

**FYUGP SYLLABUS
(UNDER NEP 2020)**

OF THE

DEPARTMENT OF EDUCATION

**FYUGP (1st Semester to 8th
Semester)**

MADHABDEV UNIVERSITY

2026 (NEW)

FYUGP SYLLABUS

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FOUR-YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION, MADHABDEV UNIVERSITY

THE PREAMBLE

Change is an inevitable and constant law of nature; consequently, society is dynamic rather than static. As society undergoes continuous transformation, the nature and scope of education must also evolve and expand. Since education is widely regarded as a means to address social challenges, it must remain responsive and aligned with these ongoing changes. Therefore, educators and educational practitioners are required to adapt their approaches, perspectives, and practices in accordance with the changing social context.

The objective of the Undergraduate Programme in Education is to develop and disseminate knowledge, skills, and values through systematic instruction, field-based training, and research. This programme aims to equip learners with the competencies necessary for promoting, sustaining, and enhancing the effective functioning of individuals, families, groups, organizations, and communities within society.

The syllabus for the Four-Year Undergraduate Programme in Education has been developed in accordance with the Curriculum Framework and Regulations of Madhabdev University, aligned with the provisions of the National Education Policy (NEP), 2020. The programme is designed with a flexible structure, enabling students to complete the Undergraduate (UG) programme within three or four years. It also incorporates provisions for multiple entry and exit points, with appropriate certification awarded at each stage. Students who choose to exit at the end of any academic year are required to mandatorily complete a 4-credit Internship, Community Engagement Programme, or Research Project. Furthermore, all Major and Minor courses offered under the programme carry 4 credits each, ensuring uniformity and academic balance.

The Board of Studies in Education of Madhabdev University, held on 00/05/2026 approved the modified structure of FYUGP syllabus of Education (1st to 8th Semester), Madhabdev University under NEP 2020 and the detailed syllabus of UG programme.

1.0 INTRODUCTION

Education as a discipline is both vast and dynamic, with boundaries that extend across all aspects of human life. Over time, it has evolved through various stages and continues to grow and develop in response to changing societal needs. The field engages with diverse dimensions, including philosophical, psychological, technological, and social perspectives. As an academic discipline, Education is offered at both Bachelor's and Master's levels in colleges and universities across India. It contributes to a deeper understanding of Education as a social science and enhances students' analytical, critical, and reflective learning in this field.

The syllabus for the Four-Year Undergraduate Programme (FYUGP) in Education has been designed in accordance with the Madhabdev University Regulations, aligned with the National Education Policy (NEP) 2020. It is applicable to both the Department of Education of the University and its affiliated colleges.

The Four-Year Undergraduate Programme in Education comprises a total of 26 Core Courses and 8 Minor Courses. In the 7th semester, a 4-credit course on Research Methodology has been incorporated, while in the 8th semester, Dissertation and Fieldwork are included to provide students with practical research experience and field-based learning.

1.1 Aims of the Four-Year Undergraduate Programme (FYUGP) in Education

The aims of the Four-Year Undergraduate Programme (FYUGP) in Education are:

1. To enhance students' understanding of Education as a Social Science discipline by providing a rigorous and intellectually stimulating academic experience that builds a strong theoretical foundation.
2. To enable students to understand the foundations of Education, including its philosophical, psychological, and sociological bases.
3. To develop students' critical thinking abilities so they can evaluate contemporary issues and emerging trends in the field of Education.
4. To equip students with essential soft skills and values, promoting holistic personal development through value-based education.

5. To familiarize students with educational technology and train them in the effective use of Information and Communication Technology (ICT) in educational contexts.
6. To prepare students for higher studies and specialized degrees in Education.
7. To develop competent professionals across diverse related fields.
8. To promote a culture of research and innovation; and to equip learners for careers in teaching.

1.2 Graduate Attributes of the Four-Year Undergraduate Programme (FYUGP) in Education

Graduate attributes encompass both discipline-specific knowledge and generic competencies that all graduates are expected to acquire and demonstrate. The key graduate attributes of the FYUGP in Education are as follows:

1. Knowledge and Understanding

i. Knowledge of the Discipline

Graduates will acquire a sound understanding of basic terminology, concepts, and theories in Education. They will develop knowledge of the various dimensions of Education from historical, sociological, philosophical, psychological, and interdisciplinary perspectives, enabling a holistic understanding of the field.

ii. Understanding the Role of Educational Institutions

Graduates will understand the role and functions of schools, universities, and other higher education institutions in fostering democratic and multicultural values. They will appreciate the significance of education in building a knowledge society, promoting national development, facilitating social change, and supporting the holistic development of individuals.

iii. Lifelong Learning

Graduates will recognize Education as a continuous, lifelong process extending from birth to the end of life. They will demonstrate a commitment to continuous learning by updating their knowledge, skills, and competencies in response to social, professional, and technological advancements, and will be capable of guiding others in their learning journeys.

2. Skills and Techniques

i. Research Ability

Graduates will develop a spirit of inquiry and curiosity for knowledge creation. They will be able to identify research problems, formulate research questions, construct hypotheses, and apply appropriate methodologies. They will also demonstrate competence in data collection, analysis, interpretation, and drawing meaningful conclusions, along with the ability to plan and conduct research studies systematically.

ii. Cooperation and Collaboration

Graduates will demonstrate the ability to work effectively and respectfully with individuals from diverse backgrounds. They will exhibit collaboration and teamwork skills, contributing positively to group tasks while fostering mutual respect and a harmonious working environment.

iii. Effective Communication Skills

Graduates will possess strong communication abilities, enabling them to clearly and effectively express ideas, thoughts, and perspectives. They will demonstrate proficiency in both oral and written communication, including presentation skills, academic writing, and interactive communication in professional and educational settings.

iv. Efficiency in ICT

Graduates will demonstrate competence in the use of Information and Communication Technology (ICT). They will be able to use digital devices and software tools for teaching, learning, research, and content creation. This includes the use of e-learning platforms, statistical tools, academic writing and referencing software, and digital communication tools.

3. Competencies

i. Understanding Ethical and Moral Values

Graduates will demonstrate awareness and application of ethical and moral values in personal, academic, and professional contexts. They will adhere to professional ethics and codes of conduct, exhibiting integrity, responsibility, and fairness in all their actions.

ii. Leadership Qualities

Graduates will develop leadership skills necessary for effective participation in professional and social contexts. They will cultivate qualities such as vision, empathy, insightfulness, and decision-making ability, enabling them to guide, motivate, and lead individuals or groups toward constructive outcomes.

iii. Critical and Reflective Thinking

Graduates will develop critical and reflective thinking skills, enabling them to analyze situations, evaluate information, and make informed decisions. They will demonstrate awareness of social, cultural, and environmental contexts and apply reflective thinking for creative problem-solving and meaningful contributions to society.

1.3 Programme Outcomes (POs)

PO 1. Demonstrate a clear understanding of the core concepts and foundational ideas of Education, with the ability to apply them in interdisciplinary and multidisciplinary contexts.

PO 2. Apply critical thinking and inquiry-based approaches to identify, analyse, and evaluate complex educational problems, and develop effective, evidence-based solutions.

PO 3. Participate actively in community engagement and service activities, contributing to social well-being and addressing educational and societal needs.

PO 4. Develop an informed and responsible understanding of India's diverse social, cultural, economic, and political contexts, and contribute to building inclusive, equitable, and sustainable communities while upholding democratic values.

PO 5. Demonstrate the ability to address and solve problems in both familiar and unfamiliar situations, and effectively apply learning to real-life contexts.

PO 6. Exhibit creativity and innovation by approaching problems from multiple perspectives, generating original ideas, and applying imaginative and flexible thinking to complex situations.

PO 7. Communicate ideas, thoughts, and information effectively in both oral and written forms, using appropriate language and media, while maintaining sensitivity to diverse audiences and contexts.

PO 8. Demonstrate analytical reasoning by evaluating evidence, identifying logical inconsistencies, synthesizing information from multiple sources, and drawing well-supported conclusions.

PO 9. Apply research skills, including problem identification, formulation of research questions and hypotheses, data collection and analysis, and ethical reporting of findings using appropriate methodologies and tools.

PO 10. Demonstrate leadership qualities by guiding teams, setting goals, motivating members, and effectively managing tasks to achieve shared objectives.

1.4 Teaching Learning Process

The programme adopts a variety of pedagogical methods and techniques to facilitate learning both within and beyond the classroom.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/ Dissertation
- Group Discussion and debate
- Seminars/ workshops/ conferences
- Field visits and Report/ Excursions
- Mentor/ Mentee

Teaching Learning Tools

- **Projector**

- **Smart classroom**
- **LCD Monitor**
- **White/ Black Board**

1.5 Assessment and Measurement of Learning Outcomes

Assessment is carried out through a comprehensive range of methods designed to evaluate both continuous progress and overall achievement. These include home assignments, project reports, and class presentations in oral, poster, or PowerPoint formats, which encourage independent learning and creativity. Students also participate in group discussions, seminars, and interactive activities to promote collaborative learning and critical thinking. Continuous internal assessment may include fieldwork, project report, psychological/laboratory practical, internship and practice teaching to monitor ongoing performance. In addition, academic achievement is formally evaluated through in-semester and end-semester examinations, ensuring a balanced and holistic assessment of knowledge, skills, and competencies.

1.6 Certification Criteria

UG Certificate: Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

- **UG Diploma:** Students exiting the programme after securing 84 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 84 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.

- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

- **4-year UG Degree (Honours/Honours without Research):** A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

- **4-year UG Degree (Honours with Research):** A four-year UG Degree in Honours with Research will be awarded to those Students who complete a four-year degree programme with 174 credits, including 12 credits from a research project/dissertation in the major discipline.

1.7 Other key criteria for UG Programme

Summer Internship/Apprenticeship: Summer internship/apprenticeship is mandatory for all the Education students; UG certificate, UG Diploma, 3-year UG Degree, 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research). However, for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other(Three Year/Four Year Honours/Four Year Honours with research) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits. The students will select a vocational course for internship from the basket of vocational courses provided in the common structure.

- **Selection of Minor course:** Students of Education major will opt for minor courses from other departments. It means minor courses of Education will be offered to Non-Education Major Students.

- **Selection of Multidisciplinary course:** Students in Education have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of education cannot select multidisciplinary course of education.

- **Selection of Compulsory Value-based Course:** Students in Education have to select a compulsory Value-based course from the basket of value-based courses provided in the common structure.

- **Research at UG Programme:** Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year.

- **For Honours students not undertaking Dissertation in VIII semester:** Students in Education not undertaking research project/dissertation work will have to do 3courses of 12 credits in lieu of research project/dissertation.

•**Exit and Re-entry:** Exit and re-entry option in the degree programme in Education will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

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FYUGP Structure as per UGC Credit Framework, 2023

Year	Semester	Course	Title of the Course	Total Credit
Year 01	1 st Semester	Major-1	Philosophical Foundations of Education	4
		Minor-1	Foundation of Education	4
		SEC	Life Skills Education-I	3
	2 nd Semester	Major-2	Sociological Foundations of Education	4
		Minor-2	Guidance and Counseling	4
		SEC	Life Skills Education-II	3
Year 02	3 rd Semester	Major-3	Psychological Foundations of Education	4
		Major-4	Value and Peace Education	4
		Minor-3	Value Education	4
		SEC	Life Skills Education-III	3
		MDC	Developmental Psychology	3
	4 th Semester	Major-5	Educational Technology	4
		Major-6	Development of Education in Pre-Independent India	4
		Major-7	Measurement and Evaluation in education	4
		Major-8	Inclusive Education	4
		Minor-4	Development of Education in Ancient to British Period (Up to- 1947)	4

			Internship	2
Year 03	5 th Semester	Major-9	Child and Adolescent Psychology	4
		Major-10	Development of Education in Post-Independent India	4
		Major 11	Methods, Techniques of Teaching and Practice	4
		Major 12	Great Educators and Educational Thoughts	4
		Minor 5	Indian Education System (From 1948 to 2020)	4
			Internship	2
	6 th Semester	Major 13	Education in World Perspective	4
		Major 14	Gender and Education	4
		Major 15	Psychological Assessment and Practical	4
		Major 16	Educational Administration and Management	4
		Minor 6	Introduction to Gender	4
			Research Project	2
Year 04	7 th Semester	Major-17	Educational Studies	4
		Major-18	Learner and Learning	4
		Major- 19	Construction of Tools	4
		Minor -7	Mental Health and Issues in Education	4
			Research Methodology	4
			Research Project	2
	8 th Semester	Major-20	Curriculum Development	4
		Major-21	Teacher Education	4
		Major-22	Research in Education	4

	Major-23 A	Introduction to Positive Psychology (in lieu of Research Project/Dissertation)	4
	Major-23 B	Open and Distance Learning (in lieu of Research Project/Dissertation)	4
	Minor-8	Mental Health and Stress Management	4
		Project/Dissertation	8
		Field works	4
	(1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th and 8 th semester)		
		N.B: 4 year Under Graduate Degree (Honours) in Major discipline will be awarded who completes 174 credits. 4 year Under Graduate Degree (Honours with Research) will be awarded to those who secure 75% marks and above in the first six Semesters and who wish undertake research at Under Graduate Level. Those students who progresses in 4 year Under Graduate Degree (Honours) in Major discipline have to complete one major paper in lieu of project.	

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FYUGP Structure as per UGC Credit Framework, 2023

Semester-I

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM101	Philosophical Foundations of Education	30	70	100	04
Minor	EDNN101	Foundation of Education	30	70	100	04
SEC	SEC101	Life Skills Education-I	20	40	60	03
Total						11

Semester-II

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM201	Sociological Foundations of Education	30	70	100	04
Minor	EDNN201	Guidance and Counseling	30	70	100	04
SEC	SEC201	Life Skills Education-II	30	70	100	03
MDC	MDC201	Developmental Psychology	30	70	100	03
Total						14

Semester-III

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM301	Psychological Foundations of Education	30	70	100	04
Major	EDNN302	Value and Peace Education	30	70	100	04
Minor	EDNN301	Value Education	30	70	100	04
SEC	SEC301	Life Skills Education-III	30	70	100	03
Total						15

Semester-IV

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM401	Educational Technology	30	70	100	04
Major	EDNN402	Development of Education in Pre-Independent India	30	70	100	04
Major	EDNM403	Measurement and Evaluation in Education	30	70	100	04
Major	EDNM404	Inclusive Education	30	70	100	04
Minor	EDNN401	Development of Education in Ancient to British Period (Up to- 1947)	30	70	100	04

		Internship				02
Total						22

Semester-V

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM501	Child and Adolescent Psychology	30	70	100	04
Major	EDNN502	Development of Education in Post-Independent India	30	70	100	04
Major	EDNM503	Methods, Techniques of Teaching and Practice	30	70	100	04
Major	EDNM504	Great Educators and Educational Thoughts	30	70	100	04
Minor	EDNN501	Indian Education System (From 1948 to 2020)	30	70	100	04
		Internship				02
Total						22

Semester-VI

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM601	Education in World Perspective	30	70	100	04

Major	EDNN602	Gender and Education	30	70	100	04
Major	EDNM603	Psychological Assessment and Practical	30	70	100	04
Major	EDNM604	Educational Administration and Management	30	70	100	04
Minor	EDNN601	Introduction to Gender	30	70	100	04
		Research Project	60	40	100	02
Total						22

BA with Research

Semester-VII

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM701	Educational Studies	30	70	100	04
Major	EDNN702	Learner and Learning	30	70	100	04
Major	EDNM703	Construction of Tools	30	70	100	04
Minor	EDNN701	Mental Health and Issues in Education	30	70	100	04
		Research Methodology				04
		Research Project				02
Total						22

Semester-VIII

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
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Major	EDNM801	Curriculum Development	30	70	100	04
Major	EDNN802	Teacher Education	30	70	100	04
Major	EDNM803	Research in Education	30	70	100	04
Minor	EDNN801	Mental Health and Stress Management	30	70	100	04
		Research Project				08
Total						24

BA with Honours

Semester-VII

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM701	Educational Studies	30	70	100	04
Major	EDNN702	Learner and Learning	30	70	100	04
Major	EDNM703	Construction of Tools	30	70	100	04
Minor	EDNN701	Mental Health and Issues in Education	30	70	100	04
		Research Methodology				04
		Research Project				02
Total						22

Semester-VIII

Course	Course Code	Course Title	In Semester	End Semester	Marks	Credits
Major	EDNM801	Curriculum Development	30	70	100	04

Major	EDNN802	Teacher Education	30	70	100	04
Major	EDNM803	Research in Education	30	70	100	04
Major (optional)	EDNM804 A	Introduction to Positive Psychology	30	70	100	04
	EDNM804 B	Open and Distance Learning				
Minor	EDNN801	Mental Health and Stress Management	30	70	100	04
		Field Works				04
Total						24

B.A. IN EDUCATION PROGRAMME (FYUGP)

1st SEMESTER

Course Title	: Philosophical Foundations of Education
Course Code	: EDNM1
Nature of Course	: Major1
Total Credits	: 4 credits
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 53 Tutorial – 07 Practical – 0

Course Objectives:(COs)

- Understand the concept of Educational Philosophy
- Examine the role of Philosophy in Education
- Analyze the Indian Schools of Philosophy and their Influences in education
- Analyze the Western Schools of Philosophy and their Influences in Education

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Marks
I	1. Introduction to Educational Philosophy: 1.1. Meaning, nature and scope of Education 1.2. Types of Education (Formal, Informal and Non- formal) 1.3 Functions of Education 1.4 Meaning, Nature and Scope of Philosophy 1.5 Branches of Philosophy (Metaphysics, Epistemology, Axiology) 1.6 Relation between Education and Philosophy 1.7 Meaning, nature and scope of Philosophy of Education 1.8. Philosophy of Education and Educational Philosophy	12	01	-	13	18

II	2.0 Role of Philosophy in Education: 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: 2.2.1 Philosophy and aims of education 2.2.2 Philosophy and curriculum 2.2.3 Philosophy and methods of teaching. 2.2.4 Philosophy and role of teachers Philosophy and discipline	13	02		15	12
III	3.0 Indian Schools of Philosophy and their Influences in education: 3.1 Basic features and classification of Indian Philosophy 3.2. Yoga Philosophy: 3.2.1. Concept of Yoga Philosophy 3.2.2. Hathayoga and Rajayoga 3.2.3. Astangika Yoga 3.2.4. Influence of Yoga philosophy in education. 3.3. Vedanta Philosophy: 3.3.1. Basic tenets (Brahma, Atman, Jagat, Maya) 3.3.2. Advaita Vedanta 3.3.3. Influence of Vedanta philosophy in education. 3.4. Buddhism: 3.4.1. Concept of Buddhism 3.4.2. Four noble truths of Buddha 3.4.3. Middle Path 3.4.4 Influence of Buddhism in education	14	02		16	20
IV	4.0 Western Schools of Philosophy and their Influences in Education: 4.1 Basic features of Western Philosophy 4.2 Idealism: 4.2.1 Basic tenets 4.2.2 Influence in determining - • Aims • Curriculum, • Methods of teaching, • Role of teacher and • Discipline in education 4.3 Naturalism: 4.3.1 Basic tenets 4.3.2 Influence in determining-	14	02		16	20

	• Aims • Curriculum • Methods of teaching, • Role of teacher • Discipline in education 4.4 Pragmatism: 4.4.2 Basic tenets 4.4.1 Influence in determining - • aims • curriculum, • methods of teaching, • role of teacher • discipline in education 4.5 Realism: 4.5.1 Basic tenets 4.5.2 Influence in determining • Aims • Curriculum, • Methods of teaching, • Role of teacher • Discipline in education					
Total		53	07		60	70

Modes of In-Semester Assessment

:30 Marks

1) Two Sessional tests -

:20 Marks

2) Any one of the following activities listed below -

:05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

:05 Marks

COURSE OUTCOMES (COs)

Unit I: Introduction to Philosophy

Course Outcome (CO1): Students will be able to understand and articulate the foundational concepts and branches of philosophy and their interconnectedness with the field of education.

Intended Learning Outcomes (ILOs):

ILO 1.1 Meaning, nature, and scope of philosophy.

ILO 1.2 The major branches of philosophy: metaphysics, epistemology, and axiology.

ILO 1.3 Meaning, nature, and scope of education.

ILO 1.4 Formal, informal, and non-formal education.

ILO 1.5 Relationship between education and philosophy, including the distinctions between the philosophy of education and educational philosophy.

Unit II: Role of Philosophy in Education

Course Outcome (CO2): Students will be able to evaluate the significance of philosophical foundations in shaping educational aims, curriculum, teaching methods, and the roles of educators.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the philosophical foundations of education and their importance.

ILO 2.2 Evaluate the influence of philosophy on the aims of education.

ILO 2.3 Assess the impact of philosophical perspectives on curriculum development.

ILO 2.4 Discuss the role of philosophy in shaping teaching methods.

ILO 2.5 Examine the philosophical underpinnings of the roles and responsibilities of teachers and the concept of discipline in education.

Unit III: Indian Schools of Philosophy and Their Influence in Education

Course Outcome (CO3): Students will be able to critically analyze the principles of major Indian philosophical schools and their influence on educational practices.

Intended Learning Outcomes (ILOs):

ILO3.1 Identify and classify the basic features of Indian philosophy.

ILO 3.2 Explain the concepts of Yoga philosophy, including Hathayoga, Rajayoga, and Astangika Yoga, and their influence on education.

ILO 3.3 Describe the basic tenets of Vedanta philosophy (Brahma, Atman, Jagat, Maya) and their educational implications.

ILO 3.4 Analyze the concept of Buddhism, including the Four Noble Truths and the Middle Path, and their influence on education.

ILO 3.5 Compare and contrast the influences of different Indian philosophical schools on educational thought and practice.

Unit IV: Western Schools of Philosophy and Their Influence in Education

Course Outcome (CO4): Students will be able to assess the impact of key Western philosophical schools on educational aims, curriculum, teaching methods, and the role of teachers.

Intended Learning Outcomes (ILOs):

ILO 4.1 Identify the basic features of Western philosophy.

ILO 4.2 Explain the basic tenets of Idealism and its influence on educational aims, curriculum, teaching methods, the role of the teacher, and discipline.

ILO 4.3 Describe the principles of Naturalism and its impact on educational practices.

ILO 4.4 Discuss the basic tenets of Pragmatism and its influence on the educational process.

ILO 4.5 Critically evaluate the contributions of Western philosophical schools to contemporary educational theory and practice.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2				
Conceptual Knowledge			CO1	CO2, CO3	CO3, CO4	
Procedural Knowledge		CO4				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	S	M	M	M	M
CO2	S	S	M	M	S	S	M	M	M	M
CO3	S	S	S	S	S	M	S	M	M	M
CO4	S	S	S	S	S	M	M	M	S	M

Here, S- Strong, M-Medium, W- Weak

Suggested Readings:

1. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.
2. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
3. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.

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6. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
7. Deka, U. & Gogoi, P. (2019). Philosophical Foundations of Education: Golaghat: Saraswati Prakashan.
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9. Hirayama, M. (1993). Outlines of Indian Philosophy. Delhi: Kavva Laya Publishers. (First Indian Edition).
10. Miri, M. (2014) Philosophy of Education. Oxford University Press.
11. Radhakrishnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression).
12. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
13. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
15. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpati Rai & Sons.
16. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
17. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

B.A. IN EDUCATION PROGRAMME (FYUGP)
1st SEMESTER

Course Title	: Foundations of Education
Course Code	: EDNN 1
Nature of Course	: Minor 1
Total Credits	: 4 credits
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 53 Tutorial – 07 Practical – 0

Course Specific Objectives:(CSOs):

- Explain the concept of Education
- Understand the Psychological Foundations of Education
- Understand the Philosophical Foundations of Education
- Understand the Sociological Foundations of Education

UNITS	COURSE CONTENTS	L	T	p	Total Hours	Total Marks
I	1.0 Concept of Education: 1.1. Education- Meaning, Nature, and Scope 1.2. Types of Education – Formal, Non-Formal and Informal Education 1.3. Aims of Education: 1.3.1 Necessity and determinants of aims of education 1.3.2 Individual and Social Aims of Education 1.3.3 Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live	15	02	-	17	20

	together) 1.4 Functions of Education: General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialization and social progress) 1.5 Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualization and successful living, and development of vocational efficiency) 1.6 Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship)					
II	2.0 Psychological Foundations of Education: 2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology. 2.2 Schools of Psychology–Structuralism, Behaviorism, Functionalism, Gestalt psychology, Psycho-analysis, and Constructivism. 2.3 Meaning, nature and scope of Educational Psychology 2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.5 Application of Educational Psychology in teaching-learning process	14	02		16	18
III	3.0 Philosophical Foundations of Education: 3.1 Meaning, definitions and scope of Philosophy	13	02		15	14

	3.2 Science of Education and Philosophy of Education 3.3 Relationship between Education and Philosophy. 3.4 Meaning, nature and scope of Educational Philosophy. 3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)					
IV	4.0 Sociological Foundations of Education: 4.1 Meaning, nature and scope of Sociology. 4.2 Relationship between Education and Sociology. 4.3 Need of Sociological Approach to Education. 4.4 Meaning, nature and scope of Educational Sociology. 4.5 Difference between Sociology and Educational Sociology. 4.6 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)	12	01		13	18
	Total:	53	07		60	70

Modes of In-Semester Assessment

:30 Marks

1) Two Sessional test -

:20 Marks

2) Any one of the following activities listed below -

:05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

:05 Marks

Course Outcomes (COs):

Unit I: Concept of Education

Course Outcome (CO1): Students will be able to understand and articulate the foundational concepts, types, aims, and functions of education in personal and national contexts.

Intended Learning Outcomes (ILOs):

ILO1.1 Explain the meaning, nature, and scope of education.

ILO 1.2 Differentiate between formal, non-formal, and informal education.

ILO 1.3 Analyze the necessity and determinants of educational aims, including individual and social aims, as well as the four pillars of education (Delors, 1997).

ILO 1.4 Describe the general functions of education, such as the development of basic knowledge, appreciation, skills, cultural preservation, and socialization.

ILO 1.5 Discuss the specific functions of education in human life, including the development of human values, self-actualization, successful living, and vocational efficiency.

ILO1.6 Evaluate the functions of education in national life, including the development of nationalism, emotional integration, and democratic citizenship.

Unit II: Psychological Foundations of Education

Course Outcome (CO2): Students will be able to apply psychological principles and methods to enhance the teaching-learning process.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define and describe the concept, nature, and branches of psychology.

ILO 2.2 Identify and explain the major schools of psychology: Structuralism, Behaviorism, Functionalism, Gestalt psychology, Psycho-analysis, and Constructivism.

ILO 2.3 Understand the meaning, nature, and scope of educational psychology.

ILO 2.4 Apply various methods of educational psychology, such as observation, case study, and clinical methods.

ILO 2.5 Demonstrate the application of educational psychology principles in the teaching-learning process.

Unit III: Philosophical Foundations of Education

Course Outcome (CO3): Students will be able to critically analyze the relationship between education and philosophy, and apply philosophical concepts to educational practices.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define and explain the meaning, definitions, and scope of philosophy.

ILO 3.2 Differentiate between the science of education and the philosophy of education.

ILO 3.3 Analyze the relationship between education and philosophy.

ILO 3.4 Understand the meaning, nature, and scope of educational philosophy.

ILO 3.5 Discuss the role of philosophy in education, including its influence on educational aims, curriculum, discipline, teaching methods, and the role of the teacher.

Unit IV: Sociological Foundations of Education

Course Outcome (CO4): Students will be able to analyze the relationship between education and sociology, and apply sociological theories to understand educational phenomena.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and explain the meaning, nature, and scope of sociology.

ILO 4.2 Analyze the relationship between education and sociology.

ILO 4.3 Understand the need for a sociological approach to education.

ILO 4.4 Define and describe the meaning, nature, and scope of educational sociology.

ILO 4.5 Differentiate between sociology and educational sociology.

ILO 4.6 Evaluate the theories of educational sociology, including Conflict Theory and Consensus Theory, along with their concepts, features, merits, and demerits.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO2				
Conceptual Knowledge	CO2	CO1, CO2	CO2, CO3, CO4	CO1, CO2, CO3	CO4	
Procedural Knowledge		CO2				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	W	S	-	-	M	S	M	W	S
CO2	S	S	S	S	-	M	S	S	M	M
CO3	S	S	M	S	W	W	M	S	M	M
CO4	S	M	M	S	M	W	M	S	M	M

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: Kalyani Publications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: Loyal Publication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
6. Chauhan, S. S. (1978). Advanced Educational Psychology., New Delhi: Vikas Publications.
7. Kakka, S. B. (1993). Educational Psychology. New Delhi: Prentice Publications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: The Macmillan
11. Prasad, Janardan (1995). Educational Psychology: Development of Teaching and Learning. New Delhi: Kanishka Publications.
12. Rao, S. Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: Dhanpat Rai & Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors.
16. Srimali, Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

1st SEMESTER

Course Title : Life Skills Education-I

Course Code : SEC-I

Nature of Course :SEC

Total Credits :3credits

Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)

Distribution of Credits : Lecture – 40 Tutorial – 05 Practical – 0

Course Objectives (COs):

- Equip students with essential life skills and their practical application in fieldwork and real-life situations.
- Enhance life skills necessary for career development, critical thinking, problem-solving, positive attitudes, and innovative leadership.
- Develop students' ability to apply life skills effectively in diverse personal, social, and professional contexts.
- Promote self-awareness, interpersonal skills, teamwork, and responsible decision-making.
- Foster the integration of human values and ethical principles in everyday life and professional practices.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Marks
1	1.0 Basic Concept of Life skills Education 1.1 Concept, need and objectives of life skills. 1.2 Classification of Life Skills 1.3 Recommendations of WHO and UNICEF over the years. 1.4 Life Skills as a Component of 21 st Century Skills 1.5 Life Skills education	11	01		12	22

	1.6 Significance of Life Skills Education 1.7 Approaches of Life Skills Education 1.8 Strategies for life Skills Education- Cognitive and Behavioral					
2	2.0 Life Skills for Self-Management 2.1 Concept of self – Management, Benefits of effective self -management 2.2 Self Esteem, Self-awareness, Self -control, Empathy and Sympathy 2.3 Time management 2.3.1 principles of time management 2.3.2 Benefits of good time management 2.4 Positive thinking 2.4.1 Concept of Positive thinking 2.4.2 Ways to develop positive thinking	13	2			22
3	3.0 Life Skills for Social interaction and Human Values 3.1 Communication skills: 3.1.1 Effective Communication 3.1.2 Barriers in effective communication 3.1.3 Listening Skills and Public speaking 3.1.4 Communication in academic and work place settings 3.2 Thinking skills- 3.2.1 Creative thinking 3.2.2 Critical Thinking 3.2.3 Problem Solving 3.2.4 Decision Making 3.2.5 Goal settings 3.3 Universal Human Values – 3.3.1 Human Values • Love • Compassion • Truth • Nonviolence • Peace • Gratitude		2			26

	Patience and Tolerance 3.4 Rights and duties of citizens					
		40	5			70

Modes of In-Semester Assessment:

:30 Marks

1) Two Sessional test -

:20 Marks

2) Any one of the following activities listed below -

:05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

:05 Marks

Intended Learning Outcomes (ILOs):

- Demonstrate the importance of values, skills, and knowledge for improving the quality of fieldwork practices and experiential learning.
- Apply strength-based life skills, teamwork, leadership qualities, design thinking, and career development skills in various contexts.
- Develop effective communication, critical thinking, and problem-solving abilities for personal and professional growth.
- Practice universal human values, social responsibility, and ethical behaviour while applying life skills in fieldwork and community settings.

Suggested Readings:

- Brinkman, F. J. (2016). Environment, Religion and Culture in the Context of the 2030 Agenda for Sustainable Development, (April).
- Brown, T. (2012). Change by Design. Harper Business
- Care, E., Kim, H., Anderson, K., & Gustafsson-Wright, E. (2017). Skills for a Changing World: National
- Census of India. (2011), Registrar General of India

- Clarke, D., Bundy, D., Lee, S., Maier, C., Mckee, N., Becker, A., Paris, F. (n.d.). Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health-
- Dewan S, Sarkar U (2017) From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA
- Intercontinental Youth Foundation. (2014). Strengthening life skills for youth : A practical guide to quality programming.
- Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC
- LIFESKILLS EDUCATION. (n.d.). Retrieved from, http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Perspectives and the Global Movement. Retrieved from <https://www.brookings.edu/wpcontent/uploads/2017/03/global-20170324-skills-for-a-changing-world.pdf>

B.A. IN EDUCATION PROGRAMME (FYUGP)
2nd SEMESTER

Course Title : Sociological Foundations of Education
Course Code : EDNM2
Nature of Course : Major
Total Credits : 4 credits
Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits : Lecture – 53 Tutorial – 07 Practical – 0

Course Objectives: (COs)

- Explain the concept of Educational Sociology
- Analyze the Sociological Approaches in Education
- Develop the concept of Social Aspects
- Evaluate Role of Education in Social change and development
- Analyze the Political Ideologies related to Education

UNIT	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	1.0 Concept, Approaches and Theories 1.1 Introduction to Educational Sociology: Meaning, Nature and Scope 1.2 Analogy between Education and Sociology 1.3 Need and importance for sociological approaches in Education 1.4 Theories of Educational Sociology: 1.4.1 Conflict, Theory: concept, features, merits and demerits 1.4.2 Consensus Theory: concept, features, merits and demerits 1.4.3 Functionalism: concept, features, merits and demerits	13	01	-	14	17
II	2.0 Education, Social Aspects and Socialization Process:	13	02		15	18

	2.1 Socialization: Meaning and Process, Education as a Socialization Process, 2.1.1 Agencies of socialization and their role: Home, School, Society (Neighborhood, Peer group, Mass media, Social media) 2.2 Social Mobility: Meaning, Types, Factors, Role of education in Social Mobility 2.3 Modernization: Meaning, Indicators, Role of Education 2.4 Internationalization: Meaning, Importance and Role of Education 2.5 National Integration: Meaning, Importance and Role of Education					
III	3.0 Education, Social Change and Development: 3.1. Social Change: Meaning & Factors 3.2. Relation between Education & Social Change 3.3. Cultural Changes: Meaning, Factors, Role of education 3.4. Economic Development: Meaning, Factors, Role of education 3.5. Education as a Development Indicator 3.6. Human Resource Development: Meaning, Role of education	13	02		15	17
IV	4.0 Education and Political Ideologies: 4.1 Democracy: Concept and Basic Features of Democracy, nature of education in Democracy, Role of Education in Inculcating Democratic Values. 4.2 Totalitarianism: Concept and Basic Features of Totalitarianism, Nature of education in Totalitarian Society 4.3 Communism: Concept of Communism, Basic Features, Nature of education in Communist Society 4.4 Secularism: Meaning and Role of	14	02		16	18

	education in Secular Society.					
	Total:	53	07		60	70

Modes of In-Semester Assessment: :30 Marks

- 1) Two Sessional test - :20 Marks
- 2) Any one of the following activities listed below - :05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- :05 Marks

Course Outcomes (COs)

Unit I: Concept, Approaches and Theories

Course Outcome (CO1): Students will be able to understand and evaluate the foundational concepts, approaches, and theories of educational sociology and their applications in the educational field.

Intended Learning Outcomes (ILOs):

ILO 1.1. Explain the meaning, nature, and scope of educational sociology.

ILO 1.2. Analyze the analogy between education and sociology.

ILO 1.3. Evaluate the importance of sociological approaches in education.

ILO. 1.4. Describe and assess the Conflict Theory and Consensus Theory, including their concepts, features, merits, and demerits.

Unit II: Education, Social Aspects, and Socialization Process

Course Outcome (CO2): Students will be able to understand and analyze the process of socialization and the role of education and various social agencies in this process.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define socialization and explain the process of education as a socialization process.

ILO 2.2 Identify and describe the roles of different agencies of socialization: home, school, society (neighborhood, peer group, mass media, social media).

ILO 2.3 Analyze the impact of these agencies on the socialization process.

ILO 2.4 Explain the concept of social mobility, its types, factors, and the role of education in promoting social mobility.

ILO 2.5 Define modernization, identify its indicators, and discuss the role of education in modernization.

Unit III: Role of Education in Social Change and Development

Course Outcome (CO3): Students will be able to critically analyze the relationship between education, social change, and development, and evaluate the role of education in cultural, economic, and human resource development.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define social change and identify its factors.

ILO 3.2 Analyze the relationship between education and social change.

ILO 3.3 Explain cultural changes, their factors, and the role of education in facilitating these changes.

ILO 3.4 Define economic development, identify its factors, and evaluate the role of education in economic development.

ILO 3.5 Assess the role of education as a development indicator.

ILO 3.6 Define human resource development and analyze the role of education in this context.

Unit IV: Education and Political Ideologies

Course Outcome (CO4): Students will be able to understand and evaluate the influence of different political ideologies on educational systems and the role of education in promoting democratic, totalitarian, communist, and secular values.

Intended Learning Outcomes (ILOs)

ILO 4.1 Define democracy, describe its basic features, and analyze the nature of education in a democratic society, including the role of education in inculcating democratic values.

ILO 4.2 Explain the concept and basic features of totalitarianism, and describe the nature of education in a totalitarian society.

ILO 4.3 Define communism, identify its basic features, and evaluate the nature of education in a communist society.

ILO 4.4 Define secularism and discuss the role of education in promoting secular values in a secular society'

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO1, CO2	CO1	CO3		
Procedural		CO3, CO4	CO3, CO4	CO4		

Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	W	W	M	-	M	M	M	-
CO2	S	S	M	M	M	S	S	M	S	-
CO3	M	S	S	S	-	S	S	S	M	S
CO4	M	S	S	S	-	-	M	S	S	-

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Adiseshiah, W.T.V. & Pavanasam. R., Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974.
2. Blackledge, D. & Hunt, Barry, Sociological Interpretations of Education, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. , Sociology of Education, New Delhi, Atlantic Publishers,2002
4. Chandra, S.S., Sociology of Education, Guwahati, Eastern Book House,1996.
5. Cook L, A. & Cook, E., Sociological Approach to Education, New York, McGraw Hill,1970.
6. Durkheim, E., Education and Sociology, New York, The Free Press,1966.
7. Hemlata, T., Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002
8. Jayaram, Sociology of Education, New Delhi, Rawat,1990.
9. Shukla, S. & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication,1985.
10. Swift, D.F., Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul, 1970.
11. UNESCO, Inequalities and Educational development, Paris, ANIIEP Seminar, UNESCO,1982.

B.A. IN EDUCATION PROGRAMME (FYUGP)

2nd SEMESTER

Course Title : Guidance and Counseling
Course Code : EDNN 2
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits : Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs):

- Understand the concept of Guidance and Counselling along with its need, guiding principles and various types.
- Familiarize students with Tools and Techniques of Guidance
- Evaluate the concept of Educational and Vocational Guidance
- Analyze the Organization process of Guidance and Counseling Programme

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	1.0 Guidance & Counseling: Guidance: 1.1 Meaning, Nature and Scope of Guidance, Aims and Objectives of Guidance. Need of Guidance. 1.2 Principles of Guidance and Bases of Guidance (Philosophical, Psychological and Sociological). 1.3 Types of Guidance: 1.3.1 Personal guidance	16	02	-	18	20

	1.3.2 Social guidance 1.3.3 Educational guidance, 1.3.4 Vocational guidance 1.3.5 Health guidance, 1.3.6 Individual and Group Guidance 1.4 Importance of good Guidance Programme. Counseling: 1.5 Meaning, Nature and Scope of Counseling. 1.6 Characteristics of Good Counseling Process. 1.7 Principles of Counseling. 1.8 Types of Counseling: 1.8.1 Directive Counseling, 1.8.2 Non-directive Counseling, 1.8.3 Eclectic Counseling. 1.9 Counseling for adjustment. 1.10 Relationship between Guidance, Counseling and Teaching. 1.11 Role of Counselor, Parents and Teachers in Secondary School. 1.12 Concept of Occupational information, Dissemination of Occupation Information and Career Counseling.					
II	2.0 Tools and Techniques of Guidance: 2.1 Basic Concept of Tools and Techniques of Guidance. 2.2 Types of Guidance Techniques: Counseling (Individual and Group). 2.3 Organization of Guidance Services: Placement Services & Follow up Services. 2.4 Organization of Counseling Services: Centralization &	12	02		14	16

	Decentralization, Mixed Form of Counseling Services 2.5 Basic Tools of Counseling Services 2.5.1 Psychological Test 2.5.2 Interview 2.5.3 Observation 2.5.4 Checklist 2.5.5 Sociometry 2.5.6 Cumulative record card					
III	3.0 Educational and Vocational Guidance: 3.1 Meaning and Definition of Educational Guidance & Vocational Guidance. 3.2 Characteristics of Educational and Vocational Guidance. 3.3 Relationship between Educational and Vocational Guidance. 3.4 Role of Vocational Guidance in Occupational Adjustment. 3.5 Challenges and Issues of Guidance and Counseling. 3.6 Role of Guidance and Counseling for Special Groups	12	02		14	16
IV	4.0 Organization of Guidance and Counseling Programme: 4.1 Programmes and Principles of Organization of Guidance and Counseling Services at: 4.1.1 Pre - School Level 4.1.2 Elementary Level 4.1.3 Secondary Level 4.1.4 Higher Level 4.2 Qualities of a Good Counselor 4.3 Role of Counselor in Counseling Process 4.4 Role of Teachers, Headmaster and Parents in Guidance and Counseling 4.5 Essentials Information for	12	02		14	18

	Guidance and Counseling 4.6 Personal Information: Physical, Intellectual, Personality and Academic Achievement. 4.7 Educational Information: Scope and Opportunity Available.					
	Total:	52	08		60	70

Modes of In-Semester Assessment:

:30 Marks

- 1) Two Sessional test - :20 Marks
- 2) Any one of the following activities listed below - :05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- :05 Marks

COURSE OUTCOMES (COs)

Unit I: Guidance and Counseling

Course Outcome (CO1): Students will be able to understand and articulate the fundamental concepts, principles, types, and importance of guidance and counseling, and their applications in educational settings.

Intended Learning Outcomes (ILOs):

- ILO 1.1 Explain the meaning, nature, and scope of guidance and counseling.
- ILO 1.2 Identify the principles and bases of guidance (philosophical, psychological, and sociological).
- ILO 1.3 Differentiate between the types of guidance: personal, social, educational, vocational, health, and individual vs. group guidance.
- ILO 1.4 Discuss the characteristics and principles of good counseling.
- ILO 1.5 Analyze the types of counseling: directive, non-directive, and eclectic.
- ILO 1.6 Explain the relationship between guidance, counseling, and teaching.
- ILO 1.7 Discuss the roles of counselors, parents, and teachers in secondary schools.
- ILO 1.8. Describe the concept and dissemination of occupational information and career counseling.

Unit II: Tools and Techniques of Guidance

Course Outcome (CO2): Students will be able to apply various tools and techniques of guidance and counseling to effectively support students in educational settings.

Intended Learning Outcomes (ILOs):

ILO 2.1 Understand the basic concept of tools and techniques of guidance.

ILO 2.2 Describe the different types of guidance techniques, including individual and group counseling.

ILO 2.3 Explain the organization of guidance services, such as placement services and follow-up services.

ILO 2.4 Discuss the organization of counseling services, including centralization, decentralization, and mixed forms of counseling services.

ILO 2.5. Identify and describe the basic tools of counseling services: psychological tests, interviews, observation, checklists, sociometry, and cumulative record cards.

Unit III: Educational and Vocational Guidance

Course Outcome (CO3): Students will be able to understand and evaluate the significance of educational and vocational guidance in occupational adjustment and addressing challenges in guidance and counseling.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define and explain the meaning and characteristics of educational and vocational guidance.

ILO 3.2 Analyze the relationship between educational and vocational guidance.

ILO 3.3 Evaluate the role of vocational guidance in occupational adjustment.

ILO 3.4 Discuss the challenges and issues in guidance and counseling.

ILO 3.5 Explain the role of guidance and counseling for special groups.

Unit IV: Organization of Guidance and Counseling Programme

Course Outcome (CO4): Students will be able to design and implement effective guidance and counseling programs at various educational levels and understand the roles of counselors and other stakeholders in the process.

Intended Learning Outcomes (ILOs):

ILO 4.1. Describe the principles and organization of guidance and counseling services at pre-school, elementary, secondary, and higher education levels.

ILO 4.2 Identify the qualities of a good counselor.

ILO 4.3 Explain the role of counselors in the counseling process.

ILO 4.4 Discuss the roles of teachers, headmasters, and parents in guidance and counseling.

ILO 4.5 Identify essential information needed for guidance and counseling, including personal and educational information.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual Knowledge		CO1, CO3	CO2	CO3, CO4		
Procedural Knowledge		CO1, CO3	CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	M	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	M	M	M	M	M	S	S	S
CO4	S	S	S	M	S	S	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Agarwala, R. (2006). Educational, vocational guidance and counseling. New Delhi: Sipra Publication.
2. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House
5. Jones, A. J. (1951). Principles of guidance and pupil personnel work. New York: Mc Graw-Hill.
6. Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.
7. Berdie, R.F. (1963). Testing in Guidance and Counselling. New York: Mc Graw Hill.

B.A. IN EDUCATION PROGRAMME (FYUGP)

2nd SEMESTER

Course Title	:Life Skills Education-II
Course Code	: SEC-II EDU201
Nature of Course	:SEC
Total Credits	:3credits (1+2)
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 15 Tutorial – 0 Practical – 30

Course Objectives (COs):

- Understand the concept of life skills, career planning, and professional growth.
- Develop awareness of career opportunities, career guidance, and sources of career information.
- Equip students with the skills required for preparing resumes, job applications, interview preparation, and professional communication.
- Develop teamwork, collaboration, leadership qualities, and effective interpersonal skills.
- Promote professional ethics, workplace values, and responsible behaviour.
- Enable students to apply life skills in real-life situations through fieldwork and practical activities.
- Enhance empathy, social awareness, and sensitivity towards diverse groups through community-based activities.
- Develop the ability to prepare career-related documents such as resumes and career portfolios for professional development.
- Enhance problem-solving, creativity, and communication skills through simulation exercises and role plays.
- Cultivate an appreciation of family systems, universal values, and positive role models in development of life skills.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
1	1.0 Life skills for Career planning and Professional Growth 1.1 Employment and Career, Career Planning 1.2 Choosing a Career- Need and importance of Career Guidance, Sources of career information 1.3 Applying for a Job- Preparation of Resume, Follow-up communication, Interview facing 1.4 Team building and collaboration 1.5 Work ethics and professionalism	15	0		15	20
2	2.0 Field work/ Practical activities (Any Two) 2.1 Empathy development Activity like- Visit to disable school 2.2 Resume writing 2.3 Career portfolio preparation 2.4 Simulation exercises: Brainstorming, Role plays for Team building 2.5 Survey families (Joint and Nuclear) in your surroundings and write the importance of each family type in context of life skills developments. 2.6 Conduct Case study on life history of great personalities who contributed towards universal values.			30		50
					45	70

In Semester Assessment:**: 30 Marks**

- | | |
|---|------------|
| 1) One Sessional test - | : 10 Marks |
| 2.) Discussion and presentation on Unit 2 | : 15 Marks |
| 3) Attendance- | : 05 Marks |

Mode of End-Semester Assessment (70 Marks):

- | | |
|--|-----------|
| a) Students will be required to conduct two reports/project/ field study: 25+25 = 50 Marks | |
| b) Viva | :20 Marks |

Learning Outcomes

- Explain the importance of life skills in career development and professional life.
- Identify suitable career pathways based on personal abilities, interests, and available opportunities.
- Prepare effective resumes, career portfolios, and job application documents.
- Demonstrate confidence in interviews, workplace communication, and professional interactions.
- Work effectively in teams and apply collaboration skills in academic and professional settings.
- Practice ethical behaviour, responsibility, and professionalism in the workplace.
- Apply empathy and social skills through field-based learning experiences.
- Conduct surveys and case studies to understand social relationships and value-based development.
- Analyse the contributions of great personalities and relate their universal values to personal and professional life.
- Develop self-awareness, decision-making ability, and skills required for career growth.

Suggested Readings:

- Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development (2nd Ed). New Delhi: Oxford & BH Publishing Co. Pvt. Ltd.
- Hendricks, P.A. Developing Youth Curriculum Using the Targeting Life Skills Model: Incorporating Developmentally Appropriate Learning Opportunities to Assess Impact of Life Skill
- Development (Iowa State Extension Publication 4H-137A, 1998). Ames, IA: Iowa State University.

- Konar, N. (2011). Communication Skills for Professionals (Second Edition). New Delhi: PHI Learning Private Limited.
- Mangal, S.K., and Mangal, U. (2014). Essentials of Educational Technology, PHI Learning Pvt. Ltd. 3.
- Sampath, K, A., Panneerselvam, S.S. (2007). Introduction to Educational Technology. Sterling Publisher Pvt. Ltd.
- Sen Madhu Chanda (2010), An Introduction to Critical Thinking, Pearson, Delhi
- South, T., Life, A., & Forum, E. (2005). Life Skills-Based Education in South Asia. Street, C. (2012). Global Life Skills Education Evaluation, (February)
- Verma, S. Development of Life Skill-II, Vikas Publishing House.

<http://www.unesco.org>

<http://www.unicef.org>

<http://www.un.org>

<http://www.who.int/en/>

B.A. IN EDUCATION PROGRAMME (FYUGP)

3rd SEMESTER

Course Title : Psychological Foundations of Education

Course Code : EDNM3

Nature of the Course : Major 3

Total Credits : 04

Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)

Distribution of Credits : Lecture – 52 Tutorial – 08 Practical – 0

Course Objective (COs)

- Understand the meaning and nature of psychology and educational psychology along with their importance in classroom teaching.
- Analyse the concept of learning and motivation, including the theories of learning, laws of learning and transfer of learning.
- Understand the core psychological elements such as attention, interest, memory, instinct and emotion.
- Evaluate the concept of intelligence, creativity and the major theories of intelligence.
- Analyze the theories of personality, the factors influencing personality development and the mechanisms of adjustment.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Marks
I	1.0 Psychology and Education: 1.1 Meaning and Nature of Psychology 1.2 Schools of Psychology- 1.2.1 Behaviorism 1.2.2 Structuralism 1.2.3 Functionalism 1.2.4 Gestalt Psychology 1.2.5 Psycho-analysis 1.2.6 Constructivism 1.3 Meaning, nature and scope of Educational	08	02	-	10	15

	Psychology 1.4 Importance of Educational Psychology in classroom teaching					
II	2.0 Learning and Motivation: 2.1 Meaning and nature of learning. 2.2 Factors of Learning: Home, School, Mass Media, Intelligence 2.3 Variables of learning: personal, subject matter and method variables. 2.4 Types of learning: cognitive, affective and psycho-motor learning 2.5 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory 2.6 Laws of learning 2.7 Maturation: Meaning and role in learning 2.8 Motivation: Meaning and role in learning. 2.9 Attention and Interest: Meaning of Attention and Interest, Role of Attention and Interest in learning 2.10 Memory – Role of memory in learning. 2.11 Concept of Instinct and Emotion: Some educationally significant instincts and provisions for their training (Curiosity, Self-assertiveness, Acquisition, Herd Instincts, Sex Instincts). 2.12 Importance of Emotional training in the classroom. 2.13 Transfer of learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical.	18	02		20	20
III	3.0 Intelligence and Creativity: 3.1 Meaning and nature of intelligence 3.2 Factors of Intelligence: Heredity and Environment. 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory,	16	02		18	18

	Group factor theory and Guilford's Structure of Intellect (SoI) 3.4 Concept of Emotional Intelligence. 3.5 Creativity: Meaning and nature. 3.6 Process and Product of creativity 3.7 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification. 3.8 Nurturing Creativity in Classrooms. 3.9 Meaning and nature of gifted children, difference between creativity and giftedness. 3.10 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.					
IV	4.0 Personality and Adjustment: 4.1 Meaning and Characteristics of personality 4.2 Factors of personality 4.2.1 Physical. 4.2.2 Mental. 4.2.3 Social. 4.2.4 Emotional. 4.3 Type Theories of Personality: 4.3.1 Hippocrates 4.3.2 Sheldon 4.3.3 Kretchmer 4.3.4 Spranger and 4.3.5 Jung 4.4 Trait theories of personality: 4.4.1 Cattell 4.4.2 Eysenck 4.5 Concept of balanced mature personality 4.6 Adjustment mechanism: 4.6.1 Fantasy, 4.6.2 Compensation, 4.6.3 Identification, 4.6.4 Rationalization 4.6.5 Sublimation	10	02		12	17

	Total:	52	08		60	70
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Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

Course Outcomes (COs)

Unit I: Psychology and Education

Course Outcome (CO1): Students will be able to understand and critically evaluate the fundamental concepts, schools, and applications of psychology in the educational field.

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the meaning and nature of psychology.

ILO 1.2 The major schools of psychology: behaviorism, structuralism, functionalism, Gestalt psychology, psycho-analysis, and constructivism.

ILO 1.3 Meaning, nature, and scope of educational psychology.

ILO 1.4 Importance of educational psychology in classroom teaching.

Unit II: Learning and Motivation

Course Outcome (CO2): Students will be able to comprehend the various factors, types, theories, and laws of learning and motivation, and their implications for effective teaching and learning.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define and explain the meaning and nature of learning.

ILO 2.2 Identify and discuss the factors of learning: home, school, mass media, and intelligence.

ILO 2.3 Differentiate between the types of learning: cognitive, affective, and psycho-motor learning.

ILO 2.4 Explain and evaluate the major theories of learning: Thorndike's theory, Classical Conditioning, Operant Conditioning, and Gestalt theory.

Unit III: Intelligence and Creativity

Course Outcome (CO3): Students will be able to understand, evaluate, and nurture intelligence and creativity, and address the educational needs of exceptional children.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define and explain the meaning and nature of intelligence.

ILO 3.2 Discuss the factors of intelligence: heredity and environment.

ILO 3.3 Evaluate the major theories of intelligence: monarchic theory, Spearman's two-factor theory, multifactor theory, group factor theory, and Guilford's Structure of Intellect (SoI).

ILO 3.4 Define creativity and explain its meaning and nature.

Unit IV: Personality and Adjustment

Course Outcome (CO4): Students will be able to understand and evaluate the various theories and factors of personality, and the mechanisms of adjustment for personal and social well-being.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and explain the meaning and characteristics of personality.

ILO 4.2 Identify and discuss the factors of personality: physical, mental, social, and emotional.

ILO 4.3 Describe the major type theories of personality: Hippocrates, Sheldon, Kretchmer, Spranger, and Jung.

ILO 4.4 Explain the trait theories of personality: Cattell and Eysenck.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2			
Conceptual Knowledge		CO3, CO4	CO3, CO4	CO1, CO3	CO3	
Procedural Knowledge		CO3, CO4		CO3, CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	S	M	W	W	M
CO2	S	S	M	S	M	M	M	M	M	W

CO3	M	S	M	M	S	M	S	M	M	S
CO4	M	M	S	M	S	M	M	W	M	M

Here, S- Strong, M-Moderate, W-Weak

Suggested Readings:

1. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta, Books and Allied (p) Ltd.
2. Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi, Vikas Publishing House Pvt. Ltd.
3. Mangal, S.K. (2002'. Advanced Educational Psychology. New Delhi, Prentice Hall of India Private Limited.
4. Mohanty, M.S. (1993). Educational Psychology & Statistics. Sambalpur, Shri Durga Pustak Bhandar.
5. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
6. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
7. Sorenson, H. (1964). Psychology in Education. New York. International Student Edition, McGraw hill Book Co., INC

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF
3rd SEMESTER**

Course Title	: Value and Peace Education
Course Code	:EDNM4
Nature of the Course	: Major 4
Total Credits	04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand and articulate the concept, types, functions, and sources of values, and explain the role of various agencies in fostering values.
- Explain the meaning, objectives, dimensions, importance, policy perspectives, methods, and the roles of teachers and schools in value education.
- Comprehend and critically reflect on the thoughts of value education by prominent thinkers and identify components of excellence in life.
- Analyse the concept, pedagogy, integration, and imparting of peace education, and the role of teachers, principals, and parents in promoting peace education.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	1.0 Values: 1.1 Concept, meaning and definition of values. 1.2 Types of values: 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values. 1.4 Sources of values: 1.4.1 Socio- cultural tradition 1.4.2 Religion 1.4.3 Constitution (Indian Constitution)	16	02	-	18	18

	1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Religion 1.5.5 Government 1.5.6 Mass media and 1.5.7 Voluntary organizations					
II	2.0 Value Education: 2.1 Meaning and Objectives of Value Education 2.2 Dimensions of Value Education: 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions. 2.3 Importance of value education in the 21st century. 2.4 Policy perspective on Value Education in India. 2.5 Methods and techniques of value education: 2.5.1 Practical method 2.5.2 Conceptual method 2.5.3 Biographical method 2.5.4 Storytelling technique 2.5.5 Socialized class technique 2.5.6 Discussion technique. 2.6 Role of the Teacher and School in promoting Value Education.	12	03		15	18
III	3.0 Value Education and Components of Excellence in life: 3.1 Thoughts of value education: 3.1.1 Moral Education (Gandhi) 3.1.2 Spiritual Education (Aurobindo) 3.1.3 Aesthetic Education (Tagore)	12	02		14	17

	3.2 Components of Excellence in life 3.2.1 Integrity 3.2.2 Character 3.2.3 Positive thinking 3.2.4 Self- esteem 3.2.5 Stress free living 3.2.6 Self-managing leadership 3.2.7 Perseverance					
IV	4.0 Peace Education: 4.1 Concept, Meaning and Objectives of Peace education 4.2 Pedagogy of Peace Education: 4.2.1 Self learning 4.2.2 Cooperative learning 4.2.3 Problem solving 4.3 Integrating Peace education in the curriculum: 4.3.1 Subject content 4.3.2 Teaching methods 4.3.3 Co-curricular activities 4.3.4 Staff development 4.3.5 Classroom management 4.3.6 School management. 4.5 Imparting Peace Education: Role of: 4.4.1 Teacher 4.4.2 Principle 4.4.3 Parents	12	01	-	13	17
	Total	52	08		60	70

Modes of In-Semester Assessment:

: 30 Marks

1) Two Sessional test -

: 20 Marks

2) Any one of the following activities listed below -

: 05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

: 05 Marks

COURSE OUTCOMES (COs)

Unit I: Values

Course Outcome (CO1): Students will be able to understand and analyze the concept, types, functions, and sources of values, and the role of various agents in fostering values.

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the concept, meaning, and definition of values.

ILO 1.2 Identify and differentiate between instrumental, intrinsic, and democratic values.

ILO 1.3 Describe the functions of values.

ILO 1.4. Analyze the sources of values: socio-cultural tradition, religion, and the Constitution (Indian Constitution).

ILO 1.5 Discuss the role of parents, teachers, peer groups, religion, government, mass media, and voluntary organizations in fostering values.

Unit II: Value Education

Course Outcome (CO2): Students will be able to understand the meaning, objectives, dimensions, importance, policy perspectives, methods, and the role of teachers and schools in value education.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the meaning and objectives of value education.

ILO 2.2 Identify and discuss the dimensions of value education: religious, spatial, cognitive, affective, and psychomotor.

ILO 2.3 Analyze the importance of value education in the 21st century.

ILO 2.4 Discuss the policy perspective on value education in India.

ILO 2.5 Evaluate the methods and techniques of value education: practical, conceptual, biographical, storytelling, socialized class, and discussion techniques.

ILO 2.6 Describe the role of the teacher and school in promoting value education.

Unit III: Value Education and Components of Excellence in Life

Course Outcome (CO3): Students will be able to comprehend and reflect on the thoughts of value education by prominent thinkers and identify components of excellence in life.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the thoughts of value education by Gandhi (moral education), Aurobindo (spiritual education), and Tagore (aesthetic education).

ILO 3.2 Identify and discuss the components of excellence in life: integrity, character, positive thinking, self-esteem, stress-free living, self-managing leadership, and perseverance.

ILO 3.3 Analyze the importance of these components in achieving personal and professional excellence.

Unit IV: Peace Education

Course Outcome (CO4): Students will be able to understand the concept, pedagogy, integration, and imparting of peace education, and the role of teachers, principals, and parents in promoting peace education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and explain the concept, meaning, and objectives of peace education.

ILO 4.2 Discuss the pedagogy of peace education: self-learning, cooperative learning, and problem-solving.

ILO 4.3 Analyze the integration of peace education in the curriculum through subject content, teaching methods, co-curricular activities, staff development, classroom management, and school management.

ILO 4.4 Evaluate the role of teachers, principals, and parents in imparting peace education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1				
Conceptual Knowledge		CO1, CO2	CO3	CO3, CO4		
Procedural Knowledge		CO1, CO3	CO4	CO2		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	W	W	M	W	M	M	M	M
CO2	S	S	S	M	S	M	M	S	M	S
CO3	M	M	M	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	M	S	M	S

Here, S- Strong, M-Medium, W-Weak

Suggested readings:

1. Singh. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R. Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R. Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
14. Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
15. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
16. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Rahela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
19. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

B.A. IN EDUCATION PROGRAMME (FYUGP)

3rd SEMESTER

Course Title	:Value Education
Course Code	: EDNN3
Nature of the Course	: Minor 3
Total Credits	04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 53Tutorial – 07 Practical – 0

Course Objectives (COs)

- Understand and articulate the concept, types, functions, and sources of values, and the role of various agents in fostering values.
- Explain the meaning, objectives, dimensions, importance, policy perspectives, methods, and the role of teachers and schools in value education.
- Comprehend and reflect on the thoughts of value education by prominent thinkers and identify components of excellence in life.
- Analyse the concept, pedagogy, integration, and imparting of peace education, and the role of teachers, principals, and parents in promoting peace education

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Total Marks
I	1.0 Values: 1.1 Concept, meaning and definition of values. 1.2 Types of values: 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values. 1.4 Sources of values: 1.4.1 Socio- cultural tradition 1.4.2 Religion 1.4.3 Constitution (Indian Constitution) 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Religion 1.5.5 Government 1.5.6 Mass media and 1.5.7 Voluntary organizations	16	02	-	18	18
II	2.0 Value Education: 2.1 Meaning and Objectives of Value Education 2.2 Dimensions of Value Education: 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions. 2.3 Importance of value education in the 21st century. 2.4 Policy perspective on Value Education in India. 2.5 Methods and techniques of value education: 2.5.7 Practical method 2.5.8 Conceptual method	13	02		15	18

	2.5.9 Biographical method 2.5.10 Storytelling technique 2.5.11 Socialized class technique 2.5.12 Discussion technique. 2.6 Role of the Teacher and School in promoting Value Education.					
III	3.0 Value Education and Components of Excellence in life: 3.2 Thoughts of value education: 3.2.1 Moral Education (Gandhi) 3.2.2 Spiritual Education (Aurobindo) 3.2.3 Aesthetic Education (Tagore) 3.2 Components of Excellence in life 3.2.8 Integrity 3.2.9 Character 3.2.10 Positive thinking 3.2.11 Self- esteem 3.2.12 Stress free living 3.2.13 Self-managing leadership 3.2.14 Perseverance	12	02		14	17
IV	4.0 Peace Education: 4.1 Concept, Meaning and Objectives of Peace education 4.2 Pedagogy of Peace Education: 4.2.1 Self learning 4.2.2 Cooperative learning 4.2.3 Problem solving 4.3 Integrating Peace education in the curriculum: 4.3.1 Subject content 4.3.2 Teaching methods 4.3.3 Co-curricular activities 4.3.4 Staff development 4.3.5 Classroom management 4.3.6 School management.	12	01	-	13	17

	4.4 Imparting Peace Education: Role of: 4.4.1 Teacher 4.4.2 Principle 4.4.3 Parents					
	Total	53	07		60	70

Modes of In-Semester Assessment:

- 1) Two Sessional tests - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

COURSE OUTCOMES (COs)

Unit I: Values

Course Outcome (CO1): Students will be able to understand and analyze the concept, types, functions, and sources of values, and the role of various agents in fostering values.

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the concept, meaning, and definition of values.

ILO 1.2 Identify and differentiate between instrumental, intrinsic, and democratic values.

ILO 1.3 Describe the functions of values.

ILO 1.4. Analyze the sources of values: socio-cultural tradition, religion, and the Constitution (Indian Constitution).

ILO 1.5 Discuss the role of parents, teachers, peer groups, religion, government, mass media, and voluntary organizations in fostering values.

Unit II: Value Education

Course Outcome (CO2): Students will be able to understand the meaning, objectives, dimensions, importance, policy perspectives, methods, and the role of teachers and schools in value education.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the meaning and objectives of value education.

ILO 2.2 Identify and discuss the dimensions of value education: religious, spatial, cognitive, affective, and psychomotor.

ILO 2.3 Analyze the importance of value education in the 21st century.

ILO 2.4 Discuss the policy perspective on value education in India.

ILO 2.5 Evaluate the methods and techniques of value education: practical, conceptual, biographical, storytelling, socialized class, and discussion techniques.

ILO 2.6 Describe the role of the teacher and school in promoting value education.

Unit III: Value Education and Components of Excellence in Life

Course Outcome (CO3): Students will be able to comprehend and reflect on the thoughts of value education by prominent thinkers and identify components of excellence in life.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the thoughts of value education by Gandhi (moral education), Aurobindo (spiritual education), and Tagore (aesthetic education).

ILO 3.2 Identify and discuss the components of excellence in life: integrity, character, positive thinking, self-esteem, stress-free living, self-managing leadership, and perseverance.

ILO 3.3 Analyze the importance of these components in achieving personal and professional excellence.

Unit IV: Peace Education

Course Outcome (CO4): Students will be able to understand the concept, pedagogy, integration, and imparting of peace education, and the role of teachers, principals, and parents in promoting peace education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and explain the concept, meaning, and objectives of peace education.

ILO 4.2 Discuss the pedagogy of peace education: self-learning, cooperative learning, and problem-solving.

ILO 4.3 Analyze the integration of peace education in the curriculum through subject content, teaching methods, co-curricular activities, staff development, classroom management, and school management.

ILO 4.4 Evaluate the role of teachers, principals, and parents in imparting peace education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual		CO1				

Knowledge						
Conceptual Knowledge		CO1, CO2	CO3	CO3, CO4		
Procedural Knowledge		CO1, CO3	CO4	CO2		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	W	W	M	W	M	M	M	M
CO2	S	S	S	M	S	M	M	S	M	S
CO3	M	M	M	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	M	S	M	S

Here, S- Strong, M-Medium, W-Weak

Suggested readings:

1. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
14. Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement.

Paris: UNESCO Publication.

15. Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
16. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
19. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

**B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF
3rd SEMESTER**

Course Title	: Life Skills Education-III
Course Code	: SEC-III
Nature of Course	: SEC
Total Credits	: 3 credits (1+2)
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 15 Tutorial – 0 Practical – 30

Course Objectives (Cos):

Unit I:

- Understand the meaning, nature, objectives, and significance of Vocationalisation of education in the contemporary education system.
- Examine the relationship among life skills, employability skills, and vocational education in fostering personal and professional development.
- Describe the concept, scope, and major components of Vocational Education and Training (VET).
- Analyse the role of vocational education in promoting employability, entrepreneurship, self-reliance, and sustainable livelihoods.
- Explain the structure and significance of the National Skills Qualification Framework (NSQF) in skill development and lifelong learning.
- Discuss the objectives and key provisions of the National Policy for Skill Development and Entrepreneurship (2015)
- Evaluate the provisions of the National Education Policy (NEP) 2020 for integrating vocational education into school education.
- Explain the concept of *Lok Vidya* and its importance in promoting indigenous knowledge and traditional skills.
- Assess the role of vocational education in preserving traditional occupations, handicrafts, and local knowledge systems.
- Appreciate the contribution of vocational education to cultural preservation, sustainable development, and community empowerment.

Unit II: COs

- Apply entrepreneurial and life skills to design innovative and sustainable business ideas based on local resources.
- Demonstrate communication, observation, interview, documentation, and digital presentation skills through field-based learning.
- Analyse the livelihood practices, challenges, and resilience strategies of local artisans, entrepreneurs, and craft workers.
- Develop appreciation for indigenous crafts, local cuisine, traditional occupations, and cultural heritage through experiential learning.
- Prepare professional reports, audio-visual documentation, and case studies using appropriate research and presentation techniques.

Units	Course Contents	L	T	P	Total Hours	Total Marks
1	1.0 Life skills and Vocationalisation of Education 1.1 Meaning nature and objectives of Vocationalisation of Education 1.2 Relationship between life skills, employability, and vocational education 1.3 Introduction to Vocational Education and Training (VET) 1.4 Importance of vocational education for employability, entrepreneurship, and sustainable livelihoods 1.5 National Skills Qualification Framework (NSQF) 1.6 National Policy for Skill Development and Entrepreneurship (2015)	15	0			20

	1.7 NEP 2020: Integration of vocational education in school education 1.8 Concept of Lok Vidya 1.9 Promotion of traditional occupations, crafts, and indigenous knowledge systems 1.10 Vocational education for preservation of local culture and sustainable development					
2	2.0 Field work/ Practical activities (Any Two) 2.1 Practical Activities • Entrepreneurial Pitch: Developing a sustainable business plan for scaling an indigenous Assamese craft or organic food product using digital platforms. • Interacting with local weavers or artisans to map their financial resilience strategies during economic off-seasons. • Prepare anyone local handicraft, record it audio-visually and submit it. • Prepare/cook anyone local cuisine, record it audio-visually and prepare are proton its preparation. • Carry out a case study on any one local entrepreneur through face-to-face interview and prepare a case study report.			30		50
		15		30	45	70

Modes of In-Semester Assessment: : 30 Marks

- | | |
|---|------------|
| 1) One Sessional test - | : 10 Marks |
| 2.) Discussion and presentation on Unit 2 | : 15 Marks |
| 3) Attendance- | : 05 Marks |

Mode of End-Semester Assessment (70 Marks):

- | | |
|--|-----------|
| a) Students will be required to conduct two reports/project/ field study: 25+25 = 50 Marks | |
| b) Viva | :20 Marks |

Learning Outcomes

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

- Explain the meaning, nature, objectives, and scope of life skills and Vocationalisation of education.
- Describe the relationship between life skills, employability, vocational education, and lifelong learning.
- Explain the concept, objectives, and components of Vocational Education and Training (VET).
- Analyse the role of vocational education in promoting employability, entrepreneurship, self-reliance, and sustainable livelihoods.
- Explain the structure, objectives, and significance of the National Skills Qualification Framework (NSQF).
- Discuss the key provisions of the National Policy for Skill Development and Entrepreneurship (2015).
- Evaluate the role of the National Education Policy (NEP) 2020 in integrating vocational education into school education.
- Explain the concept of *Lok Vidya* and its importance in preserving indigenous knowledge, traditional occupations, and cultural heritage.
- Assess the contribution of vocational education to sustainable development, local economic growth, and community empowerment.
- Apply entrepreneurial thinking, problem-solving, communication, and teamwork skills in vocational and community-based activities.

- Conduct field-based studies through observation, interviews, case studies, and interaction with local artisans and entrepreneurs.
- Prepare professional reports, business plans, and audio-visual documentation on local handicrafts, indigenous occupations, cuisines, or entrepreneurship.
- Demonstrate respect for ethical work practices, indigenous knowledge systems, cultural diversity, environmental sustainability, and lifelong learning in vocational contexts.

Suggested Readings:

- Agrawal J.C & Agrawal S.P. (1999). Vocational Education in India, Why, What and How. Doaba House.
- Alan Brown, Simone Kirpal, Felix Rauner (2007). Technical and Vocational Education and Training: Issues, Concerns and Prospects, Identities at Work (Technical and Vocational Education and Training: Issues, Concerns and Prospects) [1 ed.]. Springer Netherlands.
- Sherlock, D. & Perry, N. (2008). Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy. Springer Netherlands.
- Evans, R.N & Herr, E.L. (2004). Foundations of Vocational Education. (2nded.) Macmillan. 5.
- Stevenson, J. (2007). Developing Vocational Expertise: Principles and Issues in Vocational Education. Springer Netherlands.
- Ministry of Skill Development and Entrepreneurship. (2015). National Policy for Skill Development and Entrepreneurship. <https://www.msde.gov.in/en/reportsdocuments/policies/national-policy-skill-development-and-entrepreneurship-2015>.
- Mays, A.B. (1992). Principles and Practices of Vocational Education. McGraw Hill Book co, inc.

B.A. IN EDUCATION PROGRAMME (FYUGP)
4th SEMESTER

Course Title	: Educational Technology
Course Code	: EDNM5
Nature of the Course	: Major 5
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the concept, development, and components of educational technology, and differentiate it from instructional technology.
- Explain the concept and development of ICT in education, its applications, and the role of various technological resources in enhancing learning.
- Familiarize the nature of communication, its components, and its significance in the teaching-learning process, including how to overcome communication barriers.
- Explore the various instructional techniques, models of teaching, and their applications, including modern methods such as computer-assisted and programmed learning.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Educational Technology: 1.1 Concept and nature of Educational Technology 1.2 Development of Educational Technology 1.3 Development of Educational Technology in India 1.4 Components of Educational Technology: Hardware, Software and Systems approach 1.5 Instructional technology 1.6 Difference between Educational Technology and Instructional Technology	12	01	-	13	15

II	2.0 ICT in Education: 2.1 Concept and development of Information and Communication Technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips 2.5 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 2.6 E-learning 2.6.1 E- resources and their use 2.6.2 E-Pathshala: concepts and uses 2.7 Internet and its application 2.8 EDUSAT	14	02		16	20
III	3.0 Communication and teaching learning: 3.1 Concept and nature of communication 3.2 Components of Communication. 3.3 Classroom communication 3.4 Significance of communication in learning 3.5 Barriers of effective classroom communication 3.6 Steps for making communication effective 3.7 Qualities of a good classroom communicator	13	02		15	15
IV	4.0 Instructional Techniques: 4.1 Models of teaching (Concept, characteristics and families) 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer assisted instruction (Meaning, nature, forms, merits and demerits) 4.5 Programmed learning (Meaning characteristics and types) 4.6 Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning	13	03		16	20

	4.7 Team Teaching (Group Discussion, Seminars & Symposium)					
		52	08		60	70

Modes of In-Semester Assessment: : 30 Marks

- 1) Two Sessional test - : 20 Marks
- 2) Any one of the following activities listed below - : 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- : 05 Marks

COURSE OUTCOMES (COs)

Unit I: Educational Technology

Course Outcome (CO1): Students will be able to understand the concept, development, and components of educational technology, and differentiate it from instructional technology.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define the concept and nature of educational technology.

ILO 1.2 Describe the development of educational technology over time, with a focus on its evolution in India.

ILO 1.3 Identify and explain the components of educational technology, including hardware, software, and systems approach.

ILO 1.4 Differentiate between educational technology and instructional technology.

ILO 1.5 Explain the role and significance of instructional technology within the broader field of educational technology.

Unit II: ICT in Education

Course Outcome (CO2): Students will be able to understand the concept and development of ICT in education, its applications, and the role of various technological resources in enhancing learning.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define the concept and development of Information and Communication Technology (ICT) in education.

ILO 2.2 Describe the role of computers in education and how ICT is applied in smart learning, smart classes, virtual classes, and evaluation.

ILO 2.3 Identify and discuss the uses of audio-visual learning resources such as radio, television, projectors, films, and film strips.

ILO 2.4 Explain the uses of non-projected learning resources like models, charts, globes, maps, and printed material.

ILO 2.5 Discuss e-learning, including e-resources, e-Pathshala, internet applications, and the role of EDUSAT in education.

Unit III: Communication and Teaching Learning

Course Outcome (CO3): Students will be able to grasp the nature of communication, its components, and its significance in the teaching-learning process, including how to overcome communication barriers.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define the concept and nature of communication in the context of education.

ILO 3.2 Identify and explain the components of communication and their relevance to classroom settings.

ILO 3.3 Discuss the significance of effective communication in the learning process and classroom environment.

ILO 3.4 Identify barriers to effective classroom communication and propose strategies to overcome them.

ILO 3.5 Describe the qualities of a good classroom communicator and steps for making communication more effective.

Unit IV: Instructional Techniques

Course Outcome (CO4): Students will be able to understand various instructional techniques, models of teaching, and their applications, including modern methods such as computer-assisted and programmed learning.

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain different models of teaching, including their concepts, characteristics, and families.

ILO 4.2 Describe the Inquiry Training Model, Classroom Meeting Model, and Personalized System of Instruction.

ILO 4.3 Discuss computer-assisted instruction, including its meaning, nature, forms, merits, and demerits.

ILO 4.4 Define programmed learning, including its characteristics and types.

ILO 4.5 Explain the concept and usefulness of open and distance education, the application of technology in these areas, and the role of team teaching in education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO2, CO3	CO2, CO3	CO3, CO4	CO4	
Procedural Knowledge		CO3	CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	W	W	M	M	M	S	M	M
CO2	S	M	M	M	M	W	S	M	S	S
CO3	S	S	M	M	S	M	S	M	S	S
CO4	S	S	M	S	S	M	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). Micro Teaching. London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
3. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

6. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
7. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication
8. Mrunalin, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: Lall Book Depot.
10. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
11. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

B.A. IN EDUCATION PROGRAMME (FYUGP)

4th SEMESTER

Course Title : Development of Education in Pre-Independent India

Course Code : EDNM6

Nature of the Course : Major 6

Total Credits : 04

Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)

Distribution of Credits : Lecture – 53 Tutorial – 07 Practical – 0

Course Objectives (COs)

- Understand and analyze the educational systems of ancient, medieval, and Islamic India, including their features, objectives, and organizational structures.
- Analyze the evolution of education during the British rule in India, including the impact of indigenous systems, missionary activities, and key legislative reforms.
- Evaluate the growth and development of education in India from 1854 to 1921, including key policies, commissions, and movements that shaped the educational landscape.
- Analyze the evolution of education in India from 1921 to 1947, focusing on the impact of legislative reforms, educational policies, and key reports on the development of education.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Educational Heritage of India: 1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: 1.1.1 Salient Features 1.1.2 Aims and Objectives 1.1.3 System of Administration and Finance 1.1.4 Method of Teaching 1.1.5 Types of Organization of Educational Institution 1.1.6 Curriculum 1.1.7 Teacher-Pupil Relationship 1.1.8 Women's Education during Vedic and Buddhist Period. 1.2 Education in Medieval India (Islamic System of Education) with special reference to its: 1.2.1 Salient Features. 1.2.2 Aims and Objectives. 1.2.3 System of Administration and Finance. 1.2.4 Types of Organization of Educational Institution. 1.2.5 Curriculum. 1.2.6 Women Education during Islamic Period. 1.3 Comparison among the Vedic, Buddhist and Islamic education system.	15	02	-	17	18

II	2.0 Education during British Period: 2.1 Indigenous System of Education during British rule: 2.1.1 Meaning of indigenous education. 2.1.2 Types of indigenous educational institution. 2.1.3 Causes of downfall of Indigenous education. 2.2 Educational activities of Missionaries in India: 2.2.1 The Portuguese 2.2.2 The Danish 2.2.3 The Dutch 2.2.4 The French 2.2.5 The British 2.3 Centres of Missionary Education in India. 2.4 Educational activities of Missionaries in Assam 2.5 Educational activities of East India Company: 2.5.1 Charter Act, 1813 2.5.2 Orientalist and Anglicist Controversy 2.5.3 Macaulay's Minute, 1835 2.5.4 Bentinck's declaration of educational policy	13	02	-	15	18
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III	3.0 Growth and Development of Education from 1854 to 1921: 3.1 Wood's Despatch 1854: 3.1.1 Background of the Despatch 3.1.2 Recommendations. 3.1.3 Assessments of Wood Despatch 3.2 Hunter's Commission, 1882 3.2.1 Background for setting up of the commission. 3.2.2 Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). 3.2.3 Assessment of Hunter Commission 3.3 Lord Curzon's Educational Policy: 3.3.1 Shimla Educational Conference 3.3.2 Curzon's Policy on Primary education 3.3.3 Curzon's Policy on Secondary education. 3.3.4 Curzon's Policy on Higher education 3.4 The Indian University Commission, 1902 3.5 University Act, 1904 3.6 National Movement / Rise of Nationalism 3.7 Gokhale's Bill on Primary Education (1910-12) 3.8 Government resolution on educational policy, 1913 3.9 Calcutta University Commission, 1917	13	02	-	15	17
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IV	4.0 Growth and Development of Education from 1921 to 1947: 4.1 Education under Dyarchy: 4.1.1 Primary Education 4.1.2 Secondary Education 4.1.3 Expansion of education 4.2 Simon Commission 4.3 Government of India Act of 1921 4.4 Hartog Committee Report 1929 4.5 Wardha Scheme of Basic Education, 1937 4.5.1 Wardha Education Conference 1937 4.5.2 Salient features of Basic Education 4.5.3 Causes of failure of this education in India 4.6 Wood Abbot Report 1937 4.7 Sargent Committee Report, 1944 4.7.1 Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education 4.7.2 Assessment of the Sargent Committee Report	12	01	-	13	17
	Total	53	07	-	60	70

Modes of In-Semester Assessment:
:30 Marks

1) Two Sessional test -

:20 Marks

2) Any one of the following activities listed below -

:05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

:05 Marks

COURSE OUTCOMES (COs)

Unit I: Educational Heritage of India

Course Outcome (CO1): Students will be able to understand and analyze the educational systems of ancient, medieval, and Islamic India, including their features, objectives, and organizational structures.

Intended Learning Outcomes (ILOs):

ILO 1.1 Describe the salient features, aims, objectives, administration, and methods of teaching in the Vedic and Buddhist educational systems.

ILO 1.2 Analyze the types of educational institutions, curriculum, teacher-pupil relationships, and women's education during the Vedic and Buddhist periods.

ILO 1.3 Discuss the salient features, aims, objectives, administration, curriculum, and women's education in the Islamic system of education during the medieval period.

ILO 1.4 Compare and contrast the educational systems of the Vedic, Buddhist, and Islamic periods.

ILO 1.5 Evaluate the influence of socio-cultural and religious contexts on educational practices in these historical periods.

Unit II: Education during British Period

Course Outcome (CO2): Students will be able to analyze the evolution of education during the British rule in India, including the impact of indigenous systems, missionary activities, and key legislative reforms.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define the concept of indigenous education, describe its types, and analyze the causes behind its decline during British rule.

ILO 2.2 Examine the educational activities of various missionary groups in India, including the Portuguese, Danish, Dutch, French, and British.

ILO 2.3 Identify and describe key centers of missionary education in India, with a focus on Assam.

ILO 2.4 Analyze the impact of the East India Company's educational policies, including the Charter Act of 1813, the Orientalist-Anglicist Controversy, Macaulay's Minute, and Bentinck's educational policy.

ILO 2.5 Assess the contributions and limitations of missionary education in shaping modern Indian education.

Unit III: Growth and Development of Education from 1854 to 1921

Course Outcomes (CO3): Students will be able to evaluate the growth and development of education in India from 1854 to 1921, including key policies, commissions, and movements that shaped the educational landscape.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the background, recommendations, and impact of Wood's Despatch of 1854 on the Indian education system.

ILO 3.2 Describe the setting, recommendations, and assessment of the Hunter Commission of 1882.

ILO 3.3 Analyze Lord Curzon's educational policies, including the Shimla Educational Conference and policies on primary, secondary, and higher education.

ILO 3.4 Discuss the significance of the Indian University Commission (1902), University Act (1904), and the rise of nationalism in shaping education.

ILO 3.5 Evaluate the influence of Gokhale's Bill on Primary Education (1910-12), the Government resolution on educational policy (1913), and the Calcutta University Commission (1917) on educational reforms.

Unit IV: Growth and Development of Education from 1921 to 1947

Course Outcomes (CO4): Students will be able to analyze the evolution of education in India from 1921 to 1947, focusing on the impact of legislative reforms, educational policies, and key reports on the development of education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe the effects of Dyarchy on primary and secondary education and its role in the expansion of education.

ILO 4.2 Analyze the findings and recommendations of the Simon Commission and their impact on Indian education.

ILO 4.3 Discuss the Government of India Act of 1921 and its implications for educational policy.

ILO 4.4 Evaluate the Hartog Committee Report (1929), the Wardha Scheme of Basic Education (1937), and the Wood-Abbot Report (1937) on the development of education.

ILO 4.5 Assess the recommendations and impact of the Sargent Committee Report (1944) on various levels of education, including pre-primary, primary, secondary, university, teacher training, and technical education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1, CO2		CO1, CO4		
Conceptual Knowledge		CO1, CO2,	CO3	CO3, CO4	CO4,	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	M	S	M	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi: Shipra Publications
3. Altekhar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi: Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi: Shipra Publications
8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi: S. Chand

10. Chatterjee, Mitali (1999). Education in Ancient India, D. K. Print world (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education. New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
14. Nurullah, S. & J. P. Naik, J.P (1971). A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopedia of Indian Education, New Delhi: NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
22. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic
23. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

B.A. IN EDUCATION PROGRAMME (FYUGP)**4th SEMESTER****Course Title : Measurement and Evaluation in Education****Course Code : EDNM7****Nature of the Course : Major 7****Total Credits : 04****Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)****Distribution of Credits : Lecture – 54 Tutorial – 06 Practical – 0****Course Objectives (COs):**

- Understand the principles methods, types, purposes, and interrelationship of measurement and evaluation in education.
- Understand the classification and characteristics of various psychological tests.
- Develop an understanding of the construction, standardization, administration, and interpretation and educational applications of major psychological tests.
- Develop proficiency in using statistical methods for analyzing educational data including measures of central tendency, variability and correlation.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Concept of Measurement and Evaluation in Education: 1.1 Meaning, nature, scope and importance of Measurement and Evaluation in Education 1.2 Relation between Measurement and Evaluation 1.3 Psychological and Physical Measurement 1.4 Principles of Evaluation 1.5 Continuous and Comprehensive Evaluation 1.6 Formative and Summative Evaluation 1.7 Diagnostic and Prognostic Evaluation	8	1	-	9	16

II	2.0 Psychological Tests: 1.1 Meaning of Psychological Test 1.2 Classification of tests: 1.2.1 On the basis of the administrative conditions: Individual test and Group test 1.2.2 On the basis of scoring: Objective test and Subjective test 1.2.3 On the basis of the time limit for response: Power test and Speed test 1.2.4 On the basis of the nature of items: Verbal test, Nonverbal test and performance test 1.2.5 On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests 1.2.6 On the basis of objectives: Intelligence test, Achievement test, Aptitude test and Personality test 1.2.7 On the basis of standardization: Teacher made test and Standardized test 2.3 Characteristics of a good test: ▪ Objectivity ▪ Reliability ▪ Validity ▪ Norms ▪ Administer ability	14	1	-	15	16
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III	3.0 Some Specific Psychological Tests: 3.1 Achievement Test: Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms) 3.2 Intelligence Test: ▪ Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937) ▪ Aptitude Test: ▪ Differential Aptitude test, ▪ Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test) 3.3 Personality Assessment: a. Self-report inventories b. Observational methods c. Projective Techniques: ▪ Word Association test, ▪ Rorschach Inkblot test ▪ Thematic Apperception Test (TAT)	14	2	-	16	16
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IV	4.0 Statistics in Education: 4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 4.4 Measures of Variability: ▪ Range ▪ Quartile Deviation ▪ Mean Deviation ▪ Standard Deviation: their relative merits and demerits, computation and application in education 4.5 Presentation of Data: 4.5.1 Variable: Concept, Discrete and Continuous variables 4.5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive. 4.5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. 4.5.4 Correlation: Positive and Negative Correlation, Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	18	2	-	20	22
	Total	54	06		60	70

Modes of In-Semester Assessment:**: 30 Marks**

1) Two Sessional test -

: 20 Marks

2) Any one of the following activities listed below -

: 05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

: 05 Marks

COURSE OUTCOMES (COs)**Unit I: Concept of Measurement and Evaluation in Education**

Course Outcome (CO1): Students will understand the principles and methods of measurement and evaluation in education, including their types, purposes and the relationship between them.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define the meaning, nature, scope, and importance of measurement and evaluation in educational settings.

ILO 1.2 Explain the relationship between measurement and evaluation and how they complement each other.

ILO 1.3 Distinguish between psychological and physical measurement and their applications in education.

ILO 1.4 Describe the principles of effective evaluation and how they contribute to educational assessments.

ILO 1.5 Compare and contrast continuous and comprehensive evaluation, formative and summative evaluation, and diagnostic and prognostic evaluation.

Unit II: Psychological Tests

Course Outcome (CO2): Students will be able to classify psychological tests based on various criteria and understand the characteristics of a good test.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define psychological tests and explain their significance in educational assessment.

ILO 2.2 Classify psychological tests based on administrative conditions, scoring methods, time limits, nature of items, response types, objectives, and standardization.

ILO 2.3 Discuss the characteristics of a good psychological test, including objectivity, reliability, validity, norms, and administer ability.

ILO 2.4 Analyze different types of psychological tests, such as intelligence tests, achievement tests, aptitude tests, and personality tests.

ILO 2.5 Evaluate teacher-made tests and standardized tests based on their construction, standardization, and effectiveness.

Unit III: Some Specific Psychological Tests

Course Outcome (CO3): Students will be able to design, construct and evaluate specific psychological tests used in educational settings.

Intended Learning Outcomes (ILOs):

ILO 3.1 Construct and standardize achievement tests, including preparation of design, blueprints, item writing, item analysis, and estimating reliability and validity.

ILO 3.2 Analyze and interpret different versions of the Binet-Simon Scale and their application in measuring intelligence.

ILO 3.3 Develop and assess aptitude tests, including Differential Aptitude Tests and specific aptitude tests such as Artistic and Professional Aptitude Tests.

ILO 3.4 Implement personality assessment techniques using self-report inventories, observational methods, and projective techniques such as Word Association, Rorschach Inkblot Test, and Thematic Apperception Test (TAT).

ILO 3.5 Evaluate the effectiveness and application of specific psychological tests in educational settings.

Unit IV: Statistics in Education

Course Outcome (CO4): Students will gain proficiency in using statistical methods for analyzing educational data including measures of central tendency, variability and correlation.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define educational statistics and describe its significance in the context of education.

ILO 4.2 Differentiate between types of data, including enumeration and measurement data, grouped and ungrouped data.

ILO 4.3 Compute and interpret measures of central tendency (mean, median, mode) and measures of variability (range, quartile deviation, mean deviation, standard deviation).

ILO 4.4 Present and interpret data using various graphical representations, including pie diagrams, bar diagrams, histograms, frequency polygons, cumulative frequency curves, and ogives.

ILO 4.5 Understand and apply the Normal Probability Curve, including its properties, uses, and deviations from normality such as skewness and kurtosis. Compute and interpret coefficients of correlation using Rank Difference and Product Moment methods for ungrouped data.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO2,CO3,CO4					
Conceptual Knowledge		CO1,,CO2	CO2,CO3, CO4			
Procedural Knowledge			CO3,CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	W
CO2	S	M	S	M	S	S	S	S	S	W
CO3	S	S	S	M	S	S	S	S	S	M
CO4	S	S	S	M	S	S	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Anastasi A and Urbina S., Psychological Testing, PHI Learning Private Limited New Delhi-110001, 2012
2. Aron A., Aron E. A. and Coups E., Statistics for Psychology, Pearson Education, Inc. and Dorling Kindersley Publishing, Inc., New Delhi, First Impression 2007
3. Asthana & Agarwal: Measurement & Evaluation in Psychology and Education.
4. Bhuyan, S. and Bhuyan, N. Soikhik Porimapon aru Soikhik Porisankhya Bigyan
5. Ebel, R.L.: Measuring Educational Achievement; Prentice Hall of India Pvt. Ltd, New Delhi
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10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , Handbook on Paper Setting, NCERT, 2002
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14. Singh A., Instructional Objectives of School Subjects, NCERT, New Delhi-110016, 2004
15. Singh A.K.: Tests, Measurement and Research Methods in Behavioral Science; Bharati bhawan , Patna -800003, 2012 print
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B.A. IN EDUCATION PROGRAMME (FYUGP)

4th SEMESTER

Course Title	: Inclusive Education
Course Code	: EDNM8
Nature of the Course	: Major 8
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 53 Tutorial – 07 Practical – 0

Course Objectives (COs)

- Understand the various types of children with diverse needs and their characteristics.
- Understand the concept, importance, and principles of inclusive education, and its role in addressing the educational needs of children with diverse needs.
- Develop an understanding with the international and national policies, legislations and provisions that support education and rehabilitation for children with diverse needs.
- Examine the current trends in inclusive education, curriculum adaptations, and the role of various agencies in supporting children with diverse needs.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Understanding Children with Diverse Needs: 1.1 Concept and Nature of Children with Diverse Needs 1.2 Types, Characteristics and role of Education: • Children with Visual impairment, • Children with Hearing Impairment, • Children with Intellectual Disability, • Children with Specific Learning Disability • Children with Cerebral Palsy • Children with Autistic Disorder • Children with Multiple Disabilities • Children from Other Disadvantaged or Marginalized Areas of Group (Girls, SC, ST, Minorities, Street and Working Children etc.)	12	02	-	14	18
II	2.0 Introduction to Inclusive Education: 2.1 Changing Concept and Nature of Special Education. 2.2 Concept and Nature of Inclusion 2.3 Need and importance of inclusion 2.4 Classification of inclusion- • Physical, • Social and • Cognitive inclusion. 2.5 Inclusive Education- • Concept and Nature of Inclusive education • Objectives of Inclusive Education • Need and importance of Inclusive Education 2.6 Historical development of Inclusive Education in India and Abroad (Special, Integrated and Inclusive Education).	13	02		15	18

	2.7 Barriers of Children with Diverse Needs to learning and participation 2.8 Strategies to overcome the barriers to learning and participation for children with diverse Needs					
III	3.0 Policies and Legislations for Diverse Needs Education & Rehabilitation: 3.1 International Policies and Legislations: • Dakar: framework of action (2000) • Millennium Development Goals (2000) to Indian Context. • United Nations Convention on the Rights of Persons with Disabilities, 2006. 3.2 National Policies and Legislations: • National Policy on Education (1986) with reference to Program of Action (1992). • Rehabilitation Council of India (RCI) Act, (1992). • Persons with Disabilities (PWD) Act, 1995. • National Trust Act, 1999. • Right to Education Act, 2009. • Sarva Shiksha Abhiyan (SSA). • Rashtriya Madhyamik Shiksha Abhiyan (RMSA).	15	01		16	18

IV	4.0 Current Trends and Future Perspective: 4.1 Concept of curriculum adaptations for children with diverse needs 4.2 Need of curriculum adaptations for children with diverse needs. 4.3 curricular and Co-curricular activities for meeting diverse needs of children. 4.4 Role of the Agencies: 4.3.1 Family 4.3.2 Community and 4.4.3 NGOs 4.5 Problems/constraints in education of socially disadvantaged children. 4.6 Addressing social group inequality • Multicultural Education 4.7 Organization and management of schools to address socio-cultural diversity. 4.8 Teaching-learning process and support materials 4.9 Schemes, Programmes for education of socially disadvantaged section	13	02	-	15	16
		53	07		60	70

Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional tests - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Seminar/ Group discussion/ Assignment related to the Course content.
- 3) Attendance- 05 Marks

COURSE OUTCOMES (COs)

Unit I: Understanding Children with Diverse Needs

Course Outcome (CO1): Students will gain an understanding of various types of children with diverse needs and their characteristics.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define the concept and nature of children with diverse needs and describe their significance in educational settings.

ILO 1.2 Identify and describe the types and characteristics of children with visual impairment, hearing impairment, intellectual disability, specific learning disability, cerebral palsy, autistic disorder, multiple disabilities, and those from disadvantaged or marginalized groups.

ILO 1.3 Analyze the impact of these diverse needs on children's learning and development.

ILO 1.4 Understand and address the specific challenges faced by children from disadvantaged or marginalized backgrounds, including girls, SC, ST, minorities, and street/working children.

Unit II: Introduction to Inclusive Education

Course Outcome (CO2): Students will understand the concept of inclusive education, its importance, and how it addresses the needs of children with diverse needs.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the evolving concept and nature of special education and its transition to inclusive education.

ILO 2.2 Define inclusive education, its objectives, and the need for inclusion in educational settings.

ILO 2.3 Describe the different types of inclusion: physical, social, and cognitive, and their implications for classroom practice.

ILO 2.4 Trace the historical development of inclusive education in India and abroad, including special, integrated, and inclusive education models.

ILO 2.5 Identify and develop strategies to overcome barriers to learning and participation for children with diverse needs.

Unit III: Policies and Legislations for Diverse Needs Education & Rehabilitation

Course Outcome (CO3): Students will be familiar with the international and national policies and legislations that support education and rehabilitation for children with diverse needs.

Intended Learning Outcomes (ILOs):

ILO 3.1 Outline key international policies and legislations relevant to education for children with diverse needs, including the Dakar Framework for Action, Millennium Development Goals, and the UN Convention on the Rights of Persons with Disabilities.

ILO 3.2 Analyze national policies and legislations such as the National Policy on Education (1986), RCI Act (1992), PWD Act (1995), National Trust Act (1999), Right to Education Act (2009), SSA, and RMSA.

ILO 3.3 Understand the impact of these policies and legislations on the provision of education and rehabilitation services for children with diverse needs.

ILO 3.4 Evaluate the effectiveness of various policies in addressing the needs of children with disabilities and other diverse needs.

Unit IV: Current Trends and Future Perspective

Course Outcome (CO4): Students will explore current trends in inclusive education, curriculum adaptations, and the role of various agencies in supporting children with diverse needs.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe the concept and need for curriculum adaptations to accommodate children with diverse needs.

ILO 4.2 Develop strategies for integrating curricular and co-curricular activities that meet the diverse needs of children.

ILO 4.3 Analyze the role of families, communities, and NGOs in supporting the education of children with diverse needs.

ILO 4.4 Identify problems and constraints in the education of socially disadvantaged children and propose solutions to address these challenges.

ILO 4.5 Explore strategies for addressing social group inequality through multicultural education and effective school organization and management.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1,	CO1, CO2, CO3				
Conceptual Knowledge		CO2, CO3, CO4	CO4		CO4	
Procedural Knowledge		CO2		CO3, CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	W	M	M	M	M
CO2	S	M	M	S	M	S	M	S	S	S
CO3	S	W	S	S	S	M	M	M	S	M
CO4	S	W	S	S	S	M	S	S	M	M

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs. Responses. CAN, New Delhi
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
3. Cruachan, W.M. (1975): Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
4. Dissent, T. (1987): Making the Ordinary School Special. The Falmer Press, London.
5. Evans, R.C. & MC Laughlin, P.(1993): Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers
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7. Friel, J. (1997): Children with special needs, Jessica Kingsley Publication, London
8. Guilford, P. (1971): Special Education Needs. Routledge Kagan Paul
9. Hollahan, D and Kauffman, J. M. (1978): Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R. C. (2014). Approaching Disability- Critical issues and perspectives, Routledge Taylor and Francis Group, London.
11. McLeskey, J., Waldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice), Routledge Taylor and Francis Group, London.
12. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India (Pvt.) Ltd. New Delhi.
13. Panda, K.C. (2008): Education of Exceptional Children, Vikash Publishing House, New Delhi.
14. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
15. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, Routledge Taylor and Francis Group, London.

16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation, Routledge Taylor and Francis Group, London.
 17. Stephens, T.M. et al (1983): Teaching Mainstream Students. New York: John Wiley.
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B.A. IN EDUCATION PROGRAMME (FYUGP)

4th SEMESTER

**Course Title : Development of Education in Ancient to British
Period (up to-1947)**

Course Code : EDNN4

Nature of the Course : Minor 4

Total Credits : 04

Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)

Distribution of Credits : Lecture – 54Tutorial – 06 Practical – 0

Course Objectives (COs)

- Understand and analyze the educational systems of ancient, medieval, and Islamic India, including their features, objectives, and organizational structures.
- Analyze the evolution of education during the British rule in India, including the impact of indigenous systems, missionary activities, and key legislative reforms.
- Evaluate the growth and development of education in India from 1854 to 1921, including key policies, commissions, and movements that shaped the educational landscape.
- Analyze the evolution of education in India from 1921 to 1947, focusing on the impact of legislative reforms, educational policies, and key reports on the development of education.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Educational Heritage of India: 1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: 1.3.1 Salient Features 1.3.2 Aims and Objectives 1.3.3 System of Administration and Finance 1.3.4 Method of Teaching 1.3.5 Types of Organization of Educational Institution 1.3.6 Curriculum 1.3.7 Teacher-Pupil Relationship 1.3.8 Women's Education during Vedic and Buddhist Period. 1.4 Education in Medieval India (Islamic System of Education) with special reference to its: 1.4.1 Salient Features. 1.4.2 Aims and Objectives. 1.4.3 System of Administration and Finance. 1.4.4 Types of Organization of Educational Institution. 1.4.5 Curriculum. 1.4.6 Women Education during Islamic Period. 1.5 Comparison among the Vedic, Buddhist and Islamic education system.	15	02	-	17	18

II	2.0 Education during British Period: 2.1 Indigenous System of Education during British rule: 2.1.1 Meaning of indigenous education. 2.1.2 Types of indigenous educational institution. 2.1.3 Causes of downfall of Indigenous education. 2.2 Educational activities of Missionaries in India: 2.1.4 The Portuguese 2.1.5 The Danish 2.1.6 The Dutch 2.1.7 The French 2.1.8 The British 2.3 Centres of Missionary Education in India. 2.2 Educational activities of Missionaries in Assam 2.3 Educational activities of East India Company: 2.3.1 Charter Act, 1813 2.3.2 Orientalist and Anglicist Controversy 2.3.3 Macaulay's Minute, 1835 2.3.4 Bentinck's declaration of educational policy	13	01	-	14	18
III	3.0 Growth and Development of Education from 1854 to 1921: 3.1 Wood's Despatch 1854: 3.1.1 Background of the Despatch 3.1.2 Recommendations. 3.1.3 Assessments of Wood Despatch 3.2 Hunter's Commission, 1882 3.2.1 Background for setting up of the commission. 3.2.2 Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). 3.2.3 Assessment of Hunter Commission 3.3 Lord Curzon's Educational Policy: 3.3.1 Shimla Educational Conference 3.3.2 Curzon's Policy on Primary education	13	02	-	15	17

	3.3.3 Curzon's Policy on Secondary education. 3.3.4 Curzon's Policy on Higher education 3.4 The Indian University Commission, 1902 3.5 University Act, 1904 3.6 National Movement / Rise of Nationalism 3.7 Gokhale's Bill on Primary Education (1910-12) 3.8 Government resolution on educational policy, 1913 3.9 Calcutta University Commission, 1917					
IV	4.0 Growth and Development of Education from 1921 to 1947: 4.1 Education under Dyarchy: 4.1.1 Primary Education 4.1.2 Secondary Education 4.1.3 Expansion of education 4.2 Simon Commission 4.3 Government of India Act of 1921 4.4 Hartog Committee Report 1929 4.5 Wardha Scheme of Basic Education, 1937 4.5.1 Wardha Education Conference 1937 4.5.2 Salient features of Basic Education 4.5.3 Causes of failure of this education in India 4.6 Wood Abbot Report 1937 4.7 Sargent Committee Report, 1944 4.7.1 Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education 4.7.2 Assessment of the Sargent Committee Report	13	01	-	14	17
	Total	54	06	-	60	70

Modes of In-Semester Assessment:

: 30 Marks

1) Two Sessional test -

: 20 Marks

2) Any one of the following activities listed below -

: 05 Marks

Seminar/ Group discussion/ Assignment related to the Course content.

3) Attendance-

: 05 Marks

COURSE OUTCOMES (COs)

Unit I: Educational Heritage of India

Course Outcome (CO1): Students will be able to understand and analyze the educational systems of ancient, medieval, and Islamic India, including their features, objectives, and organizational structures.

Intended Learning Outcomes (ILOs):

ILO 1.1 Describe the salient features, aims, objectives, administration, and methods of teaching in the Vedic and Buddhist educational systems.

ILO 1.2 Analyze the types of educational institutions, curriculum, teacher-pupil relationships, and women's education during the Vedic and Buddhist periods.

ILO 1.3 Discuss the salient features, aims, objectives, administration, curriculum, and women's education in the Islamic system of education during the medieval period.

ILO 1.4 Compare and contrast the educational systems of the Vedic, Buddhist, and Islamic periods.

ILO 1.5 Evaluate the influence of socio-cultural and religious contexts on educational practices in these historical periods.

Unit II: Education during British Period

Course Outcome (CO2): Students will be able to analyze the evolution of education during the British rule in India, including the impact of indigenous systems, missionary activities, and key legislative reforms.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define the concept of indigenous education, describe its types, and analyze the causes behind its decline during British rule.

ILO 2.2 Examine the educational activities of various missionary groups in India, including the Portuguese, Danish, Dutch, French, and British.

ILO 2.3 Identify and describe key centers of missionary education in India, with a focus on Assam.

ILO 2.4 Analyze the impact of the East India Company's educational policies, including the Charter Act of 1813, the Orientalist-Anglicist Controversy, Macaulay's Minute, and Bentinck's educational policy.

ILO 2.5 Assess the contributions and limitations of missionary education in shaping modern Indian education.

Unit III: Growth and Development of Education from 1854 to 1921

Course Outcome (CO3): Students will be able to evaluate the growth and development of education in India from 1854 to 1921, including key policies, commissions, and movements that shaped the educational landscape.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the background, recommendations, and impact of Wood's Despatch of 1854 on the Indian education system.

ILO 3.2 Describe the setting, recommendations, and assessment of the Hunter Commission of 1882.

ILO 3.3 Analyze Lord Curzon's educational policies, including the Shimla Educational Conference and policies on primary, secondary, and higher education.

ILO 3.4 Discuss the significance of the Indian University Commission (1902), University Act (1904), and the rise of nationalism in shaping education.

ILO 3.5 Evaluate the influence of Gokhale's Bill on Primary Education (1910-12), the Government resolution on educational policy (1913), and the Calcutta University Commission (1917) on educational reforms.

Unit IV: Growth and Development of Education from 1921 to 1947

Course Outcome (CO4): Students will be able to analyze the evolution of education in India from 1921 to 1947, focusing on the impact of legislative reforms, educational policies, and key reports on the development of education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe the effects of Dyarchy on primary and secondary education and its role in the expansion of education.

ILO 4.2 Analyze the findings and recommendations of the Simon Commission and their impact on Indian education.

ILO 4.3 Discuss the Government of India Act of 1921 and its implications for educational policy.

ILO 4.4 Evaluate the Hartog Committee Report (1929), the Wardha Scheme of Basic Education (1937), and the Wood-Abbot Report (1937) on the development of education.

ILO 4.5 Assess the recommendations and impact of the Sargent Committee Report (1944) on various levels of education, including pre-primary, primary, secondary, university, teacher training, and technical education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1, CO2		CO1, CO4		
Conceptual Knowledge		CO1, CO2,	CO3	CO3, CO4	CO4,	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	M	S	M	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi : Shipra Publications
3. Altekhar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi : Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi : Shipra Publications

8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
10. Chatterjee, Mitali (1999). Education in Ancient India, D. K. Printworld (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
14. Nurullah , S. &J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopedia of Indian Education, New Delhi: NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
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23. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

B.A. IN EDUCATION PROGRAMME (FYUGP)

5th SEMESTER

Course Title	: Child and Adolescent Psychology
Course Code	: EDNM9
Nature of the Course	: Major9
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the foundational concepts, nature, scope and significance of child psychology, including its historical development and the factors influencing child development.
- Examine the developmental patterns of childhood and identify common developmental problems, along with appropriate prevention and corrective measures.
- Understand the psychological development of adolescents by studying major theories, characteristics and developmental patterns adolescence.
- Analyze the needs and problems of adolescents in contemporary society and evaluate the role of family, school and society in addressing these issues.

Units	Course Contents	L	T	P	Total Hours	Marks
I	1.0 Introduction: 1.1 Meaning nature, scope and Significance and Value of Child Psychology 1.2 Aims of Child Psychology 1.3 Historical Perspectives of development of child psychology 1.4 Factors affecting child Development (Positive and Negative Factors)	13	2		15	16

	• Home/Family • School • Society 1.5 Methods used in Child Psychology					
II	2.0 Developmental Patterns & Concerns during Childhood: 2.1 Development Patterns during this period- • Physical • Mental/Cognitive • Emotional • Social • Language 2.2 Some Common Childhood Problems • Problems of discipline • Behaviour and adjustment problems (anger, aggression, truancy) 2.3 Deficiency & deprivations during childhood- • Natural • Physiological • Socio-economic 2.4 Social adjustment problems (shyness, hesitation, jealousy) 2.5 Prevention & correction of these problems 2.6 Role of Education	13	2		15	18
III	3.0 Psychology of Adolescence: 3.1 Meaning and Need for a Study of Adolescence Psychology 3.2 Theories of Adolescence Psychology- • Recapitulation • Youth Culture • Social Anxiety Theory 3.3 Development patterns during Adolescence- • Physical • Mental/Cognitive • Social • Emotional • Moral 3.4 Risk and Resilience in Adolescents- • Risk Factors in Adolescents • Strategies to Enhance Resilience in	13	2		15	18

	Adolescents					
IV	4.0 Need and Problems of Adolescents: 4.1 Needs of Adolescents today 4.2 Problems of Adolescents- • Emotional Problems • Adjustment Problems • Deviance and Delinquency 4.3 Common Adolescent Problems in Educational Institutions today- • Violence & Vandalism • Hetero-sexual attractions • Substance abuse 4.4 Role of Society in caring for the Adolescents- • Parents • Educational Institutions • Society	13	2		15	18
	Total	52	08		60	70

Modes of In-Semester Assessment:

:30 Marks

- 1) Two Sessional test -
- 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course.
- 3) Attendance:

:20 Marks

:05 Marks

:5 Marks

COURSE OUTCOMES (COs)

Unit I: Introduction to Child Psychology

Course Outcome (CO1): To understand the foundational concepts and significance of child psychology, including its historical development and influencing factors.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define child psychology and explain its meaning and significance.

ILO 1.2 Discuss the historical perspectives on the development of child psychology.

ILO 1.3 Identify and analyze the factors affecting child development, including positive and negative influences from home, school, and society.

ILO 1.4 Describe the methods used in child psychology for studying and understanding child development.

Unit II: Developmental Patterns & Concerns during Childhood

Course Outcome (CO2): To explore the developmental patterns and common concerns during childhood, including methods for prevention and correction of issues.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the physical, mental/cognitive, emotional, social, and language development patterns during childhood.

ILO2.2 Identify common childhood problems related to discipline, behavior, and adjustment, such as anger, aggression, and truancy.

ILO 2.3 Discuss the impact of deficiencies and deprivations (natural, physiological, socio-economic) on child development.

ILO 2.4 Analyze social adjustment problems like shyness, hesitation, and jealousy, and suggest prevention and correction strategies.

ILO 2.5 Evaluate the role of education in addressing and mitigating childhood developmental concerns.

Unit III: Psychology of Adolescence

Course Outcome (CO3): To understand the psychological development of adolescents, including theoretical perspectives and developmental patterns.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define adolescence psychology and explain the need for its study.

ILO 3.2 Discuss various theories of adolescence psychology, including recapitulation, youth culture, and social anxiety theory.

ILO 3.3 Describe the physical, mental/cognitive, social, emotional, and moral development patterns during adolescence.

ILO 3.4 Identify risk factors in adolescents and propose strategies to enhance resilience.

ILO 3.5 Analyze the importance of risk and resilience in adolescent development.

Unit IV: Needs and Problems of Adolescents

Course Outcome (CO4): To examine the needs and problems faced by adolescents today, and the role of society in addressing these issues.

Intended Learning Outcomes (ILOs):

ILO 4.1 Identify the needs of adolescents in contemporary society.

ILO 4.2 Discuss the common problems faced by adolescents, including emotional, adjustment, deviance, and delinquency issues.

ILO 4.3 Analyze specific adolescent problems encountered in educational institutions, such as violence, vandalism, heterosexual attractions, and substance abuse.

ILO4.4 Evaluate the role of parents, educational institutions, and society in caring for and supporting adolescents.

ILO 4.5 Propose strategies for addressing and managing adolescent problems within the societal framework.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO2				
Conceptual Knowledge		CO2	CO3,CO4	CO3,CO4		
Procedural Knowledge		CO3	CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	S	M	M	M
CO2	M	S	S	S	S	M	M	M	S	M
CO3	S	S	M	M	S	M	M	S	M	M
CO4	M	S	S	S	M	M	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Adler, A. (1927): *Practice and Theory of Individual Psychology*, New York, Harlowe Brace and World.
2. Allport, G.W. (1938): *Personality - A Psychological Interpretation*, Halt, Rinehart and Winston Inc., New York.
3. Berk, L.E. (2007): *Child Development*, Prentice Hall of India (P) Ltd, New Delhi.
4. Bols, P. (1950): *On Adolescence*, New York, The Free Press of Glance.
5. Carr, A. (2012): *Positive Psychology*. (2nd Ed), Routledge Publication, New York.
6. Chaube, S.P.: *Child Psychology*, Lakshmi Narain Agarwal, Educational Publishers Agra- 3.
7. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd., New Delhi.
8. Coxon, M. (2012): *Cognitive Psychology*. SAGE Publication, London.
9. Deka, Birendra.: *Sishu Monovigyan Aru Shiksha SamajVigyan*, Banalata Publishing House, Dibrugarh.
10. Hurlock, E.B. (1973): *Adolescent Development* (4th Ed.), Tokyo, McGraw Hill, Kogaku Sha, Ltd.
11. Garrison, K.C. (1959): *Psychology of Adolescence*, Englewood Cliff, Practice-Hall.
12. Garrison, K.C. (1965): *The Psychology of Adolescence*, Prentice Hall of India (P) Ltd, New Delhi, Engle Wood Cliffs, New Jersey.
13. Goswami, G.: *Child Development and Child Care*, Arun Prakashan, Guwahati.
14. Jersild, A.T. (1963): *The Psychology of adolescence*, (2nd Ed.), New York, The McMillan Company.
15. Kale, S.V.: *Child Psychology & Child Guidance*, Himalaya Publishing House Mumbai.
16. Kumar, L.N.: *Developmental Psychology*, Agarwal Educational Publishers, Agra-3.
17. Meece, L.J. (2017): *Child and Adolescent Development for Educators*, McGraw Hill Companies Inc., New York
18. Sharma, Deka, Mishra and Chakraborty: *Snatak Mahalar Sishu Monovigyan*, Asom Book Depot.
19. Thompson, G. (1981): *Child Psychology*, 2nd Edition, Surjeet Publication.
20. Tony, C., Gulliford, A. & Brich, S. (2015): *Educational Psychology*, (2nd Ed), Routledge Publication, New York.
21. Woolfolk, A. (2001): *Educational Psychology*, (8th Ed), Needham Heights, M.A., Allyn and Bacon

B.A. IN EDUCATION PROGRAMME (FYUGP)
5th SEMESTER

Course Title : **Development of Education in Post-Independent India**
Course Code : **EDNM10**
Nature of the Course : **Major10**
Total Credits : **04**
Distribution of Marks : **(End-Sem. - 70) + (In-Sem. - 30)**
Distribution of Credits : **Lecture – 52 Tutorial – 08 Practical – 0**

Course Objectives (COs)

- Understand the educational scenario in India at the time of independence and the examine the foundational changes introduced through early educational commissions and constitutional provisions.
- Examine the major educational reforms and developments in India from 1951 to 2000, with special emphasis on the Secondary Education Commission and the Education Commission.
- Analyze the major educational policies and committee reports in India from 1951 to 2000 and evaluate their impact on the Indian education system.
- Understand the recent developments in Indian education, including major educational initiatives, policies, and the roles of various educational organizations.

Units	Course Contents	L	T	P	Total Hours	Marks
I	1.0 Educational scenario at the time of Independence: 1.1 A brief account of educational scenario at the time of Independence 1.2 University Education Commission, 1948-49 • Aims of University Education • Reforms of curriculum • Administration and Funding • Teaching and Research • Vocational Education • Women's Education • Examination reform	13	2		15	18

	• Students Welfare • Implications of University Education Commission's • Recommendations in present Education system 1.3 Education in the Indian Constitution: • Introduction: Preamble of the Constitution. • Constitutional Provisions on: • Free and Compulsory Education. - Early Childhood Care and Education. - Secularism in Education. - Study of Hindi and Official language. - Education for Women. - Education for Minorities. - Education for ST and SC. • Reasons for inclusion of Education in Concurrent List. • Challenges towards Implementation of the Constitutional provisions.					
II	2.0 Educational Efforts in India - I - (1951-2000): 2.1 Secondary Education Commission, 1952- 53 • Defects of Secondary Education. • Aims of Secondary Education. • Organizational pattern of Secondary Education. • Recommendations of Secondary Education Commission on: - Study of Language - Curriculum of Secondary Education. - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. - Improvement of Teaching Staff. - Implications of Secondary Education	13	2		15	18

	- Commission's Recommendations in present Education system. 2.2 Education Commission, 1964 – 66 and its recommendations on: - Education and national objectives. - Educational structure and standards. - Teacher status and Teacher Education. - School curriculum. - Teaching methods, Guidance and Evaluation. - Implications of the Education - Commission's Recommendations in present Education system.					
III	3.0 Educational Efforts in India - II (1951-2000): 3.1 National Policy of Education 1968 3.2 Iswarbhai Patel Review Committee, 1977 3.3 Adishesiah Committee Report, 1978 3.4 National Policy of Education, 1986 3.5 Ramamurty Review Committee, 1990 on NPE 3.6 Janardan Reddy Committee Report, 1991 3.7 Revised National Policy of Education, 1992	13	2		15	16
IV	4.0 Recent Developments in Indian Education: 4.1 Sarva Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions	13	2		15	18

4.3 Right to Education (RTE),2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Its Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system 4.7.NEP 2020: Objectives, Educational structure, pillars 4.8 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education					
Total	52	08		60	70

Modes of In-Semester Assessment:

30 Marks

1. Two Sessional test - 20 Marks
2. Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
3. Attendance 5 Marks

COURSE OUTCOMES (COs)

Unit I: Educational Scenario at the Time of Independence

Course Outcome (CO1): To understand the educational landscape in India at the time of independence and the foundational changes introduced by early educational commissions and constitutional provisions.

Intended Learning Outcomes (ILOs):

ILO1.1 Provide an overview of the educational scenario in India at the time of independence.

ILO 1.2 Discuss the aims and reforms recommended by the University Education Commission, 1948-49, including curriculum, administration, vocational and women's education, examination reforms, and student welfare.

ILO 1.3 Explain the implications of the University Education Commission's recommendations for the present education system.

ILO 1.4 Describe the constitutional provisions related to education, such as free and compulsory education, secularism, language study, and education for women, minorities, and marginalized groups.

ILO 1.5 Analyze the reasons for including education in the Concurrent List and the challenges towards the implementation of constitutional provisions.

Unit II: Educational Efforts in India - I (1951-2000)

Course Outcome (CO2): To explore the major educational efforts and reforms in India from 1951 to 2000, focusing on the Secondary Education Commission and the Education Commission.

Intended Learning Outcomes (ILOs):

ILO 2.1 Identify the defects of secondary education and the aims of the Secondary Education Commission, 1952-53.

ILO 2.2 Discuss the recommendations of the Secondary Education Commission on language study, curriculum, teaching methods, character education, guidance and counselling, student welfare, and examination reforms.

ILO 2.3 Analyze the implications of the Secondary Education Commission's recommendations on the present education system.

ILO 2.4 Summarize the recommendations of the Education Commission, 1964-66, on national objectives, educational structure, teacher status and education, school curriculum, teaching methods, guidance, and evaluation.

ILO 2.5 Evaluate the impact of the Education Commission's recommendations on the current educational landscape in India.

Unit III: Educational Efforts in India - II (1951-2000)

Course Outcome (CO3): To examine the key educational policies and committee reports in India from 1951 to 2000 and their implications for the education system.

Intended Learning Outcomes (ILOs):

ILO 3.1 Discuss the objectives and impact of the National Policy of Education, 1968.

ILO 3.2 Explain the findings and recommendations of the Iswarbhai Patel Review Committee, 1977, and the Adiseshiah Committee Report, 1978.

ILO 3.3 Analyze the National Policy of Education, 1986, and the subsequent Ramamurty Review Committee, 1990, and Janardan Reddy Committee Report, 1991.

ILO 3.4 Evaluate the Revised National Policy of Education, 1992, and its long-term implications for the Indian education system.

ILO 3.5 Compare and contrast the different educational policies and committee reports, highlighting their contributions to educational reform in India.

Unit IV: Recent Developments in Indian Education

Course Outcome (CO4): To understand the recent developments in Indian education, focusing on major initiatives, policies, and the roles of various educational organizations.

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain the objectives, organization, functions, and achievements of the Sarva Siksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

ILO 4.2 Describe the provisions of the Right to Education (RTE), 2009, and the roles of respective authorities in its implementation.

ILO 4.3 Discuss the objectives, organization, and functions of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

ILO4.4 Analyze the recommendations of the National Knowledge Commission (NKC) for school and higher education.

ILO 4.5 Evaluate the aims, curriculum, and evaluation system of the National Curriculum Framework (NCF), 2005, and the roles of key educational organizations (NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS) in the development of Indian education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2		CO1, CO4		
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3	CO3	CO3, CO4	CO4,	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	M	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	M	S	M	S	S	S	S
CO4	S	S	S	S	S	S	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt.Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan*. Guwahati: Layers Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education . New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow Vinod PustakMandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata. 10.Sarma, Deka, Mishara Chakravarty. *Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
10. Sharma, T.K. (2008). *Bharatar Sikha Bikasar Ithihas aru Samasyawli*. Dibrugarh: Banalata.
11. Sharma, T.K & Goswami, R.K. (2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

B.A. IN EDUCATION PROGRAMME (FYUGP)
5th SEMESTER

Course Title	: Methods, Techniques of Teaching and Practice
Course Code	: EDNM11
Nature of the Course	: Major11
Total Credits	: 04 (2+2)
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits: Lecture – 15 Tutorial – 02 Practical –43	

Course Objectives (COs)

- Understand the foundational concepts, principles, and phases of the teaching-learning process and various teaching behaviors.
- Develop the ability to plan lessons effectively, understand essential teaching skills, and grasp the importance of microteaching.
- Explore various teaching methods and approaches, focusing on their application in different teaching contexts.
- Develop essential teaching competencies through micro and macro teaching by practicing core teaching skills, preparing effective lesson plans (knowledge, skill, and appreciation), and conducting peer teaching to enhance instructional planning, classroom communication, and reflective teaching practices.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	THE TEACHING-LEARNING PROCESS: 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.8 Classroom problems of beginners	03	01		04	
II	PLANNING OF TEACHING: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 Teaching Skills: Concept and components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure 2.4 Microteaching: Concept, importance and Microteaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	03		13	16	25
III	METHODS AND APPROACHES OF TEACHING: 3.1 Teacher-centered and Learner-cantered methods 3.2 Play-way method	04	01		05	

	3.3 Activity method 3.4 Discussion method 3.5 Inductive-Deductive method 3.6 Heuristic method 3.7 Problem solving method 3.8 Project method 3.9 Methods of teaching language: Grammar translation method, Direct method, 3.10 Teaching approaches: Structural approach and communicative approach					
IV	1.0 Practice of following teaching skills through Micro & Macro teaching: 1.1 Introducing a lesson 1.2 Blackboard writing 1.3 Questioning (Fluency in questioning and Probing questioning) 1.4 Stimulus variation 1.5 Reinforcement 1.6 Explaining 1.7 Achieving closure (A Record Book to record the practice of the skills and a Note Book with Micro teaching lesson plans shall have to be maintained. Any one of the skills shall be demonstrated before the team of the examiners) PREPARING LESSON PLAN AND PRACTICE TEACHING: 1.8 A minimum of 3 (Three) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: • Knowledge lesson • Skill lesson • Appreciation Lesson (A Note Book will be maintained) 1.9 Teaching Practice (At least 9 lessons are to be practiced in Secondary level School. Any one lesson shall be demonstrated before the team of examiners).	05		30	35	45
	Total	15	02	43	60	70

Modes of In-Semester Assessment:

1. Two Sessional tests -
2. Attendance-
3. Assignment-
4. Practical -

➤ Macro Teaching

➤ Micro Teaching

30 Marks

20 Marks

05 Marks

05 Marks

70 Marks

45 Marks

Teaching-25

Viva-Voce-10

Notebook-10

25 Marks

Teaching-15

Viva-Voce -05 Mark

Notebook-05 Marks

COURSE OUTCOMES (COs)**Unit I: The Teaching-Learning Process**

Course Outcome (CO1): To understand the foundational concepts, principles, and phases of the teaching-learning process and various teaching behaviors.

Intended Learning Outcomes (ILOs):

ILO1.1 Define the meaning and nature of teaching and discuss its evolving concept.

ILO 1.2 Explain the principles of teaching and learning and their application in the classroom.

ILO 1.3 Describe the general maxims of teaching and their importance in effective teaching.

ILO 1.4 Identify and discuss the roles of teachers in the pre-active, interactive, and post-active phases of teaching.

ILO 1.5 Compare different teaching behaviors: authoritative, democratic, and laissez-faire, and discuss classroom problems faced by beginners.

Unit II: Planning Teaching

Course Outcome (CO2): To develop the ability to plan lessons effectively, understand essential teaching skills, and grasp the importance of microteaching.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the meaning and importance of lesson planning and outline the Herbartian steps of planning a lesson.

ILO2.2 Discuss the concept and components of essential teaching skills, including introducing a lesson, blackboard writing, questioning, stimulus variation, reinforcement, explaining, and achieving closure.

ILO 2.3 Describe the concept, importance, and cycle of microteaching.

ILO 2.4 Identify the objectives of teaching language, social science, science, and mathematics at elementary and secondary levels.

ILO 2.5 Analyze the role of effective lesson planning and microteaching in enhancing teaching quality.

Unit III: Methods and Approaches of Teaching

Course Outcome (CO3): To explore various teaching methods and approaches, focusing on their application in different teaching contexts.

Intended Learning Outcomes (ILOs):

ILO 3.1 Differentiate between teacher-centered and learner-centered methods and discuss the play-way method and activity method.

ILO 3.2 Explain the discussion method, inductive-deductive method, heuristic method, and problem-solving method.

ILO3.3 Describe the project method and its application in teaching.

ILO 3.4 Identify and discuss different methods of teaching language, including the grammar-translation method and direct method.

ILO 3.5 Explain the structural and communicative approaches to teaching and their significance in language instruction.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO2, CO3				
Conceptual Knowledge		CO2,CO3	CO2,CO3			
Procedural Knowledge		CO2,	CO2,			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	S	M	M	M
CO2	S	S	S	S	S	S	S	M	S	S
CO3	S	S	S	S	S	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan (Micro-teaching)*. Dibrugarh: Banalata
3. Deka, K.K. and Hazarika, M. (1996). *Sikshan Abhyas aru Path parikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
4. Freire, Paulo, (1972). *Pedagogy of Oppressed*. Penguin Books
5. Govinda, R. (2011). *Why goes to school? Exploring exclusion in Indian education*. Oxford University Press.
6. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge
7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.

9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage: New Delhi.
10. Kumar, Krishna, (1996). *Learning from Conflict*: Orient Longman: New Delhi.
11. Paintal, I. (1980). *Microteaching-A handbook for Teachers*. Delhi: Oxford University Press
12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

B.A. IN EDUCATION PROGRAMME (FYUGP)
5th SEMESTER

Course Title	: Great Educators and Educational Thoughts
Course Code	: EDNM12
Nature of the Course	: Major12
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the educational philosophies of ancient Indian educators and their relevance to contemporary education.
- Explore the educational thoughts of modern Indian educators and evaluate their contributions to the field of education.
- Examine the educational philosophies of Western idealist and naturalist thinkers and their impact on contemporary education.
- Explore the educational philosophies of Western pragmatist, existentialist, and modern thinkers and evaluate their relevance to modern education.

UNITS	COURSE CONTENTS	L	T	P	Total Hours	Marks
I	1.0 ANCIENT INDIAN EDUCATORS ANDEDUCATIONAL THOUGHTS 1.1 Shankaracharya: • Basic tenets of Shankaracharya's Advaita Vedanta • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy 1.2 Yagyavalkya: • Yagyavalkya and Indian Idealism (concept of soul and absolute soul) • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya's educational philosophy 1.3 Sankardeva: • Sankardeva's philosophy of life • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy Institutions and means of education	13	2		15	18

II	2.0 MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS 2.1 Rabindra Nath Tagore • Tagore's philosophy of life • Basic principles of Tagore's educational philosophy • Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy • Evaluation of Tagore's philosophy of education 2.2 Vivekananda: • Vivekananda's philosophy of life • Basic principles of Vivekananda's educational philosophy • Concept of Man making and Nation building education • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy • Evaluation of Vivekananda's philosophy of education 2.3 M. K. Gandhi: • Gandhi's philosophy of life Basic principles of Gandhi's educational philosophy • Concept and background of Basic education • Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy • Relevance of Gandhi's philosophy of education	13	2		15	18
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III	3.0 WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers) 3.1 Plato • The sources of knowledge • Plato's philosophy of life • Functions of education according to Plato • Forms and Programmes of education according to Plato • Impacts of Plato's Idealism in present education 3.2 Jean Jacques Rousseau • Naturalism of Rousseau • Negative education of Rousseau • Stages of human development according to Rousseau • Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau's educational philosophy • Impact of Rousseau's Naturalism in present education	13	2		15	18
IV	4.0 WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers) 4.1 John Dewey • Dewey's Experimental school • Concept of education according to Dewey • Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism • Relevance of Dewey's Pragmatism 4.2 Jacques Derrida • Concept of Deconstruction	13	2		15	16

	• Derrida's basic ideas on education • Derrida's reaction to Rousseau's Naturalism and Idealism 4.3 Jean Paul Sartre • Sartre's Philosophy of life • Sartre's idea of freedom and individualism • Educational implications of these two ideas					
	Total	52	08		60	70

Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test -
- 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course.
- 3) Attendance

20 Marks

05 Marks

5 Marks

COURSE OUTCOMES (COs)

Unit I: Ancient Indian Educators and Educational Thoughts

Course Outcome (CO1): To understand the educational philosophies of ancient Indian educators and their relevance to contemporary education.

Intended Learning Outcomes (ILOs):

ILO 1.1 Discuss the basic tenets of Shankaracharya's Advaita Vedanta and their implications for education.

ILO 1.2 Explain Yagyavalkya's concepts of soul and absolute soul and their impact on his educational philosophy.

ILO 1.3 Describe Sankar deva's philosophy of life and its influence on his views on education.

ILO 1.4 Compare the aims of education, curriculum, teaching methods, and discipline in the philosophies of Shankaracharya, Yagyavalkya, and Sankar deva.

ILO 1.5 Identify the institutions and means of education advocated by Sankardeva.

Unit II: Modern Indian Educators and Educational Thoughts

Course Outcome (CO2): To explore the educational thoughts of modern Indian educators and evaluate their contributions to the field of education.

Intended Learning Outcomes (ILOs):

ILO 2.1 Summarize Rabindranath Tagore's philosophy of life and the basic principles of his educational philosophy.

ILO2.2 Explain Vivekananda's concept of man-making and nation-building education.

ILO 2.3 Describe Gandhi's concept and background of basic education and its relevance today.

ILO 2.4 Compare the aims of education, curriculum, teaching methods, and discipline in the philosophies of Tagore, Vivekananda, and Gandhi.

ILO 2.5 Evaluate the contributions of Tagore, Vivekananda, and Gandhi to modern education.

Unit III: Western Educators and Educational Thoughts (Idealist and Naturalist Thinkers)

Course Outcome (CO3): To examine the educational philosophies of Western idealist and naturalist thinkers and their impact on contemporary education.

Intended Learning Outcomes (ILOs):

ILO 3.1 Discuss Plato's sources of knowledge and his philosophy of life.

ILO 3.2 Explain the functions of education according to Plato and his forms and programmes of education.

ILO3.3 Describe Rousseau's naturalism and his concept of negative education.

ILO 3.4 Identify the stages of human development according to Rousseau and their implications for education.

ILO 3.5 Analyze the impact of Plato's idealism and Rousseau's naturalism on present education.

Unit IV: Western Educators and Educational Thoughts (Pragmatist, Existentialist, and Modern Thinkers)

Course Outcome (CO4): To explore the educational philosophies of Western pragmatist, existentialist, and modern thinkers and their relevance to modern education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe John Dewey's experimental school and his concept of education.

ILO 4.2 Explain Dewey's pragmatism, including aims of education, curriculum, teaching methods, and the roles of teacher and student.

ILO 4.3 Discuss Jacques Derrida's concept of deconstruction and its implications for education.

ILO4.4 Identify Derrida's reactions to Rousseau's naturalism and idealism.

ILO 4.5 Analyze Jean-Paul Sartre's ideas of freedom and individualism and their educational implications.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2 CO3, CO4	CO1, CO2 CO3, CO4				
Conceptual Knowledge		CO1, CO2 CO3, CO4	CO1, CO2, CO3, CO4			
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	M	S	S	S
CO2	S	S	S	S	S	M	M	S	S	S
CO3	S	S	S	S	S	M	M	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Adhiswarananda, S. (2006). *Vivekananda World Teacher*. New Delhi: Rupa.
2. Agarwal, Somnath, (2007). *Philosophical Foundation of Education*. Delhi: Authors press
3. Bhatia, K. and Baldev Bhatia, (1994). *The Philosophical and Sociological Foundation of Education*. Delhi: Doaba House.
4. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
5. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
6. Dewey John (1941). *Schools and Society*. New York: George Putnam Sons.
7. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
8. Freire, Paulo, (1972). *Pedagogy of the Oppressed*. Penguin Books.

9. Gandhi, M. K. (1977). *The Collected Works*. Ahmedabad: Nava Jivan.
10. Gandhi, M. K. (1962). *True Education*. Ahmedabad: Nava Jivan.
11. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: Network.
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Sengupta, Ira (2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

B.A. IN EDUCATION PROGRAMME (FYUGP)
5th SEMESTER

Course Title	: Indian Education System (From 1948 to 2020)
Course Code	: EDNN05
Nature of the Course	: Minor5
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the historical context and foundational changes in the Indian education system at the time of Independence and its immediate aftermath.
- Explore the major educational reforms and commissions in India from 1951 to 2000 and their ongoing impact on the education system.
- Analyze the key policies and committee reports on education in India from 1951 to 2000 and assess their influence on the development of the education system.
- Understand and evaluate recent initiatives, policies, and frameworks in Indian education and their role in shaping the current educational landscape.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Educational scenario at the time of Independence: 1.1 A brief account of educational scenario at the time of Independence 1.2 University Education Commission, 1948-49 • Aims of University Education • Reforms of curriculum • Administration and Funding • Teaching and Research • Vocational Education • Women's Education • Examination reform • Students Welfare • Implications of University Education Commission's • Recommendations in present Education system 1.3 Education in the Indian Constitution: • Introduction: Preamble of the Constitution. • Constitutional Provisions on: • Free and Compulsory Education. - Early Childhood Care and Education. - Secularism in Education. - Study of Hindi and Official language. - Education for Women. - Education for Minorities. - Education for ST and SC. • Reasons for inclusion of Education in Concurrent List. • Challenges towards Implementation of	13	2		15	18

	the Constitutional provisions.					
II	2.0 Educational Efforts in India - I - (1951-2000): 2.1 Secondary Education Commission, 1952-53 • Defects of Secondary Education. • Aims of Secondary Education. • Organizational pattern of Secondary Education. • Recommendations of Secondary Education Commission on: - Study of Language - Curriculum of Secondary Education. - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. - Improvement of Teaching Staff. - Implications of Secondary Education • Commission's Recommendations in present Education system. 2.2 Education Commission, 1964 – 66 and its recommendations on: • Education and national objectives. • Educational structure and standards. • Teacher status and Teacher Education. • School curriculum. • Teaching methods, Guidance and Evaluation. • Implications of the Education • Commission's Recommendations in present Education system.	13	2		15	18

III	3.0 Educational Efforts in India - II (1951-2000): 3.8 National Policy of Education 1968 3.9 Iswarbhai Patel Review Committee, 1977 3.10 Adishesiah Committee Report, 1978 3.11 National Policy of Education, 1986 3.12 Ramamurty Review Committee, 1990 on NPE 3.13 Janardan Reddy Committee Report, 1991 3.14 Revised National Policy of Education, 1992	13	2		15	16
IV	4.0 Recent Developments in Indian Education: 4.1 Samarga Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions 4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Its Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system 4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education. 4.8 Nipun Bhart and National foundational Numeracy 4.9 NEP 2020 structure and features	13	2		15	18
	Total	52	08		60	70

Modes of In-Semester Assessment:

30 Marks

1. Two Sessional test - 20 Marks
2. Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
3. Attendance 5 Marks

COURSE OUTCOMES(COs)

Unit I: Educational Scenario at the Time of Independence

Course Outcome (CO1): To understand the historical context and foundational changes in the Indian education system at the time of Independence and its immediate aftermath.

Intended Learning Outcomes (ILOs):

ILO 1.1 Describe the educational scenario in India at the time of Independence.

ILO 1.2 Summarize the aims, reforms, and recommendations of the University Education Commission (1948-49) and their implications for the present education system.

ILO 1.3 Explain the constitutional provisions related to education in the Indian Constitution and their significance.

ILO 1.4 Discuss the reasons for the inclusion of education in the Concurrent List and the challenges in implementing these constitutional provisions.

ILO 1.5 Evaluate the impact of the Preamble and specific constitutional provisions on education, including those related to free and compulsory education, early childhood care, secularism, study of Hindi, and education for women, minorities, and ST/SC.

Unit II: Educational Efforts in India - I (1951-2000)

Course Outcome (CO2): To explore the major educational reforms and commissions in India from 1951 to 2000 and their ongoing impact on the education system.

Intended Learning Outcomes (ILOs):

ILO 2.1 Identify the defects in secondary education as outlined by the Secondary Education Commission (1952-53) and the aims for its improvement.

ILO 2.2 Explain the key recommendations of the Secondary Education Commission regarding language study, curriculum, teaching methods, character education, and guidance and counselling.

ILO 2.3 Discuss the implications of the Secondary Education Commission's recommendations on the current education system.

ILO 2.4 Summarize the recommendations of the Education Commission (1964-66) concerning national objectives, educational structure, teacher status, school curriculum, and evaluation methods.

ILO 2.5 Evaluate the impact of the Education Commission's recommendations on present-day education standards and practices.

Unit III: Educational Efforts in India - II (1951-2000)

Course Outcome (CO3): To analyze the key policies and committee reports on education in India from 1951 to 2000 and assess their influence on the development of the education system.

Intended Learning Outcomes (ILOs):

ILO 3.1 Outline the objectives and key recommendations of the National Policy of Education (1968) and its implications for modern education.

ILO 3.2 Describe the findings and recommendations of the Iswarbhai Patel Review Committee (1977) and the Adiseshiah Committee Report (1978).

ILO 3.3 Explain the National Policy of Education (1986) and the subsequent reviews and modifications by the Ramamurthy Review Committee (1990) and the Janardan Reddy Committee Report (1991).

ILO 3.4 Discuss the revisions and updates introduced in the Revised National Policy of Education (1992) and their significance.

ILO 3.5 Evaluate the overall impact of these policies and committee reports on the Indian education system from 1951 to 2000.

Unit IV: Recent Developments in Indian Education

Course Outcome (CO4): To understand and evaluate recent initiatives, policies, and frameworks in Indian education and their role in shaping the current educational landscape.

Intended Learning Outcomes (ILOs):

ILO4.1 Describe the objectives, organization, functions, and achievements of the Sarva Shiksha Abhiyan (SSA).

ILO4.2 Explain the objectives, organization, and functions of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

ILO 4.3 Discuss the provisions of the Right to Education (RTE) Act, 2009, and the roles of various authorities in its implementation.

ILO 4.4 Summarize the objectives, organization, and functions of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

ILO 4.5 Evaluate the recommendations of the National Knowledge Commission (NKC) and the National Curriculum Framework (NCF), 2005, and their impact on school and higher education.

ILO 4.6 Identify the roles of various regulatory and advisory bodies like NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, and NIOS in the development of Indian education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2		CO1, CO4		
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3	CO3	CO3, CO4	CO4,	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	M	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	M	S	M	S	S	S	S
CO4	S	S	S	S	S	S	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt.Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication
3. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan*. Guwahati: Layers Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education
. New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata. 10.Sarma, Deka, Mishara & Chakravarty. *Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
10. Sharma, T.K. (2008). *Bharatar Sikha Bikasar Ithihas aru Samasyawli*. Dibrugarh: Banalata.
12. Sharma, T.K & Goswami, R.K. (2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

B.A. IN EDUCATION PROGRAMME (FYUGP)
6th SEMESTER

Course Title	: Education in World Perspective.
Course Code	: EDNM13
Nature of the Course	: Major13
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the nature, scope, and influencing factors of national systems of education and compare the aims and objectives of different countries' education systems.
- Explore the historical perspectives and various methods used in the study of national systems of education.
- Analyze the development of education with respect to salient features, organization, administration, and curriculum at different educational levels in the UK, USA, India, and Japan.
- Understand the development of education in the UK, USA, India, and Japan with respect to technical and vocational education, teacher education, open and distance education, and women education.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 Importance of studying national system of education: 1.1 Nature and scope of studying National Systems of Education 1.2 Factors influencing a national system of education • Geographical factor. • Philosophical factor • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. • Secular factor 1.3 Aims and Objectives of National System of Education with respect to -USA -UK -Japan -India	13	2		15	18
II	2.0 Historical perspective of the development of the study: 2.1 Historical perspective: • Travelers' tales. • Educational problems • Interaction of society and education. • Quantitative approach. • Scientific approach 2.2 Methods of studying National Systems of Education • Descriptive method. • Historical method. • Sociological method.	13	2		15	18

	• Statistical method. • Psychological method. • Scientific method.					
III	3.0 Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in: • UK • USA • INDIA • JAPAN	13	2		15	18
IV	4.0 Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of: • Technical and Vocational education • Teacher education • Open and Distance education • Women Education	13	2		15	16
		52	08		60	70

Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test -
- 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course.
- 3) Attendance

20 Marks

05 Marks

5 Marks

COURSE OUTCOMES (COs)

Unit I: Importance of Studying National Systems of Education

Course Outcome (CO1): To understand the nature, scope, and influencing factors of national systems of education and compare the aims and objectives of different countries' education systems.

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the nature and scope of studying national systems of education.

ILO 1.2 Identify and describe the various factors influencing national systems of education, including geographical, philosophical, social, political, economic, historical, religious, racial, linguistic, and secular factors.

ILO 1.3 Compare the aims and objectives of national systems of education in the USA, UK, Japan, and India.

ILO 1.4 Discuss how different factors uniquely shape the education systems in the mentioned countries.

ILO 1.5 Evaluate the impact of these factors on the overall development of education in different national contexts.

Unit II: Historical Perspectives and Methods of Studying National Systems of Education

Course Outcome (CO2): To explore the historical perspectives and various methods used in the study of national systems of education.

Intended Learning Outcomes (ILOs):

ILO 2.1 Outline the historical perspectives of the development of education, including travelers' tales, educational problems, and the interaction of society and education.

ILO 2.2 Describe the quantitative and scientific approaches to studying national systems of education.

ILO 2.3 Explain the various methods of studying national systems of education, including descriptive, historical, sociological, statistical, psychological, and scientific methods.

ILO 2.4 Analyze the advantages and limitations of each method in understanding national education systems.

ILO 2.5 Discuss the relevance and application of these methods in contemporary educational research.

Unit III: Development of Education with Respect to Salient Features, Organization, Administration, and Curriculum

Course Outcome (CO3): To analyze the development of education with respect to salient features, organization, administration, and curriculum at different educational levels in the UK, USA, India, and Japan.

Intended Learning Outcomes (ILOs):

ILO 3.1 Describe the salient features, organization, and administration of primary/elementary education in the UK, USA, India, and Japan.

ILO 3.2 Compare the curriculum of primary/elementary education across these countries.

ILO3.3 Explain the salient features, organization, and administration of secondary education in the UK, USA, India, and Japan.

ILO 3.4 Compare the curriculum of secondary education across these countries.

ILO 3.5 Analyze the development of higher education in the UK, USA, India, and Japan, focusing on organization, administration, and curriculum.

Unit IV: Development of Education in Context of Specific Areas

Course Outcome (CO4): To understand the development of education in the UK, USA, India, and Japan with respect to technical and vocational education, teacher education, open and distance education, and women education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe the organization, curriculum, and evaluation of technical and vocational education in the UK, USA, India, and Japan.

ILO 4.2 Explain the organization, curriculum, and evaluation of teacher education in these countries.

ILO 4.3 Compare the development and implementation of open and distance education across the UK, USA, India, and Japan.

ILO4.4 Analyze the progress and challenges in women's education in these countries, focusing on organization, curriculum, and evaluation.

ILO 4.5 Evaluate the effectiveness of educational policies and programs in addressing the specific needs of technical and vocational education, teacher education, open and distance education, and women education in the mentioned countries.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge	CO1, CO2	CO2, CO3	CO3, CO4	CO4		
Procedural Knowledge		CO2, CO3				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	M	M	M	M	S
CO2	S	S	S	S	M	M	S	S	M	S
CO3	S	M	M	S	S	S	S	S	S	S
CO4	S	M	S	M	S	S	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education*. New York, Holt, Rinehart and Winston.
2. Biswas, A & Aggarwal, J, C. (1986). *Comparative Education*. New Delhi, Arya Book Depot.
3. Chaube, S.P. (2006). *Features of Comparative Education*. Agra, Vinod Pustak Mandir.
4. Deka, K. K. (1998). *Tulanamulak Siksha*. Dibrugarh, Banalata Prakashan
5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K., Routledge& Kegan Paul.
6. Holmes, B. (1965). *Problems in Education: A Comparative Approach*. London, Routledge& Kegan Paul.
7. Kandel, I. (1933). *Comparative Education*. Boston, Mass Houghton Mifflin.

8. Khanna, S. D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education*. Delhi, Doaba House Booksellers Publishers.
9. King, E.J. (1962). *World Perspective in Education*. London, Methuen.
10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A*. London, Oxford University Press.
11. Mallinson, V. (1975). *Introduction to the Study of Comparative Education*. Heinemann Educational Books.
12. Mukherji, S.N. (1969). *Education in India: Today and Tomorrow*. Vadodara, Acharya Book Depot.
13. Nath, S. (1986). *Contemporary Concerns in Education*. Bhubaneswar, Mayur Publishers.
14. Pandey, R.S. (2015). *Education in Emerging Indian Society*. Agra, Agrawal Publication.
15. Rai, B.C. (1968). *Comparative Education*. Lucknow, Prakashan Kendra.
16. Rapple, B. (1989). Matthew Arnold and Comparative Education. *British Journal of Educational Studies*. 37(1), 54-71. DOI: 10.2307/3121356.
17. Sodhi, T.S. (1983). *Textbook of Comparative Education*. New Delhi, Vikas Publishing House.
18. Tretheway, A.R. (1976). *Introducing Comparative Education*. Pergamon
19. Ulich, R. (1961). *The Education of Nations*. Cambridge, Harvard University Press
20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education*. London, Croon &Helm.

B.A. IN EDUCATION PROGRAMME (FYUGP)
6th SEMESTER

Course Title	: Gender and Education
Course Code	: EDNM14
Nature of the Course	: Major 14
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the fundamental concepts of gender, the social constructs surrounding it, and the issues related to gender roles and segregation in education.
- Explore the dynamics of gender biases, socialization, and inequality within family, school, and society, and understand the issues affecting women and the girl child.
- Examine the manifestations of gender discrimination and inequality in school settings, including curriculum, infrastructure, and educational practices.
- Understand the legal framework, constitutional provisions, and policies aimed at promoting gender equality and social justice.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 INTRODUCTION TO GENDER AND ITS RELATED TERMS: 1.1 Sex and Gender: meaning and concept 1.2 Difference between sex and gender. 1.3 Gender role: Concept and nature. • Types of gender role. 1.4 Patriarchal and Matriarchal: Concept and nature. • Gender role in patriarchal and matriarchal society 1.5 Social construct of Gender. 1.6 Gender Segregation: concept and nature • Types of gender Segregation: Horizontal & vertical • Gender segregation and education. 1.7 Gender marginalization in education • Meaning, concept and nature • Causes of gender marginalization in education • Measures for inclusion in education 1.8 Gender stereotyping: Meaning and concept • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9 Self-silencing: concept and nature	13	2		15	18

II	2.0 GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2 Gender socialization: Meaning and concept. • Gender socialization - Role of the family - Role of the school - Role of the society - Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of • Caste • Religion • Region 2.4 Issues related to women/girl child: • Female feticide and infanticide • Sex ratio • Honour killing • Dowry • Child marriage	13	2		15	18
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III	3.0 GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender discrimination in the • Construction and dissemination of knowledge. • Text books • Hidden curriculum. 3.2 Gender inequality and school • Infrastructure • Curricular and co-curricular activities. 3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.4 Gender and equality: • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. 3.5 Gender inclusive approach • Single sex school • Child friendly school • Girl friendly school • Their significance in inclusive education.	13	2		15	18
IV	4.0 LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY: 4.1 Introduction to laws related to women and social justice • Dowry • Remarriage • Divorce • Property rights • Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programme from gender equality perspective.	13	2		15	16
Total		52	08		60	70

Modes of In-Semester Assessment:**30 Marks**

- 1) Two Sessional test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
- Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.
- 3) Attendance 5 Marks

COURSE OUTCOMES(COs)**Unit I: Introduction to Gender and Its Related Terms**

Course Outcome (CO1): To understand the fundamental concepts of gender, the social constructs surrounding it, and the issues related to gender roles and segregation in education.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define and differentiate between the terms 'sex' and 'gender'.

ILO 1.2 Explain the concept and nature of gender roles and their types.

ILO 1.3 Describe the patriarchal and matriarchal systems and their influence on gender roles in society.

ILO 1.4 Discuss the social construct of gender and the concept of gender segregation, including its types and impact on education.

ILO 1.5 Identify the causes and measures of gender marginalization and stereotyping in education and society.

Unit II: Gender and Society

Course Outcome (CO2): To explore the dynamics of gender biases, socialization, and inequality within family, school, and society, and understand the issues affecting women and the girl child.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the meaning and concept of gender biases in the family, school environment, and society.

ILO 2.2 Describe the role of family, school, society, media, and popular culture in gender socialization.

ILO 2.3 Analyze gender inequality in education concerning caste, religion, and region.

ILO 2.4 Identify and discuss issues related to women and the girl child, such as female feticide, sex ratio, honor killing, dowry, and child marriage.

ILO 2.5 Evaluate the impact of gender socialization on individual development and educational opportunities.

Unit III: Gender Inequality in the School

Course Outcome (CO3): To examine the manifestations of gender discrimination and inequality in school settings, including curriculum, infrastructure, and educational practices.

Intended Learning Outcomes (ILOs):

ILO 3.1 Identify gender discrimination in the construction and dissemination of knowledge, including textbooks and hidden curriculum.

ILO 3.2 Discuss the impact of gender inequality on school infrastructure, curricular, and co-curricular activities.

ILO 3.3 Analyze the problems of access, retention, stagnation, and dropout rates related to gender issues in school education.

ILO 3.4 Explain the role of schools, peers, teachers, curriculum, and textbooks in reinforcing gender equality.

ILO 3.5 Describe gender-inclusive approaches such as single-sex schools, child-friendly schools, and girl-friendly schools and their significance in promoting inclusive education.

Unit IV: Laws, Articles, and Policies to Bring Gender Equality

Course Outcome (CO4): To understand the legal framework, constitutional provisions, and policies aimed at promoting gender equality and social justice.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe the laws related to women and social justice, including dowry, remarriage, divorce, property rights, and trafficking.

ILO 4.2 Explain the history and current status of the women's reservation bill.

ILO 4.3 Identify and discuss the articles of the Indian constitution related to education from a gender equality perspective.

ILO 4.4 Analyze the educational policies and programs designed to promote gender equality.

ILO 4.5 Evaluate the effectiveness of these laws, articles, and policies in achieving gender equality in education and society.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2 CO3	CO2, CO3	CO1, CO2 CO3, CO4			
Conceptual Knowledge		CO2, CO3, CO4	CO1, CO2 CO3, CO4			
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	M	M	S	S
CO2	S	M	S	S	S	S	S	M	S	S
CO3	S	S	S	S	S	S	M	M	S	S
CO4	S	S	S	S	S	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
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6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. *Journal of Instructional Psychology*, 27 (3), 173-178.
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10. Kanter, Rosa Beth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
11. Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
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14. Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
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16. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
17. Marshall, C.S. & Richartz, J. (1997) Gender issues in the classroom. *Clearinghouse*, 70 (6), 333-338.
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B.A. IN EDUCATION PROGRAMME (FYUGP)
6th SEMESTER

Course Title	: Psychological Assessment and Practical
Course Code	: EDNM15
Nature of the Course	: Major15
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 12 Tutorial – 06 Practical – 42

Course Objectives (COs)

- Understand the foundational concepts of experimental psychology and the processes involved in conducting and reporting psychological experiments.
- Explore the concepts of memory and attention, their types, factors affecting them, and methods of testing.
- Understand the concept of learning, its types, and methods of testing learning.
- Understand the concept of personality, methods of its assessment, and different personality tests.
- Explore the concept of intelligence, its historical background, and methods of intelligence testing.

Units	Contents	L	T	P	Total Hours	Total marks
I	1.0 Experimental psychology: 1.1. Meaning, nature and scope of experimental psychology. 1.2. Origin of psychological experiment. 1.3. Uses and Application of psychological experiments in the field of education. 1.4. Conducting and Reporting of psychological experiments. 1.5. Procedure of conducting and Reporting of Psychological Experiments. • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background • □Experimental Design. • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion	8	2		10	

II	2.0 Memory and Attention: 2.1 Meaning and nature of memory 2.2 Types of memory (Long Term Memory & Short Term Memory) 2.3 Factors affecting memory 2.4 Memory span 2.5 Historical background of testing memory 2.6 Testing of Memory. a) Memory span for digits. b) Memory span for letters. c) Memory span for words and Non-sense syllables d) Recall and Recognition Attention: 2.6 Concept of attention 2.7 Types of attention (Selective attention, Alternating attention & Divided attention) 2.8 Conditions of attention 2.9 Span of attention 2.10 Historical and theoretical background of testing attention. 2.11 Testing of attention a. Division of attention b. Span of apprehension c. Distraction of attention	1	1	12	14	
III	3.0 Learning: 3.1 Concept of learning 3.2 Types of learning (Visual, Oral, Verbal, Physical) 3.3 Historical background of testing learning 3.4 Testing of learning a. Mirror Learning b. Maze learning c. Part and whole method d. Mass Vs Space practice	1	1	10	12	

IV	4.0 Personality: 4.1 Concept of personality 4.2 Historical background of personality assessment 4.3 Different methods of assessment of personality (Subjective, Objective & Projective Method) 4.4 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association	1	1	10	12	
V	5.0 Intelligence: 5.1 Concept of Intelligence. 5.2. Historical background of intelligence Testing. 5.3. Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test (Linguistic Intelligence)	1	1	10	12	
	Total	12	06	42	60	70

Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
- Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.
- 3) Attendance 5 Marks

End semester assessment:

End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

- a. One Experiment Marks: 25
- b. One Test Marks: 25
- c. Laboratory Note book Marks: 10
- d. Viva voce Marks: 10

Total:

70 Marks

COURSE OUTCOMES(COs)

Unit I: Experimental Psychology

Course Outcome (CO1): To understand the foundational concepts of experimental psychology and the processes involved in conducting and reporting psychological experiments.

Intended Learning Outcomes (ILOs):

ILO1.1 Define and describe the meaning, nature, and scope of experimental psychology.

ILO 1.2 Trace the origin of psychological experiments.

ILO 1.3 Identify the uses and applications of psychological experiments in the field of education.

ILO 1.4 Explain the steps involved in conducting and reporting psychological experiments.

ILO 1.5 Outline the procedure of conducting and reporting psychological experiments, including the elements of title, objectives, hypotheses, background, experimental design, methodology, introspective report, results, discussion, observation, and conclusion.

Unit II: Memory and Attention

Course Outcome (CO2): To explore the concepts of memory and attention, their types, factors affecting them, and methods of testing.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define memory and describe its nature.

ILO2.2 Distinguish between long-term memory and short-term memory.

ILO 2.3 Identify the factors affecting memory.

ILO 2.4 Explain the concept of memory span and its historical background.

ILO 2.5 Describe various methods of testing memory, including memory span for digits, letters, words, and non-sense syllables, as well as recall and recognition.

ILO 2.6 Define attention and describe its concept.

ILO 2.7 Distinguish between different types of attention (selective, alternating, and divided attention).

ILO 2.8 Identify the conditions of attention and span of attention.

ILO 2.9 Trace the historical and theoretical background of testing attention.

ILO 2.10 Describe various methods of testing attention, including division of attention, span of apprehension, and distraction of attention.

Unit III: Learning

Course Outcome (CO3): To understand the concept of learning, its types, and methods of testing learning.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define and explain the concept of learning.

ILO 3.2 Differentiate between types of learning (visual, oral, verbal, physical).

ILO3.3 Trace the historical background of testing learning.

ILO 3.4 Describe various methods of testing learning, including mirror learning, maze learning, part and whole method, and mass vs space practice.

Unit IV: Personality

Course Outcome (CO4): To understand the concept of personality, methods of its assessment, and different personality tests.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and explain the concept of personality.

ILO 4.2 Trace the historical background of personality assessment.

ILO 4.3 Differentiate between subjective, objective, and projective methods of personality assessment.

ILO 4.4 Describe various methods of testing personality, including rating scales, interviews, Rorschach Ink-blot Test, Thematic Apperception Test, and free and controlled association.

Unit V: Intelligence

Course Outcome (CO5): To explore the concept of intelligence, its historical background, and methods of intelligence testing.

Intended Learning Outcomes (ILOs):

ILO 5.1 Define and explain the concept of intelligence.

ILO 5.2 Trace the historical background of intelligence testing.

ILO 5.3 Describe various methods of intelligence testing, including Koh's Block Design Test, Alexander's Pass Along Test, and One Group Intelligence Test (Linguistic Intelligence).

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1,CO2					
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO2, CO3		
Procedural Knowledge			CO2, CO3, CO4, CO5	CO4, CO5		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	M	M	M	M	W
CO2	S	M	M	M	S	S	S	S	S	S
CO3	S	M	M	M	S	S	S	S	S	S
CO4	S	M	M	M	S	M	S	S	S	S
C05	S	M	M	M	S	M	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.
2. Deka, B & Ali, L. *Educational Measurement of Psychological Practicals*, Banalata Guwahati.
3. Mathur, S.S., *Educational Psychology*, Agarwal Publication, Agra-2.
4. Mahanta, Anita, Manobigyan Aru Parisankhya Bigyanar Abhikhya samuh, Saraswati Prakashan, Golaghat
5. Saikia R.L., *Psychological and Statistical Experiments in Education*, Saraighat Printers M.C. Road, Guwahati, Assam.
6. Hussain Akbar, *Experiments in Psychology*, published by Motilal Banarsidass, Delhi.
7. Mohsin, S.M.: *Experiments in Psychology*, published by Motilal Banarsidass, Delhi.

B.A. IN EDUCATION PROGRAMME (FYUGP)
6th SEMESTER

Course Title	: Educational Administration and Management
Course Code	: EDNM16
Nature of the Course	: Major16
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the fundamental concepts, types, and modern trends of educational management and administration, including resource management.
- Explore the concept, principles, styles, and development of educational leadership and its role in ensuring quality education.
- Understand the principles, types, and importance of educational planning and supervision, and the factors influencing their effectiveness.
- Understand the principles, management, and issues related to educational finance, including budgeting and financial records.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Educational Management and Administration: 1.1 Meaning, Nature & Scope of Educational Management 1.2 Functions of Educational Management 1.3 Types of Educational Management 1.3.1 Centralized and decentralized 1.3.2 External and Internal 1.3.3 Authoritarian/autocratic/democratic 1.4 Difference between Management and Administration 1.5 Management of Resources in Educational Institutions- 1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources 1.6 Some modern trend of Educational Management 1.6.1 Management by Objectives 1.6.2 Total Quality management 1.6.3 SWOT analysis	13	2		15	18
II	2.0 Educational Leadership: 2.1 Meaning and definitions of Educational Leadership 2.2 Nature of Educational Leadership 2.2 Function of Educational Leadership 2.3 Principles of Educational Leadership 2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire 2.5 Factors influencing leadership styles. 2.6 Essential qualities of an educational leader 2.7 Leadership Development Programmes 2.8 Role of Educational Leader in ensuring quality of Education	13	2		15	16

III	3.0 Educational Planning and Supervision: 3.1 Meaning and Nature of educational planning 3.2 Scope of educational planning 3.3 Need of educational planning 3.4 Principles of educational planning 3.5 Types of Educational planning 3.5.1 long term planning 3.5.2 short type planning 3.5.3 grass-root level planning 3.5.4 institutional planning 3.6 Factors affecting educational Plan 3.7 Concept and importance of School Development Plan Educational Supervision 3.8 Concept, objectives and scope of Educational Supervision 3.9 Functions of Educational Supervision 3.10 Difference between Supervision and Inspection 3.11 Factors influencing effectiveness and of supervision 3.12 Qualities of a Good Educational Supervisor 3.13 Problems of conducting educational Supervision	13	2		15	20
IV	4.0 Management issues in educational finance: 4.1 Meaning of educational finance 4.2 Nature and scope of educational finance 4.3 Principles of managing educational finance 4.4 Role of finance committee 4.5 Maintenance of records in educational finance 4.6 Use of computer in management of finance 4.7 Budget: concept and components, process of preparing institutional budget 4.8 Sources of Educational Finance: 4.9 Public Private Partnership in financing Education	13	2		15	16
	Total	52	08		60	70

<u>Modes of In-Semester Assessment:</u>	30 Marks
1) Two Sessional test -	20 Marks
2) Any one of the following activities listed below - - Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.	05 Marks
3) Attendance	5 Marks

COURSE OUTCOMES(COs)

Unit I: Educational Management and Administration

Course Outcome (CO1): To understand the fundamental concepts, types, and modern trends of educational management and administration, including resource management.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define and explain the meaning, nature, and scope of educational management.

ILO 1.2 Identify and describe the functions of educational management.

ILO 1.3 Differentiate between various types of educational management (centralized, decentralized, external, internal, authoritarian, autocratic, democratic).

ILO 1.4 Compare and contrast management and administration in educational settings.

ILO 1.5 Explain modern trends in educational management such as Management by Objectives, Total Quality Management, and SWOT analysis.

Unit II: Educational Leadership

Course Outcome (CO2): To explore the concept, principles, styles, and development of educational leadership and its role in ensuring quality education.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define and explain the meaning and nature of educational leadership.

ILO 2.2 Identify the functions and principles of educational leadership.

ILO 2.3 Differentiate between various styles of educational leadership (autocratic, democratic, laissez-faire).

ILO 2.4 Describe the essential qualities of an educational leader.

ILO 2.5 Discuss the role of educational leaders in ensuring the quality of education.

Unit III: Educational Planning and Supervision

Course Outcome (CO3): To understand the principles, types, and importance of educational planning and supervision, and the factors influencing their effectiveness.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define and explain the meaning and nature of educational planning.

ILO 3.2 Differentiate between various types of educational planning (long-term, short-term, grass-root level, institutional).

ILO3.3 Identify factors affecting educational plans.

ILO 3.4 Define and explain the concept, objectives, and scope of educational supervision.

ILO 3.5 Identify the functions of educational supervision.

Unit IV: Management Issues in Educational Finance

Course Outcome (CO4): To understand the principles, management, and issues related to educational finance, including budgeting and financial records.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and explain the meaning, nature, and scope of educational finance.

ILO 4.2 Identify the principles of managing educational finance.

ILO 4.3 Explain the concept, components, and process of preparing an institutional budget.

ILO 4.4 Identify the sources of educational finance.

ILO 4.5 Discuss the role of public-private partnerships in financing education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4		
Procedural Knowledge	CO2, CO3, CO4	CO2, CO3, CO4	CO3, CO4	CO3, CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	S
CO2	S	S	M	W	S	S	S	M	M	S
CO3	S	M	M	M	M	M	W	M	M	M
CO4	S	S	M	M	M	M	W	M	M	M

Here, S- Strong, M-Medium, W-Weak

SUGGESTED READINGS:

01. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006
02. Bhatnagar, S & P. K. Gupta: *Educational Administration and management*, R. Lall. Book Depot, Meerut, 2010
03. Burton, Jene, *Management Today- Principles and Practice*, Tata McGraw Hill Publishing Company Ltd: New Delhi, 2002.
04. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
05. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
06. Chalam, K.S. *Educational planning- An introduction*, Vasundhara Publishing House, Visakhapatnam, 1985.
07. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002
08. Kalwar, M. C. and Rati Kanta Pathak, *Principle of Business Management*, Abhilekh Publication and Production: Guwahati, 2005.
09. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
10. Mehrotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
11. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.
13. NEUPA, *Concepts and Terms Used in Educational Planning and Administration*, 2013.
14. NEUPA, *Secondary Education Planning and Appraisal Manual*, 2012
15. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.
16. Safaya R.N. and B.D. Shaida: *School Administration and Organization*, Dhanpati Rai and Sons, New Delhi.
17. Sidhu, K.S.: *School Organization and Administration*, Sterling Publication Pvt. Ltd. New Delhi – 110016

B.A. IN EDUCATION PROGRAMME (FYUGP)**6th SEMESTER**

Course Title	: Introduction to Gender
Course Code	: EDNN6
Nature of the Course	: Minor 6
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the fundamental concepts of gender, the social constructs surrounding it, and the issues related to gender roles and segregation in education.
- Explore the dynamics of gender biases, socialization, and inequality within family, school, and society, and understand the issues affecting women and the girl child.
- Examine the manifestations of gender discrimination and inequality in school settings, including curriculum, infrastructure, and educational practices.
- Understand the legal framework, constitutional provisions, and policies aimed at promoting gender equality and social justice.

Units	Course Contents	L	T	P	Total Hours	Total Marks
I	1.0 INTRODUCTION TO GENDER: 1.1. Sex and Gender: meaning and concept 1.2. Difference between sex and gender. 1.3. Gender role: Concept and nature. • Types of gender role. 1.4. Patriarchal and Matriarchal: Concept and nature. • Gender role in patriarchal and matriarchal society 1.5. Social construct of Gender. 1.6. Gender Segregation: concept and nature • Types of gender Segregation: Horizontal & vertical • Gender segregation and education.	13	2		15	18

	1.7. Gender marginalization in education • Meaning, concept and nature • Causes of gender marginalization in education • Measures for inclusion in education 1.8 Gender stereotyping: Meaning and concept • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9 Self -silencing: concept and nature					
II	2.0 GENDER AND SOCIETY: 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of • Caste • Religion • Region 2.4 Issues related to women/girl child: • Female feticide and infanticide • Sex ratio • Honour killing • Dowry • Child marriage	13	2		15	18

III	3.0 GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender discrimination in the • Construction and dissemination of knowledge. • Text books • Hidden curriculum. 3.2 Gender inequality and school • Infrastructure • Curricular and co-curricular activities. 3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.4 Gender and equality: • Role of the school, • peer, • teacher, • curriculum and textbooks in reinforcing equality. 3.5 Gender inclusive approach • Single sex school • Child friendly school • Girl friendly school • Their significance in inclusive education.	13	2		15	18
IV	4.0 LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY: 4.1 Introduction to laws related to women and social justice • Dowry • Remarriage • Divorce • Property rights • Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programme from gender equality perspective.	13	2		15	16

	Total	52	08		60	70
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Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test - 20 Marks
- 2) Any one of the following activities listed below - 05 Marks
Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- 3) Attendance 5 Marks

COURSE OUTCOMES(COs)

Unit I: Introduction to Gender and Its Related Terms

Course Outcome (CO1): To understand the fundamental concepts of gender, the social constructs surrounding it, and the issues related to gender roles and segregation in education.

Intended Learning Outcomes (ILOs):

- ILO 1.1 Define and differentiate between the terms 'sex' and 'gender'.
- ILO 1.2 Explain the concept and nature of gender roles and their types.
- ILO 1.3 Describe the patriarchal and matriarchal systems and their influence on gender roles in society.
- ILO 1.4 Discuss the social construct of gender and the concept of gender segregation, including its types and impact on education.
- ILO 1.5 Identify the causes and measures of gender marginalization and stereotyping in education and society.

Unit II: Gender and Society

Course Outcome (CO2): To explore the dynamics of gender biases, socialization, and inequality within family, school, and society, and understand the issues affecting women and the girl child.

Intended Learning Outcomes (ILOs):

- ILO 2.1 Explain the meaning and concept of gender biases in the family, school environment, and society.
- ILO 2.2 Describe the role of family, school, society, media, and popular culture in gender socialization.
- ILO 2.3 Analyze gender inequality in education concerning caste, religion, and region.
- ILO 2.4 Identify and discuss issues related to women and the girl child, such as female feticide, sex ratio, honor killing, dowry, and child marriage.

ILO 2.5 Evaluate the impact of gender socialization on individual development and educational opportunities.

Unit III: Gender Inequality in the School

Course Outcome (CO3): To examine the manifestations of gender discrimination and inequality in school settings, including curriculum, infrastructure, and educational practices.

Intended Learning Outcomes (ILOs):

ILO 3.1 Identify gender discrimination in the construction and dissemination of knowledge, including textbooks and hidden curriculum.

ILO 3.2 Discuss the impact of gender inequality on school infrastructure, curricular, and co-curricular activities.

ILO 3.3 Analyze the problems of access, retention, stagnation, and dropout rates related to gender issues in school education.

ILO 3.4 Explain the role of schools, peers, teachers, curriculum, and textbooks in reinforcing gender equality.

ILO 3.5 Describe gender-inclusive approaches such as single-sex schools, child-friendly schools, and girl-friendly schools and their significance in promoting inclusive education.

Unit IV: Laws, Articles, and Policies to Bring Gender Equality

Course Outcome (CO4): To understand the legal framework, constitutional provisions, and policies aimed at promoting gender equality and social justice.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe the laws related to women and social justice, including dowry, remarriage, divorce, property rights, and trafficking.

ILO 4.2 Explain the history and current status of the women's reservation bill.

ILO 4.3 Identify and discuss the articles of the Indian constitution related to education from a gender equality perspective.

ILO 4.4 Analyze the educational policies and programs designed to promote gender equality.

ILO 4.5 Evaluate the effectiveness of these laws, articles, and policies in achieving gender equality in education and society.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2 CO3	CO2, CO3	CO1, CO2 CO3, CO4			
Conceptual Knowledge		CO2, CO3, CO4	CO1, CO2 CO3, CO4			
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	M	M	S	S
CO2	S	M	S	S	S	S	S	M	S	S
CO3	S	S	S	S	S	S	M	M	S	S
CO4	S	S	S	S	S	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.

8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61–75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. *Journal of Research in Science Teaching*, 41(10), 961–969.
10. Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
11. Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
13. Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
15. Thorne, Barrie. 1993. *Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.
16. Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, *Gender and Development*, Pragun Publication, New Delhi. Print. Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
17. Marshall, C.S. & Richartz, J. (1997) Gender issues in the classroom. *Clearinghouse*, 70 (6), 333-338.
18. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 439–452). Thousand Oaks, CA: Sage.

B.A. IN EDUCATION PROGRAMME (FYUGP)

7th SEMESTER

Course Title	: Educational Studies
Course Code	: EDNM17
Nature of the Course	: Major17
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 56 Tutorial – 04 Practical – 0

Course Objectives (COs)

- Explain and critically examine the implications of Indian and Western philosophical schools in education with reference to aims, sources, and methods of knowledge.
- Analyse and evaluate the contributions of Indian and Western thinkers to educational thought and social change.
- Understand and analyse sociological concepts, theories, and their applications in education and social processes.
- Evaluate the role of culture, social change, and constitutional values in shaping education.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Contributions of Indian and Western Schools of Philosophy: 1.1 Implication of Philosophy in Education • Samkhya • Vedanta • Yoga • Jainism and with special reference to aims of education, sources and methods of acquiring valid knowledge. 2.4 Contributions of Western Schools of Philosophy: • Realism	14	1		15	18

	• Marxism, • Existentialism, • Logical Positivism and • Post Modernism with special reference to aim of education, sources and methods of acquiring valid knowledge.					
II	2.0 Contributions of Thinkers to the development of educational thought for social change: 2.1 Indian Thinkers: • Sri Aurobindo Ghose, • Jiddu Krishnamurthy • Savitribai Phule 2.2 Western Thinkers: • Wollstonecraft • Nel Noddings • Mitchell Foucault	12	1		13	16
III	3.0 Concept, Approaches and Theories of Sociology of Education: 3.1 Introduction to Sociology of Education 3.2 Need for Sociological Approach in Education 3.3 Interrelationship between Education and Sociology 3.4 Theories of Sociology of Education: • Structural • Symbolic Interactionism 3.5 Social Institutions and Education • Family • School • Society 3.6 Socialization and Education 3.7 Concept and Theories of Social Movements • Relative Deprivation • Resource Mobilization	18	1		19	18

	• Political Process Theory • New Social Movement Theory					
IV	4.0 Culture, Cultural Change and Social Change: 4.1 Culture, cultural change and Education 4.2 Social Change and Education 4.3 National values as enshrined in the Indian Constitution - • Socialism • Secularism • Justice • Liberty • Democracy • Equality • Freedom with special reference to education	12	1		13	18
Total		56	4		60	70

Mode of In-Semester assessment (30 Marks):

30 Marks

1. At Least Two Sessional Tests :20 marks
2. Anyone activities of the following: :10 marks
 - a. Preparation and presentation of a paper on the educational contribution of any philosopher given in the course
 - b. Visiting a place/institution of education having philosophical interest and preparing a report
 - c. Home Assignment
 - d. Book Review
 - e. Group Discussion
 - f. Any other activities deemed to be fit by the course teacher

COURSE COUTCOMES(COs)

UNIT I: Philosophy and Education

Course Outcome (CO1): Students will be able to explain and critically examine the implications of Indian and Western philosophical schools in education with reference to aims, sources, and methods of knowledge.

Intended Learning Outcomes (ILOs)

ILO 1.1 Understand the relationship between philosophy and education.

ILO 1.2 Describe aims and methods of acquiring knowledge in different philosophies.

ILO 1.3 Apply philosophical ideas to classroom teaching-learning situations.

ILO 1.4 Differentiate between Indian and Western philosophical perspectives.

ILO 1.5 Critically assess the relevance of different philosophies in modern education.

ILO 1.6 Develop a philosophical framework for educational practices.

UNIT II: Thinkers and Educational Thought

Course Outcome (CO2): Students will be able to analyse and evaluate the contributions of Indian and Western thinkers to educational thought and social change.

Intended Learning Outcomes (ILOs)

ILO 2.1 Understand the educational ideas of various thinkers and summarize their role in promoting social change.

ILO 2.2 Apply their ideas to contemporary educational issues.

ILO 2.3 Compare Indian and Western thinkers' perspectives.

ILO 2.4 Critically evaluate their contributions to education and society.

UNIT III: Sociology of Education

Course Outcome (CO3): Students will be able to understand and analyse sociological concepts, theories, and their applications in education and social processes.

Intended Learning Outcomes (ILOs)

ILO 3.1 Understand the basic concepts of sociology of education and explain sociological approaches and theories (Functionalism, Interactionism, Conflict theory).

ILO 3.2 Apply sociological theories to educational settings.

ILO 3.3 Examine the relationship between education and social institutions (family, school, society).

ILO 3.4 Assess the role of education in addressing social inequalities and change.

UNIT IV: Culture, Values, and Social Change

Course Outcome (CO4): Students will be able to evaluate the role of culture, social change, and constitutional values in shaping education.

Intended Learning Outcomes (ILOs)

ILO 4.1 Understand the concepts of culture, social change, and constitutional values and explain the relationship between culture, education, and social change.

ILO 4.2 Apply constitutional values (justice, equality, liberty, etc.) in educational contexts.

ILO 4.3 Analyse the impact of cultural and social change on education.

ILO 4.4 Critically evaluate the role of education in promoting national values.

ILO 4.5 Design educational practices that promote democratic and inclusive values.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4	CO1, CO4
Procedural Knowledge		CO3, CO4				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	S	M	S	S
CO2	S	S	S	M	S	M	S	M	S	S
CO3	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	M	S	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Adisesiah, W.T.V. & Pavanasam. R. (1974). Sociology in Theory and Practice. New Delhi: Santhi Publishers.
2. Aurobindo, S. (2010). Speeches on Indian Politics and National Education. Pondicherry: Sri Aurobindo Ashram.
3. Aurobindo, S. (2011). Sri Aurobindo and the mother on Education. Pondicherry: Sri Aurobindo Ashram.
4. Chanda S.S. & Sharma R.K. (2002). Sociology of Education. New Delhi: Atlantic Publishers.
5. Chandra, S.S. (1996). Sociology of Education. Guwahati: Eastern Book House.
6. Dewey, J., (2017). Democracy and Education. Delh: Aakar Books Classics.
7. Freire, P. (1972). Pedagogy of the Oppressed. Penguin Books.
8. Goswami, A.C. (2001). Philosophical and Sociological Bases of Education in Emerging India. Guwahat: Jyoti prakashan.
9. Hamilton, Sue., (2001). Indian Philosophy: A Very Short Introduction. New York: Oxford University Press.
10. Hemlata, T. (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
11. Hiriyana, M. (2009) Outlines of Indian Philosophy. Delhi: Motilal Banarasidas Publishers Pvt. Ltd.
12. Leaman, O., (2004). Key Concepts in Eastern Philosophy. London: Routledge.
13. Miri, M. (2014). Philosophy of Education. New Delhi: Oxford University Press.
14. Mukhopadhyaya, M. (2007). Education for a Global Society. Delhi: Shipra Publications.
15. Noddings, N. (2015) Happiness and Education
16. Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delh: Aakar.
17. Perrett, R. W. (2016). Introduction to Indian Philosophy. Delhi: Cambridge University Press.
18. Radhakrishnan, S. (2013). Indian Philosophy (Vol I and II). New Delhi: Oxford University Press.
19. Rao, S. (2012). Sociology: Principle of Sociology with an Introduction to Social Thoughts. New Delhi: S. Chand and Company Limited.
20. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.

21. Sachdeva and Gupta. (2008). A Simple Study of Sociology. Delhi: Ajanta Prakashan.
22. Safaya, Shaida, Shukla. (2006). Teacher in Emerging Indian Society. New Delhi: Dhanpat Rai Publishing Company.
23. Shrivastava and Shrivastava. (2004). Issues in Education and Society. Delhi: Daya Publishing House.
24. Shukla, S. & Kumar, K. (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.
25. Tripathy, M. (2013). Gandhi on Education: Concepts and Relevance. New Delhi: Cyber Tech Publications.
26. Vivekananda, S., (2011). My Idea of Education. Kolkata: Advaita Ashrama.

B.A. IN EDUCATION PROGRAMME (FYUGP)
7th SEMESTER

Course Title	: Learner and Learning.
Course Code	: EDNM18
Nature of the Course	: Major18
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs):

- Understand the nature and characteristics of learners by explaining individual differences, generational characteristics, and various perspectives of learners in the teaching-learning process.
- Explain the concept and process of learning by analyzing different types of learning and evaluating the relevance and application of major learning theories in educational settings.
- Develop an understanding of intelligence and higher-order thinking skills by examining different types and theories of intelligence, methods of intelligence assessment, and concepts such as problem-solving, critical thinking, meta-cognition, and creativity.
- Analyze personality development among learners by understanding major personality theories, factors affecting personality, self-concept, and the role of classroom and co-curricular activities in fostering personality development.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Nature of Learner 1.1 Concept and nature of learner 1.2 Seven (7) Generation: Classification, Characteristics and Differences 1.3 Understanding Differences between individual learners: • Multiple Intelligence • Self- Concept • Self-Esteem, • Attitude, • Aptitude, • Skills and Competencies, • Interest, • Values, • Locus of Control • Personality. 1.4 Viewing learners from different perspectives • Learner as performer • Learner as knowledge worker • Learner as thinker • Learner as knower • Learner as imitator	13	2		15	18
II	2.0 Understanding Learning ○ Nature of learning: learning as a process and learning as an outcome. 2.2 Types of learning: • Factual • Associative • Conceptual • Procedural • Generalizations • Attitudinal • Value and skill Learning 2.3 Relevance and Applicability of various learning theories: 2.3.1 Behavioristic Theories		2		15	18

	• Guthrie's Contiguity theory • Hull's Drive reduction theory • SR Learning Theory by Dollard & Miller 2.3.2 Cognitive Theories • Theory of Insightful learning • Lewin's Field theory • Tolman Sign learning theory • Piaget's theory of learning 2.3.3 Humanist Psychology (Maslow, Rogers, Allport) 2.4 Bandura's Social learning theory					
III	3.0 Issues and Concerns in Organizing Intelligence of Learners 3.1 Concept of Intelligence 3.2 Types of Intelligence: • Social Intelligence • Emotional intelligence 3.3 Theories of Intelligence: • Sternberg's information processing theory • Gardner's theory of multiple intelligence 3.5 Assessment of Intelligence 3.6 Concepts of Problem solving 3.7 Critical thinking 3.8 Meta-cognition	13	2		15	16
IV	4.0 Issues and Concerns in Organizing Personality of Learners 4.1 Concept of personality and self-concept of learners 4.2 Development of personality and self-concept of learners through classroom activities and co-curricular programme 4.3 Theories of Personality • Freud's Psychoanalytic theory • Carl Rogers theory • Gordon Allport theory • Max Wertheimer theory • Kurt Koffka 4.4 Factors affecting Personality of learners	13	2		15	18

Total		52	08		60	70
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Mode of In-Semester Assessment	: 30 Marks
1. At Least Two Sessional Tests	: 20 Marks
2. Any two of the following activities	: 10 Marks
a) Laboratory tests (At least one)	
b) Home Assignment	
c) Objective test	
d) Seminar Presentation	
e) Any other activities deemed to be fit by the course teacher	

COURSE OUTCOMES (COs):

Unit I: Nature of Learner

Course Outcome (CO1): Explain the concept and nature of learners by analyzing learner characteristics, individual differences, and different perspectives of learning

Intended Learning Outcomes (ILOs):

ILO1.1 Define the concept and nature of learners

ILO 1.2 Differentiate among the seven generations based on their characteristics

ILO 1.3 Explain individual differences in terms of multiple intelligence, self-concept, self-esteem, attitude, aptitude, skills, competencies, interests, values, locus of control, and personality

ILO 1.4 Interpret learners from different perspectives such as performer, thinker, knowledge worker, knower, and imitator

Unit II: Understanding Learning

Course Outcome (CO2): Analyze the learning process by applying different learning theories and identifying various types of learning in educational contexts

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain learning as a process and as an outcome

ILO 2.2 Classify different types of learning

ILO 2.3 Compare behavioristic, cognitive, humanistic, and social learning theories

ILO 2.4 Apply appropriate learning theories to classroom teaching situations

Unit III: Issues and Concerns in Organizing Intelligence of Learners

Course Outcome (CO3): Evaluate the concepts, theories, and assessment of intelligence and apply higher-order thinking skills to promote learner development

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the concept and types of intelligence

ILO 3.2 Compare Gardner's and Sternberg's theories of intelligence

ILO 3.3 Describe methods of intelligence assessment

ILO 3.4 Demonstrate understanding of problem-solving, critical thinking, metacognition, and creativity in educational settings

Unit IV: Issues and Concerns in Organizing Personality of Learners

Course Outcome (CO4): Analyze personality development and self-concept by examining major personality theories and identifying factors that influence learners' personality

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain the concepts of personality and self-concept

ILO 4.2 Compare major theories of personality proposed by Freud, Carl Rogers, Gordon Allport, Max Wertheimer, and Kurt Koffka

ILO 4.3 Identify factors influencing personality development

ILO 4.4 Design classroom and co-curricular activities that foster learners' personality and self-concept

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2,	CO2, CO3			
Conceptual Knowledge		CO1, CO2, CO3	CO3, CO4	CO3, CO4		
Procedural Knowledge		CO2, CO3, CO4				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	M	S	M	M	M
CO2	S	M	S	S	S	M	M	M	S	M
CO3	S	M	S	S	M	S	M	S	S	S
CO4	S	M	S	M	M	S	M	M	M	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi; Vikas Publishing House Pvt. Ltd.
2. Chatterjee, S.K. (2000). Advance Educational Psychology. Calcutta; Books and Allied Pvt. Ltd.
3. Ewen, R.B. (2010). An Introduction to Theories of Personality. New York; Academic Press.
4. Gates, A.I. et.al. (1948) Educational Psychology. New York; Macmillan & Co.
5. Hall, C. & Lindzey, G. (2007). Theories of Personality. New York; Wiley Publications.
6. Lazaraus, R.S. (1961). Adjustment and Personality. New York; McGraw Hill Co.
7. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi; Prentice Hall of India, Pvt. Ltd.
8. Mathur, S.S. (2010). Educational Psychology. New Delhi; Vinod Pustak Mandir.
9. Stones, E. (1970). The Psychology of Education. London; Methuen.
10. Woolfolk, A. (1980). Educational Psychology. Delhi; Pearson Education (Singapore) Pvt. Ltd., Indian branch.

B.A. IN EDUCATION PROGRAMME (FYUGP)
7th SEMESTER

Course Title	: Construction of Tools
Course Code	: EDNM19
Nature of the Course	: Major19
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 12 Tutorial – 0 Practical – 48

Course Objectives (COs):

- Enable learners to acquire knowledge of the development and standardization of research tools and the standardization process
- Foster theoretical and practical understandings on reviewing the literature, preparing references, bibliographies and webliographies in different forms.
- Develop learners' ability to construct research scales, tests and other research tools for research purposes.
- Familiarize learners with research paper writing for publication in different journals, including the procedures of indexing, citation and plagiarism detection in accordance with research ethics.

Units	Contents	L	T	P	Total Hours	Total Marks
I	1.0 Construction and Standardization of Tools-A 1.1 Preparation and Standardization of Achievement Test/Aptitude Test on any subject with 50 items 1.2 Preparation and Standardization of Attitude Scale with 30 statements by using Likert five points scale 1.3 Development of a questionnaire on any	3		12	15	20

	research problems with at least 40 items (open and closed ended, both) and establishing validity of the questionnaire)					
II	2.0 Construction and Standardization of Tools-B 2.1 Construction of any two rating scales (numerical, graphic, and descriptive) on any research related topic with 20 items 2.2 Development of a Checklist or Information Schedule or Observation Schedule for any area of research 2.3 Preparation of an Interview Schedule or schedule for FGD on qualitative research study	3		12	15	15
III	3.0 Academics Writings, Research Process and Publication Ethics 3.1 Every student shall prepare and write 30 reviews on any topic of his/her interest and reporting in a seminar 3.2 Every student shall write 40 references, bibliography and webliography in any study area according to APA, MLA, Chicago and other latest referencing style and reporting in a seminar 3.3 Prepare a write-up on any article to be published (conceptual or empirical based) with proper citation indexing and find out the plagiarism certificate by uploading the article in URKUND or TURNITIN sites	3		12	15	15
IV	4.0 Preparation of Tools/Test/Scale (any five)	3		12	15	20

	4.1 Teacher Effectiveness Scale 4.2 Intelligence Test (General, Spiritual, Emotional and Vocational) 4.3 Interest Inventory 4.4 Personality Test or Inventory 4.5 Creativity Test 4.6 Research Aptitude Test or Scale 4.7 Job Satisfaction Scale 4.8 Anxiety Test/Scale 4.9 Motivation Scale 4.10 Teaching Aptitude 4.11 Vocational Inventory 4.12 Attitude Scale 4.13 Socio Economic Status scale 4.14 Study Habit Scale 4.15 Emotional Quotient Scale					
	Total	12	0	48	60	70

Mode of In-Semester Assessment

: 30 Marks

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

- Review of related literature (Research Paper/Book/Thesis etc.)
- Construction and standardization of a research tool
- Preparation and Presentation of seminar paper
- Objective type test
- Any other activities deemed to be fit by the course teacher

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2, CO3	CO2, CO3	CO, CO3, CO4	CO4	
Procedural Knowledge		CO2, CO3,	CO2, CO3, CO4	CO3, CO4	CO2, CO4	

Metacognitive Knowledge						
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Mapping of Course Outcome to Programme Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	S	S	M	M
CO2	S	S	S	S	S	S	M	S	S	M
CO3	S	S	S	M	S	M	M	S	S	M
CO4	S	S	S	S	S	M	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn) Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett, H.E. (2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good, C.V., Barr, A.S. & Scates, D.E. (1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods: Qualitative and quantitative approaches (Sixth Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009). Methodology of educational research. New Delhi: Sterling Publishers Pvt. Ltd.,

15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York: The Macmillan Company,.

B.A. IN EDUCATION PROGRAMME (FYUGP)
7th SEMESTER

Course Title	: Mental Health and Issues in Education
Course Code	: EDNN7
Nature of the Course	: Minor7
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits:	Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Develop a comprehensive understanding of the fundamental concepts, historical development, and theoretical perspectives of mental health.
- Gain insights into the processes of adjustment and maladjustment, including their causes, indicators, and coping mechanisms.
- Understand mental health issues in various contexts, including home, school, and society, and their impact on children and adolescents.
- Examine various interventions, therapies, and strategies for promoting mental health and well-being.

Units	Course Content	L	T	P	Total hours	Total Marks
I	1.0 Introduction to Mental Health: 1.1 Concepts, Criteria and Principles of Mental Health · 1.2 Historical Perspective of Mental Health Movement · 1.3 Theoretical Perspectives: • Psychodynamic • Behavioral • Cognitive • Humanistic • Existential/Transpersonal 1.4 Neurosis and Psychosis 1.5 Concept of Normal and Abnormal Personality	13	2		15	16
II	2.0 Adjustment and Maladjustment: 2.1 Concept and Processes of Adjustment and Maladjustment 2.2 Causes and Indicators of Maladjustment 2.3 Adjustment Mechanisms: Fantasy, Compensation, Identification, Rationalization, Sublimation, Projection, Regression and Repression 2.4 Types of Defense mechanisms 2.5 Coping and Life style 2.6 Life skills and their importance 2.7 Stress and Conflict Management	13	2		15	18
III	3.0 Mental health issues in Home, School and society: 3.1 Mental health issues in school 3.2 Common Psychological disorders related to Anxiety, Mood and Cognition · 3.3 Common Psychological disorders in Childhood 3.4 Common Psychological disorders in Adolescence 3.5 Relationship between Teacher, Classroom Process and Mental Health 3.6 Place of Mental Health in curriculum	13	2		15	18
IV	4.0 Interventions for Mental Health Promotion:	13	2		15	18

	4.1 Important Psychotherapies: • Behaviour Therapy • Cognitive Behaviour Therapy (CBT) • Rational Emotive Behaviour Therapy (REBT) • Humanistic 4.2 Religion/ Spirituality and Mental Health 4.3 Community programme 4.4 Positive mental health and wellbeing 4.5 Strategies for Promoting Mental Health					
Total		52	08		60	70

Mode of In-Semester Assessment-

: 30 Marks

1. At Least Two Sessional Tests

: 20 Marks

2. Any one of the following assignments-

:10 Marks

a. Seminar presentation on any one of the relevant topics is compulsory

b. Collect and analyses five newspaper reports or articles from magazines or research papers from journals each, on at least three different themes, such as: Violence and aggression in schools; insensitive teacher attitudes; parental pressures and inter-generational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures. cb. Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.

c. Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.

d. Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.

e. Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyses the same.

f. Conduct a field-based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers. 25

g. Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.

h. Develop a questionnaire and conduct a brief survey to identify and analyze social perceptions towards mental health and illness.

COURSE OUTCOMES (COs)

Unit I: Introduction to Mental Health

Course Outcome (CO1): Develop a comprehensive understanding of the fundamental concepts, historical development, and theoretical perspectives of mental health.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define the concepts, criteria, and principles of mental health.

ILO1.2 Describe the historical perspective of the mental health movement.

ILO 1.3 Explain various theoretical perspectives: psychodynamic, behavioral, cognitive, humanistic, and existential/transpersonal.

ILO 1.4 Differentiate between neurosis and psychosis.

ILO 1.5 Understand the concept of normal and abnormal personality.

Unit II: Adjustment and Maladjustment

Course Outcome (CO2): Gain insights into the processes of adjustment and maladjustment, including causes, indicators, and mechanisms of coping.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define the concepts and processes of adjustment and maladjustment.

ILO2.2 Identify the causes and indicators of maladjustment.

ILO 2.3 Explain adjustment mechanisms: fantasy, compensation, identification, rationalization, sublimation, projection, regression, and repression.

ILO 2.4 Differentiate between types of defense mechanisms.

ILO 2.5 Discuss coping mechanisms, lifestyle choices, and the importance of life skills, stress, and conflict management.

Unit III: Mental Health Issues in Home, School, and Society

Course Outcome (CO3): Understand mental health issues in various contexts, including home, school, and society, and their impact on children and adolescents.

Intended Learning Outcomes (ILOs):

ILO 3.1 Identify mental health issues prevalent in schools.

ILO 3.2 Describe common psychological disorders related to anxiety, mood, and cognition.

ILO 3.3 Explain common psychological disorders in childhood and adolescence.

ILO 3.4 Analyze the relationship between teachers, classroom processes, and mental health.

ILO 3.5 Discuss the place of mental health in the curriculum.

Unit IV: Interventions for Mental Health Promotion

Course Outcome (CO4): Explore various interventions, therapies, and strategies to promote mental health and wellbeing.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe important psychotherapies: behavior therapy, cognitive behavior therapy (CBT), rational emotive behavior therapy (REBT), and humanistic therapy.

ILO 4.2 Discuss the role of religion/spirituality in mental health.

ILO 4.3 Identify community programs aimed at promoting mental health.

ILO4.4 Define positive mental health and wellbeing.

ILO 4.5 Develop strategies for promoting mental health in various settings.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2, CO3, CO4				
Procedural Knowledge		CO3, CO4	CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Arkoff Abe (1968). Adjustment and Mental health. New York: McGraw Hill Company
2. Akhilananda S. (1952). Mental Health and Hindu Psychology. London: Alle and Unwin
3. Akhilananda (1953). Hindu Psychology. London: Routledge
4. Bahadur Mal (1955). Mental in Theory and Practice. Hoshiarpur: V.V. R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers. New York: McGraw Hill Book Co.
6. Bonny, M. E. (1960). Mental Health in Education. Boston: Allyn and Bacon
7. Burbury, W.M. (Balent) et.al: An introduction to Child Guidance. London: MacMillan & Co.
8. Capuzzi D and Dougles, G.R: Introduction to Counselling. London: Allyn and Bacon
9. Carroll, H, A (1956). Mental Hygiene: The Dynamics of Adjustment. Englewood Cliffs. New Jercey: Prentice Hall

10. Coleman, J.C. (1976). Abnormal Psychology and Modern Life. Bombay: D.B. Tara Porewala Sons & Co.
11. Crow, Lester D. & Crow, Alince (1952). Mental Hygiene. New York: McGraw Hill Book Company
12. Fredrickson, B. L. (2009). Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life. New York: Three Rivers Press.
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
14. Haidt, J. (2006). The Happiness Hypothesis. Finding modern truth in ancient wisdom. New York: Basic Books. ISBN-10: 0465028020; ISBN-13: 978- 0465028023
15. Kallam, S.G. eta (1975). Mental Health and Going to School. Chicago: University of Chicago, Press
16. Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press. ISBN: 13 978-0-19-518833-2
17. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies. Kurukshetra: Vishal Publications
18. Suraj B &Dutt N.K. (1978). Mental Health through Education. New Delhi: Vision Books Publications.
19. Suraj B. (1952). Towards a Happier Education. Jallandhar City: University Publications

B.A. IN EDUCATION PROGRAMME (FYUGP)
7th SEMESTER

Course Title	: Research Methodology
Course Code	:
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Develop a comprehensive understanding of the concepts, principles, significance, and research designs used in educational research.
- Acquire the knowledge and skills required to formulate research problems, review related literature, identify variables, and develop research questions, objectives, and hypotheses.
- Develop competence in selecting appropriate sampling techniques and designing representative samples suitable for different educational research.
- Apply appropriate methods of data collection, analysis, interpretation, and research report writing while adhering to following accepted scientific and ethical standards.

Unit	Content	L	T	P	Total Class	Marks
I	1.0 Fundamentals of Research, Educational Research and Research Design 1.1 Research: Meaning, Objectives, Types and Significance 1.2 Educational Research: Meaning, Nature, Characteristics, Areas and Steps 1.3 Research Design: Meaning, Needs, Features of a Good Research Design 1.3.1 Types of Research Design: Exploratory, Descriptive, Diagnostic and Experimental	14	2		16	16
II	2.0 Research Process 2.1 Formulation of Research Problem: Selection of the research problem, Necessity of defining the problem, Techniques involved in defining problem, Criteria and Sources 2.2 Review of Related Literature: Purpose, Significance, Source, Identification and Organization 2.3 Variable: Meaning of Concepts, Constructs and Variables, Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator 2.4 Research Questions and Objectives 2.5 Hypotheses: Meaning, importance, sources, characteristics of a good hypothesis, types (Directional and Non-Directional) and Forms (Declarative, Null and Question Form)	12	2		14	18
III	3.0 Sampling Techniques 3.1 Concept of Universe (Population) and Sample, Sampling element, Unit, Sampling frame 3.2 Characteristics of a good sample 3.3 Types of sampling techniques: Probability and Non-probability sampling	14	2		16	18

	3.3.1 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling. 3.3.2 Non-probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling					
IV	4.0 Data Collection, Analysis and Preparation a Research Report 4.1 Primary & Secondary data source. 4.2 Quantitative methods: Field study, Experimental methods, Survey and Web survey methods, 4.3 Qualitative methods: Observation methods, Interview methods, Focus Group discussions, Case Studies, Content Analysis, Content and Narrative, Ethnography; Selection of an appropriate method for data collection 4.4 Analysis and Interpretation of Data, Checking of Questionnaire and Schedule, Editing of Data, Codification Transcribing, Classification, Tabulation, Comparison and Interpretations. 4.5 Preparation of Research Report	12	2		14	18
	Total	52	08		60	70

Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test -
- 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course.
- 3) Attendance

20 Marks

05 Marks

5 Marks

COURSE OUTCOMES (COs)

Unit I: Fundamentals of Research, Educational Research and Research Design

Course Outcome (CO1): Develop a comprehensive understanding of the fundamental concepts of research, educational research, and research design, and apply appropriate research designs to educational research problems.

Intended Learning Outcomes (ILOs)

After completing this unit, learners will be able to:

ILO1.1: Define research and explain its objectives, significance, and different types.

ILO 1.2: Describe the meaning, nature, characteristics, areas, and steps of educational research.

ILO 1.3: Explain the concept, need, and essential features of a good research design.

ILO 1.4: Differentiate among exploratory, descriptive, diagnostic, and experimental research designs based on their purposes, characteristics, and applications.

ILO 1.5: Select an appropriate research design for a given educational research problem with logical justification.

Unit 2: Research Process

Course Outcome (CO2)

Develop the ability to formulate educational research problems, review related literature, identify variables, formulate research questions, objectives and hypotheses, and design a sound research framework.

Intended Learning Outcomes (ILOs)

ILO 2.1: Identify and formulate a research problem using appropriate criteria and techniques.

ILO 2.2: Review, organize and synthesize relevant literature from various academic sources to establish the background of a research study.

ILO 2.3: Differentiate among concepts, constructs and variables, and classify different types of variables used in educational research.

ILO 2.4: Formulate research questions, objectives and appropriate hypotheses in accordance with the nature of a research problem.

ILO 2.5: Evaluate the characteristics and forms of hypotheses and justify their application in educational research.

Unit 3: Sampling Techniques

Course Outcome (CO 3): Develop competence in selecting appropriate sampling techniques and designing representative samples for educational research.

Intended Learning Outcomes (ILOs)

ILO 3.1: Explain the concepts of population, sample, sampling unit, sampling element and sampling frame.

ILO 3.2: Describe the characteristics of a good sample and explain its importance in educational research.

ILO 3.3: Distinguish between probability and non-probability sampling techniques.

ILO 3.4: Apply appropriate probability sampling techniques for different educational research situations.

ILO 3.5: Select suitable non-probability sampling techniques based on the objectives and context of educational research.

Unit 4: Data Collection, Analysis and Preparation of Research Report

Course Outcome (CO 4)

Develop proficiency in collecting, analysing, interpreting and reporting educational research data using appropriate quantitative and qualitative methods.

Intended Learning Outcomes (ILOs)

ILO 4.1: Differentiate between primary and secondary sources of data and select suitable sources for educational research.

ILO 4.2: Apply appropriate quantitative and qualitative methods of data collection according to the objectives of a research study.

ILO 4.3: Select suitable tools and techniques for collecting valid and reliable research data.

ILO 4.4: Analyse and interpret research data through editing, coding, transcription, classification, tabulation, comparison and interpretation.

ILO 4.5: Prepare a well-structured educational research report following accepted academic and ethical standards.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3	CO3, CO4			
Conceptual Knowledge		CO2, CO3	CO3, CO4,	CO4		CO4
Procedural Knowledge		CO2, CO3, CO4	CO2, CO3, CO4			
Metacognitive Knowledge		CO4	CO4			

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	M	S	S	M
CO2	S	S	S	M	S	S	S	S	S	M
CO3	S	S	S	M	S	S	S	S	S	M
CO4	S	S	S	M	S	S	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Suggested Readings

Ahuja, R. (2001). *Research methods*. Rawat Publications.

Bryman, A. (2016). *Social research methods* (4th ed.). Oxford.

Das, D.K.L. (2007). *Practice of social research: Social work perspective*. Rawat Publications.

Gupta, S.P. (2002). *Statistical methods*. Sultan Chand and Sons Publication.

Kothari, C.R., & Garg, G. (2016). *Research methodology: Methods and techniques* (3rd ed.). New Age.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). Sage.

Newman, W.L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Pearson.

Young, P.V. (1988). *Scientific social surveys and research*. Prentice Hall.

B.A. IN EDUCATION PROGRAMME (FYUGP)
8th SEMESTER

Course Title : Curriculum Development
Course Code : EDNM20
Nature of the Course : Major20
Total Credits : 04
Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits : Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Understand the fundamental concepts, historical perspectives, and strategies of curriculum development.
- Understand the principles, types, and models of curriculum design and their applications in educational planning and development.
- Understand the role of instructional media, techniques, and evaluation approaches in enhancing curriculum transaction.
- Analyze factors influencing curriculum change, approaches to change, and roles in curriculum improvement.

Units	Course Content	L	T	P	Total Hours	Marks
I	1.0 Introduction to curriculum development: 1.1 Concept and meaning of curriculum 1.2 Historical perspective of curriculum development in India 1.3 Strategies of Curriculum Development 1.4 Procedure of curriculum development 1.5 Philosophical considerations of curriculum development (National, democratic) 1.6 Psychological considerations of	13	2		15	18

	curriculum development (learner's needs and interests) 1.7 Sociological considerations of curriculum development (socio cultural reconstruction) 1.8 Role of Statutory Bodies in curriculum development - NCERT, SCERT, NCTE, RCI, UGC and University					
II	2.0 Curriculum Design and Models of curriculum design: 2.1 Curriculum Design: Meaning, Sources and Principles. 2.2 Types of curriculum based on Idealism, Naturalism and Pragmatism perspective 2.3 Advantages and disadvantages of the different types of curriculum 2.4 Traditional and Contemporary Models (Academic / Discipline Based Model) 2.5 Individual Needs & Interests Model 2.6 Outcome Based Integrative Model 2.7 CIPP Model (Context, Input, Process, Product Model)	13	2		15	16
III	3.0 Instructional System: 3.1 Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction 3.2 Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches) 3.3 Models of Curriculum Evaluation: ☐ Tyler's Model ☐ Stakes' Model ☐ Scriven's Model ☐ Kirkpatrick's Mode	13	2		15	18
IV	4.0 Curriculum Change and Evaluation: 4.1 Factors affecting curriculum change 4.2 Approaches to curriculum change 4.3 Role of students, teachers and	13	2		15	18

	educational administrators in curriculum change and improvement 4.4 Scope of curriculum research and Types of Research in Curriculum Studies					
		52	08		60	70

Modes of In-Semester Assessment:

30 Marks

- 1) Two Sessional test -
- 2) Any one of the following activities listed below -
Group discussion/Seminar/Debate/Assignment
on any one of the topics of the course.
- 3) Attendance

20 Marks

05 Marks

5 Marks

COURSE OUTCOMES (COs)

Unit I: Introduction to Curriculum Development

Course Outcome (CO1): Understand the fundamental concepts, historical perspectives, and strategies of curriculum development.

Intended Learning Outcomes (ILOs):

ILO1.1 Define and explain the concept and meaning of curriculum.

ILO 1.2 Trace the historical perspective of curriculum development in India.

ILO 1.3 Discuss various strategies employed in curriculum development.

ILO 1.4 Describe the procedure involved in curriculum development.

ILO 1.5 Analyze philosophical considerations in curriculum development with a focus on national and democratic perspectives.

ILO 1.6 Discuss psychological considerations in curriculum development, emphasizing learners' needs and interests.

ILO 1.7 Examine sociological considerations in curriculum development, highlighting socio-cultural reconstruction.

ILO 1.8 Identify and explain the roles of statutory bodies such as NCERT, SCERT, NCTE, RCI, UGC, and universities in curriculum development.

Unit II: Curriculum Design and Models of Curriculum Design

Course Outcome (CO2): Understand the principles, types, and models of curriculum design and their applications in educational planning and development.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define curriculum design and explain its significance in educational planning.

ILO 2.2 Identify and explain the sources and principles influencing curriculum design.

ILO 2.3 Compare and contrast different types of curriculum based on Idealism, Naturalism, and Pragmatism.

ILO 2.4 Evaluate the advantages and limitations of different curriculum designs.

ILO 2.5 Analyze traditional and contemporary models of curriculum design, including Academic/Discipline-Based, Competency-Based, and Individual Needs & Interests Models.

ILO 2.6 Examine the Outcome-Based Integrative, Intervention, and CIPP Models and evaluate their applications in curriculum development and improvement.

Unit III: Instructional System

Course Outcome (CO3): Understand the role of instructional media, techniques, and evaluation approaches in enhancing curriculum transaction.

Intended Learning Outcomes (ILOs):

ILO 3.1 Describe instructional media, techniques, and materials used to enhance curriculum transaction.

ILO 3.2 Compare different approaches to the evaluation of curriculum, including Academic and Competency-Based Approaches.

ILO 3.3 Explain models of curriculum evaluation such as Tyler's Model, Stakes' Model, Scriven's Model, and Kirkpatrick's Model.

Unit IV: Curriculum Change and Evaluation

Course Outcome (CO4): Analyze factors influencing curriculum change, approaches to change, and roles in curriculum improvement.

Intended Learning Outcomes (ILOs):

ILO 4.1 Identify factors affecting curriculum change in educational settings.

ILO 4.2 Discuss different approaches to curriculum change.

ILO 4.3 Evaluate the roles of students, teachers, and educational administrators in curriculum change and improvement.

ILO 4.4 Explore the scope of curriculum research and different types of research methodologies used in curriculum studies.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO1, CO2, CO3	CO2, CO3	CO3, CO4	CO4, CO3	
Procedural Knowledge		CO2,	CO1, CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	M	S	M	M
CO2	S	S	M	S	M	S	S	S	S	M
CO3	S	M	S	S	S	M	S	M	S	M
CO4	S	M	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Cook, T.G. The Changing Curriculum. London: Methuen & Co. Ltd.
2. Dudeja, Gita & Kour, Gurvinder (2016). Curriculum Development and Assessment. Meerut: R. Lall
3. Kalaiyarasan, G. (2012). Curriculum Development. New Delhi: Aph Publishing Corporation
4. Pandey, Jyoti (2015). Principles Of Education and Curriculum Development. Delhi: KSK
5. Pinar, W. (2015). Curriculum Studies in India: Intellectual Histories, Present Circumstances. London: Palgrave Macmillan
6. Reddy, Mamidi Malla & Ravisankar, S. Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Private Ltd.
7. Sharma R.A. Curriculum Development and Instruction. Meerut: R Lal Book Depot.
8. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. New Delhi: Pearson
9. Tyler, Ralph (2013). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press

B.A. IN EDUCATION PROGRAMME (FYUGP)
8th SEMESTER

Course Title	: Teacher Education
Course Code	: EDNM21
Nature of the Course	: Major21
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs):

- Comprehend the meaning, nature, scope, fundamentals, aims, and objectives of teacher education.
- Understand the frameworks, purposes, organization, content, methods, and evaluation of pre-service and in-service teacher education programs.
- Explore the knowledge base, contributions of scholars, reflective teaching, and models of teacher education.
- Examine innovations, policy imperatives, performance appraisals, new directions, emerging issues for research, professionalism, professional ethics, and socio-cultural contexts in teacher education.

Unit	Course Content	L	T	P	Total Hours	Marks
I	1.0 Concepts of Teacher Education: • Meaning, Nature and Scope of Teacher Education, Fundamentals of Teaching, aims and objectives of Teacher Education 1.1 Committees and Commissions contribution to Teacher Education: • Secondary Education Commission (1953) • Kothari Commission (1964-66) • National Policy on Education (1986,1992) • National Commission on Teachers (1999) • National Curriculum Framework (2005) • National Knowledge Commission (2007) • Yashpal Committee Report (2009) • Justice Verma Committee Report (2012) 1.2 Types of Teacher Education Programs 1.3 Teacher Education Curriculum at Elementary, Secondary and Higher Secondary Levels as envisioned in the NCERT, NCTE document	13	2		15	18

II	2.0 Understanding the frameworks of Pre-Service and In-Service Teacher Education 2.1 Concepts, Need, Purpose, Organization, Content, Methods and Evaluation at Various levels of Pre-Service Teacher Education Program 2.2 Organization and modes of In-service Teacher Education, Agencies and Institutions of In-Service Teacher Education at District, State and National Levels. (SSA, RMSA, SCERT, NCERT, NCTE and UGC) 2.3. Planning in-service teacher education program (purpose, duration, resources and Budget) 2.4 Approaches to Learning: Transactional, Expository, Collaborative and Experiential	13	2		15	18
III	3.0 Understanding Knowledge base of Teacher Education 3.1 Contributions of Schulman, Dang and Luke & Habermas 3.2 Reflective Teaching: Meaning, Strategies for promoting Reflective Teaching 3.3 Models of Teacher Education: Behaviorist, Competency-based and Inquiry Oriented 3.4 Teacher Education Models.	13	2		15	16
IV	4.0 Innovations in Teacher Education, Teacher and Social Context 4.1 ICT Integration in Teacher Education 4.2 Policy imperatives in Teacher Education 4.3 Performance Appraisals of teachers 4.4 New directions of Teacher Education 4.5 Emerging issues for research in Teacher Education 4.6 Concept of Profession & Teaching as a profession 4.7 Professional Ethics of Teachers 4.8 Understanding the socio-cultural context of teachers and teaching within the school system affecting Teacher Development.	13	2		15	18

	4.9 Understanding the importance of Professional Knowledge, skills, values and attitude, the Changing profile of teachers work and working condition					
Total		52	08		60	70

Mode of In-Semester Assessment :30 Marks

1. At least two sessional tests : 20 Marks
2. Any two of the following activities : 10 Marks
 - a. Writing a term paper
 - b. Preparation and presentation of a seminar paper
 - c. Assignment on any topic relevant to the course
 - d. Any other activities deemed fit by the course teacher

COURSE OUTCOMES (COs):

Unit I: Concepts of Teacher Education

Course Outcome (CO1): To comprehend the meaning, nature, scope, fundamentals, aims, and objectives of teacher education.

Intended Learning Outcomes (ILOs):

ILO1.1 Define the meaning, nature, and scope of teacher education and explain the fundamentals of teaching.

ILO 1.2 Analyze the aims and objectives of teacher education.

ILO 1.3 Discuss the contributions of various committees and commissions to teacher education, such as the Secondary Education Commission (1953), Kothari Commission (1964-66), National Policy on Education (1986, 1992), National Commission on Teachers (1999), National Curriculum Framework (2005), National Knowledge Commission (2007), Yashpal Committee Report (2009), and Justice Verma Committee Report (2012).

ILO 1.4 Identify and describe different types of teacher education programs.

ILO 1.5 Outline the teacher education curriculum at elementary, secondary, and higher secondary levels as per NCERT and NCTE documents.

Unit II: Understanding the Frameworks of Pre-Service and In-Service Teacher Education

Course Outcome (CO2): To understand the frameworks, purposes, organization, content, methods, and evaluation of pre-service and in-service teacher education programs.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the concepts, needs, purposes, organization, content, methods, and evaluation of pre-service teacher education programs at various levels.

ILO 2.2 Describe the organization, modes, agencies, and institutions involved in in-service teacher education at district, state, and national levels, including SSA, RMSA, SCERT, NCERT, NCTE, and UGC.

ILO 2.3 Plan an in-service teacher education program, including defining its purpose, duration, resources, and budget.

ILO 2.4 Compare and contrast different approaches to learning used in teacher education: transactional, expository, collaborative, and experiential.

Unit III: Understanding Knowledge Base of Teacher Education

Course Outcome (CO3): To explore the knowledge base, contributions of scholars, reflective teaching, and models of teacher education.

Intended Learning Outcomes (ILOs):

ILO 3.1 Discuss the contributions of scholars such as Schulman, Dang, and Luke & Habermas to the knowledge base of teacher education.

ILO 3.2 Define reflective teaching, its meaning, and strategies for promoting reflective teaching among educators.

ILO 3.3 Compare and contrast different models of teacher education, including behaviourist, competency-based, and inquiry-oriented models.

Unit IV: Innovations in Teacher Education, Teacher and Social Context

Course Outcome (CO4): To examine innovations, policy imperatives, performance appraisals, new directions, emerging issues for research, professionalism, professional ethics, and socio-cultural contexts in teacher education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Evaluate the integration of ICT in teacher education and its impact.

ILO 4.2 Analyze policy imperatives influencing teacher education in contemporary contexts.

ILO 4.3 Assess the methods and significance of performance appraisals for teachers.

ILO4.4 Explore new directions in teacher education, considering current trends and innovations.

ILO 4.5 Identify emerging issues for research in teacher education and propose areas for further study.

ILO 4.6 Define teaching as a profession and discuss the concept of professionalism and professional ethics among teachers.

ILO 4.7 Understand the socio-cultural context of teachers and teaching within the school system, including its influence on teacher development.

ILO 4.8 Recognize the importance of professional knowledge, skills, values, and attitudes in the changing profile of teachers' work and working conditions.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO2	CO2, CO3		CO2	
Procedural Knowledge		CO2, CO4	CO2, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	S	S	S	S	M
CO2	S	S	M	M	S	S	S	S	S	M
CO3	S	S	M	M	S	S	S	M	S	S
CO4	S	S	M	M	S	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Anand, C.L. (1988). Aspects of Teachers Education. Delhi: S. Chand and Co.
2. Chaurasia, G. (2000). Teacher Education and Professional Organization. Delhi: Authors Press.
3. Govt. of India. (1966). Report of the Education Commission 1963-1966. New Delhi: Ministry of Education, Govt. of India.
4. Grower, R. & Walters, S. (1987). Teaching Practice Handbook. London: ELBS, Heinemann Educational Books Ltd.
5. Meffit, John Clifton. (1983). In-service Education for Teachers. Washington: Center for Applied Research in Education.
6. Mukherjee, S.N. (1987). Admission and Organization in Teacher Training Institution. New Delhi: NCERT.
7. Mukherjee, S.N. (1978). (Ed.) Education of the Teacher in India. Vol. I & Vol. II, Delhi: S. Chand and Co.
8. NCTE. (1978). Teacher Education Curriculum - A Framework. New Delhi: NCERT.
9. Panda, B.N. & Tewari, A.D. (1997). Teacher Education. New Delhi: A.P.H. Publishing Corporation.
10. Pareek, R. (1996). Role of Teaching Profession. Guwahati: Eastern Book House.
11. Passi, B.K. (1976). Becoming a Better Teacher: Microteaching Approach. Ahmedabad: Sahitya Mudranalaya
12. Patil, V.T. (1998). In-Service Education for Teachers. Delhi: Authors Press.
13. Raina, V.K. (1998). Teacher Education: A Perspective. Guwahati: Eastern Book House.
14. Silcork, P. & Brundtland, M. (2002). Achieving Competence, Success and Excellence in Teaching. London: Routledge Falmer.
15. Singh, L.C. (1990). (Ed.) Teacher Education in India: A Resource Book. New Delhi: NCERT.
16. Subramanyam, K. (1995). Handbook for College and University Teachers. Hyderabad.
17. Tibble, J.W. (1971). (Ed.) The Future of Teacher Education. London: Routledge and Kegan Paul.
18. Sharma, R.C. (2002). National Policy on Education. Mangal: Deep Publication.
19. Aggarwal, J.C. (1992). Education Policy in India. Shipra Publication.
20. Shivavarudrappa, G. Philosophical Approach to Education. Himalaya Publication.
21. Thorat, Sukhadeo. Higher Education in India: Emerging Issues Related to Access, Inclusiveness, and Quality. Chairman UGC, New Delhi: Nehru Memorial Lecture.
22. James, E. Bruno. (1972). Emerging Issues in Education: Policy Implications for the School. Rand Corporation, Lexington Books.
23. Rajput, J.S. & Walia, K. Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.

B.A. IN EDUCATION PROGRAMME (FYUGP)**8th SEMESTER**

Course Title	: Research in Education
Course Code	: EDNM22
Nature of the Course	: Major22
Total Credits	04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Explain the concepts, characteristics, types and procedures of quantitative research designs, including historical, descriptive and experimental research, and apply them in educational research.
- Enable learners to understand the concepts, characteristics, procedures, and applications of qualitative and mixed-method research designs for investigating educational issues and phenomena.
- Develop learners' knowledge and skills in selecting and applying appropriate research techniques and tools for collecting valid and reliable data in educational research.
- Equip learners with the knowledge and skills required for preparing research reports and research papers, applying APA referencing, adhering to research ethics, and conducting ethical research free from plagiarism.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Quantitative Research Designs: 1.1 Positivism and post-positivistic approaches to research. 1.2 Historical Research: • Meaning, Nature and Scope • Steps in Historical Research 1.3 Descriptive Research • Meaning, nature and scope • Types: Survey studies, Interrelationship Studies and Developmental studies • Steps in Descriptive Research 1.4 Experimental Research	12	2		14	18

	• Meaning, Nature and Scope • Variables: Independent and dependent variables, Confounding variables and extraneous variables • Characteristics of Experimental Research: Control, Manipulation, Observation and Replication • Steps in Experimental Research • Research Designs: Pre-Experimental Designs, Quasi-Experimental Designs and True Experimental Designs					
II	2.0 Qualitative Research Designs: 2.1 Grounded Theory Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT 2.2 Narrative Research Designs: Meaning and key Characteristics, Steps in conducting NR design, 2.3 Case Study: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses 2.4 Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses 2.5 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	13	2		15	18
III	3.0 Techniques of Research: 3.1 Research Techniques: • Observation • Interview • Case Study • Sociometric techniques: Sociogram and Sociometric Matrices Projective techniques	13	2		15	14
IV	4.0 Report Writing and Related Techniques: 4.1 Writing the Research Report: 4.1.1 Format 4.1.2 Chapterization,	14	2		16	20

4.2 Characteristics of a good research report. 4.3 Use of abbreviations 4.4 Referencing: References, footnotes and bibliography, APA Style of Referencing 4.5 Writing Research Paper Ethics in reporting research 4.6 Intellectual Property Right (IPR) and Plagiarism 4.7 Choose a Research Problem and Prepare a research report using all the steps					
Total	52	08		60	70

Mode of In-Semester Assessment

:30 marks

1. Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

a. Conducting a case study

b. Preparing references using APA style

c. Group discussion

d. Preparation and Presentation of seminar paper

e. Objective type test

f. Any other activities deemed to be fit by the course teacher

COURSE OUTCOMES(COs)

Unit 1: Quantitative Research Designs

Course Outcome (CO1)

Develop a comprehensive understanding of quantitative research paradigms and apply appropriate quantitative research designs to investigate educational problems.

Intended Learning Outcomes (ILOs)

ILO 1.1: Explain the philosophical foundations of positivism and post-positivism in educational research.

ILO 1.2: Describe the meaning, nature, scope, and procedural steps of historical and descriptive research.

ILO 1.3: Differentiate among survey, interrelationship, and developmental studies based on their objectives and applications.

ILO 1.4: Explain the concepts, characteristics, variables, and procedural steps involved in experimental research.

ILO 1.5: Select and justify appropriate experimental research designs (pre-experimental, quasi-experimental, and true experimental) for different educational research problems.

Unit 2: Qualitative Research Designs

Course Outcome (CO2): Develop the ability to apply qualitative and mixed-method research designs for exploring complex educational phenomena

Intended Learning Outcomes (ILOs)

ILO 2.1: Explain the concepts, characteristics, procedures, strengths, and limitations of grounded theory and narrative research designs.

ILO 2.2: Describe the components, types, procedures, strengths, and limitations of case study research.

ILO 2.3: Explain the assumptions, characteristics, procedures, and reporting process of ethnographic research.

ILO 2.4: Compare qualitative research designs and identify their appropriate applications in educational research.

ILO 2.5: Apply suitable mixed-method research designs (triangulation, explanatory, and exploratory) to address educational research problems.

Unit 3: Techniques of Research

Course Outcome (CO3) : Develop competence in selecting and applying appropriate research techniques for collecting valid and reliable educational data.

Intended Learning Outcomes (ILOs)

ILO 3.1: Explain the principles, procedures, merits, and limitations of observation, interview, and case study techniques.

ILO 3.2: Apply appropriate observation and interview techniques for educational research.

ILO 3.3: Describe sociometric techniques, including sociograms and sociometric matrices, and interpret their applications in educational settings.

ILO 3.4: Explain the concept and educational applications of projective techniques.

ILO 3.5: Select suitable research techniques according to the objectives, nature, and design of an educational research study.

Unit 4: Report Writing and Research Ethics

Course Outcome (CO4): Develop proficiency in preparing research reports, following academic writing conventions, ethical research practices, and intellectual property regulations.

Intended Learning Outcomes (ILOs)

ILO 4.1: Prepare a research report using the standard format and chaptalization followed in educational research.

ILO 4.2: Demonstrate the use of appropriate referencing styles, including APA style, footnotes, references, and bibliography.

ILO 4.3: Develop the ability to write a research paper following accepted academic writing standards.

ILO 4.4: Explain the principles of research ethics, intellectual property rights (IPR), plagiarism, and responsible reporting of research.

ILO 4.5: Identify an educational research problem and prepare a complete research report by applying all stages of the research process while adhering to ethical standards.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2 CO3, CO4	CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO2	CO4	CO2	CO3
Procedural Knowledge		CO2, CO4		CO4	CO4	CO3
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	S	S	S	S	M
CO2	S	S	M	W	M	S	S	S	S	M
CO3	S	M	S	M	M	S	S	M	S	S
CO4	S	S	M	M	M	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn) Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett, H.E. (2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good, C.V., Barr, A.S. & Scates, D.E. (1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,

7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods: Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009). Methodology of educational research. New Delhi: Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. NewYork: The Macmillan Company,

B.A. IN EDUCATION PROGRAMME (FYUGP)
8th SEMESTER

Course Title	: Introduction to Positive Psychology
Course Code	: EDNM23
Nature of the Course	: Major 23
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives (COs)

- Develop an understanding of the concepts, principles, and applications of positive psychology in promoting happiness, well-being, and human flourishing
- Develop an understanding of personal virtues, psychological strengths, and pro-social emotions that promote self-development, well-being, positive relationships, and social harmony.
- Develop awareness and skills related to psychological strengths such as wisdom, courage, mindfulness, flow, and spirituality for enhancing quality of life.
- Develop knowledge of resilience, post-traumatic growth, social engagement, and positive schooling for promoting lifelong well-being

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Positive Psychology: Science of Studying Happiness and Flourishing 1.1 Concept, aim, scope and background of Positive Psychology 1.2 Implications of Positive Psychology towards Happiness and Flourishing 1.3 The dimensions of Happiness and Flourishing—Pleasant Life, Engaged Life, Meaningful Life, Relationship, Accomplishment and Positive Health	13	2		15	16
II	2.0 Virtues for Personal Development 2.1 Personal Goal: concept, dimensions, measures and ways to set personal meaningful goals 2.2 Self-regulation: concept, dimensions, measures and activities to develop self-regulation 2.3 Grit: concept, dimensions, measures and activities to develop grit 2.4 Seeing our future through hope and optimism: concepts, benefits, measures and activities to develop hope and optimism 2.5 Empathy: Concept, genetic and neural foundation of empathy, empathy-altruism hypothesis, measures, activities to develop empathy 2.6 Compassion: Concept, dimensions, measures, activities to develop compassion 2.7 Love: concept, varieties of love, romantic love, attachment style, measures, activities to understand love 2.8 Gratitude: concept, dimensions, benefits, measures and activities to develop gratitude 2.9 Forgiveness: concept, dimensions, measures and activities to develop forgiveness	16	2		18	22
III	3.0 Enhancing Life 3.1 Wisdom: concept, implicit and explicit theories of wisdom, characteristics of a wise person,	13	2		15	16

	measures and ways to develop wisdom 3.2 Courage: concept, finding courage in daily life, measures, learning courage 3.3 Mindfulness: concept, in search of novelty, benefits, mindfulness exercises 3.4 Flow: concept, fostering flow and benefits, experiencing flow 3.5 Spirituality: concept and benefit					
IV	4.0 Protecting Life 4.1 Resilience: concept, benefits, measures and exercises to develop resilience 4.2 Post traumatic growth: concept, reviving life, benefits, ways 4.3 Positive Social Engagement: benefits, finding engagement, finding meaning 4.4 Positive Schooling: learning positive emotion, positive engagement, meaning, positive relationship, positive accomplishment and positive health	10	2		12	16
	Total	52	08		60	70

Mode of In-Semester Assessment

:30 marks

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

a) Students shall have to prepare and present an empirical research paper on any one of the strengths given in the course.

b) Students shall have to organize a demonstration session on any one of the strengths given in the course for college/school students

c) Students shall have to prepare poster, flash card on any one of the positivity given in the course.

d) Any other activities may be deemed to be fit by the course teacher

COURSE OUTCOMES (COs)

Unit I: Positive Psychology: Science of Studying Happiness and Flourishing

Course Outcome (CO1): Students will develop an understanding of the concepts, principles, and applications of positive psychology in promoting happiness, well-being, and human flourishing

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the concept, aims, scope, and historical development of Positive Psychology.

ILO 1.2 Understand the relationship between Positive Psychology, happiness, and flourishing.

ILO 1.3 Describe different dimensions of happiness and well-being.

ILO 1.4 Apply Positive Psychology principles for enhancing personal and social well-being.

Unit II: Virtues for Personal Development

Course Outcome (CO2): Develop an understanding of personal virtues, psychological strengths, and pro-social emotions that promote self-development, well-being, positive relationships, and social harmony.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the importance of personal goals, goal-setting strategies, and self-regulation in achieving personal growth.

ILO 2.2 Understand the concept, dimensions, and development of self-regulation and its role in positive functioning.

ILO 2.3 Analyse the role of grit, hope, optimism, perseverance, and motivation in personal development.

ILO 2.4 Explain the concepts and significance of empathy, compassion, love, gratitude, and forgiveness in human relationships.

ILO 2.5 Examine the psychological foundations of pro-social emotions and their contribution to emotional well-being and social harmony.

ILO 2.6 Apply strategies and practices for developing positive thinking, empathy, compassion, gratitude, forgiveness, and healthy interpersonal relationships.

Unit III: Enhancing Life

Course Outcome (CO3): Students will develop awareness and skills related to psychological strengths such as wisdom, courage, mindfulness, flow, and spirituality for enhancing quality of life.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the concepts of wisdom, courage, mindfulness, flow, and spirituality.

ILO 3.2 Identify characteristics and practices that enhance personal growth.

ILO 3.3 Apply mindfulness and flow-based strategies for improving well-being.

ILO 3.4 Develop positive qualities for effective coping and meaningful living.

Unit IV: Protecting Life

Course Outcome (CO4): Students will develop knowledge of resilience, post-traumatic growth, social engagement, and positive schooling for promoting lifelong well-being

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain the concepts of resilience and post-traumatic growth.

ILO 4.2 Develop strategies for coping with challenges and strengthening psychological well-being.

ILO 4.3 Understand the importance of positive social engagement and meaningful relationships.

ILO 4.4 Apply principles of positive schooling for holistic development and well-being.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2		CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO1, CO2			
Procedural Knowledge			CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	M	M	M	M	M	M	S	S	S	M
CO3	S	S	M	S	M	M	S	M	S	S
CO4	M	S	M	M	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Reading

1. Argyle, M. (2001). The Psychology of Happiness (2nd edn). London: Routledge.
2. Baumgardner, S. R. and Marie K. Crothers, (2009). Positive Psychology. New Delhi: Pearson Education.
3. Carr, A. (2004). Positive Psychology: the Science of Happiness and Human Strengths. New York: Routledge.
4. Csikszentmihalyi, M. (1990). Flow: The psychology of optimal Experience. New York: Harperperennial.
5. Emmons, R. A. (2008) Thanks! How Practicing Gratitude can Make You Happier. New York: Houghton Mifflin Company.
6. Fredrickson, B. L. (2009). Positivity: Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life. New York: Three River Press.
7. Gillham, Jane E., (2000) The Science of Optimism and Hope. Lonon: Temptation Foundation Press.
8. Hallowell, Edward M. (2011). Shine: Using Brain Science to Get the Best from Your People. Boston: Harvard Business Review Press.

9. Layard, R. (2011). Happiness: Lessons from a New Science. London: Penguin Books.
10. Lyubomirsky, S. (2012). The How of Happiness. New York: Penguin. 51
11. Norrish, Jacolyn, (2015). Positive Education. UK: Oxford University Press.
12. Rushton, J. P. (1980). Altruism, Socialization and Society. New Jersey: Prentice- Hall.
13. Seligman, M. E. P. (2002). Authentic Happiness. London: Nicholas Brealey Publishing.
14. Seligman, M. E. P. (2012), Flourish: A Visionary new Understanding of Happiness and Wellbeing, Free Press: New York.
15. Snyder, C. R. (1994). The Psychology of Hope: You can get there from here. New York: Free Press.
16. Snyder, C. R. & Lopez, S J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA, US: Sage Publications, Inc.
17. Snyder, C. R., S. J. Lopez and J. T. Pedrotti (2011). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: SAGE.

B.A. IN EDUCATION PROGRAMME (FYUGP)
8th SEMESTER

Course Title	: Open and Distance Learning
Course Code	: EDNM23
Nature of the Course	: Major
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 56 Tutorial – 04 Practical 0

Course Objectives (COs)

- Understanding of the concept and communication of Open and Distance Learning.
- Familiarize the students with the process of development of Self-Learning Materials.
- Understanding of learner support services and academic counselling in ODL.
- Familiarize the students with different communication technologies used in ODL.

Units	Contents	L	T	P	Total Hours	Marks
I	1.0 Concept of Open and Distance Learning (ODL) 1.1 Nature and Characteristics of ODL 11.2 Correspondence, Open and Distance Education 1.3 Difference between ODL and Conventional System 1.4 Growth of ODL in India with special reference to IGNOU, KKHSOU and DODL, Dibrugarh University 1.5 Types of ODL Institutions 1.6 Different models of ODL 1.7 Characteristics and problems of distance learners 1.8 Regulatory bodies of ODL System 1.9 Planning and Management of ODL 1.10 Economics of ODL	14	1		15	18

II	2.0 Self-Learning Materials (SLM) 2.1 Curriculum design and development 2.2 Student learning and instructional design 2.3 Concept of SLM 2.4 Different types of Self-Learning Materials 2.5 Self-Learning print materials • Difference between textbooks and SLM • Characteristics of SLM • Access devices 2.6 SLM development process • Planning • Preparing • Writing, Re-writing and Revision 2.7 Editing of the SLM • Format Editing • Content Editing • Language Editing 2.8 Finalizing SLM	14	1		15	18
III	3.0 Learner Support Services and Academic Counselling in ODL 3.1 Learner Support Services: 3.1.1 Need of learner support services 3.1.2 Kinds of Learner Support Services ▪ Pre-entry support ▪ During the course support ▪ Post course stage 3.1.3 Learner support providers 3.1.4 Study and Regional Centres 3.2 Academic Counselling in ODL 3.2.1 Concept, Needs and Importance 3.2.2 Stages of Academic Counselling 3.2.3 Media of Academic Counselling 3.2.4 Academic counselling in different institutions/universities 3.3 Qualities of an academic counsellor 3.3.1 Skills of an academic counsellor	14	1		15	18
IV	4.0 Assessment, Evaluation and Research in ODL	14	1		15	16

	4.1 Assessment and Evaluation in ODL 4.1.1 Assessment in ODL: concept, needs and importance 4.1.2 Evaluation in ODL: concept, needs and importance 4.1.3 Two-way communication in ODL 4.1.4 Assignments and evaluation of assignment responses 4.2 Types of assignments 4.2.1 Tutor comments: nature and types 4.2.2 Marking vs. Grading 4.2.3 Question Banks 4.2.4 Programme Evaluation 4.3 Research in ODL 4.3.1 Need and importance of research in ODL 4.3.2 Research in ODL at National and International level 4.3.3 Action research in ODL					
Total		56	04		60	70

Mode of In-Semester Assessment

: 30 Marks

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

- a) Review of related literature related to ODL.
- b) Group discussion
- c) Preparation and Presentation of seminar paper
- d) Objective type test
- e) Any other activities deemed to be fit by the course teacher

Course Outcomes (COs)

Unit I: Concept of Open and Distance Learning (ODL)

Course Outcome (CO1): To develop an understanding of the concept and communication of Open and Distance Learning.

Intended Learning Outcomes (ILOs):

ILO1.1 To acquaint with the concept and nature of non-formal education

ILO 1.2 To acquaint with the difference between ODL and conventional learning

ILO 1.3 To understand the development and challenges of ODL

ILO 1.4 To understand the role of technology in ODL

Unit II: Self-Learning Materials (SLM)

Course Outcome (CO2): To familiarize the students with the process of development of Self-Learning Materials.

Intended Learning Outcomes (ILOs):

ILO 2.1 To acquaint with the concept and types of self-learning material

ILO2.2 To develop the knowledge of developing self-learning material

UNIT III: Learner Support Services and Academic Counselling in ODL

Course Outcome (CO3): To develop the understanding of learner support services and academic counselling in ODL.

Intended Learning Outcomes (ILOs):

ILO 3.1 To acquaint the students with different learner support services

ILO 3.2 To make the students understand the concept of academic counselling

Unit IV: Assessment, Evaluation and Research in ODL

Course Outcome (CO4): To familiarize the students with different communication technologies used in ODL

Intended Learning Outcomes (ILOs):

ILO 4.1 To enable the students to understand the assessment evaluation processes in ODL

ILO 4.2 To encourage them to do research in the field of ODL

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2			
Conceptual Knowledge	CO2	CO1, CO2	CO2, CO3, CO4	CO1, CO3	CO4	
Procedural Knowledge		CO2	CO2, CO3	CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	W	S	M	W	W
CO2	S	S	M	M	S	S	S	M	M	M

CO3	S	M	S	S	S	M	S	M	M	S
CO4	S	S	M	M	S	M	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. IGNOU (2002). Stride Handbook-1: Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
2. IGNOU (2002). Stride Handbook-2: Effective Learning. Maidan Garhi, New Delhi 110068: STRIDE, IGNOU.
3. IGNOU (2002). Stride Handbook-3: Academic Counselling in Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
4. IGNOU (2002).: Stride Handbook-4: Assessment and Evaluation in Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU
5. IGNOU (2002). Stride Handbook-5: Development and Revision of self-Learning Materials. STRIDE, IGNOU, Maidan Garhi, New Delhi-110068
6. IGNOU (2002). Stride Handbook-6: Editing in Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
7. IGNOU (2002). Stride Handbook-7: Media and Technology in Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
8. IGNOU (2002). Stride Handbook-8: e Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
9. IGNOU (2002). Stride Handbook-9: Support Services in Distance Education. Maidan Garhi, New Delhi 110068: STRIDE, IGNOU.
10. IGNOU (2002). Stride Handbook-10: Planning and Management of Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
11. IGNOU (2002). Stride Handbook-11: Cost Analysis in Open and Distance Learning .Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
12. IGNOU (2002). Stride Handbook-12: Programme Evaluation in Open and Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
13. IGNOU (2002): Stride Handbook-14: Psychological Skills for Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
14. IGNOU (2002). Stride Handbook-15: Staff Training and Development in Open and Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
15. IGNOU (2008). Distance Education Council Handbook on Transformation of Print Materials into Self Learning Materials. DEC, IGNOU, Maidan Garhi, New Delhi 110068
16. Ramanujan, P.R. (2014). Globalization, Education and Open Distance Learning. New Delhi: Centre for Policy Research.

B.A. IN EDUCATION PROGRAMME (FYUGP)
8th SEMESTER

Course Title	: Mental Health and Stress Management
Course Code	: EDNN8
Nature of the Course	: Minor 8
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Tutorial – 08 Practical – 0

Course Objectives: (COs)

- Understand the fundamental concepts of mental health, mental hygiene, and mental wellbeing, along with their importance and application.
- Explore the role of emotions in mental health, identifying symptoms, causes, and effects of emotional problems.
- Develop the strategies for managing stress, anger, frustration, and conflict through various methods and techniques.
- Understand the adjustment process, including various adjustment mechanisms, their advantages, and limitations

Unit	Course Content	L	T	P	Total Hours	Total Marks
I	1.0 CONCEPT OF MENTAL HEALTH AND HYGIENE: 1.1 Mental Health: 1.1.1 Meaning and nature. 1.1.2 Criteria of Mental Health, 1.1.3 Factors affecting Mental Health. 1.2 Mental Health Hazards. 1.3 Mental Hygiene: 1.3.1 Meaning and definition 1.3.2 Goals of Mental Hygiene 1.3.3 Functions of Mental Hygiene 1.3.4 Need of Mental Hygiene. 1.4 Difference between Mental Health and Hygiene.	13	2		15	18

	1.5 Mental Well-being: 1.5.1 Meaning, Definition and nature 1.5.2 Mental Well- being as per World Health Organization (WHO). 1.5.3 Importance of Mental Well-being. 1.6 Component of Mental Well-being (Physical, Social, Environmental, Intellectual, Emotional)					
II	2.0 MANAGEMENT OF STRESS, ANGER, FRUSTRATION AND CONFLICT: 2.1 Stress Management (Yoga, Meditation and Pranayama and other methods like, allotting time for oneself, Physical activities, Diet, Sleep, Quality Leisure time activities and to learn to accept oneself). 2.2 Psychological means in resolving conflicts, overcoming frustration and anger.	13	2		15	18
III	3.0 EMOTION AS A PREDICTOR OF POOR MENTAL HEALTH: 3.1 Meaning, symptoms, causes and types of emotion and emotional problem. 3.2 Stress - Meaning, Symptoms, causes and its effects. 3.3 Frustration and Anger - Meaning, Symptoms, its effects, causes, Reaction to frustration, its effect on Physical and Mental Health. 3.4 Conflict – Meaning, Types (Intrapersonal, Interpersonal and unconscious) Causes, symptoms, its effect on Physical and Mental Health.	13	2		15	18
IV	4.0 ADJUSTMENT PROCESS: 4.1 Meaning and nature of Adjustment Process (Mechanism). 4.1.1 Different types of Adjustment Mechanism: • Aggression • Compensation, • Sublimation,	13	2		15	16

	• Identification, • Rationalization • Regression • Repression, • Fantasy, • Displacement • Projection.					
	4.2 Advantages and Limitations of Adjustment Mechanism.					
Total		52	08		60	70

Mode of In-Semester Assessment

: 30 Marks

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

:10 Marks

- Students shall have to prepare and present an empirical research paper on any one of the strengths given in the course.
- Students shall have to organize a demonstration session on any one of the strengths given in the course for college/school students
- Students shall have to prepare poster, flash card on any one of the positivity given in the course.
- Any other activities may be deemed to be fit by the course teacher

Course Outcomes (COs):

Unit I: Concept of Mental Health and Hygiene

Course Outcome (CO1): To understand the fundamental concepts of mental health, mental hygiene, and mental wellbeing, along with their importance and application.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define and understand the meaning and nature of mental health, including the criteria and factors affecting it.

ILO 1.2 Identify various mental health hazards and their implications.

ILO 1.3 Comprehend the meaning, goals, functions, and need for mental hygiene.

ILO 1.4 Differentiate between mental health and mental hygiene.

ILO 1.5 Understand the meaning, definition, nature, and importance of mental well-being, particularly in the context of WHO guidelines.

ILO 1.6 Analyze the components of mental well-being, including physical, social, environmental, intellectual, emotional, and spiritual aspects.

Unit II: Emotion as a Predictor of Poor Mental Health

Course Outcome (CO2): To explore the role of emotions in mental health, identifying symptoms, causes, and effects of emotional problems.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define emotions and emotional problems, including their meaning, symptoms, causes, and types.

ILO2.2 Understand the meaning, symptoms, causes, and effects of stress.

ILO 2.3 Analyze frustration and anger, including their meaning, symptoms, effects, causes, and reactions, and their impact on physical and mental health.

ILO 2.4 Define conflict, understand its types (intrapersonal, interpersonal, and unconscious), causes, symptoms, and effects on physical and mental health.

ILO 2.5 Explore the interrelationship between various emotional problems and overall mental health.

Unit III: Management of Stress, Anger, Frustration, and Conflict

Course Outcome (CO3): To develop strategies for managing stress, anger, frustration, and conflict through various methods and techniques.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explore various stress management techniques, including yoga, meditation, pranayama, physical activities, diet, sleep, and quality leisure time activities.

ILO 3.2 Understand the importance of allocating time for oneself and learning to accept oneself in stress management.

ILO3.3 Analyze psychological means for resolving conflicts and overcoming frustration and anger.

ILO 3.4 Develop practical skills to manage stress, anger, frustration, and conflict in everyday life.

ILO 3.5 Apply stress management techniques to improve overall mental well-being.

Unit IV: Adjustment Process

Course Outcome (CO4): To understand the adjustment process, including various adjustment mechanisms, their advantages, and limitations.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and understand the meaning and nature of the adjustment process and different types of adjustment mechanisms.

ILO 4.2 Explore various adjustment mechanisms, including aggression, compensation, sublimation, identification, rationalization, regression, repression, fantasy, displacement, and projection.

ILO 4.3 Analyze the advantages and limitations of different adjustment mechanisms.

ILO4.4 Understand the role of adjustment mechanisms in maintaining mental health and well-being.

ILO 4.5 Apply knowledge of adjustment mechanisms to real-life scenarios to improve personal and interpersonal relationships.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2, CO3, CO4				
Procedural Knowledge		CO3, CO4	CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Reading

1. Boarman, S, 2009, NHS Health and wellbeing: Fina Report London, Department of Health
2. Hadfield, J. A.: Psychology and Mental Health
3. Hart, B The Psychology of Insanity, University Press Cambridge
4. Carroll, H. A.: Mental Hygiene, Dynamics of Adjustment
5. Kalein D. B. Mental Hygiene, Prentice Hall
