3rd SEMESTER (HONOURS)

EDU-HC-3016
DEVELOPMENT OF EDUCATION IN INDIA-II
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 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 Content:

Units	Content

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

Unit-2	**Development of Secondary Education in the Post-Independent Period**
	• Dr. Tara Chand Committee-1948
	  - Major Recommendations
	• 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

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.

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.

Recommended Readings

➢ Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education.* 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.

EDUCATIONAL TECHNOLOGY AND TEACHING METHODS
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

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

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectives of teaching and classroom management
- Make the students understand the strategies of effective teaching as a profession.

Course contents

Units	Contents
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
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
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
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
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

Recommended Readings:

➤ Aggarwal J. C. (2005). *Educational Technology*. New Delhi: Vikash Publishing House Pvt. Ltd.

➤ Chauhan, S. S. (2008). *Innovations in Teaching-learning Process*. New Delhi: Vikash Publishing House Pvt. Ltd.

➤ Joshi, A. (). *Models of Teaching*. Agra: H.P. Bhargava, Book House

➤ Kochhar, S. K. (1996). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

➤ Mangal, S.K. and Mangal, Verma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.

➤ Passi, B.K. (1976). *Becoming Better teacher-Micro Teaching Approach*. Ahmedabad: Sahitya Mudranalaya

➤ Sharma, R.A. (2000). *Teaching Foundation of Education*. Meerut: R. Lall Book Depot

➤ Siddiqui, M.H.(2008). *Models of teaching*. New Delhi: APH Publishing Corporation

➤ Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers

EDU-HC-3036
VALUE AND PEACE 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 concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

Course contents

Unit	Contents
Unit-1	**Value** • Concept and characteristics of value. • Sources of values • Impact of globalization on culture and values. • Importance of values in human life
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
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.
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

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.

Recommended Readings:

➢ Agarwal, J. C. (2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.

➢ Chakrabarty, M. (1997). *Value education: Changing Perspective*. New Delhi: Krishna Publishers Distribution.

➢ Chitakra, M. G. (2007). *Education and Human Values*. New Delhi APH Publishing Corporation.

➢ Mishra, L (2009). *Peace education-Framework for teachers*. New Delhi: APH Publishing Corporation.

➢ Panda. P.K. (2017). *Value Education*. Guwahati: Nivedita Book Distributors.

➢ Rajput, J. S. (2002). *Human Values in School Education*. New Delhi: Anmol Publication.

➢ Singh, S. P. (2011). *Education for World Peace*. New Delhi: Discovery Publishing House.

➢ Suryanarayana. N. V. S. (2017). *Education and Human Value*. Guwahati: Nivedita Book Distributors.

EDU-HG-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

Units	Contents
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
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

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.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan.* Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan.* Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools.* New Delhi: Starling Publishers Pvt. Ltd.

PUBLIC SPEAKING SKILL

Credit – 4

Course Outcome:

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

Theory (2 Credits)

Course contents

Units	Contents
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 • Communication Cycle • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication
Unit-2	**Personality Development and Motivation as Means for Effective Public Speaking** • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Traits of Personality needed for Effective Public Sp___ ___ne. Change, Agreeableness, Extroversion, Sociability, Emotional Stabil___ Liveliness, Reasoning, Warmth • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Kinds of Motivation: Natural or Intrinsic Motivation and Artificial or Extrinsic Motivation • Ways or means of motivating audience

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.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.