

RABINDRANATH TAGORE UNIVERSITY: HOJAI

COURSE STRUCTURE UNDER NEP,2020

(DEPARTMENT OF EDUCATION)

SEM	CATEGORY OF COURSE	NAME OF PAPER/COURSE	CREDIT
Sem-1	Major-1.1	Principles of Education	4
	Minor-1.1	Educational Psychology	4
	GE-1.1	Introduction to Education	3
	AECC-1.1		2
	SEC-1.1	Public Speaking Skill	3
	VAC-1.1		2
	VAC-1.2		2
Total			20

SEM	CATEGORY OF COURSE	NAME OF PAPER/COURSE	CREDIT
Sem-II	Major-2.1	Philosophical Foundations of Education	4
	Minor-2.1	History of Education in India	4
	GE-2.1	Introduction to Psychology	3
	AECC-2.1		2
	SEC-2.1	Writing Bio-data and facing an Interview	3
	VAC-2.1		2
	VAC-2.2		2
Total			20

SEM	CATEGORY OF COURSE	NAME OF PAPER/COURSE	CREDIT
Sem-III	Major-3.1	Educational Psychology	4
	Major-3.2	Development of Education in India -I	4
	Minor-3.1	Foundations of Education	4
	GE-3.1	History of Education in India	3

	AECC-3.1		2
	SEC-3.1	ICT in Education	3
Total			20
SEM	CATEGORY OF COURSE	NAME OF PAPER/ COURSE	CREDIT
Sem-IV	Major-4.1	Development of Education in India- II	4
	Major-4.2	Statistics in Education	4
	Major-4.3	Value and Peace Education	4
	Minor-4.1	Educational Technology and Teaching Methods	4
	AECC-4.1		2
	Summer	Internship	2
Total			20

SEM	CATEGORY OF COURSE	NAME OF PAPER/ COURSE	CREDIT
Sem-V	Major-5.1	Great Educational Thinkers	4
	Major-5.2	Gender and Education	4
	Major-5.3	Measurement and Evaluation in Education	4
	Major-5.4	Guidance and Counselling	4
	Minor-5.1	Measurement and Evaluation in Education	4
Total			20

SEM	CATEGORY OF COURSE	NAME OF PAPER/ COURSE	CREDIT
Sem-VI	Major-6.1	Special Education	4
	Major-6.2	Educational Technology and Teaching Methods	4
	Major-6.3	Sociological Foundations of Education	4
	Major-6.4	Psychological Experiments	4
	Minor-6.1	Great Educational Thinkers	4
Total			20

RABINDRANATH TAGORE UNIVERSITY

REVISED SYLLABUS

DEPARTMENT OF EDUCATION

Four Year Under-Graduate Programme (FYUGP)

DETAILED SYLLABUS OF 1st SEMESTER

Course Title : Principles Of Education
Course Code : MAJ-EDU-1.1
Nature of Course : Major
Total Credits : 4 credits
Distribution of Marks : 80(End-Sem.) + 20(In-Sem.)

Objectives:

1. To acquaint with the meaning, nature and scope of education.
2. To gain knowledge about different aims of education.
3. To be familiarized with different forms of education.
4. To acquire knowledge about the concept of discipline and freedom.
5. To develop knowledge about meaning and various types curricular, co-curricular activities and correlation of studies.

Units	CourseContents	L	T	P	Total Hours
Unit-1 (20 Marks)	Concept of Education: Meaning,nature and scope of Education Education as a process and product Functions of Education Forms of Education Formal Education: School- Meaning,characteristics,functions and responsibility of school Relationship between school and society Informal Education: Meaning and characteristics, Educational role of computer and e-learning Non-formal Education: Meaning and characteristics, Agencies of non-formal education	16	2	-	18
Unit-2 (20Marks)	Aims and Objectives of Education Meaning and importance of aims Determinants of aims Aims of Education- Individual and Social aim,Vocational and Liberal aim,Democratic,Moral and Complete living as an aim of Education	14	1	-	15
Unit-3 (20 Marks)	Discipline and Freedom Meaning,concept and need of discipline Discipline and Order Concept of Free discipline Place of Reward and Punishment in School Maintenance of School discipline-Problems and means	13	1	-	14
Unit-4 (20 Marks)	Curriculum Curriculum: Meaning,nature and types Principles of curriculum construction Co-curricular activities: Meaning,types and importance Correlation of studies: Meaning,types and importance	12	1	-	13

L: Lectures T: Tutorials P: Practicals Total 55 05 - 60

Modes of In-Semester Assessment: **20 Marks**

- 1) One sessional test : 10 Marks
2) Any one of the following activities listed below - 10 Marks
o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
o Debate
o Project

Learning Outcomes: On completion of this course students will be able to:

- * Explain meaning, nature and scope of Education.
- * Understand about Formal, Informal and Nonformal Education
- * Discuss the aims and objectives of Education
- * Describe the meaning of Discipline and Freedom
- * Understand the meaning of Curriculum

Suggested Readings:

1. Rayment T.—Principles of Education
2. Bhatia, K and Bhatia B. D. Theory and Principles of Education, Doaba House, Delhi.
3. Aggarwal, J. C. Theory and Principles of Education, Vikas Publishing House: New Delhi.
4. Bhattacharya, Srinibas, Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
5. Safaya and Saiyda, Educational Theory and Practice.
6. Ross, J. S., Groundwork of Educational Theory, George G. Harper and Co. Ltd: London.
7. Chatterjee S.—Principles and Practice of Modern Education
8. Bhagabati, Nilima and others , NatunSikshaTatta.
9. Deka, Birendra, SikshaTatta

Other Internet/Web Source:

EducationalNetworking: EducationalNetworking(online), available: <http://www.educati>

DETAILED SYLLABUS OF 1st SEMESTER

Course Title	: Educational Psychology
Course code	: MIN-EDU-1.1
Nature of course	: Minor
Total credits	: 4 credits
Distribution of Marks	:80(End-Sem.) +20(In-Sem.)

Objectives:

1. To make the students to understand the concept of Psychology and Educational psychology, relationship between education and psychology and application of educational psychology.
2. To understand implications of psychological theories of learning and motivation.
3. To introduce the concept of intelligence, it's theories and concept of emotional intelligence
4. To introduce the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality

Units	Course contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Introduction to Educational Psychology: Meaning and nature of Psychology Educational Psychology-Meaning ,nature and scope Relation between Education and Psychology Methods of Educational Psychology- Introspection,Observation,Case study and Experimentation Application of Educational Psychology in teaching- learning process	1 2	1	-	13
Unit-2 (20 Marks)	Learning and Motivation: Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operent conditioning Motivation- Meaning,role in learning	1 2	1	-	13
Unit-3 (20 Marks)	Intelligence,Memory,Attention and Interest: Meaning and concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of emotional intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention-Meaning,concept,types and determinants Interest-Meaning and Conditions Educational implication of attention and interest	1 5	2	-	17
Unit-4(20 Marks)	Personality and Adjustment Meaning and characteristics of personality	1 5	2	-	17

Factors affecting personality: Physical, Mental, social and emotional				
Type theories of personality: Hippocrates, Sheldon, Cretchmer, Spranger and jung				
Trait theories of Personality: Adler and Rogers				
Concept and process of adjustment				
Adjustment Mechanisms				
Total		54	06	60

L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 20 Marks

1) One sessional test - 10 Marks

2) Any one of the following activities listed below - 10 Marks

- o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- o Debate
- o Project

Learning Outcomes: On completion of this course, students will be able to:

Understand meaning of Psychology and Educational Psychology

Explain the methods of Educational Psychology

Understand about Learning and Motivation

Understand about Intelligence, Memory, Attention and Interest

Explain the meaning, theories of Personality and Adjustment mechanisms

Suggested Readings:

1. Mangal, S. K., Advance Educational Psychology, Prentice Hall of India: New Delhi.
2. Rastogi, K. G., Educational Psychology.
3. Bhatia, H. R., A Textbook of Educational Psychology, MacMillan: New Delhi
4. Skinner, Charles E., Educational Psychology.
5. Chauhan, S. S., Advance Educational Psychology.
6. Barua, Jatin, Siksha Monoyigyan.
7. Sarma, Mukul Kr., Siksha Monoyigyan.
8. Aggarwal J. C. Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
9. Dandekar W. N. Fundamentals of Educational Psychology, M. Prakashan: Poona.
10. Mangal, S. K. Essentials of Educational Psychology, Prentice Hall of India: New Delhi.
11. Santrock, John W. Educational Psychology, McGraw-Hill Education: New York.

Detailed Syllabus of 1st Semester

Course Title : Introduction To Education
Course Code : MD-EDU-1.1
Nature of course : Multidisciplinary
Total credits : 3 credits
Distribution of marks : 60(End-Sem)+ 15(In-Sem)
Objectives:

- 1.To acquaint with the meaning, nature and scope of education.
- 2.To gain knowledge about different aims of education.
- 3.To be familiarized with different forms of education.
- 4.To acquire knowledge about the concept of discipline and freedom.
- 5.To develop knowledge about meaning of curriculum and various types co-curricular activities .

Units	Contents	L	T	P	Total Hours
Unit 1 (15 Marks)	Concept of Education Meaning, nature and scope of education Forms of Education Formal Education: School—Meaning, characteristic, functions and responsibility of school, Relationship between school and society. Informal Education: Meaning and characteristics, Educational role of computer and e-learning Non-formal Education: Meaning and characteristics, agencies of non-formal education.	09	02	-	11
Unit 2 (15 Marks)	Aims and Objectives of Education Meaning and importance of aims Determinants of aims Aims of education—Individual and Social aim, Vocational and Liberal aim, Democratic aim of education	9	2	-	11
Unit-3 (15 Marks)	Discipline and Freedom Meaning, concept and need of Discipline Discipline and Order Concept of Free-discipline Place of Reward and Punishment in school Maintenance of School discipline—Problems and means	9	2	-	11
Unit-4 (15 Marks)	Curriculum Curriculum: Meaning, nature and types. Principles of curriculum construction Co-curricular activities: Meaning, types and importance	9	3	-	12

L: Lecture T: Tutorial P: Practical Total 36 09 - 45

Modes of In-Semester Assessment: **15 Marks**

1) One sessional test - 10 Marks

2) Any one of the following activities listed below -

05 Marks

- o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- o Debate
- o Project

Learning Outcomes: On completion of this course students will be able to:

- * Explain meaning, nature and scope of Education.
- * Understand about Formal, Informal and Nonformal Education
- * Discuss the aims and objectives of Educational
- * Describe the meaning of Discipline and Freedom
- * Understand about the Curriculum and cocurricular activities

Suggested Readings:

1. Bhatia, K and Bhatia B. D. Theory and Principles of Education, Doaba House, Delhi.
2. Aggarwal, J. C. Theory and Principles of Education, Vikas Publishing House: New Delhi.
3. Bhattacharya, Srinibas, Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
4. Safaya and Saiyda, Educational Theory and Practice.
5. Ross, J. S., The Ground Work of Educational Theory.
6. Bhagabati, Nilima and others, Natun Siksha Tatwa.
7. Deka, Birendra, Siksha Tatw

Detailed Syllabus of 1st Semester

Course title : Public Speaking Skill
Course code : SEC-EDU-1.1
Nature of Course : SEC
Total credits :3 credits
Distribution of Marks :50(End-Sem)+25(Practical)

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Course Contents	L	T	P	Total Hours
Unit- 1(25 Marks)	Public Speaking and Communication Skill <ul style="list-style-type: none"> • 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 • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication 	1 1	-	05	16
Unit-2(25 Marks)	Personality Development and Motivation as Means for Effective Public Speaking <ul style="list-style-type: none"> • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Role of Personality in Effective Communication 	1 0	-	04	14

	<ul style="list-style-type: none"> • Concept of Balanced Personality • Meaning and Nature of Motivation • Ways or means of motivating audience 					
		21	-	09	30	

b. Practical (1 Credit)

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.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

Suggested Readings:

- Mangal, S. K. (2013). Essentials of Educational Psychology. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). Education and Personality Development. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). Introduction to Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). Successful Public Speaking. ArinaNikitina& bookboon.com

DETAILED SYLLABUS OF 2nd SEMESTER

Course Title : Philosophical Foundations Of Education
Course Code : MAJ-EDU-2.1
Nature of Course : Major
Total Credits : 4 credits
Distribution of Marks : 80(End-Sem.) + 20(In-Sem.)

Objectives:

- To know about the philosophical foundations of education.
- To understand the concept of philosophy and its relationship with education.
- To understand about different Indian schools of philosophy.
- To know about the educational implications of different Western schools of philosophy.
- To understand about the educational implications of Yoga.

Units	Contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Philosophy and Education Meaning, Nature and Scope Philosophy of Education: Meaning and Scope Relationship between education and philosophy Impact of philosophy on education	1 3	1	-	14
Unit-2 (20 Marks)	Various Indian Schools of Philosophy and Education Vedic Philosophy: Concepts and salient features: Meaning of education, aims of education, method of education, discipline, examination, evaluation and administration Role of teacher, Relation between teacher and taught, Implications of Vedic Philosophy in education Buddhist Philosophy: Different concepts and salient features, aims of education, organization, administration, method of education, examination, evaluation, role of teacher, relation between teacher and taught Education in Medieval India: Concepts and salient features, aims of education, organization, administration and method of education	1 6	2	-	18
Unit-3 (25Marks)	Various Western Schools of Philosophy and Education Idealism: Meaning, Principles and Implications in Education Naturalism: Meaning, Principles and Implications in Education Pragmatism: Meaning, Principles and Implications in Education	1 6	1	-	17

Unit-4 (15 Marks)	Yoga and Philosophy: Meaning and concepts of Yoga, different types, Importance of Yoga in education	1 0	1	-	11
: Lecture	T: Theory	P: Practical	Total :		55 05 - 60

Modes of In-Semester Assessment:

20 Marks

- 1) One sessional test - 10 Marks
 2) Any one of the following activities listed below - 10 Marks o Group
 discussion/Seminar/Debate/Assignment on any one of the topics of the course.
 o Debate
 o Project

Learning Outcomes: On completion of this course students will be able to:

- * Understand about Philosophy and Education
- * Explain about various Indian Schools of Philosophy
- * Understand about various Western Schools of Philosophy
- * Understand about Yoga and Philosophy

Suggested Readings:

1. [J.C Aggarwal](#) (2020) *Philosophical Foundations of Education*, [ShriVinodPustakMandir](#)
2. Brubacher, John S. (1962). *Modern Philosophies of Education McGraw Hili, New Delhi*
3. Chandra S. S ., R. Sharma, &Rejendra K (2002), *Philosophy of Education, New Delhi: Atlantic Publishers.*
4. GoswamiDulumoni (2013) *Philosophy of Education*, Guwahati: DYS Publishers.
5. Singh, Y. K. (2007) *Philosophical Foundations of Education, New Delhi, APH Publishing Corporations*
- 6 [Dr.AkhileshChaube,Dr.S.PChaube](#) (2020) *Philosophical And Sociological Foundations Of Education, ShriVinodPustakMandir*

DETAILED SYLLABUS OF 2nd SEMESTER

Course Title : **History of Education in India**
Course code : **MIN-EDU-2.1**
Nature of course : **Minor**
Total credits : **4 credits**
Distribution of Marks : **80(End-Sem.) +20(In-Sem.)**

Objectives:

1. To get a historical insight into the development of education in India during ancient and medieval period.
2. To get knowledge of the development of the education in British India.
3. To be acquainted with the significant points of selected education commission
4. To be acquainted with the Educational Policies in India

Units	Contents	L	T	P	Total Hours
Unit-1 (20Marks)	Special features of institutionalized education in India- (a) Vedic (b) Buddhist and (c) Medieval	10	1	-	11
Unit-2 (15 Marks)	Education in India during British Period (1800-1853) A synoptic view of East India Company Educational activities of Christian Missionaries in India Charter Act of 1813, Oriental and Occidental controversy, Macaulay's Minute, 1835 Bentinck's Resolution 1835	10	1	-	11
Unit-3 (20 Marks)	Education in India during British Period (1854-1946) Wood's Despatch, 1854 Hunter Commission, 1882 Lord Curzon's Educational Policy on Primary, Secondary and Higher Education Gookhle's Bill (1910-11) Calcutta University Commission, 1917 Hartog Committee Report, 1929	15	2	-	17

	Wardha Scheme of Basic Education, 1937				
	Sargent Committee Report, 1944				
Unit-4 (25 Marks)	Education in India after independence The University Education Commission of 1948- Its recommendations on aims and objectives of University Education Secondary Education Commission of 1952-53- its recommendations on the aims and objectives of Secondary Education and Principles of curriculum construction. Education Commission of 1964-66 – Recommendations on national objectives of Education National Policy on Education -1986,Aims and Objectives. Ramamurthy Review Committee,1990 -Janardan Reddy Committee Report,1991 Revised National Policy of Education -1992 The National Knowledge Commission Report -Background and Recommendations Special features of New Education Policy-2020 -Recommendations on School Education and Higher Education	1 9	2	-	21

L: Lecture T: Theory P: Practical Total : 54 06 - 60

Modes of In-Semester Assessment:

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

10 Marks

- o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- o Debate
- o Project

Learning Outcomes: On completion of this course , a student will be able to:

- * Explain the Education in Vedic,Buddhist and Medieval period
- * Understand about Education during British period (1800-1946)
- * Describe the Education in India after independence

Suggested Readings:

Aggarwal, J.C., Development and Planning of Modern Education. New Delhi, Vikash Publishing House, Pvt. Ltd.

Nayak, B.K., History Heritage and Development of Indian Education. New Delhi Axis Books Pvt. Ltd.

Mukharjee, S.N., Education in India Today and Tomorrow. VinodPustakMandir.

Amala,P. Annie, History of Education. New Delhi. Discovery(DPH) 2004

Sarma , M.K., BharatarSikhaBikasarItihas, DibrugarhBanalata.

Sarma, T. K., BharatarSikhaBikasarItihasaruSamasyawli. DibrugarhBanalata.

Rawat. P.L.,History of Indian Education.Ram Prasad & Sons,Agra-3

Detailed Syllabus of 2nd Semester

Course Title : Introduction To Psychology

Course Code : MD-EDU-2.1

Nature of course : Multidisciplinary

Total credits : 3 credits

Distribution of marks : 60(End-Sem)+ 15(In-Sem)

Objectives:

1. To make the students to understand the concept of psychology and educational psychology, methods and application of educational psychology.
2. To understand the theories and laws of learning.
3. To understand the concept of intelligence, it's theories and concept of emotional intelligence
4. To understand the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality

Units	Contents	L	T	P	Total Hours
Unit-1 (15Marks)	Psychology: Meaning and nature Educational Psychology: Meaning, nature, Scope Methods: Observation, Experimentation & Case Study Importance of educational psychology in teaching-learning process	9	2	-	11
Unit-2 (15Marks)	Learning 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 and Law of Effect Factors affecting Learning	9	2	-	11
Unit-3 (15Marks)	Intelligence ,Memory, Attention and Interest Meaning and Concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of Emotional Intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention—Meaning, concept and types and determinants Interest—Meaning and Conditions. Educational implication of	9	2	-	11

	attention and interest				
Unit-4 (15Marks)	Personality Meaning and characteristics of personality Factors affecting personality: Physical , mental, social and emotional Type theories of personality: Sheldon and Jung	9	3	-	12
L: Lectures	T: Tutorials P: Practicals	Total	39	06	45

Modes of In-Semester Assessment:

15 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

05 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

Learning Outcomes: On completion of this course, a student will be able to:

Understand meaning of Psychology and Educational Psychology

Explain the methods of Educational Psychology

Understand about Learning, Intelligence. Memory, Attention and Interest

Explain about the Personality

Suggested Readings:

1. Chauhan, S. S. *Advance Educational Psychology*, Vikash Publishing House Pvt. Ltd., New Delhi

2. Mangal, S.K. (2009) *Advance Educational Psychology*, PHI Learning Private Limited, New Delhi

3. Skinner, Charles. (2012) *Educational Psychology*, Prentice Hall, New Delhi

4. Chaube, S. P. (2011) *Developmental Psychology*, Neel kamal Publications Ltd, New Delhi

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

6. Hurllock, E. B. (1980) *Developmental Psychology- A Life Span approach*, McGraw Hili, New Delhi

Detailed Syllabus of 2nd Semester

Course title : Writing Bio-data and facing an Interview
Course code : SEC-EDU-2.1
Nature of Course : SEC
Total credits : 3 credits
Distribution of Marks : 50(End-Sem)+25(Practical)

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.

Course contents

a. Theory (2 Credits)

Units	Contents	L	T	P	Total Hours
Unit-1 (25 Marks)	Bio-data <ul style="list-style-type: none"> • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Donot's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data 	11	-	5	16
Unit-2 (25 Marks)	Interview <ul style="list-style-type: none"> • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview 	10	-	4	14

b. Practical (1 credit)

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.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

Recommended Readings:

- Innes, James (2009). The CV Book-Your Definite Guide to Writing the Perfect CV. Prentice Hall.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Age International.
- Sidhu, Kulbir Singh (1984). Methodology of Research in Education. New Delhi: Sterling Publisher's Private Limited.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	: Educational Psychology
Course Code	: MAJ-EDU-3.1
Nature of the Course	: Major
Total Credits	: 4 credits
Distribution of Marks	:80(End-Sem.)+20(In-Sem.)

Objectives:

1. To make the students to understand the concept of psychology and educational psychology, relationship between education and psychology and application of educational psychology.
2. To understand implications of psychological theories of learning and motivation.
3. To introduce the concept of intelligence, it's theories and concept of emotional intelligence
4. To introduce the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality and knowledge about adjustment mechanisms

Units	Course Contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Introduction to Educational Psychology: Meaning and nature of Psychology Educational Psychology-Meaning ,nature and scope Relation between Education and Psychology Methods of Educational Psychology- Introspection,Observation,Case study and Experimentation Application of Educational Psychology in teaching-learning process	12	1	-	13
Unit-2 (20 Marks)	Learning and Motivation: Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operent conditioning Motivation- Meaning,role in learning	12	1	-	13
Unit-3 (20 Marks)	Intelligence,Memory,Attentation and Interest: Meaning and concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of emotional intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention-Meaning,concept,types and determinants	15	2	-	17

	Interest-Meaning and Conditions Educational implication of attention and interest				
Unit-4 (20 Marks)	Personality and Adjustment Meaning and characteristics of personality Factors affecting personality: Physical.Mental,social and emotional Type theories of personality: Hippocrates,Sheldon,Kretchmer,Spranger and Jung Trait Theories of Personality: Adler and Rogers Concept and process of adjustment Adjustment Mechanisms	15	2	-	17

L: Lectures T: Tutorials P: Practicals Total 54 06 60

Modes of In-Semester Assessment:

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

10 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

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

- Understand the meaning of Psychology and Educational Psychology
- Describe the theories of Learning and Motivation
- Understand about Intelligence,Memory.Attention and Interest
- Develop understanding about Personality and Adjustment mechanisms

Suggested Readings:

- Rastogi,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.
- Kuppaswamy B. (2013).Advanced Educational Psychology,New Delhi: Sterling Publishers Private Limited.
- Mangal, S.K.(2009). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited.

➤ Skinner, Charles E., Educational Psychology

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title : **Development of Education in India-I**
Course Code : **MAJ-EDU-3.2**
Nature of the Course : **Major**
Total Credits : **4 credits**
Distribution of Marks : **80(End-Sem.)+20(In-Sem.)**

Course Objectives:

- To recapitulate the education system of India in Ancient and Medieval period
- To describe the education system prior British rule
- To discuss the development of education system during British Period
- To understand about national feeling of education during British rule

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Development of Education in Ancient and Medieval India <ul style="list-style-type: none"> ● Education during Vedic Period <ul style="list-style-type: none"> - Concept and Salient Features ● Education during Buddhist Period <ul style="list-style-type: none"> - General Features of Buddhist Education - Ancient Centres of Learning: Taxila, Nalanda, Varanasi, ● Education during Muslim Period <ul style="list-style-type: none"> - General Features of Muslim Education 	15	2	-	17
Unit-2 (20 Marks)	Development of Education prior British Rule <ul style="list-style-type: none"> ● Indigenous Education at the Beginning of British Rule ● Educational Activities of Missionaries in Assam ● Role of East India Company ● The Charter Act of 1813 ● The Anglicists-Orientalists Controversy ● Macaulay's Minute, 1835 ● Downward Filtration Theory 	12	1	-	13
Unit-3 (20 Marks)	Development of Education during British Period <ul style="list-style-type: none"> ● Wood's Despatch of 1854 <ul style="list-style-type: none"> - Background, Recommendations, Implementation ● Indian Education Commission-1882 <ul style="list-style-type: none"> - Terms of Reference, Major Recommendations, Criticism ● Indian University Commission- 1902, Major Recommendations <ul style="list-style-type: none"> - Lord Curzon's Education policy on Primary, Secondary and Higher Education ● Government of India's Resolution on Educational 	15	2	-	17

	<ul style="list-style-type: none"> 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-4 (20 Marks)	Experimental Period of Education during British India <ul style="list-style-type: none"> ● Hartog Committee Report-1929, Major Recommendations ● Basic Education-1937, Background - Wardha Education Conference-1937 - Salient Features and Criticism of the Basic Education ● The Sargent Report- 1944 	12	1	-	13

L: Lectures T: Tutorials P: Practicals Total 54 06 60

Modes of In-Semester Assessment:

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

10 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

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

- Recapitulate the education system of India in Ancient and Medieval period
- Describe the education system prior British rule
- Perceive the development of education system during British Period
- Develop understanding about national feeling of education during British rule

Suggested Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Altaker, A. S. (1992). *Education in Ancient India*. Varanasi: ManoharPrakashan.
- 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.
- Jayapalan, N. (2005). *History of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Kalita, Borah Sahariah & Sharma (2020). *BharatbarxatSiksharItihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.
- Saikia, S. (1993). *History of Education in India*. Guwahati: ManimanikPrakash.
- Sharma, R. A. (2014). *Development of Educxation System in India*. Meerut: R. Lall Book Depot.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	: Foundations of Education
Course Code	: MIN-EDU-3.1
Nature of Course	: Minor
Distribution of Marks	: 80(End-Sem.)+20(In Sem.)

Course Objectives:

- To discuss the meaning, nature, scope and types of Education
- To explain different aims of education
- To describe the meaning, nature and scope of Philosophy and Educational philosophy
- To acquaint with Sociology and Educational sociology
- To understand some contemporary issues of Indian education

Units	Course Contents	L	T	P	Total Hours
Unit-1 (20Marks)	Concept of Education <ul style="list-style-type: none"> • 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 	16	0 2	-	18
Unit-2 (20Marks)	Philosophy and Education <ul style="list-style-type: none"> • Philosophy: Meaning, definition and Scope • Relationship between education and philosophy • Meaning, nature and scope of Educational Philosophy • Impact of philosophy on education 	12	0 1	-	13
Unit-3 (20Marks)	Sociology and Education <ul style="list-style-type: none"> • 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 	14	0 1	-	15
Unit-4 (20Marks)	Education for National Integration and International understanding ,Online and Digital Education <ul style="list-style-type: none"> • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International understanding. 	13	0 1	-	14

	Virtual Teaching-Concept,importance,challenges and strategies MOOC:Concept and importance SWAYAM:Concept and importance								
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Total 55 05 - 60

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment:

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

10 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

Learning Outcomes: On completion of this course, students will able to:

Know the Concept of Education

Explain the aims of education

Describe the meaning,nature and scope of Philosophy and Educational philosophy

Acquaint with Sociology and Educational sociology

Understand about Education for National Integration and International Understanding

Understand about Online and Digital Education

Suggested Readings:

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

➤ Baruah, J. (2006).SikshatattaAdhyayan.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.

➤ Saikia, Polee (2019) 2nd Edition.Sociological Foundations of Education. Guwahati: DVS Pu

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title : History of Education in India

Course Code : MD-EDU-3.1

Nature of course : Multidisciplinary

Total credits : 3 credits

Distribution of marks : 60(End-Sem)+ 15(In-Sem)

Objectives:

- To recapitulate with the education system of India during British period
- To understand the educational situation during the time of Independence
- To explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- To analyse the National Policy on Education in different times
- To accustom with the recent Educational Development in India

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20Marks)	Initial Development of Education during British Rule <ul style="list-style-type: none"> ● The Charter Act of 1813 ● The Anglicists-Orientalists Controversy ● Macaulay's Minute, 1835 ● Wood's Despatch of 1854 <ul style="list-style-type: none"> - Recommendations & Implementation ● Indian Education Commission-1882 <ul style="list-style-type: none"> - Major Recommendations & Criticism ● Lord Curzon's Education policy on Primary Education 	9	3	-	12
Unit-2 (10 Marks)	Development of Education during British Period <ul style="list-style-type: none"> ● Gokhale's Bill for Compulsory Primary Education-1910-1912 ● Basic Education-1937 Salient Features and Criticism of the Basic Education ● The Sargent Report- 1944 	8	2	-	10
Unit-3 (15 Marks)	Development of Education in Post Independent India <ul style="list-style-type: none"> ● University Education Commission-1948 <ul style="list-style-type: none"> - Recommendations on aims and objectives of higher Education ● Secondary Education Commission-1952-53 <ul style="list-style-type: none"> - Aims and Objectives of Secondary Education, Defects of Secondary Education ● Education Commission-1964-66 <ul style="list-style-type: none"> - Major Recommendations on national objectives of Education 	9	2	-	11

	<ul style="list-style-type: none"> National Policy of Education-1986 - Major Recommendations and Impact on Indian Education 				
Unit-4 (15 Marks)	Recent Developments in Indian Education <ul style="list-style-type: none"> The National Knowledge Commission's Report - Major recommendation and its implementation Government Programmes of Education: SSA, RMSA and RUSA, The Right to Education Act, 2009 and its implementation National Education Policy, 2020 -Recommendations on School Education and Higher Education 	9	3	-	12
Total		35	10		45

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment:

15 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

05 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

Learning Outcomes: On completion of this course , a student will be able to:

* Understand about Education during British period (1800-1944)

* Describe the Education in India after independence

* Understand about recent development of Indian Education

Suggested Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Altaker, A. S. (1992). *Education in Ancient India*. Varanasi: ManoharPrakashan.
- 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.
- Jayapalan, N. (2005). *History of Education in India*. New Delhi: Atlantic Publishers and Distributors.

- Kalita, Borah Sahariah & Sharma (2020). *BharatbarxatSiksharItihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.
- Saikia, S. (1993). *History of Education in India*. Guwahati: ManimanikPrakash.
- Sharma, R. A. (2014). *Development of Educxation System in India*. Meerut: R. Lall Book Depot.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	: ICT in Education
Course Code	: SEC-EDU-3.1
Nature of Course	: SEC
Total Credits	: 03
Distribution of Marks	:50(End Sem.)+25(Practical)

Course Objectives:

Describe the concept and features of ICT
 Understand the role of ICT in education
 Application of ICT devices

Units:	CourseContents	L	T	P	Total Hour
Unit-1 (20Marks)	INTRODUCTION TO ICT o Concept and features of ICT o Introduction to ICT devices: Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board o Concept of Computer Assisted Learning. o Role of ICT in Teaching Learning process o Concept and Elements of e-learning o Understanding Internet as source of e-learning	07	-	03	10
Unit-2 (15Marks)	APPLICATION OF ICT IN EDUCATION o Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint o E- ways of Learning: E-content and E- book o E-Learning through Mobile apps o E-content design- graphic, audio-video	07	-	03	10
Unit-3 (15Marks)	APPLICATION OF ICT IN TEACHING LEARNING o Teaching Learning in Virtual Classroom o Blended learning and flipped classroom o Learning Management System (LMS) through Google classroom, Moodle o Concept, importance and application of MOOCs o SWAYAM as e-learning platform	07		03	10
Total		21	-	09	30

Where, **L**:Lectures, **T**:Tutorials, **P**:Practicals

Mode of Practical Assessment:

Any activity of the followings:

Home assignment related to the course content

Power Point presentation by using ICT tools

Participate in any online course of minimum one week duration

Any other activities suggested by the course teacher

Suggested Readings:

1. Singh,R.(2021).Information Communication Technology.

<https://www.researchgate.net/publication/350087090> Information Communication Technology

2. Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research,

3. S45-S47. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169> 3.Farooq, M., Kawoosa, H.S. &Muttoo, M.A. (2017). CAL: Computer Assisted Learning. International Journal of Computer Science and Mobile Computing, 6 (6), 254-258.

<https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>

DETAILED SYLLABUS OF 4th SEMESTER

Course Title	: Development of Education in India- II
Course Code	: MAJ-EDU-4.1
Nature of the Course	: Major
Total Credits	: 4 credits
Distribution of Marks	:80(End-Sem.)+20(In-Sem.)

Course Objectives:

- To understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commissions and Committees in post Independent India
- To analyse the National Policy on Education in different times
- To accustom with the recent Educational Development in India

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Development of Indian Education in the post independence period <ul style="list-style-type: none"> • Educational Provisions of the Indian Constitution and their Implementation • University Education Commission – 1948 <ul style="list-style-type: none"> - Recommendations on aims and objectives of University Education - Evaluation of the Recommendations 	12	1	-	13
Unit-2 (20 Marks)	Development of Secondary and Higher Education in the Post-Independent Period <ul style="list-style-type: none"> • Dr. Tara Chand Committee-1948 <ul style="list-style-type: none"> - Major Recommendations • Secondary Education Commission-1952-53 <ul style="list-style-type: none"> - Aims and Objectives of Secondary Education - Defects of Secondary Education - Evaluation of the Commission • Education Commission-1964-66 <ul style="list-style-type: none"> - Major Recommendations of Education Commission on: <ul style="list-style-type: none"> - National Objectives of Education - National Pattern of Education - Critical assessment and Relevance on Present Education System 	15	2	-	17
Unit-3 (20 Marks)	National Policies on Education in Post Independent India <ul style="list-style-type: none"> • National Policy on Education-1968 • National Policy on Education-1986: Recommendations, National System of Education 	15	2	-	17

	<ul style="list-style-type: none"> • Review of National Policy of Education - Ramamurthy Review Committee, 1990 - Janardan Reddy Committee Report, 1991 • Revised National Policy of Education- 1992 National Education Policy- 2020 - Recommendations on School Education and Higher Education 				
Unit-4 (20 Marks)	Recent Developments and programmes in Indian Education <ul style="list-style-type: none"> • The National Knowledge Commission Report - 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. 	12	1	-	13
Total		54	6		60

Where, L:Lectures, T:Tutorials, P:Practicals

Modes of In-Semester Assessment:

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

10 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

Learning Outcomes: 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 Commissions and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India

Suggested 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

DETAILED SYLLABUS OF 4th SEMESTER

Course Title	: Statistics in Education
Course Code	: MAJ-EDU-4.2
Nature of the Course	: Major
Total Credits	: 4 credits
Distribution of Marks	:80(End-Sem.)+20(In-Sem.)

Objectives:

- To understand the basic concept of Statistics,
- To be acquainted with different statistical procedures used in Education.
- To develop the ability to represent educational data through graphs.
- To familiarize the students about the Normal Probability Curve and its applications in Education.

Units	Contents	L	T	P	Total Hours
Unit-1 (20 marks)	Basics of Educational Statistics <ul style="list-style-type: none"> • 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 	1 5	2	-	17
Unit-2 (20 marks)	Graphical presentations of data <ul style="list-style-type: none"> • 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. 	1 2	1	-	13
Unit-3 (20 marks)	Co-efficient of Correlation and Percentiles <ul style="list-style-type: none"> • 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 	1 5	2	-	17
Unit-4 (20 marks)	Normal Probability Curve and Its Application <ul style="list-style-type: none"> • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC 	1 2	1	-	13

	• Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis				
	Total	5 4	6		60

Where, L:Lectures, T:Tutorials, P:Practicals

Modes of In-Semester Assessment: 20 Marks

- 1) One sessional test - 10 Marks
- 2) Any one of the following activities listed below - 10 Marks
- o Group discussion/Assignment on any one of the topics of the course.

Learning Outcomes: 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.

Suggested Readings:

- Garrett, H.E. (2014).Statistics in Psychology and Education. Mumbai: Vakils, Feffer and SimonsPvt. Ltd.
- Goswami, Marami (2012).Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- 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.

DETAILED SYLLABUS OF 4th SEMESTER

Course Title	: Value and Peace Education
Course Code	: MAJ-EDU-4.3
Nature of the Course	: Major
Total Credits	: 4 credits
Distribution of Marks	:80(End-Sem.)+20(In-Sem.)

Objectives:

- To develop understanding the concept of value and Value Education
- To understand the meaning and importance of peace education and its relevance at national and international level
- To identify the challenges of peace education
- To explain strategies and skills in promoting peace education

Units:	Contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Value <ul style="list-style-type: none"> • Concept meaning and definition of value. • Sources of values • Importance of values in human life Types of values, their characteristics, functions and educational significance • Instrumental values • Intrinsic values • Democratic values • Social values • Moral values • Religious and spiritual values. • Aesthetic values. 	1 3	2	-	15
Unit-2 (20 Marks)	Value education <ul style="list-style-type: none"> • 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. 	1 3	2	-	15
Unit-3 (20 Marks)	Peace education <ul style="list-style-type: none"> • Meaning, definition and characteristics of peace. 	1 3	2	-	15

Marks)	<ul style="list-style-type: none"> • 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-4 (20 Marks)	Challenges of Peace education and Role of Different Organisations <ul style="list-style-type: none"> • Challenges of peace education • Role of national and international organizations for promoting peace education – <ul style="list-style-type: none"> - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF) 	1 3	2	-	15
		52	8	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

20 Marks

1) One sessional test -

10 Marks

2) Any one of the following activities listed below -

10 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

Learning Outcomes: 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.

Suggested 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.

DETAILED SYLLABUS OF 4th SEMESTER

Course Title : Educational Technology and Teaching Methods
Course Code : MIN-EDU-4.1
Nature of Course : Minor
Distribution of Marks : 80(End-Sem.)+20(In Sem.)

Objectives:

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

UNITS	Contents	L	T	P	Total Hours
Unit-1 (20 marks)	Educational technology: <ul style="list-style-type: none"> • 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 Information and Communication Technology in teaching-learning • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication 	14	1	-	15
Unit-2 (20 marks)	Models of teaching <ul style="list-style-type: none"> • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning 	14	1	-	15
Unit-3 (20 marks)	Methods and techniques of teaching <ul style="list-style-type: none"> • 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 	14	1	-	15
Unit-4	Lesson Planning and Micro Teaching	14	1	-	15

(20 marks)	<ul style="list-style-type: none"> • 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 					
		56	4			60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 20 Marks

1) One sessional test - 10 Marks

2) Any one of the following activities listed below - 10 Marks

o Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

o Debate

o Project

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

- Understand the objectives of educational technology in teaching learning process
- Acquaint with innovations in the field of education through technology
- Understand about various methods and devices of teaching
- Acquaint with levels, effectiveness of teaching and classroom management
- Understand the strategies of effective teaching as a profession.

Suggested 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: SahityaMudranalaya

➤ 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