

**RABINDRANATH TAGORE UNIVERSITY**

**REVISED SYLLABUS (2025)**

**DEPARTMENT OF EDUCATION**

**Four Year Under-Graduate Programme (FYUGP)**



To.

The Academic Registrar,  
Rabindranath Tagore University, Hojai.

9/03/2023

Sub: Preparation/ Revision of Syllabus of 4 years UO Course (Sem. I/ VIII)

Sir,

With reference to the above, we like to inform you that after thorough examination of the Course Structure and Syllabus of 4 years UO Course (Sem. I- VIII) that was sent to us from your University for review, we have found the Course Structure and Syllabus are properly framed, and hence we accord our approval for adoption of the same in your University.

With warm regards,

Yours sincerely,

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Associate Professor

*K. Prasad*  
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Hojai Girls' College

**Rabindranath Tagore University, Hojai- 782435**  
**FYUGP STRUCTURE (DEPARTMENT OF EDUCATION)**

Year	Semester	Course	Title of the Course	Total Credits
Year 01	1 <sup>st</sup> Semester	C – 1	Principles of Education	4
		Minor 1	Educational Psychology	4
		MD 1	Introduction to Education	3
		SEC 1	Public Speaking Skill	3
		AEC 1		2
		VAC 1		2
		VAC 2		2
				(20)
	2 <sup>nd</sup> Semester	C – 2	Philosophical Foundations of Education	4
		Minor 2	History of Education in India	4
		MD 2	Introduction to Psychology	3
		SEC 2	Writing Bio-data and facing an Interview	3

		AEC 2		2
		VAC 3		2
		VAC 4		2
Year 02	3 <sup>rd</sup> Semester			(20)
		C – 3	Educational Psychology	4
		C – 4	Development of Education in India -I	4
		Minor 3	Foundations of Education	4
		MD 3	History of Education in India	3
		SEC 3	ICT in Education	3
		AEC 3		2
				(20)
	4 <sup>th</sup> Semester	C – 5	Development of Education in India- II	4
		C – 6	Statistics in Education	4
		C – 7	Value and Peace Education	4
		Minor 4	Educational Technology and Teaching Methods	4
		AEC 4		2
		Summer Internship		2
				(20)
Year 03	5 <sup>th</sup> Semester			
		C - 8	Great Educational Thinkers	4
		C - 9	Gender and Education	4
		C - 10	Measurement and Evaluation in Education	4
		C - 11	Guidance and Counselling	4
		Minor 5	Measurement and Evaluation in Education	4
				(20)
	6 <sup>th</sup> Semester	C - 12	Special Education	4
		C - 13	Educational Technology and Teaching Methods	4
		C - 14	Sociological Foundations of Education	4
		C - 15	Psychological Experiments	4
		Minor 6	Great Educational Thinkers	4
				(20)
	7 <sup>th</sup> Semester			
		C - 16	Introduction to Indian Knowledge System	4
		C - 17	Methodology of Educational Research	4
		C - 18	Educational Management	4
		C- 21	Teacher Education In India (Additional Paper only for Non Research)	4

Year 04		Minor 7	Mental Health and Hygiene	4
		Dissertation/ Project		4
				(20)
	8 <sup>th</sup> . Semester	C - 19	Environmental Education	4
		C - 20	Higher Education	4
		C - 22	Human Rights Education (Additional Paper only for Non Research)	4
		C - 23	Curriculum Development (Additional Paper only for Non Research)	4
		Minor 8	Introduction to Indian Knowledge System	4
		Dissertation/ Project		8
		<b>Total= 160 credits on completion of semester VIII</b>		
				(20)

## DETAILED SYLLABUS OF 1<sup>st</sup> SEMESTER

**Course Title :PRINCIPLES OF EDUCATION (Core-1)**

**Course Code :MAJ-EDU-1.1**

**Nature of Course : Major**

**Total Credits :4 credits**

**Distribution of Marks: 60 (End-Sem.) + 40 (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	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Concept of Education:</b> 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 (15Marks)	<b>Aims and Objectives of Education:</b> 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 (15 Marks)	<b>Discipline and Freedom:</b> 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 (15 Marks)	<b>Curriculum:</b> 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
Total		55	05	-	60

L: Lectures    T: Tutorials    P: Practicals

**Modes of In-Semester Assessment:**

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- \* Explain meaning, nature and scope of Education.
- \* Understand about Formal, Informal and Non-formal 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 ,Natun Siksha Tatta.
9. Deka,Birendra,Siksha Tatta

Other Internet/Web Source:

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

## DETAILED SYLLABUS OF 1<sup>st</sup> SEMESTER

<b>Course Title</b>	<b>:EDUCATIONAL PSYCHOLOGY(Minor 1)</b>
<b>Course code</b>	<b>:MIN-EDU-1.1</b>
<b>Nature of course</b>	<b>:Minor</b>
<b>Total credits:</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60(End-Sem.) +40(In-Sem.)</b>

### 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 (15 Marks)	<b>Introduction to Educational Psychology:</b> 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 (15 Marks)	<b>Learning and Motivation:</b> Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operant conditioning Motivation- Meaning, role in learning	12	1	-	13
Unit-3 (15 Marks)	<b>Intelligence, Memory, Attention and Interest:</b> 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	15	2	-	17
Unit-4 (15 Marks)	<b>Personality and Adjustment:</b> Meaning and characteristics of personality Factors affecting personality: Physical Mental, social and emotional	15	2	-	17



	Type theories of personality: Hippocrates, Sheldon, Kretschmer, 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:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**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 1<sup>st</sup> SEMESTER

**Course Title: INTRODUCTION TO EDUCATION**

**Course Code: MD-EDU-1.1**

**Nature of course : Multidisciplinary/Generic Elective Course**

**Total credits :3 credits**

**Distribution of marks :45(End-Sem)+ 30(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)	<b>Concept of Education:</b> Meaning, nature and scope 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.	9	2	-	11
Unit 2 (10 Marks)	<b>Aims and Objectives of Education:</b> 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 (10 Marks)	<b>Discipline and Freedom:</b> 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 (10 Marks)	<b>Curriculum:</b> Meaning, nature and types. Principles of Curriculum construction Co-curricular activities: Meaning, types and importance	9	3	-	12
Total		36	09	-	45

L: Lecture      T: Tutorial      P: Practical

**Modes of In-Semester Assessment:****30 Marks**

1) One sessional test -

15 Marks

2) Any Three of the following activities listed below -

15 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**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 1<sup>st</sup> 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
<b>Unit- 1</b> (25Marks)	<b>Public Speaking and Communication Skill</b> <ul style="list-style-type: none"><li>• Meaning and Importance of Public Speaking</li><li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li><li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li><li>• Ways of becoming Better Public Speaker</li><li>• Concept and Nature of Communication</li><li>• Types of Communication: Verbal and non-Verbal</li><li>• Barriers of Communication</li><li>• Ways of Effective Communication</li></ul>	11	-	5	16
<b>Unit-2</b> (25 Marks)	<b>Personality Development and Motivation as Means for Effective Public Speaking</b> <ul style="list-style-type: none"><li>• Concept and Nature of Personality</li><li>• Types of Personality: Extrovert and Introvert</li><li>• Role of Personality in Effective Communication</li><li>• Concept of Balanced Personality</li><li>• Meaning and Nature of Motivation</li><li>• Ways or means of motivating audience</li></ul>	10	-	4	14
Total		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. Arina Nikitina & bookboon.com

**DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER****Course Title :Philosophical Foundations of Education (core-2)****Course Code :MAJ-EDU-2.1****Nature of Course :Major****Total Credits :4 credits****Distribution of Marks :60(End-Sem) + 40(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 (10 Marks)	<b>Philosophy and Education:</b> Meaning, Nature and Scope Philosophy of Education: Meaning and Scope Relationship between education and philosophy Impact of philosophy on education	13	1	-	14
Unit-2 (20 Marks)	<b>Various Indian Schools of Philosophy and Education:</b> <b>Vedic Philosophy:</b> 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 <b>Buddhist Philosophy:</b> Different concepts and salient features, aims of education, organization, administration, method of education, examination, evaluation, role of teacher, relation between teacher and taught <b>Education in Medieval India:</b> Concepts and salient features, aims of education, organization, administration and method of education	16	2	-	18
Unit-3 (20Marks)	<b>Various Western Schools of Philosophy and Education:</b> <b>Naturalism:</b> Meaning, Principles and Implications in Education <b>Idealism:</b> Meaning, Principles and Implications in Education <b>Pragmatism:</b> Meaning, Principles and Implications in Education	16	1	-	17
Unit-4 (10 Marks)	<b>Yoga and Philosophy:</b> Meaning and concepts of Yoga, different types, Importance of Yoga in education	10	1	-	11
Total :		55	05	-	60

: Lecture      T: Theory      P: Practical

**Modes of In-Semester Assessment:**

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

**iv. Group discussion**

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

**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*, [Shri Vinod Pustak Mandir](#)

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

5. Singh, Y. K. (2007) *Philosophical Foundations of Education*, New Delhi, APH Publishing Corporations

6 [Dr. Akhilesh Chaube, Dr.S.P Chaube](#) (2020) *Philosophical And Sociological Foundations Of Education*, [Shri Vinod Pustak Mandir](#)

## DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER

Course Title	:History of Education in India (Minor2)
Course code	:MIN-EDU-2.1
Nature of course	:Minor
Total credits	:4 credits
Distribution of Marks	:60 (End-Sem.) +40(In-Sem.)

### Objectives:

1. To get knowledge of the development of the education in British India.
2. To be acquainted with the significant points of selected education commission
3. To be acquainted with the Educational Policies in India

Units	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Education in India during British Period (1800-1853)</b> 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-2 (15 Marks)	<b>Education in India during British Period (1854-1946)</b> Wood's Despatch, 1854 Hunter Commission, 1882 Lord Curzon's Educational Policy on Primary, Secondary and Higher Education Gokhale's Bill (1910-11) Calcutta University Commission, 1917 Hartog Committee Report, 1929 Wardha Scheme of Basic Education, 1937 Sargent Committee Report, 1944	10	1	-	11
Unit-3 (15 Marks)	<b>Education in India after independence-1</b> 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	15	2	-	17
Unit-4 (15 Marks)	<b>Education in India after independence-2</b> 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	19	2	-	21



	Recommendations on School Education and Higher Education							
L: Lecture	T: Theory	P: Practical	Total :	54	06	-	60	

### **Modes of In-Semester Assessment:**

40

Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- \* 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.

- 1 Nayak, B.K., History Heritage and Development of Indian Education. New Delhi Axis Books Pvt. Ltd.
- 2 Mukharjee, S.N., Education in India Today and Tomorrow. Vinod Pustak Mandir.
- 3 Amala,P. Annie, History of Education. New Delhi. Discovery(DPH) 2004
- 4 Sarma , M.K., Bharatar Sikha Bikasar Itihas, Dibrugarh Banalata.
- 5 Sarma, T. K., Bharatar Sikha Bikasar Itihas aru Samasyawli. Dibrugarh Banalata.
- 6 Rawat. P.L., History of Indian Education. Ram Prasad & Sons,Agra-3

## DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER

Course Title	:Introduction To Psychology
Course Code	:MD-EDU -2.1
Nature of course	:Multidisciplinary/Generic Elective Course
Total credits	:3 credits
Distribution of marks	:45 (End-Sem)+ 30 (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 (10 Marks)	<b>Psychology: Meaning and nature</b> <b>Educational Psychology:</b> Meaning, nature, Scope <b>Methods:</b> Observation, Experimentation & Case Study Importance of educational psychology in teaching-learning process	9	2	-	11
Unit-2 (10 Marks)	<b>Learning:</b> 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 (15 Marks)	<b>Intelligence ,Memory, Attention and Interest:</b> 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 attention and interest	9	2	-	11
Unit-4 (10Marks)	<b>Personality:</b> 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:** 30 Marks

1) One sessional test - 15 Marks

2) Any three of the following activities listed below - 15 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

**iv. Group discussion**

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

**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 2<sup>nd</sup> SEMESTER

Course title	:Writing Bio-data and facing an Interview
Course code	:SEC-EDU-2.1
Nature of Course	:Skill Enhancement Course(SEC-2)
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 • 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	11	-	5	16
Unit-2 (25 Marks)	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	10	-	4	14
Total		21	-	09	30

#### 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.

**Suggested Readings:**

- Innes, James (2009). <sup>The</sup> 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 3<sup>rd</sup> SEMESTER

**Course Title :Educational Psychology(Core-3)**

**Course Code :MAJ-EDU- 3.1**

**Nature of the Course :Major**

**Total Credits :4 credits**

**Distribution of Marks: 60(End-Sem.)+40(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 (15 Marks)	<b>Introduction to Educational Psychology:</b> 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 (15 Marks)	<b>Learning and Motivation:</b> Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operant conditioning Motivation- Meaning, role in learning	12	1	-	13
Unit-3 (15 Marks)	<b>Intelligence, Memory, Attention and Interest:</b> 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	15	2	-	17
Unit-4 (15 Marks)	<b>Personality and Adjustment:</b> Meaning and characteristics of personality	15	2	-	17



## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER

Course Title	:Development of Education in India-I (Core-4)
Course Code	:MAJ-EDU-3.2
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60(End-Sem.)+40(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 (15 Marks)	<b>Development of Education in Ancient and Medieval India:</b> <ul style="list-style-type: none"><li>● Education during Vedic Period<ul style="list-style-type: none"><li>- Concept and Salient Features</li></ul></li><li>● Education during Buddhist Period<ul style="list-style-type: none"><li>- General Features of Buddhist Education</li><li>- Ancient Centres of Learning: Taxila, Nalanda, Varanasi,</li></ul></li><li>● Education during Muslim Period<ul style="list-style-type: none"><li>- General Features of Muslim Education</li></ul></li></ul>	15	2	-	17
Unit-2 (15 Marks)	<b>Development of Education prior British Rule:</b> <ul style="list-style-type: none"><li>● Indigenous Education at the Beginning of British Rule</li><li>● Educational Activities of Missionaries in Assam</li><li>● Role of East India Company</li><li>● The Charter Act of 1813</li><li>● The Anglicists-Orientalists Controversy</li><li>● Macaulay's Minute, 1835</li><li>● Downward Filtration Theory</li></ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Development of Education during British Period:</b> <ul style="list-style-type: none"><li>● Wood's Despatch of 1854<ul style="list-style-type: none"><li>- Background, Recommendations, Implementation</li></ul></li><li>● Indian Education Commission-1882<ul style="list-style-type: none"><li>- Terms of Reference, Major Recommendations, Criticism</li></ul></li><li>● Indian University Commission- 1902, Major Recommendations<ul style="list-style-type: none"><li>- Lord Curzon's Education policy on Primary, Secondary and Higher Education</li></ul></li><li>● Government of India's Resolution on Educational Policy-1904, The University Act of 1904</li></ul>	15	2	-	17





- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Jayapalan, N. (2005). *H<sup>is</sup>tory of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Kalita, Borah Sahariah & Sharma (2020). *Bharatbarxat Sikshar Itihaas*. 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: Manimanik Prakash.
- 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 3<sup>rd</sup> SEMESTER

**Course Title :Foundations of Education(Minor-3)**

**Course Code :MIN-EDU-3.1**

**Nature of Course :Minor**

**Distribution of Marks :60(End-Sem.)+40(In Sem.)**

### 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 (15 Marks)	<b>Concept of Education:</b> <ul style="list-style-type: none"><li>• Meaning ,Nature and Scope of education</li><li>• Forms of education-</li><li>• Formal education, Informal and Non formal education-Meaning and Nature. School as an agency of formal education</li><li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li><li>• Social Vs Individual aim.</li><li>• Vocational and Liberal aim</li><li>• Democratic aim of education</li></ul>	16	2	-	18
Unit-2 (15 Marks)	<b>Philosophy and Education:</b> <ul style="list-style-type: none"><li>• Philosophy: Meaning, definition and Scope</li><li>• Relationship between education and philosophy</li><li>• Meaning, nature and scope of Educational Philosophy</li><li>• Impact of philosophy on education</li></ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Sociology and Education:</b> <ul style="list-style-type: none"><li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li><li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li><li>• Concept of socialization, Education as a socialization process</li></ul>	14	1	-	15
Unit-4 (15 Marks)	<b>Education for National Integration and International understanding ,Online and Digital Education:</b> <ul style="list-style-type: none"><li>• Meaning and Nature of National Integration and International understanding</li><li>• Role of education in development of National Integration and International understanding.</li><li>Virtual Teaching-Concept, importance, challenges and strategies</li></ul>	13	1	-	14

	MOOC: Concept and importance SWAYAM: Concept and importance			-	
Total		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

**Modes of In-Semester Assessment:**

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**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). 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.

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

## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER

**Course Title: History of Education in India**

**Course Code: MD-EDU-3.1**

**Nature of course: Multidisciplinary/Generic Elective Course**

**Total credits: 3 credits**

**Distribution of marks: 45 (End-Sem)+ 30 (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 (15 Marks)	<b>Initial Development of Education during British Rule:</b> <ul style="list-style-type: none"><li>● The Charter Act of 1813</li><li>● The Anglicists-Orientalists Controversy</li><li>● Macaulay's Minute, 1835</li><li>● Wood's Despatch of 1854<ul style="list-style-type: none"><li>- Recommendations &amp; Implementation</li></ul></li><li>● Indian Education Commission-1882<ul style="list-style-type: none"><li>- Major Recommendations &amp; Criticism</li></ul></li><li>● Lord Curzon's Education policy on Primary Education</li></ul>	9	3	-	12
Unit-2 (10 Marks)	<b>Development of Education during British Period:</b> <ul style="list-style-type: none"><li>● Gokhale's Bill for Compulsory Primary Education-1910-1912</li><li>● Basic Education-1937</li></ul> Salient Features and Criticism of the Basic Education <ul style="list-style-type: none"><li>● The Sargent Report- 1944</li></ul>	8	2	-	10
Unit-3 (10 Marks)	<b>Development of Education in Post Independent India:</b> <ul style="list-style-type: none"><li>● University Education Commission-1948<ul style="list-style-type: none"><li>- Recommendations on aims and objectives of higher Education</li></ul></li><li>● Secondary Education Commission-1952-53<ul style="list-style-type: none"><li>- Aims and Objectives of Secondary Education, Defects of Secondary Education</li></ul></li><li>● Education Commission-1964-66<ul style="list-style-type: none"><li>- Major Recommendations on national objectives of Education</li></ul></li><li>● National Policy of Education-1986<ul style="list-style-type: none"><li>- Major Recommendations and Impact on Indian Education</li></ul></li></ul>	9	2	-	11
Unit-4 (10 Marks)	<b>Recent Developments in Indian Education:</b> <ul style="list-style-type: none"><li>● The National Knowledge Commission's Report<ul style="list-style-type: none"><li>- Major recommendation and its implementation</li></ul></li></ul>	9	3	-	12

	<ul style="list-style-type: none"> <li>● Government Programmes of Education: SSA, RMSA and RUSA, The Right to Education Act, 2009 and its implementation</li> <li>● National Education Policy, 2020</li> <li>- Recommendations on School Education and Higher Education</li> </ul>				
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Total 35 10 - 45

Where, L:Lectures T:Tutorials P:Practicals

### Modes of In-Semester Assessment:

30 Marks

1) One sessional test -

15 Marks

2) Any three of the following activities listed below -

15 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

**iv. Group discussion**

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

**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: Manohar Prakashan.
- 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 & S<sup>h</sup>arma (2020). *Bharatbarxat Sikshar Itihaas*. 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: Manimanik Prakash.
- Sharma, R. A. (2014). *Development of Education 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 3<sup>rd</sup> SEMESTER

<b>Course Title</b>	<b>:ICT in Education</b>
<b>Course Code</b>	<b>:SEC-EDU-3.1</b>
<b>Nature of Course</b>	<b>:Skill Enhancement Course(SEC)</b>
<b>Total Credits</b>	<b>:3 Credits</b>
<b>Distribution of Marks</b>	<b>:50(End Sem.)+25(Practical)</b>

### Course Objectives:

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

<b>Units:</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
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	-	3	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	-	3	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		3	10
	<b>Total</b>	<b>21</b>	<b>-</b>	<b>9</b>	<b>30</b>

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 4<sup>th</sup> SEMESTER

**Course Title** :Development of Education in India- II(Core-5)  
**Course Code** :MAJ-EDU-4.1  
**Nature of the Course** :Major  
**Total Credits** :4 credits  
**Distribution of Marks** :60(End-Sem.)+40(In-Sem.)

### 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 (10 Marks)	<b>Development of Indian Education in the post independence period:</b> <ul style="list-style-type: none"><li>• Educational Provisions of the Indian Constitution and their Implementation</li><li>• University Education Commission – 1948<ul style="list-style-type: none"><li>- Recommendations on aims and objectives of University Education</li><li>- Evaluation of the Recommendations</li></ul></li></ul>	12	1	-	13
Unit-2 (15 Marks)	<b>Development of Secondary and Higher Education in the Post-Independent Period:</b> <ul style="list-style-type: none"><li>• Dr. Tara Chand Committee-1948<ul style="list-style-type: none"><li>- Major Recommendations</li></ul></li><li>• Secondary Education Commission-1952-53<ul style="list-style-type: none"><li>- Aims and Objectives of Secondary Education</li><li>- Defects of Secondary Education</li><li>- Evaluation of the Commission</li></ul></li><li>• Education Commission-1964-66<ul style="list-style-type: none"><li>- Major Recommendations of Education Commission on:<ul style="list-style-type: none"><li>- National Objectives of Education</li><li>- National Pattern of Education</li></ul></li><li>- Critical assessment and Relevance on Present Education System</li></ul></li></ul>	15	2	-	17
Unit-3 (20 Marks)	<b>National Policies on Education in Post Independent India:</b> <ul style="list-style-type: none"><li>• National Policy on Education-1968</li><li>• National Policy on Education-1986: Recommendations, National System of Education</li><li>• Review of National Policy of Education<ul style="list-style-type: none"><li>- Ramamurthy Review Committee, 1990</li><li>- Janardan Reddy Committee Report, 1991</li></ul></li><li>• Revised National Policy of Education- 1992</li></ul>	15	2	-	17

	National Education Policy- 2020 - Recommendations on School Education and Higher Education				
Unit-4 (15 Marks)	<b>Recent Developments and programmes in Indian Education:</b> • 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:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

**iii. Field work**

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**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 rec<sup>ent</sup> 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 4<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Statistics in Education(Core-6)</b>
<b>Course Code</b>	<b>:MAJ-EDU-4.2</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### 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)	<b>Basics of Educational Statistics</b> <ul style="list-style-type: none"><li>• Statistics- Meaning, Nature and Functions</li><li>• Need of statistics in Education</li><li>• Measures of central tendency and their uses</li><li>• Mean, Median and Mode from ungrouped and grouped data</li><li>• Measures of variability –Concept, Types and their uses merits and demerits</li><li>• Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD</li></ul>	15	2	-	17
Unit-2 (10 marks)	<b>Graphical presentations of data</b> <ul style="list-style-type: none"><li>• Usefulness of Graphical presentations of data,</li><li>• Basic principle of constructing a graph,</li><li>• Different types of graph –histogram, frequency polygon,</li><li>• Cumulative frequency percentage curve (Ogive), Smoothed graph.</li></ul>	12	1	-	13
Unit-3 (20 marks)	<b>Co-efficient of Correlation and Percentiles</b> <ul style="list-style-type: none"><li>• Coefficient of correlation – Meaning and types,</li><li>• Computation of co-efficient of correlation by Rank difference method &amp; Product-moment method and interpretation of result</li><li>• Calculation of Percentile and Percentile Rank</li></ul>	15	2	-	17
Unit-4 (10 marks)	<b>Normal Probability Curve and Its Application</b> <ul style="list-style-type: none"><li>• Normal Probability Curve: Its Meaning, Properties and Uses</li><li>• Table of Area under NPC</li><li>• Applications of Normal Probability Curve</li><li>• Divergence from Normality: Skewness and Kurtosis</li></ul>	12	1	-	13
	<b>Total</b>	<b>54</b>	<b>6</b>		<b>60</b>

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

### Modes of In-Semester Assessment:

- |   |          |
|---|----------|
| 1) One sessional test -                                 | 40 Marks |
| 2) Any three of the following activities listed below - | 20 Marks |
| i. Class assignment/home assignment/case studies        | 20 Marks |

**ii. Class test/Unit test**

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**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 Simons Pvt. 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 4<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Value and Peace Education(Core7)</b>
<b>Course Code</b>	<b>:MAJ-EDU-4.3</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### 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

<b>Units:</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Value:</b> <ul style="list-style-type: none"> <li>• Concept meaning and definition of value.</li> <li>• Sources of values</li> <li>• Importance of values in human life</li> </ul> Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none"> <li>• Instrumental values</li> <li>• Intrinsic values</li> <li>• Democratic values</li> <li>• Social values</li> <li>• Moral values</li> <li>• Religious and spiritual values.</li> <li>• Aesthetic values.</li> </ul>	13	2	-	15
Unit-2 (15 Marks)	<b>Value education:</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Objectives and Importance of value education.</li> <li>• Value education at different stages – - Primary - Secondary - Higher education.</li> <li>• Role of teacher and family in imparting value education.</li> </ul>	13	2	-	15
Unit-3 (15 Marks)	<b>Peace education:</b> <ul style="list-style-type: none"> <li>• Meaning, definition and characteristics of peace.</li> <li>• Importance of peace in human life.</li> <li>• Teacher's role in promoting peace.</li> <li>• Concept, need and characteristics of peace education</li> <li>• Curricular contents of peace education at different levels – Primary, Secondary and Higher Education</li> <li>• Strategies and skills in promoting peace education</li> <li>• Relevance of peace education in national and international context</li> </ul>	13	2	-	15
Unit-4 (15 Marks)	<b>Challenges of Peace education and Role of Different Organisations:</b> <ul style="list-style-type: none"> <li>• Challenges of peace education</li> </ul>	13	2	-	15

<ul style="list-style-type: none"> <li>• Role of national and international organizations for promoting peace education –</li> <li>- International Institute for Peace(IIP),</li> <li>- UNESCO,</li> <li>- International Peace Bureau (IBP),</li> <li>- UNO - UNICEF,</li> <li>- Global Peace Foundation(GPF)</li> </ul>				
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Where, L:Lectures, T:Tutorials, P:Practical

### Modes of In-Semester Assessment:

**40 Marks**

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**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 4<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Educational Technology and Teaching Methods(Minor-4)</b>
<b>Course Code</b>	<b>:MIN-EDU-4.1</b>
<b>Nature of Course</b>	<b>:Minor</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### 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.

<b>Units:</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
<b>Unit-1</b> (20 marks)	<b>Educational technology:</b> <ul style="list-style-type: none"><li>• Meaning and nature of Educational technology</li><li>• Components of Educational Technology- Hardware and Software and Systems Approach</li><li>• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction</li><li>Information and Communication Technology in teaching-learning</li><li>• Concept, nature and components of communication technology</li><li>• Marks of effective classroom communication</li><li>• Barriers of effective classroom communication</li></ul>	14	1	-	15
<b>Unit-2</b> (15 marks)	<b>Models of teaching</b> <ul style="list-style-type: none"><li>• Concept, nature and characteristics</li><li>• Inquiry model</li><li>• Personalized system of instruction</li><li>• Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning</li></ul>	14	1	-	15
<b>Unit-3</b> (15 marks)	<b>Methods and techniques of teaching:</b> <ul style="list-style-type: none"><li>• Teaching learning process- Meaning and Nature of teaching and learning</li><li>• Criteria of good teaching</li><li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li><li>• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning</li></ul>	14	1	-	15
<b>Unit-4</b> (10 marks)	<b>Lesson Planning and Micro Teaching:</b> <ul style="list-style-type: none"><li>• Lesson plan –Its meaning and Importance</li><li>• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li></ul>	14	1	-	15

	<ul style="list-style-type: none"> <li>• Herbartian Steps of Lesson Planning</li> <li>• Criteria of a good lesson plan</li> <li>• Micro teaching- meaning and components</li> </ul>				
		56	4	-	60

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

### **Modes of In-Semester Assessment:**

**40 Marks**

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**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

➤ Kalita, Utpal & Saikia, Indira (2020): Saikshik Prajuktibignan Aaru Sikshan Padhati, Shanti Prakashan, Guwahati



## DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER

**Course Title** : Great Educational Thinkers (Core 8)  
**Course Code** : MAJ-EDU-5.1  
**Nature of the Course** : Major  
**Total Credits** : 4 credits  
**Distribution of Marks** : 60 (End-Sem.)+40 (In-Sem.)

### Objectives:

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

Units	Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	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	14	1	-	15
Unit-2 (20 Marks)	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	14	1	-	15
Unit-3 (20 Marks)	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	14	1	-	15
Unit-4 (10 Marks)	Educational Thoughts of John Dewey and Madam Maria Montessori • John Dewey - Brief Life Sketch and Philosophy of Life	14	1	-	15

	- 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.	56	4	-	60
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Where, L: Lectures, T: Tutorials, P: Practical

### Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the philosophy of life of different Educational Thinkers and their works.
- Acquaint with the views of thinkers in educational context.
- Understand about the relevance of some of their thoughts at present day

### Suggested Readings:

- Abdul Kalam, A. P. J. (1998). India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
- 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). Ludhiana: 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, Indira & Kalita, Utpal (2020): Mahaan Saikshik Chintabidsakal, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER

**Course Title** : Gender and Education (Core 9)  
**Course Code** : MAJ-EDU-5.2  
**Nature of the Course** : Major  
**Total Credits** : 4 credits  
**Distribution of Marks** : 60 (End-Sem.)+40 (In-Sem.)

### Objectives:

To understand the meaning and nature of gender and its related terms.  
To describe the gender biases and gender inequality in family, school and society.  
To describe the gender issues related to school education.  
To analyse the laws and policies related to gender equality.

Units:	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Introduction to Gender and its related terms :</b> Sex and Gender: meaning and concept Difference between sex and gender. Gender role: Concept and nature. Types of gender role. Patriarchal and Matriarchal: Concept and nature. - Gender role in patriarchal and matriarchal society Social construct of Gender. Gender Segregation: concept and nature - Types of gender Segregation: Horizontal & vertical Gender segregation and education. Gender marginalisation in education - Meaning, concept and nature - Causes of gender marginalisation in education - Measures for inclusion in education Gender stereotyping: Meaning and concept - Issues and concern related to gender stereotyping in Indian society - Gender stereotyping and education. Self silencing: concept and nature	16	1	-	17
Unit-2 (15 Marks)	<b>Gender and Society:</b> Gender biases: Meaning and concept Gender biases in - The family - The school environment - The society Gender socialization: Meaning and concept. Gender socialization - Role of the family - Role of the school - Role of the society - Role media and popular culture (film and advertisement) Gender inequality in education in terms of	13	1	-	16

	<ul style="list-style-type: none"> <li>- Caste</li> <li>- Religion</li> <li>- Region</li> </ul> <p>Issues related to women/girl child:</p> <ul style="list-style-type: none"> <li>A. Female foeticide and infanticide</li> <li>B. Sex ratio</li> <li>C. Honour killing</li> <li>D. Dowry</li> <li>E. Child marriage</li> </ul>				
Unit-3 (15 Marks)	<p><b>Gender Inequality in the school :</b></p> <p>Gender discrimination in the</p> <ul style="list-style-type: none"> <li>- Construction and dissemination of knowledge.</li> <li>- Text books</li> <li>- Hidden curriculum.</li> </ul> <p>Gender inequality and school</p> <ul style="list-style-type: none"> <li>- Infrastructure</li> <li>- Curricular and co-curricular activities.</li> </ul> <p>Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.</p> <p>Gender and equality:</p> <ul style="list-style-type: none"> <li>- Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.</li> </ul> <p>Gender inclusive approach</p> <ul style="list-style-type: none"> <li>- Single sex school</li> <li>- Child friendly school</li> <li>- Girl friendly school Their significance in inclusive education</li> </ul>	13	1	-	16
Unit-4 ( 15 Marks)	<p><b>Laws, Articles and Policies to bring Gender Equality:</b></p> <p>Introduction to laws related to women and social justice</p> <ul style="list-style-type: none"> <li>- Dowry</li> <li>- Remarriage</li> <li>- Divorce</li> <li>- Property rights</li> <li>- Trafficking.</li> </ul> <p>Women reservation bills: History and current status.</p> <p>Articles of Indian constitution related to education from gender equality perspective.</p> <p>Educational policies and programmes from gender equality perspective</p>	14	1	-	15

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

#### Modes of In-Semester Assessment:

**40 Marks**

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the meaning and nature of gender
- Acquaint with gender biases and gender inequality in family, school and society.
- Understand about the gender issues related to school education.
- Acquaint with the laws and policies related to gender equality.

**Suggested Readings:**

- Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" *Journal of Vocational Education and Training*, 55 (1), 21-32.
- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications Pvt. Limited.
- FAO. 1997. *Gender: the key to sustainability and food security*. SD Dimensions, May 1997 (available at [www.fao.org/sd](http://www.fao.org/sd)).
- Howard, P. 2003. *Women and plants, gender relations in biodiversity management and conservation*. London, ZED Books.
- Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) *Gender equity training and teaching behaviour*. *Journal of Instructional Psychology*, 27 (3), 173-178.
- K., & Gallagher, J. J. (1987). *The role of target students in the science classroom*. *Journal of Research in Science Teaching*, 24(1), 61-75.
- Kahle, J. B. (2004). *Will girls be left behind? Gender differences and accountability*. *Journal of Research in Science Teaching*, 41(10), 961-969.
- Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
- Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
- Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
- Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
- Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
- Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers.
- Sarkar Aanchal, 2006, *Gender and Development* Pragun Publication, New Delhi. Print.Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
- Kalita, Sarma & Barman (2022): *Mahila Aaru Samaj*, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Measurement and Evaluation in Education (Core 10)</b>
<b>Course Code</b>	<b>:MAJ-EDU-5.3</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

To understand the concept of measurement and evaluation in education.

To acquaint the students with the general procedure of test construction and characteristics of a good test.

To develop an understanding of different types of educational tests and their uses.

To acquaint the students about personality test, and aptitude tests.

<b>Units:</b>	<b>Course contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Measurement and Evaluation in Education:</b> <ul style="list-style-type: none"> <li>• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement</li> <li>• Evaluation -Its meaning, basic principle</li> <li>• Relationship and difference between Measurement and Evaluation</li> <li>• Examination and Evaluation</li> <li>• Formative and Summative evaluation</li> <li>• Role of evaluation in education</li> </ul>	15	1	-	16
Unit-2 (15 Marks)	<b>Test Construction:</b> <ul style="list-style-type: none"> <li>• General procedure of Test Construction and Standardization</li> <li>• Item Analysis</li> <li>• Characteristics of a good test</li> <li>• Validity, Reliability, Objectivity and Norm</li> </ul>	14	1	-	15
Unit-3 (15 Marks)	<b>Educational Achievement Test:</b> <ul style="list-style-type: none"> <li>• Meaning and objectives of Achievement Test</li> <li>• Difference between Achievement test and Intelligence Test</li> <li>• Construction of Educational Achievement Test</li> <li>• Different types of Educational Achievement Test</li> </ul>	13	1	-	14
Unit-4 (15 Marks)	<b>Personality Test:</b> <ul style="list-style-type: none"> <li>• Personality Test- Meaning and Nature</li> <li>• Types of Personality Measurement               <ul style="list-style-type: none"> <li>- Subjective Technique (Personality Inventory or Questionnaire-MMPI)</li> <li>- Objective Technique (Rating Scale)</li> <li>- Projective Technique (Thematic Apperception Test, Ink-Blot-Test)</li> <li>- Situational Technique (Psycho Drama)</li> </ul> </li> </ul>	14	1	-	15
		56	4	-	60

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

**Modes of In-Semester Assessment:**

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

**iv. Group discussion**

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the concept of measurement and evaluation in education.
- Acquaint with the general procedure of test construction and characteristics of a good test.
- Understand different types of educational tests and their uses.
- Acquaint about personality test and aptitude tests.

**Suggested 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
- Kalita, Utpal & Bora, Swapnali (2025): Saikshik Parimapan Aaru Mulyayan, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Guidance and Counselling (Core 11)</b>
<b>Course Code</b>	<b>:MAJ-EDU-5.4</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- 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.

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Introduction to Guidance:</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul>	14	1	-	15
Unit-2 (15 Marks)	<b>Introduction to Counselling:</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of counselling</li> <li>• Need and principles of counselling</li> <li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li> <li>• Relation between Guidance and Counselling</li> </ul>	13	1	-	14
Unit-3 (15 Marks)	<b>Organization of guidance service:</b> <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counsellor</li> </ul>	13	1	-	14
Unit-4 (15 Marks)	<b>Guidance needs of students and School guidance programme:</b> <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counselling</li> <li>• Guidance for CWSN</li> <li>• School Guidance Clinic</li> <li>School guidance programme</li> <li>• Importance of guidance and counselling cells in educational institutions</li> <li>• Follow-up Services</li> <li>• Role of the Head of the institution and parents in guidance and counselling</li> <li>• Challenges and functions of the teacher as guidance provider/ counsellor</li> </ul>	16	1	-	17
		56	4	-	60



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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the concept, need and importance of Guidance and Counselling
- Know the different types and approaches to Guidance and Counselling
- Acquaint with the organization of guidance service and school guidance clinic
- To understand the challenges faced by the teacher as guidance worker

**Suggested Readings:**

- Agarwal, Rashmi(2010)<sup>3</sup>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.
- Kochhar,S.K. (2010).Educational and vocational guidancein secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
- Kalita, Utpal (2025): Nirdesana Aaru Paramarshadaan, Shanti Prakashan, Guwahati
- Kalita, Gohain &Bhagabati (2025): Guidance and Counselling, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>: Measurement and Evaluation in Education (Minor-5)</b>
<b>Course Code</b>	<b>: MIN-EDU-5.1</b>
<b>Nature of Course</b>	<b>:Minor</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In Sem.)</b>

### Objectives:

To understand the concept of measurement and evaluation in education.

To acquaint the students with the general procedure of test construction and characteristics of a good test.

To develop an understanding of different types of educational tests and their uses.

To acquaint the students about personality test, and aptitude tests.

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Measurement and Evaluation in Education:</b> <ul style="list-style-type: none"><li>• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement</li><li>• Evaluation -Its meaning, basic principle</li><li>• Relationship and difference between Measurement and Evaluation</li><li>• Examination and Evaluation</li><li>• Formative and Summative evaluation</li><li>• Role of evaluation in education</li></ul>	15	1	-	16
Unit-2 (15 Marks)	<b>Test Construction:</b> <ul style="list-style-type: none"><li>• General procedure of Test Construction and Standardization</li><li>• Item Analysis</li><li>• Characteristics of a good test</li><li>• Validity, Reliability, Objectivity and Norm</li></ul>	14	1	-	15
Unit-3 (15 Marks)	<b>Educational Achievement Test:</b> <ul style="list-style-type: none"><li>• Meaning and objectives of Achievement Test</li><li>• Difference between Achievement test and Intelligence Test</li><li>• Construction of Educational Achievement Test</li><li>• Different types of Educational Achievement Test</li></ul>	13	1	-	14
Unit-4 (15 Marks)	<b>Personality Test:</b> <ul style="list-style-type: none"><li>• Personality Test- Meaning and Nature</li><li>• Types of Personality Measurement<ul style="list-style-type: none"><li>- Subjective Technique (Personality Inventory or Questionnaire-MMPI)</li><li>- Objective Technique (Rating Scale)</li><li>- Projective Technique (Thematic Apperception Test, Ink-Blot-Test)</li><li>- Situational Technique (Psycho Drama)</li></ul></li></ul>	14	1	-	15
		56	4	-	60

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

**Modes of In-Semester Assessment:**

**40 Marks**

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the concept of measurement and evaluation in education.
- Acquaint with the general procedure of test construction and characteristics of a good test.
- Understand different types of educational tests and their uses.
- Acquaint about personality test and aptitude tests.

**Suggested 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.
- Kalita, Utpal (2022): Measurement and Evaluation in Education and Psychology, DVS Publishers, Guwahati-Delhi
- Kalita, Utpal & Bora, Swapnali (2025): Saikshik Parimapan Aaru Mulyayan, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Special Education (Core 12)</b>
<b>Course Code</b>	<b>:MAJ-EDU-6.1</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To understand the meaning and importance of special education
- To acquaint with the different policies and legislations of special education
- To familiarise the students with the different types of special children with their characteristics
- To know about different issues, educational provisions and support services of special education

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Special Education:</b> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope and Importance of Special Education</li> <li>• Development of Special Education in India with special reference to Assam</li> <li>• Integration of Special Education in Regular Classroom</li> <li>• Issues relating to integration and innovation</li> <li>• Challenges in Special Education</li> </ul>	13	1	-	14
Unit-2 (15 Marks)	<b>Physically Challenged Children:</b> <ul style="list-style-type: none"> <li>• Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> </ul>	14	1	-	15
Unit-3 (15 Marks)	<b>Children with Intellectual and Learning Disability (Mental Retardation) and Gifted:</b> <ul style="list-style-type: none"> <li>• Children with Intellectual Disability (Mentally Retarded) <ul style="list-style-type: none"> <li>- Meaning and definition - Characteristics - Levels - Causes - Educational Programme</li> </ul> </li> <li>• Gifted Children - Meaning and Definition - Characteristics - Educational Programme</li> <li>Children with Learning Disability <ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Characteristics</li> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> <li>• Educational Programme</li> </ul> </li> </ul>	16	1	-	17
Unit-4	<b>Policies, Legislation and Services:</b>	13	1	-	14

(15 marks)	<ul style="list-style-type: none"> <li>• Central Scheme of Integrated Education for Disabled Children (IEDC)</li> <li>• Rights of Persons with Disabilities (PWD) Act-2016</li> <li>• National Policy for Persons with Disability, Community Based Rehabilitation - Definition - Need - Implementation Process</li> </ul>				
		56	4	-	60

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

### Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the meaning and 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
- Know about different issues, educational provisions and support services of special education

### Suggested Readings:

- 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.
- Margaret G Werts & Others, Fundamental of Special Education ( Third Edition), PEARSON
- Umedevi , 2021 Special Education , Neelkamal Publications
- Utpal & Saikia, Indira (2023): Bisesh Siksha, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Educational Technology and Teaching Methods (Core 13)</b>
<b>Course Code</b>	<b>:MAJ-EDU-6.2</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### 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	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Educational technology:</b> <ul style="list-style-type: none"> <li>• Meaning and nature of Educational technology</li> <li>• Components of Educational Technology- Hardware and Software and Systems Approach</li> <li>• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction</li> <li>Information and Communication Technology in teaching-learning</li> <li>• Concept, nature and components of communication technology</li> <li>• Marks of effective classroom communication</li> <li>• Barriers of effective classroom communication</li> </ul>	16	1	-	17
Unit-2 (15 Marks)	<b>Models of teaching:</b> <ul style="list-style-type: none"> <li>• Concept, nature and characteristics</li> <li>• Inquiry model</li> <li>• Personalized system of instruction</li> <li>• Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning</li> </ul>	13	1	-	14
Unit-3 (15 Marks)	<b>Methods and techniques of teaching:</b> <ul style="list-style-type: none"> <li>• Teaching learning process- Meaning and Nature of teaching and learning</li> <li>• Criteria of good teaching</li> <li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li> <li>• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning</li> </ul>	14	1	-	15
Unit-4 (15 Marks)	<b>Lesson Planning and Micro Teaching:</b> <ul style="list-style-type: none"> <li>• Lesson plan –Its meaning and Importance</li> <li>• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li> </ul>	13	1	-	14

	<ul style="list-style-type: none"> <li>• Herbartian Steps of Lesson Planning</li> <li>• Criteria of a good lesson plan</li> <li>• Micro teaching- meaning and components</li> </ul>				
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56 4 60

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

### Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**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.
- 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
- Kalita, Utpal & Saikia, Indira (2020): Saikshik Prajuktibignan Aaru Sikshan Padhati, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Sociological Foundations of Education (Core 14)</b>
<b>Course Code</b>	<b>:MAJ-EDU-6.3</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

To explain the concept, approaches and theories of educational sociology.  
 To acquaint with social Aspects, Social Processes and role of Education.  
 To learn the role of Education in Social Change and Development.  
 To explain various Social Groups and their Education  
 To explain different Political Ideologies and their bearings on Education

Units	Course contents	L	T	P	Total Hours
Unit-1 (15Marks)	<b>Concept, Approaches and Theories:</b> <ul style="list-style-type: none"> <li>• Introduction to Educational Sociology -meaning, nature and scope</li> <li>• Analogy between Education and Sociology(relationship)</li> <li>• Need for sociological approaches in Education(importance)</li> <li>• Theories of Educational Sociology -</li> <li>• Conflict Theory -concept, features, merits and demerits</li> <li>• Consensus Theory - concept, features, merits and demerits</li> </ul>	14	1	-	15
Unit-2 (15Marks)	<b>Education, Social Aspects and Socialization Process:</b> <ul style="list-style-type: none"> <li>• Socialization: Meaning and Process</li> <li>• Education as a Socialization Process,</li> <li>• Agencies of socialization : Home, School, Society</li> <li>• Role of these agencies in socialization</li> <li>• Social Mobility -meaning, types, factors, Role of education in Social Mobility</li> <li>• Emotional and National integration - meaning, importance, Role of education</li> <li>• Internationalization - meaning, importance, Role of education</li> <li>• Modernization: Meaning, Indicators, Role of Education</li> </ul>	14	1	-	15
Unit-3 (15Marks)	<b>Role of Education in Social Changes and Development:</b> <ul style="list-style-type: none"> <li>• Social Change: meaning &amp; factors</li> <li>• Relation between education &amp; Social Change</li> <li>• Cultural Changes - meaning, factors, Role of education</li> <li>• Economic Development - meaning, factors, role of education</li> <li>• Education as a development indicator</li> <li>• Human Resource Development -meaning, role of education</li> </ul>	14	1	-	15
Unit-4 (15Marks)	<b>Education and Social Groups:</b> <ul style="list-style-type: none"> <li>• Social groups in Indian context: Characteristics and</li> <li>• Classification</li> <li>• Social Disadvantages and Inequalities in Indian Society - meaning, causes and types</li> </ul>	14	1	-	15



	<ul style="list-style-type: none"> <li>• Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.</li> <li>• Concepts of equity, equality and access in education</li> <li>• Reservation in Indian education</li> </ul>				
		56	4	-	60

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

### Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

1. Explain the concept, approaches and theories of educational sociology.
2. Illustrate Social Aspects, Social Processes and role of Education.
3. Explain the role of Education in Social Change and Development.
4. Describe various Social Groups and their Education
5. Explain different Political Ideologies and their bearings on Education

### Suggested Readings:

- Adiseshiah, W.T.V. & Pavanasam . R., Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974.
- Blackledge, D. & Hunt, Barry, Sociological Interpretations of Education, London, Groom Helm, 1985.
- Chanda S.S. & Sharma R.K. , Sociology of Education, New Delhi, Atlantic Publishers, 2002
- Chandra, S.S., Sociology of Education, Guwahati, Eastern Book House, 1996. 5. Cook L, A. & Cook, E., Sociological Approach to Education , New York, McGraw Hill, 1970.
- Durkheim, E., Education and Sociology , New York, The Free Press, 1966.
- Hemlata, T., Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002
- Jayaram, Sociology of Education , New Delhi, Rawat, 1990.
- Shukla, S. & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
- Gohain, Haimya & Kalita, Utpal (2024): Educational Sociology, Shanti Prakashan, Guwahati
- Kalita, Utpal (2024): Shiksha Samajbijan, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Psychological Experiments (Core 15)</b>
<b>Course Code</b>	<b>:MAJ-EDU-6.4</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

To enable the students to understand the concept of experimental psychology.  
To understand the methods of constructing various psychological experiments and tests.  
To develop scientific attitude amongst students.

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

A) Psychological practical without apparatus	15
B) Psychological practical with apparatus	15
C) Physiological Drawing	10
• Viva-voce	10
• Note Book	10
<b>Total</b>	<b>60</b>

### A. (Psychological Practical without Apparatus)

1. Memory - Immediate memory span
2. Attention - Division of Attention
3. Learning - Whole versus Part Learning
4. Imagination - Ink Blot Test
5. Association - Free Association Test, Controlled Association Test
6. Motivation - Knowledge of result on performance
7. Personality - Personality test for introversion and extroversion

### B. ( Psychological Practical with Apparatus)

8. Mirror Drawing Apparatus - Trial and Error learning and Bilateral transfer
9. Punch Board Maze or other Maze - Maze learning
10. Tachistoscope - Spans of Attention, Span of Apprehension
11. Memory Drum - Memorization between meaningful materials and nonsense materials

### C. (Physiological Drawing)

- 12 - Human Brain
- 13 - Receptors : Eye and Ear
- 14 - Endocrine Glands

**Modes of In-Semester Assessment:** 40 Marks

A. Sessional Activities (The teacher may assign the following): Marks: 10+10=20

i. **Assignment on any theoretical component of the course.**

ii. Viva

B. Demo class (Students will conduct any one of the experiments/tests to be decided by lottery)

Marks : 20

**End semester assessment:** End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

a. Two Experiments. Marks: 20+20=40

b. Laboratory Note book Marks: 5

c. Physiological Drawing: 10

d. Viva voce Marks: 5

### **Suggested Readings**

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

## DETAILED SYLLABUS OF 6<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Great Educational Thinkers (Minor-6)</b>
<b>Course Code</b>	<b>:MIN-EDU-6.1</b>
<b>Nature of Course</b>	<b>:Minor</b>
<b>Distribution of Marks</b>	<b>:60(End-Sem.)+40(In Sem.)</b>

### Objectives:

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

Units	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Educational Thoughts of Srimanta Sankardeva:</b> <ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Sankardeva on Education and practices.</li><li>- Educational system of Satras and Namgharas and their relevance in modern era</li></ul>	14	1	-	15
Unit-2 (15 Marks)	<b>Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore:</b> <ul style="list-style-type: none"><li>• Mahatma Gandhi<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Gandhiji on Educational Philosophy and practices - Gandhiji's Nai Talim.</li></ul></li><li>• Rabindranath Tagore<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Tagore on Educational Philosophy and practices</li><li>- Tagore's Vishvabharati</li></ul></li></ul>	14	1	-	15
Unit-3 (15 Marks)	<b>Educational Thoughts of Rousseau and Froebel:</b> <ul style="list-style-type: none"><li>• Jean Jacques Rousseau<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Rousseau on Educational Philosophy and practices</li><li>- Rousseau's Negative Education</li></ul></li><li>• Fredric Wilhelm August Froebel<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Froebel on Educational Philosophy and practices</li><li>- Froebel's Kindergarten</li></ul></li></ul>	14	1	-	15
Unit- 4 (15 Marks)	<b>Educational Thoughts of John Dewey and Madam Maria Montessori:</b> <ul style="list-style-type: none"><li>• John Dewey<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Dewey on Educational Philosophy and practices</li><li>- Dewey's Concept of Democratic Education</li></ul></li><li>• Madam Maria Montessori<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Montessori on Educational Philosophy and practices</li><li>- Montessori's Children House.</li></ul></li></ul>	14	1	-	15

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

### **Modes of In-Semester Assessment:**

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the philosophy of life of different Educational Thinkers and their works.
- Acquaint with the views of thinkers in educational context.
- Understand about the relevance of some of their thoughts at present day

### **Suggested Readings:**

- Abdul Kalam, A. P. J. (1998). India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
- 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). Ludhiana: 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, Indira & Kalita, Utpal (2020): Mahaan Saikshik Chintabidsakal, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 7<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>: Introduction to Indian Knowledge System (Core 16)</b>
<b>Course Code</b>	<b>:MAJ-EDU-7.1</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

To acquaint with the rich heritage of Indian knowledge Systems  
 To describe the contribution of Indian knowledge systems to the world  
 Converting the Bhāratīya wisdom into the applied aspect of the modern scientific paradigm;  
 To understand distinguish knowledge traditions that originated in the Indian subcontinent

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Indian Knowledge Systems (IKS):</b> Definition, Concept and Scope of IKS Importance of Traditional Knowledge. <b>Ancient India- Bharat Varsha:</b> People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate	16	2	-	18
Unit-2 (15 Marks)	<b>Indian Science &amp; Technology:</b> Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; Important texts of Indian mathematics. <b>Indian Astronomy:</b> Planetary System. Motion of the Planets; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies	14	1	-	15
Unit-3 (15 Marks)	<b>Indian Agriculture:</b> Agriculture: Significance in Human Civilization; Historical significance of agriculture and sustainable farming in India: Special reference to Northeast India Plant diseases and their management Pest control Manures for plants Plant grafting techniques	13	1	-	14
Unit-4 (15 Marks)	<b>Contribution of Ancient India to Health Sciences:</b> Concept of disease in Ayurveda; Hospitals in Ancient India; Ayurveda: Gift of India to the modern world. Traditional Indigenous systems of medicines in India: Folk and tribal medicine ,Home remedies, Primary healthcare, Traditional birth attendants	12	1		13

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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

The traditional Indian Knowledge and great natural heritage

The Traditional knowledge across disciplines like Indian Science and Technology, Indian Astronomy, Indian Agriculture and Health Sciences

**Suggested Readings:**

1. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
2. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
3. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
4. Mukul Chandra Bora, Foundations of Bharatiya Knowledge System. Khanna Book Publishing
6. Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006).
7. Vedic Physics by Keshav Dev Verma, Motilal Banarsidass Publishers (2012).
8. India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).

**Text books:**

1. Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan,
2. History of Science in India Volume-1, Part-I, Part-II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata (2014).

## DETAILED SYLLABUS OF 7<sup>th</sup> SEMESTER

**Course Title : Methodology of Educational Research (Core 17)**

**Course Code : MAJ-EDU-7.2**

**Nature of the Course : Major**

**Total Credits : 4 credits**

**Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)**

### Objectives:

To understand the concept, types and methods of Educational Research.

To know the concept, steps, significance of Review of related literature in Educational Research.

To have knowledge about data collection procedures and to prepare various tools of Educational Research.

To know about qualitative and quantitative Research

To understand how to prepare Research Report.

Units:	Course Contents	L	T	P	Total Hours
Unit-1 ( 20 Marks)	<b>Educational Research: Meaning, Steps, Types and Methods:</b> <ul style="list-style-type: none"> <li>• Educational Research – meaning, nature, steps, significance and scope of Educational Research.</li> <li>• Types of Research – Basic/fundamental research, Applied and Action Research.</li> <li>• Methods of Educational Research – The Historical Method – Nature of Historical Research; The Descriptive Method – Nature, types and steps; The Experimental Method – Nature and steps.</li> </ul>	16	2	-	18
Unit-2 (10 Marks)	<b>Review of Related Literature :</b> <ul style="list-style-type: none"> <li>• Review of Related Literature – purpose, steps involved in Review of Literature</li> <li>• Identification of Review of Literature</li> <li>• Organising the related literature</li> </ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Research Design:</b> <ul style="list-style-type: none"> <li>• Design of the study – population, sampling – meaning, nature, types of sampling, representative Vs random sampling, techniques of randomization in sample selections, sample size, random sampling errors and its importance for drawing inference.</li> <li>• Tools of Educational Research – Observation Schedule, Questionnaire, Interview Schedule, Inquiry forms</li> </ul>	13	1	-	14
Unit-4 (15 Marks)	<b>Qualitative and Quantitative Research, Research Report:</b> <ul style="list-style-type: none"> <li>• Qualitative and Quantitative Research – meaning and concept</li> <li>• Difference between Qualitative and Quantitative Research</li> <li>• The Research Report: Preparation of the Research Report – General format of Research Report</li> </ul>	14	1	-	15
		55	05	-	60



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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

Concept, types and methods of Educational Research.

**The concept, steps, significance of Review of related literature in Educational Research.**

About data collection procedures and to prepare various tools of Educational Research.

About qualitative and quantitative Research

How to prepare Research Report.

### **Suggested Readings :**

- 1) Best, John W. And Kahn, James V – Research in Education, New Delhi: Prentice Hall of India Pvt.
- 2) Good, C.V. and Scates D.F. – Methods of Research – Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.
- 3) Koul Lokesh - Methods of Educational Research, New Delhi: Vikash Publishing House Pvt. Ltd.
- 4) Young, P.V. – Scientific Social Survey and Research, New York: Prentice Hall
- 5) Ackoff, Rusell L – the Design of Social research, Chicago: University of Chicago Press
- 6) B Whitney, L – The elements of Research, New York: Prentice Hall
- 7) Travers Robert, M.W. – An Introduction of Educational Research, New York: Mac Millan Publishing Co. Inc.

## DETAILED SYLLABUS OF 7<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Educational Management (Core 18)</b>
<b>Course Code</b>	<b>:MAJ-EDU-7.3</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To develop an understanding of the basic concept of educational management.
- To enable the students to know about the various resources in education
- To enable the students to understand the concept and importance of educational planning.

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Introduction to Educational Management:</b> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of Educational Management</li> <li>• Objectives/Purpose of Educational Management</li> <li>• Principles of Educational Management</li> <li>• Types of Educational Management</li> <li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li> <li>• Classroom Management- Principles, Strategies and Techniques.</li> </ul>	15	2	-	17
Unit-2 (15 Marks)	<b>Resources in Education:</b> <ul style="list-style-type: none"> <li>• Meaning of resources</li> <li>• Types of resources- Human resource, Material resource and Financial resource</li> <li>• Management of Human, Material and Financial resources</li> <li>• Optimum Utilization of resources in educational institutions</li> </ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Educational Planning:</b> <ul style="list-style-type: none"> <li>• Meaning, Nature and Importance of educational planning</li> <li>• Types of educational planning</li> <li>• Principles of educational Planning</li> <li>• Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT</li> </ul>	15	2	-	17
Unit-4 (15 Marks)	<b>Institutional Planning:</b> <ul style="list-style-type: none"> <li>• Concept, Nature, and Scope of Institutional Planning</li> <li>• Institutional Planning for Infrastructural Development and Personnel Development</li> <li>• Procedure of Institutional Planning</li> <li>• Organisation of Time Table and Co-curricular Activities</li> </ul>	12	1	-	13

54 06 - 60

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

### Modes of In-Semester Assessment:

40 Marks

- 1) One sessional test - 20 Marks
- 2) Any three of the following activities listed below - 20 Marks
- i. Class assignment/home assignment/case studies
  - ii. Class test/Unit test
  - iii. Field work
  - iv. Group discussion**
  - v. Seminar presentation
  - vi. Participation in class discussion
  - vii. Quiz
  - viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** 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.

**Suggested Readings:**

- Bhatnagar and Gupta (2006). Educational Management. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). Educational Management-Theory and Practice. Guwahati: EBH Publishers.
- 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.
- Kalita, Utpal & Bora Sahariah, Sonali (2022): Saikshik Byabasthapana, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 7<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Teacher Education in India (Core 21)</b>
<b>(Additional Paper for Non-Research)</b>	
<b>Course Code</b>	<b>:MAJ-EDU-7.4</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To develop an understanding of the Concept, Scope, Aims & Objectives and Significance of teacher education
- To acquaint with the development of Teacher Education in India
- To acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- To acquaint with the status, Quality, Responsibility and Professional Ethics of Teachers

<b>Units:</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India:</b> <ul style="list-style-type: none"> <li>• Teacher Education-Concept, scope and aims and objectives</li> <li>• Need and Significance of Teacher Education in 21st Century</li> <li>• Types of Teacher Education-Pre-service and In-service</li> <li>• Development of Teacher Education in India</li> <li>• Shifting focus from Teacher Training to Teacher Education</li> </ul>	15	2	-	17
Unit-2 (15 Marks)	<b>Teacher Education For Different Levels of Education:</b> <ul style="list-style-type: none"> <li>• Preparation of Teachers for Pre-Primary Level of education</li> <li>• Preparation of Teachers for Primary Level of education</li> <li>• Preparation of Teachers for Secondary Level of education</li> <li>• Preparation of Teachers for Higher Level of education</li> </ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Structure and Organisations of Teacher Education in India:</b> <ul style="list-style-type: none"> <li>• District Institute for Education and Training (DIET)</li> <li>• State Council for Educational Research and Training (SCERT)</li> <li>• National Council for Educational Research and Training (NCERT)</li> <li>• National Council for Teacher Education (NCTE)</li> </ul>	15	2	-	17
Unit-4 (15 Marks)	<b>Status, Quality, Responsibility and Professional Ethics of Teachers:</b> <ul style="list-style-type: none"> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and</li> </ul>	12	1	-	13

	Practitioner-Researcher				
	• Role expectations of Teachers in twenty first century				
	• Professional ethics and accountability of teachers				
		54	6	-	60

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

### Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** 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 recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand the qualities, responsibilities and professional ethics of teachers

### Suggested 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.
- 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.
- Kalita, Indrani & Kalita, Utpal (2020): Teacher Education, Mani Manik Prakash, Assam
- Kalita, Sahariah & Sharma (2021): Bharatbarsat Sikshakar Siksha, Shanti Prakashan, Guwahati

## DETAILED SYLLABUS OF 7<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Mental Health and Hygiene ( Minor7)</b>
<b>Course Code</b>	<b>:MIN-EDU-7.1</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- To understand the concept and importance of mental hygiene and its relationship with mental health.
- To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To familiarise with mental health and Yoga

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Fundamentals of Mental Health:</b> <ul style="list-style-type: none"> <li>• Mental Health – Meaning and Definitions</li> <li>• Scope of Mental Health</li> <li>• Dimensions of Mental Health</li> <li>• Need and importance of Mental Health</li> <li>• Characteristics of a mentally healthy person</li> <li>• History of development of Mental Health</li> </ul>	15	2	-	17
Unit-2 (15 Marks)	<b>Mental Hygiene:</b> <ul style="list-style-type: none"> <li>• Mental Hygiene – Meaning and Definitions</li> <li>• Goals of Mental Hygiene</li> <li>• Functions of Mental Hygiene</li> <li>• Need and importance of Mental hygiene</li> <li>• Relationship between Mental health and hygiene</li> </ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Education and Mental Health:</b> <ul style="list-style-type: none"> <li>• Principles of sound Mental Health</li> <li>• Factors affecting Mental Health</li> <li>• Mental Health Hazards</li> <li>• Mental Health of Students</li> <li>-Role of Home</li> <li>-Role of School</li> <li>-Role of Society</li> <li>• Mental Health of Teachers</li> </ul>	15	2	-	17
Unit-4 (15 Marks)	<b>Mental Health and Yoga:</b> <ul style="list-style-type: none"> <li>• Concept of Yoga</li> <li>• Importance of Yoga for Physical and Mental Health</li> <li>• Role of Yoga for Personality Development</li> <li>• Role of Yoga for management of Stress</li> <li>• Principles of Yoga for Healthy Living</li> <li>• Pranayama and Meditation for Promoting Mental Health</li> </ul>	12	1	-	13

54 06 - 60

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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

**iv. Group discussion**

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** 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.
- Familiarise with Yoga, Pranayama and Meditation for Promoting Mental Health

**Suggested 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

## DETAILED SYLLABUS OF 8<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Environmental Education (Core 19)</b>
<b>Course Code</b>	<b>:MAJ-EDU-8.1</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To have knowledge about Environment and its importance
- To understand the importance of Environmental Education
- To develop understanding of natural and man induced environmental stressors and to prepare strategies for environmental conservation.
- To understand the relationship between Man and Environment and inculcate the environmental values and sustainable development

<b>Units:</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Concept of Environment:</b> <ul style="list-style-type: none"> <li>• Meaning, definitions and characteristics of Environment</li> <li>• Structure and components of environment, Ecology and Ecosystem</li> <li>• Relationship between Man and Environment</li> </ul>	12	1	-	13
Unit-2 (15 Marks)	<b>Environmental Awareness through Education :</b> <ul style="list-style-type: none"> <li>• Environmental Education: Meaning, definitions, objectives and guiding principles</li> <li>• Need and importance of Environmental Education as an interdisciplinary subject</li> <li>• Education for environmental awareness</li> <li>• Strategies of teaching Environmental Education at different levels – Primary, Secondary and Higher</li> </ul>	15	2	-	17
Unit-3 (15 Marks)	<b>Environmental stressors and conservation of environment:</b> <ul style="list-style-type: none"> <li>• Environmental degradation and environmental pollution</li> <li>• Environmental Stressors: Natural and man induced environmental stressors</li> <li>• Conservation of Environment: Meaning, need, objectives and categories of conservation, types of conservation method</li> <li>• Environment protection laws and constitutional safeguards in India</li> </ul>	15	2	-	17
Unit-4 (15 Marks)	<b>Environmental Ethics and Sustainable Development:</b> <ul style="list-style-type: none"> <li>• Man and his environment through ancient period to present period</li> <li>• Environmental ethics and values of Environment, Principles of Environmental ethics</li> <li>• Decline in basic environmental values and its impact on environment</li> <li>• Striving for a better environment – Concept of Sustainable Development, Environmental Education for sustainable development</li> </ul>	12	1	-	13



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

**Modes of In-Semester Assessment:**

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Have knowledge about Environment and its importance
- Understand the importance of Environmental Education
- Develop understanding of natural and man induced environmental stressors and to prepare strategies for environmental conservation.
- Understand the relationship between Man and Environment and inculcate the environmental values and sustainable development

**Suggested readings:**

- Chitrabhanu, T.K.: Environmental Education. Authorspress. New Delhi 2007
- Reddy and Reddy: Environmental Education. Neelkamal Publications Pvt. Ltd. Hyderabad/New Delhi. 2003
- Sharma and Matheshwari: Education for environment and Human Values, R. Lall Book Depot. Meerut. 2005
- Sharma, R.A.: Environmental Education. R. Lall Book Depot. Meerut. 2008

## DETAILED SYLLABUS OF 8<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Higher Education (Core 20)</b>
<b>Course Code</b>	<b>:MAJ-EDU-8.2</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To develop the ability to evaluate the roles and functions of important national bodies in the planning, management and control of higher education
- To help the students to be able to comprehend the emerging issues and developments in higher education in India
- To develop the ability to evaluate the status of higher education in the country

<b>Units:</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Higher Education in India</b> <ul style="list-style-type: none"><li>• Meaning and Structure of Higher Education</li><li>• Objectives and Goals of Higher Education</li><li>• Types of Universities in India</li><li>• Constitutional Provisions Regarding Higher Education</li></ul>	12	1	-	13
Unit-2 (15 Marks)	<b>New Trends in Higher Education in India</b> <ul style="list-style-type: none"><li>• Internationalization in Higher education</li><li>• Autonomy in higher education</li><li>• Innovative features in higher education proposed by NEP 2020</li><li>• LPG in higher education.</li></ul>	15	2	-	17
Unit-3 (15 Marks)	<b>Planning and Management of Higher Education in India</b> <ul style="list-style-type: none"><li>• Role and Functions of University Grants Commission (UGC)</li><li>• Role and Functions of National Assessment and Accreditation Council (NAAC)</li><li>• Rashtriya Uchchatar Shiksha Abhiyan (RUSA)</li><li>• Higher Education in NEP 2020</li></ul>	15	2	-	17

Unit-4 (15 Marks)	<b>Problems of Higher Education in India</b> <ul style="list-style-type: none"> <li>● Problems related to Access and Equity</li> <li>● Problems related to Quality and Excellence</li> <li>● Higher Education and Growing Unemployment</li> <li>● Resource Crunch in Higher Education</li> </ul>	12	1	-	13
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54 06 - 60

### Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand system of higher education in India and its historical development
- Evaluate the role and functions of important national bodies in the planning, management and control
- Comprehend emerging issues and developments in higher education in India• evaluate the status of higher education in the country

### Suggested Readings:

Altback, P. (1987). *Comparative perspective on the academic profession*. Preeger.

Begi, J. (2003). *Dynamics of higher education*. Commonwealth Publishers.

Chakravarti, B.K. (2005). *A Text book of comparative education*. Dominant Publishers & Distributors.

- Chalam, K.S. (2005). *Challenges of higher education*. Anmol Publications Pvt. Ltd. Deka, B.
- (2000). *Higher education in India: Development and problems*. Atlantic Publishers.
- Goel, A. & Goel, S.L. (2005). *Encyclopaedia of higher education in the 21st century*. Deep and Deep Publications Pvt. Ltd.
- Harry, K. (1999). *Higher education through open learning and distance mode*. Routledge.
- Jha, P. K. (2005). *Assessment and evaluation in higher education*. Vista International Publishing House.
- Mohanty, J. (2003). *Current trends in higher education*. Deep and Deep Publications Pvt. Ltd.
- Narain, I. (1990). *Pages from a Vice Chancellor's diary*. Chanakya Publications.
- Panday, V.C. (2005). *Higher education in a globalising world*. Isha Book Publications.
- Powar, K.B. (2002). *Indian higher education*. Concept Publishing Company.
- Rao, D. B. (2005). *Globalization and living together*. Discovery Publishing Home.
- Ram, M. (2004). *Universalisation of higher education*. Sarup and Sons Publications.
- Raza, M. (Ed.). (1991). *Higher education in India: Retrospect and prospect*. Association of Indian Universities.
- Sani, P.L. (2005). *World higher education*. ABD Publishers.
- Singh, V. & Sharma, N. (2008). *Development of higher education in India*. Alfa Publications.
- Thakur, D. & Thakur, D.N. (2004). *Higher education and employment* (2nd ed.). Deep and Deep Publications.
- Vohra, A. L. & Sharma, S.R. (1990). *Management of higher education in India*. Anmol Publications.

## DETAILED SYLLABUS OF 8<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Human Rights Education(Core-22)</b>
<b>(Additional Paper for Non-Research)</b>	
<b>Course Code</b>	<b>:MAJ-EDU-8.3</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To develop an understanding of the concepts of human rights and human rights education
- To develop an understanding of the role of different bodies in the protection of human rights
- To acquaint students on how to teach human rights at different levels of education
- To develop an understanding of their own rights as human beings

<b>Units:</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Fundamentals of Human Rights</b> <ul style="list-style-type: none"><li>• Human Rights – Concept and History</li><li>• Universal Declaration of Human Rights</li><li>• Indian Constitution and Human Rights</li><li>• National Human Rights Commission</li></ul>	15	2	-	17
Unit-2 (15 Marks)	<b>Education and Human Rights</b> <ul style="list-style-type: none"><li>• Human Rights Education – Meaning and History</li><li>• Aims and Objectives of Human Rights Education</li><li>• Need and Importance of Human Rights Education</li><li>• Principles of Human Rights Education</li></ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Issues, Movements and Promotion of Human Rights</b> <ul style="list-style-type: none"><li>• Human Rights of Children</li><li>• Human Rights of Women</li><li>• Human Rights of Minorities</li><li>• Human Rights of Disabled Persons</li></ul>	12	1	-	13
Unit-4 (15 Marks)	<b>Transaction of Human Rights</b> <ul style="list-style-type: none"><li>• Role of Teacher in Human Rights</li><li>• Problems Faced by Teachers in Teaching of Human Rights and Their Solutions</li><li>• Human Rights Education at Different Levels of Education</li></ul>	15	2	-	17

	<ul style="list-style-type: none"> <li>Methods of Teaching Human Rights - Drama and Role Play, Brainstorming, Lecture, Discussion, Seminars and Workshops, and Projects</li> </ul>				
		54	06	-	60

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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

**iii. Field work**

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the concepts of human rights and human rights education
- Understand the role of different bodies towards protection of human rights
- Understand the basics of human rights transaction to students
- Understand their own rights as human beings

**Suggested Readings:**

Aggarwal, J.C. (2005). *Values, education for environment and human rights*. Shipra Publication.

Andreopoulos, G. J., & Richard, P. C. (Eds.). (1997). *Human rights education for the twenty-first century*. University of Pennsylvania Press.

Chand, J. (2007). *Values, education for human rights*. Anshah Publishing House.

Chandra, P. (2010). *Fundamentals of human rights education and training*. Swastik Publications.

Chandra, A. (2000). *Human activism and role of NGOs*. Rajat.

Cook, R. (1994). *Human rights of women, national and international perspectives*. University of Pennsylvania Press.

Donnelly, J. (1989). *Universal human rights in theory and practice*. Cornell University Press.

Georgi, V. B., & Michael, S. (Eds.). (2004). *International perspectives in human rights education*. Bertelsmann Foundation Publishers.

- Goel, A. & Goel, S.L. (2005). *Human values and education*. Deep & Deep Publication.
- Mohanty, J. (2003). *Human rights education*. Deep & Deep Publication.
- Naseema, C. (2002). *Human rights education: Conceptual and pedagogical*. Kanishka Publishers & Distributors.
- Shah, G. (2005). *Human rights: Free and equal*. Anmol.
- Sharma, Y.K. (2007). *Education for values, environment and human rights*. Deep & Deep Publication.
- Singh, A. (2002). *Human rights and human rights education*. Dr. B.B. Pandey Himalayan Publishers.
- Tarrow, N. B. (Eds.). (1987). *Human rights and education*. Pergamon Press Oxford.
- UNESCO. (1997). *The human rights to peace: Declaration by the Director-General*. UNESCO.
- Vadkar, P. (2000). *Concepts, theories and practice of human rights*. Rajat.
- <http://www.unesco.org/cpp>.

## DETAILED SYLLABUS OF 8<sup>th</sup> SEMESTER

**Course Title** :Curriculum Development (Core-23)  
(Additional Paper for Non Research)

**Course Code** :MAJ-EDU-8.4

**Nature of the Course** :Major

**Total Credits** :4 credits

**Distribution of Marks** :60 (End-Sem.)+40 (In-Sem.)

### Objectives:

- To understand the meaning, concept and scope of curriculum
- To understand the bases of curriculum construction, transaction, evaluation and innovation

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Concept and Functions of Curriculum</b> <ul style="list-style-type: none"> <li>• Concept of curriculum and Functions of curriculum</li> <li>• Types of curricula</li> <li>• Meaning and importance of Co-curricular activities in curriculum</li> <li>• Concept, needs and importance of Undifferentiated and Differentiated curriculum</li> </ul>	14	2	-	16
Unit-2 (15 Marks)	<b>Curriculum Construction</b> <ul style="list-style-type: none"> <li>• Principles of Curriculum Construction; Situational Analysis in Curriculum Construction</li> <li>• Selection of Objectives in Curriculum Construction</li> <li>• Selection of Content in Curriculum Construction</li> <li>• Organization of Content and Learning activities in Curriculum Construction</li> </ul>	13	1	-	14
Unit-3 (15 Marks)	<b>Curriculum Evaluation</b> <ul style="list-style-type: none"> <li>• Concept, nature and needs of Curriculum Evaluation</li> <li>• Instruments of Curriculum Evaluation</li> <li>• Types of Curriculum Evaluation; Formative and Summative Evaluation</li> </ul>	12	1	-	13



	● Criteria of Evaluation of a textbook				
Unit-4 (15 Marks)	<b>Curriculum Change</b> <ul style="list-style-type: none"> <li>● Concept of Curriculum Change</li> <li>● Elements of successful Curriculum Change</li> <li>● Factors affecting Curriculum change</li> <li>● Role of students, teachers and educational administrators in Curriculum Change.</li> </ul>	15	2	-	17
		54	06	-	60

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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Students understand the meaning, *concept and scope of curriculum*
- Students understand *the bases of curriculum* construction, transaction, evaluation and innovation

Suggested Readings:

Aggarwal, D. (2006). *Curriculum Development: Concepts, methods and techniques*. DVS Publishers & Distributors.

Aggarwal, J. C. (1990). *Curriculum reform in India: World Overview*. Doab House Bookseller & Publishers.

Bhall, B. D., & Sharma, S. R. (1992). *Principles of curriculum construction*. Kanishka Publishing House.

Bhalla, N. (2007). *Curriculum development*. DVS Publishers and Distributors.

Dellay, A. V. (1977). *Curriculum: Theory & practice*. Harper and Row Pub. Inc.

Dewey, J. (1966). *The child and the curriculum*. The University of Chicago Press.

- Diamond, R. M. (1989). *Designing & improving courses& curricular in higher education: A systematic approach*. Jossey Bass Inc. Publishers.
- Doll R. C. (1986). *Curriculum improvement: Decision making and process* (6th ed.). Allyn& Bacon, Inc.
- Kalram, R. M. & Singh, R. R. (1987). *Curriculum construction for youth development*. Sterling Publishers Pvt. Ltd.
- Mamidi, M. R., & Ravishankar. (eds) (1984). *Curriculum development & educational technology*. Sterling Publishers Pvt. Ltd.
- Mrunalini, T. (2008). *Curriculum Development*. DVS Publishers and Distributors.
- NCERT. (1984). *Curriculum and Evaluation*. NCERT.
- NCERT. (1988). *National curriculum for elementary & secondary education: A framework*. NCERT
- Oliva, P. F. (1988). *Developing the curriculum* (2nded.). Foresman & Co.
- Taba, H. (1962). *Curriculum development: Theory & practice*. Harcourt Brace Jovanovich Inc.
- Tyler, R. W. (1974). *Basic principles of curriculum & instruction*. The University of Chicago Press.
- UNESCO. (1981). *Currienla& lifelong education*. UNESCO.
- Vashist S.R. (1994). *The theory of curriculum*(1st ed.). Onmol Publication Pvt. Ltd.
- Vashist, S. R. (1994). *Historical development of curriculum*(1st ed.). Onmol Publication Pvt. Ltd.
- Venkataiah, N. (1993). *Curriculum Innovation for 2000 A.D.* Asish Publishing House.

## DETAILED SYLLABUS OF 8<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>: Introduction to Indian Knowledge System (Minor 8)</b>
<b>Course Code</b>	<b>:MIN-EDU-8.1</b>
<b>Nature of the Course</b>	<b>:Major</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

To acquaint with the rich heritage of Indian knowledge Systems

To describe the contribution of Indian knowledge systems to the world

Converting the Bhāratīya wisdom into the applied aspect of the modern scientific paradigm;

To understand distinguish knowledge traditions that originated in the Indian subcontinent

<b>Units:</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Indian Knowledge Systems (IKS):</b> Definition, Concept and Scope of IKS Importance of Traditional Knowledge. <b>Ancient India- Bharat Varsha:</b> People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate	16	2	-	18
Unit-2 (15 Marks)	<b>Indian Science &amp; Technology:</b> Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; Important texts of Indian mathematics. <b>Indian Astronomy:</b> Planetary System. Motion of the Planets; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies	14	1	-	15
Unit-3 (15 Marks)	<b>Indian Agriculture:</b> Agriculture: Significance in Human Civilization; Historical significance of agriculture and sustainable farming in India: Special reference to Northeast India Plant diseases and their management Pest control Manures for plants Plant grafting techniques	13	1	-	14
Unit-4 (15 Marks)	<b>Contribution of Ancient India to Health Sciences:</b> Concept of disease in Ayurveda; Hospitals in Ancient India; Ayurveda: Gift of India to the modern world. Traditional Indigenous systems of medicines in India: Folk and tribal medicine ,Home remedies,Primary healthcare, Traditional birth attendants	12	1		13

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

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

The traditional Indian Knowledge and great natural heritage

The Traditional knowledge across disciplines like Indian Science and Technology, Indian Astronomy, Indian Agriculture and Health Sciences

### **Suggested Readings:**

1. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
2. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
3. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
4. Mukul Chandra Bora, Foundations of Bharatiya Knowledge System. Khanna Book Publishing
6. Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006).
7. Vedic Physics by Keshav Dev Verma, Motilal Banarsidass Publishers (2012).
8. India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).

### **Text books:**

1. Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan,
2. History of Science in India Volume-1, Part-I, Part-II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata (2014).