



Tripura University
(A Central University)

Suryamaninagar, Agartala, West Tripura, Tripura, 799022

Syllabus and Course Structure

(In accordance with NEP-2020)

For

Under Graduate (UG) Programme
(Second Year)

Education

(For both TU Campus and affiliated colleges)

Course Structure (2nd Year)
for
B.A. in Education Programme, T.U.

Year	Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
DIPLOMA IN EDUCATION (SECOND YEAR)							
2	3 rd Sem	ED-301C	Major	Technology and Education	Theory	4	Min.4 Class (each class one hour duration)
		ED-302C	Major	Management and Planning in Education	Theory	4	Min.4 Class (each class one hour duration)
		ED-301M	Minor/Elective	History of Indian Education	Theory	4	Min.4 Class (each class one hour duration)
		ED-301ID	Interdisciplinary/ MOOC Course	Technology Integrated Education	Theory	3	Min.3 Class (each class one hour duration)
	4 th Sem	ED-401C	Major	Guidance and Counselling	Theory	4	Min.4 Class (each class one hour duration)
		ED-402C	Major	Education for Special Children	Theory	4	Min.4 Class (each class one hour duration)
		ED-401M	Minor/Elective	Emerging Trends and Issues in Education	Theory	4	Min.4 Class (each class one hour duration)
		ED-401ID	Interdisciplinary/ MOOC Course	Evaluation in Education	Theory	3	Min.3 Class (each class one hour duration)

Syllabus

DIPLOMA IN EDUCATION (SECOND YEAR)

3rd SEMESTER

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
3 rd Sem	ED-301C	Major	Technology and Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-302C	Major	Management and Planning in Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-301M	Minor/Elective	History of Indian Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-301ID	Interdisciplinary/ MOOC Course	Technology Integrated Education	Theory	3	Min.3 Class (each class one hour duration)

3rd SEMESTER**Major**
ED-301C

Programme/Class: Diploma	Year: Second	Semester: Third
	Subject: Education	
Course Code: ED-301C	Course Title: Technology and Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature & scope of Educational Technology.• Describe the concept of Educational Technology as discipline.• Discuss about the Concept, nature and components of ICT• Illustrate the application of ICT in teaching and learning.• Discuss about the Meaning, Nature and characteristics of e learning• Outline various aspects of Communication and classroom interactions• Describe the concept and need of system approach• Enumerate different Instructional techniques & approaches• Identify the Technology for Interaction and classroom Communication.• Describe about different Models of teaching• Utilize Online Learning Resources in their academic life		
COURSE CONTENTS		
Unit-I: Basics of Education and Technology		
<ul style="list-style-type: none">• Concept of Technology-meaning and nature, Concept of education with reference to modern era• Educational technology-Meaning, nature and characteristics; its Importance for the student and the teacher.• Need, scope and limitation of technology in education• Components of Educational Technology- Hardware and Software• Instructional Technology-Difference between Educational Technology and Instructional Technology,		
Unit-II: ICT and e-learning		
<ul style="list-style-type: none">• Concept, nature and components of ICT• Application of ICT in teaching-learning, ICT integration in teaching learning,• Challenges in Integrating ICT in teaching learning• Concept of e-learning – Meaning, Nature and characteristics, advantages and limitation• Massive Open Online Course (MOOC)• System approach- concept, need, Classification and components• Computer and its role in education,		
Unit-III: Technology for Interaction and classroom Communication		
<ul style="list-style-type: none">• Communication and classroom interactions- concept, element and process• Principles of Communication, Marks of effective classroom communication		

- Modes (Verbal and Non-Verbal) and Barriers of effective classroom communication
- Virtual and Smart Classroom- Concept, Elements, Advantages and Limitations
- Online Learning Resources: e-Library, Websites, Apps, and Web 2.0 Technology, Computer network and internet, EDUSAT, INFLIBNET and social media
- Teaching Aids: Types & used

Unit-IV: Instructional Techniques & Approaches

- Teaching & Instruction – meaning, nature and principles
- Difference between teaching and instruction
- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Models of teaching- concept, components and significance
- Different approaches- Programmed Instruction, Computer Assisted Instructions (CAI), Team teaching, Collaborative teaching, Cooperative mastery learning, Project based learning,

Suggested Readings

- Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Barton, R. (2004). Teaching Secondary Science with ICT. McGraw-Hill International
- Bhaskara Rao, Digumarti (2013): Vidya -Samachara Sankethika Sastram (ICT in Education). Guntur: Master Minds, Sri Nagarjuna Publishers.
- Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Denis, Kim, Sen and Morin (2000). Information Technology -The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. Norton.
- Mangal, S.K. and Mangal, Verma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: SahityaMudranalaya
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot

- Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
- T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.

3rd SEMESTER

Major

ED-302C

Programme/Class: Diploma	Year: Second	Semester: Third
	Subject: Education	
Course Code: ED-302C	Course Title: Management and Planning in Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature & scope of Educational Management.• Describe the objectives, principles and types of Educational Management.• Discuss about the Concept, Nature and Importance of educational planning• Illustrate the role of Educational Supervision in educational institution.• Discuss about the Meaning, Nature and Principles of Educational Administration.• Outline various aspects of Institutional Planning & Leadership• Enumerate different strategies & approaches to educational planning• Identify the Recent Trends in educational Management		
COURSE CONTENTS		
Unit-I: Introduction to Educational Management		
<ul style="list-style-type: none">• Meaning, nature and scope of Educational Management• Objectives/Purpose of Educational Management• Principles of Educational Management• Types of Educational Management—Centralized and Decentralized, Autocratic and Democratic• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling• Classroom Management- Principles, Strategies and Techniques.• Concept of organization• Concept of educational organization• Concept of school organization		
Unit-II: Educational Planning & Educational Administration		
<ul style="list-style-type: none">• Meaning, Nature and Importance of educational planning• Types and approaches of educational planning• Principles of educational Planning• Central State Relationship in Educational Planning & Administration• Central and State Educational Advisory Bodies & their roles—MoE, UGC, NCERT, SCERT• Meaning, Concept and Types of Educational Administration.• Administration vs. Management.		

<ul style="list-style-type: none"> • Principles of Educational Administration. • Administrative Skills. • Functions of Educational Administration – POSDCORB
Unit-III: Institutional Planning & Leadership
<ul style="list-style-type: none"> • Concept, Nature, and Scope of Institutional Planning • Institutional planning in practice • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities • Leadership in administration--Meaning and Nature, Skills and qualities of Effective Leadership and types/styles of leadership • Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional
Unit-IV: Educational Supervision, Financing and Recent Trends in Management
<ul style="list-style-type: none"> • Meaning, Nature and significance of Educational Supervision. • Inspection vs. Supervision. • Types of Educational Supervision. • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Significance of Educational Finance • Recent Trends in Educational Management--Total Quality Management, SWOT Analysis
Suggested Readings <ul style="list-style-type: none"> • Mukhopadhyay, B. (1994). Motivation in Educational Management: Issues and Strategies. New Delhi: Sterling Publishers. • Singh, H. M. (1995). Fundamental of Educational Management. New Delhi: Vikas Publication. • Report On Workshops on Educational Management and Educational Technology (1990). State Council of Higher Education, Andhra Pradesh, • Guruge, A. W. P. (1984). Principles and Problems of Educational Management UNESCO, Paris. • Report of the U.G.C. Committee: Towards New Educational Management (1990). New Delhi. • Mukhopadhyay, B. (1994). Motivation in Educational Management: Issues and Strategies. New Delhi: Sterling Publications. • Goode, John M. (1973). Readings in Educational Management. New York:

Amacom.

- Pareek, Udai (1981). Handbook for Trainers in Educational Management: With Special Reference to countries in Asia and the Pacific. Bangkok: UNESCO Regional Office for Education in Asia.
- Handy, H. W. (1969). Network Analysis for Educational Management. Engle Wood Cliffs: Prentice Hall.
- Dennison, Bill (1987). Challenges in Educational Management Principles into Practice. , London: Croom Helm Publishers.
- Johson, Daphne (1994). Research Methods in Educational Management. England: Longman Information & Reference.
- Preedy, Margaret (1989). Teacher's Case Studies in Educational Management. London: Paul Chapman Publishing.
- Bush, Tony (1999). Educational Management: Redefining Theory Policy and Practice. London: Paul Chapman Publish

Elective/Minor Course
(From any faculty except Major)

3rd SEMESTER

Programme/Class: Diploma	Year: 2nd	Semester: Third
	Subject: Education	
Course Code: ED-301M	Course Title: History of Indian Education	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> • Outline the Special features of Education in Vedic, Brahmanic Buddhistic and Islamic Education • Discuss about the Education System in Pre-Independence India • Illustrate various Educational Provision enshrined in the Constitution of India. • Describe the significant points of selected education commissions & national policy of education in independent India. • Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education • Describe educational thoughts of Rammohan, Vidyasagar, Vivekananda, Gandhiji, Tagore, Aurobindo, Radhakrishnan, 		
COURSE CONTENTS		
Unit-I: Education in ancient and medieval India		
❖ Basic Ideas, objectives, Curriculum, Methods of Teaching & Role of Teachers of the following Systems- <ul style="list-style-type: none"> • Vedic Education • Brahmanic Education • Buddhistic System of Education • Islamic Education 		
Unit-II: Education in Colonial India (1813-1944)		
<ul style="list-style-type: none"> • Chartar Act (1813) • Macaulay's Minute (1835) • Wood's Despatch (1854) • Hunter's Commission (1882) • Indian University Commission (1902) • Sadler's Commission (1917) • Hartog Committee (1929) • Sargent Report (1944) 		
Unit-III: Education in Post-Independence India		
<ul style="list-style-type: none"> • Education in the Indian Constitution 		

- University Education Commission (1948-49)
- Secondary Education Commission (1952-1953)
- Indian Education Commission (1964-66) with Reference to School Education
- Knowledge Commission Report (2007) with Reference to School Education
- Right to Education
- National Policy of Education (1986) POA (1992), NEP 2020

Unit-IV: Some great educators and their role in Framing Indian education

- Educational Thoughts of
 - Raja Rammohan Roy (1772 – 1833)
 - Iswar Chandra Vidyasagar (1820 – 1891)
 - Rabindranath Tagore (1861 – 1941)
 - Swami Vivekananda (1863 – 1902)
 - Mahatma Gandhi (1869 – 1948)
 - Sri Aurobindo (1872 – 1950)
 - Dr. Sarvepalli Radhakrishnan (1888-1975)

Suggested Readings

- Agarwalla, S. (2020), Great Educators & Educational Thoughts, Indore: Mahaveer Publications
- Agarwalla, J. C. Great Philosopher & Thinker on Education: New Delhi: Shipra Publication Pvt. Ltd. 2006.
- Ahmad, S. (2007). Educational Thinkers of India. Anmol Publisher.
- Babu, R. B., & Ghanta, R. (2011). Education and Ideology of Gandhi & Ivan Illich. New Delhi: Neekamal Publications.
- Garg, J., & Dutt, B. (2012). Educational Thinkers: A Brief Survey. Global Publications.
- Kriplani, K. (1980), Rabindranath Tagore: A Biography, Shantiniketan: Viswa Bharathi.
- Mete, J. (2019) Great Educators and their Educational Thoughts, Chennai: Notion Press
- Pathak, R. P. (2018). The Educational Thinkers of East and West. Delhi: Kanishka Publishers Distributors.
- Purkait, B. R. (2011) Great Educators and Their Philosophies, Pune: New Central Book Agency.
- Dash, B.N.(1991). Development of Education in India. New Delhi: Ajanta Prakashan.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publisher.
- Aggarwal, J.C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing Pvt. Ltd.
- Chaube and Chaube. (2006). Education in ancient and medieval India. New Delhi: Vikas publication.
- Seeley, L. (2016). History of Education. Wentworth Press.
- Rawaat, P. L. (2019). History of Indian Education. Agra: Ram Prasad Publication.

INTERDISCIPLINARY COURSE

2nd YEAR

3rd SEMESTER

Programme/Class: Diploma	Year: Second	Semester: Third
	Subject: Education	
Course Code: ED-301ID	Course Title: Technology Integrated Education	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the concept, nature & significance of Educational Technology.• Discuss the theory and history of educational technology.• Enumerate the components and process of Technology integration in Education.• Describe the various innovations in Educational Technology.• Illustrate the Concept and application of ICT in Education• Identify the security issues, ethics and trends in Educational Technology.		
COURSE CONTENTS		
Unit-I: Basics of Educational Technology		
<ul style="list-style-type: none">• Concept, nature and significance of Educational Technology• History of Educational Technology• Theory and Practice--Foundations for Effective Technology Integration, Theorists of Educational Technology• Benefits and Criticism of Educational Technology• Components of educational Technology –Hardware, Software, System Analysis• Concept of Technology Integrated Education		
Unit-II: Integrating Technology into Classroom Instruction		
<ul style="list-style-type: none">• Integrating technology in teaching learning-techniques and procedures• ICT – Concept and application• Instructional Technology, Instructional Design, Instructional Technique• Technology in/for the classroom, smart classroom• Turn-around Technology Integration Pedagogy and Planning (TTIPP) Model; Instructional Software for Student Learning• Technology Device and Software Resources for Classroom Productivity• Teaching Aids – types and uses, Psychology of using teaching Aids,		
Unit-III: The Technology Integrated learning		
<ul style="list-style-type: none">• Communications, Networks, the Internet, and the World Wide Web, Search		

<p>Techniques, and Search Tools for Education</p> <ul style="list-style-type: none"> • Social media as learning platform – merits and demerits, Digital Citizenship • Technology Integration Workshop, Rubric, Situated Learning, • Virtual Learning Environment, Virtual Field Trips • Technology Integrated Curriculum Concept & Application
<p>Unit-IV: Security Issues, Ethics, and Emerging Technologies in Education</p> <ul style="list-style-type: none"> • Issues and challenges regarding Technology, Digital Media • Safety and security issues in using technology in education; Ethics, Copyright and Professional Responsibilities • Security threats and measures, Cyber privacy and Netiquette; ethical practices in cyber space; cyber laws and child safety. • Artificial Intelligence & it's Uses in the field of Education • Role of Technology in assessment--web based assessment, computerised test construction, electronic support as a tool in assessment process, advantage and disadvantage of Technology based assessment • Programmed Learning/Instruction, Linear Programming, Branching Programming, Mathetics Programming, Development of Programmed Study
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Aggarwal, J. C. (2015). Essentials of Educational Technology. New Delhi: Vikash Publishing House. • Integrating Technology and Digital Media in the Classroom. Shelly, Gunter, Gunter. Sixth Edition, Copyright 2010. ISBN# 9781439078358 • Roblyer, M. & Doering, A. 2016, Integrating Educational Technology into Teaching, Enhanced Pearson E-Text with Loose-Leaf Version -- Access Card Package (7th Edition), ISBN: 9780134046914 • Kulkarni, S. S. (1986). Introduction to Educational Technology. Oxford & IBH • Kumar, K. L. (1997). Educational Technology. New Age International (p) Ltd.

Syllabus

DIPLOMA IN EDUCATION (SECOND YEAR)

4TH SEMESTER

Semester s	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
4 th Sem	ED-401C	Major	Guidance and Counselling	Theory	4	Min.4 Class (each class one hour duration)
	ED-402C	Major	Education for Special Children	Theory	4	Min.4 Class (each class one hour duration)
	ED-401M	Minor/Elective	Emerging Trends and Issues in Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-401ID	Interdisciplinary /MOOC Course	Evaluation in Education	Theory	3	Min.3 Class (each class one hour duration)

4th SEMESTER

Major
ED-401C

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: ED-401C	Course Title: Guidance and Counselling	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature, scope and objectives of guidance.• Discuss about the Concept, nature and types of counselling.• Outline the various types of guidance and their importance• Describe the concept of guidance service and its various aspects.• Illustrate the importance and significance of guidance programme in academic institution.• Utilize Tools and techniques for collecting information on pupil for guidance.• Enumerate the Role of the Head of the institution and parents in guidance and counselling• List the qualities of a good counsellor		
COURSE CONTENTS		
Unit-I: Introduction to Guidance		
<ul style="list-style-type: none">• Meaning, objectives and scope of guidance• Need, significance and principles of guidance• Individual Guidance – Meaning, advantages and disadvantages• Group Guidance – Meaning and Advantages and disadvantages• Other types of guidance and their importance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance		
Unit-II: Introduction to Counselling		
<ul style="list-style-type: none">• Meaning, objectives and scope of counselling• Need and principles of counselling• Approaches to counselling: Directive, Non-directive and Eclectic counselling• Individual and Group Counselling –Meaning, Importance• Relation between Guidance and Counselling• Difference between Guidance and Counselling		
Unit-III: Organization of guidance service		
<ul style="list-style-type: none">• Meaning of guidance service• Need and principles of organizing guidance service• Components of guidance service: counselling service, techniques of		

<p>counselling service, Follow-up Services</p> <ul style="list-style-type: none"> • Qualities of a good counsellor • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor
<p>Unit-IV: School guidance programme</p> <ul style="list-style-type: none"> • School guidance programme--Need for guidance in secondary schools and requisites of a good school guidance programme • Guidance needs of students in relation to home-centred and school-centred problems • Importance of guidance and counselling cells in educational institutions-- Guidance for CWSN, School Guidance Clinic • Basic data necessary for school Guidance programme • Tools and techniques for collecting information on pupil: testing and non-testing techniques, Cumulative Record Card & Anecdotal Record Card
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Agarwal, R (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication. • Aggarwal J.C. (1989): Educational and Vocational Guidance and Counselling. New Delhi: Doaba House. • Bhatia,K.K.(2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers • Kochhar,S.K. (2010).Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd. • Sharma, R.N. (2006). Guidance and counselling. Delhi. Surjeet Publication • Chauhan, S.S. (2009). Principles and Techniques of Guidance. New Delhi, Vikas publishing House Pvt. Ltd. • Kochar, S.K. (1987). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling publishers Ltd. • Pal, D. (2005). Nirdesana O Paramarsa. Kolkata. Central Library. • Vimchandra Mandal (2011). Nirdesana O Paramarsadaner Ruprekha. Kolkata. Rita Publication. • Bhatia, K.K. (2002). Principles of Guidance & Counselling. New Delhi. Kalyani publishers.

4th SEMESTER

Major

ED-402C

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: ED-402C	Course Title: Education for Special Children	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, nature, principles and scope of Inclusive Education.• Describe the concept of Exceptional children.• Discuss about various policy and provision regarding Inclusive Education.• Illustrate the Concept, characteristics and way of education the creative and gifted children.• Identify the creative and gifted children, Children with intellectual and learning disability.• Describe the Concept, types, characteristics and way of educating the Children with intellectual and learning disability		
COURSE CONTENTS		
Unit-I: Introductory Concept		
<ul style="list-style-type: none">• Concept of Special Children and Special Education, Interrelationship between impairment, disability & handicap.• Distinctions between inclusive education, special education and integrated education• Inclusive Education—meaning, nature, objectives, Need, Importance, and principles• Factors affecting inclusion, Obstacles/barriers in Inclusion, Elements necessary for creating an inclusive society		
Unit-II: Paradigm and Policy Perspectives		
<ul style="list-style-type: none">• Historical development of inclusive education from special education• The contemporary trends in inclusion/inclusive education• Policy perspective: Initiatives to promote inclusive education- equity and equality;• International Focus: Salamanca Statement (1994) and UNCRRPD (2006),• National Focus: Constitutional compulsion, RTE 2009, NPE (1986-92), PWD Act 1995-96 and revised PWD Bill 2012, NCF-2005 and Right of Person with Disabilities Act 2016, NEP 2020		

Unit-III: Education of the gifted & creative children

- Addressing learners from diverse backgrounds including disadvantaged and deprived – socially and culturally;
- Concept of exceptional children and children with special needs (CWSN – Meaning, Types, Identification and characteristics
- Creative Children – Concept, characteristics, Identification, Educational provision, Role of Teacher
- Gifted children – Concept, characteristics, Identification, Educational provision, Role of Teacher

Unit-IV: Education of children with learning and Intellectual disability

- Children with intellectual disability – Concept, types, characteristics, Identification, Role of Teacher
- Children with learning disability – Concept, types, characteristics, Identification, Role of Teacher
- Educating children with learning and Intellectual disability – Issues & Challenges

Suggested Readings

- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- Ainscow, M. and Booth, T (2002). Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs-Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A, Index of Inclusion (2012) NCERT, New Delhi.
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Mult vista Global Ltd, Chennai
- Julka, A (2006) Meeting special needs in schools” A manual, NCERT, New Delhi
- UNICEF (2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu
- Julka, A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study
- Julka, A. (2014) Including Children with Special Needs: Primary Stage
- Julka, A. (2015) Including Children with Special Needs: Upper Primary Stage
- Mangal. S. K. (2009). Educating Exceptional Children: An Introduction to Special education. New Delhi: PHI Learning Pvt. Ltd.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi
- NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi
- NCERT (2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, DEGSN, New Delhi.

- World Bank (2003) Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.
- Panda K. C. (1997). Education of the Exceptional Children. New Delhi: Vikas Publications Ltd.
- Aggarwal, Rashmi (2010). Education for disabled children. New Delhi: Vikas Publication House.
- Bassa, Sayat (2017). Inclusive Education. New Delhi: N.D. Publisher.
- Allur, M. (2002). Education of children with special needs from segregation to inclusion. New Delhi: Sage Publisher.

Elective/Minor Course
(From any faculty except Major)

4th SEMESTER

Programme/Class: Diploma	Year: 2nd	Semester: Fourth
	Subject: Education	
Course Code: ED-401M	Course Title: Emerging Trends and Issues in Education	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> • Describe the existing pattern and structure of school education in India. • Illustrate the Scheme of Pre-Schooling and Proposed School education Structure by NEP 2020. • Explain the Emerging trends and issues in education • Outline the Trends and Issues in Higher Education • Discuss about Emerging policy and practices in education • Elaborate the various aspects and features of NEP-2020. 		
COURSE CONTENTS		
Unit-I: Pre-Schooling and Elementary Education		
<ul style="list-style-type: none"> • Existing school structure in India – Pre-Primary, Primary, Secondary • Types of Pre-Primary Schools – Anganwadi, Balwadi, Creches, Day Care Centres, • Scheme of Pre-Schooling and Proposed School education Structure by NEP 2020 • Integrated Child Development Service (ICDS) and its role • Early Childhood Care and Education – Need and Importance, issues and Challenges. • Universalization of Elementary Education: Issues and challenges 		
Unit-II: Trends and Issues in Secondary Education		
<ul style="list-style-type: none"> • Secondary education: its status, problems and aims • Universalization of secondary education with special reference to Tripura • Samagra Shiksha Abhiyan – objectives, features and outcomes • Vocationalization of Secondary Education • Role of NCERT & SCERT • Navodaya Vidhyalayas: Objectives and Quality Concerns 		
Unit-III: Trends and Issues in Higher Education		
<ul style="list-style-type: none"> • Quality & Excellence in Higher Education • Role and functions of different regulatory bodies in higher education: UGC, NAAC, NCTE, NIEPA, ICSSR and AICTE • Efforts for upgrading the quality of Higher Education through RUSA 		

- NEP-2020 and Higher Education
- Approach towards Dual degrees, Non-formal, Continuing and Distance Education
- Academic freedom and University autonomy.
- Examination system – credit system, national credit framework,

Unit-IV: Emerging policy and practices in education

- Privatization, Globalization and Liberalization
- Concept of PPP model – its advantages and disadvantages
- Population Education, Environmental Education and Human Rights Education
- Women Empowerment through Education
- Value based education
- Online education and online examination system
- Community Engagement (Service Learning)
- Inclusive Education

Suggested Readings

- Agrwal, S. (2022). Emerging Trends in Indian Education. Mahaveer Publication
- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi: Vikas Publishing House Pvt. Ltd.
- Ali, L. (2022). Emerging Issues and Trends in Indian Education. GLOBAL NET PUBLICATION
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Kumar, R. (2014). Elementary education in India. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- MHRD, Govt. of India. (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. Volume 1 & 3. New Delhi.
- Ministry of Education (2020). National Education Policy-2020, Government of India, New Delhi.
- Nayak, A.K. & Rao, V. K. (2010). Secondary education. New Delhi: A.P.H. Publishing Corporation

INTERDISCIPLINARY COURSE

2nd YEAR

4th SEMESTER

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: ED-401ID	Course Title: Evaluation in Education	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the concept of measurement, assessment and evaluation.• Differentiate measurement, assessment and evaluation.• Explain different approaches of assessment.• Use wide range of assessment tools and techniques and construct these appropriately.• Classify educational objectives in terms of specific behavioural form• Prepare a good achievement test on any school subject• Explain the characteristics of good measuring instruments.• Illustrate different types of assessment techniques		
COURSE CONTENTS		
Unit-I: Introduction to Measurement, Assessment and Evaluation		
<ul style="list-style-type: none">• Concepts of Educational measurement –Its nature, functions• Evaluation-Its meaning, Characteristics, basic principles, importance• Concept of Assessment – its nature and functions• Difference between assessment, measurement and evaluation.• Scope and Need of Educational Measurement and Evaluation• Relation between Measurement, Assessment and Evaluation.• Scales of Measurement- Nominal, Ordinal, Interval and Ratio.• Understanding the relative terms measurement, Test, Examination and evaluation		
Unit-II: Tool and techniques of Assessment		
<ul style="list-style-type: none">• Classifications of Tests – Standardized & Teacher-Made Test• Achievement Test – concept, characteristics and uses• Diagnostic test – construction and usefulness• Other non-testing techniques/devices (assignment, projects, observation, interview etc) & their features and uses• Significance of Bloom's Taxonomy of Educational Objectives with special reference to cognitive Domain• Feedback-its components, necessities and characteristics		

Unit-III: Test Construction and Criteria of a Good Tests

- General principles of test constructions and standardization
- Criteria of a Good Tests
- Reliability – it's meaning, methods of determining reliability; factors influencing reliability.
- Validity: Meaning, types of validity & determination, threats to validity
- Objectivity- Concept
- Norms- Meaning & types

Unit-IV: Recent Trends and Practices in Assessment and Evaluation

- Recent trends and practices in assessment and evaluation-Scholastic, co-scholastic, non-scholastic evaluation,
- Assignments, projects, seminars, group discussion, portfolios, rubrics, Online Examination
- Student profile, Poster assessment, open book exam, participatory assessment, peer assessment
- Grading, Credit and Semester System – Concept, characteristics, procedures, merits and demerits
- Continuous and Comprehensive Evaluation (CCE) – its concept and procedures
- Computer in Evaluation, Computer Based Test (CBT)

Suggested Readings

- Aggrawal, J.C (1997). Essentials of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House
- Anastasi, A. (1983), Psychological Testing, 6th Ed. New York: The Macmillan Co.
- Bloom, B.S.: Taxonomy of Educational Objectives; New York Longman.
- Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.
- Gregory, R. J. (2005). Psychological Testing: History, principles, and Applications. Fourth ed. Delhi: Pearson Education Pte. Ltd.
- Grownlund, N.E. (1981), Measurement and Evaluation in Teaching, New York: MacMillan.
- Hopkins, KD. (1998). Educational & Psychological Measurement and Evaluation. Bostom: Allyn and Bacon.
- J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House, 2004
- Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York: MacMillan.
- Mangal, S.K(2008) Statistics in Education System, Evaluation; Test & Measurement. New Delhi: Vikas Publishing Pvt. Ltd.
- Mehren, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston.
- Sharma, R. A. (2004). Essentials of Measurement in Education and Psychology. Meerut: R. Lall Book Depot.
- Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.

The syllabus on the following page was for the 1st/2nd Semester (1st Year) [interdisciplinary course]. The latest modified version of this interdisciplinary course is now attached here.

Syllabus for B.A. in Education
Interdisciplinary Course
1st/2nd SEMESTER
1ST YEAR

Programme/Class: Certificate	Year: First	Semester: First/Second
	Subject: Education	
Course Code: ED-101ID	Course Title: Psychology of Learning and Instruction	
Credits: 3	Interdisciplinary/ MOOC Course	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> • Explain the meaning, nature, scope and goals of educational Psychology • Outline the Applications of Educational Psychology in Teaching and Learning Process. • Discuss the concept of individual difference and its educational implication. • Illustrate different Theories of Human development & Learning Process • Describe the meaning, nature and importance of psychology of Instruction • Enumerate the concept of lesson plan and micro teaching • Elucidate the different techniques and approaches of teaching. • Differentiate between instruction and teaching • Describe the different teaching methods and strategies. 		
COURSE CONTENTS		
Unit-I: Introduction to Educational Psychology		
<ul style="list-style-type: none"> • Concept of Educational Psychology –its Meaning, Nature, Scope & Need; Relationship between Learning and Psychology, • Methods of Educational Psychology –basics methods & design in studying learners behaviour • Applications of Educational Psychology in Teaching and Learning Process. • Role of Educational Psychology in understanding Learner Differences and Learning Needs • Individual differences among learner--concept, dimension and educational implications. 		
Unit-II: Understanding the Learner and their Development		
<ul style="list-style-type: none"> • Students as Learners – their Development and the Learning Process • Human Growth and development – meaning and basic principles • Stages of development – Infancy, Childhood and Adolescence • Human development in the physical, social, emotional, and cognitive domains • Theories of development –Piaget's Cognitive development & Vygotsky's 		

Socio-Cultural Perspective
Unit-III: Theories of Learning & its Implication
<ul style="list-style-type: none"> • Learning – its meaning, nature and factors influencing learning • Kinds or types of learning & need of theory of learning • E. L Thorndike’s theory or Trial & Error Learning • Learning by conditioning: <ul style="list-style-type: none"> (a) Classical Conditioning (Pavlov) (b) Operant Conditioning (Skinner) • Learning by Insight (Gestalt) • Discovery Learning (Bruner) • Hierarchy of Learning types and condition (Gagne)
Unit-IV: Psychology of Instruction
<ul style="list-style-type: none"> • Psychology of Instruction: Its meaning, importance & difference between teaching and instruction. • Instructional objectives: Blooms Taxonomy (Cognitive Domain) • Instruction for problem solving, creativity and Discovery learning • Concept and principles of Teaching, Criteria of good teaching • Lesson Plan, Criteria of good lesson plan, steps and types of lesson plan; Art of Questioning
Suggested Readings <ul style="list-style-type: none"> • Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House. • Baldwin, A. L. (1970). Theories of Child Development. New York: John Wiley & Sons. • Baron, R. A. (2017). Psychology. New Delhi: Pearson. • Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House • Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd. • Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House, • Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House. • Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House • Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd. • Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House • Joyce, B., & Weil, M. (2005). Models of Teaching. New Delhi: PHI Pvt. Ltd. • Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd. • Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.

- Passi, B.K. (1976). Becoming Better teacher- Micro Teaching Approach. Ahmedabad: Sahitya Mudranalaya
- Piaget, J. (1971). Science of Education and the Psychology of the Child. New York: The Viking Press.
- Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- Sharma,R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Siddiqui, M.H. (2008). Models of teaching. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.

Tripura University

(A Central University)

Syllabus

Bachelor in Education (Major/Minor)

(Third Year)

5TH SEMESTER

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
5 th Sem	ED-501C	Major	Measurement, Assessment and Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-502C	Major	Comparative Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-503C	Major	Education and Indian Heritage	Theory	4	Min.4 Class (each class one hour duration)
	ED-504C	Major	Curriculum Studies	Theory	4	Min.4 Class (each class one hour duration)
	ED-501M	Minor/Elective	Pedagogical Perspective in Education	Theory	4	Min.4 Class (each class one hour duration)

5th SEMESTER**Major****ED-501C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
	Subject: Education	
Course Code: ED-501C	Course Title: Measurement, Assessment and Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)

Course Learning Outcomes:

On Completion of the course the students shall be able to:

- Explain meaning, nature, functions and importance of measurement, assessment and evaluation in education.
- Differentiate measurement, assessment and evaluation.
- Establish the relationship among measurement, assessment and evaluation.
- Explain different forms of assessment that aid student learning.
- Use wide range of assessment tools and techniques and construct these appropriately.
- Classify educational objectives in terms of specific behavioural form
- Prepare a good achievement test on any school subject
- Explain the characteristics of good measuring instruments.
- Describe various statistical techniques used in measurement and evaluation.

COURSE CONTENTS**Unit-I: Introduction to Assessment and Evaluation in Education**

- Measurement – Meaning, Characteristics and Purpose
- Evaluation: Concept, types, steps & needs of evaluation in education.
- Concept of Assessment: Its meaning, Characteristics, basic principles, Role of assessment in education
- Relationship between measurement, evaluation & assessment.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.
- Educational Objectives, Learning Experiences & Learning Outcomes and Evaluation—their Interrelationship
- Bloom's Taxonomy of educational objectives under Cognitive domain.

Unit-II: Tools and Techniques of Evaluation

- Meaning, Nature and Classification of Tests, Different tools & techniques of evaluation, Criteria of a good tool
- Concept of Psychological Test and Educational Test; General Principles of test construction & standardization.
- Reliability & Validity – meaning, methods of determining reliability and validity; Causes of low reliability & remedies.
- Concepts of standardized test & teacher made test. Difference between standardized & non-standardized test.
- Testing Techniques: Concept of Achievement Test, Interpretation and Scoring of Achievement Test, Uses of Educational Achievement Test
- Non Testing Techniques: Observation, Questionnaire, Interview

Unit-III: Statistical Approach in Evaluation for Reporting & Interpreting Results

- Reporting the progress of Students: Progress report, Grade Card, Marks Sheet, Cumulative Record Card & Anecdotal Record Card
- Organization of data—frequency distribution & Graphical Representation of Data (Histogram, Frequency Polygon, Ogive)
- Measures of Central Tendency: Mean, Median & Mode
- Measures of Dispersion: Range, Quartile Deviation, Average Deviation and Standard Deviation
- Concept and types of Correlation—Spearman's Rank Difference and Pearson's Product Moment Method of Correlation
- Normal Probability Curve: Concept, Characteristics and uses

Unit-IV: Recent Trends in Evaluation

- Grading & Credit System
- Semester System—its Concept, characteristics, procedures, merits and demerits.
- Continuous and Comprehensive Evaluation (CCE)—its concept and procedures
- Online Examination, Computer Based Test (CBT)
- Question Bank.
- Computer in Evaluation

Suggested Readings

- Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: VinodPustakMandir.
- Aggrawal, J.C (1997). Essentials of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House
- Anastasi, A. (1983), Psychological Testing, 6th Ed. New York: The Macmillan Co.
- Bloom, B.S.: Taxonomy of Educational Objectives; New York Longman.
- Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.
- Freeman, F.S. Theory & Practice of Psychological Testing. Oxford and IBH Publishing.Co. Pvt.Ltd. 1997
- Gregory, R. J. (2005). Psychological Testing : History, principles, and Applications. Fourth ed. Delhi : Pearson Education Pte. Ltd.
- Grownlund, N.E.(1981), Measurement and Evaluation in Teaching , New York: MacMillan.
- Guilford, S.P. and Fruchtor, B. (1973), Fundamental Statistics in Psychology and Education. 5th edition, New York: McGraw Hill and Co.
- Hopkins, KD. (1998). Educational & Psychological Measurement and Evaluation. Bostom: Allyn and Bacon.
- J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House, 2004
- Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York: MacMillan.
- Mangal, S.K(2008) Statistics in Education System, Evaluation; Test & Measurement. New Delhi: Vikas Publishing Pvt.ltd.
- Mehren, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston.
- NCERT, Concept of Evaluation.
- NCERT: Handbook of Personality Measurement in India.
- Sharma, R. A. (2004). Essentials of Measurement in Education andPsychology. Meerut :

R. Lall Book Depot.

- Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.

5th SEMESTER**Major
ED-502C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
	Subject: Education	
Course Code: ED-502C	Course Title: Comparative Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> • Explain the meaning, purpose & significance of Comparative Education. • Explain the development of the field of Comparative Education • Discuss about the history of Comparative Education. • Describe the methods of Comparative Education. • Identify the field of Comparative Education and its areas for studies. • Illustrate education systems of different countries. • Outline different approaches within Comparative Education 		
COURSE CONTENTS		
Unit-I: Basics of Comparative Education		
<ul style="list-style-type: none"> • Concept and scope of Comparative Education • Origin & Development of Comparative Education. • Aims & Purpose of Comparative Education. • Factors Influencing Comparative Education • Challenges facing the Study of Comparative Education. • Comparative and International Education. • Current trends and practices in Comparatives Education. 		
Unit-II: Approaches and Methods in Comparative Education		
<ul style="list-style-type: none"> • Methods in Comparative Education—Description, Interpretation, Juxtaposition, Comparison • Approaches of Comparative Education—Systematic Area Studies Approach (George Z.F Bereday), Problem approach (Brian Holmes), Scientific method (Noah's and Ecksein's) and Historical Approach (Nicholas Hans). 		
Unit-III: Comparative Perspective on Development of Education System		
<ul style="list-style-type: none"> • Philosophical & Religious • Socio-cultural & Economical • Geographical & Political • Lingual & Technological • Utility and limitation of Comparative Education 		
Unit-IV: Comparative Study of Educational Systems		
<ul style="list-style-type: none"> • Structure, Aims & Administration—USA, UK and India • Primary Education: India, USA, UK, Finland, Japan, • Secondary Education: USA, Russia and India • Higher Education & Vocational Education: UK, France, and India • Teacher Education: USA, UK, Japan, Finland, and India 		

Suggested Readings

- Sodhi, T.S(2011). A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA),
- Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.
- Altbach, P.G.Trends in Comparative Education. In: Comparative Education Review, 35(3)
- Bereday, George Z. F. Comparative method in education. New York. Holt, 1964 Reinhart & Winston, 1964.
- Brain Holmes; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
- Chaube and Chaube., Comparative Education 4. Comparative Education Research - Approaches and Methods edt Mark Bray et.al.
- Naseema, C. & Jibin, V K (2013). Comparative Education with Special Reference to Elementary Education,. Shipra Publications Comparative Education:
- Sharma, Yogendra K. (2004). A Comparative Study of Educational Systems, Kanishka Publishers,
- Patricia K. Kubow and Paul R. (11 January 2006). Fossum Comparative Education: Exploring Issues in International Context
- Maria Manzon (7 July 2011). Comparative Education: The Construction of a Field (CERC Studies in Comparative Education)
- Comparative Education: The Dialectic of the Global and the Local by Robert F. Arnove and Carlos Alberto Torres (13 September 2007).
- Nicholas Hans (2011). Comparative Education: A Study of Educational Factors and Traditions, Routledge, - Education,
- Geoffery Wilford: Choice and Wquity in Education- Cassells, London.
- Govinda, R. India Education Report- NIEPA, 2002.
- Hans, Nicholas (1990) Comparative Education Routeledge and Kagan Paul, London
- International Handbook of Comparative Education (Springer International Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26) August 2009).
- International Handbook of Comparative Education, Robert Cowen; Andreas M. Kazamias, ISBN: 9781402064036.
- Public Report on basic Education in India - Probe Team OUP, 1999.
- TS Sodhi, Textbook of Comparative Education, sixth Edition, ISBN 9780706985252, Vikas Publishing House.
- Teaching Comparative Education: trends and issues informing practice, Patricia K. Kubow (Oxford Studies in Comparative Education), ISBN: 9781873927823. The Impact of Comparative Education Research on Institutional Theory (International Perspectives on Education... by David P. Baker and Alex Wiseman PhD (19 May 2006).

5th SEMESTER**Major
ED- 503C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
Course Code: ED- 503C	Subject: Education	
Credits: 4	Course Title: Education and Indian Heritage	
	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> Recall the rich heritage of Indian knowledge systems. Understand the philosophical foundations of ancient Indian education. Discuss the contributions of various historical periods to the development of education in India. Describe the relevance of Indian values, culture, and knowledge systems in contemporary education. Develop an integrative understanding of how Indian heritage influences modern educational thought and practice. 		
COURSE CONTENTS		
Unit-I: Foundations of Indian Educational Heritage		
<ul style="list-style-type: none"> Meaning, concept, and scope of Education in Indian Heritage Sources of Indian educational thoughts: Vedas, Upanishads, Puranas, Epics, Smritis, Buddhist and Jain texts Aims of life in ancient India: Dharma, Artha, Kama and Moksha Education in Ancient India: Vedic, Brahmanic and Buddhistic Ancient Indian scholars: Panini, Aryabhatta, Kautilya, Adi Shankaracharya, Gargi and Maitreyi 		
Unit-II: Educational Heritage of Indian Science and Mathematics		
<ul style="list-style-type: none"> Ancient India's contribution to mathematics: Number system, Zero and Infinity & Trigonometry Ayurveda: elements of Ayurveda Yoga: concept and components Indian Astronomy: planetary system, motion of the planets and Navagraha Ancient seat of learning: Nalanda, Takshashila, Vikramashila, Vallabhi 		
Unit-III Values, Culture, and Knowledge Traditions in Indian Education		
<ul style="list-style-type: none"> Indian concept of values: Satyam, Shivam, Sundaram Cultural integration through education: festivals, art, and literature as educational media Role of education in preserving and transmitting cultural heritage Ethical and spiritual dimensions of education in Indian thought Relevance of Indian Knowledge System (IKS) in the NEP 2020 framework 		
Unit-IV: Indian Heritage and Contemporary Education		
<ul style="list-style-type: none"> Constitutional values and Indian ethos in education NEP 2020 and promotion of Indian languages, arts, and knowledge systems Educational institutions as custodians of cultural heritage 		

- Globalization and challenges to Indian educational heritage
- Strategies for revitalizing Indian heritage through modern education

Suggested Readings

- Altekar, A. S. (1948). Education in Ancient India. Banaras Hindu University.
- Srivastava, G. (2015). Education, Heritage, and Culture in India. PHI Learning.
- Bag, A.K (1979) Mathematics in Ancient and Medieval India, Chaukhamba Orientalia, New Delhi.
- Mahadevan, B. Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022), "Introduction to Indian Knowledge System; Concepts and Applications", PHI Learning Private Ltd. Delhi.
- Subbarayappa, B.V. and Sarma, K.V. (1985) Indian Astronomy: A Source Book, Nehru Centre, Mumbai
- D.N. Bose, S.N. Sen and B. V. Subbarayappa, A Concise History of Science in India, Indian National Science Academy, New Delhi, 2009
- 19. Shukla Vidyadhar & Tripathi Ravidatt, Aayurved ka Itihas evam Parichay, Chaukhambha Sanskrit Sansthaan, New Delhi, 2017
- Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006).
- Vedic Physics by Keshav Dev Verma, Motilal Banarsidass Publishers (2012).
- India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).
- Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
- Government of India (2020). National Education Policy 2020.
- NCERT. (2021). Indian Knowledge System: An Introduction.

5th SEMESTER**Major
ED- 504C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
Course Code: ED-504C	Subject: Education	
Credits: 4	Course Title: Curriculum Studies	
	Core Compulsory	Max. Marks: 100 (60+40)

Course Learning Outcomes:

On Completion of the course the students shall be able to:

- Explain the meaning, concept and importance of curriculum.
- Analyze and compare national curriculum frameworks in relation to the NEP-2020.
- Evaluate the factors, approaches, and roles of stakeholders involved in curriculum change.
- Assess curriculum effectiveness using appropriate models and approaches of evaluation.
- Identify National and International curriculum concerns.

COURSE CONTENTS**Unit-I: Introduction to Curriculum**

- Curriculum: meaning, concept, nature, scope and importance
- Types and components of curriculum
- Principles of curriculum development
- Stages in the Process of Curriculum development
- Foundations of Curriculum Planning – Philosophical Bases, Sociological Basis, Psychological Bases

Unit-II: Curriculum framework & Modern Trends

- Meaning and concept of curriculum framework
- National curriculum framework-2005
- NCTE curriculum framework-2014
- UGC curriculum framework in the light of National Education Policy-2020
- Curriculum reforms: factors and obstacles, E-learning design

Unit-III: Curriculum changes and Research

- Curriculum changes: Meaning, types and factors
- Approaches to curriculum change
- Role of students, teachers, and educational institutions in curriculum changes
- Scope of curriculum research
- Types of curriculum research in curriculum studies

Unit-IV: Curriculum Evaluation

- Meaning concept and stages of curriculum evaluation
- Approaches to evaluation of curriculum (academic and competency-based approach)
- Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

- Modes of curriculum evaluation – formative, summative, Pre-testing/Post-testing, NRT and CRT, interpretation of evaluation result.
- Role of teacher in curriculum evaluation

Suggested Readings:

- Aggarawal, J. CI Curriculum Reform in India: Delhi, Doaba,1990
- Brent, Allen Philosophical foundations for the Curriculum, Boston, Allen and Unwin, 1978.
- Das, R.C Currriculum and Evaluation, New Delhi, NCERT, 1987.
- Dell Ronald C. Curriculum Improvement: Decision Making & Process, (6" edition)
- Diamond, Robert M. Education A London, Allyn& Bacon, Inc, 1986. Designing & Improving Courses & Curricula in Higher. Systematic Approach, California, Jossey Bass inc. publishers, 1989.
- English, F.W. Deciding what to Teach and Test, CA, Corwin Press, Stage Publications, Thousand Oaks, 2000.
- Erickson, H.L Stage Concept based Curriculum and Instruction, CA, Corwin Press, Publications, Thousand Oaks,2000.
- Flinders D. J (Ed) 1977 The Curriculum Studies, New Delhi, Altalantic Pubulishers,.
- Mamidi, Malla Reddey & Ravishankar (eds) Delhi, Curriculum Development & Deucational Technology, New Sterling Publishers, 1984.
- NCERT Curriculum & Evaluation, New Delhi, NCERT 1984
- NCERT National Curriculum for Elementary & Secondary Education, Frame Work, New Delhi, NCERT, 1988
- Saylor J. Galen, William (4thedition), Curriculum planning for Better Teachnig& Learning Alexander & Arthur J. Lewis New York, Holt Rinehart & Winstone, 1980.
- Trum j. Lyod. Prentice Seondery school Curriculum Improvement, New York, Hall, 1967.
- Tyler, Ralp. W. Curriculum Development: Theory and practice, New York, Harcounrt Brace, Jovenovichtcn., 1962
- Tyler, Ralp. W Basic principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
- UNESCO Curricula and Lifelong Education, Paris, UNESCO. 1981
- Wheeler D.K. 1967. Curriculum Process, London, University of London Press,
- P.V.V. Satyanarayana Curriculum Development and Management.
- R.P. Vashisht. Curriculum Development
- P.P.Ghosh. Effective Curriculum Construction
- Dr.T.Mrunalini. Curriculum Developments

Elective/Minor Course
(From any faculty except Major)
5th SEMESTER

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
	Subject: Education	
Course Code: ED-501M	Course Title: Pedagogical Perspective in Education	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> ➤ Describe the concept and characteristics of Pedagogy and its analysis. ➤ Explain the concept of teaching and its characteristics ➤ Outline various maxims of teaching and their utilities in teaching learning process. ➤ Discuss about the various phases and level of teaching task. ➤ Illustrate about various teaching and pedagogical skills. ➤ Identify different methods of teaching and their merits and demerits. ➤ Analyse the functions and role of a teacher as a planner, as a facilitator, as counsellor 		
COURSE CONTENTS		
Unit-I: Introduction to Pedagogy		
<ul style="list-style-type: none"> • Concept of Pedagogy – Meaning and Characteristics. • Need and Significance of Pedagogy • Different Types of Pedagogical Approaches – Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning (2C-2I-1R) • Concept of Pedagogical Analysis • Concept and Characteristics of Critical Pedagogy • Taxonomy of instructional objectives • Pedagogical Knowledge and Need of Pedagogical Knowledge for Teachers 		
Unit-II: Fundamentals of Teaching and Instruction		
<ul style="list-style-type: none"> • Concept of teaching: Meaning, nature, characteristics, types & functions • Concept of Instruction: meaning, nature and characteristics. • Relationship between teaching and learning • Difference between teaching and Instruction • General principles of teaching • Factors affecting teaching – process, input and output variables • Difference between traditional, macro & micro teaching • Style of Teaching - Autocratic Style- Lecture Method, Demonstration, Team Teaching 		
Unit-III: Teaching task and classroom observation		
<ul style="list-style-type: none"> • Phases of teaching task: Pre-active, Interactive & post active phase. • Level of teaching task: Memory, understanding and reflection level • Observation of classroom behaviour: Flander’s Interaction analysis, characteristics of good teacher-behaviour. • Teaching Devices and Teaching Aids, Maxims of Teaching • Concept of Lesson Plan – Need, Objectives, uses and Types • Characteristics of Good and Ideal Lesson Plan 		

Unit-IV: Pedagogical Skills and Teachers Role

- Pedagogical skills – its concept and list of various pedagogical skill; 21st Century teaching skills.
- Teaching methods: Inductive-Deductive, Analytic - Synthetic
- Trending Teaching Methods (Lecture method, Discussion method, problem solving method, project method) and their merits and demerits.
- 5E Model of Instruction (Pedagogical Model)
- Function of a teacher as a planner, as a facilitator, as counsellor,
- Teaching Skills, Core Teaching Skills (Set Induction, Questioning, Reinforcement, Stimulus Variation, Blackboard Summary and Closure)

Suggested Readings

- Alieva, Z. (2020). Components of Pedagogical Skills of the Teacher. LAP Lambert Academic Publishing.
- Allamuradov, A., & Bozorova, H. (2020). Pedagogical Technology and Pedagogical Skill. LAP Lambert Academic Publishing.
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Tripura University

(A Central University)

**Suryamaninagar, Agartala, West Tripura, Tripura
799022**

SYLLABUS

For

BACHELOR IN EDUCATION

(THIRD YEAR)

6TH SEMESTER

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
6 th Sem	ED-601C	Major	Education & Society	Theory	4	Min.4 Class (each class one hour duration)
	ED-602C	Major	Mental Health, Hygiene and Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-603C	Major	Open & Distance Learning	Theory	4	Min.4 Class (each class one hour duration)
	ED-604C	Major	Thoughts and Ideas of Great Educators	Theory	4	Min.4 Class (each class one hour duration)
	ED-601M	Minor/Elective	Life Skills and Education	Theory	4	Min.4 Class (each class one hour duration)

6TH SEMESTER**Major
ED-601C**

Programme/Class: Bachelor	Year: Third	Semester: Sixth
	Subject: Education	
Course Code: ED-601C	Course Title: Education & Society	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none">• Explain the meaning, aims and objectives of Education.• Discuss about the cultural heritage of India.• Explain the factors of education and their interrelationship.• Describe the structure and functions of the society• Illustrate meaning, nature and process of socialisation• Enumerate the role of education in social change and social mobility		
COURSE CONTENTS		
Unit-I: Introduction to Education & Society		
<ul style="list-style-type: none">• Meaning, nature and scope of Education• Functions and factors of Education• Aims of Education— Individual and Social—their integration• Concept of Society—meaning, characteristics, functions and types• Social Group: Primary and Secondary• Education & Society: Education as a social sub-system and as a Social Process		
Unit-II: Education and Socialization		
<ul style="list-style-type: none">• Meaning, Nature and Process of Socialisation• Different formal and non-formal Agencies of Socialization - Family, School, Peer Group, Television, Radio, Cinema and Newspaper• Social Interaction & Socialization• Role of education in socializing child• Digital Media, Internet, Technology and Present Society—their interaction and impact on socialization process		
Unit-III: Education, Community and Culture		
<ul style="list-style-type: none">• Meaning, nature and functions of Community• Meaning, characteristics and functions of Culture• Culture and Educational System, Cultural Lag• Education & Cultural Heritage of India (acquisition, Preservation & Transmission)• Influence of Multiculturalism and Pluralism in Education		
Unit-IV: Education, Social Change & Modernization		
<ul style="list-style-type: none">• Concept and characteristics of social change; factors responsible for Social Change• Education and Process of Social Change- Sanskritisation, Westernisation and Modernisation; Education & Modernization• Education as an instrument of Social Change, Effect of Social Changes on Education		

- Meaning, characteristics and types of Social Stratification
- Meaning and types of Social Mobility; Education and Social Mobility

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.
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- 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
- Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
- 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.

6TH SEMESTER**Major
ED-602C**

Programme: Bachelor	Year: Third	Semester: Sixth
	Subject: Education	
Course Code: ED-602C	Course Title: Mental Health, Hygiene and Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students will be able to: <ul style="list-style-type: none">• Understand core concepts of mental health and hygiene.• Apply mental hygiene principles in educational situations.• Identify and manage mental health challenges among learners.• Promote emotionally healthy and supportive learning environments.• Deal with stress and stressors.• Inculcate good habits to preserve mental health.		
COURSE CONTENTS		
Unit-I: Understanding Mental health and Mental Hygiene		
<ul style="list-style-type: none">• Meaning, nature and importance of mental health.• Mental hygiene: meaning, nature, scope; relation between mental health, mental hygiene and education• Common emotional issues: anxiety, sadness; their impact on mental health• Biological, social, and psychological factors influencing mental health• Adolescence and mental health• Development of mind: Freudian concept		
Unit-II: Stress and Stressors		
<ul style="list-style-type: none">• Meaning, nature and types of stress• Effects of stress on mental health and Stress management• Conflict -meaning and sources• Fear in students and remedies• Anger in students and remedies		
Unit-III: Psychology of Adjustment		
<ul style="list-style-type: none">• Defence mechanism• Basic needs of students• Unconscious mind• Delinquency problem behaviour• Maladjustments: causes, treatment and mental disease• Instincts and libidinal development		
Unit-IV: Preservation of mental health and wellness		
<ul style="list-style-type: none">• Role of yoga in preservation of mental health and attaining mental wellbeing.• Role of parents, teachers to preserve mental health and well-being.• Symptoms of good mental health.• Sex education and its importance in mental health and hygiene• Role of sleep, nutrition, exercise, and friendship in mental wellness		

Suggested Readings

- Aggarwal, J. C. (2011). Essentials of Edu. Psychology. New Delhi: Vikas Pub. House.
- Crow & Crow. (1951). Mental Hygiene. McGraw Hill.
- Morgan, C.T. (1993). Introduction to Psychology. 7th edn. Tata mc Graw - Hill Publishing Company Ltd.
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- Mattoo, M. I. (2019). Psychological Foundations of Education. New Delhi: Discovery Publishers.
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- Shameem, S. & others (2018): Modern Text Book on Education. New Delhi: Anshal Publishers.
- Weiten, Wayne & Lloyd, Margaret, A. (1994). Psychology Applied to Modern Life. Brooks: Cole Publishing Company Inc.
- Woolfolk, A, E. (1995). Educational Psychology. Boston: Allyn and Bacon.
- Zastrow, Charles and Ashman, K. K. (1997). Understanding Human behaviour and the Social Environment. Chicago: nelson- Hall Publishers.

6TH SEMESTER

Major

ED-603C

Programme/Class: Bachelor	Year: Third	Semester: Sixth
	Subject: Education	
Course Code: ED-603C	Course Title: Open & Distance Learning	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> • Explain the concept of open and distance education. • Discuss about the different agencies, problems and remedies of open and distance education in India • Explain the modes and strategies of open and distance education. • Describe the relationship among non-formal, correspondence, distance and open education 		

<ul style="list-style-type: none"> • Illustrate the present status and role of multi-media in open and distance education
COURSE CONTENTS
Unit-I: Concept of Open and Distance Education
<ul style="list-style-type: none"> • Meaning and definition of Open and Distance Education • Objectives and characteristics of Open and Distance Education • Scope of Open and Distance Education • Merits and demerits of Open and Distance Education • Growth of Distance Education • Distance Teaching-Learning systems in India
Unit-II: Strategies of Open and Distance Education
<ul style="list-style-type: none"> • Mode and strategies of Open and Distance Education • Designing and preparing self-instructional material • Relationship among non-formal, correspondence, distance and open education • Student-support-services in Distance Education and their management.
Unit-III: Status and role of multi-media in Open and Distance Education
<ul style="list-style-type: none"> • Present status of open education in India • Present status of distance education in India • Role of multi-media in open and distance education • Information and Communication Technologies and their application in Distance Education.
Unit-IV: Agencies, problems and prospects of Open & Distance learning in India
<ul style="list-style-type: none"> • Agencies of Open and Distance Education • Problems of Open and Distance Education • Measures for strengthening Open and Distance Education in India • Distance Education and Rural Development. • New Dimensions in Distance Education – promises for the future
Suggested Readings
<ul style="list-style-type: none"> • Cleveland-Innes M.F. & Garrison D.R. (2010) "An Introduction to Distance Education". Routledge Newyork& London • COL and Asian Development Bank. (1999) "An Overview of Open and Distance Learning: Training Toolkit. • John Daniel. (1996) Mega-universities and Knowledge Media. Kogan Page Limited. London • Koul, B.N. (1992) Development and delivery of distance education: The case of Indira Gandhi National Open University, In Ian Mugridge • Kulandai Swamy, V.C. (1992) Distance Education in the Indian Context. Indian Journal of Open Learning, 1(1), pp. 1-4 • COL. "Perspectives on Distance Education: Distance Education in Single and

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- Prasad, V.S. (1992) Dr. B.R. Ambedkar Open University: A decennial Perspective. Indian Journal of Open Learning, 1(2), pp. 11-17
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- Rowntree, Derek. (1992) Exploring open and distance learning, Kogan Page. London
- Satyanarayana, R. (2004) Student support services and open learning. Mittal Publications, New Delhi.
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- Venkaiah, V. (1996) Management of student support services: Institutional perspectives, Kakatiya Journal of Open Learning, 2(2), pp. 19-28.

6TH SEMESTER

Major

ED-604C

Programme/Class: Bachelor in Education	Year: Third	Semester: Sixth
	Subject: Education	
Course Code: ED-604C	Course Title: Thoughts and Ideas of Great Educators	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> ➤ Describe educational thoughts of Vidyasagar, Vivekananda, Gandhiji, Tagore, Aurobindo, Radhakrishnan, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Spencer. ➤ Apply the educational thoughts of Vidyasagar, Vivekananda, Gandhiji, Tagore, 		

Aurobindo, Radhakrishnan, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Spencer into the practice.
COURSE CONTENTS
Unit-I:
<ul style="list-style-type: none"> • Raja Rammohan Roy (1772—1833) • Iswar Chandra Vidyasagar (1820—1891) • Swami Vivekananda (1863 – 1902) • Jiddu Krishnamurti (1895-1986)
Unit-II:
<ul style="list-style-type: none"> • Rabindranath Tagore (1861—1941) • Mahatma Gandhi (1869—1948) • Sri Aurobindo (1872—1950) • Dr. Sarvepalli Radhakrishnan (1888-1 975)
Unit-III:
<ul style="list-style-type: none"> • Jean Jacques Rousseau (1712—1778) • Johann Heinrich Pestalotzzi (1748—1827) • F.W.August Froebel (1782—1852) • J.F. Herbert (1770—1841)
Unit-IV:
<ul style="list-style-type: none"> • Herbert Spencer (1820—1903) • John Dewey (1859—1952) • Madam Maria Montessori (1870—1952) • Paulo Freire(1921-1997)
Suggested Readings <ul style="list-style-type: none"> • Agarwalla, S. (2020), Great Educators & Educational Thoughts, Indore: Mahaveer Publications • Agarwalla. J. C. Great Philosopher & Thinker on Education: New Delhi: Shipra Publication Pvt. Ltd. 2006. • Ahmad, S. (2007). Educational Thinkers Of India. Anmol Publisher. • Andre, B. T. (1983). Ideologies and Intellectuals. London: Oxford University Press. • Babu, R. B., & Ghanta, R. (2011). Education and Ideology of Gandhi & Ivan Illich. New Delhi: Neekamal Publications. • Chadha, Y. (1997), Rediscovering Gandhi, London: Century. • Chaube, S. P. (2012). Western Educational Thinkers. New Delhi: Concept Publishing Co. • Cooper, A. P., & Cooper, D. P. (2016). The Routledge Encyclopaedia of Educational Thinkers. Routledge. • Davidson, T. (2007). Rousseau And Education According To Nature. Whitefish, Montana: Kessinger Publishing Co.

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- Mete, J. (2019) Great Educators and their Educational Thoughts, Chennai: Notion Press
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- Purkait, B. R. (2011) Great Educators and Their Philosophies, Pune: New Central Book Agency.
- Purkait, B. R. (2011). Great Educators and Their Philosophies. Delhi: New Central Book Agency.
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- Saxena, S. (2011). World's Great Educational Thinkers. Delhi: Surendra Publications.
- Taneja, V. R., & Taneja, S. (2006). Educational Thinkers. New Delhi: Atlantic.

6TH SEMESTER**Minor/Elective****ED-601M**

Programme/Class: Bachelor	Year: Third	Semester: Sixth
	Subject: Education	
Course Code: ED-601M	Course Title: Life Skills and Education	
Credits: 4	Minor/Elective	Max. Marks: 100 (60+40)
<p>Course Learning Outcomes:</p> <p>On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, concept and importance of life skills. • Describe the various techniques for life skills education. • Illustrate the various styles of leadership training. • Identify skills for area specific development. • Apply the strategies for promoting skills among individual. • Discuss about various agencies in promoting life skills education. 		
COURSE CONTENTS		
Unit-I: Concept of Life Skills		
<ul style="list-style-type: none"> • Life Skills—Meaning, concept, nature and characteristics and Importance • Development of the concept of life skills. • Components of Life Skills • Generic and area specific Life Skills. • Life skills for leadership training • Ten Core Life-skills Recommended by the WHO 		
Unit-II: Relevance and dimensions of Life skill Education		
<ul style="list-style-type: none"> • Life Skills Education—Meaning, nature, characteristics, Scope, Aims, and Objectives • Development of life skills education. • Stages of life skills education • Need and Significance of Life Skills Education in the Present Scenario • Importance of Life Skills for Growing Minds. 		
Unit-III Agencies of Life Skill Education		
<ul style="list-style-type: none"> • Role of educational institutes, parents, teachers and the Governments (central and State) in promoting Life Skills. • Role of NGOs in imparting Life skills • Strategies for Developing Individual Life-skills at Different levels (Elementary, Secondary and Higher) • Role of the Teacher in inculcating Life Skills among the Learners • Role of International Agencies in Life Skills Education 		
Unit-IV: Methods, techniques and issues in developing life skill education		
<ul style="list-style-type: none"> • Methods of Teaching Life Skills (Project, Demonstration, Observation, Experiment, and Integrated Method) • Strategies of Life Skills Education (Brainstorming, Group Discussion, Storytelling, and Infusion) 		

- Implementation of Life Skills Education in the Classroom
- Issues and Challenges in the Implementation of Life Skills Education
- Strategies to promote healthy lifestyle skills

Suggested Readings

- Bhatt, R. I. (2017). Life Skill Education. Ludhiana: Scholarink.
- Rao, K. R. & Dinakar, P. (2016). Life Skills education. New Delhi: Neel Kamal Publication.
- Pandey, S. P. (2012). Life Skill Education for Adolescents. New Delhi: Global Research Publications.
- Thomas, G. (2010). Life Skill Education & Curriculum. Delhi: Shipra Publications.
- Dudhade, B. A. (2016). Life Skills Education. New Delhi: Neel Kamal Publication.
- Life Skills in Non-Formal Education: A Review (2001). New York: United Nations Educational Science.
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- Goldberg, D. E. (1995). Life Skills and Leadership for Engineers. New Delhi: Tata Mc Graw Hill Publishing Company.
- Mohajan, G. (2022). Life Skills Education. New Delhi: Shipra Publication.
- Life Skills in Non-formal Education: A Review (2001). New Delhi: United Nations Educational Scientific and Cultural Organization.
- Life Skills in Non-formal Education: A Review (2001). New Delhi: India Human Resource Development Ministry.
- WHO (2014). Partners in Life Skill Education, WHO: Geneva