

**B. A. Education Syllabus
Four Year Undergraduate Program
(FYUGP)**



**DEPARTMENT OF EDUCATION
BHATTADEV UNIVERSITY, BAJALI**

Introduction

The university grants commission (UGC) has initiated several measures to bring equity, efficiency and excellence in higher education system of the country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. But due to the various diversities present in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. However, the academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. On the basis of the recommendation, apart from the flexibility and freedom in designing the examination, there is a need to devise a sensible system for awarding the grades based on the performance of students. The NEP2020 based **Four-Year Undergraduate Programme (FYUGP)**, being adopted by Bhattadev University, is an 8-semester (4-year) programme of 160 credits with multiple exit and entry options at the successful completion of courses assigned at the end of each year.

- Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year.
- Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year.
- Students who opt to exit after completion of the third year and have secured 120 credits will be eligible for the bachelor degree in the major discipline without honours.
- Students after completion of the fourth year and have secured 160 credits will be eligible for the bachelor degree with honours in the major discipline.
- Students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

Outline of Courses:

The broad categories of courses and minimum credits required for the 4-year Honours degrees as per the UGC document are as follows:

1. **Major (Core) course/paper:** 80 credits
2. **Minor course/paper:** 32 credits
3. **Interdisciplinary course/paper (IDC):** 9 credits
4. **Ability Enhancement Course/paper (AEC):** 8 credits
5. **Skill Enhancement Course/paper (SEC):** 9 credits
6. **Value Added Course/paper (VAC):** 8 credits
7. **Summer Internship:** 2 credits
8. **Research Project/ Dissertation:** 12 credits (for Honours with Research degree)

The following points may be noted:

- In lieu of the Research Project, a student may study 3 courses each of 4 credits (i.e. total 12 credits), leading to an Honours degree (without Research).
- For the 4-year Honours degrees the Major subject/ discipline requires 80 credits and the Minor subject/ discipline requires 32 credits.
- For a Double Major, the minimum credit requirements are 48 (3-year degree) and 60 (4- year Honours degree) respectively in a subject/ discipline other than the original Major.
- In the UGC framework, papers in Major and Minor disciplines are categorized into levels of 100, 200, 300 and 400. Therefore, a course (paper) offered by a Department, say with 4 credits and of level 200, may be

taken both as a Major (Core) course by one student and as a Minor course by another student having a different Major discipline, possibly in different semesters.

Definitions of Keywords:

The terminologies relevant to the B.A. curricula in FYUGP have been briefly described below.

Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.

Semester: Each semester will consist of 15 weeks of regular academic work. The odd semester may be scheduled from July to December and even semester from January to June under normal circumstance.

Programme: An educational programme leading to award of a Certificate, Diploma or Degree (B.Sc., B.A., etc.)

Discipline: This means a particular subject.

Course: Each programme is equipped with a number course of various disciplines/subjects. The course of a particular discipline/subject refers to the content of the papers the students have to study in that discipline/subject required in obtaining a degree. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures /tutorials/laboratory work/ field work/outreach activities/project work /seminars /assignments / presentations etc. or a combination of any of these.

Honours: A particular discipline/subject that a student opts as major subject. (e.g. honours in Education)

Core Course (CC): A discipline/subject specific compulsory basic course.

Skill Enhancement Course (SEC): A course designed by a department for enhancement of skill of the students in a particular discipline/subject.

Minor Course (M): A course in a discipline/subject corresponding to a subject other than the major subject.

Value Added Course (VAC): Value-based education to include management of biological resources and biodiversity for the development of humanistic, ethical, sustainable development and living, constitutional, and universal human values of truth, righteous conduct, peace, love, non-violence, scientific temperament, citizenship values, and life skills.

Ability Enhancement Compulsory Course (AECC): These are compulsory courses. For science programme there will be two of them. AECC-1 is Communicative English & AECC-2 is Environmental Science.

Vocational Course (VOC): A vocational course is focused on practical work, preparing students for a particular trade or skilled profession. These courses are best for students who have a good idea of their career path and want to gain the knowledge to get there.

Levels of Courses:

100 - 199 : Foundation or introductory courses.

200 - 299 : Intermediate level courses.

300 - 399 : Higher level courses.

400 - 499 : Advanced courses.

Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. **Theory/Tutorial classes:** 1 credit = 1 hour / week and **Practical classes:** 1 credit = 2 hours / week

Credit Point: It is the product of grade point and number of credits for a course.

Letter Grade: It is an index of the performance of students in a said course.

Grade Point: It is a numerical weight allotted to each letter grade on a certain point scale. The following table explains the above two points

Letter Grade	Grade Point	Performane	Letter Grade	Grade Point	Performane
O	10	Outstanding	5	C+	Average
A+	9	Excellent	4	C	Pass
A	8	Very Good	0	F	Fail
B+	7	Good	0	I	Absent/Incomplete
B	6	Above Average			

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places. If C_i = credit point in the i th course/paper and G_i = grade point obtained by a student in the i th course/paper then the grade point average in the i th Semester i.e SGPA is given by $S_i = \sum C_i G_i / \sum C_i$

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places. If S_i = Semester Grade point average in the i th Semester, S = total number of semesters in the program, then the cumulative grade point average i.e CGPA scored by the student is given by $C = \sum S_i / S$

Grade Sheet/Report: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

Programme Objectives:

1. To develop conscience towards social responsibility, human values and sustainable development through curriculum delivery and extra-curricular activities
2. To develop a strong fundamental knowledge of the subject
3. To develop thinking, reasoning and problem-solving ability of students needed for various entrance and competitive examinations and Post Graduate Studies
4. To train students in life skills along with soft skills needed for placement

Programme Outcome:

1. The students will graduate with holistic development.
2. The students will be qualified to continue higher studies in their subject.
3. The students will be eligible to appear for various competitive examinations.
4. The students will be able to apply for the jobs with a minimum requirement of B. A. Program.

Programme Specific Objectives:

The B.A. in Education Program will enable the students;

1. To develop basic understanding of Education as a discipline.
2. To understand human behaviour and various aspects related to its development, problems and solution through proper guidance and counselling
3. To apply the knowledge of psychology, teaching-learning pedagogy, mental health and hygiene in day to day life and thereby enhance their competency.

Programme Specific Outcomes:

1. **Knowledge:** Learners are encouraged to gather the basic knowledge of the subject, as knowledge of the subject is the sole objective of any student learner. A student is exposed to a wide range of topics in various subjects and is given fundamentals and experience in each of the courses.
2. **Understanding:** Having acquired knowledge of subjects, students are trained to think unique and divergent, interpret and analyze the solution of their own that demonstrate their understanding of the subject. For example, as a part of the project of the final year, students in the subject of Education are

encouraged to observe various local problems, make survey of them and find out the probable solution through their practical knowledge and experiences.

3. Communication Development: The medium of instruction being bilingual, equal emphasis is given on both English and Assamese. In order to improve the writing and oral skills of learners, the program caters to ensuring that learners become effective, clear communicators in written and oral work and are capable of explaining complex issues in accessible terms.

4. Employability: With our learners long-term professional pursuits being quite varied, many are drawn to careers that require knowledge and skills of teaching and learning, ability to understand student psychology or behaviour. Keeping this in mind, the institution apprises students of various employment opportunities that are available in areas of their choice through the Placement cell.

5. Soft-Skill Development: Apart from the attainment of knowledge and hands-on skills in practical applicability of the subject, learners need to be equipped with soft-skills and values which will help them function effectively as an individual member in the society or leader in diverse teams and in multidisciplinary groups.

6. Psychology and human society: As an outcome of the course the learners are encouraged to apply the knowledge of psychology and teaching learning pedagogy in solving problems related to their practical life and teaching learning situation in the class room environment.

List of Courses

CC :: Core Course/Papers [For Degree with EDUCATION (Major), 3 years UG program]

1. EDN1104C : Principles of Education (Level: 100-199)
2. EDN2104C : Psychological foundation of Education (Level: 100-199)
3. EDN3104C : History of education in India during Pre-Independence (Level: 200-299)
4. EDN3204C : Guidance & Counselling (Level: 200-299)
5. EDN4104C : Development of education in India after independence (Level: 200-299)
6. EDN4204C : Philosophical & Sociological foundation of education (Level: 200-299)
7. EDN4304C : Developmental Psychology & Laboratory practical (Level: 200-299)
8. EDN5104C : Mental health & Hygiene (Level: 300-399)
9. EDN5204C : Great educators (Level: 300-399)
10. EDN5304C : Educational issues in contemporary India (Level: 300-399)
11. EDN5404C : Introduction to Research Methodology
12. EDN6104C : Educational Management (Level: 300-399)
13. EDN6204C : Special Education (Level: 300-399)
14. EDN6304C : Internship/ Measurement & Evaluation in Education (Level: 300-399)
15. EDN6404C : Project (Level: 300-399)

SEC :: Skill Enhancement Course/Papers

1. EDN1103SEC : Skill of public speaking
2. EDN2103SEC : Preparing bio-data and facing interview
3. EDN3103SEC : Skills of teaching

IDC :: Interdisciplinary Course/Papers [Offered to the students of other discipline]

1. EDN1103IDC : Introduction to Education
2. EDN2103IDC : Foundations of Psychology
3. EDN3103IDC : History of education with reference to Assam

CC :: Core Course/Papers [Additional Core Courses for degree with Education (Honours) & Education (Honours with Research)]

1. **EDN7104C** :Educational Technology (Level: 400-499)
2. **EDN7204C** :Statistics in Education (Level: 400-499)
3. **EDN7304C**: Curriculum Development(Level: 400-499)
4. **EDN7404C**: Teacher Education(Level: 400-499)
5. **EDN8104C** :EarlyChildhood Care and Education (Level: 400-499)
6. **EDN8304C** :Value & Peace education (Level: 400-499)
7. **EDN8404C**: Continuing and Distance education (Level: 400-499)
8. **EDN8504C**: Education and Development(Level: 400-499)

Research Project [For Education (Honours with Research)]

1. **EDN8204C** :Research Project/Dissertation : In lieu of EDU8304C, EDU8404C, EDU8504C a Research Project or Dissertation of 12 Credit has to be chosen for degree in Education (Honours) with Research

Minor Courses/Papers (For students from other discipline)

1. **EDN1104M** :Principles of Education (Level: 100-199)
2. **EDN2104M** :Psychological foundation of Education (Level: 100-199)
3. **EDN3104M** :History of education in India during Pre-Independence (Level: 200-299)
4. **EDN3204M** :Guidance & Counselling(Additional Course to be chosen for Double Major ,Level: 200-299)
5. **EDN4104M** : Development of education in India after independence (For Single Major) (Level: 200-299)
6. **EDN4204M** :Philosophical & Sociological foundation of education (Additional Course to be chosen for Double Major) (Level: 200-299)
7. **EDN5104M** : Mental health & Hygiene (For Single Major) (Level: 200-299)
8. **EDN5204M** : Great educators (Additional Course to be chosen for Double Major) (Level: 200-299)
9. **EDN5304M** :Educational issues in contemporary India (Additional Course again to be chosen for Double Major along with EDU5104M & EDU5204M) (Level: 200-299)
10. **EDN6104M** :Educational Management(For Single Major) (Level: 200-299)
11. **EDN6204M** : Special Education (Additional Course to be chosen for Double Major) (Level: 200-299)
12. **EDN6304M** : Measurement & Evaluation in education (Additional Course again to be chosen for Double Major along with EDU6104M & EDU6204M) (Level: 200-299)
13. **EDN7104M** :Educational Technology (For Single Major) (Level: 300-399)
14. **EDN7204M** :Statistics in Education (Additional course to be chosen for Double Major) (Level: 300-399)
15. **EDN7304M**: Curriculum Development
16. **EDN7404M**: Teacher Education
15. **EDN8104M**:EarlyChildhood Care and Education(For Single Major) (Level: 300-399)
16. **EDN8304M**:Value & Peace education (Additional Course to be chosen for Double Major) (Level: 300-399)
17. **EDN8404M**: Continuing and Distance education
18. **EDN8504M**: Education and Development

Course Structure for B.A Education (H) under FYUGP

Semester	CC 1	CC 2	AEC	SEC	IDC	VAC	Internship
Sem 1	Principles of Education	To be chosen from other departments Like Philosophy, History	A common course of Cr-2	Skills of public speaking	To be chosen from other department	A common course of Cr-2	N/A
Sem 2	Psychological foundations of Education	To be chosen from other department like Philosophy, History	A common course of Cr-2	Writing bio-data and facing interview	To be chosen from other department	A common course of Cr-2	N/A

To EXIT with a Certificate after one year, a mandatory VOC of credit 4 has to be chosen or proceed to the 2nd year.

Semester	Major/CC	Minor	AEC	SEC	IDC	VAC	Internship
Sem 3	History of education in India during pre-Independence Guidance&Counselling	Course from other subjects of humanities	A common course of Cr-2	Skills of teaching	To be chosen from other department	A common course of Cr-2	N/A
Sem 4	Development of education in India after independence Philosophical and sociological foundations of education Developmental psychology & laboratory practical	Course from Other subjects of humanities	A common course of Cr-2	N/A	N/A	N/A	Has to be engaged in an summer internship of Cr-2

To EXIT with a Diploma after one year, a mandatory VOC of credit 4 has to be chosen or proceed to the 3rd year.

Semester	Major/CC	Minor	AEC	SEC	IDC	VAC	Internship
Sem 5	Mental health&Hygiene Great educators Educational issues in contemporary India Introduction to Research Methodology	Course from Other subjects of humanities	N/A	N/A	N/A	N/A	N/A
Sem 6	Educational management Special education Measurement & evaluation in education Project	Course from Other subjects of humanities	N/A	N/A	N/A	N/A	N/A

EXIT Option with a Bachelor degree after three years or Proceed to the 4th year.

Semester	Major/CC	Minor	AEC	SEC	IDC	VAC	Internship
Sem 7	Educational technology	Course from Other subjects of humanities	N/A	N/A	N/A	N/A	N/A
	Statistics in education						
	Curriculum development						
	Teacher education						
Sem 8	Early childhood care&education	Course from Other subjects of humanities	N/A	N/A	N/A	N/A	N/A
	Value & peace education						
	Continuing & distance education						
	Education and development						
	In lieu of Value & peace education, Continuing & distance education and, Education and development aResearch Project of Cr-12 may also be chosen						

Completion of Bachelor degree with Honours/ with Honours with Research

- ★ For Education students it is suggestive that the other core courses should be taken as Sociology or Philosophy
- ★ Whatever is the other core course opted in Sem I & Sem II that course is to be carried on subsequent semesters as minor.

सा विद्या या विमुक्तये



EDN1104 C Principles of Education**Total lectures: 60****Credit-4**

Course Objectives: The objective of this course is to introduce the students to the nature of education and its scope. Role of co-curricular activities and discipline in an educational institution included in this paper is of fundamental and will enable the students to handle various unhealthy situations in an institution.

Course Outcome: After completion of this course learners will be able to understand the meaning, nature and scope of Education and the school- community relationship. They will have knowledge of different types of Curriculum and Co-curricular activities, role of Discipline in education system and the ways of maintaining discipline in school.

Unit 1(Total lectures: 12) :Concept of Education

- Meaning, nature and scope of Education
- Types of Education (Formal, Informal and Non-formal)
- Role of school and Family as an agency of Education

Unit 2(Total lectures: 15): Aims of Education

- Determinant of Aims of Education
- Four pillars of Aims of Education (Learning to learn, learning to do, learning to be and learning to live together)
- Individual and Social Aims of Education
- Vocational aims of education
- Aims of Education in democratic country

Unit 3(Total lectures: 18): Discipline, Curriculum and Co-curricular activities

- Meaning of Discipline
- Importance of Discipline in educational activities.
- Maintaining Discipline in school
- Meaning of Curriculum and types of Curriculums
- General principle of Curriculum construction.
- Meaning and types of co-curricular activities
- Importance of co-curricular activities

Unit 4(Total lectures: 15): School and Community

- Relationship between school and community
- Functions of school
- Duties and responsibilities of teacher towards the community

Recommended books and references

1. Das Phunu&Sahidullah Fatima Tohsin: Education: assam book depot Guwahati.
2. Das Phunu&Sahidullah Fatima Tohsin: Siksha: assam book depot Guwahati.
3. Aggarwal, J.C :Theory and principles of education. Delhi: Doaba House
4. Das Lakshahira: A Textbook of Education: Madhubonti Guwahati

EDN2104 C: Psychological Foundation of Education**Total lectures: 60****Credit-4**

Course Objectives: The objective of this course is to give students knowledge of psychology and its implication in the field of education.. To give an understanding about adjustment process and helps in proper personality development of students is another objective of this paper.

Course Outcome: After completion of this course learners will be able to have knowledge about educational psychology and the role of it in teaching learning process. They will be able to understand the causes of maladjustment and the techniques of making one better adjusted with the environment.

Unit 1(Total lectures: 10): Educational Psychology

- Meaning of Psychology
- Meaning, nature and scope of Educational Psychology
- Method of Educational Psychology (Introspection, Observation, Experimental and Case Study)
- Implication of Educational Psychology in teaching learning

Unit 2(Total lectures: 15): Learning and motivation

- Meaning and nature of Learning
- Major Laws of Learning and their educational implications
- Theories of learning (connectionism, conditioning and gestalt)
- Methods of learning (Trial and error method, method of Insightful learning and learning by imitation)
- Factors affecting Learning
- Role of Motivation in Learning

Unit 3(Total lectures: 20): Personality and adjustment process

- Meaning and nature of Personality
- Determinants of Personality
- Theories of Personality (Types and Trait theory)
- Development of Personality (Role of family and school)
- Meaning of Adjustment and causes of maladjustment
- Defence Mechanism

Unit 4(Total lectures: 15): Intelligence and Creativity

- Meaning and nature of Intelligence
- Theories of Intelligence (Two Factors and Group Factors theory)
- Meaning and nature of Creativity
- Characteristics of creative child
- Development of Creativity

Recommended books and references

1. Chauhan, S.S - Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd., New Delhi
2. Mangal, S.K.(2009)- Advanced Educational Psychology, PHI Learning Private Limited, New Delhi
3. Saikia, L.R. 2018 : Psychological and Statistical experiments in Education
4. Goswami maromi: sikshatmonoboigyanikvitti: ashok publication guwahati
5. Aggarwala Sunita: Psychological Foundations of Education: Union Book Publication
6. Sharma Mukunda :SiksharMonoboiganganikBuniyad: Chandra Prakash

EDN3104 C: History of Education in India during Pre-Independence**Total lectures: 60****Credit-4**

Course Objectives: The objective of this course is to give students knowledge about ancient Indian education system and its relevance in the present context. Educational efforts by the Indians during British rule included in this paper will give students knowledge about the role of nationalism in the field of Indian education.

Course Outcome: After completion of this course learners will be able to have a general concept about the ancient education system and make comparison with the present day education system. They will be able to analyse the education system of 19th century in British and the impact of nationalism on Indian education system.

Unit 1(Total lectures: 15): Education in Ancient and Mediaeval India

- Vedic system of education
- Buddhist system of education
- Islamic/ Muslim education
- Jainism education

Unit 2(Total lectures: 15): The beginning of Education under British rule

- The charter act of 1813
- The Anglicist-classicist controversy
- Macaulay's Minute, 1835

Unit 3(Total lectures: 15): Education in British India in 19th century

- Wood's despatch, 1854
- Hunter commission, 1882

Unit 4(Total lectures: 15): Impact of nationalism on Indian education

- Gokhale's bill for compulsory primary education, 1910-12
- Calcutta university commission, 1917
- Basic education, 1937
- The Sargent Report, 1944

Recommended books and references

7. Sharma, Phunu., Malakar, Nirmali. & Das Dipul. (2020): BharatbarshatSikshar Bikash: Shanti Prakashan.
8. Goswami, marami. (2021): Education in India: Global Net Publication
9. Rahman, M.(2021):BharatbarshatSikshar Bikash: Lucky Prakashan.
10. Das Lakshahira: A Textbook of Education: Madhubonti Guwahati

EDN3204 C: Guidance and Counselling**Total lectures: 60****Credit-4**

Course Objectives: The objective of this course is to develop an understanding of the concepts of guidance and counselling and their importance in school/educational institution. It will give students knowledge about various psychological testing to analyse different techniques of Guidance and Counselling

Course Outcome: After completion of this course learners will be able to develop an understanding of the need and importance of Guidance and Counselling cells in school/educational institution. They will have knowledge about various psychological testing to analyse the different techniques of Guidance and Counselling.

Unit 1(Total lectures: 15): Concept and Types of Guidance

- Meaning, Nature and Importance of Guidance
- Functions of Guidance
- Type of Guidance- Educational Guidance, Vocational Guidance, Personal Guidance.

Unit 2(Total lectures: 15): Concept and Types of Counselling

- Meaning, Nature and Importance of Counselling
- Scope of Counselling
- Types of Counselling- Directive, Non-Directive and Eclectic
- Differences between Guidance and Counselling

Unit 3(Total lectures: 15): School Guidance programme

- Importance of Guidance and Counselling cells in school
- Quality of a good counsellor
- Role of head of the institution and parents in Guidance and Counselling
- Guidance for CWSN

Unit 4(Total lectures: 15): Tools and Techniques of Guidance and Counselling

- Tools (Psychological tests) - Intelligence, Aptitude, Attitude, Achievement, Interest, Personality,
- Techniques- Interview, Case Study, Cumulative Record, Anecdotal Record, Diary, Questionnaire

Recommended books and references

1. Aggarwal J. C., (2004) Educational and Vocational Guidance and Counselling, 7th Edition, Doaba House; Delhi.
2. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
3. Chauhan S.S. Principles and Techniques of Guidance. Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi
4. Sharma Ramnath and Sharma Rachana (2004) Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.
5. Goswami, M (2015). Nirdexonaaru Paramorxodan. Guwahati: Ashok book stall
6. Kalita, Utpal (2017). Nirdexonaaru Paramorxodan. Guwahati: Shanti Prakashan

EDN4104C: Development of Education in India after Independence

Total Lectures: 60

credit-4

Course Objectives: The objective of the course is to make students acquainted with the growth and development of Indian education system after independence. It will give students knowledge about various Govt. initiatives taken by and the role of education commissions and policies in the development of education system in India.

Course Outcome: After completion of this course learners will be able to know about educational progress after independence and some recent government programmes in the field of education. It will help them to analyse the new education policy 2020.

Unit-1(Total lectures: 15) Development of Indian Education after independence

- University Education Commission 1948

- Aims and Recommendations of the Commission
- Secondary Education Commission 1952-53
- Recommendation of Secondary Education Commission 1952-53
- Criticism of the Recommendations of the Commission

Unit-2 (Total lectures: 15) Kothari commission 1964-66 and National Policy on Education 1986

- Major Recommendations of Kothari Commission regarding
 - National Objectives of Education
 - National Pattern of Education
 - National Curriculum
- Critical assessment and Relevance of the recommendations in the Present education system
- Recommendation of National Policy on Education 1986 regarding national system of education
- Review of National Policy of Education (Ramamurthy Review Committee, 1990 and Janardan Reddy Committee Report, 1991)

Unit-3 (Total lectures: 15) New Education Policy 2020

- Aims and objectives of education according to New Education Policy 2020
- Recommendation of NEP 2020 regarding school education
- Recommendation of NEP 2020 regarding higher education

Unit 4 (Total lectures: 15) Some Recent programmes in Indian Education

- The National Knowledge Commission Report (Background and recommendation)
- National Curriculum Framework, 2005
- Government initiative in Education: SSA, RMSA, RUSA
- Right to Education (RTE)
- NAAC- Its Roles in Quality Control of Higher Education

References

- Deka Birendra (2017). History of Indian education.: Arun Prakashan Guwahati.2
- Das, Phunu, Malakar, Nirmali. & Das Dipul (2020). Bharatbarshat Sikshar Bikash: Shanti Prakashan Guwahati
- Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications

EDN4204 C: Philosophical and Sociological Foundation of Education

Total lectures: 60

credit-4

Course Objectives: The objective of this course is to develop an understanding about the concepts of philosophy and sociology and their implications in school/educational institution. It will give students knowledge about the culture, social organization and disorganization.

Course Outcome: After completion of this course learners will be able to know the relationship between philosophy and education, and different Schools of Philosophy and its implication in education. They will also develop an understanding regarding the socialization process and role of education in socialization

process. The student will know about Socio-cultural Context of Education such as social change, culture, Social Organisation and Social Disorganisation.

Unit-1(Total lectures: 15) : Philosophy and Education

- Meaning, Nature and Scope of Philosophy
- Relationship between education and philosophy
- Impact of philosophy on education

Unit-2(Total lectures: 15) : Some important Schools of Philosophy

- Idealism: Meaning, Principles, Implication in education
- Naturalism: Meaning, Principles, Implication in education
- Pragmatism: Meaning, Principles, Implication in education
- Realism: Meaning, Principles, Implication in education

Unit-3(Total lectures: 15) : Sociology and Education

- Meaning, nature and scope of sociology
- Relation between education and sociology
- Social group (Primary and Secondary Groups)
- Socialization process, Role of Education as a socialisation process

Unit-4 (Total lectures: 15) :Socio-cultural Context of Education

- Social Change, role of education in social change
- Meaning and Nature of culture, cultural lag
- Relation between education and culture
- Social Organisation and Social Disorganisation

References

- Goswami, Dulumoni (2013). Philosophy of Education. Guwahati: DVS Publishers.
- Das phunu& Kalita Utpal (2014)siksharsamatatwikdhara: shanti prakashan, guwahati.
- Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Publishers.

EDN4304 C: Developmental psychology and Laboratory Practical

Total Lectures: 60

credit-4 (3 Theory+1Practical)

Course Objectives: The objective of this course is to give students basic knowledge about different stages of human development and the role of family and teachers in the process of student's personality development. Another objective is to make students familiar with some psychological tests used for measurement of several mental abilities of individual

Course outcomes: After completion of this course learners will be able to understand the nature of Growth and Development,basic developmental characteristic of Infancy, Childhood and Adolescence and role of parents and teachers in personality development. Students will be acquainted with different types of personality test through laboratory practical.

Unit 1(Total lectures: 15): Growth and Development

- Meaning and nature of Growth and Development
- Relationship and Differences betweenGrowth and Development

- Factors influence in Growth and Development
- Role of Growth and Development in education of children

Unit 2(Total lectures: 15): Infancy and Childhood

- Basic developmental characteristic of Infancy and Childhood
- Intellectual and social development during childhood
- Role of parents and teachers in proper development of children during Infancy and Childhood.

Unit 3(Total lectures: 15): Adolescence Stage

- Meaning and characteristic of Adolescence
- Adolescence as a period of stress and storm
- Need and Importance of Adolescence
- Role of parents and teachers in personality development of Adolescence

Unit 4(Total classes: 15): Laboratory Practical

- Span of attention
- Trial and Error learning
- Recall and Recognition
- Rorschach Inkblot Test

References

11. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd
12. Saikia, L.R. (2018). Psychological and Physiological Experiments in Education. Guwahati.
13. Das Lakshahira: A Textbook of Education: Madhubonti Guwahati
14. Crow & Crow (1962). Educational Psychology. New Delhi: Prentice Hall.
15. Mangal, S.K. (2009). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited.

EDN5104 C: Mental Health and Hygiene

Total Lectures: 60

credit-4

Course Objectives: The course has been designed with an objective to give learners basic knowledge about mental health and hygiene and various factors influence it. Through this paper students will know the various ways of maintaining sound mental health.

Course Objectives: After completion of this course learners will be able to understand principles of sound Mental Health and effective use of the ways to maintain mental health of students and teacher in school. They will be able to apply yoga, Pranayama and Meditation in stress management for maintaining sound mental health.

Unit-1(Total lectures: 15) :Nature of Mental Health and Hygiene

- Meaning and Definitions of Mental Health and Hygiene
- Relationship between Mental health and hygiene
- Need and importance of Mental Health and hygiene

- Characteristics of a mentally healthy person
- Functions of Mental Hygiene

Unit-2(Total lectures: 15) :Education and Mental Health

- Principles of sound Mental Health
- Mental health of students
- Mental health of teacher
- Ways to maintain mental health of students and teacher in school

Unit-3(Total lectures: 15) :Management of Mental Health

- Meaning and Nature of Positive Psychology
- Management of Stress
- Role of yoga, Pranayama and Meditation for Promoting Mental Health
- Mental Health Care Act 2017

Unit-4(Total lectures: 15) :Preservation of Mental Health and Hygiene

- Factors affecting Mental Health
- Characteristics of mentally unhealthy person
- Mental ill health and its causes
- Role of home, school and society in preservation of mental health and hygiene of children

References

- Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002). Modern Educational Psychology. Delhi: Dhanpat Rai Publishing Company
- Mangal, S.K. (2008). Abnormal Psychology. New Delhi: Sterling Publication
- Sharma, P. &Thakuria, J.(2022). Mental Health and Hygiene.Guwahati:ABD.
- Crow, L.D. and Crow, A. (1951). Mental Hygiene. New York: McGraw Hill
- Gururani, G.D. (2006).Textbook on Mental Health and Hygiene. New Delhi: Akansha

EDN5204 C: Great Educators

Total Lectures:60

credit-4

Course Objectives: The course has been designed with the objectives of giving students knowledge about different great Educators, their lives and activities in the field of Education and practices. To give students knowledge about the significant contribution of different great Educators and its relevance in the modern education system is another objective of designing this course.

Course Outcomes: After completion of this course learners will be able to know the life philosophy of different great educators. It will make them familiar with their works,significant contribution of different great Educators in the modern education system. They will be able to make a comparison of the system advocated by the great educators with the present contemporary education system.

Unit-1(Total lectures: 15) : Srimanta Sankardeva

- Life of Srimanta Sankardeva
- Educational Philosophy of Sankardeva
- Contribution of Srimanta Sankardeva to present day educational thought
- Educational role of Satras and Namgharas in the modern era

Unit-2(Total lectures: 15) : Rabindranath Tagore and Swami Vivekananda

- Life and educational Philosophy of Rabindranath Tagore
- Views of Tagore on Educational thought and practices
- Significant contribution of Rabindranath Tagore to present day educational system
- Life and educational Philosophy of Swami Vivekananda
- Views of Swami Vivekananda on Educational Philosophy and practices
- Significant contribution of Swami Vivekananda to present day educational system

Unit-3(Total lectures: 15) :Rishi Aurobindo and Rousseau

- Life and Philosophy of Rishi Aurobindo
- Views of Rishi Aurobindo on Educational thought and practices
- Significant contribution of Rishi Aurobindo to present day education system
- Life and educational thought of Rousseau
- Views of Rousseau on Educational practices
- Significant contribution of Rousseau to present day educational system

Unit-4 (Total lectures: 15) :John Dewey and Froebel

- Life of John Dewey
- Views of John Dewey on Educational thought and practices
- Significant contribution of John Dewey to present day educational system
- Life of Froebel
- Views of Froebel on Educational thought and practices
- Significant contribution of Froebel to present day educational system

References

- Goswami, Renu (1996). A Text book on Great Educators and Educational Classics. Guwahati: Lawyar's Book Stall.
- Chand, Jagadish (2009). Great Thinkers on Education. New Delhi: Anshah Publishing House
- Bezbarua, L.(2004). Mahapurush Sri Sankardev Sri Madhavdev. Guwahati: Jyoti Prakashan.
- Saikia, I. & Kalita, U. (2022). Mahan Saikshik Chintabidsakal. Guwahati: Santi Prakashan

EDN5304 C: Educational Issues in Contemporary India

Total Lectures: 60

credit-4

Course Objectives: The objective of this course is to give the learners an idea about the provisions of education in the Constitution. It has been designed to give the concept of LPG and its impact in education.

Course Outcomes: After completion of this unit, students will be able to understand different problems relating to Indian education and in proper implementation of constitutional provisions of education. Knowledge of the concept of Liberalization, Privatization and Globalization and its impact in Education will help students in addressing the various issues of Indian education in future.

Unit-1(Total lectures: 15) :Constitutional Provision and Equality in Education

- Concept of Educational Inequality
- Causes of Inequality in Education

- Constitutional provision for Ensuring Equality in Education
- Gender Disparity in Education (causes and remedies)

Unit-2(Total lectures: 15) :Issues related to Students in Education

- Students' indiscipline: Causes and Remedies
- Campus Disturbance: Causes and Remedies
- Examination Anxiety: Causes and Remedies
- Problems of educated Unemployment.

Unit-3(Total lectures: 15) :Some New Concept in Education

- Liberalization in Education and its impact.
- Privatization in Education and its merits and demerits.
- Meaning of Globalization and its impact in Education.
- Education as an investment.

Unit-4 (Total lectures: 15) :Alternative Education

- Concept of Alternative Education and its related Issues
- Role of NIOS and Sakshar Bharat Mission in Alternative Education
- Role of IGNOU and KKHSOU in Alternative Higher Education
- MOOC and its related Issues.

References:

- Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi:

Vikas Publishing House Ltd.

- Kuddus A. (2021). ShikshatUnmekhitaBikhoysamuh. Barpeta : Lucy Book Stall.
- Mishra and Mohanty (2013).Trends and Issues in Indian Education. Meerut: R. Lall

Book Depot.

- Taj, Haseen (2011).Current Challenges in Education. Hyderabad: Neelkamal

Publications Pvt. Ltd.

EDN5404 C: Introduction to Research Methodology

Total Lectures: 60

credit-4

Course Objectives: The course has been designed with the objective of giving students knowledge about Research and its uses. Another objective is to give students an understanding about the concept of sampling and research data and the importance of review of related literature and hypothesis in research.

Course Outcomes: After completion of this course learners will be able to have knowledge about the different types of Research especially in the field of education. They will be able to carry on small research project in their field of interest

Unit 1(Total lectures: 15): concept of Research

- Meaning and definition of Research
- Characteristic of a good Research
- Need and importance of Research

Unit 2(Total lectures: 15): Types of Research

- Basic Research

- Action Research
- Applied Research

Unit 3(Total lectures: 15): Sampling and data collection

- Meaning of Sampling
- Types of sampling (probability and non-probability sampling)
- Types of data: primary and secondary
- Qualitative and quantitative data

Unit 4(Total lectures: 15): Review of related literature and Hypothesis

- Need and importance of Review of related literature
- Meaning of Hypothesis
- Importance of Hypothesis
- Types of Hypothesis

References

16. Kothari, C.r (1998). Research Methodology: methods and techniques. 2nd ed. New Delhi, Wish-waPrakashan.
17. Pandya, Shefali. (2015). Research methodology. New delhi: APH Publishing house.
18. Sarma, Mukanda.(2012). Research Methodology. Guwahati:EBH Publisher.

EDU6104 C: Educational Management

Total Lectures: 60

credit-4

Course Objectives:The objective o introducing this course is to give students a basic idea about various resources in an educational institution and their proper management for development of it. It is also another objective of this paper that to help them to know the role of various agencies in educational planning.

Course outcomes: After completion of this course the learner will be able to make an understanding about the concept of educational management and different types of resources in education. They will understand the concept of Institutional Planning and their importance for Infrastructural Development and Personnel Development.

UNIT-1(Total lectures: 15) : Concept of Educational Management

- Meaning, nature and scope of Educational Management
- Objectives of Educational Management
- Principles of Educational Management
- Types of Educational Management
- Principle and Techniques of Classroom Management

Unit-2(Total lectures: 15) : Management of Resources in Education

- Meaning of Resources in Education.
- Types of Resources in Education (Human resource, Material resource and Financial Resource) and their management.
- Optimum Utilization of resources in education.

Unit-3(Total lectures: 15) : Institutional Planning

- Meaning and Nature of Institutional Planning.
- Need and importance of Institutional Planning for Infrastructural Development and Personnel Development.
- Organisation of Time Table and Co-curricular Activities

Unit-4 (Total lectures: 15) :Education in Planning

- Concept and Importance of
- Types of educational planning
- Principles of educational Planning
- Role of RUSA, MHRD, UGC, NCERT, SCERT in educational planning

References

- K.Utpal, S. Sonali & B. Pallabi (2014).SaikshikByabasthapana. AaruPrasasan. Guwahati: Shanti Prakashan.
- Goswami and Barathakur(2009) SaikshikByabasthapana,Golaghat: Saraswati Prakashan.
- Mathur and Mathur (2010). School Organisation and Management. Agra: Agrawal Publication.
- Bhattacharya, Shantanu (2012). Educational Management-Theory and Practice. Guwahati: EBH Publishers
- Sharma, R. N. (2010). Educational Administration, Management and Organisation. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). Educational Administration and Management. Delhi: Pearson India Publishers

EDN6204 C: Special Education

Total Lectures: 60

credit-4

Course Objectives: The course has been designed with the objectives of giving students an understanding about the concept of special education and knowledge about learning disabilities in children. Again it will make students Familiarise the students with the different types of special children with their characteristics.

Course Outcomes: After completion of this course the learner will be able to know the different types of learning disabilities in children. They will be able to know the provision of special education. This knowledge will help them in solving various problems relating to special children and their education.

Unit-1(Total lectures: 15) : concept of Special Education

- Meaning and Importance of Special Education
- Concept of CWSN
- Objectives of Special Education
- Development of Special Education in India with special reference to Assam
- Problems in Special Education

Unit-2 (Total lectures: 15) :Education for Physically Challenged Children

- Visual Impaired children (Classifications, Identification, Problems and Educational Programmes)
- Hearing Impaired children (Classifications, Identification, Problems, Educational Programmes)

- Orthopedically Handicapped children (Meaning and Definition, Classifications, Problems, Educational Programmes)

Unit-3(Total lectures: 15) : Education for Gifted and Mental Retardation

- Meaning and definition of Mentally Retarded
- Characteristics of Mentally Retarded child
- Causes of Mental Retardation
- Educational Programme for Mental Retardation
- Meaning and Definition of Gifted Children
- Characteristics of gifted child
- Identification and Educational Programme for gifted children

Unit-4(Total lectures: 15) : Learning Disability in children

- Meaning and definition of Learning Disability
- Types of learning disable children (Backward and Slow Learner)
- Causes of Learning Disability
- Educational Programme for children with Learning Disability

REFERENCES

- Kalita, U. and Saikia, I. (2018). BisheshSiksha. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). Perspective in Special Education. New Delhi: Neelkamal Publications Pvt. Ltd.
- Margaret G Werts&Others,Fundamental of Special Education (Third Edition),PEARSON

EDN6304 C: Measurement and Evaluation in Education

Total Lectures: 60

credit-4

Course Objectives: The objective of the course is to give students a basic understanding about the evaluation process used in the field of education. Students will be able to know the characteristics of a good test and the merits and demerits of various tests used in education to evaluate student's academic achievement.

Course Outcomes: After completion of this course learners will be able to acquaint with the general procedure of construction of various tests.and their use.in the field of education. It will also develop an understanding in students with the nature of human personality and uses of techniques in its assessment.

Unit-1(Total lectures: 15) : Measurement and Evaluation in Education

- Meaning, nature and types of measurement
- Evaluation -Its meaning, basic principles
- Relationship and difference between Measurement and Evaluation
- Formative and Summative evaluation
- Role of evaluation in education

Unit-2(Total lectures: 15) : Test Construction

- General steps of Test Construction
- Characteristics of a good test
- Validity and Reliability of test

- Objectivity of test and item analysis of test

Unit-3(Total lectures: 15):Academic Achievement Test

- Meaning and objectives of Achievement Test
- Difference between Achievement test and Intelligence Test
- Teacher made test and standardized test
- Merits and demerits of objective type test and essay type test

Unit-4 (Total lectures: 15) :Assessment of Personality Test

- Meaning and nature of Personality Test
- Types of Personality Measurement (Subjective and objective Techniques)
- Projective Techniques of personality assessment

References

- Goswami, Marami (2012). Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Saikia, L.R. (2018). Psychological and Physiological Experiments in Education. Guwahati
- Freeman, F.S. (1965). Theory and Practice of Psychological Testing. New Delhi: Oxford & IBH Publishing Co. Pvt.
- Asthana, Bipin (2009). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir

EDN6404 C: Project

Total Lectures: 60 (L+T)

credit-4

Course Objectives: The objective of introducing this paper is give students some basic knowledge about conducting a research project. To introduce students with the steps to be followed for different types of research is also another objective of this paper.

Course outcomes: After completion of this course the learner will be able to conduct a Project and Prepare a Project Report.

Guideline for conducting project:

- Each student is required to complete anyone project related to any area of the syllabus to be
- evaluated by Internal and External Examiners jointly through viva-voce test. The project work
- will be completed according to following heads:
 - Title of the Project
 - Introduction
 - Importance of the Study
 - Objectives of the Study
 - Review of related literature (if any)
 - Methods and Procedure
 - Data Analysis and Discussion
 - Conclusion
- Internal Assessment (20 Marks):
 - Home Assignment/Group Discussion related to Project: 10 Marks
 - Library Works: 6 Marks
 - Attendance: 4 Marks
- External Assessment (80 Marks):
 - Project Report: 60 Marks
 - Viva Voce: 20 Marks

EDN7104 C: Educational Technology**Total Lectures: 60****credit-4**

Course Objectives: The objective of this course is to make the students understand the meaning and nature of educational technology and to acquaint them with levels, effectiveness of teaching and classroom management. It is prepared to make students acquainted with different ICT tools used in teaching –learning process and its advantages in bringing effectiveness in teaching and learning.

Course outcomes: After completion of this course learners will be able to understand about various methods of teaching and strategies of effective teaching. This course again help them in understanding teaching as a profession and make them prepared for it.

Unit:1(Total lectures: 15): Introduction to Educational technology

- Meaning and nature of Educational technology
- Components of Educational Technology- Hardware and Software and Systems Approach
- Difference between Educational Technology and Instructional Technology
- Programmed Instruction

Unit:2(Total lectures: 15) : Information and Communication Technology

- Meaning and nature of Information communication technology
- Use of ICT in teaching-learning
- Resources of learning (Internet, E-learning, EDUSAT, INFLIBNET and Social-media)
- Classroom communication-Barriers of effective classroom communication

Unit:3(Total lectures: 15) : Lesson Plan and Micro Teaching

- Meaning and importance of Lesson plan
- Steps of Lesson Planning
- Criteria of a good lesson plan
- Micro teaching- meaning and components, merits and demerits of Lesson Planning

Unit:4(Total lectures: 15) : Methods and techniques of teaching

- Meaning and Nature of teaching and learning
- Criteria of good teaching
- Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method
- Maxims of teaching

References

- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot

EDN7204 C: Statistics in Education**Total Lectures: 60****credit-4**

Course Objectives: The course has been designed with the objectives of making students familiar with different statistical techniques used in education and other field of social science. To give them knowledge about the advantages of using statistical techniques in the field of research is another important objective of this course.

Course outcomes: After completion of this course learners will be acquainted with different statistical procedures used in Education. They will develop the ability to represent educational data through graphs and other forms of statistics. Knowledge of statistics will help them in analysing various data in their real life situations also.

Unit-1(Total lectures: 15) : Educational Statistics

- Meaning and Nature of Statistics
- Uses and importance of statistics in Education
- Measures of central tendency - Mean, Median and Mode
- Measures of variability - Quartile Deviation, Average Deviation, Standard deviation

Unit-2(Total lectures: 12) : Graphical presentations of data

- Usefulness of Graphical presentations of data,
- Basic principle of constructing a graph,
- Different types of graphs –histogram, frequency polygon, pie diagram

Unit-3(Total lectures: 15) : Co-efficient of Correlation and Percentiles

- Meaning and types of Coefficient of correlation
- Co-efficient of correlation by Rank difference method & Product-moment method
- Calculation of Percentile and Percentile Rank

Unit-4 (Total lectures: 18) :Normal Probability Curve

- Meaning and characterises of Normal Probability Curve
- Uses of Normal Probability Curve
- Applications of Normal Probability Curve
- Divergence from Normality: Skewness and Kurtosis
- Parametric and Nonparametric Tests

References:

- Sahu, Binod, K. (1998). Statistics in Psychology and Education. New Delhi: Kalyani Publishers.
- Goswami, Marami (2012). Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Mangal, S.K. (2005). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Saha, Kaberi (2012). Statistics in Education and Psychology. New Delhi: Asian Books Pvt. Ltd.

EDN7304 C: Curriculum Development**Total Lectures: 60****credit-4**

Course Objectives: To give the learners an understanding about the meaning, nature and scope of curriculum is an objective of formulating this course. The course is designed to give the learners knowledge about transaction and innovation in our present curriculum.

Course outcomes: After completion of this course learners will be able to understand various factors which determine Curriculum, the bases of curriculum construction and several aspects relating to curriculum. They will be able to analyse the present curriculum from different points of view.

Unit-I(Total lectures: 15) : Concept of Curriculum

- Meaning of curriculum
- Functions of curriculum
- Need and importance of curriculum in education
- Types of curriculum

Unit-2(Total lectures: 15) : Curriculum Construction

- General Principles of Curriculum Construction
- Situational Analysis in Curriculum Construction
- Selection of Objectives and content in Curriculum Construction
- Organisation of Content and Learning activities in Curriculum Construction

Unit-3(Total lectures: 15) :Determinesof Curriculum

- Socio-cultural factors
- Economic factors
- Political factors
- Philosophical foundations of curriculum

Unit-4(Total lectures: 15) : Curriculum Change

- Concept of Curriculum Change
- Elements of successful Curriculum Change
- Factors affecting Curriculum change
- Role of students, teachers and educational administrators in Curriculum Change.

References

- Aggarwal, D. (2006) Curriculum Development- Concepts, Methods and Techniques. Guwahati: DVS Publishers & Distributors
- Bhalla, N. (2007) Curriculum Development. Guwahati: DVS Publishers and Distributors
- Vashist, S.R. (1994) Historical Development of Curriculum, New Delhi: Published by Onmol Publication Pvt. Ltd., 1st Edition
- Tyler, Ralph W. (1974) Basic Principles of Curriculum & Instruction, Chicago: The University of Chicago Press
- Mrunalini, T. (2008) Curriculum Development. Guwahati: DVS Publishers and Distributors

EDN7404 C: Teacher Education

Total Lectures: 60 credit-4

Course Objectives: The objectives of introducing this course is to give students an understanding about the Teacher Education and its importance for efficiency in teaching-learning process. To acquaint students with

the innovative trends and recent issues in teacher education, and make them able to critically analyse the status of teacher education in India is another objective of this course.

Course outcomes: After completion of this course learners will be able to understand the concept of Teacher Education. It will help them to acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education. They will understand and conceive the qualities, responsibilities and professional ethics of teachers.

Unit-1(Total lectures: 15) : Concept of Teacher Education

- Meaning and scope of Teacher Education
- Aims and objectives of Teacher Education
- Types of Teacher Education-Pre-service and In-service
- Basic differences between teacher training and teacher education
- Need and importance of Teacher Education in 21st century

Unit-2(Total lectures: 15) : Organisations of Teacher Education in India

- Basic Training Centre (BTC)
- District Institute for Education and Training (DIET)
- State Council for Educational Research and Training (SCERT)
- National Council for Educational Research and Training (NCERT)
- National Council for Teacher Education (NCTE)
- National University of Educational Training and Administration (NUEPA)
- Regional Colleges of Education

Unit-3(Total lectures: 15) : Teacher Education in India: Issues and Challenges

- Developmental of teacher education in India
- Problems of Teacher Education in India and their solution
- National Curriculum Framework for Teacher Education (NCFTE), 2009
- Quality Assurance in Teacher Education and its challenges

Unit-4 (Total lectures: 15) :Quality, Responsibility and Professional Ethics of Teachers

- Qualities and responsibilities of a teacher
- Teacher as a Facilitator, Counsellor and Practitioner-Researcher
- Role expectations of Teachers in twenty first century
- Professional ethics and accountability of teachers

References:

- Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi:Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). Teacher in 21st Century- Challenges, Responsibilities, Creditability. Agra: Rakhi Prakashan.
- Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.

EDN8104 C: Early Childhood Care and Education**Total Lectures: 60****credit-4**

Course Objectives: The course has been designed with the objectives of giving students knowledge about the need and importance of early childhood care and education in all round development of a child along with orienting students on the art of establishing an early childhood care and education centre

Course Outcomes: After completion of this course learners will be able to acquire a broad perspective on early childhood care and education in India. They will be able to develop an understanding of basic types of early childhood care and education and develop in students the ability to make proper planning for early childhood care and education programme in society.

Unit-I (Total lectures: 15) : Perspectives on Early Childhood Care and Education (ECCE) in India

- Concept of Early Childhood Care and Education (ECCE)
- Recommendations of National Policy on Education 1986 and Yash Pal Committee on ECCE
- Objectives of Early Childhood Care and Education (ECCE)
- Programmes and Services for children in early childhood period in India
- Role and functions of ICCW and CSWB in ECCE.

Unit-2 (Total lectures: 15) : Types of Early Childhood Care and Education Programmes in India

- Nursery
- Kindergarten
- Montessori
- Anganwadi

Unit-3 (Total lectures: 15) : Starting an Early Childhood Care and Education Centre

- General requirement for starting an ECCE centre: Premises/Locations; Physical facilities; Learning/play materials.
- Personnel administration (teaching and non-teaching staff)
- Financial administration

Unit-4 (Total lectures: 15) : Programme Planning for ECCE Centre

- Principles of programme planning
- Preparation of long term planning
- Preparation of short term planning
- Preparation of play materials out of low cost, no cost and waste materials.

References

- Shukla, R. P. (2008 reprint). Early Childhood Care and Education. New Delhi : Sarup and Sons.
- Mohanty, J., & Mohanty, B. (1994). Early Childhood Care and Education (ECCE). New Delhi : Deep & Deep Publications.
- Aggarwal, J.C. (2009), Early Childhood Care and Education. New Delhi : Neha Publishers & Distributor

- Kaul, V. (2010). Early Childhood Education Program. New Delhi : National Council for Educational Research and Training.

EDU8204 C: Dissertation

Total lectures: 180

credit-12

(In lieu of Dissertation students may take the following 3 papers)

EDU8304 C: Value and Peace Education

Total lectures: 60

credit-4

Course Objectives: The major objective of introducing this course is to give the learners an understanding about the necessity of value and peace education in the present context. To provide students an opportunity to inculcate values through various academic as well as co-curricular activities in the school environment is another important objective of introducing this course.

Courseoutcomes: After completion of this course the learner will be able to understand about concept of value education and role of teacher and family in imparting value education. They will understand the meaning and concept of peace and its importance in human life. This course also helps the learners in finding out the root causes of degradation of human values.

Unit-1(Total lectures: 15) : nature of Value

- Meaning and characteristics of value.
- Sources of values
- Types of values
- Causes of degradation of human values
- Importance of values in human life

Unit-2 (Total lectures: 15) :Concept of Value education

- Meaning and characteristics of value education.
- Objectives and importance of value education.
- Imparting Value education at different stages (Primary, Secondary and Higher education).
- Role of teacher and family in imparting value education.

Unit-3 (Total lectures: 15) :Concept of Peace

- Meaning, definition and characteristics of peace.
- Importance of peace in human life.
- Role of Teacher in promoting peace.
- Role of national and international organizations for promoting peace

Unit-4(Total lectures: 15) : Peace education

- Meaning and characteristics of peace education
- Need and objectives of peace education
- Promoting peace education at different level (Primary, Secondary and Higher education)
- Challenges of peace education

References :

- Chitakra,M.G. (2007).Education and Human Values. New Delhi APH Publishing Corporation.
- Mishra, L (2009). Peace education-Framework for teachers.New Delhi: APH Publishing Corporation.
- Panda. P.K.(2017). Value Education.Guwahati: Nivedita Book Distributors.
- Chakrabarty, M. (1997).Value education: Changing Perspective.NewDelhi:KrishnaPublishers Distribution.

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

EDN8404C: Continuing and Distance Education

Total Lectures: 60

credit-4

Course Objectives: The course has been designed with an objective to develop an understanding about the concept of distance education and their need and importance in present situation. To give the learners an idea about the various agencies of continuing education is another important objective of introducing this course.

Course outcomes: After completion of this course learners will be able to know the concept of distance education and various modes of instruction in Distance Education. They will be able to use those modes in their educational field according to their own convenience.

Unit-1(Total lectures: 15) : concept of Continuing Education

- Meaning and Nature of Continuing Education
- Objectives and scope of Continuing Education
- Significance of continuing education in the present context
- Agencies of continuing education

Unit-2(Total lectures: 15) : Open Education and Adult Education

- Nature and objectives of Open Education
- Types of Open Education
- Open School and Open University (Objectives and development)
- Adult Education in India
- Problems and solution of Adult Education in India

Unit 3 (Total lectures: 15) :Concept of Distance Education

- Development of Distance Education in India
- Meaning, nature and scope of Distance Education
- Merits and demerits of Distance Education
- Need and importance of Distance Education in present situation

Unit 4(Total lectures: 15) : Organization of Distance Education

- Difference between conventional and Distance Education
- Differences agencies of Distance Education
- Difference modes of instruction in Distance Education (print media, non-print media and ICT)

References

- Goswami, Dulumoni (2009). Literacy and Development. Guwahati: DVS Publishers.
- Das, Dr.Lakshahira (1999). Adult and Continuing Education. Guwahati: Amrita Prakashan.
- Aggarwal, J. C. (2008). Adult Education. Delhi: Doaba House.
- Kalita, Utpal (2015). Abirata Siksha Aaru Durattwa Siksha. Guwahati:SantiPrakashan
- Sharma, Madhulika (2006). Distance Education, Concepts and Principles. New Delhi: Kanishka Publishers.

EDN8504 C: Education and Development**Total lectures: 60****credit-4**

Course Objectives: The objective of introducing this course is to give the learners an understanding about the social development and the role of education in bringing it. Another objective is to give the learners knowledge about modernization and its impact on social development.

Course outcomes: After completion of this course learners will be able to know the relationship between education and economic development. They will understand the concept of Human Resource Development and role of education in Human Resource Development.

Unit-1(Total lectures: 15) : Education and Development

- Impact of globalization on Growth and development in India
- Education and national development
- Relationship between education and economic development.
- Role of Education in Economic Development.
- Education as an Investment.

Unit-2(Total lectures: 15) : Education and Human Resource Development

- Meaning and Definition of Human Resource Development
- Need of Human Resource Development.
- Factors of Human Resource Development.
- Role of education in Human Resource Development.

Unit-3(Total lectures: 15) : Education and socio-political Awareness

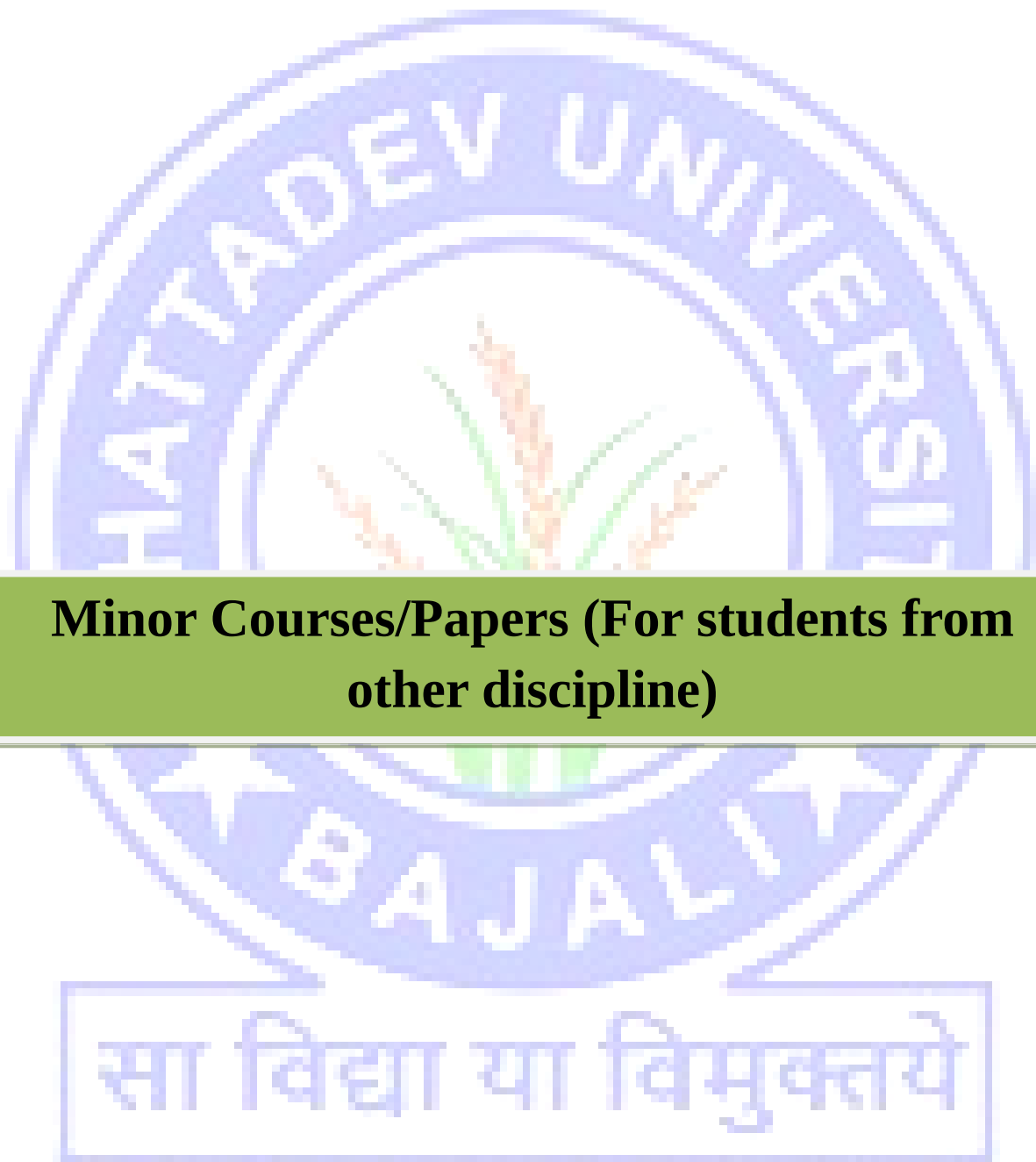
- Relation between education and social development
- Role of education in social development
- Education in a democratic country
- Role of education in creating socio-political awareness
- Students' politics

Unit-4(Total lectures: 15) : Education and Modernization

- Meaning and characteristic of Modernization
- Factor of Modernization
- Role of education in Modernization
- Impact of Modernization on development

References:

- Ravi, S. Samuel (2015). Education in emerging India. Delhi: PHI Learning Private Limited.
- Taj, Dr. Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Sharma, R. A. (2007). Economics of Education. Meerut: R. Lall Book Depot
- Krishnamacharyulu, V. (2013). School Management and systems of education. Hyderabad: Neelkamal Publications Pvt. Ltd



**Minor Courses/Papers (For students from
other discipline)**

EDN1104 M: Principles of Education**Total lectures: 60****credit-4**

Course Objectives: The objective of this course is to introduce the students to the nature of education and its scope. Role of co-curricular activities and discipline in an educational institution included in this paper is of fundamental and will enable the students to handle various unhealthy situations in an institution.

Course Outcome: After completion of this course learners will be able to understand the meaning, nature and scope of Education and the school- community relationship. They will have knowledge of different types of Curriculum and Co-curricular activities, role of Discipline in education system and the ways of maintaining discipline in school.

Unit 1: (Total lectures: 15) :Concept of Education

- Meaning, nature and scope of Education
- Types of Education (Formal, Informal and Non-formal)
- Role of school and Family as an agency of Education

Unit 2: (Total lectures: 15) :Aims of Education

- Determinant of Aims of Education
- Four pillars of Aims of Education (Learning to learn, learning to do, learning to be and learning to live together)
- Individual and Social Aims of Education
- Vocational aims of education
- Aims of Education in democratic country

Unit 3(Total lectures: 15): Discipline, Curriculum and Co-curricular activities

- Meaning of Discipline
- Importance of Discipline in educational activities.
- Maintaining Discipline in school
- Meaning of Curriculum and types of Curriculums
- General principle of Curriculum construction.
- Meaning and types of co-curricular activities
- Importance of co-curricular activities

Unit 4(Total lectures: 15): School and Community

- Relationship between school and community
- Functions of school
- Duties and responsibilities of teacher towards the community

Recommended books and references

19. Das Phunu&Sahidullah Fatima Tohsin: Education: assam book depot Guwahati.
20. Das Phunu&Sahidullah Fatima Tohsin: Siksha: assam book depot Guwahati.
21. Aggarwal, J.C :Theory and principles of education. Delhi: Doaba House
22. Das Lakshahira: A Textbook of Education: Madhubonti Guwahati

EDN2104 M: Psychological Foundation of Education**Total lectures: 60 (L+T)****Credit-4**

Course Objectives: The objective of this course is to give students knowledge of psychology and its implication in the field of education.. To give an understanding about adjustment process and helps in proper personality development of students is an another objective of this paper.

Course Outcome: After completion of this course learners will be able to have knowledge about educational psychology and the role of it in teaching learning process. They will be able to understand the causes of maladjustment and the techniques of making one better adjusted with the environment.

Unit 1(Total lectures: 15): Educational Psychology

- Meaning of Psychology
- Meaning, nature and scope of Educational Psychology
- Method of Educational Psychology (Introspection, Observation, Experimental and Case Study)
- Implication of Educational Psychology in teaching learning

Unit 2(Total lectures: 15): Learning and motivation

- Meaning and nature of Learning
- Major Laws of Learning and their educational implications
- Theories of learning (connectionism, conditioning and gestalt)
- Methods of learning(Trial and error method, method of Insightful learning and learning by imitation)
- Factors affecting Learning
- Role of Motivation in Learning

Unit 3(Total lectures: 15): Personality and adjustment process

- Meaning and nature of Personality
- Determinants of Personality
- Theories of Personality (Types and Trait theory)
- Development of Personality (Role of family and school)
- Meaning of Adjustment and causes of maladjustment
- Defence Mechanism

Unit 4(Total lectures: 15): Intelligence and Creativity

- Meaning and nature of Intelligence
- Theories of Intelligence (Two Factors and Group Factors theory)
- Meaning and nature of Creativity
- Characteristics of creative child
- Development of Creativity

Recommended books and references

23. Chauhan, S.S - Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd., New Delhi
24. Mangal, S.K.(2009)- Advanced Educational Psychology, PHI Learning Private Limited, New Delhi

25. Saikia, L.R. 2018 : Psychological and Statistical experiments in Education
26. Goswami maromi: sikshatmonoboigyanikvitti: ashok publication guwahati
27. Aggarwala Sunita: Psychological Foundations of Education: Union Book Publication
28. Sharma Mukunda :SikhsharMonoboiganganikBuniyad: Chandra Prakash

EDN3104 M: History of Education in India during Pre-Independence

Total lectures: 60

Credit-4

Course Objectives: The objective of this course is to give students knowledge about ancient Indian education system and its relevance in the present context. Educational efforts by the Indians during British rule included in this paper will give students knowledge about the role of nationalism in the field of Indian education.

Course Outcome: After completion of this course learners will be able to have a general concept about the ancient education system and make comparison with the present day education system. They will be able to analyse the education system of 19th century in British and the impact of nationalism on Indian education system.

Unit 1(Total lectures: 15): Education in Ancient and Mediaeval India

- Vedic system of education
- Buddhist system of education
- Islamic/ Muslim education
- Jainism education

Unit 2(Total lectures: 15): The beginning of Education under British rule

- The charter act of 1813
- The Anglicist-classicist controversy
- Macaulay's Minute, 1835

Unit 3(Total lectures: 15): Education in British India in 19th century

- Wood's despatch, 1854
- Hunter commission, 1882

Unit 4(Total lectures: 15): Impact of nationalism on Indian education

- Gokhale's bill for compulsory primary education, 1910-12
- Calcutta university commission, 1917
- Basic education, 1937
- The Sargent Report, 1944

Recommended books and references

29. Sharma, Phunu., Malakar, Nirmali. & Das Dipul. (2020): BharatbarshatSikshar Bikash: Shanti Prakashan.
30. Goswami, marami. (2021): Education in India: Global Net Publication
31. Rahman, M.(2021):BharatbarshatSikshar Bikash: Lucky Prakashan.
32. Das Lakshahira: A Textbook of Education: Madhubonti Guwahati

EDN3204 M: Guidance and Counselling**Total lectures: 60****Credit-4**

Course Objectives: The objective of this course is to develop an understanding of the concepts of guidance and counselling and their importance in school/educational institution. It will give students knowledge about various psychological testing to analyse different techniques of Guidance and Counselling.

Course Outcome: After completion of this course learners will be able to develop an understanding of the need and importance of Guidance and Counselling cells in school/educational institution. They will have knowledge about various psychological testing to analyse the different techniques of Guidance and Counselling.

Unit 1 (Total lectures: 15): Concept and Types of Guidance

- Meaning, Nature and Importance of Guidance
- Functions of Guidance
- Type of Guidance- Educational Guidance, Vocational Guidance, Personal Guidance.

Unit 2 (Total lectures: 15): Concept and Types of Counselling

- Meaning, Nature and Importance of Counselling
- Scope of Counselling
- Types of Counselling- Directive, Non-Directive and Eclectic
- Differences between Guidance and Counselling

Unit 3 (Total lectures: 15): School Guidance programme

- Importance of Guidance and Counselling cells in school
- Quality of a good counsellor
- Role of head of the institution and parents in Guidance and Counselling
- Guidance for CWSN

Unit 4 (Total lectures: 15): Tools and Techniques of Guidance and Counselling

- Tools (Psychological tests) - Intelligence, Aptitude, Attitude, Achievement, Interest, Personality,
- Techniques- Interview, Case Study, Cumulative Record, Anecdotal Record, Diary, Questionnaire

Recommended books and references

1. Aggarwal J. C., (2004) Educational and Vocational Guidance and Counselling, 7th Edition, Doaba House; Delhi.
2. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
3. Chauhan S.S. Principles and Techniques of Guidance. Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi
4. Sharma Ramnath and Sharma Rachana (2004) Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.
5. Goswami, M (2015). Nirdexonaaru Paramorxodan. Guwahati: Ashok book stall
6. Kalita, Utpal (2017). Nirdexonaaru Paramorxodan. Guwahati: Shanti Prakashan

EDN4104M: Development of Education in India after Independence**Total Lectures: 60****credit-4**

Course Objectives: The objective of the course is to make students acquainted with the growth and development of Indian education system after independence. It will give students knowledge about various Govt. initiative taken by and the role of education commissions and policies in the development of education system in India.

Course Outcome: After completion of this course learners will be able to know about educational progress after independence and some recent government programmes in the field of education. It will help them to analyse the new education policy 2020.

Unit-1(Total lectures: 15) : Development of Indian Education after independence

- University Education Commission 1948
- Aims and Recommendations of the Commission
- Secondary Education Commission 1952-53
- Recommendation of Secondary Education Commission 1952-53
- Criticism of the Recommendations of the Commission

Unit-2 (Total lectures: 15) :Kothari commission 1964-66 and National Policy on Education 1986

- Major Recommendations of Kothari Commission regarding
 - National Objectives of Education
 - National Pattern of Education
 - National Curriculum
- Critical assessment and Relevance of the recommendations in Present

Education System.

- Recommendation of National Policy on Education 1986 regarding national system of education
- Review of National Policy of Education (Ramamurthy Review Committee, 1990 and Janardan Reddy Committee Report, 1991)

Unit-3(Total lectures: 15) : New Education Policy 2020

- Aims and objectives of education according to New Education Policy 2020
- Recommendation of NEP 2020 regarding school education
- Recommendation of NEP 2020 regarding higher education

Unit 4(Total lectures: 15) :Some Recent programmes in Indian Education

- The National Knowledge Commission Report (Background and recommendation)
- National Curriculum Framework, 2005
- Government initiative in Education: SSA, RMSA, RUSA
- Right to Education (RTE)
- NAAC- Its Roles in Quality Control of Higher Education

References

- Deka Birendra(2017). History of Indian education.: Arun Prakashan Guwahati.2

- Das, Phunu, Malakar, Nirmali. & Das Dipul(2020). BharatbarshatSikshar Bikash: Shanti Prakashan Guwahati
- Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications

EDN4204 M: Philosophical and Sociological Foundation of Education

Total lectures: 60

credit-4

Course Objectives: The objective of this course is to develop an understanding about the concepts of philosophy and sociology and their implications in school/educational institution. It will give students knowledge about the culture, social organization and disorganization.

Course Outcome: After completion of this course learners will be able to know the relationship between philosophy and education, and different Schools of Philosophy and its implication in education. They will also develop an understanding regarding the socialization process and role of education in socialization process. The student will know about Socio-cultural Context of Education such as social change, culture, Social Organisation and Social Disorganisation.

Unit-1 (Total lectures: 15) : Philosophy and Education

- Meaning, Nature and Scope of Philosophy
- Relationship between education and philosophy
- Impact of philosophy on education

Unit-2 (Total lectures: 15) : some important Schools of Philosophy

- Idealism: Meaning, Principles, Implication in education
- Naturalism: Meaning, Principles, Implication in education
- Pragmatism: Meaning, Principles, Implication in education
- Realism: Meaning, Principles, Implication in education

Unit-3 (Total lectures: 15) : Sociology and Education

- Meaning, nature and scope of sociology
- Relation between education and sociology
- Social group (Primary and Secondary Groups)
- Socialization process, Role of Education as a socialisation process

Unit-4 (Total lectures: 15) : Socio-cultural Context of Education

- Social Change, role of education in social change
- Meaning and Nature of culture, cultural lag
- Relation between education and culture
- Social Organisation and Social Disorganisation

References

- Goswami, Dulumoni (2013). Philosophy of Education. Guwahati: DVS Publishers.
- Das phunu & Kalita Utpal (2014) siksharsamatatwikdhara: shanti prakashan, guwahati.
- Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Publishers.

EDN5104 M: Mental Health and Hygiene**Total Lectures: 60 credit-4**

Course Objectives: The course has been designed with an objective to give learners basic knowledge about mental health and hygiene and various factors influence it. Through this paper students will know the various ways of maintaining sound mental health.

Course Objectives: After completion of this course learners will be able to understand principles of sound Mental Health and effective use of the ways to maintain mental health of students and teacher in school. They will be able to apply yoga, Pranayama and Meditation in stress management for maintaining sound mental health.

Unit-1(Total lectures: 15) :Nature of Mental Health and Hygiene

- Meaning and Definitions of Mental Health and Hygiene
- Relationship between Mental health and hygiene
- Need and importance of Mental Health and hygiene
- Characteristics of a mentally healthy person
- Functions of Mental Hygiene

Unit-2 (Total lectures: 15) :Education and Mental Health

- Principles of sound Mental Health
- Mental health of students
- Mental health of teacher
- Ways to maintain mental health of students and teacher in school

Unit-3(Total lectures: 15) :Management of Mental Health

- Meaning and Nature of Positive Psychology
- Management of Stress
- Role of yoga, Pranayama and Meditation for Promoting Mental Health
- Mental Health Care Act 2017

Unit-4 (Total lectures: 15) :Preservation of Mental Health and Hygiene

- Factors affecting Mental Health
- Characteristics of mentally unhealthy person
- Mental ill health and its causes
- Role of home, school and society in preservation of mental health and hygiene of children

References

- Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002). Modern Educational Psychology. Delhi: Dhanpat Rai Publishing Company
- Mangal, S.K. (2008). Abnormal Psychology. New Delhi: Sterling Publication
- Sharma, P. &Thakuria, J.(2022). Mental Health and Hygiene.Guwahati:ABD.
- Crow, L.D. and Crow, A. (1951). Mental Hygiene. New York: McGraw Hill
- Gururani, G.D. (2006).Textbook on Mental Health and Hygiene. New Delhi: Akansha

EDN5204 M: Great Educators**Total Lectures:60****credit-4**

Course Objectives: The course has been designed with the objectives of giving students knowledge about different great Educators, their lives and activities in the field of Education and practices. To give students knowledge about the significant contribution of different great Educators and its relevance in the modern education system is another objective of designing this course.

Course Outcomes: After completion of this course learners will be able to know the life philosophy of different great educators. It will make them familiar with their works, significant contribution of different great Educators in the modern education system. They will be able to make a comparison of the system advocated by the great educators with the present contemporary education system.

Unit-1(Total lectures: 12) : Srimanta Sankardeva

- Life of Srimanta Sankardeva
- Educational Philosophy of Sankardeva
- Contribution of Srimanta Sankardeva to present day educational thought
- Educational role of Satras and Namgharas in the modern era

Unit-2(Total lectures: 16) : Rabindranath Tagore and Swami Vivekananda

- Life and educational Philosophy of Rabindranath Tagore
- Views of Tagore on Educational thought and practices
- Significant contribution of Rabindranath Tagore to present day educational system
- Life and educational Philosophy of Swami Vivekananda
- Views of Swami Vivekananda on Educational Philosophy and practices
- Significant contribution of Swami Vivekananda to present day educational system

Unit-3(Total lectures: 16) :Rishi Aurobindo and Rousseau

- Life and Philosophy of Rishi Aurobindo
- Views of Rishi Aurobindo on Educational thought and practices
- Significant contribution of Rishi Aurobindo to present day education system
- Life and educational thought of Rousseau
- Views of Rousseau on Educational practices
- Significant contribution of Rousseau to present day educational system

Unit-4(Total lectures: 16) :John Dewey and Froebel

- Life of John Dewey
- Views of John Dewey on Educational thought and practices
- Significant contribution of John Dewey to present day educational system
- Life of Froebel
- Views of Froebel on Educational thought and practices
- Significant contribution of Froebel to present day educational system

References

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

- Chand, Jagadish (2009). Great Thinkers on Education. New Delhi: Anshah Publishing House
- Bezbarua, L.(2004). Mahapurush Sri Sankardeva Sri Madhavdev. Guwahati: Jyoti Prakashan.
- Saikia, I. & Kalita, U. (2022).MahanSaikshikChintabidsakal. Guwahati:SantiPrakashan

EDN5304 M: Educational Issues in Contemporary India

Total Lectures: 60

credit-4

Course Objectives: The objective of this course is to give the learners an idea about the provisions of education in the Constitution. It has been designed to give the concept of LPG and its impact in education.

Course Outcomes: After completion of this unit, students will be able to understand different problems relating to Indian education and proper implementation of constitutional provisions of education. Knowledge of the concept of Liberalization, Privatization and Globalization and its impact in Education will help students in addressing the various issues of Indian education in future.

Unit-1(Total lectures: 15) : Constitutional Provision and Equality in Education

- Concept of Educational Inequality
- Causes of Inequality in Education
- Constitutional provision for Ensuring Equality in Education
- Gender Disparity in Education (causes and remedies)

Unit-2(Total lectures: 15) :Issues related to Students in Education

- Students' indiscipline: Causes and Remedies
- Campus Disturbance: Causes and Remedies
- Examination Anxiety: Causes and Remedies
- Problems of educated Unemployment.

Unit-3(Total lectures: 15) :Some New Concept in Education

- Liberalization in Education and its impact.
- Privatization in Education and its merits and demerits.
- Meaning of Globalization and its impact in Education.
- Education as an investment.

Unit-4 (Total lectures: 15) :Alternative Education

- Concept of Alternative Education and its related Issues
- Role of NIOS and Sakshar Bharat Mission in Alternative Education
- Role of IGNOU and KKHSOU in Alternative Higher Education
- MOOC and its related Issues.

References:

- Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi:

Vikas Publishing House Ltd.

- Kuddus A. (2021). Shiksha Unmekhita Bikhoysamuh. Barpeta : Lucy Book Stall.
- Mishra and Mohanty (2013). Trends and Issues in Indian Education. Meerut: R. Lall

Book Depot.

- Taj, Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publication Pvt. Ltd.

EDU6104 M: Educational Management**Total Lectures: 60****credit-4**

Course Objectives: The objective of introducing this course is to give students a basic idea about various resources in an educational institution and their proper management for development of it. It is also another objective of this paper that to help them to know the role of various agencies in educational planning.

Course outcomes: After completion of this course the learner will be able to make an understanding about the concept of educational management and different types of resources in education. They will understand the concept of Institutional Planning and their importance for Infrastructural Development and Personnel Development.

UNIT-1 (Total lectures: 15) :Concept of Educational Management

- Meaning, nature and scope of Educational Management
- Objectives of Educational Management
- Principles of Educational Management
- Types of Educational Management
- Principle and Techniques of Classroom Management

Unit-2 (Total lectures: 15) :Management of Resources in Education

- Meaning of Resources in Education.
- Types of Resources in Education (Human resource, Material resource and Financial Resource) and their management.
- Optimum Utilization of resources in education.

Unit-3(Total lectures: 15) : Institutional Planning

- Meaning and Nature of Institutional Planning.
- Need and importance of Institutional Planning for Infrastructural Development and Personnel Development.
- Organisation of Time Table and Co-curricular Activities

Unit-4(Total lectures: 15) : Education in Planning

- Concept and Importance of
- Types of educational planning
- Principles of educational Planning
- Role of RUSA, MHRD, UGC, NCERT, SCERT in educational planning

References

- K.Utpal, S. Sonali & B. Pallabi (2014).SaikshikByabasthapana. AaruPrasasan. Guwahati: Shanti Prakashan.
- Goswami and Barathakur(2009) SaikshikByabasthapana.Golaghat: Saraswati Prakashan.
- Mathur and Mathur (2010). School Organisation and Management. Agra: Agrawal Publication.
- Bhattacharya, Shantanu (2012). Educational Management-Theory and Practice. Guwahati: EBH Publishers
- Sharma, R. N. (2010). Educational Administration, Management and Organisation. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). Educational Administration and Management. Delhi: Pearson India Publishers

EDN6204 M: Special Education**Total Lectures: 60****credit-4**

Course Objectives: The course has been designed with the objectives of giving students an understanding about the concept of special education and knowledge about learning disabilities in children. Again it will make students Familiarise the students with the different types of special children with their characteristics.

Course Outcomes: After completion of this course the learner will be able to know the different types of learning disabilities in children. They will be able to know the provision of special education. This knowledge will help them in solving various problems relating to special children and their education.

Unit-1(Total lectures: 15) : concept of Special Education

- Meaning and Importance of Special Education
- Concept of CWSN
- Objectives of Special Education
- Development of Special Education in India with special reference to Assam
- Problems in Special Education

Unit-2(Total lectures: 15) : Education for Physically Challenged Children

- Visual Impaired children (Classifications, Identification, Problems and Educational Programmes)
- Hearing Impaired children (Classifications, Identification, Problems, Educational Programmes)
- Orthopedically Handicapped children (Meaning and Definition, Classifications, Problems, Educational Programmes)

Unit-3(Total lectures: 15) : Education for Gifted and Mental Retardation

- Meaning and definition of Mentally Retarded
- Characteristics of Mentally Retarded child
- Causes of Mental Retardation
- Educational Programme for Mental Retardation
- Meaning and Definition of Gifted Children
- Characteristics of gifted child
- Identification and Educational Programme for gifted children

Unit-4(Total lectures: 15) : Learning Disability in children

- Meaning and definition of Learning Disability
- Types of learning disable children (Backward and Slow Learner)
- Causes of Learning Disability
- Educational Programme for children with Learning Disability

REFERENCES

- Kalita, U. and Saikia, I. (2018). BiseshSiksha. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). Perspective in Special Education. New Delhi: Neelkamal Publications Pvt. Ltd.
- Margaret G Werts&Others,Fundamental of Special Education (Third Edition),PEARSON

EDN6304 M: Measurement and Evaluation in Education

Total Lectures: 60

credit-4

Course Objectives: The objective of the course is to give students a basic understanding about the evaluation process used in the field of education. Students will be able to know the characteristics of a good test and the merits and demerits of various tests used in education to evaluate student's academic achievement.

Course Outcomes: After completion of this course learners will be able to acquaint with the general procedure of construction of various tests and their uses in the field of education. It will also develop an understanding in students with the nature of human personality and uses of techniques in its assessment.

Unit-1 (Total lectures: 15) :Measurement and Evaluation in Education

- Meaning, nature and types of measurement
- Evaluation -Its meaning, basic principles
- Relationship and difference between Measurement and Evaluation
- Formative and Summative evaluation
- Role of evaluation in education

Unit-2 (Total lectures: 15) :Test Construction

- General steps of Test Construction
- Characteristics of a good test
- Validity and Reliability of test
- Objectivity of test and item analysis of test

Unit-3(Total lectures: 15) :Academic Achievement Test

- Meaning and objectives of Achievement Test
- Difference between Achievement test and Intelligence Test
- Teacher made test and standardized test
- Merits and demerits of objective type test and essay type test

Unit-4 (Total lectures: 15) :Assessment of Personality Test

- Meaning and nature of Personality Test
- Types of Personality Measurement (Subjective and objective Techniques)
- Projective Techniques of personality assessment

References

- Goswami, Marami (2012). Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Saikia, L.R. (2018). Psychological and Physiological Experiments in Education. Guwahati
- Freeman, F.S. (1965). Theory and Practice of Psychological Testing. New Delhi: Oxford & IBH Publishing Co. Pvt.
- Asthana, Bipin (2009). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir

EDN7104 M: Educational Technology**Total Lectures: 60****credit-4**

Course Objectives: The objective of this course is to make the students understand the meaning and nature of educational technology and to acquaint them with levels, effectiveness of teaching and classroom management. It is prepared to make students acquainted with different ICT tools used in teaching –learning process and its advantages in bringing effectiveness in teaching and learning.

Course outcomes: After completion of this course learners will be able to understand about various methods of teaching and strategies of effective teaching. This course will again help them in understanding teaching as a profession and make them prepared for it.

Unit:1: (Total lectures: 15) :Introduction to Educational technology

- Meaning and nature of Educational technology
- Components of Educational Technology- Hardware and Software and Systems Approach
- Difference between Educational Technology and Instructional Technology
- Programmed Instruction

Unit:2(Total lectures: 15) : Information and Communication Technology

- Meaning and nature of Information communication technology
- Use of ICT in teaching-learning
- Resources of learning (Internet, E-learning, EDUSAT, INFLIBNET and Social-media)
- Classroom communication-Barriers of effective classroom communication

Unit:3 (Total lectures: 15) :Lesson Plan and Micro Teaching

- Meaning and importance of Lesson plan
- Steps of Lesson Planning
- Criteria of a good lesson plan
- Micro teaching- meaning and components, merits and demerits of Lesson Planning

Unit:4(Total lectures: 15) : Methods and techniques of teaching

- Meaning and Nature of teaching and learning
- Criteria of good teaching
- Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method
- Maxims of teaching

References

- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot

EDN7204 M: Statistics in Education**Total Lectures: 60****credit-4**

Course Objectives: The course has been designed with the objectives of making students familiar with different statistical techniques used in education and other field of social science. To give them knowledge about the advantages of using statistical techniques in the field of research is another important objective of this course.

Course outcomes: After completion of this course learners will be acquainted with different statistical procedures used in Education. They will develop the ability to represent educational data through graphs and other forms of statistics. Knowledge of statistics will help them in analysing various data in their real life situations also.

Unit-1(Total lectures: 15) : Educational Statistics

- Meaning and Nature of Statistics
- Uses and importance of statistics in Education
- Measures of central tendency - Mean, Median and Mode
- Measures of variability - Quartile Deviation, Average Deviation, Standard deviation

Unit-2 (Total lectures: 15) :Graphical presentations of data

- Usefulness of Graphical presentations of data,
- Basic principle of constructing a graph,
- Different types of graphs –histogram, frequency polygon, pie diagram

Unit-3 (Total lectures: 15) :Co-efficient of Correlation and Percentiles

- Meaning and types of Coefficient of correlation
- Co-efficient of correlation by Rank difference method & Product-moment method
- Calculation of Percentile and Percentile Rank

Unit-4(Total lectures: 15) : Normal Probability Curve

- Meaning and characterises of Normal Probability Curve
- Uses of Normal Probability Curve
- Applications of Normal Probability Curve
- Divergence from Normality: Skewness and Kurtosis

References:

- Sahu, Binod, K. (1998). Statistics in Psychology and Education. New Delhi: Kalyani Publishers.
- Goswami, Marami (2012). Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Mangal, S.K. (2005). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Saha, Kaberi (2012). Statistics in Education and Psychology. New Delhi: Asian Books Pvt. Ltd.

EDN7304 M: Curriculum Development**Total Lectures: 60****credit-4**

Course Objectives: To give the learners an understanding about the meaning, nature and scope of curriculum is an objective of formulating this course. The course is designed to give the learners knowledge about transaction and innovation in our present curriculum.

Course outcomes: After completion of this course learners will be able to understand various factors which determine Curriculum, the bases of curriculum construction and several aspects relating to curriculum. They will be able to analyse the present curriculum from different points of view.

Unit-I (Total lectures: 15) :Concept of Curriculum

- Meaning of curriculum
- Functions of curriculum
- Need and importance of curriculum in education
- Types of curriculum

Unit-2(Total lectures: 15) :Curriculum Construction

- General Principles of Curriculum Construction
- Situational Analysis in Curriculum Construction
- Selection of Objectives and content in Curriculum Construction
- Organisation of Content and Learning activities in Curriculum Construction

Unit-3(Total lectures: 15) :Determinesof Curriculum

- Socio-cultural factors
- Economic factors
- Political factors
- Philosophical foundations of curriculum

Unit-4(Total lectures: 15) :Curriculum Change

- Concept of Curriculum Change
- Elements of successful Curriculum Change
- Factors affecting Curriculum change
- Role of students, teachers and educational administrators in Curriculum Change.

References

- Aggarwal, D. (2006) Curriculum Development- Concepts, Methods and Techniques. Guwahati: DVS Publishers & Distributors
- Bhalla, N. (2007) Curriculum Development. Guwahati: DVS Publishers and Distributors
- Vashist, S.R. (1994) Historical Development of Curriculum, New Delhi: Published by Onmol Publication Pvt. Ltd., 1st Edition
- Tyler, Ralph W. (1974) Basic Principles of Curriculum & Instruction, Chicago: The University of Chicago Press.
- Mrunalini, T. (2008) Curriculum Development. Guwahati: DVS Publishers and Distributors

EDN7404 M: Teacher Education**Total Lectures: 60****credit-4**

Course Objectives: The objective of introducing this course is to give students an understanding about the Teacher Education and its importance for efficiency in teaching-learning process. To acquaint students with the innovative trends and recent issues in teacher education, and make them able to critically analyse the status of teacher education in India is another objective of this course.

Course outcomes: After completion of this course learners will be able to understand the concept of Teacher Education. It will help them to acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education. They will understand and conceive the qualities, responsibilities and professional ethics of teachers.

Unit-1(Total lectures: 15) : Concept of Teacher Education

- Meaning and scope of Teacher Education
- Aims and objectives of Teacher Education
- Types of Teacher Education-Pre-service and In-service
- Basic differences between teacher training and teacher education
- Need and importance of Teacher Education in 21st century

Unit-2(Total lectures: 15) : Organisations of Teacher Education in India

- Basic Training Centre (BTC)
- District Institute for Education and Training (DIET)
- State Council for Educational Research and Training (SCERT)
- National Council for Educational Research and Training (NCERT)
- National Council for Teacher Education (NCTE)
- National University of Educational Training and Administration (NUEPA)
- Regional Colleges of Education

Unit-3(Total lectures: 15) : Teacher Education in India: Issues and Challenges

- Developmental of teacher education in India
- Problems of Teacher Education in India and their solution
- National Curriculum Framework for Teacher Education (NCFTE), 2009
- Quality Assurance in Teacher Education and its challenges

Unit-4 (Total lectures: 15) :Quality, Responsibility and Professional Ethics of Teachers

- Qualities and responsibilities of a teacher
- Teacher as a Facilitator, Counsellor and Practitioner-Researcher
- Role expectations of Teachers in twenty first century
- Professional ethics and accountability of teachers

References:

- Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi:Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). Teacher in 21st Century- Challenges, Responsibilities, Creditability. Agra: Rakhi Prakashan.
- Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.

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

EDN8404M: Continuing and Distance Education

Total Lectures: 60

credit-4

Course Objectives: The course has been designed with an objective to develop an understanding about the concept of distance education and their need and importance in present situation. To give the learners an idea about the various agencies of continuing education is another important objective of introducing this course.

Course outcomes: After completion of this course learners will be able to know the concept of distance education and various modes of instruction in Distance Education. They will be able to use those modes in their educational field according to their own convenience.

Unit-1(Total lectures: 15) : concept of Continuing Education

- Meaning and Nature of Continuing Education
- Objectives and scope of Continuing Education
- Significance of continuing education in the present context
- Agencies of continuing education

Unit-2(Total lectures: 15) : Open Education and Adult Education

- Nature and objectives of Open Education
- Types of Open Education
- Open School and Open University (Objectives and development)
- Adult Education in India
- Problems and solution of Adult Education in India

Unit 3 (Total lectures: 15) :Concept of Distance Education

- Development of Distance Education in India
- Meaning, nature and scope of Distance Education
- Merits and demerits of Distance Education
- Need and importance of Distance Education in present situation

Unit 4(Total lectures: 15) : Organization of Distance Education

- Difference between conventional and Distance Education
- Differences agencies of Distance Education
- Difference modes of instruction in Distance Education (print media, non-print media and ICT)

References

- Goswami, Dulumoni (2009). Literacy and Development. Guwahati: DVS Publishers.
- Das, Dr.Lakshahira (1999). Adult and Continuing Education. Guwahati: Amrita Prakashan.
- Aggarwal, J. C. (2008). Adult Education. Delhi: Doaba House.
- Kalita, Utpal (2015). Abirata Siksha Aaru Durattwa Siksha. Guwahati:SantiPrakashan
- Sharma, Madhulika (2006). Distance Education, Concepts and Principles. New Delhi: Kanishka Publishers.

EDN8104 M: Early Childhood Care and Education**Total Lectures: 60****credit-4**

Course Objectives: The course has been designed with the objectives of giving students knowledge about the need and importance of early childhood care and education in all round development of a child along with orienting students on the art of establishing an early childhood care and education centre

Course Outcomes: After completion of this course learners will be able to acquire a broad perspective on early childhood care and education in India. They will be able to develop an understanding of basic types of early childhood care and education and develop in students the ability to make proper planning for early childhood care and education programme in society.

Unit-I (Total lectures: 15) : Perspectives on Early Childhood Care and Education (ECCE) in India

- Concept of Early Childhood Care and Education (ECCE)
- Recommendations of National Policy on Education 1986 and Yash Pal Committee on ECCE
- Objectives of Early Childhood Care and Education (ECCE)
- Programmes and Services for children in early childhood period in India
- Role and functions of ICCW and CSWB in ECCE.

Unit-2 (Total lectures: 15) : Types of Early Childhood Care and Education Programmes in India

- Nursery
- Kindergarten
- Montessori
- Anganwadi

Unit-3 (Total lectures: 15) : Starting an Early Childhood Care and Education Centre

- General requirement for starting an ECCE centre: Premises/Locations; Physical facilities; Learning/play materials.
- Personnel administration (teaching and non-teaching staff)
- Financial administration

Unit-4 (Total lectures: 15) : Programme Planning for ECCE Centre

- Principles of programme planning
- Preparation of long term planning
- Preparation of short term planning
- Preparation of play materials out of low cost, no cost and waste materials.

References

- Shukla, R. P. (2008 reprint). Early Childhood Care and Education. New Delhi : Sarup and Sons.
- Mohanty, J., & Mohanty, B. (1994). Early Childhood Care and Education (ECCE). New Delhi : Deep & Deep Publications.
- Aggarwal, J.C. (2009), Early Childhood Care and Education. New Delhi : Neha Publishers & Distributor
- Kaul, V. (2010). Early Childhood Education Program. New Delhi : National Council for Educational Research and Training.

EDU8504 M: Education and Development**Total lectures: 60 credit-4**

Course Objectives: The objective of introducing this course is to give the learners an understanding about the social development and the role of education in bringing it. Another objective is to give the learners knowledge about modernization and its impact on social development.

Course outcomes: After completion of this course learners will be able to know the relationship between education and economic development. They will understand the concept of Human Resource Development and role of education in Human Resource Development.

Unit-1 (Total lectures: 15) :Education and Development

- Impact of globalization on Growth and development in India
- Education and national development
- Relationship between education and economic development.
- Role of Education in Economic Development.
- Education as an Investment.

Unit-2(Total lectures: 15) :Education and Human Resource Development

- Meaning and Definition of Human Resource Development
- Need of Human Resource Development.
- Factors of Human Resource Development.
- Role of education in Human Resource Development.

Unit-3(Total lectures: 15) : Education and socio-political Awareness

- Relation between education and social development
- Role of education in social development
- Education in a democratic country
- Role of education in creating socio-political awareness
- Students' politics

Unit-4(Total lectures: 15) : Education and Modernization

- Meaning and characteristic of Modernization
- Factor of Modernization
- Role of education in Modernization
- Impact of Modernization on development

References:

- Ravi, S. Samuel (2015). Education in emerging India. Delhi: PHI Learning Private Limited.
- Taj, Dr. Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Sharma, R. A. (2007). Economics of Education. Meerut: R. Lall Book Depot
- Krishnamacharyulu, V. (2013). School Management and systems of education. Hyderabad: Neelkamal Publications Pvt. Ltd

EDU8304 M: Value and Peace Education**Total lectures: 60****credit-4**

Course Objectives: The major objective of introducing this course is to give the learners an understanding about the necessity of value and peace education in the present context. To provide students an opportunity to inculcate values through various academic as well as co-curricular activities in the school environment is another important objective of introducing this course.

Courseoutcomes: After completion of this course the learner will be able to understand about concept of value education and role of teacher and family in imparting value education. They will understand the meaning and concept of peace and its importance in human life. This course also helps the learners in finding out the root causes of degradation of human values.

Unit-1(Total lectures: 15) :Nature of Value

- Meaning and characteristics of value.
- Sources of values
- Types of values
- Causes of degradation of human values
- Importance of values in human life

Unit-2(Total lectures: 15) :Concept of Value education

- Meaning and characteristics of value education.
- Objectives and importance of value education.
- Imparting Value education at different stages (Primary, Secondary and Higher education).
- Role of teacher and family in imparting value education.

Unit-3(Total lectures: 15) : Concept of Peace

- Meaning, definition and characteristics of peace.
- Importance of peace in human life.
- Role of Teacher in promoting peace.
- Role of national and international organizations for promoting peace

Unit-4(Total lectures: 15) :Peace education

- Meaning and characteristics of peace education
- Need and objectives of peace education
- Promoting peace education at different level (Primary, Secondary and Higher education)
- Challenges of peace education

References :

- Chitakra, M.G. (2007). Education and Human Values. New Delhi APH Publishing Corporation.
- Mishra, L (2009). Peace education-Framework for teachers. New Delhi: APH Publishing Corporation.
- Panda. P.K.(2017). Value Education. Guwahati: Nivedita Book Distributors.
- Chakrabarty, M. (1997). Value education: Changing Perspective. New Delhi: Krishna Publishers Distribution.
- Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.



IDC:: Interdisciplinary Course/Papers [Offered to the students of other discipline]



सा विद्या या विमुक्तये

EDN1103IDC: Introduction to Education**Total Lectures:45****Credits: 3**

Course Objectives: The objective of this course is to give students an introduction of the subject. Nature of education and various aspects related to it included in this paper is of fundamental in nature and will enable the students to know the subject and create an interest which is prerequisite for further study in Education.

Course outcome: After completion of this course learners will be able to understand the nature of education and the basic concepts related to it. The students will have an understanding about school-community relationship too.

Unit 1: (Total lectures: 10) :Concept of Education

- Meaning and definition of education
- Education as a bi-polar, Tri-polar and life-long process
- Scope of Education

Unit 2: (Total lectures: 15) : types of education

- Formal education, its characteristics and examples
- Informal education, its characteristics and role of family as an agency of informal education
- Nonformal education and its various agencies

Unit 3(Total lectures: 10): Aims in education

- Individual Vs social aim of education
- Vocational aim of education
- Aims of education as recommended by the Kothari Commission,1964-66

Unit 4(Total lectures: 10): School and community

- Conditions of school (material and non-material)
- Qualities of a teacher
- Relationship between school and community
- School as a miniature society

Recommended books and references

33. Bhatia, K.K :An introduction to Education. Delhi: Kalyani Publications
34. Das, Dr.L: A textbook of education. Guwahati: L.B.S
35. Das, Dr.L: Sampurna Siksha.Guwahati: L.B.S
36. Barua, Jatin: Sampurna Siksha. Guwahati: L.B.S

EDN2103IDC: Foundations of Psychology**Total Lectures: 45****Credit: 3**

Course Objectives: The objective of this course is to give students a basic knowledge of psychology and student behaviour. Various stages of human development included in this paper will enable the students to know the role of various factors affecting development process of an individual and the ways of adjusting with the environment.

Course outcome: After completion of this course, learners will be able to know about the nature of educational psychology, mental or intellectual abilities of students and their role in learning along with an idea about the application of statistics in the field of education.

Unit 1(Total lectures: 10): Psychology and Education

- Meaning of psychology
- Meaning, nature and scope of educational psychology
- Need of studying educational psychology for a teacher

Unit 2(Total lectures: 15): Stages of human development

- Infancy, its basic developmental characteristics
- Childhood and its basic developmental characteristics
- Adolescence, its developmental characteristics
- Needs and problems of adolescence

Unit 3(Total lectures: 10): Memory and Forgetting

- Meaning and factors of memory
- Characteristic of good memory
- Types of memory
- Economic methods of memorization
- Forgetting and its causes

Unit 4(Total lectures: 10): Statistics in education

- Importance of statistics in education
- Computation of mean, median and mode
- Graphical representation of data (histogram, polygon, pia-diagram, bar-diagram)

Recommended books and references

1. Barua, Jatin: Siksha Manobijngan. Guwahati: L.B.S
2. Barua, Jatin: SiksharManobijnganbhittik Adhyayan. Guwahati: L.B.S
3. Bhatia & Bhatia: Psychological foundationsof education. Delhi: Kalyani Publications

EDN3103IDC: History of Indian Education with reference to Assam**Total Lectures: 45****Credits: 3**

Course Objectives: The objective of this course is to give students an idea about the education system in India prior independence in general and Assam in particular. The knowledge of constitutional provisions of Indian education included in the course will enable the students to understand the duties and responsibilities of a state towards education of its people which is very important for students in a democratic country

Course outcome: After completion of this course students will be able to know about the education system during pre-independence period and the efforts taken by the British rulers in the field of education. The students will also be acquainted with the problems of education in Assam in particular and the role of the Constitution in upliftment of Indian education.

Unit 1(Total lectures: 10):Indian education during British period

- Charter Act of 1813
- Anglicist-Classical controversy
- Downward Filtration Theory

Unit 2(Total lectures: 10): Educational efforts under British rule

- Wood despatch, 1854 and its result
- Major recommendations of Hunter Commission regarding primary education
- Basic Education, 1937 and its merits and demerits

Unit 3(Total lectures: 15):Education in Indian Constitution

- Constitutional provision of Indian education
- Universalization of primary education
- Wastage and stagnation in education

Unit 4(Total lectures: 10): Education in Assam

- Educational activities by the Christian Missionaries in Assam
- Problems of education in Assam
- Assam Primary Education Act 1926

Recommended books and references

4. Aggarwal, J.C :Adult Education. Delhi: Doaba House
5. Chandra, Dr. S.S: Adult and Non-formal education. Delhi: Surajeet Publications
6. Goswami, Dulamani: Literacy and Development. Ghy: DVS Publishers
7. Kalita, Utpal: Abirata Shiksha aruDurattaShiksha.Ghy: Shanti Prakashan



SEC :: Skill Enhancement Course/Papers

EDN1103SEC: Skill of Public Speaking**Total Lectures: 45****credit-3**

Course Objectives: The objective of this course is to give students knowledge about the role of public speaking skill as a life skill, qualities of a good public speaker and the techniques of acquiring those skills.

Course Outcome: After completing this course students will be able to know about various ways of becoming a good public speaker and how to make effective communication with other

UNIT 1(Total lectures: 25): Skill of Public Speaking

- Importance of Public Speaking
- Elements of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation
- Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption
- How to become a good public speaker

Unit 2(Total lectures: 20): Communication Process

- Meaning of Communication
- Communication Cycle
- Types of Communication: oral, written and non-Verbal
- Barriers of Communication
- Ways of Effective Communication

EDN2103SEC: Preparing Bio-data and Facing Interview**Total Lectures: 45****credit-3**

Course Objectives: The objective of this course is to give students an idea about different types of bio-data, how to prepare a good bio-data and the role of a bio-data while facing an interview.

Course Outcome: After completing this course students will be able to prepare a good bio-data for his various purposes and it will help them to develop confidence for facing an interview

UNIT 1(Total lectures: 20): Bio-data

- Meaning and Types of Bio-data
- Do's and Donot's in a Bio-data
- Differences among Bio-data, Resume and Curriculum Vitae
- Advantages of Bio-data
- How to prepare a Good Bio-data

Unit 2(Total lectures: 25): Interview

- Meaning and purpose of Interview
- Different types of Interviews: Structured interview, Unstructured interview and vocational interview
- Features of a good interview
- Advantages of interview
- Skills of facing interview

EDN3103SEC: Skills of Teaching**Total Lectures: 45****credit-3**

Course Objectives: The objective of this course is to give students an idea about various teaching skills needed in classroom transaction, importance of lesson plan for effective teaching-learning process and the uses of various teaching learning materials used by a teacher in the classroom.

Course Outcome: After completing this course students will be able acquire different teaching skills used in classroom transaction and will develop skill of preparing lesson plan and teaching skill in classroom practice.

UNIT 1(Total lectures: 25): Teaching Skill

- Meaning and concept of Teaching Skill
- Some importance teaching skills (Introduction Skill, Blackboard Writing, Questioning Skill and Illustration Skill)
- Meaning and type of audio-visual aids
- Uses of audio-visual aids in teaching skill

Unit 2(Total lectures: 20): Lesson Plan

- Meaning and Importance of Lesson Plan
- Criteria of a good Lesson Plan
- Steps of preparing a Lesson Plan
- Preparing a Lesson Plan

