COURSE OUTLINE
FOR
TDC

Education (Elective , Core, Additional/Major)

(As Per The Guideline of Assam University, Silchar)

Department Of Education

Assam University, Silchar

DEPARTMENT OF EDUCATION

ASSAM UNIVERSITY, SILCHAR

UG SYLLABUS ON EDUCATION

Course No.	Title of the paper	Elective/Core/ Additional	Semester	Credit
101	Principal and practices of Education	Elective & Core	First	04
201	Psychological Development of the Learner	Elective & Core	Second	04
301	Trends and Issues in Education	Elective & Core	Third	04
302	Teaching Learning Methods and Pedagogy	Additional (Hons.)	Third	06
401	History and Contemporary system of Education in India	Elective & Core	Fourth	04
402	Educational Management	Additional (Hons.)	Fourth	06
501	Philosophy of Education	Core	Fifth	04
502	Sociology of Education	Core	Fifth	04
503	Educational Psychology	Core	Fifth	04
504	Curriculum Development	Additional (Hons.)	Fifth	06
505	Environmental Education	Additional (Hons.)	Fifth	06
601	Measurement and Evaluation in Education	Core	Sixth	04
602	Educational Technology	Core	Sixth	04
603	Statistics and Basic ideas on Research	Core	Sixth	04
604	Psychological Practical & Project work	Additional (Hons.)	Sixth	06
605	Optional-605.1-Inclusive Education 605.2-Human Rights & Peace Education 605.3-Guidance and Counselling	Additional (Hons.)	Sixth	06

Elective-4 papers, Core -10 Papers, Additionals-6 Papers

OBJECTIVES:

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

COURSE CONTENTS

UNIT: 1: BASIC CONCEPTS OF EDUCATION

 1.1- Meaning, Definition and Types of Education (Formal, Informal and Non-formal)

 1.2-Scope and Functions of Education

 1.3-Education as a process and product

 1.4-Philosophical Interpretation of Education (Idealism, Naturalism, Pragmatism)

UNIT-II: AIMS, OBJECTIVES AND GOALS OF EDUCATION

2.1-Meaning and Importance of Aims of Education, Determinants of aims

2.2- Individual and Social aims of Education, Aims of Education in a Democracy

2.3-Changing Goals of Education – UNESCO and its Goals, Functions - Millennium Development Goals (MDG),

2.4-Delors Commission (1996), and Education for Multiculturalism

UNIT-III: DISCIPLNE AND EDUCATION

3.1-Meaning, concept and need of Discipline,

3.2-Discipline and Order,

3.3-Free-discipline, Role of Reward and Punishment in school

3.4-Maintenance of School Discipline-Problems and Means.

UNIT-IV: CURRICULUM AND TEACHING

4.1-Curriculum-Meaning, Types, Need and Importance, Principles of Curriculum construction,

4.2- Co-curricular activities-definition, types and importance, Teaching – Meaning, Principles and Maxims

4.3-Methods of teaching – Lecture, Demonstration, Seminar and Project Method

4.4-Qualities and Responsibilities of teachers

UNIT-V: AGENCIES OF EDUCATION

5.1-Family and Peer Group

5.2-School, Society and Education

5.3-State, NGOs, UNESCO

5.4-Media, Internet (Web sources, Blogs, Social Networking Sites)

SUGGESTED READINGS:

1. Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi

2. Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House: New Delhi

3. Association of Indian(1998).   Society, Education and Development, (Selections from University News -1): AIU Publications: New Universities (AIU   Delhi.

4. Bennett, C. (1990). Multicultural Education: Theory and Practice. Allyn and Bacon Inc.: London

5. Bhatia, K.& Bhatia, B.D. (2004) .Theory and Principles of Education, Doaba House, Delhi

6. Bhatia, K.K. (2009) .Principles of Education, Kalyani Publishers: Ludhiana

7. Bhattacharya, Srinibas (2008) .Foundation of Education. Atlantic Publishers and Distributors: New Delhi.

8. Bruner, J.S. (1966) .Towards a theory of Instruction, Harvard University, Press: New York.

9. Dash, B.N. (2010) .Curriculum Planning and Development, Dominant Publishers and Distributors: New Delhi

10. Duffy, P., & Bruns, A. (2006) . The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities**.** In Proceedings Online Learning and Teaching Conference 2006, pages pp. 31-38, Brisbane. Retrieved from: http//eprints.qut.edu.au

11. Havighurst, R.J. & Newgarten, B.L. (1967). Society and Education, Allyn and Bacon Inc.: Boston

12. Mathur, S.S. (1997) .A Sociological Approach to Indian Education,   Vinod Pustak Mandir: Agra

13. Ottaway, A.K.C. (2010) .Education and Society, Routledge and Keegan Paul: London

14. Purkait, B.R. (2006) .Principles and Practices in education, New Delhi Book Agency (P) Ltd.: Kolkata.

15. Ross, J. S. (1947).   Groundwork of Educational Theory, George G. Harrap & Co. Ltd.: London.

16. Taneja, V.R. (1995) . Educational Thought and Practice Sterling Publications: New Delhi.

17. UNESCO (1996) . Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century (Delors Commission): UNESCO, Paris

18. UNO (2000).   United Nations Millennium Declaration, Millennium Summit of the United Nations: UNO, Sept. 08, 2000

Other Internet/Web Source:

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

Paper- 201 (Elective & Core)

PSYCHOLOGICAL DEVELOPMENT OF THE LEARNER

(Contact Hours-40, Credit-4)

OBJECTIVES:

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

COURSE CONTENTS

UNIT-1:BASIC IDEAS OF GROWTH AND DEVELOPMENT

1.1-Growth and Development – Stages, Factors and Principles of Growth and Development

1.2-Physical and Motor Development - Factors affecting Physical and Motor development., Importance of Motor Development

1.3-Cognitive development, Brief outline of Piaget's theory of Cognitive development.

1.4-Emotional, Social and Moral Development – Types and Characteristics of Emotions, Kohlberg Theory of Moral Development, Erikson's Theory of Psycho-social Development

UNIT-II: DEVELOPMENT DURING INFANCY

2.1- General characteristics of infancy

2.2-Physical, Sensory and Motor Development – Trends and Patterns

2.3-Emotional and Speech Development – Patterns of Emotions and Speech

2.4-Development of Cognition – Elementary forms of Knowledge

UNIT- III: DEVELOPMENT DURING CHILDHOOD

3.1-Development characteristics of Childhood

3.2-Physical and Motor Development – Trends and Patterns

3.3-Mental and Emotional Development: Characteristics of Intellectual behaviour and Emotions, Emotional Patterns and Control

3.4-Personality and Social Development-Social Development in Early and Later Childhood, Role of family and Peer Groups on Personality Development and in the Process of Socialisation

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UNIT-IV: DEVELOPMENT OF ADOLESCENTS

4.1-Development characteristics of Adolescence Period-Age of Transition

4.2-Mental and Emotional Development: Characteristics of Intellectual behaviour and Emotions, Emotional Patterns of Adolescents

4.3-Personality and Social Development- Development of Self-concept and Identity among Adolescents, Role of family, Peer Groups and School on Personality Development and in the Process of Socialisation

4.4-Problems of Adjustment – Delinquent Behaviours and Remedies

UNIT-V: LEARNER AND LEARNING BEHAVIOUR

5.1-Learning- Meaning, Factors Types of Learning (Cognitive, Affective, Psychomotor), Gagne's Types of Learning

5.2-Laws and Approaches of Learning: Connectionism (Trial and Error Approach) and its implications in Education

5.3-Cognitive Approach (Insight Learning) and its Implications in Education

5.4-Characteristics of Learner: Children and Adolescents, Learning and Maturity, Individual Differences in Learning

SUGGESTED READINGS:

1.Baron, R.A. (2002).Psychology, Pearson: New Delhi

2.Berk, L.E. (2003) .Child development, Pearson Education: New Delhi

3.Biehler, R.F. & Snowman, J. (1993).Psychology applied to teaching. Houghton Mifflin Harcourt: Boston

4.Brown, C. (2008).Developmental Psychology: A Course Companion, Sage Publications: New Delhi

5. Chaube, S.P. (2011).Developmental Psychology. Neelkamal Publications Pvt. Ltd.:

   Hyderabad, New Delhi

6.Chauhan, S.S. (2007).Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd.

7. Diane. E., Papalia and Sally wendkos olds. Human Development: McGraw-Hill. 7th Ed.: New Delhi

8.Feldman, R.S. (2011).Discovering the Life Span, Pearson, India: New Delhi

Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.

9.Harris, M. (2000).Developmental Psychology: A Student's Handbook. TATA McGraw Hill Education (India) Pvt. Ltd.: New Delhi

10.Hurlock, E.B. (1997).Child Psychology, Tata McGraw-Hill Publishing Company Limited: New Delhi

11.Hurlock, E.B. (2004).Developmental Psychology: A Life Span Approach, Tata McGraw-Hill Publishing Company Limited: New Delhi

12.Mahmud, J. (2004) .Development Psychology, APH Publishing Corporation: New Delhi

13.Manivannam, M. (2011).Psychology of Learning and Human Development, Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi

14.Papalia, D., Olds, S. & Feldman, R. (2004) .Human Development, McGraw-Hill Education (India) Pvt. Ltd.: New Delhi, 9th Ed.

15.Richardson, K. (2008) .Developmental Psychology: How Nature and Nurture Interact, Routledge: London

16.Shaffer, D. R. & Katherine, K. (2009) .Development Psychology Childhood and Adolescence, Cengage Learning: New Delhi

Paper- 301 (Elective & Core)
TRENDS AND ISSUES IN EDUCATION

(Contact Hours-40 Credits -04)

OBJECTIVES:

1.   To acquire adequate knowledge of the recommendations of various education commissions

2.   To understand the issues and problems of education at various levels of education

COURSE CONTENTS

UNIT- I :   ADULT, LIFELONG LEARNING AND WOMEN EDUCATION

1.1- Concept of Adult and Lifelong Learning

1.2- Efforts on Adult Education/Literacy- NAEP, NLM, Sakshar Bharat, Mahila

         Samakhya (With Special reference to Assam)

 1.3- Women Education – Present Status, Problems, Govt. Efforts, Role of Education

          for Women Empowerment

 1.4-Vocationalisation of Secondary Education: Trends, Problems and Challenges

           in India and Assam

UNIT- II: POPULATION, LIFE SKIL AND INCLUSIVE EDUCATION

2.1- Meaning, Objectives, Need and Significance, of Population Education

2.2- Life skill Education – Meaning, importance and Strategies

2.3- Education for marginalised populations: Scheduled Castes and Tribes

2.4- Inclusive Education – Meaning, Principles and Importance of Education for

           Differentially abled children

UNIT-III: CONTEMPORARY TRENDS IN EDUCATION -I

3.1-Meaning of human values, Need and Importance of Value Education

3.2-Education for Peace and Human Rights.

3.3-Education for International Understanding

3.4-Education for Human Resource Development

UNIT-IV: CONTEMPORARY TRENDS IN EDUCATION -II

4.1-Globalization – Meaning and Dimensions, Causes of Globalization

4.2- Impact of Globalization in Indian Higher Education

4.3- Meaning of Privatisation and Role and impact of Privatisation in Education

4.4- Education for Sustainable Development – Meaning, Principles and Importance

UNIT-V: INNOVATION IN EDUCATION

5.1-Distance Education- Concept, Need, Advantages, and Limitations and Distance and Open education (Open School and University)

5.2-ICT in Education, Tele and Video Conferencing, computer and internet, EDUSAT.

5.3-E-leaning, E-content, Virtual Learning, Online Education

5.4-Choice based Credit System (CBCS) or Cafeteria System of Education

SUGGESTED READING:

1. S.K Kochhar. Pivotal Issues in Indian Education.

2. J.C Aggarwal. Education in India. Policies, Programmes & Development.

3. R.P. Pathak. History, Development & Contemporary Problems of Indian Education.

1. Chauhan, S.S.- Innovations in Teaching and Learning process.

2. Laxmi, S- Innovations in Education, Delhi, Sterling Publishers Pvt. Ltd. 1989.

3. Mohanti, J. – Indian Education in the Emerging Society, New Delhi, Sterling Publishers, 1982.

4. NCERT- Education in Social

Paper- 302 (Additional / Honours)
TEACHING LEARNING METHOD & PEDAGOGY
(Contact Hours-60,Credit-6)

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

COURSE CONTENTS

UNIT-I: INTRODUCTION TO PEDAGOGY

1.1-Concept of Pedagogy

1.2-Need and Significance of Pedagogy.

1.3-Principles of pedagogy.

1.4-Teaching phases-Pre-Active, Interactive, Post-Active

1.5-Teacher's role in different teaching phases.

UNIT-II: ASPECT OF TEACHING

2.1-Concept and definitions of teaching

2.2- Functions of teaching

2.3-Teaching skills

2.4-Diagnostic testing and Remedial Teaching

2.5-Need and importance of :- (i) Annual Plan (ii)Unit Plan

UNIT-III: PRINCIPLES AND THEORIES OF TEACHING

3.1- Importance of various Learning Theories in the field of Education.

3.2-Definition , Characteristic and Types Teaching.

3.3-Differenc between Models, Paradigm and Theory.

3.4- Types of Teaching Theories-Formal, Descriptive and Normative Theory of Teaching.

3.5- Relationship between teaching and learning.

UNIT-IV:TEACHING TECHNIQUES & STRATEGIES

4.1-Concept Teaching Techniques and Strategies

4.2-Maxims of Teaching

4.3-Teaching devices,Teaching Aids

4.4- Explanation, questioning, Illustration, stimulus variation

4.5- Style of Teaching:
    Autocratic Style-Lecture Method, Demonstration, Team Teaching
    Permissive Style-Brain Storming, Group Discussion, Panel Discussion, Seminar
    Virtual Classroom

UNIT-V:LESSON PLAN

5.1-Meaning and concept of Lesson Plan

5.2-Need and Importance of good Lesson Plan

5.3-Characteristics of Lesson Plan and objectives of an ideal lesson plan

5.4-Pedagogy of Lesson Plan

5.5-Approaches to Lesson Plan-Herbartian Approach, Evaluation Approach , John Dewey and Kilpatric Approach and use of lesson plan.

SUGGESTED READINGS:

1.Bernard, S.W.(1972). Psychology of Learning. New York, Harper & Row.

2.Bigge, J.B.(1987). The Process of Learning, 2nd Ed. Prentice Hall, Sidney.

3.Bhatia, K and B.D.Bhatia. 1959.(1988). Principal and Methods of Teaching. Doaba House.

4.Chauhan, S.S.(2010). Innovation in Teaching Learning Process.New Delhi: Vikas Publishing House.

5.C. Lyton T.E.(1965). Teaching and Learning: A psychological perspective: Prentice Hal

6.Derville Zeonre M.T. (1982).The use of psychology in teaching. Zongmen.

7.Flemming, C.M. (1964).Teaching : A psychological analysis.

8.Kochar, S.K. .Methods and Techniques of Teaching Learning Process. New Delhi: Vikas Publishing House.

9.Ryburn, W.H.(1955). Principles of Teaching. New Delhi: Oxford UniversityPress.

Paper- 401 (Elective & Core)
HISTORY AND CONTEMPORARY SYSTEM OF EDUCATION IN INDIA

(Contact Hours, Credits -04)

OBJECTIVES:

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

COURSE CONTENTS

UNIT-I: ANCIENT AND MEDIEVAL INDIA

1.1-Vedic Education: Aims, Curriculum, Methods and Organization of education.

1.2-Educational Thoughts of Upanishads and Gita

1.3-Buddhist Education: Aims, Curriculum, Methods and Organization.

1.4-Islamic Education: Features, Aims, Methods and Organization

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

2.1-Charter Act. 1813, Macaulay Minute (1834) and Wood Dispatch, 1854

2.2-Hunter Commission, Calcutta University Commission

2.3-Gokhale Bill, 1910, Wardah Scheme of Education, 1937

2.4-Contributions of Christian Missionaries

UNIT-III: MODERN EDUCATION INDIA (POST-COLONIAN)

3.1-Constitutional Provisions of Indian Education

3.2-Muddaliar Commission, 1952-53, Kothari Commission, 1964-66: Objectives, Structure, Features

3.3-National Policy on Education, NPE, 1986, Revision of National Policy on Education -1990, 92, – Objectives, Features

3.4-National Knowledge Commission – Report to the Nation 2006-2009

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

4.1-Early Childhood Care Education (ECCE): Objectives, Structure and Challenges

4.2-Primary Education in India: Objectives, Challenges, Universalisation of Elementary Education (UEE), Sarva Shiksha Abhiyana (SSA), Right to Education Act., 2009

4.3-Secondary Education: Objectives, Challenges, Vocationalisation of Secondary Education, Universalisation of Secondary Education and the role of Rashtriya Madhymik Shiksha Abhiyan (RMSA)

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

UNIT-V:HIGHER EDUCATION IN INDIA

5.1-Universities – Types, Structures

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

5.3- Autonomy and Accountability in Higher Education

5.4-Controlling Bodies: UGC, AICTE,NCTE

SUGGESTED READINGS:

1.J.C Agarwal. Landmarks in the History of Modern Indian Education

2.Lal and Sinha. Development of Indian Education and its Problem.

3.S.P. Chaube. History and Development of Indian Education.

4.Rawat, P.L. -History of Indian Education.

5. Sreemali, K.L. -The Wardha Scheme.

6.Indian Education act. -1904

7.Govt. of India report of Secondary Education Commission (1952-530.

8.Report of education Commission (1966) education and National development, Ministry of Education, New Delhi.

9.Govt. of India, Ministry of Human Resource – Development, National Policy on Education, 1986. New Delhi.

10.Dayal` Bhagwan – Development of Modern Indian education.

11. Education of Women key to progress, Ministry of education, New Delhi.

12. J.P. Banerjee- Education in India: Past Present and Future

13.B.R. Purkait- Milestones of modern Indian education

14.S.P. Chauhan- History of Indian education

15.S.Nurulla and J.P. Naik- History of education in India.

(Contact Hours-60,Credit-6)

OBJECTIVES:

To enable the undergraduate students to

1.Acquaint themselves with basic theoretical understanding of educational planning management and administration.

2.Develop necessary managerial, administrative and leadership skills among the learners.

3.Equip knowledge on quality management, institutional planning and educational supervision

4.Acquaint themselves with educational finance and administrative machinery both at central and state level with special reference to Assam

COURSE CONTENTS

UNIT-I:BASIC CONCEPTS OF MANAGEMENT AND EDUCATIONAL MANAGEMENT

1.1-Meaning and Principles of Management(Henry Fayol)

1.2-Meaning and nature of Educational Administration and Educational management, Management and Administration (Differences)Functions and scope of educational administration and management.

1.3-Characteristics of Educational Management

1.4-Types of Educational Management (Centralised - Decentralised; Autocratic, Democratic and Laissez Faire; Participatory Management)

1.5-Educational Management at Different Levels of Education (Elementary, Secondary and Higher)

UNIT-II: EDUCATIONAL ORGANISATIONS AND LEADERSHIP SKILL

2.1-Educational Institutions as Organisations-Nature and Characteristics

Organisational Climate (Classroom Climate)

2.2-Meaning and Nature of Leadership

2.3-Theories of Leadership (Fiedler's Contingency Theory of Leadership).

2.4-Styles of Leadership and Development of Leadership Skill

2-5-Functions and Characteristics of Leaders in Educational Organisations (Principal/ Headmaster)

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

3.1-Meaning and Nature , and Approaches of Educational Planning

3.2-Institutional Planning - Meaning, Nature and Characteristics

3.3-Management of Time Table, Curricular and Co-curricular Activities, School Plant.

3.4-Quality in Higher Education – Accreditation (Concept and Parameters)

3.5-Total Quality Management (TQM)

UNIT-IV: EDUCATIONAL SUPERVISION

4.1-Meaning, Nature ,Scope and Functions of Educational Supervision

4.2-Inspection Versus Supervision

4.3-Planning Organising and Implementing Supervisory Programmes

4.4-Importance of Supervision in Educational Organisation

4.5-Qualities of an Educational Supervisor

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

5.1- Problems and Sources of Educational Finance

5.2-Educational Expenditure and Budget

5.3-Central Level Administration (UGC, NUEPA, NCERT)

5.4-State Level Administration (SCERT, Directorate of Education)

5.5- School Administration in Assam – Structure and Problems

SUGGESTED READINGS:

1.Aggarwal, J.C.(1967) -Educational administration, Management and Supervision Arya Book Depot, New Delhi.

2. Ahuja, A.K (2007) - Educational Management, Planning and Finance, Authors Press: New Delhi.

3.Bhatnagar et., all- Educational administration, Supervision Planning and Finance. R.Lall Book Depot: Meerut, U.P.

4.Bhattacharya, S. (2012) Educational Management – Theory and Practice, EBH Publishers, Guwahati: Assam

5.Drucker, P.F. (1973) Management: Tasks, responsibilities and Practices, Harper   and Row: New York.

6.Gurung, Ananda, W.P. (1984) General Principles of Management for Educational Planner and Administrators, UNESCO: Paris

7.Kochhar, S.K Secondary School Administration, Sterling Publishers Pvt. Ltd., New Delhi.

8. Lunenburg, F.C. &   Educational Administration: Concepts and Practices

   Ornstein, A.C (2012) - Wadsworth Pub.: 6th edition, Belmont, California, USA

9.Mohanty, Jaggannath Educational Administration, Supervision and School

  Management, Deep and Deep Publications, New Delhi.

10.Mukherjee, S.N.Administration of Education in India Acharya Book Depot, Vadodara-2

11.Mathur   , S.S. Theory and Practice of Management: Education in India:

   Today and Tomorrow. Vinod Pustak Mandir, Agra-2

12.Naik, J.P. (1968) .Educational Planning in India-Bombay, Allied Publishers.

13.NUEPA,(1986). Educational Management in India, NUEPA: New Delhi

14.Premila, C.S. .,(1997).Educational Planning and Management- Sterling Publishers   Pvt. Ltd.

15. Sharma, R.A.(2004). Educational Administration and Management R. Lall Book Depot Meerut, U.P.

16. Singh, H.M. (Ed. 1995).Fundamentals of Educational Management Vikas Publishing House, New Delhi.

17. Stella, A, Gnanam (2003).Making the Most of Accreditation. Concept Publishing Company (P) Ltd.: New Delhi

18. Tanner, D. & Supervision in Education: Problems and Practices

19. Laurel, T. (1986). Prentice Hall College Div.: New Jersey, USA

20. Tilak, J.B.G. (1992).Educational Planning at Grassroots. New Delhi: Ashish Publishing House

21. Tony, B (1995).Theories of Educational Management, Paul Chapman Publishing Ltd., London: UK

OBJECTIVES:

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

COURSE CONTENTS

UNIT-I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
1.1-Meaning, Nature, Scope and Function of Philosophy of Education

1.2-Philosophy and Education –their relationship with special reference to
     Educational Philosophy.

1.3-Child centric and Life centric philosophy in education .

1.4- Education for Science and Values.

UNIT-II: INDIAN SCHOOLS OFPHILOSOPHY

2.1- A brief outline of Vedic Philosophy

2.2-Implication of Vedic Philosophy in Education with reference to aims of education,
curriculum, methods of teaching and discipline.

2.3-A brief outline of Non-Vedic Philosophy.

2.4-Implication of Non- Vedic Philosophy in Education with reference to aims of education,
curriculum, methods of teaching and discipline.

UNIT-III WESTERN THOUGHT AND SCHOOLS OF PHILOSOPHY
3.1- A brief review of Educational thought and practices in ancient Greece (Athens and Sparta)
and Rome.

3.2-Idealism and its educational implication in Aims, Curricula, Method of Teaching, and
Discipline

3.3- Naturalism and its educational implication in Aims, Curricula, Method of Teaching and Discipline.

3.4- Pragmatism and its educational implication in Aims, Curricula, Method of Teaching and Discipline.

UNIT-IV: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS

Analytical study of thoughts of the Indian thinkers in relation to their formulation about aims of education, curriculum, teaching methodology , teacher and discipline:

4.1 Rabindra Nath Tagore

4.2 Mahatma Gandhi

4.3 Sri Aurobindo

4.4 Swami Vivekananda

UNIT-V:EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS
Analytical study of thoughts of the Western thinkers in relation to their formulation about aims of education, curriculum, teaching methodology, teacher and discipline:

5.1-Plato

5.2- Rousseau

5.3- John Dewey

5.4-Frobel

SUGGESTED READINGS:

1. Aggrawal, J.C (1996), 10th rev. ed. Theory and principles of education, New Delhi, Vikas publication.

2.Brubacher, John S.(1962) Eclectic Philosophy of Education, Prentice Hall, Engeliwood Cliffs,New Jercy, .
3.Brubacher, John S.(1962). Modern Philosophies of Education, McGraw-Hill Book Company Inc.New York, .
4. Brubacher, John S.(1978). Philosophy of Higher Education San Francisco, jossey — *Ban* 19 Ross, James (1962), Groundwork of Educational Theory, London: George Harre and Sons.

5. Saiyidain, K. G. (1970), Facts of Indian Education, New Delhi: NCERT.

6. Shanna, Ramnath (2000), Textbook of Educational Philosophy, ND: Kanishka publ.

7.Somnath Agrawal, Philosophical foundation of Education. Authors Press,2007

8 . Mookherjee, K.K. (1972), *Some Great Educators of the World*. Calcutta: Das Gupta & Co Pvt. Ltd.

9. Mukharji, S. (2007).Contempory Issues in Modern Indian Education, Authors Press.

10. Mukherjee, S.N. (1966), *History of Education* in *India*. Baroda: Acharya Book De

FIFTH SEMESTER
Paper-502 (CORE)
SOCIOLOGY OF EDUCATION
(40 credit hours, 4 credit points)

OBJECTIVES:

The course is designed to enable the undergraduate students to-

1. Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.

2. Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.

3. Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS

UNIT-I:EDUCATION IN SOCIOLOGICAL PERSPECTIVES

1.1- Meaning, nature and scope of Sociology of Education.

1.2- Differences between Sociology of Education and Educational Sociology. .

1.3-Reciprocal relationship between Education and Society. School as a social sub-system.

1.4-Theoretical foundations of Sociology of Education-Functionalism and Conflict theory.

UNIT-II:EDUCATION AND CULTURAL PERSPECTIVES

2.1- Meaning and characteristics of Culture.

2.2-Influence of Culture on Educational system.

2.3-The Varna system, class and caste in Indian social system and Cultural Lag.

2.4- Influence of multiculturalism and pluralism in education.

UNIT-III: SOCIAL CHANGE AND EDUCATION

3.1-Social Change: Meaning and factors responsible for social change.

3.2-Education and process of social change- Sanskritisation, Westernisation and Modernisation and theories of Social Change.

3.3- Reciprocal relationship between Education and Social Change.

3.4-Role of Education in the process of Social Change.

UNIT-IV: EDUCATION, SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL

4.1-Meaning, characteristics and types of Social Stratification. Education of Social Mobility.

4.2-Meaning and types of Social Mobility. Education and Social Mobility.

4.3-Social Mobility in the Caste system of India.

4.4- Meaning of Social Control, Role of Education as a means of Social Control.

UNIT- V: EDUCATION AND SOCIAL GROUPS

5.1- Meaning, characteristics and types of Social Groups, and their implications for education.

5.2-Group Dynamics- meaning , Consensus , Conflict and implication for education.

5.3-Social disorganisation- Concept, factors. Role of education in prevention and control of social disorganisation.

5.4- Leadership- Meaning and nature, Role of education for the inculcation of leadership skills

SUGGESTED READINGS:

1. Bhattacharjee, Srinibas : Sociological Foundations of Education, Atlantic Publishers and Distributors.

2. Bennett, C. 1990: Comprehensive Multicultural Education: Theory and Practice, Ellyn and Bacon: London.

3. Banks, O. 1968: The Sociology of Education: Reader in Sociology, London, Batsford.

4. Boudon, R. 1973: Education, Opportunity and Social Inequality, Wiley, New York.

5. Durkheim, E. 1956: Education and Sociology, Glencoe, Free Press.

6. Gore, M.S. : Indian Education-Structure and Process, Rawat Publications, Jaipur and New Delhi.

FIFTH SEMISTER
Paper-503(Core)
EDUCATIONAL PSYCHOLOGY
(Contact Hours-40, Credit-4)

OBJECTIVES:

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

UNIT-I: CONCEPT OF EDUCATIONAL PSYCHOLOGY

1.1- Concept of Psychology and Educational Psychology.

1.2- Relation between education and Psychology.

 1.3- Different perspective in Psychology (Biological, Cognitive   Developmental-A brief Overview).
 1.4- Methods (Introspection, Observation and Experimental) and Scope of Educational Psychology.

UNIT-II:BASIC PSYCHOLOGICAL CONCEPTS AND PROCESS

2.1-Neural basis of cognition: Neuron – structure and electrical ,Potentials, structure and functions of human brain, Neuro –endocrinal system.

2.2-Perception: Factors influencing perception, role in cognition.

2.3- Attention: Selective and divided attention. Role of attention in the Cognitive process. Factors of attention.

 2.4- Memory: acquisition, storage and retrieval of information. Sensory memory, short term and long term memory, forgetting

UNIT-III: STAGES AND TYPES OF DEVELOPMENT AND THEIR EDUCATIONAL SIGNIFICANCE

 3.1-Physical and motor development , Factors affecting Physical and motor development.

 3.2-Cognitive development, brief outline of Piaget's theory of Cognitive development.

3.3- Emotional and moral development , Emotional balance and Emotional
   Quotient, Moral development- Theory of Piaget .
3.4-Personality development- Concept and meaning.Type and Trait Theory, Psychoanalytical
Theory .

UNIT-IV:LEARNING AND MOTIVATIN

4.1-Learning Nature, learning process, Theories of learning-Field Theory, Classical
conditioning, operant conditioning, Constructivism and their educational implications.

4.2- Types and factors of Motivation

4.3- Motivation in learning—Meaning of intrinsic / extrinsic motivation, Theory of Achievement
Motivation, Maslow Need Theory, Role of motivation in Learning.

4.4-Transfer of Learning : Concept, theories and application

UNIT-V: INTELLIGENCE, CREATIVITY AND ADJUSTMENT

5.1- Meaning and nature, Influence of Heredity Environment on intelligence, Theories of
intelligence –Spearman, Thurston,Guilford and Gardener.

5.2- Meaning, Nature and Stages of Creativity, Identification and nurturing creativity , Relation
between creativity and intelligence.

5.3 Development and identification of creativity and fostering creativity.

5.4-Meaning and concept of Adjustment. Characteristics of a well adjusted person. Mal-
adjustment and defence mechanisms.

SUGGESTED READING:

1. Aggarwal J. C., Essentials of Educational Psychology, VikasPublishing House.

2.Aggarwal J. C., (1995) Essentials of Educational Psychology,Shipra Publishers, Delhi.

3.Aggarwal J. C., (2001) Basic Ideas in Educational Psychology,Shipra Publishers, Delhi.

4.Aggarwal J. C., (2004) Psychology of Learning & Development,Shipra Publishers, Delhi.

5.Bhatia & Bhatia (1981) Textbook of Educational Psychology, DoabaHouse, Delhi.

6.Bhatia H. R. (1997) A Textbook of Educational Psychology,MacMillan, New Delhi.

7.Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd. Delhi.

8.Chauhan S. S. (1990) Advanced Educational Psychology, Vikas Publication House, Delhi.

9.Cros L.D. & Crow Educational Psychology.

10.Dandekar W. N. (1995) Fundamentals of Educational Psychology, M. Prakashan, Poona.

11.Lahey R.B. Graham J. E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, NewDelhi.

12.Mangal S. K. (2000) An Introduction to Psychology, Prakash Brothers, Ludhiana.

13.Mangal S. K. (1999) Essentials of Educational Psychology, Prentice Hall of India, Delhi.

14.Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

15.Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Publishers and Distributors, New Delhi.

16.Sharma, P.N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi.

17.Walia J.S. Foundations of Educational Psychology, Paul Publishers, Jalandhar.

18.Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.

19.Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delh.

Paper-504(Additional/Honours)
CURRICULUM DEVELOPMENT
(Contact Hours-60, Credit-6)

OBJECTIVES:

1. To enable the students to acquaint themselves with basic concepts on curriculum and curriculum development process.
2. To realise the need and significance of curriculum.
3. To enable the students to develop basic skills in curriculum design, implementation and its evaluation.
4. To enable the students to acquaint themselves with the factors affecting curriculum change.

COURSE CONTENTS

UNIT-I: INTRODUCTION

1.1- Meaning, nature , scope and Components of curriculum.

1.2-Basic consideration of curriculum planning.

1.3-Difference between curriculum and syllabus.

1.4-Principles of curriculum construction.

UNIT- II :CURRICULUM DESIGN AND DEVELOPMENT

2.1- Curriculum development: steps and process.

2.2-Criteria of curriculum development.

2.3-Different types of curriculum.Core curriculum.

2.4-Criteria of identification of learning experiences.

UNIT- III: CURRICULUM MATERIALS

3.1-Text book and allied instructional materials.

3.2-Preparation and evaluation of text book.

3.3-Analysis of curricular content.

3.4Teacher as curriculum practitioner. Instructional planning for effective teaching.

UNIT-IV:CURRICULUM TRANSACTION

4.1-Strategies and Significance of curriculum transaction.

4.2-Instruction and learning: Basic concepts.

4.3-Steps in instructional planning, instructional strategies

4.4-Instructional objectives: Three domains- cognitive, affective and psycho-motor.

UNIT- V:CURRICULUM EVALUATION

5.1-Meaning and need of curriculum evaluation.

5.2-Summative evaluation and formative evaluation of curriculum.

5.3-Factors influencing change in curriculum: society, economics, instruction, teacher, environmental.

5.4-Models of curriculum evaluation.

SUGGESTED READINGS:

1. Biswas N.B.: Curriculum Studies: A model for SAARC Countries, Indian Publishers.

2. Bloom, B.S. (Ed.) (1956): Taxonomy of Educational Objectives, Longman and Green Co., New York.

3. Kelly, A.V. (1977): Curriculum Theory and Practice, Harper and Row, London.

4. Kurg, Edward. A: Curriculum Theory and Practice, Harper and Row, London.

5. Mrinalini, T.: Curriculum Development, Neelkamal Publication Pvt. Ltd., New Delhi.

6. NCERT: School Curriculum- Some problems and Issues, NCERT, New Delhi.

7. Nishet, Stanley (1977): Purpose of the Curriculum, University of London.

8. Taba Hilda (1962): Curriculum Development- Theory and Practice, Harcourt Brace Jovanovich, New York.

9. White, J.P. (1973): Towards a Compulsory Curriculum, Rutledge and Kegan Paul, London.

Paper-505(Additional/Honours)
ENVIRONMENTAL EDUCATION

(Contact Hours-60, Credit-6)

OBJECTIVES:

An Undergraduate Learner will be able to –

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

COURSE CONTENTS

UNIT-I: BASIC CONCEPTS OF ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

1.1-Environment and Ecosystem- Meaning, Concept, Components of Ecosystem (Abiotic and Biotic Components),Ecological Pyramids, Food Chain and Food Web
1.2-Environment and Population- Relation and Impact on Natural and Human Resources

1.3-Environment and Economy

1.4-Man and Environment

1.5-Sustainable Development – Meaning, Objectives and Principles

UNIT-II: ENVIROMENTAL DEGRADATION

2.1-Environmental Pollution - Meaning, Nature and Types- Air, Water, Soil and e-waste.

2.2-Global Environmental Catastrophe – Ozone Layer Depletion, Global Warming (Green House Effect), Acid Rain,
2.3-Loss of Bio-diversity and Deforestation – Causes and Remedies

2.4-Environmental Conservation: Meaning, Principles and need for conservation

2.5-Nature and Extent of Environment Problems in North East India with special reference to Assam

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

3.1-Environmental Education - Meaning, Scope and Objectives

3.2-Principles, Approaches and Importance of Environmental Education

3.3-Education for Sustainable Development – Meaning and Principles

3.4-Education for Sustainable Development (ESD) – Curriculum at Different Levels – Primary, Secondary and Higher Education

3.5-Teaching Techniques and Pedagogies for ESD and Role of Non-formal Agencies Education

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

4.1- Education for Sustainable Development (ESD) – Sustainability Literacy and Role of Teachers

4.2- Education for Sustainable Development and Lifelong Learning, Role of Higher Education and Research in Sustainable Development

4.3-Disaster Management – Concept, Disaster Management Education

4.4-Disaster Management and Environment Protection

4.5-Environment Protection and Role of Women

UNIT-V: EVIRONMENT AWARENESS-NATIONAL AND INTERNATIONAL EFFORTS

5.1-Environmental Awareness : Role of NGOs (National and International

5.2-Environmental Awareness: Role of Media Role of UNESCO, UNEP

5.3-Ministry of Environment and Forests and Environment Legislations in India

5.4-International Treaties and Efforts – Stockholm Conference- 1972, Tbilisi Declaration – 1977, Rio Earth Summit -1992, Kyoto Protocol – 1997

5.5-Efforts in India - WWF-India, Project Tiger, BNHS, CSE, Assam Science Society

SUGGESTED READINGS:

1. Agarwal S. K. Tiwari Swarnalatha, Dubey P.S. (1996). Biodiversity and Environment. APH

   Publishing: New Delhi

2. Arulsamy, S. & Jeyadevi, J. (2011). Safety and Disaster Management, Neelkamal Publications Pvt. Ltd.: Hyderabad, New Delhi

2. Botkin, D.B. & Keller, E.A. (2000) Environmental Science, Earth a living Planet. John

   Wiley & Sons Inc.: New York

3. Chauhan I. S. & Chauhan A. (1998) Environmental Degradation. Rawat Publications:

   Jaipur

4. Garg, M.R. (2000). Environmental Pollution and Protection. DVS Publication: Guwahati

5. Gupta, A., Dey, M. & Bhattacharjee, P.R. (1996).Our Environment, Assam University: Silchar, Assam

6. Hussain Zahid (1996). Environmental Degradation and Conservation in North East India. Omsons Publications: New Delhi

7. Khan, M.A. (2002). Environment, Biodiversity and Conservation. DVS Publication: Guwahati, Asam

8. Krishnamacharyulu, V. & Reddy, G.S. (2011) Environmental Education, Neelkamal Publications

   Pvt. Ltd.: Hyderabad, New Delhi

9. Rao, V.K. (1996). Environment and Development. Rawat Publications: Jaipur

10. Sharma, R.A. (1997). Environmental Education, Meerut, Surya Publication

11. Sungoh, S.M. (2000) . Environmental Education. Ri Khasi Press: Shillong

12. UNESCO (2012).Education for Sustainable Development – Source Book, UNESCO: Paris

13. WWF Education (2013). Methodologies for the Future – A Guide to Develop Education for Sustainable Development, WWF- India: New Delhi, Website: www.wwfindia.org

OBJECTIVES:

1**.** To develop understanding of the concepts of measurement and evaluation in the field of education.

2.To acquaint with different types of measuring instruments and their uses.

3.To acquaint with the principals of test construction both educational and psychological.

4.To develop understanding of a good measuring instrument and their importance in educational measurement.

COURSE CONTENT

UNIT- 1: MEASUREMENT AND EVALUATION IN EDUCATION

1.1-Meaning ,nature and scope of educational evaluation.

1.2-Evaluation – its meaning, characteristics and basic principles.

1.3-Relation between measurement and evaluation.

1.4-Functions of Measurement and Evaluation in Education.

UNIT-II: TOOLS OF MEASUREMENT AND EVALUATION

2.1-Meaning and types of measuring tools.

2.2-Characteristics of a good test(Reliability, Validity, Objectivity, Norms)

2.3-General procedure of test construction and standardization.

2.4-Item analysis.

UNIT-III: MEASUREMENT OF INTELLIGENCE, PERSONALITY,INTEREST AND APTITUDE

3.1-Types of intelligence test, Binet Symond test and its revision.

3.2-Personality assessment: observation, performance scale and projective techniques, Rorschsch ink blott test

3.3-Differential aptitude test

3.4-Interest inventory: kudar interest inventory.

UNIT-IV : EDUCATIONAL ACHIEVEMENT TEST

4.1-Educational achievement test- meaning

4.2-Construction of educational achievement test

4.3-Different types of educational achievement test

4.4-Uses of educational achievement test

UNIT-V: REPORTING TEST RESULTS

5.1-Cumulative record card

5.2-Grading and CCE

5.3-Formative and summative evaluation

5.4-Norm reference test and criterion reference test

SUGGESTED READING:

1.Ebel. L. Roberts and David . A. Frislin. Essentials of Educational Measurement, New Delhi; Prentice-Hall of India PVT ltd.

2.Asthana Bipin. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir Agra.

3.Anastasi, Anna.(1976). Psychological Testing, 4th edition, McMillan Publishing Co., Inc, New York .

4.Cromdach, L. Essential of Psychological Testing, Herper and Row, New York .

5. FREEMAN, F.S.: Theory and Practice of Psychological Testing, 3rd edition, Oxford IBH Publishing Co., New Delhi.

6. Patel, N. Rambhai. Educational Evaluation –Theory and Practice . Himalaya publishing house, New Delhi.

7. Goswami Moromi. Measurement and Evaluation in Psychology and Education . Neel Kamal Publications, Hyderabad.

EDUCATIONAL TECHNOLOGY

(Contact Hours-40,Credit-4)

OBJECTIVES:

The learners will be able to:

1.To understand the meaning, scope, importance and approaches of educational technology

2.To understand classroom communication process and open and distance mode of learning

3.To acquire knowledge and skill in innovative teaching strategies such as micro-teaching and

  programme learning

4.To manipulate various teaching aids and apply models of teaching in classroom instruction

5.To acquire skill in the application of ICTs and emerging technologies in teaching-learning process

COURSE CONTENTS

UNIT- I: BASIC CONCEPTS

1.1-Educational Technology: Meaning, Nature, Objectives and Scope

1.2- Approaches (Hardware, Software and System approach)

1.3-Forms/Types of Education Technology: Teaching Technology, Instructional Technology, and Behavioural Technology

1.4-Importance of Educational Technology in both Conventional and Distance Mode of Teaching

UNIT- II: CLASSROOM COMMUNICATION AND OPEN AND DISTANCE LEARNING

2.1-Meaning, communication channel, types, Classroom communication, factors and barriers of Classroom Communication.

2.2-Mass Media in Teaching-Learning: Mass Media, Role of Media in Teaching-Learning. Types (Print and Electronic), Newspaper, Television and Internet and their application in Learning

2.3-Multimedia Approach as Instructional Technique: Characteristics, Components, Advantages and Limitations.

2.4-Open and Distance Learning (ODL): Concept, Forms, Need and Importance (with Special Reference to India and Assam)

UNIT- III: INNOVATIVE INSTRUCTIONAL STRATEGIES

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

3.2-Micro-teaching – Meaning, Features, Cycle and Phases Advantages and Limitations

3.3-Simulated Teaching- Meaning, Objectives, Features, Advantages and Limitations

3.4-Computer Assisted Education – Meaning, Features, Advantages and Limitations, Computer Managed Learning (CML)

UNIT-IV: TEACHING AIDS AND MODELS OF TEACHING

4.1-Teaching Aids – Meaning, Classification, Advantages and Disadvantages

4.2-Projected Aids (Film Strips, Overhead Projector), Non-projected Aids (Working Models, Educational Television, Radio, CCTV, Field Trips)

4.3-Models of Teaching – Meaning, Elements and Classification

4.4-Concept Attainment and Advance Organizer Models

UNIT-V: EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

5.1-ICTs in Education- Meaning, Scope, Types, Implications of ICTs in Education

5.2- Online Education, Virtual Classroom, E-learning and Blended Learning

 5.3-Teleconferencing and Videoconferencing – Meaning, Characteristics, Advantages and Limitations

5.4-Satellite Based Education - EDUSAT – Features, Components and Advantages of EDUSAT in India

SUGGESTED READINGS:

1. Aggarwal, J.C. (2009). Essentials of Educational Technology. New Delhi: Vikas Publishing House

2.Association of Indian Understanding (AIU). Information Technology in Higher Education (Selected Volume), AIA Publications, New Delhi

3. Berlo D.K. The Process of Communication.

4.Bernard M.C. (1967). An Introduction to Teaching, University of London Press

5. Bloom B.S.(ed),(1956). Taxonomy of Educational Objectives, Long man and Green Co., New York.

6.Chauhan, S.S. (1989). Innovations in Teaching Learning Process, New Delhi, Vikas Publishing House Pvt. Ltd.

7.Dale, E (1954). Audio Visual Methods in Teaching, New York., Hold Rinehart and Winston

8.Dececco, John. P. (1970). The Psychology of Learning and Instruction of Technology, New Delhi

9.Goel, Arun and Goel, S.L. Distance Education in the 21st Century-Deep & Deep Publications New Delhi.

10.Joyce B and Weil M (1992). Models of Teaching (Fourth Edition) Prentice Hall of India Pvt. Ltd New Delhi.

11.Keegan, Desmond (1986). The Foundation of Distance Education, Lond, Croom Helm

12.Kulkarni, S.S. (1986). Introductions of Educational Technology, Bombay Oxford and IBH Publishing Co.

13.Mangal, S.K. Foundations of Educational Technology- Landon Publication – Ludhiana.

14.NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.

15.UNESCO. (2002). Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development. Paris: UNESCO.

Paper-603(Core)

STATISTICS AND BASIC IDEAS ON RESEARCH

(Contact Hours-40, Credit-4)

OBJECTIVES:

1. To develop the ability to use various statistics measures in analysis and interpretation of educational data.

2.To develop the ability to organize relevant educational data

3.To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.

COURSE CONTENTS

UNIT- 1: STATISTICS IN EDUCATION; GRAPHICAL REPRESENTATION OF DATA

1.1- Need of statistics in education and research.

1.2-Graphical representation of data-advantage of graphical representation of data.

1.3-Basic principles of constructing a graph.

1.4-Different types of graph, histogram, polygon, pie diagram , cumulative frequency percentage graph(ogive).

UNIT-II : MEASURES OF CENTRAL TENDENCY AND VARIABILITY

2.1-Measures of Central Tendency- concept, types and their uses.

2.2-Calculation of Mean prompt grouped and ungrouped data(long and short method), Median and Mode.

2.3-Measures of variability- concept, types and their uses, merits and demerits.

2.4-Calculation of Quartile Deviation, Standard Deviation(grouped and ungrouped data, short method).

UNIT-III : MEASURES OF RELATIONSHIP AND RELATIVE POSITION

3.1-Co-efficient of Co-relation: Meaning and Types

3.2-Product Moment Method: Interpretation of Result

3.3-Rank-difference Method and Interpretation of Result.

3.4-Percentile and Percentile Rank-calculation from Frequency Distribution and Ordered Data.

UNIT-IV: BASIC IDEAS ON RESEARCH

4.1-Meaning and Characteristics of Research.

4.2-The Nature of Educational Research

4.3-Types of Research: Basic , Applied and Action Research.

4.4-Procedure of Conducting Research in Different Problem Areas of School Education

UNIT-V: METHODS OF EDUCATIONAL RESEARCH

5.1-Historical Method: Nature , Value, Types and Steps in Historical Research

5.2-The Descriptive Method: Nature, Value ,Types and Steps in Descriptive Research.

5.3-Experimental Method: Nature and Steps in Experimental Research, Experimental Designs: Types of Experimental Designs

5.4-Statistical Methods: Limitations of Statistical Methods

SUGGESTED READINGS:

1.Best John. W: Research in Education. New Delhi: Prentice-Hall of India Pvt Ltd.

2.Koul Lokesh. Methodology of Educational Research, Vikas Publishing House Pvt. Ltd.

3.Mouly, George j. The Science of Educational Research New Delhi: Eurasia Publishing House Pvt. Ltd.

4.Garret, H.E.(1971). Statistics in Psychology and Education. Veklis, Feffer and Siman Pvt. Ltd., Bombay.

5.Guilford J. P.(1965). Fundament Statistics in Psychology and Education. Mcgraw Hill Book Co. New York.

6.Mangal, S.K : Statistics in Psychology and Education, Prentice Hall of India Pvt. Ltd., New Delhi.

PSYCHOLOGICAL PRACTICAL & PROJECT WORK
PRACTICAL(Contact Hours-60, Credit-6)

OBJECTIVES:

An Undergraduate Learner will be able to -

1.Acquaint themselves with concrete practical and scientific experiences on various psychological experiments and tests in laboratory setting and their implications in the field of education.

2. Acquire knowledge and skill using different tests in research work.

PART-A

Psychological Experiments

The candidates will be required to perform at least eight psychological experiments in laboratory. Marks for practical examination in psychological experiments are distributed as:

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

COURSE CONTENT

UNIT-1 - Memory: Recall and Recognition, Immediate Memory span

UNIT-II-Learning: Maze Learning, Mirror Learning, Whole Versus Part Learning

UNIT-III- Imagination: Free Association, Controlled Association, Ink Blot Test,

Thematic Apperception Test (TAT)

UNIT-IV- Concept: Concept Formation

UNIT -V- Attention: Division of Attention, Span of Attention

PART-B

Psychological Tests (With Field Work)

The candidates will be required to perform three psychological tests with field work. Marks for practical examination in psychological tests are distributed as:

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

1. Intelligence Test: General Mental Ability Test, Bhatia's Performance Test of Intelligence

2.Personality Test: Personality Need Inventory, Sentence Completion Test

3.Attitude Test: Attitude Scale

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

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

6.Adjustment Test: Adjustment Inventory

7.Interest Test: Vocational Interest Scale

8.Socio-economic Status Scale

9.Programme Instructional Material (Linear Programming)

SUGGESTED READINGS:

1. Chaube, S.P. Experimental Psychology, Lakshmi Narain Agarwal Educational Publishers, Agra

2.D'Amato. Experimental Psychology – Tata McGraw-Hill Publishing Company Ltd. New Delhi.

3. Fox, Charles. A Text Book of Practical Psychology, New Delhi, Akansha Publishing House

4.Manual for Psychological Experiments. Vargava, Indian Psychology Corporation, Agra

5.Mc Guigan, F.J. Experimental Psychology Prentice – Hall of India Pvt. Ltd. 1969, New Delhi.

6.M.ohsin, S.M. Experiments in Psychology, Motilal Banarasi Dass, Delhi.

7.Parameswaran, E.G., Ravichandra, K. (2011). Experimental Psychology, Neelkamal Publications Pvt. Ltd., New Delhi

8.Parry.(1975). Experimental Psychology, Orient Long man.

9.Saikia, L.R. Psychological and Statistical Experiment in Education, Guwahati.

10.Shergill, H.K. (2012). Experimental Psychology, Eastern Economy Edition, PHI Learning Pvt. Ltd., New Delhi.

11.Woodworth, R.S. and Schlosberg, H. Experimental Psychology, Oxford IBH, 1954.

Paper-605.1(Additional/Honours)
INCLUSIVE EDUCATION
(Contact Hours-60, Credit-6)

OBJECTIVES:

1.To develop an understanding of the concept and philosophy of inclusive education in the

context of education for all.

2.To identify and address diverse needs of all learners

3. To understand the different categories of children with special needs

4.To familiarize with the trends and issues in inclusive Education

5.To understand and appreciate the needs of such children in the society

COURSE CONTENT

UNIT-I: INTRODUCTION TO ICLUSIVE EDUCATION

1.1- Concept and meaning of Inclusive Education

1.2-Need and importance

1.3-Objectives of Inclusive Education

1.4-Principles of Inclusive Education

1.5-Transition from segregation to inclusion

UNIT-II: CHILDREN WITH SPECIAL NEEDS (CWSN)

2.1-Types and characteristics of children with special needs (CWSN)

2.2- Visual and hearing impaired , Orthopaedically challenged

2.3-Speech and language impaired, Children with learning disabilities

2.4-Socially disadvantaged (SC,ST,OBC, GIRL Children)

2.5- Gifted ChildrenRI

UNIT-III: PLANNING AND MANAGING INCLUSIVE CURRICULUM IN SCHOOL

3.1- Individualized Educational Plan (IEP): Development & Implementation.

3.2 Practices and Classroom Management in Inclusive Education.

3.3- Seating Arrangement, Whole Class Teaching.

3.4- Activity Based Learning, Peer Tutoring and(Cooperative/Collaborative Learning).

3.5. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational .

UNIT- IV:LEGISLATION, EMERGING ISSUES AND CURRICULUM CONCERNS

4.1- People with Disabilities Act 1995-96

4.2- Legislations for Inclusive Education: National Policy of Disabilities (2006)

4.3-Sarva Shiksha Abhiyan (SSA) (2002.)

4.4- Convention on the Rights of Children (CRC)

4.5- National Commission for Protection of Child Rights

UNIT-V: FACILITATOR FOR INCLUSIVE EDUCATION

5.1 Need for Multidisciplinary Approach

5.2- Type of Responsibilities: General, Special and Resource

5.3- Role of Teachers, Family, Community and NGOs

5.4- Parent - Professional Partnership: Need and Relevance

5.5-Types and Use of Assistive Devices for learners with SEN

SUGGESTIVE READINGS:

1.Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.

1. Bartlett, L. D.,Weisentein, G.R.(2003) Successffil inclusion for educational leaders, Prentice Hall, New jersey.

2. Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon

3. Daniels, Harry (1999) .Inclusive Education, London — Kogan.

4. Deiner, P. L.(2000) . Resource for Teaching children with diverse abilities,

5.Harcourt Brace & Company, Florida. Gartner, A. & Lipsky, D. D. (1997) Inclusion and school

 reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.

6. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India, Sage Pub.

7. Madan Mohan Jha (2002). School without walls: inclusive education for all,

8.Heinemann edu. Oxford Sedlak, Ribert,A. & Schloss Patrice, C. (1986). Instructional methods for students with learning and behaviour problems, Allyn & Bacon

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 Handicapped and the gifted.

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Paper -605.2(Additional/Honours)

HUMAN RIGHTS & PEACE EDUCATION

(Contact Hours-60,Credit-6)

OBJECTIVES:

At the end of the course, the student- teachers will be able to
1.To understand the concept of peace and value education.
2.To understand the dynamics of transformation of violence into peace.
3.To realise the significance of Values in Self-development.
4.To familiarise the nature of conflicts and their resolutions.
5. imbibe the knowledge, attitudes and skills needed to achieve and sustain a
   global culture of peace and values.
6.To adopt peace and value education in the curriculum.

COURSE CONTENTS

UNIT- I: PEACE EDUCATION

1.1-Meaning, Nature and concepts of peace Education

1.2-Aims and objectives of Peace Education ,

1.3- Philosophical and sociological basis of peace education

1.4-Status of peace education in the curriculum

1.5- Practical steps to build peace culture in schools.

UNIT- II: HUMAN RIGHTS

2.1-Human Rights: Meaning, Definitions.

2.2-Nature and concepts of Rights.

2.3-Classification of Rights.

2.4-Sources of Rights - Socio- Cultural tradition.

2.5- Religion and Constitution, UDHR.

UNIT-III: EDUCATING FOR A CULTURE OF PEACE

3.1-Ecological thinking and respects for life ,Tolerance and respect for human rights

3.2-Critical thinking and active non-violence
3.3-Social Justice and Civic responsibility

3.4-Leadership and global citizenship

3.5- knowledge, attitude and skills to be learnt in each of them-class room activities.

UNIT-IV : HUMAN RIGHTS EDUCATION

4.1-Aims and objectives of Human Rights.

 4.2-Status of Human Rights education in the curriculum.

4.3-Need for Human Rights Education in 21st century.

4.4-Role of parents – Teachers Society – Peer groups.

4.5-Religion – Government –Mass media – voluntary organization.

UNIT-V : GLOBAL ISSUES AND PEACE MOVEMENTS

5.1-Human rights, Preservation of Ecology, population control,

5.2- Economic Exploration ,Deprivation, Equitable Economic world order-

5.3-Gandhiji's contribution to peace

5.4-Studies, Non-Aligned Movement, Campaign for Nuclear Disarmament,

5.5-Role of World Organization in promoting peace

SUGGESTED READINGS:

1.Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.

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6.Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.

7.Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.

8.Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.

9.Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

Paper-605.3 (Additional/Honours)
GUIDANCE AND COUNSELLING
(Contact Hours-60, Credit-6)

OBJECTIVES:
 1. To develop an understanding the meaning and importance of guidance and counselling.
 2.To acquaint the students to various approaches in organizing vocational guidance.
 3.To understand the importance of job analysis and occupational information services
 4.To know and to use the tools and techniques required for providing guidance and counselling.
    services to students.

 5.To develop an understanding of collection and dissemination of occupational guidance.

UNIT-I: INTRODUCTION TO GUIDANCE

1.1-Concept, meaning and nature of   Guidance

1.2-Scope and functions of Guidance

1.3- Principles of guidance

1.4- Need and importance of Guidance.

1.5- Philosophical, psychological & social bases of guidance .

UNIT-II: CONCEPT OF COUNSELLING

2.1- Definition, Meaning and nature of Counselling

2.2 Scope , need and importance of Counselling.

2.3-Principles of Counselling.

2.4- Relationship between guidance & counselling.

UNIT-III: TYPES OF GUIDANCE

3.1-Concept of types of Guidance

3.2-Educational Guidance- Meaning, need and importance and principle of educational guidance.

 3.3-Vocational Guidance- Meaning, need and importance and principle of educational guidance.

3.4-Personal GuidanceMeaning, need and importance and principle of educational guidance.

3.5- Forms of Guidance(Individual and Group).

UNIT-IV: TYPES OF COUNSELLING

4.1-Concept of types of Counselling.

4.2-Directive Counselling Approach

4.3-Non-Directive Counselling Approach

4.4-Eclective Counselling Approach

4.5-Effective Counselling

UNIT-V: TECHNIQUE AND SERVICES OF GUIDANCE AND COUNSELLING

5.1-Techniques of Appraisal: Testing techs-ability tests (Viz. Intelligence, Aptitude, Achievement, Interest tests and Personality measures).

5.2-Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools

5.3-Group Guidance and Counselling Vs Individual guidance and Counselling;

5.4- Ethical issues in Guidance and counselling

5.5-Organization of Guidance Programme(- Educational, Occupational and Personal – Social; Counselling; placement and follow-up) at different levels of education (School and College/University).

SUGGESTED READINGS:

1. Atwater, E; 1994; Psychology for living adjustment, Growth and Behaviour Today; 5th ed; New Jersey: Prentice Hall

2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.

3. Caroll HA; 1952; Mental Hygiene: The Dynamics of Adjustment; New York: Prentice Hall

4. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.

5. Crow and Crow. An Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.

6. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan

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10. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.

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