

# **Assam University, Silchar**



## **Four Year Undergraduate Programme**

**Implemented under NEP 2020**

**Effective from the Academic Year 2023-24**

## **Syllabus of Education**

## **Programme Specific Outcome**

### **Bachelor in Education with Honours/Honours and Research**

#### **Programme Objectives**

After completion of the programme, the learner will be able to:

- Capability to understand the context of education in contemporary Indian Society, appreciating the role of context and socio-political realities about learners in facilitating learning in inclusive settings.
- Familiarize with the foundations of Education and elements of educational psychology, philosophy and sociology with a view to modify the behaviour in desired manner.
- Acquaint with responsibility and rights of citizenship and develop eco-friendly attitude and strengthen environmental values.
- Analyze various component of teaching learning process education.
- Acquaint with various approaches and trends of educational technology and understand the development of curriculum as well as tools and techniques of educational measurement and evaluation.
- Analyze challenges and issues in higher education
- Know the concept, services and techniques of Guidance and Counselling
- Analyze gender issues and promote gender equality in the domain of education.
- Develop desired behaviour holistically in domains of education.

#### **Programme Specific Outcomes**

After completion of the programme, the learner will be able to:

- Understand the role of school & education in ensuring sustainable development; critically analyses different theoretical perspectives on learning, learner, teaching, assessment and integrate this knowledge in to practice.
- Explain the basic elements of Education and development of education in India.
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Critical awareness of professional ethics, code of conduct, social cultural values, human dignity and humanness and ability to critically engage in reflective practices.

- Apply disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real-life problems.
- Elucidate the foundations of Education and elements of educational psychology, philosophy and sociology with a view to modify the behavior in desired manner.
- Analyse various component of teaching learning process and challenges and opportunity of Indian education.
- Develop Capability to understand the context of education in contemporary Indian Society, appreciating the role of context and socio-political realities about learners in facilitating learning in inclusive settings.

UG CURRICULUM STRUCTURE (EDUCATION) (As per NEP-2020 for colleges affiliated with Assam University, Silchar)				
<b>1<sup>st</sup> Semester</b>				
Paper Code	Unit	Credit	Full	Name of the papers
DSC- 101	5	3	100	Principles and Practices of Education
DSC-102	5	3	100	Educational Psychology
DSM-101	5	3	100	Introduction to Educational Psychology
IDC-101	5	3	100	Introduction to Teaching -Learning process
AEC-I MIL-101	3	2	50	English / language I
SEC 101	5	3	100	Yoga and Life Skill Education
VAC 101	5	3	100	NSS/NCC/ DTS/Sports/HW/Yoga/GCS/UI
<b>2<sup>nd</sup> Semester</b>				
DSC-151	5	3	100	Learner and Learning
DSC-152	5	3	100	Educational Philosophy
DSM -151	5	3	100	Introduction to Educational Philosophy
IDC-151	5	3	100	Population Education
AEC-I MIL-151	3	2	50	English / Language II
SEC 151	5	3	100	Communication and Teaching Skills
VAC 151	5	3	100	Environmental Education
<b>3<sup>rd</sup> Semester</b>				
DSC-201	5	4	100	Sociological Perspective of Education
DSC-202	5	4	100	Vocational Education
DSM-201	5	4	100	Sociological Foundation of Education
IDC-201	5	3	100	Open and Distance Education
AEC-I MIL-201	3	2	50	English (III)/ MIL /Any Language (III)
SEC 201	5	3	100	psychological practical and project work
<b>4<sup>th</sup> Semester</b>				
DSC-251	5	4	100	Educational Management
DSC-252	5	4	100	History and Development of Education in India
DSC-253	5	4	100	Measurement and Evaluation in Education
DSM-251	5	3	100	History and Development of Education

DSM-252	5	3	100	Inclusive Education
AEC 251	3	2	50	English (IV)/ MIL /Any Language (IV)
<b>5<sup>th</sup> Semester</b>				
DSC-301	5	4	100	Organization and Management in Education
DSC-302	5	4	100	ICT in Education
DSC-303	5	4	100	Guidance and Counselling
DSM-301	5	3	100	Measurement and Evaluation and Statistics in Education
DSM-303	5	3	100	Vocational Education
SEC-301		2	50	Internship with Industry/ Community Engagement/Field Study
<b>6<sup>th</sup> Semester</b>				
DSC-351	5	4	100	Teaching learning methods and Pedagogy
DSC-352	5	4	100	School Education in India
DSC-353	5	4	100	Curriculum Development
DSC-354	5	4	100	Citizenship education
DSM-351	5	4	100	Comparative education
<b>7<sup>th</sup> Semester</b>				
DSC-401	5	4	100	Teacher Education in India
DSC-402	5	4	100	Higher and Professional Education in India
DSC-403	5	4	100	Assessment of Teaching and Learning
DSC-404	5	4	100	Recent trends and issues in education
DSM-401	5	4	100	Tools and Techniques of data collection in
<b>8<sup>th</sup> Semester</b>				
DSC-451	5	4	100	Educational Research and Statistics
DSM-451	5	4	100	ICT in Education
Dissertation/ OR DSC-552,553,554		12	300	Dissertation
DSC-552	5	4	100	Mental health and hygiene
DSC-553	5	4	100	Learning Theories and Practices
DSC-554	5	4	100	Educational Policy, Planning and Management

**Table 1: Semester-wise list of EDU-DSC Courses**

Semester	Course Code	Title of Courses	Credits
I	EDU-DSC-101	Principles and Practices of Education	3
	EDU-DSC-102	Educational Psychology	3
II	EDU-DSC-151	Learner and Learning	3
	EDU-DSC-152	Educational Philosophy	3
III	EDU-DSC-201	Sociological Perspective of Education	4
	EDU-DSC-202	Vocational Education	4
IV	EDU-DSC-251	Educational Management	4
	EDU-DSC-252	History and Development of Education in India	4
	EDU-DSC-253	Measurement and Evaluation in Education	4
V	EDU-DSC-301	Organization and Management in Education	4
	EDU-DSC-302	ICT in Education	4
	EDU-DSC-303	Guidance and Counselling	4
VI	EDU-DSC-351	Teaching learning methods and Pedagogy	4
	EDU-DSC-352	School Education in India	4
	EDU-DSC-353	Curriculum Development	4
	EDU-DSC-354	Citizenship education	4
VII	EDU-DSC-401	Teacher Education in India	4
	EDU-DSC-402	Higher and Professional Education in India	4
	EDU-DSC-403	Assessment of Teaching and Learning	4
	EDU-DSC-404	Recent trends and issues in education	4
VIII	EDU-DSC-451	Research Methodology	4
	EDU-DSC-452	Mental health and hygiene	4
	EDU-DSC-453	Learning Theories and Practices	4
	EDU-DSC-454	Educational Policy, Planning and Management	4
	EDU-DSC-455	Research Project/Dissertation	12

**Table 2: Semester-wise list of EDU-DSM Courses**

Semester	EDU-DSM1/ EDU-DSM2	Course Code	Title of Courses	Credits
I	EDU-DSM1	EDU-DSM-101	Introduction to Educational Psychology	3
II	EDU-DSM2	EDU-DSM-151	Introduction to Educational Philosophy	3
III	EDU-DSM1	EDU-DSM-201	Sociological Foundation of	4
IV	EDU-DSM1	EDU-DSM-251	History and Development of	3
	EDU-DSM2	EDU-DSM-252	Inclusive Education	3
V	EDU-DSM1	EDU-DSM-301	Measurement and Evaluation and Statistics in Education	3
	EDU-DSM2	EDU-DSM-302	Vocational Education	3
VI	EDU-DSM2	EDU-DSM-351	Comparative education	4
VII	EDU-DSM1	EDU-DSM-401	Tools and Techniques of data collection in Education	4
VIII	EDU-DSM2	EDU-DSM-451	ICT in Education	4

**Table 3: Semester-wise list of EDU-SEC Courses**

<b>Semester</b>	<b>Course Code</b>	<b>Title of Courses</b>	<b>Credits</b>
I	EDU-SEC-101	Yoga and Life Skill Education	3
II	EDU-SEC-151	Communication and Teaching Skills	3
III	EDU-SEC-201	psychological practical and project work	3

**Table 4: Semester-wise list of EDU-IDC Courses**

<b>Semester</b>	<b>Course Code</b>	<b>Title of Courses</b>	<b>Credits</b>
I	EDU-IDC-101	Introduction to Teaching -Learning process	3
II	EDU-IDC-151	Population Education	3
III	EDU-IDC-201	Open and Distance Education	3

## **SYLLABI OF EDU-DSC PAPERS**

### **SEMESTER-I**

#### **EDU-DSC-101 PRINCIPLES AND PRACTICES OF EDUCATION**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

1. To acquaint learners with scientific and sound principles and theories of education.
2. To make learners understand the concept, nature and scope of education.
3. To acquaint learners with knowledge about different aims of education.
4. To familiarize learners with different dimensions of curriculum and teaching.
5. To make learners acquire knowledge about the concept of discipline and freedom.
6. To make students understand various agencies of education including emerging agencies in this era of information age.

#### **UNIT: 1: BASIC CONCEPTS OF EDUCATION**

- Meaning, Definition and Scope of Education
- Types of Education (Formal, Informal and Non-formal)
- Functions of Education
- Education as a Process and Product
- Philosophical Interpretation of Education (Idealism, Naturalism, Pragmatism)

#### **UNIT-2: AIMS, OBJECTIVES AND GOALS OF EDUCATION**

- Meaning and Importance of Aims of Education, Determinants of Aims
- Individual and Social Aims of Education,
- Aims of Education in a Democracy, Education, Democracy and Secularism
- Changing Goals of Education – UNESCO and its Goals and Functions
- Delors Commission (1996), Millennium Development Goals (MDG)

#### **UNIT-3: DISCIPLINE AND EDUCATION**

- Meaning, Concept and Need of Discipline
- Discipline and Order
- Freedom and Discipline, Free Discipline
- Role of Reward and Punishment in School
- Maintenance of School Discipline-Problems and Means

#### **UNIT-4: CURRICULUM AND TEACHING**

- Curriculum-Meaning (Traditional and Modern), Nature and Types
- Co-curricular activities- Meaning, Types and Importance
- Teaching – Meaning, Principles and Maxims
- Methods of teaching – Lecture, Demonstration, Seminar and Project Method
- Qualities and Responsibilities of Teachers

## **UNIT-5: AGENCIES OF EDUCATION**

- Family and Peer Group
- School, Community and Education
- State and NGOs
- UNO, UNESCO
- Media, Internet (Wikis, Blogs, Social Networking Sites)

### **SUGGESTED READINGS:**

- Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi.
- Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House: New Delhi.
- Association of Indian Universities (AIU (1998). Society, Education and Development, (Selections from University News -1): AIU Publications: New Delhi.
- Bhatia, K. and Bhatia, B.D. (2004). Theory and Principles of Education, Doaba House, Delhi.
- Bhattacharya, Srinibas (2008). Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
- Bruner, J.S. (1966). Towards a theory of Instruction, Harvard University, Press: New York.
- Dash, B.N. (2010). Curriculum Planning and Development, Dominant Publishers and Distributors: New Delhi.
- Duffy, P., and Bruns, A. (2006). The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities. In Proceedings Online Learning and Teaching Conference 2006, pages pp. 31-38, Brisbane. Retrieved from: <http://eprints.qut.edu.au>
- Havighurst, R.J. and Newgarten, B.L. (1967). Society and Education, Allyn and Bacon Inc.: Boston.
- Mathur, S.S. (1997). A Sociological Approach to Indian Education, Vinod Pustak Mandir: Agra.
- Ottaway, A.K.C. (2010). Education and Society, Routledge and Keegan Paul: London.
- Purkait, B.R. (2006). Principles and Practices in education, New Central Book Agency (P) Ltd.: Kolkata.
- Ravi, S.S. (2011). A Comprehensive Study of Education, Prentice - Hall India Private Limited.: New Delhi.
- Ross, J. S. (1947). Groundwork of Educational Theory, George G. Harper and Co. Ltd.: London.
- Taneja, V.R. (1995). Educational Thought and Practice Sterling Publications: New Delhi.
- UNESCO (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors Commission): UNESCO, Paris.
- UNO (2000). United Nations Millennium Declaration, Millennium Summit of the United Nations: UNO, Sept. 08, 2000.
- Educational Networking (2012): Educational Networking (Online), Available: <http://www.educationalnetworking.com/>



**EDU-DSC-102**  
**EDUCATIONAL PSYCHOLOGY**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

**OBJECTIVES:**

1. To acquaint learners with scientific and sound principles and theories of education.
2. To understand the concept, nature and scope of education.
3. To gain knowledge about different aims of education.
4. To familiarize learners with different dimensions of Education such as the learner, the teacher and the curriculum.
5. To acquire knowledge about the concept of discipline and freedom.
6. To expose the students to modern trends of education – particularly value education.

**UNIT-1: BASIC IDEAS OF GROWTH AND DEVELOPMENT**

Meaning of Educational Psychology - Implications of Educational Psychology in teaching and learning

Growth and Development – Stages, Factors and Principles of Growth and Development

Areas of development:

Physical and Motor Development - Importance of Physical and Motor Development,  
Factors Affecting Physical and Motor Development,

Cognitive Development – Concept,

Emotional, Social and Moral Development

**UNIT-2: DEVELOPMENT DURING INFANCY**

General Characteristics of Infancy

Physical, Sensory and Motor Development – Trends and Patterns

Emotional and Speech Development – Patterns of Emotions and Speech

Development of Cognition – Elementary Forms of Knowledge

**UNIT- 3: DEVELOPMENT DURING CHILDHOOD**

Development characteristics of Childhood

Physical and Motor Development – Trends and Patterns

Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns and Control

Personality and Social Development-Social Development in Early and Later Childhood

**UNIT-4: DEVELOPMENT OF ADOLESCENTS**

Development characteristics of Adolescence Period-Age of Transition

Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns of Adolescent

Personality and Social Development- Development of Self-concept and Identity among Adolescents

Role of family, Peer Groups and School on Personality Development of Adolescents

Problems of Adjustment - Delinquent Behaviors and Remedies

## **UNIT-5: LEARNER AND LEARNING BEHAVIOUR**

Learning- Meaning, Factors Types of Learning (Cognitive, Affective and Psychomotor),

Gagne's Types of Learning

Laws and Approaches of Learning: Connectionism (Trial and Error Approach) and Its

Implications in Education

Cognitive Approach (Insight Learning) and its Implications in Education

Characteristics of Learner - Children and Adolescents

Individual Differences in Learning

## **SUGGESTED READINGS:**

Baron, R.A. (2002). Psychology, Pearson: New Delhi.

Berk, L.E. (2003). Child development, Pearson Education: New Delhi.

Biehler, R.F. & Snowman, J. (1993). Psychology applied to teaching. Houghton Mifflin Harcourt: Boston.

Brown, C. (2008). Developmental Psychology: A Course Companion, Sage Publications: New Delhi.

Chaube, S.P. (2011). Developmental Psychology. Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.

Chauhan, S.S. (2007). Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd.: New Delhi.

Feldman, R.S. (2011). Discovering the Life Span, Pearson, India: New Delhi.

Harris, M. (2000). Developmental Psychology: A Student's Handbook. TATAMcGraw Hill Education (India) Pvt. Ltd.: New Delhi.

Hurlock, E.B. (1997). Child Psychology, Tata McGraw-Hill Publishing Company Limited: New Delhi.

Hurlock, E.B. (2004). Developmental Psychology: A Life Span Approach, Tata McGraw-Hill Publishing Company Limited: New Delhi.

Mahmud, J. (2004). Development Psychology, APH Publishing Corporation: New Delhi.

Manivannam, M. (2011). Psychology of Learning and Human Development, Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.

Papalia, D., Olds, S. & Feldman, R. (2004). Human Development, 9th Ed., McGraw-Hill Education (India) Pvt. Ltd.: New Delhi.

Richardson, K. (2008). Developmental Psychology: How Nature and Nurture Interact, Routledge: London.

Shaffer, D. R. & Katherine, K. (2009). Development Psychology Childhood and Adolescence, Cengage Learning: New Delhi.

## SEMESTER-II

### EDU-DSC-151 LEARNER AND LEARNING

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **Objectives:**

This course will help student to acquire knowledge about psychological perspective of the teaching-learning process and the learner. After completing the course, the student will be able:

1. To develop an understanding about the impact/influence of sociocultural context in shaping human development, especially with respect to the Indian context;
2. To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
3. To understand a range of cognitive capacities and affective processes in human learners;
4. To Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
5. To understand a range of cognitive capacities in human learners
6. To reflect on their own implicit understanding of the nature and kinds of learning

#### **Unit-I: Psychology & the Teaching-Learning Process.**

Introduction and definition of Psychology and Educational Psychology

Nature and Scope of Educational Psychology,

Functions of educational psychology.

Methods of Educational Psychology –Subjective, Objective and Projective and Sociometry.

#### **Unit II: Learner - Dimensions and Stages of Development**

Growth and development- General principles of development

Learner as a developing individual- Stages of development: Development as a resultant of interactions between and among individual potential (innate, inherited, acquired)

and external environment (physical, social, cultural, economic and technological)

#### **Unit-III: Understanding Learning Process**

Learning as a process and as an outcome

Factors influencing learning and Maturation

Theoretical Perspectives on learning: an Overview: Behaviourism (Skinner, Pavlov & .Thondike)-

Constructivist (Piaget & Vygotsky)- Gestalt (Kohler)- Observation (Bandura)

Transfer of Learning: maximizing transfer in classroom teaching.

#### **Unit- IV: Learning In 'Constructivist' Perspective**

Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.

Understanding Higher Mental Processes of Learners –Intelligence-(Characteristics and relation with learning; Multiple Intelligence; Measurement of intelligence- Verbal, Non-Verbal, Performance Tests; Group and Individual Tests) and Creativity(- Characteristics and process; relation with intelligence; Role of teacher in promoting creativity)

#### **Unit-V: Approaches to Learning and Teaching**

General maxims of teaching

Teacher-centred, learner-centred and learning-centred approaches

Activity-based Approach, Project, Cooperative learning

Constructivist approach to learning

#### **Suggested Reading:**

- Anderson, John R.: Cognitive Psychology and Its Implications (2ndEdition), W.H. Freeman & Co., New York
- Atkinson, Richard C. et.al. (1983). Introduction to Psychology.Harcourt Brace Johanovich Inc. New York,
- Baron, Robert A.: Psychology (5thEdition), Pearson Education
- Berk, Laura F.: Development Through the Lifespan (3rdEdition), Pearson Education
- Bhatnagar, S. and Saxena, A.: Advanced Educational Psychology, R. Lall Book Depot,
- Meerut
- Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42
- Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, New Delhi
- Chopra, R.K.: Psychology of Mental Hygiene (Vol. I&II), Arise Publishers, Chandigarh
- Elisabeth Dunne and Bennet Neville (1990) Talking and Learning in Groups. Routledge
- Feldman, Robert S.: Understanding Psychology (6thEdition), TATA McGraw-Hill
- Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
- Gardner, H. (1999) The disciplined mind: What all students should understand. New York: Simon & Schuster
- Johnson, D.W. and R.T. Johanson (1999) Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition). Allyn & Bacom: Boston
- Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication
- Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall
- Wertsch, J.V. (1985) Vygotsky and the Social Formation of Mind. Harvard University Press

**EDU-DSC-152**  
**EDUCATIONAL PHILOSOPHY**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

**OBJECTIVES:**

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

**UNIT-1: PHILOSOPHY, EDUCATION AND SCIENCE**

- Meaning and Nature
- Scope and Branches of Philosophy
- Philosophy of Education - Meaning, Nature, Scope and Functions
- Philosophy and Education –Relationship and Importance of Philosophy of Education

**UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY**

- A brief outline of Indian Philosophy of Education
- Implication of Vedic Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
- Implication of Buddhist Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline
- Educational Philosophy of Samkhya – Aims and Principles
- Educational Philosophy of Yoga - Aims and Principles

**UNIT-3 WESTERN SCHOOLS OF PHILOSOPHY**

- Educational Thought and Practices in Ancient Greece (Athens and Sparta) and Rome
  - Aims and Features
- Idealism and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline
- Naturalism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- Pragmatism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- Naturalism and Pragmatism- Similarities and Dissimilarities

## **UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS**

- Rabindranath Tagore
- Mahatma Gandhi
- Sri Aurobindo
- Swami Vivekananda

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

## **UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS**

- Plato
- Rousseau
- John Dewey
- Frobel

(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

## **SUGGESTED READINGS:**

1. Aggrawal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood cliffs: New Jersey.
5. Brubacher, John S. (1962). Eclectic Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
6. Brubacher, John S. (1962). Modern Philosophies of Education, McGraw-Hill: New York.
7. Chaube, S.P., 1975. Recent Philosophies of Education in India, Ram Prasad and Sons: Agra.
8. Curtis, S.J., 1968. Introduction to the Philosophy of Education, London University, Tutorial Press: London.
9. Mookherjee, K.K. (1972). Some Great Educators of the World, Das Gupta and Co Pvt. Ltd.: Calcutta.
10. Mukherjee, S. (2007). Contemporary Issues in Modern Indian Education, Authors Press: New Delhi.
11. Mukherjee, S.N. (1966). History of Education in India, Acharya Book Depot: Baroda.
12. Noddings, Nel (2011). Philosophy of Education, Westview Press: Boulder.
13. O' Conor, D.J. (1987). An Introduction to the Philosophy of Education, Routledge Kegan Paul: London.
14. Ozmon, H.A. and Craver, S.M. (1999). Philosophical Foundations of Education, Merrill Pub Co.: New York.

15. Pandey, R.S. Major Philosophies of Education. Vinod Pustak Mandir: Agra.
16. Ravi, S.S. (2015). Philosophical and Sociological Bases of Education, Prentice-Hall of India Pvt. Ltd.: New Delhi.
17. Rocha, Samuel D. (2014). A Primer for Philosophy of Education, Cascade Books: Oregon.
18. Saiyidain, K. G. (1970). Facts of Indian Education, NCERT: New Delhi.
19. Sharma, Ramnath (2000). Textbook of Educational Philosophy, Kanishka Publications: New Delhi.
20. Somnath Agrawal (2007). Philosophical Foundation of Education, Authors Press: New Delhi.
21. Tiwary, Ranjeet, K (2015). *Samkhyagyamanjori*, Bharati Prakashan: Varanasi.

## **SEMESTER-III**

### **EDU-DSC-201**

#### **Sociological Perspective of Education**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **OBJECTIVES:**

The course is designed to enable the undergraduate students to-

Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.

Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.

Develop awareness of dynamics of social change and social mobility and their implications in education.

#### **COURSE CONTENTS**

##### **UNIT-1: INTRODUCTION**

- Meaning and Concept of Sociology of Education
- Nature and Scope of Sociology of Education
- Importance of Sociology of Education
- Sociology of Education and Educational Sociology
- School as a Social Sub-system

##### **UNIT-2: EDUCATION, SOCIETY AND CULTURE**

- Education and Society
- Meaning and Characteristics of Culture
- Culture and Educational System, Cultural Lag
- Culture and Indian Education
- Influence of Multiculturalism and Pluralism in Education

##### **UNIT-3: SOCIAL CHANGE AND SOCIALISATION**

- Social Change- Meaning and Factors Responsible for Social Change
- Education and Process of Social Change- Sanskritization, Westernization and Modernization
- Education and Social Change
- Meaning, Nature and Process of Socialization
- Agencies of Socialization - Family, School, Peer Group, Mass Media

##### **UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL**

- Meaning, Characteristics and Types of Social Stratification



- Meaning and Types of Social Mobility
- Education and Social Mobility
- Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities
- Class, Caste, Gender), Equality of Educational Opportunity
- Meaning of Social Control, Role of Education as a Means of Social Control

#### UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- Group Dynamics- Meaning and Implications for Education
- Social Disorganization- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganization
- Leadership- Meaning, Nature and Styles of Leadership
- Role of Education for the Inculcation of Leadership Skills

#### SUGGESTED READINGS:

- Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
- Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
- Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5<sup>th</sup> Edition): London.
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**EDU-DSC-202**  
**Vocational Education**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

**OBJECTIVES:**

The course is designed to enable the undergraduate students to-

1. Acquaint them with the basic fact of vocational education
2. Understand the plan and policies on vocational education
3. Develop awareness in the areas, curriculum, method of instruction and practicum, and in the assessment of vocational education, and challenges and, scenario of vocational education

**COURSE CONTENTS**

**UNIT 1 BASIC FACT OF VOCATIONAL EDUCATION**

Concept, meaning definitions of vocational education (UNESCO-UNEVOC)

Objectives and Significance of Vocational Education, vocationalization of school education

Vocational Education for Human Resource Development ,National Development ,Knowledge Economy Marginalised Sections of the Society, Persons with Special Needs, secondary level and higher secondary level, and Inclusion of vocational education in general education

**UNIT II PLAN AND POLICIES ON VOCATIONAL EDUCATION**

Policies and programmes for vocational: Objectives, significance, magnitude of problems of vocational education in education commission (1951-52, Secondary Education Commission, Education Commission (1964-66), National Policy on Education, 1986, National Curriculum Framework (2005)

**Revised Vocationalization of Secondary Education Program**, 1992 Objectives, execution, and evaluation of vocational education in Classes XI and XII

**National Skill Development Policy**, 2015: Objectives, significance, magnitude of problems regarding vocational education and skill development at secondary and higher secondary schools.

National Education Policy (2020) Objectives, significance of vocational education as a means to prepare students for the workforce and promote lifelong learning

XII plan: Objectives, achievement and significance of vocational education

**UNIT III AREAS, CURRICULUM, METHOD OF INSTRUCTION AND PRACTICUM**

Areas of vocational education: Objectives, importance, problem of accessing the courses in Computer and IT fine arts, agriculture, hospitality management, health and paramedical, tailoring, basket weaving, embroidery etc.

Diversity in vocational education

Methods of instruction and practicum: concept, steps and pedagogy of vocational education with references to Learning by watching, Learning by imitating, Learning by practicing ('trial and error'), Learning through feedback, Learning through conversation, Learning by teaching and helping, Learning by real-world problem-solving, Learning through enquiry.

#### **UNIT IV ASSESSMENT OF VOCATIONAL EDUCATION**

Assessment and execution of vocational education: Establishing Purpose of Assessment, Identifying evidences, using appropriate Tools for collecting data, evidences Interpreting & making judgment, recording the outcome, Quality assurance of the outcome, Certifying the outcome, and Reporting to the key stakeholders

#### **UNIT V CHALLENGES AND SCENARIO OF VOCATIONAL EDUCATION**

Current vocational education scenario in India and Government Initiatives

Challenges of Developing Vocational Education Framework, Institutionalizing Skill Training System, Identifying of Skill Gaps, and Development of output-based curriculum, Ensuring Infrastructural support, Delivery of Curriculum Assessment & Placement

Problems for Vocational Education Implementation

Vocational education in Australia, Korea, China, USA, Canada and UK

#### **SUGGESTED READINGS:**

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National Education Policy (2020), MHRD, Govt. of India; New Delhi

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PSSCIVE PSSCIVE Guidelines on different aspects of Vocational Education, Bhopal: PSSCIVE.

PSSCIVE Orientation Guide on Vocationalisation of Education, Bhopal: PSSCIVE.

PSSCIVE Vocational Education and Training: Challenges and Strategies, edited by Sacheti A.K., Verma A.P. and Mehrotra V.S., Bhopal: PSSCIVE.

PSSCIVE Vocational Education and Training: Present Practices and Future Directions, Report of National Seminar organized by PSSCIVE, Bhopal: PSSCIVE

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**EDU-DSC-251**

**Educational Management**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

**OBJECTIVES:**

To enable the undergraduate students to:

1. Acquaint with basic theoretical understanding of educational planning management and administration.
2. Develop necessary managerial, administrative and leadership skills.
3. Equip knowledge in quality management, institutional planning and educational supervision.
4. Acquaint with educational finance and administrative machinery both at central and state level with special reference to Assam.

**COURSE CONTENTS**

**UNIT-1: BASIC CONCEPTS OF MANAGEMENT AND EDUCATIONAL MANAGEMENT**

- Meaning and Principles of Management (Henry Fayol)
- Meaning and nature of Educational Administration and Educational Management, Management and Administration (Differences)
- Functions and Scope of Educational Administration and Management
- Characteristics of Educational Management
- Types of Educational Management (Centralized - Decentralized; Autocratic, Democratic and Laissez Faire; Participatory Management)

**UNIT-2: EDUCATIONAL ORGANISATIONS AND LEADERSHIP SKILL**

- Educational Institutions as Organizations-Nature and Characteristics  
Organizational Climate (Classroom Climate)
- Meaning and Nature of Leadership
- Theories of Leadership (Fiedler's Contingency Theory of Leadership)
- Styles of Leadership
- Educational Leadership and Development of Leadership Skill

### **UNIT-3: EDUCATIONAL PLANNING, INSTITUTIONAL MANAGEMENT AND QUALITY MANAGEMENT**

- Meaning and Nature, and Approaches of Educational Planning
- Institutional Planning - Meaning, Nature and Characteristics
- Management of Time Table, Curricular and Co-curricular Activities, School Plant
- Quality in Higher Education – Accreditation (Concept and Parameters)
- Total Quality Management (TQM)

### **UNIT-4: EDUCATIONAL SUPERVISION**

- Meaning, Nature, Scope and Functions of Educational Supervision
- Inspection versus Supervision
- Planning Organising and Implementing Supervisory Programmes
- Importance of Supervision in Educational Organisation
- Qualities of an Educational Supervisor

### **UNIT-5: MANAGEMENT OF FINANCIAL RESOURCES AND MACHINERY OF ADMINISTRATION**

- Problems and Sources of Educational Finance
- Educational Expenditure and Budget
- Central Level Administration (UGC, NUEPA, NCERT)
- State Level Administration (SCERT, DIET)
- School Administration in Assam – Structure and Probl

## SUGGESTED READINGS:

1. Aggarwal, J.C. (1967). Educational Administration, Management and Supervision Arya Book Depot: New Delhi.
2. Ahuja, A.K (2007). Educational Management, Planning and Finance, Authors Press: New Delhi.
3. Bhatnagar, R.P and Aggarwal, V (2001). Educational administration, Supervision Planning and Financing, R. Lall Book Depot: Meerut, U.P.
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**EDU-DSC-252**  
**History and Development of Education in India**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

**OBJECTIVES:**

1. To get learners acquainted with the salient features of education in India in Ancient and Medieval era.
2. To acquaint learners with the development of education in British India.
3. To acquaint learners with significant developments and reforms of education in Independent India
4. To acquaint learners with various stages of education prevalent in India as well as policies and programmes undertaken by various controlling authorities in order to ensure quality in education.

**COURSE CONTENTS**

**UNIT-1: ANCIENT AND MEDIEVAL INDIA**

- Vedic Education - Aims, Curriculum, Methods and Organization of Education
- Educational Thoughts of Upanishads and Gita
- Buddhist Education - Aims, Curriculum, Methods and Organization
- Islamic Education - Features, Aims, Methods and Organization
- Comparative Study of the Vedic and Buddhist Education

**UNIT-2: MODERN EDUCATION IN INDIA (COLONIAN PERIOD)**

- Charter Act 1813 and Macaulay Minute (1834)
- Wood Dispatch, 1854
- Hunter Commission, Calcutta University Commission
- Gokhale's Bill (1910 – 1912), Wardah Scheme of Education, 1937
- Contributions of Christian Missionaries with Special Reference to Assam

**UNIT-3: MODERN EDUCATION INDIA (POST-COLONIAN PERIOD)**

- Constitutional Provisions of Indian Education
- Mudaliar Commission, 1952-53, Objectives, Structure, Features
- Kothari Commission, 1964-66: Objectives, Structure, Features
- National Policy on Education, NPE, 1986, Revision of National Policy on Education – 1990, 1992, – Objectives, Features and Recommendations
- National Policy on Education, NPE, 2016

**UNIT-4: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN INDIA**

- Early Childhood Care Education (ECCE): Objectives, Structure and Challenges
- Primary Education in India: Objectives, Challenges, Universalisation of Elementary Education (UEE), Sarva Shiksha Abhiyana (SSA)
- Secondary Education: Objectives, Challenges, Universalisation of Secondary Education and the Role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Right to Education Act, 2009,
- Controlling and Regulatory Bodies: NCERT, SCERT, DIET

## **UNIT-5: HIGHER EDUCATION IN INDIA**

- Universities – Types, Structures
- Quality Control of Higher Education- Role of National Accreditation and Assessment Council (NAAC),
- Rashtriya Uchchatar Shiksha Abhiyana (RUSA) – Goals, Features and Guiding Principles
- Autonomy and Accountability in Higher Education
- Controlling Bodies: UGC and AICTE

## **SUGGESTED READINGS:**

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi.
2. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
3. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi.
4. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
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7. Govt. of India. Report of Secondary Education Commission (1952-53), Author: New Delhi.
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15. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New Central Book Agency (p) Ltd.: Kolkata.
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17. Rawat, P.L. (1995) -History of Indian Education. Ram Prasad and Sons: Agra.
18. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society.

**EDU-DSC-253**  
**Measurement and Evaluation in Education**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

**OBJECTIVES:**

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of tests and their administration and uses.
3. To acquaint with the principles of test construction both educational and psychological.
4. To get acquainted with different evaluation procedures and examination reforms.

**COURSE CONTENTS**

**UNIT- 1: MEASUREMENT AND EVALUATION - BASIC IDEAS**

- Evaluation and Measurement – Meaning, Characteristics and Purpose
- Relation between Measurement and Evaluation, Scales of Measurement
- Meaning, Nature and Scope of Educational Evaluation
- Educational Objectives, Learning Experiences and Evaluation - Interrelationship
- Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)

**UNIT-2: NATURE AND ADMINISTRATION OF TEST**

- Meaning, Nature and Classification of Tests
- Characteristics of a Good Test (Reliability, Validity, Objectivity, Usability)
- Relationship between Reliability and Validity
- Different Methods of Establishing Reliability
- Norms - Meaning, Importance of Norms (Age Norms, Grade Norms, Standard Scores)

**UNIT-3: PSYCHOLOGICAL TESTS**

- Concept of Psychological Test and Educational Test
- Intelligence Test - Types and Uses (Stanford Binet Test)
- Personality Assessment - Observation, Interview and Projective Techniques
- Aptitude Test - Differential Aptitude Test
- Interest Inventory - Kuder Interest Inventory

**UNIT-4: EDUCATIONAL ACHIEVEMENT TEST**

- Educational Achievement Test - Meaning and Nature
- Teacher Made Test and Standardised Test

- Construction and Standardisation of Educational Achievement Test
- Interpretation and Scoring of Achievement Test
- Uses of Educational Achievement Test

## **UNIT-5: EVALUATION AND EXAMINATION REFORMS**

- Types of Evaluation: Placement, Formative, Diagnostic and Summative
- Norm Referenced and Criterion Referenced Evaluation
- Grading, Marking and Credit System
- Continuous and Comprehensive Evaluation
- Question Bank and Use of Computer in Evaluation

### **SUGGESTED READINGS:**

1. Anastasi, A., and Urbina, S. (2016). Psychological Testing, (7th ed.). Pearson Education: New Delhi.
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3. Bloom, B.S., and Others (1971). Handbook of Formative and Summative Evaluation of Student, McGraw Hill, Book Co.: New York.
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## **SYLLABI OF EDU-DSM PAPERS**

### **SEMESTER-I**

#### **EDU-DSM-101 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **OBJECTIVES:**

1. To enable the understanding students to acquire basic knowledge and understanding on psychological foundation of education.
2. To realize the relationship between Psychology and education.
3. To enable the students to develop basic skills in psychology and their implications in education in solving educational problem.
4. To develop an understanding about theories of learning
5. To acquaint them with the knowledge of Intelligence and Creativity.

#### **UNIT-1: INTRODUCTION**

- Meaning and Concept of Psychology and Educational Psychology
- Relation between Education and Psychology
- Scope of Educational Psychology
- Methods of Educational Psychology (Introspection, Observation and Experimentation)

#### **UNIT-2: BASIC PSYCHOLOGICAL CONCEPTS AND PROCESS**

- Sensation and Perception – Concept and Factors Influencing Sensation and Perception
- Instinct –Meaning, concept, modification of instinct,  
Emotion –Meaning and Concept, Relationship between Instinct and Emotion
- Attention and Interest - Selective and Divided attention, Role of Attention in the Cognitive Process, Condition of Attention, Interest –Meaning and Conditions, Educational Implication of Attention and Interest
- Memory: Acquisition, Storage and Retrieval of Information, Types and Marks of Good Memory
- Forgetting and its Causes

#### **UNIT-3: LEARNING AND MOTIVATION**

- Learning – Meaning and Nature
- Learning and Maturation
- Theories of learning- Field Theory, Operant Conditioning, Gagne's Theory of

## Learning, Constructivism and their Educational Implications

- Meaning, Types and Factors of Motivation
- Theory of Achievement Motivation, Maslow's Need Hierarchy Theory
- Role of Motivation in Learning

## UNIT - 4: PERSONALITY AND ADJUSTMENT

- Meaning of Personality
- Type and Trait theories –Type Theory –Sheldon and Jung
- Trait theory- Cattell, Allport, The Big Five Model
- Psycho-analytic Theory- Sigmund Freud
- Meaning and Concept of Adjustment, Characteristics of a Well Adjusted Person, Mal-adjustment and Defence Mechanisms

## UNIT-5: INTELLIGENCE AND CREATIVITY

- Meaning and Nature, Influence of Heredity and Environment on Intelligence
- Theories of Intelligence –Spearman, Guilford and Gardner
- Meaning, Nature and Stages of Creativity, Relation between Creativity and Intelligence
- Development and Identification of Creativity, Fostering Creativity among Learners
- Concept and Development of Intelligent Quotient (IQ) and Emotional Intelligence

## SUGGESTED READINGS:

1. Aggarwal J. C., (2014). Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
2. Bhatia & Bhatia (1981). Textbook of Educational Psychology, Doaba House: New Delhi.
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## **SEMESTER-II**

### **EDU-DSM-151 INTRODUCTION TO EDUCATIONAL PHILOSOPHY**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **OBJECTIVES:**

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

#### **UNIT-1: PHILOSOPHY AND EDUCATION**

- Philosophy of Education - Meaning, Nature, Scope and Functions
- Philosophy and Education –Relationship and Importance of Philosophy of Education

#### **UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY**

- A brief outline of Indian and western school of Philosophy of Education
- Implication of Samkshya, Vedanta, Buddhism, Jainism, and Yoga Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline

#### **UNIT-3 WESTERN SCHOOLS OF PHILOSOPHY**

- Educational Thought and Practices in Ancient Greece (Athens and Sparta) and Rome
  - Aims and Features
- Idealism, realism, naturalism, pragmatism, and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline

#### **UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS**

- Tagore
- Gandhi
- Aurobindo
- Krishnamurthy

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

#### **UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS**

- Plato
- Rousseau
- John Dewey
- Froebel

(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

#### **SUGGESTED READINGS:**

1. Aggrawal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood cliffs: New Jersey.
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20. Somnath Agrawal (2007). Philosophical Foundation of Education, Authors Press:New Delhi.
21. Tiwary, Ranjeet, K (2015). *Samkhyagyamanjori*, Bharati Prakashan: Varanasi.

## **SEMESTER-III**

### **EDU-DSM-201**

#### **Sociological Foundation of Education**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **OBJECTIVES:**

The course is designed to enable the undergraduate students to-

1. Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
2. Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
3. Develop awareness of dynamics of social change and social mobility and their implications in education.

#### **COURSE CONTENTS**

##### **UNIT-1: INTRODUCTION**

- Meaning and Concept of Sociology of Education
- Nature and Scope of Sociology of Education
- Importance of Sociology of Education
- Sociology of Education and Educational Sociology
- School as a Social Sub-system

##### **UNIT-2: EDUCATION, SOCIETY AND CULTURE**

- Education and Society
- Meaning and Characteristics of Culture
- Culture and Educational System, Cultural Lag
- Culture and Indian Education
- Influence of Multiculturalism and Pluralism in Education

##### **UNIT-3: SOCIAL CHANGE AND SOCIALISATION**

- Social Change- Meaning and Factors Responsible for Social Change
- Education and Process of Social Change- Sanskritisation,

Westernisation and Modernisation

- Education and Social Change
- Meaning, Nature and Process of Socialisation
- Agencies of Socialization - Family, School, Peer Group, Mass Media

#### **UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL**

- Meaning, Characteristics and Types of Social Stratification
- Meaning and Types of Social Mobility
- Education and Social Mobility
- Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities - Class, Caste, Gender), Equality of Educational Opportunity
- Meaning of Social Control, Role of Education as a Means of Social Control

#### **UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP**

- Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- Group Dynamics- Meaning and Implications for Education
- Social Dis organisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Dis organisation
- Leadership- Meaning, Nature and Styles of Leadership
- Role of Education for the Inculcation of Leadership Skills

#### **SUGGESTED READINGS:**

1. Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
2. Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
3. Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5<sup>th</sup> Edition): London.
4. Banks, O. (1976). The Sociology of Education (3<sup>rd</sup> Edition), B.T. Batsford: London.
5. Bennett, C. (1990). Comprehensive Multicultural Education: Theory and Practice, Allynand Bacon: London.
6. Bhattacharjee, Srinibas. Sociological Foundations of Education, Atlantic Publishers and Distributors: New Delhi.
7. Boronski, Tomas and Hassan, N (2015). Sociology of Education, Sage Publications: London.
8. Boudon, R. (1973). Education, Opportunity and Social Inequality, Wiley: New York.
9. Dube, S.C. (1992). Indian Society, National Book Trust, India: New Delhi.
10. Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe.
11. Floud, J.E. and A.H. Halsey. (1958). The Sociology of Education, Current Sociology.

12. Floud, J.E., A.H. Halsey and F.M. Martin. (1957). Social Class and Educational Opportunity, Heinemann: London.
13. Ghurye, G.S., (2016). Caste and Race in India, SAGE Publications: New Delhi.
14. Gore, M.S.: Indian Education-Structure and Process, Rawat Publications: Jaipur and New Delhi.
15. Haralambos, M. and R.M. Heald. (1980). Sociology: Themes and Perspectives, Oxford University Press: New Delhi.
16. Inkeles, Alex (1999). What is Sociology? Prentice Hall of India Pvt. Ltd.: New Delhi.
17. Jayaram, N. (2015). Sociology of Education in India (Second Edition), Rawat Publications: Jaipur, New Delhi.
18. Mannheim, Karl and Stewart, W.A.C. An Introduction to Sociology of Education, Routledge and Kegan Paul: London.
19. Mathur, S. S. A Sociological approach to Indian Education, Vinod Pustak Mandir: Agra.
20. Morrish, I (1972). The Sociology of Education: An Introduction. Unwin Education Books: London.
21. Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
22. Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipur and New Delhi.
23. Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and New Delhi.
24. Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

## SEMESTER-IV

### EDU-DSM-251

#### History and Development of Education

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### Objectives

1. understand educational thought of Indian social reformers in the development of education
2. be acquainted with a synoptic view of the Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education during British period;
3. be acquainted with the development of Indian education in the context of National Education Movements in the post-independent era;
4. explain and discuss the national values as enshrined in the Indian Constitution
5. outline major trends in Indian education in the areas: Women education, Adult education, non-formal education, liberal education, inclusive education, vocational education, distance education.

#### COURSE CONTENTS

##### Unit 1- Education in Vedic and Post Vedic period.

Introduction; Fundamentals of Ancient Indian Education, Purpose the studying Vedas, Main characteristics of Education system in Vedic Era, Education in post Vedic period, Female Education, Swadhyaya or self-learning, Duties of Teacher and Student in Vedic and Post Vedic

##### Unit 2- Brahmanic Education, Education in Buddhist period and Islamic Education in the Medieval India.

Development of Brahmanic Education, Principles of Brahmanic Education, characteristics of Brahmanic Education, A comparison between the Brahmanic and the Buddhist educational system, Women Education in Buddhist period, Educational Centers in Buddhist period, progress of education during medieval times Islamic education

##### Unit 3-

Education in India during British rule with special reference to i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902), Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.



**Unit 4-** Education in free India with special reference to

i) Indian Education Commission or Radhakrishnan Commission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1953), iii) National Education Commission or Kothari Commission (1964-1966 ), iv) National policy of Education ( 1986 ) and subsequent developments.

**Unit 5- Some issues in Indian Education**

i) Women's Education, ii) Adult Education iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Education for all.

**References:**

- 1) Randall Curren, A Companion to the Philosophy of Education.
- 2) Nel Nodding, Philosophy of Education
- 3) Nurullah, S and Naik, J.P. A History of Education In India
- 4) A. Banerjee, Philosophical Foundation of Education
- 5) J.C. Chakraborty, Educational Philosophy
- 6) A.S. Altekar, Education In Ancient India
- 7) S.P. Chaube, History of Education in India
- 8) S.K. Das, Educational System of Ancient Hindus
- 9) S.N. Mukherjee, History of Education
- 10) B.R. Purkait, Milestone in Modern Indian Education

**EDU-DSM-252**  
**Inclusive Education**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

Objectives: After completion of this course, students will enable

1. to. Understand Inclusive, Integrated and Special Education and different perspectives of inclusive education
2. be acquainted with the various Legal Provisions and Policies of Inclusive Education in India.
3. To Understand the knowledge of curriculum and adaptation for children with diverse needs
- 4 To acquainted with the management of Inclusive Education
- 5 To Understand the recent trends in Research and Methods of Inclusive Education

**UNIT- I Introduction to Inclusive Education: Inclusive Education**

Concept, Need, Objectives and Scope of Inclusive Education

Integrated Education, Special Education

Types and degree of impairment, Characteristics, Etiology and prevention, educational programs of OH, HI, VI, MR, LD.

Perspectives of Inclusive Education: Historical, philosophical, Psychological, Sociological and Political Economic

Contribution of Educational thinkers for the conceptualization of Inclusive Education – Advantages

of inclusive education for the individual and society.

**Unit-II Legal Provisions and Policies of Inclusive Education in National and International**

The International level: The Universal Declaration of Human Rights (1948), The U.N. Convention on

the Rights of the Child (CRC), International Year/decade of the Disabled Persons (IYDP, 1981), The

World Declaration on Education for All and its Framework for Action to meet Basic-Learning Needs,

(1990), Salamanca Statement and Framework for Action on Special Needs Education (UNESCO) 1994)

National level: The Indian Education Commission (1964-66) – Integrated Education for Disabled

Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India

Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan (SSA), RMSA, IEDSS-2009, RTE-2009.

### **Unit-III Curriculum adaptations and evaluation for children with diverse needs**

Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and

physically challenged) intellectual (gifted, talented and children mentally challenged children).

Developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backward ness, under achievement, slow learners, children with special health

problems, environmental/ecological difficulties and children belonging to other marginal groups

Support needs of orthopedically handicapped, Hearing Impaired, Visually Impaired, Mentally Retarded and Learning-Disabled Students - Types of handicapped, Characteristics, Educational programs.

Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages,

physical education yoga, heritage arts theatre, drama etc in inclusive settings.

Utilization of records/ case profiles for identification, assessment, and intervention for inclusive

classrooms. Techniques and methods used for adaptation of content , laboratory skills and play

material

### **Unit-IV Planning and Management of Inclusive Classrooms**

Infrastructure: Removing Architectural Barriers , Human Resource and Instructional Practices

Assistive and Adaptive Technology for Diverse learners

Product (Aids and Appliances) and Process , Individualized Education Plan

Remedial Teaching, Parent Professional Partnership

### **Unit-V Research Trends of Inclusive Education in India**

Barriers and Facilitators of Inclusive Education

Attitude, Social and Educational

Current Status and Ethical Issues of inclusive education in India

Research Trends of Inclusive Education in India

MODE OF TRANSACTION Lecture cum Discussion method, Blended learning, Seminar, Workshop,

Small group discussion

## SUGGESTED READINGS

Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.

Bateman,D.F & Cline, J.L.(2016). A teacher's guide to special education. United State: ASCD.

Dash,M. & Dash,N.(2005). Essentials exceptionality and special education. New Delhi :Atlantic.

Hallahan,D.P., Kaceffan,J.M., & Pullen,P.C.(2011). Exceptional learners: An introduction to special education. New Delhi: Pearson Education.

Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

Kirk, S., Gallagher, J.J.& Coleman, M.R.(2014). Educating Exceptionalchildren.New Delhi: Cengage Learning

. M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

Mangal,S.K.(2007). Educating exceptional children: An introduction to special education. New Delhi: Prentice Hall India Pvt. Ltd.

Panda, K.C.(1997). Education of exceptional children. New Delhi: Bookman.

Sarangi, H. (2018). Cognitive development of hearing impair children. New Delhi: Pacific book International.

Sharma, R.A.(2016). Fundamental of special education. New Delhi: Bookman. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.

Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

Werts, M.G., Culatta, R.A. & Tompkins, J.R.(2015). Fundamental of special education: What every teacher needs to know. New Delhi: Pearson. Ainscow,

## **SYLLABI OF EDU-SEC PAPERS**

### **SEMESTER-I**

#### **EDU-SEC -101 YOGA AND LIFE SKILL EDUCATION**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **OBJECTIVES:**

1. To introduce the undergraduate learners with the concept of holistic health.
2. To enable the learners to understand the need and importance of Physical Education.
3. To help the learners in acquiring and internalizing various life skills.
4. To introduce learners with the philosophical bases of Yoga.
5. To acquaint learners with the types of Yoga and their importance in health and life.
6. To motivate the learners to participate in Yogic exercises and imbibe art of living skill.

#### **UNIT-1 INTRODUCTION**

- Definition and Meaning of Health
- Dimensions of Health, Balanced Diet
- Introduction, Definition and Meaning of Physical Education

#### **UNIT - 2 UNDERSTANDING YOGA**

- Philosophy of Yoga, Meaning and Misconception of Yoga, Types of Yoga
- Ashtanga Yoga (8 stages of Yoga), Raja Yoga, Karma Yoga, Hatha Yoga, Gyana(Jnana)Yoga, Bhakti Yoga and Mantra Yoga
- Importance of Yogasanas, Pranayama, Shudhikriya and Meditation in Educational Institutions

#### **UNIT - 3 LIFE SKILL EDUCATION**

- Life-skill Education – Meaning, Concept and Importance
- Ten Core Life-skills Recommended by the WHO
- Strategies for Developing Individual Life-skills at Different levels (Elementary, Secondary and Higher), Role of the Teacher in inculcating Life Skills among the Learners

#### **UNIT- 4 PRACTICAL LESSONS ON YOGA AND ART OF LIVING SKILLS**

- Participating in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu-Shirasana, Ardhamatsyendrasana, Padmasana, Shirasasana and Brikshasana
- Participation in Anulom- Vilom, Bhramari, Shitali, Ujjayi, Pranayamas, Neti, Kapalbhathi and Tratak
  - Participation in Art in Living Skills (To be Organized by a Trained Person or Institution)

## **Unit 5 IMPORTANCE OF YOGA**

- Peace of Mind, Consciousness and Soul
- Self-Realization or realization of the Divine within us (Healthy Life)
- Significance of International yoga day
- International yoga education

## **SUGGESTED READINGS:**

2. Bawara, B.V. (1993). Aap Apni Baat, Harayana Divine Radiane publication.
3. Besant, A. (2005). An introduction to Yoga, Cosmo: New Delhi.
4. Feuerstein, George (2002). The yoga tradition: Its History, Literature, Philosophy and Practice, Bhavna books and Prints.
5. Iyenger, B.K.S. (1996). Light on Yoga, Harper Collins: New Delhi.
6. Mikel Burley. (2000). Hathayoga: Its Context, Theory and Practice, Motilal Benarasidass: New Delhi.
7. Larson, J.G. and Bhattacharjee R.S. (2007). Encyclopedia of Indian Philosophies, Vol. -xii, Motilal Benarasidass Publication: New Delhi.
8. Omand, S. (1960). Patanjali Yoga Pradeep, Gita press: Gorakhpur.
9. Rai, V.C. Effect of Sahaj Yoga on Cardiac Disorders, Department of philosophy, Delhi Medical College: Delhi.
10. Rao, P.V.K. (1995). Scientific and Psychological Significance of Yoga, Department of Education: Benaras Hindu University.
11. WHO (2014). Partners in Life Skill Education, WHO: Geneva.
12. Yadav, Y and Yadav, R (2003). Art of Yoga, Friends: New Delhi.
13. Yogacharya, O.S. (2007). Freedom of Body and Mind: Yogasanas, pranayam and Meditations, Rawat: New Delhi.

## **SEMESTER-II**

### **EDU-SEC -101 COMMUNICATION AND TEACHING SKILLS**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **OBJECTIVES**

1. To make students understand the concept and elements of communication
2. To develop communication skills among learners
3. To make students familiar with teaching skills
4. To help them understand the managerial skills for classroom management

#### **UNIT I: Communication skills**

Concept of communication, Importance of communication, factors affecting communication

Elements of communication (communication cycle), factors affecting communication, effective communication and its significance, barriers of communication

Communication styles: Assertive, aggressive, Passive, Passive-Aggressive

Social media communication

#### **UNIT II: Verbal communication and Visual communication**

Importance, Oral/Spoken communication and Written communication, Effective verbal communication, Public speaking

Writing letters, Different formats of letters, effective e-mail communication, developing paragraphs

Visual communication, concept & importance

#### **UNIT III: Non-verbal communication**

Non-Verbal communication: Importance,

Facial expressions, Postures, Gestures, Paralanguage, Eye contact, Space, Touch,

Effective non-verbal communication

#### **UNIT IV: Teaching skills**

Concept of teaching skills, need, importance

Types of teaching skills (skill of introduction, explanation, questioning, black board writing, probing etc.), practicing teaching skills: micro teaching and link practice,

Teaching skills for effective teaching

### **UNIT V: Managerial skills**

Dealing with diverse learners in classroom, classroom management skills, techniques of classroom management,

Concept of interpersonal relationship, significance

Interpersonal skills, discussion about selected skills: Empathy, collaboration, team work, conflict resolution etc.

### **SUGGESTED READINGS**

1. Handbook on communication skills: Centre for Good Governance,  
<https://www.cgg.gov.in/core/uploads/2017/07/Communication.pdf>
2. An Introduction to Communication, LYNN H. TURNER & RICHARD WEST, 2019, Cambridge University Press
3. Classroom Teaching Skills, [James M. Cooper](#), 2013, Cengage Learning,
4. Communication Skills, Sanjay Kumar & Pushp Lata, 2015, Oxford University Press
5. Communication Skills, K.Parasara Sarma, 2023, Bluerose Publishers Pvt. Ltd.
6. Teaching Skills and Strategies, S.Arulsamy & Z. Zayapragassarazan, 2016, Neelkamal Publishers
7. Teaching Skills, R. P. Pathak, 2012, Pearson
8. Learning Soft Management Skill, John Lok, 2022, Notion Press



## **SYLLABI OF EDU-IDC PAPERS**

### **SEMESTER-I**

#### **EDU-IDC- 101 INTRODUCTION TO TEACHING – LEARNING PROCESS**

**Credit: 3, Contact Hours: 45**

**Full Marks = 100 [ESE: 70, CCA: 30]**

#### **Objectives:**

1. To understand the concept, functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To use proper teaching aid during teaching learning process.
5. To understand the principles of classroom management.

#### **Unit– I: Introduction to Teaching**

- Teaching: concept, meaning, nature
- Functions of Teaching, Scope of teaching learning process
- Teaching Learning as a Three-Way Communication Process

#### **Unit– II: Teaching-Learning Process**

- Maxims of teaching
- Levels of teaching, Phases of teaching
- Variables of teaching
- Operations of teaching

#### **Unit –III: Methods of Teaching**

- Concept and Features of Method of Teaching
- Inductive and Deductive method
- Analytic and Synthetic method
- Project Method, Play Way Method, Demonstration

#### **Unit – IV: Approaches of Teaching**

- Concept and Features of Approach of Teaching

- Difference between method and approach
- Revised Blooms' Taxonomy
- Bloom's Mastery Learning Approach
- Behaviouristic and Constructivist approach

## **Unit – V: Teaching Aids**

- Meaning and Significance of Teaching Aids
- Types of teaching aids
- Selection and use of aids in classroom
- Concept of Classroom Management
- Factors affecting Classroom Management: Teachers, Students and Others

### **SUGGESTED READINGS**

1. Bloom, B.S. (1971, ed.): Handbook of formative and summative Evaluation, McGraw Hill.
2. Chauhan, S.S. (1978): Innovations in Teaching Learning Process, New Delhi, Vikas Pub.
3. Kochar, S.K. (1986): Methods and Techniques of Teaching, New Delhi, Sterling.
4. Oristein, Allan, C & Hunkins, Francis P. (1993): Curriculum Foundations, Principles and Issues (Second edition), Allyn and Bacon Inc. USA.
5. Sharma, R.A. (1988) : Educational Technology, Agra V
6. Chauhan, S.S.A. (1978): Text book of Programmed Instruction, New Delhi, Sterling.
7. Decoo (1980, ed.): Educational Technology, New Delhi, Holt, Ri Chart.
8. Malla Reddy, M. & Ravisankar, S.: Curriculum Development and Educational Technology,
9. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology, New Delhi: PHI
10. Mohanty, J. (1986) : Educational Broadcasting, Radio and TV in Education, New Delhi,
11. Packiam, S.(1986) : Curricular Innovations and Educational Technology, Delhi, Doba House.
12. Pandey, K.P. : A First Course in Instructional Technology, Amitash Prakashan, Delhi-24.
13. Pandey, K.P. : Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.
14. Sahoo, P.M. (2002) : Psychology in Indian context, Agra, Bhargava Book House.
15. Smith, B.O. et al. : Foundations of Curriculum Improvement, Yonders, N.V.
16. Walia, J.S. (1977) : Foundation of Educational Psychology, Jalandhar Publishers.
- 17.

## **SEMESTER-II**

**EDU-IDC- 151**  
**POPULATION EDUCATION**  
**Credit: 3, Contact Hours: 45**  
**Full Marks = 100 [ESE: 70, CCA: 30]**

### **Objectives:**

1. To acquaint students, know the concept of Indian population dynamics.
2. To enable students, know about the population education policies and programmes in India.
3. To enable students, understand the developmental perspective in connection with population.
4. To know the public health and Hygiene.
5. To enable the students, know the public health and hygiene.
6. To enable the students, know family life education and recreation skills.
7. To familiarize the students with approaches of teaching population education.

### **UNIT -I: Introduction to Indian Population Dynamics**

- Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.
- Population Dynamics of India: Pre-Independence & Post-Independence.

### **UNIT -II: Population Education Policies and programmes.**

- Population policies and programmes in India.
- Role of Government for population planning and control.
- Various implementing agencies of population education programmes in India

### **UNIT -III: Population & Development Perspective**

- Impact of population growth on Educational, Social and Economic Developments.
- Population migration and its impact on society.
- Population and quality of life.

### **UNIT -IV: Public Health and Hygiene**

- Concepts & Definition of Health (WHO), Concept of Good Health, Goals of Health Education.
- National Health Mission: Objectives and Programmes in India.

- Role & Responsibilities of World Health Organization for Health in India.
- Concepts and importance of Balance Diet and Exercise

### **UNIT-V: Family life Education& Recreational Skills**

- Nature and need of family life education, Concepts& Types of Families in Society
- Sex Education: Meaning and Importance.
- Methods of Family Planning

### **SUGGESTED READINGS**

1. Council for social development. Aspects of population policy in India, N. Delhi.
2. Govt. of India, Population Census Reports. N. Delhi.
3. Govt. of India, 1996, Family Welfare Programme in India, Dept. of Family Welfare, N. Delhi.
4. Gowardikar Vasant (ed), Science population and development. Unmesh Communications, N. Delhi.
5. Kuppaswamy, B. Rao, K.S. &Kanth A, Krishna. 1976. Some thoughts on Population Education
6. NCERT. Education and National Development (Report of the Education Commission 1964-66). N. Delhi.
7. Pandey, M.C. (1993). Population Awareness
8. Population Education Unit, NCERT, Delhi. Nutrition and Population Education – A source book for teachers.

<b>3rd Semester</b>				
DSC-201	5	4	100	Sociological Perspective of Education
DSC-202	5	4	100	Vocational Education
DSM-201	5	4	100	Sociological Foundation of Education
IDC-201	5	3	100	Open and Distance Education
AEC-I MIL-201	3	2	50	English (III)/ MIL /Any Language (III)
SEC 201	5	3	100	Psychological Practical and Project Work
<b>4<sup>th</sup> Semester</b>				
DSC-251	5	4	100	Educational Management
DSC-252	5	4	100	History and Development of Education in India
DSC-253	5	4	100	Measurement and Evaluation in Education
DSM-251	5	3	100	History and Development of Education
DSM-252	5	3	100	Inclusive Education
AEC 251	3	2	50	English(IV)/ MIL /Any Language (IV)

### **THIRD SEMESTER**

#### **PAPER – DSC-201**

#### **Sociological Perspective of Education**

**(Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

The course is designed to enable the undergraduate students to-

Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.

Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.

Develop awareness of dynamics of social change and social mobility and their implications in education.

#### **COURSE CONTENTS**

##### **UNIT-1: INTRODUCTION**

- Meaning and Concept of Sociology of Education
- Nature and Scope of Sociology of Education
- Importance of Sociology of Education
- Sociology of Education and Educational Sociology
- School as a Social Sub-system

##### **UNIT-2: EDUCATION, SOCIETY AND CULTURE**

- Education and Society
- Meaning and Characteristics of Culture
- Culture and Educational System, Cultural Lag
- Culture and Indian Education
- Influence of Multiculturalism and Pluralism in Education

##### **UNIT-3: SOCIAL CHANGE AND SOCIALISATION**

- Social Change- Meaning and Factors Responsible for Social Change
- Education and Process of Social Change- Sanskritisation, Westernisation and Modernisation
- Education and Social Change
- Meaning, Nature and Process of Socialisation
- Agencies of Socialization - Family, School, Peer Group, Mass Media

##### **UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL**

- Meaning, Characteristics and Types of Social Stratification

- Meaning and Types of Social Mobility
- Education and Social Mobility
- Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities
- Class, Caste, Gender), Equality of Educational Opportunity
- Meaning of Social Control, Role of Education as a Means of Social Control

#### UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- Group Dynamics- Meaning and Implications for Education
- Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation
- Leadership- Meaning, Nature and Styles of Leadership
- Role of Education for the Inculcation of Leadership Skills

#### SUGGESTED READINGS:

- Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
- Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
- Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5<sup>th</sup> Edition): London.
- Banks, O. (1976). The Sociology of Education (3<sup>rd</sup> Edition), B.T. Batsford: London.
- Bennett, C. (1990). Comprehensive Multicultural Education: Theory and Practice, Allyn and Bacon: London.
- Bhattacharjee, Srinibas. Sociological Foundations of Education, Atlantic Publishers and Distributors: New Delhi.
- Boronski, Tomas and Hassan, N (2015). Sociology of Education, Sage Publications: London.
- Boudon, R. (1973). Education, Opportunity and Social Inequality, Wiley: New York.
- Dube, S.C. (1992). Indian Society, National Book Trust, India: New Delhi.
- Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe.
- Floud, J.E. and A.H. Halsey. (1958). The Sociology of Education, Current Sociology.
- Floud, J.E., A.H. Halsey and F.M. Martin. (1957). Social Class and Educational Opportunity, Heinemann: London.
- Ghurye, G.S., (2016). Caste and Race in India, SAGE Publications: New Delhi.
- Gore, M.S.: Indian Education-Structure and Process, Rawat Publications: Jaipur and New Delhi.
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- Jayaram, N. (2015). Sociology of Education in India (Second Edition), Rawat Publications: Jaipur, New Delhi.
- Mannheim, Karl and Stewart, W.A.C. An Introduction to Sociology of Education, Routledge and Kegan Paul: London.

Mathur, S. S. A Sociological approach to Indian Education, Vinod Pustak Mandir: Agra.  
Morrish, I (1972). The Sociology of Education: An Introduction. Unwin Education Books: London.  
Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.  
Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipur and New Delhi.  
Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and New Delhi.  
Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.



## **PAPER – DSC-202**

### **Vocational Education**

**(Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

The course is designed to enable the undergraduate students to-

1. Acquaint them with the basic fact of vocational education
2. Understand the plan and policies on vocational education
3. Develop awareness in the areas, curriculum, method of instruction and practicum, and in the assessment of vocational education, and challenges and, scenario of vocational education

#### **COURSE CONTENTS:**

##### **UNIT 1 BASIC FACT OF VOCATIONAL EDUCATION**

Concept, meaning definitions of vocational education (UNESCO-UNEVOC)

Objectives and Significance of Vocational Education, vocationalization of school education

Vocational Education for Human Resource Development, National Development, Knowledge Economy Marginalised Sections of the Society, Persons with Special Needs, secondary level and higher secondary level, and Inclusion of vocational education in general education

##### **UNIT II PLAN AND POLICIES ON VOCATIONAL EDUCATION**

Policies and programmes for vocational: Objectives, significance, magnitude of problems of vocational education in education commission (1951-52, Secondary Education Commission, Education Commission (1964-66), National Policy on Education, 1986, National Curriculum Framework (2005)

Revised Vocationalization of Secondary Education Program, 1992 Objectives, execution, and evaluation of vocational education in Classes XI and XII

. National Education Policy (2020) Objectives, significance of vocational education as a means to prepare students for the workforce and promote lifelong learning

##### **UNIT III AREAS, CURRICULUM, METHOD OF INSTRUCTION AND PRACTICUM**

Areas of vocational education: Objectives, importance, problem of accessing the courses in Computer and IT fine arts, agriculture, hospitality management, health and paramedical, tailoring, basket weaving, embroidery etc.

Diversity in vocational education

Methods of instruction and practicum: concept, steps and pedagogy of vocational education with references to Learning by watching, learning by imitating, learning by practicing ('trial and error'), Learning through feedback, Learning through conversation, Learning by teaching and helping, Learning by real-world problem-solving, Learning through enquiry.

##### **UNIT IV ASSESSMENT OF VOCATIONAL EDUCATION**

Assessment and execution of vocational education: Establishing Purpose of Assessment, identifying evidences, using appropriate Tools for collecting data, evidences Interpreting & making judgment, recording the outcome, Quality assurance of the outcome, Certifying the outcome, and Reporting to the key stakeholders

##### **UNIT V CHALLENGES AND SCENARIO OF VOCATIONAL EDUCATION**

Challenges of Developing Vocational Education Framework, Institutionalizing Skill Training System, Identifying of Skill Gaps, and Development of output-based curriculum, Ensuring Infrastructural support, Delivery of Curriculum Assessment & Placement. Problems for Vocational Education Implementation

### **SUGGESTED READINGS:**

- Govt. of India (1964-66). Report of Education Commission (1964-66), New Delhi: Ministry of Education
- National Education Policy (2020), MHRD, Govt. of India; New Delhi
- National Knowledge Commission (2007). Recommendation on Vocational Education.pp17-19
- NCERT (2007). Position Papers, National Focus Group on “Work and Education”, New Delhi.
- NCERT NSQF (2013). National Skill Development Agency. MSDE, Govt. of India <https://www.nsda.gov.in/nsqf.html> retrived on 20/12/2020
- Paris, K.(1994). A leadership model for planning and implementing change for school to work transition. Madison, WI: University of Wisconsin-Madison, Centre on Education and Work
- PSSCIVE (1999). Vocationalisation of Education: Perspective for the New Millennium: The Challenge, Bhopal:
- PSSCIVE PSSCIVE Guidelines on different aspects of Vocational Education, Bhopal: PSSCIVE.
- PSSCIVE Orientation Guide on Vocationalisation of Education, Bhopal: PSSCIVE.
- PSSCIVE Vocational Education and Training: Challenges and Strategies, edited by Sacheti A.K., Verma A.P. and Mehrotra V.S., Bhopal: PSSCIVE.
- PSSCIVE Vocational Education and Training: Present Practices and Future Directions, Report of National Seminar organised by PSSCIVE, Bhopal: PSSCIVE
- Rao V.(2003). Vocational Education, New Delhi; APH Publishing Corporation.
- Stokes H., et.al.(2006). Schools, Vocational Education and Training and Partnership: Capacity – Building in rural and regional economics.
- National Centre for Vocational Education Research (NCVER), Australia UNESCO (1996). Learning the Treasure Within – Report of International Commission on Education for the Twenty-first Century, Paris: UNESCO.
- UNESCO (2002) Technical and Vocational Education and Teaching for the 21st Century.
- UNESCO and ILO recommendation United Nations (2002). Report on world summit on Sustainable development. Johannesburg: United Nations
- Vaid, D.K. 2007 in National Focus Group position paper on Work and Education, New Delhi: NCERT
- Venkataiah S.(2000). Vocational Education, New Delhi; Anmol Publications Pvt. Ltd.
- Website: <https://www.egyankosh.ac.in/bitstream/123456789/71564/1/Unit-8.pdf>

## **PAPER – DSM-201**

### **Sociological Foundation of Education**

**(Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

The course is designed to enable the undergraduate students to-

1.Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.

2.Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.

3.Develop awareness of dynamics of social change and social mobility and their implications in education.

#### **COURSE CONTENTS**

#### **UNIT-1: INTRODUCTION**

- Meaning and Concept of Sociology of Education
- Nature and Scope of Sociology of Education
- Importance of Sociology of Education
- Sociology of Education and Educational Sociology
- School as a Social Sub-system

#### **UNIT-2: EDUCATION, SOCIETY AND CULTURE**

- Education and Society
- Meaning and Characteristics of Culture
- Culture and Educational System, Cultural Lag
- Culture and Indian Education
- Influence of Multiculturalism and Pluralism in Education

#### **UNIT-3: SOCIAL CHANGE AND SOCIALISATION**

- Social Change- Meaning and Factors Responsible for Social Change
- Education and Process of Social Change- Sanskritisation, Westernisation and Modernization
- Education and Social Change
- Meaning, Nature and Process of Socialisation
- Agencies of Socialization - Family, School, Peer Group, Mass Media

#### UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL

- Meaning, Characteristics and Types of Social Stratification
- Meaning and Types of Social Mobility
- Education and Social Mobility
- Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities - Class, Caste, Gender), Equality of Educational Opportunity
- Meaning of Social Control, Role of Education as a Means of Social Control

#### UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- Group Dynamics- Meaning and Implications for Education
- Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation
- Leadership- Meaning, Nature and Styles of Leadership
- Role of Education for the Inculcation of Leadership Skills

#### SUGGESTED READINGS:

1. Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
2. Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
3. Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5<sup>th</sup> Edition): London.
4. Banks, O. (1976). The Sociology of Education (3<sup>rd</sup> Edition), B.T. Batsford: London.
5. Bennett, C. (1990). Comprehensive Multicultural Education: Theory and Practice, Allyn and Bacon: London.
6. Bhattacharjee, Srinibas. Sociological Foundations of Education, Atlantic Publishers and Distributors: New Delhi.
7. Boronski, Tomas and Hassan, N (2015). Sociology of Education, Sage Publications: London.
8. Boudon, R. (1973). Education, Opportunity and Social Inequality, Wiley: New York.
9. Dube, S.C. (1992). Indian Society, National Book Trust, India: New Delhi.
10. Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe.
11. Floud, J.E. and A.H. Halsey. (1958). The Sociology of Education, Current Sociology.
12. Floud, J.E., A.H. Halsey and F.M. Martin. (1957). Social Class and Educational Opportunity, Heinemann: London.
13. Ghurye, G.S., (2016). Caste and Race in India, SAGE Publications: New Delhi.
14. Gore, M.S.: Indian Education-Structure and Process, Rawat Publications: Jaipur and

- University Press: New Delhi.
16. Inkeles, Alex (1999). What is Sociology? Prentice Hall of India Pvt. Ltd.: New Delhi.
  17. Jayaram, N. (2015). Sociology of Education in India (Second Edition), Rawat Publications: Jaipur, New Delhi.
  18. Mannheim, Karl and Stewart, W.A.C. An Introduction to Sociology of Education, Routledge and Kegan Paul: London.
  19. Mathur, S. S. A Sociological approach to Indian Education, Vinod Pustak Mandir: Agra.
  20. Morrish, I (1972). The Sociology of Education: An Introduction. Unwin Education Books: London.
  21. Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
  22. Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipur and New Delhi.
  23. Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and New Delhi.
  24. Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

**PAPER – IDC-201****Open and Distance Education****(Credit-3)****Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12****OBJECTIVES:** The course is designed to enable the undergraduate students to-

- 1.Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
- 2.Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
- 3.Develop awareness of dynamics of social change and social mobility and their implications in education.

**COURSE CONTENTS:****UNIT I BASIC CONCEPT OF OPEN AND DISTANCE EDUCATION**

Concept, meaning and significance of open and distance learning

History of Open and Distance Education

Generations of Distance Education

Features and role of open and distance learning

Issues and scopes of open and distance learning

The purpose of distance learning

Benefits of open and distance learning

## UNIT II CONTENTS DEVELOPMENT

Aims to facilitate engaging and relevant learning materials for students

Objectives, nature and accuracy of the content

Phases of e-Contents development: analysis, design, development, implementation, evaluation.

Types of e-content: images, videos, text, animations, and audio

## UNIT III CURRICULUM AND ACCREDITATION

Concept, features and nature of open and distance learning curriculum

Principles and structure of construction of open and distance learning curriculum

curriculum development process: steps: 1) needs assessment, 2) the planning session, 3) content development, 4) pilot delivery and revision, and 5) the completed curriculum package.

Models of curriculum design: subject-centered, learner-centered, and problem-centered design.

Accreditation of online and distance mode of curriculum: concept, Steps, Criteria of accreditation: suggested by University Grants Commission (UGC), and National Education Policy (NEP)

## UNIT IV COST AND TIME EFFECTIVENESS, AND STUDENT SUPPORT

Cost and time effectiveness: Cost effectiveness of online and distance education, flexible schedule, knowledge sharing, more free time, increased course variety, career advancement opportunity, collaboration, personalized education, time management, immediate feedback, repeated access to study materials

Student support: academic and non-academic assistance towards the student's learning, health, spiritual being, community engagement, hidden curriculum, extra curriculum activities, and a successful graduation from the program

## UNIT V Media support and Certification

MOOCs: concepts, types: cMOOCs, and xMOOCs

MOOCs Platforms: NPTEL, moocKIT, edX, Coursera, and SWAYAM, WizIQ, Open2Study, Udemy

Trustworthiness of online course certificates: Coursera is a legitimate online degree program accredited by businesses

## SUGGESTED READINGS:

Evans, T., & Nation, D. 2010. Changing University Teaching: Reflections on creating educational technologies. Kogan Page: London.

Garg, S. K., Venkaiah, V., Puranik, C., and Panda, S. (2006). Four decades of Distance Education in India. Viva Books Pvt Ltd: New Delhi.

Holmberg, B. (2005). The evolution, principles and practices of distance education. Bibliotheks-und Informations system der Universitat Oldenburg, p. 13.

Taylor, J. (2001). Fifth generation distance education.

Peters, O. (2000). The flexible and virtual university: Pedagogical models. In: Open and Distance Learning in The New Millennium, IGNOU: New Delhi.

## **PAPER – SEC 201**

### **Psychological Practical and Project Work**

**(Credit-3)**

**Max. Marks: 100,**

**50 (End Semester Theory) +30 (End Semester Practical/Project/Field Work) +20 (Internal Test: 14 Marks for Test and 6 marks for Attendance)**

#### **OBJECTIVES:**

An Undergraduate Learner will be able to -

1. Acquaint themselves with concrete practical and scientific experiences on various psychological experiments and tests in laboratory setting and their implications in the field of education.
2. Acquire knowledge and skill using different tests in research work.

#### **PART-A PSYCHOLOGICAL EXPERIMENTS**

The candidates will be required to perform at least eight psychological experiments (selecting at least one from each unit) in laboratory. Marks for practical examination in psychological experiments are distributed as:

##### **COURSE CONTENTS**

UNIT-1 - Memory: Recall and Recognition, Immediate Memory span

UNIT-2 - Learning: Maze Learning, Mirror Learning, Whole Versus Part Learning

UNIT-3 - Imagination: Free Association, Controlled Association, Ink Blot Test, Thematic Apperception Test (TAT)

UNIT-4 - Concept: Concept Formation

UNIT-5 - Attention: Division of Attention, Span of Attention

#### **PART-B PSYCHOLOGICAL TESTS/PROJECT (WITH FIELD**

##### **WORK) ANY TWO**

The candidates will be required to perform three psychological tests from nine (9) units with field work. Marks for practical examination in psychological tests are distributed as:

UNIT- 1- Intelligence Test: General Mental Ability Test, Bhatia's Performance Test of Intelligence

UNIT- 2- Personality Test: Personality Need Inventory, Sentence Completion Test

UNIT- 3- Attitude Test: Attitude Scale (Religion, Scientific Attitude, Education and



Environmental Awareness).

UNIT- 4- Aptitude Test: Aptitude Test Battery (Teaching Aptitude Test etc.)

UNIT- 5- Creativity Test: Tests of Creativity (Verbal and Non-verbal), Language Creativity Test

UNIT- 6- Adjustment Test: Adjustment Inventory

#### SUGGESTED READINGS:

1. Chaube, S.P. Experimental Psychology, Lakshmi Narain Agarwal Educational Publishers: Agra
2. D'Amato. Experimental Psychology – Tata McGraw-Hill: New Delhi.
3. Fox, Charles. A Text Book of Practical Psychology, Akansha Publishing House: New Delhi.
4. Manual for Psychological Experiments. Vargava, Indian Psychology Corporation: Agra.
5. Mc Guigan, F.J. Experimental Psychology (1969), Prentice – Hall of India: New Delhi.
6. Mohsin, S.M. Experiments in Psychology, Motilal Banarasi Dass: New Delhi.
7. Parameswaran, E.G., Ravichandra, K. (2011). Experimental Psychology, Neelkamal Publications: New Delhi.
8. Parry. (1975). Experimental Psychology, Orient Longman: New Delhi.
9. Saikia, L.R. Psychological and Statistical Experiment in Education, Guwahati.
10. Shergill, H.K. (2012). Experimental Psychology, Eastern Economy Edition, Prentice- Hall of India: New Delhi.
11. Woodworth, R.S. and Schlosberg, H. (1954). Experimental Psychology, Oxford IBH: New Delhi.

## **FOURTH SEMESTER**

### **PAPER – DSC-251**

Educational Management

(Credit-4)

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

To enable the undergraduate students to:

1. Acquaint with basic theoretical understanding of educational planning management and administration.
2. Develop necessary managerial, administrative and leadership skills.
3. Equip knowledge in quality management, institutional planning and educational supervision.
4. Acquaint with educational finance and administrative machinery both at central and state level with special reference to Assam.

#### **COURSE CONTENTS**

##### **UNIT-1: BASIC CONCEPTS OF MANAGEMENT AND EDUCATIONAL MANAGEMENT**

- Meaning and Principles of Management (Henry Fayol)
- Meaning and nature of Educational Administration and Educational Management, Management and Administration (Differences)
- Functions and Scope of Educational Administration and Management
- Characteristics of Educational Management
- Types of Educational Management (Centralised - Decentralised; Autocratic, Democratic and Laissez Faire; Participatory Management)

##### **UNIT-2: EDUCATIONAL ORGANISATIONS AND LEADERSHIP SKILL**

- Educational Institutions as Organisations-Nature and Characteristics Organisational Climate (Classroom Climate)
- Meaning and Nature of Leadership
- Theories of Leadership (Fiedler's Contingency Theory of Leadership)
- Styles of Leadership
- Educational Leadership and Development of Leadership Skill

##### **UNIT-3: EDUCATIONAL PLANNING, INSTITUTIONAL MANAGEMENT AND QUALITY MANAGEMENT**

- Meaning and Nature, and Approaches of Educational Planning
- Institutional Planning - Meaning, Nature and Characteristics

- Management of Time Table, Curricular and Co-curricular Activities, School Plant
- Quality in Higher Education – Accreditation (Concept and Parameters)
- Total Quality Management (TQM)

#### UNIT-4: EDUCATIONAL SUPERVISION

- Meaning, Nature, Scope and Functions of Educational Supervision
- Inspection versus Supervision
- Planning Organising and Implementing Supervisory Programmes
- Importance of Supervision in Educational Organisation
- Qualities of an Educational Supervisor

#### UNIT-5: MANAGEMENT OF FINANCIAL RESOURCES AND MACHINERY OF ADMINISTRATION

- Problems and Sources of Educational Finance
- Educational Expenditure and Budget
- Central Level Administration (UGC, NUEPA, NCERT)
- State Level Administration (SCERT, DIET)
- School Administration in Assam – Structure and Problems

#### SUGGESTED READINGS:

1. Aggarwal, J.C. (1967). Educational Administration, Management and Supervision Arya Book Depot: New Delhi.
2. Ahuja, A.K (2007). Educational Management, Planning and Finance, Authors Press: New Delhi.
3. Bhatnagar, R.P and Aggarwal, V (2001). Educational administration, Supervision Planning and Financing, R. Lall Book Depot: Meerut, U.P.
4. Bhattacharya, S. (2012). Educational Management – Theory and Practice, EBH Publishers: Guwahati, Assam.
5. Drucker, P.F. (1973). Management: Tasks, responsibilities and Practices, Harper and Row: New York.
6. Gurung, Ananda, W.P. (1984) General Principles of Management for Educational Planner and Administrators, Paris: UNESCO.
7. Kochhar, S.K. Secondary School Administration. Sterling Publishers: New Delhi.
8. Lunenburg, F.C. and Ornstein, A.C (2012). Educational Administration: Concepts and Practices, Wadsworth Pub (6th edition): Belmont, California, USA.
9. Mohanty, Jaggannath Educational Administration, Supervision and School Management, Deep and Deep Publications: New Delhi.
10. Mukherjee, S.N.Administration of Education in India Acharya Book Depot:Vadodara.
11. Mathur, S.S. Theory and Practice of Management: Education in India: Today and Tomorrow, Vinod Pustak Mandir: Agra.
12. Naik, J.P. (1968). Educational Planning in India, Allied Publishers: Bombay.
13. NUEPA, (1986). Educational Management in India, NUEPA: New Delhi.

14. Premila, C.S. (1997). Educational Planning and Management, Sterling Publishers: New Delhi.
15. Sharma, R.A. (2004). Educational Administration and Management, R. Lall Book Depot: Meerut.
16. Singh, H.M. (Ed. 1995). Fundamentals of Educational Management, Vikas Publishing House: New Delhi.
17. Stella, A, Gnanam (2003). Making the Most of Accreditation, Concept Publishing Company (P) Ltd.: New Delhi.
18. Tanner, D. & Laurel, T. (1986). Supervision in Education: Problems and Practices, Prentice Hall College Div.: New Jersey, USA.
19. Tilak, J.B.G. (1992). Educational Planning at Grassroots, Ashish Publishing House: New Delhi.
20. Tony, B (1995). Theories of Educational Management, Paul Chapman Publishing Ltd.: London, UK

## **PAPER – DSC 252**

History and Development of Education in India

**(Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

### **OBJECTIVES:**

1. To get learners acquainted with the salient features of education in India in Ancient and Medieval era.
2. To acquaint learners with the development of education in British India.
3. To acquaint learners with significant developments and reforms of education in Independent India
4. To acquaint learners with various stages of education prevalent in India as well as policies and programmes undertaken by various controlling authorities in order to ensure quality in education.

### **COURSE CONTENTS**

#### **UNIT-1: ANCIENT AND MEDIEVAL INDIA**

- Vedic Education - Aims, Curriculum, Methods and Organization of Education
- Educational Thoughts of Upanishads and Gita
- Buddhist Education - Aims, Curriculum, Methods and Organization
- Islamic Education - Features, Aims, Methods and Organization
- Comparative Study of the Vedic and Buddhist Education

#### **UNIT-2: MODERN EDUCATION IN INDIA (COLONIAN PERIOD)**

- Charter Act 1813 and Macaulay Minute (1834)
- Wood Dispatch, 1854
- Hunter Commission, Calcutta University Commission
- Gokhale's Bill (1910 – 1912), Wardah Scheme of Education, 1937
- Contributions of Christian Missionaries with Special Reference to Assam

#### **UNIT-3: MODERN EDUCATION INDIA (POST-COLONIAN PERIOD)**

- Constitutional Provisions of Indian Education
- Mudaliar Commission, 1952-53, Objectives, Structure, Features
- Kothari Commission, 1964-66: Objectives, Structure, Features
- National Policy on Education, NPE, 1986, Revision of National Policy on Education – 1990, 1992, – Objectives, Features and Recommendations
- National Policy on Education, NPE, 2016, NEP 2020

#### **UNIT-4: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN INDIA**

- Early Childhood Care Education (ECCE): Objectives, Structure and Challenges
- Primary Education in India: Objectives, Challenges, Universalisation of Elementary

Education (UEE), Sarva Shiksha Abhiyana (SSA)

- Secondary Education: Objectives, Challenges, Universalisation of Secondary

Education and the Role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- Right to Education Act, 2009,

- Controlling and Regulatory Bodies: NCERT, SCERT, DIET

#### UNIT-5: HIGHER EDUCATION IN INDIA

- Universities – Types, Structures

- Quality Control of Higher Education- Role of National Accreditation and Assessment Council (NAAC),

- Rashtriya Uchchatar Shiksha Abhiyana (RUSA) – Goals, Features and Guiding Principles

- Autonomy and Accountability in Higher Education

- Controlling Bodies: UGC and AICTE

#### SUGGESTED READINGS:

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi.
2. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
3. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi.
4. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
5. Ghosh, Suresh Chandra (2013). The History of Education in Modern India (1757-1986), Orient Blackswan Private Limited: New Delhi.
6. Govt. of India (1986 and 1992). National Policy on Education, 1986 (1992 Modifications), MHRD: New Delhi.
7. Govt. of India. Report of Secondary Education Commission (1952-53), Author: New Delhi.
8. Govt. of India (2013). Rashtriya Uchchatar Shiksha Abhiyan (National Higher Education Mission), Ministry of Human Resource Development (MHRD): New Delhi.
9. Govt. of India (2009). Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Ministry of Human Resource Development (MHRD): New Delhi.
10. Govt. of India. Report of Education Commission (1966): Education and National Development, Ministry of Education: New Delhi.
11. Govt. of India (2016). Report of the Committee for Evolution of the New Education Policy, National Policy on Education (NPE), 2016, Ministry of Human Resource Development (MHRD), Author: New Delhi.
12. Mondal, Ajit and Mete, Jayanta (2013). Right to Education, APH Publishing Corporation: New Delhi.
13. Nurulla, S and Naik, J.P. A Students History of Education in India 1800-1973, Macmillan India Ltd.: New Delhi.
14. Powar, K.B. (2000). Higher Education for Human Development, Association of Indian Universities (AIU): New Delhi.

15. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New Central Book Agency (p) Ltd.: Kolkata.
16. Purkait, B.R. (2012). Milestones in Modern Indian Education, New Central Book Agency(p) Ltd.: Kolkata.
17. Rawat, P.L. (1995) -History of Indian Education. Ram Prasad and Sons: Agra.
18. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society.

## **PAPER –DSC 253**

Measurement and Evaluation in Education

**(Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

### **OBJECTIVES:**

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of tests and their administration and uses.
3. To acquaint with the principles of test construction both educational and psychological.
4. To get acquainted with different evaluation procedures and examination reforms.

### **COURSE CONTENTS**

#### **UNIT- 1: MEASUREMENT AND EVALUATION - BASIC IDEAS**

- Evaluation and Measurement – Meaning, Characteristics and Purpose
- Relation between Measurement and Evaluation, Scales of Measurement
- Meaning, Nature and Scope of Educational Evaluation
- Educational Objectives, Learning Experiences and Evaluation - Interrelationship
- Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)

#### **UNIT-2: NATURE AND ADMINISTRATION OF TEST**

- Meaning, Nature and Classification of Tests
- Characteristics of a Good Test (Reliability, Validity, Objectivity, Usability)
- Relationship between Reliability and Validity
- Different Methods of Establishing Reliability
- Norms - Meaning, Importance of Norms (Age Norms, Grade Norms, Standard Scores)

#### **UNIT-3: PSYCHOLOGICAL TESTS**

- Concept of Psychological Test and Educational Test
- Intelligence Test - Types and Uses (Stanford Binet Test)
- Personality Assessment - Observation, Interview and Projective Techniques
- Aptitude Test - Differential Aptitude Test
- Interest Inventory - Kuder Interest Inventory

#### **UNIT-4: EDUCATIONAL ACHIEVEMENT TEST**

- Educational Achievement Test - Meaning and Nature
- Teacher Made Test and Standardised Test
- Construction and Standardisation of Educational Achievement Test



- Interpretation and Scoring of Achievement Test
- Uses of Educational Achievement Test

#### UNIT-5: EVALUATION AND EXAMINATION REFORMS

- Types of Evaluation: Placement, Formative, Diagnostic and Summative
- Norm Referenced and Criterion Referenced Evaluation
- Grading, Marking and Credit System
- Continuous and Comprehensive Evaluation
- Question Bank and Use of Computer in Evaluation

#### SUGGESTED READINGS:

1. Anastasi, A., and Urbina, S. (2016). Psychological Testing, (7th ed.). Pearson Education: New Delhi.
2. Asthana, Bipin. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir: Agra.
3. Bloom, B.S., and Others (1971). Handbook of Formative and Summative Evaluation of Student, McGraw Hill, Book Co.: New York.
4. Cronbach, L.J. (1970). Essentials of Psychological Testing, Harper and Row: New York.
5. Ebel, R. L. and Frisbie, D.A. Essentials of Educational Measurement, Prentice-Hall of India Pvt. Ltd.: New Delhi.
6. Freeman, F.S. (1976). Theory and Practice of Psychological Testing, 3<sup>rd</sup> edition, Oxford IBH Publishing Co.: New Delhi.
7. Gronlund, N. E. (1981). Measurement and Evaluation in Teaching (4th ed.). Macmillan Publishing Co., Inc.: New York.
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9. Linn, R. L. and Gronlund, N. E. (2003). Measurement and Assessment in Teaching, (8th Ed), Prentice Hall of India: New Delhi.
10. Patel, N. Rambhai. Educational Evaluation –Theory and Practice, Himalaya Publishing House: New Delhi.
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12. Singh (ed). (1990). Criterion – Referenced Measurement (Selected Readings), NCERT: New Delhi.
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## **PAPER –DSM 251**

History and Development of Education

**(Credit-3)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

### **Objectives**

1. understand educational thought of Indian social reformers in the development of education
2. be acquainted with a synoptic view of the Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education during British period;
3. be acquainted with the development of Indian education in the context of National Education Movements in the post-independent era;
4. explain and discuss the national values as enshrined in the Indian Constitution
5. outline major trends in Indian education in the areas: Women education, Adult education, Non-formal education, liberal education, inclusive education, vocational education, distance education.

### **COURSE CONTENTS**

**Unit 1-** Education in Vedic and Post Vedic period.

**Unit 2-** Brahmanic Education, Education in Buddhist period and Islamic Education in the Medieval India.

**Unit 3-** Education in India during British rule with special reference to i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902), Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.

**Unit 4-** Education in free India with special reference to i) Indian Education Commission or Radhakrishnan Commission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1953), iii) National Education Commission or Kothari Commission (1964-1966 ), iv) National policy of Education ( 1986 ) and subsequent developments.

**Unit 5-** Some issues in Indian Education i) Women's Education, ii) Adult Education iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Education for all.

### **References:**

- 1) Randall Curren, A Companion to the Philosophy of Education.
- 2) Nel Nodding, Philosophy of Education
- 3) Nurullah, S and Naik, J.P. A History of Education In India
- 4) A. Banerjee, Philosophical Foundation of Education
- 5) J.C. Chakraborty, Educational Philosophy
- 6) A.S. Altekar, Education In Ancient India
- 7) S.P. Chaube, History of Education in India
- 8) S.K. Das, Educational System of Ancient Hindus
- 9) S.N. Mukherjee, History of Education
- 10) B.R. Purkait, Milestone in Modern Indian Education

## **PAPER –DSM 252**

Inclusive Education

**(Credit-3)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

**Unit -1:** Introduction: Concept and Importance of Inclusion.

Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Importance of Inclusion

### **UNIT II** Legal Provisions

Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

### **UNIT III** Concept of Impairment, Disability and Handicap

Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

### **UNIT IV** Planning and Management of Inclusive Classrooms

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching),

### **UNIT V** Parent Professional Partnership

Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

### **SUGGESTED READING:**

Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon. Choate, J. S. (1997). Successful Inclusive Teaching.

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Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub. Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.

Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.

Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.

Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications. **FYBG (Education) Course Structure: 2023 Department of Education, AUS** Page 73

Hegarty, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion,

Corwin Press, Sage Publishers.

Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.

Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey:

Pearson. McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New

Jersey, Pearson. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

**PAPER – AEC 251**

**English**

**(Credit-2)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

<b>5<sup>th</sup> Semester</b>				
DSC-301	5	4	100	Organization and Management in Education
DSC-302	5	4	100	ICT in Education
DSC-303	5	4	100	Guidance and Counselling in Education
DSM-301	5	3	100	Measurement, Research and Statistics in Education
DSM-303	5	3	100	Vocational Education
SEC-301		2	50	Internship with Industry/ Community Engagement/Field Study
<b>6<sup>th</sup> Semester</b>				
DSC-351	5	4	100	Teaching learning methods and Pedagogy
DSC-352	5	4	100	School Education in India
DSC-353	5	4	100	Curriculum Development
DSC-354	5	4	100	Citizenship Education
DSM-351	5	4	100	Comparative Education

## **FIFTH SEMESTER**

### **PAPER – DSC-301**

#### **Organization and Management in Education (Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

**Objectives:** The student teachers acquire the knowledge & understanding of:

1. Meaning, purposes and process of educational management
2. Management of resources in secondary schools
3. Organization and management of school programs
4. The concept and importance of time management
5. The importance of students' discipline and classroom management
6. The factors affecting the total quality management

### **Course Content:**

#### **Unit - I: Organization & Educational Management (16 hours)**

School organization: Organizational process in schools, Educational leadership, Role of the Head master

Concept of Management: Concept of Educational Management – Purposes, Processes and Principles of Educational Management.

Management of Resources in Secondary Schools: Concept of Human Resource Management; Functions of Head Master – As a Teacher, Manager and Supervisor; functions of a teacher;. School Plant: essential features of School Building Equipment,

Management of Financial Resources: Sources of Income; Planning and preparation of school budget.

#### **Unit - II: Organization & Management of School Programs (18 hours)**

Institutional planning, School management committee, School development plan: Admission of students-common practices of admission followed in schools. Co-curricular activities – Meaning, importance and types of co-curricular activities– Principles and procedures of organizing co-curricular activities.

Organizing Physical and health Education Activities in Schools, Aims and Objectives of Physical Education, Health Education and Health Instruction

### **Unit - III: Management of Time, Discipline and Classroom (16 hours)**

Institutional climate

Concept of Time Management: Annual programming – calendar of events, importance and factors to be considered in programming.

Time – table meaning, importance, principles of framing time table and types of time table; Scheduling of tests and examinations.

School Discipline: Concept and importance of school discipline; Causes of students indiscipline; Measures to overcome students indiscipline.

### **Unit - IV: Total Quality Management (TQM) in Secondary Schools (14 hours)**

Concept and process of total quality management; Areas of TQM in schools. Institutional planning– Meaning, purpose and procedure. Maintenance of school records – purposes and types of school records – Management Information System (MIS) - Meaning, importance & application.

### **Unit - V Supervision**

**Supervision** – meaning, purpose and procedure; School records and registers, Stock register, Supervision and Inspection

School Appraisal – Role of PTA, School complex – meaning, importance and structure of school complex. Class Room Management: Classroom management – concept, techniques of classroom

### **References**

1. Aggarwal, J.C. (2007), School management, Shipra publication, Daryagunj, New Delhi.
2. Famulavo Joseph, (1986): Hand book of Human resource Administration, M C Graw Hills, New York.
3. Haseen Taj, 2008, Current challenges in education, Neelkamal publications, Hyderabad.
4. <http://mhrd.gov.in/inclusive education>.
5. [http://mhrd.gov.in/rashtriya\\_madhyamik\\_shiksha\\_abhiyan](http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan).
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8. Krishnamacharyulu V. (2011), School management and systems of education, Neelkamal Publications Private limited, Hyderabad.
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10. Naik, J.P. (1976), Equality, Quality and Quantity. The elusive Triangle in Indian Education, Bombay, Allied Publishers.
11. National curriculum Frame work for teachers, (2009), NCTE.
12. National curriculum frame work, (2005), NCERT, New Delhi.
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14. Walia, J.S. (2004), Education in emerging Indian Society, Paul Publishers.
15. Walker James W. (1980), Human resource planning, Mc Graw Hill, N Y.

## **PAPER – DSC-302**

### **ICT in EDUCATION (Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

After undergoing this course, the learners will be able to:

1. Integrate ICT into teaching, learning, administration and evaluation.
2. Develop information management, communication and collaborative skills.
3. Design and develop and use learning materials in teaching.
4. Practice safe, ethical ways of using ICT.
5. Use ICT for making classroom processes inclusive
6. Prepare collaborative project for problem-solving, research using ICT
7. Learn integrating technology tools for teaching learning, material development, and developing collaborative networks for sharing and learning.

#### **COURSE CONTENTS**

##### **UNIT-1 UNDERSTANDING ICT IN EDUCATION:**

Basic Applications of Computer (Microsoft Windows), Computer and Education  
Concept of ICT and Principles of Using ICT in Teaching Learning Process  
Legal and Ethical Issues in Use of ICT- Hacking and Violation of Copyright

##### **UNIT-2 DEVELOPING ICT ENABLED EDUCATIONAL RESOURCES**

Word Processing, Spread Sheets and Presentation of Software  
Instructional Design –ADDIE Model  
Creation of Learning Resources (Offline and Online) - Script Writing, Story Board

##### **UNIT-3 INTRODUCTION TO NETWORKING**

Application and Features of Internet  
World Wide Web (WWW), E-mail and Online Learning; E-commerce  
Social networking sites (Wikis, LinkedIn, Face book, Google+, Twitter)

##### **UNIT-4 ICT IN CLASSROOM**

Potential Health Hazards Related to the Prolonged Use of ICT Equipments  
Communication Applications (Newsletters, Websites, Multimedia Presentations, Cartoons, Flyers, Posters and Blogs) and Institutional Management Systems (including Registration, Records and Reports)  
Identifying the Internet Resources for Teaching and Learning (E-books, Blogs, Virtual Lab etc)

##### **UNIT- 5 Learning Apps**

Classroom management apps for teachers: Google, Classroom, Apple Classroom, iDoceo, Vivi, ClassDojo, Seesaw, Drop Box

Learning Apps for students: [Duolingo](#), [Khan Academy](#), [Photomath](#), [BYJU'S- The Learning App](#), [QuizUp](#), [Google Classroom](#), [TED-Ed](#), [ClassDojo](#), [Tynker](#)



## References

- Abbott, C. (2000). ICT. Changing Education, Routledge: London.
- Sinha, P and Sinha, P. (2003). Computer Fundamentals(6th Edition), Bob Publications: New Delhi
- Goel, A. (2010). Computer Fundamentals, Pearson: New Delhi.
- Quigley, M. (2011). ICT Ethics and Security in the 21st Century: New Developments and Applications, Information Science Reference.
- Charalambos, V., Michalinos, Z., & Gene, V. G. (2009). ICT for Education, Development, and Social Justice, Information Age Publishing: Charlotte, North Carolina.
- Glass (2005). Preparing Teachers to Teach with Technology. Information Age Publishing: Charlotte, North Carolina.
- ITL Education Solutions Limited. (2010). Fundamentals of Computer: For undergraduate courses in commerce and management, Pearson: New Delhi.
- Verma, S.K. (2012). Role of ICTs in Social Development, Ankit Publishing House: New Delhi.

**PAPER – DSC-303****Guidance and Counselling in Education (Credit-4)****Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12****OBJECTIVES:**

To develop an understanding of the meaning, scope and importance of guidance and counselling.

To acquaint the students with different types of guidance programmes and their organisation.

To make students understand various approaches of counselling techniques.

To enable students to use and understand various tools and techniques required for providing guidance and counselling.

To develop an understanding of various guidance services and role of guidance worker and counsellors.

**COURSE CONTENTS:****UNIT-1: INTRODUCTION TO GUIDANCE**

- Guidance - Concept, Meaning and Nature
- Guidance - Scope and Functions
- Principles of Guidance
- Need and Importance of Guidance
- Philosophical, Psychological and Social Bases of Guidance

**UNIT-2: COUNSELLING – BASIC IDEAS**

- Counselling – Meaning, Nature and Objectives
- Counselling - Need and Importance
- Principles of Counselling
- Group Counselling and Individual Counselling
- Counsellor – Characteristics and Role

**UNIT-3: AIMS, OBJECTIVES AND TYPES OF GUIDANCE**

- Aims, Objectives and Types of Guidance
  - Educational Guidance- Meaning, Importance and Principles of Educational Guidance
- Vocational Guidance- Meaning, Importance and Principles of Vocational Guidance
- Personal Guidance - Meaning, Importance and Principles of Personal Guidance
- Group Guidance and Individual Guidance

**UNIT-4: COUNSELLING – TYPES AND APPROACHES**

- Types and Approaches of Counselling
- Directive Counselling Approach
- Non-Directive Counselling Approach
- Eclectic Counselling Approach
- Comparative Advantages and Limitations of Above Approaches

## **UNIT-5: TECHNIQUES OF APPRAISAL AND GUIDANCE AND COUNSELLING SERVICES**

- Techniques of Appraisal - Tests (Intelligence, Aptitude, Achievement, Interest and Personality Measures)
  - Non-Testing Techniques - Rating scales, Questionnaires, Interview and Sociometry
- Guidance and Counselling Services - Educational and Occupational Information Service
  - Guidance and Counselling Services – Placement and Follow-up Service
  - Role of the Teacher as a Counsellor

### **SUGGESTED READINGS:**

1. Bernard, Harold, W., and Fullmer, Daniel, W. (1969). Principles of Guidance, Thomas Y. Crowell Company: New York.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol. II: A Practical Approach, Vikas Publishing House: New Delhi.
3. Chauhan, S.S. (2001). Principles and Techniques of Guidance, Vikas Publishing House: New Delhi.
4. Crow and Crow (1962). An Introduction to Guidance, Eurasia Publishing House: New Delhi.
5. Crow and Crow (1962). An Introduction to Guidance, Eurasia Publishing House: New Delhi.
6. Gibson, R.L. and Mitchell, M.H. (1986). Introduction to Guidance, McMillan: New York.
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8. Kochhar, S.K. (1984). Guidance and Counselling in Colleges and Universities, Sterling Publishers: New Delhi.
9. Miller, F.W. (1961). Guidance, Principles and Services, Merrill Publishing Co.: Ohio.
10. Traxler, A.E. and North, R.D. (1966). Techniques of Guidance, Harper and Row: New York.

## **PAPER – DSM-301**

### **Measurement, Evaluation, Research and Statistics in Education (Credit-3)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

1. To equip students with basic knowledge and understanding of research, measurement and evaluation in education
2. To develop the ability to use various statistics in Education
3. To develop the ability to understand tool development and interpretation of test score
4. To develop the ability to understand the basic concept of types of research in Education.

#### **COURSE CONTENTS**

##### **UNIT-1: Basic Concept of Measurement and Evaluation**

- Concept of Measurement and Evaluation,
- types of Evaluation
- Difference between Measurement, Evaluation and Assessment
  - Norm reference test and criterion reference test
  - Continuous and comprehensive evaluation

##### **UNIT-2: TOOL DEVELOPMENT**

- Types of scale:nominal, ordinal, interval and ratio
- Concept and Characteristics of Standardized test and Teacher made Test
- Standard procedure of Development of Standardised test (Planning, Preparing, Tryout and Evaluation)
  - Achievement test, Attitude test, Creativity test

##### **UNIT-3: INTERPRETATION OF TEST SCORE**

- Concept of Standard Score
- Normalisation of a Test Score (T- Score, Z-Score)
- Standard Score (Percentile, Age Norm, Grade Norm, Stanine)
- Use of Standard Score

##### **UNIT- 4: BASICS OF RESEARCH**

- Meaning and Characteristics of Research
- Meaning and Importance of Educational Research
- Types of Research - Basic, Applied and Action Research
- Action Research – Meaning, Characteristics
- Steps and Procedure of Conducting Action Research in Different Problem Areas of Education
  - Historical Research, Survey, Case Study, Experimental Research

## **UNIT-5: STATISTICS IN EDUCATION**

- Measures of Central Tendency- Concept, Types and Their Uses
- Calculation of Mean, Median and Mode - Grouped and Ungrouped
- Measures of variability- Concept, Types and Their Uses, Merits and Demerits
- Calculation of Quartile Deviation
- Calculation of Standard Deviation (Grouped and Ungrouped Data)
- Correlation - Meaning and Types
- Co-efficient of Correlation – Meaning and Different Measures
- Rank Difference Method and Interpretation of Result
- Product Moment Method and Interpretation of Result

### **SUGGESTED READINGS:**

1. Best John. W. Research in Education, Prentice-Hall of India: New Delhi.
2. Creswell, John, W. (2012). Educational Research (4<sup>th</sup> Edition), Pearson Education: New Delhi.
3. Fox, D.J. (1969). The Research Process in Education, Holt Rinehart and Winston: New York.
4. Kerlinger, F.N. (1978). Foundations of Behavioral Research, Surjeet Publications: New Delhi.
5. Koul, Lokesh (2009). Methodology of Educational Research, Vikas Publishing House: New Delhi.
6. Mouly, George, j. The Science of Educational Research, Eurasia Publishing House: New Delhi.
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12. Verma, J.P. and Ghufra, M. (2012). Statistics for Psychology, Tata McGraw Hill Education: New Delhi

## **PAPER – DSM-303**

### **Vocational Education (Credit-3)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

The course is designed to enable the undergraduate students to-

1. Acquaint them with the basic fact of vocational education
2. Understand the plan and policies on vocational education
3. Develop awareness in the areas, curriculum, method of instruction and practicum, and in the assessment of vocational education, and challenges and, scenario of vocational education

### **COURSE CONTENTS:**

#### **UNIT 1 BASIC FACT OF VOCATIONAL EDUCATION**

Concept, meaning definitions of vocational education (UNESCO-UNEVOC)

Objectives and Significance of Vocational Education, vocationalization of school education

Vocational Education for Human Resource Development, National Development, Knowledge

Economy Marginalised Sections of the Society, Persons with Special Needs, secondary level and higher secondary level, and Inclusion of vocational education in general education

#### **UNIT II PLAN AND POLICIES ON VOCATIONAL EDUCATION**

Policies and programmes for vocational: Objectives, significance, magnitude of problems of vocational education in education commission (1951-52, Secondary Education Commission, Education Commission (1964-66), National Policy on Education, 1986, National Curriculum Framework (2005)

**Revised Vocationalization of Secondary Education Program, 1992** Objectives, execution, and evaluation of vocational education in Classes XI and XII

. National Education Policy (2020) Objectives, significance of vocational education as a means to prepare students for the workforce and promote lifelong learning

#### **UNIT III AREAS, CURRICULUM, METHOD OF INSTRUCTION AND PRACTICUM**

Areas of vocational education: Objectives, importance, problem of accessing the courses in Computer and IT fine arts, agriculture, hospitality management, health and paramedical, tailoring, basket weaving, embroidery etc.

Diversity in vocational education

Methods of instruction and practicum: concept, steps and pedagogy of vocational education with references to Learning by watching, learning by imitating, learning by practising ('trial and error'), Learning through feedback, learning through conversation, Learning by teaching and helping, Learning by real-world problem-solving, Learning through enquiry.

#### **UNIT IV ASSESSMENT OF VOCATIONAL EDUCATION**

Assessment and execution of vocational education: Establishing Purpose of Assessment, identifying evidences, using appropriate Tools for collecting data, evidences Interpreting & making judgment, recording the outcome, Quality assurance of the outcome, Certifying the outcome, and Reporting to the key stakeholders

#### **UNIT V CHALLENGES AND SCENARIO OF VOCATIONAL EDUCATION**

Challenges of Developing Vocational Education Framework, Institutionalizing Skill Training System, Identifying of Skill Gaps, and Development of output-based curriculum, Ensuring Infrastructural

support, Delivery of Curriculum Assessment & Placement Problems for Vocational Education  
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**SUGGESTED READINGS:**

- Govt. of India (1964-66). Report of Education Commission (1964-66), New Delhi: Ministry of Education
- National Education Policy (2020), MHRD, Govt. of India; New Delhi
- National Knowledge Commission (2007). Recommendation on Vocational Education.pp17-19
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- PSSCIVE Orientation Guide on Vocationalisation of Education, Bhopal: PSSCIVE.
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- PSSCIVE Vocational Education and Training: Present Practices and Future Directions, Report of National Seminar organised by PSSCIVE, Bhopal: PSSCIVE
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- Vaid, D.K. 2007 in National Focus Group position paper on Work and Education, New Delhi: NCERT
- Venkataiah S.(2000). Vocational Education, New Delhi; Anmol Publications Pvt. Ltd.
- Website: <https://www.egyankosh.ac.in/bitstream/123456789/71564/1/Unit-8.pdf>

## **PAPER – SEC-301**

### **Internship with Industry/ Community Engagement/Field Study (Credit-2)**

**Max. Marks: 50, External: 35, Pass Marks: 12, Sessional:15**

#### **Course Objectives: To enable the students**

- develop an understanding on the community services and extension activities
- Conceptualize, plan, and engage in community services
- Write reports on the activities undertaken

Community service and extension activities is an activity-based course that would be a combination of theory in the chosen field with the field experience of students.

#### **Step: I**

After admission, all the new entrants i.e., the first semester Bachelor of Arts students will be allotted a mentor for the completion of course SEC-301. Every student should choose an activity provided in the list given below in consultation with the mentor.

#### **Activities**

- Sustainable environmental practices, creating awareness on air, water and soil pollution and propagation of alternative sources and sustaining life.
- Health Education & Inclusive Education
- Socially useful productive work (SUPW)
- Campus development programmes: Plantation in and around school campus/Department of education/village.
- Adult Education and counselling
- Art and Craft Work
- Low-Cost Teaching Aids
- Case studies and services in palliative care, orphanages, daily wage labourers and differently abled, old age homes.

#### **Step -II**

The student should develop a concept note on the selected activity and develop a schedule for field work in consultation with the mentor and it must be submitted to the course coordinator and kick-start the field work. The faculty members may make a surprise visit to the field work area to supervise the progress of activities undertaken.

#### **Evaluation process:**

The evaluation of the programme would be made by a committee constituted under the chairmanship of the Head of the department or senior professor with the following members.

Head of the Department or Senior Professor Chairman

Coordinator of the programme Member

Two subject teachers Member

Mentor Member

The CCEC programme would be segmented into three parts consisting of one credit to each segment as detailed below:

- The student's knowledge on the concept or theoretical background of the chosen area.
- Attendance based on the Schedule of the extension activity and field work diary.
- Report on the study completed.



### Details of the Activities

● ☐ Sustainable environmental practices, creating awareness on air, water and soil pollution and propagation of alternative sources of energy and sustaining of life.

Creating of awareness on environmental problems and disseminating knowledge on sustainable environmental practices.

● ☐ Health education and Inclusive Education.

Conceptualizing planning and executing a health education programme on contagious diseases like Aids, Cancer, general health. Planning and programming of extension services on the education of disabled or differently abled children. Promotion of mental health, creating awareness on essential health services of the government, knowledge on nutrition, women's health, and reproductive rights. Development of awareness on lifestyle-related diseases and remedies, counselling services and arranging awareness campaigns on children's physical and mental health at the rural level.

● ☐ SUPW: Socially useful productive work is defined as *“purposive, meaningful, manual work resulting in goods or services which are useful to society.”*

It is about planning and organising a socially useful productive work for the promotion of ideas for the expression through art, encouraging the creative faculties, development of dignity of labour.

#### Activities:

Clay models, making dolls, stitching, and knitting work, bookbinding, cleanliness drive, preparation of teaching models, beautification of a school campus, a plantation in school, home and community, maintaining scrapbooks (stamp collection, seed collection, collection of pictures of dresses of different regions)., participation in a community service programme.

Vocational education activities; knitting, garment making, repair of domestic appliances, printing, bookbinding, pisciculture, horticulture, sericulture, and carpentry. Under the "Earn While You Learn" scheme activities like the manufacture of coir door mats, dusters, file boards, preparation of squash, Jam, pickles, candles, school bags, cloth dyeing and printing, and stitching.

● ☐ **Campus development programmes:** Development of School, College or Assam University Campus. Developmental of a plan, mobilization of resources both human and material, execution and continuous monetary and documentation of the work carried out.

● Identification of the population and the selection of a sample and planning of subject matter and a work schedule, execution and recording of field experiences submission of report.

● ☐ Planning of the programme of action developing a work schedule execution of the programme and recording of field experiences and submission of final report.

● ☐ Preparation of **Low-Cost Teaching Aids with locally available materials:** Preparation of a plan based on the estimation of need and necessity of the target group or the level of education. Preparation of the teaching aids and providing training to the target population. Documentation of the work experiences and a handout on the tasks covered.

## **SIX SEMESTER**

### **PAPER – DSC-351**

#### **Teaching learning methods and Pedagogy (Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

1. To understand the concept of pedagogy and its implementation in classroom.
2. To understand the concept of teaching.
3. To use the different pedagogies for meeting the needs of diverse learners.
4. To enlist the parameters of effective teaching.
5. To comprehend the aspects of teaching.

#### **COURSE CONTENTS:**

##### **UNIT-1: INTRODUCTION TO PEDAGOGY**

- Concept of Pedagogy
- Need and Significance of Pedagogy
- Pedagogical Knowledge and Need of Pedagogical Knowledge for Teachers
- Phases of Teaching -Pre-active, Interactive and Post-active
- Concept and Characteristics of Critical Pedagogy

##### **UNIT-2: ASPECTS OF TEACHING**

- Concept and Definitions of Teaching
- Functions of Teaching
- Teaching Skills, Core Teaching Skills (Set Induction, Questioning, Reinforcement, Stimulus Variation, Blackboard Summary and Closure)
- Diagnostic Testing and Remedial Teaching
- Teacher Knowledge (Shulman)

##### **UNIT-3: PRINCIPLES AND THEORIES OF TEACHING**

- Importance of Various Learning Theories in the Field of Education.
- Definition, Characteristic and Types Teaching
- Differences between Models, Paradigm and Theory
- Types of Teaching Theories-Formal, Descriptive and Normative Theories of Teaching.
- Relationship between Teaching and Learning.

##### **UNIT-4: TEACHING TECHNIQUES AND STRATEGIES**

- Concept Teaching Techniques and Strategies
- 5E Model of Instruction (Pedagogical Model)
- Teaching Devices and Teaching Aids
- ~~Style of Teaching – Autocratic Style– Lecture Method, Demonstration, Team~~

## Teaching

- Style of Teaching - Permissive Style- Brain Storming, Panel Discussion, Seminar and Virtual Classroom

### **UNIT-5: LESSON PLAN**

- Meaning and Concept and Types of Lesson Plan
- Need and Importance of Good Lesson Plan
- Characteristics of Lesson Plan and Objectives of an Ideal Lesson Plan
- Approaches to Lesson Plan- Herbartian Approach, Evaluation Approach
- Preparation and Use of Lesson Plan

### **SUGGESTED READINGS:**

1. Bernard, S.W. (1972). Psychology of Learning, Harper and Row: New York.
2. Biggs, J.B. (1987). The Process of Learning, 2<sup>nd</sup> Ed. Prentice Hall: Sidney.
3. Bhatia, K and B.D. Bhatia. (1988). Principle and Methods of Teaching, Doaba House: New Delhi.
4. Chauhan, S.S. (2010). Innovation in Teaching Learning Process, Vikas Publishing House: New Delhi.
5. Derville, Leonore, M.T (1982). The use of Psychology in Teaching, Longman: London.
6. Kochhar, S.K. Methods and Techniques of Teaching Learning Process, Vikas Publishing House: New Delhi.
8. Passi, B.K. (1976). Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya: Ahmedabad.
9. Ryburn, W.H. (1955). Principles of Teaching, Oxford University Press: New Delhi.
10. Sharma, R.A. (2008). Pedagogics of Education and Critical Pedagogy, International Publishing House: Meerut.

## **PAPER – DSC-352**

### **School Education in India (Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

#### **OBJECTIVES:**

- To understand the school education system in India under NEP 2020
- To Develop the conceptual understanding in multidisciplinary concept
- To enable the learner knowledge in foundational literacy and numeracy
- To minimize the subject contained
- To flexibility and choice-based education, sustainable development, Global wellbeing in Education system

#### **Unit 1 Structure of School Education in India**

5+3+3+4 stage design. Schooling has been divided into four stages based on the styles of learning best suited for those age groups — Foundational Stage for ages 3-8, Preparatory Stage for ages 8-11, Middle Stage for ages 11-14, and Secondary Stage for ages 14-18. b.

Early Childhood Care and Education (ECCE): The Policy on ECCE. Early educational intervention, along with nutrition, future positive outcomes. A holistic curriculum for relevant developmental domains of early childhood.

#### **Unit 2 Aim of the Curriculum**

Aims of the Curriculum: Emphasis on conceptual understanding rather than rote learning and development of capacities and values, such as critical thinking, decision making, and creativity, and ethical, human, and constitutional values.

Multidisciplinary, Holistic, and Integrated Education: Focus on this across the Sciences, Social Sciences, Art, Humanities, and Sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.

#### **Unit 3 Foundational Literacy and Conceptual Learning**

Foundational Literacy and Numeracy: The Policy gives the highest priority to achieving universal Foundational Literacy and Numeracy. The abilities to read and write, and perform basic operations with numbers, is seen as a necessary foundation and indispensable prerequisite for all future schooling and lifelong learning.

Conceptual learning: Emphasis on conceptual understanding rather than rote learning and development of capacities and values, such as critical thinking, decision making, and creativity, and ethical, human, and constitutional values.

#### **Unit 4 Reduced Curriculum Content and Multilingualism**

Reduced Curriculum Content: The Policy recommendations to reduce the content load in each subject to its core essentials and thereby make space for critical thinking and holistic learning

Multilingualism: multilingual heritage of India, and the cognitive benefits of learning multiple languages, the Policy gives strong emphasis towards learning multiple languages including languages native to India.

#### **Unit 5 Rootedness in India and Flexibility and Choice**

deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions. Sustainable development and living, and global wellbeing, there by reflecting a truly global citizen.

Flexibility and Choice in the Secondary Stage: The Policy recommends increased flexibility and choice of subjects of study, particularly in secondary school — including subjects in Physical Education, the Art and Crafts, and Vocational Skills — so that students can design their own paths of study and life plans. Integrating Vocational Education. Vocational Education programs into mainstream education

**References:**

- NEP 2020
- National Curriculum Framework for School Education 2023
- Kothari Commission
- Mudaliar Commission
- NPE-1996, Programme of Action 1992
- National Curriculum Framework-2005

**PAPER – DSC-353**

**Curriculum Development (Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

**OBJECTIVES:**

1. To enable the students to acquaint themselves with the basic concepts of curriculum and curriculum development process.
2. To acquaint the students with the foundations of curriculum and curriculum planning at different levels.
3. To enable the students to develop basic skills in curriculum design, implementation and its construction.
4. To enable the students to acquaint themselves with the curriculum evaluation, curriculum change and innovation.

**COURSE CONTENTS:**

**UNIT-1: BASICS OF CURRICULUM**

- Curriculum - Meaning, Nature and Functions
- Components of Curriculum
- Types of Curriculum
- Curriculum and Syllabus
- Teacher as a Curriculum Practitioner

**UNIT-2: FOUNDATIONS OF CURRICULUM AND CURRICULUM PLANNING**

- Philosophical Foundations and Curriculum
- Sociological Foundations and Curriculum
- Psychological Foundations and Curriculum
- Curriculum Planning – Meaning and Principles
- Curriculum Planning at Institutional, State and National Levels.

**UNIT- 3: CURRICULUM DESIGN AND DEVELOPMENT**

- Curriculum Development- Meaning and Purpose
- Steps and Process of Curriculum Development
- Designs of Curriculum- Subject-centred, Activity-centred, Experience-centered, and Core Curriculum
- Principles of Curriculum Construction
- Factors Influencing Curriculum Development

#### **UNIT- 4: CURRICULUM PROCESS AND INSTRUCTIONAL MATERIALS**

- Curriculum Process - Situational Analysis
- Selection of Objectives, Selection of Content and Learning Activities
  
- Organisation of Content and Learning Activities
- Text book – Meaning, Quality of a Good Textbook and Textbook Preparation
- Allied Instructional Materials -Teachers' Handbook, Guide and Work Book

## **UNIT- 5: CURRICULUM EVALUATION, CHANGE AND INNOVATION**

- Curriculum Evaluation - Meaning and Purpose
- Summative Evaluation and Formative Evaluation of Curriculum
- Models of Curriculum Evaluation
- Factors Influencing Change and Innovation in Curriculum
- National Curriculum Framework (NCF, 2005) – Basic Features

### **SUGGESTED READINGS:**

1. Aggarwal, J.C. (2005). Curriculum Development 2005: Towards Learning without Burden and Quality of Education – An Evaluation, Shipra Publications: New Delhi.
2. Biswas N.B. Curriculum Studies: A model for SAARC Countries, Indian Publishers: New Delhi.
3. Kelly, A.V. (1977). Curriculum Theory and Practice, Harper and Row: London.
4. Krug, Edward. A. Curriculum Theory and Practice, Harper and Row: London.
5. Maimidi, M. R., and Ravishankar (Eds.). (1984). Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd.: New Delhi.
6. Mrunalini, T. (2012). Curriculum Development: Perspectives, Principles and Issues, Pearson Education India: New Delhi.
7. NCERT. School Curriculum- Some Problems and Issues, NCERT: New Delhi.
8. NCERT (1988). Curriculum and Evaluation. NCERT: New Delhi.
9. NCERT (2005). National Curriculum Framework (NCF, 2005). NCERT: New Delhi.
10. Nisbet, Stanley (1977). Purpose of the Curriculum, University of London: London.
11. Olivia, Peter, F. (1997). Developing the Curriculum, Longman: London.
12. Saylor, J. Galen, William Alexander and Arthur, J. Lewis (1980). Curriculum Planning for Better Teaching and Learning, Holt Rinehart & Winston: New York.
13. Taba, Hilda (1962). Curriculum Development- Theory and Practice, Harcourt Brace Jovanovich: New York.
14. Taylor, Ralph W. (2013). Basic Principles of Curriculum and Instruction, the University of Chicago Press: Chicago
15. White, J.P. (1973). Towards a Compulsory Curriculum, Routledge and Kegan Paul: London.



**PAPER – DSC 354**

**CITIZENSHIP EDUCATION (Credit-4)**

**Max. Marks:100, External:70, Pass Marks: 28, Sessional: 30, Pass Marks: 12**

**Objectives:**

- To develop complete understanding of Citizenship and Citizenship Education.
- Observe need & importance of Citizenship Education in present scientific age.
- To understand issues and trends in providing quality citizenship Education
- Learn methodology for developing qualities of good citizenship in schools.
- Comprehend ideal teaching learning process for citizenship and its enrichment
- To understand Democracy and Citizenship
  - To develop knowledge of Culture, Citizenship and Globalization

**Unit I: Citizenship: The Basic Concepts**

- Citizenship: Meaning, Nature and Scope of Citizenship
- Objectives of Citizenship
- The problem of citizenship
- Components of citizenship
- State, Nation and international citizenship

**Unit II: Understanding Citizenship Education**

- Citizenship Education: Meaning, Nature, Significance and Scope,
- Understanding citizenship education
- Models of Citizenship Education
- Method and strategies Citizenship Education
- Human rights and cosmopolitan citizenship

**Unit III: Teaching and Learning Citizenship Education**

- Aims, Objectives & Significance of Citizenship Education
- Objectives of Learning Citizenship Education
- Citizenship Education Curriculum
- Integrating Citizenship education in school curriculum through various subjects and co-curricular activities

**Unit IV: Democracy and Citizenship**

- Meaning, Nature and Concepts, Objectives and Importance
- Citizen Rights and Responsibility
- Importance and role of Citizen in Democratic Society
- Theories of citizenship (Aristotle and Machiavelli)
- Modern Democratic citizenship

**Unit V: Citizenship and Culture & Globalization**

- Meaning of culture, crucial factor in the globalization of culture
- Globalization and its impact on world economy
- Globalization, citizenship education in the era of globalization
- Human rights violation, forced labor, migration and measure to follow as Global Citizen

### **Suggestive Readings:**

- Audigier, F. (1999). Basic concepts and core competences of education for democratic citizenship: A second consolidated report. Project 'Education for Democratic Citizenship'. The School Field, 10, 1–2, 57–88.
- Banks, J. (2002). Teaching for diversity and unity in a democratic multicultural society. In W. Parker (Ed.), Education for democracy: Contexts, curricula, assessments (pp. 131–150). Greenwich: Information Age.
- Bailey, R. (Ed.). (2000). Teaching values and citizenship across the curriculum. London: Kogan Page Limited.
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- Birzea, C. (2000). Education for democratic citizenship: A lifelong learning perspective. Strasbourg: Council for Cultural Co-operation
- Crick, B. (2008). Democracy. In J. Arthur, I. Davies, & C. Hahn (Eds.), The Sage handbook of education for citizenship and democracy. London: Sage Publications
- Cummings, K. William. The Revival of Value Education in Asia and the West. New York : Pergamon Press Inc.
- Davies, I., Gregory, I., & Riley, S. C. (1999). Good citizenship and educational provision. London: Falmer Press.
- Delanty, G. (2003). Citizenship as learning process: Disciplinary citizenship versus cultural citizenship. International Journal of Lifelong Education, 22(6), 597–605.
- Dürr, Karlheinz (2005). The School: A Democratic Learning Community. Germany: Council of Europe
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- Freedom, S. Discriminations & Human Rights, New York: Oxford University Press. Agrawal, H. O. Human Rights, Allahabad: Central Law Publication.
- Heath, Marguerite; Rowe, Don.; and Breslin, Tony (2006) Citizenship Education in the Primary Curriculum. London: Citizenship Foundation
- Human rights: a Source book, New Delhi: NCERT
- National curriculum framework (2005). New Delhi: NCERT
- KERR, D. (1999a). 'Re-examining citizenship education in England' in J. TORNEYPURTA, J.SCHILLE and J-A AMAAED (Eds.) Civic Education Across Countries: 24 Case Studies from the IEA Civic Education Project. Amsterdam: Eburon Publishers for the International Association for the Evaluation of Educational Achievement (IEA).
- KERR, D. (1999b). 'Changing the political culture: the advisory group on education for citizenship and the teaching of democracy in schools.'; Oxford Review of Education, 25,1 and 2, 25-35.
- Lawsan, E. Encyclopaedia of Human Rights, USA : Taylor and Francies
- MARSHALL, T.H. (1950). Citizenship and Social Class. Cambridge: Cambridge University Press.
- McLAUGHLIN, T.H. (1992). 'Citizenship, diversity and education: a philosophical perspective.'; Journal of Moral Education, 21,3, 235-46.
- Ottaway, A.K.C., Education and Society. London: Routledge and Kegan Paul Ltd.
- Sharma, K. Yogendra, Sociological Philosophy of Education, New Delhi : Kanishka Publication Distributors. .

**PAPER – DSM-351**

**Comparative Education (Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12**

**OBJECTIVES:**

1. To understand comparative educational systems of the nations - India, U.S.A, U.K, and Russia
2. To enable learners to have comparative views on education at all levels (primary, secondary and higher) of the above stated nations
3. To examine the nature and present status of teacher education programme of these nations

**COURSE CONTENTS:**

**UNIT-1-INTRODUCTION OF COMPARATIVE EDUCATION**

- Origin of Comparative Education
- Comparative Education- Meaning, Nature
- Need of Comparative Education
- Factors Influencing Comparative Education
- Scope of Comparative Education

**UNIT-2 PRIMARY EDUCATION**

- Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in India
- Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in U.S.A
  - Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in U.K
  - Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in U.S.S.R
  - Comparative Study of Primary Education

### **UNIT-3- SECONDARY EDUCATION**

- Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in India
- Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in U.S.A
- Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in U.K
- Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in U.S.S.R
- Comparative Study of Secondary Education

#### **UNIT-4 HIGHER EDUCATION**

- Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in India
- Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in U.S.A
- Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in U.K
- Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in U.S.S.R
  - Comparative Study of Higher Education

#### **UNIT- 5 TEACHER EDUCATION**

- Teacher Education in India
- Teacher Education in U.S.A
- Teacher Education in U.K
- Teacher Education in U.S.S.R
- Comparative Study of Teacher Education

#### **SUGGESTED READINGS:**

1. Ashraf, Jaweed (1978). Soviet Education: Theory and Practice, SterlingPublishers: New Delhi.
2. Bignold, W., and Gayton, L. (Ed., 2009). Global Issues and ComparativeEducation (Perspectives in Education Studies), Learning Matters, SAGE Publications: London
3. Chakravarti, Mohit (2005). Education in the 21st Century, Kalpaz Publications:New Delhi.
4. Chaube, S.P., and Chaube, A. (1993). Comparative Education, Vikas Publishing House: New Delhi.
5. Hans, Nicholas (1961). Comparative Education, Routledge and Kegan Paul:London.
6. Kandel, R.L. (1933). Studies in Comparative in Education. George G. Harrap andCo., Ltd.: London.
7. Postlethwaite, T.N., (Ed. 1995). International Encyclopedia of National Systemsof Education (Resources in Education Series). Pergamon: London.
8. Sharma, A.P. (1972). Contemporary Problems of Education, New Delhi.
9. Sharma, R.S. (2005). Comparative Perspectives on Education. ADB Publishers:Jaipur.

<b>7<sup>th</sup> Semester</b>				
DSC-401	5	4	100	Teacher Education in India
DSC-402	5	4	100	Higher and Professional Education in India
DSC-403	5	4	100	Assessment of Teaching and Learning
DSC-404	5	4	100	Recent Trends and Issues in Education
DSM-401	5	4	100	Tools and Techniques of Data Collection in Education
<b>8<sup>th</sup> Semester</b>				
DSC-451	5	4	100	Educational Research and Statistics
DSM-451	5	4	100	ICT in Education
Dissertation/ OR DSC-552,553,554		12	300	Dissertation
DSC-552	5	4	100	Mental Health and Hygiene
DSC-553	5	4	100	Learning Theories and Practices
DSC-554	5	4	100	Educational Policy, Planning and Management

## **PAPER – DSC-401**

### **Teacher Education in India (Credit-4)**

#### **Objectives:**

1. To enable students to understand the development of teacher education in India.
2. To acquaint the students with the system of teacher education in India.
3. To acquaint the students with the role of professional organizations of teacher educators.
4. To gain the insight and reflect on the concept of teaching and the status of teaching as a profession.
5. To understand and examine the role and contribution of various Regulatory bodies and empower institutions for improving the quality of Teacher Education.

#### **Unit no I: Introduction to Teacher Education**

Meaning and scope of teacher education

Need and purpose of teacher education

Aims and objectives of teacher education at different levels

Development of teacher education in India before and after independence.

#### **Unit no II: Teacher Education Programmes**

Pre-service teacher education-organization, types, objectives, contents, methods of teaching and evaluation at various levels

In-service teacher education-needs, objectives, types, organization and evaluation

Comprehensive teacher education programme

Integrated teacher education programme

Drawbacks of teacher education programme

#### **Unit no III: Agencies of Teacher Education**

##### **a) State level:**

State Institute of Education

State Council of Educational Research and Training

District Institute of Education and Training

##### **b) National level:**

University Grants Commission

National Council of Educational Research and Training

National Council of Teacher Education

##### **c) International level**

UNESCO

#### **Unit IV: Student teaching**

Meaning, concept and objectives

Patterns of student teaching programme (teaching practice, internship, block teaching, off campus teaching practice)

Techniques of teacher training (micro teaching, Flanders class room interaction analysis, simulation, programmed learning)

Supervision of teaching practices (role of head of the institution, supervisors and student teachers)

Problems of student teaching programme (problems related to guidance and supervision of lesson, student teachers in schools, constraint of time, staff, aids and laboratories)

#### **Unit V: Professionalization of teacher education and teachers' organization**

Teaching as a profession

Professional ethics of a teacher

Professional organization of teachers- Need, importance and functions

Teacher in Relation to students, parents, society, profession

Limitations and difficulties faced by teachers' organization

**References:**

- Anand, C. L. (1988). *Aspects of Teacher Education*. S Chand & Co New Delhi.
- Chaurasia, G. (1967). *New Era in Teacher Education*. Sterling.
- Dash, M. (2000). *Education in India: Problems and perspectives*. Atlantic Publishers & Dist.
- Mohanty, J. (2007). *Teacher education*. Deep and Deep Publications.
- Mukherjee, S. N. (1968). *Education and Teachers in India (vol 1,2)*. S Chand & Co New Delhi.
- Rajput, J. S., & Walia, K. (2002). *Teacher education in India*. Sterling Publishers Pvt.
- Ravi, V. (2015). *Teacher education*. Lulu.com.
- Singh, & Sudarshan. (2003). *Teacher education*. Discovery Publishing House.
- Srivastava, R. (1997). *Teacher education in India: Issues & perspectives*. Daya Books.
- Chaurasia G: *New Era in Teacher Education*, Sterling Publishers, New Delhi, 1967.



## **PAPER – DSC-402**

### **Higher and Professional Education in India (Credit-4)**

1. To understand the various policies and their recommendations on various aspects of higher and Professional education
2. To enable the functions and importance of different Higher education and Professional education institutions.
3. To know the management of Higher Education & Professional Education in India.
4. To explore the problems and reforms in higher education and Professional education in India.
5. To explore the role of various agencies of higher education & Professional education in India.

#### **Unit I: Higher and Professional Education in India**

- Higher Education & Professional Education: Meaning and Objectives
- Its historical development in India during Ancient, Buddhist and Medieval Period with special reference to Administration, system of admission, aims of education, curriculum, methods of teaching & Examination System
- Development of Higher Education & Professional Education in India during the Pre-Independence: Sadler Commission (1917-19) and Sargent Report (1944) etc. and Post Independence period: Radhakrishnan Commission (1948-49), Kothari Commission (1964-66), NPE (1986) etc.

#### **Unit II: Higher & Professional Education Institutions of India**

- Types of Universities (Central, State, Deemed and private): Establishment, management and functions.
- Institutes of National Importance: AIIMS, IIMs, IITs, IISERs, and NITs
- Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges

#### **Unit III: Management of Higher Education**

- Introduction
- Higher & Professional Education Institutions: The organisational Framework
- Governance of Higher Education & Professional Education Institutions
- Managers of higher Education & Professional Education

#### **Unit IV: Issues & Problems in Higher & Profession Education of India**

- Issues of access, equity and excellence in higher education and government initiatives
- Reasons for Educational Backwardness of women, disadvantaged group and PwDs (Divyangjan)
- Government initiatives (Programmes, Policies and Schemes) for promoting higher education & Professional Education specially women, disadvantaged group and PwDs (Divyangjan)
- Scholarships, incentives and fellowships at higher education level
- Use of ICT and new technologies in higher education

#### **Unit V: Reforms in Higher & Professional Education of India**

- National Education Policy (NEP) 2020: This policy aims to transform the education sector in India by 2040.
- Academic reforms:
- Digitalization of education:
- Researches in Higher education & Professional Education

**Suggested Reading:**

- Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.
- UGC (University Grants Commission) (2008). Higher education in India: Issues related to expansion, inclusiveness, quality and finance. New Delhi: University Grants Commission.
- Veena,B. (1998). Accountability and Autonomy in higher Education. New Delhi: AIU.
- UNESCO (1998). Higher education in India: Vision & action. New Delhi: UNESCO.
- Ministry of Human Resource Development (2011). Indian Institutes of development. New Delhi: Government of India
- Cheney, G. R., Ruzzi B. B. and Muralidharan,K. (2005). India education report. New Delhi: NCEE (National Center on Education and the Economy).
- MHRD (2020).National Education Policy 2020.Ministry of Human Resource Development, Government of India.

## **DSC 403**

### **Assessment of Teaching and learning**

**Max. Marks 100, External:70, Pass Mark: 28, Internal: 30, Pass Mark:12**

**Credit 4**

#### **OBJECTIVES:**

- To develop the knowledge of testing measurement and evaluation
- To enable the learner knowledge of different assessment strategies in teaching and learning
- To develop the concept of learning outcomes of objectives continuous and comprehensive evaluation
- To develop the knowledge of assessment tools and techniques
- To understand the contemporary issues assessment

#### **Unit 1: Introduction to Assessment**

- 1.1 Concept of testing, measurement, assessment and evaluation
- 1.2 Types of Assessment (Formative, Summative, Diagnostic)
- 1.3 Purpose and significance of Assessment
- 1.4 Principles of Assessment
- 1.5 Concept of holistic assessment

#### **Unit 2: Assessment Strategies**

- 2.1 Traditional Assessment Methods (Quizzes, Exams, Essays etc.)
- 2.2 Alternative Assessment Methods (Projects, Presentations, Portfolios)
- 2.3 Technology-Enhanced Assessment (Online Quizzes, Digital Portfolios)
- 2.4 Authentic Assessment (Real-World Applications, Case Studies)
- 2.5 Collaborative Assessment (Peer Assessment, Self-Assessment)

#### **Unit 3: Assessment Tools and Techniques**

- 3.1 Constructing Effective Test Questions
- 3.2 Rubrics and Scoring Guides
- 3.3 Peer Assessment and Self-Assessment
- 3.4 Concept of portfolio assessment and its purpose and characteristics
- 3.5 Grading and its importance

#### **Unit 4: Evaluating Student Learning**

- 4.1 Understanding Learning Outcomes and Objectives
- 4.2 Assessment for learning, assessment of learning and assessment as learning
- 4.3 Concept of continuous and Comprehensive Evaluation
- 4.4 Assessing affective and psychomotor domains: Need and importance
- 4.5 Assessment of affective and psychomotor outcomes: interests, attitudes, values, skills etc.

#### **Unit 5: Contemporary Issues in Assessment**

- 5.1 Reporting students' performance: Instructional, guidance and administrative utilities
- 5.2 Assessing 21st-Century Skills (Critical Thinking, Collaboration)
- 5.3 Cultural and Linguistic Diversity in Assessment
- 5.4 Ethics and Fairness in Assessment Practices
- 5.5 Reforms in assessment and evaluation: Latest policy recommendations

**Reading Materials:**

1. "Assessment in Education" by S. S. Chaudhary (NCERT)
2. "Teaching and Learning" by S. K. Mangal (PHI Learning)
3. "Assessment Strategies" by S. K. Agarwal (Vikas Publishing)
4. "Teaching and Assessment" by S. N. Maheshwari (Tata McGraw-Hill)
5. "Assessment Tools and Techniques" by S. P. Sharma (Anmol Publications)
6. "Educational Measurement and Evaluation" by K. N. Singh (Vikas Publishing)
7. "Evaluating Student Learning" by S. K. Mangal (PHI Learning)
8. "Assessment and Evaluation in Education" by S. S. Chaudhary (NCERT)
9. "Contemporary Issues in Assessment" by S. N. Maheshwari (Tata McGraw-Hill)"Assessment in the 21st Century" by S. P. Sharma (Anmol Publications)

**Paper-DSC – 404**

**RECENT TRENDS AND ISSUES IN EDUCATION**

**MARKS: 100, CREDIT: 4**

**OBJECTIVES:**

1. To develop understanding of significant trends in contemporary education
2. ☐To develop awareness of various organisations and their role in the implementation of programmes
3. ☐To identify recent trends and issues in education from global and Indian context.
4. ☐To acquaint with the role of different agencies for quality assessment and assurance in higher education

**UNIT I: Alternative trends in Education**

- 1.1 – Adult Education – Concept, need, National Adult Education Programme NAEP, NLM, TLC.
- 1.2 – Continuing Education – General/Liberal Education through Open Learning System.
- 1.3 – Vocational Education – Need, importance and strategies.
- 1.4 – Lifelong Education – Concept, Need and futuristic vision.
- 1.5 – Population Education – Meaning, need and significance.

**UNIT II: Recent trends/programmes in Education**

- 2.1 – Role and function of UGC, NCERT, NCTE, MHRD.
- 2.2 – Autonomy – Full autonomy and graded autonomy.
- 2.3 – Choice Based Credit System (CBCS) – Grading System, Open book examination system.
- 2.4 – Rashtriya Uchchatar Shiksha Abhiyan (RUSA); Samagra Shiksha Abhiyan.
- 2.5 – SWAYAM, Massive Open Online Courses MOOC's.

**UNIT III: Regulations and Acts in Education**

- 3.1 – Constitutional provisions in Education; National Policy on Education during post-independence period.
- 3.2 – Right of Children to free and Compulsory Education (RCFCE – 2009)
- 3.3 – Saakshar Bharat (2009) – Aims and Objectives
- 3.4 – The Rights of Persons with Disabilities Act (RPWD Act 2016)
- 3.5 – NEP 2020 – Aims and main features.

**UNIT IV: Global trends in Education**

- 4.1 – Globalisation: concept and importance.
- 4.2 – Liberalisation and Privatization – concept, importance and their impact on education.
- 4.3 – Education for International Understanding – meaning, strategies and role of UNESCO.
- 4.4 – Education for Sustainable development – meaning, importance and principles.
- 4.5 – Women empowerment; Education for socially marginalized sections.

**UNIT V: Quality, Assessment and Assurance**

- 5.1 – Quality assessment and assurance in Higher education – concept, need and importance, problems and issues.
- 5.2 – National Assessment and Accreditation Council (NAAC) and its role.

5.3 – National Institutional Ranking Framework (NIRF) and its role.

5.4 – National Council for Teacher Education (NCTE) and its role.

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Falaknaz, S. (2005). Surgeons call for upgrading surgical education in government medical colleges. Express Health Care Management. Issue Dated 16th-31st August 2005. Business Publications Divisions of the Indian Express. Mumbai.

Verma, G.C. (1984). Modern Education Its Growth And Development in Rajasthan (1818- 1983). Publication Scheme. Indore.

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Ragesh, K.K. Supreme Court Verdict on Education Defeat the underlying Philosophy. People's Democracy. Vol. XXVII No. 32. August 10, 2003. <http://pd.cpim.org/200310810108102003-ragesh-education.htm>. (Retrieved on 22.9.05)

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[http://www.education.nic.in/htmlweb/iamr2p\(MHRD,AllIndiaEnrolmentin1.Engineering/Technology/ArchitecturebyLevelsandSex\).htm](http://www.education.nic.in/htmlweb/iamr2p(MHRD,AllIndiaEnrolmentin1.Engineering/Technology/ArchitecturebyLevelsandSex).htm) (Retrieved on 11.11.07)  
URL ID=27234&URL DO=DO TOPIC&URL SECTION=201.html (Retrieved on 11.11.07)  
<http://www.agastya.org/Aeasty-1CTArticle.pdf> Retrieved on 11.11.07

## **PAPER-DSM-401**

### **Tools and Techniques of Data Collection in Education**

**(Credit-4)**

**Max. Marks: 100, External: 70, Pass Marks: 28, Sessional: 30, Pass Marks: 12**

#### **OBJECTIVES:**

The course is designed to enable the undergraduate students to-

1. Acquaint them with the basic tools and techniques of data collection in education
2. Understand the different tools of data collection
3. To develop awareness of tools and techniques of data collection and their implication in education

#### **COURSE CONTENTS**

##### **UNIT-1: Introduction**

- Meaning and Concept of Tool and Techniques of Data Collection
- Need of Data Collection
- Characteristics of a Good Research Tool (Reliability, Validity, Practicability, Objectivity)
- Types (Survey, Interview, observation, Document analysis)

##### **UNIT-2: Classification and Tools of Data**

- Quantitative Data and Qualitative Data (Meaning, Need, Advantage and Disadvantage)
- Primary Data (Interview, Questionnaire, Inventory, Focus Group, Projective Technique, Check List)
- Secondary Data (Organizational Reports, Research Journals, Internet Websites, News Paper)
- Published Data and Unpublished Data (Biographies, Diaries, Letters)

##### **UNIT-3: Method and Techniques of Data Collection**

- Observation Method- (Types of observation, Tools for observation Advantage and Disadvantage)
- Interview Method- (Purpose of Interviews, Kind of Interview, Steps in conducting an Interview)
- Survey Method – (Purpose, Need, Advantage and Disadvantage)
- Case Studies, Oral Histories,
- Experiment method (Purpose, Need, Advantage and Disadvantage)

## UNIT-4: Data Processing and Analysis

- Sorting Data, Performing Quality-Control Checks
- Processing Data- Editing, Categorizing, Coding Summarizing
- Categorical Data- Types (Nominal and Ordinal Data) Advantage and Disadvantage
- Numerical Data- Types (Frequency Distribution, Percentage, Proportion) Advantage and Disadvantage
- Cross Tabulations – Needs, Advantage and Disadvantage
- Statistical Measures- (Mean, Median, Mode, Standard Deviation, Correlation)
- Presentation of Data in Diagrams and Graphs

## UNIT-5: Challenges of Data Collection

- Data Quality Issue, Inconsistent Data
- Ambiguous Data, Inaccurate Data
- Low Response and Other Research Issues
- Suggestions to overcome these challenges

## SUGGESTED READINGS:

- Ahuja, R. (2006). *Research methodology*. New Delhi: Rawat Publications.
- Best, J.W., and Kahn, J.V. (1992). *Research in education* (6<sup>th</sup> ed.). New Delhi: Prentice Hall
- Chandra, S. S. & Sharma, R. K. (2007). *Research in education*. New Delhi: Atlantic.
- Cryer, P. (2000). *The research student's guide to success*. United Kingdom: Open University Press.
- G. Vijayalakshmi & C. Sivapragasam (2008). *Research Methods: Tips and Techniques*. Chennai: MJP Publisher.
- Good, J.W., & Hatt, P.K. (2006). *Methods in social research*. New Delhi: Surjeet.
- Kothari, C.R. (2006). *Research methodology* (2<sup>nd</sup> ed.). New Delhi: New Age International.
- Koul, L. (1992). *Methodology of educational research*. New Delhi: Vikash Publishing House.
- Lahgenbach, M., Vaughn, C. & Aagaard, L. (1994). *An introduction to educational research*. USA: Allyn and Bacon.
- McMillan, J. H. & Schumacher, S. (1989). *Research in education: A conceptual introduction* (2<sup>nd</sup> ed.). United States of America: Harper Collins.
- O'leary, Z. (2005). *The essential guide to doing research*. New Delhi: Vistaar Publications.
- Opie, C. (2004). *Doing educational research*. New Delhi: Vistaar Publications.
- Pandya, S. (2012). *Research methodology*. New Delhi: APH Publishing Corporation.
- Sharma, S. P. (2012). *Techniques of Educational Research Data Collection and Analysis*. New Delhi: Pragun Publication.
- Shastri, V. K. (2008). *Research methodology in education*. Delhi: Authors Press.
- Sidhu, K. S. (2000). *Methodology of research in education*. New Delhi: Starling.
- Swain, A. K. P. C. (2007). *A text book of research methodology*. New Delhi: Kalyani.



## **8<sup>th</sup> Semester**

### **DSC-451**

#### **Educational Research and Statistics**

**Marks:100, External:70, Pass Marks:28, Internal:30, Pass Marks: 12, Credit;4**

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

- Describe the nature, purpose, scope, areas and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- explain tool, design and procedure for collection of data
- Explain the importance of documentation and dissemination of researches in education

#### **Course Content**

##### **Unit I-Research in Education:**

1. Conceptual Issues
2. Meaning and nature of research, its need and purpose.
3. Meaning, purpose and areas of educational research
4. Nature and sources of knowledge. Scientific method of inquiry and its role in knowledge generation.
5. Kinds of educational research: basic, applied and action research, and their characteristics
6. Nature and scope of educational research

##### **UNIT II Formulation of Research Problem**

1. Identification and conceptualization of research problem: statement of problem, purpose, and research questions
2. Criteria and sources for identifying the research problem.
3. Characteristics of a good research problem.
4. Review of the literature-purpose and resources;
5. conducting the literature search: using databases and internet, internet search tools and quality of internet resources,
6. Reviewing Literature and Writing the rationale for any research problem based on review.

##### **UNIT III: Developing hypotheses and Sampling techniques**

###### **Hypotheses**

1. Meaning and difference between assumptions, postulates and hypotheses.
2. Nature and types of hypotheses: their sources.
3. Characteristics of good hypotheses
4. Role of hypotheses in theory building.

##### **UNIT IV: Sampling techniques**

1. Concept of population and sample: Sample frame, units of sampling.
2. Determiners of sample size.
3. Various methods of probability and non-probability sampling.

4. Characteristics of a good sample.

#### **Unit V-Types of Research and Writing Research Proposals**

1. Descriptive research,
2. Survey Research,
3. Ex-post facto research,
4. Experimental Research (Laboratory and field Experiments).

#### **Qualitative Research**

1. Historical research.
2. Case studies (Developmental and longitudinal).
3. Ethnographic studies.

#### **Unit VI- Introduction to statistics and data analysis**

1. Understanding basic educational statistics:
2. Data and types of data, Scales: Nominal, Ordinal, Interval and Ratio
3. Data tabulation, Frequency distribution, and Graphical Representation
4. Elementary idea of Probability, Normal Probability Curve and its properties, Deviation from normality and underlying causes.
5. Measures of Central Tendency and Variability
6. Percentile, Percentile Rank, Ogive and Standard Score
7. Linear correlation- Product-Moment Correlation, Rank Order Coefficient of Correlation
8. Meaning and interpretation of these coefficients.

#### **References**

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
4. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinehart and Winston Inc.
6. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
7. Flick, Uwe (1996): An Introduction to Qualitative Research. London sage publication
8. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
9. Keeves, John. P (ed)(1990) Educational Research Methodology and Measurement : An International Handbook. New York : Pergamo Press
10. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Brace Jovanovich.
11. Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Berrett-Koehler.
12. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
13. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
14. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.

15. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
16. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Routledge.
17. Shank, G.D. (2002). Qualitative Research. Columbus, Ohio: Merrill, Prentice Hall.
18. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
19. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
20. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
21. Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.
22. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.

# **DSM-451**

## **ICT in Education**

### **(Credit-4)**

**Maximum marks:100, External:70, Pass Mark:28, Sessional:30, Pass mark:12**

#### **Objectives:**

The course is designed to enable the undergraduate students to-

1. Understand the concept of ICT with it's different aspects,
2. Develop the information management, communication and collaborative skills,
3. Integrate ICT into teaching, learning, administration and evaluation,
4. Practice the safe and ethical ways of using ICT,
5. Learn integrating technology tools for teaching learning, material development,
6. Develop the collaborative networks for learning and sharing .

#### **COURSE CONTENTS**

##### **Unit - 1 Introduction to ICT in Education**

- 1.1 Concept, Definition and Principles of using ICT in teaching learning process
- 1.2 History and evolution of educational technologies
- 1.3 Understanding basic computer operations (hardware and software)
- 1.4 Using word processors, spreadsheets, and presentation tools
- 1.5 Introduction to internet, emails, and online communication tools

##### **Unit -2 ICT Tools for Teaching and Learning**

- 2.1 Use of multimedia (videos, audio, animations, etc.) in the classroom
- 2.2 Interactive whiteboards and projectors
- 2.3 Learning Management Systems (LMS) and Virtual Learning Environments (VLE)
- 2.4 M-learning, U-learning, E-learning tools

##### **Unit- 3 ICT and Pedagogy**

- 3.1 Integration of ICT with pedagogical models (e.g., TPACK, SAMR)
- 3.2 Instructional Design-ADDIE Model
- 3.3 Collaborative tools for education, Project-based learning with technology
- 3.4 Designing and implementing online courses
- 3.5 Challenges and opportunities in e-learning

## **Unit - 4 ICT for Assessment**

- 4.1 Use of technology in formative and summative assessment
- 4.2 E-assessment tools (Kahoot, Google Forms, etc.)
- 4.3 Digital portfolios
- 4.4 Data analytics for assessing student performance

## **Unit -5 Emerging Trends in ICT for Education**

- 5.1 Virtual and Augmented Reality (VR/AR) in education
- 5.2 Artificial Intelligence (AI) and machine learning in education
- 5.3 Internet of Things (IoT) and smart classrooms
- 5.4 Cloud computing and its application in education
- 5.5 Copyright, plagiarism, and intellectual property issues

## **Practical Applications of ICT (Assignment)**

- Hands-on projects integrating ICT in lesson plans
- Creating digital content for teaching (e.g., videos, blogs)
- Collaboration with students using ICT tools (discussion boards, online groups)

## **SUGGESTED READINGS:**

16. Anastasi, A., and Urbina, S. (2016). Psychological Testing, (7th ed.). Pearson Education: New Delhi.
17. Asthana, Bipin. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir: Agra.
18. Bloom, B.S., and Others (1971). Handbook of Formative and Summative Evaluation of Student, McGraw Hill, Book Co.: New York.
19. Cronbach, L.J. (1970). Essentials of Psychological Testing, Harper and Row: New York.
20. Ebel, R. L. and Frisbie, D.A. Essentials of Educational Measurement, Prentice-Hall of India Pvt. Ltd.: New Delhi.
21. Freeman, F.S. (1976). Theory and Practice of Psychological Testing, 3<sup>rd</sup> edition, Oxford IBH Publishing Co.: New Delhi.
22. Gronlund, N. E. (1981). Measurement and Evaluation in Teaching (4th ed.). Macmillan Publishing Co., Inc.: New York.
23. Harper (Jr), A.E. and Harper, E.S. (1990). Preparing Objective Examination – A Handbook for Teachers, Students and Examiners, Prentice Hall of India: New Delhi.
24. Linn, R. L. and Gronlund, N. E. (2003). Measurement and Assessment in Teaching, (8th Ed), Prentice Hall of India: New Delhi.
25. Patel, N. Rambhai. Educational Evaluation – Theory and Practice, Himalaya Publishing House: New Delhi.
26. Sax, G. (1974). Principles of Educational Measurement and Evaluation, Woodworth Publishing: California.

27. Singh (ed). (1990). Criterion – Referenced Measurement (Selected Readings), NCERT: New Delhi.
28. Goswami, Moromi (2011). Measurement and Evaluation in Psychology and Education, Neel Kamal Publications: Hyderabad.
29. Thorndike, R.L. & Hagen, E.P. (1977). Measurement and Evaluation in Psychology and Education, (4th Ed), John Wiley and Sons: New York.
30. Tuckman, B.W. (1975). Measuring Educational Outcome: Fundamentals of Testing, Harcourt Brace, Jovanovich: New York.

**Dissertation/ OR DSC-552,553,554**

The following are the branches of studies, students may conduct dissertation on various topics by following the main branches for the partial fulfilment of degree.

Main Branches:

1. Curriculum studies
2. Gender Studies
3. Society and education studies
4. Psychology aspects and education studies
5. Inclusive education studies
6. Curriculum and policies of education
7. Cognitive Science and Human Behavior Studies
8. ICT and artificial Intelligence studies
9. Professional ethics studies
10. Various studies related to ethnography, grounded theory, case study, historical research, experimental research

## **Paper – DSC-552**

### **Mental Health and Hygiene (Credit-4)**

**Max-Marks-100, External-70, Pass Marks -28, Sessional-30, Pass Marx-12**

#### **Objectives:**

- To enable the students, understand the meaning and concept of Mental Health and Mental Hygiene
- To relate with the concept of mental health and mental Hygiene
- To familiar with people having psychological and maladjustment problems
- To help them to understand the prevention and treatment of mental health3.
- To understand the various components of diagnostic and remedial techniques and its significance in the teaching learning processes
- To Integrate yoga in their day-to-day lives for holistic health and well-being.

#### **Unit-I: Mental Health**

- Concept of Mental Health, Definition and General Scenario
- Nature and characteristics of mental health
- Importance of Mental Health, Challenges and Stigma
- Causes of ill Mental Health
- Factors Affecting Mental Health (Home, Society and School)

#### **Unit II: Mental Hygiene**

- Meaning and Definitions.
- Goals of Mental Hygiene.
- Functions of Mental Hygiene.
- Need and importance of Mental hygiene.
- Relationship between Mental health and hygiene.

#### **Unit: III Mental Conflict and Adjustment**

- Mental Conflict: Concept, Types and Causes
- Adjustment: Meaning and Characteristics
- Adjustment Mechanisms
- Maladjustment: Concept, Causes and Remedial measures

#### **Unit:IV Diagnostic and Remedial Techniques**

- Diagnostic Techniques: Case Study and Psycho Analysis
- Remedial Techniques: Individual and Group Psycho-Therapies and Their Usefulness
- Counselling Therapy and its Types
- Care of the Self Nutrition and Other issues
- Lifestyle Issues: Time management; Exercise; Relaxation techniques; yoga; meditation.

#### **Unit—V: Education and Mental Health**

- Mental Health in Schools
- measures for the proper development of Physical, mental, Emotional and Spiritual abilities of children
- Yoga practice in School
- Meaning and definitions of Yoga
- Need of Yoga for Physical and Mental Health

#### **Suggested Readings:**

1. Akhilananda, Swami (1952). Mental Health and Hindu Psychology. London: Auen and Unwin
2. Aggarwal, J.C (2007). Essential of Psychology (2nd Edition). Noida: Vikas Publishing House (Pvt. Ltd)
3. Arkoff, Abe (1968). Adjustment and Mental Health. New York: McGraw Hill Company.



4. Auger, Rick (2011). The School Counsellor's Mental Health Sourcebook. New Delhi: Sage India Pvt.Ltd
5. Bernard, H. W., (1952). Mental Hygiene for Class-room Teachers. New York: McGraw HillBook 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. Chauhan,S.S.(2007).Advanced Educational psychology(7th Edition). Vikas Publishing House Pvt.Ltd
11. Crow, Lester D., & Crow, Alice (1952). Mental Hygiene. New York: McGraw Hill Book Company Inc.
12. Dandapani, Dr. S. (2004). A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
13. Dash. M & Dash. Neena (2003). Fundamentals of Educational Psychology. New Delhi: Atlantic Publishers & Distributors.
14. Dollard, J., & Miller, N.E. (1970). Personality and Psychotherapy. Chicago: Aldine.
15. Garg, B.R. (2002). An Introduction to Mental Health. Amabala: Associate Publications.
16. Sharma,R.N.&Sharma,R.K.( 2010). Advanced Educational psychology.New Delhi: Atlanta Publishers(Pvt.Ltd.)

## **DSC-553**

### **Learning Theories and Practices (Credit-4)**

**Max-Marks-100, External-70, Pass Marks -28, Sessional-30, Pass Marx-12**

**Course Objectives** • Investigate the strengths and weaknesses of behaviorism, cognitivism, and constructivism. • Present a broad overview of brain-based learning. • Discuss the importance of learning styles. • Connect learning theory with other theories

#### **UNIT-I Behaviourism**

• Behaviourism and Learning, Behaviourism in the Modern Classroom, Thorndike Theory, Skinner's Theory, Pavlov's Theory, Education Implication of all theories

#### **UNIT-II Cognitivism**

• Cognitivism and Learning, Cognitive approach, Educational Implications of Gagne's Theory, Bruna's Discovery Learning Theory, Piaget's Theory (Schema, Assimilation, Accumulation, Equilibrium), Vygotsky Theory, Information Processing, Cognitivism in the Modern Classroom

#### **UNIT-III Constructivism**

• Constructivism and Learning, Concerns About Constructivism, Learning and Understanding, Constructivism in the Modern Classroom, Creative models, Concept Mapping, Brain Mapping, Bruner's Zone of Proximal Development

#### **UNIT-IV Brain-Based Learning**

• Traditional Models of Teaching and Learning, Brain-Based Learning, Cognitive Domain, Affective Domain, Psychomotor Domain, 5 E Model, Inquiry Model, Advance Organizer, Education Implication of Brain Based Learning

#### **UNIT-V Learning Styles**

• Learning Styles and Learning, Common Learning Style (Visual, Auditory, Verbal, Kinaesthetic, Social, Solitary, Logical), Models of Learning Style-Felder and Silverman's index of learning style, Fleming's Vark Model, Gregorc and Butler Models of learning style)

### **References:**

Bruce Joyce: Models of teaching Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1986). Social foundation of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

Brewer, E. W., Campbell, A. C., & Petty, G. C. (2000). Foundations of workforce education. Dubuque, IA: Kendall/Hunt Publishing Company.

Huitt, W., & Hummel, J. (1998). The behavioural system. Retrieved from <http://www.edpsycinteractive.org/topics/behavior/behovr.html>

Parkay, F. W., & Hass, G. (2000). Curriculum planning (7th ed.).

Needham Heights, MA: Allyn & Bacon. Shaffer, D. (2000). Social and personality development (4th ed.). Belmont, CA: Wadsworth/Thompson Learning.

Skinner, B. (1972). Utopia through the control of human behaviour. In John Martin Rich (Ed.), Readings in the philosophy of education. Belmont, CA: Wadsworth.

Cunia, E. (2005). Behavioral learning theory. Principles of Instruction and Learning: A Web Quest.

Retrieved from <http://erincunia.com/portfolio/MSportfolio/ide621/ide621f03production/behavior.htm>

Graham, G. (2002). Behaviorism. In E. Zalta (Ed.), The Stanford encyclopedia of philosophy. Stanford, CA: The Metaphysics Research Lab, Stanford University. Retrieved from

<http://plato.stanford.edu/archives/fall2002/entries/behaviorism/>

## **DSC 554**

### **EDUCATIONAL POLICY PLANNING AND MANAGEMENT**

**Marks: 100, External:70, Pass Marks:28, Internal:30, Pass Marks:12**

**CREDIT:4**

#### **OBJECTIVES:**

1. To develop the ability to conduct in depth analysis of educational needs.
2. To create a congenial environment for attainment of the aims and objectives of the educational system.
3. To empower students to navigate their academic journey effectively
4. To develop capacity to articulate policy framework.
5. To implement a coherent set of educational plants and policies.

#### **Unit 1: Unit Description in Educational Policy**

Evolution of educational policy in Detail Understanding Educational Policy : Definition, Features, Goals and importance of Educational Policy Types of Educational Policy: National, State and Institutional I Development of Educational policy in Indian Context in the pre and post independent India Weightage (%) National Education Policy 2020: Guiding Principles and Key Feature

#### **Unit 2: Description in Educational Planning**

Educational Planning Concept, need, scope of Educational Planning II Components of Educational Planning Types of Educational Planning Administrative, Academic, Curricular, Co-Curricular Planning, Instructional and Institutional Planning Stages of Educational Planning Approaches to Educational Planning: Social Demand Approach, Rate of Return of Investment Appreciate

#### **Unit 3: Educational administration**

Description in Detail Concept and approaches to Educational Administration Theories of Educational Administration

III Landmark phases in the development of Educational Administration in India in the pre and post independent India

Constitutional Provisions governing Educational administration in India

#### **Unit 4: Educational financing Concept**

Nature and Principles of Educational Financing Education as an investment Resources Budgeting and allocation of funds from various agencies Problems and Challenges of Educational Financing

#### **Unit 5: Educational Management and Governance**

Meaning, Need and Scope of Educational Management Concept and Principles of Institutional planning and Management Inspection, Supervision and mentoring Institutional Organization, Administration and Evaluation Types of leadership Decentralization, Local Management and Governance in Education

#### **Basic Text & Reference Books: -**

- Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan. J
- aganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications. Tara Chand. (1992). Educational Technology. Anmol Publication
- . Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.

Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.

Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.

Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.

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