

SYLLABUS : EDUCATION

THREE YEAR DEGREE COURSE (TDC)

MAJOR AND GENERAL

SEMESTER SYSTEM (Credit Based)

EFFECTIVE FROM 2011 – 2012

GAUHATI UNIVERSITY

COURSE STRUCTURE

TDC SYLLABUS FOR EDUCATION

(General Course)

W.E.F. August, 2011

Year	Semester	Paper	Title of the Paper	Marks	Class per Week	Credit
1st Year	1 st Semester	1.01	Foundation of Educational Theories and Principles	75	6	6
	2 nd Semester	2.01	Educational Psychology	75	6	6
2nd Year	3 rd Semester	3.01	Development of Education in India	100	8	8
	4 th Semester	4.01	Sociological Foundations of Education	100	8	8
3 rd Year	5 th Semester	5.01	Emerging Issues and Education	100	8	8
		5.02	Educational Measurement and Educational Statistics	100	8	8
	6 th Semester	6.01	Educational Technology	100	8	8
		6.02	Environmental and Population Education	100	8	8
Total	6	8		750		60

Foundation of Educational Theories and Principles

Paper: 1.01 (Credits-6)
(General Course)

Objectives :

- 1) To be acquainted with scientific and sound principles and theories of education.
- 2) To understand the concept, nature and scope of education.
- 3) To gain knowledge about different aims of education.
- 4) To be familiarized with different dimensions of Education such as the learner, the teacher and the curriculum.
- 5) To acquire knowledge about the concept of discipline and freedom.
- 6) To expose the students to modern trends of education – particularly value education.

Unit: 1: Meaning, Concept and Scope of Education

- Meaning of Education
- Definition of Education
- Nature of education-Education as a process and product
- Scope of Education

Unit-2: Aims and Objective of Education

- Importance of Aims of Education Determinants of aims
- Individual and Social aim of Education
- Cultural and Vocational aim,
- Democratic aims

Unit: 3: Forms of Education

- Formal Education: School- Functions and responsibility of School, relation ship between school and society.
- Informal education: Educational role of family, Social institution-religious institutions, state.
- Non formal Education –Distance and open education.

Unit: 4: Dimensions of education

- The Learner–Its innate endowment and environment, Learner-Centered Education
- The teacher-Qualities and responsibilities
- The Curriculum-Meaning and concept, Need and importance, Principles of curriculum construction, Co-curricular activities-definition, types and importance

Unit: 5: Discipline and freedom –

- Meaning, concept and need of discipline,
- Discipline and order,
- free-discipline,
- Maintenance of school discipline-problems and means.

Unit: 6: Value education –

- Meaning of human values and their determinants
- Different Types of values
- Need and Importance of value Education
- Realization of values through Education –Role of family, school and teachers

Reference Books :

- 1) Safaya and Saiyda– Educational Theory and Practice
- 2) Ross J.S. – The Ground Work of Educational Theory.
- 3) Banerjee, A — Philosophy and Principles of Education, Kolkatta, B.B. Kundus and Sons.
- 4) Passi, B.K. and Singh, P — Value Education, Agra, H.P. Bhargava Book House.
- 5) $\hat{A}\tilde{O}1n, \gg\pm \hat{u}\hat{I}\hat{A}\hat{I}\hat{O} - \hat{c}\hat{u}\hat{Z}\hat{A}\pm\hat{I}\hat{A}Q, \&\gg\pm\hat{y}\hat{A}\hat{A}\pm\hat{e}\hat{A}\hat{I} \hat{u}\hat{u}\hat{p}\pm\hat{a}\hat{C}\frac{1}{4}$
- 6) $\hat{o}\hat{A}\pm\hat{a}\gg\hat{I}\hat{A}\hat{I}, \hat{c}\hat{o}\hat{u}\hat{I}\div\pm \hat{O}\pm1n, \hat{u}\hat{y}\hat{A}\hat{A}\hat{E}\hat{u}\pm\hat{a}\hat{I}\hat{u}\hat{B}\hat{A}\hat{u} \hat{D} \hat{o}\hat{I}\hat{A}\hat{A}\hat{o} \hat{c}\hat{u}\hat{Z}\hat{A}\pm\hat{I}\hat{A}Q\frac{1}{4}$

Educational Psychology

Paper: 2.01 (Credits-6)
(General Course)

Objectives :

- 1) To enable the students to understand the relation between education and psychology and different methods of educational psychology.
- 2) To enable the students to understand learning process, memory, attention, instinct and emotion.
- 3) To acquaint the students with the concept of personality, type and trait theories.
- 4) To understand the concept of intelligence - nature and different theories.

Unit-1: Psychology and Education

- Educational Psychology -its meaning and definitions.
- Relation between education and psychology,
- Scope of educational psychology.
- Methods of educational psychology –Introspection, observation and experimentation,
- Application of educational psychology in teaching and learning process

Unit-2: Learning

- Learning –Meaning and nature of learning,
- Theories of learning – Connectionism-trial and error & Laws of Learning, Conditioning – classical conditioning and operant conditioning, Gestalt theory-learning by insight,
- Motivation and learning

Unit-3: Memory and Attention and Interest

- Meaning and types of memory,
- Marks of good memory,
- Economic methods of memorization,
- Forgetting and its causes
- Attention-meaning and concept, types and determinants ,
- Interest –meaning and conditions.
- Educational implication of attention and interest.

Unit-4:- Instinct and emotion

- Instinct –Meaning, concept, modification of instinct,
- Emotion –meaning and concept,
- Place of instinct and emotion in education

Unit-5: Personality,

- Meaning of personality
- Type and trait theories –type theory -Seldon and Jung
- Trait theory-Adler

Unit-6; Intelligence

- Meaning of Intelligence , concept, definition, nature,
- Theories- two factors theory, Multifactor theory, Group factors theory.

Reference Books :

- 1) Skinner, Charles E. – Educational Psychology
- 2) Hunt, M.P. – Psychological Foundations of Education.
- 3) Whittakar – Introduction to Psychology.
- 4) Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology
- 5) $\hat{A}\tilde{O}1n, \gg \pm, \hat{u}\hat{I}\hat{A}\tilde{I}\hat{O} - \hat{\zeta}\acute{u}\check{Z}\hat{A}\pm \div \check{E}\hat{O}\pm \hat{\zeta}\hat{A}\tilde{O}:\pm\hat{O}\frac{1}{4}$

Development of Education in India

Paper: 3.01 (Credits-8)
(General Course)

Objectives :

- 1) To acquaint the students with the ancient and medieval system of education in India.
- 2) To help the students to understand the development of education in India during the British Period.
- 3) To acquaint the students with the development of education in India during post independence period.
- 4) To acquaint the students with the development of education in Assam.

Unit- 1

- A synoptic view of ancient and medieval system of education
- A synoptic view of educational activities of christian missionaries and East India Company

Unit- 2

- Charter Act of 1813,
- Macaulay Minutes
- Bentinck's Resolution of 1835
- Woods Despatch-1854

Unit- 3

- Indian Education Commission -1882 and its impact on the subsequent development of education.
- Lord Curzon's Educational Policy-1904-Secondary and University Education.
- Growth of national consciousness and National movement and its impact in education with reference to Gokhale's Bill.

Unit- 4

- Saldler Commission Report-1917- Secondary and University Education.
- Wardha scheme of education-1937.
- Sargent report-1944.

Unit--5

- Constitutional provision of Indian Education,
- Radhakrishnan Commission-1948-Aims of University education and the impact of recommendations on Aims.

Unit- 6

- Recommendations of Secondary Education Commission (Mudaliar Commission-1953) Organizations, Curriculum, Examination and impact on subsequent development.
- Recommendations of Education Commission (Kothari Commission 1964-66) Objectives and structure of Education.

Unit- 7

- National policy on education 1986-Objectives, main features,
- Revision of NPE - Ramamurti Review Committee 1990.
- Janardhana Reddy Committee 1991-92.

Unit-8

- Development of education in Assam.
- Primary Education
- Secondary Education.
- University Education.
- Women Education.

Reference Books :

- 1) Nurullah, S and Naik – A Students History of Education in India, Macmillian.
- 2) Safaya and Saiyda – Development, Planning and Problems of Indian Education, New Delhi – Dhanpat Roy and Sons.
- 3) Rao, K. Sudha- Educational Policies in India Analysis and Review of Promise and Performance – NUEPA 2009.
- 4) $\hat{A}\hat{O}1n, \gg \pm, \hat{u}\hat{i}\hat{A}\hat{I}\hat{O} - \hat{o}\hat{A}\pm 1\hat{i}\hat{A}1\hat{A} \hat{c}\hat{u}\hat{Z}\hat{A}\pm 1 \hat{y}\times\hat{A}\hat{A}\hat{c}\hat{i}\hat{A}\hat{y}\hat{A}\hat{A}\pm\hat{u}1 \hat{O}\hat{n}\hat{E}\hat{u}\hat{p}\hat{o}, \&\gg\pm\hat{y}\hat{A}\hat{A}\pm\hat{e}\hat{A}\hat{I} \hat{u}\hat{u}\hat{p}\pm\hat{a}\hat{C}\hat{A}\frac{1}{4}$
- 5) $\hat{i}\hat{o}\hat{A}\gg\hat{i}, \hat{i}1\hat{i}\hat{A} - \hat{o}\hat{A}\pm 1\hat{i}\hat{A}1\hat{A} \hat{c}\hat{u}\hat{Z}\hat{A}\pm \hat{y}\times\hat{A}\hat{A}\hat{c}\hat{i}\hat{A}\hat{y}\hat{A}\hat{A}\pm\hat{u}\frac{1}{4}$
- 6) $\hat{A}\hat{O}1\hat{o}\hat{A}\hat{I}\hat{u}, \hat{o}\hat{A}\hat{M}\hat{A}\hat{A} \hat{O}\hat{a}\hat{A}^{\text{TM}}\hat{L}\pm - \hat{o}\hat{A}\pm 1\hat{i}\hat{A}1\hat{A} \hat{c}\hat{u}\hat{Z}\hat{A}\pm \hat{A}\hat{o}\hat{A}1\hat{?}\hat{i}, \&\gg\pm\hat{y}\hat{A}\hat{A}\pm\hat{e}\hat{A}\hat{I} \hat{u}\hat{u}\hat{p}\pm\hat{a}\hat{C}\hat{A}\frac{1}{4}$

Sociological Foundations of Education

Paper: 4.01 (Credits-8)
(General Course)

Objectives :

- 1) To acquaint the students with education as a social process.
- 2) To inculcate the knowledge of Education from the social perspective.
- 3) To understand education as a determinant of social change and development.
- 4) To develop social habits and attitudes in the students and to make them socially adjustable.

Unit: 1 Education and Sociology :

- Educational sociology-meaning, nature, scope,
- Need and importance of sociological approach in education,
- Educational sociology and Sociology of education

Unit: 2 Social group and Leadership :

- Social group—definitions characteristics and classifications,
- Social interactions and their educational implications,
- Group dynamics,
- Leadership –role of education in leadership training.

Unit: 3— Education and society :

Education--

- as a social system,
- as a socialization process,
- as a process of social progress
- as a process of social control

Unit: 4 Education and social change :

- Education and social change – its meaning and concept,
- Agencies of social change,
- Education as a factor of social change with special reference to India

Unit: 5 Social Organization-disorganization:

- Social Organization-its concept,
- Factors influencing social organization-folkways, mores and their educational implications.
- Social Disorganization-types, causes, prevention.

Unit: 6 Culture and Education :

- Culture – Meaning, definition, nature and importance.
- Education and cultural change.
- Cultural diffusion and integration

Unit: 7 Education and modernization :

- Modernization – Concept and Characteristics.
- Education and modernization

Unit: 8: Social problems relating to Education in India :

- Equalization of educational Opportunity.
- Social Education, Delinquency, Child labour, Drug abuse.

Reference Books:

- Brown, F.J. – Educational Sociology, New Delhi – Prentice Hall of India.
- Harlambos, M – Sociology, Oxford University Press.
- Ogburn, W.F. and Nemkoff – A Handbook of Sociology, New Delhi – Eurasia Publishing House.
- Mathur, S.C. — A Sociological Approach of Indian Education
- Rao, Shanker — Sociology.

Emerging Issues and Education

Paper: 5.01 (Credits-8) (General Course)

Objectives :

- 1) To acquaint the learner with the emerging issues in education.
- 2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
- 3) To develop in students basic understanding regarding students indiscipline –its causes and remedies.
- 4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.

Unit: 1 Universalization of primary education for national development

- Significance of universalization of primary education,
- Nature of universal literacy programme in India,
- Need and importance of literacy,
- Literacy programmes in India- ----
 - National Adult Education Programme (NAEP),
 - National Literacy Mission (NLC)
 - Total Literacy Campaign (TLC),
 - District Primary Education Programme (DPEP),
 - Sarva Shiksha Abhiyan (SSA),
 - Right of Children to Free and Compulsory Education Act
- Problems and remedial measures

Unit: 2 Education for women's equality and empowerment:

- Problem of woman education with special reference to Assam,
 - Literacy percentage of women,
 - Inadequate nutrition and technology,
 - Existing prejudices against women,
- Women empowerment—Meaning and objectives
- Governmental efforts for achieving quality life, equality of opportunities, and social justice in relation to women.
- Role of Education in women empowerment
- Role of NCERT in women empowerment

Unit: 3 Education and Human Rights

- Human Right-- Meaning and concept,
- Universal Declaration of Human Rights by U.N.
- Human rights and Indian Constitution
- Importance of Human Rights in National development
- Education and Human Rights- Role of educational institutions in promoting Human Rights

Unit: 4 Education for National Integration and International Understanding

- National Integration -- Meaning and concept,
- International Understanding – Meaning and concept,
- Factors of National Integration and International Understanding
- Role of education in promoting National Integration and International Understanding

Unit: 5 Globalization and Education

- Globalization – Meaning and perspective.
- Causes of Globalization ,
- Impact of Globalization in India

Unit: 6 Student Indiscipline

- Student Indiscipline Meaning
- Causes and remedies

Unit: 7 Vocationalization of Secondary Education

- Vocationalization of Secondary Education –Concept
- Importance of vocationalization of Secondary Education
- Vocationalization of Secondary Education in India – Problems and solutions.

Reference Books :

- 1) Prashar, M.R. – Education and Human Rights.
- 2) Singh, M.S. – New Trends in Education.
- 3) Mohanty, J – Indian Education in the Emerging Society, New Delhi – Sterling Publishers Pvt. Ltd.

Educational Measurement and Educational Statistics

Paper: 5.02 (Credits-8)
(General Course)

(Educational Measurement)

Objectives :

- 1) To help the students to acquire knowledge of the concept of measurement and evaluation in education.
- 2) To develop an understanding of different types of educational tests and their uses.
- 3) To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.
- 4) To help the students to be acquainted with the concept and application of statistics in Education.

Unit: 1: Measurement and evaluation in education,

- Concepts of Educational measurement –Its nature, functions
- Evaluation-Its meaning, Characteristics, basic principles,
- Relationship between measurement and evaluation,
- Test ,Examination and evaluation,
- Importance of evaluation in education

Unit: 2: Measuring tools

- Measuring tools: Educational tests - essay type, objective type and semi objective type – and their classifications,
- Errors in measurement,
- Characteristics of a good test

Unit: 3 Educational Achievement Test

- Educational Achievement Test - meaning and classification,
- Construction of test,
- Teacher made tests and their classification,
- Uses of Educational Achievement test

Unit: 4: New Trends in evaluation

- Reporting Test result –cumulative Record Card,
- Grading and continuous evaluation,
- Formative and Summative evaluation

(Educational Statistics)

Unit: 5: Statistics in education and Measures of central tendency

- Meaning and need of Statistics in education and psychology, Different method of statistics
- Measures of central tendency and their uses –Mean from ungrouped data and grouped data (Long and Short method)

Unit: 6 Measures of variability

- Measures of variability –Concept
- Quartile deviations,
- Standard deviation-(grouped and ungrouped data-short method), Combined S.D

Unit: 7 - Coefficient of correlation

- Coefficient of correlation – Meaning and types,
- Rank difference method and interpretation of result

Unit: 8: Graphical presentation of data

- Graphical presentation of data - Advantages of graphical presentation of data.
- Basic principle of constructing a graph,
- Different types of graph – histogram, polygon,

Reference Books :

- 1) Binod, K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
- 2) Garrett, H.E. – Statistics in Psychology and Education, Mumbai – Vakils, Feffer and Simons Pvt. Ltd.
- 3) Mangal, S.K. – Statistics in Psychology and Education, New Delhi – Prentice Hall of India.
- 4) Asthana, Bipin – Measurement and Evaluation in Psychology and Education, Agra – Vinod Pustak Mandir.
- 5) Ebel, L. Robert and David, A Frisline – Essentials of Educational Measurement, New Delhi – Prentice Hall of India Private Limited.
- 6) Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.
- 7) $\hat{I} \hat{a} \pm \frac{1}{n} \pm \frac{1}{n} \hat{I}, \quad \div 1 \div \hat{I} \quad - \quad \hat{I} \hat{u} \hat{Z} \hat{A} \pm \hat{I} \hat{A} \quad \hat{A} \hat{O} \hat{I} \div \pm \hat{A} \hat{O} \quad \hat{O} \pm 1 n,$
 $\div \hat{O} \hat{U} \hat{E} \pm \hat{U} \hat{p} \hat{o}, \quad \hat{O} \hat{U} \div \quad \hat{A} \hat{O} \hat{A} \hat{B} \hat{A} \quad \hat{I} \hat{e} \hat{A} \hat{E} \hat{A} \hat{O} \pm \frac{1}{4}$
- 8) $\hat{O} \hat{A} \hat{O} \hat{O} \hat{U} \hat{Z} \pm, \quad \hat{A} \hat{O} \hat{I} \hat{E} 1 \hat{I} \quad \hat{O} \pm 1 n, \quad \hat{I} \hat{a} \hat{A} \hat{I} \hat{n} \hat{A} 1 \hat{I}, \quad \hat{I} \div \hat{O} \hat{I} \hat{A} \hat{I} \quad - \quad \hat{I} \pm 1 \hat{I} \hat{y} \hat{B} \hat{A}$
 $\hat{A} \hat{O} \hat{I} \hat{u} \hat{N} \hat{a} \hat{E} \pm \quad \hat{A} \hat{I} \hat{A} \hat{O} \hat{I} \pm \hat{O} \quad \hat{I} \hat{u} \hat{Z} \hat{A} \pm \quad \hat{O} \pm 1 n, \quad \div \hat{O} \hat{I} \pm \hat{I} \hat{N} \hat{B} \hat{A} \quad \hat{A} \hat{O} \hat{I} \div \pm \hat{O}, \quad \hat{a} \hat{A} \hat{f}$
 $\hat{I} \hat{B} \hat{A} \pm \hat{U} \frac{1}{4}$

Educational Technology

Paper: 6.01 (Credits-8)
(General Course)

Objectives :

- 1) To enable the students to understand the concept and scope and objectives of Educational Technology.
- 2) To acquaint the students about teaching technology, behavioural technology and instructional technology.
- 3) To make the students understand about communication process, teaching aids, system approach and use of computer and internet in educational technology.

Unit -1 Educational Technology

- Meaning, Nature and, scope of Educational technology
- Objectives of educational technology at macro level
- Importance of educational technology
- Types of Educational technology

Unit -2 Teaching Technology

- Meaning and nature of teaching technology
- Operation of teaching phases --- preactive, interactive and post active phases

Unit -3 Behavioural Technology

- Behavioural technology-meaning and nature.
- Micro teaching-meaning and objectives
- Different phases of micro-teaching
- Merits and demerits of micro-teaching

Unit -4 Instructional technology

- Instructional technology –meaning and nature
- Programmed instruction – meaning, nature and principles
- Types of Programmed instruction – Linear Branching, mathematics and others
- Merits and demerits of Programmed instruction

Unit -5 Communication and Interaction

- Communication, -Concept and nature
- Types of classroom communication – verbal, non-verbal
- Classroom communication its barriers and solutions

Unit -6 Teaching Aids

- Educational Technology and Teaching aids,
 - Importance of Teaching aids,
 - Classification of teaching aids,
 - Principles of Selection and uses of teaching aids
- Multimedia in education - approach in education

Unit -7 System Approach

- System approach in educational technology – meaning and definition
- Procedural steps in the system approach in educational technology

Unit -8 Computer and Education

- Computer –organization and operation,
- Computer in Education,
- Different uses of computer in education,
- Advantages and disadvantages of Computer, Assisted Instruction
- Internet and education

Reference Books :

- 1) Kulkarni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
- 2) Das, R.C – Educational Technology, New Delhi Sterling Publishers.
- 3) Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
- 4) Skinner, B.F. – The Technology of Teaching, New York – Appleton.
- 5) Barbora, R.D. & Goswami, Deepali — Educational Technology.
- 6) Goswami Meena, Kumari — Educational Technology
- 7) $\hat{I} \hat{a} \pm | \hat{\alpha} \pm \hat{I} \div 1 \div \hat{I} - | \hat{s} \pm \hat{I} \hat{A} \hat{B} \hat{A} \div \hat{y} \hat{A} \hat{A} \hat{u} \pm 1 \quad \hat{z} \hat{U} \hat{Z} \hat{A} \pm$
 $> \hat{\eta} \hat{U} \hat{A} \hat{z} \hat{M} \hat{A} \hat{z} \hat{A} \hat{O} : \pm \hat{o}, \quad \hat{O} \hat{u} \div \hat{A} \hat{O} \hat{A} \hat{B} \hat{A} \quad \hat{z} \hat{e} \hat{A} \hat{E} \hat{A} \hat{o} \pm \frac{1}{4}$

Environmental and Population Education

Paper: 6.02 (Credits-8)
(General Course)

(A) Environmental education

Objectives :

- 1) To enable the students to understand the concept scope and importance of environmental education.
- 2) To enable the students to understand the programmes of environmental education at different levels of education.
- 3) To make the students aware of environmental stressors and disaster management education.

Unit -1 Environmental education

- Meaning and definition of Environment
- Environmental Education – Concept, objective and scope.
- Importance of Environmental education.
- Relationship between man and environment- ecological perspective
- Environmental degradation- Pollution – Types – Preventive Steps

Unit -2 Environmental education at different Levels of Education

- Programme of environmental education for
-----primary, secondary and higher levels.

Unit -3 Environmental awareness and attitude change

- Awareness and attitude change through formal education
- Role of formal and non formal education
- Role of NGO

Unit -4 Environmental stressors and Disaster Management Education

- Environmental stressors –Natural and man-made
- Disaster Management Education for coping with the environmental situations

(B)Population Education

Objectives :

- 1) To enable the students to understand the effect of population growth on poverty, health and hygiene.
- 2) To enable the students to understand the importance of population education in school levels.

Unit -5 –Concept of Population Education

- Population education : Concept, objectives and scope
- Need and importance of population education

Unit -6 – Population Growth and Population Dynamics in India –

- Distribution of population- Age, Sex, Rural-Urban
- Causes of population growth
- Consequences of population growth

Unit -7 - Population and Quality of life

- Population in relation to socio –economic development, health status, health services, nutrition,
- Effect of population growth on natural resources and environment
- Population and literacy campaign in India

Unit -8 Population Education and school

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Use of Mass media – (Newspapers, Radio, T.V) and Audio-Visual Aids

Reference Books :

- 1) Sharma, R.A. – Environmental Education, Meerut, Surya Publication
- 2) Mahapatra, D – Environmental Education, Kalyani Publishers
- 3) Rao, D.G. – Population Education, Sterling Publishers
- 4) Kuppaswami B – Population Education, Asia Publishing House.