SYLLABUS

OF

EDUCATION

FOR

UNDER GRADUATE CBCS COURSE (HONOURS)

(Approved by Academic Council on 8ᵗʰ November, 2019 effective from July, 2019)

GAUHATI UNIVERSITY

GUWAHATI

Course Structure of B.A. Education (Honours) under CBCS

Gauhati University, Guwahati

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on Teaching Method: The classroom transaction of all the papers will be done through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Semester	Core Credit-14x6=84	AECC 2x4=8	SEC 2x4=8	DSE 4x6=24	GE 4x6=24
I	EDU-HC-1016	English/MIL communication			EDU-HG-1016
	EDU-HC-1026				
II	EDU-HC-2016	Environmental science			EDU-HG-2016
	EDU-HC-2026				
III	EDU-HC-3016		EDU-SE-3014		EDU-HG-3016
	EDU-HC-3026				
	EDU-HC-3036				
IV	EDU-HC-4016		EDU-SE-4014		EDU-HG-4016
	EDU-HC-4026				
	EDU-HC-4036				
V	EDU-HC-			EDU-HE-	

	5016			5016 / EDU-HE-5026	
	EDU-HC-5026			EDU-HE-5036/ EDU-HE-5046	
VI	EDU-HC-6016			EDU-HE-6016/ EDU-HE-6026	
	EDU-HC-6026			EDU-HE-6036/ EDU-HE-6046	

List of Papers

B.A. Education (Honours)

Core Papers			
Sl. No	Course code	Title of the Paper	Credit
1	EDU-HC-1016	Principles of Education	6
2	EDU-HC-1026	Psychological foundations of Education & laboratory practical	4+2
3	EDU-HC-2016	Philosophical and Sociological Foundations of Education	6
4	EDU-HC-2026	Development of Education in India- I	6
5	EDU-HC-3016	Development of Education in India- II	6
6	EDU-HC-3026	Educational Technology and Teaching Methods	6
7	EDU-HC-3036	Value and Peace Education	6
8	EDU-HC-4016	Great Educational Thinkers	6
9	EDU-HC-4026	Educational Statistics & Practical	4+2
10	EDU-HC-4036	Emerging Issues in Education	6
11	EDU-HC-5016	Measurement and Evaluation in Education & Laboratory Practical	4+2
12	EDU-HC-5026	Guidance and Counselling	6
13	EDU-HC-6016	Education and Development	6
14	EDU-HC-6026	Project	6
Discipline Specific Elective Papers (DSE)			
1	EDU-HE-5016	Continuing Education	6
2	EDU-HE-5026	Developmental Psychology	6
3	EDU-HE-5036	Human Rights Education	6
4	EDU-HE-5046	Teacher Education in India	6
5	EDU-HE-6016	Mental Health & Hygiene	6
6	EDU-HE-6026	Special Education	6
7	EDU-HE-6036	Educational Management	6

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8	EDU-HE-6046	Women and Society	6
Generic Elective (GE)			
1	EDU-HG-1016	Foundations of Education	6
2	EDU-HG-2016	Psychology of Adolescents	6
3	EDU-HG-3016	Guidance and Counselling	6
4	EDU-HG-4016	History of Education in India	6
Skill Enhancement Course (SEC)			
1	EDU-SE- 3014	Public speaking skill	4
2	EDU-SE-4014	Writing Bio-data and facing an Interview	4
Ability Enhancement Compulsory Course (AECC)			
1		English/MIL Communication	
2		Environmental Science	

Signature

(Kaberi Saha)

Prof. & HoD of Education,

GU

EDU-HC-1016
PRINCIPLES OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Acquaint the students with the sound principles of education
- Acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- Develop knowledge about different Aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline.
- Familiarise the students with democratic idea of modern education.

Course contents

Units	Contents
Unit-1	**Meaning and Concept of Education** • Meaning, nature and scope of education. • Forms of education- Formal, Informal and Non-formal education and their agencies • School and its functions, relationship between school and society. • Distance and Open Education with special reference to India. • Functions of education.
Unit-2	**Aims of education** • Meaning and importance of Aims. • Determinants of aims. • Historical retrospect. • Social Vs Individual aim. • Vocational and Liberal aim • Democratic, Citizenship, Moral and Complete living as an aim of education
Unit- 3	**Curriculum** • Concept and nature of Curriculum • Importance of Curriculum. • Types of Curriculum. • Principles of Curriculum Construction • Correlation of Studies—Meaning, Types and importance. • Co-curricular activities- Meaning, Types and importance.
Unit-4	**Discipline and Freedom** • Meaning and importance • Discipline Vs. Order • Forms of discipline

	• Place of reward and punishment in schools
	• Concept of free-discipline.
	• Maintenance of discipline in school.
Unit-5	**Democracy and Education**
	• Meaning of Democracy in Education
	• Democracy and the Education of Masses
	• The child in democratic education.
	• Role of Teachers and the Administrators in Democracy.
	• Methods of teaching in Democracy

Recommended Readings:

➢ Agarwal J.C. (2010). *Theory and Principles of Education.* Delhi: Vikash Publishing House Pvt. Ltd.

➢ Baruah, J. (2006). *Sikshatatta Adhyayan.* Guwahati: Lawyer's Book Stall.

➢ Bhatia & Bhatia (1994). *Theory and Principles of Education.* Delhi: Doaba.

➢ Chatterjee, S. (2012). *Principles and Practice of Modern Education.* Delhi: Books & Allied Ltd.

➢ Raymont T. (1904). *Principles of Education.* London, New York & Bombay: Longmans, Green & Co.

➢ Ross J.S. (1945). *The Ground Work of Educational Theory.* London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.

➢ Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education.* New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

➢ Goswami, Dulumoni (2020), Principles of Educaiton, LBS publications, Guwahati

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Make the students understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories, measurement, and concept of emotional intelligence.
- Acquaint with different types of personality and the adjustment mechanism.

Course contents

Units	Contents
Unit-1	**Psychology and Education:** • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychological-Nature,Scope,Methods— Observation,Experimention,Case study method • Importance of Educational Psychology in teaching –learning process
Unit-2	**Learning and Motivation:** • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning--law of readiness, law of exercise ,law of effect • Factors affecting learning • Motivation-meaning, role in learning
Unit-3	**Memory, Attention and Interest:** • Memory—Meaning, nature and types • Economy in memorization • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning

Unit-4	Intelligence, Creativity and personality
	• Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory
	• Creativity-concept, characteristics
	• Personality—meaning and nature
	• Theories of personality-Type and trait theory
Unit-5	**Laboratory Practical**
	Recall and Recognition, Trial and Error learning, Span of attention
	(The three practical will be done in Psychological laboratory, there will be 2 credits for practical class)

Recommended Readings:

➢ Baron, R. A. (2001). *Psychology*. New Delhi: Prentice Hall.

➢ Bichler, R. F. and Snowman, J. (1993). *Psychology Applied to Teaching.* Boston: Houghton Mifflin

➢ Chauhan, S. S. (1996). *Advanced Educational Psychology.* New Delhi: Vikash Publishing House Pvt. Ltd.

➢ Crow & Crow (1962). *Educational Psychology.* New Delhi: Prentice Hall.

➢ Guilford, J. P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.

➢ Kuppuswamy B. (2013). *Advanced Educational Psychology,* New Delhi: Sterling Publishers Private Limited.

➢ Mangal, S. K. (2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.

➢ Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education.* Guwahati.

➢ Skinner, Charles, (2012). *E- Educational Psychology.* New Delhi: Prentice Hall.

FOUNDATIONS OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

Course contents

Units	Content
Unit-1	**Concept of Education** • Meaning ,Nature and Scope of education • Forms of education- • Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education • Aims of education, Meaning and importance of Aims. Types of Aims- • Social Vs Individual aim. • Vocational and Liberal aim • Democratic aim of education.
Unit-2	**Philosophy and Education** • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education
Unit-3	**Psychology and Education** • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychological-Nature, Scope, Method Observation, Experimentation, Case study method • Importance of Educational Psychology in teaching –learning process
Unit-4	**Education for National Integration and International understanding** • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International understanding. • Globalization and its impact in developing International cooperation
Unit-5	**Sociology and Education** • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology

| | | • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups |
| | | • Concept of socialization, Education as a socialization process |

Recommended Readings:

➢ Agarwal J.C. (2010). *Theory and Principles of Education.* Delhi: Vikash Publishing House Pvt. Ltd.

➢ Baruah, J. (2006). *Sikshatatta Adhyayan.* Guwahati: Lawyer's Book Stall.

➢ Bhatia & Bhatia (1994). *Theory and Principles of Education.* Delhi: Doaba.

➢ Chatterjee, S. (2012). *Principles and Practice of Modern Education.* Delhi: Books & Allied Ltd.

➢ Goswami, Dulumoni (2014). *Philosophy of Education.* Guwahati: DVS Publishers.

➢ Raymont T. (1904). *Principles of Education.* London, New York & Bombay: Longmans, Green & Co.

➢ Ross J.S. (1945). *The Ground Work of Educational Theory.* London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.

➢ Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education.* New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

EDU-HC-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Know the concept of philosophy and its relationship with education.
- Understand the educational implications of different Indian schools of philosophy.
- Understand the educational implications of different Western schools of philosophy.
- Know the concept of sociology and its relationship with education.
- Develop understanding about the concept of educational sociology, social groups and socialisation.

Course contents

Units	Contents
Unit-1	**Philosophy and Education** • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education
Unit-2	**Various Indian Schools of Philosophy and Education** • Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education • Yoga and Philosophy: Different types, Astangika Yoga, Implication in education • Buddhist Philosophy: Four principles, Implication in education
Unit-3	**Various Western Schools of Philosophy and Education** • Idealism: Meaning, Principles, Implication in education • Naturalism: Meaning, Principles, Implication in education • Pragmatism: Meaning, Principles, Implication in education
Unit-4	**Sociology and Education** • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialisation process
Unit-5	**Socio-cultural Context of Education** • Social Change: Meaning, Nature and Factors • Education as an instrument of Social Change • Culture: Meaning, Nature, Cultural change and Cultural Lag

		• Relation between education and culture
		• Social Organisation: Meaning and Types
		• Social Disorganisation: Meaning, Causes and Remedies

Recommended Readings:

➢ Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

➢ Brown, F. J. (1954): *Educational Sociology (2nd Edition).* New York: Prentice Hall.

➢ Brubacher, John S. (1962). *Modern Philosophies of Education*. McGraw Hill: New Delhi.

➢ Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.

➢ Chandra S. S., R. Sharma, & Rejendra K (2002). *Philosophy of Education*. New Delhi: Atlantic Publishers.

➢ Goswami, Dulumoni (2013). *Philosophy of Education*. Guwahati: DVS Publishers.

➢ Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.

➢ Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought.* New Delhi: S. Chand & Company.

➢ Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.

➢ Saikia, Polee (2017). *Sociological Foundations of Education*. Guwahati: DVS Publishers.

➢ Singh, Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publishing Corporation.

DEVELOPMENT OF EDUCATION IN INDIA-I
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period

Course contents

Units	Content
Unit-1	**Education in Ancient and Medieval India** • **Education in Ancient India** - The Vedic System of Education: Concept and Salient Features - Education in the *Arthashastra* of Kautilya • **Education during Buddhist Period** - General Features of Buddhist Education - Ancient Universities and Centres of Education: Taxila, Nalanda,Vikramshila,Varanasi, **Education in Medieval India** • **The Islamic System of Education** - General Features of Muslim Education - Defects of Muslim Education
Unit-2	**Education in British India: The Beginning** • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory
Unit-3	**Education in British India: In 19th Century** • Wood's Despatch of 1854 - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 - Appointment of Indian Education Commission - Its Terms of Reference - Major Recommendations - Criticism of the Commission
Unit-4	**Rise of Nationalism and its impact on education** • Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher

	Education
	- Government of India's Resolution on Educational Policy-1904, The University Act of 1904
	• Gokhale's Bill for Compulsory Primary Education- 1910-1912
	- Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act-1926
	• Calcutta University Commission-1917, Major Recommendations
Unit-5	**Education in British India: A Period of Experiment**
	• Hartog Committee Report-1929, Major Recommendations
	• Basic Education-1937, Background
	- Wardha Education Conference-1937
	- Salient Features of Basic Education
	- Criticism of the Basic Education
	• The Sargent Report- 1944

Recommended Readings:

➤ Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

➤ Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India.* New Delhi: Vikas Publishing House Pvt. Ltd.

➤ Dash, B.N. (2014). *History of Education in India.* New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

➤ Ghosh, Suresh C. (2007). *History of Education in India.* New Delhi: Rawat Publications.

➤ Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects.* Agra: Agarwal Publications.

PSYCHOLOGY OF ADOLESCENTS
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course contents

Units	Contents
Unit-1	**Introduction to adolescent psychology** • Meaning and definition of adolescence • Need and importance of studying adolescent psychology • Adolescence – age of transition • Is adolescence a period of storm and stress?
Unit-2	**Physical and mental development** • Characteristics of physical development • Characteristics of mental development • Educational implications of physical and mental development
Unit-3	**Social development** • Characteristics of social development • Influence of peers in social development • Factors affecting social adjustment
Unit-4	**Emotional and personality development** • Characteristics of emotional development • Personality changes during adolescence • Adjustment problems of adolescence
Unit-5	**Delinquency** • Meaning , Nature and types of delinquency • Causes of delinquency – biological, psychological and sociological • Role of school, family and society in preventing delinquency • Prevention and control of drug addiction

Recommended Readings:

➤ Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.

➤ Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten

➢ Goswami, G. (2008). *Child Development and Child Care.* Guwahati: Arun Prakashan.

➢ Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

3rd SEMESTER (HONOURS)
EDU-HC-3016
DEVELOPMENT OF EDUCATION IN INDIA-II
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India

Course Content:

Units	Content
Unit-1	**Development of Indian Education the post independence period** • Educational Provisions of the Indian Constitution and their Implementation • University Education Commission – 1948 - Appointment of University Education Commission - Aims and Recommendations of the Commission - Evaluation of the Recommendations
Unit-2	**Development of Secondary Education in the Post-Independent Period** • Dr. Tara Chand Committee-1948 - Major Recommendations • Secondary Education Commission-1952-53 - Terms and Condition - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission
Unit-3	**Education Commission-1964-66** • Reasons for appointing Education Commission • Major Recommendations of Education Commission on: - National Objectives of Education - National Pattern of Education - National Curriculum - Text Book - Method of Teaching - Teaching Personnel and Teacher Status - Teacher Education - Guidance and Counselling

	- Examination and Evaluation
	• Critical assessment and Relevance of the recommendations in Present Education System.
Unit-4	**National Policies on Education in Post Independent India**
	• National Policy on Education-1968
	• National Policy on Education-1986: Recommendations, National System of Education
	• Review of National Policy of Education
	- Ramamurthy Review Committee, 1990
	- Janardan Reddy Committee Report, 1991
	• Revised National Policy of Education-1992
Unit-5	**Recent Developments and programmes in Indian Education**
	• The National Knowledge Commission Report
	- Background and Recommendations
	• Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education
	- Recommendations
	• National Curriculum Framework, 2005
	• Government Programmes of Education: SSA, RMSA, RUSA
	• Right to Education (RTE)
	• Quality Control of Higher Education: NAAC- Its Objectives and Roles.

Recommended Readings

➢ Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

➢ Ghosh, Suresh C. (2007). *History of Education in India.* New Delhi: Rawat Publications.

➢ Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects.* Agra: Agarwal Publications.

EDU-HC-3026
EDUCATIONAL TECHNOLOGY AND TEACHING METHODS
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectives of teaching and classroom management
- Make the students understand the strategies of effective teaching as a profession.

Course contents

Units	Contents
Unit:1	**Educational technology:** • Meaning and nature of Educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction
Unit:2	**Information and Communication Technology in teaching-learning** • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication • Application of ICT in teaching-learning • Resources of learning- Projected and Non-projected resources, Internet, E-learning, EDUSAT, INFLIBNET and Social media
Unit:3	**Models of teaching** • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning
Unit:4	**Methods and techniques of teaching** • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method

	• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning
Unit:5	**Lesson Planning and Micro Teaching**
	• Lesson plan –Its meaning and Importance
	• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson
	• Herbartian Steps of Lesson Planning
	• Criteria of a good lesson plan
	• Micro teaching- meaning and components

Recommended Readings:

➢ Aggarwal J. C. (2005). *Educational Technology*. New Delhi: Vikash Publishing House Pvt. Ltd.

➢ Chauhan, S. S. (2008). *Innovations in Teaching-learning Process*. New Delhi: Vikash Publishing House Pvt. Ltd.

➢ Joshi, A. (). *Models of Teaching*. Agra: H.P. Bhargava, Book House

➢ Kochhar, S. K. (1996). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

➢ Mangal, S.K. and Mangal, Verma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.

➢ Passi, B.K. (1976). *Becoming Better teacher-Micro Teaching Approach*. Ahmedabad: Sahitya Mudranalaya

➢ Sharma, R.A. (2000). *Teaching Foundation of Education*. Meerut: R. Lall Book Depot

➢ Siddiqui, M.H.(2008). *Models of teaching*. New Delhi: APH Publishing Corporation

➢ Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers

VALUE AND PEACE EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

Course contents

Unit	Contents
Unit-1	**Value** • Concept and characteristics of value. • Sources of values • Impact of globalization on culture and values. • Importance of values in human life
Unit-2	**Types of values, their characteristics, functions and educational significance** • Core values. • Social values • Moral values • Religious and spiritual values. • Aesthetic values. • Personal values
Unit-3	**Value education** • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages – - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education.
Unit-4	**Peace education** • Meaning, definition and characteristics of peace. • Importance of peace in human life.

	• Teacher's role in promoting peace.
	• Concept, need and characteristics of peace education
	• Curricular contents of peace education at different levels – Primary, Secondary and Higher Education
	• Strategies and skills in promoting peace education
	• Relevance of peace education in national and international context
Unit-5	**Challenges of Peace education and Role of Different Organisations**
	• Challenges of peace education
	• Role of national and international organizations for promoting peace education –
	- International Institute for Peace(IIP),
	- UNESCO,
	- International Peace Bureau (IBP),
	- UNO
	- UNICEF,
	- Global Peace Foundation(GPF),
	- Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Recommended Readings:

➢ Agarwal, J. C. (2005). *Education for Values, Environment and Human rights.* New Delhi: Shipra Publication.

➢ Chakrabarty, M. (1997). *Value education: Changing Perspective.* New Delhi: Krishna Publishers Distribution.

➢ Chitakra, M. G. (2007). *Education and Human Values*. New Delhi APH Publishing Corporation.

➢ Mishra, L (2009). *Peace education-Framework for teachers*. New Delhi: APH Publishing Corporation.

➢ Panda. P.K. (2017). *Value Education.* Guwahati: Nivedita Book Distributors.

➢ Rajput, J. S. (2002). *Human Values in School Education.* New Delhi: Anmol Publication.

➢ Singh, S. P. (2011). *Education for World Peace.* New Delhi: Discovery Publishing House.

➢ Suryanarayana. N. V. S. (2017). *Education and Human Value.* Guwahati: Nivedita Book Distributors.

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EDU-HG-3016
GUIDANCE AND COUNSELLING
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

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Course Objectives:

After completion of this course the learner will be able to:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

Course contents

Units	Contents
Unit-1	**Introduction to Guidance** - Meaning, objectives and scope of guidance - Need and principles of guidance - Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit-2	**Introduction to Counselling** - Meaning, objectives and scope of counselling - Need and principles of counselling - Types of counselling : Directive, Non-directive and Eclectic counselling - Relation between Guidance and Counselling
Unit-3	**Organization of guidance service** - Meaning of guidance service - Need and principles of organizing guidance service - Components of guidance service: counselling service, techniques of counselling service - Qualities of a good counsellor
Unit-4	**Guidance needs of students** - Guidance needs of students in relation to home-centred and school-centred problems - Group guidance and Group counselling - Guidance for CWSN - School Guidance Clinic
Unit-5	**School guidance programme** Importance of guidance and counselling cells in educational institutions

	• Follow-up Services
	• Role of the Head of the institution and parents in guidance and counselling
	• Challenges and functions of the teacher as guidance provider/ counsellor

Recommended Readings:

➢ Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.

➢ Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.

➢ Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.

➢ Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.

➢ Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.

➢ Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

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EDU-SEC- 3014

PUBLIC SPEAKING SKILL

Credit – 4

Course Outcome:

After completing this course, students will be able to acquire the capacities of public speaking skill.

Theory (2 Credits)

Course contents

Units	Contents
Unit-1	**Public Speaking and Communication Skill** • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Communication Cycle • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication
Unit-2	**Personality Development and Motivation as Means for Effective Public Speaking** • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Traits of Personality needed for Effective Public Speaking: Openness to Change, Agreeableness, Extroversion, Sociability, Emotional Stability, Liveliness, Reasoning, Warmth • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Kinds of Motivation: Natural or Intrinsic Motivation and Artificial or Extrinsic Motivation • Ways or means of motivating audience

Practical (2 Credits)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

EDU-HC-4016
GREAT EDUCATIONAL THINKERS
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
- Enable the students to learn about the views of thinkers in educational context.
- Enable the students to learn about relevance of some of their thoughts at present day context.

Course contents

Units	Topics
Unit-1	**Educational Thoughts of Srimanta Sankardeva** - Brief Life Sketch and Philosophy of Life - Views of Sankardeva on Education and practices. - Educational system of Satras and Namgharas and their relevance in modern era
Unit-2	**Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore** • Mahatma Gandhi - Brief Life Sketch and Philosophy of Life - Views of Gandhiji on Educational Philosophy and practices - Gandhiji's Nai Talim. • Rabindranath Tagore - Brief Life Sketch and Philosophy of Life - Views of Tagore on Educational Philosophy and practices - Tagore's Vishvabharati
Unit-3	**Educational Thoughts of A.P.J. Abdul Kalam** - Brief Life Sketch and Philosophy of Life - Views of Kalam on Educational Philosophy and practices - Kalam's Education Model for the 21st Century
Unit-4	**Educational Thoughts of Rousseau and Froebel** • Jean Jacques Rousseau - Brief Life Sketch and Philosophy of Life - Views of Rousseau on Educational Philosophy and practices - Rousseau's Negative Education • Fredric Wilhelm August Froebel - Brief Life Sketch and Philosophy of Life - Views of Froebel on Educational Philosophy and practices - Froebel's Kindergarten.

Unit-5	**Educational Thoughts of John Dewey and Madam Maria Montessori**
	• John Dewey
	- Brief Life Sketch and Philosophy of Life
	- Views of Dewey on Educational Philosophy and practices
	- Dewey's Concept of Democratic Education
	• Madam Maria Montessori
	- Brief Life Sketch and Philosophy of Life
	- Views of Montessori on Educational Philosophy and practices
	- Montessori's Children House.

Recommended Readings

➢ Abdul Kalam, A. P. J. (1998). *India 2020, A Vision for the New Millennium*. Penguin Books India Ltd.

➢ Bezbarua, L. (2004). *Mahapurush Sri Sankardev aru Sri Madhavdev*. Guwahati: Jyoti Prakashan.

➢ Dewey, John (2014). *Democracy and Education*. Akar Books.

➢ Goswami, Dr. Renu (1996). *A Text book on Great Educators and Educational Classics*. Guwahati: Lawyar's Book Stall.

➢ Narang, C. L. & Bhatia, K. K. (2013). *Philosophical and Sociological Bases of Education (Revised Edition)*. Ludhina: Tandon Publications.

➢ Neog, M. (1998). *Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition)*. Guwahati: Lawyer's Book Stall.

➢ Saikia, I. & Kalita .U. (2016). *Prachya Aaru Pachayatyar Sikshabidsakal*. Guwahati: Shanti Prakashan.

EDUCATIONAL STATISTICS AND PRACTICAL
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in Education.

Course contents

Units	Topics
Unit-1	**Basics of Educational Statistics** • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean. Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD
Unit-2	**Graphical presentations of data** • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph.
Unit-3	**Co-efficient of Correlation and Percentiles** • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank
Unit-4	**Normal Probability Curve and Its Application** • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis

Unit-5	Statistical Practical
	• To determine the Mean Median and Mode
	• Graphical Representation – Frequency Polygon, Histogram and Pie diagram

Recommended Readings:

➢ Garrett, H.E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.

➢ Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

➢ Kalita, Utpal (2019). *Sikshat Parisankhya Bignan.* Guwahati: Shanti Prakashan.

➢ Mangal, S.K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.

➢ Saha, Kaberi (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.

➢ Sahu, Binod, K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

EMERGING ISSUES IN EDUCATION
Total Marks: 100 (External=80 and Internal=20)]
Credit-6

Objectives:

After completion of this unit, students will able to-

- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units	Contents
Unit-1	**Social Inequality in Education and Constitutional Safeguards** • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education
Unit-2	**Liberalization, Privatization and Globalization of Education** • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment
Unit-3	**Issues related to Students** • Youth Unrest: Concept, Causes and Remedies • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment.
Unit-4	**Environmental Education and Population Education** • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control

Unit-5	**Multi-Cultural Education and Alternative Education**
	• Concept, Objectives and Need of Multi-Cultural Education
	• Curriculum and Instruction of Multi-Cultural Education
	• Issues related to Multi-Cultural Education
	• Concept of Alternative Education and its related Issues
	• Role of NIOS and Sakshar Bharat Mission in Alternative Education
	• Role of IGNOU and KKHSOU in Alternative Higher Education
	• MOOC and its related Issues.

Recommended Readings:

➢ Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.

➢ Chandel and Nand (2011). *Population Education*. Agra: Shri Vinod Pustak Mandir.

➢ Das, Dr. Phunu (Ed.) (2016). *Contemporary Issues of Indian Education*. Guwahati: Shanti Prakashan

➢ Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Mishra and Mohanty (2013). *Trends and Issues in Indian Education.* Meerut: R. Lall Book Depot.

➢ Taj, Haseen (2011). *Current Challenges in Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

EDU-HG-4016
HISTORY OF EDUCATION IN INDIA
Marks: 100 (External: 80 Internal: 20)
CREDIT: 6

Course Objectives:

After completion of this course the learner will be able to:

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

Course contents

Units	Content
Unit-1	**Education in British India** • The Beginning - The Charter Act of 1813 - The Anglicists-Orientalists Controversy - Macaulay's Minute, 1835 - Downward Filtration Theory • Wood Despatch of 1854 - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 - Appointment of Indian Education Commission - Background for appointing the Commission - Major Recommendations - Criticism of the Commission
Unit-2	**Raise of Nationalism and its impact on Education** • Initiative of Gopalkrishna Gokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912 • All India Educational Conference, Wardha, 1937 • Gandhijis Basic Education –Concept , Philosophy and Salient Features, Criticism of the Basic Education
Unit-3	**Development of Indian Education: Post Independence I** • University Education Commission-1948 - Appointment of University Education Commission - Aims of University Education - Recommendations of the Commission - Evaluation of the Recommendations • Secondary Education Commission-1952-53 - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education

	- Recommendations of the Commission	
	- Evaluation of the Recommendations of the Commission	
Unit-4	**Development of Indian Education: Post Independence- II**	
	• Education Commission-1964-66	
	- Major Recommendations and its effects on existing Indian education	
	• National Policy of Education-1986	
	- Background	
	- Major Recommendations	
	- Impact on Indian Education	
Unit -5	**Recent Developments in Indian Education**	
	• The National Knowledge Commission's Report	
	- Major recommendation and its implementation	
	• National Curriculum Framework, 2005	
	• Government Programmes of Education: SSA, RMSA and RUSA	
	• The Right to Education Act, 2009 and its implementation.	

Recommended Readings:

➢ Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

➢ Ghosh, Suresh C. (2007). *History of Education in India.* New Delhi: Rawat Publications.

➢ Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects.* Agra: Agarwal Publications.

EDU-SE-4014
WRITING BIODATA AND FACING AN INTERVIEW
Credit- 4

Course Outcome:

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Theory (2 Credits)

Course contents

Units	Contents
Unit-1	**Bio-data** • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Do not's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data
Unit-2	**Interview** • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview

Practical (2 credits):

Students shall write a bio-data to face interview.

Guidelines:

• The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.

• Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).

• Teachers will explain the style and skill of appearing a formal interview.

• Students will practice mock interview within the classroom.

• Evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

EDU-HC-5016

MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to understand the concept of measurement and evaluation in education.

- Acquaint the students with the general procedure of test construction and characteristics of a good test.

- Develop an understanding of different types of educational tests and their uses.

- Acquaint the students about personality test, and aptitude tests.

Course contents

Units.	Contents
Unit-1	**Measurement and Evaluation in Education**
	• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement
	• Evaluation -Its meaning, basic principles
	• Relationship and difference between Measurement and Evaluation
	• Examination and Evaluation
	• Formative and Summative evaluation
	• Role of evaluation in education
Unit-2	**Test Construction**
	• General procedure of Test Construction and Standardization
	• Item Analysis
	• Characteristics of a good test
	• Validity, Reliability, Objectivity and Norms
Unit-3	**Educational Achievement Test**
	• Meaning and objectives of Achievement Test
	• Difference between Achievement test and Intelligence Test
	• Construction of Educational Achievement Test
	• Different types of Educational Achievement Test
Unit-4	**Personality Test**
	• Personality Test- Meaning and Nature
	• Types of Personality Measurement
	- Subjective Technique (Personality Inventory or Questionnaire-MMPI)

	- Objective Technique (Rating Scale)
	- Projective Technique (Thematic Apperception Test, Ink-Blot-Test)
	- Situational Technique (Psycho Drama)
Unit-5	**Laboratory Practical**
	• Ink Blot Test
	• Free Association Test, Control Association Test
	• Personality Test for Introversion-Extroversion

Recommended Readings:

➤ Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir

➤ Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

➤ Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

➤ Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.

➤ Sarma & Kalita (2016). *Sikshat Parimapan, Mulyayan aaru Parisankhya Bignan*. Guwahati: Shanti Prakashan.

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GUIDANCE AND COUNSELLING
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

Course contents

Units	Contents
Unit-1	**Introduction to Guidance** • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit-2	**Introduction to Counselling** • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling
Unit-3	**Organization of guidance service** • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor
Unit-4	**Guidance needs of students** • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic
Unit-5	**School guidance programme** • Importance of guidance and counselling cells in educational institutions

		• Follow-up Services
		• Role of the Head of the institution and parents in guidance and counselling
		• Challenges and functions of the teacher as guidance provider/ counsellor

Recommended Readings:

➢ Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.

➢ Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.

➢ Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.

➢ Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.

➢ Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.

➢ Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

EDU-DSE-5016
CONTINUING EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.

- Understand about different aspects and agencies of continuing education.

- Realize different methods and techniques as well as issues of continuing education.

- Know the meaning of open education and realise the importance of open school and open universities in continuing education.

- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

Course Contents

Units	Contents
Unit-1	**Continuing Education** • Continuing Education: Meaning, Nature and objectives • Functions and Scope of Continuing education • Significance of continuing education • Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education & Extension education • Agencies of continuing education
Unit-2	**Methodologies and Issues of Continuing Education** • Different methods of Continuing education • Strategies and devices of continuing education • Role of Mass-media in continuing education • Issues of continuing education in India
Unit-3	**Open Education** • Open Education: Meaning, Characteristics, Objectives and Types • Open School: Meaning and role of NIOS • Open University: Meaning, Characteristics, Objectives and development • Role of Open university in Continuing education
Unit-4	**Adult Education**

	• Meaning and Development of Adult education in India
	• Different kinds of adult education in India
	• Methods of Teaching adults
	• Planning adult education programmes in Assam for empowerment of rural women
	• Problems and Solution of Adult Education in India
Unit-5	**Recent Literacy programmes in India**
	• Changing concept of Literacy
	• National Literacy Mission 1988
	• Total Literacy Campaign and Post Literacy programme
	• Shakshar Bharat Mission

Recommended Readings:

➢ Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.

➢ Chandra, Dr. Soti Shivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.

➢ Das, Dr. Lakshahira (1999). *Adult Continuing Education.* Guwahati: Amrita Prakashan.

➢ Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.

➢ Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.

➢ Kaur & Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.

➢ Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.

➢ Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

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DEVELOPMENTAL PSYCHOLOGY
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about heredity and environmental factors affecting pre-natal development
- Enable the students to understand the development aspects during infancy and childhood
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course contents

Units	Topics
Unit-1	**Introduction to Developmental Psychology** • Meaning, definition, nature and scope of developmental psychology • Different methods of studying developmental psychology • Hereditary and other factors that affect pre-natal development • Periods of pre-natal development • Characteristics of pre-natal development • Precautionary measures to be taken in pre-natal development
Unit-2	**Infancy** • Characteristics of infancy • Different developmental aspects during infancy - Physical development - Cognitive development - Motor development - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants
Unit-3	**Childhood** • Characteristics of childhood • Developmental tasks of childhood - Physical development of early and late childhood - Emotional development of early and late childhood

	• Influence of family and school in social and personality development in childhood
Unit-4	**Adolescence**
	• Meaning and definition of adolescence
	• Need and importance of studying adolescence
	• Characteristics of adolescence
	• Developmental tasks of adolescent period
	• Adolescence – age of transition
	• Physical changes during adolescence
	• Intellectual development during adolescence
Unit-5	**Social, Emotional and Personality Development of Adolescence**
	• Social development during adolescence
	• Role of family, school and peers in the development of adolescence
	• Emotionality during adolescence
	• Personality development during adolescence
	• Adjustment problems and juvenile delinquency

Recommended Readings:

➢ Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition

➢ Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.

➢ Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten

➢ Goswami, Devi & Kalita (2016). *Bikashit Manobignan.* Guwahati: Shanti Prakashan.

➢ Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.

➢ Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

➢ Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd

➢ Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

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EDU-DSE-5036
HUMAN RIGHTS EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Course Contents

Units	Contents
Unit-1	**Basic Concept of Human Rights** • Concept and Nature of Human Rights • Scope of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: - Elementary level - Secondary level - Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education
Unit-2	**United Nations and Human rights** • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India
Unit-3	**Human Rights – Enforcement Mechanism in India** • Human Rights Act – 1993 • Human Rights Commission – role and objectives • Judicial organs – Role of Supreme Court and High court in India • Commission of Women and Children in India
Unit-4	**Role of Advocacy Groups for Promotion of Human Rights** • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions

	• Role of press and mass media
Unit-5	**Human Rights and Marginalised Sections**
	• Human Rights related to Racial Discrimination
	• Human Rights related to Religions and Religious Minorities
	• Human Rights related to Linguistic Minorities
	• Human Rights related to Communal Minorities
	• Human Rights related to Refugees
	• Human Rights related to Aged
	• Human Rights related Women and Children
	• Human Rights related to Differently Abled
	• Human Rights related to Transgender

Recommended Readings:

➢ Aggarwal, J. C. (2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.

➢ Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah Publishing House.

➢ Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati: Assam Book Depot.

➢ Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.

➢ Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.

➢ Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.

➢ Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

EDU-DSE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education

- Acquaint with the development of Teacher Education in India

- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education

- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India

- Understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Contents

Units	Contents
Unit-1	**Conceptual Framework and Historical Perspectives of Teacher Education in India** • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education
Unit-2	**Teacher Education For Different Levels of Education** • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education • Preparation of Teachers for Higher Level of education
Unit-3	**Structure and Organisations of Teacher Education in India** • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA)

	• Regional Colleges of Education
Unit-4	**Status of Teacher Education in India: Trends, Issues and Challenges**
	• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)
	• National Curriculum Framework for Teacher Education (NCFTE), 2009
	• NCTE Regulations, 2014
	• Present problems of Teacher Education in India and their solution
	• Quality Assurance in Teacher Education and its challenges
Unit-5	**Quality, Responsibility and Professional Ethics of Teachers**
	• Qualities and responsibilities of a teacher
	• Teacher as a Facilitator, Counsellor and Practitioner-Researcher
	• Role expectations of Teachers in twenty first century
	• Professional ethics and accountability of teachers

Recommended Readings:

➢ Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society.* New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability.* Agra: Rakhi Prakashan.

➢ Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesly Publishing Company.

➢ Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.

➢ Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha.* Guwahati: Shanti Prakashan.

➢ Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II.* New Delhi: S. Chand and Company.

➢ Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.

➢ Sharma, Sashi Prabha (2004). *Teacher Education in India.* New Delhi: Vikash Publications Pvt. Ltd.

EDU-HC-6016
EDUCATION AND DEVELOPMENT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Relation between education and development

- Educational development in the post globalization era

- Role of education in community development

- Education for human resource development

- Economic and political awareness through education

Course Contents:

Units	Contents
Unit-1	**Basic Concepts of Education and Development** • Indicators of educational development • Role of education in national development • Growth and development of education in India in the post globalization era • Concept of modernization- Role of education in modernization
Unit-2	**Education and Community Development** • Community: Meaning, Definition, Nature. • Relationship between School and Community. • Role of Teachers in Community Development. • Participation of Community people in Educational Institutions. • Role of Education in Community Development. • Problems of Educational Institutions in Community Development.
Unit-3	**Education and Human Resource Development** • Human Resource Development: Meaning, Definition and Characteristics. • Objectives and Need of Human Resource Development. • Factors of Human Resource Development. • Role of education in Human Resource Development. • Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE.
Unit-4	**Education and Economic Development** • Meaning of Economic Development and National Development. • Relationship between education and Economics. • Impact of Economics on Education.

	• Role of Education in Economic Development.
	• Education as an Investment.
Unit-5	**Education and Developing Political Awareness**
	• Education and democracy
	• Role of education in creating political awareness
	• Politics among the students
	• Importance of students unions

Recommended Readings:

➢ Krishnamacharyulu, V. (2013). *School Management and systems of education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Latchanna & Hussein (2007). *Economics of Education*. New Delhi: Discovery Publishing House.

➢ Ravi, S. Samuel (2015). *Education in emerging India*. Delhi: PHI Learning Private Limited.

➢ Sharma, R. A. (2007). *Economics of Education*. Meerut: R. Lall Book Depot.

➢ Taj, Dr. Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Tiwari, R. P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

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PROJECT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Explain the process of conducting a Project.
- Prepare a Project Report.

Guideline:

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature (if any)
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

Internal Assessment (20 Marks):

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 6 Marks

Attendance: 4 Marks

External Assessment (80 Marks):

Project Report: 60 Marks

Viva Voce: 20 Marks

MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to:

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Course Contents

Units	Content
Unit-1	**Fundamentals of Mental Health** • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health
Unit-2	**Mental Hygiene – Meaning and Definitions** • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene
Unit-3	**Education and Mental Health** • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students -Role of Home -Role of School -Role of Society

	Mental Health of Teachers
Unit-4	**Preservation of Mental Health and Hygiene**
	• Positive Psychology – Meaning and Nature
	• Importance of Positive Psychology
	• Contribution of WHO on Mental Health
	• Stress management
	• Mental Health Care Act, 2017
Unit-5	**Mental Health and Yoga**
	• Concept of Yoga
	• Importance of Yoga for Physical and Mental Health
	• Role of Yoga for Personality Development
	• Role of Yoga for management of Stress
	• Principles of Yoga for Healthy Living
	• Pranayama and Meditation for Promoting Mental Health

Recommended Readings:

➢ Baumgardner, S. And Crother, M. (2009). *Positive Psychology.* New Delhi: Pearson India Education Services Pvt. Ltd.

➢ Chauhan, S. S. (2007). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Crow, L.D. and Crow, A. (1951). *Mental Hygiene.* New York: McGraw Hill

➢ Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.

➢ Mangal, S. K. (1999). *Essentials of Educational Psychology.* New Delhi: PHI Learning Pvt. Ltd.

➢ Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication

➢ Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

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SPECIAL EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Understand the meaning ad importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

Course Content:

Units	Content
Unit-1	**Special Education-** • Meaning, Objectives, Scope and Importance of Special Education • Development of Special Education in India with special reference to Assam • Integration of Special Education in Regular Classroom • Issues relating to integration and innovation • Challenges in Special Education
Unit-2	**Physically Challenged Children** • Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)

Unit-3	**Children with Intellectual Disability (Mental Retardation) and Gifted**
	• Gifted Children
	  - Meaning and Definition
	  - Characteristics
	  -Educational Programme
	• **Children with Intellectual Disability (Mentally Retarded)**
	  - Meaning and definition
	  - Characteristics
	  - Levels
	  - Causes
	  - Educational Programme

Unit-4	**Children with Learning Disability** • Meaning and Definition

	• Characteristics • Types • Causes • Prevention • Educational Programme

Unit-5	**Policies, Legislation and Services**
	• National Policy on Education-1986
	• Central Scheme of Integrated Education for Disabled Children (IEDC)
	• Rehabilitation Council of India Act-1992
	• The Persons with Disabilities (PWD) Act-1995
	• National Policy for Persons with Disability, 2006
	• Community Based Rehabilitation
	   - Definition
	   - Need
	   - Implementation Process

Recommended Readings:

➤ Ali, S. (2016). *Special Education: For Differently Able Children*. Guwahati: Kalyani Publishers.

➤ Kalita, U. and Saikia, I. (2018). *Bisesh Siksha*. Guwahati: Shanti Prakashan.

➤ Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education.* New Delhi: PHI Pvt. Ltd.

➤ Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.

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EDUCATIONAL MANAGEMENT
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

Course Contents

Units	Contents
Unit-1	**Introduction to Educational Management** • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques.
Unit-2	**Resources in Education** • Meaning of resources • Types of resources- Human resource, Material resource and Financial resource • Management of Human, Material and Financial resources • Optimum Utilization of resources in educational institutions
Unit-3	**Educational Planning** • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT
Unit-4	**Institutional Planning** • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities

Unit-5	Financing of Education and Recent Trends in Management
	• Concept of Educational Finance
	• Sources of Educational Finance
	• Principles of Educational Finance
	• Budget: Concept and Components, Process of Preparing Institutional Budget
	• Recent Trends in Educational Management
	- Total Quality Management
	- SWOT Analysis

Recommended Readings:

➢ Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.

➢ Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.

➢ Kalita, Saharia & Devi (2014). *Saikshik Byabasthapana Aaru Prasasan*. Guwahati: Shanti Prakashan.

➢ Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.

➢ Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.

➢ Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers

➢ Taj Haseen and Bhatnagar,Piyush (2012). Modern Perspectives of Organizational Behaviour, Agra: Harprasad Institute of Behavioural Studies.

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WOMEN AND SOCIETY
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Units	Contents
Unit-1	**Status and role of women** • Women in ancient and medieval India • Changing role of Women in India • Women's health and related issues • Role of women in family , school and society • Women's role in social and environmental movement
Unit-2	**Constitutional provisions and Rights of women** • Constitutional Provision for equality of Women (Educational and Legal Provisions) • National Policy on Education (1986) on women education • National Council for Women Education • Property Right • National Policy for Empowerment of Women, 2001
Unit-3	**Gender inequalities in School and society** • Family attitude • Gender bias in Textbook • Curricular Choices • Teachers' attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace
Unit-4	**Women Empowerment** • Concept of women empowerment, importance • Types of women empowerment- Economic, political, Educational , legal • Women entrepreneurship • Barriers of women empowerment • Role of education in women empowerment
Unit-5	**The new roles of men and women and its Implications** • Changes in family patterns • Gender roles in transition

	• New gender roles
	• Factor influencing gender role
	• Women as peace builder
	• Gender sensitivity- new gender roles and its implications for family and society

Recommended Readings:

➢ Acker, S. (1987). *Feminist Theory and the Study of Gender and Education.* Jstor.

➢ Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,

➢ Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.

➢ Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.

➢ Bhatt B. D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.

➢ Kaur I.(1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,

➢ Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

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