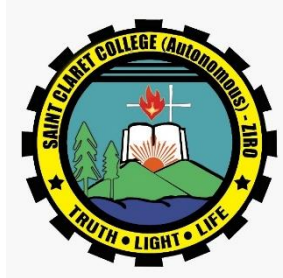


**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh)  
**ARUNACHAL PRADESH**



**DEGREE PROGRAMME**  
**B.A. EDUCATION**  
(Offered as per NEP 2020)

**SYLLABUS**  
(Effective from the academic year 2024 – 2025)

**SAINT CLARET COLLEGE (AUTONOMOUS) ZIRO,**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**DEPARTMENT OF EDUCATION**

**B.A. DEGREE: EDUCATION**

**COURSES OF STUDY OFFERED FOR SEMESTERS 1 AND 2**  
(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

Subject Code	Title of Course	Credits	Total Hours			Exam Hours	Marks		
			Lecture Hours (L)	Tutorial Hours (T)	Practical Hours (P)		Continuous Assessment	End Semester	Maximum
<b>Semester – 1</b>									
24ED/CC/FE14	Foundations of Education	4	4	1	0	3	20	80	100
24ED/MC/IE14	Introduction to Education	4	4	0	0	3	20	80	100
24ED/MD/PE13	Principles of Education	3	3	0	0	3	20	80	100
24ED/SE/TS13	Teaching Skills	3	1	0	4	4	20	80	100
<b>Semester – 2</b>									
24ED/CC/EP24	Educational Psychology	4	4	1	0	3	20	80	100
24ED/MC/UA24	Understanding Adolescents	4	4	0	0	3	20	80	100
24ED/MD/ME23	Measurement and Evaluation	3	3	0	0	3	20	80	100
24ED/SE/VE23	Vocational Education	3	1	0	4	4	20	80	100

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**B.A DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**FOUNDATIONS OF EDUCATION**

**CODE: 24ED/CC/FE14**

**CREDITS: 4**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 60**

**COURSE OUTCOMES:** Having studied this course, a student will be able to

1. Explain the concept, types and aims of education as well as the concept and scope of educational philosophy.
2. Discuss the western schools of philosophy.
3. Describe the educational psychology and stages of human development.
4. Analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

**Unit 1:** Concept and Aims of Education

**(15 hours)**

- 1.1 Concept, Nature and Scope of Education
- 1.2 Individual aims of Education
- 1.3 Social Individual aims of Education
- 1.4 Cultural Individual aims of Education
- 1.5 Types of Education
- 1.6 Formal Education: Meaning, Agencies and Functions
- 1.7 Non-formal: Meaning, Agencies and Functions
- 1.8 Informal Education: Meaning, Agencies and Functions

**Unit 2:** Introduction to Educational Philosophy

**(15 hours)**

- 2.1 Concept and nature of Educational Philosophy
- 2.2 Scope of Educational Philosophy
- 2.3 Relationship between Education and Philosophy
- 2.4 Western Schools of Philosophy
- 2.5 Idealism and its impact on educational thought and practice
- 2.6 Naturalism and its impact on educational thought and practice
- 2.7 Pragmatism and its impact on educational thought and practice

**Unit 3:** Educational Psychology

**(15 hours)**

- 3.1 Concept of Psychology
- 3.2 Meaning, Nature and Scope of Educational Psychology
- 3.3 Implications of Psychology in Education

- 3.4 Concept of Growth and Development
- 3.5 Stages of Human Development
- 3.6 Infancy stage
- 3.7 Childhood stage
- 3.8 Adolescence

**Unit 4: Educational Sociology and Modernization**

**(15 hours)**

- 4.1 Concept and Nature of Educational Sociology
- 4.2 Socialization: Concept and Process
- 4.3 Agents of Socialization
- 4.4 Social Change and factors responsible for social change
- 4.5 Education as an instrument of social change
- 4.6 School as a sub social system
- 4.7 Modernization: Concept and characteristics

**BOOKS FOR REFERENCE:**

1. Bhatia, K. and Bhatia, B. (1987). Philosophical and Sociological Foundations of Education. Doaba House, New Delhi.
2. Brubacher, J. S. (1969). Modern Philosophies of Education. McGraw Hill Co., New York.
3. Hurlock, E. B. (1980). Developmental Psychology. McGraw Hill Co., New York.
4. Mangal, S. K. (2012). Advanced Educational Psychology. Prentice Hall of India, New Delhi.
5. Nayak, B. K. (2014). Education in the Emerging Indian Society, Axis Publications, New Delhi.
6. Pachuri, G. (2010). Education in Contemporary India Society. R. Lall Books, Meerut.
7. Padhi, D. K. (2003). A textbook on Elements of Education. Jyoti Publications, Odisha.
8. Pradhan, S. K. (2016). Textbook on Foundations of Education. Lucky Publishers, Bhubaneswar, Odisha.
9. Pradhan, S. K. (2022). A Textbook on Elements of Education. Lucky Publishers, Bhubaneswar, Odisha.
10. Ross, J. S. (1981). Groundwork of Educational Theory. Oxford University Press. London.
11. Taneja, V. R. (2000). Educational Thought and Practice. Sterling Publishers, New Delhi.
12. Wingo, G. Max. (1990). Major Philosophies of Education. McMillan, New York.

**SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT: 20 marks**

- Written Test : 20 marks
- Duration of test : 1 hour
- Third Component : Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION: 80 marks**

**QUESTION PAPER PATTERN:**

- Section A** - 4 x 5 = 20 marks (4 out of 6 questions to be answered)
- Section B** - 3 x 10 = 30 marks (3 out of 5 questions to be answered)
- Section C** - 2 x 15 = 30 marks (2 out of 4 questions to be answered)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
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**B.A DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**INTRODUCTION TO EDUCATION**

**CODE: 24ED/MC/IE14**

**CREDITS: 4**

**L T P: 4 0 0**

**TOTAL TEACHING HOURS: 60**

**COURSE OUTCOMES:** Having studied this course, a student will be able to:

1. Explain the concept, types and aims of education
2. Discuss educational management and curriculum
3. Delineate educational psychology and learning
4. Explain the concept, approached and functions of educational technology

**Unit 1:** Concept and Aims of Education

**(15 hours)**

- 1.1 Concept, Nature and Scope of Education
- 1.2 Aims of Education
- 1.3 Individual aims of Education
- 1.4 Social Individual aims of Education
- 1.5 Cultural Individual aims of Education
- 1.6 Types of Education: Formal Education: Meaning, Agencies and Functions  
Non-formal: Meaning, Agencies and Functions  
Informal Education: Meaning, Agencies and Functions

**Unit 2:** Educational Management and Curriculum

**(15 hours)**

- 2.1 Educational Management: Meaning, Objectives and Principle
- 2.2 Salient features of Educational Institution
- 2.3 Meaning and Nature of Curriculum
- 2.4 Principles of Curriculum Construction
- 2.5 Philosophical Bases of Curriculum
- 2.6 Sociological Bases of Curriculum

**Unit 3:** Educational Psychology

**(15 hours)**

- 3.1 Concept of Psychology
- 3.2 Meaning, Nature and Scope of Educational Psychology
- 3.3 Implications of Psychology in Education
- 3.4 Concept of Growth and Development

- 3.5 Learning: Concept and Characteristics
- 3.6 Factors affecting Learning – Concept and Types of Transfer of Learning

**Unit 4: Educational Technology (15 hours)**

- 4.1 Meaning and Nature of Educational Technology
- 4.2 Scope of Educational Technology – Functions of Educational Technology
- 4.3 Hardware approach of Educational Technology
- 4.4 Software approach of Educational Technology
- 4.5 Systems approach of Educational Technology
- 4.6 Advantages of Educational Technology

**BOOKS FOR REFERENCE:**

1. Bhatia, K. and Bhatia, B. (1987). Philosophical and Sociological Foundations of Education. Doaba House, New Delhi.
2. Brubacher, J. S. (1969). Modern Philosophies of Education. McGraw Hill Co., New York.
3. Hurlock, E. B. (1980). Developmental Psychology. McGraw Hills Co., New York.
4. Mangal, S. K. (2012). Advanced Educational Psychology. Prentice Hall of India, N. Delhi.
5. Nayak, B. K. (2014). Education in the Emerging Indian Society. Axis Publications, New Delhi.
6. Pachuri, G. (2010). Education in Contemporary India Society. R. Lall Books, Meerut.
7. Padhi, D. K. (2003). A Textbook on Elements of Education. Jyoti Pub. Odisha.
8. Pradhan, S. K. (2022). A textbook on Elements of Education. Lucky Pub. Odisha.
9. Ross, J. S. (1981). Groundwork of Educational Theory. Oxford University Press, London.
10. Taneja, V. R. (2000). Educational Thought and Practice. Sterling Publishers. N Delhi.
11. Wingo, G. Max. (1990). Major Philosophies of Education. McMillan, New York.

**SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT:** 20 marks

Written Test	:	20 marks
Duration of test	:	1 hour
Third Component	:	Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION:** 80 marks

**QUESTION PAPER PATTERN:**

**Section A** - 4 x 5 = 20 marks (4 out of 6 questions to be answered)

**Section B** - 3 x 10 = 30 marks (3 out of 5 questions to be answered)

**Section C** - 2 x 15 = 30 marks (2 out of 4 questions to be answered)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
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**B.A DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**PRINCIPLES OF EDUCATION**

**CODE: 24ED/MD/PE13**

**CREDITS: 3**

**L T P: 3 0 0**

**TOTAL TEACHING HOURS: 45**

**COURSE OUTCOMES:** Having studied this course, a student will be able to:

1. Explain the term Education and its philosophical, psychological and sociological bases.
2. Interpret the educational thoughts of Indian thinkers.
3. Explain the concept of growth and development.
4. Describe Laws of learning and its types.
5. Compare the concept of educational sociology, social change, social mobility and modernization.

**Unit 1: Education and Philosophical Foundations of Education** **(15 hours)**

- 1.1 Meaning, Nature and Scope of Education
- 1.2 Types of Education
- 1.3 Formal Education: Meaning and Agencies
- 1.4 Informal Education: Meaning and Agencies
- 1.5 Concept, nature and scope of Educational Philosophy
- 1.6 Relationship between Philosophy and Education
- 1.7 Indian Thinkers: M. K. Gandhi's Philosophical thoughts on Education  
Vivekananda's Philosophical thoughts on Education

**Unit 2: Psychological Foundations of Education** **(15 hours)**

- 2.1 Conceptual Framework of Educational Psychology: Meaning, Nature and Scope
- 2.2 Implications of Psychology in Education
- 2.3 Concept of Growth and Development
- 2.4 Meaning and Characteristics of Learning
- 2.5 Factors affecting Learning
- 2.6 Principles of Learning
- 2.7 Concept and Types of Transfer of Learning
- 2.8 Meaning and role of Motivation in Learning

**Unit 3: Sociological Foundations of Education** **(15 hours)**

- 3.1 Meaning, Nature and Scope of Educational Sociology
- 3.2 Society and its characteristics
- 3.3 Concept and factors responsible for Social Change
- 3.4 Modernization: Concept, Characteristics and role of Education
- 3.5 Meaning and types of Social Mobility
- 3.6 Social Mobility and Education
- 3.7 Socialization: Concept and Process
- 3.8 Agents of Socialization

**BOOKS FOR REFERENCE:**

1. Bhatia, K. and Bhatia, B. (1987). Philosophical and Sociological Foundations of Education. Doaba House, New Delhi.
2. Brubacher, J. S. (1969). Modern Philosophies of Education. McGraw Hill Co., New York.
3. Hurlock, E. B. (1980). Developmental Psychology. McGraw Hills Co., New York.
4. Mangal, S. K. (2012). Advanced Educational Psychology. Prentice Hall of India, New Delhi.
5. Pachuri, G. (2010). Education in Contemporary India Society. R. Lall Books, Meerut.
6. Pradhan, S. K. (2016). A textbook on Foundations of Education. Lucky Publishers, Bhubaneswar, Odisha.
7. Ross, J. S. (1981). Groundwork of Educational Theory. Oxford University Press, London.
8. Taneja, V. R. (2000). Educational Thought and Practice. Sterling Publishers, New Delhi.
9. Wingo, G. Max. (1990). Major Philosophies of Education. McMillan, New York.
10. Padhi, D. K. (2003). A Textbook on Elements of Education. Jyoti Publications: Cuttack.
11. Padhi, D. K. (2003). Bases of Education. Jyoti Publications: Cuttack.

**SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT: 20 marks**

- Written Test : 20 marks  
Duration of test : 1 hour  
Third Component : Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION: 80 marks**

**QUESTION PAPER PATTERN:**

**Section A-** 4 x 5 = 20 marks (4 out of 6 questions to be answered)

**Section B** - 3 x 10 = 30 marks (3 out of 5 questions to be answered)

**Section C** - 2 x 15 = 30 marks (2 out of 4 questions to be answered)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
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**B.A DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**TEACHING SKILLS**

**CODE: 24ED/SE/TS13**

**CREDITS: 3**

**L T P: 1 0 4**

**TOTAL HOURS: 75**

**COURSE OUTCOMES:** Having studied this course, a student will be able to:

1. Explain the concepts of Teaching Skills, Micro –Teaching, Core Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.
2. Prepare micro-lesson plan, presentation micro-teaching, and prepare a report on it.
3. Prepare teaching aids and write a report on its preparation.

**Skills to learn:**

The students will be able to learn:

1. *The skill of preparing a Micro Lesson Plan.*
2. *The skill of presenting Micro-Teaching.*
3. *The skill of preparing the audio-visual record of course concerned practicum.*
4. *Exhibition of Teaching Skills.*
5. *The skill of preparing audio-visual teaching aids.*
6. *The Skill of writing report on course concerned practicum.*

**THEORY (1 Credit)**

**Unit 1: Teaching Skills and Teaching Aids**

**(15 hours)**

- 1.1 Meaning of Teaching Skills
- 1.2 Meaning of Micro-Teaching
- 1.3 Micro Teaching Skills: Skills of Explanation, Skill of Illustration with Examples, Skill of Questioning, Skill of using Blackboard, Skill of Reinforcement, Skill of Stimulus Variation, and Skill of Probing Questions.
- 1.4 Meaning of Micro Lesson Plan and Macro Lesson Plan
- 1.5 Meaning of Teaching Aids
- 1.6 Types of Teaching Aids
- 1.7 Importance of Teaching Aids

## PRACTICUM (2 Credits)

### Unit 2: Practicum - 1

(30 hours)

- 2.1 Prepare 1 Micro-lesson plan on any one topic
- 2.2 Using the prepared Micro-Lesson plan and prepare an audio-visual record of the same
- 2.3 The duration of the video should be 6 – 10 minutes.

### Unit 3: Practicum - 2

(30 hours)

- 3.1 Prepare 2 Teaching Aids: 1 Chart and 1 Flashcard
- 3.2 Write a report on Teaching aids prepared

### BOOKS FOR REFERENCE:

1. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
2. Pandey, K.P.: Dynamics of Teaching Behaviour. Amitash Prakashan, New Delhi.

### SCHEME OF EVALUATION:

<b>Internal = 20 Marks</b> <b>Theory Exam 10 Marks + Practicum 10 Marks</b>	<b>External = 80 Marks</b> <b>Theory 40 Marks + Practicum 40 Marks</b>
<ul style="list-style-type: none"><li>• Theory Exam for 10 Marks.</li><li>• Practicum 10 Marks (Students will be assessed based on their participation in the activities).</li></ul> <p><b>Note:</b> Pass Marks for Internal Exam = 35%</p>	<p><b>Part I: Theory Exam (40 Marks)</b></p> <ul style="list-style-type: none"><li>• External Examination: 40 Marks</li><li>• Duration: 02 Hours</li><li>• Pass Marks: 35%</li></ul> <p><b>Note:</b></p> <ul style="list-style-type: none"><li>➤ <b>Section A:</b> 4x5=20 Marks (4 out of 5 questions to be answered)</li><li>➤ <b>Section B:</b> 2x10=20 Marks (2 out of 3 questions to be answered)</li></ul> <p><b>Part II: Practicum (40 Marks)</b></p> <ul style="list-style-type: none"><li>• Activities and Report Writing (20 Marks)</li><li>• <i>Viva-Voce</i> (20 Marks)</li></ul>
<b>Total Marks = 20 (Internal) + 80 (External) = 100</b>	

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**B.A DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**EDUCATIONAL PSYCHOLOGY**

**CODE: 24ED/CC/EP24**

**CREDITS: 4**

**L T P: 4 1 0**

**TOTAL TEACHING HOURS: 60**

**COURSE OUTCOMES:** Having studied this course, a student will be able to:

1. Explain the concept of educational psychology
2. Distinguish the different stages of human growth and development
3. Examine the various theories of learning
4. Explain the concepts of personality and intelligence

**Unit-1: Introduction to Educational Psychology (15 hours)**

- 1.1 Meaning of Psychology
- 1.2 Evolution of the term Psychology
- 1.3 Definitions of Psychology
- 1.4 Branches of Psychology
- 1.5 Meaning, Nature and Scope of Educational Psychology
- 1.6 Relationship between Education and Psychology
- 1.7 Importance of Educational Psychology for a teacher

**Unit-2: Human Growth and development (15 hours)**

- 2.1 Meaning of growth and development
- 2.2 Principles of Development
- 2.3 Stages of Human Growth and Development: - Infancy, Childhood and adolescence
- 2.4 Developmental Characteristics and educational Implications of Infancy, childhood and adolescence stage

**Unit-3: Theories of learning (15 hours)**

- 3.1 Stimulus Response Theories: Trial and Error Learning Theory Meaning, Experiments, laws and Educational Implications
- 3.2 Conditioned Response Theory – Meaning, Experiments and Educational Implications. –
- 3.3 Gestalt Field Theory: Meaning, Experiments and Educational Implications

**Unit-4: Personality and Intelligence****(15 hours)**

- 4.1 Origin of the term Personality
- 4.2 Definitions of personality
- 4.3 Characteristics of Personality
- 4.4 Determinants of personality
- 4.5 Meaning of Intelligence
- 4.6 Characteristics of Intelligence
- 4.7 Measurement of intelligence
- 4.8 Uses of intelligence Test

**BOOKS FOR REFERENCE:**

1. Aggarwal, J. C. (2014). Essentials of Educational Psychology. Vikas Publishing House: Noida, New Delhi.
2. Aggarwal, J. C. (2017). Psychology of Learning and Development. Shirpa Publications: Delhi.
3. Bhatia, K. and Bhatia, B. (1987). Philosophical and Sociological Foundations of Education. Doaba House, New Delhi.
4. Mangal, S. K. (2012). Advanced Educational Psychology. Prentice Hall of India, New Delhi.
5. Santhakumari, K. (2014) Advanced Educational Psychology. APH Publishing Corporation: New Delhi.
6. Taneja, V. R. (2000). Educational Thought and Practice. Sterling Publishers, New Delhi.
7. Woolfolk, A. (2014). Educational Psychology. Dorling Kindersley India, Pvt. Ltd, Noida.
8. Pradhan, S. K. (2016). Textbook on Foundations of Education. Lucky Publishers, Bhubaneswar, Odisha.
9. Padhi, D. K. (2003). A textbook on Elements of Education. Jyoti Publications: Cuttack.
10. Padhi, D. K. (2003). Bases of Education. Jyoti Publications: Cuttack.

**SCHEME OF EVALUATION:****CONTINUOUS INTERNAL ASSESSMENT: 20 marks**

Written Test	:	20 marks
Duration of test	:	1 hour
Third Component	:	Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION: 80 marks****QUESTION PAPER PATTERN:****Section A** – 4 x 5 = 20 marks (4 out of 6 questions to be answered)**Section B** - 3 x 10 = 30 marks (3 out of 5 questions to be answered)**Section C** – 2 x 15 = 30 marks (2 out of 4 questions to be answered)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**B.A DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**UNDERSTANDING ADOLESCENTS**

**CODE: 24ED/MC/UA24**

**CREDITS: 4**

**L T P: 4 0 0**

**TOTAL TEACHING HOURS: 60**

**COURSE OUTCOMES:** Having studied this course, a student will be able to:

1. Explain the concept of adolescence and its significance in psychological development
2. Discuss the role of self-esteem in adolescent well-being
3. Delineate the physical and cognitive changes that occur during adolescence
4. Examine the impact of brain development on adolescent behaviour and decision-making
5. Explain the psychosocial challenges faced by adolescents in the identity formation process
6. Examine the role of peer relationships and social media in shaping adolescents' psychological development
7. Promote critical thinking and discussion on the complexities of adolescence and its psychological implications

**Unit 1: Introduction to Adolescent Psychology (15 hours)**

- 1.1 Meaning of Adolescence
- 1.2 Physical Development: Puberty and hormonal changes and its impact
- 1.3 Meaning of Self-Concept and Self-Esteem
- 1.4 Role of self-esteem in adolescent well-being
- 1.5 Peer relationships and Adolescents
- 1.6 Cultural values and norms
- 1.7 Impact of cultural values and norms on adolescents' behaviours

**Unit 2: Emotional and Social Development in Adolescence (15 hours)**

- 2.1 Meaning of Emotion
- 2.2 Types of Emotions
- 2.3 Identity formation and challenges
- 2.4 Peer Pressure and Risk-Taking Behaviour:
- 2.5 Meaning of Substance abuse
- 2.6 Prevalence of Substance Abuse
- 2.7 Factors contributing to substance addiction

**Unit 3: Cognitive and Moral Development in Adolescence (15 hours)**

- 3.1 Meaning of Cognitive and Moral Development
- 3.2 Role of family and society in moral development
- 3.3 Kohlberg's stages of moral development
- 3.4 Piaget's stages of cognitive development
- 3.5 Meaning of Learning Styles
- 3.6 Types of learning styles
- 3.7 Factors influencing learning style

**Unit 4: Well-being and Resilience in Adolescence (15 hours)**

- 4.1 Meaning of Resilience and Well-being
- 4.2 Factors that contribute to resilience in adolescence
- 4.3 Factors that contribute to wellbeing in adolescence
- 4.4 Body Image issues and societal pressures
- 4.5 Concept of Media
- 4.6 Types of Media
- 4.7 Role of media in promoting wellbeing

**BOOKS FOR REFERENCE:**

1. Arnett, J. J. (2019). Adolescence and emerging adulthood (6th ed.). Pearson.
2. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? Annual Review of Psychology, 65, 187-207.
3. Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. Handbook of Adolescent Psychology.
4. Frederick, T(2018), Psychology of Adolescence. Maven Books, India
5. Harlock, E. B.(2001) Developmental Psychology. 5th edition, Mc-Graw Hill Education, India.
6. Santrock, J. W. (2020). Adolescence (17th ed.). McGraw-Hill Education.
7. Steinberg, L. (2014). Adolescence (11th ed.). McGraw-Hill Education.
8. Pradhan, S. K. (2023). Textbook on Understanding Adolescent. Lucky Publishers, Dumuduma, Bhubaneshwar, Odisha.

**SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT: 20 marks**

Written Test	:	20 marks
Duration of test	:	1 hour
Third Component	:	Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION: 80 marks**

**QUESTION PAPER PATTERN:**

**Section A** – 4 x 5 = 20 marks (4 out of 6 questions to be answered)

**Section B** - 3 x 10 = 30 marks (3 out of 5 questions to be answered)

**Section C** – 2 x 15 = 30 marks (2 out of 4 questions to be answered)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**BACHELORS DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**MEASUREMENT AND EVALUATION**

**CODE: 24ED/MD/ME23**

**CREDITS: 3**

**L T P: 3 0 0**

**TOTAL TEACHING HOURS: 45**

**COURSE OUTCOMES:** Having studied this course, a student will be able to:

1. Explain the concept of measurement and evaluation in education.
2. Describe the various types of evaluation in education.
3. Examine the relationship between measurement and evaluation.
4. Apply the various tools of evaluation and characteristics of good test in education.
5. Explain new trends of evaluation in education.

**Unit 1: Concept of Measurement, Evaluation (15 hours)**

- 1.1 Concept and nature of Measurement and Evaluation in Education
- 1.2 Scope of Educational Measurement and Evaluation.
- 1.3 Relationship between Measurement and Evaluation
- 1.4 Functions of Measurement and Evaluation in Teaching Learning Process
- 1.5 Scales of Measurement and their Uses:
- 1.6 Nominal
- 1.7 Ordinal
- 1.8 Interval
- 1.9 Ratio

**Unit 2: Types and Tools of Evaluation in Education (15 hours)**

- 2.1 Types of Evaluation:
- 2.2 Placement Evaluation
- 2.3 Formative Evaluation
- 2.4 Diagnostic Evaluation
- 2.5 Summative Evaluation
- 2.6 Tools of Evaluation in Education:
- 2.7 Essay type test
- 2.8 Objective type test
- 2.9 Written test
- 2.10 Oral test

**Unit 3: Characteristics of a Good Test and New Trends of Evaluation (15 hours)**

- 3.1 Validity: Concept and types
- 3.2 Reliability: Concept, nature and methods of establishing co-efficient reliability
- 3.3 Objectivity: Meaning and determinants for Objectivity
- 3.4 Usability:/Practicability: Objectives and Conditions
- 3.5 New Trends of Evaluation
- 3.6 Grading System
- 3.7 Credit System
- 3.8 Semester System
- 3.9 Continuous External and Internal Evaluation

**BOOKS FOR REFERENCE:**

1. Avinash Chandra (1999).Curriculum Development and Evaluation in Education. Sterling Publications .
2. Ebel, R. L. & Frisbie, D. A. (1991). Essentials of Educational Measurement. Prentice Hall of India Pvt. Ltd.
3. Garret, H. E. (1779). Statistics in Psychology and Education. Vakels, Feffer & Simon.
4. Gronlund, N.E. (1981). Measurement & Evaluation in Teaching. MacMillan Pub. Co.
5. Guilford, J.P. (1956). Fundamental Statistics in Psychology & Education. MacGraw Hill.
6. Lindemar, R. H. (1971). Educational Measurement. D.B.T. sons & Co. Pvt. Ltd.
7. Patel, R. N. (1978). Educational Evaluation Theory and Practices. Himalaya Publishing House.
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9. Singh, A. K. (2018). Tests, Measurement and Research Methods in Behavioural Sciences. Bharti Bhawan Publisher.
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12. Ali, L. (2021). Statistics in Education and Psychology. Global Net Pub.: N. Delhi.

**SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT: 20 marks**

Written Test	:	20 marks
Duration of test	:	1 hour
Third Component	:	Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION: 80 marks**

**QUESTION PAPER PATTERN:**

**Section A** – 4 x 5 = 20 marks (4 out of 6 questions to be answered)

**Section B** - 3 x 10 = 30 marks (3 out of 5 questions to be answered)

**Section C** – 2 x 15= 30 marks (2 out of 4 questions to be answered)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**BACHELORS DEGREE: EDUCATION**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)  
(As per NEP 2020)

**VOCATIONAL EDUCATION**

**CODE: 24ED/SE/VE23**

**CREDITS: 3**

**L T P: 1 0 4**

**TOTAL HOURS: 75**

**COURSE OUTCOMES:** Having studied this paper, a student will be able to:

1. Explain the concept of vocationalization of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.
2. Discuss about local, national, and international successful entrepreneurs.
3. Analyze various local handicrafts and cuisine and gain the knowledge of its preparation.

*Skills to learn: The students will be able to learn:*

1. *The skill of conducting face-to-face interview.*
2. *The skill of preparing local handicrafts.*
3. *The skill of preparing/cooking a local cuisine.*
4. *The skill of preparing the audio-visual record of course concerned practicum.*
5. *The skill of writing case study report.*

**THEORY (1 Credit)**

**Unit 1: Vocationalization of Education**

**(15 hours)**

- 1.1 Vocational Education and Training in India
- 1.2 Concept of Vocationalization of Education
- 1.3 Need of Vocationalization of Education.
- 1.4 Introduction to Vocational Education and Training
- 1.5 National Skills Qualification Framework of India
- 1.6 National Policy on Skill Development and Entrepreneurship 2015
- 1.7 NEP 2020 and Vocational Education in School
- 1.8 Lok Vidya
- 1.9 Problems of Vocational Education

## **PRACTICUM (2 Credits)**

### **Unit 2: Practicum – 1 (30 hours)**

- 2.1 Carry out a case study on any one local entrepreneur through face-to-face interview and prepare a case study report.
- 2.2 Carry out an online review of any one successful local/national/international entrepreneur and prepare a case study report.

### **Unit 3: Practicum – 2 (30 hours)**

- 3.1 Prepare anyone local handicraft, record it audio-visually and submit it.
- 3.2 Prepare/cook anyone local cuisine, record it audio-visually and prepare a report on its preparation.

### **BOOKS FOR REFERENCE:**

1. Agrawal J.C & Agrawal S.P. (1999). Vocational Education in India, Why, What and How. Doaba House.
2. Alan Brown, Simone Kirpal, Felix Rauner (2007). Technical and Vocational Education and Training: Issues, Concerns and Prospects, Identities at Work (Technical and Vocational Education and Training: Issues, Concerns and Prospects) [1 ed.]. Springer Netherlands.
3. Sherlock, D. & Perry, N. (2008). Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy. Springer Netherlands.
4. Evans, R.N & Herr, E.L. (2004). Foundations of Vocational Education. (2nd ed.) Macmillan.
5. Stevenson, J. (2007). Developing Vocational Expertise: Principles and Issues in Vocational Education. Springer Netherlands.
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8. Roberts, R.W. (2009). Vocational and Practical Arts Education- History, Development and Principles. Harper & Row Publishers.
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**SCHEME OF EVALUATION:**

<b>Internal = 20 Marks</b> <b>Theory Exam 10 Marks + Practicum 10 Marks</b>	<b>External = 80 Marks</b> <b>Theory: 40 Marks + Practicum: 40 Marks</b>
<ul style="list-style-type: none"><li>• Theory Exam for 10 Marks.</li><li>• Practicum 10 Marks (Students will be assessed based on their participation in the activities).</li></ul> <p><b>Note:</b> Pass Marks for Internal Exam = 35%</p>	<p><b>Part I: Theory Exam (40 Marks)</b></p> <ul style="list-style-type: none"><li>• External Examination: 40 Marks</li><li>• Duration: 02 Hours</li><li>• Pass Marks: 35%</li></ul> <p><b>Note:</b></p> <ul style="list-style-type: none"><li>➤ <b>Section A:</b> 4 x 5=20 Marks (4 out of 5 questions to be answered)</li><li>➤ <b>Section B:</b> 2 x 10=20 Marks (2 out of 3 questions to be answered)</li></ul> <p><b>Part II: Practicum (40 Marks)</b></p> <ul style="list-style-type: none"><li>• Activities and Report Writing (20 Marks)</li><li>• <i>Viva-Voce</i> (20 Marks)</li></ul>
<b>Total Marks = 20 (Internal) + 80 (External) = 100</b>	