

Syllabus  
in  
**EDUCATION**

For  
Five Year Integrated Master's Programme (FYIMP)

NEP-2020



Department of Education  
Bodoland University  
Kokrajhar-783370

**FIVE YEAR INTEGRATED MASTER'S PROGRAMME IN EDUCATION,  
BODOLAND UNIVERSITY**

**PROGRAMME OUTCOMES**

- PO1- Develop an understanding of major concepts and theoretical principles in education.
- PO2- Understand the significant relationship between education and society.
- PO3- Identify the different methods of psychology and its relationship in education.
- PO4- Understand with the concept of Educational Technology and its recent trends of Technology in education.
- PO5- Obtain Knowledge on the educational systems of other countries in the world.
- PO6- Understand the fundamentals of teaching, different approaches of instruction, style and basic models of teaching and learning.
- PO7- Acquire knowledge of test construction, standardization and methods of estimation, reliability and validity test of measurement and evaluation.
- PO8- Discuss the nature, significance and types and techniques of research in education.
- PO9- Orient with the concept of educational management, administration, planning, leadership, supervision and finance.
- PO10- Identify the different process of growth and development.
- PO11- Acquaint with the history of education in Ancient and Medieval India and its contemporary issues.
- PO12- Acquire knowledge on different statistical techniques and know how to apply statistics in research.
- PO13- Understand the concept, development and the professional growth and quality of teacher education.
- PO14- Gain knowledge about the significance of psychological practical in education.
- PO15- Understand the concept of Philosophy and Education and gain information regarding the different modern and western schools of philosophies.
- PO16- Identify the different types of learning disabilities, impairments of children and their preventions and educational programmes of children with special needs.
- PO17- Understand the concept of environment and environmental changes and its various environmental protection initiatives and to sensitize them to participate in it.
- PO18- Understand the life and educational philosophy of Indian and Western educational thoughts.
- PO19- Develop an understanding and attitude towards research in education.
- PO20- Gain knowledge of writing a research proposal and undertake a research project.

**Structure of Syllabus for Five Years Integrated Master's Programme in Education**  
**Bodoland University**

SEMESTER-I								
1 <sup>st</sup> Year	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-101	EDNMAJ-101-4	Introduction to Education	4	4+0+0	70	30	100
	M-101	EDNMIN-101-4	Introduction to Education	4	4+0+0	70	30	100
	IDC-1	EDNIDC-101-3	Mental Health and Hygiene	3	3+0+0	50	-	50
	AEC-1	EDNAEC-101-2	Language/Regional Language	2	2+0+0	50	-	50
	SEC-1	EDNSEC-101-3	Communication Skill	3	2+0+1	50	-	50
	VAC-1	EDNVAC101-4	Yoga Education	4	4+0+0	70	30	100
			Total	20	19+0+1=20	360	90	450
*Major Students will have to choose Minor Paper from other Discipline								
SEMESTER-II								
	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-102	EDNMAJ-102-4	Psychological Foundations of Education	4	4+0+0	70	30	100
	M-102	EDNMIN-102-4	Psychological Foundations of Education	4	4+0+0	70	30	100
	IDC-2	EDNIDC-102-3	Value and Peace Education	3	3+0+0	50	-	50
	AEC-2	EDNAEC-102-2	Language/Regional Language	2	2+0+0	50	-	50
	SEC-2	EDNSEC-102-	Personality	3	3+0+0	50	-	50

		3	Development and Interview technique						
	VAC-2	EDNVAC102-4	Understanding India	4	3+0+1	70	30	100	
			Total	20	18+0+2=20	360	90	450	
*Major Students will have to choose Minor Paper from other Discipline									
Exit with a Certificate (40 credits and Internship of 4 Credits)									
<b>SEMESTER-III</b>									
2 <sup>nd</sup> Year	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total	
	C-201	EDNMAJ-201-4	Development of Education in India	4	4+0+0	70	30	100	
	C-202	EDNMAJ-202-4	Philosophical and Sociological Foundations of Education	4	4+0+0	70	30	100	
	M-201	EDNMIN-201-4	Development of Education in India	4	4+0+0	70	30	100	
	IDC-3	EDNIDC-201-3	Environmental and Population Education	3	3+0+0	50	-	50	
	AEC-3	EDNAEC-201-2	Language/Regional Language	2	2+0+0	50	-	50	
	SEC-3	EDNSEC-201-3	Methods & Techniques of Teaching	3	3+0+0	50	-	50	
				Total	20	18+0+2=20	360	90	450
	*Major Students will have to choose Minor Paper from other Discipline								
	<b>SEMESTER-IV</b>								
	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total	

	C-203	EDNMAJ-203-4	Educational Guidance and Counseling	4	4+0+0	70	30	100
	C-204	EDNMAJ-204-4	Educational Measurement and Evaluation	4	4+0+0	70	30	100
	C-205	EDNMAJ-205-4	Educational Technology	4	4+0+0	70	30	100
	M-202	EDNMIN-202-4	Educational Guidance and Counseling	4	4+0+0	70	30	100
	AEC-4	EDNAEC-202-2	Language/Regional Language	2	2+0+0	50	-	50
	Internship	EDNINT-201-2	Internship	2	0+0+2	50	-	50
			Total	20	18+0+2=20	380	120	500
*Major Students will have to choose Minor Paper from other Discipline								
Exit with a Diploma (80 Credits and Internship of 4 Credits)								
3 <sup>rd</sup> Year	SEMESTER-V							
	Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total
	C-301	EDNMAJ-301-4	Teacher Education	4	4+0+0	70	30	100
	C-302	EDNMAJ-302-4	Educational Management and Administration	4	4+0+0	70	30	100
	C-303	EDNMAJ-303-4	Educational Statistics	4	4+0+0	70	30	100
	C-304	EDNMAJ-304-4	Abnormal Psychology	4	4+0+0	70	30	100
	M-301	EDNMIN-301-4	Teacher Education	4	4+0+0	70	30	100
			Total	20	19+0+1=20	350	150	500
*Major Students will have to choose Minor Paper from other Discipline								

SEMESTER-VI								
Paper	Paper Code	Paper Name	Credit	L+T+P	End Sem Mark	Internal	Total	
C-305	EDNMAJ-305-4	Contemporary Issues in Indian Education	4	4+0+0	70	30	100	
C-306	EDNMAJ-306-4	Developmental Psychology	4	4+0+0	70	30	100	
C-307	EDNMAJ-307-4	Psychological Practical	4	0+0+4	70	30	100	
C-308	EDNMAJ-308-4	Special Education	4	4+0+0	70	30	100	
M-302	EDNMIN-302-4	Contemporary Issues in Indian Education	4	4+0+0	70	30	100	
		Total	20	16+0+4=20	350	150	500	
*Major Students will have to choose Minor Paper from other Discipline								
Exit with a Bachelor Degree in Education (120 Credits)								

4<sup>th</sup> Year

SEMESTER-VII

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNADL 14014	Advanced Educational Psychology	4	60	2+1+1	30	70	100
EDNADL 14024	Educational Thought and Practice	4	60	3+1+0	30	70	100
EDNADL 14034	Human Right Education	4	60	3+1+0	30	70	100
EDNADL 14044	Distance and Continuing	4	60	3+1+0	30	70	100

	Education						
EDNADL 14054	Research Methodology	4	60	3+1+0	30	70	100
Total		20	150	14+5+1	150	350	500

### SEMESTER-VIII

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNSPL 15064	Higher Education in India	4	60	3+1+0	30	70	100
EDNSPL 15074	Inclusive Education	4	60	3+1+0	30	70	100
EDNSPL 15084	Education and Women Empowerment	4	60	3+1+0	30	70	100
EDNSPL 15094	Rural Education in India	4	60	3+1+0	30	70	100
EDNSPL 15104	Comparative Education	4	60	3+1+0	30	70	100
Total		20	300	15+5+0	150	350	500

5<sup>th</sup> Year

### SEMESTER-IX

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNSPL 25014	ICT in Education	4	60	3+1+0	30	70	100
EDNSPL 25024	Statistics in Education	4	60	3+1+0	30	70	100
EDNSPL 25034	Early Childhood Care and	4	60	3+1+0	30	70	100

	Education						
EDNSPL 25044	Curriculum Studies in Education	4	60	3+1+0	30	70	100
EDNSPL 25054	Psychological Practical	4	60	3+1+0	30	70	100
Total		20	300	15+5+0	150	350	500

### SEMESTER-X

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNSPL 25064	Education for Sustainable development	4	60	3+1+0	30	70	100
EDNSPL 25074	Life Skills Education	4	60	3+1+0	30	70	100
EDNSPL 25084	Gender, School & Society	4	60	3+1+0	30	70	100
EDNSPL 25094	Economics in Education	4	60	3+1+0	30	70	100
EDNSPL 25104	Entrepreneurship in Education	4	60	3+1+0	30	70	100
Total		20	300	15+5+0	150	350	500

## Detailed Syllabus

### 1<sup>st</sup> Semester

**Paper Title: INTRODUCTION TO EDUCATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-101-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures=60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

### Course objectives:-

- To develop an understanding of the meaning, aims, objectives and functions of Education.



- To acquaint with the school and its functions and relationship with society.
- To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

### **Course Learning outcomes:-**

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

- Discuss the basic aims of education and its fundamental concept.
- Apply knowledge of foundational concept and theories to real world educational scenarios.
- Develop critical thinking skills to evaluate educational policies, practices and research.

### **Course Contents**

#### **Unit-I: Concept of Education**

- Meaning, nature and scope of education.
- Formal, Informal, Non-formal education and their agencies.
- Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
- Function of Education towards individual, society and in national life.
- School and its functions, Relationship between school and society.

#### **Unit-II: Aims of Education**

- Meaning and importance of Aims.
- Types of Aims:
- Social and Individual aims.
- Vocational and liberal aim.
- Democratic aim of education.
- Moral and complete living as an aim of Education.

#### **Unit-III: Curriculum**

- Concept and nature of curriculum.
- Importance of Curriculum.
- Types of Curriculum- Child-Centered Curriculum, Skill based Curriculum and Problem-Centered Curriculum.
- Principles of curriculum construction.
- Co-curricular activities-Meaning, Types and importance.

#### **Unit-IV: Freedom and discipline**

- Concept of freedom and discipline.
- Types of discipline.
- Discipline and order.
- Interrelation between discipline, liberty and democracy.
- Importance of discipline in social life.

**Suggested Readings:**

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer's Book stall.
4. Safaya R N.& Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

\*\*\*\*\*

**1<sup>st</sup> Semester****Paper Title: INTRODUCTION TO EDUCATION****(MINOR COURSE) Paper Code: EDNMIN-101-4****PAPER CREDIT: 04 (4T)****Total No. of Lectures=60 L****Total Marks= 100 (T70+IA30)****All the Units carry equal Marks****Course objectives:-**

- To develop an understanding of the meaning, aims, objectives and functions of education.
- To acquaint with the school and its functions and relationship with society.
- To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

**Course Learning outcomes:-**

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

- Describe the basic aims of education and its fundamental concept.
- Apply knowledge of foundational concept and theories to real world educational scenarios.
- Develop critical thinking skills to evaluate educational policies, practices and research.

**Course Contents****Unit-I: Concept of Education**

- Meaning, nature and scope of education.
- Formal, Informal, Non-formal education and their agencies.
- Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
- Function of Education towards individual, society and in national life.
- School and its functions, Relationship between school and society.

**Unit-II: Aims of Education**

- Meaning and importance of Aims.
- Types of Aims:

- Social vs Individual aims.
- Vocational and liberal aim.
- Democratic aim of education.
- Moral and complete living as an aim of Education.

### **Unit-III: Curriculum**

- Concept and nature of curriculum.
- Importance of Curriculum.
- Types of Curriculum.
- Principles of curriculum construction.
- Correlation of studies-Meaning, types and importance.
- Co-curricular activities-Meaning, Types and importance.

### **Unit-IV: Education for National Integration and International Understanding**

- Meaning and importance.
- Role of education in development of National integration and international understanding.
- Globalization and its impact in developing international cooperation.

### **Suggested Readings:**

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer's Book stall.
4. Safaya R N.& Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

\*\*\*\*\*

### **1<sup>st</sup> Semester**

**Paper Title: MENTAL HEALTH AND HYGIENE**

**(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-101-3**

**PAPER CREDIT: 03 (3T)**

**Total No. of Lectures=45 L**

**Total Marks= 50 (T50)**

**All the Units carry equal Marks**

### **Course 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 enable the students to know about importance of yoga and meditation in modern life

**Course Learning outcome:**

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

- Describe the resources available to support mental health, such as counselling services, support groups etc.
- Communicate more effectively with others about their mental health needs and how to support others who may be struggling with mental health issues.

**Course Contents**

**Unit I: Fundamentals of Mental Health**

- Mental Health – Meaning and Definitions.
- Scope of Mental Health.
- Need and importance of Mental Health.
- Factors affecting Mental Health.
- Characteristics of a mentally healthy person.

**Unit-II: Mental Hygiene**

- Mental Hygiene – Meaning and Definitions.
- Goals of Mental Hygiene.
- Functions of Mental Hygiene.
- Need and importance of Mental hygiene.
- Relationship between Mental health and hygiene.

**Unit-III: Mental Health and Yoga**

- Concept of Yoga.
- Importance of Yoga for Physical and Mental Health.
- Role of Yoga for Personality Development.
- Role of Yoga for Management of Stress.
- Principles of Yoga for Healthy Living.
- Pranayama and Meditation for Promoting Mental Health.

**Suggested Readings:**

1. Crow, L.D. and Crow, A (1951).Mental Health and Hygiene. New Delhi.
2. Gururani,G.D. Textbook of mental health and hygiene, Akansha publishing house,New Delhi
3. DR Ananda Balayogi Bhavanani.Health and wellbeing Ayogic perspective. Ministry of Ayush yogacharya International centre for yoga education and research.

\*\*\*\*\*

## 1<sup>st</sup> Semester

### Paper Title: COMMUNICATION SKILLS

(SKILL ENHANCEMENT COURSE) Paper Code: EDNSEC-101-3

PAPER CREDIT: 03(2T+1P)

Total No. of Lectures: 45 =30+15 (L+P)

Total Marks= 50 (T30+P20)

All the Units carry equal Marks

#### Course objectives:

- To understand the different aspects of communication using the four macro skills (listening, speaking, reading, writing)
- To apply verbal and non-verbal communication techniques in the professional Environment.

#### Course Learning Outcomes:

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

- Express their thoughts, ideas and opinions clearly and effectively through spoken language.
- Use body language, facial expression and tone of voice to enhance their communication.
- Communicate effectively in diverse contexts.

#### Course Contents

##### Unit-I: Communication and Interaction

- Meaning, nature and purpose of communication.
- Types of communication-
  - Verbal Communication (Effective speaking technique, voice modulation, articulation, pronunciation, effective word choice).
  - Non-verbal Communication (Body language, gestures, eye contact, listening skills).
  - Tips for improving non-verbal communication.

##### Unit-II: Effective communication

- Essentials of effective communication.
- Communication techniques.
- Barriers to communication.

##### Unit-III: Speaking skills (Practical)

- Importance of Spoken English.
- Paper presentation skills.
- Preparing for and facing a job interview.

#### Guidelines:

- Student shall prepare a write-up based on topic selected for speech.
- 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.
- Topic of speech will be selected by the students discussing with teachers.

**Suggested Readings:**

1. Ahuja, B.N and S.S Chopra (1989). Communication, New Delhi Surjeet publications
2. Devito, Joseph A. The interpersonal communication Book, 2005
3. Kumar Sanjay, (2015). Communication skills.
4. Keith Coleman. Effective communication skill.

\*\*\*\*\*

**1<sup>st</sup> Semester**

**Paper Title: YOGA EDUCATION**

**(VALUE ADDED COURSE) Paper Code: EDNVAC-101-4**

**PAPER CREDIT: 04(3T+1P)**

**Total No. of Lectures: 60= 45+15(L+P)**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To provide students with a comprehensive understanding of the philosophy and history of yoga.
- To gain knowledge about yoga sutra of Patanjali exploring the evolution of yoga over time.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

- Explore the principles of yogic lifestyles, which may include ethical guidelines, mindfulness and holistic well-being practices.
- Develop practical skills in various yoga techniques such as Asanas (postures), Pranayama (breathing exercise) meditation and relaxation technique.

**Course Contents**

**UNIT-1: Introduction to fundamentals of yoga**

- Meaning, Definition and origin.
- Types of Yoga- Patanjali Yoga and Karma Yoga.

- Misconceptions related with Yoga.
- Role of Yoga in the development of spiritual life.

#### **UNIT-2: Historical background of yoga Education**

- Yoga as reflected in Bhagawat Gita.
- Yoga philosophy and yoga Education.
- Yoga for peace.

#### **UNIT-3: Yoga and health**

- Concept of health and health related problems.
- Need of yoga for good health.
- Yogic Concept of healthy lifestyle.
- Yoga for stress management.

#### **UNIT -4: Asana and Pranayama (practical)**

- Different types of Asana Suryanamaskar and Padmasana.
- Concept and importance of pranayama.
- Types of pranayama (According to Patanjali).
- Different techniques of Meditation.

#### **Suggested Readings:**

1. B.K.S Iyengar. Lights on yoga
2. Nischala Devi .The secret power of yoga
3. Donna Farhi. Yoga mind body and spirit

\*\*\*\*\*

#### **2<sup>nd</sup> Semester**

**Paper Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-102-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures=60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To understand the relation between education and psychology.
- To understand methods and the need of educational psychology in teaching learning process.
- To understand the learning process and role of motivation.
- To understand the concept of memory, forgetting, attention and Interest.

- To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
- To understand the concept of intelligence, its nature and different theories.

### **Course Learning Outcomes:**

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

- Understand the psychological principles.
- Apply methods of psychology in teaching-learning process.
- Learn the importance of educational psychology in teaching-learning process.

### **Course Contents**

#### **Unit-I: Psychology and Education**

- Meaning, definitions, nature and scope of psychology.
- Relation between education and psychology.
- Methods of psychology- Introspection, Observation, experimentation, Case-study method.
- Importance of educational psychology in teaching- learning process

#### **Unit-II: Learning and Motivation**

- Learning- Meaning and nature.
- Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
- Methods of learning.
- Laws of learning and its educational implications.
- Efficiency in learning.
- Motivation and learning, its need and techniques for motivation.

#### **Unit-III: Intelligence and Creativity**

- Intelligence- Meaning and nature.
- Theories of Intelligence- Two-factor theory, Multi-factor and Group-factor theory.
- Creativity- Concept and characteristics.
- Creativity and Innovation.
- Role of teacher in developing creativity among students.

#### **Unit-IV: Personality**

- Meaning and nature.
- Types of personality- Carl Jung, Kretschmer and Seldon.
- Methods of measuring personality - Projective.
- Psycho-Analytic Theory of Freud.
- Personality adjustment- meaning and adjustment.



### **Suggested Readings:**

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996) .Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow & Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy,B(2013). Advance Educational Psychology. New Delhi: Sterling Publishers Private Limited.
6. Chaube, S P. Educational Psychology.

\*\*\*\*\*

### **2<sup>nd</sup> Semester**

**Paper Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**(MINOR COURSE) Paper Code: EDNMIN-102-4**

**PAPER CREDIT:04(4T)**

**Total No. of Lectures=60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

### **Course Objectives:**

- To understand the relation between education and psychology.
- To gain knowledge about methods and needs of educational psychology in teaching learning process.
- To understand the learning process and role of motivation.
- To understand the concept of memory, forgetting, attention and Interest.
- To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
- To understand the concept of intelligence, its nature and different theories.

### **Course Learning Outcomes:**

- After completion of this course the learner will be able to:
- Understand the psychological principles.
- Learn the importance of educational psychology in teaching-learning process.
- Apply methods of psychology in teaching-learning process.

### **Course Contents**

#### **Unit-I: Psychology and Education**

- Meaning, definitions, nature and scope of psychology.
- Relation between education and psychology.

- Methods of psychology- Introspection, Observation, experimentation, Case-study method.
- Importance of educational psychology in teaching- learning process.

**Unit-II: Learning and Motivation**

- Learning- Meaning and nature.
- Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
- Methods of learning.
- Laws of learning.
- Efficiency in learning.
- Motivation and learning, its need and techniques for motivation.

**Unit-III: Memory, Attention and Interest**

- Memory- Meaning, nature and types.
- Signs of good memory.
- Economic methods of memorization.
- Forgetting and its causes.
- Attention- its concept, characteristics, types and determinants.
- Interest- meaning, relation between Attention and Interest.
- Educational implication of attention and interest.

**Unit-IV: Personality**

- Meaning, nature and types.
- Measurement of personality its methods- objectives and projective.
- Personality trait and its theories.
- Personality adjustment- its meaning and types of adjustment.

**Suggested Readings:**

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996). Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow & Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy, B (2013). Advance Educational Psychology. New Delhi: Sterling Publishers Private Limited.
6. Private Limited.
7. Chaube, S P. Educational Psychology.

\*\*\*\*\*

## 2<sup>nd</sup> Semester

### Paper Title: VALUE AND PEACE EDUCATION

(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-102-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L Total Marks= 50 (T50)

All the Units carry equal Marks

#### Course Objectives:

- To understand the concept and meaning of value.
- To make aware about the role of educational institutions in building a value based society.
- To understand the meaning and concept of peace and its importance in human life.
- To understand the meaning and importance of peace education and its relevance at national and international level.

#### Course Learning Outcomes:

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

- Identify the different issues in imparting peace education.
- Develop the strategies and skills in promoting peace education at institutional level.
- Identify the role of teacher and family in imparting value education.
- Discuss the impact of globalization on culture and values.

#### Course contents

##### Unit-I: Value Education

- Concept, characteristics, objectives and Importance of value education.
- Value education at different stages –
  - Primary
  - Secondary
  - Higher education
- Role of teacher and family in imparting value education.

##### Unit-II: Value and Culture

- Concept and characteristics of value.
- Types of values
  - Core values.
  - Social values.
  - Moral values.
  - Religious and spiritual values.
  - Aesthetic values.

- Personal values
- Sources of values.
- Importance of values in human life.
- Impact of globalization on culture and values.

**Unit-III: Peace Education**

- Concept, need, and characteristics of peace education.
- Importance of peace in human life.
- Teacher’s role in promoting peace.
- Curricular contents of peace education at different levels- Primary, Secondary, higher Education.
- Strategies and skills in promoting peace education.
- Relevance of peace education in national and international context.

**Suggested Readings:**

1. Agarwal.J.C.(2005). Education for Values, Environment and Human Rights. New Delhi: Shipra Publication.
2. Chakraborty, M.(1997). Value Education: Changing Perspective, New Delhi: Krishna Publisher Distribution.
3. Chitakra, M.G.(2007). Education and human Values, New Delhi APH publishing Corporation.
4. Mishra,L.(2009). Peace Education-Framework for teachers, New Delhi APH publishing Corporation.
5. Panda, P. K. (2017). Value Education. Guwahati: Nibedita Book Distribution.
6. Suryanarayana, N. V.S(2017). Education and human Value Guwahati: Nibedita Book Distribution.

\*\*\*\*\*

**2<sup>nd</sup> Semester**

**Paper Title: PERSONALITY DEVELOPMENT AND INTERVIEW TECHNIQUE**

**(SKILL ENHANCEMENT COURSE) Paper Code: EDNSEC-102-3**

**PAPER CREDIT: 03(3T)**

**Total No. of Lectures= 45 L**

**Total Marks= 50 (T50)**

**All the Units carry equal Marks**

**Course objectives:**

- To understand the basic of personality and its determinants.
- To acquaint students with factors associated to personality development.
- To understand the importance of Soft skills for development of personality.
- To acquaint students with interviewing techniques.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

- Overcome problems faced in socialization, interpersonal relationship, in communication with other people.
- Develop an understanding of self, introspection, self-realization and change in personality of students.
- Face an interview of career enhancement as well as of job sectors.
- Build confidence, decision making, time management, critical thinking, and stress management.

**UNIT-I: Personality and Self Esteem**

- Personality: Meaning, definitions, determinants of personality development.
- Key factors associated to personality development: Introspection, self-assessment, Self - Appraisal, Self- Development, Home environment, Peers and Friends, Spiritual education.
- Personality Traits: Meaning, concept, characteristics.
- Self Esteem: Positive Self Esteems. Lateral thinking, Dos and Don'ts, Effective Behaviour, Attitude-positive and negative and their advantages and disadvantages.
- Personality Building: Character building, Emotional intelligence.
- Ethics and Manner: Social and Group Ethics, Good manner, Etiquettes, Effective speech, Better listener.

**UNIT-II: Soft Skills for Personality Development**

- Personal management skills: Communication skills, Problem solving skills, Decision making skills, Time management skills, Stress management skills.
- Leadership Skills: Meaning and Qualities of successful leader, Team works, Works Ethics.
- Skills of organization and management: Resource management, Work Management, Group organization, Interpersonal relationship and their importance in personality development.

**UNIT-III: Interviewing Techniques**

- Planning and preparation- Writing Bio-data, collection of Information and preparation in relation to purpose of interview.

- Techniques of facing interview: Personal Grooming, rapport and politeness.
- Communication Skills: Verbal and non-verbal communication.
- Managing the interview: Time management, Self-confidence, Active listening, Honesty, Technique of answering, Expressing gratitude for giving opportunity to interview.

**Suggested Readings:**

1. Narula, S.S. (2013). Personality Development & Communication Skills
2. Sharma, P. (2021). Soft Skills
3. Carnegie, D. and J. Berg (2016). Develop Self Confidence Improve Public Speaking
4. Tarkumbur L. (2019). Career Development And Interviewing Skill
5. Paul, D.S. (2017). Interview Skills

\*\*\*\*\*

**2<sup>nd</sup> Semester**

**Paper Title: UNDERSTANDING INDIA**

**(VALUE ADDED COURSE) Paper Code: EDNVAC-102-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures=60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To expose the students to India's culture and heritage.
- To provide knowledge about Science and Technology of India.
- To provide knowledge about making contemporary India.

**Course Learning Outcomes:**

After successful completion of this course the students will be able to:

- Describe the Ancient Indian Culture and Civilisation.
- Explain Indian Heritage from Indus Valley to Modern period.
- Differentiate between Science and Technology and its relation with economic development.

**UNIT-I: Background of Indian Culture**

- Harappa Civilisation and Vedic Age.
- Hinduism, Buddhism and Islam.

**UNIT-II: Indian Heritage and its importance**

- Meaning and characteristics.
- Need and importance of Indian Heritage.
- Architecture and Sculpture of Indus Valley Town Planning, Mughal Architecture, Modern and contemporary Indian Architecture.

### **UNIT-III: Science and Technology of India**

- Development of Science and Technology in post- independence era.
- Importance of Science and Technology in India.
- Impact of Science and Technology to the society.
- Technology and Economic development.

### **UNIT- IV: The making of contemporary India**

- The struggle for Independence (1885-1947).
- Framing of the Indian Constitution.
- Fundamental Rights and Duties.
- Panchayati Raj in India with special reference to Assam.
- India's Foreign Policy in 21<sup>st</sup> Century.

### **Suggested Readings:**

1. L. Basham,(19197). A Cultural History of India, Oxford University Press
2. A. L. Basham, (1994).A Wonder that was India, Rupa, New Delhi
3. N. R. Ray, (1974).An Approach to Indian Art, Publication Bureau, Chandigarh
4. R.C. Majumdar (ed.), History and Culture of Indian People (Relevant Volumes and Chapters),  
Bhartiya Vidya Bhawan, Bombay.
5. S. C. Ghosh,(1995). History of Education in Modern India, 1758-1986, Orient Longman,  
Hyderabad
6. Tirthankar Ray,(2006). The Economic History of India 1857-1947, OUP
7. Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP

\*\*\*\*\*

### **3<sup>rd</sup> Semester**

**Paper Title: DEVELOPMENT OF EDUCATION IN INDIA**

**(MAJOR COURSE) Paper Code: EDNMAJ-201-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

### **Course objectives:**

- To understand the salient features of education in India during ancient and medieval times.
- To acquire knowledge about the development of education in British period.
- To understand different education commission and national policy of education in Independence India.

### **Course Learning Outcomes:**

After completion of this course, learners will be able to:

- Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.
- Describe the educational Activities of Missionaries with special reference in Assam.
- Discuss women's Education during Vedic, Buddhist and Islamic Period.

#### **Unit- I: Education in Ancient and Medieval India**

- Vedic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
- Women's Education during Vedic, Buddhist and Islamic Period.

#### **Unit II: Education in colonial India**

- Educational Activities of Missionaries with special reference in Assam.
  - Charter Act 1813
  - Macaulay's Minute 1835
  - Woods Despatch 1854
  - Hunter Commission 1882

#### **Unit- III: Education in Post- independence India**

- University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
- Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
- Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

#### **Unit-IV: National Policies on Education**

- National Policy on Education-1968.
- National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya).
- Revised National Policy on Education-1992.
- National Education Policy 2020- Objectives, Structure and features.

#### **Suggested Readings:**

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube &A .Chaube. Education in Ancient andMedieval India.
4. Utpal Kalita, Sonali Bora. Bharatbarshat sikshar Bikash Shantiprakashan



5. Baruah, Jatin, (2008). Bharatar Sikhhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.

\*\*\*\*\*

**3rd Semester**

**Paper Title: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-202-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To develop understand the meaning, aims, objectives and functions of education.
- To develop an understanding of the role of Philosophy and sociology in education.
- To develop understanding of major components in education and their interrelationship.
- To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

- Develop the reasoning and critical skills and ability to think logically.
- Compare how philosophy and education are related to each other.
- Discuss the sociological perspective of education.

**UNIT-I: Philosophy and Education**

- Meaning nature and scope of philosophy.
- Relation between education and philosophy.
- Impact of philosophy on education.

**UNIT-II: Major schools of Philosophy**

- Idealism –Meaning, principles and implications in education.
- Naturalism- Meaning, principles and implications in education.
- Pragmatism- Meaning, principles and implications in education.

**UNIT-III: Education and Sociology**

- Nature and scope of Educational sociology.
- Need for sociological approach in Education.
- Education as a socialization process.
- Education as an instrument of social change.

**UNIT-IV: Education and social groups**

- Social groups in Indian context.

- Characteristics and classification.
- Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.

**Suggested Readings:**

1. Bhatia, K. and Bhatia, B. The philosophical and sociological foundation
2. Elias, J.L., Marriam, S.B. Philosophical foundation of Adult Education, Second Edition.
3. Pathak, R. P. Philosophical and Sociological foundation of Education, Kanishka Publishers
4. Sing, Y. K. Sociological Foundation of Education. APH Publishing

\*\*\*\*\*

**3<sup>rd</sup> Semester**

**Paper Title: DEVELOPMENT OF EDUCATION IN INDIA**

**(MINOR COURSE) Paper Code: EDNMIN-201-4**

**PAPER CREDIT: 04 (4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course objectives:**

- To understand the salient features of education in India during ancient and medieval times.
- To acquire knowledge about the development of education in British period.
- To understand different education commission and national policy of education in Independence India.

**Course Learning Outcomes:**

After completion of this course, learners will be able to:

- Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.

**Unit- I: Education in Ancient and Medieval India**

- Vedic, Brahmanic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
- Women's Education during Vedic and Buddhist, Islamic Period.

**Unit II: Education in colonial India**

- Educational Activities of Missionaries with special reference in Assam.
  - Charter Act 1813
  - Macaulay's Minute 1835

- Woods Despatch 1854
- Hunter Commission 1882

### **Unit- III: Education in Post- independence India**

- University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
- Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
- Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

### **Unit-IV: National Policies on Education**

- National Policy on Education-1968.
- National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya).
- Revised National Policy on Education-1992.
- National Education Policy 2020 (Introduction, Quality universities and colleges).

### **Suggested Readings:**

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube &A .Chaube. Education in Ancient and Medieval India.
4. Utpal Kalita& Sonali Bora. Bharatbarshat sikshar Bikash Shantiprakashan
5. Baruah, Jatin, (2008). Bharatar Sikhhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.

\*\*\*\*\*

### **3<sup>rd</sup> Semester**

#### **Paper Title: ENVIRONMENTAL AND POPULATION EDUCATION**

**(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-201-3**

**PAPER CREDIT: 03 (3T)**

**Total No. of Lectures= 45 L**

**Total Marks= 50 (T50)**

**All the Units carry equal Marks**

### **Course objectives:**

- To understand the meaning, objectives and importance of environmental education.
- To understand the components of environment and causes and effects of degradation and sustainable development.

- To acquaint students to understand relationship between human and environment.
- To know about population growth and its adverse effects.
- To realize the importance of population education.

**Course Learning outcomes:**

After completion of this course, learners will be able to-

- Gain command over the environmental components and present emerging problems of environment and develop critical thinking among students.
- Focus on environmental degradation and analyse the real world problems.
- Develop a power of narrative to create sustainable solutions for local and global communities.
- Acquire a responsible environmental behavior and participate in protection of environment, population control, maintain quality health and education.
- Understand on population growth and problems related to population explosion.

**Unit-I: Environment**

- Meaning, concept and definitions of environment.
- Components of environment: Biotic, Abiotic, Atmosphere, Hydrosphere, Lithosphere, Eco-system and their importance on human life.
- Natural resources: Forest, Water, Mineral, Land, Food, and Energy resource.
- Environmental issues: Deforestation, Soil Erosion, Flood, Landslides, Drought, Pollution, Global Warming, Green House Effect, Ozone layer Depletion, Acid Rain.
- Environmental degradation- its consequences and sustainable development.

**Unit-II: Population education**

- Meaning, concept, objectives, Scope and importance of population education.
- Causes and consequences of alarming population growth in India.
- Population Control Policies and Programs of Government of India.
- Population Growth and its impact on- Socio-Economic development, Health and Nutrition, Education, Natural resources and Environment.

**Unit-III: Environmental education and Population Education in School**

- Meaning, scope, objectives, importance and development of environmental education.
- Environmental Awareness: Role of individual, educational institutions, NGOs in environmental protection.
- Population education in different levels- Primary, Secondary, Higher education.
- Population awareness- role of School, teachers, women organizations, and religious institutions.

**Suggested Readings:**

1. Goswami, M. K. (2013). Environmental and Population education.
2. Sharma, R.A. Environmental Education, Meerut - Surya Publication.
3. Mahapatra, D. Environmental Education. Kalyani Publishers.
4. Rao, D. G. Population Education. Sterling Publishers.
5. Kuppaswami B. Population Education. Asian Publishing House.
6. Baldev, K. P. Population Crisis in India. National Publication.

\*\*\*\*\*

### **3<sup>rd</sup> Semester**

**Paper Title: METHODS AND TECHNIQUES OF TEACHING**

**(SKILL ENHANCEMENT COURSE) Paper Code: EDNSEC-201-3**

**PAPER CREDIT: 03 (3T)**

**Total No. of Lectures= 45 L**

**Total Marks= 50 (T50)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To enable the students with the teaching and learning process, factors of learning and marks of good teaching.
- To develop and understanding of the principles of teaching, various devices and styles of teaching.
- To understand about teaching effectiveness and class room management.
- To acquaint with the lesson plan preparation.
- To develop a positive attitude towards the teaching profession.

#### **Course learning outcomes:**

After completion of this course, learners will be able to-

- Explain the meaning and nature of teaching.
- Discuss the principles of teaching and learning.
- Understand the importance of teaching aids in the class room.
- Explain the importance of planning lessons in teaching learning process.

#### **UNIT- I: Teaching and learning process**

- Teaching-meaning and nature of teaching- Teaching as arts and science.
- Marks of good teaching.
- Relation between teaching and learning.
- Factors affecting teaching learning process.
- Principles of teaching.

- Maxims of teaching.

### **UNIT- II: Methods of teaching**

- Significance of methods of teaching.
- Characteristics of good method of teaching.
- Effective teaching methods for class room: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming.

### **UNIT- III: Uses of teaching aids and Lesson Planning**

- Meaning and importance of teaching aids in classroom.
- Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector.
- Meaning and characteristics of a good lesson plan.
- Herbartian steps of planning lesson.
- Preparation of a lesson plan (on any subject).

### **Suggested Readings:**

1. Kocchar.S.K. Methods and techniques of teaching, sterling publishers Pvt. Ltd
2. Bhatia & Bhatia. The principles and methods of teaching, Doaba House, Delhi
3. Singh, Amarjit. Classroom management, New Delhi, Kanishka Publishers.
4. Passi, B.K. Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, Sahitya Mudranalaya.

\*\*\*\*\*

### **4<sup>th</sup> Semester**

**Paper Title: EDUCATIONAL GUIDANCE AND COUNSELLING**

**(MAJOR COURSE) Paper Code: EDNMAJ-203-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

### **Course Objectives:**

- To understand the concept of guidance, educational guidance and counseling and its scope.
- To understand the importance of educational guidance and counselling.
- To understand the concept of tools and techniques of guidance.
- To understand the qualities of a good counsellor.
- To acquaint with the guidance programmes in educational institutions.

### **Course Learning Outcomes:**

After completion of this course, learners will be able to-

- Understand the principles of guidance and its characteristics.

- Learn about different types of guidance.
- Understand the role of teacher and the head of the institutions in guidance and counselling.

### **UNIT-I: Introduction to Guidance**

- Meaning, Definition and Scope of Guidance.
- Aims and Objectives of Guidance.
- Need of Guidance.
- Principles of Guidance.
- Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

### **UNIT-II: Educational Guidance**

- Meaning, Definition, Nature and Scope.
- Characteristics of Educational Guidance.
- Importance of Educational Guidance.
- Guidance at various level: Guidance at Pre-school education, Guidance at Elementary.
  - level ,Guidance at Secondary level of education , Guidance at Higher level of education .
- Importance of good guidance programme.

### **UNIT –III: Techniques of Guidance and Guidance programme**

- Basic concept of tools and techniques of Guidance.
- Types of Guidance techniques.
- Organization of guidance services.
- Guidance and counselling cells and its need in educational institutions.
- Role of the Head of the institution and parents in Educational guidance and counseling.
- Challenges and functions of guidance provider in educational institutions.

### **UNIT-IV: Counselling**

- Meaning and scope of Counselling.
- Principles and Characteristics of counseling process.
- Types of Counselling - Directive, Non-directive and Eclectic Counselling.
- Qualities and role of a counselor in counseling process of all levels of education.
- Basic tools of counseling services- Psychological test, Observation, Interview.
- Challenges and issues of educational guidance and counseling.

### **Suggested Readings:**

1. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

\*\*\*\*\*

#### **4<sup>th</sup> Semester**

**Paper Title: EDUCATIONAL MEASUREMENT AND EVALUATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-204-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To help the students to acquire knowledge of measurement and evaluation in education.
- To develop an understanding of different types of educational tests and their uses.

#### **Course Learning outcomes:-**

After completion of this course, learners will be able to-

- Understand the role of assessment in the instructional process including the proper evaluation of assessments and standardized tests.
- Measure pupils' achievement and motivate pupils' learning along with intelligence quotient.

#### **UNIT-I: Measurement and Evaluation in Education**

- Meaning and concept of measurement, Scope of measurement, Types-Physical measurement and mental measurement, Functions of measurement, Scales of measurement.
- Evaluation-Its meaning and concept, Principles of Evaluation.
- Relationship and difference between Measurement and Evaluation.
- Purpose of Educational Evaluation.



- Basic assumptions in educational measurement and Evaluation.

**UNIT-II: Test construction and standardisation**

- Procedure of test construction and standardisation.
- Difference between Teacher made test and standardised test.
- Item analysis.
- Characteristics and criteria of a good test -Reliability, Validity, Objectivity and Norms and their methods of determination.

**UNIT-III: Personality and Intelligence Test**

- Its meaning and nature.
- Types of Personality measurement- Subjective technique (Questionnaire, Interview) Objective Technique (Rating Scale, Observation), Projective Technique (Rorschach Ink Blot Test, TAT, Word Association Test).
- Intelligence Test-Meaning and nature.
- Individual and Group test of Intelligence- Binet Test, Army Alpha and Army Beta Test.
- Uses of Intelligence Test.

**UNIT-IV: Educational Achievement Test**

- Meaning and Uses of Educational Achievement Test.
- Classification of Achievement Test.
- Construction of Educational Achievement Test.

**Suggested Readings:**

1. Bhatia, K K.(1994) . Measurement & Evaluation in Education. Prakash Brothers,Ludhiana
2. Asthana Bipin & Agarwal R N (1991). Measurement & Evaluation in Psychology & Education Vinod Pustak mandir,Agra-2
3. Goswami, Marami. Measurement and Evaluation in Psychology and Education.Guwahati
4. Sarma,Mukul, (1990). Prarambhik Parixankhya bijnan aru Saikhik ParimapawnChandra Prakashan,Guwahati.
5. Sarma& Kalita, (2016). Sikshat Parimapan, mulyan aru Parisankhya BignanShanti Prakashan, Guwahati.

\*\*\*\*\*

**4<sup>th</sup> Semester**

**Paper Title: EDUCATIONAL TECHNOLOGY**

**(MAJOR COURSE) Paper Code: EDNMAJ-205-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

### **Course Objectives:**

- To enable the students to understand the concept scope and objectives of Educational Technology.
- To acquaint the students about teaching technology, behavioural technology and instructional technology.
- To make the students understand about communication, process, teaching aids , system approach and use of computer and internet in educational technology.
- To acquaint the students with innovations in Education through Educational Technology Team Teaching E- learning and E-library.

### **Course Learning outcomes:-**

After completion of this course, learners will be able to-

- Discuss the content and Assumption of instructional technology.
- Explain the characteristics of instructional technology.
- Differentiate between educational Technology and Instructional technology
- Highlight the uses of Computer in education.
- Identify the advantages and disadvantages of computer Assisted Instruction.
- Explain types of classroom communication, verbal, non –verbal.
- State the barriers of effective communication in the classroom.

### **UNIT- I: Concept of Educational Technology**

- Meaning, nature and scope of Educational Technology.
- Objectives of educational technology at macro level.
- Importance and needs of educational technology.
- Types of educational technology.

### **UNIT –II: Teaching Technology and Communication**

- Meaning and nature of teaching technology.
- Operation of teaching phases - pre -active, interactive and post active phases.
- Communication - Meaning and definition.
- Types of classroom communication - verbal, non –verbal.
- Barriers of effective communication in the classroom.

### **UNIT - III: Behavioural Technology**

- Behavioural technology - meaning and nature.
- Micro teaching - meaning and objectives.
- Different phases of micro teaching.
- Merits and demerits of micro teaching.

### **UNIT –IV: Instructional Technology and Computer**

- Instructional Technology - meaning and nature.
- Meaning and Principles of Programmed Instruction.
- Uses of Computer in education.
- Advantages and Disadvantages of computer Assisted Instruction.
- Internet and education.

**Suggested Readings:**

1. Rawat S.C. Essentials of Educational Technology, R Lall Book Depot.
2. Usha Rao (2003). Educational Technology, Himalaya Publishing House, Mumbai.
3. Goswami M.K. Educational Technology.
4. Sarma A.R. Educational technology Atlantic Publishers and distributions, New Delhi.
5. Das R.C. Educational technology. Sterling Publishers Pvt. New Delhi.

\*\*\*\*\*

**4<sup>th</sup> Semester**

**Paper Title: EDUCATIONAL GUIDANCE AND COUNSELLING**

**(MINOR COURSE) Paper Code: EDNMIN-202-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To understand the concept of guidance, educational guidance and counseling and its scope.
- To understand the importance of educational guidance and counselling.
- To understand the concept of tools and techniques of guidance.
- To understand the qualities of a good counsellor.
- To acquaint with the guidance programmes in educational institutions.

**Course Learning Outcomes:**

After completion of this course, learners will be able to-

- Understand the principles of guidance and its characteristics.
- Learn about different types of guidance.
- Understand the role of teacher and the head of the institutions in guidance and counselling.

**UNIT-I: Introduction to Guidance**

- Meaning, Definition and Scope of Guidance.
- Aims and Objectives of Guidance.
- Need of Guidance.
- Principles of Guidance.

- Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

### **UNIT-II: Educational Guidance**

- Meaning, Definition, Nature and Scope.
- Characteristics of Educational Guidance.
- Importance of Educational Guidance.
- Guidance at various level: Guidance at Pre-school education , Guidance at Elementary level, Guidance at Secondary level of education , Guidance at Higher level of education .
- Importance of good guidance programme.

### **UNIT –III: Techniques of Guidance and Guidance programme**

- Basic concept of tools and techniques of Guidance.
- Types of Guidance techniques.
- Organization of guidance services.
- Guidance and counselling cells and its need in educational institutions.
- Follow-up Services.
- Role of the Head of the institution and parents in Educational guidance and counseling.
- Challenges and functions of guidance provider in educational institutions.

### **UNIT-IV: Counselling**

- Meaning and scope of Counselling.
- Principles and Characteristics of counseling process.
- Types of Counselling - Directive, Non-directive and Eclectic Counselling.
- Relationship between Guidance, Counselling and Teaching.
- Role of counselor in counseling process of all levels of education.
- Qualities of a good counselor.
- Basic tools of counseling services- Psychological test, Observation, Interview, Sociometry, Check list, Cumulative record card.
- Challenges and issues of educational guidance and counseling.

### **Suggested Readings:**

1. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.

5. Bhatnagar, A and Gupta, N, (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

\*\*\*\*\*

#### **4<sup>th</sup> Semester**

**Paper Title: INTERNSHIP**

**(INTERNSHIP COURSE) Paper Code: EDNINT-201-2**

**PAPER CREDIT: 02(2P)**

**Total No. of Lectures= 45 P**

**Total Marks= 50 (P50)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- Learn to apply the Technical knowledge in real industrial situations.
- Gain experience in writing Technical reports/projects.
- Expose students to the work responsibilities and ethics.
- Familiarize with various materials, processes, products and their applications along with relevant aspects of quality control.
- Promote academic, professional and personal development.
- Expose the students to future employers.
- Understand the social, economic and administrative considerations that influence the working environment of industrial organizations.
- Understand the psychology of the workers and their habits, attitudes and approach to problem solving.

#### **Course Learning Outcomes:**

After completion of this course, learners will be able to-

- Get an opportunity to get hired by the Industry/ organization.
- Gain practical experience in an organizational setting.
- Get an opportunity to see how the theoretical aspects learned in classes are integrated into the practical world.
- Get on-floor experience that provides much more professional experience which is often worth more than classroom teaching.
- Decide if the industry and the profession is the best career option to pursue.
- Learn new skills and supplement knowledge.
- Practice communication and teamwork skills.
- Learn strategies like time management, multi-tasking etc in an industrial setup.

- Meet new people and learn networking skills.
- Make a valuable addition to their resume.
- Gain knowledge about their candidacy for higher education.
- Create network and social circle and develop relationships with industry people.
- Evaluate the organization before committing to a full time position

**INTERNSHIP GUIDELINES:**

- Internship/apprenticeship can be carried out during Summer Term, mandatorily for student who exits after two semesters or four semesters of study in addition to the skill based courses.
- A summer term is for eight weeks/two months from 01June-31July. Summer term courses may be offered on a fast –track mode to enable students to complete arrears/special courses.
- The HEI can decide on the kind of courses to be offered in the summer term, based on the requirement and also based on the availability of teaching faculty.
- Students on joining Training at the concerned Industry /Organization, should submit the Joining Report/Letters / Email to the concerned department.
- Faculty Member(s) should evaluate the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students should be submitted in department with the consent of Trainers.
- Students will submit training report after completion of internship.
- Training Certificate to be obtained from the concerned organisation.
- Attendance of students should be maintained.

\*\*\*\*\*

**5<sup>th</sup> Semester**

**Paper Title: TEACHER EDUCATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-301-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To acquaint the learner with the concept aims objectives, scope and development of teacher education in India.

- To provide knowledge about pre-service and in service teacher education, teacher education at different levels.
- To acquaint the learner with skilled based and competency based teacher education
- To develop understanding about professional ethics and accountability of teacher.

### **Course Learning Outcome:**

After completion of this course, learners will be able to-

- Understand the concept, scope, aims & objectives and significance of teacher education.
- Acquire knowledge about different levels of teacher education.
- Acquaint with skill based and competency based teacher education.
- Develop understanding about professional ethics and accountability of teacher.

### **UNIT I: Historical Perspectives of Teacher Education in India**

- Teacher Education- Concept, aims and scope.
- Objective of teacher education.
- History and development of teacher education in India.

### **UNIT II: Pre-service and In-service Teacher Education**

- Concept, need and importance of Pre-service and in-service teacher education.
- Problems of teacher education and its remedies.
- Teacher education for different levels of education- Pre-primary, primary, secondary and higher.

### **UNIT III: Structure and Organisation for Teacher Education**

- District education for Education and Training (DIET).
- State Council for Educational Research and Training (SCERT).
- National Council for Teacher Education (NCTE).
- National Council for Educational Research and Training (NCERT).
- Central Institution of Educational Technology (CIET).
- National University of Educational Planning and Administration (NUEPA).
- Regional College of education in India and their functions.

### **UNIT IV: Teacher Education in India- Trends, Issues, Quality and Challenges**

- Skill and Competency based Teacher Education.
- Interaction analysis- Flanders Interaction Analysis.
- Simulated Social Skill Training (SSST).
- Quality Assurance in Teacher Education and its challenges.

- Role expectations of teachers in twenty first century.
- Professional ethics and accountability of teachers.

**Suggested Readings:**

1. Bhargava, M. And Saikia, L.Rasul- Teacher in 21<sup>st</sup> century- challenges, Responsibilities, Credibility, Agra, Rakhi Prakashan.
2. Flanders, Ned, A-Analysis Teacher Behaviour, London, Wesly Publishing Company.
3. Gurry,P- Education and Training of Teachers, London Longmans, Green and Company.
4. J.C. Aggarwal- Teacher and Education in a Developing Society, Vikas Publishing House Pvt, Ltd, New Delhi.
5. Sharma, Sashi Prava- Teacher Education- Principles, Theories and Practices, New Delhi, Kanishka Publishers.

\*\*\*\*\*

**5<sup>th</sup> Semester**

**Paper Title: EDUCATIONAL PLANNING AND MANAGEMENT**

**(MAJOR COURSE) Paper Code: EDNMAJ-302-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To enable the students to understand the basic concepts of educational management.
- To enable the students to know about the various recourses in education.
- To provide knowledge on types, Principles and function of educational management.
- To provide knowledge of educational supervision, institutional planning, Administration as a process.
- To enable the students to know about the financial resources and financial management in education.

**Course Learning Outcomes:**

After completion of the course the students will be able to -

- Comprehend theoretical and practical aspects of Educational Management and Administration.
- Understand the importance of Supervision and qualities of good educational supervision.



- Apply various Principles and steps of Institutional Planning in future for quality management in Education.
- Understand the Financial resources and Management in Education.

### **UNIT - I: Educational Management**

- Educational management- Meaning, nature, Scope and objectives.
- Principles of educational management.
- Functions of Educational Management- Planning, Organizing, Directing, Supervising and Controlling.
- Types of educational management-
  - Autocratic and Democratic
  - Participatory management
- Class room Management – Principles and Techniques.

### **UNIT- II: Educational Supervision**

- Meaning, Nature, Scope and Objectives.
- Principles of Supervision.
- Importance of Supervision.
- Factors influencing effectiveness of Supervision.
- Qualities of a good educational supervision.
- Problems of conducting educational Supervision.

### **UNIT - III: Institutional Planning**

- Institutional planning – Meaning, Nature and Scope of Institutional planning.
- Institutional Planning for Infrastructural Development and Personnel Development.
- Procedure of Institutional Planning.
- Educational Planning- School time table and co-curricular activities.

### **UNIT - IV: Financing of Education and Recent Trends in Management**

- Concept of Educational Finance.
- Sources of Educational Finance.
- Budget- Concept and Components, Process of preparing Institutional Budget.
- Recent Trends in Educational Management.
- TQM (Total Quality Management).
- SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

### **Suggested Readings:**

1. Krishnamacharyulu, V. School Management and System of Education, Neelkamal Publication Pvt. Ltd. Hyderabad.
2. Sharma, R.A. Educational Administration and Management Meerut, Surya Publication.
3. Aggarwal, J.C. Educational Technology and Management, Agra, Vinod Pustak Mandir.
4. Bhattacharya, Shantanu. Educational Management – Theory and Practice. Guwahati, EBH Publishers.
5. Mathur and Mathur. School Organization and Management. Agra, Agrawal Publication.
6. Sharma, R.N., Educational Administration, Management and Organization. Delhi, Surjeet Publication.
7. Sarmah, Kumudeswar. Educational Management and Administration. Guwahati, Shanti Prakashan.
8. Ali, Dr Lokman. Educational Management and Administration. Guwahati, Ashok Publication.

\*\*\*\*\*

### 5<sup>th</sup> Semester

**Paper Title: EDUCATIONAL STATISTICS**

**(MAJOR COURSE) Paper Code: EDNMAJ-303-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To enable the students to understand the basic concept of statistics.
- To acquaint the students with different statistical procedures used in education.
- To develop the ability to represent educational data through graphs.
- To give detailed knowledge about descriptive statistics.
- To familiarize the students about the Normal Probability Curve and its application in education.

#### **Course Learning Outcomes:**

After completion of the course the students will be able to-

- Understand statistical principles and its uses.
- Develop the level of performances for knowledge, comprehension, application, analysis, synthesis and evaluation.

#### **Unit-I: Basics of Educational Statistics**

- Meaning, Nature and scope educational Statistics.
- Need of statistics in Education.

- Measures of central tendency and their uses.
  - Mean (Long and short method) from grouped and ungrouped data, Combined Mean.
  - Median from grouped and ungrouped data.
  - Mode.
- Measures of variability and their uses- Quartile deviation, Standard deviation (Long and Short method) from grouped and ungrouped data, Average Deviation, Combined SD.

**Unit-II: Coefficient of correlation**

- Coefficient of correlation- Meaning and Types.
- Rank-difference method and interpretation of result.
- Product-moment method and interpretation of result.

**Unit –III: Graphical presentations of data**

- Usefulness of Graphical presentation of data.
- Basic principles of constructing a graph.
- Different types of graph- Histogram, Frequency Polygon, Cumulative frequency percentage curve (Ogive), Smoothed graph.

**Unit-IV: Measures of relative position and Normal Probability Curve**

- Calculation of Percentile Point.
- Calculation of Percentile Rank.
- Normal Probability curve- Its meaning, nature, Properties and uses.
- Deviation from Normality: Skewness and Kurtosis—its types.
- Application of Normal Probability Curve.

**Suggested Readings:**

1. Garret, H E(2014)-Statistics in Psychology and Education,Mumbai,Vakils,Feffer and Simons Ltd.
2. Binod k Sahu(1998)--- Statistics in psychology and Education,New Delhi, Kalyani Publishers
3. Mangal S K(2005)--- statistics in Psychology and Education,New Delhi---- Prentice Hall of India
4. Sarma,Mukul---Prarambhik Parisankhya bijnan aru Saikhik Parimapon
5. Goswami, Marami(2012)--- Measurement and Evaluation in Psychology and Education,Hyderabad,neelKamal Publication.
6. Saha,Kaberi(2012) Statistics in Education and Psychology, New Delhi,Asian Books Pvt. Ltd.

\*\*\*\*\*

**Paper Title: ABNORMAL PSYCHOLOGY**  
**(MAJOR COURSE) Paper Code: EDNMAJ-304-4**  
**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60=60L      Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To enable Students to know about meaning and concept of abnormal psychology.
- To enable students to know about the process of adjustment and mental health and hygiene.
- To provide knowledge about various types of psychoneuroses and psychoses disorder.

**Course Learning Outcomes:**

After completion of this course learner will be able to:

- Discuss the Concept of Abnormal psychology.
- Develop the process of adjustment, mental health and hygiene.
- Understand about various mental disorder- psychoneuroses and psychoses.

**UNIT - I: Abnormal Behaviour**

- Meaning of abnormal behavior.
- Popular beliefs and misconceptions of abnormal behavior.
- Concept of abnormality.
- Classification of the abnormal behavior.
- General causes of abnormal behavior.

**UNIT- II: Adjustment Process**

- Meaning of adjustment process.
- Concept of frustration and conflict.
- Reaction to frustration.
- Problems of personal adjustment.
- Methods of adjustment.
- Adjustment with self and situations prevailing at home, school and environment.

**UNIT- III: Mental Health and Hygiene**

- Concept of mental health and hygiene.
- Mental health hazards.
- Scope of mental hygiene.

- Mental deficiency.
- 1. Anti -Social personalities and crime.

#### **UNIT-IV: Psychoneurosis and Psychoses**

- Meaning of psychoneurosis and psychoses.
- Hysteria.
- Anxiety.
- Obsessive compulsive neurosis.
- Phobias.
- Manic depressive psychoses.
- Psycho-therapy- hypnosis and psycho-analysis.

#### **Suggested Readings:**

1. S.K. Mangal: Abnormal Psychology
2. S.P. Chaube: Abnormal Psychology
3. James.D.Page: Abnormal Psychology.

\*\*\*\*\*

### **5<sup>th</sup> Semester**

#### **Paper Title: Teacher Education**

**(MINOR COURSE) Paper Code: EDNMIN-301-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To acquaint the learner with the concept aims objectives, scope and development of teacher education in India.
- To provide knowledge about pre-service and in service teacher education, teacher education at different levels.
- To acquaint the learner with skill based and competency based teacher education.
- To develop understanding about professional ethics and accountability of teacher.

#### **Course Learning Outcomes:**

After completion of the course the students will be able to-

- Understand the concept, scope, aims & objectives and significance of teacher education.
- Develop knowledge about different levels of teacher education.
- Acquaint the learner with skilled based and competency based teacher education.
- Develop understanding about professional ethics and accountability of teacher.

### **UNIT I: Historical Perspectives of Teacher Education in India**

- Teacher Education- Concept, aims and scope.
- Objective of teacher education.
- History and development of teacher education in India.

### **UNIT II: Pre-service and In-service Teacher Education**

- Concept of pre-service and in-service teacher education.
- Need and importance of in-service teacher education.
- Problems of teacher education and suggestions or solution.
- Teacher education for different levels of education- Pre-primary, primary, secondary.

### **UNIT III: Structure and Organisation for Teacher Education**

- District education for Education and Training (DIET).
- State Council for Educational Research and Training (SCERT).
- National Council for Teacher Education (NCTE).
- National Council for Educational Research and Training (NCERT).
- Central Institution of Educational Technology (CIET).

### **UNIT IV: Teacher Education in India- Trends, Issues, Quality and Challenges**

- Skill and Competency based Teacher Education.
- Interaction analysis- Flanders Interaction Analysis.
- Simulated Social Skill Training (SSST).
- Quality Assurance in Teacher Education and its challenges.
- Role expectations of teachers in twenty first century.

### **Suggested Readings:**

1. Bhargava, M. And Saikia, L.Rasul- Teacher in 21<sup>st</sup> century- challenges, Responsibilities, Credibility, Agra, Rakhi Prakashan.
2. Flanders, Ned, A-Analysis Teacher Behaviour, London, Wesley Publishing Company.
3. Gurry,P- Education and Training of Teachers, London Longmans, Green and Company.
4. J.C. Aggarwal- Teacher and Education in a Developing Society, Vikas Publishing House Pvt, Ltd, New Delhi.

5. Sharma, Sashi Prava- Teacher Education- Principles, Theories and Practices, New Delhi, Kanishka Publishers.

\*\*\*\*\*

### **6<sup>th</sup> Semester**

**Paper Title: CONTEMPORARY ISSUES IN INDIAN EDUCATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-305-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60=60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course objectives:**

- To develop the spirit of social and national integration.
- To develop skills and values for International Education.
- To understand the importance of value education and modernization for social and National integration.
- To increase productivity and accelerate the process of modernization.
- To gain knowledge about the Concept of Peace education.

#### **Course Learning Outcomes:**

After completion of the course the students will be able to-

- Discuss the recommendations of National Knowledge Commission on Higher Education.
- Explain National Education Policy (NEP) 2020 and its impact on higher education.
- Describe National Adult education programme (NAEP) 1978.
- Elaborate the concept of National literacy Mission (NLM) 1988.
- Identify the uses of Mass Media in Non formal and continuing education.
- Highlight the need and importance of peace education.
- State the relevance of peace education in National and International context.
- Enumerate teacher's role in promoting peace exercise.

#### **UNIT -I: Elementary Education**

- Meaning, Aims and objectives, universalization of elementary education.
- Girls education- problems of non - involvement and non-retention.
- Constitutional provisions of Indian education in relation to Article 45.
- Functions of DIET, SSA, DPEP, Operation Blackboard.
- Wastage and Stagnation in elementary education- Causes and remedies.

#### **UNIT -II: Secondary Education**

- Meaning, aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE.
- Reports of Secondary Education commission 1952-53, National policies of Education- 1986, 2020 about Secondary Education and their implications.
- Problems and remedial measures of secondary education.

### **UNIT -III: Higher Education**

- Concept and Objectives of higher education.
- General and Technical Education.
- Role and functions of-
  - UGC
  - All India Council for Technical education (AICTE)
  - National Council of Teacher Education(NCTE)
  - ICSSR
- Recommendations of National Knowledge Commission on Higher Education.
- National Education Policy (NEP) 2020 and its impact on higher education.

### **UNIT -IV: Alternative schooling and Modern Trends in Education**

- Non-formal education (NFE).
- Adult education- Global and Indian context.
- National Adult education programme (NAEP) 1978.
- Use of Mass Media in Non formal and continuing education.
- Concept, need and importance of peace education, Role of teacher in promoting peace in the society.

### **Suggested Readings:**

1. Chaube S.P: History of Indian Education.
2. Agarwal S.: Historical perspective of Indian Education
3. Deka B.: History and Development of Indian Education
4. Das B.B & Bhuyan S.B: Emerging issues of Indian Education Ashok Book Stall, Gauhati-I
5. Pravat Kumar Dhal- Peace Education, Shipra publication.
6. Ambika Prasad Sharma- Peace education, Rakhi Prakashan publisher.
7. Lokanath Mishra-Peace education: A gender Perspective, Kalpaz publication

\*\*\*\*\*

**6<sup>th</sup> Semester**

**Paper Title: DEVELOPMENTAL PSYCHOLOGY**

**(MAJOR COURSE) Paper Code: EDNMAJ-306-4**



**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To make the students understand about the basic concepts relating to development.
- To gain knowledge about heredity and environment in the development of children.
- To understand the developmental aspects during Infancy, Childhood, and Adolescents.

**Course Learning Outcomes:**

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

- Understand the basic concepts relating to development.
- Acquaint the students about heredity and environmental factors affecting child development.
- Understand and gain knowledge about infancy, childhood and adolescent period.

**UNIT- I: Introduction to Developmental Psychology**

- Meaning, definition and scope of Developmental Psychology.
- Different methods of Developmental Psychology.
- Hereditary Factors- Pre-natal development and its importance.
- Environmental factors and development.
- Conditions affecting pre-natal development.

**UNIT - II: Infancy**

- Meaning and Characteristics.
- Developmental aspects during infancy.
  - Physical development
  - Cognitive development
  - Language development
  - Role of family in the development of infants.

**UNIT - III: Development during Childhood**

- Emotional development- common emotional patterns during childhood.
- Social development during early childhood, influence of family and school in the process of socialization.
- Personality development- influence of school on personality development.

**UNIT- IV: Adolescence Psychology**

- Need and importance of studying adolescence.
- Characteristics of Adolescence.
- Adolescence- age of transition.
- Physical changes during adolescence.
- Intellectual development during adolescence.
- Adjustment problems and Juvenile Delinquency.

**Suggested Readings:**

1. Chaube.S.P. Development Psychology, New Delhi, Neel Kamal Publications Ltd.
2. Goswami. G. (2008): Child Development and Child care, Guwahati. Arun Prakasham.
3. Harlock. E.B: Child Development, Tata MC Graw Hill Publishing com.Ltd.
4. Thompson, G.G: Child Psychology, Bombay, The Times of India Press ( Indian Reprint)

\*\*\*\*\*

**6<sup>th</sup> Semester**

**Paper Title: PSYCHOLOGICAL PRACTICAL  
(MAJOR COURSE) Paper Code: EDNMAJ-307-4**

**PAPER CREDIT: 04(4P)**

**Total No. of Lectures: 60=60P      Total Marks= 100 (P70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

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

**Course Learning Outcome:**

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

- Understand psychological experiment and its uses.
- Develop the level of understanding memory, attention, interest, learning capacity and also the imagination power of the individual.
- Apply psychological experiments in teaching-learning process and in research.

**Guidelines:**

1. The students will be required to perform at least 12 psychological practical.
2. The students will be required to perform at least 6 psychological practical with apparatus and 6 psychological practical without apparatus.

3. The students will be required to draw Human Brain, Eye, Ear and Glands.
4. The students will have to prepare three note Books:
  - A. One for psychological practical with apparatus.
  - B. One for psychological practical without apparatus.
  - C. One for Physiological Drawing.
5. Marks for practical examination will be distributed as:
  - A. Psychological Practical without Apparatus=20
  - B. Psychological Practical with Apparatus=20
  - C. Physiological drawing=10
  - D. Viva-voce=20
  - E. Note Book=10
  - F. Internal Assessment = 20
6. Persons involved:
  - A. External Examiner (one)
  - B. Internal Examiner (one)
  - C. Invigilators(According to teacher- student ratio)

**A. Psychological Practical without Apparatus**

**Lectures+ Practical=**

**19+6**

1. Memory- Recall and Recognition.
2. Span of Memory through sensible words and non-sense syllables.
3. Attention- Division of Attention.
4. Learning- Whole versus Part Learning.
5. Imagination- Ink Blot Test.
6. Association- Free Association versus Controlled Association.
7. Motivation- Knowledge of result on performance.
8. Personality- Personality test for introversion and extroversion.

**B. Psychological Practical with Apparatus**

**Lectures+ Practical=**

**19+6**

1. Learning- Trial and error, Bilateral transfer of learning (Mirror Drawing Apparatus).
2. Learning- Maze learning (Punch Board Maze, Human maze, finger maze).
3. Memory-Retro-active Inhibition, Pro-active Inhibition, Recall and Recognition (Memory Drum).
4. Attention- Span of Attention, Span of Apprehension (Tachistoscope).
5. Attention- Division of attention (Division of attention Board).
6. Intelligence- Kohs block design test (Kohs Block).

### C. Physiological Drawing

Lectures+ Practical=

6+4

1. Human Brain
2. Receptors- Eye and Ear
3. Effectors-Endocrine Gland

#### Suggested Readings:

1. Mohsin S M (1998):Experiments in Psychology. Motilal Banarsidass, Delhi.
2. Saikia, L R: Psychological and Statistical Experiment in Education, Guwahati.
3. Das, P C: Experiment and measurement in Education and Psychology, Guwahati, ABD
4. Meguigam, F J: Experimental Psychology, New Delhi, Prentice Hall of India.
5. Fox, Charle-:A Text Book of Practical Psychology, New Delhi, Akansha Publishing House

\*\*\*\*\*

### 6<sup>th</sup> Semester

**Paper Title: SPECIAL EDUCATION**

**(MAJOR COURSE) Paper Code: EDNMAJ-308-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### Course Objectives:

- To help the students to understand the meaning and importance of special education.
- To acquaint the students with the different government policies and legislation regarding persons with disabilities.
- To familiarise the students with the different types of special children with their behavioural characteristics.
- To enable the students to know about the different issues, education provisions and support services of special education.

#### Course Learning Outcomes:

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

- Show competence through demonstrating content knowledge regarding the principles of behaviour.

- Apply qualities of servant leadership by interacting and collaborating with colleagues and families of the individuals they serve while showing respect.
- Demonstrate appropriate dispositional qualities by reflecting and evaluating decisions and actions to be sure that they are the most appropriate and beneficial to meet the needs of the individuals served demonstrate professional behaviours in applied settings.
- Show competence through displaying knowledge of special education law and components of individualized education plans with the ability to create relevant functional objective.

### **UNIT-I: Special Education**

- Meaning, scope and objectives.
- Basic principles of special education.
- Importance of special education.
- Development of Special Education with special reference to India.

### **UNIT-II: Government Policies, Programmes and Special Education**

- National Policy on Education, 1986.
- The integrated Education Scheme 1992 for the mildly challenged.
- Human rights as per the UN standard rules 1994.
- The person With Disabilities (PWD) act 1995.
- Community Based Rehabilitation- Definition, need and Implementation Process.

### **UNIT-III: Physically Challenged and Mentally Retarded Children**

- Physically Challenged Child- Meaning, Definition, Types and Psychological Characteristics.
- Mentally Retarded- Meaning, Definition, Types and Psychological Characteristics.
- Educational programme of Physically Challenged and mentally retarded Children.

### **UNIT-IV: Children with Learning Disability and Emotionally Disturbed Child**

- Children with learning Disability- Concept and Types.
- Psychological and behavioural Characteristics.
- Educational Programme.
- Emotionally disturbed Child- Concept and Types.

### **Suggested Readings:**

1. Bhargava, M. Exceptional Children, Agra. H.P. Bhargava Book House
2. Chapman, E.K. Visually Handicapped Children and Young People, London, Routledge and Kegan Paul.
3. Kotwal, P. Special Education, Delhi, Authors Press

4. Mangal, S.K. Educating Exceptional Children- An introduction to Special Education, New Delhi, PHI Pvt, Ltd.
5. Kar, Chintamani. Exceptional Children- Their Psychology and Education, New Delhi, Sterling Publishing Pvt. Ltd.

\*\*\*\*\*

### **6<sup>th</sup> Semester**

**Paper Title: CONTEMPORARY ISSUES IN INDIAN EDUCATION**

**(MINOR COURSE) Paper Code: EDNMIN-302-4**

**PAPER CREDIT: 04(4T)**

**Total No. of Lectures: 60= 60 L**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course objectives:**

- To develop the spirit of social and national integration.
- To develop skills and values for International Education.
- To understand the importance of value education and modernization for social and National integration.
- To increase productivity and accelerate the process of modernization.
- To gain knowledge about the Concept of Peace education.

#### **Course Learning Outcomes:**

After completion of the course the students will be able to-

- Discuss the recommendations of National Knowledge Commission on Higher Education.
- Explain National Education Policy (NEP) 2020 and its impact on higher education.
- Describe National Adult education programme (NAEP) 1978.
- Elaborate the concept of National literacy Mission (NLM) 1988.
- Identify the uses of Mass Media in Non formal and continuing education.
- Highlight the need and importance of peace education.
- State the relevance of peace education in National and International context.
- Enumerate teacher's role in promoting peace exercise.

#### **UNIT -I: Elementary Education**

- Elementary education- Aims and objectives, universalization of elementary education, girls education, problems of non - involvement and non-retention.

- Constitutional provisions of Indian education.
- Functions of DIET, SSA, DPEP, Operation Blackboard.

### **UNIT -II: Secondary Education**

- Secondary Education - aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE.
- Reports of committees / commission since Independence.- National policies of Education- Their implication.
- Problems and remedial measures of secondary education.

### **UNIT -III: Higher Education**

- General and Technical Education.
- Types of Universities.
- Role and functions of:
  - UGC
  - All India Council for Technical education (AICTE)
  - National Council of Teacher Education(NCTE)
- Recommendations of National Knowledge Commission on Higher Education.
- National Education Policy (NEP) 2020 impact on higher education.

### **UNIT -IV: Alternative schooling and Modern Trends in Education**

- Non-formal education (NFE).
- Adult education- Global and Indian context.
- National Adult education programme (NAEP) 1978.
- National literacy Mission (NLM) 1988.
- Use of Mass Media in Non formal and continuing education.
- Concept of Peace education.
- Need and importance of peace education.
- Relevance of peace education in National and International context.
- Teacher's role in promoting peace exercise.

### **Suggested Readings:**

1. Chaube S.P: History of Indian Education.
2. Agarwal S.: Historical perspective of Indian Education
3. Deka B.: History and Development of Indian Education
4. Das B.B & Bhuyan S.B: Emerging issues of Indian Education Ashok Book Stall, Gauhati-I

\*\*\*\*\*

7<sup>th</sup> Semester

**Paper Title: Advanced Educational Psychology**

**Paper Code: EDNADL14014**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To enable the students to understand the concept, relation between education and psychology and different methods of educational psychology.
- To enable the students to understand the concept of learning, motivation, theories of learning and motivation.
- To acquaint the students with the concept of intelligence and creativity nature and different theories.
- To enable the students to understand the concept of personality, mental health & adjustment-theories of personality & preservation of mental health.

**Course Learning Outcomes:**

After the completion of course the student will be able to:

- Describe the meaning, Nature and scope of Educational Psychology
- Explain the applications of Educational Psychology in teaching and learning
- Describe the meaning, nature, factors affecting and theories of learning
- Explain the concept, types and theories of Intelligence
- Appraise the concept of creativity, Personality, Mental Health and Adjustment

**Course Contents:**

**Unit - I: Introduction to Educational Psychology**

- Educational Psychology :Concept, Nature, Need and Scope
- Methods of Educational Psychology: Introspection, Observation, the Clinical method, Survey method, Scientific Enquiry method, Psychophysical method, Experimental and Developmental method
- Contributions of the following Schools of Psychology towards Education: Behaviourism, Structuralism, Functionalism and Cognitivism
- Application of Educational Psychology in teaching and learning process

**Unit - II: Learning and Motivation**

- Learning: Nature, Types and Factors of Learning
- Motivation: Concept, Functions, Importance, Techniques and Role of Motivation in Learning



- Theories of Learning and their Educational Implications: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's (S-R Reinforcement Theory), Gestalt Theory of learning and Gagne's Hierarchical Theory of Learning
- Theories of Motivation: Maslow's theory of Self-Actualization, Atkinson's Theory of Achievement Motivation and Murray's theory of Motivation

### **Unit - III: Intelligence and Creativity**

- Intelligence: Concept, Nature, Types of Intelligence
- Creativity: Meaning, Characteristics, Types, Relationship between Creativity and Intelligence & Qualities of a Creative Person
- Theories of Intelligence: Spearman's Two Factor Theory, Thurston's Group Factor Theory, Multifactor Theory & Structure of Intellect (SOI) by Guilford
- Theories of Creativity: Taylor's Level Theory of Creativity, Theory of Environmentally Acquired Creativity, Arieti's Theory of Creativity & Psychoanalytical Theory of Creativity
- Piaget's Theory of Intellectual Development
- Problems of Creative Children in Education & Development of Creativity in Children

### **Unit - IV: Personality and Adjustment**

- Personality: Meaning, Definitions, Characteristics of Personality
- Adjustment: Concept, Characteristics of Adjustment Mechanisms, Types of Adjustment Mechanisms, Neurotic Adjustment Mechanisms & Psychotic Adjustment Mechanisms
- Type theories of Personality: Ayurvedic's Classification of Personality type, Hippocrate's Classification, Kretschmer's Classification & Sheldon's Classification
- Psychoanalytical Theory (Freud And Jung), Carl Roger's Self Theory of Personality
- Preservation of Mental Health at Home, School and Society

### **Activities/Practicum/Assignment**

- Presenting the Educational Psychological topics in classroom seminar
- Field trip to School, special school, School for exceptional children.
- Visit to orphanage, Juvenile homes to study frustration, anxiety and complexes of children.

### **Suggested Readings:**

1. Chauhan S.S, Advanced Educational Psychology, Vikas Publishing House PVT. LTD
2. Agarwalla, Dr.S, Educational Psychology, Bookland Panbazar, Guwahati-1
3. Sharma R.N. Educational Psychology, Guwahati, Dvs Publication 2002
4. Woodworth, R.S Psychology: A Study of Mental Life. New York
5. Bhatia, H. R., Elements Of Educational Psychology, Calcutta: Orient Longman, 1968
6. Crow L.D. & Crow A. – Educational Psychology, New Delhi: Eurasia Publishing House, 1973
7. Gates, A.I. Et Al., Educational Psychology, 3rd Ed., New York: Macmillan, 1948
8. Hunt, M.P.- Psychological Foundations Of Education
9. Mangal, S.K. – Advanced Educational Psychology, New Delhi, Prentice Hall. 2000.

\*\*\*\*\*

**7<sup>th</sup> Semester**

**Paper Title: Educational Thought and Practice**

**Paper Code: EDNADL14024**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course objectives:**

- To understand philosophy of different thinkers and their contribution to present educational thought.
- To learn about the views of the Indian and western philosophers on different field of education.

**Learning outcomes:**

On successful completion of this course students will be able to:

- Understand the relationship of philosophy and education.
- Understand the significant contribution of great philosophers in the field of education and utility of their views and inventions in present-day life.

**Course Contents:**

**UNIT- I: Srimanta Sankardev and Gurudev Kalicharan Brahma**

- **Srimanta Sankardeva**
  - Life sketch and philosophy of life.
  - Views of Sankardeva on Education and practices.
  - Educational system of Satras and Namgharas and their relevance in the modern era.
- **Gurudev Kalicharan Brahma**
  - Life sketch and philosophy of life.
  - His contribution in the field of education.
  - Role as a social and religious reformer.

**UNIT- II: Mahatma Karamachand Gandhi and Rabindranath Tagore**

- **M.K. Gandhi**
  - Life sketch of Mahatma Gandhi, His philosophy of life.
  - Gandhi's Educational Philosophy.
  - Gandhi's significant contribution to education with special reference to- Aims, Curriculum, Methods of teaching, Basic education, Value education.
- **Rabindranath Tagore**

- Life sketch of Rabindranath Tagore, His philosophy of life.
- Tagore's view on Education and International relationship.
- Tagore's significant contribution to education with special reference to- Aims, Skill based education, value education and Role of teachers in education.

**UNIT- III: Dr A.P.J. Abdul Kalam & J. Krishnamurthi**

- **Dr A.P.J. Abdul Kalam**
  - Life Sketch and philosophy of life.
  - Views of Kalam on educational philosophy and practices.
  - Kalam's Education Model for the 21st Century.
- **J. Krishnamurthi**
  - Life Sketch and philosophy of life.
  - Views of Krishnamurthi on educational philosophy and practices.
  - Krishnamurthi and present-day Education.

**UNIT- IV: JJ Rousseau and John Henrich Pestalozzi**

- **JJ Rousseau**
  - Life sketch of Rousseau and philosophy of life.
  - Educational philosophy and His contribution to education & society
  - Stages of Human Development, Aims, Curriculum, teaching Methods and Role of teachers.
- **John Henrich Pestalozzi**
  - Life sketch of Pestalozzi, His philosophy of life.
  - Educational philosophy and His Significant contribution to education- Aims, Curriculum, Methods of Teaching and Role of teachers.
  - Philosophy of Pestalozzi in the present education system

**Suggested Readings:**

1. Mukherjee, K. K.—Some Great Educators
2. Rusk, R. Doctrine of Great Educators, Mc. Millian
3. Chaube, S.P.- Ideals of the Great Western Educators- Nilkamal Publications.
4. Goswami, M. K.- Educational Thought and Essays, New Delhi, Asian Book Pvt. Ltd.
5. Bezbarua, L. (2004). Mahapurush Sri Sankardev aru Sri Madhavdev. Guwahati: Jyoti Prakashan
6. Abdul Kalam, A.P.J. (1998). India 2020, A vision for the New Millennium, Penguin Books India Ltd.
7. Dr. Chitum Basumatary. Kalicharan Brahma and his vision.
8. Kumud Ranjan Basumatary. Socio-Political awakening of the BODOS Contribution of Gurudev Kalicharan Brahma, OCCAM ACADEMIC PRESS(1 JANUARY 2021)
9. Kabir Humayun(1971) Education in Modern India. Middlesen. England.

10. Kirilenko,G. And Korshunova,L.(1988).What is philosophy? (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272
11. Mathur S.S. (2008) ‘Shiksha ke Darshanik tatha Samajik Aadhaar’, Agarwal Publications Agra-s.
12. Park, J. Selected Readings in the Philosophy of Education, London, Macmillan and Co.Ltd.P.440.
13. Rusk, R.R. (1928) The Philosophical Bases of Education ,London ,University of London Press Ltd.,P205.

\*\*\*\*\*

### **7<sup>th</sup> Semester**

**Paper Title: Human Right Education**

**Paper Code: EDNADL14034**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To understand the fundamental concept and constitutional perspectives of Human Rights.
- To know the principles and curriculum of human rights education at different levels of Education.
- To know the enforcement and mechanisms of human rights.
- To know the different agencies for human rights education.
- To know about the human rights towards different Marginalized Sections.

#### **Course Learning Outcomes:**

On Successful Completion of this Course, Students will be able to:

- Explain the concept and principles of human rights education, and at the different levels of education.
- Examine the protective measures from different violence.
- Elucidate the role and functions of the UN, UNESCO, NGO, and Mass Media.
- Explain the different human rights acts for the marginalized sections.

#### **Course Contents:**

##### **UNIT-I: Human Rights and Human Rights Education**

- Concept and History of Human Rights
- Concept, Objectives, and Principles of Human Rights Education
- Needs and Importance of Human Rights Education

- Human Rights Education at School levels: Elementary, Secondary and Higher Secondary
- Indian Constitution of Human Rights

### **UNIT-II: Violation of Human Rights and Dealing with the Consequences**

- Societal:
  - (a) Violence against women: Causes, Consequences and Protection
  - (b) Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)
- Political:
  - (a) Terrorism - Concept, Types, Causes, Consequences, and Measures
  - (b) Regionalism- Causes, Consequences, and Measures
- Human Rights Related to: Racial discrimination, Aged, Differently Abled, Women, Transgender

### **UNIT –III: Human Rights Protection Mechanism**

- UN and Promotion and Protection of Human Rights
- Universal Declaration of Human Rights (1948)
- Human Rights and the Indian Constitution
- National Human Rights Commission (NHRC)
- State Human Rights Commission (SHRC)
- Protection of Human Rights Act, 1993
- National Commissions for Protection of Child Rights (NCPCR)

### **UNIT-IV: Agencies and Transacting Human Rights Education**

- Role of UNESCO, UNICEF and WHO
- Role of the National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)
- Role of Educational Institutions, Teachers, Mass Media, and NGO's
- Methods of Teaching Human Rights - Drama and Role Play, Brainstorming, Lectures, Discussion, Seminars and Workshops, and Projects
- Co-curricular Activities for Human Rights Education- Visits to Orphanages and Old Age Homes, Celebration of International Days, Collecting Documents on Human Rights, Displaying Human Rights Materials on Bulletin Boards, and Organizing Debate

### **Suggested Readings:**

1. Kapoor, S.K (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency.
2. Kaur, Manjit (2008), Teaching of Human Rights. New Delhi: A.P.H. Publishing Corporation.
3. Chand, Jagdish (2007). Education for Human Rights. New Delhi: Anashah Publishing House.
4. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.

5. Naseema, C. (2008). Human Rights Education Theory and Practice. New Delhi: Shipra Publications.
6. Gogoi, Purandar ( 2004 ) , Manab Adhikar, Gauhati: Banalata.
7. Reddy & Others (2015). Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd

\*\*\*\*\*

### **7<sup>th</sup> Semester**

**Paper Title: Distance and Continuing Education**

**Paper Code: EDNADL14044**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To understand the concept, objectives, scope and significance of distance and continuing education.
- To understand different aspects of continuing and distance education.
- To understand the ICT and learner support services in distance education.
- To understand the problems and prospect of distance education.
- To know the role of distance and continuing education in Community development.

#### **Course Learning Outcomes:**

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

- Understand the meaning and definition of distance, continuing education and its characteristics.
- Learn about different types and aspects of distance and continuing education.
- Understand the role mass media in continuing education.
- Understand the methodology of continuing education
- Identify the major problems of continuing education in India

#### **Course Contents:**

##### **UNIT-I: Distance Education**

- Meaning, Objectives, characteristics, and Need of Distance Education.
- Curriculum transaction in Distance Education, Designing and preparing self-instructional material in Distance Education, Role of Teachers in Distance Education
- Distance Teaching-Learning system in India, Mode of Distance Education- Correspondence courses, Open Schools and Universities, Education Broadcast: TV Radio, CAI,ICT etc.

- Distance Education in the Globalizing Era: Critical Analysis on the Promise and Reality, Different agencies for distance education.
- Distance education for rural development, women empowerment, and professional development. Problems and prospects of distance education

### **UNIT-II: Continuing Education**

- Meaning, nature, objectives, scope, and significance of Continuing education.
- Methods&Techniques, Aids, and devices of continuing education.
- Role of print and electronic mass media in Adult/ Continuing Education.
- Learner Support Services;.SLM, E-Bidya, SWAYAM,e Pathsala, E-learning, Blended learning, OER, MOOCs., Shaakshar Bharat Mission with special reference to Assam.
- Role of continuing education in planned development of society, social change through continuing education. Continuing Education and occupational development.

### **UNIT-III: Continuing Education Programmes in India**

- Fundamental Education, Adult Education, Extension Education, Social Education.
- Farmers Functional Literacy programme (1967), Non-formal Education programme for Women and Youth (1975).
- National Adult Education Programme (1978), National Literacy Mission (1988), Total Literacy Campaign & Post Literacy Campaign
- Continuing education through the ODL system
- Open University, Correspondence courses, Conventional universities in continuing education.

### **Unit-IV: Organization and Administration of and Continuing Education**

- Planning and organization of Continuing education program.
- Training facilities for functionaries available at various levels – National, State, District, Local level.
- UGC policy on Adult/ Continuing and extension education and Lifelong learning.
- Role of NGO in Adult/ Continuing education programme.
- Problems of Continuing Education in India.
- Monitoring, Evaluation and Research in Adult/ Continuing education

### **Suggested readings:**

1. Bordia A. And other 9ed). Adult Education in India, Indian Adult Education, New Delhi.
2. Daswani C.J., and Shah S.Y., (eds), Adult Education in India, Selected papers, UNESCO, New Delhi, 2000.
3. Desai A.K. Adult Education in developing countries Directorate of Adult Education, The Long March to Literacy, Government of India, New Delhi – 17.

4. Dutta, S.C., History of Adult Education in India, IAEA, New Delhi, 1986.
5. Lowe John, The education of Adult: A world perspective, Paris UNESCO press, 1975.
6. Ministry of Human Resource Development, New Policy on Education, Government of India, New Delhi – 1986.
7. Shah, S.Y., An Encyclopaedia of Indian Adult Education, National Literacy Mission, MHRD, Government of India, New Delhi – 1999.
8. Training of Adult Education Functionaries: A Handbook, Ministry of Education & Social Welfare, New Delhi – 1977.
9. Department of Adult Education, Learning for participation: an approach to training in adult education, Government of India, New Delhi
10. Chandra, Dr. Soti Shivendra (2005). Adult and Non-Formal Education. Delhi: Surajeet Publications.
11. Das, Dr. Lakshahira (1999). Adult Continuing Education. Guwahati: Amrita Prakashan.
12. Mohanty, S. (2012). Lifelong and Adult Education. New Delhi: APH Publishing House.
13. Novak. K & T.R. Catlin.(2021).UDL and Blended Learning.
14. H.P.Robert, Global demand for Borderless online Degrees, Published by IGI Global.
15. H.Caroline & D.Richard (1651).Distance learning and University effectiveness.Published by information science publishing.

\*\*\*\*\*

### 7<sup>th</sup> Semester

**Paper Title: Research Methodology in Education**

**Paper Code: EDNADL14054**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To understand the conceptual framework of educational research.
- To enable the students to understand the conceptual framework of research design.
- To acquaint with the various types of variables and hypotheses in research.
- To gain an understanding of the multiple tools and techniques in research.
- To familiarize the students with the structure of writing a research proposal and research report.

#### **Course Learning Outcomes:**

On Successful Completion of this Course, Students will be able to:

- Explain the concept of educational research.
- Distinguish between the various types and methods of educational research.
- Classify the types of qualitative and quantitative research in education.



- Identify the research variables and formulate research hypotheses.
- Discuss the tools/techniques, and steps of preparing the research tools.
- Explain the structure of writing a research proposal and research report.

**Course Contents:**

**UNIT- I: Basic Concept of Educational Research**

- Meaning, nature, and significance of Research in Education
- Ethical considerations in Educational Research: Sources Acquiring Knowledge, Scientific Method
- Types of Educational Research: Fundamental, Applied, and Action Research
- Qualitative and Quantitative Research in Education
- Methods of Educational Research: Historical, Descriptive, and Experimental Research.

**UNIT- II: Research Variables and Hypothesis**

- Variables: Meaning, Types of Variables (Independent, Dependent, Extraneous, Intervening, and Moderator), Controlling Extraneous and Intervening variables
- Review of Related Literature: Purpose, Needs and Organization
- Hypothesis: Concept, Source & Types of Hypotheses, Characteristics of a Valid Hypothesis, Testing of Hypothesis, Significance of Test, Errors in Testing of Hypothesis

**UNIT -III: Research Design and Data Collection**

- Research Design: Meaning, Purpose, and Components of Research Design
- Sources of Data Collection: Primary and Secondary Data
- Concept of Population and Sample
- Techniques of Sampling, Types of Probability and Non-Probability Sample
- Characteristics of a Good Sampling
- Purpose of Sampling

**UNIT- IV: Research Tools and the Research Report**

- Types of Tools: Rating scale, Attitude scale, Opinionnaire, Questionnaire, Checklist, Inventory, Observation, Interview, and Psychological Test
- Steps of Preparing a Research Tool: Validity and Reliability - Concepts and Types Method of Estimating Reliability, Item Analysis: Steps involved in Item – Analysis
- Preparation of the Research Proposal: Steps involved in Preparing a Research Proposal
- The Research Report: Format of the Research Report, Style of Writing, and Evaluation of the Research Report

**Suggested Readings:**

1. Anderson, G (1990): Fundamentals of Educational Research: The Falmer Press, London

2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
5. Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.
6. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors. Sharma,
7. S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd. Travers,
8. Sidhu Kulbir Singh. Methodology of Research in Education. Sterling publishers pvt limited.
9. Ghosh and Singh. Research Methodology. Mamtesh Rastogi Publication.

\*\*\*\*\*

**8<sup>th</sup> Semester**

**Paper Title: Higher Education in India**

**Paper Code: EDNSPL15064**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To understand the concept of higher education and the constitutional provision concerning higher education.
- To understand the structure and importance of higher education in India.
- To enable the students to know about different committees of higher education.
- To acquaint the students with the emerging issues and remedial measures related to higher education.
- To understand the changing paradigms in the field of higher education.

**Course Learning Outcomes:**

On Successful Completion of this Course, Students will be able to:

- Discuss the concept and importance of the higher education system.
- Elaborate the constitutional provisions and the development of higher education during pre and post-independence periods.
- Illustrate the Governance system of higher education.
- Examine the issues and their remedies relevant to higher education.
- Explain the emerging trends in higher education.

## **Course Contents:**

### **UNIT- I: Introduction to Higher Education in India**

- Concept and Objectives of Higher Education in India
- Importance of Higher Education in the Present Context
- Development of Higher Education in India during the Pre-Independence: Sadler Commission (1917-19), and Sargent Report (1944) and Post-Independence Period: Radhakrishnan Commission (1948-49), Kothari Commission (1964-66) and National Knowledge Commission (2006)
- Constitutional Provision Regarding Higher Education

### **UNIT-II: Management and Financing of Higher Education**

- University Grants Commission (UGC)
- Rashtriya Uchchar Shiksha Abhiyan (RUSA)
- All India Council for Technical Education (AICTE)
- Council of Scientific and Industrial Research (CSIR)
- Indian Council of Social Science Research (ICSSR)
- Indian Council of Agriculture Research (ICAR)
- Association of Indian Universities (AIU)
- National Assessment and Accreditation Council (NAAC)
- Higher Education Financing Agency (HEFA)

### **UNIT-III: Issues in Higher Education and Remedial Measures**

- Issues Related to Access and Equity and Remedial Measures
- Issues Related to quality and excellence and Remedial Measure
- Quality Assurance and Accreditation in Higher Education
- Higher Education and Growing Unemployment and Remedial Measure
- Professional Ethics and Measures to Improve Professional Ethics
- Values and Ethics in Education
- Causes of Ethical Deterioration in the Indian Higher Education System and Remedial Measures

### **UNIT-IV Changing Paradigms in Higher Education**

- Globalization in Higher Education: Effect of Globalization in Higher Education, Education under GATS
- Privatization and Commercialization in Higher Education: Importance and Problems
- Autonomy in Higher Education
- Innovation in Higher Education

- Use of ICT and new Technologies in Higher Education
- Higher Education in National Education Policy (NEP) 2020

**Suggested Readings:**

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education. S. Chand Publication.
2. Arya, P. P. (2006). Higher Education and Global Challenges. Guwahati: DVS Publishers.
3. Deka. B. (2014). Higher Education in India, Development and problems, Published by Atlantic Publication.
4. Deshpandey, H. V. (2020). Higher Education in India: New Perceptions and Perspectives, Published by Notion Press.
5. Mohanty, J. (2002). Current trends in Higher education, Deep and Deep publisher.
6. Rawat. P.L (2019). History of Indian Education, Ramprashad Publication.
7. Rathore. M. S. Foundation Course on NAAC accreditation.
8. Shreeve. A & Orr. S (2019). Art and design pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum. Routledge publications

\*\*\*\*\*

**8<sup>th</sup> Semester**

**Paper Title: Inclusive Education**

**Paper Code: EDNSPL15074**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives**

- To enable the students to understand the concept, principle, and scope of inclusive education.
- To familiarize students with the national and international policies and programmes for inclusive education.
- To develop knowledge about the types of special learners and design strategies for adapting curriculum to the special learners.
- To identify the different assistive devices that can be useful for special needs students.
- To gain an understanding of the development and management of inclusive classrooms.

**Course Learning Outcomes:**

At the end of this course, the student will be able to:

- Understand the support needs of differently abled students.
- Explain the principles of differentiated instructions and assessment.
- Explain the concepts of inclusive, special, and integrated education.
- Explain the different national and international policies and programmes for inclusive education.
- Classify different types of special learners and design strategies for adapting curriculum to the needs of special learners.
- Illustrate different assistive devices useful for various categories of learners.
- Uses appropriate techniques to identify and nurture special learners in an inclusive classroom setting.

### **Course Contents:**

#### **Unit I: Introduction to Inclusive Education**

- Inclusive Education: Concept, Principles, Scope, and Target Groups (Diverse learners; Including Marginalized groups and Learners with Disabilities)
- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- Difference between Special, Integrated, and Inclusive education
- Social, psychological, and educational contexts of inclusion

#### **Unit II: Policy Perspectives FOR Inclusive Education**

- Policies and Legislations (National Policy of Education (1986), Programme of Action (1992)
- NEP 2020
- Persons with Disabilities Act (1995)
- National Policy of Disabilities (2006)
- National Curriculum Framework (2005)
- Concession and Facilities to Diverse Learners (Academic and Financial),
- Rehabilitation Council of India Act (1992)
- Dakar Framework for Action Education for All, 2000
- The Rights of Persons with Disabilities Bill, 2016
- Inclusive Education under Samagra Shiksha Abhiyan (SSA)

#### **Unit III: Understanding Disabilities**

- Exceptionality: Positive, Negative and Multiple deviation
- Concept of Impairment, Disability and Handicap
- Classification of Disabilities based on the ICF Model
- Readiness of School and Models of Inclusion
- Concept, Characteristics, Types, Causes, Identification, and Educational Provisions for the following children: Intellectual, Orthopaedic, Visual, Hearing, and Multiple Disabilities
- Children with developmental disorders: Cerebral Palsy, Autism, Learning Disabled

#### **Unit IV: Planning and Management of Inclusive Classrooms**

- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India
- Infrastructure, Human Resource, and Instructional Practices,
- Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching)
- Parent - Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

### **Suggested Readings**

1. Adrian A., John E. (1998). Educating children with Special needs. New Delhi: Prentice Hall.
2. Bartlett, L. D., & Weisentein, G. R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.
3. Chaote, J. S. (1991). Successful mainstreaming. Allyn and Bacon. Choate, J. S. (1997). Successful inclusive teaching. Allyn and Bacon.
4. Daniels, H. (1999). Inclusive education. London: Kogan.
5. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.
6. Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub. Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
7. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
8. Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
9. Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.
10. Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
11. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publication.
12. Kluth, P. (2003). "You are going to love this kid!" Teaching students with autism in the inclusive classroom. Baltimore: Paul Brookes.
13. Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
14. McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
15. Manoj Kumar Dash. Inclusive Education (A New Dimension). Bhargava Publication. 2013.
16. Panda, K.C. (--). Education of Exceptional Children.
17. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

18. Reddy; Ramar and Kusuma. Education and Children with Special Needs. New Delhi; Discovery (DPH) 2003.

\*\*\*\*\*

### **8<sup>th</sup> Semester**

**Paper Title: Education and Women Empowerment**

**Paper Code: EDNSPL15084**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To develop awareness among the students on women's empowerment.
- To enhance the student's knowledge about the changing role of women in India.
- To help the students understand gender discrimination in Indian Society.
- To enable the students to understand the rights of women.
- To gain an understanding of the students on the importance of women's education.

#### **Course Learning Outcomes:**

On Successful Completion of this Course, Students will be able to:

- Describe the concept of women empowerment.
- Explain the changing scenario of women in India.
- Examines the constitutional provisions and rights of women.
- Analyze the importance of education for women.
- Discuss the prevailing status and issues of women in India.

#### **Course Contents:**

##### **UNIT- I: Concept of Women Empowerment**

- Concept of Women's Empowerment: Meaning, Forms, Needs and Importance
- Dimension of Women's Empowerment: Social, Religious, Economics, Educational and Political
- Women Empowerment: Issues and Challenges
- Role of Education for Women Empowerment
- Role of NITI Ayog in Launching the Women Entrepreneurship Platform (WEP)

##### **UNIT- III: Constitutional Provision and Rights of Women**

- Constitutional Provision for Equality of Women (Educational and Legal Provisions)
- UN Convention for the Elimination of Discrimination against Women (CEDAW)

- National Council for Women Education
- Property Right
- National Policy for Empowerment of Women, 2001
- Domestic Violence Act, 2005

**UNIT-III: Women and Education**

- Historical Perspective of Women Education
- Needs and Importance of Women Education
- Importance of Women Education Scheme for Women Equality
- Women in Higher Education and Problems
- Women Employment in General and Professional Education
- Women Education for Socio-Economic Development

**UNIT-IV: Status and Issues of Women**

- Health Issues: Malnutrition, Fertility Rate, Sex Ratio, Maternal Morbidity, Maternal Mortality, Infant Mortality
- Education: Literacy & Gender Bias in Enrolment, Curriculum and Dropout
- Work Related Issues: Existing Prejudices, Sexual Harassment, Gender Discrimination
- Political Participation: Lack of Women's Representation, Political Participation of Indian Women
- Social Issues: Family Planning and Welfare, Divorce, Rape, Domestic Violence Against Women

**Suggested Readings:**

1. Agarwal J.C. (1976). Indian Women: Education and Status, Arya Book Depot, New Delhi
2. Agarwal, N. (1993). Women Education & population in India. Chaugh Publications, Allahabad
3. Agarwal, S.P. (2001). Women's Education in India, Guwahati, Eastern Book House.
4. Andal, N. (2002). Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
5. Bhatia, R.L & Ahuja, B.N. (2006). Modern Indian Education and its Problem, Surjeet Publications, Delhi India.
6. Bhatt B.D & Sharma S.R (1992). Women's Education and Social Development, Kanishka publishing House, Delhi.

\*\*\*\*\*

**8<sup>th</sup> Semester**

**Paper Title: Rural Education in India**

**Paper Code: EDNSPL15094**

**Paper Credit: 04**



**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course objectives:**

- To understand the concept and strategies of rural development.
- To understand the importance of rural education.
- To know the government efforts for Rural Education.
- To gain knowledge about Professional social work.

**Course Learning Outcomes:**

On successful completion of this course students will be able to:

- Discuss the approaches to Rural Development in India.
- Identify the purposes and uses of Digital Initiatives in India.
- Describe the Primary and secondary family welfare in India.
- Apply the uses of ICT's for Rural Development in India.

**Course Contents:**

**UNIT- I: Rural Development & Planning**

- Rural Education: Concept, Objectives, Scope, Goals, Rural-Urban Differences, Indicators of Rural Development, Rural Dynamics
- Strategies of Rural Development
- Need and importance of Rural Development
- Concept of Rural Area, Size and structure of Indian rural economy, Characteristics of rural sectors, Role of agricultural and non-agricultural sector, Causes of Rural Backwardness
- Rural Development Planning: Concept, Objectives, Nature, Scope, Importance - Planning process, multi-level planning, District Planning, Grassroots level planning
- Role of Zillaparishads, Mandal parishads and Grampanchayats in Rural planning and Development.

**UNIT- II: Agricultural Education & Government initiatives for rural education**

- Schemes: Jahawar Navodaya Vidyalaya, Eklavya Model Residential School (EMRS), Samagra Shiksha , Shiksha karmi , Kasturba Gandhi Balika Vidyalaya project and its contribution towards Rural Development.
- Digital initiatives: SWAYAM, SWAYAM PRABHA , MOOCs, PATHSHALA, DIKSHA, National Digital Library (NDL).
- Role of Education in Rural Development

- Agricultural Education: Concept, nature, scope, types, need and significance, Agricultural education in India, Agricultural education and development, Role of Agricultural Universities and Training institutions in Rural development.
- Extension Education: Aims, Principles, Role of Extension Education in Rural Development.

### **UNIT- III: Approaches, Professional Social work for Rural Development & Poverty Alleviation Programmes**

- Approaches to Rural Development in India -Broad Front Approach, Sectoral approach, participatory approach, area approach and target group approach.
- Professional social work: Meaning, definition, objectives and nature, Steps of social work.
- Government schemes for rural development.
- Poverty Alleviation Programmes: Inception, Objectives, Mission, Prime Minister
- Rozgar Yojana-Gramin(PMRY-G), Pradhan Mantri Awaas Yojana-Gramin(PMAY-G), Pradhan Mantri Gram Sadak Yojana(PMGSY), Mahatma Gandhi National Rural employment generation programme(MNREGP), RashtriyaMahilaKosh(RMK).
- Programme of Development finance Corporations: National Rural Livelihoods Mission (DAY-NRLM), DeenDayal Upadhyay GraminKaushaly Yojana (DDU-GKY).

### **UNIT -IV: ICT in Rural Development &Rural Industrialization**

- ICT in Education: meaning, nature and scope.
- Role of ICTs for Rural Development in India.
- Strength and weakness of ICT's in Rural India.
- Applications of ICT's for Rural Development in India.
- Rural Industrialization: Concept, Need and Importance of Rural Industrialization in the context of Rural Development, Gandhian Approach to Rural Industrialization, Appropriate Technology for Rural Industries.
- Rural Industrial Sectors: Small Scale, Handloom, Agro-based Industries, Rural Artisans, Handicrafts and Sericulture

### **Suggested Readings:**

1. Laxman and Morayan- Rural development in India.
2. K. Venkata Reddy-Rural Development in India - poverty and Development.
3. Archana Gour- Integrated Rural Area Development.
4. Adivi Reddy. A. Extension education, Sri Lakshmi Press, Bapatla. 1971.
5. Dhahama O.P. & Bhatnagar, O.P., Education and Communication for Development, Oxford & IBH Publishng Co., New Delhi.
6. Venkata Reddy, K. Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Hmalaya Publshing House Pvt., Ltd., Mumbai, 2012.

7. Ministry of Human Resource development. Sakshar Bharath, Govt. of India.
8. M.H.R.D (2000). Scheme of Jan Shikshan Sansthan (Institute of People's Education): Guidelines for Management, Planning and Programming, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.
9. Battacharya S.N. :Rural Industrialization in India
10. Bepion Behari :Rural Industrialization in India
11. Rao R.V. :Rural Industrialization in India
12. .Akinbode, A. (1988). "The conceptual framework for rural development in developing countries".Research for Development, 5, (1&2), 8-9.
13. Gopinath Rao, P. 2006. Rural Development and Sustainable Livelihood Security. Delhi:
14. Global Network. Government of India (GOI). 2008. Eleventh Five Year. Plan 2007-201 2. Vul.11. New Deb:Planning Commission.
15. Gopinath Rao, P. 2006. Rural Development and Sustainable Livelihood Security. Delhi: Global Network.
16. Rao, M. V., Dheeraja, C., Hanumantha Rao, K., and Saurabh Kumar. 2010. Status Rajpovr on Convergence Initiatives of MGNREGS in India. Hyderabad: National Institute of Rural Development.
17. Singh. Katar. 2009. Rural Development Principles, Policies ad Management. New Delhi: Sage Publications.

\*\*\*\*\*

### **8<sup>th</sup> Semester**

**Paper Title: Comparative Education**

**Paper Code: EDNSPL15104**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives**

- To understand the meaning & purposes of comparative education.
- To assess the efficiency of educational system of various countries.
- To acquaint with the various agencies of imparting education for peace and global consciousness.
- To develop an understanding to solve the prevailing problems of education in developing countries

#### **Course Learning Outcomes:**

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

- Understand comparative education, the approaches used in it and factors determining the educational system of a country
- Compare the systems of education- constitutional provisions for education, educational administration and finance in India, USA, UK, Finland and Japan
- Compare education at different stages - pre-primary, primary, secondary, higher secondary, higher education and teacher education in India, USA, UK, Finland and Japan

### **Course Contents**

#### **Unit-I: Introduction to Comparative Education**

- Meaning, Purpose and Scope of Comparative Education
- Approaches/Methods of Comparative Education: Historical and Descriptive
- Factors Determining the Educational System of a Country: Geographical, Political, Religious, Socio-Cultural, Philosophical and Historical
- Problems of education in the world.
- Contributions of various system of Education

#### **Unit-II: Comparative Perspective on Education System in Some Countries & Trends in World Education**

- Constitutional Provisions for Education in India, USA, UK, Finland and Japan
- Educational Administration in India, USA, UK, Finland and Japan
- Educational Finance in India, USA, UK, Finland and Japan
- Trends in World Education
- Borderless education
- Educational Activities of the UNO

#### **Unit-III: Comparative Perspective on Education at Different Stages in Some Countries**

- Pre-Primary Education in India, USA, UK, Finland and Japan
- Primary Education in India, USA, UK, Finland and Japan
- Secondary Education in India, USA, UK, Finland and Japan
- Higher Secondary Education in India, USA, UK, Finland and Japan
- Higher Education in India, USA, UK, Finland and Japan
- Teacher Education in India, USA, UK, Finland and Japan

#### **Unit-IV: Problems of Education in Developing Countries with special reference to India and their solutions through Education**

- Illiteracy

- Poverty,
- Population Explosion
- Political Instability
- Economic Underdevelopment
- Unemployment, Terrorism, Casteism, Communalism, Healthcare & Climate Change
- Equalization of Educational Opportunities

### **Suggested Readings**

1. Chakravarti, M. (2005). Education in the 21st century. New Delhi: Kalpaz Publications.
2. Chaube, S.P., & Chaube, A. (1993). Comparative education. New Delhi: Vikas Publishing House Pvt.Ltd.
3. Collin, H. (Ed.). (1974). World perspective. Allied Publishers.
4. Department of Education (1937). General survey of education in Japan. Tokyo.
5. Grammer, J.F., & Brown, G.S. (1956). Contemporary education: A comprehensive study of national systems.
6. Hans, N. (1936). Comparative education. American View of Educational Research.
7. Kandel, R.L. (1933). Studies in comparative in education. George G. Harrap and Co., Ltd.
8. Kenneth, R.K. (1956). Education in USA. London: Alwen Ltd.
9. Khan, Mohammada Abbas (2004). Modern comparative education. New Delhi: Anmol Publications Pvt.Ltd.
10. Khana, P.K. (2005). Education in the new millenium. ABD Publishers.
11. Matthews, Mervyn (1982). Education in the Soviet Union; Policies and Institutions since Stalin. UK: George Allen and Unwin Publishers Ltd.
12. Philip, E. Johns (1971). Comparative Education: Purposes and Methods. Australia: University of Greenland Press.
13. Rao, V.K., & Reddy, R. (2004). Comparative Education. New Delhi: Common Wealth Publishers.
14. Russel, J.D., & Judd, C.H. The American Educational System.
15. Sharma, A.P. (1972). Contemporary Problems of Education. New Delhi.
16. Smith, W.O.L. Education in Great Britain. Oxford University Press.
17. Ulich, Robert (2006). The Education of Nations; A Comparison in Historical Perspectives. Delhi: Surjeet Publications.
18. Ward, H. The Education System of England and Wales and its Recent History.
19. Sharma, R.N. (2005). Comparative Education. Delhi: Surjeet Publications.
20. Sharma, R.S. (2005). Comparative Perspectives on Education. Jaipur: ABD Publishers.
21. Sharma, Y.K. (2005). Comparative Education: A Comparative Study of Educational Systems. New Delhi: Kanishka Publishers & Distributors.
22. Sharma, Promila (2009). Encyclopedia of Comparative Education. Ashish Publishing

House.

23. Sodhi, T.S. (2004). Textbook of Comparative Education. New Delhi: Vikas Publishing Home Private Limited. Distributors: UBS Publishers & Distributors Private Limited.

\*\*\*\*\*

**9<sup>th</sup> Semester**

**Paper Title: ICT in Education**

**Paper Code: EDNADL25014**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To understand the Concept, need and importance of ICT.
- To prepare the students to become ICT-skilled teachers.
- Get acquainted with ICT-supported teaching and learning strategies.
- Prepare the students to use appropriate ICT facilities.
- Get acquainted with the new trends in ICT. Get information about computerized multimedia

**Learning Outcomes:**

- Understand how to learn complex ideas and carry out challenging tasks employing tools of modern technology.
- Learn to integrate technology effectively into teaching and learning.
- Learn to utilize their knowledge, beliefs and skills toward meaningful learning making full use of the tools of modern technology.
- Acquire skills toward employing e-resources for learning and to interact with ICT devices confidently.
- Become competent globally, with enhanced learning and teaching skills

**Course Contents:**

**UNIT-I: INTRODUCTION TO ICT IN EDUCATION**

- Concept, need and importance of ICT in education; ICT as a means to connect with the world; The global classroom and global learner

- Paradigm shift due to ICT from Teaching to Learning:Curriculum (ii) Methods of Teaching (iii) Role of Teacher (iv) Classroom Environment (v) Evaluation procedure (vi) Education Management
- Challenges and barriers to the integration of ICT in Indian classrooms
- ICT skilled teacher; ICT skills and qualities of ICT teacher
- Safe use of ICT; Virus management, Net safety, Legal and Ethical issues

## **UNIT-II: ICT SUPPORTED TEACHING LEARNING STRATEGIES**

- Computer-aided learning; E-learning and Web base learning: concept, features and educational application
- Co-operative and Collaborative learning: concept, features and educational application
- Project-based learning: concept, features and educational application
- Communication tools: Mobile, e-mail, chat Online conferencing, Blog, Wikipedia, Internet forum, Newsgroups, Different mobile apps
- Social networking as an Effective communication tool.

## **UNIT-III: NEW TRENDS IN ICT**

- Productivity tools: Word processing, Spreadsheets, Presentations, Databases, Digital animation, Photo and video editing software, Windows movie maker, Concept mapping tools and their impact on learning
- Virtual Classroom: concept, elements, advantages and limitations
- Smart classroom: concept, elements, advantages and limitations; Projectors, Interactive Whiteboards/Smartboards
- Edusat: concept, elements, advantages and limitations
- Online learning resources: E-Library, Websites, Apps, and Web 2.0 Technology, Commercial or Licensed ICT resources, Reference sites, Professional group sites, National and International portals of the Ministries of Education, Open educational repositories, FUSE (Find Use Share Educate)

## **UNIT-IV: MULTIMEDIA IN ICT**

- Concept of educational media; Role of media in instruction
- Instructional media, message and methods; Educational use of radio and television, Internet
- Concept and uses of computerized multimedia; Designing of instructional media
- Custom development of resources: User Generated Content (UGC); Multimedia design, steps and pedagogical application.
- E-content Design and Development; ADDIE model; UGC Guidelines for e-content development; Appropriateness, Cost and Copyrights. Trends and Research in ICT.

### **Suggested Readings:**

1. Alessi, S. M., & Trollip, S. R. (1991). Computer based instruction. New Jersey : Prentice Hall.
2. APLET ( ). All ten volumes of aspects of educational technology. London: Pitman.
3. Association of Indian Universities.(2000). Information technology in higher education. New Delhi: Author.
4. Azarmsa, R.(1991). Educational computing: Principles and applications. Englewood Cliffs, NJ: Educational Technology Publication.
5. Gagne', R. M., & Briggs, L. J. (1979). Principles of instructional design. (2 nd ed.)New York: Holt, Rinehart, and Winston.
6. Gerlach, V. S. & Ely, D. P. (1971). Teaching and media: A systematic approach. Englewood cliffs, NJ: Prentice-Hall.
7. Hackbarth, S.(1996). The Educational Technology handbook. Englewood Cliffs, NJ: Educational Technology Publication.
8. Khan, B. H. (Ed.) (1997). Web-based instruction. Englewood Cliffs, NJ: Educational Technology Publication.
9. Percival, F. & Ellington, H. (1984). A handbook of educational technology. London: Kogan Page.
10. Richey, R. (1986). The theoretical and conceptual bases of instructional design. London: Kogan Page.
11. Romizowski, A. J.(1986). Developing auto-instructional material. London: Kogan Page.
12. Vaishnav, R. 2013 : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany
13. Vaishnav ,R. & Parasher G.S.2010 : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi
14. Eric, Frick.(2017). Information Technologies Essentials- Basic Foundations for Information Technology Professionals. Amazon Digital Services
15. Law, Nancy., Pelgrum, Willem, J. & Plomp, Tjreed (2008). Pedagogy and ICT uses in Schools around the World : Findings from the IEA SITES 2006 study (CERC studies in Comparative Education)

\*\*\*\*\*

**9<sup>th</sup> Semester**

**Paper Title: Statistics in Education**

**Paper Code: EDNADL25024**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**



**Course Objectives:**

- To enable the students to understand the basic concept of statistics.
- To acquaint the students with different statistical procedures used in education.
- To develop the ability to represent educational data through graphs.
- To give detailed knowledge about descriptive statistics.
- To familiarize the students about the Normal Probability Curve and its application in education.

**Course Learning Outcomes:**

After completion of the course the students will be able to-

- Understand statistical principles and its uses.
- Develop the level of performances for knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Acquire knowledge on the basics statistics by making valid generalizations from sample data
- Acquire competency as well as recognize pitfalls in using statistical methodology and carry out effective research work for societal development
- Greater appreciation for the importance of statistical literacy in today's rich data world

**Course Contents:****Unit-I: Basics of Educational Statistics**

- Statistics: Meaning, Need and importance of statistics in education, Branches of statistics- descriptive and inferential, Nature of Educational Data
- Frequency Distributions: Compilation, Classification and Tabulation of data
- Measures of central tendency and their uses. Mean, Median Mode, Advantages and Disadvantages
- Measures of variability and their uses. Range, Quartile Deviation, Average Deviation, Standard Deviation, Advantages and Disadvantages
- Graphical representation of data: histogram, frequency polygon, Ogive, and other types of graphs, Uses of statistics in Education and Research

**Unit-II: Correlation and Regression**

- Meaning and types of Correlation, Coefficient of Correlation
- Difference between rank difference and Product moment method
- Coefficient of Correlation by Rank Difference Method and Product Moment Method; Interpretation of Result, Scatter Diagram
- Concept of Regression lines and Regression Equation
- Regression & Prediction

### **Unit-III: Normal Distribution**

- The Normal Distribution, Normal Probability curve- Its meaning, Characteristics and Properties, Importance of NPC
- Deviation from Normality: Skewness and Kurtosis.
- Table of Areas under the Normal Curve
- Measures of Asymmetry or Divergence from Normality
- Application of Normal Probability Curve

### **Unit –IV: T-Test, Z-Test, Chi-Square, ANOVA and ANCOVA**

- Concept of - Sample Size, Large and Small Sample, One-Tailed and Two-Tailed Test
- Application of T-Test and Z-Test to Determine the Level of Significance
- Chi Square test and its nature, Assumption of Chi Square test, Uses and Significance of Chi – Square test, Chi Square as a Goodness of Fit, Chi-Square Test of Equality, Normality And Independence
- Meaning, Nature, and uses of the Analysis of Variances (ANOVA), Assumptions of ANOVA
- One Way Analysis of Variances, Two Way Analysis of Variances, Differences between One Way and Two-Way Analysis of Variances, Steps in calculating Analysis of Variances, Limitations of ANOVA, Analysis of Covariance (ANCOVA)

### **Suggested Readings:**

7. Garret, H E(2014),Statistics in Psychology and Education,Mumbai,Vakils,Feffer and Simons Ltd.
8. Binod k Sahu(1998),Statistics in psychology and Education,New Delhi, Kalyani Publishers
9. Mangal S K(2005)statistics in Psychology and Education,New Delhi, Prentice Hall of India
10. Sarma,Mukul ,Prarambhik Parisankhya bijnan aru Saikhik Parimapon
11. Goswami, Marami(2012) Measurement and Evaluation in Psychology and Education, Hyderabad, neel Kamal Publication.
12. Saha,Kaberi(2012) Statistics in Education and Psychology, New Delhi, Asian Books Pvt. Ltd.
13. Text Books
14. Gupta. S.P.(2004).Statistical Methods (3rd edition), Sultan Chand & Sons, Educational Publishers ND.
15. Sharma, T.R. and Bhargava, V. (2005) Elementary Statistics in Education and Psychology Agra: Bhargava Book House.
16. Goon A.M., Gupta M.K. & Dasgupta B. (1994): An Outline of Statistical Theory (Volumes 1 & 2), World Press Publications

17. Henry.E.Garrett.(2009). Statistics in Psychology and Education (6th edition). Paragon international publishers Elhance, D.N. and Elhance, V. (2002). Practical Problems in Statistics. Allahabad: Kitab Mahel.
18. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn& Bacon.
19. Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.

\*\*\*\*\*

**9<sup>th</sup> Semester**

**Paper Title: Early Childhood Care and Education (ECCE)**

**Paper Code: EDNASPL25034**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives**

After completing this course the students will be able to:

- Evaluate the contributions of some philosophers and educationists to early childhood education
- Plan early childhood education centre and programme
- Understand developmental objectives and activities during early childhood period
- Know how to assess children's development and learning

**Course Learning Outcomes:**

- Discuss the recommendations of NEP 2020 on Early Childhood Care and Education (ECCE)
- Explain the relevance of ECCE- critical periods and factors affecting development.
- Enumerate the methods of studying children, Role of an ECCE Teacher, Involvement of Parents and Community and Understanding Diversity

**Course Contents:**

**Unit – I: Introduction to Early Childhood Care & Education & Nutrition and Health Needs of the child.**

- Understanding the context of the child - gender, social class, caste, religion, family structure, location- Rural / Urban / Tribal
- Relevance of ECCE- critical periods and factors affecting development.

- Rights of Children Survival, development, protection and participation
- Ensuring optimal health and growth measuring head circumference height, weight MUAC, use of growth chart, malnutrition.
- Common childhood illnesses, Prevention and Management (Immunization schedule)
- Nutrition importance of BF, Complementary feeding-Food of groups and balanced meal, planning, Safe handling of food.
- First Aid and handling Emergencies -simple injury, Sprain, Burns WHO- 2006- growth standards
- Hygienic care practices specially when handling children in group situations

### **Unit-II: Perspective on Early Childhood Education and Planning of the Centre and Programme**

- Recommendations of NEP 2020 on Early Childhood Care and Education (ECCE)
- Contributions of Philosophers and Educationists to Early Childhood
- Education (ECE): Jean Jacques Rousseau, F.W. August Froebel, Maria Montessori, Gijubhai Bhadeka and Tarabai Modak.
- Planning of ECE Centre: Infrastructure /Physical Environment, Teaching Staff, Admission Procedure and Records & Registers
- Planning of Programmes and Equipment & Materials
- Principles of Planning and Preparation of Yearly Plan, Weekly Schedule and Daily Routine
- Preparation of Theme Based Lesson Plans

### **Unit-III: Developmental Objectives, Activities and Assessment of Children during Early Childhood Period**

- Physical and Motor Development: Objectives and Activities
- Language Development: Objectives and Activities
- Socio-emotional Development: Objectives and Activities
- Cognitive Development: Objectives and Activities
- Development of Creative Expression and Aesthetic Appreciation: Objectives and Activities
- Assessment of Children's Development and Learning

### **Unit-IV: Methods of studying children, Role of an ECCE Teacher, Involvement of Parents and Community and Understanding Diversity**

- Cross-sectional and longitudinal approaches, Observation techniques, Interview, questionnaire, Projective techniques, Case study, Anecdotal records, Art as a form of communication and Portfolio
- Roles and responsibilities of an ECCE teacher and Qualities of an effective ECCE teacher

- Involvement of Parents and Community: Need for parent and community awareness, Role of parents and community in functioning of an ECCE centre
- Parents, school and children: Benefits for parents, school and children , Ways of communicating with parents and Ways of Teaching out to parents & community
- Understanding Diversity: Factors leading to diversity and their implications, Differences in home and school languages, Influence of gender and caste stereotype on children's development, Promoting equitable participation of all in learning and play

### **Suggested Readings:**

1. Aggarwal, J.C. (2009). Early childhood care and education. New Delhi: Neha Publishers & Distributors.
2. Aggarwal J.C. (1990). Methods and materials of nursery education. Delhi: Doaba House.
3. Day, Barbara (1983). Childhood education: Organizing learning activities. New York: Mac Millan.
4. Grewal J.S. (1984). Early childhood education. Agra: National Psychological Corporation.
5. Kaul, V. (1991). Early childhood education. New Delhi: NCERT.
6. Kaul, V., & Bhatnagar, R. (1992). Early childhood education - A trainer's handbook. New Delhi: NCERT.
7. Ministry of Women and Child Development, MHRD, GOI. (2014). National early childhood care and education (ecce) curriculum framework. New Delhi. Author.
8. Ministry of Women and Child Development, MHRD, GOI. (2014). Quality standards for early childhood care and education (ECCE). New Delhi. Author.
9. Mohanty, J., & Mohanty, B. (1994). Early childhood care and education (ECCE). New Delhi: Deep & Deep Publications.
10. Muralidharan, R.,& Asthana, S. (1991). Stimulation activities for young children. New Delhi: NCERT.
11. Muralidharan, R., & Banerji, U. (1969). A guide for nursery school teachers. Delhi:NCERT.
12. Pankajam, G. (1994). Pre-school education: Philosophy and practice. Ambala Cantt: The Indian Publications
13. Pankajam, G. (2005). Pre–primary education: Philosophy and practice. New Delhi: Concept Publishing Company
14. Rao, V.K. (2004). Early childhood care and education. New Delhi: Common Wealth Publications.
15. Shukla, R.P. (2008 reprint). Early childhood care and education. New Delhi: Sarup and Sons.
16. Siddigi, N., Bhatia, S., & Biswas, S. (2005 reprint). Early childhood care and education. Delhi: Doaba House.
17. Singh, B. (1997). Pre-school education. New Delhi: APH Publications.

Swaminathan, M. (1991). Play activities for young children. New Delhi: UNICEF

\*\*\*\*\*

**9<sup>th</sup> Semester**

**Paper Title: Curriculum Studies in Education**

**Paper Code: EDNSPL25044**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To acquaint the students with the concept and development of curriculum as a field of study.
- To enable the students to understand the various aspects of curriculum and systematic arrangements of different curriculum components.
- To allow the students to know the process of Identification of learning activities and experiences; Content and its organization; Curriculum support materials.
- To familiarize the students with the planning, design, development and Evaluation of the curriculum.

**Course Learning outcomes:**

- Understand the concept, needs and scope of curriculum in relating to curriculum development
- Know the bases of curriculum and importance of technology integration in transacting curriculum
- Identify the problems of the existing curriculum.
- Know new trends and innovative practices in curriculum development

**Course Contents:**

**Unit-I: Introduction and Curriculum Planning**

- Meaning, nature, and scope of Curriculum, Principles and needs of curriculum
- Basic Consideration of Curriculum Planning
- Models of Curriculum construction; Competency based and concept-based curriculum
- Foundations of Curriculum Development: Historical, Philosophical, Sociological, Psychological, Technological
- History of curriculum development in India and Abroad

**Unit-II: Curriculum Design & Development**

- Concept and Criteria of Curriculum Development: Scope, Sequence, Relevance, Articulation etc.
- Features, Need and Components of Curriculum Design
- Source of curriculum design, Curriculum design principles and process

- Types of Curriculum Design, Core Curriculum, Subject-Centred, Activity-cum-Experience Centred curriculum, Child centred curriculum, Eclectic curriculum
- Curriculum Development: Objectives, basic elements, Steps and Process; Technology integration in classroom and its importance

### **Unit-III: Instructional Materials and Curriculum Transaction**

- Textbook and Allied Teaching and Learning Materials
- Analysis of Aims and Objectives, Analysis of Curricular Content
- Identification of learning activities and experiences; Preparation of Text Book
- Designing units; Suitable Presentation Modes or methods
- Teacher as Curriculum Practitioner, Instructional Planning for Effective Teaching

### **Unit-IV: Curriculum Evaluation & Change**

- Meaning of Curriculum Evaluation, Need for Curriculum Evaluation
- Aspects of Curriculum Evaluation, Formative and summative evaluation
- Source of curriculum evaluation, Models of Curriculum Evaluation
- Concept of curriculum change; Factors Influencing Change in Curriculum
- Trends in curriculum development, Research in Curriculum

### **Suggested Readings:**

1. Aggarwal. J. C1 Curriculum Reform in India: Delhi, Doaba, 1990.
2. Brent, Allen Philosophical foundations for the Curriculum, Boston, Allen and Unwin, 1978.
3. Das, R.C. Curriculum and Evaluation, New Delhi. NCERT, 1987.
4. Dell, Ronald C. Curriculum Improvement: Decision Making & Process, (6th edition). London, Allyn & Bacon, Inc. 1986.
5. Diamond, Robert M. Designing & Improving Courses & Curricula in Higher Education A Systematic Approach, California, Jossey Bass Inc. Publishers, 1989.
6. English, F.W, Deciding What to Teach and Test, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
7. Erickson, H. L, Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
8. Flinders D. J (Ed) The Curriculum Studies, New Delhi, Atlantic Publishers, 1977.
9. Mamidi, Malla Reddey & Ravishankar(eds) Curriculum Development & Educational Technology, New Delhi, Sterling Publishers, 1984.
10. NCERT Curriculum & Evaluation, New Delhi, NCERT, 1984.
11. NCERT National Curriculum for Elementary & Secondary Education, A Frame Work, New Delhi, NCERT, 1988.

12. Saylor J. Galen, William Alexander & Arthur J. Lewis Curriculum planning for Better Teaching & Learning (4th edition), New York, Holt Rinehart & Winston, 1980.
13. Trum J. Lyod. Secondary School Curriculum Improvement, New York, Prentice Hall, 1967.
14. Tyler, Ralp. W. Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc., 1962.
15. Tyler, Ralp. W. Basic Principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
16. UNESCO Curricula & Lifelong Education, Paris, UNESCO.1981
17. Wheeler D.K. Curriculum Process, London, University of London Press, 1967.

\*\*\*\*\*

**9<sup>th</sup> Semester**

**Paper Title: Psychological Practical**

**Paper Code: EDNSPL25054**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives**

- Knowledge on how to conduct psychological test and experiment
- Understand the procedure of doing project work
- Apply theoretical knowledge to real life situation
- Evaluate the outcomes of test and experiment and writing of reports

**Course Contents:**

**Part A: Psychological Experiments (Any Six)**

- Learning
- Reaction Time
- Attention Time
- Concept Formation
- Memory
- Association
- Classroom Interaction
- Sociometry
- Psycho – Physical
- Sensation and Perception



## **Part B: Psychological Tests (Any Six)**

- Creativity
- Intelligence
- Interests
- Adjustments
- Motivation
- Personality
- Aptitude
- Attitude
- Reading Comprehension
- Aspiration

### **Instructions:**

6. The student is required to perform at least 12 psychological practical (6 psychological Test and 6 psychological Experiment).
7. The student is required to prepare two note Books:
  - D. One for psychological Test.
  - E. One for psychological Experiment.
8. Marks for practical examination will be distributed as:
  - G. Psychological Test=20
  - H. Psychological Experiment=20
  - I. Viva-voce=20
  - J. Note Book=10
  - K. Internal Assessment = 30
7. Examiners:
  - D. External Examiner (one)
  - E. Internal Examiner (one)

### **Suggested Readings:**

6. Kumar, K. (2004). Encyclopedia of Experimental Psychology. New Delhi: Anmol Publication Pvt. Ltd.
7. Leach, J. (1996). Running Applied Psychology Experiments. UK: Open University Press.
8. Matheson, D.W, Bruce, R.L, Beauchamp, K.L. (1970). Introduction to Experimental Psychology. USA: Rinehart and Winston.
9. McGuigan (1990).Experimental Psychology. New Delhi: Prentice Hall of India.
10. Myers, A. & Hansen, C. H. (2011).Experimental Psychology. UK: Centage Learning.
11. Pareek, U. &Rao, T. V. (2000).First Handbook of Psychological and Social Instruments. New Delhi: Concept Publishing Company.

12. Parameswaran (1984). Experimental Psychology. Bombay: Allied Publishers.
13. Pestonjee, D.M. (1997). Third Handbook of Psychological and Social Instruments, (Vol I & II). New Delhi: Concept Publishing Company.
14. Sharma, R.N., Sharma, R. & Sharma R. (2006). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
15. Sheridan, C. L. (1972). Readings for Experimental Psychology. USA: Holt, Rinehart and Winston

\*\*\*\*\*

### **10<sup>th</sup> Semester**

**Paper Title: Education for Sustainable development**

**Paper Code: EDNADL25064**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

#### **Course Objectives:**

- To understand the concept of sustainable development
- To enable the students to learn the nature, scope and need of sustainable development
- Examine the historical policy perspectives of sustainable development
- Explain the 17 SDGs and their specific learning objectives

#### **Course Learning Outcomes:**

- Understand the role of education in attaining SDGs
- Develop and execute strategies to attain a specific SDG in Community setting
- Develop the skill of executing the issues of SD, SDG and ESD among the larger audience
- Popularize the concept of SD, SDG and ESD among the community members

#### **Course Contents**

##### **Unit-I: Introduction to Sustainable Development and SDG's**

- Concept, Nature, Scope, 5 Ps, axioms of sustainable Development
- Need and importance of sustainable development
- Historical and Policy Perspectives of Sustainable development
- Sustainable development: World & Indian Perspective
- Introduction to 17 SDG's
- Challenges and strategies of attaining SDG's in developed and developing nations

- SDG Index: Concept, application and present status
- Special focus on SDG4: Quality Education and lifelong learning
- Focus of NEP 2020 ON SDG

### **Unit-II: Education for Sustainable Development**

- Cross cutting key competencies for achieving all SDGs
- Specific learning objectives for different SDGs
- Berlin Declaration 2021 on ESD
- Education as a key instrument to achieve SDGs
- Integrating ESD in curriculum and Textbook
- Integrating ESD in Teacher Education
- Delivering ESD in classroom and other learning setting
- Innovative Pedagogy to impart ESD: Multidisciplinary, interdisciplinary and participatory approach
- Assessment of ESD learning outcome
- Role of Education in Sustainable Development

### **Unit-III: Development, Sustainability, Climate Change, Health and Food Security**

- Concept of Global Commons and Climate Change
- International Conventions on Sustainable Development
- Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities
- Relationship between Sustainable Development and Food Security
- Role of Green and Converging Technologies in Health, Sanitation and Food Security
- Role of Policy Innovations in Sustainable Development
- Recognition of Ecological Limits of Equity and Justice
- Alternative Ways of Resource Generation and Capacity Enhancement
- Role of Non-State Stakeholders in Sustainable

### **Unit- IV: Dimensions of Sustainable Development**

- Social Dimension
  - Workers' health and safety.
  - Impact on local communities, quality of life.
  - Benefits to disadvantaged groups, for example, the disabled.
- Economic Dimension
  - Creation of new markets and opportunities for sales growth.
  - Cost reduction through efficiency improvements and reduced energy and raw material inputs.
  - Creation of additional value.
- Environmental Dimension
  - Reduced waste, effluent generation, emissions into the environment.

- Reduced impact on human health.
- Use of renewable raw materials.
- Elimination of toxic substances.

**Suggested Readings:**

1. Baumol, W.J. & Benhabile, J. (1984). Chaos: Significance, Mechanism, and Economic applications. Journal of Economic Perspective. 3(1), 77-105.
2. Ciriacy-Wantrup. (1952). Resource Conservation: Economics and Policies. Berkeley and Los Angeles: University of California Press.
3. Dasgupta, P. & Maler, K.G. (1990). The Environment and Emerging Development Issues Proceedings of the World Bank, Annual Conference on Development Economics. Washington: World Bank.
4. Dasgupta, P. (1993). An Enquiry into Wellbeing and Destitution. Oxford: Clarendon Press.
5. Kothari, A. (1993). Is Sustainable Development Desirable and Possible? The Indian Journal of Public Administration. 39(3), 249-253.
6. Redclift, M. (1987). Sustainable Development. London: Methuen.
7. World Bank. (1992). World Development Report 1992, Development and the Environment. New York: Oxford University Press.
8. World Commission on Environment and Development (WCED). (1987). Our Common Future. The Brundtland Report, World Commission for Environment and Development. Delhi, India: Oxford University Press
9. Bawa, K.S. & Seidler, R. (2009). Dimensions of Sustainable Development. Oxford: EOLSS Publishers.
10. Duran, D.C., Gogan, L.M., Artene, A. & Duran, V. (2015). The Components of Sustainable Development – A Possible Approach. Procedia Economics and Finance. 26, 806-811.
11. Hardisty, E. P. (2010). Environmental and Economic Sustainability. CRC Press.
12. Higgins, L.K. (2015). Economic Growth and Sustainability – Systems Thinking for a Complex
13. Mahajan, A.P. (2019). Development Administration. New Delhi, India: Sage Publishers.
14. Rogers, P.P., Jalal, K.F. & Boyd, J.A. (2008). An Introduction to Sustainable Development. Glen Educational Foundation, Inc.
15. Sen, A. (1999). Development as Freedom. Delhi, India: Oxford University Press.

\*\*\*\*\*

**10<sup>th</sup> Semester**

**Paper Title: Life Skills Education**

**Paper Code: EDNADL25074**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To equip students with essential life skills for their personal and professional growth.
- To develop competencies to classify different types of life skills.
- To provide students with the necessary skills and tools to plan and manage their career path.
- To experience self-awareness and develop ways to face the demands and challenges of their lives.
- To explore ways of practicing life skill education.

**Course Learning Outcomes:**

After completion of the course, the students will be able to:

- Explain the essential life skills needed for their personal and professional growth.
- Identify their ability to face different challenges and problems.
- Discuss the importance and strategies of various cognitive skills
- Assess and identify their own life skills.
- Evaluate the various methods of developing life skills.

**Course Contents:****Unit-I: Introduction to Life Skills Education**

- Concept and definition of Life Skills, Types of Life Skills
- Core Life Skills: The Ten core Life Skills as laid down by WHO
- The Four Pillars of Education: Learning to Know, Learning to Do, Learning to Be, Learning to Live Together
- Objectives of Life Skills Education, Importance of Life Skill Education
- Importance of life skills for personal and professional growth
- Opportunities and Challenges in Application of Life Skills Education

**Unit-II: Cognitive Skills**

- Self-awareness Skills: Meaning and importance of self-awareness, Strategies for developing self-awareness
- Problem-solving Skills: Meaning and significance of problem-solving skills, Essential steps in problem-solving
- Critical Thinking Skills: Meaning and importance of critical thinking skills, Significance of identifying assumptions, biases, and fallacies, Strategies for developing critical thinking skills
- Creative Thinking Skills: Meaning and importance, creative process, Methods of enhancing creative thinking skills

**Unit-III: Social and Emotional Skills**

- Interpersonal Skills: Meaning, Importance, Components, and Types
- Communication Skills: Meaning, Importance of Effective Communication, Understanding different communication styles
- Empathy: Meaning, Importance of Empathy, Strategies for applying empathy in romantic, family, and professional relationships, Barriers to empathy, and strategies for overcoming them
- Stress and Emotion: Meaning and significance of stress and emotion, Impact of stress and emotion on physical and mental health, Techniques for managing stress and emotions

**Unit-IV: Methods of Developing Various Life Skills**

- Methods and Techniques of Developing Emotional and Social Skills among Children: Story Telling, Role Playing, Group Discussion, Community Service, Educational Trips, Incidental Teaching, Problem Solving Techniques, Project Work
- Methods and Techniques of Developing Thinking Skills among Children: Socratic Method, Problem Solving, Debates, Riddles and Puzzles, Seminars, Quizzes, Brain Storming, Inductive-Deductive Method and Extempore Activities
- Significance of Yogic Exercises in Developing Life Skills among Children

**Suggested Readings**

1. Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2001). *Interplay: The process of interpersonal communication*. Oxford University Press.
2. Bhagyashree, A.D., (2016). *Life skills education*. Bookman.
3. Jain, Usha & Jain, Rajiv Kumar. (2014). *Life skills – A guide to steer life*. Vayo Education of India.
4. James, Larry. (2006). *The first book Life Skills*. Mumbai. Embassy Books.
5. Joshi Rokeach (1973). *The nature of human values*. New York: The Free Press
6. Ravikanth R. K. & Dinakar, P. (2018). *Life skills educations*, New Delhi: Neelkamal Publications
7. SCERT. *Life Skills Education-Guidebook for Teachers* (SCERT)
8. Sengararvelu, G. (2011). *Education in Emerging Indian Society*, Neel Kamal Publication Pvt Ltd.

\*\*\*\*\*

**10<sup>th</sup> Semester**

**Paper Title: Gender, School and Society**

**Paper Code: EDNADL25084**

**Paper Credit: 04**

**Total No. of Lectures: 60**

**Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

## **Course Objectives**

- To familiarize with the concepts of gender and sex.
- To understand the gender identity and socialization process.
- To identify the various factors leading to gender discrimination.
- To acquaint with the gender roles in textbooks and curricula.
- To familiarize with the provisional laws concerning gender.

## **Course Learning Outcome**

After the completion of the course, the students will be able to:

- Describe the concept of gender and sex.
- Explain the gender roles and identity in society and school.
- Identify gender roles in textbooks and curriculum
- Discuss the various factors leading to inequalities in schooling

## **Course Contents:**

### **Unit -I: Gender and Sex**

- Concept of Gender and Sex, Difference between Gender and Sex
- Gender roles and identity: nature, and determinant factors
- Gender socialisation: agents of gender socialisation
- Transgender: concept, and representation of transgender in society

### **Unit -II: Gender and Society**

- Gender as the determiner of self-concept
- Gender discrimination in the society: meaning and nature
- Areas and causes of gender socialization
- Gender discrimination at different levels of social institutions: family, society, religious and political institutions
- Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc)

### **Unit-III: Gender and School Curriculum**

- Role of school, peers, teachers, curriculum, and textbooks in challenging gender inequalities or reinforcing gender parity
- Gender issues in the aspects of a curriculum, gender and equal curriculum
- Gender stereotypes in school: gender focus and sensitization in school, gender roles and responsibilities assigned in schools and classrooms
- Gender concerns related to Access, Enrolment, Retention, Participation and Achievement

### **Unit-IV: Gender and Law**

- Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
- Women's Reservation Bill 2008 – history and current status
- Protection of women under the constitution of India.
- Laws Related to Women's Rights:
  - PC PNDT (Pre Conception and Pre-Natal Diagnostic Techniques Act 1994)
  - Female feticide, domestic violence act 2005
  - Sexual harassment at the workplace (Prevention Prohibition and Redressal, Act 2013)
  - The Indecent Representation of Women Prohibition Act 1986
  - Cybercrime against women under IT Act 2000

### **Suggested Readings**

1. Agne, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. Oxford University Press.
- Bordia, A. (2000). Education for gender equity: The LokJumbish experience. *Prospects*, 30, 313-329.
2. Bhasin, Kamla (2000). *Understanding Gender*. New Delhi: Kali for Women.
3. Conway, J. K., Bourque. S. C., & Scott, J. W. (1987). *Introduction: The concept of gender*. MIT Press.
4. Devendra, K. (1994). *Changing status of women in India*. Vikas Publishing.
5. Maswood, S. (2004). *Law relating to women*. Orient Law House.
6. Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
7. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
8. Srinivastav Gauri,(2012). *Gender and Peace in textbooks and schooling process*, New Delhi, Concept Publishing Company Pvt.Ltd.,

\*\*\*\*\*

### **10<sup>th</sup> Semester**

**Paper Title: Economics in Education**

**Paper Code: EDNADL25094**

**Paper Credit: 04**

**Total No. of Lectures: 60      Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

### **Course Objectives:**

- To develop an understanding of concepts and principles of economics in education and educational finance.
- To develop critical thinking on various issues and challenges of the economics of education.



- To acquaint the students with the taxonomy of cost and benefits of education and cost efficiency in education.
- To familiarize the pupils with different aspects of financing education in India.
- To develop interest in research on the issues of Economics of Education.

#### **Course Learning Outcomes:**

- The students will understand the meaning, nature, scope and importance of the economics of education.
- The students will know about the Historical development of the Economics of Education and research trends in the economics of education
- The students will understand the theoretical considerations of human capital and investment theory in education.
- The students will know the concept of the education market.
- To acquaint the students with concept of production in Education.

#### **Course Contents:**

##### **Unit-1: Introduction to Economics of Education**

- Concept, Nature and Scope of Economics of Education.
- History of Economics of Education (World and Indian Perspectives)
- Functions and importance of Economics of Education; Economic transactions concerned with Education
- Economics of Education in formulation of Educational Policies
- Economics of Education from Micro and Macro Perspectives

##### **Unit-II: Human Capital & Investment Theory in Education**

- Concept of Human Capital and Human capital formation; Theoretical considerations of Human capital: Contribution of T. Schultz, G. Becker, Mincer
- Relation between Education and Economic development; Human Capital, Knowledge and Growth about Endogenous growth theory, Romer Model, Solow Model, Lucas Model,
- Concept of investment in Education; Personal, Social and National aspects of Investment in Education,
- The main factors of private rate of return to education. Non-pecuniary, Private Returns and Social Returns to Education
- Investment in Education: Social Choice Approach and Capability Approach

##### **Unit-III: Education Market & Production in education**

- Concept and Features of Education Market; Education as Public good, Merit good and Private good; Commodification of Education in WTO/GATS framework; Education as an industry (concept and characteristics)
- Education as a consumption activity (concept, significance); The problem of educated unemployment, underemployment and brain drain; remedial measures.
- Concept of Production function in Education; the production of education like the production of other goods.
- Family Effects in the Production of Education; choice and Competition Effects in the Production of Education
- Input-output analysis: Concept of input and output in the delivery of education.

#### **Unit-IV: Cost Benefit Analysis & Educational Finance in India**

- Concept and importance of CBA; Techniques of CBA; Application of CBA in Education; Taxonomy of Cost of Education, Taxonomy of Benefits of Education; Concept and significance of cost in Education; Cost Efficiency and Cost Effectiveness in Education
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs; Factors of cost escalation in education sector; Remedies for cost escalation in education
- Concept, and importance of educational finance; Nature & Principles of educational finance, Sources and agencies of financing education; Maintenance of accounts in educational institutions, Budgeting: Concept and process of budgeting
- Theoretical considerations of Financing of education, Trend of Financing of Education in India; Challenges and Strategies of Financing of Education
- Role of Centre, State and Institutions for Financing of education in India; Private initiatives and PPP in Financing of Education, Exploring options for financing Higher education; Research areas and Research trends in Economics of Education

#### **Suggested Readings:**

1. Akinyemi, S. (2010). The Economics of Education. Nigeria: Strategic Book Publishing and Right Co.
2. Ansari, M.M. (1987) Education and Economic Development. New Delhi: AIU Publication. 3. Chattopadhyay. S. (2012). Education and Economics Disciplinary evolution and policy discourse. New Delhi: Oxford University Press.
3. Checchi, Daniele. (2006), The Economics of Education: Human Capital, Family Background and Inequality. Cambridge University Press.
4. Garg, V.P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.

5. Johnes. G, & Johnes. J. (2004). International handbook on Economics of Education, (Ed.) USA: Edward Elgar Publishing Ltd.
6. Harbison & Myers. (1968). Education, Manpower and Economic Growth. New Delhi; Oxford & IBH. (Indian Edition).
7. Nagpal C.S. & Mittal A.C. (1993). Economics of Education, (Ed.), New Delhi; Anmol Publications
8. Pandit, H.N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi; NCERT.
9. Psachaeopoulos, George. (1987). Economics of Education Research and Studies. Elsevier Science Ltd.
10. Rajaiah, B. (1987). Economics of Education, Delhi; Mittal Publications.
11. Schultz, T.W. (1963). The Economic Value of Education, Columbia; Columbia University Press.
12. Sharma, R.A. (2007). Economics of Education. Meerut; R. Lall Book Depot.
13. Sethi, Vinita. (1997). Educational Development and Resource Mobilization, New Delhi; Kanishka Publication.
14. Singh. B. Economics of Indian Education (Ed.),New Delhi; Meenakshi Prakashan,
15. Sodhi, T.S. (1978). Education and Economics Development, Ludhiana; Mukand Publication.
16. Vaizey John (1962). Economics of Education, London; Faber & Faber.
17. Varghese & Tilak. (1962). The financing of Indian Education, India; project paper of International Institute of educational planning.

\*\*\*\*\*

**10<sup>th</sup> Semester**

**Paper Title: Entrepreneurship in Education**

**Paper Code: EDNADL25104**

**Paper Credit: 04**

**Total No. of Lectures: 60          Total Marks= 100 (T70+IA30)**

**All the Units carry equal Marks**

**Course Objectives:**

- To familiarise the students with the fundamental perspectives of entrepreneurship in education and sensitization to entrepreneurship as a career
- To enable the students to know the challenges and future perspectives related to educational entrepreneurship.
- To let the students understand the nature & significance of entrepreneurship in life and contribution as responsible educational entrepreneurs

- To know the tools, models and theories helpful for entrepreneurial education and help others to motivate for educational entrepreneurship
- To analyse critically the contemporary concerns and issues related to educational entrepreneurship

**Course Learning Outcomes:**

- The students will understand entrepreneurship in Education, the Entrepreneurial school system, and the role of education innovation in entrepreneurship development which will encourage them to work as educational entrepreneurs.
- The students will know about entrepreneurship in education and the shortcoming related to the contemporary concerns of education policy and practices.
- They will be able to apply the key constructs of applied ethics of entrepreneurship
- They will be able to justify the need and importance of ethics of entrepreneurship and implement them in an entrepreneurial career.
- The students will be able to understand the needs and importance of entrepreneurship in Education and apply it in practical education and practical life

**Course Contents:**

**UNIT-I: Introduction to Entrepreneurship**

- Concept of Entrepreneur and Entrepreneurship; Classification of Entrepreneurs, Characteristics of Entrepreneurs; Entrepreneurial opportunities
- Functions of Entrepreneurs and Contributions of Entrepreneurs
- Multidisciplinary approach to entrepreneurship
- Entrepreneurial competencies and social skills; Entrepreneurs are born or made.
- Barriers to entrepreneurship; National policies for skill development & entrepreneurship; Success factors of entrepreneurs

**UNIT-II: Entrepreneurship in Education**

- Meaning, nature & scope of entrepreneurship in education
- Needs & significance of entrepreneurship education
- Entrepreneurship education in India; Institutions conducting entrepreneurial development programs in India
- Challenges and future perspectives of entrepreneurship education.
- Rural, Social and women entrepreneurship.

**UNIT-III: Relation of Entrepreneurship and Education**

- Relation between Entrepreneurship and Education
- The role of education in the entrepreneurial process and development

- Tools, models and theories helpful for entrepreneurial education
- Ethics in entrepreneurship; Value creation as the common core of entrepreneurship education.
- Generation of employment; Complementing and supplementing balanced economic growth and development of the society.

**UNIT-IV: Educational Entrepreneurs**

- Educational entrepreneurship and educational entrepreneurs
- Educational entrepreneurship: Opportunities & Ideas
- Social entrepreneurship and social entrepreneurs
- Innovation in entrepreneurship development
- Research and trends in Entrepreneurship education; Needs, obstacles and opportunities

**Suggested Readings:**

1. Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education.
2. Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York : Oxford University Press.
3. Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in Education, Manchester: British Council.
4. Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD28
5. Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd.
6. Raj Shankar (2012). Entrepreneurship Theory & Practice, Noida: McGraw Hill Education.

\*\*\*\*\*