

Bodoland University

New Syllabus

B.A. Honors Course (EDUCATION)

Semester	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE(4)	Elective: Generic (GE) (4)
I	C-1: Introduction to Education	(English/Hindi/MIL Communication)			GE-1: Introduction to Education
	C-2: Philosophical and Sociological Foundation of Education				
III	C-5: Teacher Education		SEC-1: Value Education		GE-3: Teacher Education
	C-6: Educational Measurement & Educational Statistics				
	C-7: Educational Guidance and Counseling				
V	C-11: Educational Management and Administration			DSE-1: Child psychology	
	C-12: Psychological Practical			DSE-2 Continuing Education and Distance Education (Group-A,B)	

Abbreviation Terms:**C** = Core**AECC** = Ability Enhancement Compulsory Course**SEC** = Skill Enhancement Course**DSC** = Discipline Specific Core Course**DSE** = Discipline Specific Elective**GE** = Generic Elective**Outline of the Course**

SEMESTER - I		
Course Code	Course Title	Credit
C-1	Introduction to Education	6
C-2	Philosophical and Sociological Foundation of Education	6
GE-1	Introduction to Education	6
SEMESTER - II		
C-3	Development of Education in India	6
C-4	Issues and Trends in Contemporary Indian Education	6
GE-2	Philosophical and Sociological Foundation of Education	6
SEMESTER-III		
C-5	Teacher Education	6
C-6	Educational Measurement & Educational Statistics	6
C-7	Educational Guidance & Counselling	6
GE-3	Educational Psychology	6
SEC-1	Value Education	2
SEMESTER-IV		
C-8	Educational Technology	6
C-9	Educational Psychology	6
C-10	Educational Thoughts and Practices	6
GE-4	Environmental and Population Education	6
SEC-2	Methods and Techniques of Teaching	2
SEMESTER-V		

C-11	Educational Management and Administration	6
C-12	Psychological Practical	6
DSE-1	Child Psychology (Optional)	6
DSE-2	Continuing Education and Distance Education (Optional)	
SEMESTER-VI		
C-13	Environmental and Population Education	6
C-14	Project Work	6
DSE-3	Special Education (Optional)	6
DSE-4	Abnormal Psychology (Optional)	6

SEMESTER- I

C-1: INTRODUCTION TO EDUCATION

CREDIT: 6

Objectives

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education. Knowledge about the concept of freedom and discipline.

UNIT I: CONCEPT OF EDUCATION

1. Education- Meaning, definition, functions and scope
2. Aims of Education- Individual, Social, Vocational and Culture
3. Aims of Education in Democratic country
4. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

UNIT II: COMPONENTS OF EDUCATION

1. Components of Education and their mutual relationship
 - Pupils
 - Teacher
 - Curriculum
 - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction
4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

1. Formal Education: School – Meaning, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

1. The concept of freedom and discipline
2. Discipline and Order
3. Importance of discipline in social life

REFERENCES

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
 2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
 3. Das, P & Goswami. Theories and Principles of Education.
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SEMESTER- I

C-2: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION CREDIT: 6

Objectives:

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and better understanding of the process of education
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better

UNIT I: INTRODUCTION TO EDUCATION

1. Aims of education
 - Purpose, goals, aims and objectives of education at different levels starting from primary to higher education
2. The functions of Education
 - Individual development (Development of skill, basic knowledge, interest and appreciation)
 - Acquaintance with heritage, (preservation and transmission)
 - Development of human values, (Social, moral and Aesthetic)

- Acquisition of skills leading to self-actualization and successful living
- Social cohesion and social progress

UNIT II: PHILOSOPHY AND EDUCATION

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education

UNIT III: EDUCATION AND SOCIOLOGY

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

REFERENCE

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
 2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
 3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
 4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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SEMESTER- I

GE- 1: INTRODUCTION TO EDUCATION

CREDIT: 6

OBJECTIVES:

1. To understand the meaning, scope and aim of education.

2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education.

UNIT I: CONCEPT OF EDUCATION

1. Education- Meaning, definition, functions and scope
2. Aims of education- Individual, Social, Vocational and Culture
3. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

UNIT II: COMPONENTS OF EDUCATION

1. Components of Education and their mutual relationship
 - Pupils
 - Teacher
 - Curriculum
 - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction
4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

1. Formal Education: School – Meaning, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

1. The concept of freedom and discipline
2. Importance of discipline in social life

REFERENCES

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
2. Das, B.N. Principles of Education and Education in Emerging Indian Society.

3. Das, P & Goswami. Theories and Principles of Education.

SEMESTER- III

C-5: TEACHER EDUCATION

CREDIT: 6

OBJECTIVES:

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.
5. To acquaint the learner with different organizations involved in teacher education.

UNIT I: CONCEPT OF TEACHER EDUCATION

1. Teacher education – concept, aims and scope
2. Objectives of teacher education
3. History and development of teacher education in India

UNIT II: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

1. Concept of pre-service and in- service teacher education
2. Need and importance of in-service teacher education
3. Teacher education for different levels of education- pre-primary, primary and secondary

UNIT III: PROBLEMS OF TEACHER EDUCATION

1. Present causes and problems of teacher education and suggestions for solution

UNIT IV: TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY

1. Skill-based and Competency based teacher education
2. Simulated Social Skill Training (SSST)

UNIT V: ORGANISATIONS FOR TEACHER EDUCATION

1. District education for Education and Training (DIET)
2. State Council for Educational Research and Training (SCERT)
3. National Council for Educational Research and Training (NCERT)
4. National Council for Teacher Education (NCTE)
5. Central Institution of Educational Technology (CIET)
6. National University of Educational Planning and Administration (NUEPA)

REFERENCES

1. Sharma, Sashi Prabha. Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
 2. Fhanders, Ned, A. Analysing Teacher Behaviour London, Wesly Publishing Company.
 3. Gurry, P. Education and the training of Teachers, London Longmans, Green and Company.
 4. Mukherjee, S.N. Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
 5. Bhargava, M. and Saikia, L. Rasul—Teacher in 21st Century Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.
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SEMESTER- III

C-6: EDUCATIONAL MEASUREMENT AND EDUCATIONAL STATISTICS

CREDIT: 6

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 I: CONCEPT OF MEASUREMENT AND EVALUATION

1. Meaning, Nature and Needs of Measurement in Education
2. Concept of Evaluation in Education
3. Relation between Measurement and Evaluation

UNIT II: TOOLS OF MEASUREMENT

1. Measuring Instruments and their Classification; Errors in Measurement; Types of Scales in Educational Measurement
2. Characteristics of a Good Measuring Instrument – Validity, Reliability and Objectivity and their Methods of Determination
3. General principles of test Construction and Standardization.
4. Scoring of student Achievement, Methods of Interpreting Test scores. Reporting test results – Cumulative Record card.

UNIT III: MEASURING HUMAN ABILITIES AND POTENTIALITIES

1. Intelligence Test- Meaning, Classification, Uses
2. Educational Achievement Test- Meaning, Classification, Uses
3. Personality Test-Meaning, Classification
4. Aptitude Test -Meaning, Type, Uses

UNIT IV: EDUCATIONAL STATISTICS

1. Meaning, Nature and Scope and Use of Educational Statistics
2. Measures of Central Tendency – Its uses and limitations–Mean from ungrouped data and grouped data (Long and Short method)
3. Measures of variability – its use and limitations
4. Concept of Normal Distribution – Properties and uses of Normal Probability curve in Interpretation of Test scores. Divergence from normality – Skewness and Kurtosis, Derived scores: Linear and Normalized – their uses

UNIT V: GRAPH & VARIABLE DISTRIBUTION

1. Concept of Variable. Types of data– Grouped and Ungrouped data
2. Graphical Representation of data– Pie-diagram, Histogram, Frequency polygon, Cumulative Frequency Graph – Ogive and their uses
3. Bivariate distribution: Scatter gram, Correlation, computation of Coefficients of Correlation by Rank difference, Product moment method, interpretation of coefficients of Correlations

REFERENCES

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.
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SEMESTER- III

C-7: EDUCATIONAL GUIDANCE AND COUNSELING

CREDIT: 6

OBJECTIVES:

1. To enable the students to understand the concept, nature, scope, need and importance of guidance.
2. To enable the students to understand the meaning, purpose and functions of different types of guidance.
3. To enable the students to understand about the different types of guidance programmes and their organization.
4. To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counseling.
5. To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.

UNIT I: CONCEPT OF GUIDANCE

1. Meaning, nature & scope of guidance
2. Philosophical, psychological and sociological bases of guidance
3. Need and importance of educational guidance services in schools

UNIT II: CONCEPT OF VOCATIONAL GUIDANCE

1. Vocational guidance: Meaning, nature and scope
2. Purpose and functions of vocational guidance

3. Relationship between educational and vocational guidance, relationship between vocational guidance and work education
4. Job analysis and occupational information services

UNIT III: EDUCATIONAL GUIDANCE

1. Educational Guidance Meaning purpose and functions
2. Guidance in Elementary School
3. Guidance in Secondary School

UNIT IV: CONCEPT OF COUNSELING

1. Meaning, nature and scope, needs and importance, different type of counseling
2. Various steps and techniques of counseling
3. Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching

UNIT V: Organization of Guidance Programmes

1. Principles of organization
2. Group guidance
3. Individual inventory
4. Information orientation service
5. Placement services and
6. Follow up services

REFERENCES

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.

6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
 7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R.W.
 8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
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SEMESTER- III

GE- 3: TEACHER EDUCATION

CREDIT: 6

OBJECTIVES:

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.
5. To acquaint the learner with different organizations involved in teacher education.

UNIT I: CONCEPT OF TEACHER EDUCATION

1. Teacher education – concept, aims and scope
2. Objectives of teacher education
3. History and development of teacher education in India

UNIT II: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

1. Concept of pre-service and in- service teacher education
2. Need and importance of in-service teacher education
3. Teacher education for different levels of education- pre-primary, primary and secondary

UNIT III: PROBLEMS OF TEACHER EDUCATION

1. Present causes and problems of teacher education and suggestions for solution

UNIT IV: TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY

1. Skill-based and Competency based teacher education

2. Simulated Social Skill Training (SSST)

UNIT V: ORGANISATIONS FOR TEACHER EDUCATION

1. District education for Education and Training (DIET)
2. State Council for Educational Research and Training (SCERT)
3. National Council for Educational Research and Training (NCERT)
4. National Council for Teacher Education (NCTE)
5. Central Institution of Educational Technology (CIET)
6. National University of Educational Planning and Administration (NUEPA)

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1. Sharma, Sashi Prabha. Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
 2. Fhanders, Ned, A. Analysing Teacher Behaviour London, Wesly Publishing Company.
 3. Gurry, P. Education and the training of Teachers, London Longmans, Green and Company.
 4. Mukherjee, S.N. Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
 5. Bhargava, M. and Saikia, L. Rasul—Teacher in 21st Century Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.
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SEMESTER- III

SEC- 1: VALUE

EDUCATION CREDIT: 2

UNIT I: CONCEPTS AND APPROACHES

1. Meaning, needs, importance & types of value education
2. Value of education for human development
3. Approaches to value education

UNIT II: IMPARTING VALUES INTO THE CURRICULUM

1. Value-oriented education
2. Value development through co-curricular/co-scholarstic activities

3. Methods of imparting value education at primary & secondary education
4. Teacher as value facilitator

UNIT III: SCHOOL SPACES AND ENVIRONMENT

1. Value and the school environment
2. Home-school-community partnerships
3. Values through partnership
4. Learning from people, events and stories prayer and songs in value education

REFERENCES

1. Bhatia, K.K., Principles and Practice of Education
 2. Raymot, T. The Principles of Education
 3. Agarwalla, S. Foundation of Educational Theories and Principles
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SEMESTER- V

C-11: EDUCATIONAL MANAGEMENT AND ADMINISTRATION CREDIT: 6

Objectives:

1. To enable the students to understand the basic concepts of management, organization and administration
2. To provide knowledge on Types, Principles and Functions of Educational Management
3. To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

UNIT I: EDUCATIONAL MANAGEMENT

1. Concept of Educational Management: Meaning, Nature, Need and Scope
2. Difference between educational management, administration and school organization
3. Educational administration vs. school administration
4. Characteristics of successful Educational management

5. Types of Educational Management: Centralized and Decentralized, External and Internal. Authoritarian/Autocratic and Democratic, Dynamic/Creative and Laissez-faire.

UNIT II: FUNCTIONS OF EDUCATIONAL MANAGEMENT

1. Functions of Educational Management- Planning, Organization, Directing and Controlling
2. Role of Head of the institution and teacher in Management

UNIT III: EDUCATIONAL SUPERVISION

1. Meaning and Definitions of Educational Supervision
2. Objectives and Principles of Educational Supervision
3. Functions of Educational Supervision.

UNIT IV: INSTITUTIONAL PLANNING

1. Institutional Planning – meaning, nature and characteristics
2. Types of Institutional Planning
3. Steps in Institutional Planning
4. Importance of Institutional Planning
5. Educational planning – School Time table and co-curricular activities

UNIT V: ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA AND ASSAM

1. Educational structure of education in the Central Government- role of MHRD
2. Some problems of Educational Administration

REFERENCES

1. Krishnamacharyulu, V. School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad
2. Sharma, R.A. Educational Administration and Management Meerut, Surya Publication
3. Aggarwal, J.C. Educational Technology and Management, Agra, Vinod Pustak Mandir
4. Harold, J & Elsbree Willard, S. Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd
5. Mukherji, S.N. Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda

SEMESTER- V

C-12: PSYCHOLOGICAL

PRACTICAL CREDIT: 6

The candidates will be required to perform at least 12 laboratory experiments. Marks for practical examination will be distributed as:

A. Psychological practical without apparatus = 20

B. Psychological practical with apparatus = 20

C. Continuous evaluation = 20

D. Viva-voce = 20

E. Note Book (2x 10) = 20

Total 100

(Persons involved in evaluation: 1. External examiner 2. Internal examiner)

A. (PSYCHOLOGICAL PRACTICAL WITHOUT APPARATUS)

UNIT I: MEMORY- Immediate memory span

UNIT II: ATTENTION- Division of attention

UNIT III: LEARNING- Whole versus Part

Learning UNIT IV: IMAGINATION- Ink Blot

Test

UNIT V: ASSOCIATION- Free Association Test, Controlled Association test, Free Vs

Controlled Association Test

UNIT VI: PERSONALITY- Personality test for introversion and extroversion

B. (PSYCHOLOGICAL PRACTICAL WITH APPARATUS)

UNIT XI: MIRROR DRAWING APPARATUS- Trial and Error learning

UNIT X: PUNCH BOARD MAZE OR OTHER MAZE- Maze learning

UNIT XI: TACHISTOSCOPE- Spans of Attention

UNIT XII: MEMORY DRUM- Memorization between meaningful materials and nonsense materials

REFERENCES

1. Woods Worth R.S. and Schlosberg, H. Experimental Psychology, London, Methuen
 2. Postman, L and Egan, J.P. Experimental Psychology, Ludhiana, Harper and Row, Kalyani Publishers
 3. Postman Egan. Experimental Psychology – An Introduction Ludhiana, Kalyani Publishers
 4. Das, P.C. Experiment and Measurement in Education and Psychology, Guwahati, ABD
 5. Saikia, L.R. Psychological and Statistical Experiment in Education, Guwahati
 6. Meguigam, F.J. Experimental Psychology, New Delhi, Prentice Hall of India
 7. Fox, Charles. A Text Book of Practical Psychology, New Dehli, Akansha publishing house
 8. Nataraj, P. Manuals of Experiments in Psychology, Mysore, Srinivasa Publications
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SEMESTER- V

DSE-1: CHILD PSYCHOLOGY (OPTIONAL)

CREDIT: 6

OBJECTIVES:

1. To enable the students to understand the importance of child psychology and the need of guidance for child development.
2. To have an understanding about children and new insight about them.
3. To develop a sensitively towards the needs and rights of children.
4. To understand the importance of play in child development.

UNIT I: HISTORICAL DEVELOPMENT OF CHILD PSYCHOLOGY

1. Meaning, Nature and Scope of Child Psychology
2. Methods used in Child Psychology
3. Significance of Child Psychology

UNIT II: GROWTH & DEVELOPMENT DURING EARLY CHILDHOOD

1. Pre-natal, Neo-natal & Post-natal
2. Development Patterns during early childhood

- Physical

- Emotional
- Social
- Language

3. Role of Play in early childhood

UNIT III: SOME COMMON CHILDHOOD PROBLEMS

1. Problems of discipline
 - Behaviours and adjustment problems (anger, aggression, truancy)
2. Deficiency & deprivations during childhood
 - Natural
 - Physiological
 - Socio-economic
 - Social adjustment problem (shyness, hesitation, jealousy)
3. Prevention & correction of these problems, Role of Education.

UNIT IV: FACTORS AFFECTING CHILD DEVELOPMENT

1. Home/family: parental attitude towards a child: Acceptance & Rejection Problems of children of working mothers
2. School: Peer-group influences, Teacher-and-taught relations, School environment, Effects of reward and punishment
3. Society: Influence of mass media: Computer, Internet

REFERENCES

1. Chaube, S.P. Child psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra
 2. Chauhan, S.S. Advanced Educational Psychology, Vikash Publishing House, New Delhi
 3. Goswami, G. Child Development and Child Care, Arun Prakashan, Guwahati
 4. Kale, S.V. Child Psychology & child Guidance, Himalaya Publishing House, Mumbai
 5. Kumar, L.N. Development Psychology, Agarwal Educational Publishers, Agra-
 6. Thompson, G. Child Psychology, 2nd Edition, Surajeet Publication, 1981
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SEMESTER- V

DSE-2: CONTINUING EDUCATION AND DISTANCE EDUCATION

(OPTIONAL) GROUP- A CONTINUING EDUCATION

Objectives:

1. To enable the students to understand the concept of continuing education and its relevance to the changing society
2. To acquaint the students with methods and techniques of continuing education
3. To make the students understand the development of Adult Education in India, Kinds of Adult Education Programme in India and the major problems conforming adult education
4. To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India
5. To acquaint the students with the different forms of instructional strategies in distance education along with the distance mode of learning

UNIT I: CONTINUING EDUCATION

1. Continuing Education- its meaning and scope
2. Different aspects of continuing Education – Fundamental Education, Adult Education, Social Education and Extension Education – their meaning and nature.
3. Agencies of Continuing Education
4. Role of University in adult/continuing education
5. Significance / importance of Continuing Education

UNIT II: CONTINUING EDUCATION METHODOLOGIES

1. Role of Mass Media in Continuing Education
2. Strategies and devices of Continuing Education

UNIT III: ADULT EDUCATION

1. Development of Adult Education in India
2. Kinds of adult education programme in India

3. Functional Literacy programme — Role of National Literacy Mission (NLM) Total Literacy Programme/ Campaign
4. Problems of Adult Education in post independent India and their solutions

GROUP -B

DISTANCE EDUCATION

UNIT IV: DISTANCE EDUCATION AND ITS DEVELOPMENT

1. Distance Education-meaning, Characteristics and teaching –learning components
2. Distinction Education open learning and distance education.
3. Need and importance of distance education
4. Distance education and the goals of equality of opportunity
5. Merits and demerits of distance education

UNIT V: INSTRUCTIONAL STRATEGIES IN EDUCATION

1. Different forms of instructional materials in Distance Education
2. Non print media- Radio and Television
3. Information and Communication Technology (ICT) and their application in Distance Education

UNIT VI: DISTANCE MODE OF LEARNING

1. Distance Education and rural development
2. Role of distance education in teacher training programme
3. Role of distance Education in the promotion of women education.

REFERENCES

1. Styler, W.E. — Adult Education in India, London Oxford University Press
2. Rogers, Alam — Teaching Adults, Sterling Publishers Pvt. Ltd.
3. Thakur, Devendra — Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications
4. Sharma, Madhulika — Distance Education, Concepts and Principles, New Delhi, Kanishka Publishers
5. Pramji, S — Distance Education, New Delhi, Sterling Publishers Pvt. Ltd.
6. Ansari, N.A — Adult Education in India, New Delhi, S. Chand and Company Ltd.

7. Saiyadin, M.S. – Challenges in Adult Educations, New Delhi, Macmillian India Ltd.
 8. Mohanty, S.B. — Life Long and Adult Education, New Delhi, Ashish Publishing House
 9. S Goswami, D — Literacy and Development, Guwahati, DVS Publishers
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