

# Syllabi

**Four Year Undergraduate Programme (FYUGP)**

**Gauhati University**

**Effective from Academic Year 2023-24**



**GAUHATI UNIVERSITY**

Guwahati-781014

## **Four Year Undergraduate Programme (FYUGP) Syllabus**

### **1<sup>ST</sup> SEMESTER**

**Subject Name: Education**

**Course Name: PRINCIPLES OF EDUCATION**

**Course level: 100 – 199**

**Credit: 4**

**Total: 100 (Internal – 20 External – 80)**

#### **Learning Outcome:**

After going through this paper the students will be

- Able to know the meaning, types and sound principles of education.
- Students will be able to get acquainted with the concepts like different aims of education , Curriculum , Democracy, discipline , Freedom, etc
- Have knowledge about different aims of education and its application in educational setting.
- Able to understand the democratic ideals and set up of education.

#### **Course contents**

<b>Unit No</b>	<b>Contents</b>	<b>No of classes</b>	<b>Marks</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>• Functions of Education</li><li>• Different Forms of Education -Formal , Informal and Non Formal Education and different agencies imparting Formal , Informal and Non Formal Education</li><li>• School and its manifold functions, Relationship between school and society</li><li>• Development and present status of Distance and Open Education with special reference to</li></ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)

	India		
<b>Unit -2</b>	<b>Aims of Education</b> <ul style="list-style-type: none"> <li>• Concept and importance of Aim of Education</li> <li>• Determinants of Aims</li> <li>• Different Aims of Education and their pioneers</li> <li>• Individual vs. Social aim , Liberal vs. Vocational Aim</li> <li>• Democratic ,Citizenship, Moral and Complete Living as Aims of Education</li> </ul>		
<b>Unit -3</b>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of Curriculum and importance of Curriculum</li> <li>• Types of curriculum, Principles of Curriculum Construction, Determinants of Curriculum</li> <li>• Philosophical Bases of Curriculum construction specifically Idealism, Naturalism and Pragmatism</li> <li>• Correlation of Curriculum/Studies - meaning , importance and different types</li> <li>• Co-scholastic Activities - meaning , importance and different types</li> </ul>		

<b>Unit -4</b>	<b>Discipline and Freedom</b> <ul style="list-style-type: none"> <li>• Meaning and Importance of Discipline and Freedom</li> <li>• Various Forms of Discipline , Discipline Vs. Order</li> <li>• Importance of Reward and Punishment in school</li> <li>• Concept of Freedom and Free discipline</li> <li>• Maintenance of Discipline in school</li> </ul>		
<b>Unit -5</b>	<b>Democracy and Education</b> <ul style="list-style-type: none"> <li>• Meaning of Democracy in Education</li> <li>• Democracy and education for all</li> <li>• The Child in a democratic educational Environment</li> <li>• Role of teachers and administrators in Democracy</li> <li>• Methods of teaching in Democracy</li> </ul>		

**Recommended Reading :**

- Agarwal, J. C. (2010). *Theory and Principles of Education*, Delhi, Vikas Publishing House Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati Lawyer's Book Stall
- Bhatia , K. & Bhatia(1994), B. D. *Theory and Principles of Education: Philosophical & Sociological Bases of Education* , 20<sup>th</sup> ed.,Delhi, Doaba House
- Chaterjee, S. (2012) *Principles and Practices of Modern Education*, Delhi, Books & Allied Ltd.

- Goswami, D. (2012). *Principles of Education*, Guwahati, LBS Publications
- Kalita, U., Saharia, S. B. & Sharma, A. (2019). *Sikshar Niti*, Tushar Publishing House, Guwahati, India.
- Raymont T. (1904) *Principles of Education*, London, Newyork & Bombay: Longman's Green & Co
- Ross, J.S. (1945) *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd
- Safaiya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*, New Delhi: Dhanpatraj Publishing Company Pvt. Ltd.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**2<sup>ND</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EDUCATIONAL PSYCHOLOGY**

Course Code: 100 – 199

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcomes:**

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

- Understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories and measurement and acquaint themselves with different types of personality and the adjustment mechanism.
- Understand the types of exceptional children and significance of individual differences in a classroom.

## Course contents

Units	Contents	No of classes	Marks
<b>Unit-1</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 and Scope,</li> <li>• Importance of Educational Psychology in teaching – learning process</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<b>Unit-2</b>	<b>Learning and Motivation:</b> <ul style="list-style-type: none"> <li>• Learning -Meaning and nature</li> <li>• Theories of learning— Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning</li> <li>• Laws of learning--law of readiness, law of exercise ,law of effect</li> <li>• Factors affecting learning</li> <li>• Motivation-meaning, role of motivation in learning</li> </ul>		
<b>Unit-3</b>	<b>Memory, Attention and Interest:</b> <ul style="list-style-type: none"> <li>• Memory—Meaning, nature and types</li> <li>• Economy in memorization through different methods</li> <li>• Forgetting—meaning and causes</li> <li>• Attention-concept, characteristics, determinants and types</li> <li>• Interest-Meaning, relation between Attention and Interest</li> <li>• Role of attention and Interest in learning</li> </ul>		

<b>Unit-4</b>	<b>Intelligence, Creativity and personality</b> <ul style="list-style-type: none"> <li>• Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory</li> <li>• Creativity-concept, characteristics</li> <li>• Personality—meaning and nature</li> <li>• Theories of personality-Type and trait theory</li> </ul>		
<b>Unit-5</b>	<b>Exceptional children &amp; Individual Differences</b> <ul style="list-style-type: none"> <li>• Concept of Exceptional Children and their types</li> <li>• Identification and Characteristics of Gifted, Intellectually Challenged and Children with Learning Disabilities</li> <li>• Education of Exceptional Children</li> <li>• Individual Differences-Meaning and Nature; Psychological implications of Individual Differences in the Classroom and role of the teachers.</li> </ul>		

**Recommended Readings:**

- Baron,R.A. (2001). *Psychology*. New Delhi: Prentice Hall.
- Bichler,R.F. and Snowman,J. (1993). *Psychology Applied to Teaching*. Boston: Houghton Mifflin
- Chauhan,S.S. (1996). *Advanced Educational Psychology*.New Delhi: Vikash Publishing House Pvt. Ltd.
- Crow & Crow (1962).*Educational Psychology*.New Delhi: Prentice Hall.
- Guilford,J.P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
- Kuppuswamy B. (2013).*Advanced Educational Psychology*,New Delhi: Sterling Publishers Private Limited.
- Mangal, S.K.(2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.

- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Skinner, Charles,(2012).*E- Educational Psychology*. New Delhi: Prentice Hall.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**3<sup>RD</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EDUCATIONAL SOCIOLOGY**

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

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

- Understand the concept and nature of sociology
- Analyse the relationship of sociology with education.
- Understand the concept and nature of culture
- Analyse the relationship of culture with education.
- Understand the concept of socialization and its processes,
- Explain the role of education on socialization.
- Understand the concept, nature and factors of social change.
- Explain the role of education on social change.
- Understand the concept and nature of social group and its types.
- Analyse the difference between social group and crowd.

**Course contents**

Units	Contents	No of Classes	Marks
<b>Unit-1</b>	<b>Sociology and Education</b>	Contact class: 50	Total: 100 (Internal –

	<ul style="list-style-type: none"> <li>• Concept, Nature and Methods of Sociology</li> <li>• Educational Sociology: Meaning, Nature, Scope and its importance</li> <li>• Relation between Education and Sociology</li> </ul>	Non contact class:10	20 External – 80)
<b>Unit-2</b>	<b>Culture and Education</b> <ul style="list-style-type: none"> <li>• Concept, Nature and Functions of Culture</li> <li>• Types of Culture: Material and Non-Material Culture</li> <li>• Relationship between Culture and Education</li> </ul>		
<b>Unit-3</b>	<b>Socialization</b> <ul style="list-style-type: none"> <li>• Concept, Nature and Processes of Socialization</li> <li>• Agents of Socialization: Family and School</li> <li>• Education as a Socialisation Process</li> </ul>		
<b>Unit-4</b>	<b>Social Change</b> <ul style="list-style-type: none"> <li>• Concept and Nature of Social Change</li> <li>• Factors of Social Change</li> <li>• Education as an instrument of Social Change</li> </ul>		
<b>Unit-5</b>	<b>Social Group</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of Social Group</li> <li>• Difference between Social Group and Crowd</li> <li>• Types of Social Group: Primary and Secondary Group</li> <li>• Importance of Primary and Secondary Groups</li> </ul>		

### Recommended Readings:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

- Brown, F. J. (1954): *Educational Sociology (2<sup>nd</sup> Edition)*. New York: Prentice Hall.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2019) 2<sup>nd</sup> Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**4<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EDUCATIONAL PHILOSOPHY**

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

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

- Understand the concept, nature, functions and branches of philosophy.
- Analyse the relationship of philosophy with science.
- Understand the concept, nature, scope and functions of educational philosophy.
- Analyse the relationship of philosophy with education.

- Understand different Indian schools of philosophy.
- Analyse the educational implications of different Indian philosophy.
- Understand different Western schools of philosophy.
- Analyse the educational implications of different Western philosophy.
- Understand the philosophy of great philosophers and their contributions.

### Course contents

Units	Contents	No of classes	Marks
<b>Unit -1</b>	<b>Philosophy</b> <ul style="list-style-type: none"> <li>• Concept, Nature and Scope of Philosophy</li> <li>• Functions and branches of Philosophy</li> <li>• Relationship of Philosophy with Science</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<b>Unit -2</b>	<b>Educational Philosophy</b> <ul style="list-style-type: none"> <li>• Concept, Nature and Scope of Educational Philosophy</li> <li>• Functions of Educational Philosophy</li> <li>• Relationship between Philosophy and Education</li> </ul>		
<b>Unit -3</b>	<b>Indian Schools of Philosophy</b> <ul style="list-style-type: none"> <li>• Vedic Philosophy and their Educational Implications</li> <li>• Buddhist Philosophy and their Educational Implications</li> <li>• Islamic Philosophy and their Educational Implications</li> </ul>		
<b>Unit -4</b>	<b>Western Schools of Philosophy</b> <ul style="list-style-type: none"> <li>• Idealism and their Educational Implications</li> <li>• Pragmatism and their Educational Implications</li> <li>• Naturalism and their Educational Implications</li> </ul>		
<b>Unit -5</b>	<b>Great Philosophers</b> <ul style="list-style-type: none"> <li>• Contribution of Indian</li> </ul>		

	Philosophers: Swami Vivekananda and Rabindranath Tagore • Contribution of Western Philosophers: John Dewey and Jean-Jacques Rousseau		
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### **Selected readings**

- Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)
- Chaube, S.P. and Akhilesh Choube, Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2
- Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002
- Wingo, G. Max: Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975
- Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950
- Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002
- Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014
- Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London

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**Subject Name: Education**  
**Course Name: DEVELOPMENT OF EDUCATION IN INDIA**  
 Course Code: 200 – 299  
 Credit: 4  
 Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

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

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- 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 times
- Accustom with the recent Educational Development in India

Unit No	Contents	No of classes	Marks
Unit-1	<b>Education in Ancient and Medieval India</b> <ul style="list-style-type: none"> <li>• <b>Education in Ancient India</b> The Vedic System of Education: Concept and Salient Features</li> <li>• <b>Education during Buddhist Period</b> General Features of Buddhist Education Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi,</li> <li>• <b>Education in Medieval India</b></li> <li>• <b>The Islamic System of Education</b> General Features of Muslim Education, Defects of Muslim Education</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	<b>Education in British India: The 19<sup>th</sup> Century</b> <ul style="list-style-type: none"> <li>• Educational Activities of Missionaries in Assam</li> <li>• The Charter Act of 1813</li> <li>• The Anglicists-Orientalists Controversy</li> <li>• Macaulay’s Minute, 1835</li> <li>• Wood’s Despatch of 1854</li> <li>• Indian Education Commission-1882</li> </ul>		
Unit-3	<b>Education in British India : 19<sup>th</sup> Century, before independence</b>		

	<ul style="list-style-type: none"> <li>• Indian University Commission- 1902, Major Recommendations</li> <li>• Lord Curzon’s Education policy on Primary, Secondary and Higher Education, The University Act of 1904</li> <li>• Gokhale’s Bill for Compulsory Primary Education- 1910-1912</li> <li>• Calcutta University Commission-1917, Major Recommendations</li> <li>• Hartog Committee Report-1929,</li> <li>• Basic Education-1937</li> <li>• The Sargent Report- 1944</li> </ul>		
<b>Unit-4</b>	<p><b>Development of Indian Education : the post independence period</b></p> <ul style="list-style-type: none"> <li>• University Education Commission – 1948, Recommendations and evaluation of the recommendations</li> <li>• Educational Provisions of the Indian Constitution and their Implementation</li> <li>• Secondary Education Commission-1952-53, recommendations and evaluation</li> <li>• Education Commission 1964-66, Major recommendations, Critical assessment and relevance of the recommendation in the present education system</li> <li>• National Policy on Education-1968 and its evaluation and implementation</li> <li>• National Education Policy 1986 and Revised National Policy of Education-1992</li> </ul>		
<b>Unit-5</b>	<p><b>Recent Developments and programmes in Indian Education</b></p> <ul style="list-style-type: none"> <li>• The National Knowledge Commission Report, Background and Recommendations</li> <li>• Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education, Recommendations</li> <li>• Government Programmes of Education: SSA, RMSA, RUSA</li> <li>• Right to Education (RTE)</li> <li>• National Education Policy 2020,</li> </ul>		

	Paradigm shift in School Education and Higher Education including Teacher Education.		
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### **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
- Draft National Education Policy 2019. MHRD, Govt of India
- Bharatar Shiksha Etihasar Adhyan ( Assamese) , Jatin Baruah , Lawyers Book Stall, Guwahati
- Rastriya Shiksha niti 2020 ( Assamese), Shiksha Mantranaloy, Bharat Sarkar

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**4<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: GUIDANCE AND COUNSELING**

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcomes:**

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

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

**Course contents**

<b>Units</b>	<b>Contents</b>	<b>No of classes</b>	<b>Marks</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>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<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></ul>		

	<ul style="list-style-type: none"> <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 counselor</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/ counselor</li> </ul>		

### 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.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**4<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: HUMAN RIGHTS, VALUE AND PEACE EDUCATION**

Course Code: 200 – 299

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Objectives:**

After completion of this course the learners will be able to demonstrate the ability 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**

<b>Units</b>	<b>Contents</b>	<b>No of classes</b>	<b>Marks</b>
<b>Unit-1</b>	<b>Basic Concept of Human Rights</b> <ul style="list-style-type: none"><li>• Concept, Nature , objectives, principles and of Scope Human Rights</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>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<b>Unit-2</b>	<b>United Nations and Human rights</b> <ul style="list-style-type: none"><li>• Universal Declaration of Human Rights (1948) by UN</li></ul>		

	<ul style="list-style-type: none"> <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>	<b>Role of Advocacy Groups for Promotion of Human Rights</b> <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-4</b>	<b>Basic concept of values</b> <ul style="list-style-type: none"> <li>• Meaning, concept and definition and Characteristics of values</li> <li>• Classifications of values</li> <li>• Functions of Values</li> <li>• Sources of Values</li> <li>• Values in Indian Philosophical Thoughts</li> <li>• Role of Education in inculcation of values</li> <li>• Strategy for value orientation through Social Institutions</li> </ul>		
<b>Unit-5</b>	<p>Introduction to peace and peace education</p> <ul style="list-style-type: none"> <li>• Meaning , Concept, definition and characteristics of Peace</li> <li>• Importance of Peace in Human life</li> <li>• Role of teacher in promoting peace</li> <li>• Meaning, Concept, definition, aims and objectives of peace education</li> <li>• Characteristics of peace education</li> <li>• Philosophy of peace education</li> <li>• Need and importance of education</li> <li>• Peace Education and International Understanding</li> </ul>		

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### Reference Books:

- 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, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

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### **Four Year Undergraduate Programme (FYUGP) Syllabus**

#### **5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EDUCATIONAL TECHNOLOGY**

Course Code: 300 – 399

Credit: 4

Total: 100 (Internal – 20 External – 80)

### **Learning Objectives:**

After completion of this course the learners will be able to demonstrate the ability 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, effectiveness of teaching and classroom management

Make the students understand the strategies of effective teaching as a profession

Units	Contents	No of classes	Marks
<b>Unit:1</b>	<b>Educational technology:</b> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of Educational technology</li> <li>• Approaches of Educational Technology Educational Technology I or Hardware Approach Educational Technology II or Software Approach Educational Technology III or Systems Approach</li> <li>• Psychological Bases for the use of Hardware and Software Technologies-Edger Dale's Cone of Experiences</li> <li>• Instructional Strategies- Programmed Instruction- Meaning, Characteristics, Fundamental Principles of Programming- Concept of Extrinsic and Intrinsic programming( Linear and Branching Programming)</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<b>Unit:2</b>	<b>Communication and Teaching-Learning</b> <ul style="list-style-type: none"> <li>• Concept , Nature and Types of Communication</li> <li>• Principles of communication</li> <li>• Classroom Communication</li> <li>• Marks of effective classroom communication</li> </ul>		

	<ul style="list-style-type: none"> <li>• Barriers of effective classroom communication</li> <li>• Application of ICT in communication the teaching-learning Process</li> <li>• Resources of learning- Projected and Non-projected resources,</li> <li>• E-learning, EDUSAT, INFLIBNET and Social media</li> </ul>		
<b>Unit:3</b>	<p><b>Methods and techniques of teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching learning process- Meaning and Nature of teaching and learning</li> <li>• Criteria of good teaching</li> <li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li> <li>• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning</li> </ul>		
<b>Unit:4</b>	<p><b>Strategies of Teaching and Learning</b></p> <p>Teaching Behavior- Authoritarian, Democratic, Laissez Faire</p> <p>Phases of Teaching-Pre-Active, Interactive and Post-Active Phase</p> <ul style="list-style-type: none"> <li>• Levels of Teaching-Memory Level, Understanding Level, Reflective Levels of Teaching</li> </ul>		
<b>Unit:5</b>	<p><b>Lesson Planning and Micro Teaching</b></p> <ul style="list-style-type: none"> <li>• Lesson plan –Its meaning and Importance</li> <li>• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li> </ul>		

	<ul style="list-style-type: none"> <li>• Herbartian Steps of Lesson Planning</li> <li>• Criteria of a good lesson plan</li> <li>• Micro teaching- meaning and components</li> </ul>		

### Reference Books:

- 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.
- 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: SahityaMudranalaya
- 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

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### **Four Year Undergraduate Programme (FYUGP) Syllabus**

**5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EMERGING ISSUES IN EDUCATION**

Course Code: 300 – 399

Credit: 4  
Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

After completion of this unit, students will able to-

- 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.

**Course contents**

Units	Contents	No of classes	Marks
<b>Unit-1</b>	<p><b>Social Inequality in Education and Constitutional Safeguards</b></p> <ul style="list-style-type: none"> <li>• Concept of Social Inequality</li> <li>• Constitutional Provision for Ensuring Equality in Education</li> <li>• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam</li> <li>• Education for Backward Children, Child Labour, Street Children and Slum Dwellers</li> <li>• Gender Disparity and Rural-Urban Disparity in Education</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<b>Unit-2</b>	<p><b>Liberalization, Privatization and Globalization of Education</b></p> <ul style="list-style-type: none"> <li>• Liberalization: Concept and its impact on education</li> <li>• Privatization: Concept and its impact on education</li> <li>• Globalization: Concept and its impact on education</li> <li>• Public-private Partnership</li> <li>• Education as investment</li> </ul>		
<b>Unit-3</b>	<p><b>Issues related to Students</b></p> <ul style="list-style-type: none"> <li>• Youth Unrest: Concept, Causes and Remedies</li> </ul>		

	<ul style="list-style-type: none"> <li>• Campus Disturbance: Concept, Causes and Remedies</li> <li>• Examination Anxiety: Concept, Causes and Remedies</li> <li>• Issues related to Educated Unemployment.</li> </ul>		
<b>Unit-4</b>	<b>Environmental Education and Population Education</b> <ul style="list-style-type: none"> <li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li> <li>• Role of Environmental Education for Sustainable Development</li> <li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li> <li>• Population Explosion: Its Causes and Consequences</li> <li>• Population Education for Population Control</li> </ul>		
<b>Unit-5</b>	<b>Multi-Cultural Education and Alternative Education</b> <ul style="list-style-type: none"> <li>• Concept, Objectives and Need of Multi-Cultural Education</li> <li>• Curriculum and Instruction of Multi-Cultural Education</li> <li>• Issues related to Multi-Cultural Education</li> <li>• Concept of Alternative Education and its related Issues</li> <li>• Role of NIOS and Sakshar Bharat Mission in Alternative Education</li> <li>• Role of IGNOU and KKHSOU in Alternative Higher Education</li> <li>• MOOC and its related Issues.</li> </ul>		

**Recommended Readings:**

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). *Population Education*. Agra: ShriVinodPustakMandir.
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: ENVIRONMENTAL EDUCATION**

Course Code: 300 – 399

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

On completion of this course, the students will be able to

1. Understand the concept of environment and its relation between human beings
2. Realise the importance of Environmental Education and learn the strategies aware people on environment

3. Discuss on Environmental Issues and Challenges and learn to deal effectively with environmental hazards
4. Evaluate the environmental status at regional and global level and acquire skills to conserve and preserve environment
5. Acquaint themselves with the SDGs and true causes of decline of environmental values among people.

### Course Contents

Units	Contents	No of classes	Marks
Unit-1	<p><b>Concept of Environment</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definitions and characteristics of Environment</li> <li>• Components and Types of Environment. Ecology and Ecosystem</li> <li>• Man's relation with Environment through ages</li> <li>• Interdependency in environment- Food Chain and Food web</li> </ul>	<p>Contact class: 50</p> <p>Non contact class: 10</p>	<p>Total: 100 (Internal – 20 External – 80)</p>
Unit-2	<p><b>Concept of Environmental Education</b></p> <ul style="list-style-type: none"> <li>• Environmental Education: Meaning &amp; definition, characteristics and objectives</li> <li>• Need and importance of environmental Education</li> <li>• Environmental Awareness through formal and informal education, Role</li> </ul>		

	<p>of educational institutions and NGOs in creating environmental awareness and attitudinal change among students and common people.</p> <ul style="list-style-type: none"> <li>• Strategies of teaching Environmental Education at different levels with reference to objectives</li> </ul>		
<b>Unit-3</b>	<p><b>Environmental Degradation and Hazards</b></p> <ul style="list-style-type: none"> <li>• Concept of environmental degradation, environmental hazards and environmental pollution</li> <li>• Environmental Hazards: Natural and man-made</li> <li>• Types of common environmental pollution</li> <li>• Role of Education in mitigation of environmental degradation.</li> </ul>		
<b>Unit-4</b>	<p><b>Environmental conservation</b></p> <ul style="list-style-type: none"> <li>• Needs and objectives of environmental conservation</li> <li>• Characteristics of conservation</li> <li>• Categories of conservation: In situ conservation and Ex situ conservation</li> <li>• Environmental movements/ projects and conferences for conservation of environment: Chipko Movement, Silent Valley project, Narmada Valley Project, Stockholm</li> </ul>		

	Conference 1972, Rio Summit 1992		
<b>Unit -5</b>	<b>Environmental Ethics and Sustainable Development</b> <ul style="list-style-type: none"> <li>• Environmental Ethics and values</li> <li>• Causes of decline of environmental values among people</li> <li>• Environmental education for sustainable development</li> <li>• UN Sustainable Development Goals: Goal 7(Affordable and clean energy), Goal 12 ( Responsible consumption and production), Goal 13 (Climate action)</li> </ul>		

### Recommended Readings:

- Chitrabhanu, T.K: Environmental Education. Authorspress. New Delhi 2007
- Gupta P.K : Population Education. R. Lall Book Depot. Meerut. 2004
- Ramakrishnana and Panneeselvam: Environmental science Education. Sterling Publishers Pvt. Ltd. New Delhi. 2007
- Reddy and Reddy: Environmental Education. Neelkamal Publications pvt. Ltd. Hyderabad/New Delhi.
  - 2007
- Sharma and Maheswari: Education for environment and Human Values, R.Lall Book Depot. Meerut.2005
- Sharma, R.A: Environmental Education. R.Lall Book Depot. Meerut. 2008
- Shrivastava, K.K: Environmental Education (Principles, Concepts and Management).Kanishka Publishers, Distributors. New Delhi. 2014

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: RESEARCH METHODOLOGY**

Course Code: 300 – 399 (Elective-1)

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

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

- Enable the students to understand the concept of Educational Research.
- Acquaint the students with the different steps of Educational Research
- Develop an understanding of different types of educational research
- Acquaint the students about the preparation of Research Proposal

**Course contents**

<b>Units</b>	<b>Contents</b>	<b>No of classless</b>	<b>Marks</b>
<b>Unit-1</b>	<b>Educational Research:</b> <ul style="list-style-type: none"><li>• Meaning, Definition, Characteristics and Objectives of Educational Research</li><li>• Types of Educational Research: Fundamental, Applied and Action Research</li></ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)

<b>Unit-2</b>	<b>Research Proposal :</b> <ul style="list-style-type: none"> <li>• Meaning, Steps in formulating Research Problem</li> <li>• Research Questions, Research Objectives, Research Hypothesis and Variables</li> <li>• Research Tools Meaning of Questionnaire, Interview Schedule and Observation Schedule</li> </ul>		
<b>Unit-3</b>	<b>Review of the Related Literature:</b> <ul style="list-style-type: none"> <li>• Meaning and nature</li> <li>• Sources and Importance</li> </ul>		
<b>Unit-4</b>	<b>Research Design :</b> <ul style="list-style-type: none"> <li>• Meaning of Research design</li> <li>• Meaning of Population and Sample</li> </ul> <b>Analysis and Interpretation of the data:</b> <ul style="list-style-type: none"> <li>• Meaning of data and its types , Collection of data, organization of the data, Analysis and Interpretation of the data</li> </ul>		
<b>Unit-5</b>	<b>Report Writing :</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Structure of Research Report: Preliminary Section, Main body of the Report , Reference Section</li> </ul>		

### Recommended Readings:

- Best and Khan ,Research in Education , (10<sup>th</sup> Edition) Prentice Hall PVT Limited M-97 Connaught Place, New Delhi, New Delhi
- Langenbach Michle and Courtney Vaughn (7<sup>th</sup> Edition).; An Introduction to Educational Research, Allyn and Bacon, London
- Shefali R Pandya, Educational research , 2010, APH Publishing Corporation, Ansari Road , Darya Ganj New Delhi 110002

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: DEVELOPMENTAL PSYCHOLOGY**

Course Code: 300 – 399 (Elective 2)

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

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

- Understand the meaning, nature, scope and different methods of developmental psychology
- Understand the pre-natal period of development.
- Know the characteristics and different developmental aspects of infancy period.
- Explain the parental attitude and family role in the development of infants.
- Know the characteristics and different developmental aspects of childhood period.
- Understand the role of family and school in social and personality development of childhood.
- Understand the meaning, characteristics and developmental tasks of adolescence.
- Explain the need and importance of studying adolescence.
- Understand the social, emotional and personality development of adolescence.
- Analyse the role of family, school and peers on adolescents' development.

**Course contents**

Units	Topics	No of classes	Marks
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<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>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
<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> <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> </ul>		

	<ul style="list-style-type: none"> <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 adolescents</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
- Goswamee, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- 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.

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### Four Year Undergraduate Programme (FYUGP) Syllabus

**5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: TEACHER EDUCATION**

Course Code: 300 – 399 (Elective 3)  
 Credit: 4  
 Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

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	No of classes	Marks
Unit-1	<p><b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b></p> <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>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit-2	<p><b>Teacher Education For Different Levels of Education</b></p> <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> </ul>		

	<ul style="list-style-type: none"> <li>• Preparation of Teachers for Higher Level of education</li> </ul>		
<b>Unit-3</b>	<p><b>Structure and Organisations of Teacher Education in India</b></p> <ul style="list-style-type: none"> <li>• Basic Training Centre (BTC)</li> <li>• District Institute for Education and Training (DIET)</li> <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>	<p><b>Status of Teacher Education in India: Trends, Issues and Challenges</b></p> <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>	<p><b>Quality, Responsibility and Professional Ethics of Teachers</b></p> <ul style="list-style-type: none"> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> </ul>		

	<ul style="list-style-type: none"> <li>• Role expectations of Teachers in twenty first century</li> <li>• Professional ethics and accountability of teachers</li> </ul>		
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### 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: Rakhi Prakashan.
- 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, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

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## **Four Year Undergraduate Programme (FYUGP) Syllabus**

**5<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EDUCATIONAL MANAGEMENT**

Course Code: 300 – 399 (Elective 4)  
 Credit: 4  
 Total: 100 (Internal – 20 External – 80)

**Learning Objectives:**

After completion of this course the learners will be able to demonstrate the ability to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education and their application
- 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	No of classes	Marks
<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- Centralised Vs. Decentralised Autocratic Vs. Democratic Creative Vs. Laissez-Faire Management</li> <li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li> <li>• Classroom Management- Principles, Strategies and Techniques.</li> </ul>	<p>Contact class: 50</p> <p>Non contact class: 10</p>	<p>Total: 100 (Internal – 20 External – 80)</p>
<b>Unit-2</b>	<p><b>Resources in Education</b></p> <ul style="list-style-type: none"> <li>• Meaning of</li> </ul>		

	<p>resources</p> <ul style="list-style-type: none"> <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>	<p><b>Institutional Planning</b></p> <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>	<p><b>Financing of Education and Recent Trends in Management</b></p> <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</li> </ul>		

	and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management - Total Quality Management - SWOT Analysis		

### Reference Books:

- 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.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**  
**6<sup>TH</sup> SEMESTER**  
**Subject Name: Education**

**Course Name: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL**

Course Code: 400 – 499

Credit: 4 (3+1)

Total: 100 (Internal – 20 External – 60+20)

**Learning Outcome:**

After completion of this course the learner will be able 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.
- Develop an understanding of different types of educational tests and their uses.
- Acquaint the students about personality test, and aptitude tests.

**Course contents**

<b>Units</b>	<b>Contents</b>	<b>No of classes</b>	<b>Marks</b>
<b>Unit-1</b>	<b>Measurement and Evaluation in Education</b> <ul style="list-style-type: none"><li>• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement</li><li>• Evaluation -Its meaning, basic principles</li><li>• Relationship and difference between Measurement and Evaluation</li><li>• Examination and Evaluation</li><li>• Formative and Summative evaluation</li><li>• Role of evaluation in education</li></ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 60+20)
<b>Unit-2</b>	<b>Test Construction</b> <ul style="list-style-type: none"><li>• General procedure of Test Construction and Standardization</li><li>• Item Analysis</li><li>• Characteristics of a good test</li><li>• Validity, Reliability, Objectivity and Norms</li></ul>		
<b>Unit-</b>	<b>Educational Achievement Test</b>		

3	<ul style="list-style-type: none"> <li>• Meaning and objectives of Achievement Test</li> <li>• Difference between Achievement test and Intelligence Test</li> <li>• Construction of Educational Achievement Test</li> <li>• Different types of Educational Achievement Test</li> </ul>		
Unit-4	<p><b>Personality Test</b></p> <ul style="list-style-type: none"> <li>• Personality Test- Meaning and Nature</li> <li>• Types of Personality Measurement <ul style="list-style-type: none"> <li>-Subjective Technique (Personality Inventory or Questionnaire-MMPI)</li> <li>-Objective Technique (Rating Scale)</li> <li>-Projective Technique (Thematic Apperception Test, Ink-Blot-Test)</li> <li>-Situational Technique (Psycho Drama)</li> </ul> </li> </ul>		
Unit-5	<p><b>Laboratory Practical</b></p> <ul style="list-style-type: none"> <li>• Recall and Recognition, Trial and Error learning,</li> <li>• Span of attention</li> <li>• Ink Blot Test</li> <li>• Free Association Test, Control Association Test</li> <li>• Personality Test for Introversion-Extroversion</li> </ul>		

**Recommended Readings:**

- Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir
- Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.

- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*.  
Guwahati.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**6<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: EDUCATIONAL STATISTICS AND PRACTICAL**

Course Code: 400 – 499

Credit: 4 (3+1)

Total: 100 (Internal – 20 External – 60+20)

**Learning Outcome:**

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

- 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

**Course contents**

Units	Contents	No of classes	Marks
<b>Unit-1</b>	<b>Basics of Educational Statistics</b> <ul style="list-style-type: none"> <li>• Statistics- Meaning, Nature and Functions</li> <li>• Need of statistics in Education</li> <li>• Measures of central tendency and their uses</li> <li>• Mean, Median and Mode from ungrouped and grouped data</li> <li>• Measures of variability –Concept, Types and their uses, merits and demerits</li> <li>• Quartile Deviation, Average Deviation, Standard deviation- (grouped and ungrouped data-short method), Combined SD</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 60+20)
<b>Unit-2</b>	<b>Graphical presentations of data</b> <ul style="list-style-type: none"> <li>• Usefulness of Graphical presentations of data,</li> <li>• Basic principle of constructing a graph,</li> <li>• Different types of graph –histogram, frequency polygon,</li> <li>• Cumulative frequency percentage curve (Ogive), Smoothed graph.</li> </ul>		
<b>Unit-3</b>	<b>Co-efficient of Correlation and Percentiles</b> <ul style="list-style-type: none"> <li>• Coefficient of correlation – Meaning and types,</li> <li>• Computation of, co-efficient of correlation by Rank difference method &amp; Product-moment method and interpretation of result</li> <li>• Calculation of Percentile and Percentile Rank</li> </ul>		
<b>Unit-4</b>	<b>Normal Probability Curve and Its Application</b> <ul style="list-style-type: none"> <li>• Normal Probability Curve: Its Meaning, Properties and Uses</li> <li>• Table of Area under NPC</li> <li>• Applications of Normal Probability Curve</li> <li>• Divergence from Normality: Skewness and Kurtosis</li> </ul>		
<b>Unit-5</b>	<b>Statistical Practical</b> <ul style="list-style-type: none"> <li>• To determine the Mean Median and Mode</li> <li>• Graphical Representation – Frequency Polygon, Histogram and Pie diagram</li> </ul>		

### **Recommended Readings:**

- Garrett, H.E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Mangal, S.K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Saha, Kaberi (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.
- Sahu, Binod, K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

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### **Four Year Undergraduate Programme (FYUGP) Syllabus**

#### **6<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**Course Name: MENTAL HEALTH AND HYGIENE**

Course Code: 400 – 499

Credit: 4

Total: 100 (Internal – 20 External – 80)

### **Learning Outcome:**

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.
- Will be able to apply the knowledge gained from this course ,for Upliftment of one's mental health

Unit No	Contents	No of classes	Marks
Unit -1	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"> <li>• Mental Health – Concept and Definitions</li> <li>• Need and importance of Mental Health</li> <li>• Scope of Mental Health , Dimensions of Mental Health</li> <li>• History of the development of Mental Health Movement</li> <li>• Characteristics of a mentally healthy person</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal – 20 External – 80)
Unit -2	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"> <li>• Mental Hygiene –it's meaning and Definitions</li> <li>• Need and importance of Mental hygiene</li> <li>• Goals of Mental Hygiene</li> <li>• Functions of Mental Hygiene</li> <li>• Relationship between Mental health and hygiene</li> </ul>		
Unit -3	<b>Mental Health and Education</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>• Maintaining Mental Health of Students-Role of Home , School and Society</li> <li>• Mental Health of Teachers-causes of Mal adjustment and remedial measure</li> </ul>		
Unit -4	<b>Preservation of Mental Health and Hygiene-Role of positive Psychology</b> <ul style="list-style-type: none"> <li>• Positive Psychology – Meaning and Nature and importance</li> <li>• Five pillars of positive</li> </ul>		

	psychology-PERMA <ul style="list-style-type: none"> <li>• Contribution of WHO on Mental Health</li> <li>• Stress management-Role of Adjustment mechanisms</li> <li>• Mental Health Care Act, 2017</li> </ul>		
<b>Unit -5</b>	<b>Restoring Mental Health by 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.
- Coleman J. C. (2016): *Abnormal Psychology and Modern life*. Chicago: Scott, Foresman and Company.
- 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.

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**Four Year Undergraduate Programme (FYUGP) Syllabus**

**6<sup>TH</sup> SEMESTER**

**Subject Name: Education**

**GENDER STUDIES**

Course Code: 400 – 499

Credit: 4

Total: 100 (Internal – 20 External – 80)

**Learning Outcome:**

After going through this paper the students will be

- able to know the meaning of gender , difference between sex and gender ,types like Family, Marriage, Kinship, Religious institution, Gender Stereotype
- able to understand the meaning of the subject gender studies, its importance and features, different roles on the basis of gender
- able to get acquainted with the process of Socialization and Gender biases in the School ,Family and Society
- have knowledge about different provisions for gender equality

- able to apply gender sensitive approach

Unit No	Contents	No of classes	Marks
Unit -1	<p><b>Basic Concepts of Gender and related Terms</b></p> <ul style="list-style-type: none"> <li>• Concept of Gender , Sex</li> <li>• Feminity and Masculinity ,Patriarchy, Matriarchy</li> <li>• Difference between sex and gender</li> <li>• Gender and social institutions - Family, Marriage, Kinship, Religious institution</li> <li>• Gender Stereotype</li> </ul>	Contact class: 50 Non contact class: 10	Total: 100 (Internal 1-20 External 1-80)
Unit- 2	<p><b>Gender Studies</b></p> <ul style="list-style-type: none"> <li>• Meaning of gender studies</li> <li>• Importance of gender studies</li> <li>• Features of gender studies</li> <li>• Women studies vs. gender studies</li> <li>• From Women studies to Gender studies :a paradigm shift</li> </ul>		
Unit - 3	<p><b>Gender Roles: Biological and Cultural</b></p> <ul style="list-style-type: none"> <li>• Biological role - Male-Female</li> <li>• Cultural role- Masculine and Feminine</li> <li>• Productive role</li> <li>• Reproductive Role</li> <li>• Community role</li> <li>• Religion and its role in creation and preservation of gender inequality</li> </ul>		
Unit - 4	<p><b>Socialization and Gender biases -in the School, Family and Society</b></p> <ul style="list-style-type: none"> <li>• School-Gender biases in Organization, Gender biases in Textbooks, Curricular Choices , Teachers' Bias</li> <li>• Training of teacher for Gender equality</li> <li>• Society-Gender biases in Education , Employment, work and pay Preferences, political</li> </ul>		

	<p>representation ,Voting Behaviour, stereotype in media</p> <ul style="list-style-type: none"> <li>• Female foeticide, Infanticide, dowry , child abuse, Rape, Devdashi system</li> <li>• Family-Gender biases in Educational opportunity, decision making, marriage, distribution of resources</li> <li>• Domestic violence of different forms, , wife battering , forced polyandry, widowhood</li> </ul>		
<b>Unit-5</b>	<p><b>Gender Equality and Mainstreaming</b></p> <ul style="list-style-type: none"> <li>• Concept of Gender equality , difference between gender equality and women empowerment</li> <li>• Importance of gender equality, role of parents, teachers and curriculum, gender-inclusive language to achieve gender equality</li> <li>• Role of Family and community , Role of mass Media , Role of civil Society</li> <li>• Gender mainstreaming and ways to achieve it in the educational setting, , Adult Education and Mass Literacy programe targeting women</li> <li>• UN's Gender Equality Concern, Sustainable Development Goals - goal 5 : achieve Gender equality and empower all women and girls</li> <li>• Gender Equality and Human Right , National Education Policy(NEP) 2020 on gender equality</li> </ul>		

### Recommended Readings:

- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers
- Batliwala, S.(1993). *Empowerment of Women in South Asia: Concepts and Practices*.
- Bhasin, K.(2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, K.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatia , R. L. & Ahuja , B. N. (2006) *Modern Indian Education and it's Problems* , Surjeet Publication , Delhi, India

- Chanana, K(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Devaki , J.(2005) "Women development and the UN: A Sixty year quest for equality and justice". Bloomeston, Indiana University
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press. 10. Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Gupta A. S. et. al (Eds.) (2005) "Reflections of the right to development, centre for development and human rights". New Delhi, Sage Publication
- Lier,F.(2006) "School Culture and Gender "In c Skeleton , B.Skelton , B. francis &L. Smulyan (Eds). *The SAGE Handbook of Gender and Education (Pp 425-38)*. Thousands Oaks , CA:Sage.
- Kalita, U., Sharma, A. & Barman, S. (2022) *Mahila Aaru Samaj*, Shanti Prakashan, Guwahati, India
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Momsen J. H. (2010) "*Gender and Development, 2<sup>nd</sup> edition*", New York, Routledge
- Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Sadker D. Sadker ,M.&zittleman K.R.(2009).*Still failing of Fairness : How Gender Bias Cheats Girls and Boys in school and what we Can Do About it*. New York , NY: Scribner.
- Rege, S(Ed.). (2003) "*Sociology of Gender: The Challenge of Feminist Sociological Knowledge*". Sage, New Delhi.
- Vishwanthan N. Ed (2006) "*The women gender and development reader*". New Delhi, Zubaa
- Wharton. A.S (2005) "*The Sociology of Gender: An Introduction to Theory and Research*". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.

**Journal:** Gender and Development in India, 1970s-1990s: Some reflections on the constitutive role of context, Mary E. John, *Economic and Political Weekly*, Nov 1996

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**VALUE ADDED COURSE**

## **Four Year Undergraduate Programme (FYUGP) Syllabus**

**1<sup>st</sup> SEMESTER Value Added course**

**Subject Name: Yoga for Well being**

**Credit: 2 (1 Theory + 1 Practical)**

### **Learning Outcomes:**

Students will be able to demonstrate the ability to

1. Perform yogasanas and Pranayams
2. Deal with stress in life
3. Apply Yogic knowledge for maintaining a balanced physical and mental self.
4. Express thoughts and ideas effectively and communicate through appropriate media

### **a. Theory (1 Credit)**

#### **Unit 1: Introduction to Yoga**

- Concept of Yoga, origin of Yoga
- History and Development of Yoga
- Classification of Yoga
- Aim of Yoga in Health and Wellness.
- Contribution of Maharishi Patanjali in the field of Yoga
- Scope of Yoga - Role of Yoga in stress management, Yoga as a tool for Academic Excellence

#### **Unit 2: Introduction to Yogic Exercises- Ashan, Mudra and Pranayam**

##### **-- Yogasanas or Kumbhira-**

**(i) Asanas for Dhyan-**Bajrasan, Sastikasan, Bhadrasan, Padmasan, Siddsan,

**(ii) Asanas for Swasthya-**Tarasan, Tirjak Tarasan, Katichakrasan, Trikonasan, Brikshasan, Padahastan, Ustrasana, Setubandhan, Marjasana, Pabanmuktasan, Bhujangasan, Salabhasana, Dhanurasana, Mamarasana, Surjya Namaskar, Savasana.

- **Mudras-** Biparitkarani Mudra, Saktisalini Mudra, Ashwini Mudra, Yoga Mudra, Udranbandha Mudra

- **Pranayam**- (i) Laghu Pranayam or Hatha Yoga Pranayam, (ii) Pachchatya Pranayam(ii) Sahaj Pranayam

**b. Practical (1 Credit):**

**Guidelines:**

- 1) Students will perform few warm-up exercises before the practical class.
- 1) Students will be guided by the teacher to perform minimum 5 basic Yogasanas from the above-mentioned Asanas (in Unit 2)
- 2) Students will Learn 3 Mudras from the above-mentioned list (in Unit 2)
- 3) Students will Learn Pranayams from any one group mentioned (in Unit 2)
- 3) Teacher will teach the students to do meditation methodically.

**Evaluation Plan:**

- For theory part, written examination will be conducted for 20 marks.
- The Practical Examination will be conducted by an External Examiner for 30 marks.

No. of Contact Classes-

- 1 Class per week

No. of Non-Contact Classes-

- 1 class per week

Medium of Instruction-

Medium of instruction will be Assamese

**Reference Books**

1. Srimad Swami Sivananda Saraswati(2017) *Yoga Bole Rog Aragya*, Umachal Granthawali-24, Guwahati
2. Bibekananda Kendra(1991) *Yoga Ashan- Pranayam- Mudra*, Guwahati

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