

**EDUCATION**  
**FOR**  
**UNDER GRADUATE CBCS COURSE (REGULAR)**  
**(REVISED)**



**(Approved by Academic Council on 8<sup>th</sup> November, 2019  
effective from July, 2019)**

**GAUHATI UNIVERSITY**  
**GUWAHATI**

## Course Structure of B.A. Education (Regular) under CBCS Curriculum

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

### Instruction on teaching method:

- The classroom transaction of all the papers will be done through Blended mode of learning. However, offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.
- Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.
- Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.
- 40% of the courses will be covered by online mode of learning.

**Evaluation:** The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Semester	Core Course	AECC	SEC	DSE	GE
I	English-1	English/MIL Communication & Environmental Science			
	EDU-RC-1016				
	Other Subject				
II	English-2	English/MIL Communication & Environmental Science			
	EDU-RC-2016				
	Other Subject				
III	MIL/Alt English-1		EDU-SEC- 3014		
	EDU-RC-3016				
	Other Subject				
IV	MIL/Alt		EDU-SEC-		

	English-2		4014		
	EDU-RC-4016				
	Other subject				
V			EDU-SEC-5014	<i>Any one</i> EDU-RE-5016/ EDU-RE-5026/ EDU-RE-5036/ EDU-RE-5046	EDU-RG-5016
VI			EDU-SEC-6014	<i>Any one</i> EDU-RE-6016/ EDU-RE-6026/ EDU-RE-6036/ EDU-RE-6046	EDU-RG-6016

## UG CBCS Education, GU (Regular)

### List of Papers

<b>Core Papers</b>					
Sl. No	Course code	Title of the Paper	Credit	External	Internal
1	EDU-RC-1016	Foundations of Education	6	80	20
2	EDU-RC-2016	Psychology of Adolescents	6	80	20
3	EDU-RC-3016	Guidance and Counselling	6	80	20
4	EDU-RC-4016	History of Education in India	6	80	20
5	EDU-RE-5016/ EDU-RE-5026/ EDU-RE-5036/ EDU-RE-5046	Continuing Education/ Developmental Psychology/ Human Right Education/ Teacher Education in India	6	80	20
6	EDU-RE-6016/ EDU-RE-6026/ EDU-RE-6036/ EDU-RE-6046	Mental health and Hygiene/ Special Education/ Educational Management/ Women and Society	6	80	20
<b>Generic Elective (GE)</b>					
1	EDU-RG-5016	Distance Education	6	80	20
2	EDU-RG-6016	Mental Health and Hygiene	6	80	20
<b>Skill Enhancement Course (SEC)</b>					
1	EDU-SEC-3014	Public Speaking Skill	4	30	30
2	EDU-SEC-4014	Writing Bio-Data and facing an interview	4	30	30
3	EDU-SEC-5014	Extension Activities	4	30	30
4	EDU-SEC-6014	Developing Teaching Skill	4	30	30
<b>Ability Enhancement Course (AEC)</b>					
1	AECC-1		4	30	30
2	AECC-2		4	30	30

# **1<sup>st</sup> SEMESTER (REGULAR)**

**EDU-RC-1016**

## **FOUNDATIONS OF EDUCATION**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

### **Course Objectives:**

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

### **Course contents**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Concept of Education</b> <ul style="list-style-type: none"><li>• Meaning ,Nature and Scope of education</li><li>• Forms of education-</li><li>• Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education</li><li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li><li>• Social Vs Individual aim.</li><li>• Vocational and Liberal aim</li><li>• Democratic aim of education.</li></ul>
<b>Unit-2</b>	<b>Philosophy and Education</b> <ul style="list-style-type: none"><li>• Philosophy: Meaning, Nature and Scope</li><li>• Philosophy of Education: Meaning and Scope</li><li>• Relationship between education and philosophy</li><li>• Impact of philosophy on education</li></ul>
<b>Unit-3</b>	<b>Psychology and Education</b> <ul style="list-style-type: none"><li>• Meaning and nature of Psychology</li><li>• Relation between education and psychology</li><li>• Educational Psychology-Nature, Scope, Method Observation, Experimentation, Case study method</li><li>• Importance of Educational Psychology in teaching –learning process</li></ul>
<b>Unit-4</b>	<b>Education for National Integration and International understanding</b> <ul style="list-style-type: none"><li>• Meaning and Nature of National Integration and International understanding</li><li>• Role of education in development of National Integration and International understanding.</li><li>• Globalization and its impact in developing International cooperation</li></ul>

<b>Unit-5</b>	<p><b>Sociology and Education</b></p> <ul style="list-style-type: none"> <li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li> <li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li> <li>• Concept of socialization, Education as a socialization process</li> </ul>
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### **Recommended Readings:**

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *SikshatattaAdhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Goswami, Dulumoni (2020) : *Principles of Education*, LBS Publications, Guwahati
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- Saikia, Polee (2019) 2<sup>nd</sup> Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

## **2<sup>nd</sup> SEMESTER (REGULAR)**

**EDU-RC-2016**

### **PSYCHOLOGY OF ADOLESCENTS**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

#### **Course Objectives:**

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

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

#### **Course contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Introduction to adolescent psychology</b> <ul style="list-style-type: none"><li>• Meaning and definition of adolescence</li><li>• Need and importance of studying adolescent psychology</li><li>• Adolescence – age of transition</li><li>• Is adolescence a period of storm and stress?</li></ul>
<b>Unit-2</b>	<b>Physical and mental development</b> <ul style="list-style-type: none"><li>• Characteristics of physical development</li><li>• Characteristics of mental development</li><li>• Educational implications of physical and mental development</li></ul>
<b>Unit-3</b>	<b>Social development</b> <ul style="list-style-type: none"><li>• Characteristics of social development</li><li>• Influence of peers in social development</li><li>• Factors affecting social adjustment</li></ul>
<b>Unit-4</b>	<b>Emotional and personality development</b> <ul style="list-style-type: none"><li>• Characteristics of emotional development</li><li>• Personality changes during adolescence</li><li>• Adjustment problems of adolescence</li></ul>
<b>Unit-5</b>	<b>Delinquency</b> <ul style="list-style-type: none"><li>• Meaning , Nature and types of delinquency</li><li>• Causes of delinquency – biological, psychological and sociological</li><li>• Role of school, family and society in preventing delinquency</li><li>• Prevention and control of drug addiction</li></ul>

#### **Recommended Readings:**

- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: ArunPrakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- S. P Chudey , 2002 *Psychology of Adolescence*, Concept Publishing House



# **3<sup>rd</sup> SEMESTER (REGULAR)**

**EDU-RC-3016**

## **GUIDANCE AND COUNSELLING**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

### **Course Objectives:**

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

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

### **Course contents**

<b>Unit</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Introduction to Guidance</b> <ul style="list-style-type: none"><li>• Meaning, objectives and scope of guidance</li><li>• Need and principles of guidance</li><li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li></ul>
<b>Unit-2</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"><li>• Meaning, objectives and scope of counselling</li><li>• Need and principles of counselling</li><li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li><li>• Relation between Guidance and Counselling</li></ul>
<b>Unit-3</b>	<b>Organization of guidance service</b> <ul style="list-style-type: none"><li>• Meaning of guidance service</li><li>• Need and principles of organizing guidance service</li><li>• Components of guidance service: counselling service, techniques of counselling service</li><li>• Qualities of a good counsellor</li></ul>
<b>Unit-4</b>	<b>Guidance needs of students</b> <ul style="list-style-type: none"><li>• Guidance needs of students in relation to home-centred and school-centred problems</li><li>• Group guidance and Group counselling</li><li>• Guidance for CWSN</li><li>• School Guidance Clinic</li></ul>
<b>Unit-5</b>	<b>School guidance programme</b>

	<ul style="list-style-type: none"><li>• Importance of guidance and counselling cells in educational institutions</li><li>• Follow-up Services</li><li>• Role of the Head of the institution and parents in guidance and counselling</li><li>• Challenges and functions of the teacher as guidance provider/ counsellor</li></ul>
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**Recommended Readings:**

- Agarwal, Rashmi(2010).*Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989):*Educational and Vocational Guidance and Counselling*. New Delhi:Doaba House.
- Bhatia,K.K.(2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

**EDU-SEC- 3014**

**PUBLIC SPEAKING SKILL**

**Total Marks- 60 ( External-30 Internal-30)**

**Credit – 4**

**Course Outcome:**

After completing this course, students will be able to acquire the capacities of public speaking skill.

**Course contents**

**a. Theory (2 Credits)**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Public Speaking and Communication Skill</b> <ul style="list-style-type: none"><li>• Meaning and Importance of Public Speaking</li><li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li><li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li><li>• Ways of becoming Better Public Speaker</li><li>• Concept and Nature of Communication</li><li>• Types of Communication: Verbal and non-Verbal</li><li>• Barriers of Communication</li><li>• Ways of Effective Communication</li></ul>
<b>Unit-2</b>	<b>Personality Development and Motivation as Means for Effective Public Speaking</b> <ul style="list-style-type: none"><li>• Concept and Nature of Personality</li><li>• Types of Personality: Extrovert and Introvert</li><li>• Role of Personality in Effective Communication</li><li>• Concept of Balanced Personality</li><li>• Meaning and Nature of Motivation</li><li>• Ways or means of motivating audience</li></ul>

**b. Practical (2 Credits)**

Students shall prepare a write-up based on topic selected for speech.

**Guidelines:**

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking

- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill)

**Recommended Readings:**

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina(2011). *Successful Public Speaking*. ArinaNikitina& bookboon.com

## 4<sup>th</sup> SEMESTER (REGULAR)

EDU-RC-4016

### HISTORY OF EDUCATION IN INDIA

Marks: 100 (External: 80 Internal: 20)

CREDIT: 6

#### Course Objectives:

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

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

#### Course contents

Units	Content
<b>Unit-1</b>	<b>Education in British India</b> <ul style="list-style-type: none"><li>• The Beginning<ul style="list-style-type: none"><li>- The Charter Act of 1813</li><li>- The Anglicists-Orientalists Controversy</li><li>- Macaulay's Minute, 1835</li><li>- Downward Filtration Theory</li></ul></li><li>• Wood Despatch of 1854<ul style="list-style-type: none"><li>- Background of the Despatch</li><li>- Recommendations</li><li>- Implementation of the Despatch</li></ul></li><li>• Indian Education Commission-1882<ul style="list-style-type: none"><li>- Appointment of Indian Education Commission</li><li>- Background for appointing the Commission</li><li>- Major Recommendations</li><li>- Criticism of the Commission</li></ul></li></ul>
<b>Unit-2</b>	<b>Raise of Nationalism and its impact on Education</b> <ul style="list-style-type: none"><li>• Initiative of GopalkrishnaGokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912</li><li>• All India Educational Conference, Wardha, 1937</li><li>• Gandhijis Basic Education –Concept, Philosophy and Salient Features, Criticism of the Basic Education</li></ul>
<b>Unit-3</b>	<b>Development of Indian Education: Post Independence I</b> <ul style="list-style-type: none"><li>• University Education Commission-1948<ul style="list-style-type: none"><li>- Appointment of University Education Commission</li><li>- Aims of University Education</li><li>- Recommendations of the Commission</li><li>- Evaluation of the Recommendations</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• Secondary Education Commission-1952-53 <ul style="list-style-type: none"> <li>- Appointment of Secondary Education Commission</li> <li>- Aims and Objectives of Secondary Education</li> <li>- Defects of Secondary Education</li> <li>- Recommendations of the Commission</li> <li>- Evaluation of the Recommendations of the Commission</li> </ul> </li> </ul>
<b>Unit-4</b>	<b>Development of Indian Education: Post Independence- II</b> <ul style="list-style-type: none"> <li>• Education Commission-1964-66 <ul style="list-style-type: none"> <li>- Major Recommendations and its effects on existing Indian education</li> </ul> </li> <li>• National Policy of Education-1986 <ul style="list-style-type: none"> <li>- Background</li> <li>- Major Recommendations</li> <li>- Impact on Indian Education</li> </ul> </li> </ul>
<b>Unit -5</b>	<b>Recent Developments in Indian Education</b> <ul style="list-style-type: none"> <li>• The National Knowledge Commission's Report <ul style="list-style-type: none"> <li>- Major recommendation and its implementation</li> </ul> </li> <li>• National Curriculum Framework, 2005</li> <li>• Government Programmes of Education: SSA, RMSA and RUSA</li> <li>• The Right to Education Act, 2009 and its implementation.</li> </ul>

### Recommended Readings:

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

**EDU-SEC-4014**  
**WRITING BIODATA AND FACING AN INTERVIEW**  
**Total Marks-60 ( External -30 Internal-30)**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

**Course contents**

**a. Theory (2 Credits)**

Units	Contents
<b>Unit-1</b>	<p><b>Bio-data</b></p> <ul style="list-style-type: none"> <li>• Meaning, Purpose and Types of Bio-data</li> <li>• Components of Bio-data</li> <li>• Bio-data: Do's and Do not's</li> <li>• Meaning of Resume and Curriculum Vitae</li> <li>• Differences among Bio-data, Resume and Curriculum Vitae</li> <li>• How to write a Good Academic Bio-data</li> </ul>
<b>Unit-2</b>	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Meaning and objectives of Interview</li> <li>• Different types of Interview: Structured interview, Unstructured interview, Job-related interview</li> <li>• Characteristics of good interview</li> <li>• Importance of interview</li> <li>• Skills of facing interview</li> </ul>

**b. Practical (2 credits):**

Students shall write a bio-data to face interview.

**Guidelines:**

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

**Recommended Readings:**

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.



## **5<sup>th</sup> SEMESTER (REGULAR)**

### **Instruction:**

- Students will have to select one paper from four alternatives RE papers (EDU-RE-5016/EDU-RE-5026/EDU-RE-5036/EDU-RE-5046).
- The Regular Course students other than Education Regular can select EDU-RG-5016.

**EDU-RE-5016**  
**CONTINUING EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

### **Course Objectives:**

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

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realize different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

### **Course Contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Continuing Education</b> <ul style="list-style-type: none"><li>• Continuing Education: Meaning, Nature and objectives</li><li>• Functions and Scope of Continuing education</li><li>• Significance of continuing education</li><li>• Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education &amp; Extension education</li><li>• Agencies of continuing education</li></ul>
<b>Unit-2</b>	<b>Methodologies and Issues of Continuing Education</b>

	<ul style="list-style-type: none"> <li>• Different methods of Continuing education</li> <li>• Strategies and devices of continuing education</li> <li>• Role of Mass-media in continuing education</li> <li>• Issues of continuing education in India</li> </ul>
<b>Unit-3</b>	<b>Open Education</b> <ul style="list-style-type: none"> <li>• Open Education: Meaning, Characteristics, Objectives and Types</li> <li>• Open School: Meaning and role of NIOS</li> <li>• Open University: Meaning, Characteristics, Objectives and development</li> <li>• Role of Open university in Continuing education</li> </ul>
<b>Unit-4</b>	<b>Adult Education</b> <ul style="list-style-type: none"> <li>• Meaning and Development of Adult education in India</li> <li>• Different kinds of adult education in India</li> <li>• Methods of Teaching adults</li> <li>• Planning adult education programmes in Assam for empowerment of rural women</li> <li>• Problems and Solution of Adult Education in India</li> </ul>
<b>Unit-5</b>	<b>Recent Literacy programmes in India</b> <ul style="list-style-type: none"> <li>• Changing concept of Literacy</li> <li>• National Literacy Mission 1988</li> <li>• Total Literacy Campaign and Post Literacy programme</li> <li>• Shakshar Bharat Mission</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr.SotiShivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr.Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kaur &Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

**EDU-RE-5026**  
**DEVELOPMENTAL PSYCHOLOGY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about heredity and environmental factors affecting pre-natal development
- Enable the students to understand the development aspects during infancy and childhood
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

**Course contents**

Units	Topics
<b>Unit-1</b>	<b>Introduction to Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Meaning, definition, nature and scope of developmental psychology</li> <li>• Different methods of studying developmental psychology</li> <li>• Hereditary and other factors that affect pre-natal development</li> <li>• Periods of pre-natal development</li> <li>• Characteristics of pre-natal development</li> <li>• Precautionary measures to be taken in pre-natal development</li> </ul>
<b>Unit-2</b>	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Characteristics of infancy</li> <li>• Different developmental aspects during infancy               <ul style="list-style-type: none"> <li>- Physical development</li> <li>- Cognitive development</li> <li>- Motor development</li> <li>- Language development</li> <li>- Emotional development</li> </ul> </li> <li>• Conditions that affect parental attitude towards the infant</li> <li>• Role of family in the development of infants</li> </ul>
<b>Unit-3</b>	<b>Childhood</b> <ul style="list-style-type: none"> <li>• Characteristics of childhood</li> </ul>

	<ul style="list-style-type: none"> <li>• Developmental tasks of childhood <ul style="list-style-type: none"> <li>- Physical development of early and late childhood</li> <li>- Emotional development of early and late childhood</li> </ul> </li> <li>• Influence of family and school in social and personality development in childhood</li> </ul>
<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Meaning and definition of adolescence</li> <li>• Need and importance of studying adolescence</li> <li>• Characteristics of adolescence</li> <li>• Developmental tasks of adolescent period</li> <li>• Adolescence – age of transition</li> <li>• Physical changes during adolescence</li> <li>• Intellectual development during adolescence</li> </ul>
<b>Unit-5</b>	<b>Social, Emotional and Personality Development of Adolescence</b> <ul style="list-style-type: none"> <li>• Social development during adolescence</li> <li>• Role of family, school and peers in the development of adolescence</li> <li>• Emotionality during adolescence</li> <li>• Personality development during adolescence</li> <li>• Adjustment problems and juvenile delinquency</li> </ul>

### Recommended Readings:

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: ArunPrakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

**EDU-RE-5036**  
**HUMAN RIGHTS EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

**Course Contents**

Units	Contents
<b>Unit-1</b>	<p><b>Basic Concept of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Human Rights</li> <li>• Scope of Human Rights</li> <li>• Concept, objectives, principles of Human Rights Education</li> <li>• Needs and Significance of Human Rights Education in India.</li> <li>• Human Rights Education at Different levels:               <ul style="list-style-type: none"> <li>- Elementary level</li> <li>- Secondary level</li> <li>- Higher level.</li> </ul> </li> <li>• Methods and Activities of Teaching Human Rights</li> <li>• Curriculum of Human Rights Education</li> </ul>
<b>Unit-2</b>	<p><b>United Nations and Human rights</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948) by UN</li> <li>• UN and Promotion and Protection of Human Rights</li> <li>• Human Rights and Indian Constitution</li> <li>• Fundamental Rights similar to the UN Human Rights in Constitution of India</li> </ul>
<b>Unit-3</b>	<p><b>Human Rights – Enforcement Mechanism in India</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act – 1993</li> <li>• Human Rights Commission – role and objectives</li> <li>• Judicial organs – Role of Supreme Court and High court in India</li> <li>• Commission of Women and Children in India</li> </ul>
<b>Unit-4</b>	<p><b>Role of Advocacy Groups for Promotion of Human Rights</b></p>

	<ul style="list-style-type: none"> <li>• Role of Global Agencies: UN, UNESCO, Vienna Declaration</li> <li>• Role of Government and Non-Governmental Organizations;</li> <li>• Role of educational institutions</li> <li>• Role of press and mass media</li> </ul>
<b>Unit-5</b>	<b>Human Rights and Marginalised Sections</b> <ul style="list-style-type: none"> <li>• Human Rights related to Racial Discrimination</li> <li>• Human Rights related to Religions and Religious Minorities</li> <li>• Human Rights related to Linguistic Minorities</li> <li>• Human Rights related to Communal Minorities</li> <li>• Human Rights related to Refugees</li> <li>• Human Rights related to Aged</li> <li>• Human Rights related Women and Children</li> <li>• Human Rights related to Differently Abled</li> <li>• Human Rights related to Transgender</li> </ul>

### Recommended Readings:

- Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi:Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*.New Delhi:Anashah Publishing House.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, DigumartiBhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

**EDU-RE-5046**  
**TEACHER EDUCATION IN INDIA**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

**Course Contents**

Units	Contents
<b>Unit-1</b>	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Teacher Education-Concept, scope and aims and objectives</li> <li>• Need and Significance of Teacher Education in 21<sup>st</sup> Century</li> <li>• Types of Teacher Education-Pre-service and In-service</li> <li>• Development of Teacher Education in India</li> <li>• Shifting focus from Teacher Training to Teacher Education</li> </ul>
<b>Unit-2</b>	<b>Teacher Education For Different Levels of Education</b> <ul style="list-style-type: none"> <li>• Preparation of Teachers for Pre-Primary Level of education</li> <li>• Preparation of Teachers for Primary Level of education</li> <li>• Preparation of Teachers for Secondary Level of education</li> <li>• Preparation of Teachers for Higher Level of education</li> </ul>
<b>Unit-3</b>	<b>Structure and Organisations of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Basic Training Centre (BTC)</li> <li>• District Institute for Education and Training (DIET)</li> </ul>

	<ul style="list-style-type: none"> <li>• State Council for Educational Research and Training (SCERT)</li> <li>• National Council for Educational Research and Training (NCERT)</li> <li>• National Council for Teacher Education (NCTE)</li> <li>• National University of Educational Training and Administration (NUEPA)</li> <li>• Regional Colleges of Education</li> </ul>
<b>Unit-4</b>	<b>Status of Teacher Education in India: Trends, Issues and Challenges</b> <ul style="list-style-type: none"> <li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>• NCTE Regulations, 2014</li> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Quality Assurance in Teacher Education and its challenges</li> </ul>
<b>Unit-5</b>	<b>Quality, Responsibility and Professional Ethics of Teachers</b> <ul style="list-style-type: none"> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>• Role expectations of Teachers in twenty first century</li> <li>• Professional ethics and accountability of teachers</li> </ul>

### Recommended Readings:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi:Vikas Publishing House Pvt. Ltd.
- Bhargava, M. &Saikia, L.Rasul (2012). *Teacher in 21<sup>st</sup> Century- Challenges, Responsibilities, Creditability*. Agra:RakhiPrakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesly Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, SashiPrabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.



**EDU-RG-5016**  
**DISTANCE EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

- Enable the students to understand the concept of distance education and its growth in India and Assam
- Acquaint the students with the growing need and importance of distance education
- Acquaint the students with the different forms and methodologies applied in distance education
- Enable the students to understand different programmes of distance education
- Acquaint the students with different instructional strategies of distance education

**Course content:**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Distance Education</b> <ul style="list-style-type: none"> <li>• Its meaning, nature and scope</li> <li>• Need and importance of distance education</li> <li>• Merits and demerits of distance education</li> <li>• General structure of distance learning programme</li> </ul>
<b>Unit-2</b>	<b>Development of Distance Education in India</b> <ul style="list-style-type: none"> <li>• Development of distance education in India</li> <li>• Development of distance education in Assam</li> </ul>
<b>Unit-3</b>	<b>Distinction among Conventional, Correspondence and Distance education</b> <ul style="list-style-type: none"> <li>• Distinction between Conventional and Distance education</li> <li>• Distinction between Correspondence and Distance education</li> <li>• Distinction between Conventional and Correspondence education</li> <li>• Different agencies of distance education</li> </ul>
<b>Unit-4</b>	<b>Methodologies in Distance education</b> <ul style="list-style-type: none"> <li>• Different forms of instructional strategies n distance education</li> <li>• Print- Media</li> <li>• Non-Print Media</li> <li>• Information and communication technology (ICT)</li> <li>• Different modes of student support services in distance education</li> </ul>

<b>Unit-5</b>	<b>Programmes of distance education with special reference to-</b> <ul style="list-style-type: none"> <li>• Women education</li> <li>• Rural development</li> <li>• Teacher-training programme <ul style="list-style-type: none"> <li>➤ Pre-service</li> <li>➤ In-service</li> </ul> </li> <li>• Poor and underprivileged people</li> </ul>
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**Recommended Reading:**

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

**EDU-SEC-5014**  
**EXTENSION ACTIVITIES**  
**Total Marks-60 ( External-30 Internal-30)**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to do extension activities.

**Course contents**

**a. Theory (2 Credits)**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Extension Activities</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and objectives of Extension</li><li>• Principles and importance of Extension</li><li>• Areas of Extension Education activities</li><li>• Role of higher education on Extension Activities</li></ul>
<b>Unit-2</b>	<b>Extension Methods and Swachha Bharat Mission</b> <ul style="list-style-type: none"><li>• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning</li><li>• Swachha Bharat Mission- Its objectives and components</li></ul>

**b. Practical Work (2 credits)**

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

**Guidelines:**

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

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of field report+viva voce examination) will be done by an External Examiner.

**Recommended Readings**

- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.

## **6<sup>th</sup> SEMESTER (REGULAR)**

### **Instruction:**

- Students will have to select one paper from four alternatives RE papers (EDU-RE-6016/EDU-RE-6026/EDU-RE-6036/EDU-RE-6046).
- The Regular Course students other than Education Regular can select EDU-RG-6016.

**EDU-RE-6016**  
**MENTAL HEALTH AND HYGIENE**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

### **Course Objectives:**

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

### **Course Contents**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"><li>• Mental Health – Meaning and Definitions</li><li>• Scope of Mental Health</li><li>• Dimensions of Mental Health</li><li>• Need and importance of Mental Health</li><li>• Characteristics of a mentally healthy person</li><li>• History of development of Mental Health</li></ul>
<b>Unit-2</b>	<b>Mental Hygiene – Meaning and Definitions</b> <ul style="list-style-type: none"><li>• Mental Hygiene – Meaning and Definitions</li></ul>

	<ul style="list-style-type: none"> <li>• Goals of Mental Hygiene</li> <li>• Functions of Mental Hygiene</li> <li>• Need and importance of Mental hygiene</li> <li>• Relationship between Mental health and hygiene</li> </ul>
<b>Unit-3</b>	<b>Education and Mental Health</b> <ul style="list-style-type: none"> <li>• Principles of sound Mental Health</li> <li>• Factors affecting Mental Health</li> <li>• Mental Health Hazards</li> <li>• Mental Health of Students <ul style="list-style-type: none"> <li>-Role of Home</li> <li>-Role of School</li> <li>-Role of Society</li> </ul> </li> <li>• Mental Health of Teachers</li> </ul>
<b>Unit-4</b>	<b>Preservation of Mental Health and Hygiene</b> <ul style="list-style-type: none"> <li>• Positive Psychology – Meaning and Nature</li> <li>• Importance of Positive Psychology</li> <li>• Contribution of WHO on Mental Health</li> <li>• Stress management</li> <li>• Mental Health Care Act, 2017</li> </ul>
<b>Unit-5</b>	<b>Mental Health and Yoga</b> <ul style="list-style-type: none"> <li>• Concept of Yoga</li> <li>• Importance of Yoga for Physical and Mental Health</li> <li>• Role of Yoga for Personality Development</li> <li>• Role of Yoga for management of Stress</li> <li>• Principles of Yoga for Healthy Living</li> <li>• Pranayama and Meditation for Promoting Mental Health</li> </ul>

### Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S.S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S.K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication

- Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002). *Modern Educational Psychology*.  
Delhi: Dhanpat Rai Publishing Company.

**EDU-RE-6026  
SPECIAL EDUCATION**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

**Course Content:**

Units	Content
<b>Unit-1</b>	<p><b>Special Education-</b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope and Importance of Special Education</li> <li>• Development of Special Education in India with special reference to Assam</li> <li>• Integration of Special Education in Regular Classroom</li> <li>• Issues relating to integration and innovation</li> <li>• Challenges in Special Education</li> </ul>
<b>Unit-2</b>	<p><b>Physically Challenged Children</b></p> <ul style="list-style-type: none"> <li>• Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> </ul>
<b>Unit-3</b>	<p><b>Children with Intellectual Disability (Mental Retardation) and Gifted</b></p> <ul style="list-style-type: none"> <li>• Gifted Children <ul style="list-style-type: none"> <li>- Meaning and Definition</li> <li>- Characteristics</li> <li>- Educational Programme</li> </ul> </li> <li>• <b>Children with Intellectual Disability (Mentally Retarded)</b> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Characteristics</li> <li>- Levels</li> <li>- Causes</li> </ul> </li> </ul>

	- Educational Programme
<b>Unit-4</b>	<b>Children with Learning Disability</b> <ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Characteristics</li> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> <li>• Educational Programme</li> </ul>
<b>Unit-5</b>	<b>Policies, Legislation and Services</b> <ul style="list-style-type: none"> <li>• National Policy on Education-1986</li> <li>• Central Scheme of Integrated Education for Disabled Children (IEDC)</li> <li>• Rehabilitation Council of India Act-1992</li> <li>• The Persons with Disabilities (PWD) Act-1995</li> <li>• National Policy for Persons with Disability, 2006</li> <li>• Community Based Rehabilitation <ul style="list-style-type: none"> <li>- Definition</li> <li>- Need</li> <li>- Implementation Process</li> </ul> </li> </ul>

### **Recommended Readings:**

- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Fundamental of Special Education , ( Third Edition) Margaret G Werts and Others, PEARSON
- Special Education , Dr. Umadevi, 2021 , Neelkamal Publications



**EDU-RE-6036**  
**EDUCATIONAL MANAGEMENT**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

**Course Contents**

Units	Contents
<b>Unit-1</b>	<p><b>Introduction to Educational Management</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of Educational Management</li> <li>• Objectives/Purpose of Educational Management</li> <li>• Principles of Educational Management</li> <li>• Types of Educational Management</li> <li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li> <li>• Classroom Management- Principles, Strategies and Techniques.</li> </ul>
<b>Unit-2</b>	<p><b>Resources in Education</b></p> <ul style="list-style-type: none"> <li>• Meaning of resources</li> <li>• Types of resources- Human resource, Material resource and Financial resource</li> <li>• Management of Human, Material and Financial resources</li> <li>• Optimum Utilization of resources in educational institutions</li> </ul>
<b>Unit-3</b>	<p><b>Educational Planning</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Importance of educational planning</li> <li>• Types of educational planning</li> <li>• Principles of educational Planning</li> <li>• Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT</li> </ul>

<b>Unit-4</b>	<b>Institutional Planning</b> <ul style="list-style-type: none"> <li>• Concept, Nature, and Scope of Institutional Planning</li> <li>• Institutional Planning for Infrastructural Development and Personnel Development</li> <li>• Procedure of Institutional Planning</li> <li>• Organisation of Time Table and Co-curricular Activities</li> </ul>
<b>Unit-5</b>	<b>Financing of Education and Recent Trends in Management</b> <ul style="list-style-type: none"> <li>• Concept of Educational Finance</li> <li>• Sources of Educational Finance</li> <li>• Principles of Educational Finance</li> <li>• Budget: Concept and Components, Process of Preparing Institutional Budget</li> <li>• Recent Trends in Educational Management <ul style="list-style-type: none"> <li>- Total Quality Management</li> <li>- SWOT Analysis</li> </ul> </li> </ul>

### **Recommended Readings:**

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- Taj Haseen and Bhatnagar, Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.

**EDU-RE-6046**  
**WOMEN AND SOCIETY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Status and role of women</b> <ul style="list-style-type: none"> <li>• Women in ancient and medieval India</li> <li>• Changing role of Women in India</li> <li>• Women's health and related issues</li> <li>• Role of women in family , school and society</li> <li>• Women's role in social and environmental movement</li> </ul>
<b>Unit-2</b>	<b>Constitutional provisions and Rights of women</b> <ul style="list-style-type: none"> <li>• Constitutional Provision for equality of Women (Educational and Legal Provisions)</li> <li>• National Policy on Education (1986) on women education</li> <li>• National Council for Women Education</li> <li>• Property Right</li> <li>• National Policy for Empowerment of Women, 2001</li> </ul>
<b>Unit-3</b>	<b>Gender inequalities in School and society</b> <ul style="list-style-type: none"> <li>• Family attitude</li> <li>• Gender bias in Textbook</li> <li>• Curricular Choices</li> <li>• Teachers' attitude</li> <li>• Classroom Interaction</li> <li>• Peer Culture</li> <li>• Gender inequality in workplace</li> </ul>
<b>Unit-4</b>	<b>Women Empowerment</b> <ul style="list-style-type: none"> <li>• Concept of women empowerment, importance</li> <li>• Types of women empowerment- Economic, political, Educational , legal</li> <li>• Women entrepreneurship</li> </ul>

	<ul style="list-style-type: none"> <li>• Barriers of women empowerment</li> <li>• Role of education in women empowerment</li> </ul>
<b>Unit-5</b>	<b>The new roles of men and women and its Implications</b> <ul style="list-style-type: none"> <li>• Changes in family patterns</li> <li>• Gender roles in transition</li> <li>• New gender roles</li> <li>• Factor influencing gender role</li> <li>• Women as peace builder</li> <li>• Gender sensitivity- new gender roles and its implications for family and society</li> </ul>

### Recommended Readings:

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B.D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I. (1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

**EDU-RG-6016**  
**MENTAL HEALTH AND HYGIENE**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

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

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

**Course Contents**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"> <li>• Mental Health – Meaning and Definitions</li> <li>• Scope of Mental Health</li> <li>• Dimensions of Mental Health</li> <li>• Need and importance of Mental Health</li> <li>• Characteristics of a mentally healthy person</li> <li>• History of development of Mental Health</li> </ul>
<b>Unit-2</b>	<b>Mental Hygiene – Meaning and Definitions</b> <ul style="list-style-type: none"> <li>• Mental Hygiene – Meaning and Definitions</li> <li>• Goals of Mental Hygiene</li> <li>• Functions of Mental Hygiene</li> <li>• Need and importance of Mental hygiene</li> <li>• Relationship between Mental health and hygiene</li> </ul>
<b>Unit-3</b>	<b>Education and Mental Health</b> <ul style="list-style-type: none"> <li>• Principles of sound Mental Health</li> <li>• Factors affecting Mental Health</li> <li>• Mental Health Hazards</li> </ul>

	<ul style="list-style-type: none"> <li>• Mental Health of Students <ul style="list-style-type: none"> <li>-Role of Home</li> <li>-Role of School</li> <li>-Role of Society</li> </ul> </li> </ul> <p>Mental Health of Teachers</p>
<b>Unit-4</b>	<p><b>Preservation of Mental Health and Hygiene</b></p> <ul style="list-style-type: none"> <li>• Positive Psychology – Meaning and Nature</li> <li>• Importance of Positive Psychology</li> <li>• Contribution of WHO on Mental Health</li> <li>• Stress management</li> <li>• Mental Health Care Act, 2017</li> </ul>
<b>Unit-5</b>	<p><b>Mental Health and Yoga</b></p> <ul style="list-style-type: none"> <li>• Concept of Yoga</li> <li>• Importance of Yoga for Physical and Mental Health</li> <li>• Role of Yoga for Personality Development</li> <li>• Role of Yoga for management of Stress</li> <li>• Principles of Yoga for Healthy Living</li> <li>• Pranayama and Meditation for Promoting Mental Health</li> </ul>

### Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S.S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S.K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C.S. and Bhatia, B.D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

**EDU-SEC-6014**  
**DEVELOPING TEACHING SKILL**  
**Total Marks-60 ( External-30 Internal-30)**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

**Course contents**

**a. Theory (2 Credits)**

Units	Contents
<b>Unit-1</b>	<p><b>Teaching Skill</b></p> <ul style="list-style-type: none"> <li>• Concept of Teaching and Teaching Skills</li> <li>• Some Important Teaching Skills: <ul style="list-style-type: none"> <li>- Introduction skill</li> <li>- Blackboard writing</li> <li>- Questioning skill</li> <li>- Illustration</li> <li>- Stimulus variation</li> <li>- Use of Audio visual aids</li> <li>- Concept and procedure of Micro teaching</li> </ul> </li> </ul>
<b>Unit-2</b>	<p><b>Concept and Preparation of Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of Lesson Plan</li> <li>• Need and Importance of Lesson Plan</li> <li>• Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson</li> <li>• Herbartian Steps of Lesson Plan</li> <li>• Criteria of a good lesson plan</li> <li>• Preparation of lesson plan</li> </ul>

**b. Practical (2 Credits)**

Students will have to develop the skill of preparing Lesson plan. Students shall use any one teaching skill in classroom practice.

***Guidelines for Practical Work:***

- The following teaching skills will be developed through micro teaching/ practice teaching in the classroom-
  - Introduction skill
  - Blackboard writing
  - Questioning skill
  - Presentation
  - Illustration
  - Stimulus variation
  - Use of Audio visual aids
- The teachers will have to guide the students in developing teaching skills.
- **Students will practice different teaching skills within their classroom in the form of micro teaching.**

#### **Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

#### **Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- Practical Evaluation (Final Practice Teaching+ Viva Voce) will be done by an External Examiner.

#### **Recommended Readings:**

- Agarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Arulsamy&Zayapragassarazan (2011). *Teaching Skills and Strategies*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kochhar, S. K. (2004). *Methods and Techniques of Teaching*. New Delhi: Sterling Publisher's Private Limited.

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