

DEPARTMENT OF EDUCATION
SYLLABUS FOR TWO YEAR POSTGRADUATE PROGRAMME
(FIRST AND SECOND 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 Post Graduate programmes offered by the college, presently, are :

Sl. No.	Discipline / Subject
1	Assamese
2	Chemistry
3	Economics
4	Education
5	Mathematics
6	Political Science
7	Zoology

Programme Overview & Eligibility

Category	Details
About the Programme	Provides advanced academic training in the concerned subject.
Who Can Apply	- Students successfully completing 3 years in the Four Year Undergraduate Programme (FYUGP) and satisfying minimum credit requirements. - Students successfully completing a 3-year Bachelor's degree and satisfying minimum credit requirements.

Course & Credit Structure

Parameter	Specification
Total Credits per Semester	20
Number of Courses per Semester	5
Credits Assigned per Course	4
Course Component Structures	L-T-0 (Lecture - Tutorial - Nil) L-0-P (Lecture - Nil - Practical) 0-0-P (Nil - Nil - Practical)

Course Level:

Year	Course Level
PG 1 st Year	4 (400- 499)
PG 2 nd Year	5 (500- 599)

Course Coding System

The format followed for all PG courses is XXX-ABCD. Here is how the code breaks down:

Code Position	Represents	Description
XXX	Subject Code	3-letter discipline identifier (e.g., CHE, MAT)
A	Semester Number	Identifies the current semester
B	Course Level	Identifies the academic level of the course
C	Course/Paper Number	Sequential number of the paper
D	Course Credit	Number of credits assigned to the paper

Example:

For a PG course in Education offered in the First Semester and Third Semester, the course codes will be assigned as follows:

Course Paper	Semester	Course Code
Paper I	First	EDU-1414
Paper II	First	EDU-1424
Paper I	Third	EDU-3514
Paper II	Third	EDU-3524

LIST OF COURSES: POST GRADUATE PROGRAMME IN EDUCATION

Semester	Course Name	Course Code
1	Sociological Foundations of Education	EDU-1414
	Human Rights Education	EDU-1424
	Educational Statistics	EDU-1434
	Fundamentals of Educational Research	EDU-1444
	School Management	EDU-1454
2	Method And Technique of Teaching	EDU-2414
	Mental Health and Hygiene	EDU-2424
	Gender Studies	EDU-2434
	Project and Report Writing	EDU-2444
	Distance Education	EDU-2454

POST GRADUATE PROGRAMME OUTCOME: MASTER DEGREE IN ARTS: (M.A)

- APO-1 **Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
- 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.
- 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.
- 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.
- 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.
- APO-6 **Environment and Sustainability:** 'Environmental sustainability' has become the watch word 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 Arya Vidyapeeth College(Autonomous) Arya Nagar, Guwahati -16 Re-accredited 'A' Grade by NAAC deterrents to environmental sustainability and provide creative solutions towards the same.
- 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.
- 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.
- 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.
- 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 limit of

multidisciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.

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 incomprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations.

PROGRAM SPECIFIC OUTCOMES (PSO) IN EDUCATION:

The programme specific outcomes develop the ability of acquiring knowledge and skill in the students for higher studies and also make them capable for employ ability by making them good human resource.

Programme specific outcomes includes subject specific skills and aptitudes, which in turn transfer to global skills required in 21st century. A student should be able to express and exhibit those capabilities at the time of awarding a degree to him/her.

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

- PSO-1: Develop the Basic Ideas/Concepts:** Related to different topics they will develop concepts and will relate to varied areas of knowledge.
- PSO -2: Acquire problem solving skill:** Problem understanding and solving is an essential quality which is also required in today's society.
- PSO-3: Create 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: Apply the knowledge of ICT :** Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
- PSO-5: Understand the 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: Bring all round development and leadership quality:** Leadership both in academics and practical life would take the nation to a greater and brighter future.
- PSO-7: Develop 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: Develop 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: Enhance the skill of communications:** Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
- PSO-10: Enhance the knowledge of managing and maintaining mental stress:** By applying the knowledge, they will be managing stress and maintaining mental health as well.
- PSO-11: Develop 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.

Programme Specific Outcome of POST GRADUATE PROGRAMME IN EDUCATION (PSO)

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)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Sociological Foundations of Education EDU – 1414	CLO - 1	After completion of this course, the learners will able to learn
		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
	Human Rights Education EDU – 1424	CLO - 1	After completion of this course, 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
	Educational Statistics EDU – 1434	CLO - 1	After completion of this course, acquaint with different statistical procedures used in Education
		CLO - 2	Acquaint with the knowledge of variability and its applications in Education.
		CLO - 3	Familiarize the students about the Normal Probability Curve and its applications in Education

1		CLO - 4	Develop the skill of understanding and application of knowledge of parametric and non-parametric test
	Fundamentals of Educational Research EDU – 1444	CLO - 1	After completion of this course, the learners will be able to define concept, characteristics & types of Research and Educational
		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.
	School Management EDU – 1454	CLO - 1	After completion of this course, the learners will be able to 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
2	Method And Technique of Teaching EDU – 2414	CLO - 1	After completion of this course, the learners will be able to 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.
2	Mental Health and Hygiene EDU – 2424	CLO - 1	After completion of this course, the learners 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 - 2	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 the upliftment of one's mental health
	Gender Studies EDU – 2434	CLO - 1	After completion of this course, the learners will be able to 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	Acquaint with the gender equality and mainstreaming

2	Project and Report Writing EDU – 2444	CLO - 1	After completion of this course, the learners will be able to select 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
	Distance Education EDU – 2454	CLO - 1	After completion of this course, the learners will be able to 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

“ “ : No Correlation

[illegible]

FIRST SEMESTER

COURSE NAME: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE CODE : EDU-1414

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

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- To acquire knowledge about concept of educational 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 educational 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** Educational Sociology **(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 theory.
 - Sociological approach 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 PvtLtd.New Delhi.
2. Bhatia,K.K(2013) : Social Foundation of Education. Kalyani Publishers, Ludhiana.
3. Bhushan,Vidya and Sachdeva(1992) : An introduction to Sociology. Kitap Mahal, Allahabad.
4. Chaube,S.P.and Akhilesh (1981): Philosophical and Sociological Foundations of Education,VinodPustakMandir .Agra..
5. Devi,Dr.R.Dasand 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. Saikia, Polee (2026): Sociological foundation of Education, DVS publishers,
9. Sarma, Y.K.(2003): Sociological Philosophy of education, Kaniska publishers Distributors New Delhi
10. Thakuria ,Kalita. Godhuli, (2007) Sikhya Samaj Bigyan,ChandraPrakash,Guwahati,
11. Vidyabhusan,Sachdeva(2001): An introduction to Sociology, Kitap Mahal, Allahabad,

COURSE NAME: HUMAN RIGHTS EDUCATION

COURSE CODE : EDU-1424

TOTAL CREDITS- 4 (THEORY- 2 + PRACTICAL – 2)

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

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: ShipraPublication.
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, DigumartiBhaskara (2004). Human Rights Education. New Delhi: DiscoveryPublication 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 .

COURSE NAME: EDUCATIONAL STATISTICS
COURSE CODE : EDU-1434
TOTAL CREDITS-4 (THEORY- 3 +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 OUTCOME:

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 data)
- 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 and Product Moment method
- 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 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.

COURSE NAME: FUNDAMENTALS OF EDUCATIONAL RESEARCH

COURSE CODE: EdU-1444

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

THEORY

Total lectures: 45

COURSE OBJECTIVES:

- To define Meaning, Characteristics & types of Research and scope of 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 OUTCOME:

After completing the course, students will

- CLO 1 : Define concept, 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

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, 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

COURSE NAME: SCHOOL MANAGEMENT
COURSE CODE: EDU-1454
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 completing the course, students will

- 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
5. Publications Pvt.Ltd. New Delhi.
6. Kalita, Saharia & Devi (2014). Saikshik Byabasthapana Aaru Prasasan. Guwahati: Shanti Prakashan
7. Konwar, I.H. & Boruah, A.S. (2020). Educational Administration and Management, Guwahati: Eastern Book House

8. Mathur and Mathur (2010). School Organisation and Management. Agra: Agrawal Publication
9. Sharma, R. N. (2010). Educational Administration, Management and Organisation. Delhi: Surjeet Publications
10. Safaya, R.N and Shaida, B.D(1994): School Administration and organization. Dhanpat Rai and Sons. New Delhi
11. Sidhu.K.S(1996): School Administration and organization. Sterling Publishers Private Limited. New Delhi

SECOND SEMESTER

COURSE NAME: METHOD AND TECHNIQUE OF TEACHING
COURSE CODE: EDU-2414
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 OUTCOME:

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)

- Concept and basic features of Micro Teaching
- Elements and Steps of Micro Teaching
- Merits and demerits of micro teaching
- Lesson plan-meaning and importance of lesson plan
- Criteria of a good lesson plan
- Herbartian 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: EDU-2424

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

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- 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 OUTCOMES:

After completing the course, students will

- 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.
- CLO 2 : 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 the upliftment of one's mental health

COURSE CONTENT:

UNIT: 1 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 : 2 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 measure

UNIT : 3 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 : 4 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

COURSE NAME: GENDER STUDIES
COURSE CODE: EDU-2434
TOTALCREDITS-4 (THEORY-3+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.

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 behaviour.
- 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) MahilaAaruSamaj, ShantiPrakashan, Guwahati, Assam
7. Momsen J. H. (2010) —Gender and Development, 2nd edition”, New York, Routledge

COURSE NAME: PROJECT AND REPORT WRITING

COURSE CODE: EDU-2444

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

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 OUTCOME:

- 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, 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
7. Monly George: The Science of Educational research, Eurasia Publishing House, New Delhi.

COURSE NAME: DISTANCE EDUCATION
COURSE CODE: EDU-2454
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:

- 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

- UNIT : 4 Digital platform in Distance Education**
- (Lecture-10, Tutorial- 4)**

- ### RECOMMENDED READINGS :

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