

**Revised Syllabus for Four Year Under Graduate Programmes
(As per NEP 2020)
Department of Education
Rabindranath Thakur Vishwavidyalaya, Hojai, Assam
Implemented from Academic Session 2026-2027**

Year	Semester	Course	Title of the Course	Total Credits
Year 01	1 st Semester	DSC –101	Principles of Education	4
		DSM–101	Foundations of Education	4
		IDC – 101	Introduction to Education	3
		SEC – 101	Public Speaking Skill	3
		AEC –101		2
		VAC –101		4
				(20)
	2 nd Semester	DSC –151	Philosophical Foundations of Education	4
		DSM–151	History of Education in India	4
		IDC – 151	Introduction to Psychology	3
		SEC –151	Writing Bio-data and facing an Interview	3
		AEC–151		2
		VAC–151		4
Year 02	3 rd Semester			(20)
		DSC – 201	Educational Psychology	4
		DSC – 202	Development of Education in India -I	4
		DSM –201	Psychological Foundations of Education	4
		IDC – 201	History of Education in India	3
		SEC – 201	ICT in Education	3
		AEC – 201		2
				(20)
	4 th Semester	DSC – 251	Development of Education in India- II	4
		DSC – 252	Statistics in Education	4
		DSC – 253	Value and Peace Education	4
		DSM –251	Educational Technology and Teaching Methods	4
		AEC – 251		2
		Summer Internship		2
				(20)
Year 03	5 th . Semester			
		DSC –301	Great Educational Thinkers	4
		DSC –302	Gender and Education	4
		DSC –303	Measurement and Evaluation in Education	4
		DSC –304	Guidance and Counselling	4
		DSM–301	Measurement and Evaluation in	4

			Education	
				(20)
	6 th . Semester	DSC – 351	Special Education	4
		DSC – 352	Educational Technology and Teaching Methods	4
		DSC – 353	Sociological Foundations of Education	4
		DSC – 354	Psychological Experiments (Practical)	4
		DSM – 351	Great Educational Thinkers	4
				(20)
Year 04	7 th . Semester			
		DSC – 401	Introduction to Indian Knowledge System	4
		DSC – 402	Higher Education	4
		DSC – 403	Educational Management	4
		RM-401/DSC – 404 RM is mandatory requirement for those who are selected for Honours with Research	Methodology of Educational Research/ Curriculum Development	4
		DSM - 401	Mental Health and Hygiene	4
				(20)
	8 th . Semester	DSC – 451		4
		DSC – 452*		4
		DSC – 453*		4
		DSC – 454*		4
		DSM – 451	Emerging Issues in Education	4
		Total= 160 credits on completion of semester VIII		

DETAILED SYLLABUS OF 1st SEMESTER

Course Title :PRINCIPLES OF EDUCATION

Course Code :DSC-EDU-101

Nature of Course : Major

Total Credits :4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Objectives:

1. To acquaint with the meaning, nature and scope of education.
2. To gain knowledge about different aims of education.
3. To be familiarised with different forms of education.
4. To acquire knowledge about the concept of discipline and freedom.
5. To develop knowledge about meaning and various types curricular, co-curricular activities and correlation of studies.

Units	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Concept of Education: Meaning, nature and scope of Education Education as a process and product Functions of Education Forms of Education Formal Education: School- Meaning, characteristics, functions and responsibility of school Relationship between school and society Informal Education: Meaning and characteristics, Educational role of computer and e-learning Non-formal Education: Meaning and characteristics, Agencies of non-formal education	16	2	-	18
Unit-2 (15Marks)	Aims and Objectives of Education: Meaning and importance of aims Determinants of aims Aims of Education- Individual and Social aim, Vocational and Liberal aim, Democratic, Moral and Complete living as an aim of Education	14	1	-	15
Unit-3 (15 Marks)	Discipline and Freedom: Meaning, concept and need of discipline Discipline and Order Concept of Free discipline Place of Reward and Punishment in School Maintenance of School discipline-Problems and means	13	1	-	14
Unit-4 (15 Marks)	Curriculum: Meaning, nature and types Principles of curriculum construction Co-curricular activities: Meaning, types and importance Correlation of studies: Meaning, types and importance	12	1	-	13

Total

55 05 - 60

L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course students will be able to:

- * Explain meaning, nature and scope of Education.
- * Understand about Formal, Informal and Non-formal Education
- * Discuss the aims and objectives of Education
- * Describe the meaning of Discipline and Freedom
- * Understand the meaning of Curriculum

Suggested Readings:

1. Rayment T.—Principles of Education
2. Bhatia, K and Bhatia B. D. Theory and Principles of Education, Doaba House, Delhi.
3. Aggarwal, J. C. Theory and Principles of Education, Vikas Publishing House: New Delhi.
4. Bhattacharya, Srinibas, Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
5. Safaya and Saiyda, Educational Theory and Practice.
6. Ross, J. S., Groundwork of Educational Theory, George G. Harper and Co. Ltd: London.
7. Chatterjee S.—Principles and Practice of Modern Education
8. Bhagabati, Nilima and others ,Natun Siksha Tatta.
9. Deka,Birendra,Siksha Tatta

Other Internet/Web Source:EducationalNetworking:EducationalNetworking(online),available:<http://www.education>

DETAILED SYLLABUS OF 1st SEMESTER

Course Title :Foundations of Education
Course Code :DSM-EDU-101
Nature of Course :Minor
Distribution of Marks :60(End-Sem.)+40(In Sem.)

Objectives:

To discuss the meaning, nature, scope and types of Education
To explain different aims of education
To describe the meaning, nature and scope of Philosophy and Educational philosophy
To acquaint with Sociology and Educational sociology
To understand some contemporary issues of Indian education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Concept of Education: • Meaning ,Nature and Scope of education • Forms of education- • Formal education, Informal and Non formal education-Meaning and Nature. School as an agency of formal education • Aims of education, Meaning and importance of Aims. Types of Aims- • Social Vs Individual aim. • Vocational and Liberal aim • Democratic aim of education	16	2	-	18
Unit-2 (15 Marks)	Philosophy and Education: • Philosophy: Meaning, definition and Scope • Relationship between education and philosophy • Meaning, nature and scope of Educational Philosophy • Impact of philosophy on education	12	1	-	13
Unit-3 (15 Marks)	Sociology and Education: • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process	14	1	-	15
Unit-4 (15 Marks)	Education for National Integration and International understanding ,Online and Digital Education: • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International understanding. Virtual Teaching-Concept, importance, challenges and strategies	13	1	-	14

	MOOC: Concept and importance				
	SWAYAM: Concept and importance			-	
Total		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz

Learning Outcomes: On completion of this course, students will able to:

Know the Concept of Education

Explain the aims of education

Describe the meaning, nature and scope of Philosophy and Educational philosophy

Acquaint with Sociology and Educational sociology

Understand about Education for National Integration and International Understanding

Understand about Online and Digital Education

Suggested Readings:

- Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.
- Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd. ➤
- Goswami, Dulumoni (2014). Philosophy of Education. Guwahati: DVS Publishers.
- Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). The Ground Work of Educational Theory. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). Modern Theory and Practice of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Pu

DETAILED SYLLABUS OF 1st SEMESTER

Course Title: INTRODUCTION TO EDUCATION

Course Code: IDC-EDU-101

Nature of course : Interdisciplinary

Total credits :3 credits

Distribution of marks :45(End-Sem)+ 30(In-Sem)

Objectives:

- 1.To acquaint with the meaning, nature and scope of education.
- 2.To gain knowledge about different aims of education.
- 3.To be familiarized with different forms of education.
- 4.To acquire knowledge about the concept of discipline and freedom.
- 5.To develop knowledge about meaning of curriculum and various types co-curricular activities .

Units	Contents	L	T	P	Total Hours
Unit 1 (15 Marks)	Concept of Education: Meaning, nature and scope of education Forms of Education Formal Education: School—Meaning, characteristics, functions and responsibility of school, Relationship between school and society. Informal Education: Meaning and characteristics, Educational role of computer and e-learning Non-formal Education: Meaning and characteristics, agencies of non-formal education.	9	2	-	11
Unit 2 (10 Marks)	Aims and Objectives of Education: Meaning and importance of aims Determinants of aims Aims of education—Individual and Social aim, Vocational and Liberal aim, Democratic aim of education	9	2	-	11
Unit-3 (10 Marks)	Discipline and Freedom: Meaning, concept and need of Discipline Discipline and Order Concept of Free-discipline Place of Reward and Punishment in school Maintenance of School discipline—Problems and means	9	2	-	11
Unit-4 (10 Marks)	Curriculum: Meaning, nature and types. Principles of Curriculum construction Co-curricular activities: Meaning, types and importance	9	3	-	12
Total		36	09	-	45

L: Lecture T: Tutorial P: Practical

Modes of In-Semester Assessment:

30 Marks

- 1) One sessional test - 15 Marks
- 2) Any Three of the following activities listed below - 15 Marks
- Class assignment/home assignment/case studies
 - Class test/Unit test
 - Field work
 - Group discussion
 - Seminar presentation
 - Participation in class discussion
 - Quiz
 - Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course students will be able to:

- * Explain meaning, nature and scope of Education.
- * Understand about Formal, Informal and Nonformal Education
- * Discuss the aims and objectives of Educational
- * Describe the meaning of Discipline and Freedom
- * Understand about the Curriculum and cocurricular activities

Suggested Readings:

1. Bhatia, K and Bhatia B. D. Theory and Principles of Education, Doaba House, Delhi.
2. Aggarwal, J. C. Theory and Principles of Education, Vikas Publishing House: New Delhi.
3. Bhattacharya, Srinibas, Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
4. Safaya and Saiyda, Educational Theory and Practice.
5. Ross, J. S., The Ground Work of Educational Theory.
6. Bhagabati, Nilima and Others, Natun Siksha Tatwa.
7. Deka, Birendra, Siksha Tatw

DETAILED SYLLABUS OF 1st SEMESTER

Course title :Public Speaking Skill
Course code :SEC-EDU-101
Nature of Course :SEC
Total credits :3 credits
Distribution of Marks :50(End-Sem)+25(Practical)

Course Outcome:

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

Course contents:

a. Theory (2 Credits)

Units	Course Contents	L	T	P	Total Hours
Unit- 1 (25Marks)	Public Speaking and Communication Skill • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication	11	-	5	16
Unit-2 (25 Marks)	Personality Development and Motivation as Means for Effective Public Speaking • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Ways or means of motivating audience	10	-	4	14
Total		21	-	09	30

b. Practical (1 Credit)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill + Write-up of the speech) will be done by an External Examiner.

Suggested Readings:

- Mangal, S. K. (2013). Essentials of Educational Psychology. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). Education and Personality Development. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). Introduction to Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). Successful Public Speaking. Arina Nikitina & bookboon.com

DETAILED SYLLABUS OF 2nd SEMESTER**Course Title :Philosophical Foundations of Education****Course Code :DSC-EDU-151****Nature of Course :Major****Total Credits :4 credits****Distribution of Marks :60(End-Sem) + 40(In-Sem)****Objectives:**

To know about the philosophical foundations of education.

To understand the concept of philosophy and its relationship with education.

To understand about different Indian schools of philosophy.

To know about the educational implications of different Western schools of philosophy.

To understand about the educational implications of Yoga.

Units	Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	Philosophy and Education: Meaning, Nature and Scope Philosophy of Education: Meaning and Scope Relationship between education and philosophy Impact of philosophy on education	13	1	-	14
Unit-2 (20 Marks)	Various Indian Schools of Philosophy and Education: Vedic Philosophy: Concepts and salient features: Meaning of education, aims of education, method of education, discipline, examination, evaluation and administration, Role of teacher, Relation between teacher and taught, Implications of Vedic Philosophy in education Buddhist Philosophy: Different concepts and salient features, aims of education, organization, administration, method of education, examination, evaluation, role of teacher, relation between teacher and taught Education in Medieval India: Concepts and salient features, aims of education, organization, administration and method of education	16	2	-	18
Unit-3 (20Marks)	Various Western Schools of Philosophy and Education: Naturalism: Meaning, Principles and Implications in Education Idealism: Meaning, Principles and Implications in Education Pragmatism: Meaning, Principles and Implications in Education	16	1	-	17
Unit-4 (10 Marks)	Yoga and Philosophy: Meaning and concepts of Yoga, different types, Importance of Yoga in education	10	1	-	11
Total :		55	05	-	60

: Lecture T: Theory P: Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course students will be able to:

* Understand about Philosophy and Education

* Explain about various *Indian Schools of Philosophy** Understand about various *Western Schools of Philosophy*

* Understand about Yoga and Philosophy

Suggested Readings:1. [J.C Aggarwal](#) (2020) *Philosophical Foundations of Education*, [Shri Vinod Pustak Mandir](#)2. Brubacher, John S. (1962). *Modern Philosophies of Education McGraw Hill, New Delhi*3. Chandra S. S., R. Sharma, & Rejendra K (2002), *Philosophy of Education, New Delhi: Atlantic Publishers.*4. Goswami Dulumoni (2013) *Philosophy of Education*, Guwahati: DYS Publishers.5. Singh, Y. K. (2007) *Philosophical Foundations of Education, New Delhi, APH Publishing Corporations*6 [Dr. Akhilesh Chaube, Dr.S.P Chaube](#) (2020) *Philosophical And Sociological Foundations Of Education*, [Shri Vinod Pustak Mandir](#)

DETAILED SYLLABUS OF 2nd SEMESTER

Course Title	:History of Education in India
Course code	:DSM-EDU-151
Nature of course	:Minor
Total credits	:4 credits
Distribution of Marks	:60 (End-Sem.) +40(In-Sem.)

Objectives:

1. To get knowledge of the development of the education in British India.
2. To be acquainted with the significant points of selected education commission
3. To be acquainted with the Educational Policies in India

Units	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Education in India during British Period (1800-1853) A synoptic view of East India Company Educational activities of Christian Missionaries in India Charter Act of 1813, Oriental and Occidental controversy, Macaulay's Minute, 1835 Bentinck's Resolution 1835	10	1	-	11
Unit-2 (15 Marks)	Education in India during British Period (1854-1946) Wood's Despatch, 1854 Hunter Commission, 1882 Lord Curzon's Educational Policy on Primary, Secondary and Higher Education Gokhale's Bill (1910-11) Calcutta University Commission, 1917 Hartog Committee Report, 1929 Wardha Scheme of Basic Education, 1937 Sargent Committee Report, 1944	10	1	-	11
Unit-3 (15 Marks)	Education in India after independence-1 The University Education Commission of 1948- Its recommendations on aims and objectives of University Education Secondary Education Commission of 1952-53- Its recommendations on the aims and objectives of Secondary Education and Principles of curriculum construction. Education Commission of 1964-66 – Recommendations on national objectives of Education	15	2	-	17
Unit-4 (15 Marks)	Education in India after independence-2 National Policy on Education -1986, Aims and Objectives. Ramamurthy Review Committee, 1990 Janardan Reddy Committee Report, 1991 Revised National Policy of Education -1992 The National Knowledge Commission Report -Background and Recommendations Special features of New Education Policy-2020	19	2	-	21

Recommendations on School Education and Higher Education						
L: Lecture	T: Theory	P: Practical	Total :	54	06	- 60

Modes of In-Semester Assessment:
Marks

40

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course , a student will be able to:

- * Understand about Education during British period (1800-1946)
- * Describe the Education in India after independence

Suggested Readings:

Aggarwal, J.C., Development and Planning of Modern Education. New Delhi, Vikash Publishing House, Pvt. Ltd.

1 Nayak, B.K., History Heritage and Development of Indian Education. New Delhi Axis Books Pvt. Ltd.

2 Mukharjee, S.N., Education in India Today and Tomorrow. Vinod Pustak Mandir.

3 Amala,P. Annie, History of Education. New Delhi. Discovery(DPH) 2004

4 Sarma , M.K., Bharatar Sikha Bikasar Itihas, Dibrugarh Banalata.

5 Sarma, T. K., Bharatar Sikha Bikasar Itihas aru Samasyawli. Dibrugarh Banalata.

6 Rawat. P.L., History of Indian Education. Ram Prasad & Sons,Agra-3

DETAILED SYLLABUS OF 2nd SEMESTER

Course Title	:Introduction To Psychology
Course Code	:IDC-EDU -151
Nature of course	:Interdisciplinary
Total credits	:3 credits
Distribution of marks	:45 (End-Sem)+ 30 (In-Sem)

Objectives:

1. To make the students to understand the concept of psychology and educational psychology, methods and application of educational psychology.
2. To understand the theories and laws of learning.
3. To understand the concept of intelligence, it's theories and concept of emotional intelligence
4. To understand the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality

Units	Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	Psychology: Meaning and nature Educational Psychology: Meaning, nature, Scope Methods: Observation, Experimentation & Case Study Importance of educational psychology in teaching-learning process	9	2	-	11
Unit-2 (10 Marks)	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 and Law of Effect Factors affecting Learning	9	2	-	11
Unit-3 (15 Marks)	Intelligence ,Memory, Attention and Interest: Meaning and Concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of Emotional Intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention—Meaning, concept and types and determinants Interest—Meaning and Conditions. Educational implication of attention and interest	9	2	-	11
Unit-4 (10Marks)	Personality: Meaning and characteristics of personality Factors affecting personality: Physical , mental, social and emotional Type theories of personality: Sheldon and Jung	9	3	-	12

L: Lectures T: Tutorials P: Practicals

Total 39 06 45

Modes of In-Semester Assessment: 30 Marks

1) One sessional test - 15 Marks

2) Any three of the following activities listed below - 15 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course, a student will be able to:

Understand meaning of Psychology and Educational Psychology

Explain the methods of Educational Psychology

Understand about *Learning, Intelligence, Memory, Attention and Interest*

Explain about the *Personality*

Suggested Readings:

1. Chauhan, S. S. *Advance Educational Psychology*, Vikash Publishing House Pvt. Ltd., New Delhi

2. Mangal, S.K. (2009) *Advance Educational Psychology*, PHI Learning Private Limited, New Delhi

3. Skinner, Charles. (2012) *Educational Psychology*, Prentice Hall, New Delhi

4. Chaube, S. P. (2011) *Developmental Psychology*, Neel kamal Publications Ltd, New Delhi

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

6. Hurllock, E. B. (1980) *Developmental Psychology- A Life Span approach*, McGraw Hili, New Delhi

DETAILED SYLLABUS OF 2nd SEMESTER

Course title	:Writing Bio-data and facing an Interview
Course code	:SEC-EDU-151
Nature of Course	:Skill Enhancement Course(SEC-2)
Total credits	:3 credits
Distribution of Marks	:50 (End-Sem)+25(Practical)

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Contents	L	T	P	Total Hours
Unit-1 (25 Marks)	Bio-data • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Do not's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data	11	-	5	16
Unit-2 (25 Marks)	Interview • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview	10	-	4	14
Total		21	-	09	30

b. Practical (1 credit)

Students shall write a bio-data to face interview.

Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

Suggested Readings:

- Innes, James (2009). ^{The} CV Book-Your Definite Guide to Writing the Perfect CV. Prentice Hall.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Age International.
- Sidhu, Kulbir Singh (1984). Methodology of Research in Education. New Delhi: Sterling Publisher's Private Limited.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title :Educational Psychology
Course Code :DSC-EDU- 201
Nature of the Course :Major
Total Credits :4 credits
Distribution of Marks: 60(End-Sem.)+40(In-Sem.)

Objectives:

1. To make the students to understand the concept of psychology and educational psychology, relationship between education and psychology and application of educational psychology.
2. To understand implications of psychological theories of learning and motivation.
3. To introduce the concept of intelligence, it's theories and concept of emotional intelligence
4. To introduce the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality and knowledge about adjustment mechanisms

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Introduction to Educational Psychology: Meaning and nature of Psychology Educational Psychology-Meaning ,nature and scope Relation between Education and Psychology Methods of Educational Psychology- Introspection, Observation, Case study and Experimentation Application of Educational Psychology in teaching-learning process	12	1	-	13
Unit-2 (15 Marks)	Learning and Motivation: Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operant conditioning Motivation- Meaning, role in learning	12	1	-	13
Unit-3 (15 Marks)	Intelligence, Memory, Attention and Interest: Meaning and concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of emotional intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention-Meaning, concept, types and determinants Interest-Meaning and Conditions Educational implication of attention and interest	15	2	-	17
Unit-4 (15 Marks)	Personality and Adjustment: Meaning and characteristics of personality	15	2	-	17

	Factors affecting personality: Physical, Mental, social and emotional Type theories of personality: Hippocrates, Sheldon, Kretschmer, Spranger and Jung Trait Theories of Personality: Adler and Rogers Concept and process of adjustment Adjustment Mechanisms						
L: Lectures	T: Tutorials	P: Practicals	Total	54	06	-	60

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

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

- Understand the meaning of Psychology and Educational Psychology
- Describe the theories of Learning and Motivation
- Understand about Intelligence, Memory. Attention and Interest
- Develop understanding about Personality and Adjustment mechanisms

Suggested Readings:

- > Rastogi, R.A. (2001). Psychology. New Delhi: Prentice Hall.
- > Bichler, R.F. and Snow^{man}, 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.
- > Kuppaswamy B. (2013). Advanced Educational Psychology, New Delhi: Sterling Publishers Private Limited.
- > Mangal, S.K. (2009). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited.
- > Skinner, Charles E., Educational Psychology

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	:Development of Education in India-I
Course Code	:DSC-EDU-202
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60(End-Sem.)+40(In-Sem.)

Course Objectives:

- To recapitulate the education system of India in Ancient and Medieval period
- **To describe** the education system prior British rule
- To discuss the development of education system during British Period
- To understand about national feeling of education during British rule

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Development of Education in Ancient and Medieval India: ● Education during Vedic Period - Concept and Salient Features ● Education during Buddhist Period - General Features of Buddhist Education - Ancient Centres of Learning: Taxila, Nalanda, Varanasi, ● Education during Muslim Period - General Features of Muslim Education	15	2	-	17
Unit-2 (15 Marks)	Development of Education prior British Rule: ● Indigenous Education at the Beginning of British Rule ● Educational Activities of Missionaries in Assam ● Role of East India Company ● The Charter Act of 1813 ● The Anglicists-Orientalists Controversy ● Macaulay's Minute, 1835 ● Downward Filtration Theory	12	1	-	13
Unit-3 (15 Marks)	Development of Education during British Period: ● Wood's Despatch of 1854 - Background, Recommendations, Implementation ● Indian Education Commission-1882 - Terms of Reference, Major Recommendations, Criticism ● Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher Education ● Government of India's Resolution on Educational Policy-1904, The University Act of 1904	15	2	-	17

	● Gokhale’s Bill for Compulsory Primary Education- 1910-1912 - Impact of Compulsory Primary Education Movement in Assam: Assam Primary Education Act-1926 ● Calcutta University Commission-1917, Major Recommendations					
Unit-4 (15 Marks)	Experimental Period of Education during British India: ● Hartog Committee Report-1929, Major Recommendations ● Basic Education-1937, Background - Wardha Education Conference-1937 - Salient Features and Criticism of the Basic Education ● The Sargent Report- 1944	12	1	-	13	
L: Lectures	T: Tutorials	P: Practicals	Total	54	06	- 60

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

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

- Recapitulate the education system of India in Ancient and Medieval period
- Describe the education *system prior British rule*
- Perceive the development of *education system during British Period*
- Develop understanding about national *feeling of education during British rule*

Suggested Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Altaker, A. S. (1992). *Education in Ancient India*. Varanasi: Manohar Prakashan.
- 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.
- Jayapalan, N. (2005). *H^{is}tory of Education in India*. New Delhi: Atlantic Publishers and Distributors.

- Kalita, Borah Sahariah & Sharma (2020). *Bharatbarxat Sikshar Itihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.
- Saikia, S. (1993). *History of Education in India*. Guwahati: Manimanik Prakash.
- Sharma, R. A. (2014). *Development of Educxation System in India*. Meerut: R. Lall Book Depot.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title :Psychological Foundations of Education
Course code :DSM-EDU-201
Nature of course :Minor
Total credits: :4 credits
Distribution of Marks :60(End-Sem.) +40(In-Sem.)

Objectives:

1. To make the students to understand the concept of Psychology and Educational psychology, relationship between education and psychology and application of educational psychology.
2. To understand implications of psychological theories of learning and motivation.
3. To introduce the concept of intelligence, it's theories and concept of emotional intelligence
4. To introduce the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Introduction to Educational Psychology: Meaning and nature of Psychology Educational Psychology-Meaning ,nature and scope Relation between Education and Psychology Methods of Educational Psychology-Introspection, Observation, Case study and Experimentation Application of Educational Psychology in teaching- learning process	12	1	-	13
Unit-2 (15 Marks)	Learning and Motivation: Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operant conditioning Motivation- Meaning, role in learning	12	1	-	13
Unit-3 (15 Marks)	Intelligence, Memory, Attention and Interest: Meaning and concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of emotional intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention-Meaning, concept, types and determinants Interest-Meaning and Conditions Educational implication of attention and interest	15	2	-	17
Unit-4 (15 Marks)	Personality and Adjustment: Meaning and characteristics of personality Factors affecting personality: Physical Mental, social and emotional Type theories of personality: Hippocrates, Sheldon, Kretschmer ,Spranger and Jung Trait theories of Personality: Adler and Rogers	15	2	-	17

	Concept and process of adjustment Adjustment Mechanisms				
Total		54	06		60

L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course, students will be able to:

Understand meaning of Psychology and Educational Psychology

Explain the methods of Educational Psychology

Understand about Learning and Motivation

Understand about Intelligence, Memory, Attention and Interest

Explain the meaning, theories of Personality and Adjustment mechanisms

Suggested Readings:

1. Mangal, S. K., Advance Educational Psychology, Prentice Hall of India: New Delhi.
2. Rastogi, K. G., Educational Psychology.
3. Bhatia, H. R., A Textbook of Educational Psychology, MacMillan: New Delhi
4. Skinner, Charles E., Educational Psychology.
5. Chauhan, S. S., Advance Educational Psychology.
6. Barua, Jatin, Siksha Monoyigyan.
7. Sarma, Mukul Kr., Siksha Monoyigyan.
8. Aggarwal J. C. Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
9. Dandekar W. N. Fundamentals of Educational Psychology, M. Prakashan: Poona.
10. Mangal, S. K. Essentials of Educational Psychology, Prentice Hall of India: New Delhi.
11. Santrock, John W. Educational Psychology, McGraw-Hill Education: New York.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title: History of Education in India

Course Code: IDC-EDU-201

Nature of course: Interdisciplinary

Total credits: 3 credits

Distribution of marks: 45 (End-Sem)+ 30 (In-Sem)

Objectives:

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

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Initial Development of Education during British Rule: ● The Charter Act of 1813 ● The Anglicists-Orientalists Controversy ● Macaulay's Minute, 1835 ● Wood's Despatch of 1854 - Recommendations & Implementation ● Indian Education Commission-1882 - Major Recommendations & Criticism ● Lord Curzon's Education policy on Primary Education	9	3	-	12
Unit-2 (10 Marks)	Development of Education during British Period: ● Gokhale's Bill for Compulsory Primary Education- 1910-1912 ● Basic Education-1937 Salient Features and Criticism of the Basic Education ● The Sargent Report- 1944	8	2	-	10
Unit-3 (10 Marks)	Development of Education in Post Independent India: ● University Education Commission-1948 - Recommendations on aims and objectives of higher Education ● Secondary Education Commission-1952-53 - Aims and Objectives of Secondary Education, Defects of Secondary Education ● Education Commission-1964-66 - Major Recommendations on national objectives of Education ● National Policy of Education-1986 - Major Recommendations and Impact on Indian Education	9	2	-	11
Unit-4 (10 Marks)	Recent Developments in Indian Education: ● The National Knowledge Commission's Report - Major recommendation and its implementation ● Government Programmes of Education: SSA, RMSA and RUSA, The Right to Education Act, 2009 and its	9	3	-	12

	implementation				
	• National Education Policy, 2020 - Recommendations on School Education and Higher Education				
Total			35	10	- 45
Where,	L:Lectures	T:Tutorials	P:Practicals		

Modes of In-Semester Assessment:

30 Marks

1) One sessional test -

15 Marks

2) Any three of the following activities listed below -

15 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: On completion of this course , a student will be able to:

* Understand about Education during *British period* (1800-1944)

* Describe the Education in India after *independence*

* Understand about *recent development of Indian Education*

Suggested Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Altaker, A. S. (1992). *Education in Ancient India*. Varanasi: Manohar Prakashan.
- 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.
- Jayapalan, N. (2005). *History of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Kalita, Borah Sahariah & Sharma (2020). *Bharatbarxat Sikshar Itihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.
- Saikia, S. (1993). *History of Education in India*. Guwahati: Manimanik Prakash.
- Sharma, R. A. (2014). *Development of Education System in India*. Meerut: R. Lall Book Depot.
- **Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.**

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	:ICT in Education
Course Code	:SEC-EDU-201
Nature of Course	:Skill Enhancement Course(SEC)
Total Credits	:3 Credits
Distribution of Marks	:50(End Sem.)+25(Practical)

Course Objectives:

Describe the concept and features of ICT
Understand the role of ICT in education
Application of ICT devices

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20Marks)	INTRODUCTION TO ICT o Concept and features of ICT o Introduction to ICT devices: Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board o Concept of Computer Assisted Learning. o Role of ICT in Teaching Learning process o Concept and Elements of e-learning o Understanding Internet as source of e-learning	07	-	3	10
Unit-2 (15Marks)	APPLICATION OF ICT IN EDUCATION o Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint o E- ways of Learning: E-content and E- book o E-Learning through Mobile apps o E-content design- graphic, audio-video	07	-	3	10
Unit-3 (15Marks)	APPLICATION OF ICT IN TEACHING LEARNING o Teaching Learning in Virtual Classroom o Blended learning and flipped classroom o Learning Management System (LMS) through Google classroom, Moodle o Concept, importance and application of MOOCs o SWAYAM as e-learning platform	07		3	10
	Total	21	-	9	30

Where, L:Lectures, T:Tutorials, P:Practicals

Mode of Practical Assessment:

Any activity of the followings:

Home assignment related to the course content
Power Point presentation by using ICT tools
Participate in any online course of minimum one week duration
Any other activities suggested by the course teacher

Suggested Readings:

1. Singh,R.(2021).Information Communication Technology.
<https://www.researchgate.net/publication/350087090> Information Communication Technology
2. Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research,
3. S45-S47. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169> 3. Farooq, M., Kawoosa, H.S. & Muttoo, M.A. (2017). CAL: Computer Assisted Learning. International Journal of Computer Science and Mobile Computing, 6 (6), 254-258.
<https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>

DETAILED SYLLABUS OF 4th SEMESTER

Course Title :Development of Education in India- II
Course Code :DSC-EDU-251
Nature of the Course :Major
Total Credits :4 credits
Distribution of Marks :60(End-Sem.)+40(In-Sem.)

Objectives:

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

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	Development of Indian Education in the post independence period: • Educational Provisions of the Indian Constitution and their Implementation • University Education Commission – 1948 - Recommendations on aims and objectives of University Education - Evaluation of the Recommendations	12	1	-	13
Unit-2 (15 Marks)	Development of Secondary and Higher Education in the Post-Independent Period: • Dr. Tara Chand Committee-1948 - Major Recommendations • Secondary Education Commission-1952-53 - Aims and Objectives of Secondary Education - Defects of Secondary Education - Evaluation of the Commission • Education Commission-1964-66 - Major Recommendations of Education Commission on: - National Objectives of Education - National Pattern of Education • Critical assessment and Relevance on Present Education System	15	2	-	17
Unit-3 (20 Marks)	National Policies on Education in Post Independent India: • National Policy on Education-1968 • National Policy on Education-1986: Recommendations, National System of Education • Review of National Policy of Education - Ramamurthy Review Committee, 1990 - Janardan Reddy Committee Report, 1991 • Revised National Policy of Education- 1992	15	2	-	17

	National Education Policy- 2020 - Recommendations on School Education and Higher Education				
Unit-4 (15 Marks)	Recent Developments and programmes in Indian Education: • The National Knowledge Commission Report - Recommendations • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • Quality Control of Higher Education: NAAC- Its Objectives and Roles.	12	1	-	13

Total 54 6 - 60

Where, L:Lectures, T:Tutorials, P:Practicals

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

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

- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commissions and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the rec^{ent} Educational Development in India

Suggested Readings:

➤ Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. 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

DETAILED SYLLABUS OF 4th SEMESTER

Course Title	:Statistics in Education
Course Code	:DSC-EDU-252
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

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

Units	Contents	L	T	P	Total Hours
Unit-1 (20 marks)	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	15	2	-	17
Unit-2 (10 marks)	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.	12	1	-	13
Unit-3 (20 marks)	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	15	2	-	17
Unit-4 (10 marks)	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	12	1	-	13
	Total	54	6		60

Where, L: Lectures, T: Tutorials, P: Practicals

Modes of In-Semester Assessment:

- | | |
|---|----------|
| 1) One sessional test - | 40 Marks |
| 2) Any three of the following activities listed below - | 20 Marks |
| i. Class assignment/home assignment/case studies | 20 Marks |
| ii. Class test/Unit test | |

- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz

Learning Outcomes: 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.

Suggested 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.

DETAILED SYLLABUS OF 4th SEMESTER

Course Title	:Value and Peace Education
Course Code	:DSC-EDU-253
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

- To develop understanding the concept of value and Value Education
- To understand the meaning and importance of peace education and its relevance at national and international level
- To identify the challenges of peace education
- To explain strategies and skills in promoting peace education

Units:	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Value: • Concept meaning and definition of value. • Sources of values • Importance of values in human life Types of values, their characteristics, functions and educational significance • Instrumental values • Intrinsic values • Democratic values • Social values • Moral values • Religious and spiritual values. • Aesthetic values.	13	2	-	15
Unit-2 (15 Marks)	Value education: • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages – - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education.	13	2	-	15
Unit-3 (15 Marks)	Peace education: • Meaning, definition and characteristics of peace. • Importance of peace in human life. • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels – Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context	13	2	-	15
Unit-4 (15 Marks)	Challenges of Peace education and Role of Different Organisations: • Challenges of peace education • Role of national and international organizations for promoting	13	2	-	15

peace education – - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF)				
	52	8	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

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

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

Suggested Readings:

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

DETAILED SYLLABUS OF 4th SEMESTER

Course Title : Educational Technology and Teaching Methods
Course Code : DSM-EDU-251
Nature of Course : Minor
Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)

Objectives:

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

Units:	Contents	L	T	P	Total Hours
Unit-1 (20 marks)	Educational technology: • Meaning and nature of Educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction - Information and Communication Technology in teaching-learning • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication	14	1	-	15
Unit-2 (15 marks)	Models of teaching • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning	14	1	-	15
Unit-3 (15 marks)	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	14	1	-	15
Unit-4 (10 marks)	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	14	1	-	15

	• Criteria of a good lesson plan				
	• Micro teaching- meaning and components				
		56	4	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

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

- Understand the objectives of educational technology in teaching learning process
- Acquaint with innovations in the field of education through technology
- Understand about various methods and devices of teaching
- Acquaint with levels, effectiveness of teaching and classroom management
- Understand the strategies of effective teaching as a profession.

Suggested Readings:

- >Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- >Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- >Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- >Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- >Mangal, S.K. and 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: Kanishka Publishers
- >Kalita, Utpal & Saikia, Indira (2020): Saikshik Prajuktibignan Aaru Sikshan Padhati, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title : Great Educational Thinkers
Course Code : DSC-EDU-301
Nature of the Course : Major
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)

Objectives:

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

Units	Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	Educational Thoughts of Srimanta Sankardeva - Brief Life Sketch and Philosophy of Life - Views of Sankardeva on Education and practices. - Educational system of Satras and Namgharas and their relevance in modern era	14	1	-	15
Unit-2 (20 Marks)	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore • Mahatma Gandhi - Brief Life Sketch and Philosophy of Life - Views of Gandhiji on Educational Philosophy and practices - Gandhiji's Nai Talim. • Rabindranath Tagore - Brief Life Sketch and Philosophy of Life - Views of Tagore on Educational Philosophy and practices - Tagore's Vishvabharati	14	1	-	15
Unit-3 (20 Marks)	Educational Thoughts of Rousseau and Froebel • Jean Jacques Rousseau - Brief Life Sketch and Philosophy of Life - Views of Rousseau on Educational Philosophy and practices - Rousseau's Negative Education • Fredric Wilhelm August Froebel - Brief Life Sketch and Philosophy of Life - Views of Froebel on Educational Philosophy and practices - Froebel's Kindergarten	14	1	-	15
Unit-4 (10 Marks)	Educational Thoughts of John Dewey and Madam Maria Montessori • John Dewey - Brief Life Sketch and Philosophy of Life - Views of Dewey on Educational Philosophy and practices - Dewey's Concept of Democratic Education	14	1	-	15

• Madam Maria Montessori - Brief Life Sketch and Philosophy of Life - Views of Montessori on Educational Philosophy and practices - Montessori's Children House.				
	56	4	-	60

Where, L: Lectures, T: Tutorials, P: Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the philosophy of life of different Educational Thinkers and their works.
- Acquaint with the views of thinkers in educational context.
- Understand about the relevance of some of their thoughts at present day

Suggested Readings:

- Abdul Kalam, A. P. J. (1998). India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
- Dewey, John (2014). Democracy and Education. Akar Books.
- Goswami Dr. Renu (1996). A Text book on Great Educators and Educational Classics. Guwahati: Lawyar's Book Stall.
- Narang, C.L. & Bhatia, K.K. (2013). Philosophical and Sociological Bases of Education (Revised Edition). Ludhiana: Tandon Publications.
- Neog, M. (1998). Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition). Guwahati: Lawyar's Book Stall
- Saikia, Indira & Kalita, Utpal (2020): Mahaan Saikshik Chintabidsakal, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title : Gender and Education
Course Code : DSC-EDU-302
Nature of the Course : Major
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)

Objectives:

To understand the meaning and nature of gender and its related terms.
 To describe the gender biases and gender inequality in family, school and society.
 To describe the gender issues related to school education.
 To analyse the laws and policies related to gender equality.

Units:	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Introduction to Gender and its related terms : Sex and Gender: meaning and concept Difference between sex and gender. Gender role: Concept and nature. Types of gender role. Patriarchal and Matriarchal: Concept and nature. - Gender role in patriarchal and matriarchal society Social construct of Gender. Gender Segregation: concept and nature - Types of gender Segregation: Horizontal & vertical Gender segregation and education. Gender marginalisation in education - Meaning, concept and nature - Causes of gender marginalisation in education - Measures for inclusion in education Gender stereotyping: Meaning and concept - Issues and concern related to gender stereotyping in Indian society - Gender stereotyping and education. Self silencing: concept and nature	16	1	-	17
Unit-2 (15 Marks)	Gender and Society: Gender biases: Meaning and concept Gender biases in - The family - The school environment - The society Gender socialization: Meaning and concept. Gender socialization - Role of the family - Role of the school - Role of the society - Role media and popular culture (film and advertisement) Gender inequality in education in terms of	13	1	-	16

	- Caste - Religion - Region Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage				
Unit-3 (15 Marks)	Gender Inequality in the school : Gender discrimination in the - Construction and dissemination of knowledge. - Text books - Hidden curriculum. Gender inequality and school - Infrastructure - Curricular and co-curricular activities. Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. Gender and equality: - Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. Gender inclusive approach - Single sex school - Child friendly school - Girl friendly school Their significance in inclusive education	13	1	-	16
Unit-4 (15 Marks)	Laws, Articles and Policies to bring Gender Equality: Introduction to laws related to women and social justice - Dowry - Remarriage - Divorce - Property rights - Trafficking. Women reservation bills: History and current status. Articles of Indian constitution related to education from gender equality perspective. Educational policies and programmes from gender equality perspective	14	1	-	15

56 4 - 60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the meaning and nature of gender
- Acquaint with gender biases and gender inequality in family, school and society.
- Understand about the gender issues related to school education.
- Acquaint with the laws and policies related to gender equality.

Suggested Readings:

- Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
- Dube, L. (2001). Anthropological
- explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
- FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
- Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
- Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behaviour. Journal of Instructional Psychology, 27 (3), 173-178.
- K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61-75.
- Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961-969.
- Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. New York: Basic Books.
- Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House.
- Khan, M. S. (1996). Status of women in Islam. New Delhi: APH Publishing.
- Klein, S. (1985) Handbook for Achieving Sex Equity Through Education. Baltimore, MD: The Johns Hopkins University Press.
- Lippa, Richard A. 2002. Gender, Nature, and Nurture. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. Sex, Gender, and Society. New York: Harper and Row.
- Majumdar, M. (2004). Social status of women in India. New Delhi: Dominant Publishers.
- Sarkar Aanchal, 2006, Gender and Development Pragnan Publication, New Delhi. Print. Sharma, A. (2002). Women in Indian religions. New Delhi: Oxford University Press.
- Kalita, Sarma & Barman (2022): Mahila Aaru Samaj, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title	:Measurement and Evaluation in Education
Course Code	:DSC-EDU-303
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

To understand the concept of measurement and evaluation in education.

To acquaint the students with the general procedure of test construction and characteristics of a good test.

To develop an understanding of different types of educational tests and their uses.

To acquaint the students about personality test, and aptitude tests.

Units:	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Measurement and Evaluation in Education: • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principle • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education	15	1	-	16
Unit-2 (15 Marks)	Test Construction: • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norm	14	1	-	15
Unit-3 (15 Marks)	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	13	1	-	14
Unit-4 (15 Marks)	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)	14	1	-	15
		56	4	-	60

Where, L: Lectures, T: Tutorials, P: Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

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

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

Suggested Readings:

- Asthana, Bipin (2009). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir
- 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
- Kalita, Utpal & Bora, Swapnali (2025): Saikshik Parimapan Aaru Mulyayan, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title	:Guidance and Counselling
Course Code	:DSC-EDU-304
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	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	14	1	-	15
Unit-2 (15 Marks)	Introduction to Counselling: • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling	13	1	-	14
Unit-3 (15 Marks)	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 counsellor	13	1	-	14
Unit-4 (15 Marks)	Guidance needs of students and School guidance programme: • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic - 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/ counsellor	16	1	-	17
		56	4	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: After completion of this course the learner 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 with the organization of guidance service and school guidance clinic
- To understand the challenges faced by the teacher as guidance worker

Suggested Readings:

- Agarwal, Rashmi(2010)^hEducational, 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 guidancein secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
- Kalita, Utpal (2025): Nirdesana Aaru Paramarshadaan, Shanti Prakashan, Guwahati
- Kalita, Gohain &Bhagabati (2025): Guidance and Counselling, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title	: Measurement and Evaluation in Education
Course Code	: DSM-EDU-301
Nature of Course	:Minor
Distribution of Marks	:60 (End-Sem.)+40 (In Sem.)

Objectives:

To understand the concept of measurement and evaluation in education.

To acquaint the students with the general procedure of test construction and characteristics of a good test.

To develop an understanding of different types of educational tests and their uses.

To acquaint the students about personality test, and aptitude tests.

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Measurement and Evaluation in Education: • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principle • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education	15	1	-	16
Unit-2 (15 Marks)	Test Construction: • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norm	14	1	-	15
Unit-3 (15 Marks)	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	13	1	-	14
Unit-4 (15 Marks)	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)	14	1	-	15
		56	4	-	60

Where, L: Lectures, T: Tutorials, P: Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

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

Suggested Readings:

- > Asthana, Bipin (2009). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir
- > 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.
- > Kalita, Utpal (2022): Measurement and Evaluation in Education and Psychology, DVS Publishers, Guwahati-Delhi
- > Kalita, Utpal & Bora, Swapnali (2025): Saikshik Parimapan Aaru Mulyayan, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 6th SEMESTER

Course Title	:Special Education
Course Code	:DSC-EDU-351
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

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

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Special Education: • Meaning, Objectives, Scope and Importance of Special Education • Development of Special Education in India with special reference to Assam • Integration of Special Education in Regular Classroom • Issues relating to integration and innovation • Challenges in Special Education	13	1	-	14
Unit-2 (15 Marks)	Physically Challenged Children: • Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes) • Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)	14	1	-	15
Unit-3 (15 Marks)	Children with Intellectual and Learning Disability (Mental Retardation) and Gifted: • Children with Intellectual Disability (Mentally Retarded) - Meaning and definition - Characteristics - Levels - Causes - Educational Programme • Gifted Children - Meaning and Definition - Characteristics - Educational Programme - Children with Learning Disability • Meaning and Definition • Characteristics • Types • Causes • Prevention • Educational Programme	16	1	-	17
Unit-4	Policies, Legislation and Services:	13	1	-	14

(15 marks)	• Central Scheme of Integrated Education for Disabled Children (IEDC) • Rights of Persons with Disabilities (PWD) Act-2016 • National Policy for Persons with Disability, Community Based Rehabilitation - Definition - Need - Implementation Process				
		56	4	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

40 Marks

- 1) One sessional test - 20 Marks
- 2) Any three of the following activities listed below - 20 Marks
 - i. Class assignment/home assignment/case studies
 - ii. Class test/Unit test
 - iii. Field work
 - iv. Group discussion
 - v. Seminar presentation
 - vi. Participation in class discussion
 - vii. Quiz
 - viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Know about different issues, educational provisions and support services of special education

Suggested Readings:

- > Mangal, S.K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: PHI Pvt. Ltd.
- > Manivannan, M. (2013). Perspective in Special Education. New Delhi: Neelkamal Publications Pvt. Ltd.
- > Margaret G Werts & Others, Fundamental of Special Education (Third Edition), PEARSON
- > Umedevi , 2021 Special Education , Neelkamal Publications
- > Utpal & Saikia, Indira (2023): Bisesh Siksha, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 6th SEMESTER

Course Title	:Educational Technology and Teaching Methods
Course Code	:DSC-EDU-352
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

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

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Educational technology: • Meaning and nature of Educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction - Information and Communication Technology in teaching-learning • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication	16	1	-	17
Unit-2 (15 Marks)	Models of teaching: • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning	13	1	-	14
Unit-3 (15 Marks)	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	14	1	-	15
Unit-4 (15 Marks)	Lesson Planning and Micro Teaching: • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson	13	1	-	14

	• Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components				
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56 4 60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- **Understand the objectives** of educational technology in teaching learning process
- Acquaint with innovations in the field of education through technology
- Understand about various methods and devices of teaching
- Acquaint with levels, effectiveness of teaching and classroom management
- Understand the strategies of effective teaching as a profession.

Suggested Readings:

- > Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- > Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- > Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- > Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- > Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: Sahitya Mudranalaya
- > 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: Kanishka Publishers
- > Kalita, Utpal & Saikia, Indira (2020): Saikshik Prajuktibignan Aaru Sikshan Padhati, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 6th SEMESTER

Course Title	:Sociological Foundations of Education
Course Code	:DSC-EDU-353
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

To explain the concept, approaches and theories of educational sociology.
To acquaint with social Aspects, Social Processes and role of Education.
To learn the role of Education in Social Change and Development.
To explain various Social Groups and their Education
To explain different Political Ideologies and their bearings on Education

Units	Course contents	L	T	P	Total Hours
Unit-1 (15Marks)	Concept, Approaches and Theories: • Introduction to Educational Sociology -meaning, nature and scope • Analogy between Education and Sociology(relationship) • Need for sociological approaches in Education(importance) •Theories of Educational Sociology - • Conflict Theory -concept, features, merits and demerits • Consensus Theory - concept, features, merits and demerits	14	1	-	15
Unit-2 (15Marks)	Education, Social Aspects and Socialization Process: •Socialization: Meaning and Process •Education as a Socialization Process, •Agencies of socialization : Home, School, Society •Role of these agencies in socialization •Social Mobility -meaning, types, factors, Role of education in Social Mobility •Emotional and National integration - meaning, importance, Role of education •Internationalization - meaning, importance, Role of education •Modernization: Meaning, Indicators, Role of Education	14	1	-	15
Unit-3 (15Marks)	Role of Education in Social Changes and Development: • Social Change: meaning & factors • Relation between education & Social Change • Cultural Changes - meaning, factors, Role of education • Economic Development - meaning, factors, role of education • Education as a development indicator • Human Resource Development -meaning, role of education	14	1	-	15
Unit-4 (15Marks)	Education and Social Groups: • Social groups in Indian context: Characteristics and • Classification • Social Disadvantages and Inequalities in Indian Society - meaning, causes and types • Education of the socially and economically disadvantaged	14	1	-	15

sections of Indian society with special reference to ST, SC, Women and Rural population.					
• Concepts of equity, equality and access in education					
• Reservation in Indian education					
	56	4	-		60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

1. Explain the concept, approaches and theories of educational sociology.
2. Illustrate Social Aspects, Social Processes and role of Education.
3. Explain the role of Education in Social Change and Development.
4. Describe various Social Groups and their Education
5. Explain different Political Ideologies and their bearings on Education

Suggested Readings:

- > Adiseshiah, W.T.V. & Pavanasam . R., Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974.
- > Blackledge, D. & Hunt, Barry, Sociological Interpretations of Education, London, Groom Helm, 1985.
- > Chanda S.S. & Sharma R.K. , Sociology of Education, New Delhi, Atlantic Publishers, 2002
- > Chandra, S.S., Sociology of Education, Guwahati, Eastern Book House, 1996. 5. Cook L, A. & Cook, E., Sociological Approach to Education , New York, McGraw Hill, 1970.
- > Durkheim, E., Education and Sociology , New York, The Free Press, 1966.
- > Hemlata, T., Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002
- > Jayaram, Sociology of Education , New Delhi, Rawat, 1990.
- > Shukla, S. & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
- > Gohain, Haimya & Kalita, Utpal (2024): Educational Sociology, Shanti Prakashan, Guwahati
- > Kalita, Utpal (2024): Shiksha Samajbijan, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 6th SEMESTER

Course Title	:Psychological Experiments
Course Code	:DSC-EDU-354 (Practical)
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

To enable the students to understand the concept of experimental psychology.
To understand the methods of constructing various psychological experiments and tests.
To develop scientific attitude amongst students.

The candidate will be required to perform at least 12 laboratory experiments. Marks for practical examination will be distributed as:

A) Psychological practical without apparatus	20
B) Psychological practical with apparatus	20
C) Physiological Drawing	10
• Viva-voce	05
• Note Book	05
Total	60

A. (Psychological Practical without Apparatus)

- | | |
|----------------|--|
| 1. Memory | - Immediate memory span |
| 2. Attention | - Division of Attention |
| 3. Learning | - Whole versus Part Learning |
| 4. Imagination | - Ink Blot Test |
| 5. Association | - Free Association Test, Controlled Association Test |
| 6. Motivation | - Knowledge of result on performance |
| 7. Personality | - Personality test for introversion and extroversion |

B. (Psychological Practical with Apparatus)

- | | |
|-----------------------------------|--|
| 8. Mirror Drawing Apparatus | – Trial and Error learning and Bilateral transfer |
| 9. Punch Board Maze or other Maze | – Maze learning |
| 10. Tachistoscope | – Spans of Attention, Span of Apprehension |
| 11. Memory Drum | – Memorization between meaningful materials and nonsense materials |

C. (Physiological Drawing)

- | | |
|----|---------------------------|
| 12 | - Human Brain |
| 13 | - Receptors : Eye and Ear |
| 14 | - Endocrine Glands |

Modes of In-Semester Assessment:

40 Marks

A. Sessional Activities (The teacher may assign the following): Marks: 10+10=20

i. Assignment on any theoretical component of the course.

ii. Viva

B. Demo class (Students will conduct any one of the experiments/tests to be decided by lottery)

Marks : 20

End semester assessment: End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

a. Two Experiments. Marks: 20+20=40

b. Laboratory Note book Marks: 5

c. Physiological Drawing: 10

d. Viva voce Marks: 5

Suggested Readings

1. Woods Worth R.S. and Schlosberg, H- Experimental Psychology, London, Methuen
2. Postman, L and Egan, J.P.- Experimental Psychology – Ludhiana, Harper and Row, Kalyani Publishers
3. Postman Egan – Experimental Psychology - An Introduction Ludhiana, Kaiyani Publishers
4. Das, P.C.- Experiment and Measurement in Education and Psychology, Guwahati, ABD
5. Saikia, L.R- Psychological and Statistical Experiment in Education, Guwahati
6. Meguigam, F.J.- Experimental Psychology, New Delhi, Prentice Hall of India
7. Fox, Charles-A Text Book of Practical Psychology, New Delhi, Akansha Publishing House.
8. Natraj, P – Manuals of Experiments in Psychology, Mysore, Srinivasa Publications.

DETAILED SYLLABUS OF 6th SEMESTER

Course Title	:Great Educational Thinkers
Course Code	:DSM-EDU-351
Nature of Course	:Minor
Distribution of Marks	:60(End-Sem.)+40(In Sem.)

Objectives:

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

Units	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Educational Thoughts of Srimanta Sankardeva: - Brief Life Sketch and Philosophy of Life - Views of Sankardeva on Education and practices. - Educational system of Satras and Namgharas and their relevance in modern era	14	1	-	15
Unit-2 (15 Marks)	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore: • Mahatma Gandhi - Brief Life Sketch and Philosophy of Life - Views of Gandhiji on Educational Philosophy and practices - Gandhiji's Nai Talim. • Rabindranath Tagore - Brief Life Sketch and Philosophy of Life - Views of Tagore on Educational Philosophy and practices - Tagore's Vishvabharati	14	1	-	15
Unit-3 (15 Marks)	Educational Thoughts of Rousseau and Froebel: • Jean Jacques Rousseau - Brief Life Sketch and Philosophy of Life - Views of Rousseau on Educational Philosophy and practices - Rousseau's Negative Education • Fredric Wilhelm August Froebel - Brief Life Sketch and Philosophy of Life - Views of Froebel on Educational Philosophy and practices - Froebel's Kindergarten	14	1	-	15
Unit- 4 (15 Marks)	Educational Thoughts of John Dewey and Madam Maria Montessori: • John Dewey - Brief Life Sketch and Philosophy of Life - Views of Dewey on Educational Philosophy and practices - Dewey's Concept of Democratic Education • Madam Maria Montessori - Brief Life Sketch and Philosophy of Life - Views of Montessori on Educational Philosophy and practices - Montessori's Children House.	14	1	-	15

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the philosophy of life of different Educational Thinkers and their works.
- Acquaint with the views of thinkers in educational context.
- Understand about the relevance of some of their thoughts at present day

Suggested Readings:

- > Abdul Kalam, A. P. J. (1998). India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
- > Dewey, John (2014). Democracy and Education. Akar Books.
- > Goswami, Dr. Renu (1996). A Text book on Great Educators and Educational Classics. Guwahati: Lawyar's Book Stall.
- > Narang, C.L. & Bhatia, K.K. (2013). Philosophical and Sociological Bases of Education (Revised Edition). Ludhiana: Tandon Publications.
- > Neog, M. (1998). Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition). Guwahati: Lawyar's Book Stall
- > Saikia, Indira & Kalita, Utpal (2020): Mahaan Saikshik Chintabidsakal, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 7th SEMESTER

Course Title	: Introduction to Indian Knowledge System
Course Code	:DSC-EDU-401
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

To acquaint with the rich heritage of Indian knowledge Systems
 To describe the contribution of Indian knowledge systems to the world
 Converting the Bhāratīya wisdom into the applied aspect of the modern scientific paradigm;
 To understand distinguish knowledge traditions that originated in the Indian subcontinent

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Indian Knowledge Systems (IKS): Definition, Concept and Scope of IKS Importance of Traditional Knowledge. Ancient India- Bharat Varsha: People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate	16	2	-	18
Unit-2 (15 Marks)	Indian Science & Technology: Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; Important texts of Indian mathematics. Indian Astronomy: Planetary System. Motion of the Planets; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies	14	1	-	15
Unit-3 (15 Marks)	Indian Agriculture: Agriculture: Significance in Human Civilization; Historical significance of agriculture and sustainable farming in India: Special reference to Northeast India Plant diseases and their management Pest control Manures for plants Plant grafting techniques	13	1	-	14
Unit-4 (15 Marks)	Contribution of Ancient India to Health Sciences: Concept of disease in Ayurveda; Hospitals in Ancient India; Ayurveda: Gift of India to the modern world. Traditional Indigenous systems of medicines in India: Folk and tribal medicine ,Home remedies, Primary healthcare, Traditional birth attendants	12	1		13

55 05 - 60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

The traditional Indian Knowledge and great natural heritage

The Traditional knowledge across disciplines like Indian Science and Technology, Indian Astronomy, Indian Agriculture and Health Sciences

Suggested Readings:

1. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
2. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
3. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
4. Mukul Chandra Bora, Foundations of Bharatiya Knowledge System. Khanna Book Publishing
6. Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006).
7. Vedic Physics by Keshav Dev Verma, Motilal Banarsidass Publishers (2012).
8. India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).

Text books:

1. Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan,
2. History of Science in India Volume-1, Part-I, Part-II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata (2014).

DETAILED SYLLABUS OF 7th SEMESTER

Course Title	:Higher Education
Course Code	:DSC-EDU-402
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

- To develop the ability to evaluate the roles and functions of important national bodies in the planning, management and control of higher education
- To help the students to be able to comprehend the emerging issues and developments in higher education in India
- To develop the ability to evaluate the status of higher education in the country

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Higher Education in India • Meaning and Structure of Higher Education • Objectives and Goals of Higher Education • Types of Universities in India • Constitutional Provisions Regarding Higher Education	12	1	-	13
Unit-2 (15 Marks)	New Trends in Higher Education in India • Internationalization in Higher education • Autonomy in higher education • Innovative features in higher education proposed by NEP 2020 • LPG in higher education.	15	2	-	17
Unit-3 (15 Marks)	Planning and Management of Higher Education in India • Role and Functions of University Grants Commission (UGC) • Role and Functions of National Assessment and Accreditation Council (NAAC) • Rashtriya Uchchatar Shiksha Abhiyan (RUSA) • Higher Education in NEP 2020	15	2	-	17

Unit-4 (15 Marks)	Problems of Higher Education in India ● Problems related to Access and Equity ● Problems related to Quality and Excellence ● Higher Education and Growing Unemployment ● Resource Crunch in Higher Education	12	1	-	13
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54 06 - 60

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand system of higher education in India and its historical development
- Evaluate the role and functions of important national bodies in the planning, management and control
- Comprehend emerging issues and developments in higher education in India
- evaluate the status of higher education in the country

Suggested Readings:

Altback, P. (1987). *Comparative perspective on the academic profession*. Preeger.

Begi, J. (2003). *Dynamics of higher education*. Commonwealth Publishers.

Chakravarti, B.K. (2005). *A Text book of comparative education*. Dominant Publishers & Distributors.

- Chalam, K.S. (2005). *Challenges of higher education*. Anmol Publications Pvt. Ltd. Deka, B.
- (2000). *Higher education in India: Development and problems*. Atlantic Publishers.
- Goel, A. & Goel, S.L. (2005). *Encyclopaedia of higher education in the 21st century*. Deep and Deep Publications Pvt. Ltd.
- Harry, K. (1999). *Higher education through open learning and distance mode*. Routledge.
- Jha, P. K. (2005). *Assessment and evaluation in higher education*. Vista International Publishing House.
- Mohanty, J. (2003). *Current trends in higher education*. Deep and Deep Publications Pvt. Ltd.
- Narain, I. (1990). *Pages from a Vice Chancellor's diary*. Chanakya Publications.
- Panday, V.C. (2005). *Higher education in a globalising world*. Isha Book Publications.
- Powar, K.B. (2002). *Indian higher education*. Concept Publishing Company.
- Rao, D. B. (2005). *Globalization and living together*. Discovery Publishing Home.
- Ram, M. (2004). *Universalisation of higher education*. Sarup and Sons Publications.
- Raza, M. (Ed.). (1991). *Higher education in India: Retrospect and prospect*. Association of Indian Universities.
- Sani, P.L. (2005). *World higher education*. ABD Publishers.
- Singh, V. & Sharma, N. (2008). *Development of higher education in India*. Alfa Publications.
- Thakur, D. & Thakur, D.N. (2004). *Higher education and employment* (2nd ed.). Deep and Deep Publications.
- Vohra, A. L. & Sharma, S.R. (1990). *Management of higher education in India*. Anmol Publications.

DETAILED SYLLABUS OF 7th SEMESTER

Course Title	:Educational Management
Course Code	:DSC-EDU-403
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives

- To develop an understanding of the basic concept, nature, scope and significance of Educational Management.
- To Develop knowledge about the principles, functions and approaches of Educational Management.
- To familiarize with educational planning, supervision, leadership and decision-making in educational institutions.
- To enable the students to know the role of educational administrators, teachers and stakeholders in institutional management.
- To develop competencies in resource management, quality assurance and contemporary trends in Educational Management.

Units	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Educational Management • Meaning, Definition, Nature, Scope and Objectives of Educational Management • Principles of Educational Management • Importance of Educational Management • Functions of Educational Management- Planning, Organizing, Directing, Coordinating, Supervising, Controlling and Evaluation • Modern Approaches to Educational Management	15	2	–	17
Unit-2 (15 Marks)	Educational Planning and Administration - Concept, Meaning and Importance of Educational Planning - Types and Levels of Educational Planning - Educational Administration-Meaning, Objectives and Functions - Decision Making and Communication in Educational Institutions - School Development Planning and Institutional Effectiveness	12	1	–	13
Unit-3 (15 Marks)	Educational Leadership and Human Resource Management 7 Meaning, Nature and Characteristics of Leadership	15	2	–	17

	8	Styles and Theories of Leadership				
	9	Role of Head of the Institution				
	10	Human Resource Management in Educational Institutions				
	11	Teacher Motivation, Professional Development and Conflict Management				
Unit-4 (15 Marks)		Contemporary Issues in Educational Management	12	1	–	13
		• Financial Management in Educational Institutions				
		• Resource Mobilization and Budgeting				
		• Quality Assurance and Accreditation				
		• School Records and Office Management				
		• ICT in Educational Management				
		• Emerging Trends and Challenges in Educational Management				
		Total=	54	0	-	60
				6		

Where: L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment (40 Marks)

- 1) One Sessional Test : 20 Marks
- 2) Any three of the following activities : 20 Marks
 - i. Class assignment/Home assignment/Case studies
 - ii. Class test/Unit test
 - iii. Field visit/Institutional survey
 - iv. Group discussion
 - v. Seminar presentation
 - vi. Participation in classroom discussion
 - vii. Quiz
 - viii. Project work/Any other evaluative method as determined by the concerned teacher

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

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

Suggested Readings:

- > Bhatnagar and Gupta (2006). Educational Management. Meerut: R. Lall Book Depot.
- > Bhattacharya, Shantanu (2012). Educational Management-Theory and Practice. Guwahati: EBH Publishers.
- > Krishnamacharyulu, V. (2008). School Management and System of Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- > Mathur and Mathur (2010). School Organisation and Management. Agra: Agrawal Publication.

- > Sharma, R. N. (2010). Educational Administration, Management and Organisation. Delhi: Surjeet Publications.
- > Sidhu, I. S. (2012). Educational Administration and Management. Delhi: Pearson India Publishers
- > Taj Haseen and Bhatnagar, Piyush (2012). Modern Perspectives of Organizational Behaviour, Agra: Harprasad Institute of Behavioural Studies.
- > Kalita, Utpal & Bora Sahariah, Sonali (2022): Saikshik Byabasthapana, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 7th SEMESTER

Course Title : Methodology of Educational Research (RM – 401)

Course Code : RM-EDU-401

Nature of the Course : Major

Total Credits : 4 credits

Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)

Objectives:

To understand the concept, types and methods of Educational Research.

To know the concept, steps, significance of Review of related literature in Educational Research.

To have knowledge about data collection procedures and to prepare various tools of Educational Research.

To know about qualitative and quantitative Research

To understand how to prepare Research Report.

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20 Marks)	Educational Research: Meaning, Steps, Types and Methods: • Educational Research – meaning, nature, steps, significance and scope of Educational Research. • Types of Research – Basic/fundamental research, Applied and Action Research. • Methods of Educational Research – The Historical Method – Nature of Historical Research; The Descriptive Method – Nature, types and steps; The Experimental Method – Nature and steps.	16	2	-	18
Unit-2 (10 Marks)	Review of Related Literature : • Review of Related Literature – purpose, steps involved in Review of Literature • Identification of Review of Literature • Organising the related literature	12	1	-	13
Unit-3 (15 Marks)	Research Design: • Design of the study – population, sampling – meaning, nature, types of sampling, representative Vs random sampling, techniques of randomization in sample selections, sample size, random sampling errors and its importance for drawing inference. • Tools of Educational Research – Observation Schedule, Questionnaire, Interview Schedule, Inquiry forms	13	1	-	14
Unit-4 (15 Marks)	Qualitative and Quantitative Research, Research Report: • Qualitative and Quantitative Research – meaning and concept • Difference between Qualitative and Quantitative Research • The Research Report: Preparation of the Research	14	1	-	15

Report – General format of Research Report	55	05	-	60
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Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

Concept, types and methods of Educational Research.

The concept, steps, significance of Review of related literature in Educational Research.

About data collection procedures and to prepare various tools of Educational Research.

About qualitative and quantitative Research

How to prepare Research Report.

Suggested Readings :

- 1) Best, John W. And Kahn, James V – Research in Education, New Delhi: Prentice Hall of India Pvt.
- 2) Good, C.V. and Scates D.F. – Methods of Research – Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.
- 3) Koul Lokesh - Methods of Educational Research, New Delhi: Vikash Publishing House Pvt. Ltd.
- 4) Young, P.V. – Scientific Social Survey and Research, New York: Prentice Hall
- 5) Ackoff, Rusell L – the Design of Social research, Chicago: University of Chicago Press
- 6) B Whitney, L – The elements of Research, New York: Prentice Hall
- 7) Travers Robert, M.W. – An Introduction of Educational Research, New York: Mac Millan Publishing Co. Inc.

DETAILED SYLLABUS OF 7th SEMESTER

Course Title :Curriculum Development
(Additional Paper for Non Research)
Course Code :DSC-EDU-404
Nature of the Course :Major
Total Credits :4 credits
Distribution of Marks :60 (End-Sem.)+40 (In-Sem.)

Objectives:

- To understand the meaning, concept and scope of curriculum
- To understand the bases of curriculum construction, transaction, evaluation and innovation

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Concept and Functions of Curriculum • Concept of curriculum and Functions of curriculum • Types of curricula • Meaning and importance of Co-curricular activities in curriculum • Concept, needs and importance of Undifferentiated and Differentiated curriculum	14	2	-	16
Unit-2 (15 Marks)	Curriculum Construction • Principles of Curriculum Construction; Situational Analysis in Curriculum Construction • Selection of Objectives in Curriculum Construction • Selection of Content in Curriculum Construction • Organization of Content and Learning activities in Curriculum Construction	13	1	-	14
Unit-3 (15 Marks)	Curriculum Evaluation • Concept, nature and needs of Curriculum Evaluation • Instruments of Curriculum Evaluation	12	1	-	13

	• Types of Curriculum Evaluation; Formative and Summative Evaluation • Criteria of Evaluation of a textbook				
Unit-4 (15 Marks)	Curriculum Change • Concept of Curriculum Change • Elements of successful Curriculum Change • Factors affecting Curriculum change • Role of students, teachers and educational administrators in Curriculum Change.	15	2	-	17
		54	06	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Students understand the meaning, concept and scope of curriculum
- Students understand the bases of curriculum construction, transaction, evaluation and innovation

Suggested Readings:

Aggarwal, D. (2006). *Curriculum Development: Concepts, methods and techniques*. DVS Publishers & Distributors.

Aggarwal, J. C. (1990). *Curriculum reform in India: World Overview*. Doab House Bookseller & Publishers.

Bhall, B. D., & Sharma, S. R. (1992). *Principles of curriculum construction*. Kanishka Publishing House.

- Bhalla, N. (2007). *Curriculum development*. DVS Publishers and Distributors.
- Dellay, A. V. (1977). *Curriculum: Theory & practice*. Harper and Row Pub. Inc.
- Dewey, J. (1966). *The child and the curriculum*. The University of Chicago Press.
- Diamond, R. M. (1989). *Designing & improving courses& curricular in higher education: A systematic approach*. Jossey Bass Inc. Publishers.
- Doll R. C. (1986). *Curriculum improvement: Decision making and process* (6th ed.). Allyn& Bacon, Inc.
- Kalram, R. M. & Singh, R. R. (1987). *Curriculum construction for youth development*. Sterling Publishers Pvt. Ltd.
- Mamidi, M. R., & Ravishankar. (eds) (1984). *Curriculum development & educational technology*. Sterling Publishers Pvt. Ltd.
- Mrunalini, T. (2008). *Curriculum Development*. DVS Publishers and Distributors.
- NCERT. (1984). *Curriculum and Evaluation*. NCERT.
- NCERT. (1988). *National curriculum for elementary & secondary education: A framework*. NCERT
- Oliva, P. F. (1988). *Developing the curriculum* (2nded.). Foresman & Co.
- Taba, H. (1962). *Curriculum development: Theory & practice*. Harcourt Brace Jovanovich Inc.
- Tyler, R. W. (1974). *Basic principles of curriculum & instruction*. The University of Chicago Press.
- UNESCO. (1981). *Currienla& lifelong education*. UNESCO.
- Vashist S.R. (1994). *The theory of curriculum*(1st ed.). Onmol Publication Pvt. Ltd.
- Vashist, S. R. (1994). *Historical development of curriculum*(1st ed.). Onmol Publication Pvt. Ltd.
- Venkataiah, N. (1993). *Curriculum Innovation for 2000 A.D.* Asish Publishing House.

DETAILED SYLLABUS OF 7th SEMESTER

Course Title	:Mental Health and Hygiene
Course Code	:DSM-EDU-401
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

- To acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- To understand the concept and importance of mental hygiene and its relationship with mental health.
- To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To familiarise with mental health and Yoga

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Fundamentals of Mental Health: • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health	15	2	-	17
Unit-2 (15 Marks)	Mental Hygiene: • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene	12	1	-	13
Unit-3 (15 Marks)	Education and Mental Health: • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students -Role of Home -Role of School -Role of Society • Mental Health of Teachers	15	2	-	17
Unit-4 (15 Marks)	Mental Health and 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 Promoting Mental Health	12	1	-	13

54 06 - 60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: 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.
- Familiarise with Yoga, Pranayama and Meditation for Promoting Mental Health

Suggested Readings:

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

➤ 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: Dhanpat Rai Publishing Company