



**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 (2<sup>nd</sup> Year)**  
**for**  
**B.A. in Education Programme, T.U.**

Year	Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
<b>DIPLOMA IN EDUCATION (SECOND YEAR)</b>							
2	3 <sup>rd</sup> 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 <sup>th</sup> 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)**

#### **3<sup>rd</sup> SEMESTER**

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
3 <sup>rd</sup> 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)

**3<sup>rd</sup> SEMESTER****Major****ED-301C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Third</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-301C</b>	Course Title: <b>Technology and Education</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

**Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- 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.

**3<sup>rd</sup> SEMESTER**

**Major**

**ED-302C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Third</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-302C</b>	Course Title: <b>Management and Planning in Education</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

**Course Learning Outcomes:**

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

- 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**

- 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**

- 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.

- Principles of Educational Administration.
- Administrative Skills.
- Functions of Educational Administration—POSDCORB

### **Unit-III: Institutional Planning & Leadership**

- 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**

- 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**

- 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.
- Johnson, 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 Publishing

**Elective/Minor Course**  
**(From any faculty except Major)**

**3<sup>rd</sup> SEMESTER**

Programme/Class: Diploma	Year: 2nd	Semester: Third
	Subject: Education	
Course Code: ED-301M	Course Title: <b>History of Indian Education</b>	
Credits: 4	<b>Open Elective</b>	Max. Marks: 100 (60+40)

**Course Learning Outcomes:**

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

- 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-
  - Vedic Education
  - Brahmanic Education
  - Buddhistic System of Education
  - Islamic Education

**Unit-II: Education in Colonial India (1813-1944)**

- Charter 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**

- 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

2<sup>nd</sup> YEAR

3<sup>rd</sup> SEMESTER

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Third</b>
	Subject: Education	
Course Code: <b>ED-301ID</b>	Course Title: <b>Technology Integrated Education</b>	
Credits: 3	<b>Interdisciplinary/ MOOC Course</b>	Max. Marks: 100 (60+40)

### **Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- Communications, Networks, the Internet, and the World Wide Web, Search

### Techniques, and Search Tools for Education

- 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

### **Unit-IV: Security Issues, Ethics, and Emerging Technologies in Education**

- 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 & its 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, Mathematics Programming, Development of Programmed Study

### **Suggested Readings**

- 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)**

### **4<sup>TH</sup> SEMESTER**

<b>Semester s</b>	<b>Course Code</b>	<b>Course Type</b>	<b>Course Title</b>	<b>Theory/ Practical</b>	<b>Course Credit</b>	<b>Class Per week</b>
4 <sup>th</sup> 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)

**4<sup>th</sup> SEMESTER**

**Major**

**ED-401C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Fourth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-401C</b>	Course Title: <b>Guidance and Counselling</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

**Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- Meaning of guidance service
- Need and principles of organizing guidance service
- Components of guidance service: counselling service, techniques of

counselling service, Follow-up Services

- 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

#### **Unit-IV: School guidance programme**

- 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

#### **Suggested Readings**

- 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.
- Kochhar, 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.

**4<sup>th</sup> SEMESTER**

**Major**

**ED-402C**

Programme/Class: <b>Diploma</b>	Year: <b>Second</b>	Semester: <b>Fourth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-402C</b>	Course Title: <b>Education for Special Children</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

**Course Learning Outcomes:**

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

- 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**

- 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**

- 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 UNCRPD (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)**

**4<sup>th</sup> SEMESTER**

Programme/Class: <b>Diploma</b>	Year: 2nd	Semester: Fourth
	Subject: Education	
Course Code: <b>ED-401M</b>	Course Title: <b>Emerging Trends and Issues in Education</b>	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)

**Course Learning Outcomes:**

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

- 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**

- Existing school structure in India – Pre-Primary, Primary, Secondary
- Types of Pre-Primary Schools – Anganwadi, Balwadi, Crches, 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**

- 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**

- 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

2<sup>nd</sup> YEAR

4<sup>th</sup> SEMESTER

Programme/Class: Diploma	Year: Second	Semester: Fourth
	Subject: Education	
Course Code: <b>ED-401ID</b>	Course Title: <b>Evaluation in Education</b>	
Credits: 3	<b>Interdisciplinary/ MOOC Course</b>	Max. Marks: 100 (60+40)

### **Course Learning Outcomes:**

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

- 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**

- 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**

- 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. Boston: 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 (1<sup>st</sup> Year) [interdisciplinary course]. The latest modified version of this interdisciplinary course is now attached here.

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

Programme/Class: <b>Certificate</b>	Year: <b>First</b>	Semester: <b>First/Second</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-101ID</b>	Course Title: <b>Psychology of Learning and Instruction</b>	
Credits: <b>3</b>	<b>Interdisciplinary/ MOOC Course</b>	Max. Marks: <b>100 (60+40)</b>

**Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- 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:
  - (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**

- 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**

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baldin, 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)**

**5<sup>TH</sup> SEMESTER**

Semesters	Course Code	Course Type	Course Title	Theory/Practical	Course Credit	Class Per week
5 <sup>th</sup> 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/El ective	Pedagogical Perspective in Education	Theory	4	Min.4 Class (each class one hour duration)

## 5<sup>th</sup> SEMESTER

### Major

### ED-501C

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

### **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. Boston: 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 and Psychology. Meerut :

R. Lall Book Depot.

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

## 5<sup>th</sup> SEMESTER

### Major

### ED-502C

Programme/Class: <b>Bachelor in Education</b>	Year: <b>Third</b>	Semester: <b>5<sup>th</sup></b>
	<b>Subject: Education</b>	
Course Code: <b>ED-502C</b>	<b>Course Title: Comparative Education</b>	
Credits: <b>4</b>	<b>Core Compulsory</b>	Max. Marks: <b>100 (60+40)</b>

#### **Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- Philosophical & Religious
- Socio-cultural & Economical
- Geographical & Political
- Lingual & Technological
- Utility and limitation of Comparative Education

#### **Unit-IV: Comparative Study of Educational Systems**

- 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 Routledge 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).

## **5<sup>th</sup> SEMESTER**

**Major**

**ED- 503C**

Programme/Class: <b>Bachelor in Education</b>	Year: <b>Third</b>	Semester: <b>5<sup>th</sup></b>
	<b>Subject: Education</b>	
Course Code: <b>ED- 503C</b>	<b>Course Title: Education and Indian Heritage</b>	
<b>Credits: 4</b>	<b>Core Compulsory</b>	<b>Max. Marks: 100 (60+40)</b>

### **Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- 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**

- 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, Rashtrotthana Sahitya, Bengaluru, 2021.
- Government of India (2020). National Education Policy 2020.
- NCERT. (2021). Indian Knowledge System: An Introduction.

## 5<sup>th</sup> SEMESTER

### **Major**

### **ED- 504C**

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

#### **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 Curriculum and Evaluation, New Delhi, NCERT, 1987.
- Dell Ronald C. Curriculum Improvement: Decision Making & Process, (6<sup>th</sup> 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 Publishers,.
- 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 Secondery 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)**  
**5<sup>th</sup> SEMESTER**

Programme/Class: <b>Bachelor in Education</b>	Year: <b>Third</b>	Semester: <b>5<sup>th</sup></b>
	<b>Subject: Education</b>	
Course Code: <b>ED-501M</b>	<b>Course Title: Pedagogical Perspective in Education</b>	
Credits: <b>4</b>	<b>Open Elective</b>	Max. Marks: <b>100 (60+40)</b>

**Course Learning Outcomes:**

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

- 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**

- 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**

- 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 Teachin

**Unit-III: Teaching task and classroom observation**

- 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.
- Bernstein, B. (2000). Pedagogy, Symbolic and Identity: Theory, Research and Critique. London: Rowman and Littlefield.
- Bhatia, K and B.D. Bhatia. (1988). Principle and Methods of Teaching, Doaba House: New Delhi.
- Biggs, J.B. (1987). The Process of Learning, 2nd Ed. Prentice Hall: Sidney.
- Chauhan, S.S. (1995). Innovation of teaching learning process, Vikas Pub. House, New Delhi.
- Cropper, J.M., et al (1986). Classroom Teaching Skills. Toronto, Ontario: D.C.Heath.
- Dhand, H. (2016). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin.
- Goswami, M. (2016). Pedagogy of Education. New Delhi: Neekamal Publications.
- Kochhar, S.K. (2011). Methods & Techniques of Teaching, Sterling, New Delhi
- Lee, Y. (2017). An Investigation of 21st Century Skills in Innovative Pedagogical Practices Using Technology. Open Dissertation Press.
- Mishra, R. C. (2016). Teaching Styles. New Delhi: APH Publishing Corporation.
- Paschenko, M. and Krasnoshtan, I. (2014). Pedagogy: Textbook. Kyiv: Academic Literature Centre.
- Pathak, A., & Francis, S. (2015). Techno-Pedagogy and Learning. Lucknow: Vedant Publications.
- Selvam, S. K. P. (2015). Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sharma, R.A. (2008). Pedagogics of Education and Critical Pedagogy, International Publishing House: Meerut.
- Tiwari, A. K., & Tiwari, R. (2021). Pedagogical Skills In Higher Education. Pune: Eureka Publications



**Tripura University**  
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**799022**

**SYLLABUS**  
**For**  
**BACHELOR IN EDUCATION**  
**(THIRD YEAR)**  
**6<sup>TH</sup> SEMESTER**

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
6 <sup>th</sup> 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)

## **6<sup>TH</sup> SEMESTER**

### **Major**

**ED-601C**

Programme/Class: <b>Bachelor</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-601C</b>	Course Title: <b>Education &amp; Society</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

### **Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- 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**

- 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.
- 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.
- Association of Indian Universities (AIU (1998). Society, Education and Development, (Selections from University News -1): AIU Publications: New Delhi.
- Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5th Edition): London.
- Banks, O. (1976). The Sociology of Education (3rd Edition), B.T. Batsford: London.
- 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.
- 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.
- 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. 10. Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe
- 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.

## **6<sup>TH</sup> SEMESTER**

### **Major**

**ED-602C**

Programme: <b>Bachelor</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-602C</b>	Course Title: <b>Mental Health, Hygiene and Education</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

### **Course Learning Outcomes:**

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

- 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**

- 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**

- 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**

- 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**

- 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.
- Bhan, S. & Dutt, N. K. (1986). Mental Health through Education. Vision Books, New Delhi.
- Chauhan, J.C. (1986). Mental Hygiene. Allied Publisher, New Delhi.
- Rayan W. C. (1970). Mental Health through Education. Common Wealth, New Delhi.
- NCERT, (2017). Yoga: A Healthy Way of Living. Publication Division, NCERT, New Delhi.
- Arkoff, Abe. (1968): Adjustment and Mental Health, New York: McGraw Hill Company.
- Bahadur, Mal (1995): Mental Health in Theory and Practice, Hoshirpur, V.V.R.I.,
- Bernard, Harold, W. (1952): Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co.
- Bonny, Meri E. (1960): Mental Health in Education, Boston: Allyn and Bacon Inc.
- Carrol, Herbert, A. (1956): Mental Hygiene: The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd.
- Chauhan, S. S. (1998). Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd.
- Dandapani, S. (2010). Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd.
- Lindzey, G., Hall, O.S. (2012). Theories of Personality. London: Wiley India Pvt. Ltd.

- Mangal, S. K. (2015). Advanced Educational Psychology. New Delhi: Pearson.
- Mattoo, M. I. (2019). Psychological Foundations of Education. New Delhi: Discovery Publishers.
- Parveen, A. (2011) Fundamentals of Education. Srinagar: Info-world.
- 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.

## 6<sup>TH</sup> SEMESTER

### Major

### **ED-603C**

Programme/Class: <b>Bachelor</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
	Subject: <b>Education</b>	
Course Code: <b>ED-603C</b>	Course Title: <b>Open &amp; Distance Learning</b>	
Credits: <b>4</b>	Core Compulsory	Max. Marks: 100 (60+40)

#### **Course Learning Outcomes:**

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

- 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

- Illustrate the present status and role of multi-media in open and distance education

## **COURSE CONTENTS**

### **Unit-I: Concept of Open and Distance Education**

- 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**

- 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**

- 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**

- 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**

- 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

Dual Mode Universities". COL, Canada.

- Prasad, V.S. (1992) Dr. B.R. Ambedkar Open University: A decennial Perspective. Indian Journal of Open Learning, 1(2), pp. 11-17
- Prasad, V.S. (1998) Developed Improved Strategies towards Better students Supports Services edited by P. Ramaiah and K. Murali Manohar, IDEA, Warangal.
- Prasad, V.S. (2001) 5th annual IDEA conference held at New Delhi.
- Ram Reddy. G. 1983. "Open Education System in India: Its place and potential". A paper presented at the 59th Annual Meeting of AIU at Annamalai Nagar T.N. during 11-13, December.
- Rowntree, Derek. (1992) Exploring open and distance learning, Kogan Page. London
- Satyanarayana, R. (2004) Student support services and open learning. Mittal Publications, New Delhi.
- Venkaiah, V. (1994) "Student Support Services in Dr. B.R. Ambedkar Open University," in Dr. BRAOU (Ed.) Distance Education: An interface, Hyderabad.
- Venkaiah, V. (1996) Management of student support services: Institutional perspectives, Kakatiya Journal of Open Learning, 2(2), pp. 19-28.

### **6<sup>TH</sup> SEMESTER**

#### **Major**

**ED-604C**

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

Aurobindo, Radhakrishnan, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Spencer into the practice.

## **COURSE CONTENTS**

### **Unit-I:**

- Raja Rammohan Roy (1772—1833)
- Iswar Chandra Vidyasagar (1820—1891)
- Swami Vivekananda ( 1863 – 1902)
- Jiddu Krishnamurti (1895-1986)

### **Unit-II:**

- Rabindranath Tagore (1861—1941)
- Mahatma Gandhi (1869—1948)
- Sri Aurobindo (1872—1950)
- Dr. Sarvepalli Radhakrishnan (1888-1975)

### **Unit-III:**

- Jean Jacques Rousseau (1712—1778)
- Johann Heinrich Pestalozzi (1748—1827)
- F.W.August Froebel (1782—1852)
- J.F. Herbert (1770—1841)

### **Unit-IV:**

- Herbert Spencer (1820—1903)
- John Dewey (1859—1952)
- Madam Maria Montessori (1870—1952)
- Paulo Freire(1921-1997)

### **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.
- 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.

- Dewey, J. (2007) Experience and Education. New York: Simon and Schuster.
- 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
- Morsy. (1952), Thinkers in Education, Second edition, Vol. 2, Paris: UNESCO.
- 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.
- Purkait, B. R. (2011). Great Educators and Their Philosophies. Delhi: New Central Book Agency.
- Ruhela, S. P. and Vyas K. C. (1970), Sociological Foundations of Education in Contemporary India, Delhi: Dhanpat Raj and Sons.
- Saxena, S. (2011). World's Great Educational Thinkers. Delhi: Surendra Publications.
- Taneja, V. R., & Taneja, S. (2006). Educational Thinkers. New Delhi: Atlantic.

## **6<sup>TH</sup> SEMESTER**

**Minor/Elective**

**ED-601M**

Programme/Class: <b>Bachelor</b>	Year: Third	Semester: Sixth
	Subject: Education	
Course Code: <b>ED-601M</b>	<b>Course Title: Life Skills and Education</b>	
Credits: 4	Minor/Elective	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 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**

- 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**

- 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**

- 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**

- 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.
- Duhade, 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.
- Bond, T. (1986). Games for Social and Life Skills. London: Hutchinson & Corporation.
- 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