

CHHAMARIA ANCHALIK COLLEGE

P. O. Chhamaria, District- Kamrup, State- Assam (India), PIN-781136

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Phone: 9435607851, 8812979704



FIRST CYCLE NAAC ACCREDITATION 2023

CRITERION 1

CURRICULAR ASPECTS

1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

List of Course which address the Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Submitted to



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

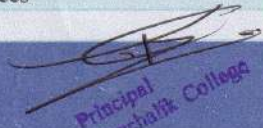
Professional Ethics

Subject	Semester	Course Code	Paper's Name
Arabic	I	ARA-H/G-RC-1016	Contemporary Arab World - I
	II	ARA-H/G-RC-2016	Contemporary Arab World – II
	III	ARA-H/G-RC-3016	Contemporary Arab World – III
	IV	ARA-H/G-RC-4016	Contemporary Arab World – IV
	VI	ARA-RG-6016	Political History of the Arabs - II
English Education	I	AECC-1014	English Language Proficiency
	III	EDU-SE-3014	Public Speaking Skill
	IV	EDU-SE-4014	Writing Bio-Data and Facing an interview
	V	EDU-HE-5046	Teacher Education in India
History	VI	EDU-SE-6014	Developing Teaching Skill
	I	HIS-HC-1016	History of India I
		HIS-HC-1026	Social Formation and Cultural Patterns of the Ancient Word
	III	HIS-HC-3026	Rise of the Modern West I
	III	PHI-HC-3036	Ethics
Philosophy		PHI-RC -3016	Ethics
		PHI-HG-3016	Ethics
	VI	PHI-HE -6036	Applied Ethics
	III	POL-SE-3014	Parliamentary Procedure and Practice
Political Science		POL-HC-3026	Perspectives on Public Administration
	IV	POL-HC-4026	Public Policy and administration of India
	V	POL-RE-5016	Public administration-1
		POL-HE-5046	Select Constitution-1
		POL-HC-5016	Classical Political Philosophy
		POL-HC-5026	Indian Political Thought-1
	VI	POL-RE-6016	Public administration-II
		POL-HC-6016	Modern Political Philosophy
		POL-HC-6026	Indian Political Thought-II
		POL-HE-6046	Select Constitution-II


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Gender

Subject	Semester	Course Code	Paper's Name
Arabic	I	ARA-HG/RC-1016	Contemporary Arab World –I (Introduction to the Arab World)
	II	ARA-HG/RC-2016	Contemporary Arab World – II (Education and Culture of the Kingdom of Saudi Arabia)
	III	ARA-HG/RC -3016	Contemporary Arab World – III (Contemporary Political Development of Kuwait, Education and Culture of Kuwait)
	IV	ARA-HG/RC-4016	Contemporary Arab World – IV (Education and Culture of the Republic of Iraq)
Economics	V	ECO-HC-5016	Indian Economy-I
		ECO-HC-5026	Development Economics-I
		ECO-RE-5016	Economic Development and Policy in India-I
	VI	ECO-HC-6016	Indian Economy-II
		ECO-HC-6026	Development Economics-II
		ECO-RE-6016	Economic Development and Policy in India-II
English	I	AECC-1014	English Language Proficiency
		ENG-CC-1016	English-I (The Woman Who Rode Away Good Advice is Rarer then Rubies)
Education	II	ENG-CC-2016	English-II (Purdah-I)
		EDU-SE-5014	Extension Activities
		EDU-RG-5016	Distance Education
History	I	HIS-RC-1016	History of India (from the earliest times up to c. 1206)
	II	HIS-HC-2016	History of India-II
	III	HIS-HC-3026	Rise of the Modern West
		HIS-HG-3016	History of India (c. 1757-1947)
	IV	HIS-SE-4014	Oral Culture and Oral History
	V	HIS-HC-5016	History of Modern Europe (c.1780-1930)
	VI	HIS-HC-6016	History of India VIII (c. 1857-1950)
		HIS-HC-6026	History of Modern Europe (c. 1780-1939)
		HIS-HE-6026	Assam since Independence
		PHI-HE-6036	Applied Ethics
Philosophy	VI	PHI-HE-6036	Applied Ethics
Political Science	I	POL-RC/HG-1016	Introduction to Political theory
		POL-HC-1026	Constitutional Government and democracy in India
	II	POL-RC/HG-2016	Indian Govt. and Politics
		POL-HC-2026	Political process in India
	III	POL-SE-3014	Parliamentary Procedure and Practice
		POL-HG/RC-3016	Comparative Government Politics
	IV	POL-RC/HG-4016	Introduction to International Relation
		POL-SE-4014	Panchayatiraj and Practices
		POL-HC-4036	Global Politics


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Human Values

Subject	Semester	Course Code	Paper's Name
Arabic	I	ARA-HG-RC-1016	Contemporary Arab World – I
	II	ARA-HG-RC- 2016	Contemporary Arab World – II
	III	ARA-HG-RC- 3016	Contemporary Arab World – III
	IV	ARA-HG-RC- 4016	Contemporary Arab World – IV
	V	ARA-RG-5016	Political History of Arab-I
	VI	ARA-RG-6016	Political History of Arab-II
Economics	V	ECO-HE-5016	Economics of Health and Education
English	I	ENG-CC-1016	Angulimala (English-II)
	II	ENG-CC-2016	Harlem (English-II)
Education	III	EDU-HC-3036	Value and Peace Education
	V	EDU-RE-5036	Human Rights Education
	VI	EDU-RE-6016	Mental Health & Hygiene
		EDU-RG-6016	Mental Health & Hygiene
History	I	HIS-RC-1016	History of India (From the earliest times up to c. 1206)
	II	HIS-RC-2016	History of India (c. 1206 to 1757)
	III	HIS-HC-3016	History of India III
		HIS-HC-3036	History of India IV (c. 1206-1550)
		HIS-HG-3016	History of India (c.1757-1947)
		HIS-RC-3016	History of India (c. 1757-1947)
		HIS-HC-4026	History of India (c. 1550-1605)
	IV	HIS-HG-4016	Social and Economic History of Assam
		HIS-SE-4014	Oral Culture and Oral History
		HIS-RC-4016	Social and Economic History of Assam
	V	HIS-HC-5026	History of India VII
	VI	HIS-HC-6016	History of India VIII (c. 1857-1950)
		HIS-HC-6026	History of Modern Europe (c. 1780-1939)
Philosophy	VI	PHI-HE-6036	Applied Ethics
Political Science	II	POL-RC-2016	Indian Government and Politics
	III	POL-SE-3014	Parliamentary Procedure and Practices
		POL-SE-3024	Youth and Nation Building
		POL-SE-4014	Panchayati Raj and Practice
	V	POL-SE-5014	Public Opinion and Survey Research
		POL-HE-5016	Human Rights
		POL-RE-5016	Public Administration-I
		POL-RG-5016	Public Administration-I
	VI	POL-HE-6016	Human Rights in India
		POL-SE-6014	Conflict and Peace Building


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Environment and Sustainability

Subject	Semester	Course Code	Paper's Name
Arabic	I	ARA-HG-RC-1016	Contemporary Arab World – I
	II	ARA-HG-RC- 2016	Contemporary Arab World – II
	III	ARA-HG-RC- 3016	Contemporary Arab World – III
	IV	ARA-HG-RC- 4016	Contemporary Arab World – IV
AECC (Environmental Studies)	II	ENV-AE-2014	Environmental Studies
Economics	V	ECO-RE-5036	Environmental Economics
	VI	ECO-HE-6016	Environmental Economics
Education	V	EDU-SE-5014	Extension Activities
History	III	HIS-SE-3014	Historical Tourism in North-East India
	IV	HIS-HG-4016	Social and Economic History of Assam
	VI	HIS-HE-6026	Assam since Independence
Philosophy	VI	PHI-HE-6036	Applied Ethics
Political Science	II	POL-RC-2016	Indian Government and Politics
	III	POL-SE-3014	Parliamentary Procedure and Practice


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1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

List of Course integrates crosscutting issues relevant to Professional Ethics, gender, Human Values, Environment and Sustainability into the Curriculum

(Department of Education)

Submitted to



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EDU-HC-3036
VALUE AND PEACE EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

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

Course contents

Unit	Contents
Unit-1	Value • Concept and characteristics of value. • Sources of values • Impact of globalization on culture and values. • Importance of values in human life
Unit-2	Types of values, their characteristics, functions and educational significance • Core values. • Social values • Moral values • Religious and spiritual values. • Aesthetic values. • Personal values
Unit-3	Value education • Concept, characteristics, Objectives and Importance of value education. • Value education at different stages – - Primary - Secondary - Higher education. • Role of teacher and family in imparting value education.
Unit-4	Peace education


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	• Meaning, definition and characteristics of peace. • Importance of peace in human life. • Teacher's role in promoting peace. • Concept, need and characteristics of peace education • Curricular contents of peace education at different levels – Primary, Secondary and Higher Education • Strategies and skills in promoting peace education • Relevance of peace education in national and international context
Unit-5	Challenges of Peace education and Role of Different Organisations • Challenges of peace education • Role of national and international organizations for promoting peace education – - International Institute for Peace(IIP), - UNESCO, - International Peace Bureau (IBP), - UNO - UNICEF, - Global Peace Foundation(GPF), - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Recommended Readings:

- Agarwal, J.C.(2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.
- Chakrabarty, M. (1997). *Value education: Changing Perspective*. New Delhi: Krishna Publishers Distribution.
- Chitakra, M.G. (2007). *Education and Human Values*. New Delhi APH Publishing Corporation.
- Mishra, L (2009). *Peace education-Framework for teachers*. New Delhi: APH Publishing Corporation.
- Panda, P.K.(2017). *Value Education*. Guwahati: Nivedita Book Distributors.
- Rajput, J.S.(2002). *Human Values in School Education*. New Delhi: Anmol Publication.
- Singh, S.P. (2011). *Education for World Peace*. New Delhi: Discovery Publishing House.
- Suryanarayana, N.V.S.(2017). *Education and Human Value*. Guwahati: Nivedita Book Distributors.


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EDU-HE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education
Unit-2	Teacher Education For Different Levels of Education • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education • Preparation of Teachers for Higher Level of education
Unit-3	Structure and Organisations of Teacher Education in India • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE) • National University of Educational Training and Administration (NUEPA)


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	• Regional Colleges of Education
Unit-4	Status of Teacher Education in India: Trends, Issues and Challenges • Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges
Unit-5	Quality, Responsibility and Professional Ethics of Teachers • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers

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 21st 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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EDU-RE-5036
HUMAN RIGHTS EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

After completion of this course the learner will be able 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

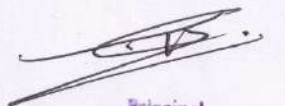
Units	Contents
Unit-1	Basic Concept of Human Rights • Concept and Nature of Human Rights • Scope of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: - Elementary level - Secondary level - Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education
Unit-2	United Nations and Human rights • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India
Unit-3	Human Rights – Enforcement Mechanism in India • Human Rights Act – 1993 • Human Rights Commission – role and objectives • Judicial organs – Role of Supreme Court and High court in India • Commission of Women and Children in India
Unit-4	Role of Advocacy Groups for Promotion of Human Rights


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	• Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media
Unit-5	Human Rights and Marginalised Sections • Human Rights related to Racial Discrimination • Human Rights related to Religions and Religious Minorities • Human Rights related to Linguistic Minorities • Human Rights related to Communal Minorities • Human Rights related to Refugees • Human Rights related to Aged • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender

Recommended Readings:

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


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6th SEMESTER (REGULAR)

Instruction:

- Students will have to select one paper from four alternatives RE papers (EDU-RE-6016/EDU-RE-6026/EDU-RE-6036/EDU-RE-6046).
- The Regular Course students other than Education Regular can select EDU-RG-6016.

EDU-RE-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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.

Course Contents

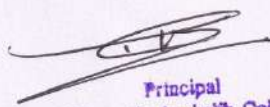
Units	Content
Unit-1	Fundamentals of Mental Health • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health
Unit-2	Mental Hygiene – Meaning and Definitions • Mental Hygiene – Meaning and Definitions


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	• Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene
Unit-3	Education and Mental Health • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Mental Health of Students -Role of Home -Role of School -Role of Society • Mental Health of Teachers
Unit-4	Preservation of Mental Health and Hygiene • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017
Unit-5	Mental Health and Yoga • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- 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



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EDU-RG-5016
DISTANCE EDUCATION
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Enable the students to understand the concept of distance education and its growth in India and Assam
- Acquaint the students with the growing need and importance of distance education
- Acquaint the students with the different forms and methodologies applied in distance education
- Enable the students to understand different programmes of distance education
- Acquaint the students with different instructional strategies of distance education

Course content:

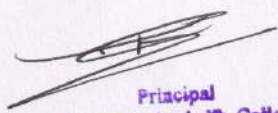
Units	Contents
Unit-1	Distance Education • Its meaning, nature and scope • Need and importance of distance education • Merits and demerits of distance education • General structure of distance learning programme
Unit-2	Development of Distance Education in India • Development of distance education in India • Development of distance education in Assam
Unit-3	Distinction among Conventional, Correspondence and Distance education • Distinction between Conventional and Distance education • Distinction between Correspondence and Distance education • Distinction between Conventional and Correspondence education • Different agencies of distance education
Unit-4	Methodologies in Distance education • Different forms of instructional strategies in distance education • Print- Media • Non-Print Media • Information and communication technology (ICT) • Different modes of student support services in distance education


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Unit-5	Programmes of distance education with special reference to- • Women education • Rural development • Teacher-training programme ➤ Pre-service ➤ In-service • Poor and underprivileged people
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Recommended Reading:

- Ansari, N.A. (1990). *Adult Education in India*. New Delhi: S. Chand and Company Ltd.
- Goswami, D. (2009). *Literacy and Development*. Guwahati: DVS publishers.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod PushtakMandir.
- Mohanty, S. (2012). *Life Long and Adult Education*. New Delhi: Ashish Publishing House.
- Paramji, S. (Ed.) (1984). *Distance Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M.S.& others (1990). *Challenges in Adult Education*. New Delhi:Macmillian India Ltd.
- Sharma, Madhulika (2006). *Distance Education, Concepts and Principles*. New Delhi:Kanishka Publishers.


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EDU-RG-6016
MENTAL HEALTH AND HYGIENE
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

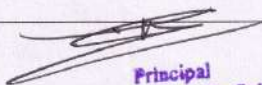
Course Objectives:

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.

Course Contents

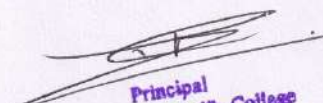
Units	Content
Unit-1	Fundamentals of Mental Health • Mental Health – Meaning and Definitions • Scope of Mental Health • Dimensions of Mental Health • Need and importance of Mental Health • Characteristics of a mentally healthy person • History of development of Mental Health
Unit-2	Mental Hygiene – Meaning and Definitions • Mental Hygiene – Meaning and Definitions • Goals of Mental Hygiene • Functions of Mental Hygiene • Need and importance of Mental hygiene • Relationship between Mental health and hygiene
Unit-3	Education and Mental Health • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards


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	• Mental Health of Students -Role of Home -Role of School -Role of Society
	Mental Health of Teachers
Unit-4	Preservation of Mental Health and Hygiene • Positive Psychology – Meaning and Nature • Importance of Positive Psychology • Contribution of WHO on Mental Health • Stress management • Mental Health Care Act, 2017
Unit-5	Mental Health and Yoga • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health

Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- 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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EDU-SEC- 3014
PUBLIC SPEAKING SKILL
Total Marks- 60 (External-30 Internal-30)
Credit – 4

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Public Speaking and Communication Skill • Meaning and Importance of Public Speaking • Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation • Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption • Ways of becoming Better Public Speaker • Concept and Nature of Communication • Types of Communication: Verbal and non-Verbal • Barriers of Communication • Ways of Effective Communication
Unit-2	Personality Development and Motivation as Means for Effective Public Speaking • Concept and Nature of Personality • Types of Personality: Extrovert and Introvert • Role of Personality in Effective Communication • Concept of Balanced Personality • Meaning and Nature of Motivation • Ways or means of motivating audience

b. Practical (2 Credits)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking


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- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill)

Recommended Readings:

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina(2011). *Successful Public Speaking*. ArinaNikitina& bookboon.com


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EDU-SEC-4014
WRITING BIODATA AND FACING AN INTERVIEW
Total Marks-60 (External -30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Bio-data • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Do not's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data
Unit-2	Interview • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview

b. Practical (2 credits):

Students shall write a bio-data to face interview.

Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:


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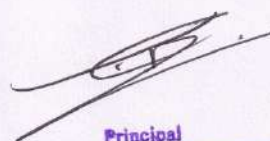
Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

Recommended Readings:

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.



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EDU-SEC-5014
EXTENSION ACTIVITIES
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to do extension activities.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Extension Activities • Meaning, characteristics and objectives of Extension • Principles and importance of Extension • Areas of Extension Education activities • Role of higher education on Extension Activities
Unit-2	Extension Methods and Swachha Bharat Mission • Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning • Swachha Bharat Mission- Its objectives and components

b. Practical Work (2 credits)

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

Guidelines:

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities and help the students to prepare field report.

Mode of Delivery:


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Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of field report+viva voce examination) will be done by an External Examiner.

Recommended Readings

- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.



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EDU-SEC-6014
DEVELOPING TEACHING SKILL
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Teaching Skill • Concept of Teaching and Teaching Skills • Some Important Teaching Skills: - Introduction skill - Blackboard writing - Questioning skill - Illustration - Stimulus variation - Use of Audio visual aids - Concept and procedure of Micro teaching
Unit-2	Concept and Preparation of Lesson Plan • Meaning and Nature of Lesson Plan • Need and Importance of Lesson Plan • Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson • Herbartian Steps of Lesson Plan • Criteria of a good lesson plan • Preparation of lesson plan

b. Practical (2 Credits)

Students will have to develop the skill of preparing Lesson plan. Students shall use any one teaching skill in classroom practice.

Guidelines for Practical Work:


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- The following teaching skills will be developed through micro teaching/ practice teaching in the classroom-
 - Introduction skill
 - Blackboard writing
 - Questioning skill
 - Presentation
 - Illustration
 - Stimulus variation
 - Use of Audio visual aids
- The teachers will have to guide the students in developing teaching skills.
- **Students will practice different teaching skills within their classroom in the form of micro teaching.**

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Practical Evaluation (Final Practice Teaching+ Viva Voce) will be done by an External Examiner.

Recommended Readings:

- Agarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Arulsamy & Zayapragassarazan (2011). *Teaching Skills and Strategies*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kochhar, S. K. (2004). *Methods and Techniques of Teaching*. New Delhi: Sterling Publisher's Private Limited.


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