COURSE OUTCOME

Undergraduate: B.A (Honours)
CBCS Course
Semester: 1st Semester
.Name of the Paper: PRINCIPLES OF EDUCATION
Paper Code: EDU-HC-1016
Marks-100(External-80 Internal-20)

Unit	Contents	Outcomes
Unit-1	Meaning and Concept of Education	Acquaint the students with the sound principles of education
Unit-2	Aims of education	Develop knowledge about different Aims of Education,
Unit- 3	Curriculum	Develop Various types of curriculum, Correlation of studies.
Unit-4	Discipline and Freedom	Acquaint the student with Discipline and freedom.
Unit-5	Democracy and Education	Familiarise the students with democratic idea of modern education.

EDU-HC-1026
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Unit	Contents	Outcomes
Unit-1	Psychology and Education: • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature, Scope, Methods—Observation, Experimention, Case study method • Importance of Educational Psychology in teaching –learning	• Make the students understand the relationship between education and psychology. • Explain the need of educational psychology in teaching learning process.
Unit-2	process Learning and Motivation: • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning--law of readiness, law of exercise ,law of effect • Factors affecting learning • Motivation-meaning, role in learning	• Describe the nature and theories of learning and role of motivation in learning.
Unit-3	Memory, Attention and Interest: • Memory—Meaning, nature and types • Economy in memorization • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning	• Understand the concept of memory, forgetting, attention and interest.

Unit-4	Intelligence, Creativity and personality • Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory	• Understand intelligence, its theories and measurement
Unit-5	Laboratory Practical Recall and Recognition, Trial and Error learning, Span of attention (The three practical will be done in Psychological laboratory, there will be 2 credits for practical class)	• Acquaint with different types of personality and the adjustment mechanism.

2nd SEMESTER (HONOURS)

EDU-HC-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF
EDUCATION

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

Unit	Contents	Outcomes
Unit-1	**Philosophy and Education** • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education	• Know the concept of philosophy and its relationship with education.
Unit-2	**Various Indian Schools of Philosophy and Education** • Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education • Yoga and Philosophy: Different types, Astangika Yoga, Implication in education •Buddhist Philosophy: Four principles, Implication in education	• Understand the educational implications of different Indian schools of philosophy.
Unit-3	**Various Western Schools of Philosophy and Education** • Idealism: Meaning, Principles, Implication in education • Naturalism: Meaning, Principles, Implication in education • Pragmatism: Meaning, Principles, Implication in education	• Understand the educational implications of different Western schools of philosophy.
Unit-4	**Sociology and Education** • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialisation process	• Know the concept of sociology and its relationship with education.
Unit-5	**Socio-cultural Context of Education** • Social Change: Meaning, Nature and Factors • Education as an instrument of Social Change • Culture: Meaning, Nature, Cultural change and Cultural Lag • Relation between education and culture • Social Organisation: Meaning and Types • Social Disorganisation: Meaning, Causes and Remedies	• Develop understanding about the concept of educational sociology, social groups and socialisation.

EDU-HC-2026

DEVELOPMENT OF EDUCATION IN INDIA-I

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

Unit	Contents	Outcomes
Unit-1	**Education in Ancient and Medieval India** • Education in Ancient India - The Vedic System of Education: Concept and Salient Features - Education in the Arthashastra of Kautilya • Education during Buddhist Period - General Features of Buddhist Education - Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, Education in Medieval India • The Islamic System of Education - General Features of Muslim Education - Defects of Muslim Education	• Recount the concept of Ancient Indian education system • Describe the education system in Ancient India, particularly Vedic Education
Unit-2	**Education in British India: The Beginning** • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory	• Analyse the education system during British Period
Unit-3	**Education in British India: In 19th Century** • Wood's Despatch of 1854 - Background of the Despatch –Recommendations - Implementation of the Despatch • Indian Education Commission-1882 - Appointment of Indian Education Commission - Its Terms of Reference - Major Recommendations - Criticism of the Commission	• Analyse the education system during British Period
Unit-4	**Rise of Nationalism and its impact on education** • Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher Education - Government of India's Resolution on Educational Policy -1904, The University Act of 1904 • Gokhale's Bill for Compulsory Primary Education - 1910-1912 - Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act -1926 • Calcutta University Commission-1917, Major Recommendations	• Examine the education system in Medieval India.
Unit-5	**Education in British India: A Period of Experiment** • Hartog Committee Report-1929, Major Recommendations • Basic Education-1937, Background - Wardha Education Conference-1937 - Salient Features of Basic Education - Criticism of the Basic Education	• Analyse the education system during British Period

	• The Sargent Report- 1944	

EDU-HG-2016

PSYCHOLOGY OF ADOLESCENTS
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit-1	**Introduction to adolescent psychology** • Meaning and definition of adolescence • Need and importance of studying adolescent psychology • Adolescence – age of transition • Is adolescence a period of storm and stress?	• Enable the students to understand the period of adolescence
Unit-2	**Physical and mental development** • Characteristics of physical development • Characteristics of mental development • Educational implications of physical and mental development	• Enable the students to understand the significance of the adolescence period in human life
Unit-3	**Social development** • Characteristics of social development • Influence of peers in social development • Factors affecting social adjustment	• Enable the students to know about various problems associated with this stage
Unit-4	**Emotional and personality development** • Characteristics of emotional development • Personality changes during adolescence • Adjustment problems of adolescence	• Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.
Unit-5	**Delinquency** • Meaning , Nature and types of delinquency • Causes of delinquency – biological, psychological and sociological • Role of school, family and society in preventing delinquency • Prevention and control of drug addiction	

3rd SEMESTER (HONOURS)

EDU-HC-3016
DEVELOPMENT OF EDUCATION IN INDIA-II
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit-1	**Development of Indian Education the post independence period** • Educational Provisions of the Indian Constitution and their Implementation • University Education Commission – 1948 - Appointment of University Education Commission - Aims and Recommendations of the Commission - Evaluation of the Recommendations	• Understand the Educational situation during the time of Independence
Unit-2	**Development of Secondary Education in the Post-Independent Period** • Dr. Tara Chand Committee-1948 - Major Recommendations	• Explain the recommendations and educational importance of different Education Commission and

	• Secondary Education Commission-1952-53 - Terms and Condition - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission	Committees in post Independent India • Analyse the National Policy on Education in different tomes
Unit-3	**Education Commission-1964-66** • Reasons for appointing Education Commission • Major Recommendations of Education Commission on: - National Objectives of Education - National Pattern of Education - National Curriculum - Text Book - Method of Teaching - Teaching Personnel and Teacher Status - Teacher Education - Guidance and Counselling - Examination and Evaluation • Critical assessment and Relevance of the recommendations in Present Education System	• Accustom with the recent Educational Development in India
Unit-4	National Policies on Education in Post Independent India • National Policy on Education-1968 • National Policy on Education-1986: Recommendations, National System of Education • Review of National Policy of Education - Ramamurthy Review Committee, 1990 - Janardan Reddy Committee Report, 1991 • Revised National Policy of Education-1992	
Unit-5	**Recent Developments and programmes in Indian Education** • The National Knowledge Commission Report - Background and Recommendations • Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education - Recommendations • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • Quality Control of Higher Education: NAAC - Its Objectives and Roles	

EDU-HC-3026

EDUCATIONAL TECHNOLOGY AND TEACHING METHODS

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

Unit	Contents	Outcomes
Unit:1	**Educational technology:** • Meaning and nature of Educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction	• Make the students understand the objective of educational technology in teaching learning process
Unit:2	**Information and Communication Technology in teaching-learning** • Concept, nature and components of communication technology • Marks of effective classroom communication • Barriers of effective classroom communication • Application of ICT in teaching-learning • Resources of learning- Projected and Non-projected resources, Internet, E-learning, EDUSAT, INFLIBNET and Social media	• Acquaint the students with innovations in the field of education through technology
Unit:3	**Models of teaching** • Concept, nature and characteristics • Inquiry model • Personalized system of instruction • Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning	• Make the students understand about various methods and devices of teaching
Unit:4	Methods and techniques of teaching • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching- Narration, Illustration, Questioning	• Acquaint students with levels, effectives of teaching and classroom management
Unit:5	Lesson Planning and Micro Teaching • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components	• Make the students understand the strategies of effective teaching as a profession.

EDU-HC-3036

VALUE AND PEACE EDUCATION

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

Unit	Contents	Outcomes
Unit:1	**Value** • Concept and characteristics of value. • Sources of values • Impact of globalization on culture and values. • Importance of values in human life	• Understand the concept and meaning of value.
Unit:2	**Types of values, their characteristics, functions and educational significance** • Core values. • Social values • Moral values • Religious and spiritual values. • Aesthetic values. • Personal values	• Become aware about the role of educational institutions in building a value based society.
Unit:3	Value education • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages – - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education.	• Understand the meaning and concept of peace and its importance in human life.
Unit:4	**Peace education** • Meaning, definition and characteristics of peace. • Importance of peace in human life. • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels – Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context	• Understand the meaning and importance of peace education and its relevance at national and international level.
Unit:5	**Challenges of Peace education and Role of Different Organisations** • Challenges of peace education • Role of national and international organizations for promoting peace education – - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF), - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.	• Identify the different issues/ challenges in imparting peace education. • Identify the strategies and skills in promoting peace education at institutional level.

EDU-HG-3016

GUIDANCE AND COUNSELLING

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

Unit	Contents	Outcomes
Unit:1	**Introduction to Guidance** • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance	• Help the students to understand the concept, need and importance of Guidance and Counselling
Unit:2	**Introduction to Counselling** • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling	• Enable the students to know the different types and approaches to Guidance and Counselling
Unit:3	**Organization of guidance service** • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor	• Acquaint the students with the organization of guidance service and school guidance clinic
Unit:4	**Guidance needs of students** • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic	• Enable the learners to understand the challenges faced by the teacher as guidance worker.
Unit:5	**School guidance programme** • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor	

EDU-SEC- 3014
PUBLIC SPEAKING SKILL
Total Marks-60 (External-30 Internal-30)

Unit	Contents	Outcomes
Unit:1	**Public Speaking and Communication Skill** • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication	After completing this course, students will be able to acquire the capacities of public speaking skill.
Unit:2	**Personality Development and Motivation as Means for Effective Public Speaking** • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Ways or means of motivating audience	

4th SEMESTER (HONOURS)
EDU-HC-4016
GREAT EDUCATIONAL THINKERS
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Educational Thoughts of Srimanta Sankardeva** - Brief Life Sketch and Philosophy of Life - Views of Sankardeva on Education and practices. - Educational system of Satras and Namgharas and their relevance in modern era	• Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
Unit:2	**Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore** • Mahatma Gandhi - Brief Life Sketch and Philosophy of Life - Views of Gandhiji on Educational Philosophy and practices - Gandhiji'sNaiTalim. • Rabindranath Tagore - Brief Life Sketch and Philosophy of Life - Views of Tagore on Educational Philosophy and practices - Tagore's Vishvabharati	• Enable the students to learn about the views of thinkers in educational context. • Enable the students to learn about relevance of someof their thoughts at present day context.
Unit:3	**Educational Thoughts of A.P.J. Abdul Kalam** - Brief Life Sketch and Philosophy of Life	

Unit		
	- Views of Kalam on Educational Philosophy and practices - Kalam's Education Model for the 21st Century	
Unit:4	**Educational Thoughts of Rousseau and Froebel** • Jean Jacques Rousseau –Brief Life Sketch and Philosophy of Life - Views of Rousseau on Educational Philosophy and practices - Rousseau's Negative Education • Fredric Wilhelm August Froebel - Brief Life Sketch and Philosophy of Life - Views of Froebel on Educational Philosophy and practices - Froebel's Kindergarten.	
Unit:5	**Educational Thoughts of John Dewey and Madam Maria Montessori** • John Dewey - Brief Life Sketch and Philosophy of Life - Views of Dewey on Educational Philosophy and practices - Dewey's Concept of Democratic Education • Madam Maria Montessori - Brief Life Sketch and Philosophy of Life - Views of Montessori on Educational Philosophy and practices - Montessori's Children House.	

EDU-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1 Unit:2	**Basics of Educational Statistics** • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean. Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation- (grouped and ungrouped data-short method), Combined SD **Graphical presentations of data** • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graph –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph.	• Develop the basic concept of Statistics, • Be acquainted with different statistical procedures used in Education. • Develop the ability to represent educational data through graphs. • Familiarize the students about the Normal Probability Curve and its applications in Education.
Unit:3 Unit:4	**Co-efficient of Correlation and Percentiles** • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank	

| Unit:5 | **Normal Probability Curve and Its Application**
• Normal Probability Curve: Its Meaning, Properties and Uses
• Table of Area under NPC
• Applications of Normal Probability Curve
• Divergence from Normality: Skewness and Kurtosis

Statistical Practical
• To determine the Mean Median and Mode
• Graphical Representation – Frequency Polygon, Histogram and Pie diagram | |

EDU-HC-4036

EMERGING ISSUES IN EDUCATION
Total Marks: 100 (External=80 and Internal=20)

Unit	Contents	Outcomes
Unit:1	**Social Inequality in Education and Constitutional Safeguards** • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education	• Make the students acquaint with major emerging issues national, state, and local • Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system • Address the various problems and challenges of education in India at all levels.
Unit:2	**Liberalization, Privatization and Globalization of Education** • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment	
Unit:3	**Issues related to Students** • Youth Unrest: Concept, Causes and Remedies • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment.	
Unit:4	**Environmental Education and Population Education** • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control	
Unit:5	**Multi-Cultural Education and Alternative Education** • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education	

	• Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues.	

EDU-HG-4016
HISTORY OF EDUCATION IN INDIA
Marks: 100 (External: 80 Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Education in British India** • The Beginning - The Charter Act of 1813 - The Anglicists -Orientalists Controversy - Macaulay's Minute, 1835 - Downward Filtration Theory • Wood Despatch of 1854 - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 - Appointment of Indian Education Commission - Background for appointing the Commission - Major Recommendations - Criticism of the Commission	• 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
Unit:2	**Raise of Nationalism and its impact on Education** • Initiative of Gopalkrishna Gokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912 • All India Educational Conference, Wardha, 1937 • Gandhiji's Basic Education –Concept , Philosophy and Salient Features, Criticism of the Basic Education	
Unit:3	**Development of Indian Education: Post Independence I** • University Education Commission-1948 - Appointment of University Education Commission - Aims of University Education - Recommendations of the Commission - Evaluation of the Recommendations • Secondary Education Commission-1952-53 - Appointment of Secondary Education Commission - Aims and Objectives of Secondary Education - Defects of Secondary Education - Recommendations of the Commission - Evaluation of the Recommendations of the Commission	
Unit:4	**Development of Indian Education: Post Independence- II** • Education Commission-1964-66 - Major Recommendations and its effects on existing Indian education • National Policy of Education -1986 - Background - Major Recommendations - Impact on Indian Education	
Unit:5	**Recent Developments in Indian Education**	

Unit	Contents	Outcomes
	• The National Knowledge Commission's Report - Major recommendation and its implementation • National Curriculum Framework, 2005 • Government Programmes of Education: SSA, RMSA and RUSA • The Right to Education Act, 2009 and its implementation.	

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

Unit	Contents	Outcomes
Unit:1	**Bio-data** • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Donot's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data	After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.
Unit:2	**Interview** • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview	

5thSEMESTER (HONOURS)
EDU-HC-5016
MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Measurement and Evaluation in Education** • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principles • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education	• Enable the students to understand the concept of measurement and evaluation in education. • Acquaint the students with the general procedure of test construction and characteristics of a good test.
Unit:2	**Test Construction** • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norms	• Develop an understanding of different types of educational tests and their uses.

Unit		Outcomes
Unit:3	**Educational Achievement Test** • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test	• Acquaint the students about personality test, and aptitude tests.
Unit:4	**Personality Test** • Personality Test- Meaning and Nature • Types of Personality Measurement - Subjective Technique (Personality Inventory or Questionnaire -MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)	
Unit:5	Laboratory Practical • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion	

EDU-HC-5026

GUIDANCE AND COUNSELLING

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

Unit	Contents	Outcomes
Unit:1	**Introduction to Guidance** • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance	• 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.
Unit:2	**Introduction to Counselling** • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling	
Unit:3	**Organization of guidance service** • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor	

Unit:4	**Guidance needs of students** • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic	
Unit:5	School guidance programme • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor	

EDU-HE-5026
DEVELOPMENTAL PSYCHOLOGY
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Introduction to Developmental Psychology** • Meaning, definition, nature and scope of developmental psychology • Different methods of studying developmental psychology • Hereditary and other factors that affect pre-natal development • Periods of pre-natal development • Characteristics of pre-natal development • Precautionary measures to be taken in pre-natal development	• 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.
Unit:2	**Infancy** • Characteristics of infancy • Different developmental aspects during infancy - Physical development - Cognitive development - Motor development - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants	
Unit:3	**Childhood** • Characteristics of childhood • Developmental tasks of childhood - Physical development of early and late childhood - Emotional development of early and late childhood • Influence of family and school in social and personality development in childhood	
Unit:4	**Adolescence** • Meaning and definition of adolescence	

Unit	Contents	Outcomes
	• Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence – age of transition • Physical changes during adolescence • Intellectual development during adolescence	
Unit:5	**Social, Emotional and Personality Development of Adolescence** • Social development during adolescence • Role of family, school and peers in the development of adolescence • Emotionality during adolescence • Personality development during adolescence • Adjustment problems and juvenile delinquency	

EDU-HE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Basic Concepts of Education and Development** • Indicators of educational development • Role of education in national development • Growth and development of education in India in the post globalization era • Concept of modernization- Role of education in modernization	• Relation between education and development • Educational development in the post globalization era • Role of education in community development • Education for human resource development • Economic and political awareness through education
Unit:2	**Education and Community Development** • Community: Meaning, Definition, Nature. • Relationship between School and Community. • Role of Teachers in Community Development. • Participation of Community people in Educational Institutions. • Role of Education in Community Development. • Problems of Educational Institutions in Community Development.	
Unit:3	**Education and Human Resource Development** • Human Resource Development: Meaning, Definition and Characteristics. • Objectives and Need of Human Resource Development. • Factors of Human Resource Development. • Role of education in Human Resource Development. • Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE.	
Unit:4	**Education and Economic Development** • Meaning of Economic Development and National Development. • Relationship between education and Economics. • Impact of Economics on Education. • Role of Education in Economic Development. • Education as an Investment.	
Unit:5	**Education and Developing Political Awareness** • Education and democracy • Role of education in creating political awareness	

| | • Politics among the student | |
| | • Importance of students unions | |

6th SEMESTER (HONOURS)
EDU-HC-6016
EDUCATION AND DEVELOPMENT
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Conceptual Framework and Historical Perspectives of Teacher Education in India** • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education	• 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
Unit:2	**Teacher Education For Different Levels of Education** • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education • Preparation of Teachers for Higher Level of education	
Unit:3	**Structure and Organisations of Teacher Education in India** • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA) • Regional Colleges of Education	
Unit:4	**Status of Teacher Education in India: Trends, Issues and Challenges** • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges	
Unit:5	**Quality, Responsibility and Professional Ethics of Teachers** • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers	

EDU-HC-6026
PROJECT
Total Marks: 100 (External: 80 and Internal: 20)

Contents	Outcomes
Guideline: Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. work will be completed according to following heads: • Title of the Project • Introduction • Importance of the Study • Objectives of the Study • Review of related literature (if any) • Methods and Procedure • Data Analysis and Discussion • Conclusion	• Explain the process of conducting a Project. • Prepare a Project Report.

Internal Assessment (20 Marks):
Home Assignment/Group Discussion related to Project: 10 Marks
Library Works: 6 Marks
Attendance: 4 Marks
External Assessment (80 Marks):
Project Report: 60 Marks
Viva Voce: 20 Marks

EDU-HE-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
Unit:1	**Fundamentals of Mental Health** • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health	• 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.
Unit:2	**Mental Hygiene – Meaning and Definitions** • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene	
Unit:3	**Education and Mental Health** • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students -Role of Home -Role of School -Role of Society • Mental Health of Teachers	
Unit:4	**Preservation of Mental Health and Hygiene** • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017	
Unit:5	**Mental Health and Yoga** • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health	

EDU-HE-6046
WOMEN AND SOCIETY
Total Marks: 100 (External: 80 and Internal: 20)

Unit	Contents	Outcomes
nit:1	**Status and role of women** • Women in ancient and medieval India • Changing role of Women in India • Women's health and related issues • Role of women in family , school and society • Women's role in social and environmental movement	• 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
Unit:2	**Constitutional provisions and Rights of women** • Constitutional Provision for equality of Women (Educational and Legal Provisions) • National Policy on Education (1986) on women education • National Council for Women Education • Property Right • National Policy for Empowerment of Women, 2001	
Unit:3	**Gender inequalities in School and society** • Family attitude • Gender bias in Textbook • Curricular Choices • Teachers' attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace	
Unit:4	**Women Empowerment** • Concept of women empowerment, importance • Types of women empowerment- Economic, political, Educational , legal • Women entrepreneurship • Barriers of women empowerment • Role of education in women empowerment	
Unit:5	**The new roles of men and women and its Implications** • Changes in family patterns • Gender roles in transition • New gender roles • Factor influencing gender role • Women as peace builder • Gender sensitivity- new gender roles and its implications for family and society	

COURSE OUTCOME
Undergraduate: B.A (Regular)
CBCS Course
Semester: 1st Semester
Name of the Paper: Foundation of Education
Paper Code:EDU-RC-1016
Total Marks-100   (External-80 Internal-20)

Unit No. & Contents	Outcomes
Unit-1 Concept of Education Unit-2 Philosophy and Education Unit-3 Psychology and Education Unit-4 Education for National Integration and International understanding. Unit-5 Sociology and Education	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.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 2nd Semester
Name of the Paper: Psychology of Adolescents
Paper Code:EDU-RC-2016
Total Marks-100   (External-80 Internal-20)

Unit No. & Contents	Outcomes
Unit-1 Introduction to adolescent psychology Unit-2 Physical and mental development Unit-3 Social development Unit-4 Delinquency	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.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 3rd Semester
Name of the Paper: Guidance and Counseling
Paper Code:EDU-RC-3016
Total Marks-100   (External-80 Internal-20)

Unit No. & Contents	Outcomes
Unit-1 Introduction to Guidance Unit-2 Introduction to Counselling Unit-3 Organization of guidance service Unit-4 Guidance needs of students	After completion of this course the learner will be able to: • Help the students to understand the concept, need and importance of Guidance and Counseling • Enable the students to know the different types and approaches to Guidance and Counseling • 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.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 3rdSemester
Name of the Paper: Public Speaking Skill
Paper Code:SEC-3014
Total Marks-100 (Theory-50,Practical-50)
Credit-4

Unit No. & Contents	Outcomes
Unit-1 Public Speaking and Communication Skill Unit-2 Personality Development and Motivation as Means for Effective Public b. Practical (2 Credits) Students shall prepare a write-up based on topic selected for speech.	After completing this course, students will be able to acquire the capacities of public speaking skill.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 4th Semester
Name of the Paper: History of Education in India
Paper Code:EDU-RC-4016
Total Marks-100(External-80 Internal-20)

Unit No. & Contents	Outcomes
Unit-1 Education in British India Unit-2 Raise of Nationalism and its impact on Education Unit-3 Development of Indian Education: Post Independence I Unit-4 Development of Indian Education: Post Independence- II	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

| Unit -5 Recent Developments in Indian Education | • Analyse the National Policy on Education in different tomes
• Accustom with the recent Educational Development in India. |

Undergraduate: B.A (Regular)
CBCS Course
Semester: 4th Semester
Name of the Paper: Writing Bio-data and Facing an Interview
Paper Code:EDU-SEC-4014
Total Marks-100(Theory-50, Practical-50)

Unit No. & Contents	Outcomes
Unit-1 Bio-data Unit-2 Interview • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview b. Practical (2 credits): Students shall write a bio-data to face interview.	After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 5th Semester
Name of the Paper: Developmental Psychology
Paper Code: EDU-DSE-5026
Total Marks-100 (External-80 Internal-20)
Credit-6

Unit No. & Contents	Outcomes
Unit-1 Introduction to Developmental Psychology Unit-2 Infancy Unit-3 Childhood Unit-4 Adolescence Unit-5 Social, Emotional and Personality Development of Adolescence	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.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 5th Semester
Name of the Paper: Distance Education
Paper Code:EDU-RG-5016
Total Marks-100 (External-80 Internal-20)
Credit-6

Unit No. & Contents	Outcomes
Unit-1 Distance Education Unit-2 Development of Distance Education in India Unit-3 Distinction among Conventional, Correspondence and Distance education Unit-4 Methodologies in Distance education Unit-5 Programmes of distance education with special reference to-	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

Undergraduate: B.A (Regular)
CBCS Course
Semester: 5th Semester
Name of the Paper: Extension Activities
Paper Code: EDU-SEC-5014
Total Marks-100 (Theory-50 Practical-50)

Unit No. & Contents	Outcomes
Unit-1 Extension Activities Unit-2 Extension Methods and Swachha Bharat Mission Extension Methods with particular reference to – Home visit, Group Discussion, Exhibition, Campaigning Swachha Bharat Mission- Its objectives and components	After completing this course, students will be able to do extension activities.

Undergraduate: B.A (Regular)
CBCS Course
Semester: 6th Semester
Name of the Paper: Mental Health and Hygiene
Paper Code:EDU-DSE-6016
Total Marks-100(External -80 Internal-20)

Unit No. & Contents	Outcomes
Unit-1 Fundamentals of Mental Health Unit-2 Mental Hygiene – Meaning and Definitions Unit-3 Education and Mental Health Unit-4 Preservation of Mental Health and Hygiene Unit-5 Mental Health and Yoga	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.

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Undergraduate: B.A (Regular)
CBCS Course
Semester: 6th Semester
Name of the Paper: Mental Health and Hygiene
Paper Code: EDU-RG-6016
Total Marks-100 (External -80 Internal-20)

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Unit No. & Contents	Outcomes
Unit-1 Fundamentals of Mental Health Unit-2 Mental Hygiene – Meaning and Definitions Unit-3 Education and Mental Health Unit-4 Preservation of Mental Health and Hygiene Unit-5 Mental Health and Yoga	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.

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Undergraduate: B.A (Regular)
CBCS Course
Semester: 6th Semester
Name of the Paper: Developing Teaching Skill
Paper Code: EDU-SEC-6014
Total Marks-100 (Theory -50, Practical-50)

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Unit No. &Contents	Outcomes
Unit-1 Teaching Skill Unit-2 Concept and Preparation of Lesson Plan.	After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.