SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. Explain the concept, approaches and theories of educational sociology.
2. Illustrate Social Aspects, Social Processes and role of Education.
3. Explain the role of Education in Social Change and Development.
4. Describe various Social Groups and their Education
5. Explain different Political Ideologies and their bearings on Education

Course Contents:

Unit	Content	Marks	L	P	T
I	**Concept, Approaches and Theories**	16	(13)		2
	1.1 Introduction to Educational Sociology-meaning, nature and scope		3		
	1.2 Analogy between Education and Sociology(relationship)		2		
	1.3 Need for sociological approaches in Education(importance)		2		
	1.4 Theories of Educational Sociology-				
	• Conflict Theory-concept, features, merits and demerits		3		
	• Consensus Theory- concept, features, merits and demerits		3		
II	**Education, Social Aspects and Socialization Process**	16	(15)		3
	2.1 Socialization: Meaning and Process		1		
	2.2 Education as a Socialization Process,		2		
	2.3 Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media)		5		
	2.4 Role of these agencies in socialization		1		
	2.5 Social Mobility-meaning, types, factors, Role of education in Social Mobility		1		
	2.6 Emotional and National integration- meaning, importance, Role of education		2		
	2.7 Internationalization- meaning, importance, Role of education		1		
	2.8 Modernization: Meaning, Indicators, Role of Education		2		

III	**Role of Education in Social Changes and Development**	16	(13)		3
	3.1 Social Change: meaning & factors		2		
	3.2 Relation between education & Social Change		2		
	3.3 Cultural Changes- meaning, factors, Role of education		3		
	3.4 Economic Development- meaning, factors, role of education		2		
	3.5 Education as a development indicator		2		
	3.6 Human Resource Development-meaning, role of education		2		
IV	**Education and Social Groups**	16	(15)		3
	4.1 Social groups in Indian context: Characteristics and Classification		2		
	4.2 Social Disadvantages and Inequalities in Indian Society- meaning, causes and types		4		
	4.3 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.		4		
	4.4 Concepts of equity, equality and access in education		3		
	4.5 Reservation in Indian education		2		
V	**Education and Political Ideologies**	16	(14)		3
	5.1 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.		4		
	5.2 Totalitarianism: concept and basic features of Totalitarianism, nature of education in Totalitarian society		3		
	5.3 Communism: concept of Communism, basic features, nature of education in Communist society		3		
	5.4 Secularism: Meaning and Role of education in secular society		4		
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**
    a. Group discussions on any topic of the course.
    b. Debate on different political ideologies and their relevancy on the present context.
    c. Assignment on any topic of the course.
    d. Report writing on socio-cultural issues of any one social group.

B. **Sessional Test** **Marks 10**

C. **Attendance:** **Marks 5**

Suggested Readings:

1. Adiseshiah, W.T.V. & Pavanasam . R., S*ociology in Theory and Practice*, New Delhi, Santhi Publishers, 1974.
2. Blackledge, D. & Hunt, Barry, S*ociological Interpretations of Education*, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. , *Sociology of Education*, New Delhi, Atlantic Publishers, 2002
4. Chandra, S.S., S*ociology of Education*, Guwahati, Eastern Book House, 1996.
5. Cook L, A. & Cook, E., *Sociological Approach to Education* , New York, McGraw Hill, 1970.
6. Durkheim, E.,   *Education and Sociology* , New York, The Free Press, 1966.
7. Hemlata, T., *Sociological Foundations of Education*, New Delhi,   Kanishka Publishers, 2002
8. Jayaram, *Sociology of Education* , New Delhi, Rawat, 1990.
9. Shukla, S. & K. Kumar, *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
10. Swift , D.F., *Basic Readings in the Sociology of Education*, London, Routledge and Keegan Paul, 1970
11. UNESCO, *Inequalities and Educational development*, Paris, ANIIEP Seminar, UNESCO, 1982.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION DIBRUGARH UNIVERSITY
B.A. IN EDUCATION
(HONOURS) EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to**:**

1. explain the concept of education in the context of Indian heritage.
2. describe the education in ancient India, particularly Vedic Education and Buddhist Education.
3. critically examine the education system in Medieval India.
4. evaluate the education system during British period with special emphasis on the commissions and committees.

Course Content:

Unit	Content	Marks	L	P	T
I	**Educational Heritage of India**	20	(17)		
	1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its:				
	- Salient Features		1		5
	- Aims and Objectives		1		
	- System of Administration and Finance		1		
	- Method of Teaching		1		
	- Types of Organisation of Educational Institution		1		
	- Curriculum		1		
	- Teacher-Pupil Relationship		1		
	- Women's Education during Vedic and Buddhist Period.		1		
	1.**2 Education in Medieval India (Islamic System of Education**) with special reference to its:				
	- Salient Features.		1		
	- Aims and Objectives.		1		
	- System of Administration and Finance.		1		
	- Types of Organisation of Educational Institution.		1		
	- Curriculum.		1		
	- Women Education during Islamic Period.		1		
	1.3 Comparison among the Vedic, Buddhist and Islamic education system.		3		
II	**Education during British Period**	20	(18)		
	2.1 Indigenous System of Education during British rule**:**				3

	- Meaning of indigenous education.		1		
	- Types of indigenous educational institution.		2		
	- Causes of downfall of Indigenous education.		1		
	2.2 Educational activities of Missionaries in India		1		
	- The Portuguese				
	- The Danish				
	- The Dutch		3		
	- The French				
	- The British				
	2.3 Centres of Missionary Education in India.		1		
	2.4 Educational activities of Missionaries in Assam		1		
	2.5 Educational activities of East India Company		2		
	- Charter Act, 1813		2		
	- Orientalist and Anglicist Controversy		2		
	- Macaulay's Minute, 1835		1		
	- Bentinck's declaration of educational policy		1		
III	**Growth and Development of Education from 1854 to 1921**	20	(19)		2
	3.1 Wood's Despatch 1854		2		
	- Background of the Despatch.				
	- Recommendations.				
	- Assessments of Wood Despatch.				
	3.2 Hunter's Commission, 1882		4		
	- Background for setting up of the commission.				
	- Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education).				
	- Assessment of Hunter Commission				
	3.3 Lord Curzon's Educational Policy		3		
	- Shimla Educational Conference				
	- Curzon's Policy on Primary education				
	- Curzon's Policy on Secondary education				
	- Curzon's Policy on Higher education				
	3.4 The Indian University Commission, 1902		1		
	3.5 University Act, 1904		2		
	3.6 National Movement / Rise of Nationalism		2		
	3.7 Gokhale's Bill on Primary Education (1910-12)		2		
	3.8 Government resolution on Educational policy, 1913		1		
	3.9 Calcutta University Commission, 1917		2		
IV	**Growth and Development of Education from 1921 to 1947**	20	(18)		2
	4.1 Education under Dyarchy		3		
	- Primary Education				
	- Secondary Education				

	-Expansion of education				
	4.2 Simon Commission		1		
	4.3 Government of India Act of 1921		1		
	4.4 Hartog Committee Report 1929		2		
	4.5 Wardha Scheme of Basic Education, 1937				
	- Wardha Education Conference 1937		1		
	- Salient features of Basic Education		2		
	- Causes of failure of this education in India		1		
	4.6 Wood Abbot Report 1937		2		
	4.7 Sargent Committee Report, 1944				
	- Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education		4		
	- Assessment of the Sargent Committee Report		1		
		80	72		12

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

    a. Group discussions on Indian Education during Vedic, Buddhist and Islamic period.
    b. Debate on controversies and issues of education in different periods.
    c. Report on institutions having indigenous features.
    d. Assignment on any one of the contents of the course.

B. Sessional Test   **Marks 10**
C. Attendance: **Marks 5**

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi : Shipra Publications
3. Altekar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan.* Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi : Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi : Shipra Publications
8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications

9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi
   : S. Chand
10. Chatterjee, Mitali (1999). Education in Ancient India, : D. K. Printworld (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800- 1973). Bombay: Macmillan India Ltd.
14. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012).   Milestones in Modern Indian Education, New Delhi   : New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopaedia of Indian Education , New Delhi : NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) *Snatak Mahalar Bharatar Sikhar Itihas*,
    Guwahati
22. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic
23. Sharma, T.K. (2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli.* Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

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B.A. IN EDUCATION (HONOURS)
EDNH501: EDUCATION IN POST-INDEPENDENT INDIA
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20; END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. describe the educational scenario at the time of Independence
2. explain the roles of various Commissions and Committees in the development of education in post independent India.
3. describe the recent educational developments in India

Course Content:

Unit	Content	Marks	L	P	T
I	**Educational scenario at the time of Independence**	20	(18) 1		
	1.1 A brief account of educational scenario at the time of Independence				4
	1.2 University Education Commission, 1948-49		1		
	- Aims of University Education		1		
	- Reforms of curriculum		1		
	- Administration and Funding		1		
	- Teaching and Research		1		
	- Vocational Education		1		
	- Women's Education		1		
	-Examination reform		1		
	-Students Welfare		1		
	-Implications of University Education Commission's recommendations in present Education system		1		
	1.3 Education in the Indian Constitution:				
	- Introduction: Preamble of the Constitution.		1		
	Constitutional Provisions on:				
	- Free and Compulsory Education.				
	- Early Childhood Care and Education.		2		
	- Secularism in Education.				
	- Study of Hindi and Official language.		3		
	- Education for Women.				
	- Education for Minorities.				
	- Education for ST and SC.		1		

	- Reasons for inclusion of Education in Concurrent List. - Challenges towards Implementation of the Constitutional provisions.		1 2		

II	**Educational Efforts in India - I - (1951-2000):**
	2.1 Secondary Education Commission, 1952-53
	  - Defects of Secondary Education.
	  - Aims of Secondary Education.
	  - Organisational pattern of Secondary Education. }
	2.2 Recommendations of Secondary Education Commission on:
		20	(18)
			
			1
			
			2
			1
					2

	- Study of Language - Curriculum of Secondary Education. } - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. } - Improvement of Teaching Staff. -Implications of Secondary Education Commission's recommendations in present Education system. 2.3 Education Commission, 1964-66 & its recommendations on: - Education and national objectives. - Educational structure and standards. - Teacher status and Teacher Education. - School curriculum. - Teaching methods, Guidance and Evaluation. - Implications of the Education Commission's recommendations in present Education system.		1 1 1 1 2 1 2 2 2 2 1 2		
III	**Educational Efforts in India - II (1951-2000):** 3.1 National Policy of Education 1968 3.2 Iswarbhai Patel Review Committee, 1977 3.3 Adiseshiah Committee Report, 1978 3.4 National Policy of Education, 1986 3.5 Ramamurty Review Committee, 1990 on NPE	20	(18) 2 2 3 2 2		2

	3.6 Janardan Reddy Committee Report, 1991 3.7 Revised National Policy of Education, 1992		2 2		
IV	**Recent Developments in Indian Education:** 4.1 Sarva Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions. 4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Its Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system 4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.	20	(18) 3 2 2 2 2 3 4		4
		80	72		12

In-semester Assessment: **Marks 20**

    A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

        a. Debate on controversies and issues of education of different Commissions and Committees.

        b. Group discussions on the Constitutional Provisions on Indian Education.

        c. Assignment on any one of the contents of the course.

B. **Sessional Test**	**Marks 10**
C. **Attendance:**	**Marks 5**

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008).*Bharatar Sikhar Itihasar Adhayan.*Guwahati: Layars Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications
5. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
10. Sarma, Deka, Mishara & Chakravarty. *Snatak Mahalar Bharatar Sikhar Itihas*, Guwahati
11. Sharma, T.K.(2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli.* Dibrugarh: Banalata.
12. Sharma, T.K & Goswami, R.K.(2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH502: EDUCATION IN WORLD PERSPECTIVE
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to:
1. explain the meaning and definition, nature, scope and purpose of comparative education.
2. describe the factors influencing in national system of education.
3. describe the methods of comparative education.
4. explain the organization, administration, objectives and examination systems of the countries
5. describe the vocational and teacher education of different countries, specially UK, USA, India and Japan.
6. explain the open education in world perspective.

Course Content:

Unit	Content	Marks	L	P	T
I	**Importance of studying national system of education** 1.1 Nature and scope of studying National Systems of Education 1.2 Factors influencing a national system of education • Geographical factor. • Philosophical factor • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. • Secular factor 1.3 Aims and Objectives of National System of Education with respect to -USA -UK -Japan -India	20	**(16)** 2 4 2 6 2 4		**4**
II	2.1 Historical perspective of the development of the study: • Travellers' tales. • Educational problems • Interaction of society and education. • Quantitative approach. • Scientific approach 2.2 Methods of studying National Systems of Education • Descriptive method. • Historical method. • Sociological method. • Statistical method. • Psychological method. • Scientific method.	20	**(16)** 6 6 5		**4**
III	Development of education with respect to Salient features,	20	**(17)**		

	organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in • UK • USA • India • Japan		5 5 5 5		**5**
IV	Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of • Technical and Vocational education • Teacher education • Open and Distance education • Women Education	20	(**17**) 4 4 2		5
	Total	**80**	**66**		**18**

In-semester Assessment: **Marks 20**

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

    a. Presentation of Seminar paper on the educational aspects of U.S.A., U.K., Japan and India.

    b. Debate on the educational issues and challenges of U.S.A., U.K., Japan and India.

    c. Group Discussion on the issues and challenges of U.S.A., U.K., Japan and India.

    d. Writing a report on the similar or common elements of the educational systems of U.S.A., U.K., Japan and India.

    e. Writing a report on the contrasting elements of the educational systems of U.S.A., U.K., Japan and India.

    f. Reviewing and Writing Report on *at least one* article published on current educational issues of the countries-U.S.A., U.K., Japan and India.

B. **Sessional Tests:**   **Marks 10**
C. **Attendance:**   **Marks 5**

Suggested Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education* . New York, Holt, Rinehart and Winston .

2. Biswas, A & Aggarwal, J,C. (1986). *Comparative Education* . New Delhi, Arya Book Depot.

3. Chaube, S.P.(2006). *Features of Comparative Education* . Agra, Vinod Pustak Mandir .

4. Deka,K.K.(1998). *Tulanamulak Siksha*. Dibrugarh, Banalata Prakashan,

5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K., Routledge & Kegan Paul.

6. Holmes,B. (1965). *Problems in Education: A Comparative Approach*. London , Routledge & Kegan Paul.

7. Kandel, I. (1933). *Comparative Education* . Boston, Mass Houghton Miffin .

8. Khanna,S.D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education* . Delhi , Doaba House Booksellers & Publishers.

9. King, E.J. (1962). *World Perspective in Education* .London, Methuen.

10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A*. London, Oxford University Press.

11. Mallinson,V. (1975). *Introduction to the Study of Comparative Education* . Heinemann Educational Books .

12. Mukherji,S.N. (1969). *Education in India: Today and Tomorrow*. Vadodara, Acharya Book Depot.

13. Nath, S.(1986) .*Contemporary Concerns in Education* . Bhubaneswar, Mayur Publishers.

14. Pandey,R.S.(2015). *Education in Emerging Indian Society* . Agra, Agrawal Publication.

15. Rai, B.C. (1968). *Comparative Education* . Lucknow, Prakashan Kendra.

16. Rapple, B. (1989). Matthew Arnold and Comparative Education . *British Journal of Educational Studies* . 37(1) , 54-71. DOI: 10.2307/3121356.

17. Sodhi, T.S.(1983). *Textbook of Comparative Education* . New Delhi,Vikas Publishing House.

18. Tretheway,A.R. (1976). *Introducing Comparative Education* . Pergamon .

19. Ulich, R.(1961). *The Education of Nations*. Cambridge, Harvard University Press.

20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education*. London, Croon & Helm.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to
1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

Course Content:

Unit	Content	Marks	L	P	T
I	**1.0. EDUCATION AND INDIAN CONSTITUTION**	12	(10)		2
	1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies)		3		
	1.2. Education in Indian Constitution:				
	1.2.1 Need for including education in constitution				
	1.2.2 Central, State and Concurrent lists		1		
	1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3)		1 3		
	1.4. Constitution as a source of aims of education.		1		
	1.5. Role of Constitution in equalizing the Educational opportunities.		1		
II	**2.0 CHALLENGES OF INDIAN EDUCATION**	20	(17)		3
	2.1 **Early Childhood Care & Education (ECCE) in India:**		1		
	2.1.1 Meaning & Importance of ECCE.		1		
	2.1.2 Challenges of ECCE in India.		1		
	2.1.3 Role of Anganwadis and Balwadis under ICDS.				
	2.2. **Elementary Education (EE) in India**:		1		
	2.2.1 Objectives of EE & Need for Universalization of EE.		1		
	2.2.2 Efforts of Universalization of EE in India		1		
	2.2.3 Challenges of Universalization of EE in India.				
	2.3. **Secondary Education (SE) in India**		1		
	2.3.1 Objectives of SE & Need for Universalization of SE.		1		
	2.3.2 Efforts towards Universalization & development of SE		1		
	2.3.3 Vocationalization of Secondary Education.		1		
	2.3.4 Challenges of SE in India.				
	2.4. **Higher Education (HE) in India**:				
	2.4.1 Objectives & Challenges HE in India.		1		
	2.4.2 Efforts towards strengthening HE		1		

	Content				
	2.5. **Teacher Education in India**:				
	2.5.1. Objectives of Teacher Education in India		1		
	2.5.2. Challenges of Teacher Education in India.		1		
	2.6. **Technical and Vocational Education in India-**				
	2.6.1. Objectives & Challenges of Technical and Vocational education in India.		1		
	2.6.2. Efforts towards strengthening Technical and Vocational education		1		
	2.7. **Professional Education in India-**				
	2.7.1 Need and Challenges of Professional Education in India		1		
III	**3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION**	16	(15)		1
	3.1. **Environmental Education**:				
	3.1.1. Meaning & Objectives of Environmental Education		1		
	3.1.2. Challenges of Environmental Education.		1		
	3.2. **Women Education:**				
	3.2.1. Importance & Challenges of Women Education in India.		1		
	3.3. **Inclusive Education:**				
	3.3.1. Concept, Objectives & Challenges of Inclusive Education,		1		
	3.3.2. Role of RCI, PWD act in addressing Inclusive education				
	3.4. **Alternative Education:**		1		
	3.4.1. Concept, Need of alternative schooling at Elementary, Secondary and Higher Level,				
	3.4.2. Development and Challenges of Distance Education				
	3.5. **Adult Education:**				
	3.5.1. Concept & Challenges of Adult education		1		
	3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.		1		
	3.6. **Population Education:**		1		
	3.6.1. Concept & Challenges of Population Education		1		
	3.6.2. Role of Education in addressing the challenge of population explosion		1 1		
	3.7. **Human Rights Education:**				
	3.7.1. Concept of Human Rights education		1		
	3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR)		1		
	3.8. **Value and Peace Education**:		1		
	3.8.1. Concept of Value & Peace education		1		
	3.8.2. Role of education in promotion of Value & peace in Society.				
IV	**4.0. Emerging ISSUES IN EDUCATION**	16	(12)		4
	4.1. **ICT based teaching learning**:				
	4.1.1. Concept & Challenges of ICT based Education		1		
	4.1.2. ICT devices used in curriculum transaction		1		
	4.2. **Continuous and Comprehensive Evaluation**:				
	4.2.1. Concept & nature of CCE		1		
	4.2.2. Tools & Techniques of CCE		1		
	4.3. **Education and National development**:				
	4.3.1. Education as a development indicator.		1		
	4.3.2. Role of Education in Human Resource Development.		1		
	4.4. **Issues of Curriculum:**		1		
	4.4.1 Aims of education & curriculum with reference to NCF 2005		2		
	4.4.2 Challenges of curriculum construction at Elementary and Secondary level		2		
	4.5. **Privatization and Commercialization in Indian Education**:		1		
	4.5.1. Concept of Privatization and Commercialization of				

	Education				
	4.5.2. Impact of Privatization and Commercialization in Indian Education				
V	**5.0. Education in Present Social Context**	16	(12)		4
	5.1. Role of education in addressing-				
	5.1.1. Youth unrest				
	5.1.2. AIDs		1		
	5.1.3. Substance abuse		1		
	5.1.4. Health and Hygiene		1		
	5.2. Student politics		1		
	5.3. Role of international agencies in Education		1		
	5.3.1. Concepts of Millennium Development Goals (MDGs)		2		
	5.3.2. Concept and importance of Education for All (EFA)		2		
	5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG)		2		
	5.3.4. Role of UNESCO and UNICEF in educating the world community		1		
	Total	80	66		14

In-semester Assessment: **Marks 20**

  A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

    a. Group discussions on any one of the topics of the course
    b. Debate on the topics like youth unrest**,** AIDs, Substance abuse**,** Health and Hygiene
    c. Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
    d. Assignment on any one of the topics of the course.
  B. **Sessional Tests:**   **Marks 10**
  C. **Attendance:**   **Marks 5**

Suggested Readings:

1. Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
2. Bhatnagar,S. & Saxena A,: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
3. Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
4. Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
5. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
6. Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
7. *Education and National Development*. Ministry of Education, Government of India 1966.
8. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
9. World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
10. Peters, R.S. *The Concept of Education*, Routledge, UK 1967
11. Lakshmi, T.K.S. and M.S. Yadav, *"Education its Evolving Characteristics*", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992

12. Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
13. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its*

Current Problems published by Dhanpat Rai Publishing Company, 2007

14. Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
15. *Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
16. Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
17. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
18. NCERT (1986). *School Education in India* – Present Status and Future Needs, New Delhi.
19. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission
20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
21. Kaushik & Kaushik: *Environmental Perspectives,*
22. Mukherji, S.M., (1966). *History of Education in India,* Acharya Book Depot, Baroda.
23. Ministry of Law and Justice (2009) *Right to Education.* Govt. of India

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION

DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH602: CHILD & ADOLESCENT PSYCHOLOGY
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the Course, students will be able to:
1. explain the significance of a study of childhood and adolescence today.
2. describe the developmental changes of childhood and adolescence.
3. summarize the effect of family dynamics on child and adolescent development
4. explain the significance of the role of society in monitoring and guiding young children in their proper development.

Course Contents:

Unit	Content	M	L	P	T
I	**Introduction:** 1.1 Meaning and Significance of Child Psychology 1.2 Historical Perspectives of development of child psychology 1.3 Factors affecting child Development (Positive and Negative Factors) • Home/Family • School • Society 1.4 Methods used in Child Psychology	15	(12) 3 3 4 2		2
II	**Developmental Patterns & Concerns during Childhood:** 2.1 Development Patterns during this period- • Physical • Mental/Cognitive • Emotional • Social • Language 2.2 Some Common Childhood Problems-	25	(22) 6 6		4
	• Problems of discipline • Behaviour and adjustment problems (anger, aggression, truancy) 2.3 Deficiency & deprivations during childhood- • Natural • Physiological • Socio-economic • Social adjustment problems (shyness, hesitation, jealousy) 2.4 Prevention & correction of these problems 2.5 Role of Education		 6 2 2		
III	**Psychology of Adolescence:**	20	(18)		4

	3.1 Meaning and Need for a Study of Adolescence Psychology		2		
	3.2 Theories of Adolescence Psychology- • Recapitulation • Youth Culture • Social Anxiety Theory		6		
	3.3 Development patterns during Adolescence- • Physical • Mental/Cognitive • Social • Emotional • Moral		6		
	3.4 Risk and Resilience in Adolescents- • Risk Factors in Adolescents • Strategies to Enhance Resilience in Adolescents		4		
IV	**Need and Problems of Adolescents**	20	(18)		4
	4.1 Needs of Adolescents today		2		
	4.2 Problems of Adolescents- • Emotional Problems • Adjustment Problems • Deviance and Delinquency		6		
	4.3 Common Adolescent Problems in Educational Institutions today- • Violence & Vandalism • Hetero-sexual attractions • Substance abuse		6		
	4.4 Role of Society in caring for the Adolescents- • Parents • Educational Institutions • Society		4		
	Total	80	70		14

In-semester Assessment: **Marks 20**

   A. **Sessional Activities (The teacher may assign and assess any one of the following):**   **Marks 5**

1. Reporting data about growth and development of children from different contexts through observation in natural setting
2. Reporting on issues related to child and adolescent behaviour.
3. Listening in on adolescents conversations in the Canteen/ Train/ Bus/ Restaurants/Parks/Workplace etc and reporting the same.
4. Writing a report on a school-going child /or an adolescent with an emphasis on trying to understand the major developmental factors that affect their social behaviour.
5. Discussions based on Film Screenings.

   B. **Sessional Test**   **Marks 10**

   C. **Attendance:**   **Marks 5**

SUGGESTED READINGS:

1. Adler, A. (1927): *Practice and Theory of Individual Psychology*, New York, Harlowet Brace and World.
2. Allport, G.W. (1938): *Personality - A Psychological Interpretation*, Halt, Rinehart and

Winston Inc., New York.

3. Berk, L.E. (2007): *Child Development*, Prentice Hall of India (P) Ltd, New Delhi.
4. Blos, P. (1950): *On Adolescence*, New York, The Free Press of Glencae.
5. Carr, A. (2012): *Positive Psychology*. (2nd Ed), Routledge Publication, New York.
6. Chaube, S.P.: *Child Psychology,* Lakshmi Narain Agarwal, Educational Publishers Agra-3.
7. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd., New Delhi.
8. Coxon, M. (2012): *Cognitive Psychology*. SAGE Publication, London.
9. Deka, Birendra.: *Sishu Monovigyan Aru Shiksha Samaj Vigyan,* Banalata Publishing House, Dibrugarh.
10. Hurlock, E.B. (1973): *Adolescent Development* (4th Ed.), Tokyo, McGraw Hill, Kogakusha, Ltd.
11. Garrison, K.C. (1959): *Psychology of Adolescence*, Englewood Cliff, Practice-Hall.
12. Garrison, K.C. (1965): *The Psychology of Adolescence*, Prentice Hall of India (P) Ltd, New Delhi, Engle Wood Cliffs, New Jersey.
13. Goswami, G.: *Child Development and Child Care,* Arun Prakashan, Guwahati.
14. Jersild, A.T. (1963): *The Psychology of adolescence*, (2nd Ed.), New York, The McMillan Company.
15. Kale, S.V.: *Child Psychology & Child Guidance*, Himalaya Publishing House Mumbai.
16. Kumar, L.N.: *Developmental Psychology*, Agarwal Educational Publishers, Agra-3.
17. Meece, L.J. (2017): *Child and Adolescent Development for Educators*, McGraw Hill Companies Inc., New York
18. Sharma, Deka, Mishra and Chakraborty*: Snatak Mahalar Sishu Monovigyan*, Asom Book Depot.
19. Thompson, G. (1981): *Child Psychology*, 2nd Edition, Surjeet Publication.
20. Tony, C., Gulliford, A. & Brich, S. (2015): *Educational Psychology*, (2nd Ed), Routledge Publication, New York.
21. Woolfolk, A. (2001): *Educational Psychology*, (8th Ed), Needham Heights, M.A., Allyn and Bacon

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED503 / GEED301: INCLUSIVE EDUCATION
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the concept of special education, integrated education, and inclusive education.
2. discuss the global and national commitments towards the education of children with diverse needs.
3. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
4. analyse critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.
5. describe the nature of difficulties encountered by children and in preparing conducive teaching learning environment in inclusive schools.
6. identify existing support services for promoting inclusive practice.
7. describe the policy perspectives related to education of socially disadvantaged section in India.
8. describe the schemes and programmes for education of socially disadvantaged groups.

Course Contents:

Unit	Content	M	L	P	T
I	**Understanding Children with Diverse Needs**	20	(17)		3
	1.1 Concept and Nature of Children with Diverse Needs		4		
	1.2 Types and Characteristics of-				
	• Children with Visual impairment,		1		
	• Children with Hearing Impairment,		1		
	• Children with Intellectual Disability,		1		
	• Children with Specific Learning Disability		1		
	• Children with Cerebral Palsy		1		
	• Children with Autistic Disorder		1		
	• Children with Multiple Disabilities		1		
	• Children from Other Disadvantaged or Marginalized Areas of Group (Girls, SC, ST, Minorities, Street and Working Children etc.)		6		

II	**Introduction to Inclusive Education:**	**18**	**(15)**		**2**
	2.1 Changing Concept and Nature of Special Education.		2		
	2.2 Concept and Nature of Inclusion		1		
	2.3 Need and importance of inclusion		1		
	2.4 Classification of inclusion- • Physical, • Social and • Cognitive inclusion.		1		
	2.5 Inclusive Education- • Concept and Nature of Inclusive education • Objectives of Inclusive Education • Need and importance of Inclusive Education		3		
	2.6 Historical development of Inclusive Education in India and Abroad (Special, Integrated and Inclusive Education).		3		
	2.7 Barriers of Children with Diverse Needs to learning and participation		2		
	2.8 Strategies to overcome the barriers to learning and participation for children with diverse Needs		2		
III	**Policies and Legislations for Diverse Needs Education & Rehabilitation:**	**22**	**(20)**		**5**
	3.1 International Policies and Legislations:				
	• Dakar: framework of action (2000)		1		
	• Millennium Development Goals (2000) to Indian Context.		1		
	• United Nations Convention on the Rights of Persons with Disabilities, 2006.		2		
	3.2 National Policies and Legislations:		2		
	• National Policy on Education (1986) with reference to Program of Action (1992).		1		
	• Rehabilitation Council of India (RCI) Act, (1992).		2		
	• Persons with Disabilities (PWD) Act, 1995.		2		
	• National Trust Act, 1999.		2		
	• Right to Education Act, 2009.		1 2 2		
	• Sarva Shiksha Abhiyan (SSA). • Rashtriya Madhyamic Shiksha Abhiyan (RMSA).		2		

IV	Current Trends and Future Perspective:	20	(18)		4
	4.1 Concept of curriculum adaptations for children with diverse needs		1		
	4.2 Need of curriculum adaptations for children with diverse needs.		1		
	4.3 Curricular and Co-curricular activities for meeting diverse needs of children.		3		
	4.4 Role of the Agencies- • Family • Community and • NGOs		3		
	4.5 Problems/constraints in education of socially disadvantaged children.		2		
	4.6 Addressing social group inequality- • Multicultural Education		2		
	• Organisation and management of schools to address socio-cultural diversity.		2		
	• Teaching-learning process and support materials		2		
	• Schemes, programmes for education of socially disadvantaged section		2		
		80	70		14

In-semester Assessment: **Marks 20**

    A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5
        a. Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
        b. Preparation of status report on school education of children with diverse needs.
        c. Prepare a report based on field visit to a school/institution promoting inclusive practices.
        d. Prepare a report based on survey of the locality for early identification of children with disabilities.

D. **Sessional Tests:**   **Marks 10**

Attendance: **Marks 5**

SUGGESTED READINGS:

1. Baquer, A. and Sharma, A. (1997): *Disability: Challenges Vs. Responses.* CAN, New Delhi
2. Brelje, W. (1999): *Global Perspective on Education of the Deaf.* Selected countries, Butte Publication Inc. – USA.
3. Cruschank, W.M. (1975): *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall
4. Dessent, T. (1987): *Making the Ordinary School Special.* The Falmer Press, London.
5. Evans, R.C. & MC Laughlin, P.(1993): *Recent Advances in Special Education and Rehabilitation,* Boston: Andover Medical Publishers

6. Evans, P & Verma, V. (1990): *Special Education- Past Present and Future (Ed).* The Falmer Press London.
7. Friel, J. (1997): *Children with special needs*, Jessica Kingsley Publication, London
8. Guilford, P. (1971): *Special Education Needs*. Routledge Kagan Paul
9. Hollahan, D and Kauffman,].M. (1978): *Exceptional Children: An Introduction to Special Education.* Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R. C. (2014). *Approaching Disability- Critical issues and perspectives,* Routledge Taylor and Francis Group, London.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). *Handbook of Effective Inclusive Schools (Research and Practice),* Routledge Taylor and Francis Group, London.
12. Mangal, S.K. (2008): *Educating Exceptional Children*: *An Introduction to Special Education*, Prentice Hall of India (Pvt.) Ltd. New Delhi.
13. Panda, K.C. (2008): *Education of Exceptional Children*, Vikash Publishing House, New Delhi.
14. Pandey, R.S. and Advani, L. (1995): *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
15. Richards, G. and Armstrong, F. (2016). *Teaching and Learning in Diverse and Inclusive Classrooms,* Routledge Taylor and Francis Group, London.
16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). *Handbook on Research on Special Education Teacher Preparation,* Routledge Taylor and Francis Group, London.
17. Stephens, T.M. et al (1983): *Teaching Mainstream Students.* New York: John Wiley.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED601 / GEED201: HUMAN RIGHTS EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.
2. describe the concept, objectives, principles, need and curriculum, of human rights education.
3. describe methods and activities of teaching human right education.
4. describe the factors promoting human right education.
5. describe the basics of human rights education i.e. societal, political, regionalism and limitations of its
6. explain the role of different agencies of human rights education

Course Content:

Unit	Content	M	L	P	T
I	**Introduction to Human Rights**	20	(16)		4
	1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope.		2		
	1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory		4		
	1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation		4		
	1.4. Universal Declaration of Human Rights,1948		2		
	1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement		4		
II	**Understanding and Dealing with Violation of Human Rights**		(20)		
	2.1 Societal :		4		
	2.1.1 Violence against women: Causes, Consequences and Protection		4		
	2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)		2		
	2.1.3 Poverty with related to causes, types and consequences		2		
	2.1.4 Population Growth with related to causes, consequences and Protection		3		
	2.2 Political :		3		
	2.2.1 Terrorism with related to concept, types, causes and measures		2		
	2.2.2 Regionalism with related to causes and consequences				
III	**Introduction to Human Rights Education**	20	(18)		2
	3.1 Concept, Objectives, Principles and need for Human Rights Education in India		3		

7.	.	3.2 Factors promoting Human Rights Education
		    3.2.1 Positive Attitude
		    3.2.2 Pro- Social Behaviour
		    3.2.3 Elimination of Prejudice
		    3.2.4 Promotion of peace
			4		

		3.3 Human Rights Education at different levels of education
		    3.3.1 Elementary/ Primary
		    3.3.2 Secondary
			2		

		3.4 Curriculum of Human Rights Education	2		

		3.5 Methods and Activities of teaching Human Rights Education
		    3.5.1 Teaching in Formal mode
		    3.5.2 Non- Formal Training
		    3.5.3 Counselling
			6		

		3.6 Limitation of Human Rights Education	1		
IV		**Agencies of Human Rights Education**	20	(16)		4
		4.1 Role of Global Efforts (United Nations, UNESCO Vienna Declaration and Programme of Action)		4	
		4.2 Role of National Efforts (National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)		4	
		4.3. Role of Efforts of NGO (Local, National & Global)		4	
		4.4. Role of Mass Media : Print and Electronics		2	
				2	
		Total	80	70		10

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following):   **Marks 5**
    a. Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
    b. Identify contents related to Human Rights Education in the Secondary level text books
    c. Analysis of mass media to study its role in promoting Human Rights Education

B. Sessional Tests: **Marks 10**

C. Attendance: **Marks 5**

Suggested Reading:

1. Bhattarchaya, G.C. "Teaching of Human Rights at B.Ed level; needs and objectives." University News 35(52), December
2. Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
3. Borah Jagneswar(2010), Manab Adhikar, Eureka Prakakhan, Jorhat
4. Gogoi, Purandar (2004) , Manab Adhikar,Banalata , Panbajar, Gauhati
5. Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakakhan, Golaghat.
6. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
7. Kaur, Manjit (2008), Teaching of Human Rights, A.P.H. publishing corporation, New Delhi.
8. Saikia, P., Goswami, K. *et.al* (2015), Human Rights Education in India, Graphica Design

Studio,Panbazar, Guwahati. (ISBN-978-81-925867-4-8

9. Singh, Dr. Devinder (2013), Child Labour and Right to Education , JBA Book code : 133031(ISBN-9789382676065)

10. Verma, R.S (2000), Human Rights, burning issues of the world ,India Publisher, Delhi.

11. Yadav, R.P (2014), Right to Education, JBA Book (ISBN- 9788183244633)

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED603 / GEED202: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:
1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

Unit	Content	Marks	L	P	T
I	**INTRODUCTION TO GENDER AND ITS RELATED TERMS:**	20	20		4
	1.1. Sex and Gender: meaning and concept				
	1.2. Difference between sex and gender.		2		
	1.3. Gender role: Concept and nature.				
	1.3.1. Types of gender role.		2		
	1.4. Patriarchal and Matriarchal: Concept and nature.		1		
	• Gender role in patriarchal and matriarchal society		2		
	1.5. Social construct of Gender.		1		
	1.6. Gender Segregation: concept and nature				
	• Types of gender Segregation: Horizontal & vertical		2		
	1.6.1. Gender segregation and education.		2		
	1.7. Gender marginalisation in education				
	• Meaning, concept and nature				
	• Causes of gender marginalisation in education		3		
	• Measures for inclusion in education				
	1.8 Gender stereotyping: Meaning and concept				
	• Issues and concern related to gender stereotyping in Indian society		4		
	• Gender stereotyping and education.		1		
	1.9 Self silencing: concept and nature				

II	GENDER AND SOCIETY	20	15		4
	2.1 Gender biases: Meaning and concept				
	2.1.1 Gender biases in		1		
	• The family		1		
	• The school environment		1		
	• The society.				
	2.2. Gender socialization: Meaning and concept.				
	2.2.1. Gender socialization		1		
	• Role of the family				
	• Role of the school		1		
	• Role of the society		1		
	• Role media and popular culture (film and advertisement)		1		
	2.3 Gender inequality in education in terms of				
	• Caste				
	• Religion		3		
	• Region				
	2.4 Issues related to women/girl child:				
	A. Female foeticide and infanticide				
	B. Sex ratio		5		
	C. Honour killing				
	D. Dowry				
	E. Child marriage				
III	GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender discrimination in the	20	20		3
	• Construction and dissemination of knowledge.		4		
	• Text books				
	• Hidden curriculum.				
	3.2 Gender inequality and school				
	• Infrastructure		2		
	• Curricular and co-curricular activities.		2		
	3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.		4		
	3.4 Gender and equality:				
	• Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.		4		
	3.5 Gender inclusive approach				
	• Single sex school				
	• Child friendly school		4		
	• Girl friendly school				
	Their significance in inclusive education.				

IV	LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:	20	15		3
	4.1 Introduction to laws related to women and social justice				
	• Dowry		4		
	• Remarriage				
	• Divorce				
	• Property rights				
	• Trafficking.				
	4.2 Women reservation bills: History and current status.		2		
	4.3 Articles of Indian constitution related to education from gender equality perspective.		3		
	4.4 Educational policies and programmes from gender equality perspective.		6		
		80	70		14

In-semester Assessment: **Marks 20**

   A. Sessional Activity (Any one of the following)   **Marks 5**

     a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
     b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
     c. Project (Analysis of the advertisements of electronic media from gender perspective)
     d. Seminar on gender issues related to education.
     e. Text Book (Secondary Level) analysis from Gender Perspective

   B. Sessional Tests: **Marks 10**
   C. Attendance: **Marks 5**

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
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