

COURSE OUTLINE

(SYLLABUS)

FOR

THREE YEAR DEGREE COURSE (TDC)

SUBJECT: EDUCATION

(HONOURS)

STREAM: ARTS (B.A)

2018

(AS PER THE GUIDELINES OF THE CBCS COURSE
STRUCTURE OF ASSAM UNIVERSITY, SILCHAR)



DEPARTMENT OF EDUCATION

A.M SCHOOL OF EDUCATIONAL SCIENCES

ASSAM UNIVERSITY, SILCHAR - 788011

CHOICE BASED CREDIT SYSTEM (CBCS)

T.D.C SYLLABUS (B.A)

Course Structure for Honours Course

TABLE - A

Serial No.	Name of Courses	No. of Courses	Total Credit	Total Marks
1	Core Course (CC)	14	14x6=84	14x100=1400
2	Discipline Specific Elective Course (DSE)	04	4x6=24	4x100=400
3	Ability Enhancement Compulsory Course (AECC)	02 a) Eng. Communication/ MIL Communication b) Environmental Studies	2x4=8	2x50=100
4	Skill Enhancement Elective Course (SEC)- Skill Based	02	2x4=8	2x50=100
5	Generic Elective (GE)- Unrelated from Discipline/ Paper from other Discipline	04	4x6=24	4x100=400
	GRAND TOTAL	26	148	2400

Course Details for Six Semesters (Honours)

EDUCATION

TABLE - B

Semester	Core course (CC) - 14 Nos.	Ability Enhancement Compulsory Course (AECC) - 2 Nos.	Skill Enhancement Course (SEC) - 2 Nos.	Discipline Specific Elective Course (DSE) - 4 Nos.	Generic Elective (GE) - 4 Nos.
I	EDUCATION -C-101 EDUCATION -C-102	Eng. Communication/ MIL Communication			GE - 101 (DSC - 101)
II	EDUCATION -C-201 EDUCATION -C-202	Environmental Science			GE - 201 (DSC - 201)
III	EDUCATION -C-301 EDUCATION -C-302 EDUCATION -C-303		EDUCATION - SEC - 301		GE - 301 (DSC - 301)
IV	EDUCATION -C-401 EDUCATION -C-402 EDUCATION -C-403		EDUCATION - SEC - 401		GE - 401 (DSC - 401)
V	EDUCATION -C-501 EDUCATION -C-502	EDUCATION - DSE - 501 EDUCATION - DSE - 502			
VI	EDUCATION -C-601 EDUCATION -C-602	EDUCATION - DSE - 601 EDUCATION - DSE - 602			

Note: 1. Students of Education (Honours) will have to study Education DSE and Education SEC papers along with 14 core papers.

2. Students are to choose Generic Elective (GE) Papers (Total - 4 Papers) in Subject other than the Honours Subject (Education).

3. It should be noted that Generic Elective (GE) Papers and Discipline Specific Course (DSC) Papers (Pass Course) shall have the same Syllabus Contents. For instance, a student opts History as Honours Subject and Education as a GE, then the Syllabus Contents of his/her GE Papers (Education) shall be the same as DSC Papers of Education Pass Course.

Semester wise list of course papers to be studied by a Student with Education Honours

TABLE - C

Semester	Course(s)/Papers	Name of the Course/Paper	Credit
First	EDUCATION – C-101	PRINCIPLES AND PRACTICES OF EDUCATION	6
	EDUCATION – C-102	PSYCHOLOGICAL DEVELOPMENT OF THE LEARNER	6
Second	EDUCATION – C-201	EDUCATIONAL PSYCHOLOGY	6
	EDUCATION – C-202	PHILOSOPHY OF EDUCATION	6
Third	EDUCATION – C-301	SOCIOLOGY OF EDUCATION	6
	EDUCATION – C-302	EDUCATIONAL TECHNOLOGY	6
	EDUCATION – C-303	EDUCATIONAL MANAGEMENT	6
	EDUCATION – SEC-301	YOGA AND LIFE SKILL EDUCATION	4
Fourth	EDUCATION – C-401	HISTORY AND CONTEMPORARY SYSTEM OF EDUCATION IN INDIA	6
	EDUCATION – C-402	MEASUREMENT AND EVALUATION IN EDUCATION	6
	EDUCATION – C-403	CURRICULUM DEVELOPMENT	6
	EDUCATION – SEC-401	APPLICATION OF ICT IN EDUCATION	4
Fifth	EDUCATION – C-501	ELEMENTS OF RESEARCH AND STATISTICS IN EDUCATION	6
	EDUCATION – C-502	GUIDANCE AND COUNSELLING	6
	EDUCATION – DSE-501	TEACHING LEARNING METHODS AND PEDAGOGY	6
	EDUCATION – DSE-502	TRENDS AND ISSUES IN EDUCATION	6
Sixth	EDUCATION – C-601	ENVIRONMENTAL EDUCATION	6
	EDUCATION – C-602	PSYCHOLOGICAL PRACTICAL AND PROJECT WORK	6
	EDUCATION – DSE-601	COMPARATIVE EDUCATION	6
	EDUCATION – DSE-602	TEACHER EDUCATION	6

FIRST SEMESTER

PAPER – EDUCATION - C- 101 PRINCIPLES AND PRACTICES OF EDUCATION (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquaint learners with scientific and sound principles and theories of education.
2. To make learners understand the concept, nature and scope of education.
3. To acquaint learners with knowledge about different aims of education.
4. To familiarize learners with different dimensions of curriculum and teaching.
5. To make learners acquire knowledge about the concept of discipline and freedom.
6. To make students understand various agencies of education including emerging agencies in this era of information age.

COURSE CONTENTS

UNIT: 1: BASIC CONCEPTS OF EDUCATION

- 1.1 - Meaning, Definition and Scope of Education
- 1.2 -Types of Education (Formal, Informal and Non-formal)
- 1.3 - Functions of Education
- 1.4 - Education as a Process and Product
- 1.5 - Philosophical Interpretation of Education (Idealism, Naturalism, Pragmatism)

UNIT-2: AIMS, OBJECTIVES AND GOALS OF EDUCATION

- 2.1 - Meaning and Importance of Aims of Education, Determinants of Aims
- 2.2 - Individual and Social Aims of Education,
- 2.3 - Aims of Education in a Democracy, Education, Democracy and Secularism
- 2.4 - Changing Goals of Education – UNESCO and its Goals and Functions
- 2.5 - Delors Commission (1996), Millennium Development Goals (MDG)

UNIT-3: DISCIPLINE AND EDUCATION

- 3.1 - Meaning, Concept and Need of Discipline
- 3.2 - Discipline and Order
- 3.3 - Freedom and Discipline, Free Discipline
- 3.4 -Role of Reward and Punishment in School
- 3.5 - Maintenance of School Discipline-Problems and Means

UNIT-4: CURRICULUM AND TEACHING

- 4.1 - Curriculum-Meaning (Traditional and Modern), Nature and Types
- 4.2 - Co-curricular activities- Meaning, Types and Importance
- 4.3 - Teaching – Meaning, Principles and Maxims
- 4.4 - Methods of teaching – Lecture, Demonstration, Seminar and Project Method
- 4.5 - Qualities and Responsibilities of Teachers

UNIT-5: AGENCIES OF EDUCATION

5.1 - Family and Peer Group

5.2 - School, Community and Education

5.3 - State and NGOs

5.4 - UNO, UNESCO

5.5 - Media, Internet (Wikis, Blogs, Social Networking Sites)

SUGGESTED READINGS:

1. Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi.
2. Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House: New Delhi.
3. Association of Indian Universities (AIU (1998). Society, Education and Development, (Selections from University News -1): AIU Publications: New Delhi.
4. Bhatia, K. and Bhatia, B.D. (2004). Theory and Principles of Education, Doaba House, Delhi.
5. Bhattacharya, Srinibas (2008). Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
6. Bruner, J.S. (1966). Towards a theory of Instruction, Harvard University, Press: New York.
7. Dash, B.N. (2010). Curriculum Planning and Development, Dominant Publishers and Distributors: New Delhi.
8. Duffy, P., and Bruns, A. (2006). The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities. In Proceedings Online Learning and Teaching Conference 2006, pages pp. 31-38, Brisbane. Retrieved from: <http://eprints.qut.edu.au>
9. Havighurst, R.J. and Newgarten, B.L. (1967). Society and Education, Allyn and Bacon Inc.: Boston.
10. Mathur, S.S. (1997). A Sociological Approach to Indian Education, Vinod Pustak Mandir: Agra.
11. Ottaway, A.K.C. (2010). Education and Society, Routledge and Keegan Paul: London.
12. Purkait, B.R. (2006). Principles and Practices in education, New Central Book Agency (P) Ltd.: Kolkata.
13. Ravi, S.S. (2011). A Comprehensive Study of Education, Prentice - Hall India Private Limited.: New Delhi.
14. Ross, J. S. (1947). Groundwork of Educational Theory, George G. Harper and Co. Ltd.: London.
15. Taneja, V.R. (1995). Educational Thought and Practice Sterling Publications: New Delhi.
16. UNESCO (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors Commission): UNESCO, Paris.
17. UNO (2000). United Nations Millennium Declaration, Millennium Summit of the United Nations: UNO, Sept. 08, 2000.

Other Internet/Web Source:

Educational Networking (2012): Educational Networking (Online), Available: <http://www.educationalnetworking.com/>

FIRST SEMESTER

PAPER – EDUCATION - C- 102 PSYCHOLOGICAL DEVELOPMENT OF THE LEARNER (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquaint learners with scientific and sound principles and theories of education.
2. To understand the concept, nature and scope of education.
3. To gain knowledge about different aims of education.
4. To familiarize learners with different dimensions of Education such as the learner, the teacher and the curriculum.
5. To acquire knowledge about the concept of discipline and freedom.
6. To expose the students to modern trends of education – particularly value education.

COURSE CONTENTS

UNIT-1: BASIC IDEAS OF GROWTH AND DEVELOPMENT

- 1.1 - Growth and Development – Stages, Factors and Principles of Growth and Development
- 1.2 - Physical and Motor Development - Factors Affecting Physical and Motor Development, Importance of Physical and Motor Development
- 1.3 - Cognitive Development - Brief Outline of Piaget’s Theory of Cognitive Development
- 1.4 - Emotional, Social and Moral Development – Types and Characteristics of Emotions
- 1.5 - Kohlberg Theory of Moral Development, Erikson’s Theory of Psycho-social Development

UNIT-2: DEVELOPMENT DURING INFANCY

- 2.1 - General Characteristics of Infancy
- 2.2 - Physical, Sensory and Motor Development – Trends and Patterns
- 2.3 - Emotional and Speech Development – Patterns of Emotions and Speech
- 2.4 - Development of Cognition – Elementary Forms of Knowledge

UNIT- 3: DEVELOPMENT DURING CHILDHOOD

- 3.1 - Development characteristics of Childhood
- 3.2 - Physical and Motor Development – Trends and Patterns
- 3.3 - Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns and Control
- 3.4 - Personality and Social Development-Social Development in Early and Later Childhood

UNIT-4: DEVELOPMENT OF ADOLESCENTS

- 4.1- Development characteristics of Adolescence Period-Age of Transition
- 4.2- Mental and Emotional Development: Characteristics of Intellectual Behaviour and Emotions, Emotional Patterns of Adolescents

- 4.3 - Personality and Social Development- Development of Self-concept and Identity among Adolescents
- 4.4 - Role of family, Peer Groups and School on Personality Development of Adolescents
- 4.5 - Problems of Adjustment - Delinquent Behaviours and Remedies

UNIT-5: LEARNER AND LEARNING BEHAVIOUR

- 5.1 - Learning- Meaning, Factors Types of Learning (Cognitive, Affective and Psychomotor), Gagne's Types of Learning
- 5.2 - Laws and Approaches of Learning: Connectionism (Trial and Error Approach) and Its Implications in Education
- 5.3 - Cognitive Approach (Insight Learning) and its Implications in Education
- 5.4 - Characteristics of Learner - Children and Adolescents
- 5.5 - Individual Differences in Learning

SUGGESTED READINGS:

1. Baron, R.A. (2002). Psychology, Pearson: New Delhi.
2. Berk, L.E. (2003) .Child development, Pearson Education: New Delhi.
3. Biehler, R.F. & Snowman, J. (1993). Psychology applied to teaching. Houghton Mifflin
Harcourt: Boston.
4. Brown, C. (2008). Developmental Psychology: A Course Companion, Sage Publications:
New Delhi.
5. Chaube, S.P. (2011). Developmental Psychology. Neelkamal Publications Pvt. Ltd.:
Hyderabad, New Delhi.
6. Chauhan, S.S. (2007). Advanced Educational Psychology, Vikash Publishing House
Pvt. Ltd.: New Delhi.
7. Feldman, R.S. (2011). Discovering the Life Span, Pearson, India: New Delhi.
8. Harris, M. (2000). Developmental Psychology: A Student's Handbook. TATA
McGraw Hill Education (India) Pvt. Ltd.: New Delhi.
9. Hurlock, E.B. (1997). Child Psychology, Tata McGraw-Hill Publishing Company
Limited: New Delhi.
10. Hurlock, E.B. (2004). Developmental Psychology: A Life Span Approach, Tata
McGraw-Hill Publishing Company Limited: New Delhi.
11. Mahmud, J. (2004). Development Psychology, APH Publishing Corporation: New
Delhi.
12. Manivannam, M. (2011). Psychology of Learning and Human Development,
Neelkamal
Publications Pvt. Ltd.: Hyderabad, New Delhi.
13. Papalia, D., Olds, S. & Feldman, R. (2004). Human Development, 9th Ed.,
McGraw-Hill Education (India) Pvt. Ltd.: New Delhi.
14. Richardson, K. (2008). Developmental Psychology: How Nature and Nurture Interact,
Routledge: London.
15. Shaffer, D. R. & Katherine, K. (2009). Development Psychology Childhood and
Adolescence, Cengage Learning: New Delhi.

SECOND SEMESTER

PAPER – EDUCATION - C- 201 EDUCATIONAL PSYCHOLOGY (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To enable the understanding students to acquire basic knowledge and understanding on psychological foundation of education.
2. To realize the relationship between Psychology and education.
3. To enable the students to develop basic skills in psychology and their implications in education in solving educational problem.
4. To develop an understanding about theories of learning
5. To acquaint them with the knowledge of Intelligence and Creativity.

COURSE CONTENTS

UNIT-1: PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY: INTRODUCTION

- 1.1 - Concept of Psychology and Educational Psychology
- 1.2 - Relation between Education and Psychology
- 1.3 - Scope of Educational Psychology
- 1.4 - Different Perspective in Psychology (Biological, Cognitive Developmental-A Brief Overview)
- 1.5 - Methods of Educational Psychology (Introspection, Observation and Experimentation)

UNIT-2: BASIC PSYCHOLOGICAL CONCEPTS AND PROCESS

- 2.1 - Sensation and Perception - Factors Influencing Sensation and Perception, Educational Implications
- 2.2 - Instinct –Meaning, concept, modification of instinct, Emotion –Meaning and Concept, Relationship between Instinct and Emotion
- 2.3 - Attention and Interest - Selective and Divided attention, Role of Attention in the Cognitive Process, Condition of Attention, Interest –Meaning and Conditions, Educational Implication of Attention and Interest
- 2.4 - Memory: Acquisition, Storage and Retrieval of Information, Types and Marks of Good Memory
- 2.5 - Forgetting and Its Causes

UNIT-3: LEARNING AND MOTIVATION

- 3.1 - Learning – Meaning and Nature, Learning and Maturation
- 3.2 - Theories of learning- Field Theory, Operant Conditioning, Gagne’s Theory of

- Learning,
Constructivism and their Educational Implications
- 3.3 - Meaning, Types and Factors of Motivation
 - 3.4 - Theory of Achievement Motivation, Maslow Need Hierarchy Theory
 - 3.5 - Role of Motivation in Learning

UNIT - 4: PERSONALITY AND ADJUSTMENT

- 4.1 - Meaning of Personality
- 4.2 - Type and Trait theories –Type Theory –Sheldon and Jung
- 4.3 - Trait theory- Cattell, Allport, The Big Five Model
- 4.4 - Psycho-analytic Theory-Freud
- 4.5 - Meaning and Concept of Adjustment, Characteristics of a Well Adjusted Person, Mal-adjustment and Defence Mechanisms

UNIT-5: INTELLIGENCE AND CREATIVITY

- 5.1 - Meaning and Nature, Influence of Heredity and Environment on Intelligence
- 5.2 - Theories of Intelligence –Spearman, Guilford and Gardner
- 5.3 - Meaning, Nature and Stages of Creativity, Relation between Creativity and Intelligence
- 5.4 - Development and Identification of Creativity, Fostering Creativity among Learners
- 5.5 - Concept and Development of Intelligent Quotient (IQ) and Emotional Intelligence

SUGGESTED READINGS:

1. Aggarwal J. C., (2014). Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
2. Bhatia & Bhatia (1981). Textbook of Educational Psychology, Doaba House: New Delhi.
3. Bhatia H. R. (1997). A Textbook of Educational Psychology, MacMillan: New Delhi.
4. Chatterjee S. K. (2000). Advanced Educational Psychology, Books & Allied Pvt. Ltd.: New Delhi.
5. Chauhan S. S. (1990). Advanced Educational Psychology, Vikas Publication House: New Delhi.
6. Dandekar W. N. (1995). Fundamentals of Educational Psychology, M. Prakashan: Poona.
7. Goleman, D. Emotional Intelligence, Bloomsbury Publishing: London.
8. Hall, Calvin, S. and Lindzey, Gardner (1985). Theories of Personality, Willey Eastern Limited: New Delhi.
9. Lahey R.B. Graham J. E. & others (2000). An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers: New Delhi.
10. Ormrod, J.E., Jones, B. (2014). Essentials of Educational Psychology with Access Code: Big Ideas to Guide Effective Teaching, Pearson: London.
11. Mangal, S.K. (2009). Essentials of Educational Psychology, Prentice Hall of India: New Delhi.

12. Mangal, S.K. (2005). *Advanced Educational Psychology*, Prentice Hall of India: New Delhi.
13. Santrock, John W. (2011). *Educational Psychology*, McGraw-Hill Education: New York.
14. Sharma R.N. and Sharma R.K. (2003). *Advanced Educational Psychology*, Atlantic Publishers and Distributors: New Delhi.
15. Walia J.S. *Foundations of Educational Psychology*, Paul Publishers: Jalandhar.
16. Woolfolk, Anita (2008). *Educational Psychology*, Pearson: New Delhi.
17. Woolfolk, Anita and Shivani, Vij (2017). *Educational Psychology*, Pearson: New Delhi.

SECOND SEMESTER

PAPER – EDUCATION - C- 202 PHILOSOPHY OF EDUCATION (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

COURSE CONTENTS

UNIT-1: PHILOSOPHY, EDUCATION AND SCIENCE

- 1.1 - Meaning and Nature
- 1.2 - Scope and Branches of Philosophy
- 1.3 - Philosophy of Education - Meaning, Nature, Scope and Functions
- 1.4 - Philosophy and Education –Relationship and Importance of Philosophy of Education
- 1.5 - Philosophy and Science

UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY

- 2.1 - A brief outline of Indian Philosophy of Education
- 2.2 - Implication of Vedic Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
- 2.3 - Implication of Buddhist Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline
- 2.4 - Educational Philosophy of Samkhya – Aims and Principles
- 2.5 - Educational Philosophy of Yoga - Aims and Principles

UNIT-3 WESTERN SCHOOLS OF PHILOSOPHY

- 3.1 - Educational Thought and Practices in Ancient Greece (Athens and Sparta) and Rome - Aims and Features
- 3.2 - Idealism and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline
- 3.3 - Naturalism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- 3.4 - Pragmatism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- 3.5 - Naturalism and Pragmatism- Similarities and Dissimilarities

UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS

4.1 - Rabindranath Tagore

4.2 - Mahatma Gandhi

4.3 - Sri Aurobindo

4.4 - Swami Vivekananda

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS

5.1 - Plato

5.2 - Rousseau

5.3 - John Dewey

5.4 - Frobel

(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

SUGGESTED READINGS:

1. Aggrawal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekhar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood cliffs: New Jersey.
5. Brubacher, John S. (1962). Eclectic Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
6. Brubacher, John S. (1962). Modern Philosophies of Education, McGraw-Hill: New York.
7. Chaube, S.P., 1975. Recent Philosophies of Education in India, Ram Prasad and Sons: Agra.
8. Curtis, S.J., 1968. Introduction to the Philosophy of Education, London University, Tutorial Press: London.
9. Mookherjee, K.K. (1972). Some Great Educators of the World, Das Gupta and Co Pvt. Ltd.: Calcutta.
10. Mukherjee, S. (2007). Contemporary Issues in Modern Indian Education, Authors Press: New Delhi.
11. Mukherjee, S.N. (1966). History of Education in India, Acharya Book Depot: Baroda.
12. Noddings, Nel (2011). Philosophy of Education, Westview Press: Boulder.
13. O' Conor, D.J. (1987). An Introduction to the Philosophy of Education, Routledge Kegan Paul: London.
14. Ozmon, H.A. and Craver, S.M. (1999). Philosophical Foundations of Education, Merrill Pub Co.: New York.
15. Pandey, R.S. Major Philosophies of Education. Vinod Pustak Mandir: Agra.

16. Ravi, S.S. (2015). *Philosophical and Sociological Bases of Education*, Prentice-Hall of India Pvt. Ltd.: New Delhi.
17. Rocha, Samuel D. (2014). *A Primer for Philosophy of Education*, Cascade Books: Oregon.
18. Saiyidain, K. G. (1970). *Facts of Indian Education*, NCERT: New Delhi.
19. Sharma, Ramnath (2000). *Textbook of Educational Philosophy*, Kanishka Publications: New Delhi.
20. Somnath Agrawal (2007). *Philosophical Foundation of Education*, Authors Press: New Delhi.
21. Tiwary, Ranjeet, K (2015). *Samkhyagyanomanjori*, Bharati Prakashan: Varanasi.

THIRD SEMESTER

PAPER – EDUCATION - C- 301 SOCIOLOGY OF EDUCATION

(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

The course is designed to enable the undergraduate students to-

1. Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
2. Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
3. Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS

UNIT-1: SOCIOLOGY OF EDUCATION: BASIC IDEAS

- 1.1 - Meaning, Nature and Scope of Sociology of Education
- 1.2 - Sociology of Education and Educational Sociology
- 1.3 - Education and Society
- 1.4 - School as a Social Sub-system
- 1.5 -Theoretical Foundations of Sociology of Education-Functionalism and Conflict Theory

UNIT-2: EDUCATION, SOCIETY AND CULTURE

- 2.1 - Meaning and Characteristics of Culture
- 2.2 - Culture and Educational System, Cultural Lag
- 2.3 - Culture and Indian Education
- 2.4 -The Varna System, Class and Caste in Indian Society
- 2.5 - Influence of Multiculturalism and Pluralism in Education

UNIT-3: SOCIAL CHANGE AND SOCIALISATION

- 3.1 - Social Change- Meaning and Factors Responsible for Social Change
- 3.2 - Education and Process of Social Change- Sanskritisation, Westernisation and Modernisation
- 3.3 - Education and Social Change
- 3.4 - Meaning, Nature and Process of Socialisation
- 3.5 - Agencies of Socialization - Family, School, Peer Group, Mass Media

UNIT-4: SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL

- 4.1 - Meaning, Characteristics and Types of Social Stratification

- 4.2 - Meaning and Types of Social Mobility
- 4.3 - Education and Social Mobility
- 4.4 - Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities - Class, Caste, Gender), Equality of Educational Opportunity
- 4.5 - Meaning of Social Control, Role of Education as a Means of Social Control

UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- 5.1 - Meaning, Characteristics and Types of Social Groups, and Their Implications for Education
- 5.2 - Group Dynamics- Meaning and Implications for Education
- 5.3 - Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation
- 5.4 - Leadership- Meaning, Nature and Styles of Leadership
- 5.5 - Role of Education for the Inculcation of Leadership Skills

SUGGESTED READINGS:

1. Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
2. Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
3. Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5th Edition): London.
4. Banks, O. (1976). The Sociology of Education (3rd Edition), B.T. Batsford: London.
5. Bennett, C. (1990). Comprehensive Multicultural Education: Theory and Practice, Allyn and Bacon: London.
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8. Boudon, R. (1973). Education, Opportunity and Social Inequality, Wiley: New York.
9. Dube, S.C. (1992). Indian Society, National Book Trust, India: New Delhi.
10. Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe.
11. Floud, J.E. and A.H. Halsey. (1958). The Sociology of Education, Current Sociology.
12. Floud, J.E., A.H. Halsey and F.M. Martin. (1957). Social Class and Educational Opportunity, Heinemann: London.
13. Ghurye, G.S., (2016). Caste and Race in India, SAGE Publications: New Delhi.
14. Gore, M.S.: Indian Education-Structure and Process, Rawat Publications: Jaipur and New Delhi.
15. Haralambos, M. and R.M. Heald. (1980). Sociology: Themes and Perspectives, Oxford University Press: New Delhi.
16. Inkeles, Alex (1999). What is Sociology? Prentice Hall of India Pvt. Ltd.: New Delhi.
17. Jayaram, N. (2015). Sociology of Education in India (Second Edition), Rawat Publications: Jaipur, New Delhi.
18. Mannheim, Karl and Stewart, W.A.C. An Introduction to Sociology of Education, Routledge and Kegan Paul: London.

19. Mathur, S. S. A Sociological approach to Indian Education, Vinod Pustak Mandir: Agra.
20. Morrish, I (1972).The Sociology of Education: An Introduction. Unwin Education Books: London.
21. Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
22. Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipur and New Delhi.
23. Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and New Delhi.
24. Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

THIRD SEMESTER

PAPER – EDUCATION - C- 302 EDUCATIONAL TECHNOLOGY (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

The learners will be able to:

1. Understand the meaning, scope, importance and approaches of educational technology.
2. Understand classroom communication process and open and distance mode of learning.
3. Acquire knowledge and skill in innovative teaching strategies such as micro-teaching and programme learning.
4. Manipulate various teaching aids and apply models of teaching in classroom instruction.
5. Acquire skill in the application of ICTs and emerging technologies in teaching-learning process.

COURSE CONTENTS

UNIT- 1: BASIC CONCEPTS

- 1.1 - Educational Technology- Meaning, Nature, Objectives and Scope
- 1.2 - Approaches (Hardware, Software and System approach)
- 1.3 - Forms/Types of Education Technology - Teaching Technology, Instructional Technology and Behavioural Technology
- 1.4 - Instructional Design
- 1.5 - Importance of Educational Technology in both Conventional and Distance Mode of Teaching

UNIT- 2: CLASSROOM COMMUNICATION AND MULTIMEDIA

- 2.1 - Meaning, Types and Process of Communication, Communication Channel
- 2.2 - Classroom communication, Factors and Barriers to Classroom Communication
- 2.3 - Mass Media in Teaching-Learning - Role of Media in Teaching-Learning, Types of Media (Print and Electronic), Newspaper, Television and Internet and their Application In Learning
- 2.4 - Multimedia Approach as Instructional Technique: Characteristics, Components, Advantages and Limitations
- 2.5 - Means of Communication in Open and Distance Learning (ODL)

UNIT- 3: INNOVATIVE INSTRUCTIONAL STRATEGIES

- 3.1 - Programmed Learning – Meaning, Principles, Objectives and Types
- 3.2 - Linear Programming

- 3.3 - Micro-teaching – Meaning, Features, Cycle and Phases, Advantages and Limitations
- 3.4 - Simulated Teaching- Meaning, Objectives, Features, Advantages and Limitations
- 3.5 - Computer Assisted Education – Meaning, Features, Advantages and Limitations, Computer Managed Learning (CML)

UNIT-4: TEACHING AIDS AND MODELS OF TEACHING

- 4.1 - Teaching Aids – Meaning, Classification, Advantages and Disadvantages
- 4.2 - Projected Aids (Film Strips, Overhead and LCD Projector)
- 4.3 - Non-projected Aids (Working Models, Educational Television, Radio, CCTV, Field Trips)
- 4.4 - Models of Teaching – Meaning, Elements and Classification
- 4.5 - Concept Attainment and Advance Organizer Models

UNIT-5: RECENT TRENDS IN EDUCATIONAL TECHNOLOGY

- 5.1 - ICTs in Education- Meaning, Scope, Types
- 5.2 - Online Education, Virtual Classroom, E-learning and Blended Learning (Flipped Classroom)
- 5.3 -Teleconferencing and Videoconferencing – Meaning, Characteristics, Advantages and Limitations
- 5.4 - Satellite Based Education - EDUSAT – Features, Components and Advantages of EDUSAT in India
- 5.5 - Implications of ICTs in Classroom Learning

SUGGESTED READINGS:

1. Aggarwal, J.C. (2009). Essentials of Educational Technology. Vikas Publishing House: New Delhi.
2. Association of Indian Understanding (AIU). Information Technology in Higher Education. (Selected Volume), AIU Publications: New Delhi.
3. Berlo, D.K.(1960). The Process of Communication. International Thomson Publishing: London.
4. Bernard M.C. (1967). An Introduction to Teaching, University of London Press: London.
5. Bloom B.S. (ed), (1956). Taxonomy of Educational Objectives, Long man and Green Co.: New York.
6. Chauhan, S.S. (1989). Innovations in Teaching Learning Process, Vikas Publishing House: New Delhi.
7. Dale, E (1954). Audio Visual Methods in Teaching, Holt Rinehart and Winston: New York.
6. Dececco, John. P. (1970). The Psychology of Learning and Instruction of Technology: New Delhi.
8. Goel, Arun and Goel, S.L. Distance Education in the 21st Century-Deep & Deep Publications: New Delhi.
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11. Mangal, S.K. (2009). Essentials of Educational Technology, Prentice Hall of India: New Delhi.
12. NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
13. Spector, J. Michael (2015). Foundations of Educational Technology, Routledge (2nd Edition): London.
14. UNESCO. (2002). Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development. Paris: UNESCO.

THIRD SEMESTER
PAPER – EDUCATION - C- 303

EDUCATIONAL MANAGEMENT
(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

To enable the undergraduate students to:

1. Acquaint with basic theoretical understanding of educational planning management and administration.
2. Develop necessary managerial, administrative and leadership skills.
3. Equip knowledge in quality management, institutional planning and educational supervision.
4. Acquaint with educational finance and administrative machinery both at central and state level with special reference to Assam.

COURSE CONTENTS

UNIT-1: BASIC CONCEPTS OF MANAGEMENT AND EDUCATIONAL MANAGEMENT

- 1.1 - Meaning and Principles of Management (Henry Fayol)
- 1.2 - Meaning and nature of Educational Administration and Educational Management, Management and Administration (Differences)
- 1.3 - Functions and Scope of Educational Administration and Management
- 1.4 - Characteristics of Educational Management
- 1.5 - Types of Educational Management (Centralised - Decentralised; Autocratic, Democratic and Laissez Faire; Participatory Management)

UNIT-2: EDUCATIONAL ORGANISATIONS AND LEADERSHIP SKILL

- 2.1 - Educational Institutions as Organisations-Nature and Characteristics
Organisational Climate (Classroom Climate)
- 2.2 - Meaning and Nature of Leadership
- 2.3 - Theories of Leadership (Fiedler's Contingency Theory of Leadership)
- 2.4 - Styles of Leadership
- 2.5 - Educational Leadership and Development of Leadership Skill

UNIT-3: EDUCATIONAL PLANNING, INSTITUTIONAL MANAGEMENT AND QUALITY MANAGEMENT

- 3.1 - Meaning and Nature, and Approaches of Educational Planning
- 3.2 - Institutional Planning - Meaning, Nature and Characteristics

- 3.3 - Management of Time Table, Curricular and Co-curricular Activities, School Plant
- 3.4 - Quality in Higher Education – Accreditation (Concept and Parameters)
- 3.5 - Total Quality Management (TQM)

UNIT-4: EDUCATIONAL SUPERVISION

- 4.1 - Meaning, Nature, Scope and Functions of Educational Supervision
- 4.2 - Inspection versus Supervision
- 4.3 - Planning Organising and Implementing Supervisory Programmes
- 4.4 - Importance of Supervision in Educational Organisation
- 4.5 - Qualities of an Educational Supervisor

UNIT-5: MANAGEMENT OF FINANCIAL RESOURCES AND MACHINERY OF ADMINISTRATION

- 5.1 - Problems and Sources of Educational Finance
- 5.2 - Educational Expenditure and Budget
- 5.3 - Central Level Administration (UGC, NUEPA, NCERT)
- 5.4 - State Level Administration (SCERT, DIET)
- 5.5 - School Administration in Assam – Structure and Problems

SUGGESTED READINGS:

1. Aggarwal, J.C. (1967). Educational Administration, Management and Supervision Arya Book Depot: New Delhi.
2. Ahuja, A.K (2007). Educational Management, Planning and Finance, Authors Press: New Delhi.
3. Bhatnagar, R.P and Aggarwal, V (2001). Educational administration, Supervision Planning and Financing, R. Lall Book Depot: Meerut, U.P.
4. Bhattacharya, S. (2012). Educational Management – Theory and Practice, EBH Publishers: Guwahati, Assam.
5. Drucker, P.F. (1973). Management: Tasks, responsibilities and Practices, Harper and Row: New York.
6. Gurung, Ananda, W.P. (1984) General Principles of Management for Educational Planner and Administrators, Paris: UNESCO.
7. Kochhar, S.K. Secondary School Administration. Sterling Publishers: New Delhi.
8. Lunenburg, F.C. and Ornstein, A.C (2012). Educational Administration: Concepts and Practices, Wadsworth Pub (6th edition): Belmont, California, USA.
9. Mohanty, Jaggannath Educational Administration, Supervision and School Management, Deep and Deep Publications: New Delhi.
10. Mukherjee, S.N. Administration of Education in India Acharya Book Depot: Vadodara.
11. Mathur, S.S. Theory and Practice of Management: Education in India: Today and Tomorrow, Vinod Pustak Mandir: Agra.
12. Naik, J.P. (1968). Educational Planning in India, Allied Publishers: Bombay.
13. NUEPA, (1986). Educational Management in India, NUEPA: New Delhi.

14. Premila, C.S. (1997). Educational Planning and Management, Sterling Publishers: New Delhi.
15. Sharma, R.A. (2004). Educational Administration and Management, R. Lall Book Depot: Meerut.
16. Singh, H.M. (Ed. 1995). Fundamentals of Educational Management, Vikas Publishing House: New Delhi.
17. Stella, A, Gnanam (2003). Making the Most of Accreditation, Concept Publishing Company (P) Ltd.: New Delhi.
18. Tanner, D. & Laurel, T. (1986). Supervision in Education: Problems and Practices, Prentice Hall College Div.: New Jersey, USA.
19. Tilak, J.B.G. (1992). Educational Planning at Grassroots, Ashish Publishing House: New Delhi.
20. Tony, B (1995). Theories of Educational Management, Paul Chapman Publishing Ltd.: London, UK

THIRD SEMESTER

PAPER – EDUCATION - SEC- 301 YOGA AND LIFE SKILL EDUCATION (Contact Hours-40, Credit-4) Max. Marks: 50, Pass Marks:17

OBJECTIVES:

1. To introduce the undergraduate learners with the concept of holistic health.
2. To enable the learners to understand the need and importance of Physical Education.
3. To help the learners in acquiring and internalizing various life skills.
4. To introduce learners with the philosophical bases of Yoga.
5. To acquaint learners with the types of Yoga and their importance in health and life.
6. To motivate the learners to participate in Yogic exercises and imbibe art of living skill.

COURSE CONTENTS

UNIT-1 INTRODUCTION

- 1.1 - Definition and Meaning of Health
- 1.2 - Dimensions of Health, Balanced Diet
- 1.3 - Introduction, Definition and Meaning of Physical Education

UNIT - 2 UNDERSTANDING YOGA

- 2.1 - Philosophy of Yoga, Meaning and Misconception of Yoga, Types of Yoga
- 2.2 - Ashtanga Yoga (8 stages of Yoga), Raja Yoga, Karma Yoga, Hatha Yoga, Gyana (Jnana)Yoga, Bhakti Yoga and Mantra Yoga
- 2.3 - Importance of Yogasanas, Pranayama, Shudhikriya and Meditation in Educational Institutions

UNIT - 3 LIFE SKILL EDUCATION

- 3.1 - Life-skill Education – Meaning, Concept and Importance
- 3.2 - Ten Core Life-skills Recommended by the WHO
- 3.3 - Strategies for Developing Individual Life-skills at Different levels (Elementary, Secondary and Higher), Role of the Teacher in inculcating Life Skills among the Learners

UNIT- 4 PRACTICAL LESSONS ON YOGA AND ART OF LIVING SKILLS

- 4.1- Participating in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrashna, Gomukhasana, Matsyanana, Janu-Shirasana,

- Ardhmatsyendrasana, Padmasana, Shirasasana and Brikshasana
- 4.2 - Participation in Anulom- Vilom, Bhramari, Shitali, Ujjayi, Pranayamas, Neti, Kapalbhathi and Tratak
- 4.3 - Participation in Art in Living Skills (To be Organised by a Trained Person or Institution)

SUGGESTED READINGS:

1. Bawara, B.V. (1993). Aap Apni Baat, Harayana Divine Radiance publication.
2. Besant, A. (2005). An introduction to Yoga, Cosmo: New Delhi.
3. Feuerstein, George (2002). The yoga tradition: Its History, Literature, Philosophy and Practice, Bhavna books and Prints.
4. Iyenger, B.K.S. (1996). Light on Yoga, Harper Collins: New Delhi.
5. Mikel Burley. (2000). Hathayoga: Its Context, Theory and Practice, Motilal Benarasidass: New Delhi.
6. Larson, J.G. and Bhattacharjee R.S. (2007). Encyclopedia of Indian Philosophies, Vol. - xii, Motilal Benarasidass Publication: New Delhi.
7. Omand, S. (1960). Patanjali Yoga Pradeep, Gita press: Gorakhpur.
8. Rai, V.C. Effect of Sahaj Yoga on Cardiac Disorders, Department of philosophy, Delhi Medical College: Delhi.
9. Rao, P.V.K. (1995). Scientific and Psychological Significance of Yoga, Department of Education: Benaras Hindu University.
10. WHO (2014). Partners in Life Skill Education, WHO: Geneva.
11. Yadav, Y and Yadav, R (2003). Art of Yoga, Friends: New Delhi.
12. Yogacharya, O.S. (2007). Freedom of Body and Mind: Yogasanas, pranayam and Meditations, Rawat: New Delhi.

FOURTH SEMESTER

PAPER – EDUCATION - C- 401

HISTORY AND CONTEMPORARY SYSTEM OF EDUCATION IN INDIA

(Contact Hours-60, Credit -06)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To get learners acquainted with the salient features of education in India in Ancient and Medieval era.
2. To acquaint learners with the development of education in British India.
3. To acquaint learners with significant developments and reforms of education in Independent India
4. To acquaint learners with various stages of education prevalent in India as well as policies and programmes undertaken by various controlling authorities in order to ensure quality in education.

COURSE CONTENTS

UNIT-1: ANCIENT AND MEDIEVAL INDIA

- 1.1 - Vedic Education - Aims, Curriculum, Methods and Organization of Education
- 1.2 - Educational Thoughts of Upanishads and Gita
- 1.3 - Buddhist Education - Aims, Curriculum, Methods and Organization
- 1.4 - Islamic Education - Features, Aims, Methods and Organization
- 1.5 - Comparative Study of the Vedic and Buddhist Education

UNIT-2: MODERN EDUCATION IN INDIA (COLONIAN PERIOD)

- 2.1 - Charter Act 1813 and Macaulay Minute (1834)
- 2.2 - Wood Dispatch, 1854
- 2.3 - Hunter Commission, Calcutta University Commission
- 2.4 - Gokhale's Bill (1910 – 1912), Wardah Scheme of Education, 1937
- 2.5 - Contributions of Christian Missionaries with Special Reference to Assam

UNIT-3: MODERN EDUCATION INDIA (POST-COLONIAN PERIOD)

- 3.1 - Constitutional Provisions of Indian Education
- 3.2 - Mudaliar Commission, 1952-53, Objectives, Structure, Features
- 3.3 - Kothari Commission, 1964-66: Objectives, Structure, Features
- 3.4 - National Policy on Education, NPE, 1986, Revision of National Policy on Education – 1990, 1992, – Objectives, Features and Recommendations
- 3.5 - National Policy on Education, NPE, 2016

UNIT-4: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN INDIA

- 4.1 - Early Childhood Care Education (ECCE): Objectives, Structure and Challenges
- 4.2 - Primary Education in India: Objectives, Challenges, Universalisation of Elementary

Education (UEE), Sarva Shiksha Abhiyana (SSA)

4.3 - Secondary Education: Objectives, Challenges, Universalisation of Secondary Education and the Role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

4.4 - Right to Education Act, 2009,

4.5 - Controlling and Regulatory Bodies: NCERT, SCERT, DIET

UNIT-5: HIGHER EDUCATION IN INDIA

5.1 - Universities – Types, Structures

5.2 - Quality Control of Higher Education- Role of National Accreditation and Assessment Council (NAAC),

5.3 - Rashtriya Uchchar Shiksha Abhiyana (RUSA) – Goals, Features and Guiding Principles

5.4 - Autonomy and Accountability in Higher Education

5.5 - Controlling Bodies: UGC and AICTE

SUGGESTED READINGS:

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi.
2. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
3. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi.
4. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
5. Ghosh, Suresh Chandra (2013). The History of Education in Modern India (1757-1986), Orient Blackswan Private Limited: New Delhi.
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7. Govt. of India. Report of Secondary Education Commission (1952-53), Author: New Delhi.
8. Govt. of India (2013). Rashtriya Uchchar Shiksha Abhiyan (National Higher Education Mission), Ministry of Human Resource Development (MHRD): New Delhi.
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10. Govt. of India. Report of Education Commission (1966): Education and National Development, Ministry of Education: New Delhi.
11. Govt. of India (2016). Report of the Committee for Evolution of the New Education Policy, National Policy on Education (NPE), 2016, Ministry of Human Resource Development (MHRD), Author: New Delhi.
12. Mondal, Ajit and Mete, Jayanta (2013). Right to Education, APH Publishing Corporation: New Delhi.
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14. Powar, K.B. (2000). Higher Education for Human Development, Association of Indian Universities (AIU): New Delhi.

15. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New Central Book Agency (p) Ltd.: Kolkata.
16. Purkait, B.R. (2012). Milestones in Modern Indian Education, New Central Book Agency(p) Ltd.: Kolkata.
17. Rawat, P.L. (1995) -History of Indian Education. Ram Prasad and Sons: Agra.
18. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society.

FOURTH SEMESTER

PAPER – EDUCATION - C- 402 MEASUREMENT AND EVALUATION IN EDUCATION (Contact Hours-60, Credit -06)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of tests and their administration and uses.
3. To acquaint with the principles of test construction both educational and psychological.
4. To get acquainted with different evaluation procedures and examination reforms.

COURSE CONTENTS

UNIT- 1: MEASUREMENT AND EVALUATION - BASIC IDEAS

- 1.1 - Evaluation and Measurement – Meaning, Characteristics and Purpose
- 1.2 - Relation between Measurement and Evaluation, Scales of Measurement
- 1.3 - Meaning, Nature and Scope of Educational Evaluation
- 1.4 - Educational Objectives, Learning Experiences and Evaluation - Interrelationship
- 1.5 -Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)

UNIT-2: NATURE AND ADMINISTRATION OF TEST

- 2.1 - Meaning, Nature and Classification of Tests
- 2.2 - Characteristics of a Good Test (Reliability, Validity, Objectivity, Usability)
- 2.3 - Relationship between Reliability and Validity
- 2.4 - Different Methods of Establishing Reliability
- 2.5 - Norms - Meaning, Importance of Norms (Age Norms, Grade Norms, Standard Scores)

UNIT-3: PSYCHOLOGICAL TESTS

- 3.1 - Concept of Psychological Test and Educational Test
- 3.2 - Intelligence Test - Types and Uses (Standford Binet Test)
- 3.3 - Personality Assessment - Observation, Interview and Projective Techniques
- 3.4 - Aptitude Test - Differential Aptitude Test
- 3.5 - Interest Inventory - Kuder Interest Inventory

UNIT-4: EDUCATIONAL ACHIEVEMENT TEST

- 4.1 - Educational Achievement Test - Meaning and Nature
- 4.2 - Teacher Made Test and Standardised Test
- 4.3 - Construction and Standardisation of Educational Achievement Test

4.4 - Interpretation and Scoring of Achievement Test

4.5 - Uses of Educational Achievement Test

UNIT-5: EVALUATION AND EXAMINATION REFORMS

5.1 - Types of Evaluation: Placement, Formative, Diagnostic and Summative

5.2 - Norm Referenced and Criterion Referenced Evaluation

5.3 - Grading, Marking and Credit System

5.4 - Continuous and Comprehensive Evaluation

5.5 - Question Bank and Use of Computer in Evaluation

SUGGESTED READINGS:

1. Anastasi, A., and Urbina, S. (2016). Psychological Testing, (7th ed.). Pearson Education: New Delhi.
2. Asthana, Bipin. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir: Agra.
3. Bloom, B.S., and Others (1971). Handbook of Formative and Summative Evaluation of Student, McGraw Hill, Book Co.: New York.
4. Cronbach, L.J. (1970). Essentials of Psychological Testing, Harper and Row: New York.
5. Ebel, R. L. and Frisbie, D.A. Essentials of Educational Measurement, Prentice-Hall of India Pvt. Ltd.: New Delhi.
6. Freeman, F.S. (1976). Theory and Practice of Psychological Testing, 3rd edition, Oxford IBH Publishing Co.: New Delhi.
7. Gronlund, N. E. (1981). Measurement and Evaluation in Teaching (4th ed.). Macmillan Publishing Co., Inc.: New York.
8. Harper (Jr), A.E. and Harper, E.S. (1990). Preparing Objective Examination – A Handbook for Teachers, Students and Examiners, Prentice Hall of India: New Delhi.
9. Linn, R. L. and Gronlund, N. E. (2003). Measurement and Assessment in Teaching, (8th Ed), Prentice Hall of India: New Delhi.
10. Patel, N. Rambhai. Educational Evaluation –Theory and Practice, Himalaya Publishing House: New Delhi.
11. Sax, G. (1974). Principles of Educational Measurement and Evaluation, Woodworth Publishing: California.
12. Singh (ed). (1990). Criterion – Referenced Measurement (Selected Readings), NCERT: New Delhi.
13. Goswami, Moromi (2011). Measurement and Evaluation in Psychology and Education, Neel Kamal Publications: Hyderabad.
14. Thorndike, R.L. & Hagen, E.P. (1977). Measurement and Evaluation in Psychology and Education, (4th Ed), John Wiley and Sons: New York.
15. Tuckman, B.W. (1975). Measuring Educational Outcome: Fundamentals of Testing, Harcourt Brace, Jovanovich: New York.

FOURTH SEMESTER

PAPER – EDUCATION - C- 403
CURRICULUM DEVELOPMENT
Contact Hours-60, Credit -06)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To enable the students to acquaint themselves with the basic concepts of curriculum and curriculum development process.
2. To acquaint the students with the foundations of curriculum and curriculum planning at different levels.
3. To enable the students to develop basic skills in curriculum design, implementation and its construction.
4. To enable the students to acquaint themselves with the curriculum evaluation, curriculum change and innovation.

COURSE CONTENTS

UNIT-1: BASICS OF CURRICULUM

- 1.1 - Curriculum - Meaning, Nature and Functions
- 1.2 - Components of Curriculum
- 1.3 - Types of Curriculum
- 1.4 - Curriculum and Syllabus
- 1.5 - Teacher as a Curriculum Practitioner

UNIT-2: FOUNDATIONS OF CURRICULUM AND CURRICULUM PLANNING

- 2.1 - Philosophical Foundations and Curriculum
- 2.2 - Sociological Foundations and Curriculum
- 2.3 - Psychological Foundations and Curriculum
- 2.4 - Curriculum Planning – Meaning and Principles
- 2.5 - Curriculum Planning at Institutional, State and National Levels.

UNIT- 3: CURRICULUM DESIGN AND DEVELOPMENT

- 3.1 - Curriculum Development- Meaning and Purpose
- 3.2 - Steps and Process of Curriculum Development
- 3.3 - Designs of Curriculum- Subject-centred, Activity-centred, Experience-centred, and Core Curriculum
- 3.4 - Principles of Curriculum Construction
- 3.5 - Factors Influencing Curriculum Development

UNIT- 4: CURRICULUM PROCESS AND INSTRUCTIONAL MATERIALS

- 4.1 - Curriculum Process - Situational Analysis
- 4.2 - Selection of Objectives, Selection of Content and Learning Activities

- 4.3 - Organisation of Content and Learning Activities
- 4.4 - Text book – Meaning, Quality of a Good Textbook and Textbook Preparation
- 4.5 - Allied Instructional Materials -Teachers’ Handbook, Guide and Work Book

UNIT- 5: CURRICULUM EVALUATION, CHANGE AND INNOVATION

- 5.1 - Curriculum Evaluation - Meaning and Purpose
- 5.2 - Summative Evaluation and Formative Evaluation of Curriculum
- 5.3 - Models of Curriculum Evaluation
- 5.4 - Factors Influencing Change and Innovation in Curriculum
- 5.5 - National Curriculum Framework (NCF, 2005) – Basic Features

SUGGESTED READINGS:

1. Aggarwal, J.C. (2005). Curriculum Development 2005: Towards Learning without Burden and Quality of Education – An Evaluation, Shipra Publications: New Delhi.
2. Biswas N.B. Curriculum Studies: A model for SAARC Countries, Indian Publishers: New Delhi.
3. Kelly, A.V. (1977). Curriculum Theory and Practice, Harper and Row: London.
4. Krug, Edward. A. Curriculum Theory and Practice, Harper and Row: London.
5. Maimidi, M. R., and Ravishankar (Eds.). (1984). Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd.: New Delhi.
6. Mrunalini, T. (2012). Curriculum Development: Perspectives, Principles and Issues, Pearson Education India: New Delhi.
7. NCERT. School Curriculum- Some Problems and Issues, NCERT: New Delhi.
8. NCERT (1988). Curriculum and Evaluation. NCERT: New Delhi.
9. NCERT (2005). National Curriculum Framework (NCF, 2005). NCERT: New Delhi.
10. Nisbet, Stanley (1977). Purpose of the Curriculum, University of London: London.
11. Olivia, Peter, F. (1997). Developing the Curriculum, Longman: London.
12. Saylor, J. Galen, William Alexander and Arthur, J. Lewis (1980). Curriculum Planning for Better Teaching and Learning, Holt Rinehart & Winston: New York.
13. Taba, Hilda (1962). Curriculum Development- Theory and Practice, Harcourt Brace Jovanovich: New York.
14. Taylor, Ralph W. (2013). Basic Principles of Curriculum and Instruction, the University of Chicago Press: Chicago
15. White, J.P. (1973). Towards a Compulsory Curriculum, Routledge and Kegan Paul: London.

FOURTH SEMESTER

PAPER – EDUCATION - SEC- 401
APPLICATION OF ICT IN EDUCATION
(Contact Hours-40, Credit-4)
Max. Marks: 50, Pass Marks: 17

OBJECTIVES:

After undergoing this course, the learners will be able to:

1. Integrate ICT into teaching, learning, administration and evaluation.
2. Develop information management, communication and collaborative skills.
3. Design and develop and use learning materials in teaching.
4. Practice safe, ethical ways of using ICT.
5. Use ICT for making classroom processes inclusive
6. Prepare collaborative project for problem-solving, research using ICT
7. Learn integrating technology tools for teaching learning, material development, and developing collaborative networks for sharing and learning.

COURSE CONTENTS

UNIT-1 UNDERSTANDING ICT IN EDUCATION:

- 1.1 - Basic Applications of Computer (Microsoft Windows), Computer and Education
- 1.2 - Concept of ICT and Principles of Using ICT in Teaching Learning Process
- 1.3 - Legal and Ethical Issues in Use of ICT- Hacking and Violation of Copyright

UNIT-2 DEVELOPING ICT ENABLED EDUCATIONAL RESOURCES

- 2.1 - Word Processing, Spread Sheets and Presentation of Software
- 2.2 - Instructional Design –ADDIE Model
- 2.3 - Creation of Learning Resources (Offline and Online) - Script Writing, Story Board

UNIT-3 INTRODUCTION TO NETWORKING

- 3.1 - Application and Features of Internet
- 3.2 - World Wide Web (WWW), E-mail and Online Learning; E-commerce
- 3.3 - Social networking sites (Wikis, LinkedIn, Face book, Google+, Twitter)

UNIT-4 ICT IN CLASSROOM

- 4.1 - Potential Health Hazards Related to the Prolonged Use of ICT Equipments
- 4.2 - Communication Applications (Newsletters, Websites, Multimedia Presentations, Cartoons, Flyers, Posters and Blogs) and Institutional Management Systems (including Registration, Records and Reports)
- 4.3 - Identifying the Internet Resources for Teaching and Learning (E-books, Blogs, Virtual Lab etc)

(Institution should maintain a well equipped ICT lab with an ICT-trained educator)

SUGGESTED READINGS:

1. Abbott, C. (2000). ICT. Changing Education, Routledge: London.
2. Sinha, P and Sinha, P. (2003). Computer Fundamentals(6th Edition), Bpb Publications: New Delhi
3. Goel, A. (2010). Computer Fundamentals, Pearson: New Delhi.
4. Quigley, M. (2011). ICT Ethics and Security in the 21st Century: New Developments and Applications, Information Science Reference.
5. Charalambos, V., Michalinos, Z., & Gene, V. G. (2009). ICT for Education, Development, and Social Justice, Information Age Publishing: Charlotte, North Carolina.
6. Glass (2005). Preparing Teachers to Teach with Technology. Information Age Publishing: Charlotte, North Carolina.
7. IITL Education Solutions Limited. (2010). Fundamentals of Computer: For undergraduate courses in commerce and management, Pearson: New Delhi.
8. Verma, S.K. (2012). Role of ICTs in Social Development, Ankit Publishing House: New Delhi.

FIFTH SEMESTER

PAPER – EDUCATION - C- 501

ELEMENTS OF RESEARCH AND STATISTICS IN EDUCATION

(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To equip students with basic knowledge and understanding of research in education
2. To develop the ability to use various statistics measures in analysis and interpretation of educational data.
3. To develop the ability to organize relevant educational data
4. To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.

COURSE CONTENTS

UNIT- 1: BASICS OF RESEARCH

- 1.1 - Meaning and Characteristics of Research
- 1.2 - Meaning and Importance of Educational Research
- 1.3 - Types of Research - Basic, Applied and Action Research
- 1.4 - Action Research – Meaning, Characteristics
- 1.5 - Steps and Procedure of Conducting Action Research in Different Problem Areas of Education

UNIT-2: METHODS OF EDUCATIONAL RESEARCH

- 2.1 - Historical Method - Nature, Value, Types and Steps
- 2.2 -The Descriptive Method - Nature, Value, Types and Steps
- 2.3 - Experimental Method - Nature and Steps in Experimental Research, Experimental Designs, Types of Experimental Designs
- 2.4 - Statistical Methods - Limitations of Statistical Methods
- 2.5 - Survey Method – Meaning, Characteristics and Steps

UNIT- 3- STATISTICS IN EDUCATION - I

- 2.1 - Statistics – Meaning, Nature and Need of Statistics in Education
- 2.2 - Organization of Data (Frequency Distribution)
- 2.3 - Statistical Methods - Limitations of Statistical Methods
- 2.4 - Graphical Representation of Data-Advantage of Graphical Representation of Data
- 2.5 - Different types of Graph - Histogram, Frequency Polygon, Cumulative Frequency Percentage Graph (Ogive)

UNIT-4: STATISTICS IN EDUCATION - II

- 4.1 - Measures of Central Tendency- Concept, Types and Their Uses
- 4.2 - Calculation of Mean, Median and Mode - Grouped and Ungrouped data

- 4.3 - Measures of variability- Concept, Types and Their Uses, Merits and Demerits
- 4.4 - Calculation of Quartile Deviation
- 4.5 - Calculation of Standard Deviation (Grouped and Ungrouped Data)

UNIT-5: STATISTICS IN EDUCATION - III

- 5.1 - Correlation - Meaning and Types
- 5.2 - Co-efficient of Correlation – Meaning and Different Measures
- 5.3 - Rank Difference Method and Interpretation of Result
- 5.4 - Product Moment Method and Interpretation of Result
- 5.5 - Percentile and Percentile Rank-Calculation from Frequency Distribution and Ordered Data

SUGGESTED READINGS:

1. Best John. W. Research in Education, Prentice-Hall of India: New Delhi.
2. Creswell, John, W. (2012). Educational Research (4th Edition), Pearson Education: New Delhi.
3. Fox, D.J. (1969). The Research Process in Education, Holt Rinehart and Winston: New York.
4. Kerlinger, F.N. (1978). Foundations of Behavioral Research, Surjeet Publications: New Delhi.
5. Koul, Lokesh (2009). Methodology of Educational Research, Vikas Publishing House: New Delhi.
6. Mouly, George, j. The Science of Educational Research, Eurasia Publishing House: New Delhi.
7. Garret, H.E. (1971). Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd.: Bombay.
8. Guilford J. P. (1965). Fundament Statistics in Psychology and Education, McGraw Hill Book Co.: New York.
9. Mangal, S.K. (2002). Statistics in Psychology and Education, Prentice Hall of India: New Delhi.
10. Sukhia, S.P. and Others (1974). Elements of Educational Research, Allied Publishers: Bombay.
11. Van Dalen, D.S., and Meyer W.J. (1979). Understanding Educational Research: An Introduction, McGraw Hill: New York.
12. Verma, J.P. and Ghufuran, M. (2012). Statistics for Psychology, Tata McGraw Hill Education: New Delhi

FIFTH SEMESTER

PAPER – EDUCATION - C- 502 GUIDANCE AND COUNSELLING (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To develop an understanding of the meaning, scope and importance of guidance and counselling.
2. To acquaint the students with different types of guidance programmes and their organisation.
3. To make students understand various approaches of counselling techniques.
4. To enable students to use and understand various tools and techniques required for providing guidance and counselling.
5. To develop an understanding of various guidance services and role of guidance worker and counsellors.

COURSE CONTENTS

UNIT-1: INTRODUCTION TO GUIDANCE

- 1.1 - Guidance - Concept, Meaning and Nature
- 1.2 - Guidance - Scope and Functions
- 1.3 - Principles of Guidance
- 1.4 - Need and Importance of Guidance
- 1.5 - Philosophical, Psychological and Social Bases of Guidance

UNIT-2: COUNSELLING – BASIC IDEAS

- 2.1 - Counselling – Meaning, Nature and Objectives
- 2.2 - Counselling - Need and Importance
- 2.3 - Principles of Counselling
- 2.4 - Group Counselling and Individual Counselling
- 2.5 - Counsellor – Characteristics and Role

UNIT-3: AIMS, OBJECTIVES AND TYPES OF GUIDANCE

- 3.1 - Aims, Objectives and Types of Guidance
- 3.2 - Educational Guidance- Meaning, Importance and Principles of Educational Guidance
- 3.3 - Vocational Guidance- Meaning, Importance and Principles of Vocational Guidance
- 3.4 - Personal Guidance - Meaning, Importance and Principles of Personal Guidance
- 3.5 - Group Guidance and Individual Guidance

UNIT-4: COUNSELLING – TYPES AND APPROACHES

- 4.1 - Types and Approaches of Counselling

- 4.2 - Directive Counselling Approach
- 4.3 - Non-Directive Counselling Approach
- 4.4 - Eclectic Counselling Approach
- 4.5 - Comparative Advantages and Limitations of Above Approaches

UNIT-5: TECHNIQUES OF APPRAISAL AND GUIDANCE AND COUNSELLING SERVICES

- 5.1 -Techniques of Appraisal - Tests (Intelligence, Aptitude, Achievement, Interest and Personality Measures)
- 5.2 - Non-Testing Techniques - Rating scales, Questionnaires, Interview and Sociometry
- 5.3 - Guidance and Counselling Services - Educational and Occupational Information Service
- 5.4 - Guidance and Counselling Services – Placement and Follow-up Service
- 5.5 - Role of the Teacher as a Counsellor

SUGGESTED READINGS:

1. Bernard, Harold, W., and Fullmer, Daniel, W. (1969). Principles of Guidance, Thomas Y. Crowell Company: New York.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol. II: A Practical Approach, Vikas Publishing House: New Delhi.
3. Chauhan, S.S. (2001). Principles and Techniques of Guidance, Vikas Publishing House: New Delhi.
4. Crow and Crow (1962). An Introduction to Guidance, Eurasia Publishing House: New Delhi.
5. Crow and Crow (1962). An Introduction to Guidance, Eurasia Publishing House: New Delhi.
6. Gibson, R.L. and Mitchell, M.H. (1986). Introduction to Guidance, McMillan: New York.
7. Jones, J.A. Principles of Guidance, Tata McGraw: Bombay.
8. Kochhar, S.K. (1984). Guidance and Counselling in Colleges and Universities, Sterling Publishers: New Delhi.
9. Miller, F.W. (1961). Guidance, Principles and Services, Merrill Publishing Co.: Ohio.
10. Traxler, A.E. and North, R.D. (1966). Techniques of Guidance, Harper and Row: New York.

FIFTH SEMESTER

PAPER – EDUCATION – DSE - 501 TEACHING LEARNING METHODS AND PEDAGOGY (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To understand the concept of pedagogy and its implementation in classroom.
2. To understand the concept of teaching.
3. To use the different pedagogies for meeting the needs of diverse learners.
4. To enlist the parameters of effective teaching.
5. To comprehend the aspects of teaching.

COURSE CONTENTS

UNIT-1: INTRODUCTION TO PEDAGOGY

- 1.1 -Concept of Pedagogy
- 1.2 - Need and Significance of Pedagogy
- 1.3 - Pedagogical Knowledge and Need of Pedagogical Knowledge for Teachers
- 1.4 - Phases of Teaching -Pre-active, Interactive and Post-active
- 1.5 - Concept and Characteristics of Critical Pedagogy

UNIT-2: ASPECTS OF TEACHING

- 2.1 - Concept and Definitions of Teaching
- 2.2 - Functions of Teaching
- 2.3 -Teaching Skills, Core Teaching Skills (Set Induction, Questioning, Reinforcement, Stimulus Variation, Blackboard Summary and Closure)
- 2.4 - Diagnostic Testing and Remedial Teaching
- 2.5 - Teacher Knowledge (Shulman)

UNIT-3: PRINCIPLES AND THEORIES OF TEACHING

- 3.1 - Importance of Various Learning Theories in the Field of Education.
- 3.2 - Definition, Characteristic and Types Teaching
- 3.3 - Differences between Models, Paradigm and Theory
- 3.4 - Types of Teaching Theories-Formal, Descriptive and Normative Theories of Teaching.
- 3.5 - Relationship between Teaching and Learning.

UNIT-4: TEACHING TECHNIQUES AND STRATEGIES

- 4.1 - Concept Teaching Techniques and Strategies
- 4.2 - 5E Model of Instruction (Pedagogical Model)
- 4.3 - Teaching Devices and Teaching Aids
- 4.4 - Style of Teaching - Autocratic Style- Lecture Method, Demonstration, Team

Teaching

4.5 - Style of Teaching - Permissive Style- Brain Storming, Panel Discussion, Seminar and Virtual Classroom

UNIT-5: LESSON PLAN

5.1 - Meaning and Concept and Types of Lesson Plan

5.2 - Need and Importance of Good Lesson Plan

5.3 - Characteristics of Lesson Plan and Objectives of an Ideal Lesson Plan

5.4 - Approaches to Lesson Plan- Herbartian Approach, Evaluation Approach

5.5 - Preparation and Use of Lesson Plan

SUGGESTED READINGS:

1. Bernard, S.W. (1972). Psychology of Learning, Harper and Row: New York.
2. Biggs, J.B. (1987). The Process of Learning, 2nd Ed. Prentice Hall: Sidney.
3. Bhatia, K and B.D. Bhatia. (1988). Principle and Methods of Teaching, Doaba House: New Delhi.
4. Chauhan, S.S. (2010). Innovation in Teaching Learning Process, Vikas Publishing House: New Delhi.
5. Derville, Leonore, M.T (1982). The use of Psychology in Teaching, Longman: London.
6. Kochhar, S.K. Methods and Techniques of Teaching Learning Process, Vikas Publishing House: New Delhi.
8. Passi, B.K. (1976). Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya: Ahmedabad.
9. Ryburn, W.H. (1955). Principles of Teaching, Oxford University Press: New Delhi.
10. Sharma, R.A. (2008). Pedagogics of Education and Critical Pedagogy, International Publishing House: Meerut.

FIFTH SEMESTER

PAPER – EDUCATION – DSE - 502 TRENDS AND ISSUES IN EDUCATION (Contact Hours-60, Credits -6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquire adequate knowledge of the emerging issues and trends in education.
2. To understand the issues and problems of adult education, lifelong learning, vocationalisation of education and women education with special reference to Assam.
3. To develop awareness and understanding about population education, life skill education and inclusive education.
4. To develop in students basic understanding regarding globalization, sustainable development as well as value, peace and human rights education.

COURSE CONTENTS

UNIT- 1: ALTERNATIVE TRENDS IN EDUCATION

- 1.1 - Concept of Adult and Lifelong Learning
- 1.2 - Efforts on Adult Education/Literacy- NAEP, NLM, Sakshar Bharat, Mahila Samakhya (With Special reference to Assam)
- 1.3 - Inclusive Education - Meaning, Objectives, Principles, Importance and Significance
- 1.4 - Population Education - Meaning, Objectives, Need and Significance
- 1.5 - Life skill Education- Meaning, Importance and Strategies (Ten Core Life-skills, WHO)

UNIT- 2: ISSUES IN EDUCATION -I

- 2.1 - Vocationalisation of Secondary Education: Trends, Problems and Challenges
- 2.2 - Education for Marginalised Populations - Scheduled Castes and Tribes
- 2.3 - Women Education – Present Status, Problems, Govt. Efforts
- 2.4 - Role of Education for Women Empowerment
- 2.5 - Education, Economy and Politics

UNIT-3: ISSUES IN EDUCATION -II

- 3.1 - Meaning of Human Values, Need and Importance of Value Education
- 3.2 - Value Education - Methods and Strategies
- 3.3 - Education for National Integration – Strategies, Need and Importance
- 3.4 - Education for Peace and Human Rights – Meaning, Need and Importance
- 3.5 - Education for International Understanding – Meaning, Strategies and Role of the UNESCO

UNIT-4: ISSUES IN EDUCATION -III

- 4.1 - Globalization – Meaning and Dimensions, Globalization and Indian Higher Education
- 4.2 - Education for Citizenship – Citizenship Education, Global Citizenship
- 4.3 - Privatisation and Commercialisation of Education - Role and Impact
- 4.4 - Education for Sustainable Development (ESD) – Meaning, Principles and Importance
- 4.5 - Education for Human Resource Development (HRD)

UNIT-5: TRENDS AND INNOVATIONS IN EDUCATION

- 5.1 - Distance and Open and Education- Concept, Need, Advantages and Limitations
- 5.2 - Open School and Open University – Role of IGNOU, NIOS, KKHSOU
- 5.3 - ICT in Education, Role of Computer and Internet
- 5.4 - E-learning, E-content, Virtual Learning and Massive Open Online Courses (MOOCs)
- 5.5 - Choice based Credit System (CBCS) or Cafeteria System of Education

SUGGESTED READINGS:

1. Aggarwal, J. C. (2005). Education for Values, Environment and Human Rights, Shipra Publications: New Delhi.
2. Alur, Mithu and Bach, Michael. (2009). The Journey for Inclusive Education in the Indian Sub-Continent, Routledge: London.
3. Association of Indian Understanding (AIU) Information Technology in Higher Education (Selected Volume), AIU Publications: New Delhi.
4. Dash, Neena. (2011). Inclusive Education for Children with Special Needs, Atlantic Publishers: New Delhi.
5. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
6. Feng, Ethan (2016). Education for Sustainable Development, Willford Press: New York.
7. Ghosh, S., and Mohan, Radha. (2016). Education in Emerging Indian Society: The Challenges and Issues, Prentice-Hall of India: New Delhi.
8. Keegan, Desmond (1986). The Foundation of Distance Education, Croom Helm: London.
9. Laxmi, S (1989). Innovations in Education, Sterling Publishers: New Delhi.
10. Leo, Joy de. – Quality Education for Sustainable Development: An Educator Handbook for Integrating values, Knowledge, Skills and Quality Features of Education for Sustainable Development in Schooling, UNESCO – APNIEVE.
11. Mohanti, J. (1982). Indian Education in the Emerging Society, Sterling Publishers: New Delhi.
12. Mohanty, J. (2002). Adult and Non-formal Education, Deep and Deep Publications: New Delhi.
13. Spring, Joel. (2014). Globalization of Education: An Introduction (Socio-cultural, Political, and Historical Studies in Education), Routledge: London.
14. Tilak, B.G. (2006). Women's Education and Development, Gyan Publishing House: New Delhi.

SIXTH SEMESTER

PAPER – EDUCATION - C- 601 ENVIRONMENTAL EDUCATION (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

An Undergraduate Learner will be able to:

1. Understand environment, ecosystem and sustainable development.
2. Understand nature, extent and causes of environmental degradation and pollution.
3. Understand concept, scope and importance of environmental education and education for sustainable development (ESD).
4. Acquire knowledge and skill in environmental education programmes at different levels of education.
5. Familiarize with different stakeholders of education for sustainable development.
6. Understand disaster management and aware of environmental awareness programmes initiated by different agencies and organisations.

COURSE CONTENTS

UNIT-1: ENVIRONMENT AND SUSTAINABLE DEVELOPMENT: BASIC CONCEPTS

- 1.1 - Environment and Ecosystem- Meaning, Concept, Components of Ecosystem (Abiotic and Biotic Components), Ecological Pyramids, Food Chain and Food Web
- 1.2 - Environment and Population- Relation and Impact on Natural and Human Resources
- 1.3 - Environment and Economy
- 1.4 - Man and Environment
- 1.5 - Sustainable Development – Meaning, Objectives and Principles

UNIT-2: ENVIRONMENTAL DEGRADATION

- 2.1 - Environmental Pollution - Meaning, Nature and Types- Air, Water, Soil and e-waste
- 2.2 - Global Environmental Catastrophe – Ozone Layer Depletion, Global Warming (Green House Effect), Acid Rain,
- 2.3 - Loss of Bio-diversity and Deforestation – Causes and Remedies
- 2.4 - Environmental Conservation: Meaning, Principles and Need for Conservation
- 2.5 - Nature and Extent of Environment Problems in North East India with special reference to Assam

UNIT-3: ENVIRONMENTAL EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

- 3.1 - Environmental Education - Meaning, Scope and Objectives
- 3.2 - Principles, Approaches and Importance of Environmental Education
- 3.3 - Education for Sustainable Development- Meaning and Principles
- 3.4 - Education for Sustainable Development (ESD)- Curriculum at Different Levels- Primary, Secondary and Higher Education
- 3.5 - Teaching Techniques and Pedagogies for ESD; Role of Non-formal Agencies

UNIT-4: EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AND DISASTER MANAGEMENT

- 4.1- Education for Sustainable Development (ESD) – Sustainability Literacy and Role of Teachers
- 4.2 - Education for Sustainable Development and Lifelong Learning, Role of Higher Education and Research in Sustainable Development
- 4.3 - Disaster Management – Concept, Disaster Management Education
- 4.4 - Disaster Management and Environment Protection
- 4.5 - Environment Protection and Role of Women

UNIT-5: ENVIRONMENT AWARENESS-NATIONAL AND INTERNATIONAL EFFORTS

- 5.1 - Environmental Awareness: Role of NGOs (National and International)
- 5.2 - Environmental Awareness: Role of Media Role of UNESCO, UNEP
- 5.3 - Ministry of Environment and Forests and Environment Legislations in India
- 5.4 - International Treaties and Efforts – Stockholm Conference- 1972, Tbilisi Declaration - 1977, Rio Earth Summit -1992, Kyoto Protocol -1997
- 5.5 - Efforts in India - WWF-India, Project Tiger, BNHS, CSE, Assam Science Society

SUGGESTED READINGS:

1. Agarwal S. K. Tiwari Swarnalatha, Dubey P.S. (1996). Biodiversity and Environment, APH Publishing: New Delhi.
2. Arulsamy, S. and Jeyadevi, J. (2011). Safety and Disaster Management, Neelkamal Publications: Hyderabad, New Delhi.
3. Botkin, D.B. and Keller, E.A. (2000). Environmental Science, Earth a living Planet, John Wiley & Sons Inc.: New York.
4. Chauhan I. S. and Chauhan A. (1998). Environmental Degradation, Rawat Publications: Jaipur, New Delhi.
5. Chong, Shimray. (2016). Teaching Environmental Education: Trends and Practices in India, Sage Publications: New Delhi.
6. Garg, M.R. (2000). Environmental Pollution and Protection, DVS Publication: Guwahati.
7. Gupta, A., Dey, M. and Bhattacharjee, P.R. (1996). Our Environment, Assam University: Silchar, Assam.
8. Hussain Zahid (1996). Environmental Degradation and Conservation in North East India, Omsons Publications: New Delhi.
9. Khan, M.A. (2002). Environment, Biodiversity and Conservation, DVS Publication: Guwahati, Assam.
10. Krishnamacharyulu, V. and Reddy, G.S. (2011) Environmental Education, Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi.
11. Rao, V.K. (1996). Environment and Development, Rawat Publications: Jaipur.
12. Sharma, R.A. (1997). Environmental Education, Surya Publication: Meerut.
13. Sungoh, S.M. (2000). Environmental Education, Ri Khasi Press: Shillong.
14. UNESCO (2012). Education for Sustainable Development – Source Book, UNESCO: Paris.
15. WWF Education (2013). Methodologies for the Future – A Guide to Develop Education for Sustainable Development, WWF- India: New Delhi, Website: www.wwfindia.org

SIXTH SEMESTER

PAPER – EDUCATION - C- 602 PSYCHOLOGICAL PRACTICAL AND PROJECT WORK (Contact Hours-60, Credit-6)

OBJECTIVES:

An Undergraduate Learner will be able to -

1. Acquaint themselves with concrete practical and scientific experiences on various psychological experiments and tests in laboratory setting and their implications in the field of education.
2. Acquire knowledge and skill using different tests in research work.

PART-A

PSYCHOLOGICAL EXPERIMENTS

The candidates will be required to perform at least eight psychological experiments (selecting at least one from each unit) in laboratory. Marks for practical examination in psychological experiments are distributed as:

(Psychological Practical Examination – 25, Viva – voce – 10, Note Book - 15)= Total-50

COURSE CONTENTS

- UNIT-1 - Memory: Recall and Recognition, Immediate Memory span
UNIT-2 - Learning: Maze Learning, Mirror Learning, Whole Versus Part Learning
UNIT-3 - Imagination: Free Association, Controlled Association, Ink Blot Test,
Thematic Apperception Test (TAT)
UNIT-4 - Concept: Concept Formation
UNIT-5 - Attention: Division of Attention, Span of Attention

PART-B

PSYCHOLOGICAL TESTS (WITH FIELD WORK)

The candidates will be required to perform three psychological tests from nine (9) units with field work. Marks for practical examination in psychological tests are distributed as:

(Psychological Tests and Field Report – 40, Viva -voce = 10) =50

- UNIT- 1- Intelligence Test: General Mental Ability Test, Bhatia's Performance Test of Intelligence
UNIT- 2- Personality Test: Personality Need Inventory, Sentence Completion Test
UNIT- 3- Attitude Test: Attitude Scale (Religion, Scientific Attitude, Education and

Environmental Awareness

UNIT- 4- Aptitude Test: Aptitude Test Battery (Teaching Aptitude Test etc.)

UNIT- 5- Creativity Test: Tests of Creativity (Verbal and Non-verbal), Language Creativity Test

UNIT- 6- Adjustment Test: Adjustment Inventory

UNIT- 7- Interest Test: Vocational Interest Scale

UNIT- 8- Socio-economic Status Scale

UNIT- 9- Programme Instructional Material (Linear Programming)

SUGGESTED READINGS:

1. Chaube, S.P. Experimental Psychology, Lakshmi Narain Agarwal Educational Publishers: Agra
2. D'Amato. Experimental Psychology – Tata McGraw-Hill: New Delhi.
3. Fox, Charles. A Text Book of Practical Psychology, Akansha Publishing House: New Delhi.
4. Manual for Psychological Experiments. Vargava, Indian Psychology Corporation: Agra.
5. Mc Guigan, F.J. Experimental Psychology (1969), Prentice – Hall of India: New Delhi.
6. Mohsin, S.M. Experiments in Psychology, Motilal Banarasi Dass: New Delhi.
7. Parameswaran, E.G., Ravichandra, K. (2011). Experimental Psychology, Neelkamal Publications: New Delhi.
8. Parry. (1975). Experimental Psychology, Orient Longman: New Delhi.
9. Saikia, L.R. Psychological and Statistical Experiment in Education, Guwahati.
10. Shergill, H.K. (2012). Experimental Psychology, Eastern Economy Edition, Prentice- Hall of India: New Delhi.
11. Woodworth, R.S. and Schlosberg, H. (1954). Experimental Psychology, Oxford IBH: New Delhi.

SIXTH SEMESTER

PAPER – EDUCATION – DSE - 601 COMPARATIVE EDUCATION (Contact Hours-60, Credits -6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To understand comparative educational systems of the nations - India, U.S.A, U.K, and Russia
2. To enable learners to have comparative views on education at all levels (primary, secondary and higher) of the above stated nations
3. To examine the nature and present status of teacher education programme of these nations

COURSE CONTENTS

UNIT-1-INTRODUCTION OF COMPARATIVE EDUCATION

- 1.1 - Origin of Comparative Education
- 1.2 - Comparative Education- Meaning, Nature
- 1.3 - Need of Comparative Education
- 1.4 - Factors Influencing Comparative Education
- 1.5 - Scope of Comparative Education

UNIT-2 PRIMARY EDUCATION

- 2.1 - Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in India
- 2.2 - Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in U.S.A
- 2.3 - Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in U.K
- 2.4 - Objectives, Curriculum, Methods of Teaching and Administration of Primary Education in U.S.S.R
- 2.5 - Comparative Study of Primary Education

UNIT-3- SECONDARY EDUCATION

- 3.1 - Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in India
- 3.2 - Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in U.S.A
- 3.3 - Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in U.K
- 3.4 - Objectives, Curriculum, Methods of Teaching and Administration of Secondary Education in U.S.S.R
- 3.5 - Comparative Study of Secondary Education

UNIT-4 HIGHER EDUCATION

- 4.1 - Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in India
- 4.2 - Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in U.S.A
- 4.3 - Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in U.K
- 4.4 - Objectives, Curriculum, Methods of Teaching and Administration of Higher Education in U.S.S.R
- 4.5 - Comparative Study of Higher Education

UNIT- 5 TEACHER EDUCATION

- 5.1 - Teacher Education in India
- 5.2 - Teacher Education in U.S.A
- 5.3 - Teacher Education in U.K
- 5.4 - Teacher Education in U.S.S.R
- 5.5 - Comparative Study of Teacher Education

SUGGESTED READINGS:

1. Ashraf, Jaweed (1978). *Soviet Education: Theory and Practice*, Sterling Publishers: New Delhi.
2. Bignold, W., and Gayton, L. (Ed., 2009). *Global Issues and Comparative Education (Perspectives in Education Studies)*, Learning Matters, SAGE Publications: London
3. Chakravarti, Mohit (2005). *Education in the 21st Century*, Kalpaz Publications: New Delhi.
4. Chaube, S.P., and Chaube, A. (1993). *Comparative Education*, Vikas Publishing House: New Delhi.
5. Hans, Nicholas (1961). *Comparative Education*, Routledge and Kegan Paul: London.
6. Kandel, R.L. (1933). *Studies in Comparative in Education*. George G. Harrap and Co., Ltd.: London.
7. Postlethwaite, T.N., (Ed. 1995). *International Encyclopedia of National Systems of Education (Resources in Education Series)*. Pergamon: London.
8. Sharma, A.P. (1972). *Contemporary Problems of Education*, New Delhi.
9. Sharma, R.S. (2005). *Comparative Perspectives on Education*. ADB Publishers: Jaipur.

SIXTH SEMESTER

PAPER – EDUCATION – DSE - 602 TEACHER EDUCATION (Contact Hours-60, Credits -6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquaint the learner with the meaning, aims, scope and development of teacher education programme at all levels in India.
2. To acquaint the students with the Teacher Education programme at all levels.
3. To make the students know about the different policies, practices and quality assurance in Teacher education along with the needs and importance of in-service and pre-service training programmes.
4. To make students aware of the various problems in Teacher Education
5. To familiarize the students with different organizations involved in teacher education in India

COURSE CONTENTS

UNIT-1: CONCEPT, DEVELOPMENT AND PROBLEMS OF TEACHER EDUCATION

- 1.1 - Teacher education – Concept, Scope and Aims
- 1.2 - The Development of Teacher Education in India
- 1.3 - Importance of Teacher Education in India
- 1.4 - Problems and Challenges of Teacher Education in India
- 1.5 - A Brief Overview of National Curriculum Framework for Teacher Education, 2009, NCTE

UNIT-2: PREPARATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS

- 2.1 - Preparation of Teachers for Pre-Primary, Primary and Secondary Stages
- 2.2 - Pre-service of Teachers (Concept, Need and Importance, Objectives at Various levels)
- 2.3 - In-service Education (Concept, Need and Importance, Objectives at Various levels)
- 2.4 - Professional Ethics and Code and Conduct of Teachers
- 2.5 - Accountability and Teacher in the Twenty First century

UNIT-3: TEACHING PRACTICE AND STUDENT TEACHING

- 3.1 - Meaning and Objectives of Teaching Practice
- 3.2 - Student Internship - Meaning, Components and Importance
- 3.3 - Student Teaching - Meaning, Importance and Organisation of Student Teaching
- 3.4 - Teacher Effectiveness and Performance Appraisal of Teachers
- 3.5 - Teacher's Role - A Facilitator's of Learning, Transaction of Curriculum, Link between School and Community

UNIT-4: TEACHING SKILLS AND STRATEGIES OF TEACHING

- 4.1 - Micro Teaching
- 4.2 - Team Teaching
- 4.3 - Interaction Analysis- (Flanders)
- 4.4 - Simulation Technique
- 4.5 - ICT in Teacher Education

UNIT-5: ORGANISATION FOR TEACHER EDUCATION

- 5.1 - National Council for Educational Research and Training (NCERT)
- 5.2 - National Council for Teacher Education (NCTE)
- 5.3 - District education for Education and Training (DIET),
- 5.4 - Regional Institute of Education in India (RIE)
- 5.5 - College of Teacher Education (CTE)

SUGGESTED READINGS:

1. Arun, K., Gupta. Teacher Education Current Problems Prospects, Sterling Publishers: New Delhi.
2. Chaurasia, G. (1967). New Era in Teacher Education, Sterling Publishers: New Delhi.
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COURSE OUTLINE

(SYLLABUS)

FOR

THREE YEAR DEGREE COURSE (TDC)

SUBJECT: EDUCATION

(PASS)

STREAM: ARTS (B.A)

2018

**(AS PER THE GUIDELINES OF THE CBCS COURSE
STRUCTURE OF ASSAM UNIVERSITY, SILCHAR)**



DEPARTMENT OF EDUCATION

A.M SCHOOL OF EDUCATIONAL SCIENCES

ASSAM UNIVERSITY, SILCHAR - 788011

CHOICE BASED CREDIT SYSTEM (CBCS)

T.D.C SYLLABUS (B.A)

Course Structure for Pass Course

TABLE - A

Serial No.	Name of Courses	No. of Courses	Total Credit	Total Marks
1	Discipline Specific Core Course (DSC)	08 (2 disciplines) 4 from each	8 x 6 = 48	8 x 100 = 800
	Core (Compulsory)	04 (2 papers English, 2 MIL Papers)	4 x 6 = 24	4 x 100 = 400
2	Discipline Specific Elective Course (DSE)	04 (2 disciplines) 2 from each	4 x 6 = 24	4 x 100 = 400
3	Ability Enhancement Compulsory Course (AECC)	02 a) Eng. Communication/ MIL Communication b) Environmental Studies	2 x 4 = 8	2 x 50 = 100
4	Skill Enhancement Elective Course (SEC)- Skill Based	04	4 x 4 = 16	4 x 50 = 200
5	Generic Elective (GE)- Unrelated from Discipline/ Paper from other Discipline	02	2 x 6 = 12	2 x 100 = 200
	GRAND TOTAL	24	132	2100

Course Details for Six Semesters (Pass)

EDUCATION

TABLE - B

Semester	Discipline Specific Core Course (DSC) - 08 Nos.	Core (Compulsory)- 04 Nos.	Ability Enhancement Compulsory Course (AECC) - 02 Nos.	Skill Enhancement Course (SEC) - 04 Nos.	Discipline Specific Elective Course (DSE) - 04 Nos.	Generic Elective (GE) - 02 Nos.
I	EDCATION - DSC-101 DSC - 101 (Another Subject /Discipline)	English - I	Eng. Communication /MIL Communication			
II	EDCATION - DSC-201 DSC - 201 (Another Subject /Discipline)	English - II	Environmental Science			
III	EDCATION - DSC-301 DSC - 301 (Another Subject /Discipline)	MIL/ALTE - I		EDUCATION - SEC - 301		
IV	EDCATION - DSC-401 DSC - 401 (Another Subject /Discipline)	MIL/ALTE - II		EDUCATION - SEC - 401		
V				EDUCATION - SEC - 501	EDUCATION - DSE - 501 DSE - 501(Another Subject /Discipline)	GE - 501 (DSC - 101)
VI				EDUCATION - SEC - 601	EDUCATION - DSE - 601 DSE - 601 (Another Subject /Discipline)	GE - 601 (DSC - 201)

Note: 1. Students having Discipline Specific Course (DSC) in the subject 'Education' cannot opt for 'Education' as Generic Elective (GE).

2. Students are required to study total eight discipline specific core (DSC) papers/courses from two separate disciplines. Four of the DSC papers/courses will be from the discipline/subject 'Education' and other four DSC papers/courses from another discipline/subject.

3. Students are required to study total four discipline specific elective (DSE) papers/course from two separate disciplines. Two of the DSE papers/courses will

be from the discipline/subject 'Education' and other two DSE papers/courses from another discipline/subject.

3. GE papers (Total Two Papers) be other than the DSC/DSE subjects.

4. It should be noted that GE Papers and DSC Papers shall have the same Syllabus Contents. For instance, a student opts History as DSC - 1 (First Elective Subject), Economics as DSC - 2 (Second Elective Subject) and Education as a GE, then the Syllabus Contents of his/her GE Papers (Education) shall be the same as DSC Papers of Education.

Semester wise list of course papers to be studied by a student opting Education as a Pass/Elective Subject

TABLE - C

Semester	Course(s)/Papers	Name of the Course/Paper	Credit
First	EDUCATION – DSC-101	PRINCIPLES OF EDUCATION	6
Second	EDUCATION – DSC-201	FOUNDATION OF EDUCATIONAL PSYCHOLOGY	6
Third	EDUCATION – DSC-301	THEORIES AND IDEAS OF PHILOSOPHY IN EDUCATION	6
	EDUCATION – SEC-301	YOGA AND LIFE SKILL EDUCATION	4
Fourth	EDUCATION – DSC-401	EDUCATION AND SOCIETY	6
	EDUCATION – SEC-401	APPLICATION OF ICT IN EDUCATION	4
Fifth	EDUCATION – DSE-501	HISTORY AND CONTEMPORARY SYSTEM OF EDUCATION IN INDIA	6
	EDUCATION – SEC-501	APPLICATION OF TEACHING-LEARNING SKILL IN CLASSROOM	4
Sixth	EDUCATION – DSE-601	TRENDS AND ISSUES IN EDUCATION	6
	EDUCATION – SEC-601	LEADERSHIP AND ORGANISATIONAL SKILL	4

FIRST SEMESTER

PAPER- EDUCATION – DSC – 101/GE – 101/GE - 501

PRINCIPLES OF EDUCATION

(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquaint learners with scientific and sound principles and theories of education.
2. To make learners understand the concept, nature and scope of education.
3. To acquaint learners with knowledge about different aims of education.
4. To familiarize learners with different dimensions of curriculum and teaching.
5. To make learners acquire knowledge about the concept of discipline and freedom.
6. To make students understand various agencies of education including emerging agencies in this era of information age.

COURSE CONTENTS

UNIT: 1: BASIC CONCEPTS OF EDUCATION

- 1.1 - Meaning, Definition and Types of Education (Formal, Informal and Non-formal)
- 1.2 - Scope and Functions of Education
- 1.3 -Education as a Process and Product
- 1.4 - Education as a Science and Art

UNIT-2: AIMS, OBJECTIVES, AND GOALS OF EDUCATION

- 2.1 - Meaning and Importance of Aims of Education, Determinants of Aims
- 2.2 - Individual and Social Aims of Education
- 2.3 - Aims of Education in a Democracy, Education and Democracy
- 2.4 - Changing Goals of Education – Delors Commission (1996), Millennium Development Goals (MDG)

UNIT-3: DISCIPLINE AND EDUCATION

- 3.1 - Meaning, Concept and Need of Discipline, Discipline and Order
- 3.2 - Freedom and Discipline, Free-discipline,
- 3.3 - Role of Reward and Punishment in School
- 3.4 - Maintenance of School Discipline-Problems and Means

UNIT-4: CURRICULUM AND TEACHING

- 4.1 - Curriculum-Meaning (Traditional and Modern), Nature and Types,
- 4.2 - Co-curricular Activities-Definition, Types and Importance
- 4.3 - Teaching – Meaning, Principles and Maxims
- 4.4 - Methods of Teaching – Lecture, Demonstration, Seminar and Project Method

UNIT-5: AGENCIES OF EDUCATION

5.1 - Family and Peer Group

5.2 - School, Society and Education

5.3 - State and NGOs

5.4 - Media, Internet (Wikis, Blogs, Social Networking Sites)

SUGGESTED READINGS:

1. Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi.
2. Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House: New Delhi.
3. Association of Indian Universities (AIU (1998). Society, Education and Development, (Selections from University News -1): AIU Publications: New Delhi.
4. Bhatia, K. and Bhatia, B.D. (2004). Theory and Principles of Education, Doaba House, Delhi.
5. Bhattacharya, Srinibas (2008). Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
6. Bruner, J.S. (1966). Towards a theory of Instruction, Harvard University, Press: New York.
7. Dash, B.N. (2010). Curriculum Planning and Development, Dominant Publishers and Distributors: New Delhi.
8. Duffy, P., and Bruns, A. (2006). The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities. In Proceedings Online Learning and Teaching Conference 2006, pages pp. 31-38, Brisbane. Retrieved from: <http://eprints.qut.edu.au>
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11. Ottaway, A.K.C. (2010) .Education and Society, Routledge and Keegan Paul: London.
12. Purkait, B.R. (2006). Principles and Practices in education, New Central Book Agency (P) Ltd.: Kolkata.
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14. Ross, J. S. (1947). Groundwork of Educational Theory, George G. Harper and Co. Ltd.: London.
15. Taneja, V.R. (1995). Educational Thought and Practice Sterling Publications: New Delhi.
16. UNESCO (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors Commission): UNESCO, Paris.
17. UNO (2000). United Nations Millennium Declaration, Millennium Summit of the United Nations: UNO, Sept. 08, 2000.

Other Internet/Web Source:

Educational Networking (2012): Educational Networking (Online), Available: <http://www.educationalnetworking.com/>

SECOND SEMESTER

PAPER- EDUCATION – DSC – 201 / GE – 201 / GE - 601 FOUNDATION OF EDUCATIONAL PSYCHOLOGY (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To enable the understanding students to acquire basic knowledge and understanding on psychological foundation of education.
2. To realize the relationship between psychology and education.
3. To enable the students to develop basic skills in psychology and their implications in education in solving educational problem.
4. To develop an understanding about theories of learning
5. To acquaint them with the knowledge of intelligence and creativity.

UNIT- 1: PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

- 1.1 - Concept of Psychology, Psychology of Adolescents
- 1.2 - Educational Psychology - Concepts, Meaning, Nature and Scope
- 1.3 - Relation between Education and Psychology
- 1.4 - Methods of Educational Psychology (Introspection, Observation and Experimentation)

UNIT- 2: BASIC PSYCHOLOGICAL CONCEPTS AND PROCESS

- 2.1 - Sensation and Perception - Factors Influencing Sensation and Perception, Educational Implications
- 2.2 - Instinct –Meaning, Concept, Modification of Instinct, Emotion –Meaning and Concept; Relationship between Instinct and Emotion
- 2.3 - Attention and Interest - Condition of Attention; Interest - Meaning and Conditions, Educational Implication of Attention and Interest
- 2.4 - Memory -Types and Marks of Good Memory
- 2.5 - Forgetting and its Causes

UNIT- 3: LEARNING AND MOTIVATION

- 3.1 - Learning – Meaning and Nature, Learning and Maturation
- 3.2 - Theories of Learning- Insight Theory, Classical Conditioning, Operant Conditioning, Constructivism and Their Educational Implications
- 3.3 - Meaning, Types and Factors of Motivation
- 3.4 - Role of Motivation in Learning

UNIT - 4: PERSONALITY AND ADJUSTMENT

- 4.1 - Meaning of Personality
- 4.2 - Type and Trait theories –Type Theory -Sheldon and Jung
- 4.3 - Trait Theory- Allport, the Big Five Model, Psycho-analytic Theory-Freud
- 4.4 - Meaning and Concept of Adjustment, Characteristics of a Well Adjusted Person, Mal-

Adjustment and Defence Mechanisms

UNIT- 5: INTELLIGENCE AND CREATIVITY

5.1 - Meaning and Nature of Intelligence,

5.2 -Theories of Intelligence –Spearman and Gardner

5.3 - Concept and Development of Intelligent Quotient (IQ) and Emotional Intelligence

5.4 - Meaning, Nature and Stages of Creativity, Relation between Creativity and Intelligence, Fostering Creativity among Learners

SUGGESTED READINGS:

1. Aggarwal J. C., (2014). Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
2. Bhatia & Bhatia (1981). Textbook of Educational Psychology, Doaba House: New Delhi.
3. Bhatia H. R. (1997). A Textbook of Educational Psychology, MacMillan: New Delhi.
4. Chatterjee S. K. (2000). Advanced Educational Psychology, Books & Allied Pvt. Ltd.: New Delhi.
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6. Dandekar W. N. (1995). Fundamentals of Educational Psychology, M. Prakashan: Poona.
7. Goleman, D. Emotional Intelligence, Bloomsbury Publishing: London.
8. Hall, Calvin, S. and Lindzey, Gardner (1985). Theories of Personality, Willey Eastern Limited: New Delhi.
9. Lahey R.B. Graham J. E. & others (2000). An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers: New Delhi.
10. Ormrod, J.E., Jones, B. (2014). Essentials of Educational Psychology with Access Code: Big Ideas to Guide Effective Teaching, Pearson: London.
11. Mangal, S.K. (2009). Essentials of Educational Psychology, Prentice Hall of India: New Delhi.
12. Mangal, S.K. (2005). Advanced Educational Psychology, Prentice Hall of India: New Delhi.
13. Santrock, John W. (2011). Educational Psychology, McGraw-Hill Education: New York.
14. Sharma R.N. and Sharma R.K. (2003). Advanced Educational Psychology, Atlantic Publishers and Distributors: New Delhi.
15. Walia J.S. Foundations of Educational Psychology, Paul Publishers: Jalandhar.
16. Woolfolk, Anita (2008). Educational Psychology, Pearson: New Delhi.
17. Woolfolk, Anita and Shivani, Vij (2017). Educational Psychology, Pearson: New Delhi.

THIRD SEMESTER

PAPER- EDUCATION – DSC – 301 / GE - 301 THEORIES AND IDEAS OF PHILOSOPHY IN EDUCATION (Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

COURSE CONTENTS

UNIT-1: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

- 1.1 - Meaning, Scope and Branches of Philosophy
- 1.2 - Meaning, Nature, Scope and Function of Philosophy of Education
- 1.3 - Philosophy and Education –Relationship
- 1.4 - Importance of Philosophy of Education

UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY

- 2.1 - A Brief Outline of Indian Philosophy of Education
- 2.2 - Implication of Vedic Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
- 2.3 - Implication of Buddhist Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline

UNIT-3 WESTERN THOUGHT AND SCHOOLS OF PHILOSOPHY

- 3.1 - Educational Thought and Practices in Ancient Greece (Athens and Sparta) - Aims and Features
- 3.2 - Idealism and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline
- 3.3 - Naturalism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- 3.4 - Pragmatism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline

UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS

- 4.1 - Rabindranath Tagore
- 4.2 - Mahatma Gandhi
- 4.3 - Swami Vivekananda

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS

5.1 - Plato

5.2 - Rousseau

5.3 - John Dewey

(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

SUGGESTED READINGS:

1. Aggarwal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood cliffs: New Jersey.
5. Brubacher, John S. (1962). Eclectic Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
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8. Curtis, S.J., 1968. Introduction to the Philosophy of Education, London University, Tutorial Press: London.
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11. Mukherjee, S.N. (1966). History of Education in India, Acharya Book Depot: Baroda.
12. Noddings, Nel (2011). Philosophy of Education, Westview Press: Boulder.
13. O' Conor, D.J. (1987). An Introduction to the Philosophy of Education, Routledge Kegan Paul: London.
14. Ozmon, H.A. and Craver, S.M. (1999). Philosophical Foundations of Education, Merrill Pub Co.: New York.
15. Pandey, R.S. Major Philosophies of Education. Vinod Pustak Mandir: Agra.
16. Ravi, S.S. (2015). Philosophical and Sociological Bases of Education, Prentice-Hall of India Pvt. Ltd.: New Delhi.
17. Rocha, Samuel D. (2014). A Primer for Philosophy of Education, Cascade Books: Oregon.
18. Saiyidain, K. G. (1970). Facts of Indian Education, NCERT: New Delhi.
19. Sharma, Ramnath (2000). Textbook of Educational Philosophy, Kanishka Publications: New Delhi.
20. Somnath Agrawal (2007). Philosophical Foundation of Education, Authors Press: New Delhi.

THIRD SEMESTER

PAPER – EDUCATION - SEC- 301 YOGA AND LIFE SKILL EDUCATION (Contact Hours-40, Credit-4) Max. Marks: 50, Pass Marks:17

OBJECTIVES:

1. To introduce the undergraduate learners with the concept of holistic health.
2. To enable the learners to understand the need and importance of Physical Education.
3. To help the learners in acquiring and internalizing various life skills.
4. To introduce learners with the philosophical bases of Yoga.
5. To acquaint learners with the types of Yoga and their importance in health and life.
6. To motivate the learners to participate in Yogic exercises and imbibe art of living skill.

COURSE CONTENTS

UNIT-1 INTRODUCTION

- 1.1 - Definition and Meaning of Health
- 1.2 - Dimensions of Health, Balanced Diet
- 1.3 - Introduction, Definition and Meaning of Physical Education

UNIT - 2 UNDERSTANDING YOGA

- 2.1 - Philosophy of Yoga, Meaning and Misconception of Yoga, Types of Yoga
- 2.2 - Ashtanga Yoga (8 stages of Yoga), Raja Yoga, Karma Yoga, Hatha Yoga, Gyana (Jnana) Yoga, Bhakti Yoga and Mantra Yoga
- 2.3 - Importance of Yogasanas, Pranayama, Shudhikriya and Meditation in Educational Institutions

UNIT - 3 LIFE SKILL EDUCATIONS

- 3.1 - Life-skill Education – Meaning, Concept and Importance
- 3.2 - Ten Core Life-skills Recommended by the WHO
- 3.3 - Strategies for Developing Individual Life-skills at Different levels (Elementary, Secondary and Higher), Role of the Teacher in Inculcating Life Skills among the Learners

UNIT - 4 PRACTICAL LESSONS ON YOGA AND ART OF LIVING SKILLS

- 4.1 - Participating in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu-Shirasana, Ardhamatsyendrasana, Padmasana, Shirasasana and Brikshasana
- 4.2 - Participation in Anulom- Vilom, Bhramari, Shitali, Ujjayi, Pranayamas, Neti, Kapalbhathi and Tratak
- 4.3 - Participation in Art in Living Skills (To be Organised by a Trained Person or Institution)

SUGGESTED READINGS:

1. Bawara, B.V. (1993). Aap Apni Baat, Harayana Divine Radiance publication.
2. Besant, A. (2005). An introduction to Yoga, Cosmo: New Delhi.
3. Feuerstein, George (2002). The yoga tradition: Its History, Literature, Philosophy and Practice, Bhavna books and Prints.
4. Iyenger, B.K.S. (1996). Light on Yoga, Harper Collins: New Delhi.
5. Mikel Burley. (2000). Hathayoga: Its Context, Theory and Practice, Motilal Benarasidass: New Delhi.
6. Larson, J.G. and Bhattacharjee R.S. (2007). Encyclopedia of Indian Philosophies, Vol. - xii, Motilal Benarasidass Publication: New Delhi.
7. Omand, S. (1960). Patanjali Yoga Pradeep, Gita press: Gorakhpur.
8. Rai, V.C. Effect of Sahaj Yoga on Cardiac Disorders, Department of philosophy, Delhi Medical College: Delhi.
9. Rao, P.V.K. (1995). Scientific and Psychological Significance of Yoga, Department of Education: Benaras Hindu University.
10. WHO (2014). Partners in Life Skill Education, WHO: Geneva.
11. Yadav, Y and Yadav, R (2003). Art of Yoga, Friends: New Delhi.
12. Yogacharya, O.S. (2007). Freedom of Body and Mind: Yogasanas, pranayam and Meditations, Rawat: New Delhi.

FOURTH SEMESTER

PAPER- EDUCATION – DSC – 401 / GE - 401

EDUCATION AND SOCIETY

(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

The course is designed to enable the undergraduate students to-

1. Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
2. Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
3. Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS

UNIT-1: EDUCATION AND SOCIETY

- 1.1 - Education and Society
- 1.2 - Sociological Determinants of Education
- 1.3 - School as a Social Sub-system
- 1.4 - Educational Sociology and Sociology of Education – Meaning, Nature and Scope

UNIT-2: EDUCATION AND CULTURE

- 2.1 - Meaning and Characteristics of Culture
- 2.2 - Culture and Educational System
- 2.3 - Cultural Lag, Multiculturalism and Pluralism in Education
- 2.4 - The Varna System, Class and Caste in Indian Society

UNIT-3: SOCIAL CHANGE AND SOCIALISATION

- 3.1 - Social Change- Meaning and Factors Responsible for Social Change
- 3.2 - Social Change, Education and Modernisation
- 3.3 - Meaning, Nature and Process of Socialisation
- 3.4 - Agencies of Socialization - Family, School and Mass Media

UNIT-4: SOCIAL MOBILITY AND SOCIAL CONTROL

- 4.1 - Meaning and Types of Social Mobility
- 4.2 - Education and Social Mobility
- 4.3 - Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities - Class, Caste, Gender), Equality of Educational Opportunity
- 4.4 - Meaning of Social Control, Role of Education as a Means of Social Control

UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

- 5.1 - Meaning, Characteristics and Types of Social Groups
- 5.2 - Group Dynamics- Meaning and Implications for Education

5.3 - Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation

5.4 - Leadership- Meaning, Nature and Role of Education for the Inculcation of Leadership Skills

SUGGESTED READINGS:

1. Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
2. Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
3. Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5th Edition): London.
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5. Bennett, C. (1990). Comprehensive Multicultural Education: Theory and Practice, Allyn and Bacon: London.
6. Bhattacharjee, Srinibas. Sociological Foundations of Education, Atlantic Publishers and Distributors: New Delhi.
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10. Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe.
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13. Ghurye, G.S., (2016). Caste and Race in India, SAGE Publications: New Delhi.
14. Gore, M.S.: Indian Education-Structure and Process, Rawat Publications: Jaipur and New Delhi.
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16. Inkeles, Alex (1999). What is Sociology? Prentice Hall of India Pvt. Ltd.: New Delhi.
17. Jayaram, N. (2015). Sociology of Education in India (Second Edition), Rawat Publications: Jaipur, New Delhi.
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19. Mathur, S. S. A Sociological approach to Indian Education, Vinod Pustak Mandir: Agra.
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21. Race, R. (2011). Multiculturalism and Education, Bloomsbury Publishing: London.
22. Shah, B. V and Shah, K. B. (2014). Sociology of Education, Rawat Publication: Jaipur and New Delhi.
23. Sharma, K.L. Social Stratification and Mobility, Rawat Publication: Jaipur and New Delhi.
24. Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

FOURTH SEMESTER

PAPER – EDUCATION - SEC- 401 APPLICATION OF ICT IN EDUCATION (Contact Hours-40, Credit-4) Max. Marks: 50, Pass Marks:17

OBJECTIVES:

After undergoing this course, the learners will be able to:

1. Integrate ICT into teaching, learning, administration and evaluation.
2. Develop information management, communication and collaborative skills.
3. Design and develop and use learning materials in teaching.
4. Practice safe, ethical ways of using ICT.
5. Use ICT for making classroom processes inclusive
6. Prepare collaborative project for problem-solving, research using ICT
7. Learn integrating technology tools for teaching learning, material development, and developing collaborative networks for sharing and learning.

COURSE CONTENTS

UNIT-1 UNDERSTANDING ICT IN EDUCATION:

- 1.1 - Basic Applications of Computer (Microsoft Windows), Computer and Education
- 1.2 - Concept of ICT and Principles of Using ICT in Teaching Learning Process
- 1.3 - Legal and Ethical Issues in Use of ICT- Hacking and Violation of Copyright

UNIT-2 DEVELOPING ICT ENABLED EDUCATIONAL RESOURCES

- 2.1 - Word Processing, Spread Sheets and Presentation of Software
- 2.2 - Instructional Design –ADDIE Model
- 2.3 - Creation of learning resources (Offline and Online) - Script Writing, Story Board

UNIT-3 INTRODUCTION TO NETWORKING

- 3.1 - Application and Features of Internet
- 3.2 - World Wide Web (WWW), E-mail and Online Learning; E-commerce
- 3.3 - Social networking sites (Wikis, LinkedIn, Face book, Google+, Twitter)

UNIT-4 ICT IN CLASSROOM

- 4.1 - Potential Health Hazards Related to the Prolonged Use of ICT Equipments
- 4.2 - Communication Applications (Newsletters, Websites, Multimedia Presentations, Cartoons, Flyers, Posters and Blogs) and Institutional Management Systems (including Registration, Records and Reports)
- 4.3-Identifying the Internet Resources for Teaching and Learning (E-books, Blogs, Virtual

Lab etc)

(Institution should maintain a well equipped ICT lab with an ICT-trained educator)

SUGGESTED READINGS:

1. Abbott, C. (2000). ICT. Changing Education, Routledge: London.
2. Sinha, P and Sinha, P. (2003). Computer Fundamentals(6th Edition), Bpb Publications: New Delhi
3. Goel, A. (2010). Computer Fundamentals, Pearson: New Delhi.
4. Quigley, M. (2011). ICT Ethics and Security in the 21st Century: New Developments and Applications, Information Science Reference.
5. Charalambos, V., Michalinos, Z., &Gene, V. G. (2009). ICT for Education, Development, and Social Justice, Information Age Publishing: Charlotte, North Carolina.
6. Glass (2005). Preparing Teachers to Teach with Technology. Information Age Publishing: Charlotte, North Carolina.
7. ITL Education Solutions Limited. (2010). Fundamentals of Computer: For undergraduate courses in commerce and management, Pearson: New Delhi.
8. Verma, S.K. (2012). Role of ICTs in Social Development, Ankit Publishing House: New Delhi.

FIFTH SEMESTER

PAPER- EDUCATION – DSE - 501

HISTORY AND CONTEMPORARY SYSTEM OF EDUCATION IN INDIA

(Contact Hours-60, Credit-6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To get learners acquainted with the salient features of education in India in Ancient and Medieval era.
2. To acquaint learners with the development of education in British India.
3. To acquaint learners with significant developments and reforms of education in Independent India
4. To acquaint learners with various stages of education prevalent in India as well as policies and programmes undertaken by various controlling authorities in order to ensure quality in education.

COURSE CONTENTS

UNIT-1: ANCIENT AND MEDIEVAL INDIA

- 1.1 - Vedic Education - Aims, Curriculum, Methods and Organization of Education
- 1.2 - Buddhist Education - Aims, Curriculum, Methods and Organization.
- 1.3 - Islamic Education - Features, Aims, Methods and Organization
- 1.4 - Comparative Study of the Vedic and Buddhist Education

UNIT-2: MODERN EDUCATION IN INDIA (COLONIAN PERIOD)

- 2.1 - Charter Act 1813 and Macaulay Minute (1834)
- 2.2 - Wood Dispatch, 1854
- 2.3 - Hunter Commission, Calcutta University Commission
- 2.4 - Contributions of Christian Missionaries with Special Reference to Assam

UNIT-3: MODERN EDUCATION INDIA (POST-COLONIAN PERIOD)

- 3.1 - Constitutional Provisions of Indian Education
- 3.2 - Mudaliar Commission, 1952-53, Objectives, Structure, Features
- 3.3 - Kothari Commission, 1964-66: Objectives, Structure, Features
- 3.4 - National Policy on Education, NPE, 1986 and NPE, 2016

UNIT-4: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN INDIA

- 4.1 - Primary Education in India: Objectives, Challenges, Universalisation of Elementary Education (UEE), Sarva Shiksha Abhiyana (SSA), Right to Education Act, 2009
- 4.3 - Secondary Education: Objectives, Challenges, Universalisation of Secondary Education and the Role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- 4.4 - Controlling and Regulatory Bodies: NCERT, DIET

UNIT-5: HIGHER EDUCATION IN INDIA

5.1 - Universities – Types, Structures

5.2 - Quality Control of Higher Education- Role of National Accreditation and Assessment Council (NAAC), Rashtriya Uchcharat Shiksha Abiyana (RUSA) – Goals, Features and Guiding Principles

5.3 - Autonomy and Accountability in Higher Education

5.4 - Controlling Bodies - UGC and AICTE

SUGGESTED READINGS:

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi.
2. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
3. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi.
4. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
5. Ghosh, Suresh Chandra (2013). The History of Education in Modern India (1757-1986), Orient Blackswan Private Limited: New Delhi.
6. Govt. of India (1986 and 1992). National Policy on Education, 1986 (1992 Modifications), MHRD: New Delhi.
7. Govt. of India. Report of Secondary Education Commission (1952-53), Author: New Delhi.
8. Govt. of India (2013). Rashtriya Uchcharat Shiksha Abhiyan (National Higher Education Mission), Ministry of Human Resource Development (MHRD): New Delhi.
9. Govt. of India (2009). Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Ministry of Human Resource Development (MHRD): New Delhi.
10. Govt. of India. Report of Education Commission (1966): Education and National Development, Ministry of Education: New Delhi.
11. Govt. of India (2016). Report of the Committee for Evolution of the New Education Policy, National Policy on Education (NPE), 2016, Ministry of Human Resource Development (MHRD), Author: New Delhi.
12. Mondal, Ajit and Mete, Jayanta (2013). Right to Education, APH Publishing Corporation: New Delhi.
13. Nurulla, S and Naik, J.P. A Students History of Education in India 1800-1973, Macmillan India Ltd.: New Delhi.
14. Powar, K.B. (2000). Higher Education for Human Development, Association of Indian Universities (AIU): New Delhi.
15. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New Central Book Agency (p) Ltd.: Kolkata.
16. Purkait, B.R. (2012). Milestones in Modern Indian Education, New Central Book Agency(p) Ltd.: Kolkata.
17. Rawat, P.L. (1995) -History of Indian Education. Ram Prasad and Sons: Agra.
18. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society.

FIFTH SEMESTER

PAPER – EDUCATION - SEC- 501 APPLICATION OF TEACHING-LEARNING SKILL IN CLASSROOM (Contact Hours-40, Credit-4) Max. Marks: 50, Pass Marks:17

OBJECTIVES:

1. To understand the concept, nature and various skills of teaching – learning Process
2. To develop skill in teaching-learning process in classroom
3. To develop basic skills in using various teaching devices

UNIT-1- TEACHING –LEARNING PROCESS

- 1.1 - Teaching - Concept, Nature and Characteristics
- 1.2 - Learning - Concept, Relation between Teaching and Learning
- 1.3 - Pedagogy - Meaning, Characteristics and 5E Model of Instruction (Pedagogical Model)

UNIT-2 –TEACHING DEVICES AND SKILLS

- 2.1 - Types of Teaching Devices - Narration, Exposition, Description, Explanation
- 2.2 - Questioning, Classification of Good questioning, Technique of Good Questioning
- 2.3 - Assignments, Purpose of Assignment, Characteristics of a Good Assignment

UNIT-3 TEACHING LESSONS AND LESSON PLANNING

- 3.1 - Lesson Planning - Concept and Types of Lessons, Features of Good Lesson Plan
- 3.2 - Knowledge lesson - Herbartian Steps
- 3.3 - Skill Lesson- Method of Teaching Skill, Appreciation Lesson-Steps and Method

UNIT – 4 LESSON PLANNING - PREPARATION

- 4.1 - Approaches to Lesson Planning –Herbartian, Evaluation and RCEM Approaches
- 4.2 -Types of lesson Plan- Annual Plan, Daily Plan and Unit plan
- 4.3 - Planning and Preparation of Lessons (Preferably from School Subjects)

UNIT-5- BASIC SKILLS IN TEACHING

- 5.1 - Core Teaching Skills (Set Induction, Questioning, Reinforcement, Stimulus Variation, Blackboard Summary and Closure)
- 5.2 - Micro Teaching – Meaning, Features, Micro Teaching Cycle/Steps, Advantages and Disadvantages of Micro Teaching
- 5.3 - Flanders' Interaction Analysis Technique in Classroom

(Students are to be taught teaching skills, micro teaching skills, and preparation of lesson plans, preparation of assignment and use of interaction analysis technique in classroom setting)

SUGGESTED READINGS:

1. Bernard, S.W. (1972). Psychology of Learning, Harper and Row: New York.
2. Biggs, J.B. (1987). The Process of Learning, 2nd Ed. Prentice Hall: Sidney.
3. Bhatia, K and B.D. Bhatia. (1988). Principle and Methods of Teaching, Doaba House: New Delhi.
4. Chauhan, S.S. (2010). Innovation in Teaching Learning Process, Vikas Publishing House: New Delhi.
5. Derville, Leonore, M.T (1982). The use of Psychology in Teaching, Longman: London.
6. Kochhar, S.K. Methods and Techniques of Teaching Learning Process, Vikas Publishing House: New Delhi.
7. Passi, B.K. (1976). Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya: Ahmedabad.
8. Ryburn, W.H. (1955). Principles of Teaching, Oxford University Press: New Delhi.

SIXTH SEMESTER

PAPER – EDUCATION – DSE - 601 TRENDS AND ISSUES IN EDUCATION (Contact Hours-60, Credits -6)

Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquire adequate knowledge of the emerging issues and trends in education.
2. To understand the issues and problems of adult education, lifelong learning, vocationalisation of education and women education with special reference to Assam.
3. To develop awareness and understanding about population education, life skill education and inclusive education.
4. To develop in students basic understanding regarding globalization, sustainable development as well as value, peace and human rights education.

COURSE CONTENTS

UNIT- 1: ALTERNATIVE TRENDS IN EDUCATION

- 1.1 - Concept of Adult and Lifelong Learning
- 1.2 - Efforts on Adult Education/Literacy- NAEP, NLM, Sakshar Bharat, Mahila Samakhya (With Special reference to Assam)
- 1.3 - Inclusive Education - Meaning, Objectives, Principles, Importance and Significance
- 1.4 - Life skill Education- Meaning, Importance and Strategies (Ten Core Life-skills, WHO)

UNIT- 2: ISSUES IN EDUCATION -I

- 2.1 - Vocationalisation of Secondary Education: Trends, Problems and Challenges
- 2.2 - Education for Marginalised Populations - Scheduled Castes and Tribes
- 2.3 - Women Education – Present Status, Problems, Govt. Efforts
- 2.4 - Role of Education for Women Empowerment

UNIT-3: ISSUES IN EDUCATION -II

- 3.1 - Meaning of Human Values, Need and Importance of Value Education
- 3.2 - Education for National Integration – Strategies, Need and Importance
- 3.3 - Education for Peace and Human Rights – Meaning, Need and Importance
- 3.4 - Education for International Understanding – Meaning, Strategies and Role of the UNESCO

UNIT-4: ISSUES IN EDUCATION -III

- 4.1 - Globalization – Meaning and Dimensions, Globalization and Indian Higher Education
- 4.2 - Privatisation and Commercialisation of Education - Role and Impact
- 4.3 - Education for Citizenship – Citizenship Education, Global Citizenship
- 4.4 - Education for Sustainable Development (ESD) – Meaning, Principles and Importance

UNIT-5: TRENDS AND INNOVATIONS IN EDUCATION

- 5.1 - Distance Education- Concept, Need, Advantages and Limitations
- 5.2 - Open and Distance Learning (Open School and Open University), Role of IGNOU, NIOS and KKHSOU
- 5.3 - ICT in Education, E-learning, Virtual Learning, Role of Computer and Internet
- 5.4 - Choice based Credit System (CBCS) or Cafeteria System of Education

SUGGESTED READINGS:

1. Aggarwal, J. C. (2005). Education for Values, Environment and Human Rights, Shipra Publications: New Delhi.
2. Alur, Mithu and Bach, Michael. (2009). The Journey for Inclusive Education in the Indian Sub-Continent, Routledge: London.
3. Association of Indian Understanding (AIU) Information Technology in Higher Education (Selected Volume), AIU Publications: New Delhi.
4. Dash, Neena. (2011). Inclusive Education for Children with Special Needs, Atlantic Publishers: New Delhi.
5. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
6. Feng, Ethan (2016). Education for Sustainable Development, Willford Press: New York.
7. Ghosh, S., and Mohan, Radha. (2016). Education in Emerging Indian Society: The Challenges and Issues, Prentice-Hall of India: New Delhi.
8. Keegan, Desmond (1986). The Foundation of Distance Education, Croom Helm: London.
9. Laxmi, S (1989). Innovations in Education, Sterling Publishers: New Delhi.
10. Leo, Joy de. – Quality Education for Sustainable Development: An Educator Handbook for Integrating values, Knowledge, Skills and Quality Features of Education for Sustainable Development in Schooling, UNESCO – APNIEVE.
11. Mohanti, J. (1982). Indian Education in the Emerging Society, Sterling Publishers: New Delhi.
12. Mohanty, J. (2002). Adult and Non-formal Education, Deep and Deep Publications: New Delhi.
13. Spring, Joel. (2014). Globalization of Education: An Introduction (Socio-cultural, Political, and Historical Studies in Education), Routledge: London.
14. Tilak, B.G. (2006). Women's Education and Development, Gyan Publishing House: New Delhi.

SIXTH SEMESTER

PAPER – EDUCATION - SEC- 501
LEADERSHIP AND ORGANISATIONAL SKILL
(Contact Hours-40, Credit -4)
Max. Marks: 50, Pass Marks:17

OBJECTIVES:

1. To understand the concept, nature and various skills of leadership.
2. To develop emotional intelligence and inculcate communication skills among the learners teaching-learning process in classroom.
3. To develop leadership and group behaviour among the learners.
4. To develop an understanding of motivational and team development strategies.

UNIT-1- LEADERSHIP AND LEADERSHIP SKILLS

- 1.1 - The Concept of Leadership, Leadership Skill and Leadership Styles (Democratic, Bureaucratic, Laissez-faire, Transformation Styles)
- 1.2 - Leadership Skills – Decision Making, Problem Solving, Time Management, Motivation, Conflict Resolution, Team Building and Team Working Skills etc
- 1.3 - Application of Sociometric Techniques in Classroom, Process and Stages of Team Development

UNIT- 2 - EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS

- 2.1 - Emotional Intelligence: Meaning and Nature, Development of Emotional Intelligence Skill
- 2.2 - Meaning, Nature and Types of Communication Skills
- 2.3 - Development of Communication Skills – Listening, Verbal, Non-verbal, Feedback, Empathy, Open-mindedness, Friendliness etc

UNIT- 3 - MOTIVATION AND MOTIVATION SKILLS

- 3.1 - Motivation and Motivation Skill - Meaning, Nature and Strategies of Motivation
- 3.2 - Strategies of Motivating Learners in Teaching Learning Process
- 3.3 - Challenges of Classroom Motivation

UNIT - 4 - ORGANISATIONAL SKILLS

- 4.1 - Organisation and Organisational Behaviour - Meaning and Characteristics
- 4.2 - Skill of Organisation - Curricular/ Co-curricular Activities
- 4.3 - Institutional Organisation

UNIT- 5 - ORGANISATIONAL CLIMATE

- 5.1 - Organisational Climate – Meaning, Importance and Measurement of Climate
- 5.2 - Classroom Climate – Meaning and Organisation

5.3 - Classroom Managing Tasks and Communication

(Students are to be taught various skills in classroom setting)

SUGGESTED READINGS:

1. Anderson, Loris W. (1989). *The Effective Teacher: Study Guide and Readings*, Random House: London.
2. Drucker, P.F. (1973). *Management: Tasks, responsibilities and Practices*, Harper and Row: New York.
3. Goleman, D. (2004). *Emotional Intelligence*, Bloomsbury Publishing: London.
4. Jones, Vernon F., and Louise S. Jones (1986). *Comprehensive Classroom Management*, Croom Helm: London.
5. Mohanty, Jaggannath. *Educational Administration, Supervision and School Management*, Deep and Deep Publications: New Delhi.
6. Ribbins, Peter (1997, Ed.). *Leaders and Leadership in the School, College and University (Management and Leadership in Education)*, Continuum International Publishing Group Ltd.: New York.
7. Smith, Ryan. (2016). *Emotional Intelligence: How to Master Your Emotions, Improve Interpersonal Communication and Develop Leadership Skills*, CreateSpace Independent Publishing Platform: Luxembourg