



**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/<br>Practical | Course Credit | Class Per week                             |
|-----------------------------------------------|---------------------|-------------|-----------------------------------|-----------------------------------------|----------------------|---------------|--------------------------------------------|
| <b>DIPLOMA IN EDUCATION<br/>(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/<br>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/<br>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/<br>Practical | Course Credit | Class<br>Per week                             |
|---------------------|-------------|-----------------------------------|--------------------------------------|----------------------|---------------|-----------------------------------------------|
| 3 <sup>rd</sup> Sem | ED-301C     | Major                             | Technology and Education             | Theory               | 4             | Min.4<br>Class (each class one hour duration) |
|                     | ED-302C     | Major                             | Management and Planning in Education | Theory               | 4             | Min.4<br>Class (each class one hour duration) |
|                     | ED-301M     | Minor/Elective                    | History of Indian Education          | Theory               | 4             | Min.4<br>Class (each class one hour duration) |
|                     | ED-301ID    | Interdisciplinary/<br>MOOC Course | Technology Integrated Education      | Theory               | 3             | Min.3<br>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) |
| <b>Course Learning Outcomes:</b><br>On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature &amp; scope of Educational Technology.</li><li>• Describe the concept of Educational Technology as discipline.</li><li>• Discuss about the Concept, nature and components of ICT</li><li>• Illustrate the application of ICT in teaching and learning.</li><li>• Discuss about the Meaning, Nature and characteristics of e learning</li><li>• Outline various aspects of Communication and classroom interactions</li><li>• Describe the concept and need of system approach</li><li>• Enumerate different Instructional techniques &amp; approaches</li><li>• Identify the Technology for Interaction and classroom Communication.</li><li>• Describe about different Models of teaching</li><li>• Utilize Online Learning Resources in their academic life</li></ul> |                                               |                         |
| <b>COURSE CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                               |                         |
| <b>Unit-I: Basics of Education and Technology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                               |                         |
| <ul style="list-style-type: none"><li>• Concept of Technology-meaning and nature, Concept of education with reference to modern era</li><li>• Educational technology-Meaning, nature and characteristics; its Importance for the student and the teacher.</li><li>• Need, scope and limitation of technology in education</li><li>• Components of Educational Technology- Hardware and Software</li><li>• Instructional Technology-Difference between Educational Technology and Instructional Technology,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                         |
| <b>Unit-II: ICT and e-learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                               |                         |
| <ul style="list-style-type: none"><li>• Concept, nature and components of ICT</li><li>• Application of ICT in teaching-learning, ICT integration in teaching learning,</li><li>• Challenges in Integrating ICT in teaching learning</li><li>• Concept of e-learning – Meaning, Nature and characteristics, advantages and limitation</li><li>• Massive Open Online Course (MOOC)</li><li>• System approach- concept, need, Classification and components</li><li>• Computer and its role in education,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                               |                         |
| <b>Unit-III: Technology for Interaction and classroom Communication</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |                         |
| <ul style="list-style-type: none"><li>• Communication and classroom interactions- concept, element and process</li><li>• Principles of Communication, Marks of effective classroom communication</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                               |                         |

- 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) |
| <b>Course Learning Outcomes:</b><br>On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature &amp; scope of Educational Management.</li><li>• Describe the objectives, principles and types of Educational Management.</li><li>• Discuss about the Concept, Nature and Importance of educational planning</li><li>• Illustrate the role of Educational Supervision in educational institution.</li><li>• Discuss about the Meaning, Nature and Principles of Educational Administration.</li><li>• Outline various aspects of Institutional Planning &amp; Leadership</li><li>• Enumerate different strategies &amp; approaches to educational planning</li><li>• Identify the Recent Trends in educational Management</li></ul> |                                                           |                         |
| <b>COURSE CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                           |                         |
| <b>Unit-I: Introduction to Educational Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                           |                         |
| <ul style="list-style-type: none"><li>• Meaning, nature and scope of Educational Management</li><li>• Objectives/Purpose of Educational Management</li><li>• Principles of Educational Management</li><li>• Types of Educational Management—Centralized and Decentralized, Autocratic and Democratic</li><li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li><li>• Classroom Management- Principles, Strategies and Techniques.</li><li>• Concept of organization</li><li>• Concept of educational organization</li><li>• Concept of school organization</li></ul>                                                                                                                                                                             |                                                           |                         |
| <b>Unit-II: Educational Planning &amp; Educational Administration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                           |                         |
| <ul style="list-style-type: none"><li>• Meaning, Nature and Importance of educational planning</li><li>• Types and approaches of educational planning</li><li>• Principles of educational Planning</li><li>• Central State Relationship in Educational Planning &amp; Administration</li><li>• Central and State Educational Advisory Bodies &amp; their roles—MoE, UGC, NCERT, SCERT</li><li>• Meaning, Concept and Types of Educational Administration.</li><li>• Administration vs. Management.</li></ul>                                                                                                                                                                                                                                                                                           |                                                           |                         |

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

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)**

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

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

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

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

# Syllabus

## DIPLOMA IN EDUCATION (SECOND YEAR)

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

| Semester<br>s       | Course<br>Code | Course Type                       | Course Title                               | Theory/<br>Practical | Course<br>Credit | Class<br>Per week                                |
|---------------------|----------------|-----------------------------------|--------------------------------------------|----------------------|------------------|--------------------------------------------------|
| 4 <sup>th</sup> Sem | ED-401C        | Major                             | Guidance and Counselling                   | Theory               | 4                | Min.4<br>Class (each class<br>one hour duration) |
|                     | ED-402C        | Major                             | Education for Special<br>Children          | Theory               | 4                | Min.4<br>Class (each class<br>one hour duration) |
|                     | ED-401M        | Minor/Elective                    | Emerging Trends and<br>Issues in Education | Theory               | 4                | Min.4<br>Class (each class<br>one hour duration) |
|                     | ED-401ID       | Interdisciplinary<br>/MOOC Course | Evaluation in Education                    | Theory               | 3                | Min.3<br>Class (each class<br>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) |
| <b>Course Learning Outcomes:</b><br>On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature, scope and objectives of guidance.</li><li>• Discuss about the Concept, nature and types of counselling.</li><li>• Outline the various types of guidance and their importance</li><li>• Describe the concept of guidance service and its various aspects.</li><li>• Illustrate the importance and significance of guidance programme in academic institution.</li><li>• Utilize Tools and techniques for collecting information on pupil for guidance.</li><li>• Enumerate the Role of the Head of the institution and parents in guidance and counselling</li><li>• List the qualities of a good counsellor</li></ul> |                                               |                         |
| <b>COURSE CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |                         |
| <b>Unit-I: Introduction to Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                               |                         |
| <ul style="list-style-type: none"><li>• Meaning, objectives and scope of guidance</li><li>• Need, significance and principles of guidance</li><li>• Individual Guidance – Meaning, advantages and disadvantages</li><li>• Group Guidance – Meaning and Advantages and disadvantages</li><li>• Other types of guidance and their importance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li></ul>                                                                                                                                                                                                                                                                                                                                      |                                               |                         |
| <b>Unit-II: Introduction to Counselling</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                               |                         |
| <ul style="list-style-type: none"><li>• Meaning, objectives and scope of counselling</li><li>• Need and principles of counselling</li><li>• Approaches to counselling: Directive, Non-directive and Eclectic counselling</li><li>• Individual and Group Counselling –Meaning, Importance</li><li>• Relation between Guidance and Counselling</li><li>• Difference between Guidance and Counselling</li></ul>                                                                                                                                                                                                                                                                                                                                                                              |                                               |                         |
| <b>Unit-III: Organization of guidance service</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                               |                         |
| <ul style="list-style-type: none"><li>• Meaning of guidance service</li><li>• Need and principles of organizing guidance service</li><li>• Components of guidance service: counselling service, techniques of</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                               |                         |

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

**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) |
| <b>Course Learning Outcomes:</b><br>On Completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Explain the meaning, nature, principles and scope of Inclusive Education.</li><li>• Describe the concept of Exceptional children.</li><li>• Discuss about various policy and provision regarding Inclusive Education.</li><li>• Illustrate the Concept, characteristics and way of education the creative and gifted children.</li><li>• Identify the creative and gifted children, Children with intellectual and learning disability.</li><li>• Describe the Concept, types, characteristics and way of educating the Children with intellectual and learning disability</li></ul> |                                                     |                         |
| <b>COURSE CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |                         |
| <b>Unit-I: Introductory Concept</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                     |                         |
| <ul style="list-style-type: none"><li>• Concept of Special Children and Special Education, Interrelationship between impairment, disability &amp; handicap.</li><li>• Distinctions between inclusive education, special education and integrated education</li><li>• Inclusive Education—meaning, nature, objectives, Need, Importance, and principles</li><li>• Factors affecting inclusion, Obstacles/barriers in Inclusion, Elements necessary for creating an inclusive society</li></ul>                                                                                                                                                                                                                               |                                                     |                         |
| <b>Unit-II: Paradigm and Policy Perspectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                     |                         |
| <ul style="list-style-type: none"><li>• Historical development of inclusive education from special education</li><li>• The contemporary trends in inclusion/inclusive education</li><li>• Policy perspective: Initiatives to promote inclusive education- equity and equality;</li><li>• International Focus: Salamanca Statement (1994) and UNCRPD (2006),</li><li>• 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</li></ul>                                                                                                                                                            |                                                     |                         |

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

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

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

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

- 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<br>Class (each class one hour duration) |
|                     | ED-502C     | Major          | Comparative Education                 | Theory            | 4             | Min.4<br>Class (each class one hour duration) |
|                     | ED-503C     | Major          | Education and Indian Heritage         | Theory            | 4             | Min.4<br>Class (each class one hour duration) |
|                     | ED-504C     | Major          | Curriculum Studies                    | Theory            | 4             | Min.4<br>Class (each class one hour duration) |
|                     | ED-501M     | Minor/Elective | Pedagogical Perspective in Education  | Theory            | 4             | Min.4<br>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> |
|                                               | Subject: <b>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. 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.

**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> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Subject: <b>Education</b>                  |                                 |
| Course Code: <b>ED-502C</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Course Title: <b>Comparative Education</b> |                                 |
| Credits: <b>4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Core Compulsory</b>                     | Max. Marks: <b>100 (60+40)</b>  |
| <b>Course Learning Outcomes:</b><br>On Completion of the course the students shall be able to: <ul style="list-style-type: none"> <li>• Explain the meaning, purpose &amp; significance of Comparative Education.</li> <li>• Explain the development of the field of Comparative Education</li> <li>• Discuss about the history of Comparative Education.</li> <li>• Describe the methods of Comparative Education.</li> <li>• Identify the field of Comparative Education and its areas for studies.</li> <li>• Illustrate education systems of different countries.</li> <li>• Outline different approaches within Comparative Education</li> </ul> |                                            |                                 |
| <b>COURSE CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                            |                                 |
| <b>Unit-I: Basics of Comparative Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                            |                                 |
| <ul style="list-style-type: none"> <li>• Concept and scope of Comparative Education</li> <li>• Origin &amp; Development of Comparative Education.</li> <li>• Aims &amp; Purpose of Comparative Education.</li> <li>• Factors Influencing Comparative Education</li> <li>• Challenges facing the Study of Comparative Education.</li> <li>• Comparative and International Education.</li> <li>• Current trends and practices in Comparatives Education.</li> </ul>                                                                                                                                                                                     |                                            |                                 |
| <b>Unit-II: Approaches and Methods in Comparative Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            |                                 |
| <ul style="list-style-type: none"> <li>• Methods in Comparative Education—Description, Interpretation, Juxtaposition, Comparison</li> <li>• 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).</li> </ul>                                                                                                                                                                                                                                                                                  |                                            |                                 |
| <b>Unit-III: Comparative Perspective on Development of Education System</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                                 |
| <ul style="list-style-type: none"> <li>• Philosophical &amp; Religious</li> <li>• Socio-cultural &amp; Economical</li> <li>• Geographical &amp; Political</li> <li>• Lingual &amp; Technological</li> <li>• Utility and limitation of Comparative Education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |                                            |                                 |
| <b>Unit-IV: Comparative Study of Educational Systems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |                                 |
| <ul style="list-style-type: none"> <li>• Structure, Aims &amp; Administration—USA, UK and India</li> <li>• Primary Education: India, USA, UK, Finland, Japan,</li> <li>• Secondary Education: USA, Russia and India</li> <li>• Higher Education &amp; Vocational Education: UK, France, and India</li> <li>• Teacher Education: USA, UK, Japan, Finland, and India</li> </ul>                                                                                                                                                                                                                                                                         |                                            |                                 |

### 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).

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

- 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.

**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> |
| Course Code: <b>ED-504C</b>                   | Subject: <b>Education</b>               |                                 |
| Credits: <b>4</b>                             | Course Title: <b>Curriculum Studies</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 Currriculum and Evaluation, New Delhi, NCERT, 1987.
- Dell Ronald C. Curriculum Improvement: Decision Making & Process, (6" edition)
- Diamond, Robert M. Education A London, Allyn& Bacon, Inc, 1986. Designing & Improving Courses & Curricula in Higher. Systematic Approach, California, Jossey Bass inc. publishers, 1989.
- English, F.W. Deciding what to Teach and Test, CA, Corwin Press, Stage Publications, Thousand Oaks, 2000.
- Erickson, H.L Stage Concept based Curriculum and Instruction, CA, Corwin Press, Publications, Thousand Oaks,2000.
- Flinders D. J (Ed) 1977 The Curriculum Studies, New Delhi, Altalantic Pubulishers,.
- Mamidi, Malla Reddey & Ravishankar (eds) Delhi, Curriculum Development & Deucational Technology, New Sterling Publishers, 1984.
- NCERT Curriculum & Evaluation, New Delhi, NCERT 1984
- NCERT National Curriculum for Elementary & Secondary Education, Frame Work, New Delhi, NCERT, 1988
- Saylor J. Galen, William (4thedition), Curriculum planning for Better Teachnig& Learning Alexander & Arthur J. Lewis New York, Holt Rinehart & Winstone, 1980.
- Trum j. Lyod. Prentice Seondery school Curriculum Improvement, New York, Hall, 1967.
- Tyler, Ralp. W. Curriculum Development: Theory and practice, New York, Harcounrt Brace, Jovenovichtcn., 1962
- Tyler, Ralp. W Basic principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
- UNESCO Curricula and Lifelong Education, Paris, UNESCO. 1981
- Wheeler D.K. 1967. Curriculum Process, London, University of London Press,
- P.V.V. Satyanarayana Curriculum Development and Management.
- R.P. Vashisht. Curriculum Development
- P.P.Ghosh. Effective Curriculum Construction
- Dr.T.Mrunalini. Curriculum Developments

**Elective/Minor Course**  
**(From any faculty except Major)**  
**5<sup>th</sup> SEMESTER**

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

#### **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.
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- 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



# **Tripura University**

**(A Central University)**

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

## **SYLLABUS**

**For**

### **BACHELOR IN EDUCATION**

**(THIRD YEAR)**

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

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

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

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

## **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:
- 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) |
| <b>Course Learning Outcomes:</b><br>On Completion of the course the students shall be able to: <ul style="list-style-type: none"> <li>• Explain the concept of open and distance education.</li> <li>• Discuss about the different agencies, problems and remedies of open and distance education in India</li> <li>• Explain the modes and strategies of open and distance education.</li> <li>• Describe the relationship among non-formal, correspondence, distance and open education</li> </ul> |                                                   |                         |

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

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

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

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

### **Suggested Readings**

- Bhatt, R. I. (2017). Life Skill Education. Ludhiana: Scholarink.
- Rao, K. R. & Dinakar, P. (2016). Life Skills education. New Delhi: Neel Kamal Publication.
- Pandey, S. P. (2012). Life Skill Education for Adolescents. New Delhi: Global Research Publications.
- Thomas, G. (2010). Life Skill Education & Curriculum. Delhi: Shipra Publications.
- Dudhade, B. A. (2016). Life Skills Education. New Delhi: Neel Kamal Publication.
- Life Skills in Non-Formal Education: A Review (2001). New York: United Nations Educational Science.
- 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

**SYLLABUS  
FOR  
THE FOURTH YEAR  
OF  
FOUR YEAR UNDERGRADUATE PROGRAMME  
(FYUGP)  
IN  
EDUCATION WITH HONOURS IN RESEARCH  
Under  
New Education Policy (NEP), 2020**



**TRIPURA UNIVERSITY  
SURYAMANINAGAR- 799022  
TRIPURA, INDIA  
2026**

# FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN EDUCATION

## Bachelor's Degree with Honours in Research

| Year                 | Semester        | Category of the course | Course code | Name of the paper                            | Total Credit |
|----------------------|-----------------|------------------------|-------------|----------------------------------------------|--------------|
| 4 <sup>th</sup> Year | Semester - VII  | Major 17               | ED 701C     | Philosophical Perspective of Education       | 4            |
|                      |                 | Major 18               | ED 702C     | Psychological Perspective of Education       | 4            |
|                      |                 | Major 19               | ED 703C     | Sociological Perspective of Education        | 4            |
|                      |                 | Major 20               | ED 704C     | ICT & AI in Education                        | 4            |
|                      |                 | Minor 7                | ED 701M     | Basic Computer Skill- I                      | 4            |
|                      | Semester - VIII | Major 21               | ED 801C     | Advanced Research Methodology in Education   | 4            |
|                      |                 | Minor 8                | ED 801M     | IKS & Yoga in Education                      | 4            |
|                      |                 | Dissertation           | ED 802C     | Dissertation (Report writing and viva voce). | 12           |

**Bachelor's Degree with Honours in Research  
VII Semester**

| Course Code: | Name of the course                     | Marks Distribution |          | Total Credit | Total Marks |
|--------------|----------------------------------------|--------------------|----------|--------------|-------------|
| ED 701C      | Philosophical Perspective of Education | Internal           | External | 4            | 100         |
|              |                                        | 40                 | 60       |              |             |

**Learning outcomes:**

After undergoing this course the students will be able to—

- ❖ Apply the principles of philosophy in education
- ❖ Describe the contribution of various Indian Schools of Philosophy in the fields of education.
- ❖ Illustrate the impact of Western Philosophies on education.
- ❖ Explain the contribution of some of the great Indian as well as Western educational thinkers.
- ❖ Summarize the concepts related to social philosophy of education.

**Course Contents:**

**UNIT-I**

Concept of Education and Philosophy; Meaning of Educational Philosophy and Philosophy of Education; Relation between Education and Philosophy; Scope and Functions of Educational Philosophy; Interaction between philosophy of life, aim of life, and aim of education, Main branches of Philosophy and their influence on Education.

**UNIT-II**

Contribution of Indian Schools of Philosophy (Sankhya, Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dhyan, Darshan, Scientific Inquiry, Ethics and Practical Self Control.

**UNIT-III**

Contribution of Western schools of thought (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom.

**UNIT-IV**

Brief contributions of Indian (Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi) and Western philosophers (Rousseau, Maria Montessori, John Dewey) in Education, National values as enshrined in the Indian Constitution and their educational implications. Modern concept of Philosophy: Analysis – Logical analysis, logical empiricism and positive relativism – (Morris L. Prigge.).

**Recommended Books:**

1. Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart & Winston. 1971.
2. Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
3. Brubacher, R. S. Modern Philosophies of Education, Chicago, University Press. 1955.

4. Cohen, B. Means and Ends in Education, London, George Allen & Unwin. 1983.
5. Curren Randall (Edited) A Companion to Philosophy of Education, New York Blackwell Publishing. 2003.
6. Curtis, S.J. Introduction to Philosophy of Education, London, London University, Tutorial Press. 1968
7. Dewey, J. Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press, 1966
8. Fitzgibbon, R. E. Making Educational Decision: An introduction to Philosophy of Education, New York, Harcourt Brace Jovanovich, 1981
9. Heyting, Frieda (Edited) Methods in Philosophy of Education, London, Routledge, 2001.
10. Kneller, G. F. Introduction to Philosophy of Education, New York, John Wiley & Sons, 1971.
11. Lawton, D. Class Culture and Curriculum, London, Routledge & Regan Paul, 1975.
12. Luther, M.N. Values and Ethics in School Education, New Delhi, Tata McGraw Hill, 2001.
13. McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
14. Moon, Bob (Edited) International Companion to Education, London, Routledge, 2000.
15. Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
16. Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
17. Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.

**Bachelor's Degree with Honours in Research**  
**VII Semester**

| Course Code: | Name of the course                     | Marks Distribution |          | Total Credit | Total Marks |
|--------------|----------------------------------------|--------------------|----------|--------------|-------------|
|              |                                        | Internal           | External |              |             |
| ED 702C      | Psychological Perspective of Education | 40                 | 60       | 4            | 100         |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Describe the concept and principles of Educational Psychology as an applied science.
- ❖ Apply the implications of learning and other psychological theories in education.
- ❖ Illustrate the concept of individual differences.
- ❖ Identify the process of development of various abilities and trait.

**Course Contents:**

**UNIT-I**

Educational Psychology: Concept, Nature and Scope of Educational Psychology, Relationship between Education and Psychology, contribution of the following schools of Psychology towards Education: Behaviourisms, Gestalt, Psycho-analysis and Constructivism.

**UNIT-II**

Growth and Development: Concept and Principles; Physical, Social, Emotional and Cognitive Development; Development of concept, logical reasoning, problem solving, language, Individual differences: determinants, role of heredity and environment; educational implications.

**UNIT-III**

Intelligence- Concepts, theories and measurement

Creativity-concepts, process, identification, measurement and fostering

Relationship between intelligence and creativity

Concept of Stress, its types, factors and stress management.

**UNIT-IV**

Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, Concept of Personality—type and trait theories of Personality, measurement of personality, Mental health and hygiene—process of adjustment, conflict and defence mechanism, Sex Education, Learning and motivation; Transfer of learning and its theories.

**Recommended Books:**

1. Bhat B.D. Sharma Educational Psychology, Kanishka Publishing House, New Delhi (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J. (1977). The Process of Education, USA: Harvard University Press.
4. Chaube, S.P. Development Psychology, M/S Vikas Publishing House, Agra, (1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. & Choube. (1996). Educational Psychology and Experiment. Himalay Publishing House, New Delhi.

7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi. (1964)
8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart & Winston Publishing House. New York (1970)
10. Gardner, H. (1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J. (2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. Jitendra Mohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005). Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal, S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow, A. H. (1970). *Motivation and Personality* (2<sup>nd</sup> Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT (2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J. (1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skinner, C.E. Educational Psychology, Printice Hall of India.,New Delhi (1999)
26. Vygotsky, L. (1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
27. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
28. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K. Enterprise, Book Seller and Distributors, Shillong.
29. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.
30. Walla, J.S. Foundations Educational Psychology, Jalandhar Publishing, Jalandhar (1997).

**Bachelor's Degree with Honours in Research**  
**VII Semester**

| Course Code: | Name of the course                    | Marks Distribution |          | Total Credit | Total Marks |
|--------------|---------------------------------------|--------------------|----------|--------------|-------------|
|              |                                       | Internal           | External |              |             |
| ED 703C      | Sociological Perspective of Education | 40                 | 60       | 4            | 100         |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Enumerate Meaning and nature of educational sociology, sociology of education and social organization.
- ❖ Explain the concept of Group dynamics, social interaction, social change and the contribution of education to these aspects.
- ❖ Estimate various social factors and their impact on education.

**Course Contents:**

**UNIT-I**

Relationship of Sociology and Education; Meaning and nature of Educational Sociology and Sociology of Education; Education—as a social sub-system—specific characteristics; Education and the Home, Education and the Community with special reference to Indian society, Education and Modernization, Education and Politics, Education and Religion, Education and Culture, Education and Democracy, Education for Sustainable Development.

**UNIT-II**

Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory); Concept and types of social Institutions and their functions (family, school and society); Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory).

**UNIT-III**

Socialization and Education; Education and Social change—Meaning and nature of social change; Contribution of thinkers (J. Krishnamurthy, Paulo Freire, Nel Noddings and Savitribai Phule) to the development of educational thought for social change; Constraints of social change in India (caste, ethnicity, class, language, religion, regionalism), Social Change and Unemployment.

**UNIT-IV**

Education as related to social stratification and social mobility; Education as related to social equity and equality of educational opportunities; Education of the socially and economically disadvantaged sections of the society with special reference to Scheduled Caste, Scheduled Tribe, Women and Rural Population; Education as related to Artificial Intelligence (AI) and digital tools with special reference to global educational inequalities.

**Recommended Books:**

1. Adiseshiah. W.T.V & Sociology in Theory and Practice, New Delhi, Santhi Pavanasam. R. Publishers, 1974
2. Barry, H. & Johnson, L.V Classroom Group behaviour: Group Dynamics in Education. New York, John Wiley & Sons, 1964
3. Blackledge, D.& Hunt, Barry Sociological Interpretations of Education, London, Groom Helin, 1985.

4. Chandra S.S. & Sharma R.K Sociology of Education, New Delhi, Atlantic Publisher, 2002
5. Chandra S.S. Indian Educational Development, Problems and Trends, New Delhi, Kanishka Publishers, 2002
6. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996.
7. Cook L, A & Cook, E Sociological Approach to Education, New York, McGraw Hill, 1970
8. D'Souza A.A the Human Factor in Education, New Delhi, Orient Longmans, 1969
9. Durkheim, E. Education and Sociology, New York, The Free Press 1966
10. Goode & Hatt Methods in Social Research, Japan, McGraw Hill, Kogakusha, Ltd. 1952
11. Hemlata, T. Sociological Foundations of Education, New Delhi Kanishka Publishers, 2002
12. Inkeles, A. & Smith Becoming Modern, New York, Hanoman, 1982
13. Jayaram, Sociology of Education, New Delhi, Rawat, 1990
14. Joyee L. Epstein & Sanders M.G School, Family and Community partnership, Guwahati, Nivedita Book Distributors, 2002
15. Mishra. B.K. & Mohanty R. Trends and issues in Indian Education, New Delhi, Kanishka publishers, 2002
16. Mohanty, J. Indian Education in Emergency Society, New Delhi, Sterling Publishers, 1982
17. Rogers B. Classroom Behaviour, Guwahati, Nivedita Book Distributors, 2002
18. Shukla, S. & K. Kumar Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
19. Swift, D.F Basic Readings in the Sociology of Education, London, Routledge and Kegan Paul, 1970.
20. UNESCO Inequalities and Educational Development, Paris,

**Bachelor's Degree with Honours in Research**  
**VII Semester**

| Course Code: | Name of the course    | Marks Distribution |          | Total Credit | Total Marks |
|--------------|-----------------------|--------------------|----------|--------------|-------------|
|              |                       | Internal           | External |              |             |
| ED 704C      | ICT & AI in Education | 40                 | 60       | 4            | 100         |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Understand the role and significance of ICT in education.
- ❖ Use various ICT tools and platforms for effective teaching and learning.
- ❖ Utilize E-Learning materials, videos, and interactive content for self-paced learning.
- ❖ Define Digital Libraries and Repositories and their role in education.
- ❖ Define and explain the meaning and scope of Artificial Intelligence (AI).
- ❖ Analyze how AI is transforming education through adaptive learning, personalized learning, and automation.
- ❖ Discuss the role of human teachers in an AI-driven education system.

**Course Contents:**

**UNIT- I**

Introduction to ICT in Education: Meaning and characteristics of ICT: and its role in teaching learning process, Advantages and Challenges of ICT in Education, Evolution of ICT in Education: From Traditional to Digital Learning, Government Policies on ICT in Education, Application of ICT: uses & limitations, Role of Information Technology in Construction of Knowledge; Application of Theories of Learning to ICT (Behaviourism, Cognitivism, Constructivism).

**UNIT –II**

New Trends in ICT: Virtual and Smart Classroom; Online Learning Resources:, E-Learning, Websites, MOOCS (SWAYAM, NPTEL), Digital Libraries and Repositories: National Digital Library of India (NDLI), World Digital Library, Shodhganga (Indian Research Repository); EDUSAT - Concept, Elements, Advantages and Limitations, National Policy of Education, 2020 and ICT, ICT in Adult Learning; Learning Styles; Ethical Issues and concerns of ICT in education and its use, copyright and creative commons, Plagiarism; Challenges of ICT in the Indian context.

**UNIT- III**

Introduction to Artificial Intelligence: Meaning, Definition and scope of Artificial Intelligence, Historical overview and key milestones, Differentiating AI from human intelligence, AI in everyday life and Education.

**UNIT- IV**

Components of AI, Role of AI in improving Learning, Challenges in using AI in Education, Future Trends in AI and Education: How AI is reshaping the role of teachers and students; Transforming Assessment with AI, Collaboration and Communication with AI and creativity: Generative models and artistic applications.

**Recommended Books:**

1. "Information and Communication Technology in Education" – S. K. Mangal & Uma Mangal
2. Integrating ICT in Teaching-Learning" – R. L. Sharma
3. "E-Resources in Education" – Dr. Ramesh Sharma
4. Technology for Teaching and Learning" – M. Kumar & V. Srivastava
5. Artificial Intelligence in Education: A Practical Guide" by A. K. Sharma
6. AI for Education" by S. K. Sinha
7. Digital Learning in India: Current Trends and Future Prospects" by Shivendra Kumar & Shubham Yadav
8. AI and Education: The Importance of Teacher and Student Relationship" by D. C. Mishra
9. Adam, D.M. (1985). Computers and Teacher Training; A Practical Guide. New York: The Haworth Press Inc.
10. Behera, S.C. (1991). Educational Television Programmes. New Delhi: Deep and Deep Publications.
11. Das, R.C. (1993) Educational Technology; A basic Text. New Delhi: Sterling Publishers Private Limited.
12. Kumar, N. & Chandiram, J. (1967). Educational Television in India. New Delhi: Arya Book Depot Patel, I.J. et al. Handbook of Programmed Learning, CASE Baroda.
13. Cuban, L. 2002. Oversold and Underused: Computers in the Classroom. Cambridge MA: Harvard University Press.
14. Brosnan, T. (2001). Teaching Using ICT. University of London: Institute of Education.
15. Carnoy, M. (2002). ICT in Education: Possibilities and Challenges.
16. Hillsdale, NJ: Lawrence Erlbaum OECD. (2002). ICT: Policy Challenges for Education. Planning Meeting, Agenda and Issue Paper.
17. UNDP. (2004). Promoting ICT for Human Development. A Pioneering Regional Human Development
18. Watson, D.M. (2001). Pedagogy before Technology: Re-thinking the Relationship between ICT and Teaching.
19. Rosé, C. P., Martínez-Maldonado, R., Yacef, K., & Chan, T.-W. (Eds.). (2020). Artificial intelligence in education. Springer. <https://doi.org/10.1007/978-3-030-52240-7>
20. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.
21. Woolf, B. P. (2009). Building intelligent interactive tutors: Student- centered strategies for revolutionizing e-learning. Morgan Kaufmann.
22. Sclater, N. (2017). Learning analytics explained. Routledge. <https://doi.org/10.4324/9781315679568>
23. Baker, R. S., & Siemens, G. (2014). Educational data mining and learning analytics. Cambridge University Press.

**Bachelor's Degree with Honours in Research**  
**VII Semester**  
**(Computer Skill- I Syllabus of Tripura University)**

| <b>Course Code:</b> | <b>Name of the course</b> | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------|---------------------------|----------|---------------------|--------------------|
| CSK-I               | Basic Computer Skill- I   | Internal                  | External | 4                   | 100                |
|                     |                           | 40                        | 60       |                     |                    |

**Learning outcomes:**

After completion of the course students will be able to—

- ❖ Outline the History of computers, evaluation of computers, and generation of computers.
- ❖ Draw the Structure of computers (H/w and S/w), and their types.
- ❖ State the Application of computers.
- ❖ Explain the Idea of algorithm.
- ❖ Illustrate the Basics of Programming Language.
- ❖ Apply Internet in daily life.
- ❖ Describe about Office package (word/ Excel/PPT); Word – features, word menu, table, page setup, background, font, paragraph, formatting, symbol, equating, formatting of numbers, mail-merge, protected documents.

**Course Contents:**

**UNIT- I**

History of Computers, evaluation of computers, Generations of computers, Structure of computers (H/w and S/w), types, Applications of computers, Idea of algorithm, Basics of Programming language, Internet.

**UNIT- II**

Office Package features, word menu, table, page setup, background, font, paragraph, formatting, symbol, equation, formatting of numbers, Mail -merge, protected document. Power point — features, ppt menu, creation of slides, animation, auto presentation and mouse click presentation.

**UNIT- III**

Office Package Excel features, cell, worksheet, workbook, excel menu, simple formulas with basic functions viz, avg, sum, min, max etc., sorting, chart.

**UNIT-IV**

Introduction to Open-source software, Present day computing devices and Introduction to AI.

**Recommended Books:**

1. Introduction to Computer Science, ITL Education Solutions Limited, 2Ed, Pearson
2. Computer Fundamentals–P.K. Sinha & Priti Sinha
3. Computer Fundamentals and MS Office–Ramesh Bangia (excellent if your exams emphasize Word, Excel, and PowerPoint)

## **Bachelor's Degree with Honours in Research**

### **VIII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>                  | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|--------------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED 801C             | Advanced Research Methodology in Education | Internal                  | External | 4                   | 100                |
|                     |                                            | 40                        | 60       |                     |                    |

#### **Learning outcomes:**

After undergoing this course the students will be able to—

- ❖ Explain and describe the meaning of scientific method, scientific inquiry paradigm theory and their implications for educational research.
- ❖ Explain and adopt different strategies of research to solve educational problems.
- ❖ Write research problems.

#### **Course Content:**

##### **UNIT -I**

Meaning, nature, scope and classification of educational research; Meaning and steps of scientific method; characteristics of scientific method (Replicability, Precision, Falsifiability, and Parsimony); Types of scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem–Solving, Theory Building and prediction; Interdisciplinarity in educational research and its implications; Major trends in Educational Research.

##### **UNIT -II**

Identification and formulation of a research problem, Criteria and sources for identifying the problem; Statement of the research problems; Types of Research (Fundamental, Applied, and Action); Variables: Meaning of Concepts, Constructs and Variables; Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypothesis—Concept, Sources, Types (Research, Directional, Non-directional, Null); Testing the hypothesis (Type I and Type II Errors).

##### **UNIT -III**

Steps of writing research proposal; Review related literature, concept of Universe and Sample, characteristics of a good Sample, techniques of Sampling (Probability and Non-probability Sampling), Tools of Research— Validity, Reliability and Standardisation of a Tool; Types of Tools ( Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Inventory); Techniques of Research (Observation, Interview and Projective Techniques), Approaches to educational research (Quantitative and Qualitative); Designs in educational research (Descriptive, Experimental and Historical); Research design in quantitative research, Survey Research, Ex-post facto Research, Experimental Research, Field Studies, Historical Research, Qualitative Data Analysis: Data reduction, coding and classification.

##### **UNIT—IV**

Qualitative Research Designs: Grounded Theory Designs (Types, Characteristics, Designs, steps in conducting a GT Research, Strengths and Weakness of GT); Narrative Research Designs (Meaning and key Characteristics, steps in conducting NR designs), Case study (Meaning, Characteristics, components of a CS design, types of CS design, steps of conducting a CS research, Strengths and Weakness), Ethnography (Meaning, characteristics,

underlying assumptions, Steps of conducting ethnography research, Writing ethnographic account, Strengths and Weaknesses); Mixed Method Designs: Characteristics, types of MM designs (Triangulation, Explanatory and Exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research; Ethical Issues in Educational Research; Publication Ethics: Meaning and importance; Publication Misconduct: Multiple submission, redundant publication and salami slicing; Citing Sources: Bibliography, references and annotated references; Reference Management Systems.

### **Recommended Books:**

1. Best, J.W & Kahn, J.V Research in Education, (6 th Edition) New Delhi Prentice Hall, 1989
2. Buch, M.B A Survey of Research in Education, Baroda, CASE, M.S.University, 1974
3. Fox, D.J The Research Process in Education, New York, Holt Rhinehart and Winston, Inc 1969.
4. Garret H.E Statistics in Psychology and Education, Bombay. Vikils, Feiffer & Semen's Ltd, 1988
5. Good, Barr & Scates Methodology of Educational Research, New Work Appleton Crofts, 1962
6. Guildford, J.P & Fruchter, B Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974
7. Kerlinger F.N Foundation of Behaviour Research, Delhi, Surjeet Publications, 1978
8. Koul, L Methodology of Educational Research, New Delhi Vikash Publications, 1998
9. Kurtz, A.K. & Mayo, S.T Statistical Methods in Education and Psychology, New Delhi, Narosa Publishing House, 1980
10. Sax, G Empirical Foundation of Educational Research, New Jersey, Englewood Cliffs, 1968
11. Scigal, Sydne, Y. Non-parametric Statistics for Behavioural Science, New Delhi, McGraw Hill, 1978
12. Singh, Arun Kumar Text, Measurement and Research Methods in Behavioural Sciences, New Delhi, McGraw Hill, 1986
13. Sukia S.P, & Other Elements of Educational Research, (3 rd Edition), Bombay, Allied Publishers, 1974
14. Tuckman, B.W Analyzing and Designing Educational Research, New York, Harcourt Brace Jovanovich, Inc, 1978
15. Tuckman, B.W Conducting Educational Research (2<sup>nd</sup> Edition), New York, Harcourt Brace Javanovich, Inc., 1979
16. Van Dalen, D.B.& Meyer, W.J Understanding Educational Research, New York
17. Bretag, T. (Ed.). (2016). Handbook of academic integrity. Springer.
18. Bos, J. (2020). Research ethics for students in the social sciences. Springer Nature.
19. Van Dalen, D. B., & Meyer, W. J. (1979). Understanding educational research: An introduction. McGraw-Hill.
20. Jain, A. K. (2010). Ethical issues in scientific publication. Indian Journal of Orthopaedics, 44(3), 235–237.
21. Yadav, S. K. (2020). Research and publication ethics. Ane Books.

**Bachelor's Degree with Honours in Research**  
**VIII Semester**

| <b>Course Code:</b> | <b>Name of the course</b> | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------|---------------------------|----------|---------------------|--------------------|
| ED 801M             | IKS & Yoga in Education   | Internal                  | External | 4                   | 100                |
|                     |                           | 40                        | 60       |                     |                    |

**Learning outcomes:**

After successful completion of the course, learners will be able to:

- ❖ Understand the concepts, sources, and significance of the Indian Knowledge System and its relevance to education.
- ❖ Explain the preservation and contemporary applications of Indian Knowledge Systems.
- ❖ Develop an understanding of the foundations, philosophy, and major schools of Yoga.
- ❖ Apply the principles and practices of Yoga for health, well-being, and personality development.

**Course Contents:**

**UNIT-I**

Meaning, Definition, Nature and Scope of Indian Knowledge System (IKS), Characteristics, Objectives and Importance of Indian Knowledge System, Sources of Indian Knowledge System: Vedas, Upanishads, Puranas, Itihasa and Darshanas, Philosophical Foundations of Indian Knowledge System: Vedas, Upanishads and Six Schools of Indian Philosophy (Darshanas), Indian Philosophical Traditions and their Educational Relevance, Relevance of Indian Knowledge System in the Context of NEP 2020 and Contemporary Society.

**UNIT-II**

Traditional Knowledge and Indigenous Practices in India; Preservation, Documentation and Dissemination of Indian Knowledge Systems, Traditional Knowledge Digital Library (TKDL), Intellectual Property Rights (IPR), and Protection of Traditional Knowledge; Application of Indian Knowledge Systems in Education, Health, Environment, Agriculture and Sustainable Development; Challenges, Opportunities and Future Prospects of Indian Knowledge Systems.

**UNIT-III**

Meaning, Definition, Nature, Aims and Objectives of Yoga; Origin, History and Development of Yoga; Major Schools/Types of Yoga: Jnana, Karma, Bhakti, Raja and Hatha Yoga, Yoga in the Vedas, Upanishads and Bhagavad Gita, Introduction to Patanjali Yoga Sutras, Hatha Yoga Pradipika and Gheranda Samhita, Contribution of Patanjali, Swami Vivekananda and Sri Aurobindo to Yoga, Importance of Yoga in Modern Life.

## **UNIT–IV**

Concept of Health and Wellness through Yoga, Yogic Lifestyle (Ahara, Vihara, Dinacharya), Introduction to Asana, Pranayama, Meditation and Surya Namaskar, Role of Yoga in Stress Management and Mental Health, Yoga in Education and Personality Development.

### **Recommended Books:**

1. Mahadevan, B., Bhat, V. R., & Nagendra Pavana R. N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd., New Delhi.
2. Kapoor, K., & Singh, A. K. (Eds.). (2021). Indian Knowledge Systems (Vols. I & II). D.K. Printworld, New Delhi.
3. Chatterjee, S. C., & Datta, D. M. (2012). An Introduction to Indian Philosophy. Rupa Publications.
4. Werner, K. (1975). Yoga and Indian Philosophy. Motilal Banarsidass, Delhi.
5. Swami Vivekananda. Jnana Yoga, Bhakti Yoga, Karma Yoga, and Raja Yoga. Advaita Ashrama, Kolkata.
6. Muktibodhananda, S. (1998). Hatha Yoga Pradipika. Bihar School of Yoga, Munger.
7. Swami Satyananda Saraswati. (2006). Asana Pranayama Mudra Bandha. Bihar School of Yoga, Munger.
8. Swami Kuvalayananda. (1992). Pranayama. Kaivalyadhama, Lonavala.
9. Goel, A. Yoga Education: Philosophy and Practices. Deep & Deep Publications, New Delhi.
10. Government of India. Traditional Knowledge Digital Library (TKDL) and Indian Knowledge Systems (IKS) Division Resources.

**Bachelor's Degree with Honours in Research**  
**VIII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>                   | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED 802C             | Dissertation (Report writing and viva voce) | Internal                  | External | 12                  | 300                |
|                     |                                             | 120                       | 180      |                     |                    |

**Learning Outcomes:**

It is expected that on completion of the course, the students will be able to:

- ❖ Do qualitative and quantitative research
- ❖ Apply different statistical techniques as per the requirements of the study
- ❖ Outline various Testing of hypotheses
- ❖ Describe educational significance of the study
- ❖ Elaborate the conception about different sampling techniques and their use.
- ❖ Discuss about writing of research report.

**SYLLABUS**  
**FOR**  
**THE FOURTH YEAR**  
**OF**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME**  
**(FYUGP)**  
**IN**  
**EDUCATION WITH HONOURS**  
**Under**  
**New Education Policy (NEP), 2020**



**TRIPURA UNIVERSITY**  
**SURYAMANINAGAR- 799022**  
**TRIPURA, INDIA**  
**2026**

# FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN EDUCATION

## Bachelor's Degree with Honours

| Year                 | Semester        | Category of the course | Course code | Name of the paper                          | Total Credit |
|----------------------|-----------------|------------------------|-------------|--------------------------------------------|--------------|
| 4 <sup>th</sup> Year | Semester - VII  | Major 17               | ED 701C     | Philosophical Perspective of Education     | 4            |
|                      |                 | Major 18               | ED 702C     | Psychological Perspective of Education     | 4            |
|                      |                 | Major 19               | ED 703C     | Sociological Perspective of Education      | 4            |
|                      |                 | Major 20               | ED 704C     | ICT & AI in Education                      | 4            |
|                      |                 | Minor 7                | CSK-I       | Basic Computer Skill- I                    | 4            |
|                      | Semester - VIII | Major 21               | ED 801C     | Methodology of Educational Research        | 4            |
|                      |                 | Major 22               | ED 802C     | Administration and Management in Education | 4            |
|                      |                 | Major 23               | ED 803C     | Inclusive Education                        | 4            |
|                      |                 | Major 24               | ED 804C     | Measurement & Evaluation in Education      | 4            |
|                      |                 | Minor 8                | ED 801M     | IKS & Yoga in Education                    | 4            |

**Bachelor's Degree with Honours**  
**VII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>              | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|----------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED701C              | Philosophical Perspective of Education | Internal                  | External | 4                   | 100                |
|                     |                                        | 40                        | 60       |                     |                    |

**Learning outcomes:**

After undergoing this course the students will be able to—

- ❖ Apply the principles of philosophy in education
- ❖ Describe the contribution of various Indian Schools of Philosophy in the fields of education.
- ❖ Illustrate the impact of Western Philosophies on education.
- ❖ Explain the contribution of some of the great Indian as well as Western educational thinkers.
- ❖ Summarize the concepts related to social philosophy of education.

**Course Contents:**

**UNIT-I**

Concept of Education and Philosophy; Meaning of Educational Philosophy and Philosophy of Education; Relation between Education and Philosophy; Scope and Functions of Educational Philosophy; Interaction between philosophy of life, aim of life, and aim of education, Main branches of Philosophy and their influence on Education.

**UNIT-II**

Contribution of Indian Schools of Philosophy (Sankhya, Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dhyan, Darshan, Scientific Inquiry, Ethics and Practical Self Control.

**UNIT-III**

Contribution of Western schools of thought (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom.

**UNIT-IV**

Brief contributions of Indian (Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi) and Western philosophers (Rousseau, Maria Montessori, John Dewey) in Education, National values as enshrined in the Indian Constitution and their educational implications. Modern concept of Philosophy: Analysis – Logical analysis, logical empiricism and positive relativism – (Morris L. Prigge.).

**Recommended Books:**

1. Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart & Winston. 1971.
2. Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
3. Brubacher, R. S. Modern Philosophies of Education, Chicago, University Press. 1955.
4. Cohen, B. Means and Ends in Education, London, George Allen & Unwin. 1983.

5. Curren Randall (Edited) A Companion to Philosophy of Education, New York Blackwell Publishing. 2003.
6. Curtis, S.J. Introduction to Philosophy of Education, London, London University, Tutorial Press. 1968
7. Dewey, J. Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press, 1966
8. Fitzgibbon, R. E. Making Educational Decision: An introduction to Philosophy of Education, New York, Harcourt Brace Jovanovich, 1981
9. Heyting, Frieda (Edited) Methods in Philosophy of Education, London, Routledge, 2001.
10. Kneller, G. F. Introduction to Philosophy of Education, New York, John Wiley & Sons, 1971.
11. Lawton, D. Class Culture and Curriculum, London, Routledge & Regan Paul, 1975.
12. Luther, M.N. Values and Ethics in School Education, New Delhi, Tata McGraw Hill, 2001.
13. McClellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
14. Moon, Bob (Edited) International Companion to Education, London, Routledge, 2000.
15. Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
16. Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
17. Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.

**Bachelor's Degree with Honours**  
**VII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>              | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|----------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED 702C             | Psychological Perspective of Education | Internal                  | External | 4                   | 100                |
|                     |                                        | 40                        | 60       |                     |                    |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Describe the concept and principles of Educational Psychology as an applied science.
- ❖ Apply the implications of learning and other psychological theories in education.
- ❖ Illustrate the concept of individual differences.
- ❖ Identify the process of development of various abilities and trait.

**Course Contents:**

**UNIT-I**

Educational Psychology: Concept, Nature and Scope of Educational Psychology, Relationship between Education and Psychology, contribution of the following schools of Psychology towards Education: Behaviourisms, Gestalt, Psycho-analysis and Constructivism.

**UNIT-II**

Growth and Development: Concept and Principles; Physical, Social, Emotional and Cognitive Development; Development of concept, logical reasoning, problem solving, language, Individual differences: determinants, role of heredity and environment; educational implications.

**UNIT-III**

Intelligence- Concepts, theories and measurement

Creativity-concepts, process, identification, measurement and fostering

Relationship between intelligence and creativity

Concept of Stress, its types, factors and stress management.

**UNIT-IV**

Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, Concept of Personality—type and trait theories of Personality, measurement of personality, Mental health and hygiene—process of adjustment, conflict and defence mechanism, Sex Education, Learning and motivation; Transfer of learning and its theories.

**Recommended Books:**

1. Bhat B.D. Sharma Educational Psychology, Kanishka Publishing House, New Delhi (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
4. Chaube, S.P. Development Psychology, M/S Vikas Publishing House, Agra, (1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. &Choube. (1996). Educational Psychology and Experiment. Himalay Publishing House, New Delhi.
7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi.(1964)

8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart & Winston Publishing House. New York (1970)
10. Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J.(2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. JitendraMohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005). Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal, S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow, A.H.(1970). *Motivation and Personality* (2<sup>nd</sup> Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT (2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J.(1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skinner, C.E. Educational Psychology, Printice Hall of India.,New Delhi(1999)
26. Vygotsky, L. (1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
27. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
28. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
29. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.
30. Walla, J.S. Foundations Educational Psychology, Jalandhar Publishing, Jalandhar (1997).

**Bachelor's Degree with Honours**  
**VII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>             | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED703C              | Sociological Perspective of Education | Internal                  | External | 4                   | 100                |
|                     |                                       | 40                        | 60       |                     |                    |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Enumerate Meaning and nature of educational sociology, sociology of education and social organization.
- ❖ Explain the concept of Group dynamics, social interaction, social change and the contribution of education to these aspects.
- ❖ Estimate various social factors and their impact on education.

**Course Contents:**

**UNIT-I**

Relationship of Sociology and Education; Meaning and nature of Educational Sociology and Sociology of Education; Education—as a social sub-system—specific characteristics; Education and the Home, Education and the Community with special reference to Indian society, Education and Modernization, Education and Politics, Education and Religion, Education and Culture, Education and Democracy, Education for Sustainable Development.

**UNIT-II**

Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory); Concept and types of social Institutions and their functions (family, school and society); Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory).

**UNIT-III**

Socialization and Education; Education and Social change—Meaning and nature of social change; Contribution of thinkers (J. Krishnamurthy, Paulo Freire, Nel Noddings and Savitribai Phule) to the development of educational thought for social change; Constraints of social change in India (caste, ethnicity, class, language, religion, regionalism) , Social Change and Unemployment.

**UNIT-IV**

Education as related to social stratification and social mobility; Education as related to social equity and equality of educational opportunities; Education of the socially and economically disadvantaged sections of the society with special reference to Scheduled Caste, Scheduled Tribe, Women and Rural Population; Education as related to Artificial Intelligence (AI) and digital tools with special reference to global educational inequalities.

**Recommended Books:**

1. Adiseshiah. W.T.V & Sociology in Theory and Practice, New Delhi, Santhi Pavanasam. R. Publishers, 1974
2. Barry, H. & Johnson, L.V Classroom Group behaviour: Group Dynamics in Education. New York, John Wiley & Sons, 1964
3. Blackledge, D.& Hunt, Barry Sociological Interpretations of Education, London, Groom Helin, 1985.
4. Chandra S.S. & Sharma R.K Sociology of Education, New Delhi, Atlantic Publisher, 2002

5. Chandra S.S. Indian Educational Development, Problems and Trends, New Delhi, Kanishka Publishers, 2002
6. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996.
7. Cook L, A & Cook, E Sociological Approach to Education, New York, McGraw Hill, 1970
8. D'Souza A.A the Human Factor in Education, New Delhi, Orient Longmans, 1969
9. Durkheim, E. Education and Sociology, New York, The Free Press 1966
10. Goode & Hatt Methods in Social Research, Japan, McGraw Hill, Kogakusha, Ltd. 1952
11. Hemlata, T. Sociological Foundations of Education, New Delhi Kanishka Publishers, 2002
12. Inkeles, A. & Smith Becoming Modern, New York, Hanoman, 1982
13. Jayaram, Sociology of Education, New Delhi, Rawat, 1990
14. Joyee L. Epstein & Sanders M.G School, Family and Community partnership, Guwahati, Nivedita Book Distributors, 2002
15. Mishra. B.K. & Mohanty R. Trends and issues in Indian Education, New Delhi, Kanishka publishers, 2002
16. Mohanty, J. Indian Education in Emergency Society, New Delhi, Sterling Publishers, 1982
17. Rogers B. Classroom Behaviour, Guwahati, Nivedita Book Distributors, 2002
18. Shukla, S. & K. Kumar Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
19. Swift, D.F Basic Readings in the Sociology of Education, London, Routledge and Kegan Paul, 1970.
20. UNESCO Inequalities and Educational Development, Paris,

**Bachelor's Degree with Honours**  
**VII Semester**

| <b>Course Code:</b> | <b>Name of the course</b> | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------|---------------------------|----------|---------------------|--------------------|
| ED 704C             | ICT & AI in Education     | Internal                  | External | 4                   | 100                |
|                     |                           | 40                        | 60       |                     |                    |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Understand the role and significance of ICT in education.
- ❖ Use various ICT tools and platforms for effective teaching and learning.
- ❖ Utilize E-Learning materials, videos, and interactive content for self-paced learning.
- ❖ Define Digital Libraries and Repositories and their role in education.
- ❖ Define and explain the meaning and scope of Artificial Intelligence (AI).
- ❖ Analyze how AI is transforming education through adaptive learning, personalized learning, and automation.
- ❖ Discuss the role of human teachers in an AI-driven education system.

**Course Contents:**

**UNIT- I**

Introduction to ICT in Education: Meaning and characteristics of ICT: and its role in teaching learning process, Advantages and Challenges of ICT in Education, Evolution of ICT in Education: From Traditional to Digital Learning, Government Policies on ICT in Education, Application of ICT: uses & limitations, Role of Information Technology in Construction of Knowledge; Application of Theories of Learning to ICT (Behaviourism, Cognitivism, Constructivism).

**UNIT –II**

New Trends in ICT: Virtual and Smart Classroom; Online Learning Resources:, E-Learning, Websites, MOOCS (SWAYAM, NPTEL), Digital Libraries and Repositories: National Digital Library of India (NDLI), World Digital Library, Shodhganga (Indian Research Repository); EDUSAT - Concept, Elements, Advantages and Limitations, National Policy of Education, 2020 and ICT, ICT in Adult Learning; Learning Styles; Ethical Issues and concerns of ICT in education and its use, copyright and creative commons, Plagiarism; Challenges of ICT in the Indian context.

**UNIT- III**

Introduction to Artificial Intelligence: Meaning, Definition and scope of Artificial Intelligence, Historical overview and key milestones, Differentiating AI from human intelligence, AI in everyday life and Education.

**UNIT- IV**

Components of AI, Role of AI in improving Learning, Challenges in using AI in Education, Future Trends in AI and Education: How AI is reshaping the role of teachers and students; Transforming Assessment with AI, Collaboration and Communication with AI and creativity: Generative models and artistic applications.

**Recommended Books:**

1. "Information and Communication Technology in Education" – S. K. Mangal & Uma Mangal
2. Integrating ICT in Teaching-Learning" – R. L. Sharma
3. "E-Resources in Education" – Dr. Ramesh Sharma
4. Technology for Teaching and Learning" – M. Kumar & V. Srivastava
5. Artificial Intelligence in Education: A Practical Guide" by A. K. Sharma
6. AI for Education" by S. K. Sinha
7. Digital Learning in India: Current Trends and Future Prospects" by Shivendra Kumar & Shubham Yadav
8. AI and Education: The Importance of Teacher and Student Relationship" by D. C. Mishra
9. Adam, D.M.(1985). Computers and Teacher Training; A Practical Guide. New York: The Haworth Press Inc.
10. Behera, S.C.(1991). Educational Television Programmes. New Delhi: Deep and Deep Publications.
11. Das, R.C.(1993)Educational Technology; A basic Text. New Delhi: Sterling Publishers Private Limited.
12. Kumar, N. &Chandiram, J.(1967). Educational Television in India. New Delhi: Arya Book Depot Patel, I.J. et al. Handbook of Programmed Learning, CASE Baroda.
13. Cuban, L. 2002. Oversold and Underused: Computers in the Classroom. Cambridge MA: Harvard University Press.
14. Brosnan, T. (2001). Teaching Using ICT. University of London: Institute of Education.
15. Carnoy, M. (2002). ICT in Education: Possibilities and Challenges.
16. Hillsdale, NJ: Lawrence Erlbaum OECD. (2002). ICT: Policy Challenges for Education. Planning Meeting, Agenda and Issue Paper.
17. UNDP. (2004). Promoting ICT for HumanDevelopment. A Pioneering RegionalHuman Development
18. Watson, D.M. (2001). Pedagogy beforeTechnology: Re-thinking theRelationship between ICT andTeaching.
19. Rosé, C. P., Martínez-Maldonado, R., Yacef, K., & Chan, T.-W. (Eds.). (2020). Artificial intelligence in education. Springer. <https://doi.org/10.1007/978-3-030-52240-7>
20. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.
21. Woolf, B. P. (2009). Building intelligent interactive tutors: Student-centered strategies for revolutionizing e-learning. Morgan Kaufmann.
22. Sclater, N. (2017). Learning analytics explained. Routledge. <https://doi.org/10.4324/9781315679568>
23. Baker, R. S., & Siemens, G. (2014). Educational data mining and learning analytics. Cambridge University Press.

**Bachelor's Degree with Honours**  
**VII Semester**  
**(Computer Skill- I Syllabus of Tripura University)**

| <b>Course Code:</b> | <b>Name of the course</b> | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------|---------------------------|----------|---------------------|--------------------|
| CSK-I               | Basic Computer Skill- I   | Internal                  | External | 4                   | 100                |
|                     |                           | 40                        | 60       |                     |                    |

**Learning outcomes:**

After completion of the course students will be able to—

- ❖ Outline the History of computers, evaluation of computers, and generation of computers.
- ❖ Draw the Structure of computers (H/w and S/w), and their types.
- ❖ State the Application of computers.
- ❖ Explain the Idea of algorithm.
- ❖ Illustrate the Basics of Programming Language.
- ❖ Apply Internet in daily life.
- ❖ Describe about Office package (word/ Excel/PPT); Word – features, word menu, table, page setup, background, font, paragraph, formatting, symbol, equating, formatting of numbers, mail-merge, protected documents.

**Course Contents:**

**UNIT- I**

History of Computers, evaluation of computers, Generations of computers, Structure of computers (H/w and S/w), types, Applications of computers, Idea of algorithm, Basics of Programming language, Internet.

**UNIT- II**

Office Package features, word menu, table, page setup, background, font, paragraph, formatting, symbol, equation, formatting of numbers, Mail -merge, protected document. Power point — features, ppt menu, creation of slides, animation, auto presentation and mouse click presentation.

**UNIT- III**

Office Package Excel features, cell, worksheet, workbook, excel menu, simple formulas with basic functions viz, avg, sum, min, max etc., sorting, chart.

**UNIT-IV**

Introduction to Open-source software, Present day computing devices and Introduction to AI.

**Recommended Books:**

1. Introduction to Computer Science, ITL Education Solutions Limited, 2Ed, Pearson
2. Computer Fundamentals–P.K. Sinha & Priti Sinha
3. Computer Fundamentals and MS Office–Ramesh Bangia (excellent if your exams emphasize Word, Excel, and PowerPoint)

**Bachelor's Degree with Honours**  
**VIII Semester**

| Course Code: | Name of the course                  | Marks Distribution |          | Total Credit | Total Marks |
|--------------|-------------------------------------|--------------------|----------|--------------|-------------|
| ED 801C      | Methodology of Educational Research | Internal           | External | 4            | 100         |
|              |                                     | 40                 | 60       |              |             |

**Learning outcomes:**

After undergoing this course, the students will be able to—

- ❖ Explain and describe the meaning of scientific method, scientific inquiry paradigm theory and their implications for educational research.
- ❖ Explain and adopt different strategies of research to solve educational problems.
- ❖ Write research problems.

**Course Content:**

**UNIT -I**

Meaning, nature and scope of Research and Educational Research; Meaning, characteristics and steps of scientific method of Research (Replicability, Precision, Falsifiability, and Parsimony); Types of scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem–Solving, Theory Building and prediction;

**UNIT -II**

Identification and formulation of a research problem, Criteria and sources for identifying the problem; Statement of the research problems; Types of Research (Fundamental, Applied, and Action); Variables: Meaning of Constructs and Variables; Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypothesis—Concept, Sources, Types and Formulation of Hypotheses.

**UNIT -III**

Steps of writing research proposal; Review of related literature, concept of Population and Sample, characteristics of a good Sample, techniques of Sampling (Probability and Non-probability Sampling), Tools of Research— Types of Tools (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Inventory) and standardization of tools; Approaches to Educational Research (Quantitative and Qualitative).

**UNIT—IV**

Concept of Qualitative Research Design and its types, characteristics, strengths and weakness; Techniques of Research (Observation, Interview and Projective Techniques); Concept, Characteristics and Steps in conducting Case Study, Ethnography and Mixed Method Design with their strengths and weakness.

**Recommended Books:**

1. Best, J.W & Kahn, J.V Research in Education, (6<sup>th</sup> Edition) New Delhi Prentice Hall, 1989
2. Buch, M.B A Survey of Research in Education, Baroda, CASE, M.S.University, 1974
3. Fox, D.J The Research Process in Education, New York, Holt Rhinehart and Winston, Inc 1969.
4. Garret H.E Statistics in Psychology and Education, Bombay. Vikils, Feiffer & amp; Semen's Ltd, 1988
5. Good, Barr & Scates Methodology of Educational Research, New Work Appleton Crofts, 1962

6. Guildford, J.P. & Fruchter, B. Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974
7. Kerlinger F.N. Foundation of Behaviour Research, Delhi, Surjeet Publications, 1978
8. Koul, L Methodology of Educational Research, New Delhi Vikash Publications, 1998
9. Kurtz, A.K. & Mayo, S.T Statistical Methods in Education and Psychology, New Delhi, Narosa Publishing House, 1980
10. Sax, G Empirical Foundation of Educational Research, New Jersey, Englewood Cliffs, 1968
11. Scigal, Sydne, Y. Non-parametric Statistics for Behavioural Science, New Delhi, McGraw Hill, 1978
12. Singh, Arun Kumar Text, Measurement and Research Methods in Behavioural Sciences, New Delhi, McGraw Hill, 1986
13. Sukia S.P. & Other Elements of Educational Research, (3<sup>rd</sup> Edition), Bombay, Allied Publishers, 1974
14. Tuckman, B.W Analysing and Designing Educational Research, New York, Harcourt Brace Jovanovich, Inc, 1978
15. Tuckman, B.W Conducting Educational Research (2<sup>nd</sup> Edition), New York, Harcourt Brace Javanovich, Inc., 1979
16. Van Dalen, D.B. & Meyer, W.J Understanding Educational Research, New York.

**Bachelor's Degree with Honours**  
**VIII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>                  | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|--------------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED 802C             | Administration and Management in Education | Internal                  | External | 4                   | 100                |
|                     |                                            | 40                        | 60       |                     |                    |

**Learning outcomes:**

After completion the course the students will able to—

- ❖ Describe meaning, nature, scope, function, principle and approaches of educational management.
- ❖ Illustrate various approaches to educational planning.
- ❖ Elaborate the concept of educational leadership and accountability to be maintained by the teacher and administrator.
- ❖ Explain the concept of quality management, process of quality management
- ❖ Discuss about time management, human resource management, conflict management.
- ❖ Outline various aspects of educational management and administration.

**Course Contents:**

**UNIT-I**

Educational Management and Administration—Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism; Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate, Meeting the Psychological needs of employees.

**UNIT-II**

Leadership in Educational Administration—Meaning, Nature; Approaches to leadership—Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model), Theories of Leadership(The Great Man Theory, The Situational Leadership Theory, The Contingency Theory, Leader-Member Exchange Theory), Styles of Leadership (Autocratic Style, Authoritative Style, Pacesetting Style, Democratic Style, Laissez-Faire Style, Paternalistic Style).

**UNIT-III**

Educational Planning: Meaning, Nature and Importance; Approaches to Educational Planning—Social Demand Approach, Social Justice Approach, Rate of Returns Approach, Manpower Planning Approach; Various types of Planning—Perspective Planning, Institutional Planning, Educational Supervision—Meaning, Nature and importance; Supervision as service activity; Supervision as a process; Supervision as educational leadership.

**UNIT-IV**

Aspect of Educational Management—planning, Organizing and controlling; Human Resource Management—Ways and procedures; Conflict Management and Time Management; Change Management: Meaning, Need for Planned change, Three- Step-Model of Change (Unfreezing, Moving, Refreezing), Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis,

**Recommended Books:**

1. Kimbrough, S.Ralph, Michall& Nunnery, Educational Administration, New York: Mc.MillanCompany.
2. Robin StepherP.OrganizationalBehaviour, Prentice Hall Pub.Pvt.Ltd.
3. Adolph and Turner Harold, E.Supervision for change and Innovation. Houghton Mifflin Company.
4. Simon, Herbart A. Administrative Behaviour, New York: McMillan Company.
5. Maleya, K.C.ShikshaPrashaasan and Oaryaveshana. Bhopal: Madhya Pradesh Granth Academy.
6. Bhatnagarand Verma. Educational Supervision. Meerut: International Pub.House.
7. Newman and Summer. The process of Management: Concept, Behaviour and Practice. New Delhi: Prentice Hall of India Pvt.Ltd.
8. Waber, Clarence A. Fundamentals of Educational Leadership. New York: Exposition Press.

**Bachelor's Degree with Honours  
VIII Semester**

| Course Code: | Name of the course  | Marks Distribution |          | Total Credit | Total Marks |
|--------------|---------------------|--------------------|----------|--------------|-------------|
| ED 803C      | Inclusive Education | Internal           | External | 4            | 100         |
|              |                     | 40                 | 60       |              |             |

**Learning outcomes:**

After completion the course the students will able to—

- ❖ Elaborate the concept of Inclusive education.
- ❖ Describe about different areas of disability (Physically impaired, Visual, Hearing & Orthopedically impaired, mentally retarded).
- ❖ Discuss about government Policies, Legislatures & National Institutes related to the disabled.
- ❖ Outline the Educational Programmes, Equipments and Aids for education of the disabled.
- ❖ Explain the role of parents, peers and society in rehabilitation of the disabled.

**Course Contents:**

**UNIT I**

Inclusive Education: Concept, Development, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities); Legal Provisions: Policies and Legislations (National Policy of Education (1986), Program of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006) National Curriculum Framework (2005); Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Features of UNCPRD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

**UNIT II**

Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners; Intellectual and Physical— Causes and Prevention of Disabilities; identification of Diverse Learners for Inclusion; Educational Evaluation— Methods, Techniques and Tools.

**UNIT-III**

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.

**UNIT-IV**

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational; Current Status and Ethical issues of inclusive education in India; Research Trends of Inclusive Education in India, Educational Empowerment of Marginalized Genders: Educational Problems, Present Educational Status and Schemes / Programs for Educational Empowerment of Women: Third Gender: Concept, Equalize acceptance, Social Equality: Equal Rights and Opportunities; Human Rights issues), Inclusive Education as per NEP-2020.

**Recommended Books:**

1. Aggarwal, J.C. (2013). Landmarks in History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt.Ltd.
2. Agrawal, R. (2011). Education for Disabled Children. New Delhi - Shipra Publications
3. Ainscow, M. & Booth, T. (2003). The Index for Inclusion Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
4. Bayer, A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon
5. Chauhan, s. S. (1989). Education of Exceptional Children. New Delhi: Indus Publishing Company.
6. Dash, N. (2006). Inclusive Education New Delhi: Atlantic Publication,
7. Hallahan.D.P.& Kauffman, M. (2010). Exceptional Learners Introduction to Special Education. Oxford: Oxford University Press.
8. Jha, M. (2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
9. Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education Delhi: PHI Learning Private Limited.
10. Mani, M.N.G. (2000). Inclusive Education in Indian Context Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya,
11. Martha. L. I lames. EY.&Algozzine, B. (1999). Critical issues in Special Education. Vol.1 & II. Massachusetts: Houghton Mifflin Harcourt (HMH).
12. National focus group report on education of SCs and STS - 2006, New Delhi; NCERT.
- Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication.
13. Punani, B. and Rawal, NS. (2000). Visual Impairment Hand Book. Ahmedabad: Blind People's Association
14. Punani.B. and Rawal, N.S. (2004). Manual Community Based Rehabilitation Ahmedabad: Blind People's Association
15. Sharma, PL (2003). Planning Inclusive Education in Small Schools. Mysore: RIE Mysore
- UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

**Bachelor's Degree with Honours**  
**VIII Semester**

| <b>Course Code:</b> | <b>Name of the course</b>             | <b>Marks Distribution</b> |          | <b>Total Credit</b> | <b>Total Marks</b> |
|---------------------|---------------------------------------|---------------------------|----------|---------------------|--------------------|
| ED 804C             | Measurement & Evaluation in Education | Internal                  | External | 4                   | 100                |
|                     |                                       | 40                        | 60       |                     |                    |

**Learning outcomes:**

After the completion of the course, students will be able to—

- ❖ Explain Nature, scope and need of measurement and evaluation in education.
- ❖ Elaborate the Method of construction of achievement test and its standardization.
- ❖ Enumerate the Characteristics of attitude scale, interest inventory personality tests.
- ❖ Describe the Concept and method of determining reliability and validity coefficient.
- ❖ Identify the Method of determining item effectiveness-difficulty value and discriminating power.
- ❖ Illustrate the Uses of derived scores in interpreting test results and use of norms.
- ❖ State the Application of non-parametric tests in education evaluation.
- ❖ Discuss About different assessment tools and techniques.
- ❖ Analyse Data for interpretation of result in evaluation.
- ❖ Examine the feedback system of evaluation.

**Course Contents:**

**UNIT-I**

Meaning, Nature and importance of measurement, assessment and evaluation; distinctions between test, exam, assessment, evaluation and their interrelationship; Different types of measuring scales; perspectives of assessment (Assessment of learning and Assessment for Learning), types of assessment (Placement, diagnostic, formative and summative); Role of teachers in evaluation Programme; Taxonomy of educational objectives—cognitive, affective and psychomotor; Assessment of Cognitive domains (Anderson and Krathwohl), Affective (Krathwohl) and Psychomotor domains (R. H. Dave) of learning – specification of objectives steps in the process of evaluation.

**UNIT-II**

Major tool and techniques for educational evaluation; Essential qualities of good measuring instrument; Different types of tests—teacher made vs. standardized, Acquaintance with psychological tests (Attitude, Interest, Intelligence, Creativity and personality). Assessing students Achievement—construction of achievement test and standardization; Relative merits and demerits of using different types of test items; criterion-referenced vs. norm-referenced test. Testing tools and non-testing tools—Testing devices (achievement test, diagnostic test, proficiency test etc) & non-techniques devices (assignment, projects, observation, interview etc) and their application in learning situation; Diagnostic test—construction and usefulness; Evaluating Training and development programme.

**UNIT-III**

Examination reforms—Various Commissions and Committees of India on reforming and restructuring of examination and evaluation system. Examination system—current strategies & Recent trends in evaluation; Grading—Grading pupil performance (ways and procedures); Choice Based Credit System (CBCS); Continuous Comprehensive Evaluation (CCE), online assessment, open book examination, Computer in Evaluation—computer-based test (CBT), semester system— Evaluation in Semester courses. Feedback for assessment and/or evaluation purposes—meaning and types; Feedback as an essential component of assessment;

Characteristics of effective feedback, Assessment of portfolios, Reporting student's performance: (progress report, Cumulative report card, Anecdotal record).

#### **UNIT-IV**

Nature of data gathered (Qualitative & Quantitative), Statistical treatment of data—tabulation, frequency distribution and graphic representation; measures of central tendency—Mean, Median, Mode; measures of variability—range, Average/mean deviation(AD/MD), quartile deviation(QD), standard Deviation(SD); Co-efficient of correlation—Rank difference and product Moment methods; Percentile and Percentile rank; Normal Probability Curve—meaning, properties and application; divergence from normality— Skewness and Kurtosis; Derived scores—Z score, Standard score and T-Score.

#### **Recommended Books:**

1. Bhat B.D. Sharma Educational Psychology, Kanishka Publishing House, New Delhi, (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
4. Chaube, S.P. Development Psychology, M/S Vikas Publishing House, Agra, (1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. &Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi. (1964)
8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart &Winston Publishing House. New York (1970)
10. Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J.(2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. JitendraMohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005) . Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal, S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow, A.H. (1970). *Motivation and Personality* (2nd Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT(2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J.(1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practitioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skinner, C.E. (1999) Educational Psychology, Prentice Hall of India, New Delhi.
26. Skinner, C.E. Educational Psychology, Printice Hall of India.,New Delhi(1999)

27. Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
28. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
29. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
30. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.

**Bachelor's Degree with Honours**  
**VIII Semester**

| Course Code: | Name of the course      | Marks Distribution |          | Total Credit | Total Marks |
|--------------|-------------------------|--------------------|----------|--------------|-------------|
|              |                         | Internal           | External |              |             |
| ED 801M      | IKS & Yoga in Education | 40                 | 60       | 4            | 100         |

**Learning outcomes:**

After successful completion of the course, learners will be able to:

- ❖ Understand the concepts, sources, and significance of the Indian Knowledge System and its relevance to education.
- ❖ Explain the preservation and contemporary applications of Indian Knowledge Systems.
- ❖ Develop an understanding of the foundations, philosophy, and major schools of Yoga.
- ❖ Apply the principles and practices of Yoga for health, well-being, and personality development.

**Course Contents:**

**UNIT-I**

Meaning, Definition, Nature and Scope of Indian Knowledge System (IKS), Characteristics, Objectives and Importance of Indian Knowledge System, Sources of Indian Knowledge System: Vedas, Upanishads, Puranas, Itihasa and Darshanas, Philosophical Foundations of Indian Knowledge System: Vedas, Upanishads and Six Schools of Indian Philosophy (Darshanas), Indian Philosophical Traditions and their Educational Relevance, Relevance of Indian Knowledge System in the Context of NEP 2020 and Contemporary Society

**UNIT-II**

Traditional Knowledge and Indigenous Practices in India; Preservation, Documentation and Dissemination of Indian Knowledge Systems, Traditional Knowledge Digital Library (TKDL), Intellectual Property Rights (IPR), and Protection of Traditional Knowledge; Application of Indian Knowledge Systems in Education, Health, Environment, Agriculture and Sustainable Development; Challenges, Opportunities and Future Prospects of Indian Knowledge Systems

**UNIT-III**

Meaning, Definition, Nature, Aims and Objectives of Yoga; Origin, History and Development of Yoga; Major Schools/Types of Yoga: Jnana, Karma, Bhakti, Raja and Hatha Yoga, Yoga in the Vedas, Upanishads and Bhagavad Gita, Introduction to Patanjali Yoga Sutras, Hatha Yoga Pradipika and Gheranda Samhita, Contribution of Patanjali, Swami Vivekananda and Sri Aurobindo to Yoga, Importance of Yoga in Modern Life

**UNIT-IV**

Concept of Health and Wellness through Yoga, Yogic Lifestyle (Ahara, Vihara, Dinacharya), Introduction to Asana, Pranayama, Meditation and Surya Namaskar, Role of Yoga in Stress Management and Mental Health, Yoga in Education and Personality Development

**Recommended Books:**

- 1.Mahadevan, B., Bhat, V. R., & Nagendra Pavana R. N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd., New Delhi.
- 2.Kapoor, K., & Singh, A. K. (Eds.). (2021). Indian Knowledge Systems (Vols. I & II). D.K. Printworld, New Delhi.
- 3.Chatterjee, S. C., & Datta, D. M. (2012). An Introduction to Indian Philosophy. Rupa Publications.
- 4.Werner, K. (1975). Yoga and Indian Philosophy. Motilal Banarsidass, Delhi.
- 5.Swami Vivekananda. Jnana Yoga, Bhakti Yoga, Karma Yoga, and Raja Yoga. Advaita Ashrama, Kolkata.
- 6.Muktibodhananda, S. (1998). Hatha Yoga Pradipika. Bihar School of Yoga, Munger.
- 7.Swami Satyananda Saraswati. (2006). Asana Pranayama Mudra Bandha. Bihar School of Yoga, Munger.
- 8.Swami Kuvalayananda. (1992). Pranayama. Kaivalyadhama, Lonavala.
- 9.Goel, A. Yoga Education: Philosophy and Practices. Deep & Deep Publications, New Delhi.
- 10.Government of India. Traditional Knowledge Digital Library (TKDL) and Indian Knowledge Systems (IKS) Division Resources.