



**SYLLABUS & PROGRAMME
STRUCTURE OF FOUR YEARS
UNDERGRADUATE PROGRAMME**

EDUCATION

(Major & Minor)

Semester : V

(Under National Education Policy – 2020)

(Effective from the Academic Session 2023-2024)

**MAHARAJA BIR BIKRAM UNIVERSITY
AGARTALA, TRIPURA: 799004**

Bachelor in Education (Major/Minor)

(Third Year)

5TH SEMESTER

Semesters	Course Code	Course Type	Course Title	Theory/ Practical	Course Credit	Class Per week
5 th Sem	ED-501C	Major	Measurement, Assessment and Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-502C	Major	Comparative Education	Theory	4	Min.4 Class (each class one hour duration)
	ED-503C	Major	Education and Indian Heritage	Theory	4	Min.4 Class (each class one hour duration)
	ED-504C	Major	Curriculum Studies	Theory	4	Min.4 Class (each class one hour duration)
	ED-501M	Minor/Elective	Pedagogical Perspective in Education	Theory	4	Min.4 Class (each class one hour duration)

5th SEMESTER**Major**
ED-501C

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
	Subject: Education	
Course Code: ED-501C	Course Title: Measurement, Assessment and Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: • Explain meaning, nature, functions and importance of measurement, assessment and evaluation in education. • Differentiate measurement, assessment and evaluation. • Establish the relationship among measurement, assessment and evaluation. • Explain different forms of assessment that aid student learning. • Use wide range of assessment tools and techniques and construct these appropriately. • Classify educational objectives in terms of specific behavioural form • Prepare a good achievement test on any school subject • Explain the characteristics of good measuring instruments. • Describe various statistical techniques used in measurement and evaluation.		
COURSE CONTENTS		
Unit-I: Introduction to Assessment and Evaluation in Education		
• Measurement – Meaning, Characteristics and Purpose • Evaluation: Concept, types, steps & needs of evaluation in education. • Concept of Assessment: Its meaning, Characteristics, basic principles, Role of assessment in education • Relationship between measurement, evaluation & assessment. • Scales of Measurement- Nominal, Ordinal, Interval and Ratio. • Educational Objectives, Learning Experiences & Learning Outcomes and Evaluation—their Interrelationship • Bloom’s Taxonomy of educational objectives under Cognitive domain.		
Unit-II: Tools and Techniques of Evaluation		
• Meaning, Nature and Classification of Tests, Different tools & techniques of evaluation, Criteria of a good tool • Concept of Psychological Test and Educational Test; General Principles of test construction & standardization. • Reliability & Validity – meaning, methods of determining reliability and validity; Causes of low reliability & remedies. • Concepts of standardized test & teacher made test. Difference between standardized & non-standardized test. • Testing Techniques: Concept of Achievement Test, Interpretation and Scoring of Achievement Test, Uses of Educational Achievement Test • Non Testing Techniques: Observation, Questionnaire, Interview		

Unit-III: Statistical Approach in Evaluation for Reporting & Interpreting Results

- Reporting the progress of Students: Progress report, Grade Card, Marks Sheet, Cumulative Record Card & Anecdotal Record Card
- Organization of data—frequency distribution & Graphical Representation of Data (Histogram, Frequency Polygon, Ogive)
- Measures of Central Tendency: Mean, Median & Mode
- Measures of Dispersion: Range, Quartile Deviation, Average Deviation and Standard Deviation
- Concept and types of Correlation—Spearman's Rank Difference and Pearson's Product Moment Method of Correlation
- Normal Probability Curve: Concept, Characteristics and uses

Unit-IV: Recent Trends in Evaluation

- Grading & Credit System
- Semester System—its Concept, characteristics, procedures, merits and demerits.
- Continuous and Comprehensive Evaluation (CCE)—its concept and procedures
- Online Examination, Computer Based Test (CBT)
- Question Bank.
- Computer in Evaluation

Suggested Readings

- Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: VinodPustakMandir.
- Aggrawal, J.C (1997). Essentials of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House
- Anastasi, A. (1983), Psychological Testing, 6th Ed. New York: The Macmillan Co.
- Bloom, B.S.: Taxonomy of Educational Objectives; New York Longman.
- Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.
- Freeman, F.S. Theory & Practice of Psychological Testing. Oxford and IBH Publishing.Co. Pvt.Ltd. 1997
- Gregory, R. J. (2005). Psychological Testing : History, principles, and Applications. Fourth ed. Delhi : Pearson Education Pte. Ltd.
- Grownlund, N.E.(1981), Measurement and Evaluation in Teaching , New York: MacMillan.
- Guilford, S.P. and Fruchtor, B. (1973), Fundamental Statistics in Psychology and Education. 5th edition, New York: McGraw Hill and Co.
- Hopkins, KD. (1998). Educational & Psychological Measurement and Evaluation. Bostom: Allyn and Bacon.
- J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House, 2004
- Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York: MacMillan.
- Mangal, S.K(2008) Statistics in Education System, Evaluation; Test & Measurement. New Delhi: Vikas Publishing Pvt.ltd.
- Mehren, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston.
- NCERT, Concept of Evaluation.
- NCERT: Handbook of Personality Measurement in India.
- Sharma, R. A. (2004). Essentials of Measurement in Education andPsychology. Meerut :

R. Lall Book Depot.

- Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.

5th SEMESTER**Major****ED-502C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
	Subject: Education	
Course Code: ED-502C	Course Title: Comparative Education	
Credits: 4	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: • Explain the meaning, purpose & significance of Comparative Education. • Explain the development of the field of Comparative Education • Discuss about the history of Comparative Education. • Describe the methods of Comparative Education. • Identify the field of Comparative Education and its areas for studies. • Illustrate education systems of different countries. • Outline different approaches within Comparative Education		
COURSE CONTENTS		
Unit-I: Basics of Comparative Education		
• Concept and scope of Comparative Education • Origin & Development of Comparative Education. • Aims & Purpose of Comparative Education. • Factors Influencing Comparative Education • Challenges facing the Study of Comparative Education. • Comparative and International Education. • Current trends and practices in Comparatives Education.		
Unit-II: Approaches and Methods in Comparative Education		
• Methods in Comparative Education—Description, Interpretation, Juxtaposition, Comparison • Approaches of Comparative Education—Systematic Area Studies Approach (George Z.F Bereday), Problem approach (Brian Holmes), Scientific method (Noah's and Ecksein's) and Historical Approach (Nicholas Hans).		
Unit-III: Comparative Perspective on Development of Education System		
• Philosophical & Religious • Socio-cultural & Economical • Geographical & Political • Lingual & Technological • Utility and limitation of Comparative Education		
Unit-IV: Comparative Study of Educational Systems		
• Structure, Aims & Administration—USA, UK and India • Primary Education: India, USA, UK, Finland, Japan, • Secondary Education: USA, Russia and India • Higher Education & Vocational Education: UK, France, and India • Teacher Education: USA, UK, Japan, Finland, and India		

Suggested Readings

- Sodhi, T.S(2011). A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA),
- Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.
- Altbach, P.G.Trends in Comparative Education. In: Comparative Education Review, 35(3)
- Bereday, George Z. F. Comparative method in education. New York. Holt, 1964 Reinhart & Winston, 1964.
- Brain Holmes; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
- Chaube and Chaube., Comparative Education 4. Comparative Education Research - Approaches and Methods edt Mark Bray et.al.
- Naseema, C. & Jibin, V K (2013). Comparative Education with Special Reference to Elementary Education,. Shipra Publications Comparative Education:
- Sharma, Yogendra K. (2004). A Comparative Study of Educational Systems, Kanishka Publishers,
- Patricia K. Kubow and Paul R. (11 January 2006). Fossum Comparative Education: Exploring Issues in International Context
- Maria Manzon (7 July 2011). Comparative Education: The Construction of a Field (CERC Studies in Comparative Education)
- Comparative Education: The Dialectic of the Global and the Local by Robert F. Arnove and Carlos Alberto Torres (13 September 2007).
- Nicholas Hans (2011). Comparative Education: A Study of Educational Factors and Traditions, Routledge, - Education,
- Geoffery Wilford: Choice and Wquity in Education- Cassells, London.
- Govinda, R. India Education Report- NIEPA, 2002.
- Hans, Nicholas (1990) Comparative Education Routeledge and Kagan Paul, London
- International Handbook of Comparative Education (Springer International Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26) August 2009).
- International Handbook of Comparative Education, Robert Cowen; Andreas M. Kazamias, ISBN: 9781402064036.
- Public Report on basic Education in India - Probe Team OUP, 1999.
- TS Sodhi, Textbook of Comparative Education, sixth Edition, ISBN 9780706985252, Vikas Publishing House.
- Teaching Comparative Education: trends and issues informing practice, Patricia K. Kubow (Oxford Studies in Comparative Education), ISBN: 9781873927823. The Impact of Comparative Education Research on Institutional Theory (International Perspectives on Education... by David P. Baker and Alex Wiseman PhD (19 May 2006).

5th SEMESTER**Major
ED- 503C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
Course Code: ED- 503C	Subject: Education	
Credits: 4	Course Title: Education and Indian Heritage	
	Core Compulsory	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: - Recall the rich heritage of Indian knowledge systems. - Understand the philosophical foundations of ancient Indian education. - Discuss the contributions of various historical periods to the development of education in India. - Describe the relevance of Indian values, culture, and knowledge systems in contemporary education. - Develop an integrative understanding of how Indian heritage influences modern educational thought and practice.		
COURSE CONTENTS		
Unit-I: Foundations of Indian Educational Heritage		
- Meaning, concept, and scope of Education in Indian Heritage - Sources of Indian educational thoughts: Vedas, Upanishads, Puranas, Epics, Smritis, Buddhist and Jain texts - Aims of life in ancient India: Dharma, Artha, Kama and Moksha - Education in Ancient India: Vedic, Brahmanic and Buddhistic - Ancient Indian scholars: Panini, Aryabhatta, Kautilya, Adi Shankaracharya, Gargi and Maitreyi		
Unit-II: Educational Heritage of Indian Science and Mathematics		
- Ancient India's contribution to mathematics: Number system, Zero and Infinity & Trigonometry - Ayurveda: elements of Ayurveda - Yoga: concept and components - Indian Astronomy: planetary system, motion of the planets and Navagraha - Ancient seat of learning: Nalanda, Takshashila, Vikramashila, Vallabhi		
Unit-III Values, Culture, and Knowledge Traditions in Indian Education		
- Indian concept of values: Satyam, Shivam, Sundaram - Cultural integration through education: festivals, art, and literature as educational media - Role of education in preserving and transmitting cultural heritage - Ethical and spiritual dimensions of education in Indian thought - Relevance of Indian Knowledge System (IKS) in the NEP 2020 framework		
Unit-IV: Indian Heritage and Contemporary Education		
- Constitutional values and Indian ethos in education - NEP 2020 and promotion of Indian languages, arts, and knowledge systems - Educational institutions as custodians of cultural heritage		

- Globalization and challenges to Indian educational heritage
- Strategies for revitalizing Indian heritage through modern education

Suggested Readings

- Altekar, A. S. (1948). Education in Ancient India. Banaras Hindu University.
- Srivastava, G. (2015). Education, Heritage, and Culture in India. PHI Learning.
- Bag, A.K (1979) Mathematics in Ancient and Medieval India, Chaukhamba Orientalia, New Delhi.
- Mahadevan, B. Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022), "Introduction to Indian Knowledge System; Concepts and Applications", PHI Learning Private Ltd. Delhi.
- Subbarayappa, B.V. and Sarma, K.V. (1985) Indian Astronomy: A Source Book, Nehru Centre, Mumbai
- D.N. Bose, S.N. Sen and B. V. Subbarayappa, A Concise History of Science in India, Indian National Science Academy, New Delhi, 2009
- 19. Shukla Vidyadhar & Tripathi Ravidatt, Aayurved ka Itihas evam Parichay, Chaukhambha Sanskrit Sansthaan, New Delhi, 2017
- Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006).
- Vedic Physics by Keshav Dev Verma, Motilal Banarsidass Publishers (2012).
- India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).
- Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
- Government of India (2020). National Education Policy 2020.
- NCERT. (2021). Indian Knowledge System: An Introduction.

5th SEMESTER**Major
ED- 504C**

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
Course Code: ED-504C	Subject: Education	
Credits: 4	Course Title: Curriculum Studies	
	Core Compulsory	Max. Marks: 100 (60+40)

Course Learning Outcomes:

On Completion of the course the students shall be able to:

- Explain the meaning, concept and importance of curriculum.
- Analyze and compare national curriculum frameworks in relation to the NEP-2020.
- Evaluate the factors, approaches, and roles of stakeholders involved in curriculum change.
- Assess curriculum effectiveness using appropriate models and approaches of evaluation.
- Identify National and International curriculum concerns.

COURSE CONTENTS**Unit-I: Introduction to Curriculum**

- Curriculum: meaning, concept, nature, scope and importance
- Types and components of curriculum
- Principles of curriculum development
- Stages in the Process of Curriculum development
- Foundations of Curriculum Planning – Philosophical Bases, Sociological Basis, Psychological Bases

Unit-II: Curriculum framework & Modern Trends

- Meaning and concept of curriculum framework
- National curriculum framework-2005
- NCTE curriculum framework-2014
- UGC curriculum framework in the light of National Education Policy-2020
- Curriculum reforms: factors and obstacles, E-learning design

Unit-III: Curriculum changes and Research

- Curriculum changes: Meaning, types and factors
- Approaches to curriculum change
- Role of students, teachers, and educational institutions in curriculum changes
- Scope of curriculum research
- Types of curriculum research in curriculum studies

Unit-IV: Curriculum Evaluation

- Meaning concept and stages of curriculum evaluation
- Approaches to evaluation of curriculum (academic and competency-based approach)
- Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

- Modes of curriculum evaluation – formative, summative, Pre-testing/Post-testing, NRT and CRT, interpretation of evaluation result.
- Role of teacher in curriculum evaluation

Suggested Readings:

- Aggarawal, J. CI Curriculum Reform in India: Delhi, Doaba,1990
- Brent, Allen Philosophical foundations for the Curriculum, Boston, Allen and Unwin, 1978.
- Das, R.C Currriculum and Evaluation, New Delhi, NCERT, 1987.
- Dell Ronald C. Curriculum Improvement: Decision Making & Process, (6" edition)
- Diamond, Robert M. Education A London, Allyn& Bacon, Inc, 1986. Designing & Improving Courses & Curricula in Higher. Systematic Approach, California, Jossey Bass inc. publishers, 1989.
- English, F.W. Deciding what to Teach and Test, CA, Corwin Press, Stage Publications, Thousand Oaks, 2000.
- Erickson, H.L Stage Concept based Curriculum and Instruction, CA, Corwin Press, Publications, Thousand Oaks,2000.
- Flinders D. J (Ed) 1977 The Curriculum Studies, New Delhi, Altalantic Pubulishers,.
- Mamidi, Malla Reddey & Ravishankar (eds) Delhi, Curriculum Development & Deucational Technology, New Sterling Publishers, 1984.
- NCERT Curriculum & Evaluation, New Delhi, NCERT 1984
- NCERT National Curriculum for Elementary & Secondary Education, Frame Work, New Delhi, NCERT, 1988
- Saylor J. Galen, William (4thedition), Curriculum planning for Better Teachnig& Learning Alexander & Arthur J. Lewis New York, Holt Rinehart & Winstone, 1980.
- Trum j. Lyod. Prentice Seondery school Curriculum Improvement, New York, Hall, 1967.
- Tyler, Ralp. W. Curriculum Development: Theory and practice, New York, Harcounrt Brace, Jovenovichtcn., 1962
- Tyler, Ralp. W Basic principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
- UNESCO Curricula and Lifelong Education, Paris, UNESCO. 1981
- Wheeler D.K. 1967. Curriculum Process, London, University of London Press,
- P.V.V. Satyanarayana Curriculum Development and Management.
- R.P. Vashisht. Curriculum Development
- P.P.Ghosh. Effective Curriculum Construction
- Dr.T.Mrunalini. Curriculum Developments

Elective/Minor Course
(From any faculty except Major)
5th SEMESTER

Programme/Class: Bachelor in Education	Year: Third	Semester: 5th
	Subject: Education	
Course Code: ED-501M	Course Title: Pedagogical Perspective in Education	
Credits: 4	Open Elective	Max. Marks: 100 (60+40)
Course Learning Outcomes: On Completion of the course the students shall be able to: ➤ Describe the concept and characteristics of Pedagogy and its analysis. ➤ Explain the concept of teaching and its characteristics ➤ Outline various maxims of teaching and their utilities in teaching learning process. ➤ Discuss about the various phases and level of teaching task. ➤ Illustrate about various teaching and pedagogical skills. ➤ Identify different methods of teaching and their merits and demerits. ➤ Analyse the functions and role of a teacher as a planner, as a facilitator, as counsellor		
COURSE CONTENTS		
Unit-I: Introduction to Pedagogy		
• Concept of Pedagogy – Meaning and Characteristics. • Need and Significance of Pedagogy • Different Types of Pedagogical Approaches – Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning (2C-2I-1R) • Concept of Pedagogical Analysis • Concept and Characteristics of Critical Pedagogy • Taxonomy of instructional objectives • Pedagogical Knowledge and Need of Pedagogical Knowledge for Teachers		
Unit-II: Fundamentals of Teaching and Instruction		
• Concept of teaching: Meaning, nature, characteristics, types & functions • Concept of Instruction: meaning, nature and characteristics. • Relationship between teaching and learning • Difference between teaching and Instruction • General principles of teaching • Factors affecting teaching – process, input and output variables • Difference between traditional, macro & micro teaching • Style of Teaching - Autocratic Style- Lecture Method, Demonstration, Team Teaching		
Unit-III: Teaching task and classroom observation		
• Phases of teaching task: Pre-active, Interactive & post active phase. • Level of teaching task: Memory, understanding and reflection level • Observation of classroom behaviour: Flander’s Interaction analysis, characteristics of good teacher-behaviour. • Teaching Devices and Teaching Aids, Maxims of Teaching • Concept of Lesson Plan – Need, Objectives, uses and Types • Characteristics of Good and Ideal Lesson Plan		

Unit-IV: Pedagogical Skills and Teachers Role

- Pedagogical skills – its concept and list of various pedagogical skill; 21st Century teaching skills.
- Teaching methods: Inductive-Deductive, Analytic - Synthetic
- Trending Teaching Methods (Lecture method, Discussion method, problem solving method, project method) and their merits and demerits.
- 5E Model of Instruction (Pedagogical Model)
- Function of a teacher as a planner, as a facilitator, as counsellor,
- Teaching Skills, Core Teaching Skills (Set Induction, Questioning, Reinforcement, Stimulus Variation, Blackboard Summary and Closure)

Suggested Readings

- Alieva, Z. (2020). Components of Pedagogical Skills of the Teacher. LAP Lambert Academic Publishing.
- Allamuradov, A., & Bozorova, H. (2020). Pedagogical Technology and Pedagogical Skill. LAP Lambert Academic Publishing.
- Bernstein, B. (2000). Pedagogy, Symbolic and Identity: Theory, Research and Critique. London: Rowan and Littlefield.
- Bhatia, K and B.D. Bhatia. (1988). Principle and Methods of Teaching, Doaba House: New Delhi.
- Biggs, J.B. (1987). The Process of Learning, 2nd Ed. Prentice Hall: Sidney.
- Chauhan, S.S. (1995). Innovation of teaching learning process, Vikas Pub. House, New Delhi.
- Cropper, J.M., et al (1986). Classroom Teaching Skills. Toronto, Ontario: D.C.Heath.
- Dhand, H. (2016). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin.
- Goswami, M. (2016). Pedagogy of Education. New Delhi: Neekamal Publications.
- Kochar, S.K. (2011). Methods & Techniques of Teaching, Sterling, New Delhi
- Lee, Y. (2017). An Investigation of 21st Century Skills in Innovative Pedagogical Practices Using Technology. Open Dissertation Press.
- Mishra, R. C. (2016). Teaching Styles. New Delhi: APH Publishing Corporation.
- Paschenko, M. and Krasnoshtan, I. (2014). Pedagogy: Textbook. Kyiv: Academic Literature Centre.
- Pathak, A., & Francis, S. (2015). Techno-Pedagogy and Learning. Lucknow: Vedant Publications.
- Selvam, S. K. P. (2015). Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sharma, R.A. (2008). Pedagogics of Education and Critical Pedagogy, International Publishing House: Meerut.
- Tiwari, A. K., & Tiwari, R. (2021).-Pedagogical Skills In Higher Education. Pune: Eureka Publications