rights: Concept, Nature, objectives and Scope 1.2 Constitutional Perspectives: Fundamental Rights and Duties and their correlation 1.3 Universal Declaration of Human Rights, 1948 1.4 Human Rights Education: Concept, Objectives and Significance 1.5 Factors promoting Human Rights Education 1.5.1 Positive Attitude 1.5.2 Pro- Social Behaviour 1.5.3 Elimination of Prejudice 1.5.4 Promotion of peace 1.6 Human Rights Education at different levels of education 1.6.1 Elementary level 1.6.2 Secondary level 1.6.3 Higher level				
II	Introduction to Value and Peace Education 2.1 Values - Concept, meaning and definition 2.2 Types of values: 2.2.1 Instrumental values 2.2.2 Intrinsic values and 2.2.3 Democratic values. 2.3 Value Education: Meaning, Objectives and Importance 2.4 Methods and techniques of value education: 2.4.1 Practical method 2.4.2 Biographical method 2.4.3 Discussion technique. 2.4.4 Direct and Indirect 2.4.5 Curricular and Co-Curricular activities 2.5 Value education at different stages – 2.5.1 Primary 2.5.2 Secondary 2.5.3 Higher 2.6 Peace Education: Meaning, Objectives and Importance 2.7 Scope of Peace Education: 2.7.1 individual or self-development level 2.7.2 school or community level 2.7.3 National level 2.7.4 Global level. 2.8 Peace Education at different stages – 2.8.1 Primary 2.8.2 Secondary 2.8.3 Higher 2.9 Challenges of peace education	14	8		8
		28	26		5

Suggested Practical Work: (Any one of the following)

1. Carry out a survey of the colleges/ secondary schools to identify

- the values most preferred and practiced by students.
2. Analyse secondary school textbooks to identify the type of values and peace promoted through the content.
 3. Content analysis of adds, soaps, movies to identify the gap between the values promoted by them and those promoted by the society.
 4. Group discussion on any relevant topic
 5. Street play, Celebration of Human Rights Day etc.

Mode of In-Semester Assessment (12 Marks):

A. Sessional Activity	Marks
05	

B.	Sessional	Tests:
Marks 07		

In-semester	Assessment:
Marks 12	

Sessional	Activities
05 Marks	

1. Any **one** from above listed Practical Activities.

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

CO-1.Describe the Concept, Nature, objectives and Scope of HumanRights and HumanRights education

- 1.1 Describe the constitutional perspectives related to human rights and evaluate their implications for society and education

- 1.2 Analyze the Factors promoting Human Rights Education

- 1.3 Assess the integration of human rights education at various educational levels,

CO-2.Generalize the Concept of Value and Peace education

- 2.1 Explain the meaning, objectives of value and Value education

- 2.2 Illustrate the methods and techniques of Value education.

- 2.3 Assess the integration of human rights education at various educational Levels

- 2.4 Explain the meaning, objectives, importance and scope of peace education

- 2.5 Assess the integration of peace education at various educational Levels

2.6 Critically discuss about the Challenges of peace education

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂			CO ₂	
Conceptual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂ ,	CO ₂ ,			
Procedural Knowledge				CO ₂ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	2	3	2	3	3	3	2
CO ₂	3	1	2	2	3	3	3	2	2
Average	3	1	2	2.5	2.5	3	3	2.5	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
5. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.

6. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
7. Kumar, M. (Ed). (1994). Non-violence, contemporise issues and challenges. New Delhi: Gandhi peace foundation.
8. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
9. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
10. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
11. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
12. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

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Syllabus of the BA in Education Semester-III

Course Code : MDC-3-EDU-301
 Course Title : Measurement, Assesment and Evaluation in Education
 Nature of the Course: MDC/IDC
 Total Credit assigned: 3
 Components of the Course: Lecture: 2 Practical: 0 Tutorial: 1
 Distribution of Marks: End Semester: 42 In Semester: 18

Course Objectives: The objectives of this course are enabling the students to –

- Understands the key concepts of measurement and evaluation in education
- Analyzes the interrelationship between measurement and evaluation.
- Facilitate students in comprehending the meaning, classification, and essential characteristics of psychological tests used in educational contexts.
- Understand the meaning, nature, and scope of educational statistics,
- Apply the statistical tools such as measures of central tendency, measures of variability, and the concept of correlation—including both positive and negative types.

Course Contents:

Unit	Contents	M	L	P	T
I	Concept of Measurement, Assessment and Evaluation in Education 1.1 Meaning, nature and importance of Measurement, Assessment and Evaluation in Education 1.2 Types of Measurement 1.2.1 Physical Measurement 1.2.2 Psychological Measurement 1.3 Types of Evaluation and Assessment: 1.3.1 Formative and Summative 1.3.2 Continuous and Comprehensive Evaluation 1.4 Relation between Measurement and Evaluation 1.5 Rubrics for Self and peer evaluation: meaning and steps of construction	14	10		5
II	Psychological Test 2.1 Meaning of Psychological test 2.2 Classification of tests: On the basis of the - 2.2.1 Administrative conditions: Individual test and Group test 2.2.2 scoring: Objective test and Subjective test 2.2.3-Time limit for response: Power test and Speed test 2.2.4 Nature of items: Verbal test, Nonverbal test and performance test 2.2.5 Nature of response: Oral test and written test; 2.2.6 Objectives: Intelligence test, Achievement test, Aptitude test and Personality Test 2.2.7 Standardization: Teacher-made test and Standardized test 2.3 Characteristics of a good test:	14	10		5

	2.3.1 Objectivity : Concept 2.3.2 Reliability: Meaning and Types 2.3.3 Validity: Meaning and Types 2.3.4 Norms: Meaning and Types				
III	Statistics in Education 3.1 Educational Statistics: Meaning, nature and scope 3.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 3.4 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 3.5 Measures of Variability: Range, Quartile Deviation, their relative merits and demerits, computation and application in education 3.6 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	1 4	1 0		5
		4 2	3 0		1 5

Suggested Practical Work: (Any one of the following)

- Computation of Measures of Central Tendency of data on achievement of students collected from schools/ colleges
- Computation of Measures of Variability of data on achievement of students collected from schools/colleges
- Arrange a special talk on application of psychological principles in education

Mode of In-Semester Assessment (18 Marks):

A. Sessional Activity **Marks**
08

B. Sessional **Tests:**
Marks10

In-semester Assessment: **Marks**
18

Sessional Activities **08Marks**

- Any **one** from above listed Practical Activities.

Expected Course Learning Outcomes: After completion of the course, learners will be able to-

CO-1: Explain the meaning, nature, scope, need and types of measurement and evaluation in education.

1.1. Discuss the various types of measurement

1.2. Discuss the different types

1.3. Discuss the relationship between measurement and evaluation

1.4. Discuss the meaning and steps of construction of a rubric for Self and peer evaluation

CO-2: Describe the meaning and nature of psychological tests

2.1 Explain the characteristics of psychological test and process of construction.

2.2 Discuss the characteristics of a good test.

2.3 Discuss the meaning and concept of reliability, validity and norms

CO-3: Describe the meaning, nature, and scope of educational statistics.

3.1 Discuss the meaning and concept of different types of data like Enumeration and Measurement data, Grouped data and Ungrouped data

3.2 Discuss the measures of Central Tendency and their relative merits and demerits, computation and application in education

3.3 Discuss the measures of variability and their relative merits and demerits, computation and application in education

3.4 Discuss the different types of correlation in education

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ ,	CO ₃ ,			
Conceptual Knowledge	CO ₁ , CO ₂ CO ₃	CO ₃ ,		CO ₁ , CO ₂ CO ₃		
Procedural Knowledge				CO ₃		

Metacognitive Knowledge		CO ₃				CO ₃
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Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	2	2	-	1	3
CO ₂	3	2	2	2	-	1	3
CO ₃	3	3	2	3	-	2	3
Average	3	2.33	2	2.33	-	1.33	3

(3=High, 2= Moderate 1= Low)

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 Porimaponaru 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 York; 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. Singh A., Instructional Objectives of School Subjects, NCERT, New Delhi-110016, 2004
12. Singh A.K.: Tests, Measurement and Research Methods in Behavioural Science; Bharati Bhawan , Patna -800003, 2012 print
13. Thorndike, R.L. & Hagen, E.P: Measurement & Evaluation in Psychology &

Education; John Wiley & Sons; New York.

Syllabus of the BA in Education Semester-III

Course Code : SEC-1-EDU-301 (A)
 Course Title : Life Skill Education -I
 Nature of the Course : SEC
 Total Credit assigned: 3(Theory-1; Practical – 2)
 Component of the Course: Lecture: 1 Practical: 0 Tutorial: 2
 Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The objectives of this course are to enable the students to –

- Understand the meaning, definition, and components of life skills,
- Recognize the importance and need for life skills training, and
- Classify various types of life skills, with a focus on life skills education for adolescents and parenting.
- Acquaint with essential knowledge of life skills and their practical application in everyday life and develop students' abilities to effectively address real-life challenges.

Course Contents:

Unit	Contents	M	L	P	T
I	Introduction to Life Skill and Life Skill Education	14	6		

	1.1 Life Skill – Definition, Components, Need for Life skill training 1.2 Core life skills – The Ten core Life Skills as laid down by WHO 1.3 Classification of Life Skill 1.3.1 Survival Skills 1.3.2 Negotiating skills 1.3.3 Coping skills 1.4 The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together 1.5 Life Skill Education: Meaning and Scope 1.6 Life Skill Education for Adolescent & Parenting				
II	Life Skills for Social Interaction, Self Management and Career Planning 2.1 Thinking skills- 2.1.1 Creative and Critical Thinking 2.1.2 Problem Solving 2.1.3 Decision Making 2.1.4 Goal Setting 2.2 Communication skills: 2.2.1 Effective Communication 2.2.2 Barriers in effective communication 2.2.3 Public Speaking 2.3 Emotional skills – 2.3.1 Stress and Strain 2.3.2 Coping Strategies 2.3.3 Conflict resolution: Steps and stages 2.4 Life Skills for Self Management 2.4.1 Self Esteem, Self awareness, Self control, Empathy and Sympathy 2.4.2 Developing Positive thinking and Assertiveness	14	9		
		28	15		

Suggested Practical Work: (Any one of the following)

1. Write a positive case study about a youth awardees/ youth achiever applying positive youth.
2. Development model OR design a community development program utilizing a Positive Youth Development Model.
3. Visit to schools or NGOs implementing life skills programmes.
4. Prepare a communication module for adolescents in a low-income context.

Mode of In-Semester Assessment (12 Marks):

**A.
Marks 05**

Sessional

Activity

B.
Marks 07

Sessional

Tests:

In-semester
Marks 12

Assessment:

Sessional Activities
Marks

05

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO- 1 Describe the meaning definition and components of life skills.

1.1 Discuss the ten core Life Skills as laid down by WHO

1.2 Describe the classification of Life Skill

1.3 Explain the The Four Pillars of Education

1.4 Describe the meaning and scope of life skill education

1.5 Explain the life skill Education for Adolescent & Parenting

CO-2 Explain the importance of Life Skills for Social Interaction, Self Management and Career Planning

2.1 Discuss the different type of thinking skills, problem solving, decision making, goal setting

2.2 Discuss about the communication skill and different barriers to effective communication

2.3 Discuss about the Stress and Strain, coping strategies and conflict resolution

2.4 Explain the importance of Life Skills for Self Management

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂	CO ₂ ,	,		
Conceptual Knowledge	CO ₁ , CO ₂ ,			CO ₁ , CO ₂ ,		CO ₂ ,
Procedural Knowledge				CO ₂ ,		

Metacognitive Knowledge		CO ₂ ,				
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Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	3	3	2	2	2	2	3
CO ₂	3	3	3	3	2	2	2	2	3
Average	3	3	3	3	2	2	2	2	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Agochiya, D. (2010).Life competencies for adolescents: Training manual for facilitators, teachers and parents. New Delhi: Sage Publications.
2. Agochiya, D. (2009).Every Trainers Handbook (2nd Ed.). New Delhi: Sage Publications.
3. Dupuy, K., Bezu, S., Knudsen, A. Halvorsen, S. (2018). Life skills in

non-formal contexts for adolescent girls in developing countries (CMI Report), Centre for Universal Education at Brookings, Chr. Michelsen Institute.

4. Retrieved from <https://www.brookings.edu/wpcontent/uploads/2018/04/life-skills-in-non-formal-contexts-for-adolescent.pdf>
5. Hodge. K., Danish, S., & Martin, J. (2012). Developing a conceptual framework for life skills interventions. *The Counseling Psychologist*, XX(X) 1-28. DOI: 10.1177/0011000012462073
6. Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. *Social Behavior and Personality. An International Journal*, 42(2), 197-210. DOI: 10.2224/sbp.2014.42.2.197
7. .Khera H. • & Khosla, S. (2012) A study of core life skills of adolescents in relation to their selfconcept developed through Yuva school life skill programme. *International Journal of Social Science & Interdisciplinary Research*, Vol.1(11), 115-125. National Aids Control Organization, 2008, Adolescence education programme, life skill.
8. Retrieved from https://mahasacs.org/~mahasacs/images/PDFs/aep-teachers_workbook.pdf
9. Pillai, R.R. (2012). The importance of life skills education for children and adolescents. In Das, S. (Ed.), *Souvenir-cum-Scientific update for 22nd Annual Conference of Indian Psychiatric Society. Assam State Branch, Guwahati: ABSCON.*
10. Retrieved from <https://sites.google.com/site/mindtheyoungminds/souvenir-cum-scientific-update/theimportance-of-life-skills-education-for-children-and-adolescents> UNICEF (n.d.). Comprehensive life skills framework- Rights based and life cycle approach to building skills for empowerment. Retrieved from <https://www.unicef.org/india/sites/unicef.org/india/files/2020-02/Comprehensive-lifeskillsframework.pdf>

Course Code : SEC-P2-EDU-301 (B)
 Course Title : Life Skill Education -II
 Nature of the Course : SEC
 Total Credit assigned : 2
 Components of the Course: Lecture: Practical: 60Tutorials:
 Distribution of Marks : End Semester: 40

Course Objectives:

- To equip students with essential knowledge of life skills for effective application in daily life situations and to enhance students' ability to address and manage real-life challenges with confidence and competence.

Course Contents:

Field Work (Any One)

1. Conduct a survey to measure the extent of their survival, Coping and life skills **Steps to follow:**
 - a. Differentiate between the 3 concept of survival ,Coping and life skills
 - b. Prepare a survey tool
 - c. Conduct the survey on any 10 members of your local society.
2. Conduct semi structured interview on 2 sets of Parents (Mother and Father) exploring the challenges of parenting and life skill needed for effective parenting. Compare the gender differences of parenting
3. Survey two nuclear and two joint families in your surroundings. Write the importance of each family type in context of life skill development.
4. Hands on activity like- mask making, clay modelling, weaving, terracotta
5. Empathy development activity like- Visit to special school.
6. Other activity.

Distribution of Marks:(Total Marks = 40)

- a. Project/FieldReport = 30
- b. Viva-voce = 10

Expected Course Learning Outcomes: After completion of the course, learners will be able to-

CO-1 Describe the essential knowledge of life skills education.

- 1.1. Apply the life skill education effectively to real-world situations,
- 1.2. Demonstrating competence in using these skills in their daily lives.
- 1.3. Develop strong interpersonal skills that enable students to establish and maintain positive, productive relationships with others, fostering cooperation, empathy, and mutual respect.

Syllabus of the BA in Education

Semester-III

Course Code : MAJ-4-EDU-301

Course Title : Psychological Foundations of Education

Nature of the Course: DSC/Core/Major

Total Credit assigned :4

Components of the Course: Lecture: 3 Practical: Tutorial: 1

Distribution of Marks: End Semester: 56 In Semester: 24

Course Objectives: The objectives of this Course are to enable the students to:

- Develop a foundational understanding of psychology and its educational relevance by exploring its definitions, nature, major branches, and schools of thought, with a focus on the interrelationship between psychology and education in the teaching-learning process.
- Analyze key concepts and theories of learning including its meaning, nature, influential factors, laws of learning, and core psychological elements such as attention, interest, memory, and the transfer of learning.
- Understand the concepts of intelligence, creativity, and the characteristics of exceptional learners, including theories of intelligence, the impact of heredity and environment, the nature and stages of creativity, and the educational needs of gifted, slow learners, and mentally challenged students.
- Explore personality and emotional development, covering the meaning, types, and traits of personality, influencing factors, theories of personality, along with an understanding of mental health, adjustment mechanisms, instincts, and emotions.

Course Content:

Unit	Contents	M	L	P	T
I	Introduction to Educational Psychology 1.1 Meaning of Psychology 1.2 Evolution of the term Psychology 1.3 Definitions, Nature and Branches of Psychology 1.4 Schools of Psychology and its application in Education: 1.4.1 Structuralism 1.4.2 Functionalism 1.4.3 Behaviourism 1.4.4 Gestaltism 1.4.5 Psycho-analysis 1.4 Meaning, Nature and Scope of Educational Psychology	14	11		5

	1.5 Relationship between Education and Psychology 1.6 Application of Educational Psychology in teaching-learning process.				
II	Learning 2.1 Learning -Meaning and nature 2.2 Theories of learning— 2.2.1 Connectionism, 2.2.2 Classical Conditioning, 2.2.3 Operant Conditioning and 2.2.4 Theory of Insightful learning 2.3 Laws of learning— 2.3.1 Law of readiness, 2.3.2 Law of exercise 2.3.3 Law of effect 2.4 Factors affecting learning 2.5 Transfer of Learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical, 2.6 Attention and Interest: Meaning and role in learning 2.7 Memory and Learning	1 4	11		5
III	Intelligence and Creativity 3.1 Intelligence – meaning and nature 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (Sol) 3.4 Creativity: Meaning and nature 3.5 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification 3.6 Meaning and nature of gifted children, difference between creativity and giftedness 3.8 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, Mentally Challenged.	1 4	11		5
IV	Personality and Mental Health 4.1 Meaning and Characteristics of personality 4.2 Factors of personality – Physical, Mental, Social, and Emotional. 4.3 Type Theories of Personality - Hippocrates, Sheldon, Kretschmer, Spranger and Jung 4.4 Trait theories of personality: Cattell and Eysenck 4.5 Concept of mental health and mental hygiene 4.6 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.7 Concept of Instinct and Emotion 4.8 Relation between Instincts and Emotion.	1 4	1 2		5
		5 6	4 5		1 5

Suggested Practical Work: (Any one of the following)

5. Case studies on bullying, examination stress, parental pressure on students.

6. Organise seminar, symposia on different topics like interest, attention and its effectiveness in classroom programme. .
7. Organise debate, workshop on different issues like mental health and hygiene or awareness programme can be organised on mental health and hygiene.
8. Personality development camp may be organised in neighbouring areas of your college campus.

Mode of In-Semester Assessment (24 Marks):

A. Sessional Activity	Marks
14	
B. Sessional Tests:	Marks
10	
In-semester Assessment:	Marks
24	

Sessional Activities 14 Marks

1. Any **one** from above listed Practical Activities.

Expected Course Learning outcomes:

After Completion of the course, the students will be able to:

CO-1 Describe the concept of psychology, education and educational psychology

1.3 Discuss about the different types Schools of Psychology and its application in Education

1.4 Demonstrate on application of Educational Psychology in teaching-learning process

CO- 2. Explain the various theories related to learning

2.1 Describe the Laws of learning and its educational implications

2.2 Illustrate the factors that impact on learning

2.3 Distinguish between Interest and Attention highlighting its role in learning process

2.4 Differentiate among different types of transfer of learning

CO- 3. Elaborate the meaning, nature and factors of learning

3.1 Discuss the different theories of Intelligence and its educational significance

3.2 Discuss the Stages of Creativity: Preparation, Incubation, inspiration, revision and verification highlighting its meaning and nature

3.3 Differentiate among education of exceptional children.

CO-4 Define the concept of personality and mental health

4.1 Define the meaning and state characteristics of personality

4.2: Explain factors of personality

4.3: Explain the theories of personalities

4.4: Explain the concept of balanced mature personality

4.5: Differentiate mental health and mental hygiene

4.6: Describe adjustment of mechanism

4.7: Differentiate instinct and emotion

4.8: Explain educationally significant instinct and provisions for training

4.9: Relate instincts and emotion

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ CO ₃ , CO ₄ ,	CO ₃ , CO ₄ ,	CO ₁ , CO ₂ , CO ₃		
Conceptual Knowledge	,	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₃ , CO ₄	CO ₁ CO ₂ CO ₃ , CO ₄ ,		
Procedural Knowledge			CO ₃ , CO ₄	CO ₃ , CO ₄ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
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CO ₁	3	-	-	3	3	-	3	3	2
CO ₂	2	-	-	2	2	-	2	3	3
CO ₃	3	-	-	3	3	-	2	3	2
CO ₄	2	-	-	2	2	-	3	3	2
Average	2.5	-	-	2.5	2.5	-	2.5	3	2.5

(3=High, 2= Moderate 1= Low)

Suggested Reading:

17. Bronfenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 115–125.
18. Bhatnagar, S. (2002); *Advanced Educational Psychology*, Agra: Bhargava Book House.
19. Chauhan, S.S. (1996). *Advanced Educational Psychology*. New Delhi: Vikash Publishing House Pvt. Ltd.
20. Chauhan, S. S. (2004). *Advanced Educational Psychology*, Vikas Publishing House Pvt.Ltd,
21. Chatterjee, S. K. (2017). *Advanced Educational Psychology*, Books and allied Pvt. Ltd.
22. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
23. Crow & Crow (1962). *Educational Psychology*. New Delhi: Prentice Hall.
24. Dandapani, S. (2013): *A textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd.
25. Guilford, J.P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
26. Mangal, S. K., *Advanced Educational Psychology*, Prentice Hall of India, Pvt. Ltd.
27. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
28. Martha Lally, M and Valentine, S (2019). *Lifespan Development: A Psychological*

Perspective Second Edition

29. Kuppaswamy B. (2013). Advanced Educational Psychology, New Delhi: Sterling Publishers Private Limited.
30. Mangal, S.K. (2009). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited
31. Saikia, L.R. (2018). Psychological and Physiological Experiments in Education. Guwahati.
32. Skinner, Charles, (2012). E- Educational Psychology. New Delhi: Prentice Hall.
- Mangal, S.K. Educational Psychology. Prakash Brothers Educational Publishers.

Syllabus of the BA in Education

Semester-III

Course Code : MAJ-4-EDU-302

Course Title : Experimental Psychology and Psychological Practical

Nature of the Course: DSC/Core/Major

Total Credit assigned: 4

Components of the Course : Lecture: 1 Practical: 3 Tutorial:

Distribution of Marks : End Semester: 80 In Semester: 0

Course Objectives: The objectives of this Course are to enable the students to:

- Understand the meaning, nature, and scope of experimental psychology, including its historical development and relevance in educational settings.
- Understand the methodology and process involved in conducting and reporting psychological experiments.
- Equip students with practical skills to conduct psychological experiments related to key areas such as learning, motivation, fatigue, memory, forgetting, attention, thinking, imagination, personality, and intelligence assessment.

Course Contents:

Unit	Contents	M	L	P	T
I	Introduction to Experimental Psychology 1.6 Meaning, nature and scope of experimental psychology 1.7 Origin of psychological experiment 1.8 Uses and Application of psychological experiments in the field of education 1.9 Conducting and reporting of psychological experiments 1.10 Procedure of conducting and Reporting of Psychological Experiments – • Title , • Statement of objectives, • Hypotheses, • Historical and theoretical background, • Experimental Design, • Methodology and procedure, • Introspective Report of the subject, • Result, • Discussion, observation and Conclusion.		6		
II	Psychological Experiment 2.1 Learning, Motivation and Fatigue 2.1.1 Learning by Trial and Error using Mirror Drawing Apparatus 2.1.2 Part and Whole Learning 2.1.3 Human Maze Learning 2.1.4 Mass Vs Space practice 2.2 Memory and Forgetting 2.2.1 Memory span for digits 2.2.2 Memory span for words and Non-sense Syllables 2.2.3 Proactive and Retroactive Inhibition 2.2.4 Recall and Recognition 2.3 Attention, Thinking and Imagination 2.3.1 Span of Apprehension				
			2	1 0	
				1 0	
			2	1 0	

	2.3.2 Division of Attention 2.3.3 Distraction of Attention 2.3.4 Concept Formation 2.3.5 Types of Imagery				
	2.4 Personality and Intelligence Test 2.4.1 Personality test – Extroversion and Introversion 2.4.2 Ink- blot test 2.4.3 Thematic Apperception Test (TAT) 2.4.4 Measurement of non-verbal intelligence using Bhatia Performance Test 2.4.5 Koh's Block Design Test 2.4.6 Alexander Pass Along Test		2	1 0	
		80	15	4 5	

(Students must conduct minimum 6 psychological experiments without Apparatus and 4 psychological experiments with Apparatus)

► **Distribution of Marks (Total Marks = 80)**

- o Unit – 1 = 10
- Performing Experiment/ Test: 1 No. (WithApparatus) = 20
- Performing Experiment/ Test: 1 No. (WithoutApparatus)= 20
- Note Book = 20
- Viva-Voce = 10

Total=80

Expected Course Learning outcomes: After completion of the course, learners will be able to-

- CO-1. Explain the concept, scope and need of Experimental psychology.
 - 1.1 Describe the Conduct and report of psychological experiments.
- CO-2. Describe the meaning and nature of memory, immediate memory, memory span and its related practical.
 - 2.5 Explain the concept, theories and methods of learning and its related practical.
 - 2.6 Explain the concept, historical background of Intelligence and its related practical.
 - 2.7 Explain the concept of Personality and its related practical.
 - 2.8 Know the use and limitations of varied psychological tests and experiments

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂	CO ₂			CO ₂
Conceptual Knowledge	,	CO ₂	CO ₂	CO ₁ CO ₂		
Procedural Knowledge		CO ₂		CO ₂		
Metacognitive Knowledge		CO ₂		CO ₂		

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	-	3	2	-	-	3	3
CO ₂	3	3	-	3	2	-	-	3	3
Average	3	3	-	3	2	-	-	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

9. Anastasi, Anne, Urbina, Susana, Psychological Testing, Prentice Hall of India Pvt., New Delhi.
10. Collins and Drever, J (2011): Experimental Psychology. Kalyani Publishers. New Delhi.
11. Deka, B & Ali, L. Educational Measurement of Psychological Practicals, Banalata Guwahati.
12. Mathur, S.S., Educational Psychology, agarwal Publication, Agra-2.
13. Mahanta, Anita, Manobigyan Aru
Parisankhya Bigyanar Abhikhyasamuh, Saraswati Prakashan,
Golaghat.
14. Saikia R.L., Psychological and Statistical Experiments in Education, Saraighat Printers M.C. Road, Guwahati, Assam.
15. Hussain Akbar, : Experiments in Psychology, published by Motilal Banarsidass, Delhi.
16. Mohsin, S.M.: Experiments in Psychology, published by Motilal Banarsidass, Delhi.

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Syllabus of the BA in Education Semester-III

Course Code : MIN-2-EDU-301(A)
Course Title : Introduction to Indian Knowledge System
Nature of the Course :DSE
Total Credit assigned : 2
Components of the Course: Lecture: 1 Practical: Tutorial: 1
Distribution of Marks: End Semester: 28 In Semester: 12

Course objectives: The objectives of the course are to enable the students to-

- Understand the concept, classification, sources, and types of the Indian Knowledge System.
- Describe the Fourteen Vidyāsthānas, traditional methods of knowledge transmission, and the formalization of pedagogy.
- Familiarize students with the fundamental concepts and characteristics of Indian philosophy, including major schools such as Bhartiya Darshan, Yoga philosophy, and Jainism, along with their classification and core principles.

Course Contents:

Unit	Contents	M	L	P	T
I	Basic Concept of Indian Knowledge System 1.7 Concept of Knowledge and Knowledge System 1.8 Concept of Indian Knowledge System 1.9 Classification of IKS texts 1.10 Sources of IKS knowledge 1.10.1 Primary Sources 1.10.2 Translated Primary Sources 1.10.3 Secondary Sources 1.11 Types of Primary Sources of IKS Literature 1.5.1 Sutra, Bhashya, Varttika, Karika, Tantrayukti 1.12 Fourteen Vidyasthana 1.7 IKS Methods 1.7.1 Pramana, Katha, Tantrayukti 1.8 Formalization of Pedagogy: 14 vidyasand 64kalas	14	7		7
II	Philosophical foundations of IKS: Introduction to Darshan Shatra 2.1 Basic concept of Philosophy 2.2 Basic features of Indian philosophy 2.3 Bharatiya Darshan: an overview	14	8		8

2.3.1 Darhan, Tattva- Sastra, Anviksiki, Moksa-Sastra 2.3 classification of Indian philosophy 2.3.1 Vedic and Non-Vedic philosophy 2.4 Yoga Philosophy 2.4.1 Types 2.4.2 The Astangika Yoga 2.4.3 Yoga, Positive Psychology and Self Development 2.5 Jainism				
	2 8	15		1 5

Suggested Practical Work: (Any one of the following)

5. Organise seminar, symposia on different topics of the contents.
6. Organise debate, workshop on different issues like Vedic and non-Vedic philosophy.
7. awareness programme can be organised on Bharateeya Gyan Parampara, Ayurveda etc
8. Personality development camp may be organised in neighbouring areas of your college campus.

Mode of In-Semester Assessment (12 Marks):

A. Sessional Activity **Marks 05**

B. Sessional Tests: **Marks 07**

In-semester Assessment: **Marks 12**

Sessional Activities 05 Marks

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes: On completion of the course, the students will be able to

-

CO-1. Explain the general concept of knowledge and differentiate between various knowledge systems, with a specific understanding of the Indian Knowledge System.

1.1. Classify IKS texts accurately and identify primary, translated primary and secondary sources of IKS knowledge.

1.2 Demonstrate familiarity with key primary sources of IKS literature, including the ability to describe the significance of Sutra, Bhashya, Varttika, Karika, and

Tantrayukti.

1.3 Illustrate how foundational aspects of Ayurveda and Artha shastra can be incorporated into modern educational frameworks, enhancing the understanding of traditional Indian knowledge and its contemporary relevance.

CO- 2 Explain the basic concepts and features of Indian philosophy i.e Yoga philosophy, and relate these philosophies to modern contexts.

2.1 Describe the relationship between Positive Psychology and Self-development.

2.2 Describe the fundamental concepts and characteristics of Indian philosophy, including major schools of thought such as CLO-Bhartiya Darshan, Yoga philosophy, and Jainism.

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

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

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	2	-	2	-	-	3	3
CO ₂	3	-	2	-	2	-	-	3	3
Average	3	-	2	-	2	-	-	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

12. Chauhan, B, C. (2023). IKS: The Knowledge system of Bharata. Garuda Prakashan.
13. Chatterjee, S. & Datta, D. (2012). An Introduction to Indian Philosophy. Rupa Publication.
14. Dasgupta, S. (2018). A History of Indian Philosophy. Rupa Publications India.
15. Jha, A. (2024). Traditional Knowledge System in India. Atlantic Publication.
16. Kapoor. K.& Singh A.K. Indian Knowledge Systems. URLhttps://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194475nishi_Indian_Knowledge_Systems.pdf
17. Mahadevan, B. Bhat, V R, Nagendra Pavana R. N, (2022). Introduction To Indian Knowledge System: Concepts and Applications. PHI publication

18. Mandavkar, Pavan. (2023). Indian Knowledge System (IKS). SSRN Electronic Journal. DOI 10.2139/ssrn.4589986.
19. Saluja, A. (2023). Indian Knowledge System Unveiling Traditions Perspectives and Narratives. Book Rivers.
20. Shinde, V. (2017). Ancient Indian Knowledge System: Archaeological Perspective. Vidyanand Prakashan.
21. Singh, P. (2019). Ancient Indian Knowledge: Implications To Education. Lambert Academic Publishing.
22. Saluja, A. (2023). Indian Knowledge System Unveiling Traditions Perspectives and Narratives. Book Rivers.

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Syllabus of the BA in Education Semester-III

Course Code : MIN-2-EDU-301(B)

Course Title : Value Education

Nature of the Course : DSE

Total Credit assigned : 2

Components of the Course: Lecture: 1 Practical: Tutorial: 1

Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The Objectives of this course are to enable the students to–

- Understand and articulate the concept, meaning, and definition of values;
- Identify and differentiate various types and sources of values.
- Analyzes the role of parents, teachers, peer groups, religion, government, mass media, and voluntary organizations in the process of value formation and promotion.
- Exploring and comprehending the meaning, objectives, and dimensions of value education;
- Evaluate its significance in the context of the 21st century;
- Examine policy perspectives on value education in India;
- Apply suitable methods, techniques, and approaches for promoting value education, with emphasis on the role of teachers and schools.

Course Content:

Units	Contents	Marks	L	P	T
I	Values: 1.1 Concept, meaning and definition of values 1.2 Types of values: • Instrumental values • Intrinsic values and • Democratic values. 1.3 Sources of values: • Socio- cultural tradition • Religion and • Constitution (Indian Constitution) 1.4 Fostering values: Role of – • Parents • Teachers • Peer groups • Religion • Government • Mass media and • Voluntary organizations.	12	7		7
II	Value Education 2.1 Meaning of Value Education. 2.2. Objectives of Value Education 2.3 Dimensions of Value Education: • Religious • Spatial • Cognitive, Affective and Psychomotor dimensions. 2.4 Importance of value education in the 21st century.	14	8		8

	2.5 Policy perspective on Value Education in India. 2.6 Methods and techniques of value education: • Practical method • Biographical method • Discussion technique. 2.7 Approaches to Value Education: • Evocation approach • Inculcation approach • Awareness approach • Moral reasoning approach • Analysis approach 2.8 Role of the Teacher and School in promoting Value Education.				
		28	15		15

Mode of In-Semester Assessment (12Marks) :

A. Sessional Activity
Marks 05

B. Sessional Tests:
Marks 07

In-semester Assessment:
Marks 12

Sessional Activities 05 Marks

1. Any **one** from above listed Practical Activities.

A. Sessional Activity (Any one of the following)
Marks 07

5. Carry out a survey of the colleges/ secondary schools to identify the values most preferred and practiced by students.
6. Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
7. Analyze secondary school textbooks to identify the type of values and peace promoted through the content.
8. Content analysis of ads, soaps, movies to identify the gap between the values promoted by them and those promoted by the society.

B. Sessional Tests:

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

CO 1: Explain the meaning, types, functions and sources of values.

1.1: Describe the concept, meaning and definition of values.

1.2: Discuss sources of values, Socio- cultural tradition, Religion and Constitution

1.3 Analyze and evaluate the role of various social influences, such as parents, teachers, peer groups, religion, government, mass media, and voluntary organizations, in the process of value formation and promotion.

CO 2: Explain the meaning, objectives and dimensions of Value education

2.1 Illustrate the importance, policy perspectives, methods and techniques of Value education.

2.2 Describe Value Education and its Objectives and Dimensions.

2.3 Generalize the importance of Value Education in the 21st century.

2.4 Critically examine the policy perspective on Value Education in India.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂			CO ₂	
Conceptual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂ ,	CO ₂ ,			
Procedural Knowledge				CO ₂ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	2	3	2	3	3	3	2
CO ₂	3	1	2	2	3	3	3	2	2
Average	3	1	2	2.5	2.5	3	3	2.5	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
3. . Chand, J. (2007). Value Education. Delhi: Anshah publishing House
4. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
5. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication
6. Morrison, M. L. (2003). Peace education. Australia: McFarland.
7. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing
8. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
9. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
10. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. PublishingCorporation.
11. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
12. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

Syllabus of the BA in Education Semester-III

Course Code : MIN-2-EDU-302
Course Title : Human Rights, Value and Peace Education

Nature of the Course: MINOR

Total Credit assigned: 2

Components of the Course: Lecture: 1 Practical: Tutorial: 1

Distribution of Marks: EndSemester: 28 In Semester: 12

CourseObjectives:The objectives of this course are to enable the students to–

- Comprehend and explainthe concept of HumanRightsEducation
- Understanding and interpreting the concept, meaning, definition, and classifications of value and peace education.
- Examine and apply effective methods and techniques of value education.
- Analyze the implementation of value and peace education at different educational stages
- Identify and evaluate the key challenges associated with promoting peace education

Course Contents:

Unit	Contents	M	L	P	T
I	Introduction to HumanRightsEducation	14	7		7

	1.1 HumanRights: Concept, Nature, objectives and Scope 1.2 Constitutional Perspectives: Fundamental Rights and Duties and their correlation 1.3 Universal Declaration of Human Rights,1948 1.4 Human Rights Education: Concept, Objectives and Significance 1.5 Factors promoting Human Rights Education 1.5.1 Positive Attitude 1.5.2 Pro- Social Behaviour 1.5.3 Elimination of Prejudice 1.5.4 Promotion of peace 1.6 Human Rights Education at different levels of education 1.6.1 Elementary level 1.6.2 Secondary level 1.6.3 Higher level				
II	Introduction to Value and Peace Education 2.1 Values - Concept, meaning and definition 2.2 Types of values: 2.2.1 Instrumental values 2.2.2 Intrinsic values and 2.2.3 Democratic values. 2.3 Value Education: Meaning, Objectives and Importance 2.4 Methods and techniques of value education: 2.4.1 Practical method 2.4.2 Biographical method 2.4.3 Discussion technique. 2.4.4 Direct and Indirect 2.4.5 Curricular and Co-Curricular activities 2.5 Value education at different stages – 2.5.1 Primary 2.5.2 Secondary 2.5.2Higher 2.6 Peace Education: Meaning, Objectives and Importance 2.7 Scope of Peace Education: 2.7.1 individual or self-development level 2.7.2 school or community level 2.7.3 National level 2.7.4 Global level. 2.8 Peace Education at different stages – 2.8.1 Primary 2.8.2 Secondary 2.8.3 Higher 2.9 Challenges of peace education	14	8		8
		28	26		5

Suggested Practical Work: (Any one of the following)

6. Carry out a survey of the colleges/ secondary schools to identify

the values most preferred and practiced by students.

7. Analyse secondary school textbooks to identify the type of values and peace promoted through the content.
8. Content analysis of adds, soaps, movies to identify the gap between the values promoted by them and those promoted by the society.
9. Group discussion on any relevant topic
10. Street play, Celebration of Human Rights Day etc.

Mode of In-Semester Assessment (12 Marks):

A. Sessional Activity	Marks
05	

B.	Sessional	Tests:
Marks 07		

In-semester	Assessment:
Marks 12	

Sessional	Activities
05 Marks	

1. Any **one** from above listed Practical Activities.

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

CO-1. Describe the Concept, Nature, objectives and Scope of Human Rights and Human Rights education

1.4 Describe the constitutional perspectives related to human rights and evaluate their implications for society and education

1.5 Analyze the Factors promoting Human Rights Education

1.6 Assess the integration of human rights education at various educational levels,

CO-2. Generalize the Concept of Value and Peace education

2.2 Explain the meaning, objectives of value and Value education

2.2 Illustrate the methods and techniques of Value education.

2.3 Assess the integration of human rights education at various educational Levels

2.4 Explain the meaning, objectives, importance and scope of peace education

2.5 Assess the integration of peace education at various educational Levels

2.6 Critically discuss about the Challenges of peace education

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂			CO ₂	
Conceptual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂ ,	CO ₂ ,			
Procedural Knowledge				CO ₂ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	2	3	2	3	3	3	2
CO ₂	3	1	2	2	3	3	3	2	2
Average	3	1	2	2.5	2.5	3	3	2.5	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

13. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
14. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
15. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
16. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
17. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
18. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.

19. Kumar, M. (Ed). (1994). Non-violence, contemporise issues and challenges. New Delhi: Gandhi peace foundation.
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23. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
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Syllabus of the BA in Education Semester-III

Course Code : MDC-3-EDU-301
Course Title : Measurement, Assesment and Evaluation in Education
Nature of the Course: MDC/IDC
Total Credit assigned: 3
Components of the Course: Lecture: 2 Practical: 0 Tutorial: 1
Distribution of Marks: End Semester: 42 In Semester: 18

Course Objectives:The objectives of this course are enabling the students to –

- Understands the key concepts of measurement and evaluation in education
- Analyzes the interrelationship between measurement and evaluation.
- Facilitate students in comprehending the meaning, classification, and essential characteristics of psychological tests used in educational contexts.
- Understand the meaning, nature, and scope of educational statistics,
- apply the statistical tools such as measures of central tendency, measures of variability, and the concept of correlation—including both positive and negative types.

Course Contents:

Unit	Contents	M	L	P	T
I	Concept of Measurement, Assessment and Evaluation in Education 1.1 Meaning, nature and importance of Measurement, Assessment and Evaluation in Education 1.2 Types of Measurement 1.2.1 Physical Measurement 1.2.2 Psychological Measurement 1.3 Types of Evaluation and Assessment: 1.3.1 Formative and Summative 1.3.2 Continuous and Comprehensive Evaluation 1.4 Relation between Measurement and Evaluation 1.5 Rubrics for Self and peer evaluation: meaning and steps of construction	14	10		5
II	Psychological Test 2.1 Meaning of Psychological test 2.2 Classification of tests: On the basis of the - 2.2.1 Administrative conditions: Individual test and Group test 2.2.2 scoring: Objective test and Subjective test 2.2.3-Time limit for response: Power test and Speed test 2.2.4 Nature of items: Verbal test, Nonverbal test and performance test 2.2.5 Nature of response: Oral test and written test; 2.2.6 Objectives: Intelligence test, Achievement test, Aptitude test and Personality Test 2.2.7 Standardization: Teacher-made test and Standardized test 2.3 Characteristics of a good test: 2.3.1 Objectivity : Concept 2.3.2 Reliability: Meaning and Types 2.3.3 Validity: Meaning and Types	14	10		5

	2.3.4 Norms: Meaning and Types				
III	Statistics in Education 3.1 Educational Statistics: Meaning, nature and scope 3.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 3.4 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 3.5 Measures of Variability: Range, Quartile Deviation, their relative merits and demerits, computation and application in education 3.6 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	1 4	1 0		5
		4 2	3 0		1 5

Suggested Practical Work: (Any one of the following)

- d) Computation of Measures of Central Tendency of data on achievement of students collected from schools/ colleges
- e) Computation of Measures of Variability of data on achievement of students collected from schools/colleges
- f) Arrange a special talk on application of psychological principles in education

Mode of In-Semester Assessment (18 Marks):

A. Sessional Activity **Marks**
08

B. Sessional **Tests:**
Marks10

In-semester Assessment: **Marks**
18

Sessional Activities **08Marks**

1. Any **one** from above listed Practical Activities.

Expected Course Learning Outcomes: After completion of the course, learners will be able to-

CO-1: Explain the meaning, nature, scope, need and types of measurement

and evaluation in education.

- 1.5. Discuss the various types of measurement
- 1.6. Discuss the different types
- 1.7. Discuss the relationship between measurement and evaluation
- 1.8. Discuss the meaning and steps of construction of a rubric for Self and peer evaluation

CO-2: Describe the meaning and nature of psychological tests

2.1 Explain the characteristics of psychological test and process of construction.

2.2 Discuss the characteristics of a good test.

2.3 Discuss the meaning and concept of reliability, validity and norms

CO-3 Describe the meaning, nature, and scope of educational statistics.

3.5 Discuss the meaning and concept of different types of data like Enumeration and Measurement data, Grouped data and Ungrouped data

3.6 Discuss the measures of Central Tendency and their relative merits and demerits, computation and application in education

3.7 Discuss the measures of variability and their relative merits and demerits, computation and application in education

3.8 Discuss the different types of correlation in education

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃	CO ₃			
Conceptual Knowledge	CO ₁ , CO ₂ CO ₃	CO ₃		CO ₁ , CO ₂ CO ₃		
Procedural Knowledge				CO ₃		
Metacognitive Knowledge		CO ₃				CO ₃

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	2	2	-	1	3
CO ₂	3	2	2	2	-	1	3
CO ₃	3	3	2	3	-	2	3
Average	3	2.33	2	2.33	-	1.33	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

14. Anastasi A and Urbina S., Psychological Testing, PHI Learning Private Limited New Delhi 110001, 2012
15. Aron A., Aron E. A. and Coups E., Statistics for Psychology, Pearson Education, Inc. and Dorling Kindersley Publishing, Inc., New Delhi, First Impression 2007
16. Asthana & Agarwal: Measurement & Evaluation in Psychology and Education.
17. Bhuyan, S. and Bhuyan, N. SoikihikPorimaponaruSoikihikPorisankhya Bigyan
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19. Freeman Frank S., Theory & Practice of Psychological Testing; New York; Holt, Rinehart & Winston
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21. Guilford J.P. - Fundamental Statistics in Psychology and Education, McGraw Hill Book Company Inc. New York, 1956
22. Minden Dr Jack Jr Van, All About Psychological Tests and Assessment Centres, Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
23. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , Handbook on Paper Setting, NCERT, 2002
24. Singh A., Instructional Objectives of School Subjects, NCERT, New Delhi-110016, 2004
25. Singh A.K.: Tests, Measurement and Research Methods in Behavioural Science; Bharati Bhawan , Patna -800003, 2012 print
26. Thorndike, R.L. & Hagen, E.P: Measurement & Evaluation in Psychology & Education; John Wiley & Sons; New York.

**Syllabus of the BA in Education
Semester-III**

Course Code : SEC-1-EDU-301 (A)
Course Title : Life Skill Education -I
Nature of the Course: SEC
Total Credit assigned: 3(Theory-1; Practical – 2)
Component of the Course: Lecture: 1 Practical: 0 Tutorial: 2
Distribution of Marks : End Semester: 28 In Semester: 12

Course Objectives: The objectives of this course are to enable the students to –

- Understand the meaning, definition, and components of life skills,
- Recognize the importance and need for life skills training, and
- Classify various types of life skills, with a focus on life skills education for adolescents and parenting.
- Acquaint with essential knowledge of life skills and their practical application in everyday life and develop students' abilities to effectively address real-life challenges.

Course Contents:

Unit	Contents	M	L	P	T
I	Introduction to Life Skill and Life Skill Education 1.7 Life Skill – Definition, Components, Need for Life skill training 1.8 Core life skills – The Ten core Life Skills as laid down by	14	6		

	WHO 1.9 Classification of Life Skill 1.9.1 Survival Skills 1.9.2 Negotiating skills 1.9.3 Coping skills 1.10 The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together 1.11 Life Skill Education: Meaning and Scope 1.12 Life Skill Education for Adolescent & Parenting				
II	Life Skills for Social Interaction, Self Management and Career Planning 2.1 Thinking skills- 2.1.1 Creative and Critical Thinking 2.1.2 Problem Solving 2.1.3 Decision Making 2.1.4 Goal Setting 2.2 Communication skills: 2.2.1 Effective Communication 2.2.2 Barriers in effective communication 2.2.3 Public Speaking 2.3 Emotional skills – 2.3.1 Stress and Strain 2.3.2 Coping Strategies 2.3.3 Conflict resolution: Steps and stages 2.4 Life Skills for Self Management 2.4.1 Self Esteem, Self awareness, Self control, Empathy and Sympathy 2.4.2 Developing Positive thinking and Assertiveness	14	9		
		28	15		

Suggested Practical Work: (Any one of the following)

5. Write a positive case study about a youth awardees/ youth achiever applying positive youth.
6. Development model OR design a community development program utilizing a Positive Youth Development Model.
7. Visit to schools or NGOs implementing life skills programmes.
8. Prepare a communication module for adolescents in a low-income context.

Mode of In-Semester Assessment (12 Marks):

A.	Sessional	Activity
Marks 05		
B.	Sessional	Tests:
Marks 07		

In-semester
Marks 12

Assessment:

Sessional Activities
Marks

05

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO- 1 Describe the meaning definition and components of life skills.

1.6 Discuss the ten core Life Skills as laid down by WHO

1.7 Describe the classification of Life Skill

1.8 Explain the The Four Pillars of Education

1.9 Describe the meaning and scope of life skill education

1.10 Explain the life skill Education for Adolescent & Parenting

CO-2 Explain the importance of Life Skills for Social Interaction, Self Management and Career Planning

2.5 Discuss the different type of thinking skills, problem solving, decision making, goal setting

2.6 Discuss about the communication skill and different barriers to effective communication

2.7 Discuss about the Stress and Strain, coping strategies and conflict resolution

2.8 Explain the importance of Life Skills for Self Management

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂	CO ₂ ,	,		
Conceptual Knowledge	CO ₁ , CO ₂ ,			CO ₁ , CO ₂ ,		CO ₂ ,
Procedural Knowledge				CO ₂ ,		
Metacognitive Knowledge		CO ₂ ,				

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	3	3	2	2	2	2	3
CO ₂	3	3	3	3	2	2	2	2	3
Average	3	3	3	3	2	2	2	2	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

11. Agochiya, D. (2010). Life competencies for adolescents: Training manual for facilitators, teachers and parents. New Delhi: Sage Publications.
12. Agochiya, D. (2009). Every Trainers Handbook (2nd Ed.). New Delhi: Sage Publications.
13. Dupuy, K., Bezu, S., Knudsen, A. Halvorsen, S. (2018). Life skills in non-formal contexts for adolescent girls in developing countries (CMI Report), Centre for Universal Education at Brookings, Chr. Michelsen Institute.

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from <https://www.brookings.edu/wpcontent/uploads/2018/04/life-skills-in-non-formal-contexts-for-adolescent.pdf>
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18. Retrieved from https://mahasacs.org/~mahasacs/images/PDFs/aep-teachers_workbook.pdf
19. Pillai, R.R. (2012). The importance of life skills education for children and adolescents. In Das, S. (Ed.), *Souvenir-cum-Scientific update for 22nd Annual Conference of Indian Psychiatric Society. Assam State Branch, Guwahati: ABSCON.*
20. Retrieved from <https://sites.google.com/site/mindtheyoungminds/souvenir-cum-scientific-update/theimportance-of-life-skills-education-for-children-and-adolescents> UNICEF (n.d.). Comprehensive life skills framework- Rights based and life cycle approach to building skills for empowerment. Retrieved from <https://www.unicef.org/india/sites/unicef.org.india/files/2020-02/Comprehensive-lifeskillsframework.pdf>

Syllabus of the BA in Education Semester-III

Course Code	: SEC-P2-EDU-301 (B)
Course Title	: Life Skill Education -II

Nature of the Course : SEC
 Total Credit assigned : 2
 Components of the Course: Lecture: Practical: 60Tutorials:
 Distribution of Marks : End Semester: 40

Course Objectives:

- To equip students with essential knowledge of life skills for effective application in daily life situations and to enhance students' ability to address and manage real-life challenges with confidence and competence.

Course Contents:

Field Work (Any One)

1. Conduct a survey to measure the extent of their survival, Coping and life skills **Steps to follow:**
 - d. Differentiate between the 3 concept of survival ,Coping and life skills
 - e. Prepare a survey tool
 - f. Conduct the survey on any 10 members of your local society.
2. Conduct semi structured interview on 2 sets of Parents (Mother and Father) exploring the challenges of parenting and life skill needed for effective parenting. Compare the gender differences of parenting
3. Survey two nuclear and two joint families in your surroundings. Write the importance of each family type in context of life skill development.
4. Hands on activity like- mask making, clay modelling, weaving, terracotta
5. Empathy development activity like- Visit to special school.
6. Other activity.

Distribution of Marks:(Total Marks = 40)

- c. Project/FieldReport = 30
- d. Viva-voce = 10

Expected Course Learning Outcomes: After completion of the course, learners

will be able to-

CO-1 Describe the essential knowledge of life skills education.

- 1.4. Apply the life skill education effectively to real-world situations,
- 1.5. Demonstrating competence in using these skills in their daily lives.
- 1.6. Develop strong interpersonal skills that enable students to establish and maintain positive, productive relationships with others, fostering cooperation, empathy, and mutual respect.

Syllabus of the BA in Education Semester-IV

Course Code : MAJ- 4-EDU-401
Course Title : Educational Administration and Management

Nature of the Course: Core

Total Credit assigned: 4

Component of the Course: Lecture: 3 Practical: 0 Tutorial: 1

Distribution of Marks :End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are enabling the students to–

- Explain the meaning, nature, and scope of educational management,
- Describe its functions and types,
- Differentiate between management and administration
- Analyze the effective management of human, material, and financial resources in educational institutions.
- Demonstrate an understanding of the meaning, nature, scope, and need for educational planning,
- Explain its principles and types
- Analyze the concept and significance of a school development plan.
- Explain the concept, characteristics, and objectives of educational supervision
- Differentiate between supervision and inspection,
- Identify factors influencing supervision,
- Assess the qualities of an effective educational supervisor and propose measures to overcome challenges in supervision.
- Understand the meaning, nature, and principles of educational finance,
- Analyze the role of the finance committee,
- Explore the use of computers in financial management,
- Comprehend the budgeting process,
- Evaluate the significance of management information systems,
- Assess quality issues in educational management.

Course Content:

Unit	Content	M	L	P	T
I	Educational Management 1.1 Meaning, Nature & Scope of Educational Management 1.2 Functions of Educational Management 1.3 Types of Educational Management 1.3.1 Centralized and decentralized. 1.3.2. External and Internal. 1.3.3. Authoritarian/autocratic/democratic. 1.4 Difference between Management and Administration 1.5 Management of Resources in Educational Institutions- 1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources 1.6 Total Quality Management	14	11		4
II	Educational Planning 2.1 Meaning and Nature of Educational Planning 2.2 Scope of Educational Planning 2.3 Need of Educational Planning 2.4 Principles of Educational Planning 2.5 Types of Educational Planning 2.5.1 Long term planning 2.5.2 Short term planning 2.5.3 Grass root level planning 2.5.4 Institutional planning 2.6 Concept and importance of School Development Plan	14	12		3
III	Educational Supervision 3.1 Concept and Characteristics of Educational Supervision 3.2 Objectives of Educational Supervision 3.3 Scope of Educational Supervision 3.4 Difference between Supervision and Inspection 3.5 Factors influencing effectiveness of supervision 3.6 Qualities of a Good Educational Supervisor 3.7 Problems of Supervision 3.8 Suggest measures to overcome the problems of supervision	14	10		4
IV	Management Issues in Educational Finance 4.1 Management of Educational Finance 4.1.1 Meaning of Educational Finance 4.1.2. Nature of Educational Finance 4.1.3. Principles of Educational Finance 4.1.4. Role of finance committee 4.1.5. Use of computer in management of finance 4.1.6. Budget: concept and components, process of preparing institutional budget 4.2 Management of Information System (MIS) 4.2.1 Meaning and Importance 4.2.2 Information of students, faculty, events, materials 4.3. Quality issue in Educational Management: Ensure	14	12		4

	Quality of Teaching-learning, Quality of infrastructure, Quality of Library				
		56	4 5		1 5

Suggested Practical Work: (Any one of the following)

- a) Debate or discussion on the issues like educational supervision, trends of educational management or any suitable topic.
- b) Preparation & Presentation of Seminar paper on the issues of educational management.
- c) Prepare a model of Institutional plan for any educational institution.
- d) Prepare a hypothetical budget for any educational institution.

Mode of In-Semester Assessment (24 Marks):

A. Sessional Activity
Marks 14

B. Sessional Tests:
Marks 10

In-semester Assessment:
Marks 24

Sessional Activities 14 Marks

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

- CO1. Explain the meaning, nature, and scope of educational management
 - 1.1 Describe the functions of educational management

- 1.2 Discuss the different types of educational management.
- 1.3 Identify the difference between management and administration
- 1.4 Analyze the effective management of human, material, and financial resources in educational institutions.
- 1.5 Discuss the Total Quality management

CO- 2Discuss the meaning and nature of Educational Planning

- 2.1Discuss the scope of Educational Planning
- 2.2 Discuss the need and importance of Educational Planning
- 2.3 Discuss the various principles of Educational Planning
- 2.4 Discuss the different types of Educational Planning
- 2.5 Explain the concept and importance of School Development Plan

CO-3Explain the concept and characteristics of Educational Supervision

- 3.1 Discuss the objectives of Educational Supervision
- 3.2 Describe the scope of Educational Supervision
- 3.3 Discuss the difference between Supervision and Inspection
- 3.4 Identify the factors influencing effectiveness of supervision
- 3.5Discuss the qualities of a Good Educational Supervisor
- 3.5 Discuss the problems of supervision and suggest measures to overcome the problems of supervision

CO-4. Explain the meaning and nature of educational finance

- 4.1Discuss the principles of educational finance
- 4.2 Discuss the role of finance committee
- 4.3 Discuss the use of computer in management of finance
- 4.4 Explain the process of preparing institutional budget
- 4.5 Discuss the meaning and importance of management of information system
- 4.6 Discuss the quality issue in Educational Management:

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₃ , CO ₄	,		
Conceptual Knowledge	CO ₁ ,			CO ₁ ,		

	CO ₂ , CO ₃ , CO ₄			CO ₂ , CO ₃ , CO ₄		
Procedural Knowledge				CO ₁ , CO ₂		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	3	3	-	3	-	-	3
CO ₂	3	1	3	-	-	1	-	-	3
CO ₃	3	3	3	3	-	3	3	-	3
CO ₄	3	1	2	3	-	-	2	-	3
Average	3	1.5	2.75	2.25	-	1.25	1.25	-	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Bala, Rajni, Educational supervision Theories and Practices, Alfa publications: New Delhi, 2006
2. Bhatnagar, S & P.K. Gupta: Educational Administration and management, R. lall. Book Depot, Meerut, 2010
3. Burton, Jene, Management Today- Principles and Practice, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
4. Bush, Tony, Theories of Educational Leadership and Management, SAGE Publications: New Delhi, 2003.
5. Chandan, J. S., Management Concept and Strategies, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
6. Chalam, K.S. Educational planning- An introduction, Visalandhara Publishing House, Visakhapatnam, 1985.
7. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). Educational Administration and Manangement ,Guwahati : EBH Publishers, Assam, India
8. Kalwar, M. C. and Ratikanta Pathak, Principle of Bussiness Management, Abhilekh Publication and Production: Guwahati, 2005.

9. Kumar, Rajendra C., The Leadership in Management, A. P. H. Publishing Company: New Delhi, 2007.
 10. Mehorotra, Anju, Leadership styles of Principals, Mittal publications: New Delhi, 2005.
 11. NEUPA, Model Education Code: Practices and Processes of school Management. 2015. 13. NEUPA, Concepts and Terms Used in Educational Planning and Administration, 2013.
 12. 14. NEUPA, Secondary Education Planning and Appraisal Manual, 2012
 13. 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, Dhanpat Rai and Sons, New Delhi.
 14. 17. Sidhu, K.S.: School Organization and Administration, Sterling Publication Pvt. Ltd. New Delhi – 110016
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Syllabus of the BA in Education Semester-IV

Course Code : MAJ-4-EDU-402
Course Title : Great Educators and Educational Thoughts
Nature of the Course : Core
Total Credit assigned : 4
Component of the Course: Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are enabling the students to -

- Analyze the educational philosophies of Srimanta Sankaradeva and Shankaracharya, including their aims of education, curriculum, teaching methods, the role of the teacher, and discipline, while evaluating the relevance of their philosophies in the present-day educational context.
- Organize the educational philosophies of Mahatma Gandhi and Dr. Sarvepalli Radhakrishnan, including their principles, aims of education, curriculum, teaching methods, and views on discipline, while evaluating their contributions and relevance in the modern educational context.
- Analyze the educational philosophies of Jean Jacques Rousseau, Jean-Paul Sartre, and John Dewey, including their key ideas on education, teaching methods, the role of the teacher and child, and discipline, while evaluating the relevance of their philosophies in contemporary education.
- Evaluate the educational thoughts of Swami Vivekananda, Aurobindo Ghosh, Dr. APJ Abdul Kalam, analyzing their contributions to education, key philosophical ideas, and the relevance of their thoughts in the contemporary educational landscape.

Course Content:

Unit	Content	M	L	P	T
I	Ancient Indian Educators 1.1 Mahapurusha Srimanta Sankaradeva– 1.1.1 Sankaradeva's philosophy of life, 1.1.2 Aims of education, curriculum and methods of teaching 1.1.3 Role of teacher and place of child 1.1.4 Discipline in Sankaradeva's educational philosophy, 1.1.5 Relevance of his philosophy in present day context 1.2 Shankaracharya – 1.2.1 Basic tenants of Shankaracharya's Advaita Vedanta 1.2.2 Aims of education, curriculum and methods of teaching 1.2.3 Role of teacher	14	10		3

	1.2.4 Discipline in Shankaracharya's educational philosophy 1.2.5 Relevance of his philosophy in present day context				
II	Modern Indian Educators 2.1 Mahatma Gandhi – 2.1.1 Gandhi's philosophy of life, 2.1.2 Basic principles of Gandhi's educational philosophy, 2.1.3 Concept and background of Basic education, 2.1.4 Aim of education, curriculum and methods of teaching, 2.1.5 Place of teacher and child 2.1.6 Discipline in Gandhi's educational philosophy 2.1.7 Relevance of Gandhi's philosophy of education 2.2 Dr. Sarvepalli Radhakrishnan – 2.2.1 Educational Philosophy 2.2.2 Religion in Education 2.2.3 Contribution in higher Education 2.2.4 Relevance of Educational Philosophy in 21st Century	14	11		4
III	Western Educators 3.1 Jean Jacques Rousseau – 3.1.1 Naturalism of Rousseau, 3.1.2 Negative education of Rousseau 3.1.3 Stages of human development according to Rousseau 3.1.4 Aims of education, curriculum and methods of teaching 3.1.5 Place of a teacher and child 3.1.6 Impact of Rousseau's Naturalism in present education 3.2 Jean Paul Sartre – 3.2.1 Sartre's Philosophy of life 3.2.2 Sartre's idea of freedom and individualism 3.2.3 Educational implications of these two ideas 3.3 John Dewey– 3.3.1 Dewey's Philosophy of life, 3.3.2 Aims of education, curriculum and methods of teaching 3.3.3 Place of a child and teacher 3.3.4 Discipline in Dewey's Pragmatism 3.3.5 Relevance of Dewey's Pragmatism	14	12		4
IV	Educational Thought of Indian Educators 4.1 Swami Vivekananda concept of man making and nation building education, Relevance of Swami Vivekananda educational philosophy in the present day context 4.2 Aurobindo Ghosh's concept of values in education 4.3 Dr APJ Abdul Kalam's Educational Thought on Concept of education, Aims and Objectives of Education,	14	12		4

	Curriculum, Methods of Teaching, Thoughts on Children, Thoughts on Educational Institutions and Relevance of his educational thought of in 21st century				
		56	45		15

Suggested Practical Work: (Any one of the following)

- Students shall organise and take part in group discussions on the educational thoughts of the given philosophers
- Students shall organize and participate in debates on the relevance of the educational thoughts of the given philosophers.
- Students shall prepare and present seminar papers on the educational thoughts of the given philosophers.
- Application of the method of teaching on the educational thoughts of the given philosophers as followed in the school at different levels.

Mode of In-Semester Assessment (24 Marks):

A. Sessional Activity Marks 14

B. Sessional Tests: Marks 10

In-semester Assessment: Marks 24

Sessional Activities 14 Marks

1. Any **one** from above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1 Explain the educational philosophies of Srimanta Sankardeva & Shankaracharya

- 1.1 Describe the aims of education, curriculum and teaching methods according to Srimanta Sankardeva & Shankaracharya
- 1.2 Explain the role of the teacher, and place of child according to Srimanta Sankardeva & Shankaracharya
- 1.3 Discuss the discipline in Sankardeva & Shankaracharya philosophy of life.
- 1.4 Explain the relevance of their philosophies in the present-day educational context.

CO-2 Examine the educational philosophies of Mahatma Gandhi and Dr. Sarvepalli Radhakrishnan

- 2.1 Discuss the basic principles of Gandhi's educational philosophy
- 2.2 Discuss the aim of education, curriculum and methods of teaching according to Gandhiji.

- 2.3 Discuss the place of teacher and child according to Gandhiji
- 2.4 Discuss the discipline in Gandhi's educational philosophy
- 2.5 Explain the relevance of Gandhi's philosophy of education
- 2.6 Discuss the Educational Philosophy of Dr. Sarvepalli Radhakrishnan
- 2.7 Discuss the relevance of Educational Philosophy of Dr. Sarvepalli Radhakrishnan in 21st Century

CO-3 Examine the educational philosophies of Jean Jacques Rousseau, Jean-Paul Sartre, and John Dewey

- 3.1 Explain the negative education of Rousseau
- 3.2 Discuss the stages of human development according to Rousseau
- 3.3 Discuss the aims of education, curriculum and methods of teaching according to Rousseau
- 3.4 Discuss the impact of Rousseau's Naturalism in present education
- 3.5 Explain the Sartre's Philosophy of life
- 3.6 Discuss the Sartre's idea of freedom and individuals and its educational implications
- 3.7 Discuss the Dewey's Philosophy of life
- 3.8 Discuss the educational implication of Dewey's Philosophy of life

CO-4 Evaluate the educational thoughts of Swami Vivekananda, Aurobindo Ghosh, and Dr. APJ Abdul Kalam,

- 8.1 Explain the concept of man making and nation building education of Swami Vivekananda
- 8.2 Discuss the relevance of Swami Vivekananda educational philosophy in the present-day context
- 8.3 Explain the Aurobindo Ghosh's concept of values in education
- 8.4 Discuss the Dr. APJ Abdul Kalam's educational thought on concept of education,
- 8.5 Discuss the Aims and Objectives of Education according to Dr. APJ Abdul Kalam
- 8.6 Discuss the curriculum, methods of teaching according to Dr. APJ Abdul Kalam
- 8.7 Explain the Relevance of APJ Abdul Kalam educational thought of in 21st century

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₃ , CO ₄	,		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄			CO ₁ , CO ₂ , CO ₃ , CO ₄		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	2	-	-	3	3	-	-	-
CO ₂	3	-	-	-	3	3	-	-	-
CO ₃	3	-	-	-	3	3	-	-	-
CO ₄	3	-	-	-	3	3	-	-	-
Average	3	0.5	-	-	3	3	-	-	-

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). Great Educators and Educational Thoughts, Guwahati : EBH Publishers, Assam, India
2. Gandhi, M.K. (1951). Basic Education. Ahmedabad: Navajivan Publishing House.
3. Handique, P. And others (2013) Re-thinking Gandhi Interrogation and Exploration (Edited Book), SSDN PUBLISHERS, NEW DELHI (ISBN-987-93-8117-633-7)
4. Khagharia, Bondana , Saikia Juti Mali and others (2013), Snatak Mahalar Mahan Sikshavidaru Saikhik Cintadhara , Vidyabhawan, Jorhat
5. Mantche, Chandra (2012), Mahatma Gandhi jeevanaru darshan (Edited Book), Dutta publication, Lakhimpur (ISBN- 978-93-81689-11-0)

6. Pachauri, Dr. Girish (2010), Great Educationists, R.Lall book Depot, Meerat.
7. Radhakrshnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression)
8. Sharma, Suresh (2003),Tejaswi Mon (Dr. APJ Abdul Kalam,s IGNITED MIND)Jyoti Prakashan, Panbazar, Guwahati.
9. Sharma, Suresh (2008), ADAMYA SHAKTI (Dr. APJ Abdul Kalam,INDOMITABLESPIRIT)Jyoti Prakashan, Panbazar, Guwahati.
10. Tripathy, M. (2013). Gandhi on Education: Concepts and Relevance. New Delhi: Cyber Tech Publications.

Syllabus of the BA in Education Semester-IV

Course Code : MAJ-4-EDU-403

Course Title : Educational Technology

Nature of the Course: Core

Total Credit assigned :4

Components of the Course: Lecture: 3 Practical: 0 Tutorial: 1

Distribution of Marks :End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to-

- Understand the concept, nature, and objectives of educational technology,
- Identify its key components,
- Explain the concept of instructional technology
- Differentiate between educational technology and instructional technology.
- Understand the concept and development of Information and Communication Technology (ICT),
- Analyze the role of computers in education,
- Explore various applications of ICT such as smart learning, virtual classes, and e-learning,
- Evaluate the significance of the internet in modern education.
- Understand and apply various communication and instructional techniques, including classroom communication, teaching models, barriers to effective communication, and modern instructional methods like Computer-Assisted Instruction and Programmed Learning.
- Understand the concept, types, and uses of various learning resources, including audio-visual aids, non-projected materials, e-resources, EDUSAT functions, and E-Pathshala applications in education

Course Content:

Unit	Content	M	L	P	T
I	Introduction to Educational Technology 1.1 Concept, nature and Objectives of Educational Technology 1.2 Components of Educational Technology: Hardware, Software and Systems approach 1.3 Instructional technology – Concept and nature 1.4 Difference between Educational Technology and Instructional Technology.	1 4	1 0		3
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 E-learning 2.5 Internet and its application.	1 4	1 0		4
III	Communication and Instructional Techniques 3.1 Concept, nature, Component, and types of communication 3.2 Classroom communication and Significance of communication in learning 3.3 Barriers of effective classroom communication 3.4 Qualities of a good classroom communicator 3.5 Models of teaching- Concept, characteristics and families 3.6 Inquiry training model and Classroom meeting model 3.7 personalized system of instruction	1 4	1 2		4

	3.8 Computer assisted instruction - Meaning, nature, forms, merits and demerits 3.9 Programmed learning - Meaning characteristics and types - Linear and Branching.				
IV	Types of Digital Learning Resources 5.1 Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips 5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 5.3 e- resources and their use 5.4 EDUSAT: Functions 5.5 e-pathshala, e-Vidya, NETF, : Concepts and Uses.	1 4	1 3		4
		5 6	4 5		1 5

Suggested Practical Work: (Any one of the following)

1. Student shall prepare a power point presentation including photo, text, video and audio and present before the classmates.
2. Student shall prepare a teaching plan by using inquiry training model
3. Student shall develop one non projected learning resource of teaching
4. Student shall develop a video resource of teaching
5. Student shall prepare and present a seminar by using e-resources.

Mode of In-Semester Assessment (24 Marks):

A. Sessional Activity
Marks 14

B. Sessional Tests: Marks 10

In-semester Assessment: Marks 24

A. Session Activity (Any one of the following)

1. Any *one* from above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be

able to-

CO-1. Describe the concept, nature and objectives of Educational Technology.

- 1.1. Identify the key components of educational technology.
- 1.2. Explain the concept and nature of instructional technology.
- 1.3. Identify the difference between educational technology and instructional technology.

CO-2 Explain the concept and development of Information and Communication Technology (ICT).

- 2.1 Analyze the role of computers in education
- 2.2 Explain the various applications of ICT
- 2.3 Discuss the concept of E-learning
- 2.4 Examine the significance of the internet and its application in modern education.

CO- 3 Discuss the concept, nature, components and types of communication.

- 3.1 Explain the classroom communication and its significance in learning
- 3.2 Discuss the barriers of effective classroom communication
- 3.3 Discuss the qualities of a good classroom communicator
- 3.4 Discuss the concept and characteristics of models of teaching
- 3.5 Explain the Inquiry training model and Classroom meeting model
- 3.6 Explain the personalized system of instruction
- 3.7 Discuss the Computer assisted instruction with its merits and demerits
- 3.8 Discuss the meaning characteristics and types of Programmed learning

CO-4 Explain the concept, types, and uses Audio Visual learning resources

- 10.1 Explain the concept and types of non-projected learning resources and their uses.
- 10.2 Explain the concept of e- resources and their uses
- 10.3 Explain the functions of EDUSAT.
- 10.4 Describe the concept of E- Pathshala and its application in education.

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

Knowledge Dimension	Remember	Understand	Apply	Analys e	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	,		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄			
Procedural Knowledge			CO ₄			
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	-	3	3	3	3	3	2
CO ₂	3	3	-	2	2	3	2	3	3
CO ₃	3	3	-	3	3	3	2	3	2
CO ₄	3	3	-	2	3	3	2	2	3
Average	3	3	-	2.5	2.75	3	2.25	2.75	2.75

(3=High, 2= Moderate 1= Low)

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. Mrunalini, T and . A. Ramakrishna (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: Lall Book Depot.

Syllabus of the BA in Education Semester-IV

Course Code : MIN-4-EDU-401 (A)
Course Title : Problems and Issues in Indian Education
Nature of the Course: DSE
Total Credit Assigned: 4
Components of the Course: Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are enabling the students to -

—

- Understand the Indian Constitution's key provisions related to education, including the Preamble, Fundamental Rights, Directive Principles, constitutional articles on education,
- Analyse the role of Constitution in ensuring equal educational opportunities.
- Understand the importance and challenges of Early Childhood Care and Education (ECCE), the need for universalizing elementary

education, the barriers to achieving it in India, and the provisions of the RTE Act 2009 along with possible solutions.

- Understand the objectives, curriculum, and challenges of secondary and higher education in India, the role of vocationalization, the implementation of RMSA, the institutional framework for higher education, and the key recommendations from the National Knowledge Commission, Yashpal Committee, RUSA, and NEP 2020 for improving the education system.
- Understand the objectives of technical, vocational, and teacher education in India,
- Discuss the challenges of technical, vocational, and teacher education in India
- Describe elaborately the efforts made to strengthen teacher education in India

Course Content:

Unit	Contents	M	L	P	T
I	Education and Indian Constitution 1.1 The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2 Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3 Constitutional Provisions on Education - Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.3 Role of Constitution in equalizing the Educational opportunities	14	12		5
II	Challenges of ECCE and Elementary Education in India 2.1 Early Childhood Care & Education – Meaning, Importance and Challenges 2.2 Elementary Education- Objectives & Need for Universalization of EE 2.3 Challenges of Universalization of EE in India 2.4 Suggestive measures for solution of the problems 2.5 RTE Act 2009	14	10		5
III	Challenges of Secondary and Higher Education in India 3.1 Secondary Education- Objectives & Curriculum of SE 3.2 Vocationalization of Secondary Education 3.3 Recommendation on Vocationalisation of Secondary Education 3.4 Implementation of RMSA 3.5 Challenges of SE in India. 3.6. Higher Education- Structure & Objectives of HE 3.7 Institutional Framework for HE in India- Universities,	14	12		5

	Institutions of National Importance, Deemed University, Affiliated College, Autonomous College 3.8 Challenges and Efforts towards strengthening HE – National knowledge Commission on HE, Yashpal Committee Report on Higher Education , RUSA and NEP,2020				
IV	Challenges of Technical, Vocational and Teacher Education in India 5.1 Objectives & Challenges of Technical in India. 5.2 Objectives & Challenges of Vocational education 5.3 Efforts towards strengthening Technical and Vocational education. 5.4 Objectives of Teacher Education 5.5 Types of Teacher Education 5.6 Challenges of Teacher Education 5.7 Efforts towards strengthening of Teacher Education	14	11		5
		56	45		15

Suggested Practical Work: (Any one of the following)

1. Students shall organise group discussions on the role of Constitution in Education.
2. Students shall identify challenges of Indian Education and prepare assignment on the suggestions to encounter these Challenges.
3. Students shall analyse at least one report on Education published by NEP -2020, UNESCO, World Bank or any other Government agencies.
(Through Secondary source of data)

Mode of In-Semester Assessment (24 Marks):

A.	Sessional	Activity
Marks 14		

B. Sessional Tests:	Marks 10
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In-semester	Assessment:
Marks 24	

A. Sessional Activity (Any one of the following)

1. Any **one** from the above listed Practical Activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1 Discuss the Indian Constitutions. Preamble, Fundamental Rights and Duties of Citizens

- 1.1 Describe the need for including education in constitution

- 1.2 Discuss the education in Central, State and Concurrent lists
- 1.3 Explain the constitutional Provisions on Education
- 1.4 Discuss the role of Constitution in equalizing the educational opportunities

CO-2 Describe the meaning importance and challenges of Early Childhood Care and Education (ECCE)

- 2.1 Discuss the objectives & need for universalization of Elementary Education
- 2.2 Discuss the challenges of universalization of EE in India
- 2.3 Discuss the suggestive measures for solution of the problems
- 2.4 Describe the RTE Act 2009

CO-3 Describe the objectives, curriculum, of secondary and higher education in India

- 3.1 Explain the role of vocationalization of secondary education
- 3.2 Discuss the recommendation on Vocationalisation of Secondary Education
- 3.3 Describe the implementation of RMSA
- 3.4 Discuss the challenges of SE in India
- 3.5 Explain the structure & objectives of higher education
- 3.6 Explain the institutional framework for higher education in India
- 3.7 Discuss the challenges and Efforts towards strengthening HE

CO-4 Explain the objectives and challenges of technical education in India

- 8.1 Discuss the objectives & challenges of vocational education
- 8.2 Describe the efforts towards strengthening Technical and Vocational education.
- 8.3 Discuss the objectives of Teacher Education
- 8.4 Discuss the types of Teacher Education
- 8.5 Explain the challenges of Teacher Education
- 8.6 Explain the Efforts towards strengthening of Teacher Education

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄			
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Learning Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	-	2	3	-	2	3	3
CO ₂	3	-	-	2	3	-	2	3	3
CO ₃	3	-	-	2	3	-	2	3	3
CO ₄	3	-	-	2	3	-	2	3	3
Average	3	-	-	2	3	-	2	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Kochar, 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 Jyoti Prakashan, 2001.
13. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai 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.
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Syllabus of the BA in Education Semester-IV

Course Code : MIN-4-EDU-401 (B)
Course Title : Gender and Education
Nature of the Course : DSE
Total Credit assigned : 4
Components of the Course: Lecture: 3 Practical: 0 Tutorial: 04
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are enabling the students to -

- Understands the concepts of sex and gender and its related terms
- Analyze the broad concept of gender and society
- Analyze gender inequality in school
- Evaluate the laws related to women's rights and social justice

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS RELATED TERMS: 1.1 Sex and Gender: meaning and concept 1.2 Difference between sex and gender. 1.3 Gender role: Concept and nature. 1.3.1 Types of gender role. 1.4 Patriarchal and Matriarchal: Concept and nature. 1.4.1 Gender role in patriarchal and matriarchal society 1.5 Social construct of Gender. 1.6 Gender marginalisation in education 1.6.1 Meaning, concept and nature 1.6.2 Causes of gender marginalisation in education 1.6.3 Measures for inclusion in education	14	11		5
II	GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Role of Agencies in Gender socialization • Family • School • Society • Role of media and popular culture (film and advertisement) 2.3 Issues related to women/girl child: 2.3.1 Female foeticide and infanticide 2.3.2 Sex ratio 2.3.3 Honour killing 2.3.4 Dowry 2.3.5 Child marriage	14	12		5

III	GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender inequality and school 3.1.1 Infrastructure 3.1.2 Curricular and co-curricular activities. 3.2 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.3 Gender and equality: 3.3.1 Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.	14	10		5
IV	LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY: 4.1 Introduction to laws related to women and social justice 4.1.1 Dowry 4.1.2 Remarriage 4.1.3 Divorce 4.1.4 Property rights 4.1.5 Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programmes from gender equality perspective.	14	12		5
Total		56	45		15

Mode of In-Semester assessment (24Marks):
A. Sessional Activity
Marks - 14
B. Sessional Tests:
Marks – 10
In-semester Assessment:
Marks – 24
A. Sessional activity: 14Marks

1. Any *two* from the following activities
 - a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
 - b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
 - c. Project (Analysis of the advertisements of electronic media from gender perspective)
 - d. Seminar on gender issues related to education.
 - e. Text Book (Secondary Level) analysis from Gender Perspective

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

CO-1 Explain the meaning and concept of gender and sex.

- 1.1 Discuss the difference between sex and gender
- 1.2 Explain the concept nature and types of gender role
- 1.3 Discuss the concept and nature of Patriarchal and Matriarchal
- 1.4 Discuss the social construct of gender
- 1.5 Discuss the meaning, concept and nature and causes of gender marginalisation in education
- 1.6 Discuss the meaning and concept of gender stereotyping
- 1.7 Critically Analyze the gender stereotyping and education

CO-2 Explain the meaning and concept of gender biases

- 2.1 Explain the gender biases in family, school, and society
- 2.2 Discuss the meaning and concept of Gender socialization
- 2.3 Explain the role of different agencies in Gender socialization
- 2.4 Discuss the gender inequality in education in terms of caste, religion and region.
- 2.5 Discuss the various issues related to women/girl child

CO-3 Discuss the gender inequality related to infrastructure, curricular and co-curricular activities in school

- 3.1 Discuss the gender issues in school education related to problem of access, Retention, stagnation and drop-out.
- 3.2 Evaluate the role of schools, peers, teachers, curriculum, and textbooks in promoting gender equality in education.

CO- 4 Explain the laws related to women's rights and social justice

- 4.1 Analyze the history and status of the Women's Reservation Bill
- 4.2 Examine constitutional provisions on education from a gender equality perspective,
- 4.3 Evaluate educational policies and programs aimed at promoting gender equality.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
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Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	,		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ , CO ₄			
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	-	2	3	-	2	3	3
CO ₂	3	-	-	2	3	-	2	3	3
CO ₃	3	-	-	2	3	-	2	3	3
CO ₄	3	-	-	2	3	-	2	3	3
Average	3	-	-	2	3	-	2	3	3

(3=High, 2= Moderate 1= Low)

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.
15. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
16. Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
17. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers.
18. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print.
19. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
20. Marshall, C.S. &Reihartz, J. (1997) Gender issues in the classroom. *Clearinghouse*, 70 (6), 333-338.
21. 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

Syllabus of the BA in Education Semester-V

Course Code : MAJ-3-EDU-501(A)
Course Title : Techniques of Teaching
Nature of the Course: Core/DSC/Major
Total Credit assigned : 3
Components of the Course : Lecture: 2 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objective: The objectives of this Course are to:

- Understand the concept of teaching learning process
- Explores and demonstrates key teaching skills and teaching behavior essential for effective classroom interaction.
- Analyze the different methods and approaches of teaching

Course Content:

Unit	Content	Marks	L	P	T
I	THE TEACHING-LEARNING PROCESS: 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Teaching as a planned activity 1.7 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.8 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.9 Classroom problems of beginners	14	10		5
II	PLANNING TEACHING: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 5E Instructional Model 2.3 Teaching Skills: Concept and components of the following skills: a) Writing instructional objectives b) Introducing a lesson c) Blackboard writing d) Questioning (Fluency in questioning and Probing questioning) e) Explaining f) Stimulus variation g) Reinforcement h) Demonstration	14	10		5

	i) Achieving closure 2.4 Microteaching: Concept, importance and Microteaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels				
III	METHODS AND APPROACHES OF TEACHING: 3.1 Teacher-centred and Learner-centred methods 3.2 Lecture cum demonstration method 3.3 Play-way method 3.4 Activity method 3.5 Discussion method 3.6 Inductive-Deductive method 3.7 Heuristic method 3.8 Problem solving method 3.9 Project method 3.10 Methods of teaching language: Grammar translation method, Direct method, 3.11 Teaching approaches : Structural approach and communicative approach 3.12 Blended Mode of Learning 3.13 Online Mode of Learning	14	10		5
		42	40		15

Mode of In-Semester assessment (18Marks):

A. Sessional Activity

Marks : 08

B. Sessional Tests:

Marks :

10

In-semester Assessment:

Marks :

18

A. Sessional Activity (Any one of the following)

Marks

08

1. Preparation of a lesson plan using (any of the following methods of teaching):

- Play-way method
- Activity method
- Discussion method
- Inductive-Deductive method
- Heuristic method
- Problem solving method

2. A Project on any topic from Elementary/ Secondary school level subjects.

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

CO-1: Explain the meaning, nature, and importance of teaching

- 1.1 Describe the involving concept of teaching
- 1.2 Principles of teaching and learning
- 1.3 Discuss the general maxims of teaching
- 1.4 Describe the teaching as a planned activity
- 1.5 Explain the role of teachers in Pre-active, Interactive and Post-active phases of teaching
- 1.6 Discuss the Authoritative, Democratic and Laissez-faire teaching behaviour
- 1.7 Explain the classroom problems of beginner teachers

CO-2: Describe the meaning and importance of lesson plan

- 2.1 Explain the Herbartian steps of planning a lesson
- 2.2 Discuss the concept and components of the teaching skills
- 2.3 Describe the concept and importance of Microteaching cycle
- 2.3 Describe the objectives of teaching Language at elementary and secondary levels

CO-3 Explain the Teacher-centred and Learner-centred methods of teaching

- 3.1 Discuss the lecture cum demonstration method of teaching
- 3.2 Describe the Play-way method of teaching
- 3.3 Discuss the Activity method of teaching
- 3.4 Explain the discussion method
- 3.5 Discuss the Inductive-Deductive method
- 3.6 Explain the steps of Heuristic method
- 3.7 Discuss the Problem-solving method
- 3.8 Explain the concept of Project method
- 3.9 Explain the methods of teaching language
- 3.10 Discuss the Structural approach and communicative approach of teaching

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,		,	,		
Conceptual Knowledge		CO ₁ , CO ₂ ,	CO ₃ ,			
Procedural Knowledge			CO ₃ ,			
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	3	3	2	3	2	2	2
CO ₂	3	3	3	2	2	3	2	2	2
CO ₃	3	3	3	3	2	3	2	2	2
Average	3	3	3	2	2	3	2	2	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

24. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
25. Deka, K.K. and Hazarika, M. (1996). Anusikshan (Micro-teaching). Dibrugarh: Banalata
26. Deka, K.K. and Hazarika, M. (1996). SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning). Dibrugarh: Banalata
27. Freire, Paulo, (1972). Pedagogy of Oppressed. Penguin Books
28. Govinda, R. (2011). Why goes to school?: Exploring exclusion in Indian education. Oxford University Press.
29. Hall, C., & Hall, E. (2003). Human Relations in Education. Routledge
30. Illich, Ivan, (2012). Deschooling Society. Marion Books: New York. (Republished)
31. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
32. Kumar, Krishna, (1991). Political agenda of Education: Study of Colonialist and Nationalist Ideas. Sage: New Delhi.
33. Kumar, Krishna, (1996). Learning from Conflict: Orient Longman: New Delhi.
34. Paintal, i. (1980). Microteaching-A handbook for Teachers. Delhi: OxfordbUniversity Press
35. Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE
36. Pathak, A., (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
37. Singh, L. C. & Joshi, A. N. (1990). Microteaching in India-A Case Study. New Delhi: NCERT

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Syllabus of the BA in Education Semester-V

Course Code : MAJ-P2-EDU-501 (B)
Course Title : Practice Teaching
Nature of the Course : Core/DSC/Major
Total Credit assigned : 2
Distribution of Credits : Lecture: 0 Practical: 30 Tutorials: 0
Distribution of Marks : End Semester: 40

Course Objectives:-The objectives of the course are to enable the students to

- -

1. develop an understanding of key teaching skills, including lesson introduction, blackboard writing, effective questioning techniques (such as fluency and probing), explaining, stimulus variation, reinforcement, demonstration, and achieving closure
2. enable students to integrate and apply these teaching skills effectively in real-life classroom situations.
3. assists students in designing and preparing lesson plans for both microteaching sessions and practice teaching experiences

Course Content:

Unit	Content	Marks	L	P	T
I	PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING: • Introducing a lesson • Blackboard writing • Questioning (Fluency in questioning and Probing questioning) • Explaining • Stimulus variation • Reinforcement • Demonstration • Achieving closure (A Record Book to record the practice of the skills and a Note Book with Microteaching lesson plans shall have to be maintained)			10	
II	PREPARING LESSON PLAN AND PRACTICE TEACHING: 2.1 A minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: a) Knowledge lesson b) Skill lesson c) Appreciation Lesson (A Note Book will be maintained)			20	

	2.2 Teaching Practice (At least 6 lessons are to be practised at Elementary/Secondary level/Peer Groups. Any one lesson shall be demonstrated before the team of examiners)				
				30	

N.B: DISTRIBUTION OF MARKS

1. Note Book for Unit I and Unit II Marks = 5 +5=10
 2. Micro-teaching (Anyone) Marks = 10
 3. Practice teaching (Macro lesson any one) Marks = 15
 4. Viva Marks = 05
-

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

CO-1 Explain, and demonstrate key teaching skills such as effective lesson introduction, blackboard writing, questioning techniques (including fluency and probing), clear explanation, stimulus variation, reinforcement, demonstration, and achieving closure in a lesson.

CO-2 Design, organize, and develop comprehensive lesson plans tailored for microteaching as well as full-length teaching practice, aligning instructional strategies with learning objectives.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ ,	CO ₁ , CO ₂	CO ₂	,		
Conceptual Knowledge	CO ₁ , CO ₂ ,		CO ₂			CO ₂ ,
Procedural Knowledge				,		
Metacognitive Knowledge	,	CO ₂ ,				CO ₂ ,

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	2	3	3	2	3	2	2	3
CO ₂	3	3	3	3	3	3	3	2	3
Average	3	2.5	3	3	2.5	3	2.5	2	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Deka, K.K. and Hazarika, M. (1996). Anusikshan (Micro-teaching). Dibrugarh: Banalata
2. Deka, K.K. and Hazarika, M. (1996). SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning). Dibrugarh: Banalata
3. Paintal, i. (1980). Microteaching-A handbook for Teachers. Delhi: OxfordbUniversity Press
4. Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE
5. Singh, L. C. & Joshi, A. N. (1990). Microteaching in India-A Case Study. New Delhi: NCERT

Syllabus of the BA in Education Semester-V

Course Code : MAJ-4-EDU-502
Course Title : Introduction to Positive Psychology
Nature of the Course : Core/DSC/Major
Total Credit assigned :4
Component of the Course : Lecture: 3 Practical: 0 Tutorial: 15
Distribution of Marks : End Semester: 56In Semester: 24

Course Objective: The objectives of this Course are enabling the students to:

- Understand the significance and relevance of Positive Psychology and explore its practical applications in everyday life.
- Examines the key elements of positive emotions and positive traits, highlighting their role in personal growth and well-being.
- analyzes the various components of psychological capital, such as hope, resilience, optimism, and self-efficacy.
- gain insight into the concepts of stress, stress and conflict management, and to explore post-traumatic growth as a pathway to psychological adjustment.

Course Content:

Unit	Content	Marks	L	P	T

I	Positive Psychology 1.1 Introduction to concept and goals of positive psychology 1.2 Nature and Scope of positive psychology 1.3 History of Positive Psychology 1.4 Essential Techniques of Positive Psychology 1.5 Integrating Positive Psychology in practice	14	10		2
II	Positive Emotion and Positive Traits 2.1 Concept of Positive Emotions and Positive Traits 2.2 Influence of Positive Emotions 2.3 Positive Emotions and Health Resources: Physical, Psychological and Social Resources 2.4 Developing Positive Traits (Concept, Types and Benefits) 2.4.1 Resilience 2.4.2 Empathy 2.4.3 Gratitude 2.4.4 Forgiveness 2.4.5 Wellbeing	14	12		3
III	Building Psychological Capital 3.1 Developing positivity and a positive team culture 3.2 Mindfulness and Positive Thinking 3.3 Optimism and quality of life 3.4 Self Esteem and Self Efficacy 3.5 Setting Goals for Life and Happiness	14	11		5
IV	Psychological Adjustment 4.1 Stress and Stress Management 4.2 Conflict and Conflict management 4.3 Problem solving Skills 4.4 Barriers to Problem solving	14	12		5
		56	45		15

Mode of In-Semester assessment (24Marks):

A. Sessional Activity

Marks : 14

B. Sessional Tests:

Marks :

10

In-semester Assessment:

Marks :

24

A. Sessional Activity (Any one of the following)

Marks

14

- i. Preparation and presentation of paper on any topic related

- to the Course content.
- ii. maintaining a well being diary and evaluation of the diary
- iii. doing the exercises related to Resilience, Empathy, Gratitude, Forgiveness and maintaining records
- iv. taking positive psychology sessions for others (school students)
- v. Assignment
- vi. Organize Seminar, Group discussion

Expected Course Outcomes: On completion of this Course, a student will be able to:

CO-1 Explain the need and importance of understanding the concepts of Positive Psychology and its application in life

1.1 define the concept and goals and scope of positive psychology

1.2 Describe the Essential Techniques of Positive Psychology

1.3 Integrating Positive Psychology in practice

1.4 Analyze the relevance of Positive Psychology and illustrate its practical applications in everyday life.

CO-2 Describe the various aspects of Positive Emotions and Positive Traits and their importance

2.1 Identify and describe key elements of positive emotions and traits

2.2 Explain their contribution to personal growth and well-being.

2.3 Demonstrate Resilience, Empathy, Gratitude and Forgiveness in their daily life

CO-3 Explain the different components of psychological capital

3.1 Explain the concepts of stress, stress management, conflict management

3.2 Describe the concept of Self Esteem and Self Efficacy

3.3 Demonstrate positive team culture, mindfulness and ability to set goals.

CO- 4 Evaluate the concept of post-traumatic growth as a strategy for psychological adjustment.

4.1 Describe the concept of stress and stress management

4.2 Explain the concept conflict and conflict management

4.3 Practice post traumatic growth, coping strategy and problem-solving skills.

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

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO ₁ ,	CO ₂ , CO ₃ , CO ₄ ,				
Procedural Knowledge			CO ₂ , CO ₃ , CO ₄ ,			
Metacognitive Knowledge	,		CO ₃ , CO ₄ ,			

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	-	3	3	-	3	3	2
CO ₂	2	-	-	2	2	-	2	3	3
CO ₃	3	3	2	3	3	-	2	3	2
CO ₄	2	3	-	-	2	3	3	3	2
Average	2.5	1.5	0.5	2	2.5	.75	2.5	3	2.25

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
2. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
3. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
4. Snyder, C.R. & Lopez, S. (2007). Handbook of Positive Psychology. Oxford Publications.
5. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications

6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
7. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
8. Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
9. Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York OxfordUniversity Press.
10. Peterson, C. (2006), Positive Psychology, New York: Oxford University Press

Syllabus of the BA in Education

Semester-V

Course Code : MAJ-4-EDU-503
Course Title : Educational Measurement, Assessment and Evaluation
Nature of the Course: Core/DSC/Major
Total Credit assigned : 4

Component of the Course : Lecture: 3 Practical: Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objective: The objectives of this Course are enabling the students to:

- Understands the meaning, nature, scope, need, and various types of measurement and evaluation in the context of education.
- Acquaint the knowledge of psychological tests, including their characteristics and the process involved in their construction.
- Familiarize students with key assessment tools used to measure achievement, intelligence, personality, and aptitude.
- Understands the nature and application of statistical measures and their relevance in educational measurement and evaluation.

Course Content:

Unit	Content	Marks	L	P	T
I	CONCEPT OF MEASUREMENT, ASSESSMENT AND EVALUATION IN EDUCATION: 1.1 Meaning, nature and scope of Measurement, Assessment and Evaluation in Education 1.2 Relation between Measurement and Evaluation 1.3 Psychological and Physical Measurement 1.4 Principles of Evaluation 1.5 Continuous and Comprehensive Evaluation 1.6 Formative and Summative Evaluation 1.7 Diagnostic and Prognostic Evaluation	14	11		3
II	Psychological Test 2.1 Meaning of Psychological test 2.2 Characteristics of a Psychological Test: 2.2.1 Reliability: meaning and methods of estimating Reliability - Test-Retest, Internal Consistency and Parallel Form 2.2.2 Validity : meaning and types of validity – Content Validity, Concurrent Validity and Construct Validity 2.2.3 Norms: meaning and types of Norm – Grade Norm, Standard Score Norm and Percentile Norm. .	14	11		4
III	Some specific Psychological Test 3.1 Achievement Test: Construction and	14	11		4

	Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue Print, Item writing, Item analysis, Estimating reliability, validity and norms) 3.2 Intelligence Test: binet - Simon scale and its different revisions (1905, 1908, 1911, 1916, 1937) 3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test) 3.4 Personality Assessment: a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)				
IV	Deviation and Correlation : 4.1 Average Deviation 4.2 Standard Deviation 4.3 Correlation - meaning 4.4 Positive and Negative - Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	14	12		4
		56	45		15

Mode of In-Semester assessment (24Marks)

A. Sessional Activity

Marks : 14

B. Sessional Tests:

Marks :

10

In-semester Assessment:

Marks :

24

A. Sessional Activity (Any one of the following)

Marks

14

- i. Assignment
- ii. Organise seminar, group discussion

- iii. Preparation of Design and Blue Print of an Achievement Test (Question Paper)
- iv. Preparation of an Achievement Test (Question Paper).
- v. Item analysis of an Achievement Test (question paper).
- vi. Preparation and Construction of a questionnaire and / or Interview schedule.

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

CO-1 Explain the meaning, nature, scope, need, and various types of measurement and evaluation in the context of education.

1.1 Explain the relation between Measurement and Evaluation

1.2 Describe the Psychological and Physical Measurement

1.3 Explain the different types and principles of evaluation

CO-2 Describe the characteristics of psychological tests and the process involved in their construction.

CO-3 Identify and differentiate key assessment tools used to measure achievement, intelligence, personality, and aptitude.

CO-4 Explain the nature and application of statistical measures and assess their relevance in educational measurement and evaluation.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄				
Conceptual Knowledge	,	CO ₁ , CO ₂	CO ₃ ,CO ₄ ,			
Procedural Knowledge			CO ₃ ,CO ₄ ,			
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	-	2	2	-	2	2	2
CO ₂	3	-	-	2	2	-	2	2	2
CO ₃	3	-	-	2	2	-	3	2	2

CO ₄	3	-	-	2	2	-	2	2	2
Average	3	-	-	2	2	-	2.25	2	2

(3=High, 2= Moderate 1= Low)

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 Porimaponaru 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 York; 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 Porimaponaru 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.

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Syllabus of the BA in Education Semester-V

Course Code : MIN-3-EDU-501(A)
Course Title : Inclusive Education
Nature of the Course : DSE/Minor
Total Credit assigned : 3
Components of the Course: Lecture: 2 Practical: Tutorial: 1
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives: The objectives of this course are enabling the students to-

- Gains a comprehensive understanding of the concepts of special, integrated, and inclusive education from multiple perspectives.
- Explores the nature, characteristics, and identification of various types of disabilities.
- Familiarizes students with key policies and legislation related to inclusive education at both national and international levels.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction to Inclusive Education: 1.1 Inclusive Education: Concept, Principles, Scope. 1.2 Target Groups: Diverse learners Including Marginalized group and Learners with Disabilities. 1.3 Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. 1.4 Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational.	14	(10)		5
II	Understanding Diverse Learners and Educational Needs:	14	(10)		5

	2.1 Concepts of Impairment, Disability and Handicap. 2.2 Classification of Disabilities based on ICF Model. 2.3 Causes and prevention of Disabilities. 2.4 Identification of Diverse Learners for Inclusion. 2.5 Prevalence, Types, Characteristics and Educational Needs of Diverse Learner with: • Intellectual Disabilities • Physical Disabilities • Multiple Disabilities 2.6 Educational Evaluation Methods, Techniques and Tools.		)		
III	Policies and Legislations for Inclusive Education & Rehabilitation: 3.1 International Policies and Legislations: • World Declaration on Education for All, 1990. • The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • United Nations Convention on the Rights of Persons with Disabilities, 2006. . 3.2 National Policies and Legislations: • 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 Policy for Persons with Disabilities, 2006. • Right to Education Act, 2009. • Inclusive Education under- Sarva Shiksha Abhiyan (SSA), RashtriyaMadhyamic Shiksha Abhiyan (RMSA) and RashtriyaUchchatar Shiksha Abhiyan (RUSA). • Rights of the Persons with Disabilities (RPWD) Act, 2016.	14	(10)		5
		42	30		15

Mode of In-Semester assessment Marks: (18Marks):

A. Sessional Activity

Marks - 08

B. Sessional Tests:

Marks - 10

In-semester Assessment:

Marks -18

Sessional Activities: Marks - 08

A. Any *two* of the following Assignments:

1. Seminars/ Brain storming/ Group discussion/ Term paper writing on any one of the topics of the course.
2. Home Assignment
3. Preparation of the status report on school/college/university education of diverse learners.
4. Prepare a report based on field visit to a school/institution promoting inclusive practices.
5. Prepare a report based on survey of the locality for early identification of learners with disabilities.
6. Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1 Explain the concept of inclusive education in different perspectives.

- 1.1 Describe the concept, Principles and Scope of inclusive education
- 1.2 Explain the evolution of the Philosophy of Inclusive Education
- 1.3 Analyze the barriers and Facilitators in Inclusive Education

CO-2 Describe the concept, nature and characteristics and identification of various disabilities.

- 2.1 Explain the classification of Disabilities based on ICF Model
- 2.2 Describe the causes and prevention of Disabilities.
- 2.3 Identify the Diverse Learners for Inclusion
- 2.4 Explain the Prevalence, Types, Characteristics and Educational Needs of Diverse Learner

CO-3 Explain the policies and legislation on inclusive education at the national and international levels.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄		CO ₁		
Conceptual Knowledge		CO ₁ , CO ₂ , CO ₃ ,		CO ₁		
Procedural Knowledge		CO ₁		CO ₄	CO ₄	CO ₃
Metacognitive	CO ₁					

Knowledge						
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Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	-	3	2	3	3	2	2
CO ₂	3	3	-	3	2	2	2	3	2
CO ₃	3	3	-	3		2	3	2	3
Average	3	3	-	3	2	2.33	2.25	2	2.33

(3=High, 2= Moderate 1= Low)

Suggested Readings:

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

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14. Pandey, R.S. and Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.

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Syllabus of the BA in Education

Semester-V

Course Code : MIN-3-EDU-501(B)

Course Title : Human Rights Education

Nature of the Course : DSE/Minor

Total Credit assigned : 3

Components of the Course : Lecture: 2 Practical: Tutorial: 1

Distribution of Marks : End Semester: 42In Semester: 18

Course Objective: The objectives of this Course are enabling the students to:

- Understand the concept, nature, and significance of Human Rights and Human Rights Education.
- Analyze the key factors that contribute to the promotion of Human Rights Education and to highlight the role of teachers as facilitators and advocates in fostering Human Rights awareness and values.
- Analyze the functions and responsibilities of enforcement agencies

involved in the implementation and protection of Human Rights Education.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction to Human Rights : 3.1 Concept of Human Rights: Meaning, Definition, Nature and Scope 3.2 Theories of Human Rights: Natural, Liberal, Marxist and Social Theory 3.3 Constitutional Perspectives: Fundamental Rights and Duties and their correlation 3.4 Universal Declaration of Human Rights, 1948 3.5 Violence against women and child related to Causes, Consequences and Protection	14	10		5
II	Introduction to Human Rights Education 2.1 Concept, Objectives, Principles and need for Human Rights Education in India 2.2 Factors promoting Human Rights Education- • Positive Attitude , • Pro- Social Behaviour, • Elimination of Prejudice, • Promotion of peace 2.3 Human Rights Education at different levels of education (Elementary, Secondary & Higher) 2.4 Role of the teacher in promoting Human Rights.	14	10		5
III	Enforcement Agencies of Human Rights Education: 3.1 Role of Global Efforts (United Nations, UNESCO Vienna Declaration and Programme of Action) 3.2 Role of National Efforts (National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC) 3.3. Role of Efforts of NGO (Local, National & Global) 3.4 Role of Mass Media: Print and Electronics.	14	10		5
		42	30		15

Mode of In-Semester assessment Marks: (18Marks) :

A. Sessional Activity

Marks : 08

B. Sessional Tests:
10

Marks :

In-semester Assessment:
18

Marks :

A. Sessional Activity (Any one of the following) Marks 08

1. Carry out a survey of the colleges/ secondary schools to identify the awareness of Human Rights and writing a report.
2. Analysis of Secondary level text books to identify contents related to Human Rights Education and writing a report.
3. Analysis of mass media to study its role in promoting Human Rights Education and writing a report.
4. Carry out a survey of their local community and identify the violation against Human Rights.
5. Organizing a Seminar /Group discussion or Quiz programme, Popular Talk on the topic of course content.

A. Sessional Activity (Any one of the following) Marks 08

1. Any *one* from the above listed practical activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO-1 Explain the meaning, definition, nature and scope of Human Rights

- 1.1 Explain the theories of Human Rights
- 1.2 Describe the constitutional Perspectives of Fundamental Rights and Duties and their correlation
- 1.3 Explain the violence against women and child related to Causes, Consequences and Protection

CO-2 Explain the Concept, Objectives, and Principles, need, factors, curriculum, methods and activities of Human Rights Education.

- 2.1 Explain the factors promoting Human Rights Education
- 2.2 Analyze the Human Rights Education at different levels of education
- 2.5 Explain the role of the teacher in promoting Human Rights

CO-3 Explain the role of different agencies of Human Rights Education

- 3.1 Describe the role of Global Efforts to human rights education
- 3.2 Describe the role of National Efforts to human right education
- 3.3 Explain the role of Efforts of NGO & Mass Media

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ ,				
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ ,			CO ₁ , CO ₂ , CO ₃		
Procedural Knowledge		CO ₂				
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3		3	-	2	-	-	-	3
CO ₂	3		3	3	2	3	-	-	3
CO ₃	3		3	-	2	-	-	-	3
Average	3		3	1	2	1	-	-	3

(3=High, 2= Moderate 1= Low)

Suggested Reading:

1. Bhattarchaya, G.C. "Teaching of Human Rights at Bed level; needs and objectives." University News 35(52), December

2. Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
 3. Borah Jagneswar(2010), Manab Adhikar, Eureka Prakakhan, Jorhat
 4. Gogoi, Purandar (2004) , Manab Adhikar,Banalata , Panbajar, Gauhati
 5. Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakakhan, Golaghat.
 6. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
 7. Kaur, Manjit (2008), Teaching of Human Rights, A.P.H. publishing corporation, New Delhi.
 8. Saikia, P., Goswami, K. *et.al*(2015), Human Rights Education in India, Graphica Design Studio,Panbazar, Guwahati. (ISBN-978-81-925867-4-8
 9. Singh, Dr. Devinder (2013), Child Labour and Right to Education , JBA Book code : 133031(ISBN-9789382676065)
 10. Verma, R.S (2000), Human Rights, burning issues of the world ,India Publisher, Delhi.
 11. Yadav, R.P (2014), Right to Education, JBA Book (ISBN-9788183244633)
-

Course Code : MAJ-5-EDU-601
 Course Title : Child& Adolescent Psychology
 Nature of the Course : Core/DSC/Major
 Total Credit assigned : 5
 Component of the Course : Lecture: 4 Practical: Tutorial: 1
 Distribution of Marks : End Semester: 70 In Semester: 30

Course Objectives: The objectives of this Course are enabling the students to:

- explore the concept, nature, and scope of child psychology and adolescent psychology including its significance, historical development, and influencing factors and to know about the different schemes and programmes for adolescent
- familiarizes students with the physical, social, and emotional developmental stages of children. To know about the factors leading to the Socialization of the child, Problems of childhood and deficiency & deprivation during childhood
- Evaluate the educational approaches used to prevent and address developmental challenges at different life stages and to provide insights into adolescence, focusing on its developmental aspects, key theories, adolescent needs, and the societal role in supporting adolescents.
- Understands the definition, goals, scope, and significance of guidance and counselling.
- Discuss the importance of guidance and counselling in supporting children and adolescents.

Contents of the Course:

Unit s	Contents	Mark s	L	T
I	Introduction 1.1 Meaning, nature and scope of Child Psychology 1.2 Significance of Child Psychology 1.3 Historical Perspective of development of Child Psychology 1.4 Methods used in Child Psychology 1.5 Meaning, nature and scope of Adolescence Psychology 1.6 Significance of Adolescence Psychology 1.7 Schemes and Programmes for Adolescent - School Aids Education Programmes for Adolescence (SAEP), Adolescent Reproductive and Sexual Health (ARSH).	16	14	4
II	Development patterns & concern during childhood : 2.1 Pre-natal development – Period of Pre-natal development, factors influencing Pre-natal development 2.2 Development Aspects of Infancy and Childhood - Social , Emotional and Language development 2.3 Early Socialization Process – Meaning, Definitions and Process of Socialization 2.4 Factors leading to the Socialization of the child	18	16	4

	2.5 Some Common Childhood Problems - Problems of discipline, Behaviour and adjustment problems (anger, aggression, truancy) 2.6 Deficiency & deprivation during childhood – Nutritional, Socio-economic, Social adjustment problems - (shyness, hesitation, Jealousy) 2.7. Role of Education in Prevention & correction of these problems			
III	Development patterns during Adolescence 3.1 Development Aspects of Adolescence – Physical, Mental or Cognitive, Socio-Emotional and Moral development 3.2 Risk and Resilience in Adolescents - Risk Factors in Adolescents, Strategies to Enhance Resilience in Adolescents 3.3 Problems of Adolescents - Emotional Problems, Adjustment Problems, Deviance and Delinquency 3.4 Common Adolescent Problems in Educational Institutions today - Violence & Vandalism, Hetero-sexual attractions and Substance abuse 3.5 Role of Society in Caring for the Adolescents: Parents, Educational Institutions, and Society.	18	16	4
IV	Guidance and Counselling for Child and Adolescence 5.1 Meaning, nature and scope of guidance and counselling 5.2 Objectives and importance of guidance and counselling 5.3 Guidance for Child and Adolescence 5.3.1. Educational 5.3.2. Vocational 5.3.3 Personal 5.4 Objectives and importance of Counselling 5.5 Counselling for the child and Adolescence	18	14	3
		70	60	15

Mode of In-Semester assessment Marks: (30Marks)

A. Sessional Activity

Marks : 10

B. Sessional Tests:

Marks :

20

In-semester Assessment:

Marks :

30

A. Sessional Activity (Any one of the following)

Marks

10

1. Reporting data about growth and development of children from different contexts:

- Naturalistic observations
- Interviews which allow —listening|| to children

- Anecdotal records and narratives
- 2. Listening in on adolescents' conversations in the canteen/Train/Bus/Restaurants/Parks/Workplace etc and Reporting the same by charting out the themes of their discussions.
- 3. Case-study of a school-going child /or an adolescent with an emphasis on trying to understand the major developmental factors that affect their social behaviour.
- 4. Analytical writing of the reasons for common adolescent behavioural problems that are usually observed in the educational institutions today.
- 5. Assignment/Seminar.

Expected CourseOutcome: On completion of the Course, students will be able to-

CO-1 Explain the Meaning, nature and scope of childhood and adolescence.

- 1.1 Explain the significance of childhood and adolescence
- 1.2 Analyze the historical perspective of development of Child Psychology
- 1.3 Explain the schemes and programmes for Adolescent

CO-2 Describe the developmental changes of childhood and adolescence

- 2.1 Describe the strategies to Enhance Resilience in Adolescents
- 2.2 Explain the Problems of Adolescents
- 2.3 Explain the role of Society in Caring for the Adolescents

CO-3 Describe the concept of guidance and counselling and difference types of guidance

- 3.1 Explain the meaning, nature and scope of guidance and counselling
- 3.2 Explain the different types of guidance for child and adolescents
- 3.3 Explain the different types of counselling for child and adolescents

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,				
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄			CO ₁ , CO ₂ , CO ₃ CO ₄		
Procedural Knowledge				CO ₂ , CO ₃		
Metacognitive Knowledge		CO ₄				

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	3	-	-	-	-	2	2
CO ₂	3	-	3	2	-	3	-	2	3
CO ₃	3	-	3	2	-	-	-	2	3
CO ₄	3	-	3	3	2	1	-	2	3
Average	3	-	3	1.75	0.5	1	-	2	2.75

(3=High, 2= Moderate 1= Low)

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, New Delhi.
4. Blos, P. (1950): On Adolescence, New York, The Free Press of Glencae.
5. Carr, A. (2012): Positive Psychology. (2nd Ed), Routledge Publication, New York.
6. Chaube, S.P.: Child Psychology, Lakshmi Narain Agarwal, Educational Publishers Agra3.
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.: Sishu Monovigyan Aru Shiksha Samaj Vigyan, Banalata Publishing House, 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, New Jersey.
13. Goswami, G.: Child Development and Child Care, Arun Prakashan, 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 House Mumbai.
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: Snatak Mahalar Sishu Monovigyan, Asom Book Depot.
19. Thompson, G. (1981): Child Psychology, 2nd Edition, Surjeet Publication.
20. Tony, C., Gulliford, A. & Brich, S. (2015): Educational Psychology, (2nd Ed), Routledge Publication, New York.
21. Woolfolk, A. (2001): Educational Psychology, (8th Ed), Needham Heights, M.A., Allyn and Bacon

Syllabus of the BA in Education Semester-VI

Course Code : MAJ-4-EDU-602
Course Title : Education in World Perspective
Nature of the Course : Core/DSC/Major
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: Tutorial: 3
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of this Course are to enable the students to:

- Gain an understanding of the meaning, nature, scope, and aims of education from a global perspective and to identify the key factors that influence national education systems.

- Understand the aims and objectives of National System of Education and to explore various methods used to study and compare national education systems.
- Develop awareness of the educational organization, administration, objectives, and examination systems in different countries.
- Evaluate vocational and teacher education practices in selected countries, with a focus on the UK, USA, India, and Japan and to understand the concept and development of open education in a global context.

Course Content:

Unit	Content	M	L	P	T
I	INTRODUCTION TO NATIONAL SYSTEM OF EDUCATION: 1.1 Nature and scope of National Systems of Education 1.2 Importance of studying National Systems of Education 1.3 Historical perspective of the development of the study: Travellers tales, Educational problems, World education problems, Interaction of society and education, Imperial quantitative approach 1.4 Factors influencing in the national system of education -Geographical, Philosophical, Social, Political, Economical, Historical factor, Linguistic factor.	14	10		3
II	AIMS AND OBJECTIVES OF NATIONAL SYSTEM OF EDUCATION: 2.1 Aims and Objectives of National System of Education with respect to (i)USA, (ii)UK, (iii) Japan (iv) India 2.2 Methods of studying National Systems of Education- Descriptive method, Historical method, Sociological method, Statistical Method.	14	11		4
III	DEVELOPMENT OF EDUCATION(Primary/ Elementary, Secondary and Higher education): 3.1Development of education with respect to Salient features, organization, administration and curriculum of Primary/ Elementary, Secondary and Higher education in (i) UK (ii) USA (iii) Japan (iv) India	14	12		4

IV	DEVELOPMENT OF EDUCATION (Technical and Vocational and Teacher Education): 4.1 Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of Technical and Vocational education; Teacher education.	14	12		4
		56	45		15

Suggested Practical Work: (Any one of the following)

1. Reviewing and Writing Report on at least one article published on current educational issues of the countries-U.S.A., U.K., Japan and India.
2. Organizing Debate and Group Discussion on the educational issues and challenges of India.
3. Preparing Report on the contrasting elements of the educational systems of U.S.A., U.K., Japan and India.

Mode of In-Semester assessment Marks: (24 Marks)

A. Sessional Activity	Marks 14	
B. Sessional Tests:		Marks 10
In-semester Assessment:		Marks 24

A. Sessional Activity **Marks 24**

1. Any *one* from the above listed Practical Activities

Expected Course outcome: On completion of the course the student will be able to

CO-1 Explain the meaning and definition, nature, scope and purpose of education in world perspective.

- 1.1 Explain the historical perspective of the development of the National

system of education

1.2 Describe the factors influencing in the national system of education

CO-2 Explain the organization, administration, objectives and examination systems of the countries.

CO-3 Describe the vocational, technical and teacher education of different countries, especially UK, USA, India and Japan

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₂ , CO ₃			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄			CO ₁ , CO ₂ , CO ₃ CO ₄		
Procedural Knowledge				CO ₂ , CO ₃		
Metacognitive Knowledge		CO ₄		CO ₄		

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	3	-	-	-	-	2	2
CO ₂	3	-	3	-	-	3	-	2	3
CO ₃	3	-	3	-	-	3	-	2	3
CO ₄	3	-	3	-	-	2	-	2	3
Average	3	-	3	-	-	2	-	2	2.75

(3=High, 2= Moderate 1= Low)

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, Vinod Pustak Mandir .
4. Deka,K.K.(1998). Tulanamulak Siksha. Dibrugarh, Banalata Prakashan,
5. Hans, N.A. (1949). Comparative Education: A Study of Educational Factors and Traditions. London, U.K., Routledge & Kegan Paul.
6. Holmes,B. (1965). Problems in Education: A Comparative Approach. London , Routledge & Kegan Paul.
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 University Press.
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 Book Depot.
13. Nath, S.(1986) .Contemporary Concerns in Education . Bhubaneswar, Mayur Publishers.
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.

Syllabus of the BA in Education Semester-VI

Course Code : MAJ-4-EDU-603
Course Title : Emerging Trends in Indian Education
Nature of the Course : Core/DSC/Major
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of this Course are enabling the students to:

- Understand the Indian Constitution, including its fundamental rights, key articles, and its role in ensuring equal educational opportunities for all.
- Raise awareness about the goals and challenges of education across all levels, from early childhood to higher education including teacher education, technical and vocational education and professional education in India.
- Evaluate current and emerging issues in education, such as the role and challenges of ICT, curriculum development, national development, and the effects of privatization and commercialization.
- Develop an understanding of the current social context and the contributions of international organizations to education and to equip students with broad knowledge, diverse skills, and essential life competencies for personal and societal growth.

Course Content

Unit s	Contents	Mark s	L	T
I	EDUCATION AND INDIAN CONSTITUTION 1.1The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.1.1Education in Indian Constitution: a.Need for including education in constitution b.Central, State and Concurrent lists 1.1.2Articles 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) 1.1.3Constitution as a source of aims of education. 1.1.3Constitutional Provision in equalizing the Educational opportunities.	14	10	3

II	CHALLENGES OF INDIAN EDUCATION 2.1Early Childhood Care & Education (ECCE) in India: 1.1.1 Meaning & Importance of ECCE. 1.1.2 Challenges of ECCE in India. 2.1.3Role of Anganwadis and Balwadis under ICDS. 2.2Elementary Education (EE) in India: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3Secondary 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. 2.3.4 Challenges of SE in India. 2.4Higher Education (HE) in India: 2.4.1 Objectives & Challenges of HE in India. 2.4.2 Efforts towards strengthening HE 2.5Teacher Education in India: 2.5.1 Objectives of Teacher Education in India 2.5.2 Challenges of Teacher Education in India. 2.6Technical 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	14	12	4
III	EMERGING ISSUES IN EDUCATION 3.1 ICT based teaching learning: 3.1.1 Concept & Challenges of ICT based Education	14	11	4

	3.1.2 ICT devices used in curriculum transaction 3.2 Education and National development: 3.2.1 Education as a development indicator. 3.2.2 Role of Education in Human Resource Development. 3.3 Issues of Curriculum: 3.3.1 Aims of education & curriculum with reference to NCF 2005 3.3.2 Challenges of curriculum construction at Elementary and Secondary level			
IV	EDUCATION IN PRESENT SOCIAL CONTEXT 4.1 Role of education in addressing- 4.1.1 Youth unrest 4.1.2 AIDs 4.1.3 Substance abuse 4.1.4 Health and Hygiene 4.2 Students' politics 4.3 Role of international agencies in Education 4.3.1 Concepts of Millennium Development Goals (MDGs) 4.3.2 Concept and importance of Education for All (EFA) 4.3.3 Education in the context of Liberalization, Privatization & Globalization (LPG) 4.3.4 SDG GOALS	14	12	4
		56	45	15

Mode of In-Semester assessment Marks: (24 Marks)

A. Sessional Activity	Marks
14	
B. Sessional Tests:	Marks 10
In-semester Assessment:	Marks 24

A. Sessional Activity	Marks
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14

1. Any *one* from the above listed Practical Activities

A. Sessional Activity (Any one of the following) Marks 14

1. Students shall organise group discussions on the role of Constitution in Education.
2. Students shall organize debate on role of education addressing social challenges like Youth unrest, AIDs, Substance abuse, Health and Hygiene
3. Students shall identify challenges of Indian Education and prepare assignment on the suggestions to encounter these Challenges.
4. Students shall analyse at least one report on Education published by UNESCO, World Bank or any other Government agencies.

B. Sessional Tests:

Marks 10

Expected Course Outcomes: On completion of the course, learners will be able to-

CO-1 Explain the Indian Constitution, including its fundamental rights and key articles,

- 1.1 Describe the role of Indian constitution in ensuring equal educational opportunities for all.

CO-2 Discuss the challenge of Indian education at different levels

- 2.1 Suggest measures to overcome the challenges of Indian education system

CO-3 Evaluate current and emerging educational issues,

- 3.4 Discuss the impact of ICT in education
- 3.5 Discuss the role of education in human resource development
- 3.6 Explain the implications of privatization and commercialization.

CO-4 Discuss the present social context of education and the contributions made by international organizations in shaping educational practices.

- 4.1 Explain the role of education in addressing-Youth unrest, AIDs, Substance abuse Health and Hygiene
- 4.2 Explain the role of international agencies in Education

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁ , CO ₂ , CO ₃ CO ₄	CO ₃ , CO ₄		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₃ CO ₄		
Procedural Knowledge	CO ₃ , CO ₄	CO ₃ , CO ₄	CO ₃ , CO ₄	CO ₃ , CO ₄		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	-	3	2	3	2	2	3	3
CO ₂	3	-	3	2	3	2	2	3	3
CO ₃	3	-	3	2	3	2	2	3	3
CO ₄	3	-	3	2	3	2	2	3	3
Average	3	-	3	2	3	2	2	3	3

(3=High, 2= Moderate 1= Low)

SUGGESTED READINGS:

1. Kochar, 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 Jyoti Prakashan, 2001.
13. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai 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
 20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
 21. Kaushik & Kaushik: *Environmental Perspectives*,
 22. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
 23. Ministry of Law and Justice (2009) *Right to Education*. Govt. of India

Syllabus of the BA in Education Semester-VI

Course Code : MAJ-4-EDU-604 (A)
Course Title : Project Report
Nature of the Course : Core/DSC/Major
Total Credit assigned : 4
Distribution of Credits : Lecture: 1 Practical: 3 Tutorials:
Distribution of Marks : End Semester: 80

Course Objective:-The objectives of this Course are to enable the students to:

- Develop an understanding of the steps involved in planning and executing an educational project and to recognize and define key issues suitable for investigation through educational projects.
- apply project-based approaches to address and resolve challenges in the field of education.

Course Content:

Unit	Contents	Marks	L	P	T
I	Introduction to the Project 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project 1.3.1 Identification of Problem				

	1.3.2 Formulation of Objective 1.3.3 Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc. 1.3.4 Selection of Sample 1.3.5 Collection of Data 1.3.6 Analysis and interpretation of data 1.3.7 Report Writing 1.4 Challenges of conducting a Project 1.4.1 Ethics in reporting Research (The teacher will have to take theory classes on the topics assigned in this unit)				
II	Preparation of Project report: The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: 1. Title of the Project 2. Introduction 3. Rationale of the study 4. Objectives of the Study 5. Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) 6. Analysis and Interpretation of data with illustrations 7. Findings of the study 8. Suggestion <i>(The teacher shall provide guidance to the students throughout the Project.)</i>				
	Total	80	15	90	

Expected Course Outcome: After completion of this course, the student will be able to :

CO-1 Explain the process of conducting a Project.

1.1 Identify the problems for Educational Project.

1.2 Describe the steps involved in planning and implementing an educational project.

CO- 2 Prepare a project report

2.1 Apply project-based approaches to analyze and address real-world challenges in the field of education

2.2 Solve problems faced in educational field through project.

End-Semester Assessment: 80

The end-semester assessment will be based on the project report and viva voce. The assessment will be carried out by a team of examiners consisting of internal examiners. The distribution of marks will be as follows:

■ Project report: 60

■ Viva Voce: 20

Syllabus of the BA in Education Semester-VI

Course Code : MAJ-4-EDU-604 (B)
Course Title : Learner and Learning
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course: Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- understand the concept of Growth and Development process of the children
- understand the factors affecting holistic development of a learner and their learning,
- Understanding Learners' Learning
- understand the nature and principles of Learning as well as understand the different Theories of Learning and their applications in Education
- Understanding the Differences between Learners
- analyze the concept of Issues and Concerns in Organizing Learning

Course Content:

Unit	Content	Marks	L	P	T
I	Growth and Development of the Learner : 1.1 Concepts of growth and development 1.2 Principles of development 1.3 Stages of development - Infancy, Childhood, Adolescence and Adulthood 1.4 Developmental characteristics of the Adolescence stage and their interrelationships: (a) Physical (b) Cognitive (c) Emotional (d) Language (e) Moral (f) Socio Cultural	14	(11)		3

	1.5 Developmental Influences: (a) Heredity (b) Environment - Physical Environment - Socio-cultural Environment - Economic Environment - Technological Environment				
II	Understanding Learners' Learning 2.1 Concept, relationship with learning and educational implications of the following psychological dimensions: (a) Maturation (b) Attention (c) Interest (d) Motivation (e) Aptitude (f) Learning Style 2.2 Factors affecting learning with special reference to: (a) Personal (cognitive, affective and psychomotor domain) (b) School (c) Social 2.3 Bloom's Taxonomy of Learning and Anderson & Krathwohl's Edition. 2.4 Pedagogic principles of Educational theories and their Applications for Organizing Learning: (a) Behaviouristic (Thorndike and Skinner), (b) Cognitive (Gestalt and Piaget), (c) Constructivist (Vygotsky)	14	(10)		4

III	Understanding Differences Between Learners: 3.1 Meaning and concept of individual differences 3.2 Causes of individual differences 3.3 Differences between individual learners in : • Multiple intelligence, • Learning style, • Self-concept and self-esteem, • Attitude and aptitude, • Skills and competencies, • Interest, • Values and • Personality 3.4 Understanding differently-abled learners: • Slow learners • Gifted learners 3.5 Paradigms for organising learning: (a) Teacher-centric (b) Subject-centric (c) Learner-centric	14	(12)		4
IV	Issues and Concerns in Organizing Learning: 4.1 Concept of personality and self-concept of learners 4.2 Development of personality and self-concept of learners through classroom activities and co-curricular programmes 4.3 Concept and principles of mental health	14	(12)		4

4.4 Characteristics of a mentally healthy person 4.5 Concept of adjustment and role of education in adjustment 4.6 Causes of maladjustment 4.7 Understanding problems of adolescent adjustment to help students facing problems of – (a) Anxiety (b) Withdrawal (c) Aggression (d) Delinquency (e) Drug addiction (f) Failure and low achievement 4.8 The issue of media & technology influences on learning – (a) Educating children and adolescents on social media usage (b) Learning to navigate the disruptive new technology of modern society (c) Role of parents, teachers, peers and other social agents in helping students in dealing with increasing and harmful media and technology bombardments.				
Total	56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests: (At Least Two) Marks - 10

In-semester Assessment:

Marks - 24

A. Sessional activity

1. Any ~~two~~ from the following Activities.

- a) Case studies on bullying, examination stress, parental pressure on students.
- b) Organize seminar, symposia on different topics of the course.
- c) Personality development camp may be organized in neighbouring areas of your college campus.
- d) Laboratory tests (At least one)
- e) Home Assignment
- f) Any other activities related to the course.

Expected Course Outcome:

After completion of the course, the students will be able to:

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

1.1: Explain the concept of growth and development

1.2 : Describe the principles and stages of development

1.3: Explain the developmental characteristics of the Adolescence stage and their interrelationships

1.4: Discuss the factors affecting holistic development of a learner

CO 2: Describe the characteristics affecting learners' learning in relation to various psychological dimensions, factors affecting learning.

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

2.2: Discuss the factors affecting learning

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

2.4: Describe Pedagogic principles of educational theories.

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

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

3.2: Describe Individual differences in learners with respect to different

contexts.

3.3: Describe differently-abled learners.

3.5: Explain ways to cater to Individual differences.

3.6: Explain the Paradigms for organizing learning

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

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

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

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

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

4.5: Evaluate the role of media and technology influence on learning

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

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

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	1	-	1	-	-	-	2	2
CO ₂	3	3	2	2	2	-	-	2	2
CO ₃	3	3	2	2	3	-	-	2	2
CO ₄	3	2	2	3	2	3	-	2	2
Average	3	2.25	1.5	2	1.75	0.75	-	2	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. Noida: Vikas Publishing House Pvt. Ltd.
2. Baruah, Jatin. (2004). *Sikshar Mano Bijyan- Bhittik Adhyayan*. Gauhati: Panbazar.
3. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi. Vikas: Publishing House Pvt. Ltd.
4. Garrett, Henry. (2011). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers Ansari Road.
5. Goswami, Dr. Marami (2015). *Essentials of Educational Psychology*. Dibrugarh: Mahaveer Publication.
6. Mangal S.K. (1974). *Educational Psychology*. Tandon Publications, Ludhiana.
7. Mangal S.K. (2014). *Statistics in Psychology and Education*. Delhi: PHI Learning Private Ltd.
8. Mohanty, M.S. (1993). *Educational Psychology & Statistics*. Shri Durga Pustak Bhandar, Sambalpur.
9. Sarmah, Dr. Mukul. Kr. (2012). *Shiksha Monuvigyan*. Dibrugarh: Banalata.
10. Sorenson, H. (1964). *Psychology in Education*. International Student Edition, McGraw hill Book Co., INC. New York.

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Syllabus of the BA in Education Semester-VI

Course Code : MIN- 3-EDU-601 (A)
Course Title : Guidance and Counselling in Education
Nature of the Course : DSE
Total Credit assigned : 3
Distribution of Credits : Lecture: 2 Practical: Tutorial: 15
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives: The objectives of this Course are enabling the students to:

- Understands the concept, nature, scope, and objectives of guidance, along with its need, guiding principles, and various types.
- gain knowledge of the meaning, nature, scope, and objectives of counselling, including its importance, principles, and different forms and to understand the uses of basic tools of counselling services

- familiarize students with the structure and implementation of guidance and counselling services across different educational levels and to understand the role of teachers, Headmaster and Parents in Guidance and Counselling

Course Content:

Unit s	Contents	Mark s	L	P	T
I	INTRODUCTION TO GUIDANCE: 1.1 Meaning, Objectives and Scope of Guidance 1.2 Need of Guidance 1.3 Principles of Guidance 1.4 Types of Guidance and their Characteristics and importance: - Personal guidance, - Educational guidance, - Vocational guidance, - Social guidance, - Health guidance, - Leisure time guidance 1.5 Types of Guidance techniques: Individual and group	14	15		5
II	INTRODUCTION TO COUNSELLING: 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Approaches of Counselling – - Directive Counselling, - Non-directive Counselling, - Eclectic Counselling 2.5 Counselling for adjustment 2.6 Concept of Occupational information, dissemination of occupation information and career counselling. 2.7 Basic tools of counselling services- Psychological test, Interview, Observation, Cumulative record card.	14	15		5
III	ORGANIZATION OF GUIDANCE AND COUNSELLING PROGRAMME: 4.1 Principles of Organization of Guidance and counselling services at- - Elementary Education, - Secondary Education, - Higher Education 4.2 Organising guidance programme in Secondary School 4.3 Role of Counsellor in counselling process 4.4 Qualities of a good counsellor 4.5 Role of teachers, Headmaster and Parents in	14	15		5

	Guidance and Counselling				
		42	45		15

Suggested Practical Work: (Any one of the following)

1. Demonstrate by organising Guidance Programme at schools and its usefulness among children, adolescents etc.
2. Organise some activities in the form of seminars, group discussion among the students related to guidance and counselling.
3. Students can write up report on prerequisite for educational and vocational guidance.

Mode of In-Semester assessment Marks: (18Marks)

A. Sessional Activity	Marks 08	
B. Sessional Tests:		Marks 10
In-semester Assessment:		Marks 18
A. Sessional Activity (Any one of the following)	Marks 08	

1. Any *one* from the above listed practical activities.

Expected Course Outcomes: After completion of the course, learners will be able to-

CO- 1 Define the meaning, nature, purpose and scope of Guidance

1.1 Discuss the need and principles of guidance

1.2 Explain the types, characteristics and importance of Guidance

CO-2 Discuss the meaning, nature and scope of Counselling

2.1 Discuss the characteristics of good counselling process

2.2 Explain the different approaches of counselling

2.3 Discuss the basic tools of counselling services

CO- 3 Discuss the Organization of Guidance and counselling services at different levels of education

3.1 Discuss the role of Counsellor in counselling process

3.2 Explain the qualities of a good counsellor

3.3 Discuss the role of teachers, Headmaster and Parents in Guidance and Counselling

Cognitive Map of Course Outcomes based on Revised Bloom's

Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₁ , CO ₂ , CO ₃	CO ₃ ,		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₃ CO ₄		
Procedural Knowledge	CO ₃ ,	CO ₃ ,	CO ₃ ,	CO ₃ ,		
Metacognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	3	2	3	2	2	3	3
CO ₂	3	3	3	2	3	2	2	3	3
CO ₃	3	3	3	2	3	2	2	3	3
CO ₄	3	3	3	2	3	2	2	3	3
Average	3	3	3	2	3	2	2	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Agarawala R. : Educational, vocational guidance and counselling – 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: Introduction to Counselling and Guidance.
4. Gogoi, K.P. (2015): A Text Book on Guidance & Counselling, published by Kalyani Publishing House, New Delhi.
5. Goswami M. : Essential of Guidance and Counselling, Guwahati.
6. Jones, A. J. (1951) :Principles of guidance and pupil personnel work, New York
7. Kochhar, S.K, (1985) :Educational and Vocational Guidance³ in secondary schools, New Delhi, Sterling Publisher
8. NCERT (2008) : Introduction to guidance module – 1, DEPF, New Delhi.

9. Berdie, R.F : Testing in Guidance and Counselling, published by Mc Graw Hill.

Syllabus of the BA in Education Semester-VI

Course Code : MIN-3-EDU-601 (B)
Course Title : MENTAL HEALTH EDUCATION
Nature of the Course : DSE
Total Credit assigned : 3
Distribution of Credits : Lecture: 2 Practical: Tutorial: 1
Distribution of Marks : End Semester: 42 In Semester: 18

Course Objectives: The objectives of this Course are enabling the students to:

- understand the concepts objectives, goals and principles of Mental Health and Hygiene and to know the characteristics of a Mentally Healthy Person, Normality and Abnormal Behaviour
- Acquire knowledge of the principles and factors influencing mental health, along with the processes of adjustment and maladjustment.
- Explore the relationship between mental health and educational agencies.

Course Content:

Unit	Topic	M	L	P	T
1	Fundamentals of Mental Health and Hygiene 1.1 Concept of Mental health 1.2 Characteristics of a Mentally Healthy Person 1.3 Concept, Objectives, Goals and Principles of Mental Hygiene 1.4 Concept of Normality and Abnormality, Classification of Abnormal Behaviour	14	15		5
2	Education and Mental Health 2.1 Principles of Good Mental Health 2.2 Factors Affecting Mental Health (Home, Society and school) 2.3 Mental Health Education: Concept and Scope 2.4 Adjustment: Concept and Processes	14	15		5

	2.5 Maladjustment : Concept and Causes 2.6 Identification of Maladjusted Students 2.7 Remedial Measures to address maladjusted students 2.8 Adjustment Mechanisms				
3	Agencies of Mental Health 3.1 Home and Mental Health 3.1.1 Qualities of Healthy Home Environment 3.1.2 Child Rearing Practices and Personality Development 3.2 School and Mental Health 3.3 Community and Mental Health 3.4 Mass Media and Mental Health 3.5 Peer Group and Mental Health	14	15		5
		42	45		15

Mode of In-Semester assessment Marks: (18Marks)

A. Sessional Activity

Marks 08

B. Sessional Tests:

Marks 10

In-semester Assessment:

Marks 18

A. Sessional Activity (Any one of the following) Marks 08

1. Any *one* from the above listed practical activities.

A. Sessional Activity (Any one of the following) Marks 08

1. Organise some activities in the form of seminars, group discussion, tests among the students related to mental health.

2. Demonstrate by organising Yoga Programme at schools and its usefulness among children, adolescents etc.

3. Teacher will involve students in creating an awareness about the importance of mental health in their day today's life.

B. Sessional Test

Marks

10

Expected Outcomes: After going through this course the students will be able to understand

CO-1 Explain the concepts, objectives, goals and principles of Mental Health and Hygiene

1.1 Discuss the characteristics of a Mentally Healthy Person

1.2 Discuss the concept of Normality and Abnormal Behaviour

CO-2 Explain the principles and factors influencing mental health

2.1 Discuss the concept of adjustment and maladjustment

2.2 Describe the remedial measures to address maladjusted students

CO-3 Explain the relationship between mental health and different agencies

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₁ , CO ₂ , CO ₃	CO ₃ ,		
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ ,	CO ₁ , CO ₂ CO ₃ ,	CO ₁ , CO ₂ , CO ₃ ,	CO ₃ CO ₄		
Procedural Knowledge	CO ₃ ,	CO ₃ ,	CO ₃ ,	CO ₃ ,		
Metacognitive Knowledge						

Mapping of Course Learning Outcome to PSO

CO/PO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉
CO ₁	3	3	3	2	3	2	2	3	3
CO ₂	3	3	3	2	3	2	2	3	3
CO ₃	3	3	3	2	3	2	2	3	3
CO ₄	3	3	3	2	3	2	2	3	3
Average	3	3	3	2	3	2	2	3	3

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Akhilananda, Swami (1952). *Mental Health and Hindu Psychology*. London: Auen and Unwin.
2. Arkoff, Abe (1968). *Adjustment and Mental Health*. New York: McGraw Hill Company.
3. Auger, Rick (2011). *The School Counsellor's Mental Health Sourcebook*. New Delhi: Sage India Pvt.Ltd.
4. Bahadur, Mal (1995). *Mental Health in Theory and Practice*. Hoshiarpur: V.V.R.I.
5. Bernard, H. W., (1952). *Mental Hygiene for Class-room Teachers*. New York: McGraw Hill Book Co.
6. Bhan, S., & Dutt, N.K. (1986). *Mental Health through Education*. New Delhi: Vision Books.
7. Bonny, M.E., (1960). *Mental Health in Education*. Boston: Allyn and Bacon Inc.
8. Capuzzi, David & Gross, D. R. (1995). *Introduction to Counselling*. London: Allyn and Bacon.
9. Carroll, Herbert, A. (1956). *Mental Hygiene: The Dynamic of Adjustment*. (3rd ed.). Englewood Cliffs, New Jersey:Prentice Hall, Inc.
10. Crow, Lester D., & Crow, Alice (1952). *Mental Hygiene*. New York: McGraw Hill Book Company Inc.
11. Dandapani, Dr. S. (2004). *A Textbook of Advanced Educational Psycology*. New Delhi: Anmol Publications Pvt. Ltd.

12. Dash. M & Dash. Neena (2003). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
 13. Dollard, J., & Miller, N.E. (1970). *Personality and Psychotherapy*. Chicago: Aldine.
 14. Garg, B.R. (2002). *An Introduction to Mental Health*. Amabala: Associate Publications.
 15. Kundu, C.L., & Tutoo, D.N. (2005). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
 16. Sharma, R.A. (1995). *Fundamentals of Educational Psychology*. Meerut: R. Lall Book Depot.
 17. Sharma, Ram Nath & Sharma R.K. (2006). *Advanced Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
 18. Sharma, Yogendra K (2004). *Textbook of Educational Psychology*. New Delhi: Kanishka Publishers & Distributors.
 19. Sharma, Bharti (2004). *Psychological Foundation of Education*. New Delhi: Vohra Publishers & Distributors.
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Course Code : MAJ-4-- EDU-701
 Course Title : Educational Studies
 Nature of the Course : Core
 Total Credit assigned : 4
 Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
 Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of this Course are enabling the students to:

- Develops an understanding of the implications of Philosophy in Education.
- Acquaint with the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge.
- Acquaint with the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge.
- Acquaint with the contribution of Philosophers (Swami Vivekananda,

Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings, to the development of educational thought for social change.

- Develop an understanding about concept and approaches of Sociology of Education.
- Develop knowledge about concept and types of social institutions and their functions.
- Acquaint students with concept and theories of social movements.
- Develop an understanding about culture and education.
- Develop an understanding about relationship between education, changes and development.

Course Content:

Unit	Content	Marks	L	P	T
I	Contributions of Indian and Western Schools of Philosophy: 1.1 Implication of Philosophy in Education 1.2 Sankhya, Yoga, Vedanta, Jainism and Buddhism with special reference to aim of education, sources and methods of acquiring valid knowledge. 1.3 Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism with special reference to aim of education, sources and methods of acquiring valid knowledge.	14	12		3
II	Contributions of Thinkers to the development of educational thought for social change (with special reference to Aims of Education, Curriculum, Methods of Teaching and Relevance in 21 st Century): 2.1 Indian Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Savitribai Phule 2.2 Western Thinkers: John Dewey, Paulo Freire, Wollstonecraft, Nel Noddings,	14	10		4
III	Concept, Approaches and Theories of Sociology of Education : 3.1 Introduction to Sociology of Education 3.2 Need for Sociological Approach in Education 3.3 Interrelationship between Education and Sociology 3.4 Theories of Sociology of Education: • Structural – functionalism	14	12		4

	• Symbolic Interactionism • Conflict theory 3.5 Social Institutions and Education • Family • School • Society & Mass Media 3.6 Concept and Theories of Social Movements • Relative Deprivation • Resource Mobilization • Political Process Theory • New Social Movement Theory				
IV	Culture, Cultural Change and Social Change: 4.1 Culture, cultural change and Education 4.2 Social Change and Education 4.3 National values as enshrined in the Indian Constitution - • Socialism • Secularism • Justice • Liberty • Democracy • Equality • Freedom with special reference to education	14	11		4
Total		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks)

A. Sessional Activity	Marks - 14	
B. Sessional Tests:		Marks -
10		
In-semester Assessment:		Marks -
24		
A. Sessional activity		

1. Any *two* from the following Activities.

- a) Students shall organize and participate in debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies).
- b) Students shall organize and take part in group discussions on culture and cultural change.
- c) Students shall prepare and present seminar papers on the various contents of the course with the help of course teacher.
- d) Visiting a place/institution of education having philosophical interest and preparing a report
- e) Home Assignment
- f) Book Review
- g) Any other relevant topic related to the course.

Expected Course Outcome:

After completion of the course, the students will be able to:

CO-1 describe the implications of Philosophy in Education;

- 1.1 appraise the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- 1.2 appraise the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;

CO-2 appraise the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, , Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings) to the

development of educational thought for social change

CO-3 explain the concept and approaches of Sociology of Education.

3.1 explain the concept and types of social institutions and their functions.

3.2 explain the concept and theories of social movements.

CO-4 explain the relation between culture and education.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄		CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂ , CO ₃ , CO ₄			CO ₁ , CO ₃ , CO ₄		
Procedural Knowledge			CO ₁ , CO ₃			
Meta cognitive Knowledge						

Mapping of Course Learning Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	-	3	-	-	2
CO ₂	3	-	-	3	-	-	1
CO ₃	3	-	2	3	-	-	3
CO ₄	3	2	2	3	-	-	3
Average	3	0.5	1	3	-	-	2.25

Suggested Readings:

1. Chaliha, Dr. Beda Kumar, Saikia, Tarun, Saikia, Renu Bora. (2013). *ShikshaSamajtatwik Vitti*, Jorhat : Vidya Bhawan Publishing House.
2. Dudeja, Gita & Guruvinder Kour (2016). *Curriculum Development and Assessment*. Meerut: R.Lall Book Depot

3. Durkheim, E., (1966). *Education and Sociology*, New York, The Free Press
4. Dutta, Dr. Golok Ch., Handique, Rintu, Boruah, Sanjib. (2013). *ShikshaSamajtatwik Vitti*, Golaghat : Saraswati Prakakhan
5. Dr Handique Konwar, I.R & Dr Sarmah Boruah, A. (2020). *Essentials of Education- Theory, Principles and Philosophy*,Guwahati : EBH Publishers, Assam, India
6. Gandhi, M.K. (1951). *Basic Education*. Ahmedabad: Navajivan Publishing House.
7. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
8. Hemlata, T., Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002
9. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
10. Mathur, Dr. S.S. (2014). *A Sociological Approach to Indian Education*,Agra : Shri Vinod Pustak Mandir, Sikandra.
11. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance*. New Delhi: Cyber Tech Publications.
14. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
15. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
16. Sharmah, Dr. Mukul Kumar. (2014). *ShikshaSamajtatwik Adhar*. Dibrugarh: Banalata
17. Shukla, S. & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
18. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
19. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.
20. Sonowal, Puranjay & Dutta, Ranu Hazarika.

(2011). *ShiksharSamajtattviik Adhar*. Lakhimpur: Dutta Prakashan.

21. Swift, D.F., Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul, 1970.
22. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India
23. UNESCO, Inequalities and Educational development, Paris, ANIIEP Seminar, UNESCO, 1982.
24. Ozmon, H. A., & Craver, S. M. (2012). Philosophical foundations of education (9th ed.). Pearson.
25. Gutek, G. L. (2011). Historical and philosophical foundations of education: A biographical introduction (5th ed.). Pearson.
26. Cahn, S. M. (Ed.). (2012). Philosophy of education: The essential texts (2nd ed.). Oxford University Press.
27. Noddings, N. (2018). Philosophy of education (5th ed.). Routledge.
28. Rousseau, J.-J. (1979). Emile, or on education (A. Bloom, Trans.). Basic Books. (Original work published 1762)
29. Sharma, R. N. (2019). Philosophical and sociological foundations of education. Surjeet Publications.
30. Aggarwal, J. C. (2020). Theory and principles of education: Philosophical and sociological bases of education. Vikas Publishing House.
31. Venkataiah, N. (2017). Philosophical foundations of education. APH Publishing Corporation.
32. Bhatia, K., & Bhatia, B. (2018). The philosophical and sociological foundations of education. Doaba House.
33. Siddheshwar, R. B. (2018). Philosophical foundations of education: Lessons for India. Springer.

Course Title : Research in Education-I
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Understand the nature, scope, characteristics of educational research.
- Familiarizes the students with the research process.
- Acquaint them with modalities necessary for formulating research problem.
- Make them able to select the appropriate sampling technique.
- Develop skilled in designing, selecting, and using a range of tools and techniques for collecting valid and reliable research data.
- Enables the students to collect, analyze and interpret data using Descriptive and Inferential Statistics.
- Conduct independent educational research with the knowledge, skills, and ethical understanding required for scholarly investigation.

Course Content:

Unit	Content	Marks	L	P	T
I	Concept of Research in Education: 1.1 Educational Research : Meaning, Nature and Scope 1.2 Characteristics of Educational Research 1.3 Area of Research in Education 1.4 Approaches to Educational Research: 1.4.1 Quantitative Research 1.4.2 Qualitative Research 1.4.3 Distinction between Quantitative and Qualitative Research	14	10		3
II	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	14	10		4

	sources for identifying the Problem, defining the problem 2.4 Variables: Meaning of Concepts, Constructs and Variables, Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator 2.5 Research Questions and Objectives 2.6 Hypotheses : Meaning, importance, sources, characteristics of a good hypothesis, types (Directional and Non-Directional) and Forms (Declarative, Null and Question Form) 2.7 Developing a Research Proposal				
III	Sampling Techniques: 3.1 Concept of Universe (Population) and Sample 3.2 Characteristics of a good sample 3.3 Types of sampling techniques: Probability and Non- probability sampling 3.4 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling. 3.5 Non- probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling.	14	10		4
IV	Statistics in Educational Research 4.1 Concepts of Descriptive and Inferential statistics 4.2 Descriptive Statistics: 4.2.1 Normal Probability Distribution: Characteristics, Application of NPC; Divergence from Normality 4.2.2 Correlation: Assumptions, computations, Uses and interpretation of Product moment Co-efficient of correlation 4.3 Inferential Statistics: Concept 4.3.1 Testing of hypothesis: 4.3.2 Levels of significance; 4.3.3 One-tailed and Two-tailed tests of significance; 4.3.4 Type-I and Type-II errors in making inferences 4.3.5 Power of a statistical test and effective size 4.3.5 Parametric Statistics: Conditions to be satisfied • Significance of mean (large and small samples) • Significance of difference between	14	15		4

	uncorrelated means (large and small samples)				
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (30 Marks):

A. Sessional Activity	Marks - 14	
B. Sessional Tests:		Marks-
10		
In-semester Assessment:		Marks -
24		

A. Sessional activity

1. Any **two** from the following Activities.

- Review of related literature (Research Paper/Book/Thesis etc.)
- Selection of a research problem, writing research questions, objectives and hypotheses
- Construction and standardization of a research tool
- Group discussion
- Preparation and Presentation of seminar paper
- Any other topics related to the course

Expected Course Outcome:

After completion of the course, the students will be able to:

CO-1 Describes and analyzes the nature, scope, and significance of research within the field of education.

1.1 Illustrate the stages involved in conducting systematic educational research.

1.2 Differentiate between Quantitative and Qualitative Research

CO-2 Describe the research process.

2.1 Formulate research questions, objectives and hypotheses

2.2 prepare a research proposal

CO-3 Differentiate between Probability Sampling and Non-Probability Sampling

3.1 Illustrate the different types of Probability Sampling and Non-Probability

Sampling with suitable example

3.2 Select appropriate sampling technique to draw representative sample for a study.

3.3 Construct and standardize research tools and techniques.

CO-4 Collect, analyse and interpret empirical data using different statistical techniques.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄		CO ₄

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	3	3	1	1	-	2
CO ₂	3	3	2	1	1	-	1
CO ₃	3	3	-	2	1	-	3
CO ₄	3	2	3	2	1	-	3
Average	3	2.75	2.25			-	

(3=High, 2= Moderate 1= Low)

Suggested 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. 15
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: McGraw 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. 1

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: Bharati Bhavan,
16. Creswell, J. W., & Guetterman, T. C. (2024). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (7th ed.). Pearson.
17. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
18. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2019). *Introduction to research in education* (10th ed.). Cengage Learning.
19. McMillan, J. H. (2020). *Educational research: Fundamentals for the consumer* (8th ed.). Pearson.
20. Best, J. W., & Kahn, J. V. (2016). *Research in education* (10th ed.). Pearson.
21. Johnson, R. B., & Christensen, L. (2020). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Sage Publications.
22. Koul, L. (2018). Methodology of educational research (5th ed.). Vikas Publishing House.
23. Gupta, S. P., & Gupta, A. (2021). Educational research and statistical techniques. Sharda Pustak Bhawan.
24. Mangal, S. K. (2019). Statistics in psychology and education (3rd ed.). PHI Learning.
25. Sharma, R. A. (2017). Fundamentals of educational research and statistics. Surjeet Publications.

Course Code : MAJ-4-EDU -703
Course Title : Learner and Learning
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical:0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Understand the concept of Growth and Development process of the children.
- Understand the factors affecting holistic development of a learner and their learning.
- Understanding Learners' Learning.
- Understand the nature and principles of Learning as well as understand the different Theories of Learning and their applications in Education.
- Understanding the Differences between Learners.
- Analyze the concept of Issues and Concerns in Organizing Learning

Course Content:

Unit	Content	Marks	L	P	T
I	Growth and Development of the Learner : 1.1 Concepts of growth and development 1.2 Principles of development 1.3 Stages of development - Infancy, Childhood, Adolescence and Adulthood 1.4 Developmental characteristics of the Adolescence stage and their interrelationships: (a) Physical (b) Cognitive (c) Emotional (d) Language (e) Moral (f) Socio Cultural 1.5 Developmental Influences: (a) Heredity (b) Environment - Physical Environment - Socio-cultural Environment - Economic Environment	14	(11)		3

	- Technological Environment				
II	Understanding Learners' Learning 2.1 Concept, relationship with learning and educational implications of the following psychological dimensions: (a) Maturation (b) Attention (c) Interest (d) Motivation (e) Aptitude (f) Learning Style 2.2 Factors affecting learning with special reference to: (a) Personal (cognitive, affective and psychomotor domain) (b) School (c) Social 2.3 Bloom's Taxonomy of Learning and Anderson & Krathwohl's Edition. 2.4 Pedagogic principles of Educational theories and their Applications for Organizing Learning: (a) Behaviouristic (Thorndike and Skinner), (b) Cognitive (Gestalt and Piaget), (c) Constructivist (Vygotsky)	14	(10)		4
III	Understanding Differences Between Learners: 3.1 Meaning and concept of individual differences 3.2 Causes of individual differences 3.3 Differences between individual learners in : • Multiple intelligence, • Learning style,	14	(12)		4

	• Self-concept and self-esteem, • Attitude and aptitude, • Skills and competencies, • Interest, • Values and • Personality 3.4 Understanding differently-abled learners: • Slow learners • Gifted learners 3.5 Paradigms for organising learning: (a) Teacher-centric (b) Subject-centric (c) Learner-centric				
IV	Issues and Concerns in Organizing Learning: 4.1 Concept of personality and self-concept of learners 4.2 Development of personality and self-concept of learners through classroom activities and co-curricular programmes 4.3 Concept and principles of mental health 4.4 Characteristics of a mentally healthy person 4.5 Concept of adjustment and role of education in adjustment 4.6 Causes of maladjustment 4.7 Understanding problems of adolescent adjustment to help students facing problems of – (a) Anxiety (b) Withdrawal	14	(12)		4

	(c) Aggression (d) Delinquency (e) Drug addiction (f) Failure and low achievement 4.8 The issue of media & technology influences on learning – (a) Educating children and adolescents on social media usage (b) Learning to navigate the disruptive new technology of modern society (c) Role of parents, teachers, peers and other social agents in helping students in dealing with increasing and harmful media and technology bombardments.				
Total		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity **Marks - 14**

B. Sessional Tests: (At Least Two) Marks - 10

In-semester Assessment: **Marks - 24**

A. Sessional activity

1. Any **two** from the following Activities.

- g) Case studies on bullying, examination stress, parental pressure on students.
- h) Organize seminar, symposia on different topics of the course.
- i) Personality development camp may be organized in neighbouring areas of your college campus.
- j) Laboratory tests (At least one)
- k) Home Assignment

- l) Any other activities related to the course.

Expected Course Outcome:

After completion of the course, the students will be able to:

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

- 1.1: Explain the concept of growth and development
- 1.2 : Describe the principles and stages of development
- 1.3: Explain the developmental characteristics of the Adolescence stage and their interrelationships
- 1.4: Discuss the factors affecting holistic development of a learner

CO 2: Describe the characteristics affecting learners' learning in relation to various psychological dimensions, factors affecting learning.

- 2.1: Explain the concept of various psychological dimensions, relationship with learning and educational implications
- 2.2: Discuss the factors affecting learning
- 2.3: Describe Bloom's Taxonomy of learning and its revised form.
- 2.4: Describe Pedagogic principles of educational theories.

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

- 3.1: Explain the concept of Individual difference and its significance in classroom.
- 3.2: Describe Individual differences in learners with respect to different contexts.
- 3.3: Describe differently-abled learners.
- 3.5: Explain ways to cater to Individual differences.
- 3.6: Explain the Paradigms for organizing learning

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

- 4.1: Describe the concept of personality, self concept and its development among learners.
- 4.2: Describe the concept of mental health and characteristics of a mentally

healthy person.

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

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

4.5: Evaluate the role of media and technology influence on learning

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

4

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

Mapping of Course Outcome to PSO

CLO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	1	-	-	-	-	-
CO ₂	3	3	2	-	2	-	2

CO ₃	3	3	2	-	3	-	2
CO ₄	3	2	2	3	-	3	2
Average	3	2.25	1.5	0.75	1.25	0.75	1.5

(3=High, 2= Moderate 1= Low)

Suggested Readings:

11. Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. Noida: Vikas Publishing House Pvt. Ltd.
12. Baruah, Jatin. (2004). *Sikshar Mano Bijyan- Bhittik Adhyayan*. Gauhati: Panbazar.
13. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi. Vikas: Publishing House Pvt. Ltd.
14. Garrett, Henry. (2011). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers Ansari Road.
15. Goswami, Dr. Marami (2015). *Essentials of Educational Psychology*. Dibrugarh: Mahaveer Publication.
16. Mangal S.K. (1974). *Educational Psychology*. Tandon Publications, Ludhiana.
17. Mangal S.K. (2014). *Statistics in Psychology and Education*. Delhi: PHI Learning Private Ltd.
18. Mohanty, M.S. (1993). *Educational Psychology & Statistics*. Shri Durga Pustak Bhandar, Sambalpur.
19. Sarmah, Dr. Mukul. Kr. (2012). *Shiksha Monuvigyan*. Dibrugarh: Banalata.
20. Sorenson, H. (1964). *Psychology in Education*. International Student Edition, McGraw hill Book Co., INC. New York.
21. Woolfolk, A. (2022). *Educational psychology* (15th ed.). Pearson.
22. Slavin, R. E. (2024). *Educational psychology: Theory and practice* (14th ed.). Pearson.
23. Santrock, J. W. (2023). *Educational psychology* (8th ed.). McGraw-Hill Education.
24. Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2020). *Educational psychology: Developing learners* (10th ed.). Pearson.
25. Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson.

26. Illeris, K. (2018). *Contemporary theories of learning: Learning theorists in their own words* (2nd ed.). Routledge.
27. Mangal, S. K. (2021). *Advanced educational psychology* (3rd ed.). PHI Learning.
28. Mangal, S. K., & Mangal, U. (2020). *Essentials of educational psychology*. PHI Learning.
29. Bhatia, H. R. (2019). *A textbook of educational psychology*. Macmillan India.
30. Chauhan, S. S. (2017). *Advanced educational psychology*. Vikas Publishing House.

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Course Code : DSE-4-EDU-701
Course Title : Open and Distance Learning
Nature of the Course : EC
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Develop an understanding of the concept of Open and Distance Learning.
- Familiarize the students with the process of development of Self-Learning Materials.
- Acquaint the students with different learner support services.
- Make the students understand the concept of academic counselling.
- Interpret and apply the concept of academic counselling within the context of distance education.
- Familiarize the students with different communication technologies used in ODL.
- Enable the students to understand the assessment evaluation processes in ODL
- Promote inquiry and to encourage engagement in research related to innovations and challenges in the field of ODL.

Course Content:

Unit	Content	Marks	L	P	T
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I	Concept of Open and Distance Learning (ODL): 1.1 Nature and Characteristics of ODL 1.2 Difference between ODL and Conventional System 1.3 Types of ODL Institutions 1.4 Different models of ODL 1.5 Characteristics and problems of distance learners 1.6 Regulatory bodies of ODL System 1.7 Planning and Management of ODL	14	10		3
II	Self-Learning Materials (SLM) 2.1 Concept of SLM 2.2 Different types of Self-Learning Materials 2.3 SLM development process 2.3.1 Planning 2.3.2 Preparing 2.3.3 Writing, Re-writing and Revision 2.4 Editing of the SLM 2.4.1 Format Editing 2.4.2 Content Editing 2.4.3 Language Editing 2.4.4 Finalizing SLM	14	10		4
III	Learner Support Services and Academic Counselling in ODL: 3.1 Learner Support Services: 3.1.1 Need of learner support services 3.1.2 Kinds of Learner Support Services • Pre-entry support • During the course support • Post course stage 3.2 Academic Counselling in ODL 3.2.1 Concept, Needs and Importance 3.2.2 Stages of Academic Counselling 3.2.3 Media of Academic Counselling 3.2.4 Qualities of an academic counsellor 3.2.5 Academic counselling in different institutions/universities	14	10		4
IV	Communication Technology, Assessment and Evaluation in ODL : 4.1 Types of media used in ODL 4.1.1 Face-to-face 4.1.2 Telephone 4.1.3 Correspondence 4.1.4 Handbook 4.1.5 Audio-video • Radio/ TV broadcast • Teleconferencing / Videoconferencing • Computer/internet • Mobile phones/Mobile Applications	14	15		4

	4.2	EDUSAT and other modern facilities				
	4.3	MOOCs				
	4.4	Assessment and Evaluation in ODL				
	4.4.1	Assessment in ODL : concept, needs and importance				
	4.4.2	Evaluation in ODL : concept, needs and importance				
	4.5	Assignments and evaluation of assignment responses				
		• Types of assignments • Tutor comments : nature and types				
	4.6	Marking vs. Grading				
	4.7	Programme Evaluation				
			56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks -

10

In-semester Assessment:

Marks -

24

A. Sessional activity

1. Any *two* from the following Activities.

- Review of related literature related to ODL.
- Group discussion
- Preparation and Presentation of seminar paper related to the course
- Objective type test
- Home Assignment
- Any other activities related to the course teacher

Expected Course Learning Outcome:

After completion of the course, the students will be able to:

CO-1 explains the concept of ODL.

CO- 2 describe the process of development of Self-Learning Materials.

CO-3 discuss the use of different learner support services in ODL.

3.1 explain the concept of academic counselling in ODL.

CO-4 describe different types of communication technologies used in ODL.

4.1 explain the assessment and evaluation procedure used in ODL.

4.2 critically explore current issues, and contribute to the development and innovation of practices in the field of ODL

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

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

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
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CO ₁	3	1	-	-	2	-	2
CO ₂	3	3	-	-	2	-	2
CO ₃	3	-	-	-	2	3	3
CO ₄	3	2	3	3	2	3	3
Average	3	1.5	0.75	0.75	2	1.5	2.5

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. IGNOU (2002).Stride Handbook-1 :Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
2. IGNOU (2002) .Stride Handbook-2 :EffectiveLearning.MaidanGarhi, New Delhi110068: STRIDE, IGNOU.
3. IGNOU (2002) .Stride Handbook-3 :Academic Counselling in Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
4. IGNOU (2002).:Stride Handbook-4 : Assessment and Evaluation in Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU
5. IGNOU (2002).Stride Handbook-5 :Development and Revision of self Learning Materials. STRIDE, IGNOU, MaidanGarhi, New Delhi-110068
6. IGNOU (2002) .Stride Handbook-6 :Editing in Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
7. IGNOU (2002) .Stride Handbook-7: Media and Technology in Distance Education. MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
8. IGNOU (2002) .Stride Handbook-8 :eLearning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
9. IGNOU (2002) .Stride Handbook-9: Support Services in Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
- 10.IGNOU (2002) .Stride Handbook-10: Planning and Management of Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
11. IGNOU (2002) .Stride Handbook-11 : Cost Analysis in Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.

12. IGNOU (2002) .Stride Handbook-12: Programme Evaluation in Open and Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
13. IGNOU (2002) :Stride Handbook-14 : Psychological Skills for Open and Distance Learning.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
- 14.IGNOU (2002) .Stride Handbook-15 : Staff Training and Development in Open and Distance Education.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
15. IGNOU (2008) .Distance Education Council Handbook on Transformation of Print Materials into Self Learning Materials. DEC, IGNOU, MaidanGarhi, New Delhi110068
16. Ramanujan, P.R. (2014). Globalization, Education and Open Distance Learning. New Delhi: Centre for Policy Research.
17. Otto, P. (1998). Learning and Teaching in Distance Education. New Delhi: Taylor and Francis Ltd.
18. Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth Cengage Learning.
19. Anderson, T. (Ed.). (2008). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.
20. Peters, O. (2002). *Distance education in transition: New trends and challenges*. Routledge.
21. Holmberg, B. (2005). *The evolution, principles and practices of distance education*. Oldenburg University Press.
22. Simpson, O. (2013). *Supporting students in online, open and distance learning* (2nd ed.). Routledge.
23. Latchem, C., & Jung, I. (2010). *Distance and blended learning in Asia*. Routledge.
24. Zawacki-Richter, O., & Jung, I. (Eds.). (2023). *Handbook of open, distance and digital education*. Springer.
25. Panda, S. (2003). Planning and management in distance education. Kogan Page India.
26. Panda, S. (Ed.). (2005). Open and distance education: Global challenges and perspectives. Shipra Publications.

Course Code : MIN-4-EDU-701
Course Title : Higher Education in India
Nature of the Course : Minor
Total Credit assigned : 4
Component of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Enables students to understand about the development of Higher Education in India.
- Enables students to understand the policy perspective in Higher Education and recent trend in Higher Education in India.
- Enables students to understand the Curriculum Planning and Design for Higher Education
- Enables students to understand the management of the Higher Education in India
- Understand and assess the structures, processes, and challenges involved in the management and governance of Higher Education institutions in the Indian context
- Analyze the Changing paradigms in Higher Education

Course Contents:

Unit	Content	Marks	L	P	T
I	Introduction to Higher Education 1.1 Meaning, Aims & Objectives, function and Structure of Higher Education 1.2 Social relevance and the need for diversification in higher education 1.3 Problems and perspective of higher education 1.4 The Constitutional Provision regarding Higher Education 1.5 Higher Education in India during Pre-independence period 1.6 Higher Education in India during Post Independence period 1.7 The Evolving Policy Perspectives in Higher Education 1.8 The Evolving Policy Perspectives in Higher Education	14	12		5
II	Curriculum Planning and Design for Higher Education 2.1 Need for review and revision of curricular change in higher education	14	10		5

	2.2 New areas for curriculum in higher education 2.3 Professional, Technical and Skill based curriculum 2.4 Emergence of ODL at Tertiary Level				
III	. Management of Higher Education 3.1 Role, function, structure, organization and governance of universities 3.2 Ministry of Human Resource Development 3.3 Various apex bodies of Higher Education 3.3.1 UGC 3.3.2 AIU 3.3.3 NAAC 3.3.4 AICTE 3.3.5 NCTE 3.3.6 IGNOU 3.3.7 NHERC 3.3.8 GEC 3.3.9 HEGC 3.4 Quality Assurance and Accreditation in Higher Education 3.5 Financing and Higher Education – sources and management of finance 3.6 Structural Change as per NPST 3.7 Professional Standard Body	14	12		2
IV	Changing paradigms in Higher Education 4.1 Globalization :its effect on Higher Education 4.1.1 Effect of Globalization in Higher Education 4.1.2 Education under GATS 4.1.3 Privatization and Commercialization of Higher Education – its importance and problems 4.1 Emerging issues and trends in Teaching, Research and Extension of Higher education	14	12		2
		56	46		14

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks) :

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks -

10

In-semester Assessment:

Marks

-24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Group discussion,
- b) Preparation and presentation of Seminar,
- c) Assignment,
- d) Preparation of Research proposal
- e) Any other activities deemed to be fit by the course teacher.

Expected Course Outcome:

On completion of the course, the learner will be able to

CO-1 describe the meaning, aims and objectives, function and structure of Higher Education

- 1.1 describe the development of Higher Education in modern India
- 1.2 critically analyze the evolving policy frameworks and assess the impact of recent trends and reforms in India's Higher Education system

CO-2- discuss the significance for review and revision of curricular change in higher education

- 2.1 Critically state the Professional, Technical and Skill based curriculum
- 2.2 elaborately discuss the Emergence of ODL at Tertiary Level

CO-3 - discuss the roles of various apex bodies of education in management of Higher Education in India

3.1 explain the initiative taken by government of India in encounter the challenges of the new perspectives of education

CO - 4. Explain the changing paradigms in Higher Education in India

- 4.1 Analyze the Effect of Globalization in Higher Education
- 4.2 Evaluate the process of Education under GATS
- 4.3 Critically discuss the importance and problems Privatization and Commercialization of Higher Education
- 4.4 Discuss about emerging issues and trends in Teaching, Research and Extension of Higher education

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

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

Meta	cognitive						
Knowledge							

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	1	-	-	2	-	3
CO ₂	3	3	-	-	3	-	3
CO ₃	3	-	-	-	2	-	3
CO ₄	3	3	3	3	3	-	3
Average	3	1.75	0.75	0.75	2.5	-	3

(3=High, 2= Moderate 1= Low

Suggested Readings:

1. Aggrawal J.C. (1983). Landmarks in the History of Modern Indian Education, New Delhi: Vikash Publishing House (P) Ltd.
2. Aggrawal, J.C. (1992). Education Policy in India. Shipra Publication.
3. Aggarwal, J.C. (2005) . Education Policy in India 1992 & Review 2000 & 2005. Guwahati: DVS Publishers.
4. Arya, P. P. (2006). Higher Education and Global Challenges. Guwahati: DVS Publishers.
5. Barnett, R. (1992). The Idea of Higher Education. Buckingham, Open University Press.
6. Bhagwati, D. (2005). The State of Higher Education in the Age of Liberalization & Globalization. Guwahati: DVS Publishers.
7. Bhatt. (2004) Higher Education Administration and Management. Guwahati: DVS Publishers & Distributors.
8. Chandra, R. (2005). Education and Challenges of Globalisation. Guwahati: DVS Publishers.
9. Dahiya, B.S (1997). Higher Education in India: Some Reflection. New Delhi: Kanishka.
10. Dhir. (2003). Higher Education in the New Millennium. Guwahati: DVS Publishers.
11. Dubey, S. N. (2001). Education Scenario in India – 2001. Delhi: Authors

press

12. Goswami, Dulumoni. (2011). Higher Education in India : Growth Expansion and Issues. Guwahati : DVS Publishers.
13. Ministry of Education, Govt. of India. (1949). Report of the University Education Commission (1948-49). New Delhi: Govt. of India.
14. Ministry of Education, Govt. of India (1966). Report of the Education Commission, 1964-1966. New Delhi: Govt. of India.
15. Moonis Raza. (ed.) (1991). Higher education in India, Retrospect and Prospect. New Delhi: Association of Indian Universities.
16. Naik, J. P. (1965). Educational Planning in India. Bombay: Allied Publishers.
17. Naruallah, Syeed & Naik, J.P. (1972). A Student History of Education in India. Bombay: MacMillan.
18. NEUPA, (2012). Globalization & Challenges for Education. New Delhi: Lakshi Publishers & Distributors
19. Pandey, V. C. (2005). Higher Education in a Globalizing World. Guwahati: DVS Publishers.
20. Ram, A. (1990). Higher Education in India, Issues & Perspectives. New Delhi: Mittal Publications.
21. Ranph G. Lewis & Douglas H. Smith (1998). Total Quality in Higher Education. New Delhi : Vanity Book International.
22. Rao, D. B. (2002). Higher Education in the 21st Century. Guwahati: DVS Publishers.
23. Sharma, R.C. (2002). National Policy on Education. Mangal Deep Publication
24. Sharma, R. S. (1995). Higher Education, Scope & Development. New Delhi: Commonwealth Publishers. / Guwahati: DVS Publishers.
25. Sharma, (2006). UGC Role Development & Growth of Higher Education. Guwahati: DVS Publishers.
26. Sharma, S. (2002). History and Development of Higher Education in India (5 vol.). Guwahati: DVS Publishers.
27. Sing & Sharma. (2009). Development of Higher Education in India. Agra: Rakhi Prakashan
28. Sing & Sharma. (2009). Modernization of Higher Education in India. Agra: Rakhi Prakashan
29. Thorat, Sukhadeo. Higher Education in India, "Emerging issues related to access, inclusive and quality, Chairman UGC New Delhi, Nehru Memorial Lecture.

30. Chattopadhyay, S., Marginson, S., & Varghese, N. V. (Eds.). (2023). *Changing higher education in India*. Bloomsbury Academic.
31. Misra, P. K., & Pachauri, A. (Eds.). (2025). *India higher education report 2023: Higher education research*. Routledge.
32. Misra, P. K., & Sabharwal, N. S. (Eds.). (2026). *India higher education report 2024: Technology and higher education*. Routledge.
33. Bhushan, S. (Ed.). (2025). *The evolving landscape of higher education in India: Post-pandemic policies and transformations*. Springer.
34. Bhandari, L., Kale, S., Mehra, C. S., Dutta, P., & Mahendiran, S. (2024). *Higher education in India: A data compendium*. Routledge.

Course Code : MAJ-4-EDU-801
Course Title : Research in Education-II
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: 0 Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Apply the major quantitative and qualitative research approaches for conducting research in the field of education.

- Apply the major qualitative research approaches for conducting research in the field of education.
- Develop knowledge and skill of techniques to do research in the field of Education.
- Develop the ability to use some statistical methods to analyze and interpret educational data.

Course Content:

Unit	Content	Marks	L	P	T
I	Research Designs: Quantitative and Qualitative 1.1 Positivism and Post-positivistic approaches to research. 1.2 Historical Research : 1.2.1 Meaning, Nature and Scope 1.2.2 Steps in Historical Research 1.3 Descriptive Research 1.3.1 Meaning, nature and scope 1.3.2 Types: Survey studies, Interrelationship Studies and Developmental studies 1.3.3 Steps in Descriptive Research 1.4 Experimental Research 1.4.1 Meaning, Nature and Scope 1.4.2 Variables : Independent and dependent variables, Confounding variables and extraneous variables 1.4.3 Characteristics of Experimental Research: Control, Manipulation, Observation and Replication 1.4.4 Steps in Experimental Research 1.4.5 Research Designs: Pre Experimental Designs, Quasi Experimental Designs and True Experimental Designs	12	12		4
II	Qualitative Research Designs :	12	12		4

	2.1 Grounded Theory Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT 2.2 Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, writing ethnographic account, Strengths and weaknesses 2.3 Narrative Research Designs: Meaning and key Characteristics, Steps in conducting NR design, 2.4 Case Study: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses 2.5 Mixed Method Designs: Characteristics, Types of MM designs-Triangulation, Explanatory and Exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research.				
III	Parametric Statistics: 3.1 Meaning and Characteristics of Parametric Statistics 3.2 Significance of difference between correlated means 3.3 Introduction to Analysis of Variance : Concept, assumptions and computation of one way ANOVA		12		3
IV	Non- Parametric Statistics : 4.1 Meaning and Characteristics of Non- Parametric Statistics 4.2 Chi-square tests : 4.2.1 Testing the divergence of observed results from those expected on the hypothesis of equal	20	15		4

	probability 4.2.2 Testing the divergence of observed results from those expected on the hypothesis of a normal distribution 4.2.3 The chi-square test of 2X2 fold contingency tables 4.2.4 The chi-square test of Independence in contingency tables 4.2 Sign Test 4.3 Median Test 4.4 Sum of Rank Test				
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Marks 14	Sessional	Activity
B. Marks 10	Sessional	Tests:

**In-semester
Marks 24**

Assessment:

Sessional Activities:

A. Any *two* of the following Assignments:

1. Conducting a case study
2. Preparing references using APA style
3. Group discussion

4. Preparation and Presentation of seminar paper
5. Objective type test
6. Any other activities related to the course

Expected Course Outcome:

After completion of the course, the students will be able to :

CO-1: apply the major quantitative and qualitative research approaches for conducting research in the field of education.

CO-2: apply the major qualitative research approaches for conducting research in the field of education.

CO-3: construct and standardize research tools and techniques

CO-4: analyse and interpret empirical data using parametric and non-parametric statistical techniques.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄		CO ₄

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CLO ₁	3	3	3	1	1	-	2
CO ₂	3	3	2	1	1	-	1

CO ₃	3	3	-	2	1	-	3
CO ₄	3	2	3	2	1	-	3
Average	3	2.75	2.25			-	

(3=High, 2= Moderate 1= Low)

Suggested 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: McGraw Hill Book Company Inc. 38
8. Kerlinger, Fred. N. (1983). Foundations of behavioural 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:Bharati Bhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York: The Macmillan Company,
17. Creswell, J. W., & Guetterman, T. C. (2024). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (7th ed.). Pearson.
18. Best, J. W., & Kahn, J. V. (2016). Research in education (10th ed.). Pearson Education India.
19. Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.
20. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. A. (2019). Introduction to research in education (10th ed.). Cengage Learning.
21. Johnson, R. B., & Christensen, L. (2024). Educational research: Quantitative, qualitative, and mixed approaches (8th ed.). Sage Publications.
22. McMillan, J. H. (2024). Fundamentals of educational research (7th ed.). Pearson.
23. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to design and evaluate research in education (10th ed.). McGraw-Hill Education.
24. Gall, M. D., Gall, J. P., & Borg, W. R. (2014). Applying educational research: How to read, do, and use research to solve problems of practice (7th ed.). Pearson.
25. Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Sage Publications.
26. Pallant, J. (2020). SPSS survival manual (7th ed.). McGraw-Hill Education.
27. Gravetter, F. J., & Wallnau, L. B. (2017). Statistics for the behavioral sciences (10th ed.). Cengage Learning.
28. Howell, D. C. (2016). Fundamental statistics for the behavioral sciences (9th ed.). Cengage Learning.
29. Agresti, A., & Finlay, B. (2018). Statistical methods for the social sciences (5th ed.). Pearson.

30. Koul, L. (2018). Methodology of educational research (5th ed.). Vikas Publishing House.
31. Gupta, S. P., & Gupta, A. (2021). Educational research and statistical techniques. Sharda Pustak Bhawan.
32. Mangal, S. K. (2019). Statistics in psychology and education (3rd ed.). PHI Learning.
33. Sharma, R. A. (2017). Fundamentals of educational research and statistics. Surjeet Publications.
34. Garrett, H. E., & Woodworth, R. S. (2018 reprint). Statistics in psychology and education. Paragon International Publishers.

Course Code	: MAJ-4-EDU-802		
Course Title	: Research Methodology		
Nature of the Course	: CC		
Total Credit assigned	: 4		
Distribution of Credits	: Lecture: 50	Practical: 0	Tutorial: 4
Distribution of Marks	: End Semester: 56	In Semester: 24	

Course Objectives: On completion of the course, the students will be able to-

- To Understand the fundamental of research
- To Identify and formulate research problems
- To Design the research studies
- To make the students familiar with writing of research report

Course Content:

Unit	Content	Marks	L	P	T
I	Foundation of Research 1.1 Research : meaning, characteristics and objectives 1.2 Scientific Method: Meaning and Steps 1.3 Characteristics of Scientific Method: Replicability, Precision, Falsifiability and Parsimony 1.4 Types of Scientific Method: Exploratory, Explanatory and Descriptive 1.5 Criterion of good Research 1.6 Types of Research : Fundamental, Applied and Action Research 1.7 Aims of Research as a scientific activity: Problem-solving, Theory Building and Prediction	14	10		
II	Problem Identification & Formulation : 2.1 Meaning, Steps in formulating Research Problem 2.2 Research Question 2.2.1 Investigation Question 2.3 Hypothesis : Meaning 2.3 Qualities of a good Hypothesis 2.4 Null Hypothesis & Alternate Hypothesis 2.5 Hypothesis Testing – Logic & Importance	12	10		
III	Research Design and Research tools & techniques: 3.1 Research design: Concept and Importance 3.2 Features of a good Research design 3.3 Types of Research design : 3.3.1 Exploratory Research Design – Concept, Types & uses 3.3.2 Descriptive Research Design- Concept, Types & uses 3.3.3 Experimental Design – Concept of Independent & Dependent Variable 3.4 Concept of Universe (Population) and Sample, sampling element, unit, sampling frame 3.5 Research tools and Techniques (Description,	16	15		

	characteristics, construction and uses) 3.5.1 Achievement test 3.5.2 Aptitude test 3.5.3 Inventory 3.5.4 Attitude scales: Thurstone and Likert Scales 3.5.5 Observation : Meaning and Types 3.5.6 Interview : Meaning and Types 3.5.7 Sociometric techniques: Sociogram and Sociometric Matrices				
IV	Report Writing and Related Techniques : 1.1 Ethics in reporting Research 1.2 Intellectual Property Right (IPR) and Plagiarism 1.3 Meaning of Research Report 1.4 Structure of Research Report: 4.4.1 Preliminary Section, Main body of the Report , Reference 4.5 Format 4.6 Chapterization, 4.7 Use of abbreviations 4.8 Referencing: References, footnotes and bibliography, APA Style of Referencing	14	10		
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks -

10

In-semester Assessment:

Marks

-24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Group discussion,
- b) Preparation and presentation of Seminar,
- c) Assignment,
- d) Preparation of Research proposal
- e) Any other activities deemed to be fit by the course teacher.

Expected Course Outcome:

After completion of the course, the students will be able to :

CO-1 Define research, its characteristics and objectives

- 1.1 Discuss the Characteristics, Types and Steps of Scientific Method
- 1.2 Differentiate among different types of research
- 1.3 Analyze the Aims of Research as a scientific activity

CO-2 Identify research problem and state it properly.

2.1 Formulate hypothesis for testing and Select sample based on research problem.

CO-3 Discuss the concept and Importance of Research Design

- 3.1 Explain the Features of a good Research design
- 3.2 Illustrate the Types and uses of Research design with appropriate example
- 3.3 discuss the procedure of collecting and analyzing the data through Descriptive and Analytical Statistics

CO-4 Write a clear and well structured research report

- 4.1 Discuss the Ethics in reporting Research
- 4.2 Explain briefly on Intellectual Property Right (IPR) and Plagiarism

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

Knowledge Dimension	Rememb	Understand	Appl	Analyz	Evaluat	Create
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	er		y	e	e	
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁			
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄		CO ₄

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	3	3	1	1	-	2
CO ₂	3	3	2	1	1	-	1
CO ₃	3	3	-	2	1	-	3
CO ₄	3	2	3	2	1	-	3
Average	3	2.75	2.25			-	

(3=High, 2= Moderate 1= Low)

1. Sidhu, K.S. (2009).Methodology of educational research. New Delhi : Sterling Publishers Pvt. Ltd.,

2. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003:Bharati Bhavan,
3. Travers, Robert M.W. (1969). An introduction to educational research. New York: The Macmillan Company,
4. Kumar, R. (2024). Research methodology: A step-by-step guide for beginners (6th ed.). Sage Publications.
5. Kothari, C. R., & Garg, G. (2024). Research methodology: Methods and techniques (5th ed.). New Age International Publishers.
6. Mertens, D. M. (2024). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (5th ed.). Sage Publications.
7. Daniel, B. K., Harland, T., & Wald, N. (2025). Higher education research methodology: A step-by-step guide to the research process (2nd ed.). Routledge.
8. Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.
9. Patton, M. Q. (2015). Qualitative research and evaluation methods (4th ed.). Sage Publications.
10. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The Sage handbook of qualitative research (5th ed.). Sage Publications.
11. Koul, L. (2018). Methodology of educational research (5th ed.). Vikas Publishing House.
12. Gupta, S. P., & Gupta, A. (2021). Educational research and statistical techniques. Sharda Pustak Bhawan.
13. Sharma, R. A. (2017). Fundamentals of educational research and statistics. Surjeet Publications.
14. Mangal, S. K. (2019). Statistics in psychology and education (3rd ed.). PHI Learning.
15. Shukla, S. (2024). Research methodology. Academic Enclave.

Syllabus of the BA in Education Semester-VIII

Course Code : MAJ-4- EDU-803
Course Title : Mental Health and Stress Management
Nature of the Course : Core
Total Credit assigned : 4
Components of the Course : Lecture: 3 Practical: Tutorial: 1
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- Acquaint the students with the concept of Mental Health and Hygiene and to make them realize the need and importance of mental health and hygiene.
- Know the meaning of mental wellbeing and to acquaint with the coping mechanisms of mental well being.
- Understand and apply the techniques of management of Emotional Problems i.e. Stress, Frustration, Anger and Conflict
- Develop an understanding of what is adjustment, characteristics of well adjusted person and the problems of adjustment in various life situations.
- Sensitive towards the adjustment problems of the special children.
- Aware of the different types of adjustment mechanisms and their role in the preservation of mental health and hygiene.

Course Content:

Unit	Content	Marks	L	P	T
I	Concept of Mental Health and Hygiene: 1.1 Meaning and nature of Mental Health. 1.2 Characteristics of a Mentally Healthy Person	14	12		4

	1.3 Mental Health Hazards, 1.4 Factors affecting Mental Health. 1.5 Meaning and definition of Mental Hygiene 1.6 Goals of Mental Hygiene 1.7 Functions of Mental Hygiene 1.8 Need of Mental Hygiene. 1.9 Difference between Mental Health and Hygiene.				
II	Concept of Mental well being: 2.1 Meaning, Definition and nature of Positive Psychology 2.2 Mental wellbeing as per World Health Organization (WHO). 2.3 Importance of Mental Well-being 2.4 Component of Mental Well-being • Physical, • Social, • Environmental, • • Intellectual, • Emotional • Spiritual	14	12		4
III	Management of Emotional Problems: 3.1 Meaning, symptoms, causes and types of an emotional problem. 3.2 Stress - Meaning, Symptoms, causes and its effects. 3.3 Frustration and Anger - Meaning, Symptoms, its effects, causes, Reaction to frustration, its effect on Physical and Mental Health. 3.4 Conflict – Meaning, Types (Intrapersonal, Interpersonal and unconscious) Causes, symptoms, its effect on Physical and Mental Health 3.5 Stress Management (Yoga, Meditation and Pranayam and other methods like, allotting time for oneself, Physical activities, Diet, Sleep, Quality Leisure time activities and to learn to accept one). 3.6 Some common Psychological means in overcoming frustration, conflicts and anger.	16	14		4
IV	Adjustment Process: 4.1 Meaning and nature of Adjustment Process (Mechanism) 4.2 Different types of Adjustment Mechanism, (Aggression, Compensation, Sublimation, Identification, Rationalisation, Regression, Repression, Fantasy, Displacement and Projection). 4.3 Advantages and Limitations of Adjustment Mechanism.	10	7		3
		56	45		15

(L= Lecture, P= Practical, T=Tutorial)

Mode of Transaction: Lecture Cum Discussion, Seminars, and Group discussion, Self Study and Library Work.

Mode of In-Semester assessment (24 Marks):

A. Sessional Activity

Marks - 14

B. Sessional Tests:

Marks -

10

In-semester Assessment:

Marks -

24

A. Sessional activity

1. Any *two* from the following Activities.

- a) Demonstrate by organizing Yoga Programme at schools and its usefulness among children, adolescents etc.
- b) Organize some activities in the form of seminars, group discussion among the students related to mental health.
- c) Case study on the impact of different agencies on creating good mental health of children.
- d) Home Assignment
- e) Any other activities related to the course

Expected Course Outcomes:

After completion of the course, learners will be able to-

CO-1:Locatethe fundamentals of Mental Health and Hygiene

CO-2:describe the Concept,Importance and Component of mental well being

2.1 Explain the concept of Positive psychology

CO-3:Classify the different Emotional Problems

3.1 interpret the different methods for Management of Emotional Problems

3.2 Discuss the concept, need and approach of Yoga for mental health

CO-4:Explain the adjustment process.

4.1 Examine the different types of Adjustment Mechanism

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

Knowledge Dimension	Remembe	Understand	Apply	Analyz	Evaluate	Create
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	r			e		
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₃ , CO ₄			
Conceptual Knowledge	CO ₁ , CO ₂ CO ₃ , CO ₄ ,	CO ₃ ,		CO ₁ , CO ₂ CO ₃ ,CO ₄ ,		
Procedural Knowledge				CO ₄ ,		
Meta cognitive Knowledge						

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	2	2	2	-	1	2
CO ₂	3	2	2	2	-	1	2
CO ₃	3	3	2	3	-	2	3
CO ₄	3	3	3	3	-	2	3
Average	3	2.5	2.25	2.5	-	1.5	2.5

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Akhilananda, Swami (1952). *Mental Health and Hindu Psychology*. London: Auen and Unwin.
2. Arkoff, Abe (1968). *Adjustment and Mental Health*. New York: McGraw Hill Company.
3. Auger, Rick (2011). *The School Counsellor's Mental Health Sourcebook*. New Delhi: Sage India Pvt.Ltd.
4. Bahadur, Mal (1995). *Mental Health in Theory and Practice*. Hoshiarpur:

- V.V.R.I.
5. Bernard, H. W., (1952). *Mental Hygiene for Class-room Teachers*. New York: McGraw Hill Book Co.
 6. Bhan, S., & Dutt, N.K. (1986). *Mental Health through Education*. New Delhi: Vision Books.
 7. Bonny, M.E., (1960). *Mental Health in Education*. Boston: Allyn and Bacon Inc.
 8. Capuzzi, David & Gross, D. R. (1995). *Introduction to Counselling*. London: Allyn and Bacon.
 9. Carroll, Herbert, A. (1956). *Mental Hygiene: The Dynamic of Adjustment*. (3rd ed.). Englewood Cliffs, New Jersey:Prentice Hall, Inc.
 10. Crow, Lester D., & Crow, Alice (1952). *Mental Hygiene*. New York: McGraw Hill Book Company Inc.
 11. Dandapani, Dr. S. (2004). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
 12. Dash. M & Dash. Neena (2003). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers &Distributors.
 13. Dollard, J., & Miller, N.E. (1970). *Personality and Psychotherapy*. Chicago: Aldine.
 14. Garg, B.R. (2002). *An Introduction to Mental Health*. Amabala: Associate Publications.
 15. Kundu, C.L., &Tutoo, D.N. (2005). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
 16. Sharma, R.A. (1995). *Fundamentals of Educational Psychology*. Meerut: R. Lall Book Depot.
 17. Sharma, Ram Nath & Sharma R.K. (2006). *Advanced Educational Psychology*. New Delhi: Atlantic Publishers &Distributors.
 18. Sharma, Yogendra K (2004). *Textbook of Educational Psychology*. New Delhi: Kanishka Publishers & Distributors.
 19. Sharma, Bharti (2004). *Psychological Foundation of Education*. New Delhi: Vohra Publishers & Distributors.
 20. Anand, M. (Ed.). (2024). *Mental health care resource book: Concepts and praxis for social workers and mental health professionals*. Springer.
 21. Kumar, N. (2023). *Mental health and well-being: An Indian psychology perspective*. Routledge India.
 22. Wicks, R. J. (2024). *The resilient clinician* (2nd ed.). Oxford University Press.
 23. Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage Learning.

24. Comer, R. J., & Comer, J. S. (2024). *Abnormal psychology* (11th ed.). Macmillan Learning.
 25. Sue, D., Sue, D. W., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9th ed.). Wiley.
 26. Seaward, B. L. (2024). *Managing stress: Skills for anxiety reduction, self-care, and personal resiliency* (11th ed.). Jones & Bartlett Learning.
 27. Greenberg, J. S. (2023). *Comprehensive stress management* (16th ed.). McGraw-Hill Education.
 28. Lehrer, P. M., Woolfolk, R. L., & Sime, W. E. (2021). *Principles and practice of stress management* (4th ed.). Guilford Press.
 29. Hargrove, M. B. (2022). *Mastering stress management* (2nd ed.). Pearson.
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Syllabus of the BA in Education

Semester-VIII

Course Code : MAJ-4-EDU-804
Course Title : Inclusive Education
Nature of the Course : CORE
Total Credit assigned : 4
Distribution of Credits : Lecture: 3 Practical: 0 Tutorial: 01
Distribution of Marks : End Semester: 56 In Semester: 24

Course Objectives: The objectives of the course are to enable the students to:

- explores the concepts of special, integrated, and inclusive education from various perspectives.
- understands the nature, characteristics, and identification of different types of disabilities.
- familiarizes students with national and international policies and legislation related to inclusive education.
- identifies current needs, trends, and challenges in the field of education, with a focus on inclusive education and to understand the Planning and Management of Inclusive Classrooms.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction to Inclusive Education: 1.1. Inclusive Education: Concept, Principles, Scope. 1.2. Target Groups: Diverse learners Including Marginalized group and Learners with Disabilities. 1.3. Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. 1.4. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational.	14	10		1

II	Understanding Diverse Learners and Educational Needs: 2.1 Concepts of Impairment, Disability and Handicap. 2.2 Classification of Disabilities based on ICF Model. 2.3 Causes and prevention of Disabilities. 2.4 Identification of Diverse Learners for Inclusion. 2.5 Prevalence, Types, Characteristics and Educational Needs of Diverse Learner with: • Intellectual Disabilities • Physical Disabilities • Multiple Disabilities 2.6 Educational Evaluation Methods, Techniques and Tools.	14	11		1
III	Policies and Legislations for Inclusive Education & Rehabilitation: 3.1 International Policies and Legislations: • World Declaration on Education for All, 1990. • The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • United Nations Convention on the Rights of Persons with Disabilities, 2006. . 3.2 National Policies and Legislations: • 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 Policy for Persons with Disabilities, 2006. • Right to Education Act, 2009. • Inclusive Education under- Sarva Shiksha Abhiyan (SSA), RashtriyaMadhyamic Shiksha Abhiyan (RMSA) and RashtriyaUchchatar Shiksha Abhiyan (RUSA). • Rights of the Persons with Disabilities (RPWD) Act, 2016.	14	14		1
IV	Planning and Management of Inclusive Classrooms: 4.1 Infrastructure, Human Resource and Instructional Practices. 4.2 Curriculum and Curricular Adaptations for Diverse Learners 4.3 Need of curricular adaptations for Diverse Learners. 4.4 Assistive and Adaptive Technology for Diverse learners:	14	10		

	• Product (Aids and Appliances) • Process (Individualized Education Plan, Remedial Teaching), 4.4 Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, NGOs. 4.5 Problems in education of socially disadvantaged children.				
		56	45		15

Mode of In-Semester assessment (24 Marks):

A. Marks -14	Sessional	Activity
B. Marks -10	Sessional	Tests:

In-semester Marks - 24 **Assessment:**

Sessional Activities:

- A. Any *two* of the following Assignments:
- Seminars/ Brain storming/ Group discussion/ Term paper writing on any one of the topics of the course.
 - Home Assignment
 - Preparation of the status report on school/college/university education of diverse learners.
 - Prepare a report based on field visit to a school/institution promoting inclusive practices.
 - Prepare a report based on survey of the locality for early identification of learners with disabilities.
 - Any other activities deemed to be fit by the course teacher

Expected Course Outcome:

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

CO-1 Explain the concept of inclusive education in different perspectives

1.1 Explain the evolution of the Philosophy of Inclusive Education

1.2 Discuss the Barriers and Facilitators in Inclusive Education

CO-2 Describe the concept, nature and characteristics and identification of various disabilities.

2.1 Discuss the causes and prevention of Disabilities

2.1 Discuss the prevalence, types, characteristics of Diverse Learner

CO-3 Explain the policies and legislation on inclusive education at the national and international levels.

CO-4 Examine the current needs, trends and issues related to education and inclusive education.

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ CO ₃ , CO ₄		CO ₁		
Conceptual Knowledge	CO ₁ , CO ₂	CO ₁ , CO ₂ , CO ₃ , CO ₄ ,	CO ₂	CO ₄		CO ₃
Procedural Knowledge		CO ₄ ,		CO ₄	CO ₄	CO ₃
Meta cognitive Knowledge		CO ₄	CO ₄	CO ₄	CO ₂	

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
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CO ₁	3	-	3	3	3	3	2
CO ₂	3	1	2	3	3	3	2
CO ₃	3	3	1	2	3	-	2
CO ₄	3	3	3	3	3	1	2
Average	3	2.5	2.25	2.75	3	1.75	2

(3=High, 2= Moderate 1= Low)

Suggested Readings:

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

Handbook of Effective Inclusive Schools (Research and Practice). London: Routledge Taylor and Francis Group.

12. Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall of India (Pvt.) Ltd.

13. Panda, K.C. (2008). *Education of Exceptional Children*. New Delhi: Vikash Publishing House.

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*. London: Routledge Taylor and Francis Group.

16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). *Handbook on Research on Special Education Teacher Preparation*. London: Routledge Taylor and Francis Group.

17. Stephens, T.M. et al (1983). *Teaching Mainstream Students*. New York: John Wiley.

18. Graham, L. J. (Ed.). (2024). *Inclusive education for the 21st century: Theory, policy and practice* (2nd ed.). Routledge.

19. Williams-Brown, Z. (Ed.). (2026). *Inclusive education: Perspectives on pedagogy, policy and practice* (2nd ed.). Routledge.

20. Ainscow, M. (2020). *Promoting inclusion and equity in education: Lessons from international experiences*. Routledge.

21. Florian, L., & Black-Hawkins, K. (Eds.). (2019). *The Sage handbook of special education* (2nd ed.). Sage Publications.

22. Booth, T., & Ainscow, M. (2016). *Index for inclusion: Developing learning and participation in schools* (4th ed.). Centre for Studies on Inclusive Education.

23. Chowdhury, A., & Mete, J. (2019). *Inclusive education*. Kunal Books.

24. Bari, M. A. (2025). *Inclusive education: Principles, policies, and practices*. Chyren Publication.

25. Roy, S. K., Mete, J., & Das, P. (Eds.). (2022). *Inclusive education: Encompassing rehabilitation*. Red'Shine Publication.

26. Vasanti, G., Ratnamani, M. V., & Lakshmi, K. (2024). *Inclusive education: Training teachers for diverse classrooms*. Red'Shine Publication.

Course Code : MAJ-4-EDU-805 (A)
 Course Title : Psychological Test and Experiments in Education
 Nature of the Course : Core
 Total Credit assigned : 4
 Components of the Course : Lecture: 1 Practical: 3 Tutorial: 0
 Distribution of Marks : End Semester: 80

Course Objectives: The objectives of the course are to enable the students to:

- Enable the students to understand the theory of the development of use of Psychological Experiments in Education.
- Enable the students to understand the need for using Psychological Experiments in teaching learning process.
- Enable the students to understand the predictive uses of Psychological Experiments for improving teaching practices in class room.

Course Content:

Unit	Content	Marks	L	P	T
I	Introduction of Experimental Psychology 1.1 Experimental Psychology: its importance in the study				

	of human behaviour 1.2 Historical development of Experimental Psychology 1.3 Procedure of conducting and Reporting of Psychological Experiments. • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background • Experimental Design. • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion				
II	Memory, Learning and Attention: 2.1 MEMORY TEST 2.1.1 Recall and Recognition (words, figures and numbers) 2.1.2 Memorization of non-sense syllables 2.2 TRANSFER OF LEARNING: 2.2.1 Bilateral Transfer of Learning 2.3 VERBAL LEARNING: 2.3.1 Part and Whole Learning 2.4 ATTENTION 2.4.1 Span of Attention or Apprehension (dots/meaningful and non-meaningful words)				
III	Intelligence, Personality and Association Test 3.1 Intelligence Test 3.1.1 Wechsler Adult Intelligence Test 3.1.2 Performance Tests 3.1.2 Alexander Pass Along Test 3.1.2 Koh's Block Design Test 3.2 Personality Test 3.2.1 Rorschach Ink blot Test 3.2.2 Thematic Apperception Test 3.2.3 Child Apperception Test 3.2.4 Extroversion Introversion Inventory (for Higher Secondary, Graduate & Post Graduate students) 3.3 Association Test:				

	3.3.1 Emotive and Non-emotive Words 3.3.2 Free vs. Controlled Word Association Test				
IV	Physiological drawing and labelling 4.1 Human Brain 4.2 Human Eye 4.3 Human Ear				
	Total	80			

Mode of End- Semester Assessment: 80 Marks

a) Students will be required to conduct TWO practical (One with apparatus and one without apparatus) on the day of the final practical examination:
2x20= 40 Marks

b) Practical note book: 30Marks(i. 2 experiments with apparatus carry 2x5 = 10)

(ii. 5 experiments without apparatus carry

5x3 = 15)

(iii. 1 Physiological drawing experiment

carry 1x5=5)

c) Viva: 10 Marks

Expected Course Outcome:

After completion of the course, students will be able –

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

1.1: Explain the concept, scope and need of Experimental Psychology.

1.2: Conduct and report psychological experiments.

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

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

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

2.3 Explain the concept, the theories and methods of learning and its related practical.

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

CO-3: State the concept of personality and intelligence, historical background of personality assessment and intelligence testing.

3.1 State the concept of personality, different techniques of personality assessment.

3.2 State the concept of intelligence and different techniques of intelligence testing.

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

CO-4 Demonstrate the Physiological drawing and labeling

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO ₃ , CO ₄ ,					
Procedural Knowledge			CO ₁ , CO ₂ CO ₃ , CO ₄	CO ₁ ,		CO ₂ CO ₃
Meta cognitive Knowledge		, CO ₂ CO ₃ , CO ₄				

Mapping of Course Outcome to PSO

CO/PSO	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇
CO ₁	3	-	2		-	3	3
CO ₂	3	3	3		-	-	3
CO ₃	3	3	3		-	-	3
CO ₄	3	1	2		-	-	3
Average	3				-		

(3=High, 2= Moderate 1= Low)

Suggested Readings:

1. Agarwala, Sunita (2020) Experimental Psychology, Mahabeer Publications, Dibrugarh, Assam.
2. Anastasi, Anne, Urbina, Susana (2001), Psychological Testing, Prentice Hall of India Pvt., New Delhi.
3. Deka, B & Ali, L. (1998) Educational Measurement of Psychological Practicals, Banalata Guwahati.
4. Hussain Akbar (2014) Experiments in Psychology, published by Motilal Banarsidass, Delhi.
5. Mathur, S.S.,(1999) Educational Psychology, agarwal Publication, Agra-2.
6. Mahanta, Anita, Manobigyan Aru ParisankhyaBigyanarAbhikhyasamuh,(2010) Saraswati Prakashan, Golaghat.
7. Mohsin, S.M. Experiments in Psychology, published by Motilal Banarsidass, Delhi.
8. Saikia R.L., Psychological and Statistical Experiments in Education, Saraighat Printers M.C. Road, Guwahati, Assam.
9. Miller, L. A., & Lovler, R. L. (2019). Foundations of psychological testing: A practical approach (6th ed.). Sage Publications.
10. Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw-Hill Education.
11. Cooper, C. (2023). An introduction to psychometrics and psychological assessment: Using, interpreting and developing tests (2nd ed.). Routledge.
12. Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). Mastering modern psychological testing: Theory and methods (2nd ed.). Springer.
13. Ramamurti, P. V. (2014). *An introduction to psychological measurements*. PHI Learning.
14. Kline, T. J. B. (2016). *Psychological testing: A practical approach to design and evaluation* (2nd ed.). Sage Publications.
15. Gregory, R. J. (2016). *Psychological testing: History, principles, and applications* (7th ed.). Pearson.
