

DEPARTMENT OF EDUCATION

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) (FIRST – EIGHT SEMESTER)

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ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)

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PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) - the spirit of NEP, 2020.

The programmes offered by the college are:

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 minor Courses, 3 SEC Courses and 3 IDC Courses. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also, the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III		CE-3214 CE-3224	MN-3214	SE-3213	ID-3213	AE-3212	-	-
IV		CE-4214 CE-4224 CE-4234	MN-4214	-	-	AE-4212	-	IN-4212
V		CE-5314 CE-5324 CE-5334 CE-5344	MN-5214	-	-	-	-	-
VI		CE-6314 CE-6324 CE-6334 CE-6344	MN-6214	-	-	-	-	-
VII		CE-7414* CE-7424** CE-7434** CE-7444** CE-7454**	MN-7314	-	-	-	-	-
VIII		CE-8414# CE-8424# CE-8434# CE-8444# CE-8454#	MN-8314	-	-	-	-	-

*Compulsory for all students in the 7th semester.

**Students are required to choose any three courses from the remaining four core courses in the 7th semesters.

Students who wish to pursue a Bachelor Degree with Honours must choose any four of the five core courses in the 8th semester.

NOTE: Students who secure a minimum of 7.5 CGPA at the end of the 6th semester (without any arrears) may opt for a Bachelor Degree with Honours and Research. Those students shall have to choose one core course out of the given five courses in the 8th semester and have to complete a Research Dissertation of 12 credits.

Course code: First two letters is the abbreviation of course component
 First digit implies semester number
 Second digit implies course level
 Third digit implies course number
 Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

Semester Wise Credit Distribution

Semester	CREDIT DISTRIBUTION							
	CORE	MINOR	SEC	AEC	IDC	VAC/FC	IN	TOTAL
FIRST	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
SECOND	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
THIRD	2x 4	1 x 4	1 x 3	1 x 2	1 x 3	--	--	20
FOURTH	3x 4	1 x 4	--	1 x 2	--	--	1 x 2	20
FIFTH	4x 4	1 x 4	--	--	--	--	--	20
SIXTH	4x 4	1 x 4	--	--	--	--	--	20
SEVENTH	4x 4	1 x 4	--	--	--	--	--	20
EIGHT	4x 4	1 x 4	--	--	--	--	--	20

SEC: SKILL ENHANCEMENT COURSE

AEC: ABILITY ENHANCEMENT COURSE

IDC: INTERDISCIPLINARY COURSE

VAC/FC: VALUE ADDED COURSE

IN: INTERNSHIP

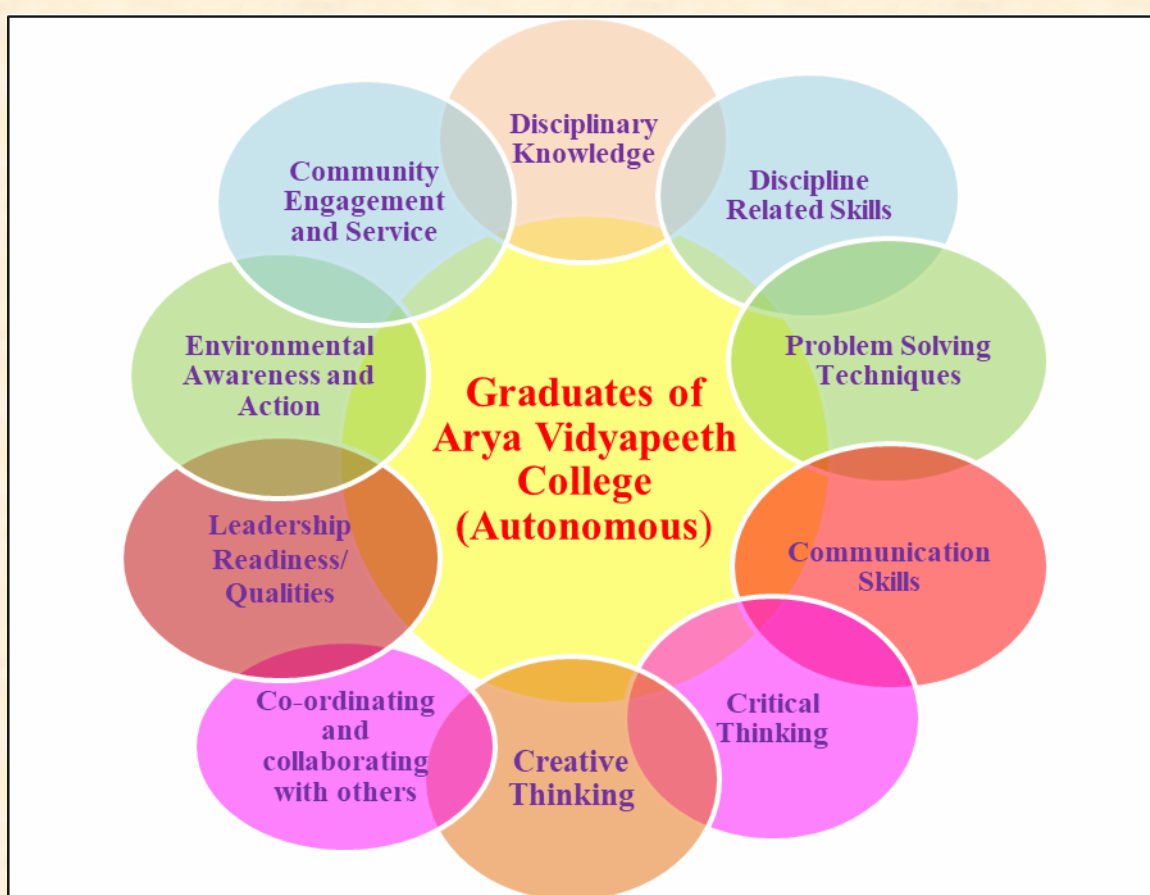
Abbreviation of Course Components:

**CE (Core), MN (Minor), SE (Skill Enhancement Course), AE (Ability Enhancement Course),
VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)**

GRADUATE ATTRIBUTES

Graduate Attributes:

Graduate Attributes are the qualities, skills and understandings that the students should develop during their time with the college. These attributes consequently shape the contribution they are able to make to their profession and society. They are the qualities that also prepare graduates as agents of social good in an unknown future. These attributes set them apart from those without a degree. The graduate attributes of Arya Vidyapeeth College (Autonomous) are:



Model of Graduate Attributes

1. **Disciplinary knowledge:** Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
2. **Discipline related skills:** Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition, create, select, and apply appropriate modern techniques, resources and IT tools.

3. **Problem solving skills:** A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis and apply one's learning in real – life situations.
4. **Communication Skills:** Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
5. **Critical thinking:** Graduates acquire the capacity for problem identification, collection of evidence, synthesis and dispassionate analysis. They also acquire the capacity for attentive exchange, informed argument and reasoning.
6. **Creative Thinking:** The graduates acquire an ability to create, perform or think in different and diverse ways about the same objects or scenarios and also the ability to communicate effectively for different purposes and in different contexts. They should also be able to work independently and as part of a team.
7. **Co-ordinating and collaborating with others:** The graduates need to possess the ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. They should also be able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.
8. **Leadership readiness/qualities:** The graduates should be able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals. They also need to acquire ability to map out the tasks of a team or an organization and setting directions.
9. **Environmental Awareness and action:** The graduates shall earn the capacity to realize the individual's responsibility in protecting and conserving the environment. They need to gain the capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
10. **Community engagement and service:** The graduates need to develop an understanding of social and civic responsibilities, and of the rights of individuals and groups. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS, NCC, adult literacy etc

UNDERGRADUATE PROGRAMME OUTCOME (PO)

BACHELOR DEGREE IN ARTS: (B.A.)

1. **APO-1 Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
2. **APO-2 Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
3. **APO-3 Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
4. **APO-4 Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
5. **APO-5 Ethics:** Humanities education is designed in such a way that it lays particular emphasis on human values. Students on completion of the undergraduate degree will be better able to appreciate the literary and cultural diversity. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
6. **APO-6 Environment and Sustainability:** 'Environmental sustainability' has become the watchword of the 21st century. An increased engagement with environment related concerns is appearing tangibly on global fronts; academics cannot and should not remain quarantined from this massive development. Through classroom discussions and research projects, this programme facilitates active dialogues with factors which influence human-ecology interactions. As such, at the end of this programme students will be able to identify and analyze socio-political, cultural and economic problems which act as deterrents to environmental sustainability and provide creative solutions towards the same.
7. **APO-7 Life-long learning:** With the pursuit of knowledge for either personal or professional reasons, learners are also encouraged to volunteer and be self-motivated that not only enhances society values, active participation and personality development, but also enhances self-sustainability, competitiveness and employability. As such, learners will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in every broad context of technological changes.
8. **APO-8 Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings.

9. **APO-9 Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
10. **APO-10 Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.
11. **APO-11 Employability:** On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations. Their skills in comprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations

CORE

LIST OF COURSES:

Semester	Course Name	Course Code
1	Foundations of Education - I	ED – CE – 1114
2	Foundations of Education - II	ED – CE – 2114
3	Environmental Education	ED – CE – 3214
	Educational Technology	ED – CE – 3224
4	Development of Education in India	ED – CE – 4214
	Psychological Foundation of Education	ED – CE – 4224
	Contemporary Issues in Education	ED – CE – 4234
5	Value Education	ED – CE – 5314
	Developmental Psychology	ED – CE – 5324
	Administration and Management in Education	ED – CE – 5334
	Measurement and Evaluation in Education	ED – CE – 5344
6	Philosophical Foundations of Education	ED – CE – 6314
	Educational Thinkers	ED – CE – 6324
	Psychological Practical	ED – CE – 6334
	Teacher Education	ED – CE – 6344
7	Sociological Foundations of Education	ED – CE – 7414
	Human Rights Education	ED – CE – 7424
	Educational Statistics	ED – CE – 7434

	Fundamentals of Educational Research	ED – CE – 7444
8	Method and Technique of Teaching	ED – CE – 8414
	Mental Health and Hygiene	ED – CE – 8424
	Gender Studies	ED – CE – 8434
	Project and Report Writing	ED – CE – 8444
	Dissertation	ED – DT – 812

Programme Specific Outcome of Bachelor of Arts – EDUCATION: Core (PSO)

On successful completion of B.A. Programme in Education from Arya Vidyapeeth College (Autonomous), the students will be able to:

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Problem solving skill	Problem understanding and solving is an essential quality which is also required in today's society.
PSO 3	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 4	Knowledge of ICT	Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
PSO 5	Importance of managerial skills	Management and administration go hand in hand . Learners will develop those skills easily by learning different areas of it.
PSO 6	Leadership quality	Leadership both in academics and practical life would take the nation to a greater and brighter future.
PSO 7	Analytical and research study	Research and analytical study will be acquired by students which can bring changes in the lives of students and help in building a strong nation.
PSO 8	Innovative and critical thinking	Innovations and critical thinking in the students will bring prosperity to the self and in turn to the society.
PSO 9	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 10	Managing and maintaining mental stress	By applying the knowledge, they will be managing stress and maintaining mental health as well.
PSO 11	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

Course Learning Outcome (CLO) – Core

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Foundations of Education - I ED – CE – 1114	CLO - 1	After completing the course, students will acquire knowledge about different aims of Education.
		CLO - 2	After completing the course, students will acquire knowledge about role of education in socialization process
		CLO - 3	After completing the course, students will develop responsibility toward society
2	Foundations of Education – II ED – CE – 2114	CLO - 1	After completing the course, students will acquire knowledge of Education, Psychology, technology
		CLO - 2	After completing the course, students will understand the relation between Philosophy and Education
		CLO - 3	After completing the course, students will learn the uses of technology in education.
		CLO - 4	After completing the course, students will learn the importance of value education in students life.
3	Environmental Education ED – CE – 3214	CLO - 1	After completing the course, students will learn about the concept of environment.
		CLO - 2	After completing the course, students will understand the different environmental pollution and their effect on human life.
		CLO - 3	After completing the course, students will learn about environmental degradation and their causes and remedies for it
		CLO - 4	After completing the course, students will understand the environmental stressors and their impact on human life.
		CLO - 5	After completing the course, students will understand the meaning of population growth and its impact
	Educational Technology ED – CE – 3224	CLO - 1	After completing the course, students will be able to understand the basic concepts of technology and explain the role of technology in teaching – learning process.

3		CLO - 2	After completing the course, students will be able to develop and apply ICT skill in different fields
		CLO - 3	After completing the course, students will be able to acquire and understand about different media and their application.
		CLO - 4	After completing the course, students will be able to acquire knowledge about the different models / techniques of teaching
4	Development of Education in India ED – CE – 4214	CLO - 1	After completion of this course the learner will be able to Know the concept of Ancient Medieval Indian education system.
		CLO - 2	After completion of this course the learner will be able to get the knowledge about the contribution of different educationists towards Indian Education System.
		CLO - 3	After completion of this course the learner will be able to understand the educational importance of different Education Commission and Committees in post Independent India.
		CLO - 4	After completion of this course the learner will be able to Analyse the National Policy on Education in different times.
	Educational Psychology and Statistics ED – CE – 4224	CLO - 1	After completion of this course, the students will be able to understand the concept of psychology, relationship between education and psychology, the need of educational psychology in teaching learning process.
		CLO - 2	After completion of this course, the students will be able to understand the concept of learning and motivation
		CLO - 3	After completion of this course, the students will be able to understand intelligence and personality, its theories and measurement and acquaint themselves with their
		CLO - 4	After completion of this course, the students will be able to the importance of statistics in education and psychology.

4	Contemporary Issues in Education ED – CE – 4234	CLO - 1	After completion of this course the learner will be able to learn about the concept of youth unrest and its causes
		CLO - 2	After completion of this course the learner will be able to know about life skill education, its different factors and its importance in society.
		CLO - 3	After completion of this course the learner will be able to understand the concept of Population growth and impact on society.
		CLO - 4	After completion of this course the learner will be able to know about the constitutional provisions and their importance.
5	Value Education ED – CE – 5314	CLO - 1	After learning this course students will be able to explain the meaning, types, sources and functions of values and value education.
		CLO - 2	After learning this course students will be able to understand the importance of values at different stages of human life.
		CLO - 3	After learning this course students will be able to, understand the role of parents, teachers, peer groups, mass media in fostering values
		CLO - 4	After learning this course students will be able to illustrate the importance historical perspective, policy perspectives, methods and techniques of value education.
		CLO - 5	After learning this course students will be able to explain the meaning and concept of spirituality, development of spirituality
	Developmental Psychology ED – CE – 5324	CLO - 1	After learning this course students will be able to understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.
		CLO - 2	After learning this course students will be able to acquire the knowledge about developmental aspects during infancy and childhood.

5		CLO - 3	After learning this course students will be able to understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.
		CLO - 4	After learning this course students will be able to know the nature of juvenile delinquency, causes and preservative measures
	Administration and Management in Education ED – CE – 5334	CLO - 1	After learning this course students will be able to know the concept and meaning of educational management, school organization administration
		CLO - 2	After learning this course students will be able to understand the principles and types of educational management.
		CLO - 3	After learning this course students will be able to about the functions of educational management and role of the headmaster.
	Measurement and Evaluation in Education ED – CE – 5344	CLO - 1	After learning this course students will be able to acquire knowledge of the concept of measurement and evaluation in education.
		CLO - 2	After learning this course students will be able to understand of different types of educational tests and their uses
		CLO - 3	After learning this course students will be able to acquaint with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.
		CLO - 4	After learning this course students will be able to acquaint with the educational achievement test and personality test
6		CLO - 1	After completion of this course, the learners will able to understand the concept, nature and scope of philosophy and the relationship between education and philosophy.

6	Philosophical Foundations of Education ED – CE – 6314	CLO - 2	After completion of this course, the learners will be able to understand different Indian schools of philosophy and their educational implications.
		CLO - 3	After completion of this course, the learners will be able to understand different Western schools of philosophy and their educational implications.
		CLO - 4	After completion of this course, the learners will be able to know about Yoga and its application in day to day life.
	Educational Thinkers ED – CE – 6324	CLO - 1	After completing the course, students will learn about different famous educational thinkers and their philosophies.
		CLO - 2	After completing the course, students will know about their philosophy of life educational thoughts and practices.
		CLO - 3	After completing the course, students will know about different educational contributions and their implications in education
		CLO - 4	After completing the course, students will understand the implications of different educational philosophies in society.
	Psychological Practical ED – CE – 6334	CLO - 1	After completing the course, students will understand the concept of experimental psychology
		CLO - 2	After completing the course, students will understand the methods of conducting different psychological experiment.
	Teacher Education ED – CE – 6344	CLO - 1	After completing the course, students will explain the concept, scope, aims & objectives and significance of teacher education.
		CLO - 2	After completing the course, students will acquaint different organising bodies of teacher education and their functions in preparation of teachers for different levels of education.

7		CLO - 3	After completing the course, students will acquaint with the innovative trends and recent issues in teacher education.
		CLO - 4	After completing the course, students will understand and conceive the qualities, responsibilities and professional ethics of teachers and be able to critically analyse the status of teacher education in India
	Sociological Foundation of Education ED – CE – 7414	CLO - 1	After completing the course, students will acquire knowledge about concept of sociology.
		CLO - 2	After completing the course, students will acquaint with the meaning of society and social change.
		CLO - 3	After completing the course, students will acquire knowledge about social organizations and disorganizations and its causes.
		CLO - 4	After completing the course, students will learn about culture and its various aspects.
	Human Rights Education ED – CE – 7424	CLO - 1	After completing the course, students will learn to explain the basic concept, nature and scope of human rights.
		CLO - 2	Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
		CLO - 3	After completing the course, students will know the role of United Nations on human rights
	Educational Statistics ED – CE – 7434	CLO - 1	Develop the basic concept of Statistics and ability to represent educational data through graphs.
		CLO - 2	Acquaint with different statistical procedures used in Education.
		CLO - 3	Acquaint with the knowledge of application of graphical representation of data.
		CLO - 4	Familiarize the students about the Normal Probability Curve and its applications in Education.

7	Fundamentals of Educational Research ED – CE – 7444	CLO - 1	Define meaning, characteristics & types of Research and Educational Research.
		CLO - 2	Describe the needs of research in education; nature and scope of Educational Research.
		CLO - 3	Understand the research problem.
		CLO - 4	Understand the review of related literature; variables, hypothesis, Population & sampling.
		CLO - 5	Understand data and data gathering tools; analysis and interpretation of the data
8	Method and Technique of Teaching ED – CE – 8414	CLO - 1	Develop understanding about different teaching skills which are used in classroom transaction.
		CLO - 2	Acquaint the students with different teaching devices and audio-visual aids used in the teaching learning
		CLO - 3	Acquaint the students with different play way methods and their need and importance.
		CLO - 4	Develop knowledge and understanding about micro teaching and lesson plan, importance of lesson
	Mental Health and Hygiene ED – CE – 8424	CLO - 1	After completion of this course, the learners will be able to acquaint with fundamentals of mental health and mental hygiene, relation between mental health and hygiene, characteristics of mentally healthy person
		CLO - 2	Develop knowledge about the role of home, school and society in maintaining mental health
		CLO - 3	Familiarise with the concept and issues related to positive psychology and role of WHO.
		CLO - 4	Apply the knowledge gained from this course for upliftment of one's own mental health
	Gender Studies ED – CE – 8434	CLO - 1	After completion of the course, the learners will be able to understand the meaning and concept of gender and sex and difference between the two.
		CLO - 2	Develop knowledge on types and awareness regarding stereotype.

8		CLO - 3	Understand the gender issues in curriculum
		CLO - 4	Acquaint with the gender equality and mainstreaming
	Project and Report Writing ED – CE – 8444	CLO - 1	After completion of this course, the learners will develop the skill of selection of the topic for the Project.
		CLO - 2	Knowledge on significance and selection of the area.
		CLO - 3	Gain knowledge of how to frame research objectives and questions
		CLO - 4	Plan, design and execute appropriate methods of research.
		CLO - 5	Analysis data along with the interpretation and discussion of the findings

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
ED-CE-1114	CLO-1							2			3	
	CLO-2		3	3		2	2	2				
	CLO-3				3	2	2	2				
ED-CE-2114	CLO-1							3			2	
	CLO-2		2	2				2			3	
	CLO-3	3	2	2				2				
	CLO - 4							2				
ED-CE-3214	CLO-1		2	2		3	3	2				
	CLO-2	1						3				
	CLO-3	1										
	CLO - 4	3					3				3	
	CLO - 5			3		2		2				
ED-CE-3224	CLO-1	3										
	CLO-2							3			2	
	CLO-3							3			3	
	CLO - 4	3										3
ED-CE-4214	CLO-1	3						2				
	CLO-2	3				2						
	CLO-3	3									3	
	CLO - 4	1				2		1				
ED-CE-4224	CLO-1	3						3			2	
	CLO-2	3								1		
	CLO-3	2			1			3				
	CLO - 4	1						2			1	
ED-CE-4234	CLO-1	2					2	2			3	1
	CLO-2	2		3		2						
	CLO-3	3				2			3			
	CLO - 4	3						2				
ED-CE-5314	CLO-1	1									2	
	CLO-2			3								
	CLO-3					3		3			3	
	CLO - 4	3									3	
	CLO - 5	3									2	
ED-CE-5324	CLO-1		3					2			2	
	CLO-2			3				2			2	
	CLO-3			2	3		1			2		
	CLO - 4	1									2	

ED-CE-5334	CLO-1							2			
	CLO-2		2								
	CLO-3							1			
ED-CE-5344	CLO-1								2		
	CLO-2								2		
	CLO-3								1		
	CLO - 4						2				
ED-CE-6314	CLO-1	3									2
	CLO-2		1				3				
	CLO-3	2					3				
	CLO - 4	2						3			3
ED-CE-6324	CLO-1	1		2							
	CLO-2					3	3				
	CLO-3						3			3	
	CLO - 4						3			3	
ED-CE-6334	CLO-1	1								1	
	CLO-2	2							2		
ED-CE-6344	CLO-1									3	
	CLO-2	1						2			
	CLO-3			2		3					3
	CLO - 4						1			2	
ED-CE- 7414	CLO1	1		3							
	CLO2			3		2	1				
	CLO3			3			2				
	CLO4				3	2		1		3	
ED-CE- 7424	CLO1	1		3						3	
	CLO2			3							
	CLO3					3					
	CLO4					3				3	
ED-CE- 7434	CLO1	3									
	CLO2	2									
	CLO3	2	2						3		
	CLO4	2									
ED-CE- 7444	CLO1								3		
	CLO2								3		
	CLO3								2		
	CLO4								3		
	CLO5								3		
ED-CE- 8414	CLO1	1						2	2		
	CLO2	1							3		
	CLO3								2		1
	CLO4	2							2	2	
ED-CE- 8424	CLO1	2			1						
	CLO2	1									
	CLO3	2			2				2		
	CLO4	2							3		
ED-CE- 8434	CLO1	3								2	
	CLO2				3					2	
	CLO3	2						1			
	CLO4	3		2		1					
	CLO1									2	

ED-CE- 8444	CLO2										2	
	CLO3										2	
	CLO4									3		
	CLO5									3		

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
ED-CE-1114	CLO-1	3										
	CLO-2	3										
	CLO-3	3										
ED-CE-2114	CLO-1	3										
	CLO-2	3										
	CLO-3								3			
	CLO - 4				3							
ED-CE-3214	CLO-1						3					
	CLO-2	2										
	CLO-3						2					
	CLO - 4								3			
	CLO - 5										2	3
ED-CE-3224	CLO-1	3			3				3			2
	CLO-2				3				3			2
	CLO-3	3	2				2		3			
	CLO - 4	3			3				2			
ED-CE-4214	CLO-1	3		1			2					
	CLO-2	3					2					
	CLO-3	3						2				
	CLO - 4	3					2					
ED-CE-4224	CLO-1	3							2			
	CLO-2	3							3		3	
	CLO-3	3				3			3			
	CLO - 4	3				3					3	2
ED-CE-4234	CLO-1	3	2	1		2	2					
	CLO-2	2	2							2		
	CLO-3								2			3
	CLO - 4	3		3					2			2
ED-CE-5314	CLO-1	3							2			3
	CLO-2	3		3								
	CLO-3	2		3								
	CLO - 4	3		2					2			
	CLO - 5	2										2
ED-CE-5324	CLO-1	3		3			2					
	CLO-2	3				2	3					
	CLO-3	3										
	CLO - 4	3										

COURSE CODE	CLO	PROGRAMME OUTCOME										
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
ED-CE-5334	CLO-1					2						
	CLO-2					2						
	CLO-3						2					
ED-CE-5344	CLO-1	3										
	CLO-2							2				
	CLO-3								2			
	CLO - 4							2				
ED-CE-6314	CLO-1	3		3			2		2			
	CLO-2	2		3						2		
	CLO-3	3		3								2
	CLO - 4	3		3			3				3	2
ED-CE-6324	CLO-1						2					
	CLO-2								2			
	CLO-3			3								
	CLO - 4											4
ED-CE-6334	CLO-1		2									
	CLO-2							2				
ED-CE-6344	CLO-1	3										
	CLO-2	3					2					
	CLO-3	2					2					
	CLO - 4	2			2							
ED-CE- 7414	CLO1	1		3								
	CLO2			3		2		1				
	CLO3			3				2				
	CLO4				3	2			1		3	
ED-CE- 7424	CLO1	1		3							3	
	CLO2			3								
	CLO3				3						3	
	CLO4				3							
ED-CE- 7434	CLO1	3										
	CLO2	2										
	CLO3	2	2							3		
	CLO4	2										
ED-CE- 7444	CLO1									3		
	CLO2									3		
	CLO3									2		
	CLO4									3		
	CLO5									3		
ED-CE- 8414	CLO1	1							2	2		
	CLO2	1								3		
	CLO3									2		1
	CLO4	2								2	2	
ED-CE- 8424	CLO1	2			1							
	CLO2	1										
	CLO3	2			2					2		
	CLO4	2								3		
ED-CE- 8434	CLO1	3									2	
	CLO2				2						2	

	CLO3	2							1			
	CLO4	3		2		1						
ED-CE- 8444	CLO1										2	
	CLO2										2	
	CLO3										2	
	CLO4									3		
	CLO5									3		

COURSE NAME: Foundations of Education - 1

COURSE CODE: ED – CE – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY:

Total Lectures: 45

COURSE OBJECTIVES:

- To provide knowledge about concept, scope and different aims of education.
- To acquaint with the role of education in the socialization process.
- To develop understanding about the relation between school and society, role of teacher and students towards society.
- To develop knowledge on different types of curriculums, co-curricular activities and correlation of studies.

COURSE LEARNING OUTCOME:

After completing the course, students will

- CLO 1 : Learn the concept and scope of education
- CLO 2 : Acquire knowledge about different aims of Education.
- CLO 3 : Develop understanding about the role of education in socialization process and develop responsibility toward society.
- CLO 4 : Develop the knowledge on different types of curriculums, cocurricular activities and correlation of studies.

COURSE CONTENT:

Unit-I: Concept of Education (Lectures:15,Tutorial-4)

- Meaning, Nature and Scope of education. Narrow and Broad meaning of Education.
- Education as Bi-polar and Tri-polar Process. Education as a lifelong process.
- Forms of education – Formal education, Informal and Non formal education - Meaning, Nature and characteristics.
- Different forms of nonformal education - Distance education, Correspondence education and Open education.

Unit-II: Aims of Education (Lectures: 10, Tutorial-4)

- Meaning and importance of Aims.
- Determinants of Aims.
- Different types of aims - Individual aim, Social aim, Vocational and Liberal aim.
- Aim of education in a Democratic country

Unit-III: School and Society (Lectures:10 ,Tutorial-3)

- Concept and functions of school.
- Relation between school and society.
- Duties and responsibilities of school towards society.
- Role of teacher towards society and role of students towards society.

Unit-IV: Curriculum (Lectures:10,Tutorial-4)

- Meaning, definition and Nature of Curriculum. Need and importance of curriculum.
- Types of curriculums -Subject centered or traditional, learner centered, Craft centered and Balanced or life centered curriculum. Principles of curriculum construction.
- Co-curricular Activities: Meaning and Importance of Co-curricular Activities.
- Correlation of Studies- Meaning, importance and different types.

RECOMMENDED READING:

1. Aggarwal, J. C. – Theory and Principles of Education. Vikash Publishing House (P)Ltd., New Delhi.
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.
3. Bhatia and Bhatia–The Principles and Methods of Teaching, Delhi: Daoba Gouse.
4. Das L. – A Text Book of Education, Guwahati: Sangram Prakash.
5. Das, Phunu, Goswami S., Sharma N. – Principles and Theories of Education. Shanti Prakashan, College Hostel Road, Guwahati- 1.
6. Goswami, M.(2014). – Principles and Foundations of Education, New Delhi: Lakshi Publishers & Distributors.
7. Pandey R.S.–Principles of Education, Vinod Pustak Mandir, Agra.
8. Pathak, R.P.-Philosophical and Sociological Principles of Education, Pearson, New Delhi.
9. Saxena, N.R. Swarup – Principles of Education, Surya Publication Meerut.
10. V. R. Taneja – Socio Philosophical Approach to Education. Atlantic Publishers, New Delhi.

COURSE NAME: Foundations of Education-II

COURSE CODE: ED – CE – 2114

TotalCredits:4(Theory:3+Practical/Tutorial:1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- To provide knowledge on educational psychology and its importance in teaching learning process
- To provide knowledge on educational philosophy and relationship between Philosophy and Education.
- To acquaint the student with the knowledge of educational sociology and importance of groups.
- To develop knowledge on values and understand the importance of values in their life.

COURSE LEARNING OUTCOME:

After completing the course, students will

- CLO 1 : Acquire knowledge on Psychology and its importance in teaching learning process.
- CLO 2 : Develop knowledge on educational philosophy and relationship between Philosophy and Education.
- CLO 3 : Develop knowledge of educational sociology and importance of groups.
- CLO 4 : Develop knowledge on values and understand the importance of values in their life.

COURSE CONTENT:

Unit- I: Psychology and Education: (Lecture -15, Tutorial-4)

- Meaning and nature of Psychology, Relation between education and psychology,
- Educational Psychology-concept, nature and Scope,
- Methods of educational psychology- Observation, Introspection, Experimentation and Case Study method.
- Importance of Educational Psychology in teaching – learning process.

Unit-II: Philosophy and Education: (Lecture -10, Tutorial-3)

- Philosophy- Meaning, Nature and Scope.
- Philosophy of Education: Meaning and Scope.
- Relation between education and philosophy.
- Impact of philosophy on education.

Unit-III: Sociology and Education: (Lecture -10, Tutorial-4)

- Concept, nature and scope of sociology.
- Educational sociology- meaning, nature and importance. Relation between education and sociology.
- Social group-meaning, nature and classification. Importance of primary and secondary group.
- Concept of socialization. Education as a process of socialization.

Unit-IV: Value Education: (Lecture -10, Tutorial-4)

- Concept and nature of value.
- Different types of values and their significance
- Sources of values. Need and importance of values.
- Meaning of Value Education. Ways of imparting Value education.

Recommended Readings:

1. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi Shipra Publication.
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati : Lawyer's Book Stall.
3. Chakrabarty, M. (1997).Value education: Changing Perspective. New Delhi: Krishna Publishers Distribution
4. Chaube and Chaube (2009). Philosophical and Sociological Foundation of Education. Agra Binod Pustak Mandir,
5. Das P. and S. Goswami (2020). Psychological Foundation of Education. Shanti Prakashan Guwahati.
6. Das P, Goswami S.(2019) Foundation of Education. Shanti Prakashan, Guwahati. Shanti Prakashan, Guwahati.
7. Goswami, Marami. (2014) Fundamentals of Educational Psychology, Ashok Publication, Panbazar, Guwahati
8. Kundu & Tutoo. Educational Psychology, Sterling Publishers Pvt Ltd, New Delhi
9. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana.

COURSE NAME: Environmental Education

COURSE CODE: ED- CE - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- To provide knowledge on the concept of environment and its different components.
- To create awareness on environmental stressors, disaster management and their education.
- To develop understanding and creating awareness regarding population growth and its impact on natural resources and environment.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Learn about the concept of environment.

CLO 2: Understand the different environmental pollution and their effect on human life.

CLO 3: Learn about environmental degradation and their causes and remedies for it.

CLO 4: Understand the environmental stressors and their impact on human life.

CLO 5: Understand the meaning of population growth and its impact'

COURSE CONTENT:

Unit I: Environmental Education. (Lecture -15, Tutorial-4)

- Meaning, concept and definition of environment.
- Environmental education- meaning, concept and characteristics of environmental education.
- Objectives of environmental education.
- Need and importance of environmental education.
- Environmental pollution-water, air and soil pollution and their causes.
- Impact of environmental pollution on human life

Unit II: Environmental awareness and Disaster Management education (Lecture -10, Tutorial-4)

- Awareness and attitude change through formal education.
- Role of Non formal education.
- Role of NGO.
- Disaster management education for coping with the environmental situation.

Unit III: Environmental stressors and coping strategies through education (Lecture-10, utorial-4)

- Meaning and definition of Stressors.
- Environmental stressors– concept and nature. Types of environmental stressors –Natural and Man made.
- Role of education in coping with environmental stressors.
- Programme of Environmental Education at primary, secondary and higher level.

Unit IV: Population Education and Environmental Resources (Lectures: 10 ,Tutorial-4)

- Concept, Nature and Scope of Population Education.
- Need and importance of population education.
- Consequences of population growth.
- Effects of population growth on natural resources and environment.

Guideline:

- Students are required to conduct a survey in their own locality for Internal assessment.

Recommended Readings:

1. Agarwal and Agarwal: Environment protection, Education and development, New concepts. New Delhi.
2. Ahuja, Ram. (2003): Social Problems in India, Rawat Publications Jaipur and New Delhi.
3. Dash, B.N.: Principles of Education and Education in Emerging Indian society, Ajanta Prakashan New Delhi.
4. Ghosh, Sunanda: (2013) Education In Emerging Indian Society, The challanges and Issues. PHI Learning Pvt Ltd. New Delhi.
5. Sharma, Deka, Mishra (2015): Environmental and Population Education, Published by, Assam Book Depot, Panbazar, Guwahati.
6. Baruah, Jatin (2000): Environmental Studies and Population Education.

COURSE NAME: Educational Technology

COURSE CODE: ED- CE - 3224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide knowledge about the basic concept of technology.
- To understand the relationship between technology and education.
- Acquaint the students with the innovation of ICT and their application in the field of education.
- To make the students understand about the different strategies of mass media.

COURSE LEARNING OUTCOME:

After completing the course, students will

- CLO1: Understand the basic concepts of technology and explain the role of technology in teaching – learning process.
- CLO2: Develop and apply ICT Skill in different fields.
- CLO 3: Acquire and understand about different media and their application.
- CLO 4: Acquire knowledge about the different models / techniques of teaching.

COURSE CONTENT:

Unit I: Educational technology (Lecture-15, Tutorial-4)

- Concept and characteristics of technology
- Concept and nature of educational technology.
- Components of Educational Technology- Hardware and Software and Systems Approach.
- Instructional Technology-Difference between Educational Technology and Instructional Technology.
- Technology of education and technology in education.

Unit II: Information and Communication Technology in Teaching-Learning (Lecture-10, Tutorial-4)

- Meaning, Concept, Nature and Components Information and Communication Technology.
- Marks of effective classroom communication.
- Barriers of effective classroom communication.
- Application of ICT in teaching-learning. *

Unit III: Mass–Media in education (Lecture-10, Tutorial-3)

- Meaning, concept and nature
- Types of mass media and its impact.
- Projected and Non-projected resources- Radio, Television, Internet, E-learning, EDUSAT, INFLIBNET and other social media.

Unit IV: Models of teaching(Lectures (Lecture-10, Tutorial-4)

- Meaning, concept, nature and characteristics.
- Inquiry model and Computer Assisted Instruction (CAI)
- Personalized system of instruction.
- Team teaching-concept, types and principles.
- Collaborative teaching, Co-operative mastery learning.

Guideline :

- Application of ICT with power point presentation by the students.

Recommended Books

1. Aggarwal J. C. (2004). Essential of Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
2. Bhalla and Sharma, S.R. (1992). Educational Technology. New Delhi: Kanishka Publishing House.
3. Bhatia, K.K. (2004). Introduction To Educational Technology. New Delhi: Kalyani Publishers.
4. Mangal & Mangal (2014). Essentials Of Educational Technology. Delhi PHI Learning Pvt. Ltd.
5. Sharma, A.R. (2000). Educational Technology. Agra: Vinod Pustak Mandir.

COURSE NAME: Development of Education in India

COURSE CODE: ED– CE – 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide knowledge on development of Ancient and Medieval Indian education system.
- To develop understanding about educational importance of different Education Commission and Committees in post Independent India.
- Acquaint with the different National Policies of Education.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Know the concept of Ancient Medieval Indian education system.

CLO 2: Get the knowledge about the contribution of different educationists towards Indian Education System.

CLO 3: Understand the educational importance of different Education Commission and Committees in post Independent India.

CLO 4: Analyse the National Policy on Education in different times.

COURSE CONTENT :

Unit I. Education in Ancient and Medieval India (Lecture-15, Tutorial-4)

- Features of Vedic period with special reference to aims, curriculum and method of teaching.
- Features of Buddhist period with special reference to aims, curriculum and method of teaching.
- Education during Medieval period - General features of Muslim Education, curriculum and method of teaching.

Unit II. Raise of Nationalism and its Impact in Education (Lecture-10, Tutorial-4)

- A brief life history of Annie Besant and her contribution towards Indian Education System.
- A brief life history of Bal Gangadhar Tilak, his contribution towards Indian Education system.
- Gokhale's Bill for compulsory primary education 1910-11.
- Calcutta University Commission 1917, its aims and objectives.
- Hartog committee Report 1929.
- Wardha scheme.

Unit III. Development of Indian Education-Post independence period) (Lecture-10, Tutorial-4)

- University education commission 1948, its aims and objectives, recommendations.
- Secondary education commission 1952-53, its introductions and Recommendations.
- Education commission 1964-66, Recommendations and evaluation of the recommendations.
- A brief summary of National Education Policy 1986.

Unit IV. Recent Development in Indian Education (Lecture-10, Tutorial-3)

- National Curriculum framework.
- Government programs of education Samagra Shiksha, RMSA, P.M. RUSA.
- National Education Policy 2020, Features and Structure in School Education.

Recommended Readings:

1. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd
4. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications
5. Draft National Education Policy 2019. MHRD, Govt of India
6. Bharatar Shiksha Etihasar Adhyan (Assamese), Jatin Baruah , Lawyers Book Stall, Guwahati.
7. Rastriya Shiksha Niti 2020 (Assamese), Shiksha Mantranaloy, Bharat Sarkar

COURSE NAME: Educational Psychology and Statistics

COURSE CODE: ED- CE - 4224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide knowledge on learning, theories of learning and motivation.
- To develop understanding about intelligence, its theories and creativity.
- To provide knowledge on types of personality and to acquaint with different mechanisms of adjustment.
- To develop knowledge on the basic concept of Statistics and to represent educational data through graphs.

COURSE LEARNING OUTCOME:

CLO 1: Understand the concept of Learning, theories of learning and Motivation.

CLO 2: Understand intelligence, its theories and acquaint themselves with their application and about creativity.

CLO 3: Know the different types of personality and the adjustment –mechanism.

CLO4: Develop the basic concept of Statistics and ability to represent educational data through graphs.

COURSE CONTENT :

Unit I: Learning: (Lecture -10 , Tutorial-3)

- Learning -Meaning, concept, definition, nature and factors of learning.
- Theories of Learning-i) Cognitive theory. ii) Conditioning Theory.
- Motivation and Learning, Types and Techniques of Motivation.
- Maslow's theory of Social Learning.

Unit II: Intelligence and Creativity (Lecture-10, Tutorial-4)

- Intelligence- Meaning, nature and definitions of intelligence.
- Theories of intelligence- Spearman's two factor theory, Thorndike's Multifactor Theory, Group factor theory.
- Creativity: Meaning, nature, definitions of creativity, characteristics of creativity and qualities of a creative person.
- Relation between Intelligence and Creativity

Unit III: Personality and Adjustment Mechanism (Lecture-10, Tutorial-4)

- Meaning and nature of personality.
- Types of personality- Yung, Sheldon's Classification of Personality.
- Theories of personality- Freud Psycho Analysis Theory, Kettle's Theory.
- Personality and Adjustment mechanism- Meaning, Different Adjustment Mechanisms.

Unit IV: Basics of Educational Statistics and Measures of central tendency (Lecture-15,Tutorial-5)

- Meaning, Nature and Functions of educational statistics, Need of statistics in Education
- Measures of central tendency and their uses.
- Mean. Median and Mode from ungrouped and grouped data.
- Graphical representation of data- histogram, frequency polygon, cumulative frequency curve, Ogive and pie diagram.

Recommended Readings:

1. Bhatia Hons Raj (2010). Elements of Educational Psychology. Orient Longman Private Limited.
2. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Crow & Crow (1962). Educational Psychology. New Delhi: Prentice Hall.
4. Kuppuswamy B. (2013). Advanced Educational Psychology, New Delhi: Sterling Publishers Private Limited.
5. Mangal, S.K. (2005). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
6. Mangal, S.K. (2009). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited.
7. Sing, A.K.(2018). Statistics in Psychology and Education (2nd ed.) PHI Learning Private Limited.
8. Skinner, Charles, (2012).- Educational Psychology. New Delhi: Prentice Hall.

COURSE NAME: Contemporary Issues in Education

COURSE CODE: ED- CE - 4234

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To give knowledge about Youth Unrest and its impact on society.
- To develop the concept of life skill education.
- To develop awareness on social education and its impact on society
- To create awareness regarding different constitutional provisions. for equality of women and their importance.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Learn about the concept of Youth Unrest and its causes.

CLO2: Know about life skill education, its different factors and its importance in society.

CLO3: Understand the concept of social education and impact on society.

CLO 4: Know about the constitutional provisions for equality of women and their importance.

COURSE CONTENT :

Unit I: Youth Unrest (Lecture-10, Tutorial -4)

- Meaning, concept and definition of youth unrest.
- Causes of youth unrest.
- Impact of youth unrest on society
- Remedies for resolving youth unrest

Unit II: Life skill education (Lecture-10, Tutorial -4)

- Meaning and concept of life skill education.
- Factors of life skill education according to WHO.
- Objectives of life skill education.
- Importance of life skill education

Unit III: Social Education (Lecture-10, Tutorial -4)

- Concept and objectives of social education.
- Major areas of social education.
- Means of imparting social education
- Importance of social education in today's education system

Unit IV. Constitutional provisions for Equality of Women: (Lecture-15 ;Tutorial 3):

- Different types of Constitutional Provisions for equality of women-Article no14, Article no15 (1), Article no16, Article no23 Article no 29(2)
- Dowry Prohibition Act of 1961,
- Protection of Women from Domestic Violence Act of 2005,
- Sexual Harassment at Workplace Act of 2013.

Recommended Readings:

1. Ahuja, Ram. – Social problems in India, (2nd Edition), Rawat Publications, Jaipur and New Delhi, 2003.
2. Borah, U.N.-- Thoughts on Education. Bookland, Panbazar Guwahati–2005.
3. Das Sharma, P. and Goswami, S– Higher Secondary Education for class XII, Published by Shanti Prakashan, Panbazar, 2011.
4. Kochar, S.K.--Pivotal Issues in Indian Education, sterling publishers, New Delhi,1981.
5. Ghosh, Sunanda – Education in Emerging Indian Society– The challenges and Issues.PH Learning Private Limited, New Delhi, 2009.
6. Mohsini ,S.R.--- History Of Adult Education in India, Anmol publication, New Delhi, 1993.
7. Mathur ,S.S.--Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra-2
8. Shankar Rao, C.N.--Principles of Sociology, S. Chand Company, New Delhi, 2005

COURSE NAME: VALUE EDUCATION

COURSE CODE: ED- CE - 5314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To develop understanding about the concept and meaning of values.
- To create awareness about the role of educational institution in creating a value-based society.
- To acquaint the students with the functions, dimensions, and sources of values.
- To develop awareness about concept of spirituality and development of spirituality in student.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO1: Explain the meaning, types, sources and functions of values and value education.

CLO2: Understand the importance of values at different stages of human life.

CLO3: Understand the role of parents, teachers, peer groups, mass media in fostering values

CLO4: Illustrate the importance historical perspective, policy perspectives, methods and techniques of value education.

CLO 5: Explain the meaning and concept of spirituality, development of spirituality.

COURSE CONTENT:

Unit I: Understanding values (Lecture -10: Tutorial-4)

- Meaning, definition and characteristics of values
- Sources of values – Constitution, State, Religion and Culture.
- Importance of values in human life
- Types of values– meaning, characteristics, functions and educational significance
 - Core values
 - Social values
 - Moral values
 - Personal values
 - Aesthetic values

Unit II: Understanding value education - (Lecture -10: Tutorial-4)

- Concept. definition and characteristics of value education.
- Historical perspective of value education
- Objectives of Value Education
- Functions of value education

Unit III: Value education at different stages (Lecture -15, Tutorial-4)

- At primary level - Role of Parents and Teachers in fostering values.
- At secondary level- Role of Parents, teachers, peer groups and mass media in fostering values.
- At higher level- Role of Parents, teachers, peer groups and mass media in fostering values.

Unit IV: Value education and spirituality (Lecture -10, Tutorial-3)

- Concept and nature of spirituality, Relation between value and spirituality.
- Different methods of developing spirituality
- Difference between spirituality and religion.
- Challenges to human values in modern world.

Recommended Readings:

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

COURSE NAME: Developmental Psychology

COURSE CODE: ED- CE - 5324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To understand the basic concept relating to development.
- To acquaint with the hereditary and environmental factors affecting pre- natal and post – natal stage.
- To provide knowledge about the developmental aspects of adolescence, importance of adolescence period, need and problems of adolescence and their solutions.

COURSE LEARNING OUTCOME:

After completing the course, students will

- CLO 1:** Understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.
- CLO 2:** Acquire the knowledge about developmental aspects during infancy and childhood.
- CLO3:** Understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.
- CLO4:** Know the nature of juvenile delinquency, causes and preservative measures.

COURSE CONTENT:

Unit I: Introduction to Developmental Psychology-(Lecture -10, Tutorial-3)

- Concept, definition, nature and scope of developmental psychology
- Pre - natal stage –Periods of pre-natal development, concept of pre-natal stage, characteristics, hereditary and other factors that affect pre-natal development, Precautionary measures to be taken in pre-natal development
- Post natal stage – Period of Neonatal stage, Hereditary and other factors that affect post-natal development

Unit II: Infancy stage (Lecture -10, Tutorial-4)

- Meaning and concept of infancy.
- Characteristics of infancy
- Different developmental aspects during infancy - Physical development – Cognitive development - Motor development - Language development - Emotional development – Social development
- Role of family in the development of infants

Unit III: Childhood Stage (Lectures: 10, Tutorial-4)

- Meaning, definition and concept of childhood.
- General characteristics of childhood
- Developmental characteristics of childhood - Physical development, Social and Emotional development.
- Influence of family and school in social and personality development in childhood.

Unit IV: Adolescence - An age of transition and Juvenile delinquency (Lectures: 15, Tutorial-4)

- Meaning, concept and definition and characteristics of adolescence
- Developmental task of adolescents
- Developmental characteristics of adolescence - Physical development, Emotional development, social development, mental development
- Need and problem of adolescence. Juvenile delinquency and its causes
- Role of school, family and society in preventing delinquency.

Recommended Books:

1. Chaube, S. P. (2011). Developmental Psychology. New Delhi: Neelkamal Publications Ltd.
2. Cole, L. (1936). Psychology of Adolescence, New York: Rinchart and Winsten
3. Goswami, Devi & Kalita (2016). Bikashit Manobignan. Guwahati: Shanti Prakashan.
4. Goswami, G. (2008). Child Development and Child Care. Guwahati: Arun Prakashan.
5. Kuppuswamy B. (2013). Advanced Educational Psychology, New Delhi: Sterling Publishers Private Limited
6. Mathur, S.S. (1994). Educational Psychology. Vinod Pustak Mandir, Agra.
7. Sarma, M.K. (1991). Snatok Moholar Shiksha: Shiksha Manobigyan, Students Emporium, Dibrugarh.

COURSE NAME: Administration and Management in Education

COURSE CODE: ED- CE - 5334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide knowledge about the concept of educational management and administration.
- To acquaint with the functions of educational management.
- To understand different roles and qualities of an administrator.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO1: Know the concept and meaning of educational management, school organization administration.

CLO 2: Understand the principles and types of educational management

CLO3: Acquaint the functions of educational management and role of the headmaster.

COURSE CONTENT:

Unit I: Educational Management (Lectures: 15, Tutorial--4)

- Concept, Nature and scope of Educational Management
- Objectives of Educational Management.
- General Principles of Educational Management
- Meaning of School administration and school organization
- Difference between educational management, administration and school organization.
Management vs. Administration.

Unit II: Types of Educational Management (Lectures: 10, Tutorial--4)

- Types of Educational Management
- Centralized and Decentralised
- Autocratic and Democratic,
- External and Internal management.
- Leissaze fair Management

Unit III: Functions of educational management (Lectures: 10, Tutorial--3)

- Functions of educational management.
 - Planning
 - Organization
 - Staffing
 - Directing
 - Controlling
 - Coordinating

- Budgeting
- Recording and reporting

Unit IV: Institutional Planning (Lectures: 10, Tutorial--4)

- Meaning, concept and, characteristics of Institutional Planning
- Steps involved in Institutional Planning
- Role of principal/ Head master as Administrator
 - Role in Planning
 - Role in school organization
 - Role in maintaining relations.

Recommended Readings:

1. Aggarwal J. C. (2009). Educational Technology and Management. Agra: Vinod Pustak Mandir.
2. Ahuja Bala, R. (2006). Educational Supervision Theories and Practice. New Delhi: Alfa Publications.
3. Bhatnagar, R. (1986). Educational Administration, Planning and Supervision. Anupam Publication.
4. Bhatnagar, S., & Gupta, P. (2010). Educational Administration and Management. Meerut: R. Lall.
5. Bhattacharya, S. (2012). Educational Management Theory and Practice. Guwahati: EBH Publishers.
6. Burton, J. (2002). Management Today- Principles and Practice. New Delhi: McGraw Hill Publishing Company Ltd.
7. Chandan, J. (2002). Management, Concept and strategies. New Delhi: Vikash Publishing House Pvt. Ltd.
8. Khanna, S. (2000). Educational Administration, Planning, Supervision and Financing. Delhi: Doaba House

COURSE NAME: Measurement and Evaluation in Education

COURSE CODE: ED- CE - 5344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide knowledge on relevance of measurement and evaluation to the teaching learning process.
- To acquaint the students with good measuring instrument and the procedure of constructing educational and psychological tests.
- To understand different techniques of personality and intelligent tests.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Acquire knowledge of the concept of measurement and evaluation in education.

CLO 2: Understand of different types of educational tests and their uses.

CLO 3: Acquaint with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.

CLO 4: Acquaint with the educational achievement test and personality test.

COURSE CONTENT :

Unit I: Concept of Measurement and Evaluation (Lecture: 15, Tutorial--4)

- Measurement—its meaning, definitions and scales.
- Concept of Educational Measurement –Its nature, functions
- Evaluation-Its meaning, Characteristics, basic principles and relationship between measurement and evaluation,
- Diagnostic, Formative and Summative evaluation
- Importance of evaluation in education
- Recent trends in evaluation-CGPA, CBCS and grading system.

Unit II: Test Construction (Lecture: 10, Tutorial--4)

- Meaning and Procedure of Test Construction and standardization.
- Item Analysis
- Criteria of a standardized test- Validity, Reliability, Objectivity and Norms
- Characteristics of a good Test

Unit III: Educational Achievement Test(Lecture: 10, Tutorial--3)

- Educational Achievement Test - meaning and classification.
- Construction of Educational Achievement Test
- Uses of Educational Achievement Test.

Unit IV: Personality and Intelligence Test (Lectures: 10)

- Personality Test- Meaning and Nature
- Types of Personality Measurement-
 - Subjective Technique (Personality Inventory or Questionnaire-MMPI)
 - Objective Technique (Rating Scale)
 - Projective Technique (Thematic Apperception Test, Ink-Blot-Test, Storytelling test).
- Intelligence Test
 - Types of Intelligence test- Verbal, Non-Verbal and Performance Test,
 - Binet-Simon Test (1916)
 - Bhatia Performance Test

Recommended Readings:

1. Asthana, Bipin – Measurement and Evaluation in Psychology and Education Agra, Vinod Pustak Mandir.
2. Binod K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
3. Garrett, H.E. – Statistics in Psychology and Education Mumbai-Vakil, Feffer and Simons Pvt. Ltd.
4. Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.
5. Guildford, J.P. – Fundamental Statistics in Psychology and Education McGraw Hill Book Co.
6. Mangal, S.K. – Statistics in Psychology and Education, New Delhi, Prentice Hall of India Pvt. Ltd.
7. Srivastava, A.B.L. and Sharma, K.K. – Elementary Statistics in Psychology and Education, New Delhi, Sterling Publishers Pvt. Ltd.

COURSE NAME: Philosophical Foundations of Education

COURSE CODE: ED- CE - 6314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- To understand the basic concept of philosophy.
- To acquaint with the different schools of philosophy.
- To provide knowledge and understanding about different western schools of philosophy.
- To develop knowledge on yoga, its different sutras and their application.

COURSE LEARNING:

- CLO 1 : Understand the concept, nature and scope of philosophy and the relationship between education and philosophy.
- CLO 2 : Understand different Indian schools of philosophy and their educational implications.
- CLO 3 : Understand different Western schools of philosophy and their educational implications.
- CLO 4 : Know about Yoga and its application in day to day life.

COURSE CONTENT:

UNIT: 1 Educational Philosophy: (Lecture -10: Tutorial-3)

- Educational Philosophy- Concept, nature and scope of educational philosophy.
- Functions of educational Philosophy
- Philosophy and science.
- Philosophy and education

UNIT 2: Indian Schools of Philosophy: (Lecture - 15: Tutorial-4)

- Concepts of Vedic philosophy and their educational implications.
- Concept of Buddhist philosophy and their educational implications.
- Concept of Islamic philosophy and their educational implications.

UNIT 3: Western schools of Philosophy : (Lecture-10: Tutorial -4)

- Idealism: Meaning, principles and its educational implications.
- Naturalism: Meaning, principles and its educational implications.
- Pragmatism: Meaning, principles and its educational implications

UNIT 4: Yoga philosophy and application of Yoga. (Lecture-10: Tutorial-4)

- Concept of Yoga and Introduction to Yoga Philosophy
- Different types and Astangika Yoga, Patanjali and Yoga sutra
- Integrated approach of Yoga for management of health
- Impact of Yoga Philosophy in Modern Education.

RECOMMENDED READINGS:

1. Shrivastava, K. K (2003): Philosophical Foundation of Education (Kanishka Publishers, Distributors, New Delhi,
2. Chaube, S.P. and Akhilesh Choube, (2001): Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2.
3. Chakrabarti, Mohit ,(2002): Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi,
4. Goswami, Dulumoni, (2014): Philosophy of Education, DVS Publishers, Guwahati
5. Sahu, Bhagirathi (2002): The New Educational Philosophy, Sarup and Sons: New Delhi.
6. Pande, A.P. (2006) An introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra.

COURSE NAME: Educational Thinkers

COURSE CODE: ED- CE - 6324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide Knowledge about different famous educational thinkers and their philosophical ideals in educational thoughts and practices.
- To create awareness about the contribution of different educational thinkers and their implications in society.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Learn about different famous educational thinkers and their philosophies.

CLO 2: Know about their philosophy of life educational thoughts and practices.

CLO3: Know about different educational contributions and their implications in education.

CLO 4: Understand the implications of different educational philosophies in society.

Unit I: Srimanta Sankardev and his contribution (Lecture-10: Tutorial -3)

- Brief life sketch and philosophy of life.
- Educational Philosophy of Sankardev.
- Sankardeva's views on educational thoughts and practices.
- Sankardev's educational thoughts and their relevance in modern education System and society.

Unit II: Philosophy of Rabindra Nath Tagore and Mahatma Gandhi (Lectures: 15, Tutorial -4)

- Brief life sketch and philosophy of life.
- Tagore's Views on educational thoughts and practices.
- Tagore's Viswabharati and its impact on modern education system.
- Mahatma Gandhi –His brief life sketch and philosophy of life.
- Educational Philosophy of Gandhi.
- Gandhiji's contribution to modern education system

Unit III: Madam Maria Montessori (Lecture -10: Tutorial -4)

- Brief life sketch and Philosophy of life.
- Montessori's views on educational philosophy and practices.
- Montessori's children house.
- Contribution of Madam Maria Montessori to modern education system.

Unit IV: Jean Jacques Rousseau (Lectures: 10)

- Brief life sketch and Philosophy of life.
- Rousseau's views on educational philosophy and practices.
- Rousseau's negative education
- Rousseau's contribution to modern education.

Recommended Readings:

1. Agarwal, J.C. (2007) Theory and Principles of Education. Vikas Publishing House, New Delhi.
2. Bhatia and Bhatia, (1991): The Principles of Sociological and Psychological Foundations of Education. Delhi: Doaba House.
3. Chaube and Chaube (2007): Educational Ideals of the Great Indians. Neelkamal Publication, Hyderabad.
4. Das, Talukdar and Das, (2013): Keigorakiman Mohan Siksha Darkhonik Surya Prakash, Guwahati.
5. Dash, Birinchi Narayan, (2009): Teacher and Education in emerging Indian Society. New Delhi-Hyderabad Neelkamal Publications Pvt Ltd.
6. Goswami, D. (2013) : Philosophy and Education, DVS Publishers Guwahati.
7. Goswami, Dr. Renu, (1996): A textbook on Great Educators and Educational Classics. Guwahati, Lawyers Book Stall.
8. Kalita, Saikia & Baishya. (2014): Shikshar Darshan, New Delhi, Guwahati, Kalyani Publishers.

COURSE NAME: Psychological Practical

COURSE CODE: ED- CE - 6334

Total Credits: 4 (Practical)

Total Lectures: 120

Course Objective:

- To establish the connection between theory and practice.
- To provide students hands on approach to apply theoretical knowledge in different psychological tests.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Understand the concept of experimental psychology.

CLO 2: Understand the methods of conducting different psychological experiment.

Unit I: Learning(Lectures: 30)

- Learning by Trial and Error using Mirror Drawing Apparatus.
- Part and Whole Learning.
- Maze Learning.(Punch Board)

Unit II: Memory (Lectures: 30)

- Immediate memory span.
- Recall and Recognition

Unit III: Attention, Thinking and Imagination (Lectures: 30)

- Span of Apprehension.
- Division of Attention.
- Ink- blot test
- Free Association Test.
- Control Association Test
- Free Vs Controlled Association Test
- Bhatia's Performance Test

Unit IV: Personality (Lectures: 30)

Personality test – Extroversion and Introversion

The candidates will be required to perform at least 8 laboratory experiments.

Evaluation and Assessment will be done as per directives given by Academic Council

Recommended Readings:

1. Das, P.C.- Experiment and Measurement in Education and Psychology, Guwahati, ABD
2. Hussain, Akbar- Experiments in Psychology, Digital book, Amazan.in, 2013
3. Mohsin. S.M- Experiments in Psychology, Motilal Banarsidass, Bunglow Road, Jawahar Nagar, Delhi 1100072, 8th Edition, 2016
4. Postman Egan.- Experimental Psychology – An Introduction, Ludhiana, Kalyani Publishers, 1998
5. Saikia, L.R.- Psychological and Statistical Experiment in Education, Guwahati

COURSE NAME: Teacher Education

COURSE CODE: ED- CE - 6344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To provide knowledge on concept, Scope, Aims & Objectives and Significance of teacher education.
- Acquaint with the innovative trends and recent issues in teacher education.
- To develop understanding about the qualities, responsibilities and professional ethics of teachers.
- To make the students critically analyze the status of teacher education.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Explain the Concept, Scope, Aims & Objectives and Significance of teacher education.

CLO 2: Acquaint different organising bodies of teacher education and their functions in preparation of teachers for different levels of education.

CLO 3: Acquaint with the innovative trends and recent issues in teacher education

CLO 4: Understand and conceive the qualities, responsibilities and professional ethics of teachers and be able to critically analyse the status of teacher education in India

Unit I: Historical Perspectives of Teacher Education (Lectures: 10)

- Teacher Education-Concept, scope and aims and objectives.
- Need and Significance of Teacher Education in 21st Century.
- Types of Teacher Education-Pre-service and In-service.
- Development of Teacher Education in India.

Unit II: Different Organisations of Teacher Education in India (Lectures: 10)

- Basic Training Centre (BTC).
- District Institute for Education and Training (DIET).
- State Council for Educational Research and Training (SCERT).
- National Council for Educational Research and Training (NCERT).
- National Council for Teacher Education (NCTE)
- National University of Educational Training and Administration (NUEPA)
- Regional Colleges of Education.

Unit III: Method of Teacher Education and curriculum framework (Lectures: 10)

- Trends, Issues and Challenges.

- Skill and Competency based Teacher Education,
- Flanders Interaction Analysis and Simulated Social Skill Teaching (SSST).
- National Curriculum Framework for Teacher Education (NCFTE), 2009.

Unit IV: Quality, Responsibility and Professional Ethics of Teachers (Lectures: 15)

- Qualities and responsibilities of a teacher.
 - Teacher as a Facilitator,
 - Teacher as a Counsellor and Practitioner Researcher
 - Role expectations of Teachers in twenty first century
- Professional ethics and accountability of teachers
- Present problem of teacher education in India

Recommended Readings:

1. Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Bhargava, M. & Saikia, L. Rasul (2012). Teacher in 21st Century- Challenges, Responsibilities, Creditability. Agra: Rakhi Prakashan.
3. Flanders, Ned, A. (1970). Analysing Teacher Behaviour. London: Wesley Publishing Company.
4. Gayen, Malay Kumar. (2024). Foundation and Practices of Teacher Education Vol-1. WN Publication
5. Gurrey, P. O. (2009) Education and the Training of Teachers. London: Longmans, Green and Company.
6. Mohan, Radha & Somasankar, T.V. (2022). Teacher Education, third edition, PHI Publication
7. Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.

NAME OF THE PAPER: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

PAPER CODE: ED- CE-7414

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- To acquire knowledge about concept of sociology.
- To acquaint with the meaning of society and social change.
- To acquire knowledge about social organizations and disorganizations and its causes.
- To learn about culture and its various aspects.

COURSE LEARNING OUTCOME:

After completing the course, students will

- CLO 1 : Learn about the concept of sociology.
- CLO 2 : Understand the meaning of society and social change.
- CLO 3 : Know about social organization and disorganization and its causes.
- CLO 4 : Learn about culture and its various aspects.

COURSE CONTENT :

UNIT: 1 Sociology and Education. Lecture -10: Tutorial –4)

- Concept, nature and scope of Educational Sociology.
- Relation between Educational Sociology and sociology of Education
- Theories of sociology-Conflict theory, Structural theory and Interactional theor
- Sociological approaches in education

UNIT : 2 Culture (Lecture -10: Tutorial –4)

- Concept, nature and characteristics of Culture.
- Types of Culture.
- Cultural change and its factors.
- Cultural diffusion, Cultural lag and multi culturalism.
- Relation between Culture and Education, Role of education in cultural integration.

UNIT : 3 Social Change (Lecture-15 : Tutorial -4)

- Concept, nature and characteristics of social change
- Factors of social change. Theories of social change-conflict and evolutionary.
- Education as an instrument of social-cultural change.
- Social change and its impact on society

UNIT : 4 Social Organization and Disorganization (Lecture -10: Tutorial -3)

- Meaning and Types of social organization and disorganization
- Factors of social disorganization
- Causes and types of Social Disorganization.
- Remedies of Social Disorganization.

RECOMMENDED READINGS:

1. Agarwal, J.C. (2010): Theory and Principles of Education.13th Edition. Vikash Publishing House Pvt Ltd. New Delhi.
2. Bhatia, K.K(2013): Social Foundation of Education. Kalyani Publishers, Ludhiana.
3. Bhushan, Vidya and Sachdeva (1992): An introduction to Sociology. Kitab Mahal, Allahabad.
4. Chaube, S.P. and Akhilesh (1981): Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir. Agra.
5. Devi, Dr. R. Das and D.P. Kumari: Sociological foundations of Education, Kalyani Publishers.
6. Ogburn and Nimkoff, (1996) A Handbook of Sociology, Eurasia Publishing House Pvt Ltd, New Delhi.
7. Pande, A.P. (2006) An introduction to Major Philosophies of Education., Vinod Pustak Mandir, Agra
8. Sarma, Y.K. (2003): Sociological Philosophy of education, Kaniska publishers Distributors New Delhi
9. Thakuria, Kalita. Godhuli: Sikhya Samaj Bigyan, Chandra Prakash, Guwahati,2007
10. Vidya Bhusan Sachdeva: An introduction to Sociology, Kitab Mahal, Allahabad, 2001.

NAME OF THE PAPER: HUMAN RIGHTS EDUCATION

PAPER CODE: ED-CE-7424

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- To acquaint the students with the concept of Human Rights
- To develop the knowledge on nature, principles, curriculum and teaching methods of Human Rights Education at different level.
- To gain knowledge on the role of United Nations on Human Rights and Human Rights of vulnerable groups.
- To develop knowledge on the Indian Perspective of Human Rights.

COURSE LEARNING OUTCOMES:

After completing the course, students will

- CLO 1 : Explain the basic concept, nature and scope of human rights.
- CLO 2 : Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- CLO 3 : Know the role of United Nations on human rights.
- CLO 4 : Understand the Human Rights of Vulnerable Groups and Know the Indian Perspective of Human Rights.

COURSE CONTENT :

UNIT: 1 Human Rights and Human Right Education (Lecture: 10, Tutoria:4)

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

UNIT : 2 United Nations and Human rights (Lectures: 10, Tutorial:4)

- 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

UNIT : 3 Human Rights of Vulnerable Groups (Lectures: 15, Tutorial:3)

- Human Rights related to women and children
- Human Rights related to Minorities
- Human Rights related to Aged
- Human Rights related to Differently Able
- Human Rights related to Transgender

UNIT : 4 Indian Perspective of Human Rights (Lectures: 10, Tutorial--4)

- Protection of human Rights Act, 1993
- Human Rights Enforcement
- National Human Rights Commission (NHRC)
- State Human Rights Commission
- Special Commission for Weaker Sections

RECOMMENDED READINGS :

1. Aggarwal, J.C. (2008). Education in the Emerging Indian Society. New Delhi: Shipra Publication.
2. Chand, Jagdish (2007). Education for Human Rights. New Delhi: Anashah Publishing House.
3. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.
4. Naseema, C. (2008). Human Rights Education Theory and Practice. New Delhi: Shipra Publications.
5. Rao, Digumarti Bhaskara (2004). Human Rights Education. New Delhi: Discovery Publication House.
6. Reddy & Others (2015). Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
7. Saxena, K.P.C (ed).1994. Human rights-Perspective and challenges. New Delhi: Lancer books.

NAME OF THE PAPER : EDUCATIONAL STATISTICS

PAPER CODE : ED- CE-7434

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total lectures: -45

COURSE OBJECTIVES:

- To acquire knowledge on the basic concept of Statistics.
- To develop the concept of different Statistical procedure used in education.
- To understand normal probability curve and its applications.
- To understand and apply the knowledge of parametric and non-parametric test

COURSE LEARNING OUTCOMES:

After completing the course, students will

- CLO 1 : Acquaint with different statistical procedures used in Education.
- CLO 2 : Acquaint with the knowledge of variability.
- CLO 3 : Familiarize the students about the Normal Probability Curve and its applications in Education.
- CLO 4 : Develop the skill of understanding and application of knowledge of parametric and non-parametric test

COURSE CONTENT :

UNIT: 1 Measures of Variability (Lecture-10, Tutorial-3)

- Range
- Quartile Deviation
- Average Deviation
- Standard Deviation (grouped and ungrouped)
- Combined Standard Deviation

UNIT: 2 Co-efficient of Correlation and Percentiles (Lecture-10 tutorial- 4)

- Coefficient of correlation – Meaning and types,
- Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result
- Calculation of Percentile point and Percentile Rank, Difference between percentile point and percentile rank.

UNIT : 3 Normal Probability Curve and Its Application (Lecture-10 tutorial- 4)

- Normal Probability Curve: Its Meaning, Properties and Uses
- Table of Area under NPC
- Applications of Normal Probability Curve
- Divergence from Normality- Skewness and Kurtosis

UNIT : 4 Parametric and non- parametric tests (Lecture-15, Tutorial- 4)

- Concept, Nature, Differences and Uses of Parametric and non- parametric tests
- Chi Square test- Concept, uses and significance
- T test- Concept, Uses and Significance
- Anova- Concept, Uses and Significance

RECOMMENDED READINGS :

1. Garrett, H.E. (2014). Statistics in Psychology and Education. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
2. Goswami, Marami (2012). Measurement and Evaluation in Psychology and Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.
3. Mangal, S.K. (2005). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
4. Saha, Kaberi (2012). Statistics in Education and Psychology. New Delhi: Asian Books Pvt. Ltd.
5. Sahu, Binod, K. (1998). Statistics in Psychology and Education. New Delhi: Kalyani Publishers.

NAME OF THE PAPER : FUNDAMENTALS OF EDUCATIONAL RESEARCH

PAPER CODE : ED- CE-7444

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total lectures:-45

COURSE OBJECTIVES:

- To define Meaning, Characteristics & types of Research and scope Educational Research.
- To describe the concept, significance of Review of Related literature and variables and hypotheses
- To understand the concept of Research Design, Population, Sample and various tools of educational Research
- To understand the concept and components of Research proposal and structure of research report.

COURSE LEARNING OUTCOMES:

After completing the course, students will

- CLO 1 : Define meaning, characteristics & types of Research and Educational Research.
- CLO 2 : Describe the concept, significance of Review of Related literature and variables and hypotheses
- CLO 3 : Understand the concept of research design, population, sample and various tools of educational research
- CLO 4 : Understand the concept and components of Research proposal and structure of research report

COURSE CONTENT :

UNIT: 1 Concept of Research and Educational Research (Lectures: 10, Tutorial:-4)

- Concept, characteristics and need of research.
- Types of Research- a) based on purpose-Applied, Basic and Action
b) based on method-Historical, Descriptive and Experimental
c) based on data-Qualitative and Quantitative
- Steps and Criteria of Research
- Nature and Scope of Educational Research

UNIT : 2 Review of Related Literatures (Lectures: 10,Tutorial- 3)

- Concept and identification of Related literature
- Purposes of related literature
- Importance of Review of Related Literature
- Variables and Research Hypothesis

UNIT : 3 Research Design and Sampling procedure (Lectures: 10, Tutorial--4)

- Concept and characteristics of research Design
- Design of the study--Population and Sampling—concept and nature
- Types of Sampling --Random and stratified sampling, Probability and non-probability sampling
- Tools and Techniques for Data Collection—Observation schedule, Questionnaire, Interview schedule

UNIT : 4 Research Proposal and Research Report Writing (Lectures: 15, Tutorial:-4)

- Concept and purpose of a Research Proposal
- Components of a Research Proposal
- Concept and characteristics of a Research Proposal
- Structure of a Research Report

RECOMMENDED READINGS :

1. Best, John W: Research in Education, Prentice Hall Inc., 1978.
2. Garrett, Henry E: Statistics in Psychology and Education, Vakils Feffer and Simons Ltd., Bombay
3. Harper, B. E., Tuckman, B. W. (2012). Conducting Educational Research. United States: Rowman & Littlefield Publishers.
4. Kaul, Lokesh: Methodology of Educational Research, Vikash Publishing House Pvt. Ltd., New Delhi, 1997.
5. Kulbir Singh Shidhu: Methodology of Educational Research, Sterling publishing Pvt. Ltd, New Delhi, 1997
6. Mangal, S.K. (2013), Research Methodology in Behavioural Sciences. India: PHI Learning

NAME OF THE PAPER : Method and Technique of Teaching

PAPER CODE : ED-CE-8414

TOTAL CREDITS-4 (THEORY- 3 + PRACTICAL / TUTORIAL- 1)

THEORY

Total lectures-45

COURSE OBJECTIVES:

- To develop understanding about different teaching skills.
- To acquaint the students with different teaching devices and audio-visual aids.
- To familiarize with the different play way methods and their need and importance.
- To develop knowledge on micro teaching and lesson planning.

COURSE LEARNING OUTCOMES:

After completing the course, students will

- CLO 1 : Develop understanding about different teaching skills which are used in classroom transaction.
- CLO 2 : Acquaint the students with different teaching devices and audio-visual aids used in the teaching learning process.
- CLO 3 : Acquaint the students with different play way methods and their need and importance.
- CLO 4 : Develop knowledge and understanding about micro teaching and lesson plan, importance of lesson plan and its types.

COURSE CONTENT :

UNIT: 1 Concept of Teaching (Lecture-10, Tutorial- 4)

- Meaning, nature and characteristics of teaching
- Teaching as an art, Teaching as a profession
- Maxims of teaching
- Marks of good teaching

UNIT : 2 Teaching devices and audio-visual aids (Lecture-10, Tutorial-3)

- Meaning and importance of teaching devices
- Different teaching devices and types-
 - Narration
 - Description
 - Explanation
 - Questioning
 - Illustration
 - Homework
 - Assignment
- Audio visual aids-meaning and its importance in teaching learning process

UNIT : 3 Approaches and different method of teaching (Lecture-10, Tutorial-3)

- Different methods and approaches of teaching –Teacher centered approach and learner centered approach
- Play way method-meaning and significance of play. Different types of play way method-
 - Kinder Garten method
 - Project method
 - Dalton plan
 - Heuristic method

UNIT : 4 Micro teaching and Lesson Planning (Lecture-15, Tutorial-5)

- Meaning and basic features of Micro Teaching
- Elements of Micro Teaching, Steps of Micro Teaching
- Merits and demerits of microteaching
- Lesson plan-meaning and importance of lesson plan
- Criteria of a good lesson plan
- Herbartian steps of lesson plan-Knowledge, skill and appreciation lesson plan.

RECOMMENDED READINGS :

1. Agarwal, J. C. (2014). Principles, Methods & Techniques of Teaching. New Delhi: Vikash Publishing House Pvt. Ltd.
2. Arulsamy & Zayapragassarazan (2011). Teaching Skills and Strategies. Hyderabad: Neelkamal Publications Pvt. Ltd
3. Chauhan, S.S (2008). Innovation in teaching learning process. New Delhi Vikash Publishing House Pvt. Ltd.
4. Kochhar, S. K. (2004). Methods and Techniques of Teaching. New Delhi: Sterling Publisher's Private Limited
5. Mangal, S.K. and Mangal, Verma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd
6. Sharma, R.A (2000). Teaching Foundation of Education. Meerut: R. Lall Depot.

COURSE NAME: Mental Health and Hygiene

COURSE CODE: ED-CE- 8424

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To acquaint the students with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.
- To promote awareness and understanding about the principles, factors of promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

COURSE LEARNING OUTCOME:

After completion of this course the learner will be able to

CLO 1: Acquaint with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.

CLO2: Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.

CLO 3: Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

CLO 4: Apply the knowledge gained from this course for upliftment of one's mental health.

COURSE CONTENT :

Unit I: Fundamental of Mental Health and Mental Hygiene (Lecture -15: Tutorial-4)

- Mental Health – Concept and definitions, need and scope of Mental Health.
- Dimensions of Mental Health.
- Characteristics of a mentally healthy person
- Mental Hygiene -meaning, definitions and needs
- Purpose and Functions of Mental Hygiene
- Relationship between Mental health and hygiene

Unit II: Mental Health and Education (Lecture -10: Tutorial-3)

- Principles of sound Mental Health.
- Factors affecting Mental Health.
- Mental Health Hazards.
- Role of Home, School and Society in maintaining Mental Health of students.
- Causes of Mal adjustment and remedial measures.

Unit III: Preservation of Mental Health and Positive Psychology (Lecture-10: Tutorial-4)

- Positive Psychology – concept, nature and importance,
- Five pillars of positive psychology-PERMA, Role of positive Psychology.
- Contribution of WHO on Mental Health
- Mental Health Care Act, 2017

Unit IV: Mental Health and Yoga (Lectures: 10)

- Concept of Yoga, Importance of Yoga for Physical and Mental Health.
- Role of Yoga for management of Stress
- Principles of Yoga for Healthy Living
- Pranayama and Meditation for Promoting Mental Health.

Recommended Readings:

1. Baumgardner, S. And Crother, M. (2009). Positive Psychology. New Delhi: Pearson India Education Services Pvt. Ltd.
2. Coleman J. C. (2016): Abnormal Psychology and Modern life. Chicago: Scott, Foresman and Company.
3. Chauhan, S.S. (2007). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Crow, L.D. and Crow, A. (1951). Mental Hygiene. New York: McGraw Hill Gururani.
5. G.D. (2006). Textbook on Mental Health and Hygiene. New Delhi: Akansha Publishing House.
6. Mangal, S.K. (1999). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd

NAME OF THE PAPER: GENDER STUDIES

CODE : ED- CE-8434

TOTAL CREDITS-4; (THEORY-3+PRACTICAL/TUTORIAL-1)

THEORY

Total Lectures-45

COURSE OBJECTIVES:

- To know the meaning of gender and difference between sex and gender.
- To create awareness regarding gender stereo types
- To understand the gender issues in curriculum and the process of Socialization.
- To create awareness towards gender biases and develop the concept of Gender equality.

COURSE LEARNING OUTCOMES:

After completing the course, students will

- CLO 1 : Understand the concept and meaning of gender, sex and difference between the two.
- CLO 2 : Develop knowledge on types and awareness regarding gender stereotype.
- CLO 3 : Understand the gender issues in curriculum.
- CLO 4 : Develop the knowledge on socialization and gender biasness.
- CLO 5 : Acquaint with the gender equality and mainstreaming.

COURSE CONTENT :

Unit-1: Basic Concepts of Gender and related Terms (lectures: 15,Tutorial--4)

- Concept of Gender , Sex , Femininity and Masculinity, Patriarchy, Matriarchy
- Difference between sex and gender
- Gender and social institutions –Family, Marriage, Kinship, Religious institution
- Gender Stereotype, characteristics of Gender stereotype

Unit- II: Gender issues in curriculum (lectures: 10,Tutorial--3)

- Curriculum and gender question
- Gender and curriculum
- Gender, culture and institution
- Life skills and gender.

Unit- III: Socialization and Gender biases –in the School, Family and Society (lectures: 10, Tutorial--4)

- School-Gender biases in organization, Gender biases in Textbooks, Curricular Choices, Teachers' Bias.
- Society-Gender biases in political representation and voting behaviours.
- Female feticide, Infanticide, dowry, child abuse.
- Family-Gender biases in educational opportunity, decision making, marriage.

Unit-IV: Gender Equality and Mainstreaming (lectures: 10, Tutorial--4)

- Concept of Gender equality , difference between gender equality and women empowerment
- Importance of gender equality-role of parents, teachers and curriculum.
- Role of Family and community , Role of mass media , Role of civil Society
- Meaning and Basic principles of mainstreaming.
- Policy of WHO, and UNO in regards to mainstreaming.

(Topics for home assignment/ Group discussion can be from the following areas in regard to biasness - Sports, Family, Workplace and Text book)

Recommended Readings:

1. Batliwala, S. (1993). Empowerment of Women in South Asia: Concepts and Practices.
2. Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women.
3. Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited.
4. Bhatia, R. L. & Ahuja , B. N. (2006) Modern Indian Education and it's Problems, Surjeet Publication, Delhi, India
5. Chanana, K(ed.). (1988). Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
6. Kalita, U., Sharma, A. & Barman, S. (2022) Mahila Aaru Samaj, Shanti Prakashan, Guwahati, Assam
7. Momsen J. H. (2010)-Gender and Development, 2nd edition", New York, Routledge

NAME OF THE PAPER : PROJECT AND REPORT WRITING

PAPER CODE : ED- CE-8444

TOTAL CREDITS-4

COURSE OBJECTIVES:

- To select the specific topic and know its significance.
- To gain knowledge on framing research objectives and questions.
- To plan, design and execute appropriate methods of research.
- To analysis data along with the interpretation and discussion of the findings.

COURSE LEARNING OUTCOMES:

After completing the course, students will

- CLO 1 : Selection of the topic for the Project.
- CLO 2 : Knowledge on significance and selection of the area.
- CLO 3 : Gain knowledge of how to frame research objectives and questions
- CLO 4 : Plan, design and execute appropriate methods of research.
- CLO 5 : Analysis data along with the interpretation and discussion of the findings

COURSE CONTENT:

Each student has to complete one project related to any area of the syllabus to be evaluated by External examiner and Supervisor jointly through viva-voice test

The project work will have to be completed according to following steps:

Selection of the Topic

- ❖ Introduction
- ❖ Educational importance of the selected topic
- ❖ Location of the selected topic
- ❖ Delimitation of the study
- ❖ Objectives of the study
- ❖ Review of related literature (If any)
- ❖ Methods and Procedure
- ❖ Data analysis and Major Findings
- ❖ Discussion on major findings
- ❖ Conclusion

MARKS DISTRIBUTION:

Internal assessment (20 marks):

- ❖ Home assignment /group discussion related to Project:10
- ❖ Book review/ library work: 6 marks
- ❖ Attendance:4 marks

External assessment (80 marks) :

- ❖ Project report: 60 (supervisor only)
- ❖ Viva-voce on the project report: 20 (external examiner)

RECOMMENDED READINGS :

1. Best, John W: Research in Education, Prentice Hall Inc., 1978.
2. Garrett, Henry E: Statistics in Psychology and Education, VakilsFeffer and Simons Ltd., Bombay.
3. Harper, B. E., Tuckman, B. W. (2012). Conducting Educational Research. United States: Rowman & Littlefield Publishers.
4. Kaul, Lokesh: Methodology of Educational Research, Vikash Publishing House Pvt. Ltd., New Delhi, 1997.
5. Kulbir Singh Shidhu: Methodology of Educational Research, Sterling publishing Pvt. Ltd, New Delhi, 1997
6. Mangal, S.K. (2013), Research Methodology in Behavioural Sciences. India: PHI Learning
7. Monly George: The Science of Educational Research, Eurasia Publishing House, New Delhi.

MINOR

Programme Specific Outcome of Bachelor of Arts – EDUCATION (Minor)

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 3	Knowledge of ICT	Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
PSO 4	Importance of managerial skills	Management and administration go hand in hand . Learners will develop those skills easily by learning different areas of it.
PSO 5	Leadership quality	Leadership both in academics and practical life would take the nation to a greater and brighter future.
PSO 6	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 7	Managing and maintaining mental stress	By applying the knowledge, they will be managing stress and maintaining mental health as well.
PSO 8	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

LIST OF COURSES:

Semester	Course Name	Course Code
1	FOUNDATIONS OF EDUCATION - I	ED – MN – 1114
2	FOUNDATIONS OF EDUCATION - II	ED – MN – 2114
3	GUIDANCE AND COUNSELING	ED – MN – 3214
4	HISTORY OF EDUCATION IN INDIA	ED – MN – 4214
5	DEVELOPMENTAL PSYCHOLOGY	ED – MN – 5214
6	MENTAL HEALTH AND HYGIENE	ED – MN – 6214
7	SCHOOL MANAGEMENT	ED – MN - 7314
8	DISTANCE EDUCATION	ED – MN – 8314

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	FOUNDATIONS OF EDUCATION - I ED – MN – 1114	CLO - 01	After completing the course, students will acquire knowledge about different aims of Education.
		CLO - 02	After completing the course, students will acquire knowledge about role of education in socialization process
		CLO - 03	After completing the course, students will develop responsibility toward society
2	FOUNDATIONS OF EDUCATION - II ED – MN – 2114	CLO - 01	After completing the course, students will acquire knowledge of Education, Psychology, technology
		CLO - 02	After completing the course, students will understand the relation between Philosophy and Education
		CLO - 03	After completing the course, students will learn the uses of technology in education.
		CLO - 04	After completing the course, students will learn the importance of value education in students life.
3	GUIDANCE AND COUNSELING ED – MN – 3214	CLO-01	After completing the course, students will learn about the concept of Guidance and Counselling.
		CLO-02	After completing the course, students will know about Guidance, its steps of guidance processes
		CLO-03	After completing the course, students will know about counselling, its different types, importance of counselling in solving different
		CLO - 04	After completing the course, students will understand the importance of different guidance program at different levels of education and for teachers.
4	HISTORY OF EDUCATION IN INDIA ED – MN – 4214	CLO-01	After completion of this course the learner will be able to understand different ancient Indian schools of philosophy and their educational implications.
		CLO-02	After completion of this course the learner will be able to learn about the different indigenous system of Indian education.
5		CLO-01	After learning this course students will be able to understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.

5	DEVELOPMENTAL PSYCHOLOGY ED – MN – 5214	CLO-02	After learning this course students will be able to acquire the knowledge about developmental aspects during infancy and childhood.
		CLO-03	After learning this course students will be able to understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.
		CLO - 04	After learning this course students will be able to know the nature of juvenile delinquency, causes and preservative measures
6	MENTAL HEALTH AND HYGIENE ED – MN – 6214	CLO-01	After completion of this course the learner will be able to acquaint with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.
		CLO-02	After completion of this course the learner will be able to acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
		CLO - 03	After completion of this course the learner will be able to Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.
7	SCHOOL MANAGEMENT ED – MN – 7314	CLO - 04	After completion of this course the learner will be able to apply the knowledge gained from this course for upliftment of one's mental health
		CLO - 01	After completion of this course the learner will be able to Develop an understanding of the basic concept of school management.
		CLO - 02	Enable the students to understand the concept and importance of classroom management.
		CLO - 03	Enable the students to apply the strategies of time management in educational and professional settings.

		CLO - 04	Analyse the importance of interpersonal relationship and apply appropriate technique of conflict management and resolution
8	DISTANCE EDUCATION ED – MN – 8314	CLO - 01	After completion of the course, the learners will understand the concept, need and importance of distance education and its growth in India and Assam
		CLO - 02	Acquaint with the different forms and methodologies applied in distance education.
		CLO - 03	Enable the students to understand different programmes of distance education.
		CLO - 04	Acquaint the learners with different digital platforms in distance education.

Mapping of Programme Outcome (PO) and Course Learning Outcome (CLO):

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (APO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
ED-MN-1114	CLO-1							2			3	
	CLO-2		3	3		2	2	2				
	CLO-3				3	2	2	2				
ED-MN-2114	CLO-1		2	2				2			3	
	CLO-2	3	2	2				2				
	CLO-3							2				
	CLO-4		2	2		3	3	2				
ED-MN-3214	CLO-1	1				1						
	CLO-2	2							3		2	
	CLO-3	1	2	3					3			
	CLO-4			3								3
ED-MN-4214	CLO-1	3		2				2				
	CLO-2	3		1		1					2	
ED-MN-5214	CLO-1					3						
	CLO-2										2	
	CLO-3	2						2			2	
	CLO-4		2								2	
ED-MN-6214	CLO-1			1	2			3				
	CLO-2	2			2						3	
	CLO-3		2	2		3	3	2				
	CLO-4	1				1						
ED-MN-7314	CLO-1	1										
	CLO-2								2			1
	CLO-3							2				
	CLO-4									3		
ED-MN-8314	CLO-1								3			3
	CLO-2				2						2	
	CLO-3		2					2		3		
	CLO-4	1										

Mapping of Programme Specific Outcome (PSO) and Course Learning Outcome (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)							
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO - 8
ED-MN-1114	CLO-1	3							3
	CLO-2	3							3
	CLO - 3	3							3
ED-MN-2114	CLO-1	3							3
	CLO-2			2					
	CLO - 3				3				
	CLO - 4			3			3		
ED-MN-3214	CLO-1	1							
	CLO-2					2			
	CLO - 3						3		
	CLO - 4								3
ED-MN-4214	CLO-1	2		3					
	CLO-2	3		3					
ED-MN-5214	CLO-1	3						2	
	CLO-2	3					3		
	CLO - 3	3					1		
	CLO - 4	2						2	
ED-MN-6214	CLO-1	3							1
	CLO-2	3							1
	CLO - 3	3							2
	CLO - 4	2					3		
ED-MN-7314	CLO-1	2						2	
	CLO-2		2						2
	CLO - 3	3							2
	CLO - 4	2					2		
ED-MN-8314	CLO-1	2							
	CLO-2		2			2			
	CLO - 3	3							2
	CLO - 4	3			1				1

COURSE NAME: Foundations of Education - 1

COURSE CODE: ED – MN – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- To provide knowledge about concept, scope and different aims of education.
- To acquaint with the role of education in the socialization process.
- To develop understanding about the relation between school and society, role of teacher and students towards society.
- To develop knowledge on different types of curriculums, co-curricular activities and correlation of studies.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1 : Learn the concept and scope of education

CLO 2 : Acquire knowledge about different aims of Education.

CLO 3 : Develop understanding about the role of education in socialization process and develop responsibility toward society.

CLO 4 : Develop the knowledge on different types of curriculums, cocurricular activities and correlation of studies.

COURSE CONTENT:

Unit-I: Concept of Education (Lectures:15, Tutorial-4)

- Meaning, Nature and Scope of education. Narrow and Broad meaning of Education.
- Education as Bi-polar and Tri-polar Process. Education as a lifelong process.
- Forms of education – Formal education, Informal and Non formal education - Meaning, Nature and characteristics.
- Different forms of nonformal education - Distance education, Correspondence education and Open education.

Unit-II: Aims of Education (Lectures:10, Tutorial-4)

- Meaning and importance of Aims.
- Determinants of Aims.
- Different types of aims - Individual aim, Social aim, Vocational and Liberal aim.
- Aim of education in a Democratic country

Unit-III: School and Society (Lectures:10, Tutorial-3)

- Concept and functions of school.
- Relation between school and society.
- Duties and responsibilities of school towards society.
- Role of teacher towards society and role of students towards society.

Unit-IV: Curriculum (Lectures:10, Tutorial-4)

- Meaning, definition and Nature of Curriculum. Need and importance of curriculum.
- Types of curriculums -Subject centered or traditional, learner centered, Craft centered and Balanced or life centered curriculum. Principles of curriculum construction.
- Co-curricular Activities: Meaning and Importance of Co-curricular Activities.
- Correlation of Studies- Meaning, importance and different types.

RECOMMENDED READING:

1. Aggarwal, J. C. – Theory and Principles of Education. Vikash Publishing House (P) Ltd., New Delhi.
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.
3. Bhatia and Bhatia–The Principles and Methods of Teaching, Delhi: Daoba Gouse.
4. Das L. – A Text Book of Education, Guwahati: Sangram Prakash.
5. Das, Phunu, Goswami S., Sharma N. – Principles and Theories of Education. Shanti Prakashan, College Hostel Road, Guwahati- 1.
6. Goswami, M. (2014). – Principles and Foundations of Education, New Delhi: Lakshi Publishers & Distributors.
7. Pandey R.S.–Principles of Education, Vinod Pustak Mandir, Agra.
8. Pathak, R.P.-Philosophical and Sociological Principles of Education, Pearson, New Delhi.
9. Saxena, N.R. Swarup – Principles of Education, Surya Publication Meerut.
10. V. R. Taneja – Socio Philosophical Approach to Education. Atlantic Publishers, New Delhi.

COURSE NAME: Foundations of Education-II

COURSE CODE: ED – MN – 2114

TotalCredits:4(Theory:3+Practical/Tutorial:1)

THEORY:

Total lectures: 45

COURSE OBJECTIVE:

- To provide knowledge on educational psychology and its importance in teaching learning process.
- To provide knowledge on educational philosophy and relationship between Philosophy and Education.
- To acquaint the student with the knowledge of educational sociology and importance of groups.
- To develop knowledge on values and understand the importance of values in their life.

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: Acquire knowledge on Psychology and its importance in teaching learning process.

CLO 2: Develop knowledge on educational philosophy and relationship between Philosophy and Education.

CLO 3: Develop knowledge of educational sociology and importance of groups.

CLO 4: Develop knowledge on values and understand the importance of values in their life.

COURSE CONTENT:

Unit- I: Psychology and Education: (Lecture -15, Tutorial-4)

- Meaning and nature of Psychology, Relation between education and psychology,
- Educational Psychology-concept, nature and Scope,
- Methods of educational psychology- Observation, Introspection, Experimentation and Case Study method.
- Importance of Educational Psychology in teaching – learning process.

Unit-II: Philosophy and Education: (Lecture -10, Tutorial-3)

- Philosophy- Meaning, Nature and Scope.
- Philosophy of Education: Meaning and Scope.
- Relation between education and philosophy.
- Impact of philosophy on education.

Unit-III: Sociology and Education: (Lecture -10, Tutorial-4)

- Concept, nature and scope of sociology.
- Educational sociology- meaning, nature and importance. Relation between education and sociology.
- Social group-meaning, nature and classification. Importance of primary and secondary group.
- Concept of socialization. Education as a process of socialization.

Unit-IV: Value Education: (Lecture -10, Tutorial-4)

- Concept and nature of value.
- Different types of values and their significance
- Sources of values. Need and importance of values.
- Meaning of Value Education. Ways of imparting Value education.

Recommended Readings:

1. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi Shipra Publication.
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati : Lawyer's Book Stall.
3. Chakrabarty, M. (1997). Value education: Changing Perspective. New Delhi: Krishna Publishers Distribution
4. Chaube and Chaube (2009). Philosophical and Sociological Foundation of Education. Agra Binod Pustak Mandir.
5. Das P. and S. Goswami (2020). Psychological Foundation of Education. Shanti Prakashan Guwahati.
6. Das P, Goswami S. (2019) Foundation of Education. Shanti Prakashan, Guwahati. Shanti Prakashan, Guwahati.
7. Goswami, Marami. (2014) Fundamentals of Educational Psychology, Ashok Publication, Panbazar, Guwahati
8. Kundu & Tutoo. Educational Psychology, Sterling Publishers Pvt Ltd, New Delhi.
9. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana.

COURSE NAME: Guidance And Counselling

COURSE CODE: ED- MN - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- To provide knowledge on the concept of guidance and counselling, steps of guidance process and importance of different guidance programme.
- To give knowledge about counselling, its different types and importance of counselling
- To develop skill to solve personal, social and academic challenges.

COURSE LEARNING OUTCOME:

After completing the course, students will:

- CLO1:** Learn about the concept of Guidance and Counselling.
- CLO2:** Know about Guidance, its steps of guidance processes.
- CLO3:** Know about counselling, its different types, importance of counselling in solving different problems.
- CLO4:** Understand the importance of different guidance program at different levels of education and for teachers.

COURSE CONTENT:

Unit I: Introduction to Guidance :(Lecture -10, Tutorial-4)

- Meaning, concept, definition and characteristics of Guidance
- Objectives of Guidance
- Principles of Guidance.
- Different types of Guidance and their merits and demerits.
- Significance of Guidance.

Unit II: Introduction to Counselling :(Lecture -10, Tutorial-4)

- Meaning, concept, definition of Counselling.
- Characteristics of Counselling.
- Objectives of Counselling.
- Different types of Counselling and their significance.
- Relation between Guidance and Counselling.

Unit III: Organization of Guidance Service :(Lecture -10, Tutorial-4)

- Meaning and concept of Guidance Service
- Principles of organizing Guidance Service.
- Need and Importance of guidance service.
- Placement Service
- Follow up service.

Unit IV: School Guidance program: (Lecture -15, Tutorial-3)

- Meaning and concept of School guidance program.
- Need and importance of Guidance in education.
- Importance of Guidance in Elementary School.
- Importance of Guidance on Secondary school
- Role of teacher in Guidance program.

Recommended Readings:

1. Bhatnagar, A and Gupta, N. (1999) Guidance and Counselling: A theoretical Approach (Ed), New Delhi, Vikash Publishing House.
2. Chaube, S.P.: Educational and Vocational Guidance and Counselling, Dominant Publishers, New Delhi-2005.
3. Kochar, S.K. (1990): Educational and vocational guidance in secondary schools , Sterling Publishers, New Delhi.
4. Pandey, K.P.: Educational and Vocational Guidance India. Vishwa Vidyalaya Prakashan Chowk , Varanasi 2000.
5. Myetrs, Gerge. E.: Principles And Techniques of Vocational Guidance. New York McGraw Hill Book Co. Inc.
6. Nageswar Rao, S: Guidance & Counselling, Discovery Publishing House.
7. Rao, Usha: Advanced Educational Psychology. Himalaya publishing House, Mumbai-2008.

COURSE NAME: History of Education in India

COURSE CODE: ED – MN – 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To give knowledge about ancient Indian education system and their Educational implications.
- To give knowledge about different indigenous education system.
- To acquaint the students with the differences between ancient and modern education system
- To acquaint students with the educational contribution of British in the 19th Century.

COURSE LEARNING OUTCOME:

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

CLO 1: Understand different ancient Indian schools of philosophy and their educational implications

CLO 2: Learn about the different indigenous system of Indian education.

CLO 3: Acquaint with the difference between ancient and modern education.

CLO 4: Learn the educational contribution of British India in the 19th Century.

COURSE CONTENT:

Unit I. Education in Vedic Period (Lectures: 10, Tutorial-4)

- Concept of Vedic Philosophy.
- Education during Vedic period.
- Method of teaching, curriculum, role of teacher and discipline during vedic period
- Gurukul and its educational Implications

Unit II. Education in Buddhist Period (Lectures: 10, Tutorial-4)

- Concept of Buddhist Philosophy.
- Method of teaching, curriculum, role of teacher and discipline during Buddhist period
- Educational institutions in the Buddhist period-Nalanda, Takshashila, Vikramshila and Vallabhi.
- Comparison between Vedic and Buddhist Education

Unit III. Education in Islamic Period (Lectures: 10, Tutorial-4)

- Concept of Islamic Philosophy.
- Education during Islamic period.
- Method of teaching, curriculum, role of teacher and women education
- Maktab and Madrassa as educational institutions, Educational Implications of Islamic edu

Unit IV Education in British India – The 19th Century (Lectures-15.Tutorial-4)

- Educational activities of Missionaries in India.
- The Charter Act of 1813 and Anglicists-classicists Controversy
- Macaulay's Minute, 1835, Downward Filtration Theory
- Wood's Despatch of 1854.

Recommended Readings:

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

COURSE NAME: Developmental Psychology

COURSE CODE: ED - MN - 5214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To understand the basic concept relating to development.
- To acquaint with the hereditary and environmental factors affecting pre- natal and post – natal stage.
- To provide knowledge about the developmental aspects of infancy and childhood
- To provide knowledge about the developmental aspects of adolescence, importance of adolescence period, need and problems of adolescence and their solutions.

COURSE LEARNING OUTCOME:

After learning this course students will be able to:

CLO1: Understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.

CLO2: Acquire the knowledge about developmental aspects during infancy and childhood.

CLO3: Understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.

CLO4: Know the nature of juvenile delinquency, causes and preservative measures.

COURSE CONTENT:

Unit I: Introduction to Developmental Psychology (Lecture -10, Tutorial-3)

- Concept, definition, nature and scope of developmental psychology
- Pre - natal stage –Periods of pre-natal development, concept of pre-natal stage, characteristics, hereditary and other factors that affect pre-natal development, Precautionary measures to be taken in pre-natal development
- Post natal stage – Period of Neonatal stage, Hereditary and other factors that affect post-natal development

Unit II: Infancy stage (Lecture -10, Tutorial-4)

- Concept and definition of infancy.
- Characteristics of infancy
- Different developmental aspects during infancy - Physical development – Cognitive development - Motor development - Language development - Emotional development – Social development
- Role of family in the development of infants

Unit III: Childhood Stage (Lecture -10, Tutorial-4)

- Meaning, definition and concept of childhood
- General characteristics of childhood
- Developmental characteristics of childhood - Physical development, Social and Emotional development.
- Influence of family and school in social and personality development in childhood.

Unit IV: Adolescence - An age of transition and Juvenile delinquency (Lecture -15, Tutorial-4)

- Meaning, concept and definition and characteristics of adolescence
- Developmental task of adolescents
- Developmental characteristics of adolescence - Physical development, Emotional development, social development, mental development
- Need and problems of adolescence. Juvenile delinquency and its causes
- Role of school, family and society in preventing delinquency.

Recommended Readings:

1. Chaube, S. P. (2011). Developmental Psychology. New Delhi: Neelkamal Publications Ltd.
2. Cole, L. (1936). Psychology of Adolescence, New York: Rinehart and Winston.
3. Goswami, Devi & Kalita (2016). Bikashit Manobigyan. Guwahati: Shanti Prakashan.
4. Goswami, G. (2008). Child Development and Child Care. Guwahati: Arun Prakashan.
5. Mathur, S.S. (1994). Educational Psychology. Vinod Pustak Mandir, Agra.
6. Sarma, M.K. (1991). Snatok Moholar Shiksha: Shiksha Manobigyan, Students Emporium, Dibrugarh.

COURSE NAME: Mental Health and Hygiene

COURSE CODE: ED - MN - 6214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- To acquaint the students with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.
- To promote awareness and understanding about the principles, factors of promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

COURSE LEARNING OUTCOME:

After completion of this course the learner will be able to

CLO 1: Acquaint with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.

CLO2: Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.

CLO 3: Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

CLO 4: Apply the knowledge gained from this course for upliftment of one's mental health

COURSE CONTENT:

Unit I: Fundamental of Mental Health and Mental Hygiene (Lecture -15: Tutorial-4)

- Mental Health – Concept and definitions, need and scope of Mental Health.
- Dimensions of Mental Health.
- Characteristics of a mentally healthy person
- Mental Hygiene –it's meaning and definitions and needs
- Need and importance of mental hygiene
- Purpose and Functions of Mental Hygiene
- Relationship between Mental health and hygiene

Unit II: Mental Health and Education (Lecture -10: Tutorial-3)

- Principles of sound Mental Health.
- Factors affecting Mental Health.
- Mental Health Hazards.
- Role of Home, School and Society in maintaining Mental Health of students.
- Mental Health of Teacher, causes of Mal adjustment and remedial measure

Unit III: Preservation of Mental Health and Positive Psychology (Lecture -10: Tutorial-4)

- Role of positive Psychology -Positive Psychology – Meaning and Nature and importance, Five pillars of positive psychology-PERMA.
- Contribution of WHO on Mental Health
- Stress management
- Mental Health Care Act, 2017

Unit IV: Mental Health and Yoga (Lecture -10: Tutorial-4)

- Concept of Yoga, Importance of Yoga for Physical and Mental Health.
- Role of Yoga for management of Stress
- Principles of Yoga for Healthy Living
- Pranayama and Meditation for Promoting Mental Health.

Recommended Readings:

1. Baumgardner, S. And Crother, M. (2009). Positive Psychology. New Delhi: Pearson India Education Services Pvt. Ltd.
2. Coleman J. C. (2016): Abnormal Psychology and Modern life. Chicago: Scott, Foresman and Company.
3. Chauhan, S.S. (2007). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Crow, L.D. and Crow, A. (1951). Mental Hygiene. New York: McGraw Hill Gururani.
5. G.D. (2006). Textbook on Mental Health and Hygiene. New Delhi: Akansha Publishing House.
6. Mangal, S.K. (1999). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.

NAME OF THE PAPER: SCHOOL MANAGEMENT

CODE : ED- MN-7314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total lectures-45

COURSE OBJECTIVES:

- To develop an understanding of the fundamental concepts and objectives of school management.
- To enable the students to understand the concept and significance of classroom management
- To enable the students to acquire knowledge about the principles and strategies of effective time management
- To make students aware of the importance of inter-personal relationships, conflict management, and methods for resolving conflicts in educational institutions.

COURSE LEARNING OUTCOME:

After completion of this course the learner will be able to

- CLO 1 : Develop an understanding of the basic concept of school management.
- CLO 2 : Enable the students to understand the concept and importance of effective classroom management.
- CLO 3 : Enable the students to apply the principles and strategies of time management in educational and professional settings.
- CLO 4 : Analyze the importance of interpersonal relationships and apply appropriate conflict management and resolution techniques in educational institution

COURSE CONTENT:

UNIT: 1 School Management (Lecture: 15, Tutorial—4)

- Meaning, definitions and objectives of School Management
- Characteristics of good school management
- Principles of school management
- Planning for school management.
- Need of school management committee

UNIT: 2 Classroom Management (Lectures: 10, Tutorial--3)

- Classroom Management – Concept and Importance
- Management of the physical environment of a classroom
- Managing behavioural problems in classroom—Preventive, Supportive, Corrective and Styles of discipline
- Strategies for creating a suitable classroom environment
- Role of the teacher in classroom management

UNIT: 3 Time Management (Lectures: 10, Tutorial--4)

- Concept and objectives of time management
- Management of school Time Table
- Principles of effective time management
- Obstacles to effective use of time
- Strategies of time management

UNIT:4 Human Relations in Education (Lecture: 10, Tutorial--4):

- Need for Inter-personal Relationship
- Conflict Management---Types of conflict, solutions for conflict in educational institution-
- Leadership in educational institution—Qualities of a good leader, Leadership style
- Leadership at different levels of school hierarchy—
 - Headmaster/Principal as a leader
 - Teacher as a leader
 - Students as a leader

RECOMMENDED READINGS :

1. Aggarwal J. C. (2009). Educational Technology And Management .Agra: Vinod Pustak Mandir.
2. Bhatnagar and Gupta (2006). Educational Management. Meerut: R. Lall Book Depot.
3. Bhattacharya, Shantanu (2012). Educational Management-Theory and Practice. Guwahati: EBH Publishers.
4. Dash, B.N (2016): School Organization, Administration and Management. Neelkamal Publications Pvt. Ltd. New Delhi.
5. Kalita, Saharia & Devi (2014). Saikshik Byabasthapan Aaru Prasasan. Guwahati: Shanti Prakashan

NAME OF THE PAPER : DISTANCE EDUCATION

PAPER CODE : ED- MN-8314

TOTAL CREDITS-4 (THEORY: 3 + PRACTICAL / TUTORIAL- 1)

THEORY

Total Lectures-45

COURSE OBJECTIVES:

- To develop understanding on distance education and its importance.
- To acquaint with the different forms and methods of distance education.
- To enable the students different programme of distance education and their digital platforms.

COURSE LEARNING OUTCOMES:

After completion of this course the learner will be able to

- CLO 1 : Understand the concept of distance education need and importance and its growth in India and Assam.
- CLO 2 : Acquaint with the different forms and methodologies applied in distance education.
- CLO 3 : Enable the students to understand different programme of distance education.
- CLO 4 : Acquaint the students with different Digital platform in distance education

COURSE CONTENT :

UNIT: 1 Distance Education (lecture-13, tutorial-4)

- Its meaning, nature and scope.
- Need and importance of distance education
- Merits and demerits of distance education
- General structure of distance learning programme
- Development of distance education in India
- Development of distance education in Assam

UNIT : 2 Distinction among Conventional, Correspondence and Distance education (lecture-12, tutorial- 3)

- Distinction between Conventional and Distance education
- Distinction between Correspondence and Distance education
- Distinction between Conventional and Correspondence education
- Different agencies of distance education

UNIT : 3 Methodologies in Distance education (lecture-10, tutorial-4)

- Different forms of instructional strategies in distance education
- Print- Media • Non-Print Media
- Information and Communication Technology (ICT)
- Different modes of student support services in distance

UNIT : 4 Digital platform in Distance Education (lecture-10, tutorial- 4)

- SWAYAM
- MOOCs
- Pathshala
- NPTEL
- SWAYAMPURABHA
- ONOS

RECOMMENDED READINGS :

1. Ansari, N.A. (1990). Adult Education in India. New Delhi: S. Chand and Company Ltd.
2. Goswami, D. (2009). Literacy and Development. Guwahati: DVS Publishers.
3. Mathur, S. S. (1966). A Sociological Approach to Indian Education. Agra: Shri Vinod Pushtak Mandir.
4. Mohanty, S. (2012). Life Long and Adult Education. New Delhi: Ashish Publishing House.
5. Paramji, S. (Ed.) (1984). Distance Education. New Delhi: Sterling Publishers Pvt. Ltd.
6. Saiyadain, M.S.& others (1990). Challenges in Adult Education. New Delhi: Macmillian India Ltd.
7. Sharma, Madhulika (2006). Distance Education, Concepts and Principles. New Delhi: Kanishka Publishers.

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SKILL ENHANCEMENT COURSE (SEC)

Programme Specific Outcome of Bachelor of Arts – EDUCATION (Skill Enhancement Course)

After completion of B.A with SEC in Education, students will be able to–

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Problem solving skill	Problem understanding and solving is an essential quality which is also required in today's society.
PSO 3	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 4	Knowledge of ICT	Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
PSO 5	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 6	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

Basic Syllabus Structure of SEC

Semester	Course Name	Course code
1	Public Speaking Skill	ED – SE – 1113
2	Writing Bio-Data and Facing an Interview	ED – SE – 2113
3	Community Engagement and Extension Activities	ED – SE – 3213

Course Learning Outcome – Skill Enhancement Course (SEC)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Public Speaking Skill ED-SE-1113	CLO-01	After completing the course students will apply different skills of public speaking and this will enhance their communication as well as interpersonal skills and boost their confidence level.
		CLO - 02	After completing the course the confidence level of the students will be boosted
2	Writing Bio-Data and Facing an Interview ED-SE-2113	CLO-01	After completing the course students will be able to write a well articulated bio-data.
		CLO - 02	After completing the course students will be able to face interview in different fields with practical knowledge on various aspects of interview, academic as well as professional
3	Community Engagement and Extension Activities ED-SE-3213	CLO-01	After completing the course, students will learn about the concept of community engagement
		CLO-02	After completing the course, students will know different principles of extension activities.
		CLO - 03	After completing the course, students will understand different methods of extension activities.
		CLO - 04	After completing the course, students will acquire the skill of survey work.

Mapping of Course Learning Outcome and Programme Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME OUTCOME										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
ED-SE-1113	CLO1										3	2
	CLO 2		3	3		2		3				
ED-SE-2113	CLO1					2		2			2	
	CLO 2							3				3
ED-SE-3213	CLO1	1										
	CLO 2	1	3									
	CLO 3		2	3								
	CLO 4			3								

Mapping of Course Learning Outcome and Programme Specific Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME SPECIFIC OUTCOME					
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
ED-SE-1113	CLO1					2	3
	CLO 2						3
ED-SE-2113	CLO1	3			3		
	CLO 2					3	3
ED-SE-3213	CLO1	1	2				
	CLO 2	2					
	CLO 3				3		
	CLO 4						3

COURSE NAME: Public Speaking Skill

Course CODE: ED-SE-1113

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY: 2 Credits

Total Lectures: 30

COURSE OBJECTIVES:

- To develop different techniques of Public Speaking and to understand its importance in their future life.
- To develop self confidence in speaking
- To improve verbal and nonverbal communication skills
- To build leadership and improve interpersonal communication skill

COURSE LEARNING OUTCOME:

After completion of this course, learners will be able to

CLO 1: Apply different skills of public speaking

CLO 2: Boost their confidence level and reduce fear of public speaking

CLO 3: Enhance their communication as well as interpersonal skills.

CLO 4: Enhance leadership skill and improve personal growth

COURSE CONTENTS:

Unit I: Introduction to Public Speaking (Lectures: 10)

- Meaning and Importance of Public Speaking.
- Components of Public Speaking: Illustration, Voice modulation,
- The Power of Pause, Visual Aids, Sense of humour, Articulation.

Unit II: Principles of Public Speaking: (Lectures: 10)

- Principles of Effective Public Speaking:
- Principle of Preciseness, Principle of Clarity, Principle of Completeness,
- Principle of Consciousness, Principle of Adaption.

Unit III: Communication Skill and Qualities of Public Speaker: (Lectures: 10)

- Ways of becoming Better Public Speaker
- Concept and Nature of Communication
- Concept and Nature of Personality and Balanced Personality.
- Need of effective communication.

PRACTICAL:

1. Students shall prepare a write-up based on topic selected for speech.
2. Mock Youth Parliament Session.
3. Group Discussion- Thematic.
4. Documentary/Audio-visual Lecture series of renowned Public Speakers to be shown to students.

Guidelines:

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

Mode of Delivery:

- Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students, preferably in interactive mode.
- Speakers & Resource Persons from diverse backgrounds to be invited for interactive sessions with students.
- To organize minimum 2 (two) competitions on Public Speaking among students within the Semester duration.

RECOMMENDED BOOKS:

1. Carnegie, Dale & Esenwein, Berg J, The Art of Public Speaking, Delhi: Arushi Book Enterprises.
2. Konar, N. (2011). Communication Skills for Professionals. PHI Learning.
3. Mohan, K., & Banerji, M. (2018). Developing Communication Skills. Macmillan Education.
4. Selected Articles/Journals (To be provided by Teachers/ Resource Persons in accordance to the syllabus and context).
5. Rao, M. S. (2014). Employability Skills. I.K. International Publishing House

COURSE NAME: Writing Bio-Data and Facing an Interview

COURSE CODE: ED-SE-2113

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY

Total Lectures: 30

COURSE OBJECTIVES:

- To develop skill on how to prepare a clear and professional biodata and face interview.
- To build confidence in answering interview questions
- To understand proper interview etiquette, body language and punctuality.

COURSE LEARNING OUTCOME:

After completing the course students will be able to

CLO 1: Write a well-articulated Bio-data

CLO 2: Build self-confidence and communication skill.

CLO 3: Face interview in different fields with practical knowledge on various aspects of interview, academic as well as professional.

COURSE CONTENTS:

Unit I: Introduction to Bio-data (LECTURES: 10)

- Concept, Purpose and Types of Bio-data.
- Components of Bio-data.
- How to write a Good Academic Bio-data and Good Professional Bio-data.

Unit II: Interview (LECTURES: 10)

- Meaning, objectives and Characteristics of Interview.
- Different types of Interview-Structured interview, Unstructured interview
- Job-related interview.

Unit III: Skills of facing Interview (LECTURES: 10)

- Importance and Relevance of interview.
- Different Skills of facing interview.
- Communication skills required to face an interview.

PRACTICAL

1. Students will write a bio-data to face interview.
2. Mock Interview session with External Subject Experts (Minimum 2 for the Semester)

GUIDELINES:

1. The teachers will have to guide the students in writing their Bio-data.
2. Teachers will explain the style and skill of appearing a formal interview.
3. Students will practice mock interview within the classroom.
4. Subject Experts to provide inputs for facing an interview through practical sessions.

Recommended Readings:

1. Konar, N. (2011). Communication Skills for Professionals. PHI Learning.
2. Kudus A, Sharma R, Ahmed , Rakib A (2024) Writing Bio data and Facing Interview. BNit Book Building,Guwahati
3. Kumar, S., & Lata, P. (2018). Communication Skills. Oxford University Press.
4. Mohan, K., & Banerji, M. (2018). Developing Communication Skills. Macmillan Educatio
5. Rao, M. S. (2014). Employability Skills. I. K. International Publishing House

COURSE NAME: Community Engagement and Extension Activities

COURSE CODE: ED-SE-3213

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY

Total Lectures: 30

Course Objectives:

- To provide knowledge on the concept of extension activities and principles of extension activities and different methods of extension activities
- To develop the skill of survey works
- To encourage active participation and involvement of the students in the community activities.

COURSE LEARNING OUTCOME:

After completing the course, students will:

CLO 1: Learn about the concept of community engagement

CLO 2: Know different principles of extension activities.

CLO 3: Understand different methods of extension activities.

CLO 4: Acquire the skill of survey work.

COURSE CONTENT :

Unit: I Community Engagement (Lecture-15)

- Concept, types and importance of community engagement
- Steps of community engagement
- Principles of community engagement.
- Role of school and colleges in community development

Unit : 2 Extension Activities: (Lecture -15)

- Concept, characteristics and objectives of extension activities
- Principles and importance of Extension activities.
- Areas of Extension Activities.
- Different methods of Extension activities-Home Visit, Group Discussion, Mass Media, Exhibition and Campaigning

Practical/Project:

Lectures: 30

- Students will involve in any one of the following extension activities:
Visit a nearby village /area and conduct survey on educational and economic status, livelihood, women entrepreneur, health and sanitation of the first generation learner.
- Creating awareness amongst women about health, politics, and environment.
- Creating awareness about educational facilities in their locality.

EVALUATION:

- Evaluation process will be done in two parts- theory and practical.
- Practical with viva-voce by External Examiner.

GUIDELINES:

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities.

INTER-DISCIPLINARY COURSE (IDC)

Programme Specific Outcome of Bachelor of Arts – EDUCATION (IDC)

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 3	Importance of managerial skills	Management and administration go hand in hand. Learners will develop those skills easily by learning different areas of it.
PSO 4	Leadership quality	Leadership both in academics and practical life would take the nation to a greater and brighter future.
PSO 5	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 6	Managing and maintaining mental stress	By applying the knowledge, they will be managing stress and maintaining mental health as well.
PSO 7	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

Basic Syllabus Structure of IDC

Semester	Course Name	Course Code
1	Introduction to Education	ED-ID-1113
2	Introduction to Psychology	ED-ID-2113
3	Educational Sociology	ED-ID-3213

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Introduction to Education ED-ID-1113	CLO-01	After completing the course, students will learn the basic concept of education.
		CLO-02	Students will also learn the aims of education and determinants of education.
2	Introduction to Psychology ED-ID-2113	CLO-01	After completing the course, students will learn the basic concept of psychology.
		CLO-02	Students will acquire the knowledge of educational psychology and also learn about importance of memory and forgetting.
3	Educational Sociology ED-ID-3213	CLO-01	After completion of this paper, the students will be able to understand the meaning and concept of sociology and the relationship between sociology and education.
		CLO-02	After completion of this paper, the students will be able to know the meaning of culture and the relationship of culture and education.
		CLO – 03	After completion of this paper, the students will be able to understand the concept of socialization process and the role of education in socialization process.
		CLO – 04	After completion of this paper, the students will be able to understand the concept of social group and its types.
		CLO – 05	After completion of this paper, the students will be able to understand the concept, nature and factors of social change and the role of education on social change.

Mapping of Course Learning Outcome (CLO) and Programme Outcome (PO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (PO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
ED-ID-1113	CLO - 1	2						3				
	CLO - 2							3			3	
ED-ID-2113	CLO - 1	2									3	
	CLO - 2							3				
ED-ID-3213	CLO - 1	3		2							2	
	CLO - 2	2				2						
	CLO - 3			1								
	CLO - 4	2						2			1	
	CLO - 5	1			3							

Mapping of Course Learning Outcome (CLO) and Programme Specific Outcome (PSO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)						
		PSO-1	PSO-2	PSO-3	PSO-4	PSO - 5	PSO - 6	PSO - 7
ED-ID-1113	CLO-1	3			3			
	CLO - 2	3					3	
ED-ID-2113	CLO-1	3	3		3			
	CLO - 2		3		2		3	
ED-ID-3213	CLO-1	3	3	3			2	3
	CLO - 2	3	2	3	3	2		2
	CLO - 3	2	2	3	3		3	
	CLO - 4	3		2	2		3	
	CLO - 5	3		2		2	2	3

COURSE NAME: Introduction to Education

COURSE CODE: ED – ID – 1113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

- To familiarize the students with the concept of Education and its different types.
- To provide knowledge on aims of education
- To familiarize with the concept of discipline and freedom, and its importance in education

COURSE LEARNING OUTCOME:

After completing the course, students will learn

CLO-1: Learn the basic concept of education and its different types.

CLO-2: Learn the aims of education and determinants of aims.

CLO-3: Understand the concept of discipline and freedom, and its importance in education.

COURSE CONTENT:

Unit-I: Concept of Education (Lectures: 15)

- Meaning of education - nature and characteristics of education. Scope of education. Types of education
- Formal education-meaning, definition and characteristics.
- Informal education-meaning, definition and characteristics.
- Non formal education -meaning, definition and characteristics.

Unit-II: Aims of Education (Lectures: 15)

- Meaning of aim, Need and importance of aim
- Determinants of aims of Education
- Individual and Social aim of education, Definition and characteristics of Individual and Social aim of education.

Unit-III: Discipline and Freedom: (Lectures: 15)

- Meaning and types of discipline, Importance of discipline
- Freedom-Concept of freedom
- Relation between discipline and freedom.

Recommended Readings:

1. Aggarwal, J. C. – Theory and Principles of Education. Vikash Publishing House (P) Ltd., New Delhi
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.
3. Bhatia and Bhatia–The Principles and Methods of Teaching, Daoba House. Delhi.
4. Chaube, S. P. & Chaube, A. (2007), - philosophical and Sociological Foundations of Education, New Delhi: Vikash Publishing House PVT LTD.
5. Das, Phunu, Goswami S., Sharma N. – Principles and Theories of Education. Shanti Prakashan, College Hostel Road, Guwahati- 1
6. Goswami, M. (2014). – Principles and Foundations of Education, New Delhi: Lakshi Publishers & Distributors.

COURSE NAME: Introduction to Psychology

COURSE CODE: ED – ID – 2113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

- To give basic knowledge on Psychology and enable students them to understand the application of educational psychology in teaching-learning process.
- To provide knowledge on growth and development and learn the characteristics of different stages of development
- To provide knowledge on attention, interest, memory and forgetting and its importance

COURSE LEARNING OUTCOME:

After completing the course, students will learn

CLO 1: Learn the basic concept of psychology and acquire the knowledge of educational psychology

CLO 2: Develop the knowledge on growth and development and learn the characteristics of different stages of development.

CLO 3: Learn about importance of attention, interest, memory and forgetting.

COURSE CONTENT:

Unit- I: Psychology and Education (LECTURES: 15)

- Meaning, Definition, Nature and scope of Psychology.
- Relation between Psychology and education.
- Meaning, definition, nature and scope of Educational Psychology.
- Application of Educational Psychology in teaching learning process.

Unit-II: Growth and Development (LECTURES: 15)

- Meaning of growth and development. Difference between growth and development.
- Stages of development –
Infancy – concept and characteristics.
Childhood - concept and characteristics.
Adolescence – concept and characteristics

Unit-III: Attention, Interest, Memory and Forgetting (LECTURES: 15)

- Meaning, definition and characteristics of Attention.
- Interest – Meaning, definition and characteristics of Interest. Relation between attention and interest.
- Memory-Meaning, definition and characteristics. Stages of memory and marks of good memory.
- Forgetting- Meaning, definition and characteristics of Forgetting and causes of Forgetting.

Recommended Readings:

1. Aggarwala, J.C. (1996). - Essential of Educational Psychology, Vikash Publishing House, New Delhi,
2. Barua, Jatin. (1996) -Siksha Manobigyan, Biswabidyalaya Prakashan Bibhag, Guwahati
3. Bhatia, H.R. 1989. - Elements of Educational Psychology, Orient Longman's Ltd. New Delhi,
4. Chauhan, S.S.(1997)- Advanced Educational Psychology, Vikash Publishing House, New Delhi
5. Chatterjee, S.K. (2012).- Educational Psychology, Book and Allied Pvt. Ltd., Calcutta,.
6. Das, Phunu, Utpal, Kalita and Baishya, Bandana. (2019)-Siksha Mano Baigyanik Vitti, Shanti Prakashan, Guwahati
7. Dash, B. N. (2009)- Essentials of Educational Psychology, Neelkamal Publication Pvt. Ltd. Hyderabad,
8. Goswami, Marami, (2014)- Fundamentals of Educational Psychology, Ashok Publication, Panbazar, Guwahati
9. Mangal, S.K. (1990)- Advanced Educational Psychology, Prakash Brothers, Ludhiana,
10. Mathur, S.S. (1997).- Educational Psychology, Vinod Pustak Mandir, Agra

COURSE NAME: Educational Sociology

COURSE CODE: ED – ID – 3213

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

- To provide knowledge on the concept of sociology and its relationship with education.
- To develop understanding about the concept of educational sociology and social group.
- Acquaint with the process of socialization and the process of social change.

COURSE LEARNING OUTCOME:

After completion of the course, the students will

CLO1: Understand the meaning and concept of sociology and the relationship between sociology and education.

CLO 2: Know the meaning of culture and the relationship of culture and education.

CLO 3: Understand the concept of social group and its types.

CLO 4: Understand the concept, nature and factors of social change and the role of education on social change.

COURSE CONTENT :

Unit I: Sociology and education (Lectures: 15)

- Concept and Nature of Sociology.
- Educational Sociology: Meaning, Nature, Scope of sociology.
- Importance of educational sociology.
- Relation between Education and Sociology.

Unit II: Education and Culture (Lectures: 15)

- Concept, Nature and Functions of Culture.
- Types of Culture: Material and Non-Material Culture.
- Relationship between Culture and Education

Unit III: Social change and social group (Lectures: 15)

- Meaning and nature of social change.
- Factors of Social Change.
- Education as an instrument of Social Change.
- Meaning and nature of social group, types of social group and its importance.

Recommended Readings

1. Bhatia & Narang (2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
2. Brown, F. J. (1954): Educational Sociology (2nd Edition). New York: Prentice Hall.
3. Chanda, S.S. & Sharma, R. K. (2002). Sociology of Education. New Delhi: Atlantic Publishers.
4. Rao, C. N. Shankar (2005). Sociology-Principles of Sociology with an introduction to Social Thought. New Delhi: S. Chand & Company.
5. Ravi, S. S. (2015). Philosophical and Sociological Bases of Education. New Delhi: Prentice Hall India Pvt. Ltd.
6. Saikia, Polee (2026). Sociological Foundations of Education. Guwahati: DVS Publishers.
7. Thakuria ,Kalita. Godhuli, (2007) Sikhya Samaj Bigyan,Chandra Prakash,Guwahati,
8. Vidyabhusan, Sachdeva(2001): An introduction to Sociology, Kitab Mahal, Allahabad