

**SYLLABUS
ON
EDUCATION
FOR
BA (HONOURS) EDUCATION CBCS SYSTEM**

(Approved by Academic Council on

Effective from July, 2020)

ORIENTAL COLLEGE (AUTONOMOUS)

IMPHAL

Programme Course Objectives:

The UG course structure of Education Honours aims at developing a holistic and multidimensional understanding of the course contents. It attempts to approach new areas of learning, developing competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Teaching Methods:

The classroom transaction of all the papers will be done through lectures, group discussions, experiential exercises, projects and home assignments, presentations, workshops, seminars and hands on trainings and experiences. The learners will be encouraged to develop an understanding of real life issues and participate in various programmes and practices in social context. For the purpose, practical aspects are incorporated as important components in many papers. Use of ICT and social media and web-based sources are recommended to make the teaching-learning process more interactive and interesting.

Evaluation:

The mode of evaluation would be, as provided in the Ordinances of the college, through a combination of internal evaluation and external examination in the ratio of 40:60 respectively. Equal weightage be given in all the units of a paper.

**Choice Based Credit System
B.A. (Honours): Education**

Course Structure

Semester	Course Code		Title of the paper	Credits
1 st Semester	EDN-HC-1016		Principles of Education	5+1
	EDN-HC-1026		Psychological foundations of Education & Laboratory Practical	4+2
	EDN-HG-1016		Foundations of Education	5+1
2 nd Semester	EDN-HC-2016		Philosophical and Sociological Foundations of Education	5+1
	EDN-HC-2026		Development of Education in India-I	5+1
	Choose any one	EDN-HG-2016	Adolescent Psychology	5+1
		EDN-HG-2026	Child Psychology	5+1
3 rd Semester	EDN-HC-3016		Development of Education in India-II	5+1
	EDN-HC-3026		Educational Technology and teaching methods	5+1
	EDN-HC-3036		Educational Management	5+1
	Choose any one	EDN-SE-3014	Public Speaking Skill	2+2
		EDN-SE-3024	Lesson Planning	2+2
	Choose any one	EDN-HG-3016	Environmental Education	5+1
		EDN-HG-3026	Developmental Psychology	5+1
4 th Semester	Edn-HC-4016		Great Educational Thinkers	5+1
	Edn-HC-4026		Educational Statistics & Practical	4+2
	Edn-HC-4036		Emerging issues in Indian Education	5+1
	Choose any one	Edn-SE-4014	Writing Bio-Data and Facing an Interview	2+2
		Edn-SE-4024	Skill for Democratic citizenship	2+2
	Choose any one	Edn-HG-4016	History of Education in India	5+1
		Edn-HG-4026	Pedagogical skills	5+1
5 th Semester	Edn-HC-5016		Measurement and Evaluation in Education & Laboratory Practical	4+2
	Edn-HC-5026		Guidance and Counseling	5+1
	Choose any two	Edn-HE-5016	Continuing Education	5+1
		Edn-HE-5026	Comparative education	5+1
		Edn-HE-5036	Human Rights Education	5+1
		Edn-HE-5046	Teacher Education in India	5+1
6 th Semester	Edn-HC-6016		Education and Development	5+1
	Edn-HC-6026		Educational Research & Practical	4+2
	Choose any two	Edn-HE-6016	Mental Health and Hygiene	5+1
		Edn-HE-6026	Special Education	5+1
		Edn-HE-6036	Value and peace education	5+1
		Edn-HE-6046	Women and Society	5+1

1st SEMESTER (HONOURS)**EDN-HC-1016****PRINCIPLES OF EDUCATION****Credit 6 (Theory 5 + Tutorial 1)****Course Objectives:**

- To acquaint the students with the sound principles of education
- To acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- To imbibe the learners about knowledge of different aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline.

Course Outcomes:

- Principles of education are acquainted.
- Important concepts of education, curriculum, democracy, discipline and freedom are acquainted
- Knowledge about different aims of education, various types of curriculum, correlations of studies and forms of discipline are developed .

Course contents

Units	Contents	Marks
Unit-1	Meaning and Concept of education <ul style="list-style-type: none">• Meaning, nature and scope of education.• Forms of education- Formal, Informal and Non-formal education and their agencies• School and its functions, relationship between school and society.• Distance and Open Education with special reference to India.• Functions of education.	20
Unit-2	Aims of education <ul style="list-style-type: none">• Meaning and importance of Aims.• Determinants of aims.• Historical retrospect.• Social Vs Individual aim.• Vocational and Liberal aim• Democratic, Citizenship, Moral and Complete living as an aim of Education	20
Unit- 3	Curriculum <ul style="list-style-type: none">• Concept and nature of Curriculum• Importance of Curriculum.• Types of Curriculum.• Principles of Curriculum Construction• Correlation of Studies—Meaning, Types and importance.• Co-curricular activities- Meaning, Types and importance.	20
Unit-4	Discipline and Freedom <ul style="list-style-type: none">• Meaning and importance• Familiarise the students with democratic idea of modern education.	20

	<ul style="list-style-type: none"> • Discipline Vs. Order • Forms of discipline • Place of reward and punishment in schools • Concept of free-discipline. • Maintenance of discipline in school. 	20
Unit-5	Democracy and Education <ul style="list-style-type: none"> • Meaning of Democracy in Education • Democracy and the Education of Masses • The child in democratic education. • Role of Teachers and the Administrators in Democracy. • Methods of teaching in Democracy 	20

Recommended Readings:

- Aggarwal, J.C. : Theory and principles of education, Vikash Publishing House Pvt. Ltd. 2010.
- Bhatia, B.D. : The Theory and principles of education, Daoba House, Delhi, 1970.
- Dash, B.N. : Educational Theory and practice, Ajanta Prakashan, Delhi, 2000
- Das, P. Goswami : Theories and principles of education, Shanti Prakashan, Gauhati, 2011.
- Safaya and Shoida: Development of educational theory and practice DhanpatRai& Sons, 1980.

EDN-HC-1026
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Credit-6 (Theory 4 + Practical 2)

Course Objectives:

- To make the students understand the relationship between education and psychology.
- To explain the need of educational psychology in teaching learning process.
- To describe the nature and theories of learning and role of motivation in learning.
- To understand the concept of memory, forgetting, attention and interest.
- To understand intelligence, its theories, measurement, and concept of emotional intelligence.
- To acquaint with different types of personality and the adjustment mechanism.

Course Outcomes:

- Relationship between education and psychology can be understand.
- Need of educational psychology in teaching learning process can be explained.
- Nature and theories of learning and role of motivation in learning can be described.
- Concept of memory, forgetting, attention and interest can be acquainted.
- Intelligence, its theories, measurement, and concept of emotional intelligence can be understand.
- Personality and the adjustment mechanism can be known.

Course contents

Units	Contents	Marks
Unit-1	<p>Psychology and Education:</p> <ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature, Scope, • Methods— Observation, Experimentation, Case study method • Importance of Educational Psychology in teaching -learning process 	20
Unit-2	<p>Learning and Motivation:</p> <ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning--law of readiness, law of exercise ,law of effect • Factors affecting learning • Motivation-meaning, role in learning 	20

Unit-3	Memory, Attention and Interest: <ul style="list-style-type: none"> • Memory—Meaning, nature and types • Economy in memorization • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning 	15
Unit-4	Intelligence, Creativity and personality <ul style="list-style-type: none"> • Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory 	20
Unit-5	Laboratory Practical Recall and Recognition, Trial and Error learning, Span of attention (The three practical will be done in Psychological laboratory, there will be 2 credits for practical class)	25

Recommended Readings:

- Baron,R.A(2001)Psychology, Prentice Hall,NewDelhi
- Bichler,R.F and Snowman,J(1993)-Psychology Applied to Teaching ,Boston, Houghton Mifflin
- Skinner, Charles,(2012) E- Educational Psychology , Prentice Hall, New Delhi
- Chauhan,S.S - Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.,New Delhi
- Crow A and Crow A - Educational Psychology, Prentice Hall,New Delhi
- Guilford,J.P - General Psychology,D.Van Nostrand Company Inc.
- Mangal, S.K.(2009)- Advanced Educational Psychology, PHI Learning Private Limited, New Delhi
- Kuppaswamy B(2013) :Advanced Educational Psychology, ,Sterling Publishers Private Limited,New Delhi
- Saikia, L.R. 2018 : Psychological and Statistical experiments in Education

EDN-HG-1016
FOUNDATIONS OF EDUCATION
Credit-6 (Theory 5 + Tutorial 1)

Course Objectives:

- To acquaint with the principles of education
- To gain knowledge about different various Forms and Aims of Education
- To understand the concept and importance of Discipline and Freedom.
- To acquire knowledge about the concept of Emotional and National Integration and International Understanding.

Course Outcomes:

- Principles of education can be acquainted
- Knowledge about different various Forms and Aims of Education can be gained.
- Concept and importance of Discipline and Freedom can be understand.
- Knowledge about the concept of Emotional and National Integration and International Understanding cab be acquired,

Course contents

Units	Content	Marks
Unit-1	<p>Concept of Education</p> <ul style="list-style-type: none"> • Meaning ,Nature and Scope of education • Forms of education- • Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education • Aims of education, Meaning and importance of Aims. Types of Aims- • Social Vs Individual aim. • Vocational and Liberal aim • Democratic aim of education. 	20
Unit-2	<p>Philosophy and Education</p> <ul style="list-style-type: none"> • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education 	20
Unit-3	<p>Psychology and Education</p> <ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature, Scope, Method Observation, Experimentation. Case study method • Importance of Educational Psychology in teaching -learning process 	20

Unit-4	Education for National Integration and International understanding <ul style="list-style-type: none"> • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International understanding. • Globalization and its impact in developing International cooperation 	20
Unit-5	Sociology and Education <ul style="list-style-type: none"> • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process 	20

Recommended Readings:

- Ross J.S. - *The Ground Work of Educational Theory*.
- Raymont T-- *Principles of Education*.
- Safaya R.N. & Shaiyda B .D. — *Development of Educational Theory and Practice*.
- Bhatia & Bhatia - *Theory and Principles of Education*
- Agarwal J.C. - *Theory and Principles of Education*.
- Chatterjee S. - *Principles and Practice of Modern Education*
- Goswami, D, 2014- *Philosophy of Education*, DVS Publishers, Guwahati

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION**Credit- 6 (Theory 5 + Tutorial 1)****Course Objectives:**

- To know the concept of philosophy and its relationship with education.
- To understand the educational implications of different Indian schools of philosophy.
- To understand the educational implications of different Western schools of philosophy.
- To know the concept of sociology and its relationship with education.
- To develop understanding about the concept of educational sociology, social groups and socialisation.

Course Outcomes:

- Concept of philosophy and its relationship with education can be known
- Educational implications of different Indian schools of philosophy can be understand
- Educational implications of different Western schools of philosophy can be understand
- Concept of sociology and its relationship with education can be known
- Concept of educational sociology, social groups and socialization can be developed.

Course contents

Units	Contents	Marks
Unit-1	Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education	20
Unit-2	Various Indian Schools of Philosophy and Education <ul style="list-style-type: none">• Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education• Yoga and Philosophy: Different types, Astangika Yoga, Implication in education	20
Unit-3	Various Western Schools of Philosophy and Education <ul style="list-style-type: none">• Idealism: Meaning, Principles, Implication in education• Naturalism: Meaning, Principles, Implication in education• Pragmatism: Meaning, Principles, Implication in education	20

Unit-4	Sociology and Education <ul style="list-style-type: none"> • Concept and methods of Sociology. Educational Sociology: Meaning. Nature. Scope and Importance, Relation between education and sociology • Social group: Meaning. Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialisation process 	20
Unit-5	Socio-cultural Context of Education <ul style="list-style-type: none"> • Social Change: Meaning, Nature and Factors • Education as an instrument of Social Change • Culture: Meaning, Nature, Cultural change and Cultural Lag • Relation between education and culture. • Social Organisation: Meaning and Types • Social Disorganisation: Meaning, Causes and Remedies 	20

Recommended Readings:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954): *Educational Sociology (2nd Edition)*. New York: Prentice Hall.
- Brubacher, John S. (1962). *Modern Philosophies of Education*. McGraw Hill: New Delhi.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S. S., R. Sharma, & Rejendra K (2002). *Philosophy of Education*. New Delhi: Atlantic Publishers.
- Goswami, Dulumoni (2013). *Philosophy of Education*. Guwahati: DVS Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2017). *Sociological Foundations of Education*. Guwahati: DVS Publishers.
- Singh, Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publishing Corporation.

EDN-HC-2026
DEVELOPMENT OF EDUCATION IN INDIA-I
Credit-6 (Theory 5 + Tutorial 1)

Course Objectives:

- To recount the concept of Ancient Indian education system
- To describe the education system in Ancient India, particularly Vedic Education
- To examine the education system in Medieval India.
- To analyse the education system during British Period

Course Outcome:

- Concept of Ancient Indian education system can be recounted.
- Education system in Ancient India, particularly Vedic Education can be described.
- Education system in Medieval India can be examined.
- Education system during British Period can be analysed.

Course contents

Units	Content	Marks
Unit-1	<p>Education in Ancient and Medieval India</p> <ul style="list-style-type: none"> • Education in Ancient India <ul style="list-style-type: none"> - The Vedic System of Education: Concept and Salient Features - Education in the <i>Arthashastra</i> of Kautilya • Education during Buddhist Period <ul style="list-style-type: none"> • General Features of Buddhist Education • Ancient Universities and Centres of Education: <ul style="list-style-type: none"> • Taxila, Nalanda, Vikramshila, Varanasi, <p>Education in Medieval India</p> <ul style="list-style-type: none"> • The Islamic System of Education <ul style="list-style-type: none"> • General Features of Islamic system of education • Contribution of Islamic system of education in India 	20
Unit-2	<p>Education in British India: The Beginning</p> <ul style="list-style-type: none"> • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in India • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory 	20

Unit-3	Education in British India: In 19th Century <ul style="list-style-type: none"> • Wood's Despatch of 1854 <ul style="list-style-type: none"> - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 <ul style="list-style-type: none"> - Appointment of Indian Education Commission - Its Terms of Reference - Major Recommendations - Criticism of the Commission 	20
Unit-4	Rise of Nationalism and its impact on education <ul style="list-style-type: none"> • Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher Education <ul style="list-style-type: none"> • Government of India's Resolution on Educational Policy-1904, The University Act of 1904 • Gokhale's Bill for Compulsory Primary Education- 1910-1912 • Impact of Compulsory Primary Education Movement in India • Calcutta University Commission-1917, Major Recommendations 	20
Unit-5	Education in British India: A Period of Experiment <ul style="list-style-type: none"> • Hartog Committee Report-1929, Major Recommendations • Basic Education-1937, Background <ul style="list-style-type: none"> • Wardha Education Conference-1937 • Salient Features of Basic Education • Criticism of the Basic Education • The Sargent Report- 1944 	20

Recommended Readings:

- Chaube, S.P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
- Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications.

EDN-HG-2016
ADOLESCENT PSYCHOLOGY
Credit-6 (Theory 5+ Tutorial 1)

Course Objectives:

- To enable the students to understand the period of adolescence
- To enable the students to understand the significance of the adolescence period in human life
- To enable the students to know about various problems associated with this stage
- To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course Outcomes:

- Period of adolescence can be understand.
- Significance of the adolescence period in human life can be understand.
- Various problems associated with this stage can be known.
- Development aspects of adolescence, importance of adolescence period and problems associated with this stage can be understand.

Course contents

Units	Contents	Marks
Unit-1	Introduction to adolescent psychology <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescent psychology • Adolescence – age of transition • Is adolescence a period of storm and stress? 	20
Unit-2	Physical and mental development <ul style="list-style-type: none"> • Characteristics of physical development • Characteristics of mental development • Educational implications of physical and mental development 	20
Unit-3	Social development <ul style="list-style-type: none"> • Characteristics of social development • Influence of peers in social development • Factors affecting social adjustment 	20
Unit-4	Emotional and personality development <ul style="list-style-type: none"> • Characteristics of emotional development • Personality changes during adolescence • Adjustment problems of adolescence 	20
Unit-5	Delinquency <ul style="list-style-type: none"> • Meaning , Nature and types of delinquency • Causes of delinquency - biological, psychological and sociological • Role of school, family and society in preventing delinquency • Prevention and control of drug addiction 	20

Recommended Readings:

- Chaube. S.P. Developmental Psychology, New Delhi, NeelkamalPublicattions Ltd.
- Cole, L. Psychology of Adolescence, New York, Rinchart and Winsten
- Goswami, G. (2008) Child Development and Child Care, Guwahati, ArunPrakashan
- Hurllock, E.B. Developmental Psychology-A Life span approach, Tata McGraw Hill Publishing Com. Ltd.

EDN-HG-2026
CHILD PSYCHOLOGY
Credit- 6 (Theory 5+Tutorial 1)

Course Objectives:

- To understand the nature and scope of child development.
- To know the principles and factors affecting child development
- To know the role of family, school and peers for personality of a child.
- To perceive adjustment problems of children.

Course Objectives:

- Nature and scope of child development can be known.
- Principles and factors affecting child development can be understand.
- Role of family, school and peers for personality of a child can be known.
- Adjustment problems of children can be known.

Course Contents:

Units	Contents	Marks
Unit -1	Nature and scope: <ul style="list-style-type: none">• The relevance of child development to educational practice.• Importance of Early Childhood years.• Modern approaches to Child study.	20
Unit- 2	General nature of Growth and development: <ul style="list-style-type: none">• Developmental principles, factors affecting development.• Development during the pre-natal, post-natal, neo-natal stages.• Characteristics and needs of new born child and his/her early experiences.	20
Unit -3	Development upto Pre-adolescence. <ul style="list-style-type: none">• Physical and motor development.	20

	<ul style="list-style-type: none"> • Speech and language development, perceptual development. • Emotional development, social development and process of socialization. 	
Unit-4	Development of understanding and intelligence <ul style="list-style-type: none"> • Concept formation, readiness and maturation as related to learning. • Value of play, types of play, play and child development. • Individual differences in abilities, interest and their educational implications. 	20
Unit-5	Development of self and personality Fundamental needs and their satisfaction Role of the family, school, peers, Problems of adjustment, normal and abnormal patterns of behavior in different stages.	20

Recommended Readings:

- Choube, S.P.: Child Psychology, Lakshman Narayan Agrawal, Agra, 993.
- Dinkneyer, D.C.: Child Development: The Emerging self, Prentice Hall, 1965.
- Erikson, E.M.: Childhood and society, Norton, New York, 1950.
- Helen, B.& Denise, B.: The developing child, earson Education, Delhi, 2004.
- Hurlock E.B.: Developmental Psychology: A life span approach, Tata McGraw Hill, New Delhi, 1994.

3rd SEMESTER (HONOURS)

Edn.-HC-3016

DEVELOPMENT OF EDUCATION IN INDIA-II

Credit-6 (Theory 5 + Tutorial 1)

Course Objectives:

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

Course Outcomes:

- Educational situation during the time of Independence can be understand
- Recommendations and educational importance of different Education Commission and Committees in post Independent India can be explained.
- National Policy on Education in different times can be analysed.
- Recent Educational Development in India can be accustomed.
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Course Content:

Units	Content	Marks
Unit-1	Development of Indian Education the post independence period <ul style="list-style-type: none">• Educational Provisions of the Indian Constitution and their Implementation• University Education Commission - 1948<ul style="list-style-type: none">➤ Appointment of University Education Commission➤ Aims and Recommendations of the Commission➤ Evaluation of the Recommendations	20
Unit-2	Development of Secondary Education in the Post-Independent Period <ul style="list-style-type: none">• Dr. Tara Chand Committee-1948<ul style="list-style-type: none">➤ Major Recommendations• Secondary Education Commission-1952-53<ul style="list-style-type: none">➤ Terms and Condition➤ Aims and Objectives of Secondary Education➤ Defects of Secondary Education➤ Recommendations of the Commission➤ Evaluation of the Recommendations of the Commission	20

Unit-3	Development of education in pre and post independent period of Manipur <ul style="list-style-type: none"> • Elementary education • Secondary education • Higher education • Teacher education • Professional and technical education • Women education 	20
Unit-4	Indian Education Commission -1964-66 and National Policies on Education in post Independent India <ul style="list-style-type: none"> • Indian Education Commission -1964-66 –Major recommendations and its relevant in present education system • National policy on education -1968,1986:Its major recommendations • National System of Education • Review of National Policy of Education -Ramamurthy Review Committee, 1990 -Janardan Reddy Committee Report,1991 -Revised National Policy of Education ,1992 	20
Unit-5	Recent Developments and programmes in Indian Education <ul style="list-style-type: none"> • The National Knowledge Commission Report - Background and Recommendations • Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education - Recommendations <ul style="list-style-type: none"> • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • Quality Control of Higher Education: NAAC- Its Objectives and Roles: National Education Policy 2020: Salient Features. 	20

Recommended Readings

- Devi, Jamini, Ch: Education in Manipur, Rai Pravina Brothers Imphal, 1989
- Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
- Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra

Edn-HC-3026

EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

Credit-6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

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

Course Outcomes:

- Objective of educational technology in teaching learning process can be understand.
- Innovations in the field of education through technology can be acquainted.
- Various methods and devices of teaching can be understand.
- Levels, effectiveness of teaching and classroom management can be acquainted.
- Strategies of effective teaching as a profession can be known.

Course contents

Units	Contents	Marks
Unit:1	Educational technology: <ul style="list-style-type: none">• Meaning and nature of Educational technology<ul style="list-style-type: none">• Components of Educational Technology- Hardware and Software and Systems Approach• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction	20
Unit:2	Information and Communication Technology in teaching-learning <ul style="list-style-type: none">• Concept, nature and components of communication technology• Marks of effective classroom communication• Barriers of effective classroom communication• Application of ICT in teaching-learning• Resources of learning- Projected and Non-projected resources, Internet, e-learning, EDUSAT, INFLIBNET and Social media	20

Unit:3	Models of teaching <ul style="list-style-type: none"> • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning. 	20
Unit:4	Methods and techniques of teaching <ul style="list-style-type: none"> • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, • Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching- Narration, Illustration, Questioning 	20
Unit:5	Lesson Planning and Micro Teaching <ul style="list-style-type: none"> • Lesson plan -Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- Meaning and components 	20

Recommended Readings:

- Aggarwal J.C. (2005). Educational Technology, New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008): Innovations in Teaching-learning Process, New Delhi: Vikash Publishing House Pvt. Ltd.
- Joshi , A.: Models of teaching, Agra: H.P. Bhargava, Book House
- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S.K. and MangalVerma (2009). Essentials of Educational Technology, New Delhi
- Passi, B.K.: Becoming Better teacher, Micro Teaching Approach, Ahmedabad, SahityaMudranalaya
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- Siddiqui, M.H.: Models of teaching, New Delhi: APH Publishing Corporation Singh, Amarjit: Classroom Management, New Delhi: Kanishka Publishers.

Edn- HC-3036
EDUCATIONAL MANAGEMENT
Credit-6 (Theory 5+ Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

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

Course Outcomes:

- Basic concept of educational management can be developed.
- Various resources in education can be known.
- Concept and importance of educational planning can be understand.
- Financial resources and financial management in education can be known.

Course Contents

Units	Contents	Marks
Unit-1	Introduction to Educational Management <ul style="list-style-type: none"> • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques. 	20
Unit-2	Resources in Education <ul style="list-style-type: none"> • Meaning of resources • Types of resources- Human resource, Material resource and Financial resource • Management of Human, Material and Financial resources • Optimum Utilization of resources in educational institutions 	20

Unit-3	Educational Planning <ul style="list-style-type: none"> • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT 	20
Unit-4	Institutional Planning <ul style="list-style-type: none"> • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities 	20
Unit-5	Financing of Education and Recent Trends in Management <ul style="list-style-type: none"> • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Budget: Concept and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management <ul style="list-style-type: none"> ➤ Total Quality Management ➤ SWOT Analysis 	20

Recommended Readings:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- TajHaseen and Bhatnagar,Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.

Edn-SE- 3014

PUBLIC SPEAKING SKILL

Credit – 4 (Theory 2 + Practical 2)

Course objective :

To enhance the capacity of public speaking skill.

Course Outcome:

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

In-semester assessment:

Students shall prepare a write-up based on topic selected for speech. No Sessional examination is required for this paper.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover - Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.
- Evaluation (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

Edn-SE-3024
LESSON PLANNING

Credit- 4 (Theory 2+Tutorial 2)

Course Objectives:

- To understand the concept of lesson planning
- To develop the techniques of lesson planning

Course Outcomes:

- Concept of lesson planning can be understand
- Techniques of lesson planning can be developed

Course Contents:

Units	Contents	Marks
Unit -1	Concept of lesson planning- <ul style="list-style-type: none">• Lesson planning- Meaning, definition• Characteristics of lesson plan• Advantages of lesson plan	
Unit- 2	Different aspects of lesson plan- <ul style="list-style-type: none">• Types of lesson plan- Knowledge of lesson, Skill lesson and appreciation lesson• Herbartian of Steps involved in lesson planning• Principles of development of lesson plan	

Practical : Preparation of lesson plan:

[Each student has to prepare five lesson plan in any types of lessons following Herbartian approach, Evaluation will be done by an external examiner. There will be no sessional examination of this paper.

EDN-HG-3016
ENVIRONMENTAL EDUCATION

CREDIT-6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:-

- To understand the concept, Need and Importance of Environmental Education.
- To acquaint the meaning of ecology and ecosystem, its Components and Functions.
- To identify the causes of Environmental Pollution and how to control it.
- To aware of Environmental management and conservation
- To understand the importance of Environmental Education in the Curriculum.

Course Outcome:-

- Need and Importance of Environmental Education can be understand.
- Meaning of ecology and ecosystem, its Components and Functions can be acquainted
- Causes of Environmental Pollution and how to control it can be identified.
- Environmental management and conservation can be known
- Importance of Environmental Education in the Curriculum can be understand.

Course Contents

Units	Contents	Marks
Unit-1	Environmental Education <ul style="list-style-type: none">• Meaning, definition Scope, goals, functions and importance of Environmental Education• Development of Environmental Education - a historical perspectives• Objectives of Environmental Education	20
Unit-2	Environment and Ecology <ul style="list-style-type: none">• Meaning of Ecology and Ecosystem• Components of ecosystem-Biotic and Abiotic factors• Function of Ecosystem	20
Unit-3	Environmental Pollution and Control <ul style="list-style-type: none">• Major global Environment problems and international strategies for their solutions.• Air pollution –sources, effects and measures to control• Water Pollution- sources, effects and measures to control• Noise Pollution- sources, effects and measures to control	20

Unit-4.	Environmental Management and Conservation <ul style="list-style-type: none"> • Conservation of natural resources- forests, wildlife, land and energy resources • Environmental management in the context of sustainable development • Environmental Education for community development. 	20
Unit-5	Environmental Education and the Curriculum <ul style="list-style-type: none"> • Environmental Education in the curriculum at various levels of education –Primary, Secondary, University and Non formal Education System. • Importance of Environmental Education in the curriculum <ol style="list-style-type: none"> a) Environmental Education as a separate subject b) Integration of Environmental Education in the existing subjects c) Occasional programmes d) Environmental Education as core curriculum 	20

Recommended Reading:

- *BharuchaErah: Textbook of Environmental Studies University Press Private Ltd., India, 2005*
- *Saxena, A.B.: Environmental Education*
- *Robert N. Saveland: Handbook of Environmental Education*

Edn. HG 3026
DEVELOPMENTAL PSYCHOLOGY
Credit-6 (Theory 5 + Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To enable the students to understand the basic concepts relating to development
- To acquaint the students about heredity and environmental factors affecting pre-natal development
- To enable the students to understand the development aspects during infancy and childhood
- To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course Outcomes:

- Basic concepts relating to development can be understand.
- Heredity and environmental factors affecting pre-natal development can be acquainted.
- Development aspects during infancy and childhood can be understand.
- Development aspects of adolescence, importance of adolescence period and problems associated with this stage can be understand.

Course contents

Units	Topics	Marks
Unit-1	Introduction to Developmental Psychology <ul style="list-style-type: none">• Meaning, definition, nature and scope of developmental psychology• Different methods of studying developmental psychology• Hereditary and other factors that affect pre-natal development• Periods of pre-natal development• Characteristics of pre-natal development• Precautionary measures to be taken in pre-natal development	20

Unit-2	Infancy <ul style="list-style-type: none"> • Characteristics of infancy • Different developmental aspects during infancy • Physical development • Cognitive development • Motor development • Language development • Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants 	20
Unit-3	Childhood <ul style="list-style-type: none"> • Characteristics of childhood • Developmental tasks of childhood ➤ Physical development of early and late childhood ➤ Emotional development of early and late childhood ➤ Influence of family and school in social and personality development in childhood 	20
Unit-4	Adolescence <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence - age of transition • Physical changes during adolescence • Intellectual development during adolescence 	20
Unit-5	Social, Emotional and Personality Development of Adolescence <ul style="list-style-type: none"> • Social development during adolescence • Role of family, school and peers in the development of adolescence • Emotionality during adolescence • Personality development during adolescence • Adjustment problems and juvenile delinquency 	20

Recommended Readings:

- Bee, H. and Denise Boyd: The Developing Child, Pearson Education Inc. India edition
- Chaube. S.P.: Developmental Psychology, New Delhi, NeelkamalPublicattions Ltd.
- Cole, L.: Psychology of Adolescence, New York, Rinchart and Winsten
- Goswami, G. (2008): Child Development and Child Care, Guwahati, ArunPrakashan
- Hurlock, E.B.: Developmental Psychology-A Life span approach, Tata McGraw Hill Publishing Com. Ltd.
- Thompson, G.G.: Child Psychology, Bombay, The Times of India Press (Indian reprint)
- Hurlock, E.B.: Child Development, Tata McGraw Hill Publishing Com. Ltd

4th SEMESTER (HONOURS)
Edn-HC-4016 GREAT EDUCATIONAL THINKERS
Credit-6 (Theory 5 + Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

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

Course Objectives:

- Philosophy of life of different Educational Thinkers and their works can be learnt.
- Views of thinkers in educational context can be learnt.
- Relevance of some of their thoughts at present day context can be known.

Course contents

Units	Topics	Marks
Unit-1	Educational Thoughts of Swami Vivekananda and Sri Aurobindo Ghose. <ul style="list-style-type: none"> • Swami Vivekananda : <ul style="list-style-type: none"> ➤ -Brief life sketch and Philosophy of life. ➤ Views of Vivekananda on Education and practices ➤ Relevance of his educational thought at present day context. • Sri Aurobindo Ghose : : <ul style="list-style-type: none"> ➤ Brief life sketch and Philosophy of life ➤ Views of Sri Aurobindo on education and practice ➤ Evaluation of his philosophy of education. 	20
Unit-2	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore <ul style="list-style-type: none"> • Mahatma Gandhi <ul style="list-style-type: none"> • Brief Life Sketch and Philosophy of Life • Views of Gandhiji on Educational Philosophy and practices • Gandhiji's Nai Talim. • Rabindranath Tagore <ul style="list-style-type: none"> • Brief Life Sketch and Philosophy of Life • Views of Tagore on Educational Philosophy and practices • Tagore's Vishvabharati 	20

Unit-3	Educational Thoughts of A.P.J. Abdul Kalam <ul style="list-style-type: none"> - Brief Life Sketch and Philosophy of Life - Views of Kalam on Educational Philosophy and practices - Kalam’s Education Model for the 21st Century 	20
Unit-4	Educational Thoughts of Rousseau and Froebel <ul style="list-style-type: none"> • Jean Jacques Rousseau <ul style="list-style-type: none"> • Brief Life Sketch and Philosophy of Life • Views of Rousseau on Educational Philosophy and practices • Rousseau’s Negative Education • Fredric Wilhelm August Froebel <ul style="list-style-type: none"> • Brief Life Sketch and Philosophy of Life • Views of Froebel on Educational Philosophy and practices • Froebel’s Kindergarten. 	20
Unit- 5	Educational Thoughts of John Dewey and Madam Maria Montessori <ul style="list-style-type: none"> ➤ John Dewey <ul style="list-style-type: none"> • Brief Life Sketch and Philosophy of Life • Views of Dewey on Educational Philosophy and practices • Dewey’s Concept of Democratic Education ➤ Madam Maria Montessori <ul style="list-style-type: none"> • Brief Life Sketch and Philosophy of Life • Views of Montessori on Educational Philosophy and practices • Montessori’s Children House. 	20

Recommended Readings

- Abdul Kalam, A. P. J. (1998): India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
- Bezbarua, L. (2004): Mahapurush Sri Sankardevaru Sri Madhavdev. Guwahati: JyotiPrakashan.
- Dewey, John (2014): Democracy and Education. Akar Books.
- Goswami, Dr. Renu: A Text book on Great Educators and Educational Classics.GuwahatiLawyar’s Book Stall.
- Saikia, I. &Kalita .U. (2016): PrachyaAaruPachayatyarSikshabidsakal. Guwahati, Shanti Prakashan.
- Narang, C. L. & Bhatia, K. K. (2013): Philosophical and Sociological Bases of Education (Revised Edition). Ludhina, Tandon Publications.
- Neog, M. (1998): Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition). Guwahati: Lawyer’s Book Stall.

Edn-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL
Credit-6 (Theory 5 + Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

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

Course Outcomes:

- Basic concept of Statistics can be developed
- Different statistical procedures used in Education can be acquainted
- Ability to represent educational data through graphs can be developed
- Normal Probability Curve and its applications in Education can be familiarized

Course contents

Units	Topics	Marks
Unit-1	Basics of Educational Statistics <ul style="list-style-type: none"> • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean, Median and Mode from ungrouped and grouped data • Measures of variability -Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD 	20
Unit-2	Graphical presentations of data <ul style="list-style-type: none"> • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph - histogram, polygon, • Cumulative frequency percentage curve (Ogive),Smoothed graph 	20
Unit-3	Co-efficient of Correlation and Percentiles <ul style="list-style-type: none"> • Coefficient of correlation - Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank 	20

Unit-4	Normal Probability Curve and Its Application <ul style="list-style-type: none"> • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis 	20
Unit-5	Statistical Practical <ul style="list-style-type: none"> • To determine the Mean Median and Mode • Graphical Representation - Polygon, Histogram and Pie diagram 	20

Recommended Readings:

- Garrett, H.E. — Statistics in Psychology and Education, Mumbai, Vakils, Feffer and Simons Pvt. Ltd.
- Mangal, S.K. — Statistics in Psychology and Education, New Delhi- Prentice Hall of India.
- Saha, Kaberi—Statistical Analysis in Education and Psychology, Mani Manik Publishers.
- Binod, K. Sahu — Statistics in Psychology and Education, New Delhi, Kalyani Publishers.
- Goswami, Marami - Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.

Edn-HC-4036

EMERGING ISSUES IN INDIAN EDUCATION

Credit-6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To make the students acquaint with major emerging issues national, state, and local
- To acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- To address the various problems and challenges of education in India at all levels.

Course Outcomes:

- Major emerging issues national, state, and local can be acquainted.
- Various issues in education that are emerging in the recent years in the higher education system can be acquainted.
- Various problems and challenges of education in India at all levels can be understand.

Course contents

Units	Contents	Marks
Unit-1	Social Inequality in Education and Constitutional Safeguards <ul style="list-style-type: none">• Concept of Social Inequality• Constitutional Provision for Ensuring Equality in Education• Education of Socially Disadvantaged Section: SCs, STs and Minorities• Education for Backward Children, Child Labour, Street Children and Slum Dwellers• Gender Disparity and Rural-Urban Disparity in Education	20
Unit-2	Liberalization, Privatization and Globalization of Education <ul style="list-style-type: none">• Liberalization: Concept and its impact on education• Privatization: Concept and its impact on education• Globalization: Concept and its impact on education• Public-private Partnership• Education as investment	20
Unit-3	Issues related to Students <ul style="list-style-type: none">• Youth Unrest: Concept, Causes and Remedies• Campus Disturbance: Concept, Causes and Remedies• Examination Anxiety: Concept, Causes and Remedies• Issues related to Educated Unemployment.	20

Unit -4	Environmental Education and Population Education <ul style="list-style-type: none"> • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control 	20
Unit-5	Multi-Cultural Education and Alternative Education <ul style="list-style-type: none"> • Concept, Objectives and Need of Multi -Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU in Alternative Higher Education • MOOC and its related Issues. 	20

Recommended Readings:

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). *Population Education*. Agra: ShriVinodPustakMandir.
- Das, Dr. Phunu (Ed.) (2016). *Contemporary Issues of Indian Education*. Guwahati: Shanti Prakashan
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

Edn.-SE-4014
WRITING BIODATA AND FACING AN INTERVIEW
Credit- 4 (Theory 2 + Tutorial 2)

Course Objective :

To enable the students to write a biodata scientifically and to develop confidence to face different types of interview.

Course Outcome:

After completing this course, students will be able to write a biodata scientifically and will develop confidence to face different types of interview.

In-semester assessment:

Students shall write a biodata to face interview. No sessional examination is required for this paper.

Guidelines:

- The teachers will have to guide the students in writing their Biodata, if necessary outside experts may also be invited to train the students in writing the Biodata.
- Teachers will guide the students to differentiate amongst Biodata, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.
- Evaluation (Submission of Prepared Biodata+Facing an Interview) will be done by an External Examiner.

Edn-SE-4024
SKILL FOR DEMOCRATIC CITIZENSHIP

Credit-4 (Theory 2+Tutorial 2)

Course Objectives:

- To understand the rights and duties contain in the Indian constitution.
- To develop Legal awareness for protection of children.
- To understand domestic violence and its protection Act, 2005

Course Outcomes:

- Rights and duties contain in the Indian constitution can be realized.
- Legal awareness for protection of children can be developed.
- Concept of domestic violence and its protection Act, 2005 can be perceived.

Course Contents:

Units	Contents	Marks
Unit -1	Rights and duties in Indian constitution: <ul style="list-style-type: none">• Democratic rights• Fundamental rights• Fundamental duties of citizenship	
Unit-2	Protection of children- <ul style="list-style-type: none">• Child protection- Concept and need.• Legal actions- POCSO Act, 2012	
Unit-3	Domestic Violence- <ul style="list-style-type: none">• Domestic violence- Concept, definition and types• Protection of women from domestic violence Act, 2005.	

Each student must select a topic on child abuse and domestic violence of maximum 2000 words for speech in a seminar. Evaluation of speaking skill + write up of the speech will be done by an external examiner. There will be no sessional examination of this paper.

Edn-HG-4016
HISTORY OF EDUCATION IN INDIA
CREDIT: 6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

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

Course Outcomes:

- Education system during British Period can be analysed.
- Educational situation during the time of Independence can be understand.
- Recommendations and educational importance of different Education Commission and Committees in post Independent India can be acquainted.
- National Policy on Education in different times can be analysed.
- Recent Educational Development in India can be acknowledged.

Course contents

Units	Content	Marks
Unit-1	Education in British India <ul style="list-style-type: none"> • The Beginning • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory • Wood Despatch of 1854 • Background of the Despatch • Recommendations • Implementation of the Despatch • Indian Education Commission-1882 • Appointment of Indian Education Commission • Background for appointing the Commission • Major Recommendations • Criticism of the Commission 	20
Unit-2	Raise of Nationalism and its impact on Education <ul style="list-style-type: none"> • Initiative of Gopal Krishna Gokhale, Gokhale's Bill for Compulsory Primary Education- 1910-1912 • All India Educational Conference, Wardha, 1937 • Gandhiji's Basic Education -Concept, Philosophy and Salient Features, Criticism of the Basic Education 	20

Unit-3	Development of Indian Education: Post Independence I <ul style="list-style-type: none"> • University Education Commission-1948 <ul style="list-style-type: none"> • Appointment of University Education Commission • Aims of University Education • Recommendations of the Commission • Evaluation of the Recommendations • Secondary Education Commission-1952-53 <ul style="list-style-type: none"> • Appointment of Secondary Education Commission • Aims and Objectives of Secondary Education • Defects of Secondary Education • Recommendations of the Commission • Evaluation of the Recommendations of the Commission 	20
Unit-4	Development of Indian Education: Post Independence- II <ul style="list-style-type: none"> • Indian Education Commission-1964-66 <ul style="list-style-type: none"> • Major Recommendations and its effects on existing Indian education • National Policy of Education-1986 <ul style="list-style-type: none"> • Background • Major Recommendations • Impact on Indian Education 	20
Unit -5	Recent Developments in Indian Education <ul style="list-style-type: none"> • The National Knowledge Commission's Report - Major recommendation and its implementation • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA and RUSA • The Right to Education Act, 2009 and its implementation. • National Education Policy 2020: Salient features. 	20

Recommended Readings:

- Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
- Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications.

Edn-HG-4026
PEDAGOGICAL SKILLS

Credit- 6 (Theory5+Tutorial 1)

Marks:100(In Semester 40 + End Semester 60)

Course Objectives:

- To explain the concept of pedagogy
- To established relationship between teaching and learning
- To understand the principles and maxims of teaching
- To define different devices and techniques of teaching
- To list out different approaches and methods of teaching.
- To understand the importance of lesson planning.

Course outcome:

- Concept of pedagogy can be explained.
- Relationship between teaching and learning will be known.
- Principles and maxims of teaching can be digested.
- Different devices and techniques of teaching can be known.
- Concept of lesson planning and its importance can be known.

Course Contents

Units	Contents	Marks
Unit -1	Fundamental bases of teaching and learning <ul style="list-style-type: none"> • Teaching : Meaning, definition, nature and marks of good teaching • Learning: Meaning, definition, nature and process of learning • Factors affecting teaching and learning process • Relationship between teaching and learning. 	20
Unit- 2	Principles and maxims of teaching: <ul style="list-style-type: none"> • Principles of teaching : General and psychological • Maxims of teaching: Meaning and importance and general maxims of teaching • Phases of teaching: Pre- active, Inter-active and post- active. 	20
Unit-3	Devices and techniques of teaching <ul style="list-style-type: none"> • Teaching device: Meaning and concept • Importance of teaching devices in teaching and learning • Types of teaching devices: Narration, Explanation, Illustration, Questioning, Home- work. 	20
Unit- 4	Methods and skills of teaching <ul style="list-style-type: none"> • Methods of teaching: Lecture, Discussion, Project Discovery, Problems solving. • Skills of teaching: Asking Questions, Using black board, Introduction a lesson, Reinforcement, Stimulus variation, closure. 	20
Unit-5	Lesson Planning <ul style="list-style-type: none"> • Lesson planning: Meaning, functions and pre-requisites of lesson planning. 	20

	<ul style="list-style-type: none">• Marks of good lesson plan• Principles of lesson planning• Herbartians five steps of lesson planning.• Types of lessons: Knowledge lesson, skill lesson, appreciation lesson.	
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Recommended Reading:

- Bhatia and Bhatia : The principles and methods of teaching, Doba House, Delhi, 1990
- Kochhar, S.K. : Methods and techniques of teaching Sterling Publishers Pvt. Ltd. 1992
- Panda, J.H. : Modern teaching practice and techniques, London Longmans Green and Co. 1956.
- Yoakam and Simpson: Modern methods and techniques of teaching, The Mac Millan Company, New York.

MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL**Credit-6 (Theory 4 + Practical 2)****Marks : 100 (In Semester 40 + End Semester 60)****Course Objectives:**

- To enable the students to understand the concept of measurement and evaluation in education.
- To acquaint the students with the general procedure of test construction and characteristics of a good test.
- To develop an understanding of different types of educational tests and their uses.
- To acquaint the students about personality test, and aptitude tests.

Course Outcomes:

- Concept of measurement and evaluation in education can be understand.
- General procedure of test construction and characteristics of a good test can be acquainted.
- Different types of educational tests and their uses can be developed.
- Personality test, and aptitude tests can be acquainted.

Course contents

Units.	Contents	Marks
Unit-1	Measurement and Evaluation in Education <ul style="list-style-type: none"> • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principles • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education, 	20
Unit-2	Test Construction <ul style="list-style-type: none"> • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test 	20
Unit-3	Educational Achievement Test <ul style="list-style-type: none"> • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence • Types of Achievement Test • Different types of Educational Achievement Test - Essay Vs. New type tests 	20
Unit-4	Personality Test <ul style="list-style-type: none"> • Personality Test- Its meaning • Questionnaire technique- Minnesota Personality Scale • Rating Scales • Projective Techniques- Free Word Association test, Rorschach Ink-Blot- Test, Thematic Apperception Test (TAT) 	20

Unit-5	Laboratory Practical <ul style="list-style-type: none"> • Ink Blot Test • Free Association, Control Association • Teacher Made Test 	20
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Recommended Readings:

- Asthana, Bipin— Measurement and Evaluation in Psychology and Education, Agra, VinodPustakMandir
- Freeman, F.S. - Theory and Practice of Psychological Measurement.
- Goswami, Marami - Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.

Edn-HC-5026
GUIDANCE AND COUNSELLING
Credit-6 (Theory 5 + Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To help the students to understand the concept, need and importance of Guidance and Counseling
- To enable the students to know the different types and approaches to Guidance and Counseling
- To acquaint the students with the organization of guidance service and school guidance clinic
- To enable the learners to understand the challenges faced by the teacher as guidance worker.

Course Outcomes:

- Concept, need and importance of Guidance and Counseling can be understand.
- Different types and approaches to Guidance and Counseling can be known.
- Organization of guidance service and school guidance clinic can be acquainted.
- Challenges faced by the teacher as guidance worker can be understand.
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Course contents

Units	Contents	Marks
Unit-1	Introduction to Guidance <ul style="list-style-type: none"> • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance 	20
Unit-2	Introduction to Counseling <ul style="list-style-type: none"> • Meaning, objectives and scope of counseling • Need and principles of counseling • Types of counseling : Directive, Non-directive and Eclectic counseling • Relation between Guidance and Counseling 	20
Unit-3	Organization of guidance service <ul style="list-style-type: none"> • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counseling service, techniques of counseling service • Qualities of a good counselor 	20

Unit-4	Guidance needs of students <ul style="list-style-type: none"> • Guidance needs of students in relation to home-centre and school-centre problems • Group guidance and Group counseling • Guidance for CWSN • School Guidance Clinic 	20
Unit-5	School guidance programme <ul style="list-style-type: none"> • Importance of guidance and counseling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counseling • Challenges and functions of the teacher as guidance provider/counselor 	20

Recommended Readings:

- Agarwal, Rashmi (2010): Educational, Vocational guidance and Counseling, Principles, Techniques and programmes. Shipra Publication.
- Aggarwal J.C. (1989): Educational and Vocational Guidance and Counseling, Doaba House, New Delhi.
- Bhatia, K. K. (2009): Principles of Guidance and Counseling, Kalyani Publishers.
- Goswami, M. (2015): NirdexonaaruParamorxodan, Ashok book stall, Panbazar. Guwahati
- Kalita, Utpal (2017): NirdexonaaruPoramorxodan, Shanti Publication, Panbazar, Guwahati.
- Kochhar, S. K. (2010): Educational and vocational guidance in secondary schools, Starling Publishers, New Delhi.

Edn.-HE-5016

CONTINUING EDUCATION

Credit-6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- To understand about different aspects and agencies of continuing education.
- To realize different methods and techniques as well as issues of continuing education.
- To know the meaning of open education and realise the importance of open school and open universities in continuing education.
- To understand the development of adult education in India, kinds of adult education and different problems of adult education.

Course Outcomes:

- Concept, objectives, scope and significance of continuing education in the context of present scenario can be known.
- Different aspects and agencies of continuing education can be understand.
- Different methods and techniques as well as issues of continuing education can be realized.
- Meaning of open education and realise the importance of open school and open universities in continuing education can be known.
- Development of adult education in India, kinds of adult education and different problems of adult education can be understand.

Course Contents

Units	Contents	Marks
Unit-1	Continuing Education <ul style="list-style-type: none">• Continuing Education: Meaning, Nature and objectives• Functions and Scope of Continuing education• Significance of continuing education• Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education & Extension education• Agencies of continuing education	20

Unit-2	Methodologies and Issues of Continuing Education <ul style="list-style-type: none"> • Different methods of Continuing education • Strategies and devices of continuing education • Role of Mass-media in continuing education • Issues of continuing education in India 	20
Unit-3	Open Education <ul style="list-style-type: none"> • Open Education: Meaning, Characteristics, Objectives and Types • Open School: Meaning and role of NIOS • Open University: Meaning, Characteristics, Objectives and development • Role of Open university in Continuing education 	20
Unit-4	Adult Education <ul style="list-style-type: none"> • Meaning and Development of Adult education in India • Different kinds of adult education in India • Methods of Teaching adults • Problems and Solution of Adult Education in India 	20
Unit-5	Recent Literacy programmes in India <ul style="list-style-type: none"> • Changing concept of Literacy • National Literacy Mission 1988 • Total Literacy Campaign and Post Literacy programme • Shakshar Bharat Mission 	20

Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr. Soti Shivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr. Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kalita, Utpal (2015). *AbirataSikshaAaruDurattwaSiksha*. Guwahati: Shanti Prakashan.
- Kaur&Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

Edn-HE-5026
COMPARATIVE EDUCATION

Credit-6 (Theory 5+Tutorial 1)
Marks:100(In Semester 40 + End Semester 60)

Course Objectives:

- To know the concept of comparative education
- To understand the need and importance of study of various systems of education
- To perceive the factors influencing system of education
- To recognize the educational systems of three countries USA, Russia and U.K.

Course Outcomes:

- Concept of comparative education can be known.
- Need and importance of study of various systems of education can be grasped.
- Factors influencing system of education can be perceived.
- Educational systems of three countries can be recognized.

Course Contents:

Units	Contents	Marks
Unit -1	Basic concepts of comparative education- <ul style="list-style-type: none">• Comparative education- Meaning, definitions aims and methods.• Need and importance of study of various system of education• Factors influencing system of education.	20
Unit- 2	Education in U.S.A.- <ul style="list-style-type: none">• Elementary education.• Secondary education• Higher education.	20
Unit- 3	Education in Russia- <ul style="list-style-type: none">• Elementary education.• Secondary education• Higher education.	20
Unit-4	Education in U.K.- <ul style="list-style-type: none">• Elementary education.• Secondary education• Higher education.	20
Unit-5	Comparative study of teacher education Programme in USA, Russia and UK	20

Recommended Readings:

- A.G., Arrive R & Kelly, G.P. (Ed.) : Comparative Education, Macmillan, New York, 1982
- Bereday, G.Z.F.: Comparative methods in education, Oxford & IHB Publishing Co. New Delhi, 1967.
- Chaube, S.P.: Comparative education, Ram Prasad & Sons, Agra, 1974.
- Hans, Nochols : Comparative education, Outledge&Kegan Paul Ltd. London, 1967.
- Mukherjee, L. : Comparative education, Allied Publishers, New Delhi, 1975. Parveen Kumar : Comparative education, PrenaPrakashan, Delhi, 2014
- Sodhi, T.S. : Textbook of Comparative education Vikas Publishing House Pvt. Ltd. 1983.

Edn. HE-5036
HUMAN RIGHTS EDUCATION
Credit-6 (Theory 5 + Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To explain the basic concept, nature and scope of human rights
- To describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- To know the role of United Nations on human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Course Outcome:

- Concept, nature and scope of human rights can be explained.
- Meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education can be described
- Role of United Nations on human rights can be known
- Enforcement mechanism in India can be understand.
- Role of advocacy groups can be known.

Course Contents

Units	Contents	Marks
Unit-1	Basic Concept of Human Rights <ul style="list-style-type: none"> • Concept and Nature of Human Rights • Scope of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: <ul style="list-style-type: none"> ➤ Elementary level ➤ Secondary level ➤ Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education 	20
Unit-2	United Nations and Human rights <ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India 	20
Unit-3	Human Rights - Enforcement Mechanism in India <ul style="list-style-type: none"> • Human Rights Act - 1993 • Human Rights Commission - role and objectives • Judicial organs - Role of Supreme Court and High court in India • Commission of Women and Children in India 	20

Unit-4	Role of Advocacy Groups for Promotion of Human Rights <ul style="list-style-type: none"> • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media 	20
Unit-5	Human Rights and Marginalised Sections <ul style="list-style-type: none"> • Human Rights related to Racial Discrimination • Human Rights related to Religions and Religious Minorities • Human Rights related to Linguistic Minorities • Human Rights related to Communal Minorities • Human Rights related to Refugees • Human Rights related to Aged • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender 	20

Recommended Readings:

- Naseema, C. (2008): Human Rights Education Theory and Practice, Shipra Publications, Shakarpur.
- Chand, Jagdish (2007): Education for Human Rights, Anashah Publishing House, New Delhi.
- Rao, DigumartiBhaskara (2004): Human Rights Education. Discovery Publication House, New Delhi.
- Mohanty, J. (2006): Human Rights Education. Deep & Deep Publications, New Delhi.
- J.C Aggarwal (2008): Education in the Emerging Indian Society, Shipra Publication, New Delhi.
- Deka, Neelotpal (2008): Human Rights Perspectives and Challenges, Assam Book Depot.
- Reddy & Others (2015): Human Rights Education, Neelkamal Publications Pvt. Ltd., Hyderabad.

Edn. –HE -5046

TEACHER EDUCATION IN INDIA

Total Marks: Credit – 6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- To acquaint with the development of Teacher Education in India
- To acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- To acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- To understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Outcomes:

- Concept, Scope, Aims & Objectives and Significance of teacher Education can be explained.
- Development of Teacher Education in India can be acquainted.
- Different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education can be acquainted.
- Innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India can be acquainted.
- Qualities, responsibilities and professional ethics of teachers can be conceived.

Course Contents

Units	Contents	Marks
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none">• Teacher Education-Concept, scope and aims and objectives• Need and Significance of Teacher Education in 21st Century• Types of Teacher Education-Pre-service and In-service• Development of Teacher Education in India• Shifting focus from Teacher Training to Teacher Education	20
Unit-2	Teacher Education For Different Levels of Education <ul style="list-style-type: none">• Preparation of Teachers for Pre-Primary Level• Preparation of Teachers for Primary Level• Preparation of Teachers for Secondary Level• Preparation of Teachers for Higher Level	20

Unit-3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none"> • Preparation of Teachers for Pre-primary, Primary and Secondary level • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA) • Regional Colleges of Education 	20
Unit-4	Status of Teacher Education in India: Trends, Issues and Challenges <ul style="list-style-type: none"> • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges 	20
Unit-5	Quality, Responsibility and Professional Ethics of Teachers <ul style="list-style-type: none"> • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers 	20

Recommended Readings:

- Bhargava, M. And Saikia, L.Rasul- Teacher in 21st Century-Challenges, Responsibilities, Creditability, Agra, RakhiPrakashan.
- Fhanders, Ned, A.—Analysing Teacher Behaviour, London, Wesly Publishing Company.
- Gurry, P. -- Education and the Training of Teachers, London Longmans, Green and Company.
- J.C. Aggarwal—Teacher and Education in a Developing Society, Vikas Publishing House Pvt. Ltd, New Delhi
- J.S. Rajput and K. Walia-- Teacher Education in India, Sterling Publishers Pvt. Ltd., New Delhi.
- Mukherjee, S.N.—Education of Teachers in India, Vol.-I and II, New Delhi , S. Chand and Company.
- Sharma, SashiPrabha—Teacher Education-Principles, Theories and Practices, New Delhi, Kanishka Publishers.

6th SEMESTER (HONOURS)

Edn-HC-6016

EDUCATION AND DEVELOPMENT

Credit-6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To know the relationship between education and development
- To perceive educational development in the post globalization era
- To understand the role of education in community development
- To know the role education for human resource development
- To know how economic and political awareness through education

Course Outcomes:

- The relationship between education and development can be known.
- Educational development in the post globalization era can be perceived.
- Role of education in community development can be understand.
- Education for human resource development can be known.
- Economic and political awareness through education can be known.

Course Contents:

Units	Contents	Marks
Unit-1	Basic Concepts of Education and Development <ul style="list-style-type: none">• Indicators of educational development• Role of education in national development• Growth and development of education in India in the post globalization era• Concept of modernization- Role of education in modernization	20
Unit-2	Education and Community Development <ul style="list-style-type: none">• Community: Meaning, Definition, Nature.• Relationship between School and Community.• Role of Teachers in Community Development.• Participation of Community people in Educational Institutions.• Role of Education in Community Development.• Problems of Educational Institutions in Community Development.	20

Unit-3	Education and Human Resource Development <ul style="list-style-type: none"> • Human Resource Development: Meaning, Definition and Characteristics. • Objectives and Need of Human Resource Development. • Factors of Human Resource Development. • Role of education in Human Resource Development. • Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE. 	20
Unit-4	Education and Economic Development <ul style="list-style-type: none"> • Meaning of Economic Development and National Development. • Relationship between education and Economics. • Impact of Economics on Education. • Role of Education in Economic Development. • Education as an Investment. 	20
Unit-5	Education and Developing Political Awareness <ul style="list-style-type: none"> • Education and democracy • Role of education in creating political awareness • Politics among the students • Importance of students unions 	20

Recommended Readings:

- Sharma, R. A. (2007). Economics of Education. Meerut: R. Lall Book Depot.
- Taj, Dr. Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R. P. Problems of Education in N.E. India. Ludhiana: Tandon Publications.
- Ravi, S. Samuel (2015). Education in emerging India. Delhi: PHI Learning Private Limited.
- Krishnamacharyulu, V. (2013). School Management and systems of education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Latchanna& Hussein (2007). Economics of Education. New Delhi: Discovery Publishing House.

Edn-HC-6026
EDUCATIONAL RESEARCH & PRACTICAL
Credit-6 (Theory 4 + Practical 2)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To describe the nature, purpose, scope of research in education.
- To identify types of research in education.
- To explain in the characteristic of qualitative, quantitative and mix research.
- To select and explain an appropriate method for a research study.
- To select appropriate tools and techniques for the collection of data.
- To describe the procedure of preparation of Research Report.

Course Outcomes:

- Nature, purpose, scope of research in education can be described.
- Types of research in education can be identified.
- Characteristic of qualitative, quantitative and mix research can be explained.
- Appropriate method for a research study can be explained.
- Appropriate tools and techniques for the collection of data can be selected.
- Procedure of preparation of Research Report can be described.

Course contents :

Unit	Contents	Marks
Unit- 1:	Introduction to Research <ul style="list-style-type: none"> • Meaning and characteristics of research • Basic, Applied and Action research • Nature and scope of educational research • Needs of research in education 	20
Unit- 2	Types of studies in educational research <ul style="list-style-type: none"> • Descriptive Research • Experimental Research • Historical Research 	20
Unit-3	Research Design <ul style="list-style-type: none"> • Identification of problem and Formation of research questions • Hypothesis: Meaning and Types • Sampling: Concept and procedure • Tools of data collection: Questionnaire, Rating Scale, Attitude Scale and Check List • Techniques of data collection: Interview and Observation. 	20

Unit-4	Data Analysis and Interpretation <ul style="list-style-type: none"> • Analysis of Quantitative Data (Descriptive statistical measure) • Analysis of Quantitative Data, (Inferential Statistics based on Parametric Tests) • Analysis of Quantitative Data (Inferential statistics based on non- parametic Tests) 	10
Unit-5	Research Report& Practical <ul style="list-style-type: none"> • Writing Research Proposal/ Synopsis • Method of Literature Survey/ Review • Research Reports various components of structure • Preparation of a Research proposal on any educational topic. 	30

Recommended Readings:

1. Best, John W., : Research in Education, Englewood Cliffs, N.J. Prentice Hall, Inc., 1977
2. Buch, M.B., ed. : A survey of Research in Education, Baroda : M.S. University of Baroda, 1974
3. Garrett, H.E., Woodworth, R.S. : Statistics in Education and Psychology, VakilsFeffer and Simur Pvt. Ltd. Bombay, 1966
4. Good, Carter V. : Essentials of Educational Research, Appleton-Century Crofts, New York, 1972
5. KoulLokesh : Methodology of Educational Research, Vikas publishing house Pvt. Ltd. New Delhi, 1990.
6. Mohanty, M.S. Mohanty, S.C. : Educational Research, Saha Publishers & Distributors, Sambalpur 2018.
7. Sidhu, Kulbir Singh : Methodology of Research in Education, Sterling Publishers Pvt. Ltd. New Delhi, 2011

Edn-HE-6016
MENTAL HEALTH AND HYGIENE
Credit-6 (Theory 5+ Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- To understand the concept and importance of mental hygiene and its relationship with mental health.
- To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- To familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

Course Outcomes:

- Fundamentals and development of mental health and the characteristics of a mentally healthy person can be acquainted.
- Concept and importance of mental hygiene and its relationship with mental health can be understand.
- Knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health can be acquired.
- Meaning and problem of adjustment and also the different adjustment mechanisms can be learnt.
- Concept and issues of positive psychology, mental health of women, role of WHO and stress management can be familiarized.

Course Contents

Units	Content	Marks
Unit-1	Fundamentals of Mental Health <ul style="list-style-type: none"> • Mental Health - Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health 	20
Unit-2	Fundamentals of Mental Hygiene <ul style="list-style-type: none"> • Mental Hygiene - Meaning and Nature • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental Health and hygiene • Relationship between Mental health and hygiene 	20

Unit-3	Education and Mental Health <ul style="list-style-type: none"> • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students <ul style="list-style-type: none"> ➤ Role of Home ➤ Role of School ➤ Role of Society • Mental Health of Teachers 	20
Unit-4	Preservation of Mental Health and Hygiene <ul style="list-style-type: none"> • Positive Psychology - Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017 	20
Unit-5	Mental Health and Yoga <ul style="list-style-type: none"> • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for Management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health 	20

Recommended Readings:

- Baumgardner, S. And Crother, M. '*Positive Psychology*' published by Pearson India Education Services Pvt. Ltd.
- Chauhan, S.S. (2007) '*Advanced Educational Psychology*' published by New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951) '*Mental Hygiene*' published by New York: McGraw Hill
- Gururani, G.D. (2006) '*Textbook on Mental Health and Hygiene*' published by New Delhi: Akansha Publishing House
- Mangal, S.K. '*Abnormal Psychology*' published by New Delhi: Sterling Publication
- Mangal, S.K. '*Essentials of Educational Psychology*' published by New Delhi: PHI Learning Pvt. Ltd.
- Safaya, R.N. Shukla, C.S. and Bhatia, B.D. (2002) '*Modern Educational Psychology*' published by Dhanpat Rai Publishing Company

Edn-HE-6026
SPECIAL EDUCATION
Credit-6 (Theory 5 + Tutorial 1)
Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

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

Course Outcomes:

- Meaning and importance of special education can be understood.
- Different policies and legislations of special education can be acquainted.
- Different types of special children with their characteristics can be familiarized.
- Different issues, educational provisions and support services of special education can be known.

Course Content:

Units	Content	
Unit-1	Special Education- <ul style="list-style-type: none"> • Meaning, Objectives, Scope and Importance of Special Education • Development of Special Education in India with special reference to Manipur. • Integration of Special Education in Regular Classroom • Issues relating to integration and innovation • Challenges in Special Education 	20
Unit-2	Physically Challenged Children <ul style="list-style-type: none"> • Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) 	20

Unit-3	Children with Intellectual Disability (Mental Retardation) and Gifted <ul style="list-style-type: none"> • Gifted Children <ul style="list-style-type: none"> ➤ Meaning and Definition ➤ Characteristics ➤ Educational Programme • Children with Intellectual Disability <ul style="list-style-type: none"> ➤ Meaning and definition ➤ Characteristics ➤ Levels ➤ Causes 	20
Unit-4	Children with Learning Disability <ul style="list-style-type: none"> • Meaning and Definition • Characteristics • Types • Causes • Prevention • Educational Programme 	20
Unit-5	Policies ,Legislation and Services <ul style="list-style-type: none"> • National Policy on Education-1986 • Central Scheme of Integrated Education for Disabled Children (IEDC) • Rehabilitation Council of India Act-1992 • The Persons with Disabilities (PWD) Act-1995 • National Policy for Persons with Disability, 2006 • Community Based Rehabilitation <ul style="list-style-type: none"> ➤ Definition ➤ Need ➤ Implementation Process 	20

Recommended Readings:

- Ali, S. (2016). Special Education: For Differently Able Children. Guwahati: Kalyani Publishers.
- Kalita, U. and Saikia, I. (2018). BisheshSiksha. Guwahati: Shanti Prakashan.
- Manivannan, M. (2013). Perspective in Special Education. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mangal, S.K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: PHI Pvt. Ltd.

Edn-HE-6036

VALUE AND PEACE EDUCATION

Credit-6 (Theory 5 + Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To understand the concept and meaning of value.
- To become aware about the role of educational institutions in building a value based society.
- To understand the meaning and concept of peace and its importance in human life.
- To understand the meaning and importance of peace education and its relevance at national and international level.
- To identify the different issues/ challenges in imparting peace education.
- To identify the strategies and skills in promoting peace education at institutional level.

Course Outcomes:

- Concept and meaning of value can be understand
- Role of educational institutions in building a value based society can be perceived.
- Concept of peace and its importance in human life can be understand.
- Importance of peace education and its relevance at national and international level can be understand.
- Issues/ challenges in imparting peace education can be identified.
- Strategies and skills in promoting peace education at institutional level can be identified.

Course contents

Unit	Contents	Marks
Unit-1	Value <ul style="list-style-type: none">• Concept and characteristics of value.• Sources of values• Impact of globalization on culture and values.• Importance of values in human life	20
Unit-2	Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none">• Core values.• Social values• Moral values• Religious and spiritual values.• Aesthetic values.• Personal values	20

Unit-3	Value education <ul style="list-style-type: none"> • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages - <ul style="list-style-type: none"> - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education. 	20
Unit-4	Peace education <ul style="list-style-type: none"> • Meaning, definition and characteristics of peace. • Importance of peace in human life. • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels - Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context 	20
Unit-5	Challenges of Peace education and Role of Different Organisations <ul style="list-style-type: none"> • Challenges of peace education • Role of national and international organizations for promoting peace education - <ul style="list-style-type: none"> ➤ International Institute for Peace(IIP), ➤ UNESCO, ➤ International Peace Bureau (IBP), ➤ UNO ➤ UNICEF, ➤ Global Peace Foundation(GPF), ➤ Mahatma Gandhi Institute of Education for Peace and Sustainable Development. 	20

Recommended Readings:

- Agarwal, J.C. (2005), *Education for Values, Environment and Human rights*, New Delhi, Shipra Publication.
- Chakrabarty, M. (1997), *Value education: Changing Perspective*, Krishna Publishers Distribution, New Delhi.
- Chitakra, M.G (2007), *Education and Human Values*, New Delhi APH Publishing Corporation.
- Mishra, L (2009), *Peace education ,Framework for teachers*, APH Publishing Corporation, Ansari road , Dariyaganj New Delhi.
- Panda. P.K. (2017), *Value Education*, Nivedita Book Distributors, Jotiya Guwahati, Assam.
- Rajput, J. S. (2002), *Human Values in School Education*, New Delhi, Anmol Publication.
- Singh, S. P. (2011), *Education for World Peace*, Discovery Publishing House, New Delhi.
- Suryanarayana.N.V.S.(2017), *Education and Human Values*, Nuvedita Book Distributors, Guwahati Jotiya, Assam

Edn- HE-6046
WOMEN AND SOCIETY
Credit-6 (Theory 5+ Tutorial 1)

Marks : 100 (In Semester 40 + End Semester 60)

Course Objectives:

- To know the changing role of women in India
- To understand gender discrimination in Indian society
- To make the students understand the constitutional provisions for women and their rights.
- To make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Course Outcomes:

- Changing role of women in India can be known.
- Gender discrimination in Indian society can be understand.
- Constitutional provisions for women and their rights cab be understand.
- Women empowerment can be known.
- Awareness and sensitivity towards women can be developed.

Course Contents:

Units	Contents	Marks
Unit-1	Status and role of women <ul style="list-style-type: none"> • Women in ancient and medieval India • Changing role of Women in India • Women’s health and related issues • Role of women in family , school and society • Women’s role in social and environmental movement 	20
Unit-2	Constitutional provisions and Rights of women <ul style="list-style-type: none"> • Constitutional Provision for equality of Women (Educational and Legal Provisions) • National Policy on Education (1986) on women education • National Council for Women Education • Property Right • National Policy for Empowerment of Women, 2001 	20
Unit-3	Gender inequalities in School and society <ul style="list-style-type: none"> • Family attitude • Gender bias in Textbook • Curricular Choices • Teachers’ attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace 	20

Unit-4	<ul style="list-style-type: none"> ● Women Empowerment ● Concept of women empowerment, importance ● Types of women empowerment- Economic, political, Educational , legal ● Women entrepreneurship ● Barriers of women empowerment ● Role of education in women empowerment 	20
Unit-5	<p>The new roles of men and women and its Implications</p> <ul style="list-style-type: none"> ● Changes in family patterns ● Gender roles in transition ● New gender roles ● Factor influencing gender role ● Women as peace builder ● Gender sensitivitv- new gender roles and its implications for family and society 	20

Recommended Readings:

- Aeker,S. (1994) Feminist theory and the study of gender and education;
- Bhatia , R. L. & Ahuja , B. N. (2006) Modern Indian Education and it's Problems , Surjeet Publication , Delhi, India
- Reddy, V. Govinda (2017): Gender Perspectives in Peace Education. Manglam Publishers and Distributors. Delhi,India.
- Agarwal, N. (1993) Women Education & Population in India. Chugh Publications, Allahabad
- Kaur I.(1983) Status of Hindu Women in India, Chugh Publications, Allahabad
- Aggarwal J.C.(1976) Indian Women: Education and Status, Arya Book Depot, New Delhi
- Bhatt B.D. & Sharma S.R. (1992) Women's Education and Social Development , Kanishka Publishing House, Delhi