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UG Curriculum of Education under CBCS, 2017

Recommended by the Board of Studies in Education, Dibrugarh University in its meeting held on 30th & 31st March 2017

Department of Education
Dibrugarh University
2017

UG Curriculum of Education under CBCS 2017
DIBRUGARH UNIVERSITY

SEMESTER–WISE DISTRIBUTION OF COURSES IN BA EDUCATION HONOURS (CBCS)

Sem	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)	Total Credit in each Sem
I	**C 1 (6C)** Philosophical Foundations of Education	**AECC 1** Communicative English (2 C)			**GE-1(6C)**	22
	C 2 (6C) Sociological Foundations in Education	**AECC 2** MIL/ Communicative Hindi/ Alternative English (2C)				
II	**C 3 (6C)** Psychological Foundations in Education	**AECC 3** Environmental Science/ Studies (4C)			**GE-2(6C)**	22
	C 4 (6C) Educational Administration and Management					
III	**C 5(6C)** Great Educators and Educational Thoughts		**SEC-1.1 (4C)** Pre-School Education (PSE) I Elementary Education. (EE) I		**GE-3(6C)**	28
	C 6(6C) Educational Measurement and Evaluation					
	C7(6C) Experimental Psychology and Laboratory Practical					
IV	**C 8(6C)** Education in Pre-Independent India		**SEC-1.2 (4C)** Pre- School Education (PSE) II Elementary Education. (EE) II		**GE-4(6C)**	28
	C 9-A (4C) Techniques of Teaching					
	C 9-B (2C) Teaching Practice					

	C10(6C) Educational Technology					
V	**C11(6C)** Education in Post-Independent India **C 12(6C)** Education in World Perspective			**DSE –1 (6C)** Guidance and Counselling **DSE –2 (6C)** Value Education **DSE – 3(6C)** Inclusive Education **DSE – 4(6C)** Mental Health Issues		24
VI	**C13(6C)** Emerging trends in Indian Education **C14(6C)** Child & Adolescent Psychology			**DSE –5 (6C)** Human Rights Education **DSE –6 (6C)** Economics of Education **DSE –7 (6C)** Gender & Education **DSE –8 (6C)** Project Report		24
Total Credit						**148**

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE: C 1: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to-
  I. Describe the modern concept, aims, functions and role of education
  II. Describe the role of Philosophy in Education
  III. Explain the basic tenants of the given Indian and Western Philosophies and their influence in Education
  IV. Appraise the contribution of the given philosophers in the domain of education

Course Content:

Unit	Topics	Marks	L	P	T
I	**Concept of Education** 1.1　Meaning, Nature and Scope of education 1.2　Types (Formal, Informal and Non-formal) 1.3　Aims of education-- 　　　Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education. 1.4　The functions of Education 　• Individual development (Development of skill, basic knowledge, interest and appreciation). 　• Acquaintance with heritage, (preservation and transmission). 　• Development of human values, (Social, moral and Aesthetic) 　• Acquisition of skills leading to self-actualization and successful living. 　• Social cohesion and social progress	16	(13) 2 2 4 5		3
II	**Role of Philosophy in Education** 2.1　Science of Education & Philosophy of Education. 2.2　Meaning, nature and scope of Philosophy of Education 2.3 Role of Philosophy in Education: 　• Philosophy and aims of education. 　• Philosophy and curriculum. 　• Philosophy and methods of teaching. 　• Philosophy and role of teachers. 　• Philosophy and discipline	**16**	(13) 2 3 2X4=8		3
III	**Indian Schools of Philosophy and their Influences in Education:** 3.1　Basic features and classification of Indian Philosophy 3.2　Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 3.3　Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.	**16**	(15) 2 3 4		3

	3.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education.		4		
	3.5 Impact of Indian schools of philosophy in present system of education in India.		2		
IV	**Western Schools of Philosophy and their Influences in Education:**	**16**	(18)		3
	4.1 Basic features of Western Philosophy		1		
	4.2 Idealism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.		5		
	4.3 Naturalism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education		5		
	4.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education		5		
	4.5 Impact of Western schools of philosophy in present system of Indian education.		2		
V	**Curriculum**	**16**	(13)		2
	5.1 Concept and nature of curriculum		2		
	5.2 Curriculum and Syllabus		1		
	5.3 Different kinds of curriculum based on various philosophies given in this course.		5		
	5.4 Concept and types of co-curricular activity		2		
	5.5 Various philosophical thoughts given in the course on co-curricular activities		3		
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

   a. Students shall organise and take part in group discussions on the functions of education.

   b. Students shall **o**rganize and participate in debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)

   c. Students shall **p**repare and present seminar papers on the various contents of the course with the help of course teacher.

   d. Students shall prepare assignments on the relevance of the thoughts of the educationists prescribed in the course.

B. Sessional Tests: **Marks 10**

Suggested Readings:

1. Dewey John (2014). *Democracy and Education.* New Delhi: Aakar Books
2. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education..* Delhi: Atlantic Publisher.

3. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
4. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices.* New Delhi: Cambridge University Press. (First South Asia Edition)
5. Hiriyana, M.(1993). *Outlines of Indian Philosophy.* Delhi: Kavyalaya Publishers. (First Indian Edition)
6. Miri, Mrinal (2014) *Philosophy of Education*. Oxford University Press.
7. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II).* New Delhi: Oxford University Press. (Seventh Impression)
8. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
9. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
10. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.
11. Dudeja, Gita & Guruvinder Kour (2016). *Curriculum Development and Assessment*. Meerut: R.Lall Book Depot.
12. Talla, Mrunalini (2012). *Curriculum Development: Perspectives, Principles and Issues.* Pearson Education India

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 2): SOCIOLOGICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

i)   Explain the concept, approaches and theories of educational sociology.
ii)   Illustrate Social Aspects, Social Processes and role of Education.
iii)   Explain the role of Education in Social Change and Development.
iv)   Describe various Social Groups and their Education
v)   Explain different Political Ideologies and their bearings on Education

Course Contents:

Unit	Topics	Marks	L	P	T
I	**Concept, Approaches and Theories**	16			2
	1.1 Introduction to Educational Sociology-meaning, nature and scope		3		
	1.2 Analogy between Education and Sociology(relationship)		2		
	1.3 Need for sociological approaches in Education(importance)		2		
	1.4 Theories of Educational Sociology-				
	• Conflict Theory-concept, features, merits and demerits		3		
	• Consensus Theory- concept, features, merits and demerits		3		
II	**Education, Social Aspects and Socialization Process**	16			3
	2.1 Socialization: Meaning and Process		1		
	1.1 Education as a Socialization Process,		2		
	1.2 Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media)		5		
	1.3 Role of these agencies in socialization		1		
	1.4 Social Mobility-meaning, types, factors, Role of education in Social Mobility		1		
	1.5 Emotional and National integration- meaning, importance, Role of education		2		
	1.6 Internationalization- meaning, importance, Role of education		1		
	1.7 Modernization: Meaning, Indicators, Role of Education		2		

III	**Role of Education in Social Changes and Development** 3.1 Social Change: meaning & factors 3.2 Relation between education & Social Change 3.3 Cultural Changes- meaning, factors, Role of education 1.1 Economic Development- meaning, factors, role of education 1.2 Education as a development indicator 1.3 Human Resource Development-meaning, role of education	16	 2 2 3 2 2 2		3
IV	**Education and Social Groups** 4.1 Social groups in Indian context: Characteristics and Classification 1.1 Social Disadvantages and Inequalities in Indian Society- meaning, causes and types 1.2 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population. 1.3 Concepts of equity, equality and access in education 1.4 Reservation in Indian education	16	2 4 4 3 2		3
V	**Education and Political Ideologies** 5.1 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. 1.1 Totalitarianism: concept and basic features of Totalitarianism, nature of education in Totalitarian society 1.2 Communism: concept of Communism, basic features, nature of education in Communist society 1.3 Secularism: Meaning and Role of education in secular society	16	4 3 3 4		3
	Total	80	70		14

In-semester Assessment: **Marks 20**

A.   **Sessional Activity (Any one of the following)**   **Marks 10**
   a.   Students shall organise group discussions on the role of education in social change.

   b.   Students shall **o**rganize debate on different political ideologies and their relevancy on the present context.

   c.   Students shall **p**repare a report on a specific community.

B.   **Sessional Test**   **Marks 10.**

Suggested Readings:

1. Adiseshiah, W.T.V. & Pavanasam . R., S*ociology in Theory and Practice*, New Delhi, Santhi Publishers, 1974.
2. Blackledge, D. & Hunt, Barry, S*ociological Interpretations of Education*, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. , *Sociology of Education*, New Delhi, Atlantic Publishers, 2002
4. Chandra, S.S., S*ociology of Education*, Guwahati, Eastern Book House, 1996.
5. Cook L, A. & Cook, E., *Sociological Approach to Education* , New York, McGraw Hill, 1970.
6. Durkheim, E., *Education and Sociology* , New York, The Free Press, 1966.
7. Hemlata, T., *Sociological Foundations of Education*, New Delhi,   Kanishka Publishers, 2002
8.   Jayaram, *Sociology of Education* , New Delhi, Rawat, 1990.
9.   Shukla, S. & K. Kumar, *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
10. Swift , D.F., *Basic Readings in the Sociology of Education*, London, Routledge and Keegan Paul, 1970.
11. UNESCO, *Inequalities and Educational development*, Paris, ANIIEP Seminar, UNESCO, 1982.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. C 3: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:
   i)   Explain the concept, nature, scope and uses of psychology in Education.
   ii)   Explain the influence of growth and development in education.
   iii) Describe the meaning, concept, variables, types and theories of learning.
   iv)   Discuss the concept and theories of intelligence and creativity.
   v)   Explain the meaning, concept, factors and theories of personality.
   vi)   Describe the concepts of mental health and mental hygiene, measures of mental health in school.

Course Content

Unit	Topics	Marks	L	P	T
I	**PSYCHOLOGY AND EDUCATION**	20	(17)		3
	Meaning and nature of psychology		1		
	1.1 Schools of Psychology:		2		
	->Behaviourism		2		
	->Structuralism		2		
	->Functionalism		2		
	->Gestalt Psychology		2		
	->Psycho-analysis		2		
	->Constructivism		2		
	1.2 Meaning, nature and scope of Educational Psychology		1		
	1.3 Importance of Educational Psychology in classroom teaching		1		
II	**LEARNING AND MOTIVATION**	20	(18)		3
	2.1 Meaning and nature of learning.		1		
	3.1 Factors of Learning: Home, School, Mass Media, Intelligence		1 2		
	3.2 Variables of learning: personal, subject matter and method variables		1		
	3.3 Types of learning: cognitive, affective and psycho-motor learning		2		
	3.4 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory		2		
	3.5 Thorndike's Laws of learning		2		
	3.6 Motivation: Meaning and role in learning.		1		
	3.7 Maturation: Meaning and role in learning		2		
	3.8 Transfer of learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical,		2		
	3.9 Attention and Interest: Meaning and role in learning		1		
	3.10 Memory and Learning		1		
III	**INTELLIGENCE AND CREATIVITY**	20	(15)		4

		3.1 Meaning and nature of intelligence		2	
		3.2 Factors of Intelligence: Heredity and Environment			
		4.1 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI)		3	
		4.2 Concept of Emotional Intelligence		2	
		4.3 Creativity: Meaning and nature		1	
		4.4 Process and Product of creativity			
		4.5 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification		2	
		4.6 Nurturing Creativity in Classrooms		1	
		4.7 Meaning and nature of gifted children, difference between creativity and giftedness		2	
		4.8 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.		2	
IV		**PERSONALITY AND MENTAL HEALTH**	20	(20)	4
		4.1 Meaning and Characteristics of personality		1	
		4.2 Factors of personality		1	
		3.1.1. Physical.		1	
		3.1.2. Mental.		1	
		3.1.3. Social.		2	
		3.1.4. Emotional.		1	
		4.2 Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung		1	
		4.3 Trait theories of personality: Cattel and Eysenck		2	
		4.4 Concept of balanced mature personality		1	
		4.5 Concept of mental health and mental hygiene		2	
		4.6 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation		2	
		3.4 Concept of Instinct and Emotion.		1	
		3.5 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).		2	
		3.6 Relation between Instincts and Emotion.		1	
		3.7 Importance of Emotional training in the classroom.		1	
		Total	80	70	14

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

1. Make practice by organising group discussion on the topic Psychology and Education and its relation .
2. Organise seminar, symposia on different topics like motivation, interest ,attention and its effectiveness in classroom programme. .
3. Can organise debate ,workshop on different issues like mental health and hygiene or awareness programme can be organised on mental health and hygiene.
4. Personality development camp may be organised in neighbouring areas of your college campus.

B. Sessional Tests: **Marks 10**

Suggestive readings:

1. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
2. Kupaswami, Educational Psychology, New Delhi
3. Kundu & Tutu, Educational Psychology, New Delhi
4. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
5. Mohanty, M.S.(1993). Educational Psychology & Statistics. Shri Durga Pustak Bhandar, Sambalpur.
6. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
7. Rastogi. Educational Psychology
8. Safaya & Bhatiya, Educational Psychology, New Delhi.
9. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co., INC. New York.
10. Sing, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.
11. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamoni Das Lane ,Calcutta 700 009 (India).

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 4): EDUCATIONAL ADMINISTRATION AND MANAGEMENT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes:

On completion of the course, learners will be able to-

1. Explain the concept of Educational Management.
2. Describe the types of management and modern trends of Educational management.
3. Define the concept of educational leadership
4. Explain the principles of educational leadership
5. Describe the styles of leadership and its implication in educational leadership.
6. Define the concept of educational planning and its importance
7. Analyze the role and importance of educational supervision
8. Suggest measures to ensure quality in educational management.

Units	Topics	Marks	L	T
I	**Educational Management And Administration**	**16**	**(14)**	**3**
	• Meaning, Nature & Scope of Educational Management		3	
	• Functions of Educational Management		1	
	• Types of Educational Management		3	
	✓ Centralized and decentralized			
	✓ External and Internal			
	✓ Authoritarian/autocratic/ democratic			
	• Difference between Management and Administration		1	
	• Management of Resources in Educational Institutions-			
	✓ Meaning and Types of resources: Human Resources, Material Resources and Financial Resources		3	
	• Some modern trend of Educational Management		3	
	✓ Management by Objectives			
	✓ Total Quality management			
	✓ SWOT analysis			
II	**Educational Leadership**	**16**	**(14)**	**3**
	• Meaning of Educational Leadership		1	
	• Function of Educational Leadership		1	
	• Principles of Educational Leadership		1	
	• Styles of Educational Leadership		3	
	• Factors influencing leadership styles.		2	
	• Essential qualities of an Educational leader		1	
	• Leadership Development Programmes		2	
	• Measurement of Leadership		2	
	• Role of Leader in managing Educational conflicts		1	
III	**Educational Planning**	**16**	**(14)**	**3**
	• Meaning and Nature of educational planning		2	

		• Scope of educational planning		1	
		• Need of educational planning		1	
		• Principles of educational planning		2	
		• Types of Educational planning		4	
		✓ long term planning			
		✓ short type planning			
		✓ grass-root level planning			
		✓ institutional planning			
		• Process of Preparing educational Plan		2	
		• Concept and importance of School Development Plan		2	
IV	**Educational Supervision**		**16**	**(12)**	**2**
	• Concept and Characteristics of Educational Supervision			**2**	
	• Objectives of Educational Supervision			1	
	• Scope of Educational Supervision			1	
	• Functions of Educational Supervision			1	
	• Difference between Supervision and Inspection			1	
	• Factors influencing effectiveness of supervision			2	
	• Qualities of a Good Educational Supervisor			1	
	• Problems of Supervision			1	
	• Suggest measures to overcome the problems of supervision			2	
V	**Management issues in Educational finance**		**16**	**(16)**	**3**
	• Management of Educational Finance				
	✓ Meaning of educational finance			1	
	✓ Nature of educational finance			1	
	✓ Principles of managing educational finance			2	
	✓ Role of finance committee			1	
	✓ Maintenance of records in educational finance			2	
	✓ Use of computer in management of finance			1	
	✓ Budget: concept and components, process of preparing institutional budget			3	
	• Management of Information System (MIS):				
	✓ Meaning and Importance			1	
	✓ Information of students, faculty, events, materials			1	
	• Quality issue in Educational Management: Ensure Quality of Teaching-learning, Quality of infrastructure, Quality of Library			3	
	Total		**80**	**70**	**14**

In-semester Assessment: **Marks 20**

A. **Sessional Activity (Any one of the following)**   **Marks 10**

1. Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
2. Preparation & Presentation of Seminar paper on the issues of Educational management.
3. Prepare a sketch of Institutional plan for any educational institution.
4. Prepare a hypothetical budget for any educational institution.

SUGGESTED READINGS:

01. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006

02. Bhatnagar, S & P.K.Gupta: *Educational Administration and management*, R. lall. Book Depot, Meerut, 2010

03. Burton, Jene, *Management Today- Principles and Practice*, Tata McGrow Hill Publishing Company Ltd: New Delhi, 2002.

04. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.

05. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.

06. Chalam, K.S. *Educational planning- An introduction*, Visalandhara Publishing House, Visakhapatanam, 1985.

07. Garg, V.P.: *Economics of Education*, Metropolitan, New Delhi – 110002

08. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.

09. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.

10. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.

11. Mishra, R. C. *Theory of Education Administration*, A. P. H. PublishingCorporation: New Delhi, 2007.

12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.

13. NEUPA, *Concepts and Terms Used in Educational Planning and Administration*, 2013.

14. NEUPA, *Secondary Education Planning and Appraisal Manual*, 2012

15. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.

16. Safaya R.N. and B.D. Shaida: *School Administration and Organization*, Dhanpat Rai and Sons, New Delhi.

17. Sidhu, K.S.: *School Organization and Administration*, Sterling Publication Pvt. Ltd. New Delhi – 110016

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 5): GREAT EDUCATORS AND EDUCATIONAL THOUGHT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes: After completion of the Course, the students will be able to-

I.   Appraise the contribution of the given philosophers in the domain of education
II.   Justify the relevance of the educational thought of the given philosophers

Course Contents:

Unit	Topics	Marks	L	P	T
I	**ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS**	16	(12)		3
	1.1 Shankaracharya:				
	• Basic tenants of Shankara's Advaita Vedanta		1		
	• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy		3		
	1.2 Yagyabalkya:				
	• Yagyabalkya and Indian Idealism (concept of soul and absolute soul)		1		
	• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyabalkya's educational philosophy		3		
	1.3 Sankardeva				
	• Sankardeva's philosophy of life		1		
	• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy		2		
	• Institutions and means of education		1		
II	**MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS**	16	(19)		3
	2.1 Rabindra Nath Tagore				
	• Tagore's philosophy of life		1		
	• Basic principles of Tagore's educational philosophy		1		
	• Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy		3		
	• Evaluation of Tagore's philosophy of education		1		
	2.2 Vivekananda:				
	• Vivekananda's philosophy of life				

		• Basic principles of Vivekananda's educational philosophy		1	
		• Concept of Man making and Nation building education		1	
		• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy		1	
				3	
		• Evaluation of Vivekananda's philosophy of education			
		2.3 Gandhi		1	
		• Gandhi's philosophy of life			
		• Basic principles of Gandhi's educational philosophy		1	
		• Concept and background of Basic education		1	
		• Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy		1 2	
		• Relevance of Gandhi's philosophy of education		1	
III		**WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist Naturalist thinkers)** 3.1 Plato	16	(14)	2
		• The sources of knowledge		1	
		• Plato's philosophy of life		1	
		• Functions of education according to Plato		1	
		• Forms and programmes of education according to Plato		2	
		• Impacts of Plato's Idealism in present education		1	
		3.2 Jean Jacques Rousseau			
		• Naturalism of Rousseau		1	
		• Negative education of Rousseau		2	
		• Stages of human development according to Rousseau		1	
		• Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau's educational philosophy		3	
		• Impact of Rousseau's Naturalism in present education		1	
IV		**WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)** 4.1 John Dewey	16	(14)	3
		• Dewey's Experimental school		1	
		• Concept of education according to Dewey		1	
		• Aims of education, curriculum, methods of teaching, place of a child, place of a teacher		3	

	and discipline in Dewey's Pragmatism				
	• Relevance of Dewey's Pragmatism		1		
	4.2 Jacques Derrida				
	• Concept of Deconstruction		1		
	• Derrida's basic ideas on education		1		
	• Derrida's reaction to Rousseau's Naturalism and Idealism		2		
	4.3 Jean Paul Sartre				
	• Sartre's Philosophy of life		1		
	• Sartre's idea of freedom and individualism		2		
	• Educational implications of these two ideas		1		
V	**ALTERNATIVES IN EDUCATION AND THE THINKERS**	16	(11)		3
	5.1 Ivan Illich				
	• Illich's criticism of present education		1		
	• Concept of de-schooling of Illich		1		
	• Illich's educational thoughts		2		
	• Relevance of Illich's thought		2		
	5.2 Paulo Freire				
	• Freire's criticism of present education		1		
	• Freire's alternative thoughts to present education		2		
	• Relevance of Freire's thoughts		2		
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

    a. Students shall organise and take part in group discussions on the educational thoughts of the given philosophers

    b. Students shall **o**rganize and participate in debates on the relevance of the educational thoughts of the given philosophers.

    c. Students shall **p**repare and present seminar papers on the educational thoughts of the given philosophers.

B. Sessional Test: **Marks 10**

Suggested Readings:

   i. Adhiswarananda, S. (2006). *Vivekananda World Teacher.* New Delhi: Rupa.
  ii. Agarwal, Somnath, (2007). *Philosophical Foundation of Education.* Delhi: Authorspress
 iii. Bhatia, K. and Baldev Bhatia, (1994). *The Philosophical and Sociological Foundation of Education.* Delhi: Doaba House.
  iv. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
   v. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books
  vi. Dewey John (1941). *Schools and Society.* New York: George Putnam Sons.

vii. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.

viii. Freire, Paulo, (1972). *Pedagogy of the Oppressed*. Penguine Books.

ix. Gandhi, M. K. (1977). *The Collected Works.* Ahmedabad: Navajivan.

x. Gandhi, M. K. (1962). *True Education.* Ahmedabad: Navajivan.

xi. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: Newyork.

xii. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.

xiii. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.

xiv. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. in Education (Honours)
COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :
i)   Explain the meaning, nature, scope, need and types of measurement and evaluation in education.
ii)   Describe the meaning of psychological tests, their characteristics and process of construction.
iii) Describe some specific tools to measure achievement, intelligence, personality and aptitude.
iv)   Describe the meaning and nature of different statistical measures.
v)   Use statistics in measurement and evaluation in education

Course Content:

Unit No.	Content	Marks	L	P	T
Unit-I	CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION:	16	(12)		1
	1.1 Meaning, nature, scope and importance of Measurement and Evaluation in Education		3		
	1.2 Relation between Measurement and Evaluation		1		
	1.3 Psychological and Physical Measurement		1		
	1.4 Principles of Evaluation		2		
	1.5 Continuous and Comprehensive Evaluation		1		
	1.6 Formative and Summative Evaluation		2		
	1.7 Diagnostic and Prognostic Evaluation		2		
Unit-II	**PSYCHOLOGICAL TESTS**:	16	(12)		1
	2.1 Meaning of Psychological Test		1		
	2.2 Classification of tests:		5		
	a) **On the basis of the administrative conditions**: Individual test and Group test				
	b) **On the basis of scoring:** Objective test and Subjective test				
	c) **On the basis of the time limit for response:** Power test and Speed test				
	d) **On the basis of the nature of items:** Verbal test, Nonverbal test and performance test				
	e) **On the basis of the nature of response:** Oral test and written test; Selection type and Supply type tests				
	f) **On the basis of objectives:** Intelligence test, Achievement test, Aptitude test and Personality test				
	g) **On the basis of standardization**: Teacher-made test and Standardized test				
	2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability		6		
Unit-III	**SOME SPECIFIC PSYCHOLOGICAL TESTS**:	16	(14)		2

	3.1 **Achievement Test**: Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms)		3		
	3.2 **Intelligence Test**: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937)		3		
	3.3 **Aptitude Test:** Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test)		3		
	3.4 **Personality Assessment**: a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)		5		
Unit-IV	**STATISTICS IN EDUCATION:**	16	(16)		5
	4.1 **Educational Statistics**: Meaning, nature and scope		1		
	4.2 **Types of data**: Enumeration and Measurement data, Grouped data and Ungrouped data		1		
	4.3 **Measures of Central Tendency**: Mean, Median and Mode; their relative merits and demerits, computation and application in education		6		
	4.4 **Measures of Variability**: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education		8		
Unit-V	**PRESENTATION OF DATA:**	16	(16)		5
	5.1 Variable: Concept, Discrete and Continuous variables		1		
	5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive.		6		
	5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.		5		
	5.4 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)		4		
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

   a) Preparation of Design and Blue Print of an Achievement Test (Question Paper)
   b) Preparation of an Achievement Test (Question Paper).
   c) Item analysis of an Achievement Test (question paper).
   d) Organization and graphical representation of data on achievement of students collected from schools.
   e) Computation of Measures of Central Tendency of data on achievement of students collected from schools.
   f) Computation of Measures of Variability of data on achievement of students collected from schools.

g) Preparation of a questionnaire and / or Interview schedule.

B. Sessional Tests: **Marks 10**

Suggested Readings:

1. Anastasi A and Urbina S., *Psychological Testing*, PHI Learning Private Limited New Delhi-110001, 2012
2. Aron A., Aron E. A. and Coups E., *Statistics for Psychology*, Pearson Education, Inc. and Dorling Kindersley Publishing, Inc., NewDelhi, First Impression 2007
3. Asthana & Agarwal: *Measurement & Evaluation in Psychology and Education*.
4. Bhuyan, S. and Bhuyan, N. *Soikhik Porimapon aru Soikhik Porisankhya Bigyan*
5. Ebel, R.L.: *Measuring Educational Achievement ;* Prentice Hall of India Pvt. Ltd, New Delhi
6. Freeman Frank S. , *Theory & Practice of Psychological Testing; New Yark;Holt, Rinehart & Winston*
7. Garrett, Henry E and Woodworth R.S., - *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.

8. Guilford J.P. - *Fundamental Statistics in Psychology and Education*, McGraw Hill Book Company Inc. New York, 1956
9. Minden Dr Jack Jr Van, *All About Psychological Tests and Assessment Centres,* Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , *Handbook on Paper Setting*, NCERT, 2002
11. Sarmah, H.K. *Parisankhys Bigyan aru Manoboigyanic Parimapan*
12. Sarmah, M.K. *Saikhik Porimapon aru Porisankhya Bigyan*
13. Sibia A., *Valuing Teacher Questioning*, NCERT, New Delhi-110016, 2002
14. Singh A., *Instructional Objectives of School Subjects*, NCERT, New Delhi-110016, 2004
15. Singh A.K.: *Tests, Measurement and Research Methods in Behavioural Science*; Bharati bhawan , Patna -800003, 2012 print
16. Thorndike , R.L. & Hagen , E.P: *Measurment & Evaluation in Psychology & Education*; John Wiley & Sons; New York.

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B.A. IN EDUCATION (HONOURS)
COURSE (C 7): EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

i) Explain the concept, scope and need of Experimental psychology.

ii) conduct and report of psychological experiments.

iii) Descibe the meaning and nature of memory, Immediate memory, memory span and its related practical.

iv) Explain the concept of attention, span of attention and its related practical.

v) Explain the concept, theories and methods of learning and its related practical.

vi) State the concept of personality, different techniques of personality testing and its related practical.

vi) State the concept of intelligence, historical background of intelligence testing and its related practical.

Course content:

Unit	Topics	Marks	L	P	T
I	Experimental psychology : 1.1.Meaning, nature and scope of experimental psychology. 1.2.Origin of psychological experiment. 1.3.Uses and Application of psychological experiments in the field of education. 1.4.Conducting and Reporting of psychological experiments. 1.5.Procedure of conducting and Reporting of Psychological Experiments. 1.51 Title. 1.52 Statement of objectives. 1.53 Hypotheses 1.54 Historical and theoretical background 1.55 Experimental Design. 1.56 Methodology and procedure. 1.57 Introspective Report of the subject. 1.58 Result, discussion, observation and Conclusion	15	1 1 1 1 1	5	

Unit	Topics	Marks	L	P	T
II	Memory :	10		15	
	2.1 Meaning and nature of memory				
	2.2 Types of memory (Long Term Memory & Short Term Memory)		1 1		
	2.3 Factors affecting memory				
	2.4 Memory span				
	2.6 Historical background of testing memory				
	2.7 Testing of Memory.				
	2.51 Memory span for digits.				
	2.52 Memory span for letters.				
	2.53 Memory span for words and Non-sense Syllables				
	2.54 Recall and Recognition				
III	Attention :	12			
	3.1 Concept of attention		1		
	3.2 Types of attention (Selective attention, Alternating attention & Divided attention)				
	3.4 Conditions of attention				
	3.2 Span of attention		1	14	
	3.3 Historical and theoretical background of testing attention				
	3.4 Testing of attention				
	3.41 Division of attention				
	3.42 Span of apprehension				
	3.43 Distraction of attention				
IV	Learning :	13			
	4.1 Concept of learning				
	4.2 Types of learning (Visual, Aural,Verbal, Physical)		1		
	4.3 Historical background of testing learning			13	
	4.4 Testing of learning				
	4.41 Mirror Learning				
	4.42 Maze learning				

		4.43 Part and whole method			
		4.44 Mass Vs Space practice			
V		Personality :	15		
		5.1 Concept of personality			
		5.2 Historical background of personality assessment		1	
		5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method)			12
		5.4 Testing of personality			
		5.4.1 Rating scale		1	
		5.4.2 Interview			
		5.4.3 Rorschach Ink-blot Test			
		5.4.2 Thematic Apperception Test			
		5.4.3 Free and Controlled Association			
		5.4..4 Free Vs Controlled Association			
VI		Intelligence :	15		
		6.1 Concept of Intelligence.		1	
		6.2. Historical background of intelligence Testing.		1	
		6.3. Testing of Intelligence			11
		6.3.1 Koh's Block Design Test.			
		6.3.2 Alexander's Pass Along Test			
		6.3.3 One Group Intelligence Test(Linguistic Intelligence)			
		Total	80	14	70

In-semester Assessment: **Marks 20**

A. **Sessional Activity (Any one of the following)**   **Marks 10**

    1 . Give them Home assignment, sessional test on historical perspective of Experimental Psychology since its inception.

  2.Students will learn the way of Demonstration by active participation in the discussion made by the Teacher in the Laboratory.

  3.Students will carry the selective practicals in real situation like schools, community etc. and make an analysis of data.

B. **Sessional Test**   **Marks 10**

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.

2. Deka, B & Ali, L. *Educational Measurement of Psychological Practicals*, Banalata Guwahati.

3. Mathur, S.S., *Educational Psychology*, agarwal Publication, Agra-2.

4. Mahanta, Anita, *Manobigyan Aru Parisankhya Bigyanar Abhikhyasamuh*, Saraswati Prakashan, Golaghat.

5. Saikia R.L., *Psychological and Statistical Experiments in Education* ,Saraighat Printers M.C. Road, Guwahati, Assam.

6. Hussain Akbar, :   Experiments in Psychology, published by Motilal Banarsidass, Delhi.

7. Mohsin, S.M. : Experiments in Psychology , published by Motilal Banarsidass, Delhi.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 8): EDUCATION IN PRE-INDEPENDENT INDIA
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to**:**

  i.   Recount the concept of education in the context of Indian heritage.
 ii.   Describe the education in ancient India, particularly Vedic Education and Buddhist Education.
 iii. Critically examine the education system in Medieval India.
 iv.   Evaluate the education system during British period with special emphasis on the commissions and committees.

Course Content:

Unit No	Content	Marks	L	P	T
Unit- I	**Educational Heritage of India**	20	(17)		
	1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its:				
	- Salient Features		1		5
	- Aims and Objectives		1		
	- System of Administration and Finance		1		
	- Method of Teaching		1		
	- Types of Organisation of Educational Institution		1		
	- Curriculum		1		
	- Teacher-Pupil Relationship		1		
	- Women's Education during Vedic and Buddhist Period.		1		
	1.2 Education in Medieval India (Islamic System of Education) with special reference to its:				
	- Salient Features.		1		
	- Aims and Objectives.		1		
	- System of Administration and Finance.		1		
	-Types of Organisation of Educational Institution.		1		
	-Curriculum.		1		
	-Women Education during Islamic Period.		1		
	1.3 Comparison among the Vedic, Buddhist and Islamic education system.		3		
Unit- II	**Education during British Period**	20	(18)		
	2.1 Indigenous System of Education during British rule**:**				3
	- Meaning of Indigenous education.		1		
	- Types of Indigenous educational institution.		2		
	- Causes of downfall of Indigenous education.		1		
	2.2 Educational activities of Missionaries in India		1		
	- The Portugues				
	- The Dutch				
	- The British		3		

	- The Danish - The French				
	2.2.1Centres of Missionary Education in India.		1		
	2.2.2 Educational activities of Missionaries in Assam		1		
	2.3 Educational activities of East India Company		2		
	2.3.1 Charter Act, 1813		2		
	2.3.2. Orientalist and Anglicist Controversy		2		
	2.3.3 Macaulay's Minute, 1835		1		
	2.3.4 Bentinck's declaration of educational policy		1		
Unit- III	**Growth and Development of Education from 1854 to 1921**	20	(19)		2
	3.1 Woods Despatch 1854 - Reasons for the Despatch. - Recommendations. - Assessments of Wood Despatch.		2		
	3.2 Hunter Commission, 1882 - Reasons for setting up of the commission. - Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). - Assessment of Hunter Commission		4		
	3.3 Lord Curzon's Educational Policy - Shimla Educational conference - Curzon's Policy on Primary education - Curzon's Policy on Secondary education - Curzon's Policy on Higher education		3		
	3.4 The Indian University Commission, 1902		1		
	3.5 University Act, 1904		2		
	3.6 National Movement / Rise of Nationalism		2		
	3.7 Gokhle's Bill on Primary Education (1910-12)		2		
	3.8 Government resolution on Educational policy, 1913		1		
	3.9 Calcutta University Commission, 1917		2		
Unit-IV:	**Growth and Development of Education from 1921 to 1947**	20	(18)		2
	4.1 Education under Diarchy - Primary Education - Secondary Education -Expansion of education		3		
	4.2 Simon Commission		1		
	4.3 Government of India Act of 1921		1		
	4.4 Harthog Committee Report 1929		2		
	4.5 Wardha Scheme of Basic Education, 1937 - Wardha Education Conference 1937 - Salient features of Basic Education - Causes of failure of this education in India		1 2 1		
	4.6 Wood Abbot Report 1937		2		
	4.7 Sargent Committee Report, 1944 - Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education		4		

			1		
	- Assessment of the Sargent Committee Report				
		80	72		12

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

    a. Students shall take part in group discussions and debates on Indian Education during Vedic, Buddhist and Islamic period.

    b. Students shall conduct case-study on institutions having indigenous features education and prepare reports on the same.

    c. Students shall analyze writings of commission and committees with regard to educational development in India during that particular period.

B. SESSIONAL TEST   **MARKS 10**

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan.* Guwahati: Lawyers' Book Stall.
4. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998) . A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
10. Sarma, Deka, Mishra & Chakravarty. (0000) *Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
11. Sharma, T.K. (2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli.* Dibrugarh: Banalata.
12. Sharma, T.K & Goswami, R.K. (2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 9). PART A: TECHNIQUES OF TEACHING
Credit: 4
[Marks: 60 (In-semester: 12; End-semester: 48)]

Expected Learning Outcome: On completion of the course, the students will be able to:
   (i) Explain the meaning and nature of teaching.
   (ii) Describe the principles of teaching and learning.
   (iii) Describe the role of teacher at different phases of teaching.
   (iv) Explain the importance of planning lessons in teaching-learning process.
   (v) Describe the concept of teaching skills and the stages of microteaching cycle.
   (vi) State the objectives of teaching different subjects in Elementary and Secondary levels.
   (vii) Describe different methods and approaches of teaching.

Course Content:

Unit No.	Content	Marks	L	P	T
Unit-I	**THE TEACHING-LEARNING PROCESS:**	16	(14)		4
	1.8 Meaning and nature of teaching		1		
	1.9 Evolving concept of teaching		1		
	1.10 Principles of teaching		2		
	1.11 Principles of learning		2		
	1.12 General maxims of teaching		1		
	1.13 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching		3 3		
	1.14 Teaching behaviour: Authoritative, Democratic and Laissez-faire		1		
	1.15 Classroom problems of beginners				
Unit-II	**PLANNING TEACHING**:	16	(14)		5
	2.1 Lesson Plan: Meaning and importance		1		
	2.2 Herbartian steps of planning a lesson		1		
	2.3 Teaching Skills: Concept and components of the following skills:				
	a) Introducing a lesson		1		
	b) Blackboard writing		1		
	c) Questioning (Fluency in questioning and Probing questioning)		2		
	d) Stimulus variation		1		
	e) Reinforcement		1		
	f) Explaining		1		
	g) Achieving closure		1		
	2.4 Microteaching: Concept, importance and Microteaching cycle		2		
	2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels		2		

Unit-III	METHODS AND APPROACHES OF TEACHING:	16	(14)		5
	3.1 Teacher-centred and Learner-cantered methods		2		
	3.2 Play-way method		1		
	3.2 Activity method		1		
	3.3 Discussion method		1		
	3.4 Inductive-Deductive method		1		
	3.5 Heuristic method		1		
	3.6 Problem solving method		1		
	3.7 Project method		1		
	3.8 Methods of teaching language: Grammar translation method, Direct method,		3		
	3.9 Teaching approaches : Structural approach and communicative approach		2		
	Total	48	42		14

In-semester Assessment: **Marks 12**

A. **Sessional Activity (Any one of the following)**   **Marks 6**

1. Preparation of **a lesson plan**using any of the following methods of teaching:
   a) Play-way method
   b) Activity method
   c) Discussion method
   d) Inductive-Deductive method
   e) Heuristic method
   f) Problem solving method
2. A Project on any topic from Elementary/ Secondary school level subjects.

B. **Sessional Tests:**   **Marks 6**

Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.

2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan* (Micro-teaching). Dibrugarh: Banalata

3. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata

4. Freire, Paulo, (1972). *Pedagogy of Oppressed.*Penguine Books

5. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education.* Oxford University Press.

6. Hall, C., & Hall, E. (2003). *Human Relations in Education.*Routledge

7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)

8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.

9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas.* Sage: New Delhi.

10. Kumar, Krishna, (1996). *Learning from Conflict*: Orient Longman: New Delhi.

11. Paintal, i. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press

12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness.* Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 9) PART B: TEACHING PRACTICE
CREDIT: 2
[MARKS: 40 (IN-SEMESTER: 8; END-SEMESTER: 32)]

Expected Learning Outcome: On completion of the course, the students will be able to:
  i)   Demonstrate a few teaching skills in classroom.
  ii)   Integrate the teaching skills in real classroom situations.
  iii) Prepare lesson plans for Microteaching and Practice teaching.

Course Content:

Unit No.	Content	Marks	L	P	T
Unit-I	**PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING:** 1.16 Introducing a lesson 1.17 Blackboard writing 1.18 Questioning (Fluency in questioning and Probing questioning) 1.19 Stimulus variation 1.20 Reinforcement 1.21 Explaining 1.22 Achieving closure	7		28	
	(A Record Book to record the practice of the skills and a Note Book with Microteaching lesson plans shall have to be maintained)	4			
Unit-II	**PREPARING LESSON PLAN AND PRACTICE TEACHING**: 2.1 A minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: a) Knowledge lesson b) Skill lesson c) Appreciation Lesson (A Note Book will be maintained)	4		28	
	2.2 Teaching Practice (At least 6 lessons are to be practised at Elementary/Secondary level. Any one lesson shall be demonstrated before the team of examiners)	12			
Unit-III	**Viva-voce**	5			
	Total	40		56	

In-semester Assessment: **Marks 8**

A. **Sessional Activity (Any one of the following)**   **Marks 4**

  a) Observation of practice of the teaching skills
  b) Preparation of the Lesson Plans (for Microteaching and Teaching Practice)
  c) Observation of teaching practice

B. Sessional Tests: **Marks   4**

Suggested Readings:

C. Deka, K.K. and Hazarika, M. (1996). *Anusikshan* (Micro-teaching). Dibrugarh:

Banalata

D. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata

E. Paintal, i. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press

F. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE

G. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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COURSE (C 10): EDUCATIONAL TECHNOLOGY
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to :
1. Describe the concept, nature and components of Educational Technology
2. Distinguish between Educational technology and Instructional Technology
3. Apply ICT in teaching learning
4. Describe the concept, components and characteristics of communication
5. Demonstrate the skills of effective communication
6. Apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.

Course Content:

Unit	Topics	M	L	P	T
I	**Educational Technology**	16	(12)		3
	1.1 Concept and nature of Educational Technology		2		
	1.2 Development of Educational Technology		2		
	1.3 Development of Educational Technology in India		2		
	1.4 Components of Educational Technology: Hardware, Software and Systems approach		3		
	1.5 Instructional technology		2		
	1.6 Difference between Educational Technology and Instructional Technology		1		
II	**ICT in Education**	16	(10)		3
	2.1 Concept and development of Information and Communication technology (ICT)		3		
	2.2 Computer an d its role in education		2		
	2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation		2		
	2.4 E-learning		1		
	2.5 Internet and its application		2		
III	**Communication and teaching learning**	**16**	(15)		3
	3.1 Concept and nature of communication		2		
	3.2 Components of Communication		3		
	3.3 Classroom communication		2		
	3.4 Significance of communication in learning		2		
	3.5 Barriers of effective classroom communication		2		
	3.6 Steps for making communication effective		2		
	3.7 Qualities of a good classroom communicator		2		
IV	**Instructional Techniques**	16	(19)		3
	5.3 Models of teaching (Concept, characteristics and families)		4		
	5.4 Inquiry training model and Classroom meeting model		2		
	5.5 Personalized system of instruction		2		
	5.6 Computer assisted instruction (Meaning, nature,				

	forms, merits and demerits)		3		
	5.7 Programmed learning (Meaning characteristics and types)		3		
	5.8 Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning		3		
	5.9 Team Teaching (Group Discussion, Seminars & Symposium)		2		
V	**Concept of Learning Resources**	16	(14)		2
	5.1 Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips		3		
	5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material		4		
	5.3 E- resources and their use		1		
	5.4 EDUSAT: functions		1		
	5.5 E-Pathshala: concepts and uses		1		
	5.6 Open access resources: Concepts and uses.		2		
	5.7 Peer group and community as learning resource		2		
		80	70		14

In-semester Assessment: **Marks 20**

A. **Sessional Activity (Any one of the following)**   **Marks 10**

    i. Student shall present a topic of their own choice by using interactive board.
    ii. Student shall prepare a power point presentation including photo, text, video and audio and present before the classmates.
    iii. Student shall prepare a teaching plan by using inquiry training model
    iv. Student shall develop one non projected learning resource fo tecahing
    v. Student shall develop a video resource of teaching
    vi. Student shall prepare and present a seminar by using e-resources.

B. **Sessional Tests:**   **Marks 10**

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). *Micro Teaching.* London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). *Application of ICT in Education.* Hyderabad: Neelkamal.
3. Ashby, E. (1972). *The fourth Revolution: A Report and Recommendation by the Carnegle Commission of Higher Education*. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.
6. Mangal, S. K. and Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mohanty, Jagannath (2008). *Educational Technology*. New Delhi: Deep and Deep Publication

8. Mrunalini, T and . A. Ramakrishna (2016). *Information and Communication Technology in Education.* Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007).*Technological Foundation of Educational*. Meerut: Lall Book Depot.
10. Shaikh, I. R. (2015). *Educational Technology and ICT*. New Delhi: McGraw Hill Education

    Singh, C. P. (2011). *Advanced Educational technology.* New Delhi: Saurabh Publishing House.

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**B.A. IN EDUCATION (HONOURS)
COURSE (C 11): EDUCATION IN POST INDEPENDANT INDIA
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20; END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to:

i.   Re-count the Educational Scenario at the time of Independence
ii. Elaborate the status of education during post independence period with special emphasis on the commissions and committees.
iii. Acquaint with the recent Educational Development in India

Course Content:

Unit No	Content	Marks	L	P	T
Unit- I	**Educational scenario at the time of Independence**	20	(18)		
	1.1 A brief account of Educational Scenario at the time of Independence		1		4
	1.2 University Education Commission, 1948-49				
	- Aims of University Education		1		
	- Reforms of curriculum		1		
	- Administration and Funding		1		
	- Teaching and Research		1		
	- Vocational Education		1		
	- Women's Education		1		
	-Examination reform		1		
	-Students Welfare		1		
	-Relevance of recommendations of University Education Commission in present Education system		1		
	1.3 Education in the Indian Constitution:				
	- Introduction: Preamble of the Constitution.		1		
	- Free and Compulsory Education.				
	- Early Childhood Care and Education.		1		
	- Secularism in Education.				
	- Study of Hindi and Official language.		2		
	- Education for Women.				
	- Education for Minorities.		3		
	- Education for ST and SC.				
	- Relevance of keeping education at Concurrent List.		1		
	- Challenges towards Implementation of the Constitutional provisions.		1		
Unit- II	**Educational Efforts in India - I - (1951-2000):**	20	(18)		2
	Secondary Education Commission, 1952-53		1		
	- Defects of Secondary Education.		2		
	- Aims of Secondary Education.		1		
	- Organisational pattern of Secondary Education.				
	- Study of Language				

	- Curriculum of Secondary Education. ⎱ - Methods of Teaching. - Education for Character. ⎱ - Guidance and Counseling, Student Welfare. - Examination reform. ⎱ - Improvement of Teaching Staff. -Relevance of recommendations of the Commission in present Education system.		1 1 1 1		
	2.1 Indian Education Commission, 1964-66 - Education and national objectives. - Educational structure and standards. - Teacher status and Teacher Education. - School curriculum. - Teaching methods, Guidance and Evaluation. - Critical assessment and relevance of the recommendations of the Commission in present Education system.		1 2 2 2 2 1		
Unit- III	**Educational Efforts in India - II (1951-2000):** 3.1 National Policy of Education 1968 3.2 Iswarbhai Patel Review Committee, 1977 3.3 Adiseshiah Committee Report, 1978 3.4 National Policy of Education, 1986 3.5 Ramamurty Review Committee, 1990 on NPE 3.6 Janardan Reddy Committee Report, 1991 3.7 Revised National Policy of Education, 1992	20	(18) 5 2 2 3 2 2 2		2
Unit- IV	**Recent Developments in Indian Education:** 4.1 Sarva Siksha Abhiyan (SSA): Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Objectives, Organization and Functions. 4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system 4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.	20	(18) 3 2 2 2 2 3 4		4
		80	72		12

In-semester Assessment: **Marks 20**

  A. **Sessional Activity (Any two of the following)**   **Marks 5x2=10**

a. Students shall take part in group discussions and debates on the Constitutional Provision on Indian Education.

b. Students shall analyze writings on commission and committees toward educational development.

c. Students shall conduct survey the status of the implementation of state and centrally sponsored schemes of education and prepare reports on the same.

B. **SESSIONAL TEST**   MARKS 10

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008).*Bharatar Sikhar Itihasar Adhayan.*Guwahati: Layars Book Stall.
4. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998) . A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
10. Sarma, Deka, Mishara & Chakravarty. (0000)*Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
11. Sharma, T.K.(2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli.* Dibrugarh: Banalata.
12. Sharma, T.K & Goswami, R.K.(2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to :
1. Explain the meaning and definition, nature, scope and purpose of comparative education.
2. Describe the factors influencing in national system of education.
3. Describe the methods of comparative education.
4. Explain the organization, administration, objectives and examination systems of the countries.
5. Describe the vocational and teacher education of different countries, specially UK, USA, India and Japan.
6. Explain the open education in world perspective.

Course Content:

Unit	Topics	Marks	L	P	T
I	**Importance of studying National system of education**	20	**(16)**		
	2. Nature and scope of studying National Systems of Education		2		
	3. Factors influencing in the national system of education		4		
	2.1.1 Geographical factor.		2		
	2.1.9 Philosophical factor		6		
	2.1.2 Social factor.				
	2.1.3 Political factor.				
	2.1.4 Economical factor.				
	2.1.5 Historical factor.				
	2.1.6 Religious factor.				
	2.1.7 Racial factor.		2		
	2.1.8 Linguistic factor.		4		
	2.1.10 Secular factor				
	1.2 Aims and Objectives of National System of Education with respect to				
	-USA				
	-UK				
	-Japan				
	-India				
					4

		20	(16)		

II	2.2 Historical perspective of the development of the study:
	1.4.1 Travellers' tales.
	    1.4.2 Educational problems
	1.4.3 World education problems.
	    1.4.4 Interaction of society and education.
	    1.4.5 Imperial quantitative approach.
	
	2.3 Methods of studying National Systems of Education
	    2.2.1 Descriptive method.
	    2.2.2 Historical method.
	    2.2.3 Sociological method.
	    2.2.4 Statistical method.
	    2.2.5 Psychological method.
	    2.2.6 Scientific method.
			6
			
			6
			5
					4

III	Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in 3.1 UK 3.2 USA 3.3 India 3.4 Japan	20	(17) 5 5 5 5		5
IV	Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of • Technical and Vocational education • Teacher education • Open and Distance education • Women Education	20	(17) 4 4 2		5
	Total	80	66		18

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

1. Preparing and presenting Seminar paper on the educational aspects of U.S.A., U.K., Japan and India.
2. Organizing Debate and Group Discussion on the educational issues and challenges of U.S.A., U.K., Japan and India.
3. Preparing Report on the similar or common elements of the educational systems of U.S.A., U.K., Japan and India.
4. Preparing Report on the contrasting elements of the educational systems of U.S.A., U.K., Japan and India.
5. Reviewing and Writing Report on *at least one* article published on current educational issues of the countries-U.S.A., U.K., Japan and India.

B. Sessional Tests: **Marks 10**

Suggested Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education* . New York, Holt, Rinehart and Winston .

2. Biswas, A & Aggarwal, J,C. (1986). *Comparative Education* . New Delhi, Arya Book Depot.

3. Chaube, S.P.(2006). *Features of Comparative Education* . Agra, Vinod Pustak Mandir .

4. Deka,K.K.(1998). *Tulanamulak Siksha*. Dibrugarh, Banalata Prakashan,

5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K., Routledge & Kegan Paul.

6. Holmes,B. (1965). *Problems in Education: A Comparative Approach*. London , Routledge & Kegan Paul.

7. Kandel, I. (1933). *Comparative Education* . Boston, Mass Houghton Miffin .

8. Khanna,S.D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education* . Delhi , Doaba House Booksellers & Publishers.

9. King, E.J. (1962). *World Perspective in Education* .London, Methuen.

10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A*. London, Oxford University Press.

11. Mallinson,V. (1975). *Introduction to the Study of Comparative Education* . Heinemann Educational Books .

12. Mukherji,S.N. (1969). *Education in India: Today and Tomorrow*. Vadodara, Acharya Book Depot.

13. Nath, S.(1986) .*Contemporary Concerns in Education* . Bhubaneswar, Mayur Publishers.

14. Pandey,R.S.(2015). *Education in Emerging Indian Society* . Agra, Agrawal Publication.

15. Rai, B.C. (1968). *Comparative Education* . Lucknow, Prakashan Kendra.

16. Rapple, B. (1989). Matthew Arnold and Comparative Education . *British Journal of Educational Studies* . 37(1) , 54-71. DOI: 10.2307/3121356.

17. Sodhi, T.S.(1983). *Textbook of Comparative Education* . New Delhi,Vikas Publishing House.

18. Tretheway,A.R. (1976). *Introducing Comparative Education* . Pergamon .

19. Ulich, R.(1961). *The Education of Nations*. Cambridge, Harvard University Press.

20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education*. London, Croon & Helm.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION
COURSE: CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to
i. Explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
ii. Identify and explain the challenges of Indian education at different levels.
iii. Suggest measures to overcome the challenges of Indian education system.
iv. Define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
v. Critically examine the initiative taken by government of India in encounter the challenges of the new perspectives of education
vi. Evaluate various plans and policies regarding the educational set up in India.
vii. Explain the political influences on the national education system.
viii. Analyze the role of international agencies in development of education

Course Contents

Units	Topics	Marks	L	T
I	**EDUCATION AND INDIAN CONSTITUTION**	12	(10)	3
	• The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies)		3	
	• Education in Indian Constitution: √ Need for including education in constitution √ Central, State and Concurrent lists		1 3	
	• Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3)		1 2	
	• Constitution as a source of aims of education.			
	• Role of Constitution in equalizing the Educational opportunities.			

II	CHALLENGES OF INDIAN EDUCATION	20	(20)	5
	• **Early Childhood Care & Education (ECCE) in India:**		1	
	✓ Meaning & Importance of ECCE.			
	✓ Challenges of ECCE in India.		1	
	✓ Role of Anganwadis and Balwadis under ICDS.		1	
	• **Elementary Education (EE) in India**:		1	
	✓ Objectives of EE & Need for Universalization of EE.			
	✓ Efforts of Universalization of EE in India		1	
	✓ Challenges of Universalization of EE in India.			
	• **Secondary Education (SE) in India**		1	
	✓ Objectives of SE & Need for Universalization of SE.		1	
	✓ Efforts towards Universalization & development of SE			
	✓ Vocationalization of Secondary Education.		1	
	✓ Challenges of SE in India.		1	
	• **Higher Education (HE) in India**:			
	✓ Objectives & Challenges HE in India.		1	
	✓ Efforts towards strengthening HE			
	• **Teacher Education in India**:		1	
	✓ Objectives of Teacher Education in India		1	
	✓ Challenges of Teacher Education in India.			
	• **Technical and Vocational Education in India**-		1	
	✓ Objectives & Challenges of Technical and Vocational education in India.		1	
	✓ Efforts towards strengthening Technical and Vocational education		1	
	• **Professional Education in India**-		1	
	✓ Need and Challenges of Professional Education in India		1	
III	ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION	16	(14)	4
	• **Environmental Education**:			
	✓ Meaning & Objectives of Environmental Education		1	
	✓ Challenges of Environmental Education.		1	
	• **Women Education:**			
	✓ Importance & Challenges of Women Education in India.		1	
	• **Inclusive Education:**			
	✓ Concept, Objectives & Challenges of Inclusive Education,		1	
	✓ Role of RCI, PWD act in addressing Inclusive education		1	
	• **Alternative Education:**			
	✓ Concept, Need of alternative schooling at Elementary, Secondary and Higher Level,		1	
	✓ Development and Challenges of Distance Education		1	
	• **Adult Education:**			
	✓ Concept & Challenges of Adult education		1	
	✓ Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.		1	

	• **Population Education:**			
	✓ Concept & Challenges of Population Education		1	
	✓ Role of Education in addressing the challenge of population explosion			
	• **Human Rights Education:**		1	
	✓ Concept of Human Rights education		1	
	✓ Role of National Commissions for Protection of Childs Rights (NCPCR)			
	• **Value and Peace Education**:		1	
	✓ Concept of Value & Peace education		1	
	✓ Role of education in promotion of Value & peace in Society.			
IV	**Emerging ISSUES IN EDUCATION**	16	(12)	3
	• **ICT based teaching learning**:			
	✓ Concept & Challenges of ICT based Education		1	
	✓ ICT devices used in curriculum transaction		1	
	• **Continuous and Comprehensive Evaluation**:			
	✓ Concept & nature of CCE		1	
	✓ Tools & Techniques of CCE		1	
	• **Education and National development**:			
	✓ Education as a development indicator.		1	
	✓ Role of Education in Human Resource Development.		1	
	• **Issues of Curriculum:**			
	✓ Aims of education & curriculum with reference to NCF 2005		1	
	✓ Challenges of curriculum construction at Elementary and Secondary level		1	
	• **Privatization and Commercialization in Indian Education**:			
	✓ Concept of Privatization and Commercialization of Education		1	
	✓ Impact of Privatization and Commercialization in Indian Education		1 1 1	
V	**Education in Present Social Context**	16	(12)	3
	• Role of education in addressing-			
	✓ Youth unrest		1	
	✓ AIDs		1	
	✓ Substance abuse		1	
	✓ Health and Hygiene		1	
	• Students' politics		1	
	• Role of international agencies in Education			
	✓ Concepts of Millennium Development Goals (MDGs)		1	
	✓ Concept and importance of Education for All (EFA)		1	
	✓ Education in the context of Liberalization, Privatization &		2 1	

		Globalization (LPG)		1	
		✓ Role of UNESCO and UNICEF in Educating the world community		1	
		Total	80	66	18

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

   1. Students shall organise group discussions on the role of Constitution in Education.

   2. Students shall **o**rganize debate on role of education addressing social challenges like Youth unrest**,** AIDs, Substance abuse**,** Health and Hygiene

   3. Students shall identify challenges of Indian Education and prepare assignment on the suggestions to encounter these Challenges.

   4. Students shall analyse at least one report on Education published by UNESCO, World Bank or any other Government agencies.

B. Sessional Tests: **Marks 10**

Suggested Readings:

1. Kochar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
2. Bhatnagar,S. & Saxena A,: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
3. Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
4. Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
5. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
6. Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
7. *Education and National Development*. Ministry of Education, Government of India 1966.
8. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
9. World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
10. Peters, R.S. *The Concept of Education*, Routledge, UK 1967
11. Lakshmi, T.K.S. and M.S. Yadav, *"Education its Evolving Characteristics*", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992

12. Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
13. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
14. Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
15. *Handbook of Research in the Social Foundations of Education***,** edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011

16. Aggarwal, J.C. ***Psychological Philosophical And Sociological Foundations of Education*** published by Shipra Publications, 2009
17. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
18. NCERT (1986). *School Education in India* – Present Status and Future Needs, New Delhi.
19. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission
20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
21. Kaushik & Kaushik: *Environmental Perspectives,*
22. Mukherji, S.M., (1966). ***History of Education in India****,* Acharya Book Depot, Baroda.
23. Ministry of Law and Justice (2009) *Right to Education.* Govt. of India

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION

DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (C 14): CHILD & ADOLESCENT PSYCHOLOGY
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20; END-SEMESTER 80)

Expected Learning Outcome:

On completion of the Course, students will be able to:
- Explain the significance of a study of childhood and adolescence today.
- Describe the developmental changes of childhood and adolescence.
- Summarize the effect of family dynamics on child and adolescent development
- Explain the significance of the role of society in monitoring and guiding young children in their proper development.

Contents of the Course:

UNITS	CONTENTS	MARKS	L	T
Unit I	**Introduction:** 1.1 Meaning and Significance of Child Psychology 1.2 Historical Perspectives of development of child psychology 1.3 Factors affecting child Development (Positive and Negative Factors) 1.3.1 Home/Family 1.3.2 School 1.3.3 Society 1.4 Methods used in Child Psychology	(15)	12	2
Unit II	**Developmental Patterns & Concerns during Childhood:** 2.1 Development Patterns during this period 2.1.1 Physical 2.1.2 Mental/Cognitive 2.1.3 Emotional 2.1.4 Social 2.1.5 Language 2.2 Some Common Childhood Problems 2.2.1 Problems of discipline 2.2.2 Behaviour and adjustment problems (anger, aggression, truancy) 2.3 Deficiency & deprivations during childhood 2.3.1 Natural	(25)	22	4

	2.3.2 Physiological
	2.3.3 Socio-economic
	2.3.4 Social adjustment
	      problems -
	      (shyness, hesitation,
	      jealousy)
	2.4 Prevention & correction of
	     these problems
	2.5 Role of Education.			

Unit III	**Psychology of Adolescence:**
	
	3.1 Meaning and Need for a Study
	     of Adolescence Psychology
	3.2 Theories of Adolescence Psychology
	      3.2.1 Recapitulation
	      3.2.2 Youth Culture
	      3.2.3 Social Anxiety Theory
	3.3 Development patterns during
	     Adolescence
	      3.3.1 Physical
	      3.3.2 Mental/Cognitive
	      3.3.3 Socio
	      3.3.4 Emotional
	      3.3.5 Moral
	3.4 Risk and Resilience in Adolescents
	    3.4.1 Risk Factors in Adolescents
	    3.4.2 Strategies to Enhance Resilience in Adolescents
		(20)	**18**	**4**

Unit IV	**Need and Problems of Adolescents**
	
	4.1 Needs of Adolescents today-
	4.2 Problems of Adolescents-
	    4.2.1 Emotional Problems
	    4.2.2 Adjustment Problems
	    4.2.3 Deviance and Delinquency
	4.3 Common Adolescent Problems in
	     Educational Institutions today-
	      4.3.1 Violence & Vandalism
	      4.3.2 Hetero-sexual attractions
	      4.5.3 Substance abuse
	4.4 Role of Society in Caring for the
	     Adolescents:
	     4.4.1 Parents
	     4.4.2 Educational Institutions
	     4.4.3 Society
		(20)	**18**	**4**

	Total	**80**	**70**	**14**

In-semester Assessment: **Marks 20**

   A. Sessional Activity (Any one of the following)   **Marks 10**

1) <u>Reporting data about growth and development of children from different contexts</u>:
   - Naturalistic observations
   - Interviews which allow "listening" to children
   - Anecdotal records and narratives

2) Listening in on adolescents' conversations in the canteen/Train/Bus/Restaurants/Parks/Workplace etc and Reporting the same by charting out the themes of their discussions.

3) <u>Case-study</u> of a school-going child /or an adolescent with an emphasis on trying to understand the major developmental factors that affect their social behaviour.

4) <u>Analytical writing</u> of the reasons for common adolescent behavioural problems that are usually observed in the educational institutions today.

5) <u>Discussions based on Film Screenings</u>:

B. SESIONAL TEST   MARKS 10

SUGGESTED READINGS:

1. Adler, A. (1927): *Practice and Theory of Individual Psychology*, New York, Harlowet Brace   and World.

2. Allport, G.W. (1938): *Personality - A Psychological Interpretation*, Halt, Rinehart and Winston Inc., New York.

3. Berk, L.E. (2007): *Child Development*, Prentice Hall of India (P) Ltd, New Delhi.

4. Blos, P. (1950): *On Adolescence*, New York, The Free Press of Glencae.

5. Carr, A. (2012): *Positive Psychology*. (2nd Ed), Routledge Publication, New York.

6. Chaube, S.P.: *Child Psychology,* Lakshmi Narain Agarwal, Educational Publishers Agra-3.

7. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd., New Delhi.

8. Coxon, M. (2012): *Cognitive Psychology*. SAGE Publication, London.

9. Deka, Birendra.: *Sishu Monovigyan Aru Shiksha Samaj Vigyan,* Banalata Publishing House, Dibrugarh.

10. Hurlock, E.B. (1973): *Adolescent Development* (4th Ed.), Tokyo, McGraw Hill, Kogakusha, Ltd.

11. Garrison, K.C. (1959): *Psychology of Adolescence*, Englewood Cliff, Practice-Hall.

12. Garrison, K.C. (1965): *The Psychology of Adolescence*, Prentice Hall of India (P) Ltd, New Delhi, Engle Wood Cliffs, New Jersey.

13. Goswami, G.: *Child Development and Child Care,* Arun Prakashan, Guwahati.

14. Jersild, A.T. (1963): *The Psychology of adolescence*, (2nd Ed.), New York, The McMillan Company.

15. Kale, S.V.: *Child Psychology & Child Guidance*, Himalaya Publishing House Mumbai.

16. Kumar, L.N.: *Developmental Psychology*, Agarwal Educational Publishers, Agra-3.

17. Meece, L.J. (2017): *Child and Adolescent Development for Educators*, McGraw Hill Companies Inc., New York

18. Sharma, Deka, Mishra and Chakraborty*: Snatak Mahalar Sishu Monovigyan*, Asom Book Depot.

19. Thompson, G. (1981): *Child Psychology*, 2nd Edition, Surjeet Publication.

20. Tony, C., Gulliford, A. & Brich, S. (2015): *Educational Psychology*, (2nd Ed), Routledge Publication, New York.

21. Woolfolk, A. (2001): *Educational Psychology*, (8th Ed), Needham Heights, M.A., Allyn and Bacon

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. in Education (Honours)
COURSE NO. DSE 1: GUIDANCE AND COUNSELLING
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

I   Define the meaning , nature, purpose and scope of guidance and counselling

2   Describe the characteristics and functions of guidance and counselling

3.   State the basic principles of guidance and counselling

4.   Explain the types and areas of guidance and counselling

Course Contents:

Unit	Topics	Marks	L	P	T
I	**Guidance:** 1.1 Meaning, Nature, definition and scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Characteristics of Guidance 1.4 Need of Guidance 1.5 Principles of Guidance 1.6 Types of Guidance (with reference to Meaning, Need importance, principles): 1.5.1 Personal guidance 2.1.2 Educational guidance 2.1.3 Vocational guidance 2.1.4 Social guidance 2.1.5 Avocational guidance 2.1.6 Health guidance 2.1.7 Leisure time guidance. . **Guidance at Various Levels:** 2.1 Guidance at Preschool education 2.2 Guidance at elementary education level 2.3 Guidance at Secondary education level 2.4 Guidance at higher education level	16	1 2 2 1 2 3 5		4
II	**Counselling** • Meaning, Nature and Scope of Counselling • Process of Counselling (Initial disclosure, in depth exploration, commitment to action) • Characteristics of good counselling process • Principles of Counselling • Approaches of Counselling √ Directive Counselling √ Non-directive Counselling √ Eclectic Counselling • Counselling for adjustment	16	2 2 2 3 1 1 1 3		3

	• Concept of Occupational information, dissemination of occupation information and career counselling				
III	**Tools and techniques of Guidance:**	16			3
	• Basic concept of tools and techniques of Guidance				
	• Types of Guidance techniques:		2		
	√ Counselling (Individual and group)				
	• Organization of counselling services				
	√ Centralization				
	√ Decentralization		2		
	√ Mixed form of counselling services				
	• Basic tools of counselling services				
	√ Psychological test				
	√ Interview		5		
	√ Observation				
	√ Check list				
	√ Sociometry				
	√ Cumulative record card				
IV	**Educational and Vocational Guidance:**	16			2
	• Meaning and definition of Educational Guidance		2		
	• Meaning and definition of Vocational Guidance		2		
	• Relationship between Educational and Vocational Guidance		2 2		
	• Characteristics of Educational and Vocational Guidance		2		
	• Role of Vocational guidance in the Occupational adjustment		2		
	• Challenges and issues of guidance and counselling		2		
	• Role of guidance and counselling for special groups		2		
V	**ORGANIZATION OF GUIDANCE AND COUNSELLING PROGRAMME**	16			2
	• Principles of Organization of Guidance and counselling services at-		2		
	√ Elementary Education		1		
	√ Secondary Education		1		
	√ Higher Education		1		
	• Organising guidance programme in Secondary School.		1		
	• Role of Counsellor in Counselling process.		1		
	• Qualities of a good counselor		2		
	• Role of teachers, Headmaster and Parents in Guidance and Counselling		1 4		
	Total	**80**	**70**		**14**

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

1. **Organise some activities in the form of seminars, group discussion, tests among the students related to guidance and counselling.**

2. **Demonstrate by organising Guidance Programme at schools and its usefulness among children, adolescents etc.**

3. **Teacher will make involve students in creating an awareness about the importance of Guidance and Counselling services in their day todays life.**

B. Sessional Tests: **Marks 10**

Suggested Readings :

1. Agarawala R. : Educational, vocational guidance and counseling – New Delhi Sipra Publication
2. Bhatnagar, A and Gupta, N (1999) : Guidance and Councselling – A Theoretical Approach, New Delhi Vikas Publishing house.
3. Gibson/Mitchell: Introduction to Counselling and Guidance.
4. Gogoi, K.P. (2015): A Text Book on Guidance & Counselling, published by Kalyani Publishing House, New Delhi.
5. Goswami M. : Essential of Guidance and Counselling, Guwahati.
6. Jones, A. J. (1951) :Principles of guidance and pupil personnel work, New York
7. Kochhar, S.K, (1985) :Educational and Vocational Guidance3 in secondary schools,New Delhi, Sterling Publisher
8. NCERT (2008) : Introduction to guidance module – 1, DEPFE, New Delhi.
9. Berdie, R.F. : Testing in Guidance and Counselling, published by Mc Graw Hill.

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DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. DSE 2: VALUE EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :
1. Describe values education and values.

2. Describe the importance of values education in the 21st century.

3. Explain/ describe the need of values in creating a better world.

4. Explain the promotion of value through education.

Unit	Topic	Marks	L	P	Tutorials
1	**VALUES EDUCATION** 1.1 Meaning of Value Education. 1.2. Objectives of Value Education 1.3 Dimensions of Value Education: • Religious • Spatial • Cognitive, Affective and Psychomotor dimensions. 1.4 Importance of value education in the 21st century. 1.5 Policy perspective on Value Education in India. 1.6 Methods and techniques of value education: • Practical method • Conceptual method • Biographical method • Storytelling technique • Socialized class technique • Discussion technique. 1.7 Approaches to Value Education: • Evocation approach • Inculcation approach • Awareness approach • Moral reasoning approach • Analysis approach • Value clarification approach, • Commitment approach, and • Union approach. 1.8 Role of the Teacher and School in promoting Value Education.	20	1 2 1 2 6 5 2		3
2	**VALUES:** 2.1 Concept, meaning and definition of values 2.2 Types of values: • Instrumental values • Intrinsic values and • Democratic values.	20	1 2		

	2.3 Functions of values 2.4 Sources of values: • Socio- cultural tradition • Religion and • Constitution (Indian Constitution) 2.5 Fostering values: Role of – • Parents • Teachers • Peer groups • Religion • Government • Mass media and • Voluntary organizations. 2.6 Theories of value formation: • Psycho- analytic theory (Sigmund Freud) • Behaviouristic view (J. B. Watson) • Social cognitive theory (Albert Bandura) • Cognitive theory (Jean Piaget) • Socio- cultural theory (Vygotsky) • Ecological theory(Bronfenbrenner) • Humanism theory (Carl Rogers) • Evolutionary theory (Konrad Lorenz) and • Moral development theory (Kohlberg)		1 3 3 13		3
3	**PHILOSOPHICAL ISSUES OF VALUE EDUCATION** • The varieties of values: epistemic, moral, spiritual, aesthetic: a. Epistemic:- Science Education(C.D.Hardie) b. Moral Education (Gandhi) c. Spiritual Education (Aurobindo) d. Aesthetic Education (Tagore) e. Humanities Education (Nussbaum)	10	10		3
4	**PEACE EDUCATION:** 3.1 Meaning and concept 3.2 Scope: • individual or self development level • school or community level • National level and • Global level. 3.3 Objectives of peace education 3.4 Pedagogy of peace Education: • self learning • cooperative learning • case studies • simulations • problem solving • teams and • research and evaluation. 3.5 Integrating peace education in the curriculum: • Subject content	20	1 2 1 3		3

	• Teaching methods
	• Co-curricular activities
	• Staff development
	• Classroom management and
	• School management.
	3.6 Imparting Peace Education: Role of -
	    • Teacher
	    • Principle
	    • Parents
			4
			
			2		

5	**COMPONENTS OF DEVELOPMENT AND EXCELLENCE IN LIFE** • Integrity • Character • Spirituality • Positive thinking • Self- esteem • Stress free living • Self managing leadership • Perseverance	10	5		2
		80	70		14

In-semester Assessment: **Marks 20**

  A. Sessional Activity (Any one of the following)   **Marks 10**

a. Carry out a survey of the colleges/ secondary schools to identify the values most preferred and practiced by students.

b. Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.

c. Analyze secondary school textbooks to identify the type of values and peace promoted through the content.

d. Content analysis of adds, soaps, movies to identify the gap between the values promoted by them and those promoted by the society.

  B. Sessional Tests: **Marks   10**

Suggested readings:

1. Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.

2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.

4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.

6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.

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

8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.

9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.

10. Morrison, M. L. (2003). Peace education. Australia: McFarland.

11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.

12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.

13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.

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

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

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

17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.

18. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.

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

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. DSE 3: INCLUSIVE EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1) Understand the concept of special education, integrated education, and inclusive education.

2) Understand the global and national commitments towards the education of children with diverse needs,

3) Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,

4) Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,

5) Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,

6) Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,

7) Identifying and utilizing existing support services for promoting inclusive practice,

8) Understand the policy perspectives related to education of socially disadvantaged section in India,

9) Understand the schemes and programmes for education of socially disadvantaged groups

COURSE CONTENTS:

UNITS	CONTENTS	L	T	MARKS
Unit-I	**Understanding Children with Diverse Needs:** • Children with Diverse Needs: ➢ Concept and Nature • Types and Characteristics of: ➢ Children with Visually Impairment, ➢ Children with Hearing Impairment, ➢ Children with Intellectual Disability, ➢ Children with Specific Learning Disability	17	3	20

	➢ Children with Cerebral Palsy			
	➢ Children with Autistic Disorder			
	➢ Children with Multiple Disabilities			
	➢ Children from Other Disadvantaged or Marginalized Areas of Group (Girls, SC, ST, Minorities, Street and Working Children etc.)			

Unit-II	**Introduction to Inclusive Education :**
	
	• Changing Concept and Nature of Special Education.
	
	• Inclusion: Concept and Nature.
	
	• Need and importance of inclusion.
	
	• Classification of inclusion-
	    ➢ Physical,
	    ➢ Social and
	    ➢ Cognitive inclusion.
	
	➢ Inclusive Education-
	    ➢ Concept and Nature of Inclusive education
	    ➢ Objectives of Inclusive Education
	    ➢ Need and importance of Inclusive Education
	
	• Historical development of Inclusive Education in India and Abroad (Special, Integrated and Inclusive Education).
	
	• Barriers of Children with Diverse Needs to learning and participation
	
	• Strategies to overcome the barriers to learning and participation for children with diverse Needs
		17	3	20

Unit-III	**Policies and Legislations for Diverse Needs Education & Rehabilitation:** ➢ International Policies and Legislations:	18	4	20

	➢ Dakar: framework of action (2000)				
	➢ Millennium Development Goals (2000) to Indian Context.				
	➢ United Nations Convention on the Rights of Persons with Disabilities, 2006.				
	• National Policies and Legislations:				
	➢ National Policy on Education (1986) with reference to Program of Action (1992).				
	➢ Rehabilitation Council of India (RCI) Act, (1992).				
	➢ National Trust Act, 1999.				
	➢ Right to Education Act, 2009.				
	➢ Sarva Shiksha Abhiyan (SSA).				
	➢ National Curriculum Framework, 2005.				
	➢ Rashtriya Madhyamic Shiksha Abhiyan (RMSA).				
	➢ Rights of the Persons with Disabilities (PWD) Act, 2016.				

Unit-IV	**Current Trends and Future Perspective:**
	 • Concept of curriculum adaptations for children with diverse needs
	 • Need of curriculum adaptations for children with diverse needs.
	 • Curriculum and curricular activities for meeting diverse needs of children.
	 • Role of the Agencies-
	   ➢ Family
	   ➢ Community and
	   ➢ NGOs
	 • Problems/constraints in education of socially disadvantaged children.
		18	**4**	**20**	

		70	14	80

	• Addressing social group inequality-
	   ➤ Multicultural Education
	   ➤ Organisation and management of schools to address socio-cultural diversity.
	   ➤ Teaching-learning process and support materials
	   ➤ Addressing language issues
	   ➤ Schemes, programmes for education of socially disadvantaged section			

In-semester Assessment: **Marks 20**

  A. Sessional Activity (Any one of the following)   **Marks 10**

1. Preparation of status report on school education of children with diverse needs.

2. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

3. Analysis of policy document (national, international) related to diversity.

4. Survey the locality for early identification of children with disabilities.

5. Critical review of policy and practice and panel discussion by a group of students.

B. **Sessional Test**   **Marks 10**

SUGGESTED READINGS:

1. Baquer, A. and Sharma, A. (1997): *Disability: Challenges Vs. Responses.* CAN, New Delhi

2. Brelje, W. (1999): *Global Perspective on Education of the Deaf.* Selected countries, Butte Publication Inc. – USA.

3. Cruschank, W.M. (1975): *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall

4. Dessent, T. (1987): *Making the Ordinary School Special.* The Falmer Press, London.

5. Evans, R.C. & MC Laughlin, P.(1993): *Recent Advances in Special Education and Rehabilitation,* Boston: Andover Medical Publishers

6. Evans, P & Verma, V. (1990): *Special Education- Past Present and Future (Ed).* The Falmer Press London.

7. Friel, J. (1997): *Children with special needs*, Jessica Kingsley Publication, London

8. Guilford, P. (1971): *Special Education Needs*. Routledge Kagan Paul

9. Hollahan, D and Kauffman,].M. (1978): *Exceptional Children: An Introduction to Special Education.* Englewood Cliffs: Prentice Hall.

10. Mangal, S.K. (2008): *Educating Exceptional Children*: *An Introduction to Special Education*, Prentice Hall of India (Pvt.) Ltd. New Delhi.

11. Panda, K.C. (2008): *Education of Exceptional Children*, Vikash Publishing House, New Delhi.

12. Pandey, R.S. and Advani, L. (1995): *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.

13. Stephens, T.M. et al (1983): *Teaching Mainstream Students.* New York: John Wiley.

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DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE (DSE 4): MENTAL HEALTH EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

Unit	Topic	M	L	P	T

1	**Fundamentals of Mental Health and Hygiene**
	  4.4 Concept of Mental health
	  4.5 Criteria of a Mentally Healthy Person
	  4.6 Concept, Objectives, Goals and Principles of Mental Hygiene
	  4.7 History of development of Mental Health and Hygiene
	  4.8 Concept of Normality and Abnormality, Classification of Abnormal Behaviour
	  4.9 Characteristics of a Mentally Healthy Person
		16	2
			2
			1
			2
			2
			3
			2
				2	

2	**Education and Mental Health**
	  2.1 Principles of Good Mental Health
	  2.2 Factors Affecting Mental Health (Home, Society and school)
	  2.3 Adjustment: Concept and Processes
	  2.4 Maladjustment : Concept and Causes
	  2.5 Types of maladjustment
	  - Frustration: concept and causes
	  - Conflict: Concept, Types and Causes
	  2.6 Adjustment Mechanisms
		16	3
			2
			5
			4
			2
				4	10

3	**Mental Health and Agencies of Education**
	  3.1 Home and Mental Health
	  3.2 Qualities of Healthy Home Environment
	  3.3 Child Rearing Practices and Personality Development
	  3.4 School and Mental Health
	  3.5 Teacher and Mental Health
	  3.6 Community and Mental Health
		16	5
			2
			4
			5
				4	10

4	**Positive Psychology** **4.1 Concept**	16			

5	**Yoga for Mental Health**
	  5.1 Concept of Yoga
	  5.2 Yoga as the Scientific Method for the Development of Personality
	  5.3 Need of Yoga for physical and mental health
	  5.4 Concept of health, healing and disease: Yogic perspectives
	  5.5 Yogic principles for healthy living
	  5.6 Integrated approach of Yoga for management of health
	  5.7 *Pranayama* and Meditation for promoting mental health
		16			

			54	14	28

Sessional Activities:

Suggested Readings

1. Akhilananda, Swami (1952). *Mental Health and Hindu Psychology*. London: Auen and Unwin.
2. Arkoff, Abe (1968). *Adjustment and Mental Health.* New York: MeGraw Hill Company.
3. Auger, Rick (2011). *The School Counsellor's Mental Health Sourcebook*. New Delhi: Sage India Pvt.Ltd.
4. Bahadur, Mal (1995). *Mental Health in Theory and Practice*. Hoshiarpur: V.V.R.I.
5. Bernard, H. W., (1952). *Mental Hygiene for Class-room Teachers*. New York: MeGraw Hill Book Co.
6. Bhan, S., & Dutt, N.K. (1986). *Mental Health through Education.* New Delhi: Vision Books.
7. Bonny, M.E., (1960). *Mental Health in Education*. Boston: Allyn and Bacon lnc.
8. Capuzzi, David & Gross, D. R. (1995). *Introduction to Counselling*. London: Allyn and Bacon.
9. Carroll, Herbert, A. (1956). *Mental Hygiene: The Dynamic of Adjustment*. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall, lnc.
10. Crow, Lester D., & Crow, Alice (1952). *Mental Hygiene*. New York: MeGraw Hill Book Company lnc.
11. Dandapani, Dr. S. (2004). *A Textbook of Advanced Educational Psycology*. New Delhi: Anmol Publications Pvt. Ltd.
12. Dash. M & Dash. Neena (2003). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
13. Dollard, J., & Miller, N.E. (1970). *Personality and Psychotherapy*. Chicago: Aldine.
14. Garg, B.R. (2002). *An Introduction to Mental Health*. Amabala: Associate Publications.
15. Kundu, C.L., & Tutoo, D.N. (2005). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
16. Sharma, R.A. (1995). Fundamentals of Educational Psychology. Meerut: R. Lall Book Depot.
17. Sharma, Ram Nath & Sharma R.K. (2006). *Advanced Educational Psychology*. New Delhi: Atlantic Publishers &
18. Distributors.
19. Sharma, Yogendra K (2004). *Textbook of Educational Psychology*. New Delhi: Kanishka Publishers & Distributors.
20. Sharma, Bharti (2004). *Psychological Foundation of Education*. New Delhi: Vohra Publishers & Distributors.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. DSE 5:   HUMAN RIGHTS EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

  i) Explain the meaning, definition, nature, scope, theories and constitutional perspectives of   Human Rights.
  ii) Describe the Concept, Objectives, Principles, need, factors, curriculum, methods and activities of Human Rights Education.
  iii) Describe the basics of Human Rights Education i.e. societal, political, regionalism and limitations of its
  iv) Explain the role of different agencies of Human Rights Education.

Course Content:

Unit	Content	M	L	P	T
I	**Introduction to Human Rights**	20	(16)		2
	1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope.		2		
	1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory		4		
	1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation		4		
	1.4. Universal Declaration of Human Rights,1948		2		
	1.5 Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement		4		
II	**Introduction to Human Rights Education**	20	(18)		4
	2.1. Concept, Objectives, Principles and need for Human Rights Education in India		3		
	2.2. Factors promoting Human Rights Education		4		
	2.2.1. Positive Attitude				
	2.2.2. Pro- Social Behaviour				
	2.2.3. Elimination of Prejudice				
	2.2.4. Promotion of peace				
	2.3. Human Rights Education at different levels of education		3		
	3.3.1. Elementary/ Primary				
	3.3.2. Secondary				
	2.4. Curriculum of Human Rights Education		2		
	2.5. Methods and Activities of teaching Human Rights Education		6		
	2.5.1 Teaching in Formal mode				
	23.5.2 Non- Formal Training				
	2.5.3 Counselling				
III	**Basic of Human Rights Education**	20	(20)		4
	3.1 Societal :				
	3.1.1 Violence against women related to Causes, Consequences and Protection		4		

	3.1.2. Violence against Children related to Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)		4		
	3.1.3. Poverty with related to causes, types and consequences		2		
	3.1.4. Population Growth with related to causes, consequences and Protection		2		
	2.2 Political :		3		
	3.2.1. Terrorism with related to concept, types, causes and measures		3		
	3.3.Regionalism with related to causes and consequences		2		
	3.4. Limitation of Human Rights Education				
IV	**Enforcement Agencies of Human Rights Education**	20	(16)		4
	4.1. Role of Global Efforts (United Nations, UNESCO Vienna Declaration and Programme of Action)		4		
	4,2. Role of National Efforts (National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)		4		
	4.3. Role of Efforts of NGO (Local, National & Global)		4		
	4.4. Role of Mass Media : Print and Electronics		2		
			2		
	Total	80	70		14

In-semester Assessment: **Marks 20**

    A. Sessional Activity (Any one of the following)   **Marks 10**

      a) Write an assignment on the relevance of theories of Human Rights

      b) Analysis of Secondary level text books to identify contents related to Human Rights Education

      c) Analysis of mass media to study its role in promoting Human Rights Education

    B. Sessional Tests: **Marks 10**

Suggested Reading:

1. Bhattarchaya, G.C. "Teaching of Human Rights at Bed level; needs and objectives." University News 35(52), December

2. Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.

3. Borah Jagneswar(2010), Manab Adhikar, Eureka Prakakhan, Jorhat

4. Gogoi, Purandar (2004) , Manab Adhikar,Banalata , Panbajar, Gauhati

5. Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakakhan, Golaghat.

6. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency

7. Kaur, Manjit (2008), Teaching of Human Rights, A.P.H. publishing corporation, New Delhi.

8. Saikia, P., Goswami, K. *et.al* (2015), Human Rights Education in India, Graphica Design Studio,Panbazar, Guwahati. (ISBN-978-81-925867-4-8

9. Singh, Dr. Devinder (2013), Child Labour and Right to Education , JBA Book code : 133031(ISBN-9789382676065)

10. Verma, R.S (2000), Human Rights, burning issues of the world ,India Publisher, Delhi.

11. Yadav, R.P (2014), Right to Education, JBA Book (ISBN- 9788183244633)

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. DSE 6: ECONOMICS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes: On completion of the course, learners will be able to-
  i.   Describe the meaning, scope and importance of Economics of Education
  ii. Define and illustrate the concepts used in economics of Education.
  iii. Examine the historical development of Economics of Education.
  iv. Explain the concept of Education as a good, demand and supply of education, Utility of Education etc.
  v.   Explain the concept of investment in education, return on investment in education, education as production process etc.
  vi. Explain the concepts of different types of Educational cost.
  vii. Examine the concepts of human capital formation, Education financing, Educational Planning etc.

Units	Topics	Marks	L	T
I	**Introduction to Economics of Education**	16	(12)	2
	• Meaning and Scope of Economics of Education		2	
	• Importance of Study of Economics of Education		1	
	• Historical development of Economics of Education		2	
	• Nature of Education in Capitalist Economy and Socialist Economy		2	
	• Concepts of Some basic terms in Economics of Education: National Income, Per capita Income, Economic and non economic activity, Economic growth, Physical and Human Capital, Consumption, Goods, Cost, Production, Productivity, Rate of return, Market value, Financing, Employability, Manpower, Investment,		5	
II	**Human capital formation and Investment in Education**	16	(15)	3
	• Concept and Nature of Human Capital Formation		2	
	• Relation between Human capital formation and Economic development		1	
	• Role of Education in the process of Human capital formation		2	
	• Concepts and importance of Manpower planning		2	
	• Concept and Nature of Investment in Education		2	
	• Types of investment in Education: Private and Public Investment		2	
	• Return to Investment in Education: Meaning and types (Personal and Social return)		3	
	• Govt. subsidization of Education		1	
III	**Education as an Economic goods**	16	(14)	3
	• Education as an Economic good: Education as a Normal good, Inferior good, Public good and Private good.		2	
	• Cardinal and ordinal utility of Education		2	

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	• Demand of Education: Meaning and factors affecting Demand of Education		2	
	• Supply of Education: Meaning and factors affecting Supply of Education		2 2	
	• Problem of Scarcity and Choice in education		1	
	• Education as a Process of Production: Meaning and Factors		2	
	• Internal and External economies of Education		1	
IV	**Cost of Education**	**16**	**(14)**	**3**
	• Concept of Educational Cost.		**1**	
	• Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, Social cost, institutional cost, Private cost		4	
	• Opportunity cost: Meaning and its application in Education.		2	
	• Meaning and use of Unit cost of Education in Educational Planning.		1	
	• Calculation of Unit cost of Education.			
	• Cost Efficiency and Cost Effectiveness in Education		2	
	• The trend of rising cost of education in India and principle of Fiscal justice		2 2	
V	**Issues of Economics of Education**	**16**	**(15)**	**3**
	• Relation between Education and Economic development.		1	
	• Industry- Academia linkage		1	
	• Relation between Education and labour market.		4	
	✓ Problem of Educated Unemployment			
	✓ Problem of underemployment			
	✓ Problem of Migration of Educated labour			
	✓ Problem of Child Labour			
	• Meaning and importance of Educational Planning.		1	
	• Educational Finance			
	✓ Private financing: Meaning, Importance & Challenges		2	
	✓ Public financing: Meaning, Importance & Challenges		2	
	• Importance of public private partnership (PPP) in education		1	
	• Importance of Self generation of funds in Educational Institutions		1	
	• Educational provisions in latest Union budget and State budget		2	
	Total	**80**	**70**	**14**

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

1. Analysis the components of education in current Union Budget and State Budget.
2. Organize debate or discussion on the issues like PPP in Education, Industry Academia relation, Public investment on education, Unemployment, Brain drain or any suitable topic.
3. Preparation & Presentation of Seminar paper on the issues of Economics of Education.
4. Conduct survey to compute the cost of different levels of education

B. Sessional Tests: **Marks 10**

SUGGESTED READINGS:

18. Akinyemi. S, (2010) ***The Economics of Education***, Strategic Book publishing and Right Co., Nigeria.
19. Garg, V.P. (1985) ***The cost analysis in Higher Education***, Metropolitan Book Co., New Delhi
20. Johnes. G, & Johnes. J. ***International handbook on Economics of Education***, (Edt) Edward Elgar Publishing Ltd, USA, 2004
21. Sharma, R.A, ***Economics of Education***, R. Lall Book Depot, Meerut, 2007
22. Singh. B, ***Economics of Indian Education*** (Edt), Meenakshi Prakashan, New Delhi
23. Rajaiah, B. (1987). ***Economics of Education***, Mittal Publication, Delhi
24. Varghese & Tilak, ***The financing of Indian Education***, project paper of International Institute of educational planning, 1991.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. DSE 7:   GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:
   i. Explain the meaning and nature of gender and its related terms.
   ii. Describe the gender biases and gender inequality in family, school and society.
   iii. Describe the gender issues related to school education.
   iv. Analyse the laws and policies related to gender equality.

Course Content:

Unit	Topics	Marks	L	P	T

I	**INTRODUCTION TO GENDER AND ITS RELATED TERMS:**
	
	1.23 Sex and Gender: meaning and concept
	1.24 Difference between sex and gender.
	1.25 Gender role: Concept and nature.
	    1.25.1 Types of gender role.
	1.26 Patriarchal and Matriarchal: Concept and nature.
	   • Gender role in patriarchal and matriarchal society
	1.27 Social construct of Gender.
	1.28 Gender Segregation: concept and nature
	   • Types of gender Segregation: Horizontal & vertical
	    1.28.1 Gender segregation and education.
	1.29 Gender marginalisation in education
	   • Meaning, concept and nature
	   • Causes of gender marginalisation in education
	   • Measures for inclusion in education
	1.8 Gender stereotyping: Meaning and concept
	   • Issues and concern related to gender stereotyping in Indian society
	   • Gender stereotyping and education.
	1.9 Self silencing: concept and nature
		20	20
			
			2
			2
			1
			
			2
			1
			
			2
			
			2
			
			3
			
			4
			
			1
					4

II	**GENDER AND SOCIETY**	20	15		4
	2.1 Gender biases: Meaning and concept				
	2.1.1 Gender biases in		1		
	• The family		1		
	• The school environment		1		
	• The society.				
	2.2. Gender socialization: Meaning and concept.				
	2.2.1. Gender socialization		1		
	• Role of the family				
	• Role of the school		1		
	• Role of the society		1		
	• Role media and popular culture (film and advertisement)		1		
	2.3 Gender inequality in education in terms of				
	• Caste				
	• Religion		3		
	• Region				
	2.4 Issues related to women/girl child:				
	B. Female foeticide and infanticide				
	C. Sex ratio		5		
	D. Honour killing				
	E. Dowry				
	F. Child marriage				
III	**GENDER INEQUALITY IN THE SCHOOL**:	20	20		3
	3.1 Gender discrimination in the				
	• Construction and dissemination of knowledge.		4		
	• Text books				
	• Hidden curriculum.				
	3.2 Gender inequality and school				
	• Infrastructure		2		
	• Curricular and co-curricular activities.		2		
	3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.		4		
	3.4 Gender and equality:				
	• Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.		4		
	3.5 Gender inclusive approach				
	• Single sex school				
	• Child friendly school		4		
	• Girl friendly school				
	Their significance in inclusive education.				
IV	**LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:**	20	15		3
	4.1 Introduction to laws related to women and social justice				
	• Dowry		4		

	• Remarriage • Divorce • Property rights • Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programmes from gender equality perspective.	2 3 6			
		80	**70**		**14**

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following)   **Marks 10**

    a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
    b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
    c. Project (Analysis of the advertisements of electronic media from gender perspective)
    d. Seminar on gender issues related to education.
    e. Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Examination: **Marks 10**

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61–75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961–969.
10. Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. New York: Basic Books.
11. Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). Status of women in Islam. New Delhi: APH Publishing.

13. Klein, S. (1985) Handbook for Achieving Sex Equity Through Education. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. Gender, Nature, and Nurture. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. Sex, Gender, and Society. New York: Harper and Row.
15. Thorne, Barrie. 1993. Gender Play: Girls and Boys in School. New Brunswick, NJ: Rutgers University Press.
16. Majumdar, M. (2004). Social status of women in India. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, Gender and Development,Pragun Publication, New Delhi. Print. Sharma, A. (2002). Women in Indian religions. New Delhi: Oxford University Press.
17. Marshall, C.S. & Reihartz, J. (1997) Gender issues in the classroom. Clearinghouse, 70 (6), 333-338.
18. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.),The SAGE Handbook of Gender and Education (pp. 439–452). Thousand Oaks, CA: Sage.

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DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
COURSE NO. DSE 8:   PROJECT REPORT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: *After completion of this course, the student will be able to :*
   a. Explain the process of conducting a Project.
   b. Identify the problems for Educational Project.
   c. Solve problems faced in educational field through project.
   d. Prepare a project report.

Units	Topics	Marks	L	P	T

I	**Introduction to the Project**
	✓ Concept of Project
	✓ Characteristic of a good project
	✓ Steps of conducting a project
	   • Identification of Problem
	   • Formulation of Objective
	   • Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc.
	   • Selection of Sample
	   • Collection of Data
	   • Analysis and interpretation of data
	   • Report Writing
	✓ Challenges of conducting a Project
	(The teacher will have to take theory classes on the topics assigned in this unit)
			10		

II	**Preparation of Project report:**
	   The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following:
	   • Title of the Project
	   • Introduction
	   • Rationale of the study
	   • Objectives of the Study
	   • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data)
	   • Analysis and Interpretation of data with illustrations
	   • Findings of the study
	(The teacher shall provide guidance to the students throughout the Project.)
			5		

	Total				

In-semester Assessment: **Marks 20**

   • **Sessional Tests on the content of the first unit:**   **Marks 10**
   • **Conducting the project and preparing the report**   **Marks 10**

End-Semester Assessment: 80

The end-semester assessment will be based on the project report and *viva voce.* The assessment will be carried out by a team of examiners consisting of at-least one external examiner and one internal examiner. The distribution of marks will be as follows:

- **Project report:** 60
- **Viva Voce:** 20

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