



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: • 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.

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: • 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.
- 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: • 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)		
• 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		
• 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: • 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 & 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
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.

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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: • 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. • 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: • 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 UNCPRD (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: • 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, 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		
• 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

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: • 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. 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: • 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. • 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: • 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 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: - 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, 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 Curriculum 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 (4th edition), 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: ➤ 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 Teaching		
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: Rowan 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.
- Kochar, 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