SYLLABUS : EDUCATION
THREE YEAR DEGREE COURSE (TDC)
MAJOR AND GENERAL
SEMESTER SYSTEM (Credit Based)
EFFECTIVE FROM 2011 – 2012
GAUHATI UNIVERSITY

COURSE STRUCTURE
TDC SYLLABUS FOR EDUCATION
(General Course)
W.E.F. August, 2011

Year	Semester	Paper	Title of the Paper	Marks	Class per Week	Credit
1stYear	1st Semester	1.01	Foundation of Educational Theories and Principles	75	6	6
	2nd Semester	2.01	Educational Psychology	75	6	6
2nd Year	3rd Semester	3.01	Development of Education in India	100	8	8
	4th Semester	4.01	Sociological Foundations of Education	100	8	8
3rd Year	5th Semester	5.01	Emerging Issues and Education	100	8	8
		5.02	Educational Measurement and Educational Statistics	100	8	8
	6th Semester	6.01	Educational Technology	100	8	8
		6.02	Environmental and Population Education	100	8	8
Total	**6**	**8**		**750**		**60**

Foundation of Educational Theories and Principles
Paper: 1.01 (Credits-6)
(General Course)

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

Unit: 1: Meaning, Concept and Scope of Education
- Meaning of Education
- Definition of Education
- Nature of education-Education as a process and product
- Scope of Education

Unit-2: Aims and Objective of Education
- Importance of Aims of Education Determinants of aims
- Individual and Social aim of Education
- Cultural and Vocational aim,
- Democratic aims

Unit: 3: Forms of Education
- Formal Education: School- Functions and responsibility of School, relation ship between school and society.
- Informal education: Educational role of family, Social institution-religious institutions, state.
- Non formal Education –Distance and open education.

Unit: 4: Dimensions of education
- The Learner–Its innate endowment and environment, Learner-Centered Education
- The teacher-Qualities and responsibilities
- The Curriculum-Meaning and concept, Need and importance, Principles of curriculum construction, Co-curricular activities-definition, types and importance

Unit: 5: Discipline and freedom –
- Meaning, concept and need of discipline,
- Discipline and order,
- free-discipline,
- Maintenance of school discipline-problems and means.

Unit: 6: Value education –
- Meaning of human values and their determinants
- Different Types of values
- Need and Importance of value Education
- Realization of values through Education –Role of family, school and teachers

Reference Books :
1) Safaya and Saiyda– Educational Theory and Practice
2) Ross J.S. – The Ground Work of Educational Theory.
3) Banerjee, A — Philosophy and Principles of Education, Kolkatta, B.B. Kundus and Sons.
4) Passi, B.K. and Singh, P — Value Education, Agra, H.P. Bhargava Book House.
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Educational Psychology
Paper: 2.01 (Credits-6)
(General Course)

Objectives :
1) To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2) To enable the students to understand learning process, memory, attention, instinct and emotion.
3) To acquaint the students with the concept of personality, type and trait theories.
4) To understand the concept of intelligence - nature and different theories.

Unit-1: Psychology and Education
- Educational Psychology -its meaning and definitions.
- Relation between education and psychology,
- Scope of educational psychology.
- Methods of educational psychology –Introspection, observation and experimentation,
- Application of educational psychology in teaching and learning process

Unit-2: Learning
- Learning –Meaning and nature of learning,
- Theories of learning – Connectionism-trial and error & Laws of Learning, Conditioning – classical conditioning and operant conditioning, Gestalt theory-learning by insight,
- Motivation and learning

Unit-3: Memory and Attention and Interest
- Meaning and types of memory,
- Marks of good memory,
- Economic methods of memorization,
- Forgetting and its causes
- Attention-meaning and concept, types and determinants ,
- Interest –meaning and conditions.
- Educational implication of attention and interest.

Unit-4:- Instinct and emotion
- Instinct –Meaning, concept, modification of instinct,
- Emotion –meaning and concept,
- Place of instinct and emotion in education

Unit-5: Personality,
- Meaning of personality
- Type and trait theories –type theory -Seldon and Jung
- Trait theory-Adler

Unit-6; Intelligence
- Meaning of Intelligence , concept, definition, nature,
- Theories- two factors theory, Multifactor theory, Group factors theory.

Reference Books :
1) Skinner, Charles E. – Educational Psychology
2) Hunt, M.P. – Psychological Foundations of Education.
3) Whittakar – Introduction to Psychology.
4) Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology
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Development of Education in India
Paper: 3.01 (Credits-8)
(General Course)

Objectives :
1) To acquaint the students with the ancient and medieval system of education in India.
2) To help the students to understand the development of education in India during the British Period.
3) To acquaint the students with the development of education in India during post independence period.
4) To acquaint the students with the development of education in Assam.

Unit- 1
- A synoptic view of ancient and medieval system of education
- A synoptic view of educational activities of christian missionaries and East India Company

Unit- 2
- Charter Act of 1813,
- Macaulay Minutes
- Bentinck's Resolution of 1835
- Woods Despatch-1854

Unit- 3
- Indian Education Commission -1882 and its impact on the subsequent development of education.
- Lord Curzon's Educational Policy-1904-Secondary and University Education.
- Growth of national consciousness and National movement and its impact in education with reference to Gokhales Bill.

Unit- 4
- Saldler Commission Report-1917- Secondary and University Education.
- Wardha scheme of education-1937.
- Sargent report-1944.

Unit--5
- Constitutional provision of Indian Education,
- Radhakrishnan Commission-1948-Aims of University education and the impact of recommendations on Aims.

Unit- 6
- Recommendations of Secondary Education Commission (Mudaliar Commission-1953) Organizations, Curriculum, Examination and impact on subsequent development.
- Recommendations of Education Commission (Kothari Commission 1964-66) Objectives and structure of Education.

Unit- 7
- National policy on education 1986–Objectives, main features,
- Revision of NPE - Ramamurti Review Committee 1990.
- Janardhana Reddy Committee 1991-92.

Unit-8
- Development of education in Assam.
- Primary Education
- Secondary Education.
- University Education.
- Women Education.

Reference Books :
1) Nurullah, S and Naik – A Students History of Education in India, Macmillian.
2) Safaya and Saiyda – Development, Planning and Problems of Indian Education, New Delhi – Dhanpat Roy and Sons.
3) Rao, K. Sudha- Educational Policies in India Analysis and Review of Promise and Performance – NUEPA 2009.
4) Âõ1n¸»±, ûîÂÏò – ö±1îÂ1 ¿úŽÂ±1 ý×ÃÿîÂýÃñ±ü1 ÕñÉûþò, &»±ýÃ±éÂÏ ùûþþ±äÇ¾
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6) Âõ1ðÃÍù, ðÃMÃà Õæ™L± – ö±1îÂ1 ¿úŽÂ± ÂõÅ1?Ï, &»±ýÃ±éÂÏ ùûþþ±äÇ¾

Sociological Foundations of Education
Paper: 4.01 (Credits-8)
(General Course)

Objectives :
1) To acquaint the students with education as a social process.
2) To inculcate the knowledge of Education from the social perspective.
3) To understand education as a determinant of social change and development.
4) To develop social habits and attitudes in the students and to make them socially adjustable.

Unit: 1 Education and Sociology :
- Educational sociology-meaning, nature, scope,
- Need and importance of sociological approach in education,
- Educational sociology and Sociology of education

Unit: 2 Social group and Leadership :
- Social group—definitions characteristics and classifications,
- Social interactions and their educational implications,
- Group dynamics,
- Leadership –role of education in leadership training.

Unit: 3— Education and society :
   Education--
- as a social system,
- as a socialization process,
- as a process of social progress
- as a process of social control

Unit: 4 Education and social change :
- Education and social change – its meaning and concept,
- Agencies of social change,
- Education as a factor of social change with special reference to India

Unit: 5 Social Organization-disorganization:
- Social Organization-its concept,
- Factors influencing social organization-folkways, mores and their educational implications.
- Social Disorganization-types, causes, prevention.

Unit: 6 Culture and Education :
- Culture – Meaning, definition, nature and importance.
- Education and cultural change.
- Cultural diffusion and integration

Unit: 7 Education and modernization :
- Modernization – Concept and Characteristics.
- Education and modernization

Unit: 8: Social problems relating to Education in India :
- Equalization of educational Opportunity.
- Social Education, Delinquency, Child labour, Drug abuse.

Reference Books:
- Brown, F.J. – Educational Sociology, New Delhi – Prentice Hall of India.
- Harlambos, M – Sociology, Oxford University Press.
- Ogburn, W.F. and Nemkoff – A Handbook of Sociology, New Delhi – Eurasia Publishing House.
- Mathur, S.C. — A Sociological Approach of Indian Education
- Rao, Shanker — Sociology.

Emerging Issues and Education
Paper: 5.01 (Credits-8)
(General Course)

Objectives :
1) To acquaint the learner with the emerging issues in education.
2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
3) To develop in students basic understanding regarding students indiscipline –its causes and remedies.
4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.

Unit: 1 Universalization of primary education for national development
- Significance of universalization of primary education,
- Nature of universal literacy programme in India,
- Need and importance of literacy,
- Literacy programmes in India- ----
    -----National Adult Education Programme (NAEP),
    ----- National Literacy Mission (NLC)
    -----Total Literacy Campaign (TLC),
    ----- District Primary Education Programme (DPEP),
    ------Sarva Shiksha Abhiyan (SSA),
    ------ Right of Children to Free and Compulsory Education Act
- Problems and remedial measures

Unit: 2 Education for women's equality and empowerment:
- Problem of woman education with special reference to Assam,
    –Literacy percentage of women,
    --Inadequate nutrition and technology,
    ---Existing prejudices against women,
- Women empowerment—Meaning and objectives
- Governmental efforts for achieving quality life, equality of opportunities, and social justice in relation to women.
- Role of Education in women empowerment
- Role of NCERT in women empowerment

Unit: 3 Education and Human Rights
- Human Right-- Meaning and concept,
- Universal Declaration of Human Rights by U.N.
- Human rights and Indian Constitution
- Importance of Human Rights in National development
- Education and Human Rights- Role of educational institutions in promoting Human Rights

Unit: 4 Education for National Integration and International Understanding
- National Integration -- Meaning and concept,
- International Understanding – Meaning and concept,
- Factors of National Integration and International Understanding
- Role of education in promoting National Integration and International Understanding

Unit: 5 Globalization and Education
- Globalization – Meaning and perspective.
- Causes of Globalization ,
- Impact of Globalization in India

Unit: 6   Student Indiscipline
- Student Indiscipline Meaning
- Causes and remedies

Unit: 7   Vocationalization of Secondary Education
- Vocationalization of Secondary Education –Concept
- Importance of vocationalization of Secondary Education
- Vocationalization of Secondary Education in India – Problems and solutions.

Reference Books :
1) Prashar, M.R. – Education and Human Rights.
2) Singh, M.S. – New Trends in Education.
3) Mohanty, J – Indian Education in the Emerging Society, New Delhi – Sterling Publishers Pvt. Ltd.

Educational Measurement and Educational Statistics
Paper: 5.02 (Credits-8)
(General Course)

(Educational Measurement)

Objectives :
1) To help the students to acquire knowledge of the concept of measurement and evaluation in education.
2) To develop an understanding of different types of educational tests and their uses.
3) To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.
4) To help the students to be acquainted with the concept and application of statistics in Education.

Unit: 1: Measurement and evaluation in education,
- Concepts of Educational measurement –Its nature, functions
- Evaluation-Its meaning, Characteristics, basic principles,
- Relationship between measurement and evaluation,
- Test ,Examination and evaluation,
- Importance of evaluation in education

Unit: 2: Measuring tools
- Measuring tools: Educational tests - essay type, objective type and semi objective type – and their classifications,
- Errors in measurement,
- Characteristics of a good test

Unit: 3 Educational Achievement Test
- Educational Achievement Test - meaning and classification,
- Construction of test,
- Teacher made tests and their classification,
- Uses of Educational Achievement test

Unit: 4: New Trends in evaluation
- Reporting Test result –cumulative Record Card,
- Grading and continuous evaluation,
- Formative and Summative evaluation

(Educational Statistics)
Unit: 5: Statistics in education and Measures of central tendency
- Meaning and need of Statistics in education and psychology, Different method of statistics
- Measures of central tendency and their uses –Mean from ungrouped data and grouped data (Long and Short method)

Unit: 6 Measures of variability
- Measures of variability –Concept
- Quartile deviations,
- Standard deviation-(grouped and ungrouped data-short method), Combined S.D

Unit: 7 - Coefficient of correlation
- Coefficient of correlation – Meaning and types,
- Rank difference method and interpretation of result

Unit: 8: Graphical presentation of data
- Graphical presentation of data - Advantages of graphical presentation of data.
- Basic principle of constructing a graph,
- Different types of graph – histogram, polygon,

Reference Books :
1) Binod, K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
2) Garrett, H.E. – Statistics in Psychology and Education, Mumbai – Vakils, Feffer and Simons Pvt. Ltd.
3) Mangal, S.K. – Statistics in Psychology and Education, New Delhi – Prentice Hall of India.
4) Asthana, Bipin – Measurement and Evaluation in Psychology and Education, Agra – Vinod Pustak Mandir.
5) Ebel, L. Robert and David, A Frisline – Essentials of Educational Measurement, New Delhi – Prentice Hall of India Private Limited.
6) Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.
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Educational Technology
Paper: 6.01 (Credits-8)
(General Course)

Objectives :
1) To enable the students to understand the concept and scope and objectives of Educational Technology.
2) To acquaint the students about teaching technology, behavioural technology and instructional technology.
3) To make the students understand about communication process, teaching aids, system approach and use of computer and internet in educational technology.

Unit -1 Educational Technology
- Meaning, Nature and, scope of Educational technology
- Objectives of educational technology at macro level
- Importance of educational technology
- Types of Educational technology

Unit -2 Teaching Technology
- Meaning and nature of teaching technology
- Operation of teaching phases --- preactive, interactive and post active phases

Unit -3 Behavioural Technology
- Behavioural technology-meaning and nature.
- Micro teaching-meaning and objectives
- Different phases of micro-teaching
- Merits and demerits of micro-teaching

Unit -4 Instructional technology
- Instructional technology –meaning and nature
- Programmed instruction – meaning, nature and principles
- Types of Programmed instruction – Linear Branching, mathetics and others
- Merits and demerits of Programmed instruction

Unit -5 Communication and Interaction
- Communication, -Concept and nature
- Types of classroom communication – verbal, non-verbal
- Classroom communication its barriers and solutions

Unit -6 Teaching Aids
- Educational Technology and Teaching aids,
    - --- Importance of Teaching aids,
    - --- Classification of teaching aids,
    - --- Principles of Selection and uses of teaching aids
- Multimedia in education - approach in education

Unit -7 System Approach
- System approach in educational technology – meaning and definition
- Procedural steps in the system approach in educational technology

Unit -8 Computer and Education
- Computer –organization and operation,
- Computer in Education,
- Different uses of computer in education,
- Advantages and disadvantages of Computer, Assisted Instruction
- Internet and education

Reference Books :
1) Kulkorni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
2) Das, R.C – Educational Technology, New Delhi Sterling Publishers.
3) Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
4) Skinner, B.F. – The Technology of Teaching, New York – Appleton.
5) Barbora, R.D. & Goswami, Deepali — Educational Technology.
6) Goswami Meena, Kumari — Educational Technology
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Environmental and Population Education
Paper: 6.02 (Credits-8)
(General Course)

(A) Environmental education

Objectives :
1) To enable the students to understand the concept scope and importance of environmental education.
2) To enable the students to understand the programmes of environmental education at different levels of education.
3) To make the students aware of environmental stressors and disaster management education.

Unit -1 Environmental education
- Meaning and definition of Environment
- Environmental Education – Concept, objective and scope.
- Importance of Environmental education.
- Relationship between man and environment- ecological perspective
- Environmental degradation- Pollution – Types – Preventive Steps

Unit -2 Environmental education at different Levels of Education
- Programme of environmental education for
    -----primary, secondary and higher levels.

Unit -3 Environmental awareness and attitude change
- Awareness and attitude change through formal education
- Role of formal and non formal education
- Role of NGO

Unit -4 Environmental stressors and Disaster Management Education
- Environmental stressors –Natural and man-made
- Disaster Management Education for coping with the environmental situations

(B)Population Education

Objectives :
1) To enable the students to understand the effect of population growth on poverty, health and hygiene.
2) To enable the students to understand the importance of population education in school levels.

Unit -5 –Concept of Population Education
- Population education : Concept, objectives and scope
- Need and importance of population education

Unit -6 – Population Growth and Population Dynamics in India –
- Distribution of population- Age, Sex, Rural-Urban
- Causes of population growth
- Consequences of population growth

Unit -7 - Population and Quality of life
- Population in relation to socio –economic development, health status, heath services, nutrition,
- Effect of population growth on natural resources and environment
- Population and literacy campaign in India

Unit -8 Population Education and school
- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Use of Mass media – (Newspapers, Radio, T.V) and Audio-Visual Aids

Reference Books :
1) Sharma, R.A. – Environmental Education, Meerut, Surya Publication
2) Mahapatra, D – Environmental Education, Kalyani Publishers
3) Rao, D.G. – Population Education, Sterling Publishers
4) Kuppuswami B – Population Education, Asia Publishing House.

TDC SYLLABUS FOR EDUCATION : (MAJOR COURSE), G.U,

Year	Semester	Paper	Title of the Paper	Marks	Class per Week	Credit
1st Year	1st Semester	1.01	Foundation of Educational Theories and Principles	100	8	8
		1.02	Educational Psychology	100	8	8
	2nd Semester	2.01	Development of Education in India	100	8	8
		2.02	Sociological Foundations of Education	100	8	8
2nd Year	3rd Semester	3.01	Emerging Issues and Education	100	8	8
		3.02	Measurement and Evaluation in Education	100	8	8
	4th Semester	4.01	Educational Technology	100	8	8
		4.02	Environmental and Population Education	100	8	8
3rd Year	5th Semester	5.01	Philosophy of Education	75	6	6
		5.02	Educational Thinkers- Oriental and Occidental	75	6	6
		5.03	Teacher Education	75	6	6
		5.04	Teaching –Learning Method and Pedagogy	75	6	6
		5.05	Statistics in Education	75	6	6
		5.06	Practical paper	75	6	6
	6th Semester	6.01	Developmental Psychology	75	6	6
		6.02	Continuing Education and Distance Education	75	6	6
		6.03	Special Education	75	6	6
		6.04	Guidance and Counselling	75	6	6
		6.05	Educational Management and Administration	75	6	6
		6.06	Project Work	75	6	6
Total	6	20		1700		136

Foundation of Educational
Theories and Principles
Paper: M 1.01 (Credits-8)
(Major Course)

Objectives :
1) To be acquainted with 'scientific' and sound principles of education.
2) To understand the concept, nature and scope of education
3) To gain knowledge about different aims of education.
4) To be familiarized with different dimensions of education such as the learner, the teacher and the curriculum.
5) To acquire knowledge about the concept of discipline and freedom.
6) To create awareness among the students about the latest trends and current educational thoughts.

Unit: 1: Meaning, Concept and Scope of Education
- Meaning of Education
- Definition of Education
- Nature of Education-Education as a process and product
- Scope of Education

Unit-2: Functions of Education
- Functions towards the individual
- Functions towards the society

Unit-3: Aims and Objective of Education
- Importance of Aims of Education, Determinants of aims
- Individual and Social aim of Education
- Cultural and Vocational aim,
- Democratic aims
- Objectives of Education –(four fundamental objectives of education in present era)
  -----Learning to Know
  -----Learning to do
  -----Learning to live together
  -----Learning to be

Unit: 4 Forms of Education
- Formal Education: School- Meaning and characteristics, Functions and responsibility of School, relationship between school and society.
- Informal Education: Meaning and Characteristics, Educational role of family, Social institution-State, and religious agencies.
- Non formal Education – Meaning and characteristics, Agencies of Non formal Education

Unit: 5: Dimensions of Education
- The Learner–Learner-Centered Education–Meaning, Characteristics.
- The teacher-Qualities and responsibilities (General)
- The Curriculum-Meaning and concept, Need and importance, Principles of curriculum construction
- Co-curricular activities-definition, types and importance

Unit: 6: Discipline and Freedom –
- Meaning, concept and need of discipline,
- Discipline and order,
- free-discipline,
- Maintenance of school discipline-problems and means.

Unit: 7: Value education –
- Meaning of human values
- Different Types of values (moral .social and Aesthetic)
- Need and Importance of value Education
- Realization of values through Education –Role of family, Society ,School and Teachers

Unit: 8: Education for Leisure
- Education for leisure—Concept
- Significance of Education for leisure in modern society
- Types of leisure time activities –as entertainment, as recreation, as personal development
- Organization of leisure time activities at secondary levels of education

Reference Books :
1) Banerjee A.- Philosophy and Principles of Education, Kolkata, B.B. Kunda and sons
2) Purkail, B.R. – Principles and Practices of Education
3) Ross, J.S. – The Groundwork of Education of Theory.
4) Safaya, R.N. and Shaiyda, B.D. – Development of Educational Theory and Practice, New Delhi, Dhanpat Rai Publishing Co.
5) Raymont, T – Principles of Education.
6) Passi, B.K. & Singh, P. — Value Education, Agra, H.P. Bhargava Book House.
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Educational Psychology
Paper: M.1.02 (Credits-8)
(Major Course)

Objectives :
1) To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2) To enable the students to understand learning, process, memory, attention, instinct and emotion.
3) To acquaint the students with the concept of personality, type and trait theories.
4) To understand the concept of intelligence - nature and different theories.
5) To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6) To enable the students to understand the concept and process of adjustment and mental health and hygiene for promotion of mental health.

Unit-1: Psychology and Education
- Educational Psychology -its meaning and definitions.
- Relation between education and psychology,
- Scope of educational psychology.
- Methods of educational psychology –Introspection ,observation and experimentation,
- Application of educational psychology in teaching and learning process

Unit-2: Memory and Attention and Interest
- Meaning and types of memory,
- Marks of good memory,
- Economic methods of memorization,
- Forgetting and its causes
- Attention-meaning and concept, types and determinants ,
- Interest –meaning and conditions.
- Educational implication of attention and interest.

Unit-3- Instinct and Emotion
- Instinct –Meaning, concept, modification of instinct,
- Emotion –Meaning and concept, Relationship between instinct and emotion
- Place of instinct and emotion in education

Unit-4: Learning
- Learning –Meaning and nature of learning,
- Learning and maturation
- Theories of learning   --- Connectionism, trial and error & Laws of learning,
                                  --- Conditioning –classical conditioning and operant conditioning,
                                  --- Gestalt theory-learning by insight,
- Motivation and learning –meaning ,type, techniques for motivation

Unit-5: Personality,
- Meaning of personality
- Type and trait theories –type theory -Seldon and Jung
- Trait theory-Adler and Rogers
- Psycho-analytic theory-Freud

Unit-6: Intelligence
- Meaning of Intelligence , concept, definition, nature,
- Development of I.Q
- Theories- two factors theory, Multifactor theory, Group factors theory,

Unit-7: Creativity
- Creativity- Meaning and nature
- Characteristics of creative person
- Relationship between Creativity and Intelligence
- Problems of creative child in education
- Role of teacher in development of creativity

Unit-8: Adjustment and Mental Health,
- Concept,-adjustments
- Mechanism adjustment-defense, escape, withdrawal, compensatory,
- Meaning and concept of Mental health and hygiene,
- Characteristics of mentally healthy person
- Principle of mental hygiene-preventive ,constructive, curative measures,
- Implication for education

Reference Books :
1) Skinner, Charles. E – Educational Psychology
2) Hunt, M.P. – Psychological Foundations of Education
3) Crow A and Crow A – Educational Psychology
4) Whittakar, J.O. – Introduction to Psychology
5) Woolfolk, Anita – Educational Psychology
6) Mangal, S.K. – Advanced Educational Psychology, New Delhi, Prentice Hall.
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Development of Education in India
Paper: 2.01 (Credits-8)
(Major Course)

Objectives :
1) To acquaint the students with the ancient and medieval system of education in India.
2) To help the students to understand the development of education in India during the British Period.
3) To acquaint the students with the development of education in India during post independence period.
4) To enable the students to understand the development of education in Assam.

Unit- 1-
8) Special features of development of institutionalized education in India-
   (a) Vedic (b) Buddhist and (c) Medieval
- A synoptic view of educational activities of East India Company and Christian Missionaries in India.

Unit-2
- Charter Act of 1813, Anglicist – Classicist controversy
- Macaulay Minutes, Bentinck's Resolution 1835
- Woods Despatch 1854

Unit-3
- Indian Education Commission (Hunter Commission)-1882 and its impact on the subsequent development of education
- Lord Curzon's Educational Policy
- Growth of national consciousness, and National movement and its impact in education with reference to Gokhales Bill 1911

Unit-4
- Essential features of the Saddler Commission Report-1917,
- Hartog committee report,
- Wardha scheme of education-1937,
- Sargent report-1944

Unit-5
- Constitutional provision of Indian Education,
- Radhakrishnan Commission-1948-Aims of University education and the impact of recommendations on Aims.

Unit-6
- Secondary Education Commission 1952-53 Its Recommendation on organizations, curriculum and examination – Impact on subsequent development.
- Education Commission 1964-66 – Recommendations on objectives and structure of education.

Unit-7
- National Policy on Education 1986 –Objectives and Main Features,
- Revision of NPE - Ramamurti Review Committee – 1990
             - Janardhana Reddy Committee – 1991-92

Unit-8
- Development of education in Assam in the field of   – Primary Education
                                                       – Secondary Education
                                                       – University Education
                                                       – Women Education

Reference Books :
1) Altekar, A.S. – Education in Ancient India
2) Mukherjee, R.K. – Education in Ancient India
3) Zaffar – Education in Muslim Period
4) Nurullah, S and Naik, J.P. – A Students History of Education in India 1800-1973, Macmillan India Ltd.
5) Mukherjee, S.N. — Education in India Today and Tomorrow, Acharya Book Depot.
6) Ghosh, Suresh Chandra — The History of Education in Modern India (1757-1986), New Delhi, Orient Longman Ltd.
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Sociological Foundations of Education
Paper: 2.02 (Credits-6)
(Major Course)

Objectives :
1) To acquaint the students with education as a social process.
2) To inculcate the knowledge of Education from the social perspective.
3) To understand education as a determinant of social change and development.
4) To develop social habits and attitudes in the students and to make them socially adjustable.

Unit: 1 Educational sociology-concept
- Educational sociology-meaning, nature, scope,
- Need and importance of sociological approach in education,
- Educational sociology and Sociology of education

Unit: 2 Social group and Leadership
- Social group—definitions characteristics and classifications,
- Social interactions and their educational implications,
- Group dynamics,
- Leadership –role of education in leadership training.

Unit: 3— Education and society
Education--
- as a social system,
- as a socialization process,
- as a process of social progress
- as a process of social control

Unit: 4 Education and social change
- Education and social change – its meaning and concept,
- Agencies of social change,
- Education as a factor of social change with special reference to India

Unit: 5- Social Organization-disorganization:
- Social Organization-its concept,
- Factors influencing social organization educational implications of folkways and mores
- Disorganization-types, causes,
- Preventions of social disorganizations

Unit: 6 Education and Culture
- Culture – Meaning definition and nature
- Importance of Education in Culture
- Cultural change and Cultural Lag

Unit: 7-Modernization
- Modernization – Concept and Characteristics
- Modernization Vs Westernisation

Unit: 8- Social problem relating to Education in India
- Imbalance in education and Equalization of Educational Opportunity,
- Minimum Development Goal (MDG) in regard to education
- Child Labour

Reference Books :
1) Brown , F.J. – Educational Sociology, New Delhi – Prentice Hall of India
2) Harlambos, M – Sociology, Oxford University Press.
3) Ogburn, W.F. and Nemkoff, W.F. – A Handbook of Sociology, New Delhi – Eurasia Publishing House.
4) Bhushan Vidya and Sachdeva, D.R. – An Introduction to Sociology.
5) Paraluis, A.P. and Paraluis, R.I. – The Sociology of Education.
6) Mathur, S — A Sociological Approach of Indian Education.
7) Rao, Shankar — Sociology.

Emerging Issues and Education
Paper-(M) 3.01 (Credits-8)
(Major Course)

Objectives :
1) To acquaint the learner with the emerging issues in education.
2) To develop awareness and understanding about different literacy programmes, women empowerment, Human rights, globalization, vocationalization of secondary education.
3) To develop in students basic understanding regarding students indiscipline –its causes and remedies.
4) To acquaint the students about the need and importance of national integration and International understanding and the role of education in promoting them.
5) To acquaint the students with meaning, importance and means of life skill education.
6) To develop understanding about concept, importance, methods and programmmes of Peace Education.

Unit: 1 Universalization of primary education for national development
- Significance of universalization of primary education,
- Nature of universal literacy programme in India,
- Need and Importance of Literacy
- Literacy programmes in India-
  - -----National Adult Education Programme (NAEP),
  - ----- National Literacy Mission (NLC)
  - ----- Total Literacy Campaign (TLC),
  - ----- District Primary Education Programme (DPEP),
  - ------Sarva Shiksha Abhiyan (SSA),
  - ------Right of Children to Free and Compulsory Education Act
- Problems and remedial measures

Unit: 2 Education for women's equality and empowerment:
- Problem of women education with special reference to Assam
  - -- Literacy percentage of women,
  - -- Inadequate nutrition and technology,
  - -- Existing prejudices against women,
- Women empowerment—Meaning and objectives
- Governmental efforts for achieving quality life, equality of opportunities and social justice in relation to women.
- Role of Education in women empowerment
- Role of NCERT in women empowerment

Unit: 3 Education and Human Right
- Human Right-- Meaning and concept,
- Universal Declaration of Human Rights by U.N.
- Human Rights and Indian constitutions
- Importance of human Rights in National development
- Child Right and Democratic Education
- Education and Human Rights- Role of educational institutions in promoting human Rights

Unit: 4 Education for National Integration and International Understanding
- National Integration - Meaning and concept,
- International Understanding – Meaning and Concept.
- Factors of National Integration and International Understanding
- Role of education in promoting National Integration and International Understanding

Unit: 5 Globalization and Education
- Globalization – Meaning and perspective
- Causes of Globalization ,
- Impact of Globalization in India

Unit: 6 Student Indiscipline and Life skill Education
- Student Indiscipline - Meaning, causes and remedies
- Life skill Education – Meaning, importance and means

Unit: 7 Vocationalization of Secondary Education
- Vocationalization of Secondary Education –Concept
- Importance of vocationalization of Secondary Education
- Vocationalization of Secondary Education in India
- Problems of Vocationalization and suggestion to solve them

Unit: 8 Education for Peace
- Education for Peace - Concept and importance
- Method and Programmes of Peace Education.

Reference Books :
1) Prashar, M.R. – Education and Human Rights
2) Singh, M.S. – New Trends in Education.
3) Mohanty, J – Indian Education in the Emerging Society, New Delhi, Sterling Publishers Pvt. Ltd.
4) Jha, Prabeen Kumar – Educating Human Rights in Psycho, Social Perspective, Agra H.P. Bhargava Book House.

Measurement and Evaluation in Education
Paper: 3.02 (Credits-8)
(Major Course)

Objectives
1) To help the students to acquire knowledge of the concept of measurement and evaluation in education.
2) To develop an understanding of different types of educational tests and their uses.
3) To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.
4) To acquaint the students about intelligence test, personality test, aptitude, interest and attitude test, and educational achievement test.
5) To enable the students to understand about new trends in evaluation

Unit: 1: Measurement and Evaluation in Education,
- Concept of Educational Measurement –Its nature, functions
- Evaluation-Its meaning, Characteristics, basic principles,
- Relationship between measurement and evaluation,
- Test ,Examination and evaluation,
- Steps of evaluation in education,
- Importance of evaluation in education

Unit: 2: Test Construction
- General Procedure of Test Construction and standardization
- Item Analysis

Unit: 3: Measuring tools
- Different types of Tools
- Errors in measurement,
- Characteristics of a good test
- Validity, Reliability, Objectivity and Norms (Meaning, factors and method of determination types)

Unit: 4-: Intelligence Test
- Intelligence Test-- meaning
- Individual and group test of Intelligence –Binet test ,Army Alpha and Army Beta test,
- Uses of Intelligence test,

Unit: 5 -Personality Test
- Personality test meaning
- Questionnaire technique - MMPI,
- Rating scale,
- Projective tests,

Unit: 6 – Aptitude, Interest and Attitude Test
- Aptitude test- Types of Aptitude, uses of aptitude test
- Measurement of Interest- Kuder interest inventory-
- Measurement of attitude -Thurston and Likert scale

Unit: 7 - Educational Achievement Test
- Educational Achievement Test - meaning and classification,
- Construction of test Educational Achievement Test
- Different types of Educational Achievement Test
- Uses of Educational Achievement Test

Unit: 8 - New Trends in evaluation
- Normed referenced and criterion referenced test,
- Reporting Test result –cumulative record card,
- Grading and continuous evaluation,
- Formative and summative evaluation

Reference Books :
1) Freeman, F.S. – Theory and Practice of Psychological Measurement.
2) Thorndike, R.L. and Hagen, E.P. – Measurement and Evaluation in Psychology and Education, John Wiley and Sons.
3) Binod K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
4) Garrett, H.E. – Statistics in Psychology and Education Mumbai-Vakil, Feffer and Simons Pvt. Ltd.
5) Guildford, J.P. – Fundamental Statistics in Psychology and Education Mc Graw Hill Book Co.
6) Srivastava, A.B.L. and Sharma, K.K. – Elementary Statistics in Psychology and Education, New Delhi, Sterling Publishers Pvt. Ltd.
7) Mangal, S.K. – Statistics in Psychology and Education, New Delhi, Prentice Hall of India Pvt. Ltd.
8) Asthana, Bipin – Measurement and Evaluation in Psychology and Education Agra, Vinod Pustak Mandir
9) Anastasi, A – Psychological Testing, New York, The McMillian Co.
10) Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.
11) Îá±¦¤±÷Ï,   ÷1÷Ï – ¿úŽÂ±îÂ   Âó¿1÷±Âó Õ±1n¸ ÷ÓùÉ±ûþò, Õü÷ ÂõÅßÁ ¿ëÂËÂó±¼
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Educational Technology
Paper: 4.01 (Credits-8)
(Major Course)

Objectives
1) To enable the students to understand the concept and scope and objectives of Educational Technology.
2) To acquaint the students about teaching technology, behavioural technology and instructional technology.
3) To make the students understand about communication, process, teaching aids, system approach and use of computer and internet in educational technology.
4) To acquaint the students with innovations in Education through Educational Technology – Team Teaching, E-Learning and E-Library

Unit -1-Educational Technology
- Concept, Meaning, Nature and Scope of Educational technology
- Objectives of Educational Technology at Macro Level and Micro Level
- Importance of educational technology in conventional and distance mode of education
- Types of Educational Technology

Unit -2-Teaching Technology
- Meaning and nature of teaching technology,
- Operation of teaching – phase pre-active, interactive and post active phases

Unit -3 - Behavioural technology :
- Behavioural technology-meaning and nature
- Micro teaching-meaning and objectives
- Different phases of Micro-Teaching
- Merits and Demerits of Micro teaching

Unit -4 -Instructional technology :
- Instructional technology –meaning and nature
- Programmed Instruction – meaning, nature and principles
- Types of Programmed instruction – Linear, Branching, Mathetics and others
- Merits and demerits of programmed instruction

Unit -5 Communication and Interaction
- Communication - meaning and nature
- Types of classroom communication, verbal, non-verbal
- Classroom communication its barriers and solutions

Unit -6 Teaching Aids :
- Educational Technology and Teaching Aids.
- Importance of Teaching Aids.
- Classification of Teaching Aids.
- Principles of Selection and Use of Teaching Aids.
- Multimedia Approach in Education.

Unit -7 System Approach
- System approach in educational technology – meaning and definition.
- Procedural steps in the system approach in educational technology.
- Flow diagram

Unit -8 Computer and Education
- Computer –organization and operation,
- Computer in Education,
- Different uses of computer in education,
- Advantages and disadvantages of Computer Assisted Instruction.
- Internet and education

Unit -9 –Innovations in Education through Educational Technology
- Team Teaching, E-learning, E-Library

Reference Books:
1) Rao, Usha – Educational Technology
2) Sampath K, Pannerselvan A. Santhanam, S – Introduction to Educational Technology.
3) Sarma, A.R – Educational Technology
4) Kulkarni, S.S – Introduction to Educational Technology, New Delhi, Oxford and IBM Publishers Co.
5) Das, R.C. – Educational Technology, New Delhi, Sterling Publishers
6) Skinner, B.F – The Technology of Teaching, New York, Appleton
7) Sharma, R.A. – Technology of Teaching, Meerut, International Publishing House.
8) Barbora, R.D. & Goswami, Deepali — Educational Technology.
9) Goswami Meena, Kumari — Educational Technology
10) Îá±¦¤±÷Ï   ÷1÷Ï   –   ¦§±îÂßÁ   ÷ýÃÃù±1   ¿úŽÂ± >¶ûÅ¿M□Ã¿Âõ:±ò, Õü÷ ÂõÅßÁ ¿ëÂËÂó±¼

Environmental Education and Population Education
Paper: M.4.02 (Credits-8)
(Major Course)

A) Environmental Education
Objectives :
1) To enable the students to understand the concept, scope and importance of environmental education.
2) To enable the students to understand the programmes of environmental education at different levels of education.
3) To make the students aware of environmental stressors and knowledge on disaster management education.

Unit -1 Environmental Education
- Concept and definition of environment
- Importance of Environmental Education
- Relationship between man and environment - Ecological and Psychological perspective;
- Environmental degradation- and education for sustainable development

Unit -2 Environmental education at different Levels of Education
- Programme of environmental education for
  -----primary, secondary and higher levels

Unit -3 Environmental awareness and attitude change
- Awareness and attitude change through formal education
- Role of Formal and Non-Formal education
- Role of NGO

Unit -4 Environmental stressors and Disaster Management Education
- Environmental stressors –Natural and man-made
- Disaster Management Education for coping with the environmental situations
- Environmental Education –its problems and prospects
  with special reference to Assam

(B) Population Education
Objectives :
1) To enable the students to understand the effect of population growth on poverty, health and hygiene
2) To enable the students to understand the importance of population education in school levels

Unit -5 –Concept of Population Education
- Population education: concept, Nature and scope and objectives
- Need and importance of population education

Unit -6 –Population growth and Population Dynamics in India
- Causes of population growth in India
- Consequence of population growth
- Policies and programme of government of India regarding population control

Unit -7 - Population and Quality of life
- Population in relation to socio –economic development, health status, heath services, nutrition,
- Effect of population growth on natural resources and environment

Unit -8- Population Education and Schools
- Population Education and Schools-Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Method and approaches: Inquiry approach, Observation, Self study, Discussion, Assignment
- Use of mass media (Newspapers, Radio, T.V) and Audio-Visual Aids

Reference Books :
1) Sharma, R.A. – Environmental Education, Meerut – Surya Publications
2) Mahapatra, D – Environmental Education – Kalyani Publishers
3) Rao, D.G. – Population Education, Sterling Publishers
4) Kuppuswami B, Population Education, Asia Publishing House
5) Baldev, K.P. – Population Crisis in India, National

Philosophy of Education
Paper: M.5.01 (Credits-6)
(Major Course)

Objectives :
1) To make students understand how philosophical ideas have influenced educational ideas.
2) To acquaint with the relationship between philosophy and education.
3) To acquire knowledge about the three major philosophies of education — Idealism, Naturalism and Pragmatism.
4) To familarise with the Indian schools of philosophical thought — Vedic, Buddhist and Islamic thought.

Unit -1: Philosophy and education
- Meaning and definition of philosophy, its nature,
- Relationship between Education and philosophy,
- Importance of philosophy in education.

Unit -2 Western philosophy -1
- Naturalism –meaning ,characteristics ,principles,
- Education and naturalism,
- Its impact on aims, curriculum, methods of teaching, discipline and role of teacher

Unit -3 Western philosophy -2
- Idealism- meaning ,characteristics ,principles,
- Education and Idealism
- Its impact on aims, curriculum, methods of teaching, discipline and role of teacher

Unit -4 Western philosophy -3
- Pragmatism- meaning, characteristics, principles,
- Education and Pragmatism,
- Its impact on aims, curriculum, methods of teaching discipline and role of teacher

Unit -5 Indian schools of philosophy
- Vedic Philosophy
- Yoga
- Buddhist philosophy of education
  --- Educational Implications of Buddhist philosophy
- Fundamental Concepts of Isalamic thought
  --- Educational Implications of Isalamic thought

Unit – 6 - Social philosophy of education -Democracy
- Meaning and significance of Democracy
- Basic principles of Democracy
- Democracy and Education with reference to
  – aims, curriculum, discipline, Method of teaching and
  – role of teacher

Reference Books :
1) Brubachar, J.S. — Modern Philosophies of Education, Mc Graw Hill.
2) Dewey, John — Democracy and Education Free Press.
3) Rusk, R.R. — Philosophical Bases of Education
4) Sutharamu, A.S. — Philosophies of Education
5) Chatterjee, S and Dutta, D.M. — An Introduction to Indian Philosophy
6) Sarma-Mani — Educational Practices of Classical Indian Philosophies, Agra, H.P. Bhargava Book House.

Educational Thinkers - Oriental and Occidental
Paper: 5.02 (Credits-6)
(Major Course)

Objectives :
1) To enable the students to understand the philosophy of life of different educational thinkers and their contribution to present day educational thought.
2) To enable the students to learn about the views of the Western and Indian thinkers on aim, curriculum, method of teaching, discipline and role of teacher

Unit: 1- Rousseau
- Philosophy of life
- Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and Discipline
- Significant contribution to present day educational thought - an appraisal

Unit: 2 – John Dewey
- Philosophy of life
- Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
- Significant contribution to present day educational thought - an appraisal

Unit: 3 – John Henrich Pestalozzi
- Philosophy of life
- Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
- Significant contribution to present day educational thought - an appraisal

Unit: 4 – Mahatma Gandhi
- Philosophy of life
- Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
- Significant contribution to present day educational thought - an appraisal

Unit: 5 – Swami Vivekananda
- Philosophy of life
- Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
- Significant contribution to present day educational thought - an appraisal

Unit: 6- Rabindranath Tagore
- Philosophy of life
- Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
- Significant contribution to present day educational thought - an appraisal

Reference Books :
1) Mukherjee, K.K. – Some Great Educators
2) Rusk, R – Doctrines of the Great Educators, Mc Millian
3) Chaube, S.P. – Ideals of the Great Western Educators, Neelkamal Publications.
4) Goswami, M.K. — Educational thoughts and Essays, New Delhi, Asian Book Pvt. Ltd.

Teacher Education
Paper: 5.03 (Credits-6)
(Major Course)

Objectives :
1) To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2) To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3) To acquaint the learner with skilled based and competency based teacher education.
4) To develop understanding about professional ethics and accountability of teacher.
5) To acquainted the learner with different organizations involved in teacher education.

Unit: 1: Teacher education concept and brief history in India
- Teacher education – concept ,aims ,and scope
- Objective of teacher education
- Development of teacher education in India

Unit: 2 Teacher Education for different Levels of Education
- Preparation of teachers for
  --- Pre-primary,
  --- Primary, and
  --- Secondary stages (Pre-services)
- In-service training programme –its need and importance

Unit: 3: Policies and practices and Quality Assurance in teacher education
- A critical appraisal of the present system of teacher education in India-a study of the various Policies and practices in teacher education in post-independence era,
- Quality Assurance in teacher education
- Present problems of   teacher education and suggestions for solution

Unit: 4 Teacher education and Educational Technology
- Skill-based and Competency based teacher education
- Interaction analysis – Flanders interaction analysis
- Simulated Social Skill Training (SSST)

Unit: 5 Teacher's Role, Professional Ethics and Accountability
- Teacher's Role –
  --- As a facilitator of learning
  --- In transaction of curriculum
   --- As a link between school and society
- Role Expectations of Teacher in the Twenty first century
- Professional ethics and accountability of teacher

Unit: 6 –Organizations for Teacher Education
- District education for Education and Training(DIET),
- State Council for Educational Research and Training (SCERT),
- National Council for Educational Research and Training (NCERT),
- National Council for Teacher Education (NCTE),
- Central Institution of Educational Technology (CIET),
- National University of Educational Planning and Administration (NUEPA)
- Regional College of education in India and their functions

Reference Books :
1) Sharma, Sashi Prabha — Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
2) Fhanders, Ned, A — Analysing Teacher Bahaviour London, Wesly Publishing Company.
3) Gurry, P — Education and the training of Teachers, London Longmans, Green and Company.
4) Mukherjee, S.N. — Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
5) Bhargava, M. and Saikia, L. Rasul — Teacher in 21st Century-Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.

Teaching – Learning Method and Pedagogy
Paper: 5.04 (Credits-6)
(Major Course)

Objectives :
1) To acquaint the students with the teaching learning process, the principles, maxims fundamental of teaching.
2) To develop an understanding of the various methods and devices of teaching.
3) To acquaint students with levels, strategies and models of teaching.
4) To understand about teaching effectiveness and classroom management.
5) To develop a positive attitude towards the teaching profession.

Unit: 1-- Teaching and learning process
- Teaching- meaning / concept ,nature
  - Teaching as arts and science
- Criteria of good teaching
- Relation between teaching and learning,
- Factors affecting teaching learning process.
- Principles of teaching
- Maxims of teaching,
- Fundamentals of teaching
- Taxonomy of Educational Objectives : Cognitive, Affective and Psychomotor

Unit: 2 – Teaching Methods-
- Significance of Methods of teaching
- Characteristics of good method of teaching
- Lecture, demonstration, problem solving and programme instruction
- Function of teacher as facilitator, as a counselor, as a researcher

Unit: 3-Teaching Devices-
- Narration, Explanation, Illustration and Questioning
- Drill and Review as Fixing Devices

Unit: 4—Levels and strategies of Teaching -
- Teaching Levels — strategies and models
- Teaching strategies- Meaning, nature, Types- autocratic and democratic strategies

Unit: 5 - Teaching effectiveness—
- Meaning and Characteristics of teaching effectiveness
- Classroom Management—Meaning and Strategies

Unit: 6 – Teaching Models-
- Teaching Models- Meaning, functions and types
- Model of teaching
  - — Inquiry Training Model
  - — Concept Attainment Model (CAM)
  - — Value Analysis Model (VAM)
- Feasibility of Models of Teaching in Classroom.

Reference Books :
1) Passi, B.K. — Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, Sahitya Mudranalaya
2) Singh, Amarjit — Classroom management, New Delhi, Kanishka Publishers.
3) Siddiqui, M.H. — Models of Teaching, New Delhi, APH Publishing Corporation.
4) Krishnamacharyulu, V — Classroom Dynamics, Hyderabad, Neel Kamal Publications Pvt. Ltd.
5) Khan, Sharif and Akbar, Rashid — School Teaching, New Delhi, APH Publishing Corporation.
6) Joshi, A — Models of Teaching, Agra, H.P. Bhargava Book House.
7) Joyce, Bruce and Weil, Marsha — Models of Teaching, New Delhi Prentice Hall of India.
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Statistics in Education
Paper: 5.05 (Credits-6)
(Major Course)

Objectives :
1) To enable the students to understand the basic concept of statistics.
2) To acquaint the students with different statistical procedures used in Education.
3) To give detailed knowledge about Descriptive Statistics
4) To familiarize the students about the Normal Probability Curve and its applications in Education.

Unit: 1- Statistics in education and Measures of central tendency
- Statistics- Meaning and Nature
- Need of Statistics in education and psychology,
- Different method of statistics
  -- Organization of data (frequency distribution)
- Measures of central tendency and their uses –
  ---Mean from grouped and ungrouped data (long and short method) combined mean,
  ---Median from ungrouped and grouped data,
  ---Mode

Unit: 2 Graphical presentations of data
13) Graphical presentation of data -Advantages of graphical presentation of data.
14) Basic principle of constructing a graph,
9) Different types of graph –histogram, polygon, Cumulative frequency percentage curve (Ogive)

Unit: 3-Measures of variability
- Measures of variability –Concept, Types and their uses ,merits and demerits
- Quartile deviation,
- Standard deviation-(grouped and ungrouped data-short method), Combined S.D

Unit: 4- Measures of relative position-
- Percentile,
- Percentile Rank- calculation from frequency distribution and ordered data

Unit: 5--Measures of relationship- Coefficient of correlation
- Coefficient of correlation – Meaning and types,-
- Product-moment method and interpretation of result
- Rank difference method and interpretation of result

Unit: 6 –Normal Probability Curve, Kurtosis, Skewness
- Normal distribution and Normal Probability Curve-meaning and characteristics
- Uses of Normal Probability Curve in education
- Applications of Normal Probability Curve
- Deviation from Normality-Causes and measures- Kurtosis and Skewness

Reference Books :
1) Garrett, H.E. — Statistics in Psychology and Education, Mumbai, Vakils, Feffer and Simons Pvt. Ltd.
2) Binod, K. Sahu — Statistics in Psychology and Education, New Delhi, Kalyani Publishers.
3) Mangal, S.K. — Statistics in Psychology and Education, New Delhi — Prentice Hall of India.
4) Elhance, D.N. — Fundamentals of Statistics Allahabad, Kitab Mahal.
5) Kausal, T.K. — Statistical Analysis, New Delhi, Kalyani Publishers.
6) Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.
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Practical paper
Paper: 5.06 (Credits-6)
(Major Course)

Objectives :
1) To enable the students to understand the concept of experimental psychology.
2) To understand the methods of conducting various psychological experiments and tests.
3) To develop scientific attitude amongst students.

The candidates will be required to perform at least 12 laboratory experiments. Marks for practical examination will be distributed as:

A) Psychological practical without apparatus   20
B) Psychological practical with apparatus   20
C) Physiological Drawing   10
- Viva-voce   15
- Note Book   10

Total   75

A. (Psychological Practical without Apparatus)

Unit: 1— Memory-   Immediate memory span

Unit: 2--Attention –   Division of attention

Unit: 3—Learning --   Whole versus Part Leaning

Unit: 4 – Imagination—Ink Blot Test

Unit: 5 – Association—Free Association Test, Controlled Association test, Free Vs Controlled Association Test

Unit: 6 – Motivation – Knowledge of result on performance

Unit: 7 – Fatigue –   Mental work and fatigue

Unit: 8 – Personality – Personality test for introversion and extroversion

B. (Psychological Practical with Apparatus)

Unit: 9 – Mirror Drawing Apparatus- Trial and Error learning and Bilateral transfer

Unit: 10– Punch Board Maze or other Maze -- Maze learning

Unit: 11 – Tachistoscope -- Spans of Attention, Span of Apprehension
Unit: 12 – Memory Drum-- Memorization between meaningful materials and nonsense materials

C. (Physiological Drawing)
Unit: 13 ---- Human Brain,
Unit: 14----- Receptors- Eye and Ear.
Unit: 15 ---- Effectors- Endocrine Glands

Reference Books:
1) Woods Worth R.S. and Schlosberg, H – Experimental Psychology, London, Methuen
2) Postman, L and Egan, J.P. – Experimental Psychology, Ludhiana, Harper and Row, Kalyani Publishers
3) Postman Egan – Experimental Psychology – An Introduction Ludhiana, Kalyani Publishers
4) Das, P.C. – Experiment and Measurement in Education and Psychology, Guwahati, ABD
5) Saikia, L.R. – Psychological and Statistical Experiment in Education, Guwahati
6) Meguigam, F.J. – Experimental Psychology, New Delhi, Prentice Hall of India.
7) Fox, Charles — A Text Book of Practical Psychology, New Dehli, Akansha Publishing House.
8) Nataraj, P — Manuals of Experiments in Psychology, Mysore, Srinivasa Publications.
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Developmental Psychology
Paper: 6.01 (Credits-6)
(Major Course)

Objectives :
1) To enable the students to understand the basic concepts relating to development.
2) To acquaint the students about heredity and environmental factors affecting pre-natal development
3) To enable the students to understand the development aspects during infancy and childhood.
4) To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Unit -1: Introduction to Development Psychology
- Developmental at Psychology – Concept, meaning and scope
- Method of Studying Development
- Hereditary factors — pre-natal development and its importance
- Conditions affecting pre-natal development
- Environmental factors and development

Unit -2 Developmental Aspects During Infancy
- Characteristics of Infancy
- Developmental Aspects
  — Physical Development
  — Motor Development
  — Sensory Development
  — Emotional Development
  — Speech Development
  — Cognitive Development

Unit -3 Development During Childhood
- Emotional development — common emotional patterns, emotional control.
- Social development during early childhood, influence of family and school in the process of socialization.
- Personality development — Influence of family and school on personality development.

Unit -4 Adolescence Psychology
- Need and importance of studying adolescent behaviour.
- Goals of adolescence
- Adolescence— age of transition
- Physiological growth and intellectual development during adolescence.

Unit -5 Social Development
- Social Development during Adolescence
- Influence of family and peer in their social relationships
- Social Maturity
- Factors affecting social adjustment

Unit – 6 Emotional and Personality Development
- Emotional Development during Adolescence
- Personality Development during Adolescence
- Adjustment problems and Juvenile Delinquency

Reference Books:
1) Bee, H. and Denise Boyd — The Developing Child, Pearson Education Inc. India Edition.
2) Cole, L — Psychology of Adolescence, New York, Rinchart and Winsten.
3) Goswami, G (2008) – Child Development and Child Care, Guwahati, Arun Prakashan.
4) Hurlock, E.B. — Developmental Psychology – A life span approach, Tata Mc Graw Hill Publishing Com. Ltd.
7) Thompson, G.G. — Child Psychology, Bombay, The Times of India Press (Indian reprint)
8) Hurlock, E.B — Child Development, Tata Mc. Graw Hill Publishing Com. Ltd.
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Continuing Education and Distance Education
Paper: 6.02 (Credits-6)
(Major Course)

Group –A
(Continuing Education)

Objectives :
1) To enable the students to understand the concept of continuing education and its relevance to the changing society.
2) To acquaint the students with methods and techniques of continuing education.
3) To make the students understand the development of Adult Education in India, Kinds of Adult Education Programme in India and the major problems conformating adult education.
4) To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India.
5) To acquaint the students with the different forms of instructional strategies in distance education along with the distance mode of learning.

Unit: 1 -- Continuing Education
- Continuing Education- its meaning and scope
- Different aspects of continuing Education – Fundamental Education, Adult Education, Social Education and Extension Education – their meaning and nature.
- Agencies of Continuing Education.
- Role of University in adult/continuing education.
- Significance / importance of Continuing Education

Unit: 2 – Continuing Education – Methodologies
- Different methods of Continuing Education
- Role of Mass Media in Continuing Education
- Strategies and devices of Continuing Education.
- Methods of Teaching Adults.

Unit: 3 -- Adult Education
- Development of Adult Education in India
- Kinds of adult education programme in India
- Functional Literacy programme—Role of National Literacy Mission (NLM)
                        Total Literacy Programme / Campaign
- Planning adult education programme in India for rural women
- Problems of Adult Education in post independent India and their solutions

Group –B
(Distance Education)

Unit: 4- Distance Education and its Development
- Distance Education-meaning, Characteristics and teaching –learning components
- Distinction Education open learning and distance education.
- Need and importance of distance education
- Structures of IGNOU's distance learning programmes
- Growth of distance education Distance teaching- learning system in India
- Distance education and the goals of equality of opportunity
- Merits and demerits of distance education

Unit: 5- Instructional Strategies in Distance Education
- Different forms of instructional materials in Distance Education
- Non print media- Radio and Television
- Information and Communication Technology (ICT) and their application in Distance Education

Unit: 6 – Distance Mode of Learning
- The content, methodology of design of student support services in distance education and their management.
- Distance Education and rural development
- Role of distance education in teacher training programme
- Role of distance Education in the promotion of women education.

Reference Books :
1) Styler, W.E. — Adult Education in India, London Oxford University Press.
2) Rogers, Alam — Teaching Adults, Sterling Publishers Pvt. Ltd.
3) Thakur, Devendra — Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications.
4) Sharma, Madhulika — Distance Education, Concepts and Principles, New Delhi, Kanishka Publishers.
5) Pramji, S — Distance Education, New Delhi, Sterling Publishers Pvt. Ltd.
6) Ansari, N.A — Adult Education in India, New Delhi, S. Chand and Company Ltd.
7) Saiyadin, M.S. – Challenges in Adult Educations, New Delhi, Macmillian India Ltd.
8) Mohanty, S.B. — Life Long and Adult Education, New Delhi, Ashish Publishing House.
9) Goswami, D — Literacy and Development, Guwahati, DVS Publishers.

Special Education
Paper: 6.03 (Credits-6)
(Major Course)

Objectives :
1) To help the students to understand the meaning and importance of special education.
2) To acquaint the students with the different government policies and legislations regarding persons with disabilities
3) To familiarise the students with the different types of special children with their behavioural characteristics.
4) To enable the students to know about the different issues, education provisions and support services of special children.

Unit: 1- Special Education
- Special Education-Meaning ,scope and objectives
- Basic principles of Special Education
- Importance of Special Education
- Special Education Services
- Development of Special Education with reference to India

Unit: 2- Government policies and Programmes and Special Education
- Objectives of education for challenged children in the International year of Disabled Persons,1981 with specific reference to India
- National Policy on Education 1986
- The Integrated Education Scheme 1992 for the Mildly Challenged
- Human Rights as per the UN Standard Rules 1994
- The Persons with Disabilities (PWD) Act 1995

Unit: 3 Physically Challenged Child
- Physically Challenged Child-Definitions and types
- Psychological and Behavioural Characteristics
- Educational programmes

Unit: 4 - Mentally Retarded and Emotionally Disturbed Child
- Mentally Retarded-Definitions and types
- Psychological and Behavioural Characteristics
- Educational Programmes
- Emotionally Disturbed Child-Definitions and Types

Unit: 5 – Child with learning Disability
- Child With learning Disability-- Definitions and types
- Psychological and behavioural characteristics
- Educational programmes

Unit: 6- Educational intervention and issues in Special Education
- Nature and objectives of special schools
- Support services provided in these schools
- Concept of remedial teaching (for LD children)
- Role of school, family and community in educating exceptional child
- Teacher Education for special schools
- Concept of mainstreaming, Labeling Integrated schools, inclusive education, Deinstitutionalization

Reference Books :
1) Bhargava, M — Exceptional Children, Agra H.P. Bhargava Book House
2) Chapman, E.K. — Visually Handicapped Children and Young People, London, Routhedga and Kegan Paul.
3) Kotwal, P. — Special Education, Delhi – Authors Press.
4) Mangal, S.K. — Educating Exceptional Children – An Introduction to Special Education, New Delhi, PHI Pvt. Ltd.
5) Kar, Chintamani — Exceptional Children – Their Psychology and Education, New Delhi, Sterling Publishing Pvt. Ltd.

Guidance and Counselling
Paper: 6.04 (Credits-6)
(Major Course)

Objectives :
1) To enable the students to understand the concept, nature, scope, need and importance of guidance.
2) To enable the students to understand the meaning, purpose and functions of different types of guidance.
3) To enable the students to understand about the different types of guidance programmes and their organization.
4) To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counselling.
5) To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.
6) To enable the students to understand the role of school counsellor and qualities of a good counsellor

Unit: 1 – Concept of Guidance
- Guidance – Meaning, nature and scope
- Need and importance of guidance in education
- Types of guidance
- Role of the teacher in guidance

Unit: 2 - Educational Guidance
- Educational Guidance Meaning purpose and functions
- Guidance in Elementary School
- Guidance in Secondary School

Unit: 3 – Vocational Guidance
- Vocational Guidance-- Meaning purpose and functions
- Relationship between Educational Guidance and Vocational Guidance
- Career and occupational information

Unit: 4 Organization of Guidance Programme
- Principles of organization
- Group guidance
- Individual inventory
- Information orientation service
- Placement services and
- Follow up services

Unit: 5 - Counselling
- Counselling –Meaning, nature and scope
- Needs and Importance
- Different types
- Steps and Techniques
- Qualities of a good Counsellor

Unit: 6 – Guidance and Counselling
- Relationship between guidance and counselling
- Problems of guidance and counselling
- Ways to improve guidance and counselling
- Role of school counsellor in guidance programme.

Reference Books :
1) Crow, L.D.I., Crow, A — An Introduction to Guidance.
2) Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3) Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4) Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
5) Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
6) Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
7) Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R.W.
8) Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

Educational Management and Administration
Paper: 6.05 (Credits-6)
(Major Course)

Objectives :
1) To enable the students to understand the basic concepts of management, organization and administration
2) To provide knowledge on Types, Principles and Functions of Educational Management
3) To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

Unit: 1- Concept of Educational Management
- Educational management-Meaning nature scope and Objectives
- Meaning of school administration and school organization
- Difference between educational management, administration and school organization
- Educational administration vs. school administration
- Characteristics of successful Educational management

Unit: 2 – Principles and Types of Educational Management
- General principles of Educational management
- Types of Educational Management-
  -- Centralized and decentralized
  -- Autocratic, Democratic and Laissez faire
  -- Participatory management

Unit: 3 Functions of Educational Management
- Functions of Educational Management
  – Planning, Organization, Directing and Controlling
- Role of Head of the institution and teacher in Management

Unit: 4 – Educational Supervision
- Supervision- meaning, nature and scope
- Inspection vs. Supervision
- Types of Supervision – academic and administrative
- Importance of Supervision

Unit: 5 –Institutional Planning
- Institutional Planning – meaning, nature and characteristics
- Types of Institutional Planning
- Steps in Institutional Planning
- Importance of Institutional Planning
- Educational planning – School Time table and co-curricular activities

Unit: 6 -Administrative structure of Education India and Assam
- Educational structure of education in the Central Government- role of MHRD
- Central –State relation in Education in India Statutory/Autonomous Organization
- Some problems of Educational Administration
- Administration of School Education in Assam

Reference Books :
1) Krishnamacharyulu, V. - School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad
2) Sharma, R.A. — Educational Administration and Management Meerut, Surya Publication.
3) Aggarwal, J.C. — Educational Technology and Management, Agra, Vinod Pustak Mandir
4) Harold, J & Elsabree Willard, S — Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd.
5) Mukherji, S.N. — Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda.

Project Work
Paper: 6.06 (Credits-6)
(Major Course)

Each candidate is required to complete any one project related to any area of the syllabus to be evaluated by internal and external examiners jointly through viva voce test. The project work will have to be completed according to following —

- Identification of the problem/topic

- Formulating the objectives

- Review the relevant / related literature (if any)

- Writing the hypotheses (wherever possible)

- Field identification-scope and delimitations

- Nature of information / data required — their sources

- Collection and organization of data, analysis and drawing conclusion

- Reporting

Submitted by
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Gauhati University
Date : 1st February, 2011