Four Year Undergraduate Programme (FYUGP) Syllabus

Subject : Education

Program Specific Outcomes (PSOs):

1. **Foundational Knowledge of Education:**
   Develop a comprehensive understanding of educational theories, philosophies, policies, and practices, and their application in various educational contexts.
2. **Pedagogical Skills:**
   Acquire and demonstrate effective teaching methods, instructional strategies, and classroom management techniques suitable for diverse learners.
3. **Research Competency:**
   Develop the ability to conduct educational research, analyze data, and apply findings to improve teaching-learning processes.
4. **Educational Psychology Application:**
   Understand and apply psychological principles to support student learning, motivation, and development.
5. **Curriculum Design and Assessment:**
   Gain skills to design, implement, and evaluate curricula that meet the needs of learners and educational standards.
6. **Technology Integration in Education:**
   Use modern educational technologies and digital tools to enhance teaching, learning, and administrative processes.
7. **Social and Ethical Responsibility:**
   Demonstrate a commitment to promoting equity, inclusivity, and ethical practices in educational settings and the broader community.
8. **Professional Communication:**
   Exhibit effective communication skills for interaction with students, parents, colleagues, and stakeholders in the education sector.
9. **Lifelong Learning:**
   Develop a disposition for continuous professional development and adapt to changing educational trends and challenges.
10. **Leadership and Collaboration:**
    Cultivate leadership and teamwork abilities to contribute to institutional growth and community engagement.

1ST SEMESTER

Subject Name: Education
Course Name: PRINCIPLES OF EDUCATION
Course level: 100 – 199
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

After going through this paper the students will be

- Able to know the meaning, types and sound principles of education.
- Students will be able to get acquainted with the concepts like different aims of education , Curriculum , Democracy, discipline , Freedom,   etc
- Have knowledge about different aims of education and its application in educational setting.
- Able to understand the democratic ideals and set up of education.

Unit No	Contents
Unit-1	**Concept of Education** - Meaning , nature and scope of Education - Functions of Education - Different Forms of Education –Formal , Informal and Non Formal Education and different agencies imparting Formal , Informal and Non Formal Education - School and its manifold functions, Relationship between school and society - Development and present status of Distance and Open Education with special reference to India
Unit -2	**Aims of Education** - Concept and importance of Aim of Education - Determinants of Aims - Different Aims of Education and their pioneers - Individual vs. Social aim , Liberal vs. Vocational Aim - Democratic ,Citizenship, Moral and Complete Living as Aims of Education

Unit -3	**Curriculum**
	• Meaning and Nature of Curriculum and importance of Curriculum
	• Types of curriculum, Principles of Curriculum Construction, Determinants of Curriculum
	• Philosophical Bases of Curriculum construction specifically Idealism, Naturalism and Pragmatism
	• Correlation of Curriculum/Studies –meaning , importance and different types
	• Co-scholastic Activities - meaning , importance and different types
Unit -4	**Discipline and Freedom**
	• Meaning and Importance of Discipline and Freedom
	• Various Forms of Discipline , Discipline Vs. Order
	• Importance of Reward and Punishment in school
	• Concept of Freedom and Free discipline
	• Maintenance of Discipline in school
Unit -5	**Democracy and Education**
	• Meaning of Democracy in Education
	• Democracy and education for all
	• The Child in a democratic educational Environment
	• Role of teachers and administrators in Democracy
	• Methods of teaching in Democracy

Recommended Reading :

• Agarwal, J.C.(2010). *Theory and Principles of Education,* Delhi, Vikas Publishing House Ltd.

• Baruah, J. (2006). *SikshatattaAdhyayan*. Guwahati Lawyer's Book Stall

- Bhatia , K. & Bhatia(1994), B. D. *Theory and Principles of Education:Philosophical & Sociological Bases of Education* , 20[th]ed.,Delhi, Doaba House

  - Chaterjee, S. (2012) *Principles and Practices of Modern Education*, Delhi, Books &Alied Ltd.

  - Goswami, D.(2012).*Principles of Education*, Guwahati, LBS Publications

  - Kalita, U., Saharia, S. B. & Sharma, A. (2019). *SiksharNiti*, Tushar Publishing House, Guwahati, India.

  - Raymont T. (1904) *Principles of Education*, London, Newyork& Bombay: Longman's Green & Co

  - Ross, J.S. (1945) *The Ground Work of EducationalTheory*. London, Toronto, Bombay, Sydney: George G. Harrap& Co. Ltd

  - Safaiya R.N. &Shaida B.D. (2010). *Modern Theoryand Practice of Education*, New Delhi: Dhanpatraj Publishing Company Pvt. Ltd.

Four Year Undergraduate Programme (FYUGP) Syllabus

2ND SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL PSYCHOLOGY
Course Code: 100 – 199
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcomes:
After completion of this course the students will be able to:

- Understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories and measurement and acquaint themselves with different types of personality and the adjustment mechanism.
- Understand the types of exceptional children and significance of individual differences in a classroom.

Course contents

Units	Contents
Unit-1	**Psychology and Education:** • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature and Scope, • Importance of Educational Psychology in teaching –learning process
Unit-2	**Learning and Motivation:** • 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 of motivation in learning
Unit-3	**Memory, Attention and Interest:** • Memory—Meaning, nature and types • Economy in memorization through different methods • Forgetting—meaning and causes

	• Attention-concept,characteristics,determinants and types
	• Interest-Meaning, relation between Attention and Interest
	• Role of attention and Interest in learning
Unit-4	**Intelligence, Creativity and personality** • 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
Unit-5	**Exceptional children & Individual Differences** • Concept of Exceptional Children and their types • Identification and Characteristics of Gifted, Intellectually Challenged and Children with Learning Disabilities • Education of Exceptional Children • Individual Differences-Meaning and Nature; Psychological implications of Individual Differences in the Classroom and role of the teachers.

Recommended Readings:

➤ Baron,R.A. (2001). *Psychology*. New Delhi: Prentice Hall.

➤ Bichler,R.F. and Snowman,J. (1993). *Psychology Applied to Teaching.* Boston: Houghton Mifflin

➤ Chauhan,S.S. (1996). *Advanced Educational Psychology.*New Delhi: Vikash Publishing House Pvt. Ltd.

➤ Crow & Crow (1962).*Educational Psychology.*New Delhi: Prentice Hall.

➤ Guilford,J.P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.

➤ Kuppuswamy B. (2013).*Advanced Educational Psychology,*New Delhi: Sterling Publishers Private Limited.

➤ Mangal, S.K.(2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.

➤ Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.

➤ Skinner, Charles,(2012).*E- Educational Psychology.* New Delhi: Prentice Hall.

Four Year Undergraduate Programme (FYUGP) Syllabus
3RD SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL SOCIOLOGY
Course Code: 200 – 299
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:
After completion of this paper the learner will be able to:

- Understand the concept and nature of sociology
- Analyse the relationship of sociology with education.
- Understand the concept and nature of culture
- Analyse the relationship of culture with education.
- Understand the concept of socialization and its processes,
- Explain the role of education on socialization.
- Understand the concept, nature and factors of social change.
- Explain the role of education on social change.
- Understand the concept and nature of social group and its types.
- Analyse the difference between social group and crowd.

Course contents

Units	Contents
Unit- 1	**Sociology and Education** • Concept, Nature and Methods of Sociology • Educational Sociology: Meaning, Nature, Scope and its importance • Relation between Education and Sociology
Unit- 2	**Culture and Education** • Concept, Nature and Functions of Culture • Types of Culture: Material and Non-Material Culture • Relationship between Culture and Education
Unit- 3	**Socialization** • Concept, Nature and Processes of Socialization • Agents of Socialization: Family and School • Education as a Socialisation Process

Unit-4	**Social Change**
	• Concept and Nature of Social Change
	• Factors of Social Change
	• Education as an instrument of Social Change
Unit-5	**Social Group**
	• Meaning and Nature of Social Group
	• Difference between Social Group and Crowd
	• Types of Social Group: Primary and Secondary Group
	• Importance of Primary and Secondary Groups

Recommended Readings:

➢ Bhatia &Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

➢ Brown, F. J. (1954): *Educational Sociology (2nd Edition).* New York: Prentice Hall.

➢ Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.

➢ Ogburn, W.F. &Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.

➢ Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought.* New Delhi: S. Chand & Company.

➢ Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.

➢ Saikia, Polee (2019) 2nd Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

Four Year Undergraduate Programme (FYUGP) Syllabus

4TH SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL PHILOSOPHY
Course Code: 200 – 299
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:
After completion of this paper the learner will be able to:

- Understand the concept, nature, functions and branches of philosophy.
- Analyse the relationship of philosophy with science.
- Understand the concept, nature, scope and functions of educational philosophy.
- Analysethe relationship of philosophy with education.
- Understand different Indian schools of philosophy.
- Analyse the educational implications of different Indian philosophy.
- Understand different Western schools of philosophy.
- Analyse the educational implications of different Western philosophy.
- Understand the philosophy of great philosophers and their contributions.

Course contents

Units	Contents
Unit -1	**Philosophy** • Concept,Nature and Scope of Philosophy • Functions and branches of Philosophy • Relationship of Philosophy with Science
Unit -2	**Educational Philosophy** • Concept, Nature and Scope of Educational Philosophy • Functions of Educational Philosophy • Relationship between Philosophy and Education
Unit -3	**Indian Schools of Philosophy** • Vedic Philosophy and their Educational Implications • Buddhist Philosophy and their Educational Implications • Islamic Philosophy and their Educational Implications
Unit -4	**Western Schools of Philosophy** • Idealism and their Educational Implications

	• Pragmatism and their Educational Implications
	• Naturalism and their Educational Implications
Unit -5	**Great Philosophers**
	• Contribution of Indian Philosophers: Swami Vivekananda and Rabindranath Tagore
	• Contribution of Western Philosophers: John Dewey and Jean-Jacques Rousseau

Selected readings

- Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)

- Chaube, S.P. and AkhileshChoube, Philosophical and Sociological Foundation of Education, VinodPustakMandir, Agra-2

- Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002

- Wingo, G. Max: Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975

- Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950

- Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002

- Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014

- Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London

Four Year Undergraduate Programme (FYUGP) Syllabus

4ᵀᴴ SEMESTER
Subject Name: Education
Course Name: DEVELOPMENT OF EDUCATION IN INDIA
Course Code: 200 – 299
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

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

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different times
- Accustom with the recent Educational Development in India

Unit No	Contents
Unit-1	**Education in Ancient and Medieval India** • **Education in Ancient India** The Vedic System of Education: Concept and Salient Features • **Education during Buddhist Period** General Features of Buddhist Education Ancient Universities and Centres of Education: Taxila, Nalanda,Vikramshila,Varanasi, **Education in Medieval India** • **The Islamic System of Education** General Features of Muslim Education, Defects of Muslim Education
Unit-2	**Education in British India: The 19ᵗʰ Century** • Educational Activities of Missionaries in Assam • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Wood's Dispatch of 1854 • Indian Education Commission-1882
Unit-3	**Education in British India : 19ᵗʰ Century, before independence** • Indian University Commission- 1902, Major Recommendations • Lord Curzon's Education policy on Primary, Secondary and Higher Education, The University Act of 1904

	• Gokhale's Bill for Compulsory Primary Education- 1910-1912 • Calcutta University Commission-1917, Major Recommendations • Hartog Committee Report-1929, • Basic Education-1937 • The Sargent Report- 1944
Unit-4	**Development of Indian Education : the post independence period** • University Education Commission – 1948, Recommendations and evaluation of the recommendations • Educational Provisions of the Indian Constitution and their Implementation • Secondary Education Commission-1952-53, recommendations and evaluation • Education Commission 1964-66, Major recommendations, Critical assessment and relevance of the recommendation in the present education system • National Policy on Education-1968 and its evaluation and implementation • National Education Policy 1986 and Revised National Policy of Education-1992
Unit-5	**Recent Developments and programmes in Indian Education** • The National Knowledge Commission Report**,** Backgroundand Recommendations • Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education, Recommendations • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • National Education Policy 2020, Paradigm shift in School Education and Higher Education including Teacher Education.

Recommended Readings:

➢ Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India.* New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Dash, B.N. (2014). *History of Education in India.* New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

➢ Ghosh, Suresh C. (2007). *History of Education in India.* New Delhi: Rawat Publications.

➢ Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects.* Agra: Agarwal Publications

➢ Draft National Education Policy 2019. MHRD, Govt of India

➢ BharatarShikshaEtihasarAdhyan (Assamese) , JatinBaruah , Lawyers Book Stall, Guwahati

➢ RastriyaShikshaniti 2020 (Assamese), ShikshaMantranaloy, Bharat Sarkar

Four Year Undergraduate Programme (FYUGP) Syllabus
4TH SEMESTER
Subject Name: Education
Course Name: GUIDANCE AND COUNSELING
Course Code: 200 – 299
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcomes:

After completion of this course the students will be able to:
- Understand the concept, need and importance of Guidance and Counselling
- Know the different types and approaches to Guidance and Counselling
- Acquaint themselves with the organization of guidance service and school guidance clinic
- Enable themselves to understand the challenges faced by the teacher as guidance worker.

Course contents

Units	Contents
Unit-1	**Introduction to Guidance** • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit-2	**Introduction to Counseling** • Meaning, objectives and scope of counseling • Need and principles of counseling • Types of counseling : Directive, Non-directive and Eclectic counseling • Relation between Guidance and Counselingq
Unit-3	**Organization of guidance service** • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counselor
Unit-4	**Guidance needs of students** • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN

	• School Guidance Clinic
Unit-5	**School guidance programme** • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counselor

Recommended Readings:

➢ Agarwal, Rashmi(2010).*Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.

➢ Aggarwal J.C. (1989):*Educational and Vocational Guidance and Counselling*. New Delhi:Doaba House.

➢ Bhatia,K.K.(2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers

➢ Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

4TH SEMESTER
Subject Name: Education
Course Name: HUMAN RIGHTS, VALUE AND PEACE EDUCATION
Course Code: 200 – 299
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Objectives:

After completion of this course the learners will be able to demonstrate the ability to

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Course Contents

Units	Contents

Unit-1	**Basic Concept of Human Rights**
	• Concept, Nature , objectives, principles and of Scope Human Rights
	• Needs and Significance of Human Rights Education in India.
	• Human Rights Education at Different levels:
	  - Elementary level
	  - Secondary level
	  - Higher level.
	• Methods and Activities of Teaching Human Rights
	• Curriculum of Human Rights Education

Unit-2	**United Nations and Human rights** • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India
Unit-3	**Role of Advocacy Groups for Promotion of Human Rights** • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions Role of press and mass media

Unit-4	**Basic concept of values** • Meaning, concept and definition and Characteristics of values • Classifications of values • Functions of Values • Sources of Values • Values in Indian Philosophical Thoughts • Role of Education in inculcation of values • Strategy for value orientation through Social Institutions
Unit-5	Introduction to peace and peace education • Meaning , Concept, definition and characteristics of Peace • Importance of Peace in Human life • Role of teacher in promoting peace • Meaning, Concept, definition, aims and objectives of peace education • Characteristics of peace education • Philosophy of peace education • Need and importance of education • Peace Education and International Understanding

Reference Books:

➢ Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi:Shipra Publication.

➢ Chand, Jagdish (2007). *Education for Human Rights*.NewDelhi:Anashah Publishing House.

➢ Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.

➢ Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.

➢ Rao, DigumartiBhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.

➢ Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL TECHNOLOGY
Course Code: 300 – 399
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Objectives:
After completion of this course the learners will be able to demonstrate the ability to:

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectives of teaching and classroom management

Make the students understand the strategies of effective teaching as a profession

Units	Contents
Unit:1	**Educational technology:** • Meaning, nature and scope of Educational technology • Approaches of Educational Technology Educational Technology I or Hardware Approach Educational Technology II or Software Approach Educational Technology III or Systems Approach • Psychological Bases for the use of Hardware and Software Technologies- Edger Dale's Cone of Experiences • Instructional Strategies- Programmed Instruction- Meaning, Characteristics, Fundamental Principles of Programming- Concept of Extrinsic and Intrinsic programming(Linear and Branching Programming)
Unit:2	**Communication and Teaching- Learning** • Concept , Nature and Types of Communication • Principles of communication • Classroom Communication • Marks of effective classroom communication • Barriers of effective classroom communication

	• Application of ICT in communication the teaching-learning Process • Resources of learning- Projected and Non-projected resources, • E-learning, EDUSAT, INFLIBNET and Social media
Unit:3	**Methods and techniques of teaching** • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning
Unit:4	**Strategies of Teaching and Learning** Teaching Behavior- Authoritarian, Democratic, Laissez Faire Phases of Teaching-Pre-Active, Interactive and Post-Active Phase • Levels of Teaching-Memory Level, Understanding Level, Reflective Levels of Teaching
Unit:5	**Lesson Planning and Micro Teaching** • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components

Reference Books:

➢ Aggarwal J.C. (2005). *Educational Technology*. New Delhi: Vikash Publishing House Pvt. Ltd.

➢ Chauhan, S. S. (2008). *Innovations in Teaching-learning Process*. New Delhi: Vikash Publishing House Pvt. Ltd.

➢ Kochhar, S. K. (1996). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

➢ Mangal, S.K. and Mangal,Verma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.

➢ Passi, B.K. (1976). *Becoming Better teacher-Micro Teaching Approach*. Ahmedabad: SahityaMudranalaya

➢ Sharma, R.A. (2000). *Teaching Foundation of Education*. Meerut: R. Lall Book Depot

- Siddiqui, M.H.(2008).*Models of teaching*. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): Classroom Management, New Delhi: KanishkaPublishe

Four Year Undergraduate Programme (FYUGP) Syllabus
5TH SEMESTER
Subject Name: Education
Course Name: EMERGING ISSUES IN EDUCATION
Course Code: 300 – 399
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

After completion of this unit, students will able to-
- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

Course contents

Units	Contents
Unit-1	**Social Inequality in Education and Constitutional Safeguards** • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education
Unit-2	**Liberalization, Privatization and Globalization of Education** • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment
Unit-3	**Issues related to Students**

	• Youth Unrest: Concept, Causes and Remedies
	• Campus Disturbance: Concept, Causes and Remedies
	• Examination Anxiety: Concept, Causes and Remedies
	• Issues related to Educated Unemployment.
Unit-4	**Environmental Education and Population Education**
	• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution
	• Role of Environmental Education for Sustainable Development
	• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection
	• Population Explosion: Its Causes and Consequences
	• Population Education for Population Control
Unit-5	**Multi-Cultural Education and Alternative Education**
	• Concept, Objectives and Need of Multi-Cultural Education
	• Curriculum and Instruction of Multi-Cultural Education
	• Issues related to Multi-Cultural Education
	• Concept of Alternative Education and its related Issues
	• Role of NIOS and Sakshar Bharat Mission in Alternative Education
	• Role of IGNOU and KKHSOU in Alternative Higher Education
	• MOOC and its related Issues.

Recommended Readings:

➢ Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.

➢ Chandel and Nand (2011).*Population Education*. Agra: ShriVinodPustakMandir.

➢ Krishnamacharyulu, V. (2005).*Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Mishra and Mohanty (2013).*Trends and Issues in Indian Education.* Meerut: R. Lall Book Depot.

➢ Taj, Haseen (2011).*Current Challenges in Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

➢ Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

Four Year Undergraduate Programme (FYUGP) Syllabus

5TH SEMESTER
Subject Name: Education
Course Name: ENVIRONMENTAL EDUCATION
Course Code: 300 – 399
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

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

1. Understand the concept of environment and its relation between human beings
2. Realise the importance of Environmental Education and learn the strategies aware people on environment
3. Discuss on Environmental Issues and Challenges and learn to deal effectively with environmental hazards
4. Evaluate the environmental status at regional and global level and acquire skills to conserve and preserve environment
5. Acquaint themselves with the SDGs and true causes of decline of environmental values among people.

Course Contents

Units	Contents
Unit-1	**Concept of Environment** • Meaning, Definitions and characteristics of Environment • Components and Types of Environment. Ecology and Ecosystem • Man's relation with Environment through ages • Interdependency in environment- Food Chain and Food web
Unit-2	**Concept of Environmental Education** • Environmental Education: Meaning & definition, characteristics and objectives • Need and importance of environmental Education • Environmental Awareness through formal and informal education, Role of educational institutions and NGOs in creating environmental awareness and attitudinal change

	among students and common people. • Strategies of teaching Environmental Education at different levels with reference to objectives
Unit-3	**Environmental Degradation and Hazards** • Concept of environmental degradation, environmental hazards and environmental pollution • Environmental Hazards: Natural and man-made • Types of common environmental pollution • Role of Education in mitigation of environmental degradation.
Unit-4	**Environmental conservation** • Needs and objectives of environmental conservation • Characteristics of conservation • Categories of conservation: In situ conservation and Ex situ conservation • Environmental movements/ projects and conferences for conservation of environment: Chipko Movement, Silent Valley project, Narmada Valley Project, Stockholm Conference 1972, Rio Summit 1992
Unit -5	**Environmental Ethics and Sustainable Development** • Environmental Ethics and values • Causes of decline of environmental values among people • Environmental education for sustainable development • UN Sustainable Development Goals: Goal 7(Affordable and clean energy), Goal 12 (Responsible consumption and production), Goal 13 (Climate action)

Recommended Readings:

- Chitrabhanu, T.K: Environmental Education. Authorspress. New Delhi 2007
- Gupta P.K : Population Education. R. Lall Book Depot. Meerut. 2004
- Ramakrishnana and Panneeselvam: Environmental science Education. Sterling Publishers Pvt. Ltd. New Delhi. 2007
- Reddy and Reddy: Environmental Education. NeelkamalPublications pvt. Ltd. Hyderabad/New Delhi.
  - 2007
- Sharma and Maheswari: Education for environment and Human Values, R.Lall Book Depot. Meerut.2005
- Sharma, R.A: Environmental Education. R.Lall Book Depot. Meerut. 2008
- Shrivastava, K.K: Environmental Education (Principles, Concepts and Management).Kanishka Publishers, Distributors. New Delhi. 2014

Four Year Undergraduate Programme (FYUGP) Syllabus
5TH SEMESTER
Subject Name: Education
Course Name: RESEARCH METHODOLOGY
Course Code: 300 – 399 (Elective-1)
Credit: 4
Total: 100 (Internal – 20   External – 80)

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

- Enable the students to understand the concept of Educational Research.

- Acquaint the students with the different steps of Educational Research

- Develop an understanding of different types of educational research

- Acquaint the students about the preparation of Research Proposal

Course contents

Units	Contents
Unit-1	**Educational Research:** • Meaning, Definition, Characteristics and Objectives of Educational Research • Types of Educational Research: Fundamental, Applied and Action Research
Unit-2	**Research Proposal :** • Meaning, Steps in formulating Research Problem • Research Questions, Research Objectives, Research Hypothesis and Variables • Research Tools Meaning of Questionnaire, Interview Schedule and Observation Schedule
Unit-3	**Review of the Related Literature:** • Meaning and nature • Sources and Importance
Unit-4	**Research Design :** • Meaning of Research design • Meaning of Population and Sample **Analysis and Interpretation of the data**: • Meaning of data and its types , Collection of data, organization of the data, Analysis and Interpretation of the data
Unit-5	**Report Writing :** • Meaning • Structure of Research Report: Preliminary Section, Main body of the Report , Reference Section

Recommended Readings:

➢ Best and Khan ,Research in Education , (10t^h Edition) Prentice Hall PVT Limited M-97 Connaught Place, New Delhi, New Delhi

➢ LangenbachMichle and Courtney Vaughn (7th Edition).; An Introduction to Educational Research, Allyn and Bacon, London

➢ Shefali R Pandya, Educational research , 2010, APH Publishing Corporation, Ansari Road , Darya Ganj New Delhi 110002

Four Year Undergraduate Programme (FYUGP) Syllabus

 5TH SEMESTER
Subject Name: Education
Course Name: DEVELOPMENTAL PSYCHOLOGY
Course Code: 300 – 399 (Elective 2)
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

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

- Understand the meaning, nature, scope and different methods of developmental psychology
- Understand the pre-natal period of development.
- Know the characteristics and different developmental aspects of infancy period.
- Explain the parental attitude and family role in the development of infants.
- Know the characteristics and different developmental aspects of childhood period.
- Understand the role of family and school in social and personality development of childhood.
- Understand the meaning, characteristics and developmental tasks of adolescence.
- Explain the need and importance of studying adolescence.
- Understand the social, emotional and personality development of adolescence.
- Analyse the role of family, school and peers on adolescents' development.

Course contents

Units	Topics
Unit-1	**Introduction to Developmental Psychology** • Meaning, definition, nature and scope of developmental psychology • Different methods of studying developmental psychology • Hereditary and other factors that affect pre-natal development • Periods of pre-natal development • Characteristics of pre-natal development • Precautionary measures to be taken in pre-natal development
Unit-2	**Infancy** • Characteristics of infancy • Different developmental aspects during infancy - Physical development

	- Cognitive development - Motor development - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants
Unit-3	**Childhood** • Characteristics of childhood • Developmental tasks of childhood - Physical development of early and late childhood - Emotional development of early and late childhood • Influence of family and school in social and personality development in childhood
Unit-4	**Adolescence** • Meaning and definition of adolescence • Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence – age of transition • Physical changes during adolescence • Intellectual development during adolescence
Unit-5	**Social, Emotional and Personality Development of Adolescence** • Social development during adolescence • Role of family, school and peers in the development of adolescents • Emotionality during adolescence • Personality development during adolescence • Adjustment problems and juvenile delinquency

Recommended Readings:

➢ Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition

➢ Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.

➢ Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten

➢ Goswamee, G. (2008). *Child Development and Child Care.* Guwahati: ArunPrakashan.

➢ Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

➢ Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd

➢ Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

Four Year Undergraduate Programme (FYUGP) Syllabus
5TH SEMESTER
Subject Name: Education
Course Name: TEACHER EDUCATION
Course Code: 300 – 399 (Elective 3)
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

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

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

Course Contents

Units	Contents
Unit-1	**Conceptual Framework and Historical Perspectives of Teacher Education in India** • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century

	• Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education
Unit-2	**Teacher Education For Different Levels of Education** • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education • Preparation of Teachers for Higher Level of education
Unit-3	**Structure and Organisations of Teacher Education in India** • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA) • Regional Colleges of Education
Unit-4	**Status of Teacher Education in India: Trends, Issues and Challenges** • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges
Unit-5	**Quality, Responsibility and Professional Ethics of Teachers** • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers

Recommended Readings:

➢ Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society.* New Delhi:Vikas Publishing House Pvt. Ltd.

➢ Bhargava, M. &Saikia, L.Rasul (2012). *Teacher in 21ˢᵗ Century- Challenges, Responsibilities, Creditability.* Agra:RakhiPrakashan.

➢ Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesly Publishing Company.

➢ Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.

➢ Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II.* New Delhi: S. Chand and Company.

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

➢ Sharma, SashiPrabha (2004). *Teacher Education in India.* New Delhi: Vikash Publications Pvt. Ltd.

Four Year Undergraduate Programme (FYUGP) Syllabus
5TH SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL MANAGEMENT
Course Code: 300 – 399 (Elective 4)
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Objectives:

After completion of this course the learners will be able to demonstrate the ability to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education and their application
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

Course Contents

Units	Contents
Unit-1	**Introduction to Educational Management** • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management- Centralised Vs. Decentralised Autocratic Vs. Democratic Creative Vs. Laissez-Faire Management

	• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling
	• Classroom Management- Principles, Strategies and Techniques.
Unit-2	**Resources in Education**
	• Meaning of resources
	• Types of resources- Human resource, Material resource and Financial resource
	• Management of Human, Material and Financial resources
	• Optimum Utilization of resources in educational institutions
Unit-3	**Educational Planning**
	• Meaning, Nature and Importance of educational planning
	• Types of educational planning
	• Principles of educational Planning
	• Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT
Unit-4	**Institutional Planning**
	• Concept, Nature, and Scope of Institutional Planning
	• Institutional Planning for Infrastructural Development and Personnel Development
	• Procedure of Institutional Planning
	• Organisation of Time Table and Co-curricular Activities
Unit-5	**Financing of Education and Recent Trends in Management**
	• Concept of Educational Finance
	• Sources of Educational Finance
	• Principles of Educational Finance
	• Budget: Concept and Components, Process of Preparing Institutional Budget
	• Recent Trends in Educational Management
	- Total Quality Management
	- SWOT Analysis

Reference Books:

➢ Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.

➢ Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.

➢ Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- TajHaseen and Bhatnagar,Piyush (2012). Modern Perspectives of Organizational Behaviour, Agra: Harprasad Institute of Behavioural Studies.

Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL
Course Code: 400 – 499
Credit: 4 (3+1)
Total: 100 (Internal – 20   External – 60+20)

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

- Understand the concept of measurement and evaluation in education.
- Acquaint the students with the general procedure of test construction and characteristics of a good test.
- Develop an understanding of different types of educational tests and their uses.
- Acquaint the students about personality test, and aptitude tests.

Course contents

Units	Contents
Unit-1	**Measurement and Evaluation in Education** • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principles • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education
Unit-2	**Test Construction** • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norms
Unit-3	**Educational Achievement Test** • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test

Unit-4	**Personality Test**
	• Personality Test- Meaning and Nature
	• Types of Personality Measurement
	  - Subjective Technique (Personality Inventory or Questionnaire-MMPI)
	  - Objective Technique (Rating Scale)

	- Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)

Unit-5	**Laboratory Practical** • Recall and Recognition, Trial and Error learning, • Span of attention • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion

Recommended Readings:

➢ Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: VinodPustakMandir

➢ Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

➢ Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education.*Hyderabad: Neel Kamal Publications Pvt. Ltd.

➢ Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.

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Four Year Undergraduate Programme (FYUGP) Syllabus
6TH SEMESTER
Subject Name: Education
Course Name: EDUCATIONAL STATISTICS AND PRACTICAL
Course Code: 400 – 499
Credit: 4 (3+1)
Total: 100 (Internal – 20   External – 60+20)

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

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

Course contents

Units	Contents
Unit-1	**Basics of Educational Statistics** • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean. Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation- (grouped and ungrouped data-short method), Combined SD
Unit-2	**Graphical presentations of data** • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph.

Unit-3	Co-efficient of Correlation and Percentiles
	• Coefficient of correlation – Meaning and types,
	• Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result
	• Calculation of Percentile and Percentile Rank
Unit-4	Normal Probability Curve and Its Application
	• Normal Probability Curve: Its Meaning, Properties and Uses
	• Table of Area under NPC
	• Applications of Normal Probability Curve
	• Divergence from Normality: Skewness and Kurtosis
Unit-5	Statistical Practical
	• To determine the Mean Median and Mode
	• Graphical Representation – Frequency Polygon, Histogram and Pie diagram

Recommended Readings:

➢ Garrett, H.E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.

➢ Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

➢ Mangal, S.K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.

➢ Saha,Kaberi (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.

➢ Sahu, Binod, K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

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Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER
Subject Name: Education
Course Name: MENTAL HEALTH AND HYGIENE
Course Code: 400 – 499
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.
- Will be able to apply the knowledge gained fromthis course ,for Upliftment of one's mental health

Unit No	Contents
Unit -1	**Fundamentals of Mental Health** • Mental Health – Concept and Definitions • Need and importance of Mental Health • Scope of Mental Health ,Dimensions of Mental Health • History of the development of Mental Health Movement • Characteristics of a mentally healthy person
Unit –2	**Fundamentals of Mental Health** • Mental Hygiene –it's meaning and Definitions • Need and importance of Mental hygiene • Goals of Mental Hygiene • Functions of Mental Hygiene • Relationship between Mental health and hygiene
Unit -3	**Mental Health andEducation** • Principles of soundMental Health • Factors affecting Mental Health

	• Mental Health Hazards • Maintaining Mental Health of Students-Role of Home , School and Society • Mental Health of Teachers- causes of Mal adjustment and remedial measure
Unit -4	**Preservation of Mental Health and Hygiene-Role of positive Psychology** • Positive Psychology – Meaning and Nature and importance • Five pillars of positive psychology-PERMA • Contribution of WHO on Mental Health • Stress management-Role of Adjustment mechanisms • Mental Health Care Act, 2017
Unit -5	**Restoring Mental Health by Yoga** • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for PromotingMental Health

Recommended Readings:

➢ Baumgardner, S. And Crother, M. (2009).*Positive Psychology.* New Delhi: Pearson India Education Services Pvt. Ltd.

➢ Coleman J. C. (2016): *Abnormal Psychology and Modern life*. Chicago: Scott, Foresman and Company.

➢ Chauhan, S.S. (2007). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House Pvt. Ltd.

➢ Crow, L.D. and Crow, A. (1951). *Mental Hygiene.* New York: McGraw Hill

➢ Gururani, G.D. (2006).*Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.

➢ Mangal, S.K. (1999). *Essentials of Educational Psychology.* New Delhi: PHI Learning Pvt. Ltd.

➢ Mangal, S.K. (2008).*Abnormal Psychology*. New Delhi: Sterling Publication

➢ Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002).*Modern Educational Psychology*. Delhi: DhanpatRai Publishing Company.

Four Year Undergraduate Programme (FYUGP) Syllabus

6TH SEMESTER
Subject Name: Education
Course Name: GENDER STUDIES
Course Code: 400 – 499
Credit: 4
Total: 100 (Internal – 20   External – 80)

Course Specific Outcome:

After going through this paper the students will be

- able to know the meaning of gender , difference between sex and gender ,types like Family, Marriage, Kinship, Religious institution, Gender Stereotype
- able to understand the meaning of   the subject gender studies, its importance and features, different roles on the basis of gender
- able to get acquainted with the process of   Socialization and Gender biases in the School ,Family and Society
- have knowledge about different   provisions for gender equality
- able to apply gender sensitive approach

Unit No	Contents
Unit -1	**Basic Concepts of Gender and related Terms** - Concept of Gender , Sex - Feminity and Masculinity ,Patriarchy, Matriarchy - Difference between sex and gender - Gender and social institutions –Family, Marriage, Kinship, Religious institution - Gender Stereotype
Unit- 2	**Gender Studies** - Meaning of gender studies - Importance of gender studies - Features of gender studies

	• Women studies vs. gender studies • From Women studies to Gender studies :a paradigm shift
Unit- 3	**Gender Roles: Biological and Cultural** • Biological role – Male-Female • Cultural role- Masculine and Feminine • Productive role • Reproductive Role • Community role • Religion and its role in creation and preservation of gender inequality
Unit- 4	**Socialization and Gender biases –in the School,Family and Society** • School-Gender biases in Organization, Gender biases in Textbooks, Curricular Choices , Teachers' Bias • Training of teacher for Gender equality • Society-Gender biases in Education , Employment, work and pay Preferences, political representation ,Voting Behaviour, stereotype in media • Female foeticide, Infanticide, dowry , child abuse, Rape, Devdashi system • Family-Gender biases in Educational opportunity, decision making, marriage, distribution of resources • Domestic violence of different forms, , wife battering , forced polyandry, widowhood
Unit-5	**Gender Equality and Mainstreaming** • Concept of Gender equality , difference between gender equality and women empowerment • Importance of gender equality, role of parents, teachers and curriculum, gender-inclusive language to achieve gender equality • Role of Family and community , Role of mass Media , Role of civil Society • Gender mainstreaming and ways to achieve it in the educational setting,, Adult Education and Mass Literacy programe targeting women • UN's Gender Equality Concern, Sustainable Development Goals – goal 5 : achieve Gender equality and empower all women and girls • Gender Equality and Human Right ,National Education Policy(NEP) 2020 on gender equality

Recommended Readings:

- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers
- Batliwala, S.(1993). *Empowerment of Women in South Asia: Concepts and Practices.*
- Bhasin, K.(2000). *Understanding Gender.* New Delhi: Kali for Women.
- Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatia , R. L. &Ahuja , B. N. (2006) *Modern Indian Education and it's Problems* , Surjeet Publication , Delhi, India
- Chanana, K(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Devaki , J.(2005) "*Women development and the UN: A Sixty year quest for equality and justice"*. Bloomeston, Indiana University
- Govinda, R. (ed.). (2002). I*ndia Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press. 10. Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Gupta A. S. et. al (Eds.) (2005) "*Reflections of the right to development, centre for   development and human rights"*. New Delhi, Sage Publication
- Lier,F.(2006) ―School Culture and Gender ‖In c Skeleton , B.Skelton , B. francis&L. Smulyan (Eds).*The SAGE Handbook of Gender and Education (Pp 425-38*).ThousandsOaks ,CA:Sage.
- Kalita, U., Sharma, A. & Barman, S. (2022) *MahilaAaruSamaj*, Shanti Prakashan, Guwahati, India
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Momsen J. H. (2010) ―*Gender and Development, 2nd edition"*, New York, Routledge
- Ramachandran, V. (2004). Gender *and Social Equity in Education: Hierarchies of Access*.   New Delhi: Sage.
- Sadker D. Sadker ,M.&zittleman K.R.(2009).*Still failing of Fairness : How Gender Bias Cheats Girls and Boys in school and what we Can Do About it*. New York , NY: Scribner.
- Rege,S(Ed.).   (2003)   *"Sociology of Gender: The Challenge of Feminist Sociological Knowledge"*. Sage, New Delhi.
- Vishwanthan N. Ed (2006) "*The women gender and development reader"*. New Delhi, Zubaa
- Wharton. A.S(2005) *"The Sociology of Gender: An Introduction to Theory and Research"*. (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.

Course Structure for FYUGP 7th and 8th Semester

A. FYUGP with Honours

7th Semester

Course Level and Code	Course Title	Credit	Marks		
			Internal	External	Total
401	Inclusive Education	4	20	80	100
402	Indian Knowledge System and Education	4	20	80	100
403	Adult and Continuing Education	4	20	80	100
404	Education Policies in India	4	20	80	100
405	Advanced research methodology in Education	4	20	80	100
Total		20	100	400	500

8th Semester

Course Level and Code	Course Title	Credit	Marks		
			Internal	External	Total
451	Methods and Techniques of Teaching	4	20	80	100
452	Assessment of Learning	4	20	80	100
453	Curriculum Studies	4	20	80	100
454	Skill Education for Youths	4	20	80	100
455	Seminar Paper Preparation and Presentation	4	20	80	100
Total		20	100	400	500

B.FYUGP with Honours and Research

7th Semester

Course Level and Code	Course Title	Credit	Marks		
			Internal	External	Total
401	Inclusive Education	4	20	80	100
402	Indian Knowledge System and Education	4	20	80	100
403	Adult and Continuing Education	4	20	80	100
404	Education Policies in India	4	20	80	100
405	Advanced research methodology in Education	4	20	80	100
Total		20	100	400	500

8th Semester

Course Level and Code	Course Title	Credit	Marks		
			Internal	External	Total
451	Dissertation	16	80	320	400
452	Seminar PaperPreparation and Presentation	4	20	80	100
Total		20	100	400	500

DETAILS OF SYLLABUS

A. FYUGP with Honours

7th Semester

Course Name: Inclusive Education
Course Code: 401
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Describe the concept of Inclusive Education in the context of Education for

  All.

- Classify and analyse the children with Special Needs.

- List and recall the legal provisions and Government policies to promote common school system.

- Evaluate the role of stakeholders in promoting inclusive education.

- Identify the barriers in implementing Inclusive Education and some best practices to overcome them and to examine the ethical issues related to Inclusive Education

Units	Contents
Unit-1	**Inclusion in Education** • Inclusion in Education-Meaning and concept • Understanding Inclusive Education- Concept and importance • History of Inclusive Education- Paradigm shift from segregation, integration to Inclusion • Types of Inclusive Education- Full inclusion, Partial Inclusion and Mainstreaming • Inclusive Education and the target groups- • Inclusion in education—a human right

Unit-2	**Understanding Learners from diverse contexts**
	• Inclusion of learners in education from different social, cultural, community, religion, caste, class, gender, linguistic and geographic location(rural and slum areas) and other marginalized group, children with diverse needs
	• Understanding inclusive education with special reference to children with special needs-Concept of Impairment, Disability and Handicap
	• Nature and characteristics of CWSN —Sensory impairment (Visual and
	Hearing),Loco motor Disability, Gifted and talented, Intellectual Disability, Learning Disability
Unit-3	**Building Inclusive Schools**
	• Identifying and Addressing Barriers to Inclusive Schools
	• Planning and management of inclusive classroom-Infrastructure, Human Resource and Instructional Practices
	• Assistive Technology for CWSN
	• Family Support & Community Involvement for Inclusive Education
Unit-4	**Policies, Programmes and Legislative & Educational Provisions for CWSN**
	• Rehabilitation Council of India Act, 1992
	• Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 ,Rights of Persons with Disabilities Act,2016
	• The National Trust for Welfare of Persons with Autism, Cerebral palsy, Mental Retardation and Multiple Disabilities Act, 1999.
	• National Policy for Persons with Disabilities (2006)
	• Inclusive education in SSA and RTE,2009 and NEP,2020
Unit-5	**Challenges of Inclusive Education and Role of the Stakeholders**
	• Issues and challenges of implementing Inclusive Education
	• The Role of Teachers in Inclusive Classroom: Challenges and Best Practices
	• Role and responsibilities of the Stakeholders: Teachers, Family, Community. Role of Government and NGOs.

Suggested Reading:
- Ashman,A.&Elkins,J.(2002).Educating Children with Special Needs. French Forest, NSW: Prentice Hall.
- Dutt,B. &Garg,Jyoti (2014). Education for All: A Survey. New Delhi: Global Publication.
- Frank, M.H & Steven, R.F. (1984). Education of Exceptional Learner. Massachustts:AtlyenandBacon Inc.
- Jha, M.M. (2002). School Without Wall: Inclusive Education for All. Oxford: Heinemann
- Kar, Chintamoni (1992). Exceptional Children: Their Psychology and Instruction. New Delhi:Sterling Publishers Private Ltd.
- Kumar, Jitender (2013). Inclusive Education: A Journey through Challenges. Patiala: TrentyFirst Century Publications
- Mangal, S.K.(2007). Educationg Exceptional Children- An Introduction to Special Education.New Delhi: Prantice Hall of India Pvt. Ltd.
- Mani, M.N.G.(2000). Inclusive Education in Indian Context. Coimbatore: Ramakrishna MissionVidyalaya.
- NCERT (2006). National Curriculum Framework for School Education 2005 (NCFSE).

New Delhi: NCERT

- Umadevi, M.R.(2012). Special Education- A Practical approach to Educating Children withSpecial Needs. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Virk, Jaswant K. &AroraAlka (2010). Fundamentals of Inclusive Education. Patiala: TwentyFirst Century Publications

Course Name: Indian Knowledge System
Course Code: 402
Credit: 4 (Theory – 3, Practical – 1)
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Recognize the rich tradition of Indian knowledge system and also appreciate the same

- Apply the Indian knowledge System in multidisciplinary areas

- Develop the knowledge and skills associated with performing yogic practices

- Apply the yogic knowledge for maintaining a balanced physical and mental self.

- Explain the importance of Ancient Indian Knowledge system in the current social scenario

Units	Contents
Unit-1	**Introduction to Indian knowledge** • Importance and relevance of Indian knowledge system • Idea of Bharat Barsha in ancient time • History of Sanskrit literature • Sutra and Vedic literature
Unit-2	**Indian Philosophy and Values** • Six philosophy of India- Samkhya, Vedanta, Nyaya, Mimamsha, Vaishesika and Yoga • Educational implications of Indian schools of philosophy and their relevance in the modern context • Development of Buddhism and Jainism
Unit-3	**Vedic literature** • Introduction to Rigveda • Introduction to Yajurveda • Introduction to Samveda • Introduction to Atharvabeda

Unit-4	**Introduction to Yoga**
	• Concept of Yoga, origin of Yoga,History and Development of Yoga, Contribution of Maharishi Patanjali in the field of Yoga, Importance of Yoga as a part of Indian Knowledge System
	• Classification of Yoga, Aim of Yoga in Health and Wellness.
	• Scope of Yoga - Role of Yoga in stress management, Yoga as a tool for Academic Excellence
	• Yoga Practicum
Unit-5	**Glimpses of Ancient Indian Knowledge in the modern world**
	• Glorious past of ancient bharatiya education- Gurukul system, Nalanda, Takxila
	• Vedic mathematics in modern science
	• Arthashatra and modern economy
	• Medicine in ancient Bharat
Practical	**Yoga Practicum will be for 20 marks with 1 Credit**

Guidelines for Yoga Practicum
- Students will perform few warm-up exercises before the practical class.
- Students will be guided by the teacher to perform minimum 5 basic Yogasanas
- Students will Learn 3 Mudras from the above-mentioned list
- Students will Learn Pranayams from any one group mentioned
- Teacher will teach the students to do meditation methodically.

Suggested Reading:
- Srimad Swami SivanandaSaraswati (2017) Yoga Bole RogAragya, Umachal Granthawali-24, Guwahati
- Bibekananda Kendra (1991) Yoga Ashan- Pranayam- Mudra, Guwahati
- Mukul Chandra Bora (2023) Bharatiya Knowledge Syatem, Khanna Book Publishining Co (P) Ltd, New Delhi

Course Name: Adult and Continuing Education
Course Code: 403
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Define the concept of continuing education and its relevance to the changing society.

- Summarize the methodology of continuing education

- Examine the major problems of continuing education in India

- Compare the continuing educational system in U.K., Bangladesh and Thail

- Develop a suitable model of continuing education for our country

Units	Contents
Unit-1	**Concept and Role of Continuing Education** • Concept, Meaning, objectives, scope and significance of Continuing education • Social change through continuing education • Role of continuing education in planned development of society • Role of universities including open universities for development of Continuing Education • Planning, Monitoring, Evaluation and Research in Adult/ Continuing Education • Role of Continuing Education in occupational development
Unit-2	**Methodology of Continuing Education** • Concept and importance of Andragogy • Methods, Techniques, Aids and devices of continuing education • Motivation and method for Adult Learning • Factors for Effective learning • Role of print and electronic media in Adult/ Continuing Education • Auto instructional materials

Unit-3	**Continuing Education Programmes in India**
	• Fundamental Education, Adult Education, Extension Education, Social Education
	• Farmers Functional Literacy programme (1967), Non-formal Education programme for Women and Youth (1975)
	• National Adult Education Programme (1978), National Literacy Mission (1988), Total Literacy Campaign & Post Literacy Campaign
	• Shakshar Bharat Mission with special reference to Assam
	• Continuing education through ODL system
Unit-4	**Organization and Administration of Continuing Education**
	• Planning and organization of continuing education programme
	• Training facilities for functionaries available at various levels – National, State, District, Local level
	• UGC policy on Adult/ Continuing and extension education and Lifelong learning
	• Role of NGO in Adult/ Continuing education programme
	• Problems of Continuing Education in India
Unit-5	**Continuing Education in Developing and developed countries**
	• Continuing Education in
	- Netherland
	- Malaysia and
	- Thailand

Suggested Reading:

- Bordia A. And other 9ed). Adult Education in India, Indian Adult Education, New Delhi.
- Daswani C.J., and Shah S.Y., (eds), Adult Education in India, Selected papers, UNESCO, New Delhi, 2000.
- Desai A.K. Adult Education in developing countries Directorate of Adult Education, The Long March to Literacy, Government of India, New Delhi – 17.
- Dutta, S.C., History of Adult Education in India, IAEA, New Delhi, 1986.
- Lowe John, The education of Adult: A world perspective, Paris UNESCO press, 1975.
- Ministry of Human Resource Development, New Policy on Education, Government of India, New Delhi – 1986.
- Shah, S.Y., AnEncyclopaedia of Indian Adult Education, National Literacy Mission, MHRD, Government of India, New Delhi – 1999.
- Training of Adult Education Functionaries: A Handbook, Ministry of Education & Social Welfare, New Delhi – 1977.
- Department of Adult Education, Learning for participation: an approach to training in adult education, Government of India, New Delhi

Course Name: Education Policies in India
Course Code: 404
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Student will understand the development of National Education Policy in India

- Students will understand the various aspects of National Education Policy and their relevance

- Students will critically analyse the various aspects of National Education Policy

- Students will get and understanding of the various challenges in the implementation of the different education policies

Units	Contents
Unit-1	National Education Policy • Concept of National Education Policy • Evolution of India's Education Policy • Implementaiton of National Education Policy in India • Concept of National System of Education
Unit-2	National Poicy on Education 1969 • Background of the Policy • Main features of the Policy • Structure of education in National Education Policy 1968 • Language formula in NPE 1969 • Teachers in nPE 1968 • Impact of NPE 1968
Unit-3	National Policy on Education 1986 and POA 1992 • Background of the Policy • Main objectives of the Policy • Teachers and Teacher education in National Policy on Education 1986 • Adult Education • Equality of Educational Opportunity • Programe of Action 1992 – Main provisions of the POA • Implementation of the Policy and its impact in the restructuring of education
Unit-4	National Education Policy 2020 • TSR Subramaniam Committee on National Education Policy

	• Background of the Draft National Education Policy 2019 • Restructuring of Education • NEp 2020 and School education • NEP 2020 and Higher Educaiton
Unit-5	Implemnattion of NEP 2020 • Implementaitonstratigies of NEP 2020 • NEP 2020 and language policy • Multiple Entry and Exist System in higher education • Academic Bnak of Credit • Challenges in the Implementaiton of NEP 2020

Suggested Reading:
- RN Sharma and RK Sharma , History of Education in india Atlantic Publishers and Distrobutors
- DigumartiBhaskaraRao , National Policy on Educaiton, Discovery Publishing pvt Ltd 2010
- Khursheed Ahmad Butt , National Higher Education Policy 2020: How to Make it Happen? Atlantic Publishers and Distrobutors
- Draft Natioal Education Policy 2019, Ministry of Human Resource Developmet , Government of India

Course Name: Advanced Research Methodology in Education
Course Code: 405
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Students will acquire the knowledge of Educational research and their importance

- Students will get an understading of the various types of research and their applicability

- Students will acquire the knowledge of different research methodology which may be applied in educational research

- To understand about Qualitative and Quantitative Research and its Analysis.

- To acquire the knowledge about Research Proposal and Research Report.

Units	Contents
Unit-1	**Educational Research** • Meaning, Definition, Characteristics, Objectives, Steps and Significance of Educational Research. • Types of Educational Research: Basic/Fundamental, Applied and Action Research • Methods of Educational Research: Historical, Descriptive, Experimental Method.
Unit-2	**Review of the Related Literature** • Meaning, Nature, Source and Steps of Review of Related Literature. • Identification of Review of Related Literature • Organizing the Review of Related literature. • Importance of Review of Related literature • Ethical Issues in Social Science Research
Unit-3	**Research Design** • Meaning of Research Design • Meaning of Population and Sample • Sample Size, Sampling Error and its Importance for drawing inferences. • Types of Sampling- Probability and Non-probability. • Tools of Educational Research- Observation Schedule, Questionnaire, Interview Schedule, Inquiry Forms, Psychological Tests, Sociometric Techniques.

Unit-4	**Qualitative and Quantitative Research and its Analysis** • Meaning and Nature of Qualitative and Quantitative Research • Difference between Qualitative and Quantitative Research • Advantages and Disadvantages of Qualitative and Quantitative Research
	• Qualitative Data Analysis- Organization and Analysis of Qualitative Research • Quantitative Data Analysis- Organization and Analysis of Quantitative Research.
Unit-5	**Research Proposal and Research Report** • Meaning and Steps of Research Proposal • Meaning and Characteristics of Research Report. • Preparation and Structure of Research Report- Preliminary Section, Main body of the Report and Reference Section

Suggested Reading:

- Best and Khan, Research in Education, (10th Edition) Prentice Hall PVT Limited M-97 Connaught Place, New Delhi, New Delhi.
- LangenbachMichle and Courtney Vaughn (7th Edition).; An Introduction to Educational Research, Allyn and Bacon, London.
- Shefali R Pandya, Educational research, 2010, APH Publishing Corporation, Ansari Road, Darya Ganj New Delhi 110002.
- Koul, Lokesh- Methodology of Educational Research, 2011 New Delhi: Vikash Publishing House Pvt. Ltd.
- Kothari, C. R. – Research Methodology Method & Techniques, Second Edition, WishwaPrakashan, New Delhi.
- Sidhu, Kulbir Singh, Methodology of Research in Education, 1990, Sterling Publishers Pvt. Ltd., New Delhi.
- Good, C.V Scates, D.F, Methods of Research- Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.

Course Name: Methods and Techniques of Teaching
Course Code: 451
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Understand the meaning, nature and characteristics of teaching
- Understand the concept of Teaching Learning process and Marks of good teaching and Learning.
- Understand the Taxonomy of educational objective, Bloom's Taxonomy and its historical background.
- Understand the implication of Cognitive, Affective and Psychomotor domain in teaching learning process.
- Understand the Concept, Characteristics, Objectives, and steps of Micro Teaching and Advantages of Micro Teaching.
- Understand the concept, procedure, and advantages of Simulation.
- Understand the Concept, patterns and advantages of team teaching.
- Understand the concept, types and steps of lesson plan.
- Understand the New Trends in Teaching-Flipped Classroom, Blended Learning, Mobile Learning
- Understand the Learning Management Systems (LMS) -Moodle, Blackboard Learn, Google Classroom.

Units	Contents
Unit-1	**The Teaching Learning process** • The Teaching Learning process- Meaning, Nature and Characteristics of teaching. • Teaching Learning process • Marks of Good Teaching and Learning
Unit-2	**Taxonomy of Educational Objectives** • Taxonomy of Educational Objectives • Bloom's Taxonomy and its revision, Historical Background. • Implication of Cognitive, Affective and Psychomotor domain in teaching learning process
Unit-3	**Teaching Techniques, Methods and Styles**

	• Teaching Techniques- Maxims of Teaching • Teaching Device: Explanation, Questioning, Illustration, Teaching Aids • Style of Teaching: Autocratic Style, Lecture Method, Demonstration, Tutorial, Team Teaching. • Permissive Style-Brain Storming, Group Discussion, Panel Discussion, Project, Seminar, Symposia, Workshop
Unit-4	**Micro Teaching, Simulation and Team Teaching** • Micro Teaching- Concept, Characteristics, Objectives. • Steps and Advantages of Micro Teaching • Simulation: Concept, Procedure, Use and Advantages of Simulation • Team teaching: Concept, Organization of teams, Patterns, and Advantages of Team Teaching
Unit-5	**Lesson Plan and new Trends in Teaching Learning** • Lesson Plan- Essential of a Good Lesson Unit • Types of Lesson plan- Skill, Knowledge, Appreciation • New Trends in Teaching-Flipped Classroom, Blended Learning, Mobile Learning • Learning Management Systems (LMS) -Moodle, Blackboard Learn, Google Classroom.

Suggested Reading:

- Aggarwal, J. C.: Principles, methods and techniques of teaching, New Delhi, VikasPublsihing House pvt. Ltd.
- Passi, B.K.: Becoming Better Teacher, Micro Teaching Approach, Ahmadabad, ShityaMudranalaya.
- Singh, Amarjit: Classroom Management, New Delhi, K Anishka Publishers.
- Sharma, T.R. and Bhargava, Mahesh- Modern Teaching Strategies and Style, Agra, H.P. Bhargava Book House
- Kochhar, S.K.: Methods and Techniques of Teaching, Starling Publishers pvt. Ltd., New Delhi.

Course Name: Assessment of Learning Course
Code: 452
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- describe the meaning Assessment and different evaluations
- state the purposes, principles and characteristics of quality assessment
- bring out the specialty of different learning theories like Behaviorist, Cognitivist and Constructivist
- classify the assessment based on purpose, scope, attribute measured, nature of information gathered, nature of interpretation and context

Units	Contents
Unit-1	Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. 1
Unit-2	Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions
Unit-3	Principles of assessment - Reliability, Validity and Objectivity , characteristics of classroom assessment
Unit-4	Assessment process & tools, construction interpretation and reporting of student's performance
Unit-5	Continuous and comprehensive evaluation (cce), Need of continuous comprehensive evaluation, Essential aspects of continuous comprehensive evaluation

Suggested Reading:
- Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16. Nawani,
- D (2015). Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No. 3.
- Black, P. (2015). Formative assessment – an optimistic but incomplete vision. Assessment in Education: Principles, Policy & Practice,
- Broadfoot, P. (1979). Assessment, schools and society. London, USA: Methuen & Co. Byrnes,
- D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.),

Course Name: Curriculum Studies
Course Code: 453
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Understand the meaning, characteristics, definitions and scope of curriculum in relation with educational objectives.

- Understand to understand the basic foundation of curriculum.

- Understand the news trends in curriculum development.

Units	Contents
Unit-1	Curriculum meaning, characteristics, definitions, scope, and importance, its relation with educational objectives, structure and organization.
Unit-2	Foundations of curriculum-Philosophical, Psychological, Social, Cultural, Technological and Scientific.
Unit-3	Principles of curriculum construction, system approach to curriculum development, curriculum administration-curriculum planning, curriculum organization and curriculum evaluation, Determinants of curriculum, Different approaches to curriculum, Patterns of Curriculum Organization.
Unit-4	Principles and methods of Curriculum Construction, Construction of curriculum for different stages of education.
Unit-5	New trends in curriculum planning, Innovation in practice and theory in curriculum transaction, Place of text books, essentials of good text books, selection of text books.

Suggested Reading:
- Smith, B.O. et al. Foundations of Curriculum Improvement, Yonders, N.V. World Book Co.

- Taba, H. Curriculum Development. Theory and Practice. Hareourt, Brace World Inc. USA. 1962.

- Taylor, J. Galen & Alexander, William M. Planning curriculum for Schools.

- Oristein, Allan,C&Hunkins, Francis P. Curriculum Foundations, Principles and Issues 9Second edition). Allyn and Bacon Inc. USA.1993

- Packiam, S. Curricular innovations and educational technology, Delhi, Doba

  house, 1986.

- Malla Reddy, M. and Ravisankar, S. Curriculum Development and Educational Technology, N.Delhi.
- NCERT (1984). Curriculum and Evaluation, New Delhi: NCERT Publications

Course Name: Skill Education for Youths
Course Code: 454
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcomes:

- Ability to critically analyze and evaluate various theories and methodologies related to skill development.
- Enhanced capacity for independent thought and reflection on skill development practices.
- Understanding of how to apply theoretical knowledge to practical scenarios in skill development.

- Help to build skills in different domains

- Integrate skill education with other subjects

- Understanding the initiatives of government n skill development and their implementation

These learning outcomes ensure that graduates of an MA program focused on skill development are well-equipped with the knowledge, skills, and competencies necessary to advance in their careers and contribute meaningfully to their fields.

Units	Contents
Unit-1	Introduction to skill • Concept of skill and skill development, Technical skill , conceptual skill • Different types of skills, Life skill and soft skill • Importance of skill development • 21st century skills for the youth • Role of education in skill development
Unit-2	Communication , thinking process and creativity • Concept and types of communication • Effective communication • Nature and types of thinking, Nature of positive thinking • Reasoning • Problem solving • Concept and nature of creativity • Verbal and non-verbal creativity
Unit-3	Friendship and leadership • Nature and types of friendship

	• Changing trends of friendship through stages of life • Meaning and nature of leadership • Leadership quality • Functions of a leader Concept and importance of team work
Unit-4	Skill Education • Concept of skill education • Skill education in Schools and colleges • NEP 2020 and skill based education • UGC initiatives on skill education- Community Colleges: Choice Based Credit System (CBCS): National Skill Qualification Framework (NSQF):2013 Skill Development Centers (SDCs): Vocationalization of Higher Education: Internship and Industry Interaction: Skill Development through (MOOCs):Entrepreneurship Development Programs:
Unit-5	Recent initiatives on skill education in India • PradhanMantriKaushalVikasYojana (PMKVY) 2015 • Skill India Mission 2015 • National Apprenticeship Promotion Scheme (NAPS) 2016) • DeenDayalUpadhyayaGrameenKaushalyaYojana (DDU-GKY) 2014 • National Skill DevelopmentCorporation (NSDC) • Udaan(21st October 2016) • National Skill Development Fund (NSDF) (2009) • Rural Self Employment Training Institutes (RSETIs (2009) • Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): (2005) • Challenges of of skill education

Suggested Reading:
- AlkaWadkar : Life Skills for Success, SAGE
- Dr. P. Ratnasubapathy : Life Skill Education , Shantha Publishers
- P.C. Choudhury and Dr. B. K. Mahanty: Education and Skill Development, APH☐ Publishing Corporation, Daryaganj, New Delhi-110002
- Alak Sharma : Skill Development : Policies, programmes and Prospects, Routledge India,☐ Cannaught Place, New Delhi-110001
- V.V.K. Suburaj : Skill Educaiton and Vocational Education , PHI Learning Private☐ Limited, Daryaganj, New Delhi-110002
- Dr. Shalini Verma: Skills for Success: Personal Development and Employability, Pearson☐ India Education Services Pvt. Ltd, Bengaluru-560008, Karnata

Course Name: Seminar Paper Preparation and Presentation
Course Code: 455
Credit: 4
Total Marks: 100 (Internal – 20, External – 80)

Course Specific Outcome

- Seminar paper preparation and presentation aims to equip students with the skills and knowledge needed to effectively research, write, and present academic papers.
- Ability to draft, revise, and edit seminar papers to enhance clarity, coherence, and scholarly rigor.
- Skill in constructing logical, evidence-based arguments and counterarguments
- Proficiency in designing and delivering clear and engaging oral presentations.
- Ability to use visual aids (e.g., PowerPoint, posters) effectively to support the presentation.
- Development of public speaking skills, including maintaining audience engagement and managing Q&A sessions.
- Development of time management skills to meet deadlines for various stages of paper preparation and presentation.
- Understanding of ethical issues in research, including plagiarism and proper attribution of sources.

By achieving these learning outcomes, students will be well-prepared to produce high-quality seminar papers and deliver effective presentations, enhancing their academic and professional capabilities.

Procedure : Classes will be assigned to teach the students about seminar paper preparation and presentation. In examination there will be final paper presentation by all students which will be evaluated by an external examiner. Internal examiner will evaluate on 20 mark while external examiner will evaluate on 80 marks on exam day.

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