

Annexure-I

Programme Structure of BA in Education (Major)

Sl. No	Title of Course	Semester	Major	Pass	Credits
1	Principle and Theories of Education	I	M	P	4
2	Psychological Foundation of Education	II	M	P	4
3	Sociological Foundation of Education	III	M	P	4
4	Problems and Issues in Indian Education	III	M		4
5	Distance Education	IV	M	P	4
6	Educational Technology	IV	M		4
7	History of Education during Pre-Independence in India	V	M	P	4
8	Measurement and Statistics in Education	V	M		4
9	Economics of Education	V	M		4
10	Educational Management	V	M		4
11	History of Education during post-independence in India	VI	M	P	4
12	Environmental Education	VI	M		4
13	Population Education	VI	M		4
14	Psychological Practical	VI	M		4

Marks:20% marks are assigned for Home Assignment except the Course14 which is purely a practical based paper. For other paper80% marks are for Term End Examination. In course14(Psychological Practical) 60 marks for experiments, 25 marks for Practical Note Book, 15 marks for Viva.

Annexure II**Detailed course wise syllabus of BA in Education (Major) Programme****First Semester****Paper-I****Principles and Theories of Education****(GED S 1-01)****Total Marks100****Objectives:**

1. To enable the students to understand the basic principles of education.
2. To acquaint the students with the different types of education and its inter-related components.
3. To enable students to understand the different theories of education in the context of teaching

Course Contents**Unit1: Meaning and Concept of Education**

Meaning and Definitions of Education, Process of Education, Types of Education: Formal, Informal and Non-Formal-Its Importance and Relevance and Scope of Education.

Unit2: Aims of Education

The Classifications and Characteristics of Aims of Education, the Necessity of Aims in Education; Individual, Social, Liberal and Vocational aims, Aims of Education in a Democracy.

Unit3: School and Community Relationship

Relationship of School and Community-Interdependence of School and Community, Functions of School, Home and School-their Relationship, School as a Miniature Society.

Our Educational Heritage, its Salient Features and Compositeness, Unity, Richness and Continuity.

Unit4: Curriculum

Concept and Meaning of Curriculum, Different Types of Curriculum-Traditional, Activity-Based and Balanced. Defects of Curriculum, Basic Principles of Curriculum Construction for primary and Secondary level.

Unit 5: Education for National Integration

Needs of National Integration, Obstacles for National Integration, Education as a way of National Integration.

Unit 6: Education for International Understanding

Needs of International Understanding, Obstacles for International Understanding, Education as a way of International Understanding.

Unit 7: Value Education

Objectives of Value education, Needs and Importance of Value education, Types and Value- oriented Activities and their Relative Advantages of Value education.

Unit 8: Idealism as a School of Philosophy

Relationship between Philosophy and Education, Idealism as a Major School of Philosophy.

Unit 9: Naturalism as a School of Philosophy

Naturalism as a School of Philosophy, Naturalism and Education

Unit 10: Pragmatism as a School of Philosophy

Pragmatism as a major School of Philosophy, Education and Pragmatism

Unit 11: Existentialism as a School of Philosophy

Existentialism as a major school of philosophy, Education and Existentialism

Unit 12: Gandhi and his Educational Thoughts

Aims of Education, Buniyadi Siksha, Curriculum, Method of Teaching, Free and Compulsory Education

Unit 13: Swami Vivekananda and his Educational Thoughts

Vivekananda's Life history, Concept of Karma Yoga, Philosophical Thoughts, Vivekananda's contribution to Modern education

Unit 14: Montessori and her Educational Thoughts

Concepts and aims of education, Educational principles, working plan of the Montessori method, role of the teacher, merits and limitations of the Montessori methods

Unit 15: Froebel and his Educational Thoughts

Froebel's philosophy of education, theory and principles of education, Kindergarten system, Froebel's contribution to modern education.

Second Semester
Paper - II
Psychological Foundation of Education
(GED S2-02)

Total Marks-100

Objectives:

1. To enable students to understand the importance of Educational Psychology as a branch of applied psychology
2. To help the students to understand and appreciate the different mental processes relating to teaching and learning.
3. To enable students to deal with exceptional children and tackle problems of adjustment

Course Contents:

Unit1: Educational Psychology

Meaning, nature and scope. Application of Educational Psychology in teaching learning process

Unit2: Methods of Educational Psychology

Observation, interview, experimental and case study

Unit3: Growth and Development

Meaning of Growth and Development, their relationship, principles of development

Unit4: Early Childhood Stage

Meaning, nature and its characteristics

Unit5: Later Childhood Stage

Meaning, characteristics, some guiding principles for the teachers and the parents

Unit6: Adolescence Stage

Characteristics, significance of the study of Adolescence

Unit 7: Juvenile Delinquency

Characteristics, factors for delinquency, remedial measures

Unit 8: Education for Exceptional Children

Meaning, needs and objectives of exceptional children and classifications of exceptional children.

Unit9: Learning

Meaning and nature, Laws and Methods of Learning.

Unit10:Theories of Learning

Connectionism, Gestalt field Theory, Conditioning—Classical and Operant—their educational implications.

Unit 11:Memory and Forgetting

Factors of memory, methods of memorization. Forgetting –its causes

Unit12:Intelligence

Definition and concept, types of intelligence tests. Intelligence and creativity

Unit13: Personality

Definition, nature, genetic and cultural factors of personality

Unit14:Theories of Personality

Trait theory and type theory with special reference to Freud, Adler, Jung and Rogers

Unit15:Mental Health and Hygiene

Meaning, nature of mental health and mental hygiene.Adjustment Mechanisms—Causes of maladjustment

Third Semester**Paper III****Sociological Foundation of Education**

(GED S3-01)

Total Marks-100

Course Objectives:

1. To enable the students to understand about meaning and nature of educational Sociology and Social Organizations.
2. To become aware of social groups that influence education.
3. To acquaint the students about social change and their impact on education.
4. To inculcate the knowledge of culture and its relevance in the education system.
5. To acquaint the learners with current social issues and their relationship with education.

Course Contents:**Unit 1: Educational Sociology**

Meaning, nature, scope of educational sociology, relation between sociology of education and educational sociology, need and importance of educational sociology

Unit 2: Education and Society

Society: its origin and factors and their influence on education. Education as a social system, as a socialization process.

Unit 3: Process of Socialization

Meaning of socialization. Process of socialization- co-operation, competition, conflict, accommodation, assimilation, role of education in the development of a new social order.

Unit 4: Education and Social Change

Meaning and nature of social change, causes of social change, agencies of social change, education as a factor of social change.

Unit 5: Social Change in India

Modernization, westernization and globalization with special reference to Indian Society.

Unit 6: Social Organization and Social Disorganization

Social organization-its concept, characteristics, factors influencing social organization-folkways, mores, and its educational implications. Meaning, causes and types of social disorganization, role of education in prevention of social disorganization.

Unit 7: Social Group

Meaning, definition, characteristics and types of social group, social interactions-meaning, characteristics and factors and their educational implications.

Unit 8: Social Stratification

Meaning, nature and aspects of social stratification, education and social stratification.

Unit 9: Social Mobility and Education

Meaning and nature of social mobility, types of social mobility, factors affecting social mobility, education and mobility.

Unit 10: Education and Community

Meaning and characteristics of community, school–community relationship, role of the community school and the society.

Unit 11: Education and Culture

Meaning and nature of culture, types of culture, role of education in cultural context, education and cultural change.

Unit 12: Education for Disadvantaged Sections of Society

Education for the socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and Rural population.

Unit 13: Equalization of Educational Opportunity

Concept and need of equalization of educational opportunities, problems concerning equality of opportunities in education.

Unit 14: Education and Democracy

Meaning of democracy, education for democracy, role of formal and informal agencies for democratic education, fundamental principles for success of democracy.

Unit 15: Social Control

Meaning, definition and nature of social control, types of social control, agencies of social control, role of education in social control.

Paper-IV**Problems and Issues in Indian Education**

Total Marks 100

(GED S3-02)

Total Marks-100

Course Objectives:

To help the learners to develop an understanding about the

1. Various issues and problems, faced by Modern Indian Education system.
2. Constitutional provisions for education.
3. Policy perspectives and emerging trends in education.
4. Women empowerment through education.

Course Contents:**Unit 1: Educational Provisions of the Indian Constitution**

Various clauses and lists of education in Indian Constitution and their implications.

Unit 2: Primary Education

Problems related to primary education-Universalisation of primary education

Unit 3: Wastage and Stagnation

Concept of wastage and stagnation, causes of school dropouts.

Unit 4: Human Rights and Indian Constitution

Importance of Human rights for national development, role of educational institutions in promoting human rights.

Unit 5: Education and Human Rights

Universal Declaration of Human Rights by UN, Right to Education (RTE 2009)

Unit 6: Secondary Education

Problems of Secondary education, vocationalization of secondary education.

Unit 7: Higher Education

Emerging trends, reforms in Higher Education in India, Educational autonomy, economic reforms in higher education, various problems in higher education.

Unit 8: Liberalization, Privatization and Globalization (LPG)

Meaning, nature and its impact on higher education.

Unit 9: Teachers Education

Meaning, objectives, importance, problems and its prospects.

Unit 10: Training for Teachers

Primary, secondary and higher education

Unit 11: Gender and Education

Meaning of gender, role of education for women empowerment.

Unit 12: Education for Rural Development

Concept of rural development, ways and challenges

Unit 13: Life skills and Soft Skills

Meaning of life skills, recommendations and implications of National Skill Qualification Framework (NSQF) in education

Unit 14: Student Indiscipline

Concept, needs, problems and remedies.

Unit 15: Student Unrest and Education

Meaning, need of education for reducing student's unrest

Fourth Semester**Paper-V****Distance Education****(GED S 4-01)****Total Marks 100****Course Objectives:**

1. To orient the learners with the nature and need of Distance Education in the present day Indian society.

2. To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To help the learners understand various modes of student support service(SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Contents:

Unit1: Distance Education

Concept, growth of distance education, distance education in India.

Unit2:Learner-Support Service

Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other electronic devices

Unit 3: Self Learning Material

Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

Unit 4: Study Skills

Study skills in distance education, strategies for developing study skills

Unit 5: Curriculum

Concept, curriculum development process-major approaches

Unit 6: Curriculum and Evaluation

Need for curriculum evaluation, aspects of curriculum evaluation

Unit 7: Distance Education and Community Development

Technical, professional, vocational and entrepreneurship courses

Unit 8: Role of Distance Education

Distance education for rural development, Distance education for women empowerment

Unit9: Distance Education and Training

Role of Distance Education in teacher training programme.

Unit 10: Quality assurance in Distance Education

Quality enhancement, monitoring, feedback and evaluation.

Unit 11: Assessment in Distance Education

An overview on assessment, purposes of assessment, assessment in open and distance learning

Unit 12:ICTs and Distance Education

Information and communication technologies and their application in distance education.

Unit 13: New interventions in Open and Distance Learning

MOOCs and Open Educational Resources and its application for opening knowledge movement in India

Unit 14: Challenges in Distance Education

Prospects, problems and barriers in Distance Education.

Paper-VI
Educational Technology
(GED S 4-02)

Total Marks 100

Objectives:

1. To enable the students to understand the nature, scope and theoretical base of educational technology.
2. To enable the students to understand the role and relevance of educational technology.
3. To acquaint the students with different approaches of educational technology towards teaching learning process

Course Contents:**Unit1: Educational Technology**

Meaning, nature and scope. Types and Objectives

Unit2: Principles of Teaching

General principles and maxims of teaching

Unit3: Teaching Strategies

Meaning, nature and objectives and types of teaching

Unit4: Stage of Teaching

Pre-active and Post-active teaching, Models of teaching

Unit 5:Improvisation of Teaching Learning Materials

Improving the teaching learning materials in education for classroom teaching

Unit6: Role of Mass Media in Education

Broadcasting Radio, TV and SITE(Satellite Instructional Television Experiment)

Unit7: Teleconferencing

EDUSAT, Tele conferencing Programme in Education.

Unit 8: Systems Approach in Educational Technology

Definition of a system, components of an instructional system

Unit9: Audio-Visual Techniques

Concept, need of audio-visual techniques in teaching and its importance.

Unit10: Communication

Meaning, nature, ways of communication

Unit 11: Communication and Teaching

Need of communication in the classroom teaching

Unit 12: Evaluation

Meaning, nature, teaching learning and evaluation

Unit 13: Types of Evaluation

Formative evaluation and summative evaluation

Unit14:Micro Teaching

Educational technology for teachers:microteaching and its use.

Unit15: Computer assisted instruction

Concept of C.A.I. and its use.

Fifth Semester**Paper VII****History of Education during Pre-independence Period in India**

(GED S 5-01)

Total Marks 100

Objectives:

1. To enable the students to understand the background and historical trends of Indian education from Vedic Periods to during pre-independence period.
2. To acquaint the students with the recommendation of different education Commissions and Committees and its implications in Pre-Independence Indian education system.

Course Contents:**Unit1: Vedic System of Education in India**

Nature, aims of education, methodology of teaching

Unit 2: Buddhist System of Education in India

Nature, aims of education, methodology of teaching

Unit 3: Islamic System of Education in India

Nature, aims of education, methodology of teaching

Unit 4: Role of Christian Missionaries

Educational Activities of Christian Missionaries and East India Company.

Unit 5: Charter Act of 1813

Controversies between Anglicist and Classicist, Macaulay's Minute and its significance, Bentinck's Resolution

Unit 6: Wood's Despatch of 1854

Recommendations and its effect on Indian education

Unit 7: Hunter Commission of 1882

Recommendations on Primary education and its effect on Indian Education

Unit 8: Hunter Commission

Recommendations on Secondary education and its effect on Indian Education

Unit 9: Lord Curzon's Educational Policy

Recommendations on Primary Education, Lord Curzon's Educational Policy on Secondary and University education.

Unit10: Gokhale's Bill on Primary Education

Recommendations and its significance to introducing free educational policy in India at primary level

Unit 11: Gokhale's Resolution of 1913

Resolution of Gokhale's on primary education in India

Unit 12: Sadler Committee of Education in 1917

Recommendations, Calcutta University Commission 1917-1919

Unit 13: Hartog Committee in 1929

Historical background, recommendations and its effect on Education

Unit14:Wardha Scheme of Education-1937

Meaning and philosophy of basic education, main features and recommendations, merits and demerits of the basic education

Unit 15:Sargent Plan 1944-45

Major proposal of the committee, suggestions of the plan on primary, secondary, university and technical or vocational, and its effect on Education

Paper-VIII
Measurement and Statistics in Education
(GED S 5-02)

Total Marks 100

Objectives:

1. To acquaint the learners with the concept of measurement in education and its various tests
2. To make the learners understand the basic concept of statistics and its application in education
3. To help the learners understand the different techniques of educational statistics in the teaching learning process.

Course Contents

Unit 1: Educational Measurement

Concept and nature of Educational Measurement

Unit 2: Evaluation

Concept and nature of Evaluation, importance and types of Evaluation in Education

Unit 3: Scales and Errors of Measurement

Meaning, nature, types and errors of measurement.

Unit 4: Psychological Test

Meaning and characteristics of a good psychological test, meaning of validity, reliability, objectivity and norms.

Unit 5: Test Construction

Meaning, Nature, Principles and Methods.

Unit 6: Standardization

Meaning and Nature, Principles and Methods.

Unit 7: Teacher-Made Test

Concept, its advantages and shortcomings

Unit 8: Aptitude Test

Meaning, definitions of aptitude, nature and measurements of aptitudes

Unit 9: Attitude Test

Nature and measurement of attitude and interest.

Unit 10: Nature of Projective Techniques

Meaning, nature, reliability and validity of projective techniques

Unit11:Statistics

Meaning and importance of Statistics, data analysis, Preparations of frequency distribution table and its importance.

Unit 12: Graphical Representation of the Data

Characteristics and importance of graphical representation of polygon and histogram.

Unit 13: Measures of Central Tendency

Mean, Median and Mode, and its merits and limitations

Unit14: Measures of Variability

Concepts, types, uses, merits and demerits, Quartile deviation, Measures of Average Deviation, Measures of Standard Deviation

Unit 15: Correlation

Meaning of correlation, types of correlation: rank difference method.

Paper- IX**Economics of Education**

(GED S 5-03)

Total Marks-100

Course Objectives:

To make the learners aware about:

1. The meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The concept and relationship between input and output of education
4. The financial resource management.

Course Contents:**Unit1: Economics of Education**

Concept, scope and significance.

Unit2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Human Capital Formation

Concept, Human capital Approaches to education, Education and Manpower planning.

Unit 5: Education and Employment

Meaning, need of education of employment, campus placement.

Unit 6: Employment Issues and Policies

Concept of employment, various issues of employment, present policy for employment

Unit 7: Health Policies

Education and Health: need of health policy for human development and economic development.

Unit 8: Financing in Elementary Education

Pattern of financing, need of financing, financial policy for primary education in India

Unit 9: Financing in Secondary Education

Pattern of financing, need of financing, financial policy for secondary education in India

Unit 10: Financing in Higher Education and Technical Education

Pattern of financing, need of financing, financial policy for higher and technical education in India

Unit 11: Public Subsidies in Education

Concept of subsidies, need of public subsidies in education in India

Unit 12: Labour Market

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 13: Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 14: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 15: Self-financing

Fund mobilization in the educational institution.

Paper-X**Educational Management**

(GED S 5-04)

Total Mark-100

Objectives:

1. To enable students understand the basic concepts of educational management.
2. To acquaint the students with the process of-
 - a) Financial management
 - b) Institutional management.
 - c) Personnel management.

Course Contents

Unit1: Educational Management

Concept of educational management, meaning, nature and scope, importance of Educational Management and its basic Principles

Unit2: Approaches of Educational Management

Social demand approach, Manpowerrequirement approach, Rate of return approach.

Unit3: Institutional Planning

Its need and importance, types of institutional planning

Unit4: Teacher as a Manager

Management of the School or Institution and management of classroom teaching.

Unit5: Educational Leadership

Meaning of Educational Leadership, importance and measurement of Educational leadership.

Unit6: Lesson Planning

Importance, principles of Lesson Planning, types and stepsin preparation of Effective Lesson Plan.

Unit 7: Organization

Functions of the Organization, improving Organizational Effectiveness.

Unit8: Inter-personal Conflict

Concept of inter-personal conflict. Management of inter-personal conflicts, Stress management.

Unit9: Management Process in Education

Planning, Organizing, Directing and Controlling

Unit10: Quality Education

Concept of Quality Education, Total Quality Management in Education (TQM)

Unit11: Administration

Distinction between Educational Administration and other kinds of Administration, Status of Educational Administration, Importance of Educational Administration

Unit12: Supervision

Meaning of Educational Supervision, Characteristics of Supervision, Need for Supervision,Functions of Educational Supervision.

Unit13: Co-curricular Activities

Advantage of Co-curricular Activities, Principles of Good Co-Curricular Activities, Guiding Principles for Organizing Activities.

Unit14: Management and Resources

Human Resource and Material Resource.

Unit 15: Classroom Management

Concept, need, approaches and time management.

Sixth Semester

Paper-XI

History of Education during Post-Independence Period in India

(GED S6-01)

Total Marks.100

Objectives:

1. To acquaint the learners with the recommendations of different education Commissions and Committees and its implications in Indian education system.
2. To make the learners understand the background and historical trends of Indian education in independent India.

Course Contents:

Unit1: The University Education Commission of 1948

Background of the commission, its recommendations on aims and objectives of Higher Education

Unit 2: Secondary Education Commission of 1952-53

Its recommendations on the aims of Secondary Education, principles of curriculum construction.

Unit3: Education Commission of 1964-66

Objectives and Educational Structure and its recommendations.

Unit 4: National Policy on Education 1968

Objectives of Education, resolution adopted on NPE.

Unit 5: National Policy on Education 1986 and Programme of Action,1992

Objectives, recommendation on Elementary, Secondary and University education.

Unit 6: Mission in Elementary Education

DPEP, Sarva Shiksha Abhiyan, and its attempt for Universalization of Elementary Education in India and Assam.

Unit 7: National Knowledge Commission

Its recommendations on education system in India

Unit 8: Yashpal Committee Report

Its recommendations on higher education and research

Unit 9: Development of Primary Education in Assam

Development of primary education in India since Independence

Unit10: Development of Secondary Education in Assam

Development of secondary education in Assam after independence, effect of recommendations of the Secondary Education Commission in Assam, problems of secondary education

Unit11:Development of Higher Education in Assam

Development of higher education after independence, development of higher education through open and distance learning.

Unit 12:Development of Women Education in Assam

Importance of women education, growth and development of women education in Assam.

Unit13:Rashtriya Madhyamik Siksha Abhiyan

Various approaches of RMSA for universalization of secondary education in India and Assam

Unit 14:RUSA and Higher Education

Various approaches for making equity in higher education

Unit 15:New Education Policy

Recommendations on education system in India, recommendation for both regular and ODL mode.

Paper-XII**Environmental Education**

(GED S6-02)

Total Marks 100

Course Objectives:

1. To make the learners aware of environmental problems and to familiarize the students with the concept and importance of environmental education.
2. To make the learners aware of the various mechanisms of environmental protection and promotion.

Course Content:**Unit 1: Environmental Education**

Meaning, nature, importance, scope, goals and objectives of Environmental Education.

Unit 2: Methods of Environmental Education

Observation, Fieldtrips, Project method, co-curricular activities, dramatization, discussion, problem-solving method.

Unit 3: Environmental Movements in India

Appiko Movement, the Silent Valley Movement, Chipko Movement, the Chilika Bachao Andolan, Narmada Bachao Andolan.

Unit 4: Media of Environmental Education

Concept of Instructional media, magazine, seminar, workshop, exhibitions, models, audio-visual aids.

Unit 5: Programme of Environmental Education

Programme for primary level, Secondary level and higher level.

Unit 6: Environmental Awareness through Education

Meaning of Environmental Awareness, awareness through formal education, non-formal education, and informal education.

Unit 7: Environmental Degradation

Concept of Environmental degradation, types, causes and prevention of environmental degradation.

Unit 8: Environmental Pollution

Meaning of Environmental Pollution, types of Environmental Pollution- air, water, land or soil, solid-waste, noise, and radio-active pollution.

Unit 9: Atmospheric Environment

Depletion of ozone layer, green house effect and acid rain.

Unit 10: Environmental Stressors

Meaning of environmental stressors, causes of environmental stressors, types of environmental stressors- natural and man-made stressors.

Unit 11: Conservation and Protection of Environment

Meaning of conservation and protection of Environment, need and importance of conservation and protection of environment, role of individual and society towards conservation and protection of Environment.

Unit 12: Environment and Legal Provisions

Legal and Constitutional Provisions for Conservation and Protection of Environment.

Unit 13: Sustainable Development

Concept of Sustainable development, characteristics and education for sustainable development.

Unit 14: Conservation of Natural Resources

Meaning of natural resources, types of natural resources, need and methods of conservation of resources (Soil, Forest, Water Resources).

Unit 15: Environmental Education

Its problems and prospects with special reference to Assam

Paper-XIII**Population Education**

(GED S6-03)

Total Marks 100

Course Objectives:

1. To enable the students to understand the basic concept of population education and the consequences and effects of population growth.
2. To enable the students to enrich their knowledge about the population theories.
3. To learn about the latest policies of population education and agencies working towards their achievement.
4. To understand the concept of prosperous family.
5. To make students aware about the various strategies of population control.

Course Contents:**Unit 1: Population Education**

Meaning, nature, scope, source, need and importance of population education.

Unit 2: Dynamics of Population Growth

Determination and measurement of population growth, trend of population growth in India,

Unit 3: Population Explosion

Concept and characteristics of population explosion, causative factors and problems of population explosion in India, steps for checking population explosion.

Unit 4: Population and Quality of life

Meaning and nature of Quality of life, its relation to population growth, factors affecting quality of life, population education for quality life.

Unit 5: Small Family Norms

Meaning, nature and its advantages for population control.

Unit 6: Population Education Curriculum at Primary Level

Its aims and objectives at primary stage.

Unit 7: Population Education Curriculum at Secondary Level

Its aims and objectives at secondary level, need of population curriculum.

Unit 8: Population Education Curriculum at Higher Level

Its aims and objectives at higher level, need of population education curriculum.

Unit 9: Instructional Materials

Teaching aids in population control-concept of instructional materials, types and use of teaching aids in population education.

Unit 10: Role of Mass-media in Population Control

Importance of mass media, types of mass media (newspaper, radio, TV, and audio-visual aids)

Unit 11: Methods of Population Education

Observation, self-study, discussion, lecture, project method, assignment, field study.

Unit 12: Population Policies in India

Need and significance of population policy in India

Unit 13: Family Welfare Programmes in India

Need and significance of population policy in India

Unit 14: Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Normal formal Education and Population Education.

Unit 15: Population Education and Teacher

Role of teachers in creating awareness towards population problem.

Paper- XIV**Psychological Practical**

(GED S6-04)

Total Marks: 100

Course Objectives:

To enable the learners to develop an understanding about the

1. Practical utility of the various psychological testing.
2. Designing the apparatus of various psychological testing.

The mark distribution of Practical Examination will be as under-

(i) Practical Note Book =

Total 25 Marks

4 Experiments with Apparatus carries	4X3=12Marks
3 Experiments without Apparatus carries	3X2=6 Marks
3 Physiological Experiments carries a total of	7Marks

(ii) Psychological Experiments during Examination **20X3=60 Marks**

3 experiments are to be performed in Examination

(One experiment with apparatus, one without apparatus and one physiological)

(iii) Viva Voce **= Total 15 Marks**

Course Contents:

Unit1: Learning: Mirror Learning

Unit 2: Maze Learning

Unit3: Part and whole learning

Unit4: Memory: recall-recognition

Unit 5: Immediate memory span

Unit 6: Free Word association and Controlled Association

Unit7: Attention: span of attention

Unit 8: Span of apprehension

Unit 9: Division of attention

Unit 10: Personality: inkblot test

Unit 11: Thematic Apperception test (TAT)

Unit 12: Physiological drawing of brain

Unit 13: Physiological drawing of Eye

Unit 14:Physiological drawing of Ear
