

Choice Based Credit System (CBCS)

NOWGONG COLLEGE (AUTONOMOUS)



SYLLABUS

DEPARTMENT OF EDUCATION

Learning Outcomes-based Curriculum Framework (LOCF) of
Undergraduate Programme

BACHELOR OF ARTS IN EDUCATION

(Effective from Academic Year 2020-21)

Syllabus as approved by Academic Council, Nowgong College (Autonomous)

Nowgong College (Autonomous)

Nagaon, Assam.

Course Structure of B.A. Education (Honours) under CBCS

Nowgong College (Autonomous), Nagaon, Assam

The Programme aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on Teaching Method: The classroom transaction of all the papers will be done through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting. Twenty percent (20%) of the syllabus will be done through online.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Credits and Marks:

- a. Total credit in Honours Course = 148
- b. Total marks in Honours Course = 2600

Distribution of Course & Credits

Semester	Honours Core Course (14 × 6 = 84 Credit)	Ability Enhancement Course (2 × 4 = 8 Credit)	Skill Enhancement Course (2 × 4 = 8 Credit)	Honours Discipline Specific Elective Course (4 × 6 = 24 Credit)	Honours Generic Elective (4 × 6 = 24 Credit)
I	EDUC-HCC-1016 EDUC-HCC-1026	XXXX-AEC-1014 (Communicative English/ Communicative MIL)			EDUC-HGE-1016
II	EDUC-HCC-2016 EDUC-HCC-2026	ENST-AEC-2014 (Environmental Studies)			EDUC-HGE-2016
III	EDUC-HCC-3016 EDUC-HCC-3026 EDUC-HCC-3036		XXXX-SEC-3014		EDUC-HGE-3016
IV	EDUC-HCC-4016 EDUC-HCC-4026 EDUC-HCC-4036		XXXX-SEC-4014		EDUC-HGE-4016
V	EDUC-HCC-5016 EDUC-HCC-5026			EDUC-HDS-5016 EDUC-HDS-5026	
VI	EDUC-HCC-6016 EDUC-HCC-6026			EDUC-HDS-6016 EDUC-HDS-6026 (Dissertation)	

Abbreviations :- HCC= Honours Core Course, HDS = Honours Discipline Specific Elective, HGE = Honours Generic Elective, SEC = Skill Enhancement Course, AEC = Ability Enhancement Compulsory Course.

Note: Honours Generic Elective (HGE) papers are for students opting Honours course in subjects other than Education

Course Structure of B.A. Education (Honours) under CBCS
Nowgong College (Autonomous), Nagaon, Assam

1. HONOURS CORE COURSE (HCC)

Sl. No	Course Code	Title of the Paper	Credit
1	EDUC-HCC-1016	Principles of Education	4+2
2	EDUC-HCC-1026	Psychological Foundations of Education	4+2
3	EDUC-HCC-2016	Philosophical Bases of Education and Educational Thinkers	4+2
4	EDUC-HCC-2026	Development of Education in India-I	4+2
5	EDUC-HCC-3016	Sociological Perspectives of Education	4+2
6	EDUC-HCC-3026	Development of Education in India-II	4+2
7	EDUC-HCC-3036	Contemporary Trends and Issues in Indian Education	4+2
8	EDUC-HCC-4016	Educational Measurement and Evaluation	4+2
9	EDUC-HCC-4026	Educational Technology and Pedagogical Perspectives	4+2
10	EDUC-HCC-4036	Guidance and Counseling	4+2
11	EDUC-HCC-5016	Inclusive Education	4+2
12	EDUC-HCC-5026	Developmental Psychology	4+2
13	EDUC-HCC-6016	Action Research and Statistics in Education	4+2
14	EDUC-HCC-6026	Educational Management and Leadership and Practical	4+2

2. HONOURS DISCIPLINE SPECIFIC ELECTIVE(HDS)

SNo	Course Code	Title of the Paper	Credit
1	EDUC-HDS-5016	Human Rights Education	4+2
2	EDUC-HDS-5026	Mental Health and Physical Education	4+2
3	EDUC-HDS-6016	Value and Peace Education	4+2
4	EDUC-HDS-6026	Project Report/ Dissertation	6

3. HONOURS GENERIC ELECTIVE (HGE)

SNo	Course Code	Title of the Paper	Credit
1	EDUC-HGE-1016	Foundations of Education	4+2
2	EDUC-HGE-2016	Psychological Foundations of Education	4+2
3	EDUC-HGE-3016	Philosophical and Sociological Perspectives in Education	4+2
4	EDUC-HGE-4016	History and Current Trends in Education in India	4+2

4. SKILL ENHANCEMENT COURSE (SEC)

S.No	Course Code	Title of the Paper	Credit
1	XXXX-SEC-3014	Information and Communication Skill	2+2
2	XXXX-SEC-4014	Developing Teaching Skills	2+2

5. ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

SNo	Course Code	Title of the Paper	Credit
1	XXXX-AEC-1014	Communicative English/ Communicative MIL	4
2	ENST-AEC-2014	Environmental Studies	4

Syllabus
B.A. (Honours)
Subject: Education
SEMESTER: FIRST

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Core Course	Course code: HCC
Name of the Paper: Principles of Education	Paper Code: EDUC-HCC-1016
Total Marks: 100	Marks Break-up:80 (60 Theory & 20 Practicum) and 20 Internal

Objectives:

1. To acquaint the students with the sound principles of education
2. To acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To develop knowledge about different Aims of Education, various types of Curricula
4. Correlation of Studies and Forms of Discipline.

Sl. No	Name of the Unit	Unit wise course contents
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
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

		<ul style="list-style-type: none"> • Democratic, Citizenship, Moral and Complete living as an aim of education.
3	Curriculum	<ul style="list-style-type: none"> • Concept and nature of Curriculum • Importance of Curriculum. • Types of Curricula. • Principles of Curriculum Construction • Correlation of Studies—Meaning, Types and importance. • Co-curricular activities- Meaning, Types and importance.
4	Discipline and Freedom	<ul style="list-style-type: none"> • Meaning and importance • Discipline Vs. Order • Forms of discipline • Place of reward and punishment in schools • Concept of free-discipline. • Maintenance of discipline in school.
	Field visit	<ul style="list-style-type: none"> • Field visit to a seat of learning and prepare a report on co-curricular activities. (-Introduction, Aims and objectives, Significance, Findings, Conclusion.)

Expected Learning Outcome: -

1. To understand the sound principles of education
2. Explain the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To understand the different Aims of Education, various types of Curricula, Correlation of Studies and Forms of Discipline.

Recommended Readings:

1. Agarwal, J.C. (2010) Theory and Principles of Education, Vikash Publishing House Pvt. Ltd., Delhi.
2. Baruah, J. (2006) Sikshatatta Adhyayan, Lawyer's Book Stall, Guwahati.
3. Bhatia & Bhatia (1994) Theory and Principles of Education, Doaba, Delhi.

4. Chatterjee, S. (2012) Principles and Practice of Modern Education, Books & Allied Ltd., Delhi.
5. Raymont, T. (1904) Principles of Education, Longmans, Green & Co., London, New York & Bombay.
6. Ross, J. S. (1945)The Ground Work of Educational Theory, Sydney: George G. Harrap& Co. Ltd., London, Toronto, Bombay.
7. Safaya, R.N. &Shaida, B.D. (2010) Modern Theory and Practice of Education,Dhanpatrai Publishing Company Pvt. Ltd., New Delhi.
8. Goswami, D. (2020) Principles of Educaiton, LBS publications, Guwahati

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Core Course	Course code: HCC
Name of the Paper: Psychological Foundations of Education	Paper Code: EDUC-HCC-1026
Total Marks: 100	Marks Break-up:80 External (60 Theory, 20 Practicum) & 20 Internal

Objectives:

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

Sl. No. of Unit	Name of the Unit	Unit wise course contents
1	Psychology and Education	<ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychological-Nature,Scope,Methods— Observation,Experimentation,Case study method • Importance of Educational Psychology in teaching – learning process
2	Learning and Motivation	<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

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
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.
Laboratory Practical		<ul style="list-style-type: none"> • Administration and Interpretation of five Psychological Tests relating to Memory, Attention, Learning, Intelligence and Personality

Expected Learning Outcome: -

1. To understand the relationship between education and psychology.
2. explain the need of educational psychology in teaching learning process.
3. describe the nature and theories of learning and role of motivation in learning.
4. describe the concept of memory, forgetting, attention and interest.
5. explain the concept of intelligence, its theories, measurement, and concept of emotional intelligence.
6. To understand the different types of personality and the adjustment mechanism

Recommended Readings:

1. Baron, R. A. (2001) Psychology, Prentice Hall, New Delhi.
2. Bichler, R. F. and Snowman, J. (1993) Psychology Applied to Teaching. Houghton Mifflin, Boston.

3. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Crow & Crow (1962) Educational Psychology, Prentice Hall, New Delhi.
5. Guilford, J. P. (1965) General Psychology, East West Press Pvt. Ltd., New Delhi.
6. Kuppaswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited., New Delhi.
7. Mangal, S. K. (2009) Advanced Educational Psychology, PHI Learning Private Limited., New Delhi.
8. Saikia, L.R. (2018) Psychological and Physiological Experiments in Education. Guwahati.
9. Skinner, C. (2012) E- Educational Psychology, Prentice Hall, New Delhi.
10. Hazarika, D., Sarma, B. & Bordoloi, D. (2019) Psychological Foundations of Education, Surya Prakash, Guwahati.
11. Khanikar, P. (2017) Manovagwanic Avikshasmuharu Sarir Tattamulak Ankan, K.K. Publication, Guwahati.

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Core Course	Course Code: HGE
Name of the Paper: Foundations of Education	Paper Code: EDUC-HGE -1016
Total Marks: 100	Marks Breakup: 80 External (60 Theory, 20 Practicum) & 20 Internal

Objectives:

1. To acquaint the students with the sound principles of education
2. To acquaint the students with the important concepts of Education, Curriculum, correlation of studies and co-curricular activities
3. To make the students understand the concept and importance of Discipline and freedom
4. To familiarize the students with play way method in education
5. To acquire knowledge about the concept of National integration and international understanding.

Sl. No	Name of the Unit	Unit wise course content
1	Concept of Education	<ul style="list-style-type: none"> • Meaning, nature and scope of education • Determinants of aims of education. • Aims of education-individual, social, vocational, liberal and harmonious development of education. • Forms of education- informal, formal and non-formal education and their agencies. • School and community, their functions and responsibilities.
2	Curriculum	<ul style="list-style-type: none"> • Concept, nature and types of curriculum • Defects of present curriculum • Principles of curriculum construction • Meaning and importance of correlation of studies • Co-curricular activities-, types and their values in education
3	Freedom and discipline	<ul style="list-style-type: none"> • Meaning and types of discipline • Importance of freedom and discipline in education.

		<ul style="list-style-type: none"> • Relation between freedom and discipline • Rewards and Punishment • Maintenance of discipline in school.
4	Play way in Education	<ul style="list-style-type: none"> • Concept and characteristics of play • Play way in education • Play way method in education
	Presentation	<ul style="list-style-type: none"> • Students will prepare a write-up on any one play way method and present it in front of the examiners.

Expected Learning Outcome: -

1. To understand the sound principles of education
2. Explain the important concepts of Education, Curriculum, correlation of studies and co-curricular activities
3. Describe the concept and importance of Discipline and freedom
4. Describe the role of play way method in education

Recommended Readings:

1. Ross, J.S. (1960). The Ground Work of Educational Theory, George G. Harrap & Co Ltd. London.
2. Raymont, T. (1906). Principles of Education. Longmans, Green and Co, London/ New York/ Bombay.
3. Safaya R.N. & Shaiyda B.D., (2012) Development of Educational Theory and Practice, Dhanpat Rai Publishing Co (P) Ltd. New Delhi.
4. Bhatia & Bhatia, (1963). Theory and Principles of Education, Doaba House, New Delhi.
5. Agarwal, J.C. (2010). Theory and Principles of Education, Vikash Publishing House, New Delhi.
6. Chatterjee S. (2012). Principles and Practice of Modern Education, Books and Allied Ltd., Kolkatta.
7. Baruah J. (1998). Sikshatatta. Bookland, Guwahati.
8. Das, L., (2010). Sampurna Siksha, Madhubanti, Guwahati.

Syllabus
B.A. (Honours)
Subject: Education
SEMESTER: SECOND

Name of the Subject: EDUCATION		Subject Code: EDUC
Name of the Course: Honours Core Course		Course code: HCC
Name of the Paper: Philosophical Bases of Education and Educational Thinkers		Paper Code: EDUC-HCC-2016
Total Marks: 100		Marks Break-up: 80 External (60 Theory, 20 Practicum) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To acquaint knowledge about the philosophy and education. 2. To develop understanding about the Indian schools of philosophy. 3. To develop understanding about the formal schools of philosophy and their educational implications. 4. To acquaint knowledge about the educational thought of Indian thinkers. 5. To acquaint knowledge about the educational thought of Western thinkers. 		
Sl. No. of Unit	Name of the Unit	Unit wise course contents
1	Philosophy and Education	<ul style="list-style-type: none"> • Philosophy- Meaning, Nature and Scope • Branches of philosophy- Metaphysics, Epistemology and Axiology and its educational implications. • Philosophy of Education- Meaning and Scope • Relationship between education and philosophy. • Impact of philosophy on education.
2	Indian School of Philosophy	<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.

		<ul style="list-style-type: none"> • Buddhist Philosophy: Four Principles, Implications in education.
3	Western Schools of Philosophy	<ul style="list-style-type: none"> • Idealism: Meaning, Principles, Implications in education. • Naturalism: Meaning, Principles, Implications in education. • Pragmatism: Meaning, Principles, Implications in education.
4	Educational Thinkers	<ul style="list-style-type: none"> • M.K. Gandhi • Rabindranath Tagore • Swami Vivekananda • J.J. Rousseau • John Dewey.
Presentation		<ul style="list-style-type: none"> • Students will prepare a write-up on contribution of Indian thinkers in the field of education from ancient to modern.

Expected Learning Outcome: -

1. Understand the relationship between philosophy and education.
2. Understood the Indian schools of philosophy.
3. Understand the formal schools of philosophy and apply.
4. Know the educational thought of Indian thinkers.
5. Know the educational thought of Western thinkers.

Recommended Readings:

1. Bhatia & Narang (2013) Philosophical and Sociological Bases of Education, Tandon Publications, Ludhiana.
2. Brown, F. J. (1954) Educational Sociology (2nd Edition), Prentice Hall, New York.
3. Brubacher, J. S. (1962) Modern Philosophies of Education, McGraw Hill, New Delhi.
4. Chandra, S. S., Sharma, R. & Rajendra, K. (2002) Philosophy of Education, Atlantic Publishers, New Delhi.

5. Goswami, D. (2013) Philosophy of Education,DVS Publishers, Guwahati.
6. Ravi, S. S. (2015) Philosophical and Sociological Bases of Education, Prentice Hall India Pvt. Ltd., New Delhi.
7. Sharma, Y.K. (2002) Great Western Educators, Kanishka Publishers, Distributors, New Delhi.
8. Singh, Y. K. (2007) Philosophical Foundation of Education,APH Publishing Corporation, New Delhi.
9. Dewey, J. (2014) Democracy and Education, Akar Books.
10. Goswami, Dr. R. (1996) A Text book on Great Educators and Educational Classics,Lawyar’s Book Stall, Guwahati.
11. Saikia, I. &Kalita .U. (2016) PrachyaAaruPachayatyarSikshabidsakal, Shanti Prakashan, Guwahati.

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Core Course	Course code: HCC
Name of the Paper: Development of Education in India-I	Paper Code: EDUC-HCC-2026
Total Marks: 100	Marks Break-up: 80 External (60 Theory, 20 Practicum) & 20 Internal

Objectives:

1. To acquaint knowledge about the education during ancient period.
2. To develop understanding about the education during medieval period.
3. To develop understanding about the education during pre- independence period.
4. To develop skill of preparing a project report.

Sl. No of Unity	Name of the Unit	Unit wise course contents
1	Education during Ancient Period	<ul style="list-style-type: none"> • Features of Vedic period with special reference to aims, curriculum and methods of teaching. • Features of Buddhist period with special reference to aims, curriculum and methods of teaching. • Relevance of Gurukul system and Buddhist centers of learning. • Ancient seats of Learning- Taxila, Nalanda, Vikramshila , Varanasi .
2	Education during Medieval Period	<ul style="list-style-type: none"> • Features of education during Medieval period with special reference to aims, curriculum and methods of teaching. • Defects of Muslim Education.
3	Education during pre- independence period (I)	<ul style="list-style-type: none"> • Charter's Act of 1813. • Macaulay's minute, 1835. • Wood's Despatch of 1854. • Indian Education Commission of 1882.

4	Education during pre- independence period (II)	<ul style="list-style-type: none"> • Gokhale’s Bill for Compulsory Primary Education, 1910-1911. • Assam Elementary Education Act, 1926. • Calcutta University Commission, 1917. • Hartog Committee Report, 1929. • Basic Education-1937
Practicum (Field Visit)		<ul style="list-style-type: none"> • Field visit to any ancient Places/ Institutions/ Monuments having educational significance and prepare a report. <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Secondary data base project report. (-Introduction, Aims and objectives, Significance, Findings, Conclusion.)

Expected Learning Outcome: -

1. Understand the education during ancient period.
2. Enable to explain the education during medieval period.
3. Describe the education during pre- independence period.
4. Prepare a project report.

Recommended Readings:

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

Name of the Subject: EDUCATION		Subject Code: EDUC
Name of the Course: Regular Core Course		Course Code: HGE
Name of the Paper: Psychological Foundations of Education		Paper Code: EDUC-HGE-2016
Total Marks: 100		Marks Breakup: 80 External (60 Theory, 20 Practicum) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To make the students understand about the relationship between education and psychology. 2. To make the students understand about the different learning process and its implications. 3. To make the students understand about the concept of memory, forgetting, attention and interest. 4. To make the students understand about the concept of intelligence, creativity and personality and its theories. 		
Sl. No of Unit	Name of the Unit	Unit wise course content
1	Psychology and Education	<ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Meaning, nature and scope of educational psychology • Methods of educational psychology • Importance of Educational Psychology in teaching – learning process
2	Learning and Motivation	<ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Gestalt • Laws of learning--law of readiness, law of exercise, law of effect, law of multiple response, law of set or

		<p>attitude, law of pre-potency of elements, law of response by analogy, law of associative shifting.</p> <ul style="list-style-type: none"> • Factors affecting learning • Motivation-meaning, role in learning
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, types and relation between Attention and Interest • Attention and Interest in education
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, ways to develop creativity among the children. • Personality—meaning, nature and factors. • Theories of personality-Type and trait theory
	Practicum	<ul style="list-style-type: none"> • Administration and Interpretation of any one Psychological Tests relating to Personality.

Expected Learning Outcome: -

1. Understand the relationship between education and psychology.
2. Understand the different learning process and its implications.
3. Describe about the concept of memory, forgetting, attention and interest.
4. Explain the concept of intelligence, creativity and personality and its theories.

Recommended Readings:

1. Baron, R.A. (2001) Psychology, Prentice Hall, New Delhi.
2. Bichler, R.F and Snowman, J. (1993) Psychology Applied to Teaching, Houghton Mifflin, Boston.
3. Skinner, C. (2012) E- Educational Psychology, Prentice Hall, New Delhi.

4. Chauhan,S.S. (1997). Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.,New Delhi
5. Crow, A. and Crow, A. (1996)Educational Psychology, Prentice Hall,New Delhi.
6. Guilford,J. P (1982) General Psychology,D.VanNostrand Company Inc.
7. Mangal, S.K. (2009) Advanced Educational Psychology, PHI Learning Private Limited,New Delhi
8. Kuppuswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited,New Delhi
9. Baruah, J. (2008) SiksharMonuBijyanBhittikAdhyayan, ArunPrakashan, Guwahati
10. Hazarika,D.,Sarmah, B.&Bordoloi,D. (2019) Psychological Foundation of Education, Surya Prakash, Guwahati.

Syllabus
B.A. (Honours)
Subject: Education
SEMESTER: THIRD

Name of the Subject: Education		Subject Code: EDUC
Name of the Course: Honours Core Course		Course Code: HCC
Name of the paper: Sociological Perspectives of Education		Paper Code: HCC-EDUC-3016
Total Marks: 100		Marks break-up:80 External (60 Theory, 20 Practicum) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To acquaint the students with education as a social process. 2. To inculcate the knowledge of education from the social perspective. 3. To understand education as a determinant of social and cultural change. 4. To develop social habits and attitudes in the students and to make them socially adjustable. 5. To develop skill of preparing project report. 		
Sl. No of unit.	Name of the unit	Unit wise course contents
1	Sociology and Education	<ul style="list-style-type: none"> • Sociology – Meaning and nature • Educational sociology – Meaning, nature, scope and importance. • Relation between education and sociology. • Educational sociology and sociology of education
2	Education and society	<ul style="list-style-type: none"> • Socialization – Concept and nature. • Agencies of socialization process. • Education as a socialization process. • Social group – Concept, nature and classifications.

		<ul style="list-style-type: none"> • <u>Leadership – Role of education in leadership training.</u>
3	Socio-cultural	<ul style="list-style-type: none"> • Social change - Meaning, nature and factors.
	context of education	<ul style="list-style-type: none"> • Education as an instrument of social change. • Culture – Meaning and nature. • Cultural change –Meaning, nature and factors. • Education as an instrument of cultural change.
4	Social organization- disorganization	<ul style="list-style-type: none"> • Social organization – Concept, nature and factors. • Social disorganization – Concept, nature, types causes and prevention. • Role of education in preventing social disorganization.
	Practicum	<ul style="list-style-type: none"> • Study of a Social Unit- home, Village, School, Slum and Reporting. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Secondary data base project report on social issues. (-Introduction, Aims and objectives, Significance, Findings, Conclusion.)

Expected Learning Outcome: -

1. Understand education as a social process.
2. Enable to explain education from the social perspective.
3. Explain education as a determinant of social and cultural change.
4. Improve social habits and attitudes of the students and make them socially adjustable.
5. Prepare project report.

Recommended Readings:

1. Arulsamy, S. (2011) Philosophical and Sociological Perspectives on Education, Neel Kamal Publications Pvt. Ltd., New Delhi.

2. Bhatia, K. K. (2013) Social Foundation of Education, Kalyani Publishers, Ludhiana.
3. Bhushan, Vidya and Sachdeva (1992)An Introduction to Sociology, KitapMahal, Allahabad.
4. Chaube, S. P. and Akhilesh (1981) Philosophical and Sociological Foundations of Education, VinodPustakMandir, Agra.
5. Das, L. (2001) Educational Sociology, Amrita Prakashan, Guwahati.
6. Girish, P. (2009) Sociological Foundation of Education, R. Lall Book Depot, Meerut.
7. Rao, C. N. S. (2007) Sociology – Principles of Sociology with an Introduction to Social Thought, S. Chand and Company Ltd., New Delhi.
8. Sharma, Dr. R. N. (2016) Philosophy and Sociology of Education, Surjeet Publication, Meerut.
9. Saikia, P. (2019) Sociological Foundations of Education, DVS Publishers, Guwahati.

Name of the Subject: Education	Subject Code: EDUC
Name of the Course: Honours Core Course	Course Code: HCC
Name of the paper: Development of Education in India – II	Paper Code: EDUC-HCC- 3026
Total Marks: 100	Marks break-up: 80 External (60 Theory, 20 Practicum) & 20 Internal

Objectives: -

1. To enable the students to understand the present education system of India in the light of past
2. To acquaint the students with the development of education in India during post independent period.
3. To enable the students to understand the development of education in Assam.

Sl. No of Unit.	Name of the unit	Unit wise course contents
1	Constitutional provision & Radhakrishnan Commission	<ul style="list-style-type: none"> • Constitutional provision of Indian Education. • Radhakrishnan Commission – 1948 – Aims of University education and the impact of recommendations.
2	Mudaliar Commission & Kothari Commission	<ul style="list-style-type: none"> • Recommendations of Secondary Education Commission (Mudaliar Commission – 1953) Organizations, Curriculum, Examination and impact on subsequent development. • Recommendations of Education Commission (Kothari Commission 1964 – 66) Objectives and structure of education.
3	National policy on education	<ul style="list-style-type: none"> • National policy on education 1986 – Objectives and main features.

	&Janardhan Reddy Committee	<ul style="list-style-type: none"> • Revision of NPE – Rammurti Review Committee 1990. • Janardhana Reddy Committee 1991-92. • National Education Policy 2020.
4	Recent Development of Indian Education	<ul style="list-style-type: none"> • SSA • National Knowledge commission – 2005 • RTE • RMSA • RUSA • Development of education in Assam. <ul style="list-style-type: none"> -Primary Education. -Secondary Education. -University Education. -Women Education.
	Presentation	<ul style="list-style-type: none"> • Students will prepare a write-up on ‘Development of primary education in Assam under SSA’ and present in front of the examiners.

Expected Learning Outcome: -

1. Explain the present education system of India in the light of past
2. Understand the development of education in India during post independent period.
3. Understand the development of education in Assam.

Recommended Readings:

1. Aggarwal, J. C. (1993) Landmarks in the History of Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Banerjee, J. P. (2004) Education in India: Past, Present and Future, Central Library, Kolkata.

3. Bhatia, Dr. R. L. and Ahuja, Prof. B. N. (2009) Modern Indian Education and It' s Problems, Surjeet Publications, Delhi.
4. Mishra, B. K. and Mohanty, R. K. (2005) Trends & Issues in Indian Education, Raj Printers, Meerut.
5. Kochhar, S. K. (2004) Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Safaya, R. N. (2002) Development, Planning & Problems of Indian Education, DhanpatRai& Sons, New Delhi.
7. Sarma, P. D. and Goswami, S. (2012) Development of Education in India, Shanti Prakashan, Guwahati.

Name of the Subject: Education		Subject Code: EDUC
Name of the Course: Honours Core Course		Course Code: HCC
Name of the paper: Contemporary Trends and Issues in Indian Education		Paper Code: EDUC-HCC-3036
Total Marks: 100		Marks break-up: 80 External (60 Theory, 20 Practicum) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To develop scientific and reasoning ability in among the students. 2. To acquaint the students with the problems Indian education. 3. To enable the students to understand the remedial measures of the contemporary issues in Indian education. 		
Sl. No of Unit.	Name of the unit	Unit wise course contents
1	Problems of Indian Education (Pre-Primary to Higher education)	<ul style="list-style-type: none"> • Pre - Primary Education – Concept, problems and remedies. • Primary Education – Concept, problems and remedies. • Secondary education – Concept, problems and remedies. • Higher education – Concept, problems and remedies.
2	Population education	<ul style="list-style-type: none"> • Population education – Concept, nature, need, goal & scope. • Problems & remedies of population education. • Population education in India.
3	Environmental education	<ul style="list-style-type: none"> • Environmental education – Concept, nature, need, goal & scope. • Environmental education- its problems & prospects with special reference to Assam

		<ul style="list-style-type: none"> • Environmental education in India.
4	Vocationalization of education	<ul style="list-style-type: none"> • Vocationalization of education – Meaning, nature, goal and need. • Problems & remedies of vocationalization of education. • Vocationalization of education in India.
	Presentation	<ul style="list-style-type: none"> • Students will prepare a write-up on ‘ Sustainable Development’ and present it in front of the examiner.

Expected Learning Outcome: -

1. Improve scientific and reasoning ability in among the students.
- 2 Understand the problems Indian education.
3. Explain the remedial measures of the contemporary issues in Indian education.

Recommended Readings:

1. Basu, A. N. (1947) Education in Modern India, Orient Book Co., Calcutta.
2. Chaube, S. P. (1959) A History of Education in India, Ram NarainLal and BeniMadho, Allahabad.
3. Desai, D. M. (1953) Compulsory Primary Education of India, The Institute of Education, Bombay.
4. Mishra, B. K. and Mohanty, R. K. (2005) Trends & Issues in Indian Education, Raj Printers, Meerut.
5. Kochhar, S. K. (2004) Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Safaya, R. N. (2002) Development Planning & Problems of Indian Education, DhanpatRai& Sons, New Delhi.

Name of the Subject: EDUCATION		Subject Code: EDUC
Name of the Course: Regular Core Course		Course Code: HGE
Name of the Paper: Philosophical and Sociological Perspectives in Education		Paper Code: EDUC-HGE-3016
Total Marks: 100		Marks Breakup: 80 External (60 Theory, 20 Practical) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To acquaint about the relationship between philosophy and education. 2. To develop understanding about the Indian school of philosophy. 3. To develop understanding about the Western school of philosophy. 4. To acquaint knowledge about the relationship between sociology and education. 5. To develop understanding about the socio-cultural aspects in Education. 		
Sl. No of Unit	Name of the Unit	Unit wise course content
1	Philosophy and Education	<ul style="list-style-type: none"> • Philosophy: Meaning, Nature and Scope • Branches of philosophy • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Influence of philosophy on education
2	Indian School of Philosophy and Education	<ul style="list-style-type: none"> • Vedic philosophy- concept of Vedic philosophy and its implication in education • Yoga philosophy- concept of yoga philosophy and its implication in education • Buddhist philosophy – concept of Buddhist philosophy and its implication in education

3	Western School of Philosophy	<ul style="list-style-type: none"> • Idealistic philosophy- concept of idealistic philosophy and its implication in education • Naturalistic philosophy- concept of naturalistic philosophy and its implication in education • Pragmatic philosophy- concept of pragmatic philosophy and its implication in education
4	Sociology and Education	<ul style="list-style-type: none"> • Sociology: Meaning, Nature and Scope • Educational Sociology: Meaning, Nature, Scope and Importance, • Relation between education and sociology • Concept of socialization, Education as a socialization process • Social Change: Meaning, Nature and Factors • Culture: Meaning, Nature, Cultural change and Cultural Lag
Presentation		Student's will prepare a write-up on 'Assamese Culture' and present in front of the examiner.

Expected Learning Outcome: -

1. Understand the relationship between philosophy and education.
2. Describe the Indian school of philosophy.
3. Explain the Western school of philosophy.
4. Describe the relationship between sociology and education.
5. Understand the socio-cultural aspects in Education.

Recommended Readings:

1. Bhatia & Narang (2013) Philosophical and Sociological Bases of Education, Tandon Publications, Ludhiana.
2. Brown, F. J. (1954) Educational Sociology (2nd Edition), Prentice Hall, New York.

3. Brubacher, John S. (1962) Modern Philosophies of Education, New Delhi, McGraw Hill.
4. Chanda, S.S. & Sharma, R. K. (2002) Sociology of Education, Atlantic Publishers, New Delhi.
5. Chandra S. S., R. Sharma, & Rejendra K. (2002) Philosophy of Education, Atlantic Publishers, New Delhi.
6. Goswami, D. (2013) Philosophy of Education, DVS Publishers, Guwahati.
7. Rao, C. N. Shankar (2005) Sociology-Principles of Sociology with an Introduction to Social Thought, S. Chand & Company, New Delhi.
8. Ravi, S. S. (2015) Philosophical and Sociological Bases of Education, Prentice Hall India Pvt. Ltd., New Delhi.
9. Saikia, P. (2017) Sociological Foundations of Education, DVS Publishers, Guwahati.
10. Singh, Y. K. (2007) Philosophical Foundation of Education, APH Publishing Corporation, New Delhi.

Syllabus
B.A. (Honours)
Subject: Education
SEMESTER: FOURTH

Name of the Subject: EDUCATION		Subject Code: EDUC
Name of the Course: Honours Core Course		Course code: HCC
Name of the Paper: Educational Measurement and Evaluation		Paper Code: EDUC-HCC-4016
Total Marks: 100		Marks Break-up: 80 External (60 Theory, 20 Practical) & 20 Internal
<p>Objectives: -</p> <ol style="list-style-type: none"> 1. To acquaint the students with measurement and evaluation in education. 2. To inculcate the knowledge about qualities of a good measuring instrument. 3. To acquaint the students with psychological test and achievement test. 4. To acquaint the students with new trends in evaluation. 		
Sl. No. of Unit	Name of the unit	Unit wise course contents
1	Measurement and evaluation in education	<ul style="list-style-type: none"> • Measurement: Meaning, nature, types and scope • Evaluation: Meaning, nature, tools and scope. • Difference between measurement and evaluation. • Scales of measurement- nominal, ordinal, interval and ratio. • Types of test- teacher made and standardized • Types of evaluation- norm referenced and criterion referenced • Concept and nature of continuous and comprehensive evaluation.
2	Qualities of a good measuring instrument	<ul style="list-style-type: none"> • Characteristics of a good test: Practical criterion and technical criterion • Validity

		<ul style="list-style-type: none"> • Reliability • Norms • Objectivity • Practicability
3	Tools and Techniques of Assessment and Construction of Test	<ul style="list-style-type: none"> • Psychological test: Meaning, nature and types. • Test construction and standardization • Non-standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.
4	Achievement test	<ul style="list-style-type: none"> • Achievement test: meaning and nature. • Types of achievement test
	Practicum	<ul style="list-style-type: none"> • Construction of Unit test on a school subject of Upper Primary Level.

Expected Learning Outcome:

1. Understand meaning and nature of measurement and evaluation in education.
2. Inculcate the knowledge about qualities of a good measuring instrument.
3. Develop psychological test and achievement test.
4. Comprehend different innovative methodologies in evaluation.

Recommended Readings-

1. Aggarwal, J. (1997). Essentials of Examination System, Evaluation, Test and Measurement. New Delhi: Vikash Publishing House Pvt. Ltd.
2. Anastasi, A. (1976). Psychological Testing. New York: McMillan Publishing Co.
3. Blooms, B. (1956). Classroom Assessment: Issues and Practice. Boston: Allyn and Bacon.
4. Chutia, M. (2021). Measurement and Evaluation in Education and Practical. Guwahati: ManikManikPrakash.
5. Goswami, M. (2011). Measurement and Evaluation in Psychology and Education. Hyderabad: Neelkamal Publishers.
6. Hopkins, K. D. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon.

- 7.Mohan, R. (2016). Measurement, Evaluation and Assessment in Education. New Delhi: PHI Learning Pvt.
- 8.Parihar, A. S., & Kumar, S. (2020). Measurement and Evaluation in Education. New Delhi: Anu Books.
- 9.Singh, A. (2016). Test, Measurement and Research Methods in Behavioural Sciences. New Delhi: BharatiBhawan Publishers.
- 10.Vidyasagar, J. (2016). Measurement and Evaluation in Education. Hyderabad: Neelkamal Publishers.

Name of the Subject: EDUCATION		Subject Code: EDUC
Name of the Course: Honours Core Course		Course Code: HCC
Name of the Paper: Educational Technology and Pedagogical Perspectives		Paper Code: EDUC-HCC-4026
Total Marks: 100		Marks Break-up: 80 External (60 Theory, 20 Practical) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To enable the students to understand the concept, scope and objectives of educational technology. 2. To acquaint the students about teaching technology and instructional technology. 3. To make the students understand about teaching aids. 4. To develop an understanding of the various methods of teaching. 5. To develop skill in among the students on various topics related to educational technology and pedagogical perspectives. 		
Sl No. of Units	Name of the Unit	Unit wise course content
1	Educational Technology	<ul style="list-style-type: none"> • Concept, Meaning, Nature and scope of Educational Technology • Objective of Educational Technology at Macro Level and Micro Level • Importance of Educational Technology in Conventional and Distance Mode of Education • Types of Educational Technology
2	Instructional Technology	<ul style="list-style-type: none"> • Instructional Technology – Meaning and Nature • Programmed Instruction – Meaning, Nature and Principles • Types of Programmed Instruction – Linear, Branching, Mathetics and Others • Merits and Demerits of Programmed Instruction

3	Teaching Aids	<ul style="list-style-type: none"> • Educational Technology and Teaching Aids • Importance of Teaching Aids • Classification of teaching aids • Principles of selection and use of teaching aids • Multimedia approach in education.
4	Teaching Methods	<ul style="list-style-type: none"> • Significance of methods of teaching. • Characteristics of good method of teaching. • Lecture, demonstration, problem solving and programme instruction. • Function of teacher as facilitator, as a counselor, as a researcher.
Practicum/ Presentation		<ul style="list-style-type: none"> • Students will develop various teaching charts and submit

Expected Learning Outcome: -

1. Understand the concept, scope and objectives of educational technology.
2. Understand about the teaching technology and instructional technology.
3. Describe about the teaching aids.
4. Acquaint the various methods of teaching.

Recommended Readings: -

1. Agarwalla, Dr. S. (2013) Learning Method and Pedagogy, Bookland, Guwahati.
2. Aggarwal, S. C. (2004) Essentials of Educational Technology, Teaching-Learning Innovations in Education, Vikas Publishing House Pvt. Ltd., New Delhi.
3. Bhall and Sharma, S. R. (1992) Educational Technology, Kanishka Publishing House, New Delhi.
4. Bhuson, A. And Ahuja, M. (1992) Education Technology, Vivek Publishers, Meerut.
5. Goswami, Dr. M. K. (2017) Educational Technology, Ashok Book Stall, Guwahati.
6. Mangal, Dr. S. K. (2006) Educational Technology, Tondon Publications, Ludhiana.
7. Sharma, Dr. R. A. (2008) Educational Technology, R. Lall Book Depot, Meerut.
8. Sharma, Y. K. (2007) Fundamental Aspects of Educational Technology, Kanishka Publisher, New Delhi.

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Core Course	Course code: HCC
Name of the Paper: Guidance and Counseling	Paper Code: EDUC-HCC-4036
Total Marks: 100	Marks Break-up: 80 External (60 Theory, 20 Practicum & 20 Internal

Objectives: -

1. To acquaint the students with concept, need, principles and bases of guidance.
2. To enable the students in using various tools and techniques of guidance in appropriate contexts.
3. To make the learners in inculcating the role of school in organizing different guidance programmes.
4. To acquaint the students with concept, scope and type of counseling
5. Enable them to narrate the process, tools and techniques of counseling.
6. To understand and explain the qualities and role of a counselor.
7. To develop the ability to explain the role of teacher and head master in organizing different guidance programmes.

Sl. No. of Unit	Name of the unit	Unit wise course contents
1	Concept of Guidance	<ul style="list-style-type: none"> • Meaning, nature and scope of guidance. • Philosophical, psychological and sociological bases of guidance • Need, importance, purpose and scope of educational guidance in schools • Need, importance, purpose and scope of vocational guidance.
2	Educational Guidance	<ul style="list-style-type: none"> • Meaning, Nature, Need of Educational Guidance. • Objectives of Educational Guidance. • Principles and Functions of Educational Guidance.

		<ul style="list-style-type: none"> • Educational Guidance at Primary school and Secondary school.
3	Organization of Guidance Service	<ul style="list-style-type: none"> • Placement Service • Follow-up service • Individual inventory service • Occupational information service • Launching school guidance programme.
4	Concept of Counselling	<ul style="list-style-type: none"> • Meaning, nature and scope of counseling • Relationship between Guidance and Counseling • Different types of counseling • Steps and techniques of counseling • Necessary qualities of a good counselor • Role of a counselor in secondary schools.
Practicum		<ul style="list-style-type: none"> • Case study of a child with Special Needs or a child coming from socially disadvantaged background.

Expected Learning Outcome: -

1. Understand with concept, need, principles and bases of guidance.
2. Enable in using various tools and techniques of guidance in appropriate contexts.
3. Understand the concept, scope and type of counseling
4. Narrate the process, tools and techniques of counseling.
5. Inculcate the good qualities of a counselor.
6. Carry out case study on children with special needs.

Recommended Readings:

1. Barrie, H. (1989). The Theory and Practice of Vocational Guidance. London: Pergamon Press.
2. Bhatnagar, A. G. (1999). Guidance and Counseling: A practical approach. New Delhi: Vikash.
3. Dave, I. (1984). The basic essentials of counseling. New Delhi: Sterling Pvt. Ltd.
4. Gibson, R. &. (1986). Introduction to Guidance. New York: McMillan.

5. Khosed, A. (1963). Guidance Movement In India. New Delhi: NCERT.
6. Nugent, F. A. (1990). An Introduction to the profession of counseling. Columbus: Merrill publishing Co.
7. R.M., G. G. (1989). Group Counselling: A development approach. London: Allyn and Bacon.
8. Rao, S. N. (1981). Counseling Psychology. New Delhi: Tata McGraw Hill.
9. Sharma, R. (2013). Guidance and Counseling in India. New Delhi: Atlantic Publisher.S
10. Sharma, R. (2014). Fundamentals of Guidance & Counseling. Merrut: VinayRakheja.

Name of the Ssubject: EDUCATION		Subject Code: EDUC
Name of the Course: Regular Core Course		Course Code: HGE
Name of the Paper: History and Current Trends in Education in India		Paper Code: EDUC-HGE-4016
Total Marks: 100		Marks Break-up: 80 External (60 Theory, 20 Practicum & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To acquaint the students with the development of education in India during post-independence period. 2. To acquaint the students with the constitutional provision of Indian Education. 3. To acquaint the students with the new trends of Indian education. 4. To develop the presentation skill in among the students on various topics related to history and current trends in education in India. 		
Sl. No. of Units	Name of the Unit	Unit wise course content
1	Constitutional provision of Indian Education &Radhakrishnan Commission	<ul style="list-style-type: none"> • Constitutional provision of Indian Education – • Legislative power for different educational functions - An assessment • Education on the concurrent list - The background, Advantages & disadvantages • Radhakrishnan Commission 1948 – • Aims of University education. • The impact of recommendations on aims
2	Secondary education commission & Kothari Commission	<ul style="list-style-type: none"> • Recommendations of Secondary Education Commission (Mudaliar Commission – 1953) – • Organizations, Curriculum, examination and impact on subsequent development. • Recommendationd of Education Commission (Kothari Commission 1964 – 66) Objectives and structure of education.

3	National Policy on education	<ul style="list-style-type: none"> • National policy on education 1986 – Objectives, main features • Revision of NPE – Rammurti Review Committee 1990 • Janardhan Reddy Committee 1991 - 92
4	Current trends in Indian education	<ul style="list-style-type: none"> • Current trend in Indian education – • National Knowledge Commission • RTE • RMSA • RUSA • New Education Policy 2020 • Academic Bank of Credit (ABC)
Practicum/ Presentation		<ul style="list-style-type: none"> • Presentations on the following topics (Any one) – • Development of education in Assam- Primary education Secondary education Higher education Women education

Expected Learning Outcome: -

1. Know and understand the Constitutional Provision of Indian Education & Radhakrishnan Commission.
2. Describe the Secondary Education Commission & Kothari Commission.
3. To understand the National Policy on Education and Current Trend in Indian education.
4. Present paper on various topics related to history and current trends in education in India.

Recommended Readings: -

1. Aggarwalla, Dr. S. (2017) Development of Education in India, Aditya Book Distributors, Guwahati.
2. Aggarwal, W. C. (2005) Recent Developments and Trends in Education, Shipra Publications, New Delhi.
3. Aggarwal, J. C., (2010), Landmarks in The History of Modern Education, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Altekar, A. S. (1965), Education in Ancient India, Nanda Kishore and Bros, Varanasi.

5. Bhatia, Dr. R. L. And Ahuja, Prof. B. N. (2003) Modern Indian Education & It's Problems, Surjeet Publications, Delhi.
6. Damal, B. D. And Dash B. N., (2005) Education In Modern India, Kalyani Publisher, New Delhi.
7. Kochhar, S. K. (2004) Pivotal Issues in Indian Education, Sterling Publishers Private Limited, New Delhi.
8. Safaya, R. N. (2002) Development, Planning & Problems of Indian Education, Dhanpat Rai & Sons, New Delhi.

Syllabus
B.A. (Honours)
Subject: Education
SEMESTER: FIFTH

Name of the Subject: EDUCATION		Subject Code: EDUC
Type of the Course: Honours Core Course		Course Code: HCC
Name of the Paper: Inclusive Education		Paper Code: EDUC-HCC-5016
Total Marks: 100		Marks Break-up: 80 External (60 Theory & 20 Practical) and 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To understand the concept of Inclusion in Education 2. To understand the models and challenges of implementing inclusive education. 3. To understand the concept of children with diverse needs 4. To understand policies and frameworks facilitating inclusive education in India 5. To develop and understanding of the role of facilitators in promoting inclusion in education. 		
Sl. No of Unit	Name of the Unit	Unit wise content
1	Introduction to Inclusive Education	<ul style="list-style-type: none"> • Concept and Meaning of Inclusive Education • Need and Importance of Inclusive Education • Objectives of Inclusive Education • Principles of Inclusive Education • Models of Inclusive Education • Issues and Challenges of Implementing Inclusive Education
2	Understanding Children with Special Needs (CWSN)	<ul style="list-style-type: none"> • Concept and Nature of Children with Special Needs • Children with Visual Impairment • Children with Hearing Impairment • Children with Intellectual Impairment • Children with Cerebral Palsy • Children with Learning Disabilities • Children with Multiple Disabilities
3	Policies and Frameworks Facilitating Inclusive Education	<ul style="list-style-type: none"> • National Policy on Education (1986) with reference to Programme of Action (1992) • Rehabilitation Council of India (RCI) Act-1992 • Persons with Disabilities (PWD) Act-1995

		<ul style="list-style-type: none"> • Right to Education Act-2009 • SarvaSikshaAbhiyan(SSA) • RastriyaMadyamikSikshaAbhiyan(RMSA)
4	Facilitators for Inclusive Education	<ul style="list-style-type: none"> • Practice and Classroom Management in Inclusive Education • Curricular and Instructional Accommodations • Roles and Responsibilities of Family • Roles and Responsibilities of Teachers • Role and Responsibilities of Community • Role and Responsibilities NGOs
Practical		<ul style="list-style-type: none"> • Visit to a center for students with special needs (Special schools/ special institute) Observe the process of teaching learning and write a report. <p>NB: It will be evaluated by the internal examiners.</p>

Expected Learning Outcomes:

1. explain the concept of Inclusion in Education
2. explain the models and challenges of implementing inclusive education.
3. describe the concept of children with diverse needs
4. explain policies and frameworks facilitating inclusive education in India
5. explain the role of facilitators in promoting inclusion in education.
6. identify the assumptions of disability underlying current general and special education.

Recommended Readings-

1. Bassa, S. (2017). Inclusive Education. New Delhi: N.D Publisher.
2. Das, A., & al., e. (2013). Inclusive Education. New Delhi: Concept Publishing Company Pvt. Ltd.
3. Dass, N. (2021). Inclusive Education. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd.
4. Kar. (2013). Exceptional Children: Their Psychology and Education. New Delhi: Sterling Publishers Private Limited.
5. Koushik, B. (2019). Creating Inclusive Schools: Theory, Process and Practice. New Delhi: SAGE Publications India Pvt. Ltd.
6. Mangal, S. K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India Pvt. Ltd.

7. Mangal, S. K., & Mangal, S. (2019). *Creating and Inclusive School*. New Delhi: PHI Learning Pvt. Ltd.
8. Panda, K. C. (2008). *Education of Exceptional Children*. New Delhi: Vikash Publishing House.
9. Pandey, R. S., & Advani, L. (1995). *Perspective in Disability and Rehabilitation*. New Delhi: Vikash Publishing House.
10. Richards, G., & Armstrong, F. (2016). *Teaching and Learning in Diverse and Inclusive Classroom*. London: Routledge Taylor and Francis Group.
11. Sharma, R. A. (2002). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
12. Sharma, Y. (2021). *Inclusive Education: Perspective, Praxis and Pedagogy*. New Delhi: Pearson Education.
13. Siddiqui, H. (2019). *Inclusive Education*. New Delhi: Agrawal Publication.

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Core Course	Course Code: HCC
Name of the Paper: Developmental Psychology	Paper Code: EDUC-HCC-5026
Total Marks: 100	Marks Breakup: 80 External (60 Theory & 20 Practicum) and 20 Internal

Objectives:

1. To enable the students to understand the basic concept of Developmental Psychology
2. To develop an understanding of the general principles of Growth and Development.
3. To acquaint the students with the influence of heredity and environmental factors on development
4. To acquaint the students with common methods of studying child behaviour
5. To enable the students to understand the development aspects during infancy and childhood
6. To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Sl. No of Units	Name of the Unit	Unit wise course content
1	Introduction to Developmental Psychology	<ul style="list-style-type: none"> • Developmental Psychology- Meaning, nature and scope. • Importance of Developmental Psychology • Concept of Growth and Development, Principles of Development and their educational implications • Factors of Development- Heredity and Environment • Methods of Developmental Psychology- Historical Method (Case Study),

		Descriptive Method (Observation, Interview and Questionnaire), Experimental Method
2	Major Theories of Developmental Psychology	<ul style="list-style-type: none"> • Theories of Developmental Psychology-- Psychoanalytic Theory- Sigmund Freud, Erik Erickson -Cognitive Theories- Piaget, Vygotsky, Bandura -Humanistic Theories- <i>Abraham Maslow, Carl Rogers</i>
3	Pre-Natal Development and Infancy	<ul style="list-style-type: none"> • Prenatal Development- -Characteristics of pre-natal development -Conditions affecting pre-natal development -Stages of pre-natal development- Milestones and hazards • The Birth processes • Infancy-Characteristics and Early Needs • Developmental Aspects of Infancy- Physical and Motor Development, Emotional Development, Cognitive Development, Language & Speech Development, Sensory Development
4	Childhood and Adolescence	<ul style="list-style-type: none"> • Childhood-Characteristics • Developmental Aspects in Childhood -Physical Development

		<p>-Emotional Development-Common emotional pattern and emotional control</p> <p>-Social Development-Influence of family and school</p> <p>-Personality Development- Influence of family and school</p> <ul style="list-style-type: none"> • Adolescence- Characteristics, Goals of adolescence • Adolescence- Age of Transition • Developmental Aspects in Adolescence <p>-Physiological growth and intellectual development</p> <p>-Emotional Development-Common emotional problems and their intervention</p> <p>-Social Development-Influence of family, school and peers</p> <p>-Personality Development- Influence of family, school and peers</p> <p>-Adjustment Problems and Juvenile Delinquency</p>
	<p>Presentation/ Practical</p>	<ul style="list-style-type: none"> • Poster Presentation on developmental aspects of various stages of development. (Physical, Cognitive, Moral, Sensory, Social)

Expected Learning Outcome:

1. Understand the basic concept of Developmental Psychology
2. Understand the general principles of Growth and Development.
3. Comprehend the influence of heredity and environmental factors on development
4. Know the common methods of studying child behaviour
5. Understand the development aspects during infancy and childhood
6. Understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Recommended Readings:

1. Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition.
2. Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
3. Cole, L. (1936). *Psychology of Adolescence*, New York: Rinehart and Winston.
4. Goswami, Devi & Kalita (2016). *Bikashit Manobignan*. Guwahati: Shanti Prakashan.
5. Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
6. Hurlock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
7. Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
8. Kuppaswamy, B. (1980). *Child Behaviour and Development*. 2nd edition, Vikas Publishing House pvt.Ltd.
9. Sharma, R. N. & Sharma, R.(2017). *Child Psychology*. Chicago: University of Chicago Press.
10. Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press

Name of the Subject: EDUCATION		Subject Code: EDUC
Type of the Course: Honours Discipline Specific		Course Code: HDS
Name of the Paper: Human Rights Education		Paper Code: EDUC-HDS-5016
Total Marks: 100		Marks Break-up: 80 (60 Theory & 20 Presentation) 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To develop understanding about the concept of human rights and duties 2. To develop understanding about the concept of human rights educations, its needs and significance in India. 3. To explore methods of teaching human rights 4. To develop understanding on Universal Declaration of Human Rights by UN 5. To explore the substantive knowledge of the policies concerning human rights. 6. To develop understanding the roles of various agencies in the promotion and enforcement of human rights. 7. To understand the human rights of unprivileged sections of the society. 		
Sl. No of Unit	Name of the Unit	Unit wise content
1	Basic Concept of Human Rights Education	<ul style="list-style-type: none"> • Meaning, Definition, Nature and Scope of Human Rights • Perspective of Rights and Duties • 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. • Method of Teaching Human Rights • Implementation of Human Rights Education

2	United Nations and Indian Constitution in Human Rights	<ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN • Promotion and Protection of Human Rights by UN • Indian Constitutions and Human Rights • Constitutional Provisions of Human Rights • Human Rights Act – 1993 • National Human Rights Commission • State Human Rights Commissions
3	Role of Advocacy Group for Promotion of Human Rights	<ul style="list-style-type: none"> • Role of Government and Non-Governmental Organizations • Role of Supreme Court and High court in India • Role of educational institutions • Role of press and mass media • Role of the Family
4	Human Rights and Unprivileged groups	<ul style="list-style-type: none"> • Human Rights related to Racial Discrimination • Human Rights related to Refugees • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender • Human Rights related to Intellectual Property
Practicum/ Presentation		<ul style="list-style-type: none"> • Presentation on human rights violation with special reference to Assam (Women and Children)

Expected Learning Outcomes:

1. Understand the concept of human rights educations, its needs and significance in India.
2. Explore methods of teaching human rights and its implementation
3. Describe Universal Declaration of Human Rights by UN
4. Explore the substantive knowledge of the policies concerning human rights.
5. Explain the roles of various agencies in the promotion and enforcement of human rights.
6. Understand the human rights of unprivileged sections of the society.

7. Identify potential roles in promotion of human rights education

Recommended Readings-

1. Agarwal, J. (2009). Education in the Emerging Indian Society. Delhi: Shipra Publication.
2. Borah, J. (2010). ManabAdhikar.Jorhat: Eureka Prakashan.
3. Chand, j. (2014). Education for Human Rights. Delhi: Anashah Publication House.
4. Chutia, D. R., &Hazarika, M. &. (2021). Human Rights Education. Dibrugarh: Mahaveer Publications.
5. Deka, N. (2008). Human Rights: Perspective and Challenges. Guwahati: Assam Book Depot.
6. Gogoi, P. (2004). ManabAdhikar. Guwahati: Banlata.
7. Kour, M. (2008). Teaching Human Rights. New Delhi: APH Publishing Corporation.
8. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.
9. Naseema, C. (2008). Human Rights Education: Theory and Practice. Delhi: Shipra Publications.
10. Rao, D. B. (2004). Human Rights Education. New Delhi: Discovery Publication House.
11. Reddy, & Others.(2015). Human Rights Education. Hyderabad: Neelkamal Publications.
12. Saikia, P., &Goswami, K. (2015). Human Rights Education in India. Guwahati: Graphica Design Studio.
13. Vatsala, P. (2019). Human Rights Education: Issues and Challenges. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
14. Verma, R. (2000). Human Rights, Burning Issues of the World. Delhi: India Publisher.
15. Yasin, A.-u., &Archana, U. (2004). Human Rights. New Delhi: Akansha Publishing House.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Honours Discipline Specific	Course Code: HDS
Name of the Paper: Mental Health and Physical Education	Paper Code: EDUC-HDS-5026
Total Marks: 100	Marks Break-up: 80(60 internal & 20 practical) and 20 Internal

Objectives:

1. To develop an understanding on fundamentals and development of mental health and the characteristics of a mentally healthy person.
2. To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
3. To understand the needs and importance of physical education and human values.
4. To familiarize with the concept and issues of positive psychology and its importance in day today life.
5. To acquire skills of Yoga for healthy living.

Sl. No of Unit	Name of the Unit	Unit wise content
1	Fundamentals of Mental Health	<ul style="list-style-type: none"> • Meaning, Definitions and Scope of Mental Health • Dimensions of Mental Health • Characteristics of a mentally healthy person • Factors Affecting Mental Health • History of development of Mental Health • Contribution of WHO on Mental Health • Mental Health Care Act, 2017
2	Education for Promoting Mental Health	<ul style="list-style-type: none"> • Principles of sound Mental Health • Mental Health of Students -Role of Home -Role of School -Role of Society • Mental Health of Teachers • Strategies for promoting good mental health • Meaning and Nature of Positive Psychology • Importance of Positive Psychology

	Concept of Physical Education	<ul style="list-style-type: none"> • Meaning and Definition and Scope of Physical Education • Objectives and Purposes of Physical Education • Sociological bases of Physical Education • Importance of Physical Education • Physical Education and Human Values
4	Role of Yoga in Mental and Physical Health	<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
Field Visit/ Presentation		<ul style="list-style-type: none"> • To visit LokapriyaGopinathBordoloi Regional Institute of Mental Health (LGBRIMH) and prepare a report. Or/ • To prepare a balanced Diet Chart for Physical education Or/ • Demonstration on Yogasana

Expected Learning Outcomes:

1. Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
2. Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
3. Understand the needs and importance of physical education and human values.
4. Familiarize with the concept and issues of positive psychology and its importance in day today life.
5. Acquire skills of Yoga for healthy living

Suggested Readings:

1. Aggarwal, J. (2009). Health and Physical Education. Delhi: Shipra Publication.
2. aumgardner, S., &Crother, M. (2014). Positive Psychology. New Delhi: Pearson Education India.
3. Behari, S. K., &Choudhury, P. K. (1996). Health and Physical Education. New Delhi: Kalyani Publishers.

4. Chandra, S. S. (2007). Health and Physical Education. Delhi: Surjeet Publication.
5. Chauhan, S. S. (2007). Advanced Educational Psychology. New Delhi: Vikash Publication House.
6. Dash, B. N. (2007). Health and Physical Education. New Delhi: Neelkamal Publications.
7. Gururani, G. D. (2006). Textbook on Mental Health and Hygiene. New York: McGraw Hill.
8. Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: Prentice Hall India Learning Pvt. Ltd.
9. Safaya, R. N., & Bhatia, B. D. (2002). Modern Educational Psychology. New Delhi: Dhantpat Rai Publishing Company.
10. Singh, A. (2003). Essentials of Physical Education. Ludhiyana: Kalyani Publishers.

Syllabus
B.A. (Honours)
Subject: Education
SEMESTER: SIXTH

Name of the Subject: EDUCATION		Subject Code: EDUC
Name of the Course: Honours Core Course		Course Code: HCC
Name of the Paper: Action Research and Statistics in Education		Paper Code: EDUC-HCC-6016
Total Marks: 100		Marks Breakup: 80 External (60 Theory & 20 Practicum) and 20 Internal
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To develop an understanding of the concepts, principles, uses of action research and its importance in education. 2. To develop an understanding of different steps and methods used in conducting action research. 3. To develop the skills of tools construction and report writing of Action Research. 4. To develop the basic concept of Statistics and its application in education 5. To acquaint the students with different descriptive statistics in Education. 6. To familiarize the students about the Normal Probability Curve and its applications in Education. 		
Sl. No of Unit	Name of the Unit	Unit wise course content
1	Basics of Action Research	<ul style="list-style-type: none"> • Action Research-Meaning & Characteristics, • Difference between Basic and Action Research • Difference between Applied and Action Research • Principles of Action Research • Uses and Limitations of Action Research. • Importance of action Research in Education

2	Conducting Action Research	<ul style="list-style-type: none"> • Steps of Action Research • Methods of Action Research-Experimental, Diagnostic and Case Study • Tools of Conducting Action Research– Diary, Observation, Questionnaire, Interview schedule, Rating Scale, Audio Video Recording and Photograph • Report Writing in Action Research-The Research Question Rationale, Sample, Methods of Data Collection, Analysis and Interpretation of Data, Reflection of the Results Development of Strategic Plan of Action
3	Basics of Educational Statistics	<ul style="list-style-type: none"> • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Descriptive Statistics- <ul style="list-style-type: none"> -Measures of Central Tendency and their application -Measures of variability– Concept, Types and their application -Coefficient of correlation– Meaning and types, Co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result
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
Practicum/ Presentation		<ul style="list-style-type: none"> • Action Research Project: Preparation and presentation of an outline of action research project <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Statistical Practical: <ul style="list-style-type: none"> -Determine Mean Median and Mode -Graphical Representation– Frequency Polygon, Histogram and Pie diagram

Expected Learning Outcome:

1. Understand the concepts, principles, uses of action research and its importance in education.
2. Understand different steps and methods used in conducting action research.
3. Construct tools and write report of Action Research.
4. Understand the basic concept of Statistics and its application in education
5. Acquaint themselves with different descriptive statistics in Education.
6. Understand the concepts and apply Normal Probability Curve in Educational situations.

Recommended Readings:

1. Best John, W & Kahn (2006). Research in Education, Prentice Hall of India, New Delhi
2. Garrett, H.E. (2014). Statistics in Psychology and Education. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
3. Goswami, Marami (2012). Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
4. Greenwood, Davydd& Levin, Morten (2007). Introduction to Action Research: Sage Publications.
5. Mangal, S.K. (2005). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
6. Saha, Kaberi (2012). Statistics in Education and Psychology. New Delhi: Asian Books Pvt. Ltd.
7. Sahu, Binod, K. (1998). Statistics in Psychology and Education. New Delhi: Kalyani Publishers.
8. Thamarasseri, I. (2009) Introduction to Educational Research. New Delhi: Kanishka Publishers, ISBN: 8184571054.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Honours Core Course	Course Code: HCC
Name of the Paper: Educational Management and Leadership	Paper Code: EDUC-HCC-6026
Total Marks: 100	Marks Break-up: 80 (60 External and 20 Practicum) and 20 Internal

Course Objectives:

1. To enable the students to understand the basic concept and different types of educational management
2. To provide knowledge on principle and functions of educational management
3. To develop understanding about the qualities and types of leadership
4. To infuse knowledge on educational supervision and its types
5. To enable the students to understand the concept, types, and importance of institutional planning

Sl. No of Unit	Name of the Unit	Unit wise content
1	Concept of Educational Management	<ul style="list-style-type: none"> • Meaning, Nature and Objectives of Educational Management • Significance and general principles of Educational Management • Functions of Educational Management • Types of Educational Management- <ul style="list-style-type: none"> -Centralized and decentralized -Autocratic, Democratic and Laissez Faire - Participatory Management • Educational Management Vs Educational Administration • Characteristics of Successful Educational Management
2	Effective Leadership in Educational Management	<ul style="list-style-type: none"> • Meaning and Nature of Leadership • Importance of Leadership in Education • Styles of Leadership • Factors Influencing Leadership Styles • Essential Qualities of Educational Leader

		<ul style="list-style-type: none"> • Functions of Teachers as Leader • Leadership Development Programme.
3	Educational Supervision	<ul style="list-style-type: none"> • Meaning, Nature and Scope of Educational Supervision • Functions of Educational Supervision • Types of Supervision <ul style="list-style-type: none"> - Academic -Administrative • Importance of Supervision • Qualities of an Effective Supervisor • Inspection Vs Supervision
4	Institutional Planning	<ul style="list-style-type: none"> • Meaning, Nature and Characteristics of Institutional Planning • Types of Institutional Planning • Steps in Institutional Planning • Importance of Institutional Planning • Educational Planning- <ul style="list-style-type: none"> -School Time Table - Curricular Activities
Practicum/ Presentation		<ul style="list-style-type: none"> • Studying the roles of School Management & Development Committee (SMDC) in school management and write a report on it. <p>NB: The report will be evaluated by the internal examiners.</p>

Expected Learning Outcomes:

1. Discuss the basic concept and different types of educational management
2. Explain principle and functions of educational management
3. Acquire leadership skills and understand different styles of leadership
4. Describe educational supervision and its types
5. Explain the concept, types, and importance of institutional planning

Recommended Readings-

1. Ali, L. (2021). Educational Administration and Management: Supervision, Planning and Finance. New Delhi: Global Net Publication.
2. Bala, R. (2006). Educational Supervision Theories and Practice. New Delhi: Alfa Publications.
3. Bhatnagar, R. (1986). Educational Administration, Planning and Supervision. Anupam Publication.
4. Bhatnagar, S., & Gupta, P. (2010). Educational Administration and Management. Meerut: R.Lall Book Depot.
5. Bhattacharya, S. (2012). Educational Management Theory and Practice. Guwahati: EBH Publishers.
6. Burton, J. (2002). Management Today- Principles and Practice. New Delhi: McGraw Hill Publishing Company Ltd.
7. Chandan, J. (2002). Management Concept and strategies. New Delhi: Vikash Publishing House Pvt. Ltd.
8. Khanna, S. (2000). Educational Administration, Planning, Supervision and Financing. Delhi: Doaba House.
9. Kumar, R. C. (2007). The Leadership in Management. New Delhi: A.P.H. Publishing Company.
10. Mehorotra, A. (2005). Leadership Styles of Principals. New Delhi: Mittal Publications.
11. Mishra, R. (2007). Theory of Education of Administration. New Delhi: A.P.H. Publishing Company.
12. Mohanty, J. (2014). Educational Management, Supervision, School Organization. Hyderabad: Neelkamal Publication.
13. Mukharjee, S. (1970). Administration, Planning and Finance Theory & Practice. Baroda: Acharya Book Depot.
14. Naik, J. (1965). Educational Planning in India. New Delhi: Government Publication.
15. Prasad, L. (2013). Principles and Practices of Management. New Delhi: Sultan Chand and Sons.
16. Sharma, R. (2004). Educational Administration and Management. Meerut: R. Lall Book Depot.
17. Sharma, R. (2007). Educational Administration, Management and Organization. New Delhi: Surjeet Publications.
18. Sindhu, I. S. (2012). Educational Administration and Management. New Delhi: Pearson.

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Discipline Specific	Course Code: HDS
Name of the Paper: Value and Peace Education	Paper Code: EDUC-HDS-6016
Total Marks: 100	Marks Breakup: 80 External (60 Theory & 20 Practicum) and 20 Internal

Objectives:

1. To develop an understanding of the concepts and importance of values.
2. To make students aware of the policies on value education in India and role of educational institutions in building a value-based society.
3. To develop an understanding of the meaning and concept of peace and its importance in human life.
4. To develop an understanding of the meaning and importance of peace education and its relevance at national and international level
5. To enable the students to identify the different issues/ challenges of peace education.
6. To enable the students to identify the strategies and skills in promoting peace education
7. To provide knowledge on the role of world organizations in promoting peace education.

Sl. No of Unit	Name of the Unit	Unit wise course content
1	Concept of Value	<ul style="list-style-type: none"> • Concept and characteristics of values • Types of Values –Core values, social values, Moral values, religious values, spiritual values, Aesthetic Values, Personal Values • Sources and Determinants of Values • Importance of Values in human life. • Impact of globalization on Culture and Values

2	Value Education	<ul style="list-style-type: none"> • Concept Characteristics, Objectives and importance of value education. • Policies on value education in India • Value education at different stages. <ul style="list-style-type: none"> -Primary education -Secondary education -Higher education • Role of teacher and family in imparting value education.
3	Peace Education	<ul style="list-style-type: none"> • Concept, definition and characteristics of Peace. • Importance of Peace human life • Teachers' role in promoting peace. • Meaning, characteristics and importance of peace education. • Challenges of peace education. • Strategies and skills in promoting peace education. • Relevance of peace education in national and international context
4	Peace Education and World Organizations	<ul style="list-style-type: none"> • Role of World Organization in promoting peace education. <ul style="list-style-type: none"> -UNO -UNESCO -UNICEF - Global peace Foundation (GPF) - International peace Bureau (IBP) -International institute for peace (IIP)

Practicum/ Presentation	<ul style="list-style-type: none"> • Writing and presentation of a street play on contemporary issues related to value crisis and peace promotion.
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Expected Learning Outcome:

1. Understand the concepts and importance of values.
2. Make themselves aware of the policies on value education in India and role of educational institutions in building a value-based society.
3. Understand the meaning and concept of peace and its importance in human life.
4. Understand the meaning and importance of peace education and its relevance at national and international level
5. Identify the different issues/ challenges of peace education.
6. Identify the strategies and skills in promoting peace education
7. Know the role of world organizations in promoting peace education

Recommended Readings:

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

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Honours Discipline Specific	Course code: HDS
Name of the Paper: Project Report/ Dissertation	Paper Code: EDUC-HDS-6026
Total Marks: 100	Marks Break-up: W80 +P20

Project Work:

Each candidate is required to complete any one project work related to any area of the syllabus to be evaluated by internal examiners through viva voce test. The project work will have to be completed according to the following steps-

- Introduction
- Objectives of the study
- Review of related literature
- Significance of the study
- Methodology
- Results/ Findings
- Discussion
- Conclusion
- References

Marks Distribution and Question Format

(For HCC / HGE /HDS)

Paper Credits	Full Marks	Theory& Practical 80% EndTerm Examination (ETE)	Internal Assessment (I.A.) 20%	Number of Unit
6	100	80	20	
4	100	80	20	
*4 (SEC)	100	--	---	
*6 (Dissertation)	100	W = 80	P = 20	

***There will be no I.A. for SEC with 4 Cr. and Dissertation Paper with 6 Credit**

For 80 marks of Theory Paper (End Term Exam.)

Question Pattern	Question Marks	Number of Questions / per Unit	Total

(For Sessional Examination same pattern may be followed).

For 60 marks of Theory Paper (End Term Exam.)

Question Pattern	Question Marks	Number of Questions / per Unit	Total

(For Sessional Examination same pattern may be followed).

Choice Based Credit System (CBCS)

NOWGONG COLLEGE (AUTONOMOUS)



SYLLABUS

DEPARTMENT OF EDUCATION

Learning Outcomes-based Curriculum Framework (LOCF) of
Undergraduate Programme

BACHELOR OF ARTS IN EDUCATION

(Effective from Academic Year 2020-21)

Syllabus as approved by Academic Council, Nowgong College (Autonomous)

Course Structure of B.A. Education (Regular) under CBCS Nowgong College (Autonomous), Nagaon, Assam

The Programme aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on Teaching Method: The classroom transaction of all the papers will be done through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting. Twenty percent (20%) of the syllabus will be done through online.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Credits and Marks:

- c. Total credit in Regular Course= 132
- d. Total marks in Regular Course= 2400

Distribution of Course & Credits

Semester	Regulare Core Course (12 × 6 = 72 Credit)	Ability Enhancement Course (2 × 4 = 8 Credit)	Skill Enhancement Course (4 × 4 = 16 Credit)	Regular Discipline Specific Elective Course (4 × 6 = 24 Credit)	Regular Generic Elective (2 × 6 = 12 Credit)
I	ENGL-CCC-1016 EDUC-RCC-1016 XXXX-RCC-1016	XXXX-AEC-1014 (Communicative English/ Communicative MIL)			
II	ENGL-CCC-2016 EDUC-RCC-2016 XXXX-RCC-2016	ENST-AEC-2014 (Environmental Studies)			
III	XXXX-CCC-3016(MIL) EDUC-RCC-3016 XXXX-RCC-3016		XXXX-SEC-3014		
IV	XXXX-CCC-4016(MIL) EDUC-RCC-4016 XXXX-RCC-4016		XXXX-SEC-4014		
V			XXXX-SEC-5014	XXXX-RDS-5016 EDUC-RDS-5016	EDUC-RGE-5016

VI			XXXX-SEC-6014	XXXX-RDS-6016 EDUC-RDS-6016	EDUC-RGE-6016
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Abbreviations :- RCC= Regular Core Course, RDS = Regular Discipline Specific Elective, RGE = Regular Generic Elective, SEC = Skill Enhancement Course, AEC = Ability Enhancement Compulsory Course.

Note:Regular Generic Elective (RGE) papers are for students opting Regular Course in subjects other than Education as one of the core course.

Course Structure of B.A. Education (Regular) under CBCS Nowgong College (Autonomous), Nagaon, Assam

6. REGULAR CORE COURSE (RCC)

SI No.	Course Code	Title of the Paper	Credit
1	EDUC-RCC-1016	Foundations of Education	4+2 = 6
2	EDUC-RCC-2016	Psychological Foundations of Education	4+2 = 6
3	EDUC-RCC-3016	Philosophical and Sociological Perspectives in Education	4+2 = 6
4	EDUC-RCC-4016	History and Current Trends in Education in India	4+2 = 6

7. REGULAR DISCIPLINE SPECIFIC ELECTIVE(RDS)

SI No.	Course Code	Title of the Paper	Credit
1	EDUC-RDS-5016	Human Rights Education	4+2 = 6
2	EDUC-RDS-6026	Value and Peace Education	4+2 = 6

8. REGULAR GENERIC ELECTIVE (RGE)

SI No.	Course Code	Title of the Paper	Credit
1	EDUC-RGE-5016	Foundations of Education	4+2 = 6
2	EDUC-RGE-6016	Psychological Foundations of Education	4+2 = 6

9. SKILL ENHANCEMENT COURSE (SEC)

SI No.	Course Code	Title of the Paper	Credit
1	EDUC-SEC-3014	Information and Communication Skill (PPT Preparation and Presentation)	2+2
2	EDUC-SEC-4014	Developing Teaching Skills (Mock Teaching)	2+2

10. ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

SI No.	Course Code	Title of the Paper	Credit
1	XXXX-AEC-1014	Communicative English/ Communicative MIL	4
2	ENST-AEC-2014	Environmental Studies	4

Syllabus
B.A. (Regular)
Subject: Education
SEMESTER: FIRST

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Core Course	Course Code: RCC
Name of the Paper: Foundations of Education	Paper Code: EDUC-RCC -1016
Total Marks: 100	Marks Breakup: 80 External(60 Theory, 20 Practical) & 20 Internal
Objectives:	
<ol style="list-style-type: none"> 1. To acquaint the students with the sound principles of education 2. To acquaint the students with the important concepts of Education, Curriculum, correlation of studies and co-curricular activities 3. To make understand the concept and importance of Discipline and freedom 4. To familiarize the students with play way method in education 5. To acquire knowledge about the concept of National integration and International understanding. 	

Sl. No of Unit.	Name of the Unit	Unit wise course content
1	Concept of Education	<ul style="list-style-type: none"> • Meaning, nature and scope of education • Determinants of aims of education. • Aims of education-individual, social, vocational, liberal and harmonious development of education. • Forms of education- informal, formal and non-formal education and their agencies. • School and community, their functions and responsibilities.
2	Curriculum	<ul style="list-style-type: none"> • Concept, nature and types of curriculum • Defects of present curriculum • Principles of curriculum construction • Meaning and importance of correlation of studies • Co-curricular activities-, types and their values in education
3	Freedom and discipline	<ul style="list-style-type: none"> • Meaning and types of discipline • Importance of freedom and discipline in education. • Relation between freedom and discipline • Rewards and Punishment • Maintenance of discipline in school.

4	Play way in Education	<ul style="list-style-type: none"> • Concept and characteristics of play • Play way in education • Play way method in education
Field visit		<ul style="list-style-type: none"> • Field visit to a seat of learning and prepare a report on co-curricular activities.

Expected Learning Outcome :-

1. To understand the sound principles of education
2. To understand the important concepts of Education, Curriculum, correlation of studies and co-curricular activities
3. explain the concept and importance of Discipline and freedom
4. describe the role of play way method in education
5. describe the concept of National integration and International understanding.

Recommended Readings:

1. Agarwal, J.C. (2010) Theory and Principles of Education, Vikash Publishing House Pvt. Ltd., Delhi.
2. Baruah, J. (2006) Sikshatatta Adhyayan, Lawyer's Book Stall, Guwahati.
3. Bhatia & Bhatia (1994) Theory and Principles of Education, Doaba, Delhi.
4. Chatterjee, S. (2012) Principles and Practice of Modern Education, Books & Allied Ltd., Delhi.
5. Raymont, T. (1904) Principles of Education, Longmans, Green & Co., London, New York & Bombay.
6. Ross, J. S. (1945) The Ground Work of Educational Theory, Sydney: George G. Harrap & Co. Ltd., London, Toronto, Bombay.
7. Safaya, R.N. & Shaida, B.D. (2010) Modern Theory and Practice of Education, Dhanpatrai Publishing Company Pvt. Ltd., New Delhi.
8. Goswami, D. (2020) Principles of Education, LBS publications, Guwahati

Syllabus
B.A. (Regular)
Subject: Education
SEMESTER: SECOND

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Core Course	Course Code: RCC
Name of the Paper: Psychological Foundations of Education	Paper Code: EDUC-RCC-2016
Total Marks: 100	Marks Breakup: 80 External(60 Theory, 20 Practical) & 20 Internal
Objectives: <ol style="list-style-type: none"> 1. To make the students understand the relationship between education and psychology. 2. To make the students understand the different learning process and its implication. 3. To make the students understand about the concept of memory, forgetting, attention and interest. 4. To make the students understand the concept of intelligence, creativity and personality and its theories. 	

Sl. No of Unit.	Name of the Unit	Unit wise course content
1	Psychology and Education	<ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Meaning, nature and scope of educational psychology • Methods of educational psychology • Importance of Educational Psychology in teaching – learning process
2	Learning and Motivation	<ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Gestalt • Laws of learning--law of readiness, law of exercise ,law of effect , law of multiple response, law of set or attitude, law of pre-potency of elements, law of response by analogy, law of associative shifting. • Factors affecting learning • Motivation-meaning, role in learning

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, types and relation between Attention and Interest • Attention and Interest in education
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, ways to develop creativity among the children. • Personality—meaning, nature and factors. • Theories of personality-Type and trait theory
Practical		<ul style="list-style-type: none"> • Administration and Interpretation of any one Psychological Tests relating to Personality

Expected Learning Outcome :-

1. To understand the relationship between education and psychology.
2. Describe the different learning process and its implication.
3. explain the concept of memory, forgetting, attention and interest.
4. Describe the concept of intelligence, creativity and personality and its theories.

Recommended Readings:

12. Baron, R. A. (2001) Psychology, Prentice Hall, New Delhi.
13. Bichler, R. F. and Snowman, J. (1993) Psychology Applied to Teaching. Houghton Mifflin, Boston.
14. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd., New Delhi.
15. Crow & Crow (1962) Educational Psychology, Prentice Hall, New Delhi.
16. Guilford, J. P. (1965) General Psychology, East West Press Pvt. Ltd., New Delhi.
17. Kuppuswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited., New Delhi.
18. Mangal, S. K. (2009) Advanced Educational Psychology, PHI Learning Private Limited., New Delhi.
19. Saikia, L.R. (2018) Psychological and Physiological Experiments in Education. Guwahati.
20. Skinner, C. (2012) E- Educational Psychology, Prentice Hall, New Delhi.

21. Hazarika, D.,Sarma, B. & Bordoloi, D. (2019) Psychological Foundations of Education, Surya Prakash, Guwahati.
22. Khanikar, P. (2017) Manovagwanic Avikshasmuh aru Sarir Tattamulak Ankan,K.K. Publication, Guwahati.

Syllabus
B.A. (Regular)
Subject: Education
SEMESTER: THIRD

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Core Course	Course Code: RCC
Name of the Paper: Philosophical and Sociological Perspectives in Education	Paper Code: EDUC-RCC-3016
Total Marks: 100	Marks Breakup: 80 External(60 Theory, 20 Practical) & 20 Internal
Objectives:	
6. To acquaint about the relationship between philosophy and education. 7. To develop understanding about the Indian school of philosophy. 8. To develop understanding about the Western school of philosophy. 9. To acquaint knowledge about the relationship between sociology and education. 10. To develop understanding about the socio-cultural aspects in Education.	

Sl. No of Unit	Name of the Unit	Unit wise course content
1	Philosophy and Education	<ul style="list-style-type: none"> • Philosophy: Meaning, Nature and Scope • Branches of philosophy • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Influence of philosophy on education

2	Indian School of Philosophy	<ul style="list-style-type: none"> • Vedic philosophy- concept of Vedic philosophy and its implication in education • Yoga philosophy- concept of yoga philosophy and its implication in education • Buddhist philosophy – concept of Buddhist philosophy and its implication in education
3	Western School of Philosophy	<ul style="list-style-type: none"> • Idealistic philosophy- concept of idealistic philosophy and its implication in education • Naturalistic philosophy- concept of naturalistic philosophy and its implication in education • Pragmatic philosophy- concept of pragmatic philosophy and its implication in education
4	Sociology and Education	<ul style="list-style-type: none"> • Sociology: Meaning, Nature and Scope • Educational Sociology: Meaning, Nature, Scope and Importance, • Relation between education and sociology • Concept of socialization, Education as a socialisation process • Social Change: Meaning, Nature and Factors • Culture: Meaning, Nature, Cultural change and Cultural Lag.
Practical		Study of a Social Unit- home, Village, School, Slum and Reporting.

Expected Learning Outcome : -

1. To understand the relationship between philosophy and education.
2. describe the Indian school of philosophy.
3. explain the Western school of philosophy.
4. describe the relationship between sociology and education.
5. To understand the socio-cultural aspects in Education.

Recommended Readings:

1. Bhatia & Narang. (2013). Philosophical and Sociological Bases of Education, Tandon Publications, Ludhiana.
2. Brown, F. J. (1954). Educational Sociology (2nd Edition), Prentice Hall, New York.
3. Brubacher, J. S. (1962). Modern Philosophies of Education, New Delhi, McGraw Hill.

4. Chanda, S.S. & Sharma, R. K. (2002). Sociology of Education, Atlantic Publishers, New Delhi.
5. Chandra, S. S., Sharma, R.&Rejendra K. (2002) Philosophy of Education, Atlantic Publishers, New Delhi.
6. Goswami, D. (2013). Philosophy of Education, DVS Publishers, Guwahati.
7. Rao, C. N. S. (2005) Sociology-Principles of Sociology with an introduction to Social Thought,S. Chand & Company, New Delhi.
8. Ravi, S. S. (2015) Philosophical and Sociological Bases of Education, Prentice Hall India Pvt. Ltd., New Delhi.
9. Saikia, P. (2019) Sociological Foundations of Education, DVS Publishers, Guwahati.
10. Singh, Y. K. (2007) Philosophical Foundation of Education, APH Publishing Corporation, New Delhi.

Syllabus
B.A. (Regular)
Subject: Education
SEMESTER: FOURTH

Name of the Ssubject: EDUCATION		Subject Code: EDUC
Name of the Course: Regular Core Course		Course Code: RCC
Name of the Paper: History and Current Trends in Education in India		Paper Code: EDUC-RCC-4016
Total Marks: 100		Marks Break-up: 80 External (60 Theory, 20 Practicum & 20 Internal
<p>Objectives:</p> <ol style="list-style-type: none"> 5. To acquaint the students with the development of education in India during post-independence period. 6. To acquaint the students with the constitutional provision of Indian Education. 7. To acquaint the students with the new trends of Indian education. 8. To develop the presentation skill in among the students on various topics related to history and current trends in education in India. 		
Sl. No. of Units	Name of the Unit	Unit wise course content
1	Constitutional provision of Indian Education & Radhakrishnan Commission	<ul style="list-style-type: none"> • Constitutional provision of Indian Education – • Legislative power for different educational functions - An assessment • Education on the concurrent list - The background, Advantages & disadvantages • Radhakrishnan Commission 1948 – • Aims of University education. • The impact of recommendations on aims

2	Secondary education commission & Kothari Commission	<ul style="list-style-type: none"> • Recommendations of Secondary Education Commission (Mudaliar Commission – 1953) – • Organizations, Curriculum, examination and impact on subsequent development. • Recommendation of Education Commission (Kothari Commission 1964 – 66) Objectives and structure of education.
3	National Policy on education	<ul style="list-style-type: none"> • National policy on education 1986 – Objectives, main features • Revision of NPE – Rammurti Review Committee 1990 • Janardhan Reddy Committee 1991 - 92
4	Current trends in Indian education	<ul style="list-style-type: none"> • Current trend in Indian education – • National Knowledge Commission • RTE • RMSA • RUSA • New Education Policy 2020 • Academic Bank of Credit (ABC)
Practical		<ul style="list-style-type: none"> • Presentations on the following topics (Any one) – • Development of primary education in Assam. • Development of secondary education in Assam. • Development of university education in Assam. • Development of women education in Assam.

Expected Learning Outcome: -

1. Know and understand the Constitutional Provision of Indian Education & Radhakrishnan Commission.
2. Describe the Secondary Education Commission & Kothari Commission.
3. To understand the National Policy on Education and Current Trend in Indian education.
4. Present paper on various topics related to history and current trends in education in India.

Recommended Readings: -

1. Aggarwalla, Dr. S. (2017) Development of Education in India, Aditya Book Distributors, Guwahati.
2. Aggarwal, W. C. (2005) Recent Developments and Trends in Education, Shipra Publications, New Delhi.
3. Aggarwal, J. C., (2010), Landmarks in The History of Modern Education, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Altekar, A. S. (1965), Education in Ancient India, Nanda Kishore and Bros, Varanasi.
5. Bhatia, Dr. R. L. And Ahuja, Prof. B. N. (2003) Modern Indian Education & It's Problems, Surjeet Publications, Delhi.
6. Damal, B. D. And Dash B. N., (2005) Education In Modern India, Kalyani Publisher, New Delhi.
7. Kochhar, S. K. (2004) Pivotal Issues in Indian Education, Sterling Publishers Private Limited, New Delhi.
8. Safaya, R. N. (2002) Development, Planning & Problems of Indian Education, Dhanpat Rai & Sons, New Delhi.

Syllabus
B.A. (Regular)
Subject: Education
SEMESTER: FIFTH

Name of the Subject: EDUCATION		Subject Code: EDUC
Type of the Course: Regular Discipline Specific		Course Code: RDS
Name of the Paper: Human Rights Education		Paper Code: EDUC-RDS-5016
Total Marks: 100		Marks Break-up: 80 (60 Theory & 20 Presentation) 20 Internal
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To develop understanding about the concept of human rights and duties 2. To develop understanding about the concept of human rights educations, its needs and significance in India. 3. To explore methods of teaching human rights 4. To develop understanding on Universal Declaration of Human Rights by UN 5. To explore the substantive knowledge of the policies concerning human rights. 6. To develop understanding the roles of various agencies in the promotion and enforcement of human rights. 7. To understand the human rights of unprivileged sections of the society. 		
Sl. No of Unit	Name of the Unit	Unit wise content
1	Basic Concept of Human Rights Education	<ul style="list-style-type: none"> • Meaning, Definition, Nature and Scope of Human Rights • Perspective of Rights and Duties • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: - Elementary level

		<ul style="list-style-type: none"> - Secondary level - Higher level. • Method of Teaching Human Rights • Implementation of Human Rights Education
2	United Nations and Indian Constitution in Human Rights	<ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN • Promotion and Protection of Human Rights by UN • Indian Constitutions and Human Rights • Constitutional Provisions of Human Rights • Human Rights Act – 1993 • National Human Rights Commission • State Human Rights Commissions
3	Role of Advocacy Group for Promotion of Human Rights	<ul style="list-style-type: none"> • Role of Government and Non-Governmental Organizations • Role of Supreme Court and High court in India • Role of educational institutions • Role of press and mass media • Role of the Family
4	Human Rights and Unprivileged groups	<ul style="list-style-type: none"> • Human Rights related to Racial Discrimination • Human Rights related to Refugees • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender • Human Rights related to Intellectual Property
Practical/ Presentation		<ul style="list-style-type: none"> • Presentation on human rights violation with special reference to Assam

Expected Learning Outcomes:

1. understand the concept of human rights educations, its needs and significance in India.
2. explore methods of teaching human rights and its implementation
3. describe Universal Declaration of Human Rights by UN
4. explore the substantive knowledge of the policies concerning human rights.

5. explain the roles of various agencies in the promotion and enforcement of human rights.
6. To understand the human rights of unprivileged sections of the society.
7. identify potential roles in promotion of human rights education

Recommended Readings-

1. Agarwal, J. (2009). Education in the Emerging Indian Society. Delhi: Shipra Publication.
2. Borah, J. (2010). ManabAdhikar. Jorhat: Eureka Prakashan.
3. Chand, j. (2014). Education for Human Rights. Delhi: Anashah Publication House.
4. Chutia, D. R., & Hazarika, M. &. (2021). Human Rights Education. Dibrugarh: Mahaveer Publications.
5. Deka, N. (2008). Human Rights: Perspective and Challenges. Guwahati: Assam Book Depot.
6. Gogoi, P. (2004). ManabAdhikar. Guwahati: Banlata.
7. Kour, M. (2008). Teaching Human Rights. New Delhi: APH Publishing Corporation.
8. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.
9. Naseema, C. (2008). Human Rights Education: Theory and Practice. Delhi: Shipra Publications.
10. Rao, D. B. (2004). Human Rights Education. New Delhi: Discovery Publication House.
11. 1Reddy, & Others. (2015). Human Rights Education. Hyderabad: Neelkamal Publications.
12. Saikia, P., & Goswami, K. (2015). Human Rights Education in India. Guwahati: Graphica Design Studio.
13. 1Vatsala, P. (2019). Human Rights Education: Issues and Challenges. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
14. Verma, R. (2000). Human Rights, Burning Issues of the World. Delhi: India Publisher.
15. Yasin, A.-u., & Archana, U. (2004). HUman Rights. New Delhi: Akansha Publishing House.

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Generic Course	Course Code: RGE
Name of the Paper: Foundations of Education	Paper Code: EDUC-RGE-5016
Total Marks: 100	Marks Breakup: 80 External (60 Theory, 20 Practicum) & 20 Internal

Objectives:

6. To acquaint the students with the sound principles of education
7. To acquaint the students with the important concepts of Education, Curriculum, correlation of studies and co-curricular activities
8. To make the students understand the concept and importance of Discipline and freedom
9. To familiarize the students with play way method in education
10. To acquire knowledge about the concept of National integration and international understanding.

Sl. No	Name of the Unit	Unit wise course content
1	Concept of Education	<ul style="list-style-type: none"> • Meaning, nature and scope of education • Determinants of aims of education. • Aims of education-individual, social, vocational, liberal and harmonious development of education. • Forms of education- informal, formal and non-formal education and their agencies. • School and community, their functions and responsibilities.
2	Curriculum	<ul style="list-style-type: none"> • Concept, nature and types of curricula • Defects of present curriculum • Principles of curriculum construction • Meaning and importance of correlation of studies • Co-curricular activities-, types and their values in education

3	Freedom and discipline	<ul style="list-style-type: none"> • Meaning and types of discipline • Importance of freedom and discipline in education. • Relation between freedom and discipline • Rewards and Punishment • Maintenance of discipline in school.
4	Play way in Education	<ul style="list-style-type: none"> • Concept and characteristics of play • Play way in education • Play way method in education
Presentation		<ul style="list-style-type: none"> • Students will prepare a write-up on any one play way method and present it in front of the examiners.

Expected Learning Outcome: -

1. To understand the sound principles of education
2. Explain the important concepts of Education, Curriculum, correlation of studies and co-curricular activities
3. Describe the concept and importance of Discipline and freedom
4. Describe the role of play way method in education

Recommended Readings:

9. Ross, J.S. (1960). The Ground Work of Educational Theory, George G. Harrap & Co Ltd. London.
10. Raymont, T. (1906). Principles of Education. Longmans, Green and Co, London/ New York/ Bombay.
11. Safaya R.N. & Shaiyda B.D., (2012) Development of Educational Theory and Practice, Dhanpat Rai Publishing Co (P) Ltd. New Delhi.
12. Bhatia & Bhatia, (1963). Theory and Principles of Education, Doaba House, New Delhi.

13. Agarwal, J.C. (2010). Theory and Principles of Education, Vikash Publishing House, New Delhi.
14. Chatterjee S. (2012). Principles and Practice of Modern Education, Books and Allied Ltd., Kolkatta.
15. Baruah J. (1998). Sikshatatta. Bookland, Guwahati.
16. Das, L., (2010). Sampurna Siksha, Madhubanti, Guwahati.

Syllabus
B.A. (Regular)
Subject: Education
SEMESTER: SIXTH

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Discipline Specific	Course Code: RDS
Name of the Paper: Value and Peace Education	Paper Code: EDUC-RDS-6016
Total Marks: 100	Marks Breakup: 80 External (60 Theory & 20 Practicum) and 20 Internal
Objectives:	
<p>8. To develop an understanding of the concepts and importance of values.</p> <p>9. To make students aware of the policies on value education in India and role of educational institutions in building a value-based society.</p> <p>10. To develop an understanding of the meaning and concept of peace and its importance in human life.</p>	

11. To develop an understanding of the meaning and importance of peace education and its relevance at national and international level

12. To enable the students to identify the different issues/ challenges of peace education.

13. To enable the students to identify the strategies and skills in promoting peace education

14. To provide knowledge on the role of world organizations in promoting peace education.

Sl. No of Unit	Name of the Unit	Unit wise course content
1	Concept of Value	<ul style="list-style-type: none">• Concept and characteristics of values• Types of Values –Core values, social values, Moral values, religious values, spiritual values, Aesthetic Values, Personal Values• Sources and Determinants of Values• Importance of Values in human life.• Impact of globalization on Culture and Values
2	Value Education	<ul style="list-style-type: none">• Concept Characteristics, Objectives and importance of value education.• Policies on value education in India• Value education at different stages.<ul style="list-style-type: none">-Primary education-Secondary education-Higher education• Role of teacher and family in imparting value education.
3	Peace Education	<ul style="list-style-type: none">• Concept, definition and characteristics of Peace.• Importance of Peace human life• Teaches' role in promoting peace.

		<ul style="list-style-type: none"> • Meaning, characteristics and importance of peace education. • Challenges of peace education. • Strategies and skills in promoting peace education. • Relevance of peace education in national and international context
4	Peace Education and World Organizations	<ul style="list-style-type: none"> • Role of World Organization in promoting peace education. <ul style="list-style-type: none"> -UNO -UNESCO -UNICEF - Global peace Foundation (GPF) - International peace Bureau (IBP) -International institute for peace (IIP)
Practicum/ Presentation		<ul style="list-style-type: none"> • Writing and presentation of a street play on contemporary issues related to value crisis and peace promotion.

Expected Learning Outcome:

1. Understand the concepts and importance of values.
2. Make themselves aware of the policies on value education in India and role of educational institutions in building a value-based society.
3. Understand the meaning and concept of peace and its importance in human life.
4. Understand the meaning and importance of peace education and its relevance at national and international level
5. Identify the different issues/ challenges of peace education.
6. Identify the strategies and skills in promoting peace education
7. Know the role of world organizations in promoting peace education

Recommended Readings:

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

Name of the Subject: EDUCATION	Subject Code: EDUC
Name of the Course: Regular Generic Course	Course Code: RGE
Name of the Paper: Psychological Foundations of Education	Paper Code: EDUC-RGE-6016
Total Marks: 100	Marks Breakup: 80 External (60 Theory, 20 Practicum) & 20 Internal

Objectives:

5. To make the students understand about the relationship between education and psychology.
6. To make the students understand about the different learning process and its implications.
7. To make the students understand about the concept of memory, forgetting, attention and interest.
8. To make the students understand about the concept of intelligence, creativity and personality and its theories.

Sl. No of Unit	Name of the Unit	Unit wise course content
1	Psychology and Education	<ul style="list-style-type: none"> • Meaning and nature of Psychology • Relation between education and psychology • Meaning, nature and scope of educational psychology • Methods of educational psychology • Importance of Educational Psychology in teaching – learning process
2	Learning and Motivation	<ul style="list-style-type: none"> • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Gestalt • Laws of learning--law of readiness, law of exercise, law of effect, law of multiple response, law of set or

		<p>attitude, law of pre-potency of elements, law of response by analogy, law of associative shifting.</p> <ul style="list-style-type: none"> • Factors affecting learning • Motivation-meaning, role in learning
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, types and relation between Attention and Interest • Attention and Interest in education
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, ways to develop creativity among the children. • Personality—meaning, nature and factors. • Theories of personality-Type and trait theory
	Practicum	<ul style="list-style-type: none"> • Administration and Interpretation of any one Psychological Tests relating to Personality

Expected Learning Outcome: -

1. To understand the relationship between education and psychology.
2. the different learning process and its implications.
3. Describe about the concept of memory, forgetting, attention and interest.
4. Explain the concept of intelligence, creativity and personality and its theories.

Recommended Readings:

1. Baron,R.A. (2001)Psychology, Prentice Hall,NewDelhi.
2. Bichler,R.F and Snowman,J. (1993) Psychology Applied to Teaching,Houghton Mifflin, Boston.
3. Skinner, C. (2012) E- Educational Psychology, Prentice Hall,New Delhi.

4. Chauhan,S.S. (1997). Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.,New Delhi
5. Crow, A. and Crow, A. (1996)Educational Psychology, Prentice Hall,New Delhi.
6. Guilford,J. P (1982) General Psychology,D.VanNostrand Company Inc.
7. Mangal, S.K. (2009) Advanced Educational Psychology, PHI Learning Private Limited,New Delhi
8. Kuppuswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited,New Delhi
9. Baruah, J. (2008) SiksharMonuBijyanBhittik Adhyayan, Arun Prakashan, Guwahati
10. Hazarika,D.,Sarmah, B.&Bordoloi,D. (2019) Psychological Foundation of Education, Surya Prakash, Guwahati.

Marks Distribution and Question format

(for RCC / RGE /RDS)

Paper Credits	Full Marks	Theory& Practical 80% End Term Examination (ETE)	Internal Assessment (I.A.) 20%	Number of Unit
6	100	80	20	
4	100	80	20	
*4 (SEC)	100	--	---	

*There will be no Internal Assessment for SEC and Dissertation Paper .

For 80 marks of Theory Paper (End Term Exam.)

Question Pattern	Question Marks	Number of Questions / per Unit	Total

(For Sessional Examination same pattern may be followed).

SKILL ENHANCEMENT COURSE
EDUCATION

SEMESTER- III

INFORMATION AND COMMUNICATION SKILL

EDU-SEC-3014

Paper Credit-4

Total no. of Lectures : 60+20=80 (L+P)

Total Marks : 100 (Theory= 60+ Assignment= 20 + Practical=20)

Objectives:

- i. To develop knowledge and skills in Information and Communication technologies
- ii. To enable the learner to use the different information and communication technologies effectively.

Learning Outcome:

The learners will be competent in using information and communication technologies effectively.

CONTENTS -

THEORY (2 Credits)

UNIT: 1

Information and Communication Technology

- Meaning of Information Technology
- Importance of information and communication technology.
- Meaning and Nature of Communication
- Types of Communication- Verbal and non-verbal
- Communication-Its barriers and solution.
- Effective use of information and communication technology in education.
- Emerging technologies in the field of education- Youtube, Google Classroom, Google Meet.

UNIT :2

Fundamentals of Computer

- Concept & applications of computers
- Basic computer hardware and softwares
 - Hardware: Concepts and Types (Input Devices-Keyboards, Mouse, Scanner, Microphones, Digital Camera; Output Devices- Monitor, Printer, Speaker, Screen Image Projector; & Storage Devices- Hard-disk, CD and DVD, Mass Storage Devices)
 - Software: Concepts and Types (System Software and Application Software)

PRACTICAL (2 Credits)

Students will be required to develop skills of using Microsoft Office applications.

- Preparation of MS Word documents
- Basic calculations through MS Excel.
- Preparation of Power point presentation.

Recommended Readings:

1. Dr. Rupa Das Borbora and Dr. Deepali Goswami (2005), Educational Technology, Arun Prakashan, Guwahati.
2. J. C. Aggarwala (1995) Essentials of Educational technology: Teaching Learning Innovations in Education, Vikash Publishing House.
3. S. K. Mangal (2001) Foundation of educational technology, Tandon Publications, Ludhiana.
4. R. A. Sharma (2003) Technological foundation of education, Surya Publication, Meerut.
5. Usha Rao (1991) Educational Technology, Himalaya Publishing House, Bombay.

FOURTH SEMESTER

DEVELOPING TEACHING SKILLS

EDU-SEC-4014

Paper Credit-4

Total no. of Lectures : 60+20=80 (L+P)

Total Marks : 100 (Theory= 60+ Assignment= 20 + Practical=20)

Objectives-

- i. To make the students familiar with the different teaching skills.
- ii. To develop understanding about different teaching skills and make the learners able to use them.

Learning Outcome-

After completing the course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

COURSE CONTENTS –

THEORY (2 Credits)

UNIT- 1:

Teaching Skill

- Concept of Teaching and Teaching Skills
- Some Important Teaching Skills
 - Introduction skill (Meaning and components)
 - Blackboard writing (Meaning and components)
 - Questioning skill (Meaning, Uses, Guidelines for Framing and Presenting questions, Classification and Purpose)
 - Stimulus variation (Meaning and components)
 - Use of Audio-visual aids (Meaning, Types and Uses)

UNIT:2:

Concept and Preparation of Lesson Plan

- Meaning and Nature of Lesson Plan
- Need and Importance of Lesson Plan

- Types of Lessons: Knowledge Lesson, Skill Lesson, Appreciation Lesson
- Herbartian Steps of Lesson Plan
- Criteria of a good lesson plan
- Preparation of Lesson Plan

PRACTICAL (2 Credits)

Students will have to develop the skill of preparing Lesson Plan. Students shall use any one teaching skill in classroom practice.

Guideline for Practice Teaching:

- The below cited teaching skills will be developed through the practice teaching in the classroom-
 - Introduction skill
 - Blackboard writing
 - Questioning skill
 - Presentation
 - Illustration
 - Stimulus variation
 - Use of Audio-visual aids.
- The teachers will have to guide the students in developing teaching skills
- Students will practice teaching in nearby schools
- Practical Evaluation (Final Practice Teaching + Viva -voce) will be done by an External Evaluator.

Recommended Readings:

1. Chauhan, S. S. (1981) Innovation in teaching – learning process, Vikas Publishing House Pvt. Ltd.
2. Dr. R. A. Sharma (2012) Teacher Education & Pedagogical training, R. Lall Book Dept., Meerut.
3. Chadha, D. S. (2004) Classroom Teaching and Management, A Mittal Publication.
4. Aggarwal, J. C. (1996) Principles, Methods and techniques of teaching, Vikash Publishing House Pvt. Ltd., New Delhi.
5. Kochhar, S. K. (1985) Methods and techniques of teaching, Sterling Publishers Pvt. Ltd.