

DETAILED SYLLABUS OF 5th SEMESTER

Course Title : Great Educational Thinkers (Core 8)
Course Code : MAJ-EDU-5.1
Nature of the Course : Major
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)

Objectives:

- To learn the Philosophy of life of different Educational Thinkers and their works.
- To learn about the views of thinkers in educational context.
- To learn about relevance of some of their thoughts at present day

Units	Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	Educational Thoughts of Srimanta Sankardeva - Brief Life Sketch and Philosophy of Life - Views of Sankardeva on Education and practices. - Educational system of Satras and Namgharas and their relevance in modern era	14	1	-	15
Unit-2 (20 Marks)	Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore • Mahatma Gandhi - Brief Life Sketch and Philosophy of Life - Views of Gandhiji on Educational Philosophy and practices - Gandhiji's Nai Talim. • Rabindranath Tagore - Brief Life Sketch and Philosophy of Life - Views of Tagore on Educational Philosophy and practices - Tagore's Vishvabharati	14	1	-	15
Unit-3 (20 Marks)	Educational Thoughts of Rousseau and Froebel • Jean Jacques Rousseau - Brief Life Sketch and Philosophy of Life - Views of Rousseau on Educational Philosophy and practices - Rousseau's Negative Education • Fredric Wilhelm August Froebel - Brief Life Sketch and Philosophy of Life - Views of Froebel on Educational Philosophy and practices - Froebel's Kindergarten	14	1	-	15
Unit-4 (10 Marks)	Educational Thoughts of John Dewey and Madam Maria Montessori • John Dewey - Brief Life Sketch and Philosophy of Life	14	1	-	15

	- Views of Dewey on Educational Philosophy and practices - Dewey's Concept of Democratic Education • Madam Maria Montessori - Brief Life Sketch and Philosophy of Life - Views of Montessori on Educational Philosophy and practices - Montessori's Children House.				
		56	4	-	60

Where, L: Lectures, T: Tutorials, P: Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the philosophy of life of different Educational Thinkers and their works.
- Acquaint with the views of thinkers in educational context.
- Understand about the relevance of some of their thoughts at present day

Suggested Readings:

- Abdul Kalam, A. P. J. (1998). India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
- Dewey, John (2014). Democracy and Education. Akar Books.
- Goswami Dr. Renu (1996). A Text book on Great Educators and Educational Classics. Guwahati: Lawyar's Book Stall.
- Narang, C.L. & Bhatia, K.K. (2013). Philosophical and Sociological Bases of Education (Revised Edition). Ludhiana: Tandon Publications.
- Neog, M. (1998). Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition). Guwahati: Lawyer's Book Stall
- Saikia, Indira & Kalita, Utpal (2020): Mahaan Saikshik Chintabidsakal, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title : Gender and Education (Core 9)
Course Code : MAJ-EDU-5.2
Nature of the Course : Major
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.)+40 (In-Sem.)

Objectives:

To understand the meaning and nature of gender and its related terms.
To describe the gender biases and gender inequality in family, school and society.
To describe the gender issues related to school education.
To analyse the laws and policies related to gender equality.

Units:	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Introduction to Gender and its related terms : Sex and Gender: meaning and concept Difference between sex and gender. Gender role: Concept and nature. Types of gender role. Patriarchal and Matriarchal: Concept and nature. - Gender role in patriarchal and matriarchal society Social construct of Gender. Gender Segregation: concept and nature - Types of gender Segregation: Horizontal & vertical Gender segregation and education. Gender marginalisation in education - Meaning, concept and nature - Causes of gender marginalisation in education - Measures for inclusion in education Gender stereotyping: Meaning and concept - Issues and concern related to gender stereotyping in Indian society - Gender stereotyping and education. Self silencing: concept and nature	16	1	-	17
Unit-2 (15 Marks)	Gender and Society: Gender biases: Meaning and concept Gender biases in - The family - The school environment - The society Gender socialization: Meaning and concept. Gender socialization - Role of the family - Role of the school - Role of the society - Role media and popular culture (film and advertisement) Gender inequality in education in terms of	13	1	-	16

	- Caste - Religion - Region Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage				
Unit-3 (15 Marks)	Gender Inequality in the school : Gender discrimination in the - Construction and dissemination of knowledge. - Text books - Hidden curriculum. Gender inequality and school - Infrastructure - Curricular and co-curricular activities. Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. Gender and equality: - Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. Gender inclusive approach - Single sex school - Child friendly school - Girl friendly school Their significance in inclusive education	13	1	-	16
Unit-4 (15 Marks)	Laws, Articles and Policies to bring Gender Equality: Introduction to laws related to women and social justice - Dowry - Remarriage - Divorce - Property rights - Trafficking. Women reservation bills: History and current status. Articles of Indian constitution related to education from gender equality perspective. Educational policies and programmes from gender equality perspective	14	1	-	15

56 4 - 60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the meaning and nature of gender
- Acquaint with gender biases and gender inequality in family, school and society.
- Understand about the gender issues related to school education.
- Acquaint with the laws and policies related to gender equality.

Suggested Readings:

- Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" *Journal of Vocational Education and Training*, 55 (1), 21-32.
- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. New Delhi: Sage Publications Pvt. Limited.
- FAO. 1997. *Gender: the key to sustainability and food security*. SD Dimensions, May 1997 (available at www.fao.org/sd).
- Howard, P. 2003. *Women and plants, gender relations in biodiversity management and conservation*. London, ZED Books.
- Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) *Gender equity training and teaching behaviour*. *Journal of Instructional Psychology*, 27 (3), 173-178.
- K., & Gallagher, J. J. (1987). *The role of target students in the science classroom*. *Journal of Research in Science Teaching*, 24(1), 61-75.
- Kahle, J. B. (2004). *Will girls be left behind? Gender differences and accountability*. *Journal of Research in Science Teaching*, 41(10), 961-969.
- Kanter, Rosabeth Moss. 1977. *Men and Women of the Corporation*. New York: Basic Books.
- Kapur, P. (1974). *Changing: tutus of the Working Women in India*. Delhi: Vikas Publishing House.
- Khan, M. S. (1996). *Status of women in Islam*. New Delhi: APH Publishing.
- Klein, S. (1985) *Handbook for Achieving Sex Equity Through Education*. Baltimore, MD: The Johns Hopkins University Press.
- Lippa, Richard A. 2002. *Gender, Nature, and Nurture*. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. *Sex, Gender, and Society*. New York: Harper and Row.
- Majumdar, M. (2004). *Social status of women in India*. New Delhi: Dominant Publishers.
- Sarkar Aanchal, 2006, *Gender and Development* Pragun Publication, New Delhi. Print.Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press.
- Kalita, Sarma & Barman (2022): *Mahila Aaru Samaj*, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title	:Measurement and Evaluation in Education (Core 10)
Course Code	:MAJ-EDU-5.3
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

To understand the concept of measurement and evaluation in education.

To acquaint the students with the general procedure of test construction and characteristics of a good test.

To develop an understanding of different types of educational tests and their uses.

To acquaint the students about personality test, and aptitude tests.

Units:	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Measurement and Evaluation in Education: • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principle • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education	15	1	-	16
Unit-2 (15 Marks)	Test Construction: • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norm	14	1	-	15
Unit-3 (15 Marks)	Educational Achievement Test: • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test	13	1	-	14
Unit-4 (15 Marks)	Personality Test: • Personality Test- Meaning and Nature • Types of Personality Measurement - Subjective Technique (Personality Inventory or Questionnaire-MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)	14	1	-	15
		56	4	-	60

Where, L: Lectures, T: Tutorials, P: Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the concept of measurement and evaluation in education.
- Acquaint with the general procedure of test construction and characteristics of a good test.
- Understand different types of educational tests and their uses.
- Acquaint about personality test and aptitude tests.

Suggested 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
- Kalita, Utpal & Bora, Swapnali (2025): Saikshik Parimapan Aaru Mulyayan, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title	:Guidance and Counselling (Core 11)
Course Code	:MAJ-EDU-5.4
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60 (End-Sem.)+40 (In-Sem.)

Objectives:

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

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Introduction to Guidance: • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance	14	1	-	15
Unit-2 (15 Marks)	Introduction to Counselling: • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling	13	1	-	14
Unit-3 (15 Marks)	Organization of guidance service: • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor	13	1	-	14
Unit-4 (15 Marks)	Guidance needs of students and School guidance programme: • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic - School guidance programme • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor	16	1	-	17
		56	4	-	60

Where, L:Lectures, T:Tutorials, P:Practical

Modes of In-Semester Assessment: 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

Learning Outcomes: After completion of this course the learner 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 with the organization of guidance service and school guidance clinic
- To understand the challenges faced by the teacher as guidance worker

Suggested Readings:

- Agarwal, Rashmi(2010)³Educational, 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 guidancein secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
- Kalita, Utpal (2025): Nirdesana Aaru Paramarshadaan, Shanti Prakashan, Guwahati
- Kalita, Gohain &Bhagabati (2025): Guidance and Counselling, Shanti Prakashan, Guwahati

DETAILED SYLLABUS OF 5th SEMESTER

Course Title	: Measurement and Evaluation in Education (Minor-5)
Course Code	: MIN-EDU-5.1
Nature of Course	:Minor
Distribution of Marks	:60 (End-Sem.)+40 (In Sem.)

Objectives:

To understand the concept of measurement and evaluation in education.

To acquaint the students with the general procedure of test construction and characteristics of a good test.

To develop an understanding of different types of educational tests and their uses.

To acquaint the students about personality test, and aptitude tests.

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Measurement and Evaluation in Education: • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principle • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education	15	1	-	16
Unit-2 (15 Marks)	Test Construction: • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norm	14	1	-	15
Unit-3 (15 Marks)	Educational Achievement Test: • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test	13	1	-	14
Unit-4 (15 Marks)	Personality Test: • Personality Test- Meaning and Nature • Types of Personality Measurement - Subjective Technique (Personality Inventory or Questionnaire-MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)	14	1	-	15
		56	4	-	60

Where, L: Lectures, T: Tutorials, P: Practical

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

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

- Understand the concept of measurement and evaluation in education.
- Acquaint with the general procedure of test construction and characteristics of a good test.
- Understand different types of educational tests and their uses.
- Acquaint about personality test and aptitude tests.

Suggested 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.
- Kalita, Utpal (2022): Measurement and Evaluation in Education and Psychology, DVS Publishers, Guwahati-Delhi
- Kalita, Utpal & Bora, Swapnali (2025): Saikshik Parimapan Aaru Mulyayan, Shanti Prakashan, Guwahati