

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)

BACHELOR OF ARTS IN EDUCATION (MAJOR/HONOURS)
Four-year UG Programme prepared as Per the NEP-2020 and UGC Curriculum
and Credit Framework UG Programmes 2022

Structure of the Course

Sl. No	Title of Course (Major)	Credits	Title of Course (Minor)	Credits
Semester I	DSC 1: Principle and Theories of Education	4	Minor 1: Principle and Theories of Education	4
Semester II	DSC 2: Psychological Foundation of Education	4	Minor 2: Psychological Foundation of Education	4
1 st Year	Exist 1: UG Certificate			
Semester III	DSC 3: Sociological Foundation of Education	4	Minor 3: Sociological Foundation of Education	4
	DSC 4: Select Issues in Indian Education	4		
Semester IV	DSC 5: Distance Education	4	Minor 4: Distance Education	4
	DSC 6: Educational Technology			
	DSC 7: Educational Management	4		
2 nd Year	Exit 2: UG Diploma			
Semester V	DSC 8: History of Education during Pre-Independence in India	4	Minor 5: History of Education during Pre-Independence in India	4

	DSC 9: Measurement & Statistics in Education	4		
	DSC 10: Economics of Education	4		
	DSC 11: Environmental Education			
Semester VI	DSC 12: History of Education during Post-Independence in India	4	Minor 6: History of Education during Post-Independence in India	4
	DSC 13: Population Education	4		
	DSC 14: Education for Community Development	4		
	DSC 15: Guidance and Counselling	4		
3 rd Year	UG Degree Programme			
Semester VII	DSC 16: Education for Skill Development	4	Minor 7: Education for Skill Development	4
	DSC 17: ICT in Teaching-Learning	4		
	DSC 18: Psychological Practical	4		
Semester VIII	DSC 19: Gender and Society	4	Minor 8: Gender and Society	4
	DSC 20: Value Education and Human Rights Education	4		
Total Credits		80 credits		32 credits

Marks: DSC 18 Psychological Practical, which is purely a practical based paper. In this course 18, 60 marks for experiments, 25 marks for Practical Note Book, 15 for Viva.

Detailed course wise syllabus of BA in Education (Core/Minor) Programme**First Semester****Principles and Theories of Education****DSC/DSM 1****Total Marks 100****Objectives:**

1. To enable the students to understand the basic principles of education.
2. To acquaint the students with the different types of education and its inter-related components.
3. To enable students to understand the different theories of education in the context of teaching

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the facts of education
- identify the basic principles of education, theories of education.

Course Contents**Unit 1: Meaning and Concept of Education**

Meaning and Definitions of Education, Process of Education, Types of Education: Formal, Informal and Non-Formal-Its Importance and Relevance and Scope of Education.

Unit 2: Aims of Education

The Classifications and Characteristics of Aims of Education, the Necessity of Aims in Education; Individual, Social, Liberal and Vocational aims, Aims of Education in a Democracy.

Unit 3: School and Community Relationship

Relationship of School and Community-Interdependence of School and Community, Functions of School, Home and School-their Relationship, School as a Miniature Society. Our Educational Heritage, its Salient Features and Compositeness, Unity, Richness and Continuity.

Unit 4: Curriculum

Concept and Meaning of Curriculum, Different Types of Curriculum-Traditional, Activity-Based and Balanced. Defects of Curriculum, Basic Principles of Curriculum Construction for primary and Secondary level.

Unit 5: Education for National Integration

Needs of National Integration, Obstacles for national integration, Education as a way of National Integration.

Unit 6: Education for International Understanding

Needs of International Understanding, Obstacles for International Understanding, Education as a way of International Understanding.

Unit 7: Value Education

Objectives of Value education, Needs and Importance of Value education, Types and Value-oriented Activities and their Relative Advantages of Value education.

Unit 8: Idealism as a School of Philosophy

Relationship between Philosophy and Education, Idealism as a Major School of Philosophy.

Unit 9: Naturalism as a School of Philosophy

Naturalism as a school of philosophy, Naturalism and Education

Unit 10: Pragmatism as a School of Philosophy

Pragmatism as a major School of Philosophy, Education and Pragmatism

Unit 11: Existentialism as a School of Philosophy

Existentialism as a major school of philosophy, Education and Existentialism

UNIT 12: Gandhi and his Educational Thoughts

Aims of Education, Buniyadi Siksha, Curriculum, Method of teaching, free and compulsory education

UNIT 13: Swami Vivekananda and his Educational Thoughts

Vivekananda's Life history, Concept of Karma Yoga, Philosophical Thoughts, Vivekananda's contribution to Modern education

Unit 14: Montessori and her Educational Thoughts

Concepts and aims of education, Educational principles, working plan of the Montessori method, role of the teacher, merits and limitations of the Montessori methods

Unit 15: Frobel and his Educational Thoughts

Frobel's philosophy of education, theory and principles of education, Kindergarten system, Frobel's contribution to modern education.

References:

1. Safaya and Sahida: *Educational Theory and Practice*.
2. Baruah Jatin: *Shiksha Tatta Adhyan, Lawyers Book Stall, Guwahati*.
3. Das, Dr. Lakhyahira(2008): *Sampurna Shiksha*, Saraighat Photo Times, Udyugpam, Bamunimaidan.
4. Mukherjee, K.K- *Some Great Educators*.
5. Goswami, M.K- *Educational Thoughts and Essays*. New Delhi, Asian Book Pvt. Ltd

Second Semester
Psychological Foundation of Education
(DSC/ DSM 2)

Total Marks-100

Objectives:

1. To enable students to understand the importance of Educational Psychology as a branch of applied psychology
2. To help the students to understand and appreciate the different mental processes relating to teaching and learning.
3. To enable students to deal with exceptional children and tackle problems of adjustment

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the facts of education and psychology
- develop the basic understanding on the basic principles of psychology of education and educational psychology
- identify the need and relevance of basic foundational knowledge on psychology

Course Contents:

Unit 1: Educational Psychology

Meaning, nature and scope. Application of Educational Psychology in teaching learning process

Unit 2: Methods of Educational Psychology

Observation, interview, experimental and case study

Unit 3: Growth and Development

Meaning of Growth and Development, their relationship, principles of development

Unit 4: Early Childhood Stage

Meaning, nature and its characteristics

Unit 5: Later Childhood Stage

Meaning, characteristics, some guiding principles for the teachers and the parents

Unit 6: Adolescence Stage

Characteristics, significance of the study of Adolescence

Unit 7: Juvenile Delinquency

Characteristics, factors for delinquency, remedial measures

Unit 8: Education for Exceptional Children

Meaning, needs and objectives of exceptional children and classifications of exceptional children.

Unit 9: Learning

Meaning and nature, Laws and Methods of Learning.

Unit 10: Theories of Learning

Connectionism, Gestalt field Theory, Conditioning—Classical and Operant—their educational implications.

Unit 11: Memory and Forgetting

Factors of memory, methods of memorization. Forgetting –its causes

Unit 12: Intelligence

Definition and concept, types of intelligence tests. Intelligence and creativity

Unit 13: Personality

Definition, nature, genetic and cultural factors of personality

Unit 14: Theories of Personality

Trait theory and type theory with special reference to Freud, Adler, Jung and Rogers

Unit 15: Mental Health and Hygiene

Meaning, nature of mental health and mental hygiene. Adjustment Mechanisms—Causes of maladjustment

References:

1. Rastogi, K.G.: *Educational Psychology*
2. Dr. S.S. Mathur: *Educational Psychology*
3. C.L.Kundu; D.N. Tutoo: *Educational Psychology*
4. Bhatia, H.R: *Elements of Educational Psychology, Orient Longman*
5. B.C.Kar: *A Study of Educational Principles and Psychology*
6. Garrett, H.E: *Statistics in Psychology and Education*

Third Semester
Sociological Foundation of Education
(DSC/DSM 3)

Total Marks-100

Course Objectives:

1. To enable the students to understand about meaning and nature of educational Sociology and Social Organizations.
2. To become aware of social groups that influence education.
3. To acquaint the students about social change and their impact on education.
4. To inculcate the knowledge of culture and its relevance in the education system.
5. To acquaint the learners with current social issues and their relationship with education.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the facts of sociology
- develop the basic understanding on the basic principles of sociology
- identify the need and relevance of basic foundational knowledge on sociology

Course Contents:

Unit 1: Educational Sociology

Meaning, nature, scope of educational sociology, relation between sociology of education and educational sociology, need and importance of educational sociology

Unit 2: Education and society

Society: its origin and factors and their influence on education. Education as a social system, as a socialization process.

Unit 3: Process of Socialization

Meaning of socialization. Process of socialization- co-operation, competition, conflict, accommodation, assimilation, role of education in the development of a new social order.

Unit 4: Education and Social Change

Meaning and nature of social change, causes of social change, agencies of social change, education as a factor of social change.

Unit 5: Social Change in India

Modernization, westernization and globalization with special reference to Indian Society.

Unit 6: Social Organization and Social Disorganization

Social organization-its concept, characteristics, factors influencing social organization-folkways, mores, and its educational implications. Meaning, causes and types of social disorganization, role of education in prevention of social disorganization.

Unit 7: Social Group

Meaning, definition, characteristics and types of social group, social interactions-meaning, characteristics and factors and their educational implications.

Unit 8: Social Stratification

Meaning, nature and aspects of social stratification, education and social stratification.

Unit 9: Social Mobility and Education

Meaning and nature of social mobility, types of social mobility, factors affecting social mobility, education and mobility.

Unit 10: Education and Community

Meaning and characteristics of community, school–community relationship, role of the community school and the society.

Unit 11: Education and Culture

Meaning and nature of culture, types of culture, role of education in cultural context, education and cultural change.

Unit 12: Education for Disadvantaged Sections of Society

Education for the socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and Rural population.

Unit 13: Equalization of Educational Opportunity

Concept and need of equalization of educational opportunities, problems concerning equality of opportunities in education.

Unit 14: Education and Democracy

Meaning of democracy, education for democracy, role of formal and informal agencies for democratic education, fundamental principles for success of democracy.

Unit 15: Social Control

Meaning, definition and nature of social control, types of social control, agencies of social control, role of education in social control.

Reference:

- 1) Shankar Rao- Sociology
- 2) Mathur, S- A Sociological Approach Of Indian Education
- 3) Bhatia and Bhatia- Philosophical and Sociological Foundations of Education.

DSC 4**Select Issues in Indian Education****Total Marks-100****Course Objectives:**

To help the learners to develop an understanding about the

1. Various issues and problems, faced by Modern Indian Education system.
2. Constitutional provisions for education.
3. Policy perspectives and emerging trends in education.
4. Women empowerment through education.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education
- develop the basic understanding on the emerging issues of education
- identify the need and relevance of emerging trends of Indian education system
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.
- embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life.

Course Contents:**Unit 1: Educational Provisions of the Indian Constitution**

Various clauses and lists of education in Indian Constitution and their implications.

Unit 2: Primary Education

Problems related to primary education-Universalisation of primary education

Unit 3: Wastage and Stagnation

Concept of wastage and stagnation, causes of school dropouts.

Unit 4: Human Rights and Indian Constitution

Importance of Human rights in national development, role of educational institutions in promoting human rights.

Unit 5: Education and Human Rights

Universal Declaration of Human Rights by UN, Right to Education (RTE 2009)

Unit 6: Secondary Education

Problems of Secondary education, vocationalization of secondary education.

Unit 7: Higher Education

Emerging trends, reforms in Higher Education in India, Educational autonomy, economic reforms in higher education, various problems in higher education.

Unit 8: Liberalization, Privatization and Globalization (LPG)

Meaning, nature and its impact on higher education.

Unit 9: Teachers Education

Meaning, objectives, importance, problems and its prospects.

Unit 10: Training for Teachers

Primary, secondary and higher education

Unit 11: Gender and Education

Meaning of gender, role of education for women empowerment.

Unit 12: Education for Rural Development

Concept of rural development, ways and challenges

Unit 13: Life skills and Soft Skills of Education:

Meaning of life skills, recommendations and implications of National Skill Qualification Framework (NSQF) in education

Unit 14: Student Indiscipline:

Concept, needs, problems and remedies.

Unit 15: Student Unrest and Education:

Meaning, need of education for reducing student's unrest

References:

1. Kocher, S.K.: *Pivotal Issues in Indian Education*, Sterline Publishers, ND. 1981.
2. Kohil, V.K. *Current Problems of Indian Education*, Krishna Bros Jalandhar
3. Safaya, R.N.: *Development Planning and Problems of Indian Education*, Krishna Bros Jalandhar.

Fourth Semester
DSC 5/DSM 4
Distance Education

Total Marks 100

Course Objectives:

1. To orient the learners with the nature and need of Distance Education in the present day Indian society.
2. To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To help the learners understand various modes of student support service(SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly distance education
- develop the basic understanding on the emerging issues of open and distance education
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents:

Unit 1: Distance Education

Growth of distance education, distance education in India.

Unit 2: Learner-Support Service

Role of study centre, counselling classes, self-learning materials, different audio-visual aids and other electronic devices

Unit 3: Self Learning Material

Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

Unit 4: Study Skills

Study skills in distance education, strategies for developing study skills

Unit 5: Curriculum

Concept, curriculum development process-major approaches

Unit 6: Curriculum and Evaluation

Need for curriculum evaluation, aspects of curriculum evaluation

Unit 7: Distance Education and Community Development

Technical, professional, vocational and entrepreneurship courses

Unit 8: Rural Development and Women Empowerment through ODL

Distance education for rural development, Distance education for women empowerment

Unit 9: Role of Distance Education in Teacher Training Programme

Role of Distance Education in teacher training programme.

Unit 10: Quality assurance in Distance Education

Quality enhancement, monitoring, feedback and evaluation.

Unit 11: Assessment in Distance Education

An overview on assessment, purposes of assessment, assessment in open and distance learning

Unit 12: Information and Communication Technology in Distance Education

Information and communication technologies and their application in distance education.

Unit 13: OERs and its Challenges in India

Open Educational Resources and its application for opening knowledge movement in India

Unit 14: Challenges in Distance Education

Prospects, problems and barriers in Distance Education.

References:

1. Aggarwal, D.D. *Future of Distance Education*, Sarup & Sons, New Delhi, 2007
2. Bansal, Aarti: *Distance Education in 21st Century*, Sublime Publications, Jaipur, 2004
3. Rao, V.K.: *Distance Education*, APH Publishing Corporation, New Delhi, 2007
4. Siddiqui, Mujibul Hasan: *Distance Education, Theory and Research*, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
5. Shardindu: *Open and Dual Mode University System in India*, Vani Prakasan, New Delhi, 2008

DSC 6
Educational Technology

Total Marks 100

Objectives:

1. To enable the students to understand the nature, scope and theoretical base of educational technology.
2. To enable the students to understand the role and relevance of educational technology.
3. To acquaint the students with different approaches of educational technology towards teaching learning process

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly educational technology
- develop the basic understanding on the emerging issues of technology and education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents:

Unit 1: Educational Technology

Meaning, nature and scope. Types and Objectives

Unit 2: Principles of Teaching

General principles and maxims of teaching

Unit 3: Teaching Strategies

Meaning, nature and objectives and types of teaching

Unit 4: Stage of Teaching

Pre-active and Post-active teaching, Models of teaching

Unit 5: Improvisation of Teaching Learning Materials

Improving the teaching learning materials in education for classroom teaching

Unit 6: Role of Mass Media in Education

Broadcasting Radio, TV and SITE (Satellite Instructional Television Experiment)

Unit 7: Teleconferencing

EDUSAT, Tele conferencing Programme in Education.

Unit 8: Systems Approach in Educational Technology

Definition of a system, components of an instructional system

Unit 9: Audio-Visual Techniques

Concept, need of audio-visual techniques in teaching and its importance.

Unit 10: Communication

Meaning, nature, ways of communication

Unit 11: Communication and Teaching

Need of communication in the classroom teaching

Unit 12: Evaluation

Meaning, nature, teaching learning and evaluation

Unit 13: Types of Evaluation

Formative evaluation and summative evaluation

Unit 14: Micro Teaching

Educational technology for teachers: micro teaching and its use.

Unit 15: Computer assisted instruction

Concept of C.A.I. and its use.

References:

1. Dr. A.K. Sarma: *Educational Techonology*
2. S.K. Kochar: *Methods and Techniques of Teaching.*
3. J.C.Aggarwal: *Essentials of Educational Technology*
4. K.Sampath etal : *Introduction to Educational technology*
5. D.P. Sankhala: *Educational Technology*

DSC 7
Educational Management

Total Mark-100

Objectives:

1. To enable students understand the basic concepts of educational management.
2. To acquaint the students with the process of-
 - a) Financial management
 - b) Institutional management.
 - c) Personnel management.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the system of management particularly educational management
- develop the basic understanding on the emerging issues of educational management
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching and educational administration

Course Contents

Unit 1: Educational Management

Concept of educational management, meaning, nature and scope, importance of Educational Management and its basic Principles

Unit 2: Approaches of Educational Management

Social demand approach, Manpower requirement approach, Rate of return approach.

Unit 3: Institutional Planning

Its need and importance, types of institutional planning

Unit 4: Classroom Management

Concept, need, approaches and time management, teacher as a manager.

Unit 5: Educational Leadership

Meaning of Educational Leadership, importance and measurement of Educational leadership.

Unit 6: Lesson Planning

Importance, principles of Lesson Planning, types and steps in preparation of Effective Lesson Plan.

Unit 7: Organization

Functions of the Organization, improving Organizational Effectiveness.

Unit 8: Inter-personal Conflict and Stress Management

Concept of inter-personal conflict. Management of inter-personal conflicts, Stress management.

Unit 9: Management Process in Education

Planning, Organizing, Directing and Controlling

Unit 10: Quality Education

Concept of Quality Education, Total Quality Management in Education (TQM)

Unit 11: Administration

Distinction between Educational Administration and other kinds of Administration, Status of Educational Administration, Importance of Educational Administration

Unit 12: Supervision

Meaning of Educational Supervision, Characteristics of Supervision, Need for Supervision, Functions of Educational Supervision.

Unit 13: Co-curricular Activities

Advantage of Co-curricular Activities, Principles of Good Co-Curricular Activities, Guiding Principles for Organizing Activities.

Unit 14: Management and Resources

Human Resource and Material Resource.

References:

1. Dennison, Bill Ken and Shentorn(1987): Challenges in EducationManagement-Principles and Practce. Croom Helm
- 2.J.C.Agarwal: School Organisation, Administration and Management.
- 3.Mohanty, J.: Educational Management, Supervision and School Management, New Delhi. Deep and Deep publication
3. Naik,J. P. : Educational Planning in India. Allied Publishers, New Delhi

Fifth Semester**DSC 8/DSM 5****History of Education during Pre-independence in India****(Major/Minor)****Total Marks 100****Objectives:**

1. To acquaint the students with the recommendation of different education Commissions and Committees and its implications in Indian education system.
2. To enable the students to understand the background and historical trends of Indian education during British rule and in independent India.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the Indian education system from its inception
- develop the basic understanding on the history of education as a whole
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century

Course Contents:**Unit1: Vedic System of Education in India**

Nature, aims of education, methodology of teaching

Unit 2: Buddhist System of Education in India

Nature, aims of education, methodology of teaching

Unit 3: Islamic System of Education in India

Nature, aims of education, methodology of teaching

Unit 4: Role of Christian Missionaries

Educational Activities of Christian Missionaries and East India Company.

Unit 5: Charter Act of 1813

Controversies between Anglicist and Classicist, Macaulay's Minute and its significance, Bentinck's Resolution

Unit 6: Wood's Despatch of 1854

Recommendations and its effect on Indian education

Unit 7: Hunter Commission of 1882

Recommendations on Primary and Secondary education and its effect on Indian Education,

Unit 8: Lord Curzon's Educational Policy

Recommendations on Primary Education, Lord Curzon's Educational Policy on Secondary and University education.

Unit9: Gokhale's Bill on Primary Education

Recommendations and its significance to introducing free educational policy in India at primary level, Resolution of Gokhale's on primary education in India

Unit 10: The Calcutta University Commission -I

Recommendations, Calcutta University Commission 1917

Unit 11: The Calcutta University Commission –II

An evaluation of the recommendations of the Commission, result of the recommendations of the Commission

Unit 12: Hartog Committee in 1929

Historical background, recommendations and its effect on Education

Unit13: Wardha Scheme of Education-1937

Meaning and philosophy of basic education, main features and recommendations, merits and demerits of the basic education

Unit 14: Sargent Plan 1944-45

Major proposal of the committee, suggestions of the plan on primary, secondary, university and technical or vocational, and its effect on Education

References:

1. S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. Jatin Baruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*

DSC 9**Measurement and Statistics in Education****Total Marks 100****Objectives:**

1. To acquaint the learners with the concept of measurement in education and its various tests
2. To make the learners understand the basic concept of statistics and its application in education
3. To help the learners understand the different techniques of educational statistics in the teaching learning process.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the issues of measurement and educational evaluation
- develop the basic understanding on the history of education as a whole
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents**Unit1: Educational Measurement**

Concept and nature of Educational Measurement

Unit 2: Evaluation

Concept and nature of Evaluation, importance and types of Evaluation in Education

Unit 3: Scales and Errors of Measurement

Meaning, nature, types and errors of measurement.

Unit 4: Psychological Test

Meaning and characteristics of a good psychological test, meaning of validity, reliability, objectivity and norms.

Unit 5: Test Construction and its Standardization

Meaning, Nature, Principles and Methods.

Unit 6: Teacher–Made Test

Concept, its advantages and shortcomings

Unit 7: Aptitude Test

Meaning, definitions of aptitude, nature and measurements of aptitudes

Unit 8: Attitude Test

Nature and measurement of attitude and interest.

Unit 9: Projective Techniques

Meaning, nature, reliability and validity of projective techniques

Unit10: Statistics in Education

Meaning and importance of Statistics, data analysis, Preparations of frequency distribution table and its importance.

Unit 11: Graphical Representation of the Data

Characteristics and importance of graphical representation of polygon and histogram.

Unit 12: Measures of Central Tendency

Mean, Median and Mode, and its merits and limitations

Unit13: Measures of Variability

Concepts, types, uses, merits and demerits, Quartile deviation, Measures of Average Deviation, Measures of Standard Deviation

Unit 14: Correlation

Meaning of correlation, types of correlation: rank difference method.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod Pustak Mandir, Agra-2
2. Henry E, Garret: *Statistics in Psychology and Education*, Cosmo Publication.2006.
3. Srivastava, A.B.L. and Sarma, K.K. (1985): *Elementary Statistics in Psychology and Education*, Sterling Publishers Pvt. Ltd., New Delhi.
4. Mangal, S.K. (2007): *Essentials of Educational Psychology*, Prentice Hall of India Private Limited.

DSC 10
Economics of Education

Total Marks-100

Course Objectives:

To make the learners aware about:

1. The meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The concept and relationship between input and output of education
4. The financial resource management.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like economics of education
- develop the basic understanding on the emerging issues of economics of education
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce efficient and effective leaders in the field of teaching, educational administration and educational finances
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Produce quality educational practitioners having sound knowledge of various dimensions of economics of education and economic policies

Course Contents:

Unit 1: Economics of Education

Concept, scope and significance.

Unit 2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Education as a Public Good

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

Unit 5: Human Capital Formation

Concept, Human capital Approaches to education

Unit 6: Education and Manpower Planning

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

Unit 7: Financing in Elementary Education

Pattern of financing, need of financing, financial policy for primary education in India

Unit 8: Financing in Secondary Education

Pattern of financing, need of financing, financial policy for secondary education in India

Unit 9: Financing in Higher Education

Pattern of financing, need of financing, financial policy for higher education in India

Unit 10: Public Subsidies in Education

Concept of subsidies, need of public subsidies in education in India

Unit 11: Livelihood, Labour Market and Labour Mobility

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 12: Education and Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 13: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 14: Self-Financing and Fund Mobilization in the Educational Institutions

Fund mobilization in the educational institution.

References:

1. Hunter, W.W.: *Economic History of India*, Vols.2, Cosmo Publication, 2008
2. Habison & Myers: *Education, Manpower and Economic Growth*
3. Peer,M: *Higher Education and Employment*, Rawat Publications, 2007-08
4. Rao, P: *Economics of Primary Education*, Rawat Publication, 1998.
5. Rajaiah, B: *Economics of Education*
6. Singh, R.P.: *Educational Finance and the Planning Challenge*, Eastern Book House, 2008
7. Shuukla, P.D.: *New Education Policy in India*.
8. Psachupouls, Y: *Economics of Education*

DSC 11
Environmental Education

Total Marks 100

Course Objectives:

1. To make the learners aware of environmental problems and to familiarize the students with the concept and importance of environmental education.
2. To make the learners aware of the various mechanisms of environmental protection and promotion.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like Environmental education
- develop the basic understanding on the emerging issues of environmental education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.

Course Content:

Unit 1: Environmental Education

Meaning, nature, importance, scope, goals and objectives of Environmental Education.

Unit 2: Methods of Environmental Education

Observation, Fieldtrips, Project method, co-curricular activities, dramatization, discussion, problem-solving method.

Unit 3: Environmental Movements in India

Appiko Movement, the Silent Valley Movement, Chipko Movement, the Chilika Bachao Andolan, Narmada Bachao Andolan.

Unit 4: Media of Environmental Education

Concept of Instructional media, magazine, seminar, workshop, exhibitions, models, audio-visual aids.

Unit 5: Programme of Environmental Education

Programme for primary level, Secondary level and higher level.

Unit 6: Environmental Degradation

Concept of Environmental degradation, types, causes and prevention of environmental degradation.

Unit 7: Environmental Pollution

Meaning of Environmental Pollution, types of Environmental Pollution- air, water, land or soil, solid-waste, noise, and radio-active pollution.

Unit 8: Atmospheric Environment

Depletion of ozone layer, green house effect and acid rain.

Unit 9: Environmental Stressors

Meaning of environmental stressors, causes of environmental stressors, types of environmental stressors-natural and man-made stressors.

Unit 10: Conservation and Protection of Environment

Meaning of conservation and protection of Environment, need and importance of conservation and protection of environment, role of individual and society towards conservation and protection of Environment.

Unit 11: Environment and Legal Provisions

Legal and Constitutional Provisions for Conservation and Protection of Environment.

Unit 12: Sustainable Development

Concept of Sustainable development, characteristics and education for sustainable development.

Unit 13: Conservation of Natural Resources

Meaning of natural resources, types of natural resources, need and methods of conservation of resources (Soil, Forest, Water Resources).

Unit 14: Environmental Education

Its problems and prospects with special reference to Assam

References:

1. R. C. Sarma: Environmental Education, Surya Publication, Meerat, 1997.
2. R.A Sharma: Environmental Education, Metro Politary Book Co. Pvt,Ltd, New Delhi.
3. Mahapatra D: Environmental Education.

Sixth Semester
DSC 12/DSM 6
History of Education during Post-Independence in India
(Major/Minor)

Total Marks.100

Objectives:

1. To acquaint the learners with the recommendations of different education Commissions and Committees and its implications in Indian education system.
2. To make the learners understand the background and historical trends of Indian education in independent India.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the Indian education system from the independence of India
- develop the basic understanding on the history and various policies of education as a whole
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- Produce quality educational practitioners having sound knowledge on analyzing the educational policies

Course Contents:

Unit 1: The University Education Commission of 1948

Background of the commission, its recommendations on aims and objectives of Higher Education

Unit 2: Secondary Education Commission of 1952-53

Its recommendations on the aims of Secondary Education, principles of curriculum construction.

Unit 3: Education Commission of 1964-66

Objectives and Educational Structure and its recommendations.

Unit 4: National Policy on Education 1968

Objectives of Education, resolution adopted on NPE.

Unit 5: National Policy on Education 1986 and Programme of Action, 1992

Objectives, recommendation on Elementary, Secondary and University education.

Unit 6: Mission in Elementary Education in India

DPEP, Sarva Shiksha Abhiyan, and its attempt for Universalization of Elementary Education in India.

Unit 7: National Knowledge Commission

Its recommendations on education system in India

Unit 8: Development of Primary Education in Assam

Development of primary education in India since Independence

Unit 9: Development of Secondary Education in Assam

Development of secondary education in Assam after independence, effect of recommendations of the Secondary Education Commission in Assam, problems of secondary education

Unit 10: Development of Higher Education in Assam

Development of higher education after independence, development of higher education through open and distance learning.

Unit 11: Development of Women Education in Assam

Importance of women education, growth and development of women education in Assam.

Unit 12: Rashtriya Madhyamik Siksha Abhiyan

Various approaches of RMSA for universalization of secondary education in India and Assam

Unit 13: RUSA and Higher Education

Various approaches for making equity in higher education

Unit 14: National Education Policy 2020

Recommendations on education system in India, recommendation for both regular and ODL mode.

References:

1. S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. Jatin Baruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*
5. *National Education Policy 2020*: https://ruralindiaonline.org/en/library/resource/national-educationpolicy2020/?gclid=CjwKCAjwzuuqgBhAcEiwAdj5dRiDIJ9NJanfOnyHE7X7frFxBuvsEEBydzVOco8tbHSmQIA9U7wtgERoCXDUQAvD_BwE

DSC 13
Population Education

Total Marks 100

Course Objectives:

1. To enable the students to understand the basic concept of population education and the consequences and effects of population growth.
2. To enable the students to enrich their knowledge about the population theories.
3. To learn about the latest policies of population education and agencies working towards their achievement.
4. To understand the concept of prosperous family.
5. To make students aware about the various strategies of population control.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the subject like population education
- develop the basic understanding on the emerging issues of population education as a subject as a whole.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- formulate coherent arguments about ethical and moral issues, including population education, from multiple perspectives.

Course Contents:

Unit 1: Population Education

Meaning, nature, scope, source, need and importance of population education.

Unit 2: Dynamics of Population Growth

Determination and measurement of population growth, trend of population growth in India,

Unit 3: Population Explosion

Concept and characteristics of population explosion, causative factors and problems of population explosion in India, steps for checking population explosion.

Unit 4: Population and Quality of life

Meaning and nature of Quality of life, its relation to population growth, factors affecting quality of life, population education for quality life.

Unit 5: Small Family Norms

Meaning, nature and its advantages for population control.

Unit 6: Population Education Curriculum at Primary and Secondary Level

Its aims and objectives at primary stage and secondary level, need of population curriculum.

Unit 7: Population Education Curriculum at Higher Level

Its aims and objectives at higher level, need of population education curriculum.

Unit 8: Instructional Materials

Teaching aids in population control-concept of instructional materials, types and use of teaching aids in population education.

Unit 9: Role of Mass-media in Population Control

Importance of mass media, types of mass media (newspaper, radio, TV, and audio-visual aids)

Unit 10: Methods of Population Education

Observation, self-study, discussion, lecture, project method, assignment, field study.

Unit 11: Population Policies in India

Need and significance of population policy in India

Unit 12: Family Welfare Programmes in India

Need and significance of population policy in India

Unit 13: Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Normal formal Education and Population Education.

Unit 14: Population Education and Teacher

Role of teachers in creating awareness towards population problem.

References:

1. Rao, D.G.: *Population Education, Sterling,*
2. Kuppaswami, B: *Population Education, Asia Publishing,*
3. Baladev, K.P: *Population Crisis in India.*

DSC 14**Education for Community Development****Total Marks 100****Course Objectives:**

To make the learners aware about:

1. The role of community engagement in national development
2. highlights the contribution of social networking as a bridge between the various government schemes and the people of India.
3. Sensitivity towards the environment and education, safety and energy, enthusiasm towards physical, mental and spiritual health along with simple living and high thinking
4. the benefits of community engagement through research and innovation
5. various problems of any community and the possible ways to address the same.
6. The responsibility of Indian citizens towards community development

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly how to engage with community
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
 - acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
 - identify ethical issues related to how to do research and also develop the awareness level towards research ethics, avoiding misrepresentation of data or committing plagiarism etc
 - Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life

Course Contents:

Unit 1: Concept, Ethics and Spectrum of Community development and community engagement

Unit 2: Local community, Rural culture and Practice of community engagement

Unit 3: Stages, Components and Principles of community development, Utility of public resources.

Unit 4: Contributions of self-help groups

- Unit 5:** Rural Development Programs and Rural institutions.
- Unit 6:** Role of Panchayati Raj and community awareness
- Unit 7:** Local Administration and Community Involvement
- Unit 8:** Social contribution of community networking, Various government schemes.
- Unit 9:** Development and Training Institutes for Micro, Small and Medium Enterprises (MSMEs) and community development
- Unit 10:** Programmes of community engagement and their evaluation.
- Unit 11:** Community Engaged Research and innovations
- Unit 12:** Ethics in Community Engaged Research
- Unit 13:** Rural Distress, Rural Poverty
- Unit 14:** Impact of COVID-19 on Migrant Laborers, Mitigation of Disaster

References:

1. Adiseshiah, W.T.V. & Pavanasam . R., *Sociology in Theory and Practice*, New Delhi, Santhi Publishers, 1974.
2. Blackledge, D. & Hunt, Barry, *Sociological Interpretations of Education*, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. , *Sociology of Education*, New Delhi, Atlantic Publishers, 2002
4. 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.
6. Durkheim, E., *Education and Sociology* , New York, The Free Press, 1966.
7. Hemlata, T., *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002

DSC 15

Guidance and Counselling

Course objectives:

1. To enable the learners to understand the concept of guidance and counselling
2. To become aware about different roles of teachers.
3. To understand the concept and importance of planning and management parts of guidance and counselling.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly how to engage with community
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- know the basic knowledge regarding the various core courses of Education as a subject as a whole.
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course contents:

Unit1- An Introduction to Guidance

Concept and nature of Guidance, Objectives of Guidance, Principles of Guidance, Types of Guidance

Unit 2 - Significance of Guidance Programme in School

Importance of Guidance in School, Educational and Vocational Guidance in Primary Stage, Educational and vocational Guidance in Secondary Stage, Problems of Guidance in Schools and its Solutions.

Unit 3 Guidance Services in Schools I

Orientation Service , Pupil Inventory Service, Occupational Information Service.

Unit 4: Guidance Services in Schools II:

Placement Service, Follow Up Service, Counseling Service

Unit 5: A Brief Introduction to Counseling

Meaning, Definitions and Nature of Counseling, Aims of Counseling, Significance of Counseling and Principles of Counseling, Different Methods of Counseling.

Unit 6 : Role of Teacher as a Counsellor in Schools

Importance of Counselling Schools, Role of Teachers in Counselling.

Unit 7 : Counseling Skills for Teachers

Basic skills in Counselling for Teachers- Communication Skills, Empathy, Genuineness, Positive Regard.

Unit 8 : Career Guidance for Learners

Significant of Career Development and its Problems, Different Aspects of Career Development, Theories of Career Selection and Development, Career Development for Girls.

Unit 9 : Planning and Organizing a Guidance Programme

Need of Guidance Programme in Schools, Planning a Guidance Programme, Steps for Guidance Programme, Managing Personnel, Finance and Facilities, Managing Facilitating Activities, Implementation Models of Guidance Programme.

Unit 10 : Guidance and Counseling for Students with Physical Disabilities

Concept of Physical Disability, Types of Physically Disabled Children – Visually Impaired Children, Children with Hearing Impairment, Children with Speech Impairment, Orthopedically Handicapped Children, Guidance and Counseling for such Physically Disabled Children.

Unit 11 : Guidance and Counseling for Mentally Challenged Children

Definitions of Mentally Challenged Children, Characteristics of Mentally Challenged, Guidance and Counselling for Mentally Challenged children.

Unit 12 : Guidance and Counseling for Children with Learning Disabilities

Concept of Learning Disabilities Causes of Learning Disability, Common Signs of Learning Disabilities, Guidance for Children with Learning Disabilities.

Unit 13: Promoting Mental Health and Wellbeing

Concept of Mental Health, Scope of Mental Health, Characteristics of a Mentally Healthy Person, Role of School in Maintaining Mental Health.

Unit 14 : Guidance in School and Mental Health

Role of Guidance in maintaining Mental Health of Students, Factors Affecting Mental Health, Characteristics of a Mentally Healthy Teacher, and Importance of Guidance for Mal adjusted Students.

References:

1. Agarwala, R.(2006) . *Educational, vocational guidance and counseling* . New Delhi: Sipra Publication .
2. Bhatnagar, A and Gupta, N.(1999) . *Guidance and Counselling – A Theoretical Approach*. New Delhi: Vikas Publishing house.

3. Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling*. New Delhi: Kalyani Publishing House.

Seven Semester
DSC 16/DSM 7
Education for Skill Development
(Major/Minor)

Total Marks 100

Objectives:

The main objectives of the Course are:

1. To mobilize the capacity of the youths by updating their knowledge and equipping them with some locally relevant need based skills.
2. To generate awareness among the youths across the country on the current fields of employment and livelihood opportunities.
3. To encourage the youths for developing their capacity those who are willing to form some livelihood enterprises and also encourage the youths to become more productive.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly how to develop skills for having better livelihood
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- demonstrate ICT based skills required for becoming 21st century learner.
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to generate solutions to problems related to various approaches of modern higher education.

Course Contents:

Unit 1: Introduction to Skill development, how skill development is related to empowerment

Unit 2: Present status of livelihood opportunities in India, Youths and livelihood opportunity

Unit 3: Skill development and employability, the role of education for employability

Unit 4: Recognition of prior learning and skill development

Unit 5: Understanding NSQF: Mission and Goals and educational qualifications

Unit 6: Government's initiatives for skill development courses and training

Unit 7: SDGs and Lifelong learning

Unit 8: Approaches of Skill development, Strategies for capacity building for entrepreneurship of the youths

Unit 9: Life Skills for sustainable livelihood

Unit 10: Communication Skill

Unit 11: Education in the digital age

Unit 12: Governmental Schemes and programmes for skill development of the youths

Unit 13: Challenges and opportunities of skill development in India

Unit 14: Role of the open universities for mobilising the skills of the youths

References:

1. Baker, E. L., & O'Neil, H. F., Jr. (2003). Technological fluency: Needed skills for the future. In H. F. O'Neil, Jr. & R. Perez (Eds.), *Technology applications in education: A learning view*. Mahwah, NJ: Erlbaum.
2. Mohan B. Menon. (2014). *Strategy for Skill Development through Open Schooling India*, National Institute of Open Schooling, A-24-25, Institutional Area, Sector-62, Noida, U.P.
3. Mohd., Shoeb. (2020). *Skill Development, Innovations and Entrepreneurship*, Om Publications
4. Nair V.R.(2010). *Life Skills Personality and Leadership*. RGNIYD, Tamilnadu
5. Rameshwari, Pandya . (2016). *Skill Development and Entrepreneurship in India*, New Century Publications
6. Samuel Kai Wah Chu etal. (2017). *21st Century Skills Development through Inquiry-Based Learning, From Theory to Practice*, Springer
7. United Nations Children's Fund. (2012). *Global Evaluation of Life Skills Education Programmes Final Report*. New York

DSC 17**ICT in Teaching-Learning****Total Marks.100****Course Objectives:**

After going through this course, the learners will be able to –

1. Identify the need and importance of ICT in teaching-learning system
2. Comprehend the implications for use of ICT in teaching-learning process in view of the theories of Learning
3. Select and integrate different types of ICT resources in their teaching
4. Identify and apply the different types emerging trends of ICT enabled teaching and ethical practices while using ICT resources

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the current field of education, particularly ICT in education
- develop the basic understanding on the emerging issues of technology and education
- gather the procedural knowledge which are required for performing multidisciplinary and skill based programmes in the 21st century
- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and other interdisciplinary courses

Course Contents:**Unit 1: Fundamentals of Teaching Learning Process and ICT**

Concept of Teaching-Learning processes; Design, Development and Potential of ICT for teaching-learning process; Use of ICT for classroom teaching ; ICT for e-learning situation; Collaborative Learning with various ICTs

Unit 2: Introduction to various types of Teaching-Learning Resources

Concept, meaning, types and importance of different types of teaching-learning resources, improvised resources; criteria selecting and integrating resources for teaching-learning

Unit 3: Conventional or Non-digital Teaching-Learning Resources

Concept of teaching-learning resources; Meaning and types of Non-digital Teaching Learning Resources - Chalkboard, Non-Projected Teaching Learning Resources and Projected Teaching Learning Resources; Preparation of Low Cost Teaching Learning Materials From Available Local Resources

Unit 4: Digital or ICT integrated Teaching-Learning Resources

Meaning of digital teaching learning resources; Types of digital teaching-learning resources for use in education - radio and television, computer, internet, web, e-book, chat rooms, e-conference, search engine; Mobile and its use in education

Unit 5: Concept of Learning Theories and their implication for Use of ICT in Teaching-Learning

Theories of Learning – Behaviourism, Cognitivism, Constructivism and their implications for using ICT in Education, Optimum use of ICT for Teaching-Learning Purposes

Unit 6: Selection and Integration of ICT Resources

Need of ICT selection for teaching-learning process; Factors affecting ICT selection - pedagogic utility, human factors, availability and accessibility, user friendliness, control and interactivity, cost, effective communication, infrastructure facilities, time, hardware, etc.; Criteria for selection of appropriate ICTs; ICT Integration; Concept of Technological Pedagogical Content Knowledge (TPAK) framework

Unit 7: Use of OER in Teaching-Learning Processes

Open Educational Resources (OER) – meaning, use, identification, creation, sharing and limitations of OER ; Creative Commons License; OER Repositories (Wikipedia, MERLOT, YouTube, Teacher Tube, Slide share, Sakshat, E-Gyankosh, E-Vidya, NROER, etc.)

Unit 8: ICT Mediated Teaching Learning Environment

Concept of Teaching-Learning Environment – meaning, types, characteristics, etc.; physical and social constituents of teaching-learning environment, use of different types of tools and instructional strategies for supporting learners; adapting learning environment for creating an inclusive classroom

Unit 9: Use of ICT for Collaboration, Co-creation and Sharing of Knowledge

Concept of collaboration, co-creation and sharing of knowledge; Tools for collaborative learning; Tools for digital content sharing; Management of digital resources

Unit 10: Use of ICT in Assessment

Concept of Assessment; Role of ICT in Assessment; Web-Based Assessment – objective and subjective assessments; Electronic support as a tool in the assessment process; Use of blogs for assessment; Advantages and disadvantages of ICT based assessment

Unit 11: Use of ICT in Educational Management

Concept of Educational Management and Administration; Application of ICT in Educational Management (E-Governance) - school management tools, database management through EPR, record keeping, paperless administration, duty allocations, students' portfolio, managing assessment and evaluation, etc.; Use of ICT in Financial Management – students' fee records, school budget, accounting, etc.; ICT for creating online community of parents, teachers and students

Unit 12: Use of ICT for Inclusive Classroom

Inclusive Classroom – meaning, role of ICTs in Inclusive Classroom, use of ICT in Inclusive Classroom; Introduction to Assistive Technology - categories and use of Assistive Technology in inclusive classroom

Unit 13: Emerging Trends in ICT Enabled Teaching-Learning Processes

Massive Open Online Courses (MOOC), E- Learning, Blended Learning, Flipped Classroom

Unit 14: Safe, Secure and Ethical Practices in ICT Enabled Teaching-Learning

ICT Policy; Internet Filtering; Intellectual Property Rights, different types of IPRs and ways to manage those; Impact of ICT on Socio-Cultural Issues - ICT and child development, cyber-bullying, addiction, anxiety and stress creation using technologies

References:

1. Baker, E. L., & O'Neil, H. F., Jr. (2003). Technological fluency: Needed skills for the future. In H. F. O'Neil, Jr. & R. Perez (Eds.), *Technology applications in education: A learning view*. Mahwah, NJ: Erlbaum.
2. Berson, M. J. (1996). Effectiveness of computer technology in social studies: A Review of the literature. *Journal of Research on Computing in Education*, 28(4), 486-98.
3. Jeff, Craig. (2012). *Six Steps for Implementing 21st Century Skills*. Onondaga-Cortland-Madison BOCES
4. Samuel Kai Wah Chu et al. (2017). *21st Century Skills Development through Inquiry-Based Learning, From Theory to Practice*, Springer

DSC 18
Psychological Practical

Total Marks: 100

Course Objectives:

To enable the learners to develop an understanding about the

1. Practical utility of the various psychological testing.
2. Designing the apparatus of various psychological testing.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire the cognitive and technical skills for performing and accomplishing complex tasks relating to the subject on education and practices
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- demonstrate ICT based skills required for becoming 21st century learner.
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life
- employ the right approach to solving the problems related to educational and psychological practices

The mark distribution of Practical Examination will be as under-

(i)	Practical Note Book =	Total 25 Marks
	4 Experiments with Apparatus carries	4X3=12Marks
	3 Experiments without Apparatus carries	3X2=6 Marks
	3 Physiological Experiments carries a total of	7Marks
(ii)	Psychological Experiments during Examination	20X3=60 Marks
	3 experiments are to be performed in Examination	
	(One experiment with apparatus, one without apparatus and one physiological)	
(iii)	Viva Voce	= Total 15 Marks

Course Contents:

Unit 1: Learning: Mirror Learning

Unit 2: Maze Learning

Unit 3: Part and whole learning

Unit 4: Memory: recall-recognition

Unit 5: Immediate memory span

Unit 6: Free Word association and Controlled Association

Unit 7: Attention: span of attention

Unit 8: Span of apprehension

Unit 9: Division of attention

Unit 10: Personality: inkblot test

Unit 11: Thematic Apperception test (TAT)

Unit 12: Physiological drawing of brain

Unit 13: Physiological drawing of Eye

Unit 14: Physiological drawing of Ear

References:

1. R.S. Woodworth: Experimental Psychology
2. S M Mohsin: Experiments in Psychology

Semester VIII
DSC 19/DSM 8
Gender and Society

Total Marks 100

Course Objectives:

1. To equip the learner with an understanding of the concepts of Gender, gender differences and empowerment
2. To inculcate sensitivity to issues related to Gender and Identity within the socio-cultural context.
3. To know the expected roles (political, social and economic) of Indian Women in developing countries including India
4. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organisations like ILO.

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the dimensions of gender and gender studies
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life

Course Contents:

Unit 1: Concepts of gender, gender dimensions, Gender role

Concept and nature, Types of gender role.

Unit 2: Patriarchal and Matriarchal

Concept and nature, Gender role in patriarchal and matriarchal society, Social construct of Gender.

Unit 3: Gender Segregation

Concept and nature, Types of gender Segregation: Horizontal & vertical, Gender segregation and education.

Unit 4: Gender marginalisation in education

Meaning, concept and nature, Causes of gender marginalisation in education, Measures for inclusion in education

Unit 5: Gender Stereotyping

Meaning and concept, Issues and concern related to gender , gender stereotyping in Indian society, Gender stereotyping and education.

Unit 6: Problems of women face in developing countries including India

High rate of population growth — literacy percentage of women inadequate nutrition and technology, existing prejudices against women etc.

Unit 7: Aspiration of Indian society for sustainable development of girls

Planned governmental efforts. Achieving quality of life, equality of opportunities, equity, social justice and empowerment

Unit 8: Gender and violence, various laws for protecting gender and women**Unit 9: Constitutional provisions and Rights of women**

Constitutional Provision for equality of Women (Educational and Legal Provisions), National Policy on Education (1986) on women education, National Council for Women Education, Property Right, National Policy for Empowerment of Women, 2001

Unit 10: Women Empowerment

Concept of women empowerment, importance, Types of women empowerment- Economic, political, Educational, legal.

Unit 11: Barriers of women empowerment, Role of education in women empowerment**Unit 12: Gender inequalities in School and society**

Family attitude, Gender bias in Textbook, Curricular Choices, Teachers' attitude, Classroom Interaction, Peer Culture

Unit 13: Gender and employability

Gender inequality in workplace, Women entrepreneurship, Enhancing work-life balance

Unit 14: Changing roles and women empowerment, encouraging non-gender stereotyped attitudes in youth and the role of education**References:**

- 1.9.1.1 FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
- 1.9.1.2 Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.

- 1.9.1.3 Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. *Journal of Instructional Psychology*, 27 (3), 173-178.
- 1.9.1.4 K., & Gallagher, J. J. (1987). The role of target students in the science classroom. *Journal of Research in Science Teaching*, 24(1), 61–75.
- 1.9.1.5 Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. *Journal of Research in Science Teaching*, 41(10), 961–969.

DSC 20**Value Education and Human Rights Education****Total Marks 100****Course Objectives:**

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To identify the meaning and concept of peace and its importance in human life.
4. To enable the meaning and importance of peace education and its relevance at national and international level.
5. To describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
6. To discuss the role of United Nations on human rights, enforcement mechanism in India and the role of advocacy groups

Learning Outcome:

After going through this course, the graduates will be able to:

- acquire knowledge and understanding on the dimensions of education, human rights and peace education
- formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues from multiple perspectives.
- Embrace the constitutional, humanistic, ethical, and moral values, and practice these values in life
- apply the acquired specialized technical or theoretical knowledge, cognitive and practical skills in the practical field of life

Course Contents:

Unit 1: The Socio-moral and cultural context. Need and Importance of Value Education and Education for Human Rights in the existing social scenario.

Unit-2: Value education: Concept, characteristics, Objectives and Importance of value education. Value education at different stages –Primary, Secondary and Higher Education. Role of teacher and family in imparting value education.

Unit 3: Nature and Concept of Morality and Moral Education: Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.

Unit 4: Moral Development of the Child: Concept of Development and Concept of Moral development. Psycho-analytic approach, Learning theory approach, especially social learning theory approach, Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

Unit-5: Peace education: Meaning, definition and characteristics of peace, Importance of peace in human life, Teacher's role in promoting peace. 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

Unit-6: Challenges of Peace education and Role of Different Organisations such as : International Institute for Peace(IIP), UNESCO, International Peace Bureau (IBP), UNO, UNICEF, Global Peace Foundation(GPF), Mahatma Gandhi Institute of Education for Peace and Sustainable. Challenges of peace education

Unit-7: Basic Concept of Human Rights: Concept and Nature of Human Rights, Scope of Human Rights, Concept, objectives, principles of Human Rights Education, Needs and Significance of Human Rights Education in India. Human Rights Education at Different levels: Elementary level, Secondary level and Higher level.

Unit 8: Methods and Activities of Teaching Human Rights, Curriculum of Human Rights Education

Unit-9: United Nations and Human rights: Universal Declaration of Human Rights (1948) by UN, UN and Promotion and Protection of Human Rights, Human Rights and Indian Constitution, Fundamental Rights similar to the UN Human Rights in Constitution of India

Unit-10: Human Rights – Enforcement Mechanism in India, Human Rights Act – 1993, Human Rights Commission – role and objectives

Unit-11: Role of Advocacy Groups for Promotion of Human Rights, Role of Global Agencies: UN, UNESCO, Vienna Declaration

Unit 12: Role of Government and Non-Governmental Organizations; Role of educational institutions, Role of press and mass media

Unit-13: Human Rights and Marginalised Sections, Human Rights related to Racial Discrimination, Human Rights related to Religions and Religious Minorities, Human Rights related to Linguistic Minorities, Communal Minorities, Refugees and Aged

Unit 14: Human Rights related Women and Children, Differently Abled and Transgender

References:

1. Bhattachaya, G.C. "Teaching of Human Rights at B.Ed level; needs and objectives." University News 35(52), December
2. Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
3. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.