

SAINT CLARET COLLEGE, ZIRO

B. A. (EDUCATION)

SYLLABUS AS PER RGU SEMESTRAL SCHEME
(subjected to syllabus enrichment by SCCZ for Claretines)

Semester -I

Paper-BEDU- 101: Elements of Education

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the basic concept, aims and types of education
- b. Define the Ladder of education and different commission and policies proposed for the development of education in India
- c. Explain the meaning, scope of educational psychology and its implication in education; understand the concept and different stages of Human development
- d. Describe the educational technology and its utility in the process of education
- e. Understand the meaning of curriculum and co-curricular activities and their differences

Course Contents:

Unit-0: Foundational Unit: Course objectives and Goal setting, Relationship of education with other subjects

Unit -I: Concept and Aims of Education (8 hours): Meaning, Definition, Nature and Scope of Education; Types of Education: Formal, Non-Formal and Informal; Individual and Social Aims; Vocational Aim; Democratic Aim; Moral and Cultural Aims.

Unit-II: Educational Structure (7 hours): Educational Ladder; Secondary Education Commission, Kothari Commission and New Education policy on Structures of Education; New Pattern of Education(10+2+3).

Unit-III: Educational Psychology (5 hours): Meaning Nature and Scope of Educational Psychology; Implication of Psychology of Education; Concept of Growth and Development; Stages of Human Development: Infancy, Childhood, Adolescence; Determinants of Growth and Development.

Unit-IV: Concept of Educational Technology (8 hours): Meaning, Nature and Scope of Educational Technology; Types of Educational Technology: Hardware, Software & System Approach; Utility of Education Technology in Formal and Non-Formal Education; Limitation of Educational Technology with reference to India.

Unit-V: Conceptual Framework of Curriculum (4 hours): Meaning and Nature of curriculum; Principles of curriculum; Bases of curriculum; Concept of curriculum and co-curricular Activities.

Unit-100: Advanced Unit: Quizzes, Demonstration class.

Recommended Readings:

1. Aggarwal, J. C. (1973). Progress of Education in free India. Arya Book Depot. N. Delhi
2. Chauhan, S. S. (1978). Advanced Educational Psychology. Vikash Publishing House. New Delhi
3. Kundu, C. L. & D. N. Tutto (1971). Educational Psychology. Sterling publishers. Delhi.

4. S. R. Jaiswal. Principles of Education.
5. R. S. Pandey. Principles of Education.
6. S. P. Choube. Educational Psychology.
7. S. N. Mukherjee. Education in India: Today and tomorrow.
8. Secondary Education Commission 1953-1953.
9. Indian Education Commission 164-65.
10. Altekar. Education in Ancient India.
11. M athur. A Sociological Approach to Indian Education.
12. Roucek& others. Sociological Foundation of Education.
13. Otaway. Education and Society.
14. Ross James. Ground work of Educational Philosophy.
15. Ross James. Ground work of Educational Psychology.

BEDU-202: INDIAN EDUCATION AND ITS PROBLEMS

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. *Understand and acquaint with the trends of development in Education in Ancient and Medieval Period*
- b. *Understand about the Growth and Development of the present system of India*
- c. *Analyse the Development of education in India as well as in Arunachal after Independence*
- d. *Describe the current problems of education in India*

Course Content:

Unit-0: Foundational Unit: Course objectives and goal setting, Current trends and issues in Indian Education

Unit-I: Educational Development in India before Independence (6 hours): Ancient Education System- Gurukul system of Education; Buddhist system of Education; Muslim system of Education.

Unit-II: Educational Development in India before Independence (10 hours): East India Company and its roles in Education; Wood Despatch (1854) -Its Importance in laying the tradition of Modern Education in India; Stanley's Despatch, Hunter Commission, Curzon's Policy, Gokhale's Bill, Seddler Commission.

Unit-III: Development of Education after Independence (6 hours): Constitutional Provision Regarding Education; Development of education during the last Two year Five Year Plans-Primary, Secondary & Higher Education; Education Development in Arunachal Pradesh.

Unit-IV: Commission and Committees in Education (8 hours): University Education Commission - 1948; Education Commission, 164-66; National Education policy. 1986; NCFSE - 2005.

Unit-V: Current Trends of Indian Education (8 hours): Basic Features of SSA, RMSA, RUSA; RTE Act 2009, NAEP & NLM

Unit-100: Quizzes, Project.

Recommended Readings:

1. Altekar. Ancient Indian Education. Varanasi: Nanda Kishore Brothers.1957.
2. Basu, A. N. Education in India. Calcutta: Modern Publishers, 1947.
3. Das, S.K. Education System of the Ancient Hindus. Gain Pub.
4. Jaffer, S.M. Education in Muslim India. Delhi. 1972
5. HumayunKabir. Indian Heritage. London: Asia Pub. 1955
6. Mukherjee, S. N. History of Education in India. Baroda: Acharya book Depot. 1955
7. Mukherjee, R. K. Ancient India Education. New Delhi: MotilalBamarsidas.
8. Nurullah, S. &Naik J.P. History of Indian Education. Bombay: Macmillan & Co. 1951
9. Sen, J.M. History of Elementary Education in India. 1944.
10. Sequeria. Education in India.Oxford University Press. 1957
11. Vedmitra. Education in Ancient India. New Delhi: Arya Book Depot.1967
12. Chaube, S.P. Secondary Education in India. Agra: VinodPustakMandir
13. Rawat, P.L. History of Indian Education. Agra Bharat Publications. 1956
14. National Staff College of Education Planner and Administration.Education Administration, Series-Meghalaya, Nagaland, Mizoram, Assam, Manupur, Arunachal Pradesh, Tripura. New Delhi:1975.

BEDU 303: FOUNDATION OF EDUCATION

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Explain the philosophical basis of education
- b. Describe the sociological concepts and social determinants of educational system
- c. Delineate about learning and personality concepts
- d. Differentiate between the Indian Schools and Western Schools of philosophy
- e. Describe the impact of education on society

Course Content:

Unit 0: Baseline Analysis (3 hours): Course Objectives and Goal Setting; Areas of Philosophy: Epistemology, Metaphysics and Axiology.

Unit I: Educational Philosophy (6 hours): Concept of Educational Philosophy; Aims of Educational Philosophy; Relationship between Education and Philosophy; Naturalism, Idealism and Pragmatism and their impact on educational thought and practice.

Unit II: Philosophical thought in Education (8 hours):Gandhian, Tagore, John Dewey and Rousseau's thought and their practices of school education with special reference to (a) Aims and Ideas (b) curriculum (c) Discipline and (d) methods of teaching.

Unit III: Social Change (7 hours): Concept of social change; Factors responsible for social change and Cultural change; Education as an instrument of social change; Modernization and Role of Education.

Unit IV: Education and Society (8 hours): Social Stratification and Education; Social Mobility and Education; Socialization; Agents of Socialization; Social Class.

Unit V: Concept of learning (6 hours): Meaning and Laws of Learning; Concept and Types of Transfer of Learning; Concept and Role of Motivation in Learning.

Unit 100: Advanced Unit: Quizzes, Spellings competition.

Books Recommended:

1. Anad. C.L. et.al, The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 16.
2. Bahtia, K. & Bahtia, B. (1987). The Philosophical and Sociological Foundations of Education, Doaba House, New Delhi.
3. Chaube. S.P. & Chaube.A. (1985). Philosophical and Sociological Foundations of Education, VinodPustakMabdir, Agra.
4. Dutt. N.K, (1985), Psychological Foundations of Education, Doaba House, New Delhi.
5. Kundu C.L. & Tutoo. D. (1988): Educational Psychology, Sterling Publishera, New Delhi.
6. Pandey. R.S. An introduction to Major Philosophies of education, VinodPustakMandir, Agra.
7. Pandey. R. S. Principles of Education, VinodPustakMandir, Agra.
8. Ross. J.S. Groundwork of Educational Theory, Oxfort University.
9. Ross. J.S. Groundwork of Educational Psychology, George G. Harrap& Co. Ltd., London.
10. Taneja. V. R. Educational thought and Practice, Sterling Publishers, Pvt. Ltd., New Delhi.
11. Crow & Crow, Educational Psychology, Eurassian Publishing House.
12. McFarland. H.S.N. Psychological theory and Educational Practice, Routledge&Kegan Paul.
13. Morriah Ivor. The Sociology of Educational - An introduction, George Allen & Unwin, Sydney.
14. Ottaway, A. K.C. Education and society, Routlege, Paul.

BEDU 404: TEACHING-LEARNING PROCESS**Marks: 80 (ESE) + 20 (CIA) = 100**

Objectives: Having studied this paper, the student will be able to:

- a. Explain Teaching-learning process
- b. Describe the different types of teaching aids
- c. Explain Classroom management
- d. Differentiate between methods and approaches of teaching

Course Content:

Unit0: Baseline Analysis: Course objectives and Goal setting, Communication process.

Unit I: Concept of Teaching (6 hours): Concept of Teaching; Concept of learning; Concept of Teaching-Learning process; Functions of teaching-learning process; Levels of Teaching Learning; Phases of Teaching Learning.

Unit II: Methods of Teaching (Basic concept, advantages, Limitations) (6 hours): Concept of Method of Teaching; Features of Method of Teaching; Analytic and Synthetic; Inductive and Deductive; Project Method; Play-way Method and Demonstration.

Unit III: Approaches of teaching (10 hours): Concept of Approaches of Teaching; Features of an Approach of Teaching; Modular Approach; Bloom's Mastery Learning Approach; Personalised System of Instruction (PSI); Bloom's Taxonomy of Cognitive Objectives.

Unit IV: Teaching Aids (6 hours): Meaning and Significance of Teaching Aids; Characteristics of Good Teaching Aids; Types of Teaching Aids; Improvised Teaching Aids.

Unit V: Classroom Management (6 hours): Concept of Classroom Management; Principles of Classroom Management; Factors affecting Classroom Management: Teachers, Students and others; Effectiveness and Productivity of Teacher in Classroom Management.

Unit 100: Advanced Unit: Quizzes, Micro-teaching.

Books Recommended:

1. Bloom. B.S. 1971 (ed). Handbook of Formative and summative Evaluation, McGraw Hill.
2. Chauhan. S.S. 1978. Textbook of Programmed Instruction, N. Delhi, sterling.
3. Chauhan. S.S. 1978. Innovation in Teaching Learning Process, N. Delhi. Vikas Publishing House.
4. Decoo, 1980 (ed). Educational Technology, N. Delhi, Holt Ri chart.
5. Kachar, S.K. 1986. Methods and Techniques of Teaching, N. Delhi, sterling Publishers.
6. Malla Reddy, M. And Ravisankar, S. Curriculum Development and Educational Technology, N. Delhi.
7. Mangal, S.K. & Mangal, U. (2010). Essential of Educational Technology, New Delhi. PHI Pvt. Ltd.
8. Mohanty, J. (1986). Educational Broadcasting' Radio and TV in Education, N. Delhi. Sterling Pub.
9. Oristein, Allan, C. & Humkins, Francis P. (1983). Curriculum Foundations, Principles and Issues (Second Edition). Allyn and Bacon Inc. USA.
10. Packiam, S. (1986). Curriculum Innovation and Educational Technology, Delhi, Doba House.
11. Pandey, K. P. A first course in instructional technology, Amitashprakashan, Delhi-24.
12. Sahoo, P. M. (2002). Psychology in Indian Context, Agra, Bhargava Book House.
13. Sahoo, P.M. (2002). Psychology in Indian Context, Agra, Bhargava Book House.
14. Aampath, S. Pannirselvam, A. And Santhanam, S. (1987). Introduction to Education Technology, N. Delhi. Sterling Pub.
15. Sharma, R. A. (1988). Educational Technology, Agra VinodPustakmandir.
16. Smith, B.O. et. Al. Foundation of Curricular Empowerment, Yonders, N. V. World Book Co.
17. Walia, J. S. (1977). Foundation of Educational Psychology, Jalandhar Pub.

B.A. Semester - V

Paper - BEDU. 501: Educational Psychology

Marks 80 (ESE) +20 (CIA) = 100

Objectives: Having studied this paper student will be able to:

- a. *Explain the basic principles of psychology and the implications for teaching and learning*
- b. *Describe the characteristics and different stages of human development*
- c. *Explain the approaches to learning and teaching and develop the essential competencies to apply them in teaching and learning situation*

Course Content:

Unit 0: Baseline Analysis (4-5 hours): Introduction of Basic Concept; Objectives; Goal Setting.

Unit I: Concept of psychology (6 hours): Meaning, Nature and Scope of Psychology; Methods of Studying Human Behaviour: Introspection, Observation and Case Study; Impact of Heredity and Environment on Education.

Unit II: Learning (10 hours): Meaning and Types of Learning; Theories of Learning: Thorndike, Pavlov and Kohler; Concept of Remembering and Forgetting; Meaning, Characteristics and Determinants of Personality.

Unit III: Intelligence (8 hours): Concept of Intelligence; Guilford's structure of intelligence; Measurement of intelligence; Difference between Individual and Group test of Intelligence; Uses of Intelligence Tests.

Unit IV: Mental Health ((8 hours): Concept and Significance of Mental Health; Wholesome and Abnormal Personality; Concept and process of Adjustment; Causes of Maladjustment; Adjustment Mechanism: Withdrawal Compensation and Regression.

Unit V: Individual Differences (6 hours): Meaning, Types, Determinants and Educational Implications; Characteristics and Identification of Gifted, Physically, Mentally and Socially Handicapped Children; Delinquency: Causes and Prevention.

Unit 100: Advanced Unit: Quizzes, Project

Recommended Reading

1. Bhatia, H.R. Elements of Education Psychology, Calcutta, 1968.
2. Bhatnagar, S. Educational Psychology, MerrutDayal Book Depot, 1976.
3. Chaube, S.S. Advanced Educational Psychology, Vikas Publication, New Delhi.
4. Chaube, S.P. Educational Psychology, AggarwalPvt. Ltd. Agra, 1903.
5. Crow & Crow, Educational Psychology, Eurasia Publishing House, New Delhi, 1964.
6. Dahs, B.N. Educational Psychology, Deep & Deep Publishers. New Delhi, 1988.
7. Dutta, N.K. Psychological Foundation of Education, Doaba House, New Delhi.
8. Jayaswal, S.R. Foundation of Educational Psychology, Sterling Pub. House, New Delhi, 1987.
9. Kundu C.L. & Tutoo R.N. Educational Psychology, Sterling Publishers, New Delhi, 1988.
10. Mathur, S.S. Educational Psychology, VinodPustakMandi, Agra, 1981.
11. Mangal, S.K. Educational Psychology, Sterling Publishers, 1980.
12. Sharma, R.N. Educational Psychology, Merrut, 1966.
13. Skinner, C.E. Educational Psychology, Prentice Hall of India, 1964.
14. Waha, J.S. Foundation of Educational Psychology, Jalandher, Publishers 1977.

B.A. Semester - V

Paper - BEDU.502: Educational Technology

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, each student will be able to:

- a. Understand the concept of educational technology
- b. Explain the teaching-learning process
- c. Explain the use of teaching models and instructional media

Course Content:

Unit 0: Baseline Analysis: Course objectives and Goal setting, Utility of Audio-visual aids in Arunachal

Unit I: Introduction of Educational Technology (10 hours): Meaning, Nature and Scope of Educational Technology; Approaches of Educational Technology and their Implication; Objectives of Educational

Technology and Their Features and Utilities; Types of Educational Technology and their Features and Utilities.

Unit II: Communication Process and Instructional Technology (10 hours): Communication: Concept, Process, Modes and Barriers of Communication; Concept and Assumptions of Instructional Technology; Programmed Learning: Concept, Nature and Principles; Types of Programmed Instruction: Linear.

Unit III: Modification of Teaching Behaviour (10 hours): Micro Teaching : Concept, Principles Steps of Micro Teaching; Teaching Skills:- Types of Teaching Skills and Development of Teaching Skills; Simulated Social Skill Teaching (SSST) – Meaning and Procedure of SSST; System Approach in Education and curriculum design

Unit IV: Teaching Strategies and Models (8 hours): Concept and Importance of Models of Teaching; Assumptions, Sources and Elements of Models of Teaching; Bruners Concept of Attainment Model and its Importance; Glasser and Asubelian models of teaching.

Unit V: Evaluation and Research in Educational Technology (6 hours): Concept and Need of Research; Process of Research; Concept of Criterion – Referenced Evaluation; Preparation of Criterion – Referenced test.

Unit: 100: Advanced Unit: Quizzes, Demonstration class

Recommended Readings:

1. Vanaja, M. (2005) Educational Technology. Neelkamal Publications Pvt. Ltd Hyderabad.
2. Sharma, A. R. (1992) Educational Technology. VinodPustakMandir, Agra.
3. Bloom, B.S (1956) Taxonomy of Educational Objectives – Cognitive Domain. Book I, Mc Kay, New York.
4. Sharma, R.A (2007) Technological Foundation of Education. R. Lall Book Depot, Meerut.
5. Allen, D.K.R. (1969) Micro Teaching. Addison Wesley Publication Company, London.
6. Joyce, B. & Marsha, W. (1972) Models of Teaching. Prentce Hellenic, England Cliffs, New Jersey.
7. Bernard, M.C. (1967) An Introduction to Teaching. London Press.
8. Bloom, B.S. (1956) Taxonomy of Educational Objectives (Cognitive Domain), Longman & Co. New Delhi.
9. Dececco, John, P.(1970) The Psychology of Learning and Introduction to Technology. New Delhi.
10. Packiam, S. (1986) Curriculum Innovation and Educational Technology. Doaba House, Delhi.
11. Sharma, R.A. (1980) Technology of Teaching. R. Lall Loyal Book Depot, Merrut.
12. Leedham John (1973) Educational Technology, First Book Publishers, London.

B.A. Semester- V

Paper: BEDU. 522: Human Rights, Value and Peace Education

(Optional Paper from group 'A')

Marks: 80 (ESE) +20 (CAI) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the concept of human rights education and peace education
- b. Acquaint the rights of the child
- c. Understand the issues of gender equity and human rights education for girl child
- d. Acquaint with the strategies and approaches for inculcating HR, Values and Peace Education

Course Content

Unit 0: Baseline Analysis: Goal Setting and Motivation, Introduction to Human Rights, Value and Peace Education

Unit I: Introduction to Human Rights Education (8 hours): Origin and Historical Development of Concept of Human Rights; UN Charter & UDHR, Fundamental Rights and Fundamental Duties; Values-Bases of Human Rights; Human Rights & Duties Education: Concept and Importance.

Unit II: Covenants, Conventions and Constitutional Provisions for HR Education in India (10 hours): International Covenants on Economic, Social and Cultural Rights; Convention on the rights of the Child, Women and Persons with Disabilities.

Human Rights in Indian Context- Constitutional Provisions and Human Rights: Right to equality: Articles 14, 16, 17, 19, 24, 25, 26, 28, 29, 30; Directive Principles: Articles 45, 48A, 51; Equalization of Educational Opportunities.

Unit III: Gender Equity and Human Rights Education in Indian Context (8 hours): Concept, Importance & Objectives of Gender Equity and Human Rights in Indian Context; Policy Perspectives of human rights education; Human Rights Protection Act and Role of NHRC.

Unit IV: Value Education (8 hours): Concept, Importance & Objectives of Value Education; Classification of Values- Intrinsic value, Instrumental (Extrinsic) values, moral values, aesthetic values, economic values and social values; Approaches & Methods of Values Education.

Unit V: Peace Education (6 hours): Concept of Peace and peace Education; Relationship between Peace Education and Value Education; Education for Human Rights and Culture of Peace.

Unit 100: Advanced Unit: Quizzes, Project

Recommended Readings:

1. Bharadwaj, T.R. (2007) Education of Human Values, New Delhi-110059: Mittal Publications.
2. Dhand, H. (2002) Teaching Human Rights – A handbook for Teacher Educators. Bhopal: Asia Institute of Human Rights Education .
3. Diane Tillman (2000) Living Values Activities for Young Adults. Delhi: Sterling Publishers.
4. Hassija, J.C. (1997): Human Rights Education. Mount Abu: Brahma Kumaris.
5. Iyar, K. (1999) The Dialectics and Dynamics of human Rights in India: Yesterday, Today & Tomorrow. New Delhi: Eastern Law House.
6. Mohanty, J. (2009) Human Rights Education, New Delhi: Deep & Deep Publications.
7. Naseema, C. (2009) Human Rights Education, New Delhi: Deep & Deep Publications.
8. NCERT (1996) Human Rights: A source Book. N. Delhi: NCERT.
9. Rama Jois, M. (1997) Human Rights and Indian Values. N. Delhi: NCTE.
10. Talesra, H. (2009) Human Right Education, New Delhi: Deep & Deep Publications.
11. Toh. S. H. (2009) Journey in Peace Education: Critical Reflections from Australia, Quezon City, The Philippines: Earth.
12. UNICEF/UNESCO (2007) A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education. New York: UNICEF.
13. Websites: UNICEF, UNESCO sites.

B.A. Semester - V
Paper- BEDU. 523: Guidance and Counselling in Education
(Optional Paper from group 'A')
Marks: 80 (ESE) + 20 (CAI) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Explain the various concept, role and techniques of Guidance and Counselling
- b. Acquaint with different guidance and counselling services
- c. Understand the guidance movement in India
- d. Describe the role of school and teacher in guidance and counselling

Course content

Unit 0: Baseline Analysis: Course objective and Goal setting, Introduction to Guidance and Counselling

Unit I: Introduction to Guidance (6 hours): Guidance: Meaning, Scope, Principles of Guidance, Guidance Movement in India; Types of Guidance: Educational Guidance, Vocational Guidance and Personal Guidance.

Unit II: Counselling (6 hours): Meaning, Nature and Elements of Counselling, Principles of Counselling; Types of counselling: Directive, Non- Directive and Eclectic.

Unit III:

Organization of Guidance Services (10 hours): Orientation Service, Individual-Inventory service, Pupil-Information Service, Counselling Service, Placement and Follow-Up Service; Guidance Service in Schools, Planning Resources, Role of Headmaster, Teachers, Counsellor, Career Master and Parents.

Unit IV: Tools and Techniques and of Guidance (8 hours): Testing Abilities, Skills, Aptitudes, Interests; Cumulative Record Card, Case Study, Interview, Observation, Rating Scale, Socio Metrics.

Unit V: Occupational Information (8 hours): Need and Sources of Occupational Information; Relating Abilities to Occupation; Constraints in Choice of Courses and Career; Selection of a Job, job Analysis, Job Satisfaction.

Unit 100: Advanced Unit: Quizzes, Project

Recommended Readings:

1. Aggarwal, J.C(1989) Educational and Vocational Guidance, Doaba House, Delhi.
2. Bhatia C.M. Performance Test of Intelligence Under Indian Constitution Doaba House, Delhi.
3. Dosajh N.L.(1969) Guidance Service in India, New Delhi, Agra Book Deptt.
4. Gupta S.K. (1985) Guidance and Counselling in Indian Education, Delhi, Mittal Pub.Co.
5. Indu Dave, (1987) Basic Essentials of counselling New Delhi, Sterling Publishers.
6. Kochar S.K. (1986) Educational and Vocational Guidance in Secondary Schools, New Delhi Sterling Publishers.
7. Pradipta, K.M. Rudiments of Guidance and Management in Education, Kalyani Publishers, New Delhi.
8. Suri, S.P & Sodhi, T.S. (1997) Guidance Counselling, Bawa Publications, Patiala, India.
9. Traxler A.E. (1960) Techniques of Guidance, New York, Harper and Row.

B.A. Semester - VI
Paper – BEDU. 601: Curriculum Development
Marks: 80 (ESE) + 20 (CAI) = 100

Objectives: Having studied this paper, the student will be able to:

- a. Explain the basics of Curriculum
- b. Critically analyse the process of Curriculum development
- c. Explain in detail Curriculum framework and its policies
- d. Describe Curriculum Transaction and Curriculum

Course Content:

Unit 0: Foundational Unit: Course objectives and Goal Setting,

Unit I: Introduction to Curriculum (8 hours): Concept, Nature and Scope of Curriculum; Principles of Curriculum Construction; Bases of Curriculum: Philosophical, Psychological and Sociological.

Unit II: Curriculum Development and its Process (6 hours): Concept of Curriculum Development; Formulation of Objectives; Selection of Content and Learning Experiences; Organisation of Content and Learning Experiences; Evaluation.

Unit III: Curriculum Framework and Policies (10 hours): Feature of National Curriculum Framework; National Framework for Teacher Education (NCFTE-2009); Curriculum at Different levels: National, State and Local.

Unit IV: Curriculum Transaction (10 hours): Meaning, Strategies of Curriculum Transaction with special reference to Constructivistic Approach; Role of ICT in Curriculum Transaction; Cognitive Educational Objectives and their classification; Types of Curriculum.

Unit V: Curriculum Evaluation (10 hours): Meaning and nature of Curriculum Evaluation; Tools of Curriculum Evaluation; Textbook Analysis in Curriculum; Current Schemes of Curriculum Evaluation at School Level: CCE.

Unit 100: Advanced Unit: Classroom Seminar, Quizzes

Recommended Readings:

1. Arulsanj, S. (2014) Curriculum Development, Neel Kamal Publications, Pvt, Ltd, Hyderabad.
2. NCERT Document of National Curriculum Framework for School Education (NCFSE- 2005). 3.
3. NCTE Document of National Curriculum Framework for Teacher Education (NCFTE-2009). 4.
4. NCERT (1984) Curriculum & Evaluation National Council of Educational Research & Training, NewDelhi.
5. Adam J. (1857) Modern Development in Education Practice, London University of London Press Ltd.
6. Alexander, W.M & Halverson P.M (1956) Effectives Teachers in Secondary Schools, New York, Head Rinehart and Winston Ian.
7. Bloom B.S (Ed) (1971) Handbook of Formative and Summative evaluation, McGraw Hill.
8. Kocher, S.K Methods and Techniques of Teaching, New Delhi
9. Gronlud, N.E (1976) Measurement and Evaluation in Teaching, New York, McMillan Publishing Co.
10. Kelley, A.V. (1977) Curriculum Theory and Practice, London, harper and Row.
11. Nunnaly, J.C Educational Measurement and Evaluation, McGraw Hill, New York.
12. NCERT (1980) School Curriculum – Some Problems and Issues, New Delhi.
13. Taba, H (1962) Curriculum Development – theory and practice, New York, Brace and World.
14. Taylor, R.W. Basic Principles of Curriculum Instruction, Chicago, Chicago University Press.
15. Ten Brok T.D (1974) Evaluation – A Practical Guide for Teachers, New York, McGraw Hill.

Paper – BEDU. 602: Educational Measurement and Evaluation

Marks: 80 (ESE) + 20 (CAI) = 100

Objectives: Having studied this paper, the student will be able to:

- a. Explain the concept of measurement and evaluation
- b. Explain Instructional Objectives and educational evaluation
- c. Understand the basics of Statistics and its uses
- d. Describe the tools and techniques of evaluation

Course Content:

Unit 0: Foundational Unit: Objectives and Goal setting, Basics of Statistics

Unit I: Concept of Measurement and Evaluation (8 hours): Meaning of Measurement and Evaluation; Concept of Educational Measurement and Evaluation; Difference between Educational Measurement and Evaluation; Function of Measurement and Evaluation in Teaching Learning Process; Scales of Measurement and their Use.

Unit II: Instructional Objectives in Educational Evaluation (10 hours): Concept and Nature of Instructional Objectives; Formulation of Instructional Objectives in Behavioural Terms; Taxonomy of Educational Objectives: Cognitive Domain, Affective Domain, Psycho-motor Domain.

Unit III: Tools and Techniques of Evaluation (10 hours): Types of Evaluation:- Placement, Formative, Diagnostic and Summative Evaluation; Achievement test and their Purpose in teaching; Techniques: Testing Technique – Test, Non-Testing Technique: Observation, Interview and Questionnaire.

Unit IV: Descriptive Statistics (14 hours): Importance of Statistic in Education; Measure of central Tendencies: Mean, Median and Mode- their Computation and Application in Education; Measures of Variability: Range, Mean Deviation, Standard Deviations (SD) Quartile Deviation- their computation and uses.

Unit V: Correlation (15 hours): Co-efficient of correlation, methods of Computations of co-efficient of correlation:- Spearman's rank Difference Method and Pearson's Product Moment method with their computations; normal Probability Curve: Concept, Properties and their Application.

Unit 100: Advanced Unit: Application of Statistics, Quizzes.

Recommended Readings:

1. Garret, H.E. (1779) Statistics in Psychology and education, Vakels, Feffer & Simons Ltd. Bombay.
2. Ebel, R.L. & D.A. Frisble (1991) Essential of Educational Measurement, Prentice Hall of India Pvt. Ltd. New Delhi.
3. Groundland, N.E.(1981) Measurement & Evaluation in Teaching. MacMillan publishing Co. Inc, New York.
4. Guilford, J.P.(1956) Foundational Statistics in Psychology and Education Nc Grand Hill, New York.
5. Lindemar, R.H.(1978) Educational Measurement D.B.T. sons &Co.Pvt. Itd. Bombay.
6. Patel, R.N. (1978)) Educational Evaluation Theory and Practices, Himalaya Publishing House, Bombay.
7. Bhatnagar, A.B & Bhatnagar A (2011) Measurement and Evaluation(Tyranny of Testing), R.lall Book Dept. Meerut.
8. Swain, S.K. et al (2005) Educational Measurement Statistic and Guidance, Kalyani Publisher, New Delhi.

9. Aggarwal, Y.P. (2004) Statistical Methods: Concept, Application and Computation, Sterling Publication Pvt. Ltd, New Delhi.
10. Arch Lewy (ed)(1977) Handbook of Curriculum Evaluation, Parise, UNESCO.
11. Avibash Chandra, Curriculum Development and Evaluation in Education, New Delhi, Sterling Publishers.
12. Book, B.S.J. Bcal(1956) Taxonomy of Educational Objectives, London, Longmans.
13. Eggleston, Joh(1977) The Sociology of School Curriculum, London, Routledge and Regan Paul.
14. Flaming, C.M.(1952) Research and Basic Curriculum, London University of London.
15. Grondlund, N.E.(1956) Measurement and Evaluation in Teaching, New York, McMillan Publishing Co.
16. Hench, Girgil,E (1965) Strategies of Curriculum Development Ohio Charles G Merrill Columbus.

Paper- BEDU. 621: Adult and Continuing Education(Optional Paper from group 'B')
Marks: 80 (MSE) + 20 (CAI) = 100

Objectives: Having studied this paper, the student will be able to:

- a. Explain the concept of Adult education
- b. Understand the role played by different agencies of Adult education
- c. Understand and execute the approaches of Adult education
- d. Explain the recent development and innovations in Adult education

Course Content:

Unit 0: Foundational Unit: Course Objectives and Goal Setting.

Unit I: Adult and Continuing Education(8 hours): Meaning, Need and Importance of Adult Education in India; Adult Education as Differentiated from Non- Formal and Continuing Education; Status of Life-Long Education.

Unit II: Agencies of Adult and Continuing Education (14 hours): Government and NGO's: Educational Institution, Community Centre and Library, Institution of Adult and Non-Formal Education; Content of Adult Education: 3Rs, Functional Literacy, General Education, General Health and Vocational Education.

Unit III: Approaches in Adult and Non-Formal Education (8 hours): Modular Approach, Expository Method, Demonstration, Question-Answer, Discussion, Audio-Visual Aids; Media System in Adult and Non-Formal Education: Uses of Local Resources, Uses Mass Media in Adult and Continuing Education.

Unit IV: Recent Development and Innovations (12 hours): National Adult Education Programmes (NAEP), NLM, TLC, PLC, Saakshar Bharat. Features, Significances, Strategies and the present status in India; Use of Modern Technology for the Promotion of Literacy in India.

Unit V: Problems and Evaluation of Adult Education Programme (8 hours): Problems of Adult Education in India; Evaluation of Adult Education Programme: Meaning and Concept Evaluation, Formative and Summative evaluation in adult education Programme, importance of evaluation.

Unit 100: Project work-a field visit to the nearest Adult Education Centre

Recommended Reading:

1. Arvinda Chandra & Anupama Shah: Non-Formal Education for all, New Delhi, Sterling Publishers.

2. Kundu C.I. (1986) Adult Education-Principles, Practices and Prospectuse, New Delhi, Sterling Publishers.
3. Dutta S.C. (1986) Adult Education in Third World, Delhi, CuternonPublicators.
4. Numbalkar. M.R (1987) Adult Education and its Evaluation System, Delhi, Mittal Publications.
5. Mohanty. S.B. (1988) Non-Formal Education-An Alternative Approach New Delhi, Sterling Publisher.

Paper-BEDU 623: Teacher Education (Optional Paper from group 'B')

Marks: 80 (MSE) + 20 (CAI) =100

Objectives: Having studied this paper, the student will be able to:

- a. Explain the concept of Teacher education
- b. Describe the structure of teacher education in India
- c. Understand Pre-service and In-service program
- d. Understand teaching and professionalism

Course Content:

Unit 0: Baseline Analysis (3 hours): Course objective and goal setting, Introduction to Teacher education

Unit I: Understanding Teacher Education (15 Hours): Teacher Education: Meaning and Importance; Objectives of Teacher Education, Historical Development of Teacher Education with reference to Post Independence period in India; Teachers role in 21st century: Social Dynamics and Teaching responsibilities; Philosophical, Sociological and Psychological bases of Teacher Education.

Unit II: Structure of Teacher Education in India (12 Hours): Teacher Education Structure at Pre-Primary level: Objectives, Institutional set-up & Organisational Strategies; Structure of Teacher Education at Elementary and Secondary level: Objectives, Types of Institution and Organisation; Innovative Trends in the structure of Teacher Education with reference to NCERT, NCTE and UGC.

Unit III: Pre-Service and In-service Teacher Education Programme (15 Hours): Pre-Service Teacher Education at Elementary and Secondary level: Function and Problems; In-Service Teacher Education Programme at Elementary and secondary level: Concept, Importance and Types of Programme with Reference to SSA and RMSA; Curriculum of Teacher Education at Elementary and Secondary level: Theory and Practicum.

Unit IV: Students Teaching Programmes (10Hours): Practice Teaching: Concept and Importance; Microteaching: Meaning, Steps and Importance; Simulated Teaching: Concept, Organization and limitations; Action Research and its Steps.

Unit V: Teacher Education and Professionalism (8 Hours): Teaching as Profession: Determinants and Ethics; Professional Hazards in Teaching and its combating measures; Continuous Development Programme (CPD) for Teacher Education: Importance and Organisation.

Unit 100: Advanced Unit: Quizzes, Project work

Recommended Readings:

1. Govt. Of India Report of the Education Commission 1964-66
2. Govt. Of India. National Policy on Education, 1986, Programme of Action, 1986.
3. Anand, C.L. Aspects of Teacher Education, Delhi. S. Chand Co. 1988.
4. Mukherjee, S.N. 1968: (ed) Education of the Teachers in India. Vol.I and II, Delhi, S. Chand Co.

5. National Council For Teacher Education (NCTE) Teacher Education, Curriculum - A Framework NCERT, N. Delhi. 1978.
6. T.N. Stinnet. Professional Priorities in Teacher McMillan Co.N.Y. 1986
7. UNESCO: Learning to be, Sterling Pub. N. Delhi.
8. Tibble, J. W. (ed). The future of Teacher education, London.Routledge and Kegan Paul, 1971.
9. Srivastava, R.C. and K. Bose. Theory and Practise of Teacher Educational in India, Allahabad, Chaugh Pub. 1973.
10. Saxena, N.R. Mishra, B.K. and Mohanty, R.K. (2008). Teacher Education. R. Lal Book Depot, Meerut.
11. Khanna, S.D., Lamba, T.P. Sexena, V.K. et.al. (1998). Teacher Education Theory and Practice.Boaba House, New Delhi.
12. Sharma, R.A. (2010): Teacher Education and Pedagogical Traning. R. Lal Book Depot Meerut.
13. Ryan, D.G.(1969): Characteristics of Teachers, Sterling Publisher Pvt. Ltd. New Delhi.
14. Hilliard, F.H (1971): Teaching the Teacher. George Allen Unwin Ltd. London.
15. Gage, N.L. (1965): Hand Book of Research on Teaching, Rand Mac Nalley Co. New York.
16. Kapoor, K.C. Lhungdim, T. Sahoo, J. & Acharya, P.K. (2008): Teacher Education in 21st century, Associated Publisher, Ambala.

Please Note:

The B. A. (Education) Syllabus given above is essentially as per the BUGS of Rajiv Gandhi University, Itanagar, under which SCCZ is a permanently affiliated undergraduate school. However, for the purposes of meeting the needs of the Claretines and to give them an edge at excellence, the syllabus has been enhanced by adding Unit 0 and Unit 100, besides providing a more detailed references with additional listing of books and journal articles. The responsibility for and the rights regarding the enrichment of the syllabus rests with Saint Claret College, Ziro.

~ Principal