

**CURRICULUM FOR THE FIRST TO SIXTH SEMESTERS
OF FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP)
IN
EDUCATION**

Under the National Education Policy (NEP), 2020



**DIGBOI COLLEGE (AUTONOMOUS)
DIGBOI -786171
ASSAM**

FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION, DIGBOI COLLEGE (AUTONOMOUS)

1.1 THE PREAMBLE

Education unfolds what is inherently present within individuals, enabling them to develop, enhance, and realize their potential. It serves as a mirror of society, reflecting its values, aspirations, and challenges while acting as an instrument to achieve broader societal goals. As a social process, education is responsible for preparing individuals to adapt to the ever-changing conditions of society. In this regard, fostering diversity and inclusion—by treating all with respect and dignity and demonstrating sensitivity to gender, cultural, and religious differences—has become a fundamental element of the educational discipline.

Beyond personal development, education carries the responsibility of equipping individuals with essential competencies, particularly communication skills. The ability to articulate thoughts and ideas effectively, both orally and in writing, and to present information in a clear and structured manner is crucial for personal and professional success. Recognizing the dynamic nature of society, education must continuously evolve to ensure learners acquire the skills necessary for lifelong learning, professional engagement, and the ongoing enhancement of knowledge and practice.

Change is the only constant in nature, and society is no exception. As societal structures, technologies, and cultural norms shift, the nature and scope of education must also expand to remain relevant. Education is often regarded as a solution to social challenges, necessitating that it stays updated with contemporary changes. Consequently, educators and educational practitioners must also adapt to these evolving demands to ensure they provide meaningful and effective learning experiences.

The primary objective of the Undergraduate Programme in Education is to develop and disseminate knowledge, skills, and values through academic instruction, field-based training, and research. This program is designed to enhance the functioning of individuals, families, groups, organizations, and communities within society. To remain relevant to contemporary society and modern educational practices, the undergraduate curriculum has integrated new learning components that align with current and future educational needs.

The Four-Year Undergraduate Programme (FYUGP) is expected to be highly valuable to prospective graduates with an interest in education and its applications. By fostering adaptability and dynamic skill development, this program aims to increase students' employability and prepare them for diverse professional roles. Furthermore, the discipline of education plays a crucial role in shaping students' overall personalities, equipping them to navigate the challenges of an increasingly competitive world. Through incremental learning experiences, the program enhances students' abilities, accommodates diverse backgrounds, and provides opportunities for personal and professional growth. Ultimately, it seeks to cultivate a pool of well-prepared professionals capable of contributing meaningfully to society each year.

1.2 INTRODUCTION

Higher Education in India is considered as a critical core in the development and growth strategy of the nation. According to NEP 2020, Higher Education should put an emphasis on recognizing, identifying, and fostering each student's unique strengths by

educating teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programs and, in turn, pick their own life choices based on their talents and interests. For a pluralistic world, there should be a focus on multidisciplinary and a comprehensive education in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Education as a discipline is very broad as well as dynamic. Its boundaries are extensive and encompass our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing and developing. It addresses philosophical, psychological, technological aspects, societal issues, etc. Education as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India. It enhances student learning in Education as a Social Science discipline.

The Bachelor of Arts in Education degree of Digboi College (Autonomous) adapted as per the recommendations of NEP 2020 will also be of either three or four year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the program will be provided to the students. The four year undergraduate program in Education will allow the student an opportunity to experience the full range of holistic and multidisciplinary education, along with the chosen Major and Minor choices of the students.

1.3 AIMS OF FYUGP IN EDUCATION

The aims of Four Year Under-Graduate Program (FYUGP) in Education are:

- 1) To enhance the student's learning of Education as a Social Science discipline, by providing students with a rigorous and challenging educational experience aiming to develop sound theoretical background in the subject.
- 2) To enable the students to understand the foundations of Education.
- 3) To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Education.
- 4) To equip students with soft skills and inculcate values through value education for personal development.
- 5) To familiarize students with educational technology and train them in the use of ICT in Education.

1.4 GRADUATE ATTRIBUTES OF THE FYUGP IN EDUCATION

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Education are:

Disciplinary Knowledge: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Education. They should be able to demonstrate the attribute of understanding of the foundations of education, philosophical, sociological, psychological and historical foundations. Moreover, they should also be able to demonstrate the attributes of understanding curriculum, assessment and evaluation in education, issues in education, value education, positive psychology, educational technology, inclusive education, educational management, economics of

education, guidance and counseling, etc. They should have the ability to demonstrate the attribute of understanding about personal development and soft skills, ICT in education, methods and techniques of teaching, etc.

Critical Thinking: The graduates in education are expected to apply analytic thought to a body of knowledge of education, so as to evaluate the issues and problems related to education, critically evaluate educational policies, educational practices, educational theories.

Information/Digital Literacy: The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to education.

Research related Skills: The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in education so as to find solutions to some issues related to education. They should have the basic skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analyzing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness: The students will be able to exhibit value based, moral and ethical practices in their day to day life. They should be able to identify ethical issues related to any work, particularly work related to education; avoid unethical behavior, adopt objective, unbiased and honest actions in all aspects of work.

Reflective Thinking and Problem Solving: The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of education and in day to day life. After completion of graduation in education the students will be able to understand the nature of educational problems and deal with them in a right manner. Moreover they should be able to solve different problems of day to day life in various situations.

Communication Skills: The graduates in education should have the ability to present and express information, thoughts, views clearly and concisely so as to communicate effectively on any issues, particularly issues related to education. Moreover, they should also be able to demonstrate effective communication skills in dealing with classroom practices.

Co-operation and Multicultural Competence: The students should be able to work collaboratively in dealing with the educational affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so, the graduates will appreciate the beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society.

1.5 PROGRAMME LEARNING OUTCOMES

An undergraduate student of Education should be able to:

PLO 1: Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.

PLO 2: Use scientific approach to address issues related to problems of learning.

PLO 3: Apply psychological principles to meet various issues and challenges in the field of education.

PLO 4: Apply knowledge, skills and theories of education to solve educational problems both in familiar and non-familiar contexts and apply the learning to real life situations.

PLO 5: Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

PLO 6: Demonstrate teaching competencies required for keeping oneself professionally engaged.

PLO 7: Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice

1.6 TEACHING LEARNING PROCESS

The program allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- ICT based presentation
- Documentary film on related topic
- Project Work/ Dissertation
- Group Discussion and debate
- Seminars/ workshops/ conferences
- Field visits and Report/ Excursions
- Mentor/ Mentee
- Experiential learning

1.7 TEACHING LEARNING TOOLS

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/ Green/ Black Board

1.8 ASSESSMENT

- Home assignment
- Project Report
- Class Presentation: Oral/ Poster/ Power point
- Group Discussions
- In semester examinations
- End semester examinations

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Four Year Undergraduate Program (FYUGP) Structure as per UGC Credit

Framework

Year	Semester	Course	Title of the Course	Total Credit	
Year 1	1 st Semester	EDU-C-101	Foundations of Education	4	
		EDU-M-101	Philosophical Foundations of Education	4	
		EDU-MDC-101	Introduction to Education / Educational Psychology	3	
		AEC-1	---	4	
		VAC-1	----	2	
		EDU-SEC-101	Personal Development & Soft Skills	3	
				Total	20
	2 nd Semester	EDU-C-201	Foundations of Education-II	4	
		EDU-M-201	Psychological Foundations of Education	4	
		EDU-MDC-201	Introduction to Positive Psychology / History of Indian Education	3	
		AEC-2	--	4	
		VAC-2	--	2	
		EDU-SEC-201	ICT in Education	3	
				Total	20
The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or Internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1 st and 2 nd Semester					
Year 2	3 rd Semester	EDU-C-301	Philosophical and Sociological Bases of Education	4	
		EDU-C-302	Value Education	4	
		EDU-M-302	Sociological Foundations of Education	4	
		EDU-MDC-301	Education for the Socio Economically Disadvantaged Groups (SEDGs)/ Guidance and Counseling	3	
		VAC-3	--	2	
		EDU-SEC-301	Methods and Techniques of Teaching	3	
	4 th Semester	EDU-C-401	Learner and Learning	4	
		EDU-C-402	Educational Technology	4	
		EDU-C-403	Education and Wellbeing	4	
		EDU-C-404	Inclusive Education	4	
		EDU-M-401	History of Indian Education	4	
				Total	20

Grand Total (Semester I, II, III & IV)				80
The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 80 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term				
Year 3	5 th Semester	EDU-C-501	Development of Education in Pre-Independent India	4
		EDU-C-501T/P	Methods and Techniques of Teaching	4
		EDU-C-503	Measurement and Evaluation in Education	4
		EDU-M-501	Educational Technology	4
		Internship (2) + CE (2) / Internship (4) or CE (4)		4
		Total		20
	6 th Semester	EDU-C-601	Development of Education in Post-Independent India	4
		EDU-C-602	Early Childhood Care and Education	4
		EDU-C-603P	Psychological Assessment and Practical	4
		EDU-C-604	Emerging trends in Indian Education	4
		EDU-M-601	Measurement and Evaluation in Education	4
		Total		20
Grand Total (Semester I, II, III and IV, V and VI)				120
The students on exit shall be awarded UG Degree of (in the Field of Study/Discipline) Honors (3 years) after securing the requisite 120 Credits on completion of Semester 6				

Abbreviations Used:

C = Major (Education)

GEC = Generic Elective Course / Multi Disciplinary Course

[Open for students of other Departments and not for students having Education as Major discipline. However, students shall not be allowed to choose or repeat any of the courses already undergone at the Higher Secondary level (12th Class)]

AEC = Ability Enhancement Course

(Compulsory Course for students of all Departments including Education as Major discipline.)

SEC = Skill Enhancement Course

(Open for all students including Education as Major discipline.)

VAC = Value Added Course

(Compulsory and open for all students including Education as Major discipline)

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	: Foundations of Education-I
Course Code	: EDU-C-101
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to familiarize the students with the meaning, nature, scope and types of Education and the aims and functions of education based on the four pillars of education. The course also aims to develop an understanding of the concepts of Psychology and Educational Psychology, different schools of Psychology and methods of Educational Psychology. The course will develop an understanding of the meaning, nature and scope of Philosophy, Educational Philosophy, Sociology and Educational Sociology. This course will develop and understanding of the role of Philosophy in different aspects of Education. The course also aims to familiarize the students with the conflict and consensus theories of Educational Sociology.

Course Outcomes (COs): The students will be able to –

CO1: Explain the meaning, nature, scope and types of Education

LO 1.1: explain the modern concept of Education and its scope

LO 1.2: describe the types of Education

LO 1.3: explain the aims and functions of Education based on four pillars of Education

LO 1.4: discuss the functions of Education in Human life and National life

CO2: Explain the meaning, nature and scope of Psychology and Educational Psychology

LO 2.1: describe the concept and branches of Psychology

LO 2.2: explain the schools of Psychology

LO 2.3: describe the concept and scope of Educational Psychology

LO 2.4: describe the methods of Educational Psychology

LO 2.5: discuss the application of Educational Psychology in teaching learning process

CO3: Explain the meaning, nature and scope of Philosophy and Educational Philosophy

LO 3.1: explain the concept and scope of Philosophy

LO 3.2: discuss the relationship between Education and Philosophy

LO 3.3: describe the concept and scope of Educational Philosophy

LO 3.4: discuss the role of Philosophy in different aspects of Education.

CO4: Explain the meaning, nature and scope of Sociology and Educational Sociology

LO 4.1: explain the concept and scope of Sociology

LO 4.2: discuss the relationship between Education and Sociology

LO 4.3: discuss the need of Sociological approach to Education

LO 4.4: explain the concept and scope of Educational Sociology

LO 4.5: explain the conflict and consensus theories of Educational Sociology

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2	CO1,CO2 CO3,CO4	CO1			
Conceptual Knowledge	CO1,CO2	CO1,CO2, CO3,CO4	CO2			
Procedural Knowledge		CO4				
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	CONCEPT OF EDUCATION: 1.1 Education- Meaning, Nature, and Scope 1.2 Types of Education: Formal, Non-Formal and Informal Education 1.3. Aims of Education: 1.3.1 Necessity and determinants of aims of education 1.3.2 Individual and Social Aims of Education 1.3.3 Aims of Education based on four pillars of Education (Delors, 1996): Learning to learn, learning to do, learning to be and learning to live together 1.4 Functions of Education: 1.4.1 General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress) 1.4.2 Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency) 1.4.3 Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship)	14	01	-	15
II (15 Marks)	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION 2.1 Psychology: Concept, Definitions, Nature and Branches of Psychology 2.2 Schools of Psychology: Structuralism, Behaviorism,	14	01	-	15

	Functionalism, Gestalt Psychology, Psycho-analysis and Constructivism 2.3 Meaning, nature and scope of Educational Psychology 2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.5 Application of Educational Psychology in teaching-learning process				
III (15 Marks)	PHILOSOPHICAL FOUNDATIONS OF EDUCATION 3.1 Meaning, definitions and scope of Philosophy 3.2 Science of Education and Philosophy of Education 3.3 Relationship between Education and Philosophy 3.4 Meaning, nature and scope of Educational Philosophy 3.5 Role of Philosophy in Education: aims of education, curriculum, discipline, methods of teaching and role of teacher	14	01	-	15
IV (15 Marks)	SOCIOLOGICAL FOUNDATIONS OF EDUCATION 4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Need of Sociological Approach to Education 4.4 Meaning, nature and scope of Educational Sociology 4.5 Difference between Sociology and Educational Sociology 4.6 Theories of Educational Sociology: Conflict Theory and Consensus Theory with their concepts, features, merits & demerits	14	01	-	15
Total		56	04	-	60

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

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S
CO3	S	S	M	S	M	S	M
CO4	S	S	M	S	M	S	M

Where,

S: Strong,

M: Moderate

Suggested Readings:

1. Bhatia, Kamala (1974). *Philosophical and Sociological Foundation of Education*. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). *Educational Psychology*. Ludhiana: Kalyani Publications.
3. Bhatnagar, A. B. (1996). *Advanced Educational Psychology*. Meerut: Loyal Publication.
4. Bhattacharya, Srinibas (1996, 2002). *Sociological Foundation of Education*. New Delhi: Atlantic Publishers & Distributors.
5. Chaube, S. P. (1985). *Philosophical & Sociological Foundation of Education*. Agra: Vinod Pustak Mandir.
6. Chauhan, S. S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publications.
7. Gogoi, P. (2023). *Foundations of Education-I*. Golaghat: Saraswati Prakashan.
8. Kakkar, S. B. (1993). *Educational Psychology*. New Delhi: Prentice Publications.
9. Mohan, Jitendra (1993). *Educational Psychology*. New Delhi: Wiley Eastern Pvt. Ltd.
10. Murthy, S. K. (1982). *Philosophical and Sociological Foundation of Education*. Ludhiana: Prakash Brothers.
11. Noll, Victor H. (1962). *Reading in Educational Psychology*. New York: The Macmillan.
12. Prasad, J. (1995). *Educational Psychology: Development of Teaching and Learning*. New Delhi: Kanishka Publications.
13. Rao, S. N. (1990). *Educational Psychology*. New Delhi: Wiley Publications.
14. Safaya, R. N. (1994). *Development of Educational Theory and Practice*. Delhi: Dhanpat Rai & Sons.
15. Saxena, N. & Swarup, R. (2001). *Philosophical and Sociological Foundation of Education*. Meerut: R Lal Books.
16. Sharma, R. N. (2000). *Text Book of Educational Philosophy*. New Delhi: Kanishka Publishers & Distributors. Srimali.
17. Shyam, S. (1996). *Educational Psychology*. Jaipur: Rawat Publications.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	: Philosophical Foundations of Education
Course Code	: EDU-M-101
Nature of Course	: Minor
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education. The course will familiarize/acquaint students with the basic tenets of the given Indian as well as Western Philosophies and their influence on Education. The course will also familiarize the students with the philosophies like Idealism, Naturalism and Pragmatism.

Course Outcomes (COs): The students will be able to-

CO1 Explain the role of Philosophy in Education

LO1 describe the meaning, nature and scope of Philosophy

LO2 describe the relation between Education and Philosophy

LO3 describe the meaning, nature and scope of Philosophy of Education

CO2 Explain/discuss the role of education

LO1 describe the role of Philosophy in determining the aims, curriculum and methods of education.

LO2 describe the role of Philosophy in determining the role of the teachers.

CO3 Analyse the influences of Indian Schools of Philosophy on education

LO1 distinguish the basic features and classification of Indian Philosophy

LO2 outline the influences of Yoga Philosophy on education

LO3 appraise the influences of Vedanta Philosophy on education

CO4 Evaluate the influences of Western Schools of Philosophy on education

LO1 interpret the basic features and classification of Western Philosophy

LO2 assess and value the influences of Idealism, Naturalism and Pragmatism on education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1,CO2	CO1,CO2	CO3	CO3, CO4	CO3, CO4	
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (12 Marks)	INTRODUCTION TO PHILOSOPHY 1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology) 1.3 Meaning, nature and scope of Education 1.4 Types of Education (Formal, Informal and Non-formal) 1.5 Relation between Education and Philosophy 1.6 Meaning, nature and scope of Philosophy of Education 1.7 Philosophy of Education and Educational Philosophy.	13	02	-	15
II (12 Marks)	ROLE OF PHILOSOPHY IN EDUCATION 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: <ul style="list-style-type: none"> • Philosophy and aims of education. • Philosophy and curriculum. • Philosophy and methods of teaching. • Philosophy and role of teachers. • Philosophy and discipline 	09	02	-	11
III (18 Marks)	INDIAN SCHOOLS OF PHILOSOPHY AND THEIR INFLUENCES IN EDUCATION 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga Philosophy: <ul style="list-style-type: none"> • Concept of Yoga Philosophy • Hathayoga and Rajayoga. • Astangika Yoga • Influence of Yoga philosophy on education. 3.3 Vedanta Philosophy: <ul style="list-style-type: none"> • Basic tenets (Brahma, Atman, Jagat, Maya) • Advaita Vedanta • Influence of Vedanta philosophy in education. 3.4 Buddhism: <ul style="list-style-type: none"> • Concept of Buddhism • Four noble truths of Buddha • Middle Path • Influence of Buddhism on education. 	15	02	-	17
IV (18 Marks)	WESTERN SCHOOLS OF PHILOSOPHY AND THEIR INFLUENCES IN EDUCATION 4.1 Basic features of Western Philosophy 4.2 Idealism: <ul style="list-style-type: none"> • Basic tenets 	15	02	-	17

	<ul style="list-style-type: none"> Influence on determining aims, curriculum, methods of teaching, role of teacher and discipline in education. <p>4.3 Naturalism:</p> <ul style="list-style-type: none"> Basic tenets Influence on determining aims, curriculum, methods of teaching, role of teacher and discipline in education <p>4.4 Pragmatism:</p> <ul style="list-style-type: none"> Basic tenets Influence on determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 				
Total		52	08	-	60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

40 Marks

1) Two sessional tests- (10+10)

20 Marks

2) Any two of the activities listed below - (10+10)

20 Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- Visiting a place of philosophical interest and preparing a report
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

Where S: Strong, M: Moderate

Suggested Readings:

- Dewey, J. (2014). Democracy and Education. New Delhi: Aakar Books.
- Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
- Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.
- Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.

6. Deka, N. & Ali, L. (2023). Philosophical Foundations of Education. Dibrugarh: Banalata.
7. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
8. Gogoi, P. (2023). Philosophical Foundations of Education. Golaghat: Saraswati Prakashan.
9. Harvey, P. (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
10. Hiriya, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
11. Miri, M. (2014) Philosophy of Education. Oxford University Press.
12. Radhakrishnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression).
13. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
14. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
15. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
16. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
17. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
18. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title:	Introduction to Education
Course Code:	EDU-MDC-101 (A)
Nature of the Course:	Generic Elective Course (GEC)
Total Credits:	03
Distribution of Marks:	60 (End Sem.) + 40 (In-Sem.)

Course Objectives: The objectives of this Course are to describe the modern concept, aims, functions and Role of education. This Course will explain the different levels of education, the concept and types of curricular and co-curricular activities. It will also illustrate about examination, measurement, assessment and evaluation.

Course Outcomes (COs): The students will be able to-

CO1: Describe the modern concept, aims, functions and role of education

LO 1.1: explain the modern concept of education

LO 1.2: explain the functions and roles of education

LO 1.3: describe the functions of education towards development of values

CO2: Understand the roles of the various agencies of education

LO 2.1: describe the role of formal and informal agencies of education

LO 2.2: describe the role of international agencies

LO 2.3: explain the role of social media in education

CO3: Explain the different levels of education.

LO 3.1: describe the aims and structure of Pre-primary and Primary level of education

LO 3.2: describe the aims and structure of Secondary level of education

LO 3.3: describe the aims and structure of Higher level of education

CO4: Describe the concept of curriculum and evaluation system

LO 4.1: concept, nature, and significance of Curriculum

LO 4.2: explain the concept of Measurement, Assessment and Evaluation

LO 4.3: distinguish amongst Measurement, Assessment and Evaluation

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO2	CO1, CO2, CO3		CO2		
Conceptual Knowledge		CO3	CO4	CO2		
Procedural Knowledge	CO3	CO1	CO4			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	CONCEPT OF EDUCATION 1.1 Meaning, Nature and Scope of Education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of Education: Individual, Social and Democratic aim 1.4 The functions of Education- 1.4.1 Functions towards the individual 1.4.2 Functions towards the society 1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic)	10	02	-	12
II (15 Marks)	AGENCIES OF EDUCATION 2.1 Home 2.2 Educational Institution 2.3 State 2.5 Mass-media (television, radio, cinema and newspaper) 2.5 Internet (Wikis, Blogs, Social Networking Sites)	10	01	-	11
III (15 Marks)	DIFFERENT LEVELS OF EDUCATION IN INDIA (From Pre-Primary to Higher/ Tertiary level) 3.1 Pre-primary Education (Meaning, structure and aims) 3.2 Primary Education (Meaning, structure and aims) 3.4 Secondary Education (Meaning, structure and aims) 3.4 Higher Education (Meaning, structure and aims)	10	01	-	11
IV (15 Marks)	CURRICULUM AND EVALUATION 4.1 Concept, Nature, and Significance of curriculum 4.2 Curriculum and Syllabus 4.3 Concept, Importance, and types of co-curricular activity 4.4 Meaning of Measurement, Assessment and Evaluation 4.5 Concept of formative and summative evaluation	10	01	-	11
Total		40	05	-	45

Where, **L: Lecture, T: Tutorials, P: Practicals**

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - d) Seminar/Assignment/Project on any relevant topics of the course.
 - e) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	M	M	M	M
CO3	S	S	S	S	M	M	M
CO4	S	S	S	M	S	M	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
2. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing.
3. Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.
4. Bhatia and Nareng(2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
5. Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.
6. Dudeja, G. & G. Kour (2016). Curriculum Development and Assessment. Meerut: R.Lall Book Depot.
7. Goswami, A. C. (2006). Philosophical and Sociological bases of Education in Emerging India. Guwahati: Jyoti Prakashan.
8. Purkait, B.R. (2014). Principles and Practices of Education. New Delhi: New Central Book agency (P) Ltd.
9. Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
10. Saxena (2002). Philosophical and Sociological Foundations of Education. Meerut: R. Lall Book Deopt.
11. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	: Educational Psychology
Course Code	: EDU-MDC-101 (B)
Nature of the Course	: Generic Elective Course (GEC)
Total Credits	: 03
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Objectives: Educational Psychology is the study of how students in particular, and people in general, learn: including teaching methods, instructional process, and individual differences in learning. It explores the cognitive, behavioural, emotional, and social influences on the learning process. Educational psychologists use this understanding of how people learn to develop instructional strategies and help students succeed in school.

Course Outcome (COs): The students will be able to-

CO 1: Explain the concept of Education, Psychology and Educational Psychology.

LO 1.1: define meaning of Education and Psychology.

LO 1.2: discuss the functions and roles of different schools of Psychology in education.

LO 1.3: discuss the methods of Educational Psychology.

CO 2: Explain the psychology of growth and development.

LO 2.1: discuss about the various stages of growth and development according to the principles and its educational implications.

LO 2.2: discuss the dimensions of development and factors influencing growth and development.

LO 2.3: identify common behavioral problems of children in the teaching learning environment.

CO 3: Appraise the process of learning.

LO 3.1: discuss the concept of learning and the various factors affecting learning and methods of learning.

LO 3.2: describe the role of major Laws of learning and their educational implications.

LO 3.4: distinguish among the concepts- Maturation and Learning, Motivation and Learning and learning styles (Visual, Aural, Verbal, Physical) and their importance in education.

CO 4.: Discuss few psychological concepts and their importance in education.

LO 4.1: discuss the meaning, nature and characteristics of memory, attention, individual differences, intelligence and the role in the field of education.

LO 4.2: explain the meaning and nature of emotional intelligence and social intelligence.

LO 4.3: discuss the importance of emotional intelligence and social intelligence at modern time.

LO 4.4: illustrate the role of creativity and personality in education.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO3	CO1	CO4			
Conceptual Knowledge	CO1	CO3		CO3		
Procedural Knowledge	CO3	CO1	CO2	CO4		
Metacognitive Knowledge	CO2	CO2				

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	CONCEPT OF EDUCATION, PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY 1.1 Meaning, Nature, Scope and Types of Education 1.2 Meaning, Nature, Scope and Branches of Psychology 1.3 Schools of Psychology and their bearing in education: 1.3.1 Behaviourism 1.3.2 Structuralism 1.3.3 Functionalism 1.3.4 Gestalt Psychology 1.3.5 Psycho-analysis 1.3.6 Constructivism 1.4 Meaning, Nature and Scope of Educational Psychology 1.5 Methods of Educational Psychology 1.5.1 Introspection method 1.5.2 Observation method 1.5.3 Experimental method 1.6 Importance of Educational Psychology in classroom teaching	10	01	-	11
II (15 marks)	PSYCHOLOGY OF GROWTH AND DEVELOPMENT 2.1 Meaning and Stages of Growth and Development 2.2 Principles of development and their educational implications 2.3 Dimensions of Development (Physical, Mental, Social and Emotional) 2.4 Factors influencing Growth and Development- Heredity & Environment 2.5 Common Behavioral problems of Children (anger, aggression, truancy)	10	01	-	11

III (15 marks)	PROCESS OF LEARNING 3.1 Meaning and Nature of Learning 3.2 Factors affecting Learning 3.3 Methods of Learning (Trial and Error, Conditioning and Insightful method) 3.4 Major Laws of Learning with their educational implications 3.5 Maturation and learning 3.6 Motivation and learning 3.7 Learning Styles (Visual, Aural, Verbal, Physical)	10	01	-	11
IV (15 Marks)	FEW PSYCHOLOGICAL CONCEPTS AND THEIR IMPORTANCE IN EDUCATION 4.1 Memory: Concept, Types and Improvement for better academic achievement 4.2 Attention: Concept, Characteristics and educational significance 4.3 Individual differences: Concept and educational implications 4.4 Intelligence: Meaning and Nature, Concept of IQ 4.5 Emotional intelligence: Meaning and Nature 4.6 Social Intelligence: Meaning and Nature 4.7 Creativity: Meaning and Nature 4.8 Personality: Meaning and Nature	11	01	-	12
Total		41	04	-	45

Where, **L: Lecture, T: Tutorials, P: Practicals**

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Where, **S: Strong M: Moderate**

Suggested Readings:

1. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta: Books and Allied (p) Ltd.
2. Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India Private Limited.
4. Mohanty, M.S. (1993). Educational Psychology & Statistics. Sambalpur: Shri Durga Pustak Bhandar.
5. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
6. Sorenson, H. (1964). Psychology in Education. New York: International Student Edition, McGraw hill Book Co., INC.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	: PERSONAL DEVELOPMENT AND SOFT SKILLS
Course Code	: EDU-SEC-101
Nature of Course	: SKILL ENHANCEMENT COURSES (SEC)
Total Credits	: 3
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course is designed to develop an understanding of the need for development of pleasing and influencing personality, leadership qualities and self development for career growth. The course will familiarize the students with the concept of hard skills and soft skills and how to accomplish personal and interpersonal traits for development of soft skills. The course also aims to develop an understanding of the important components as well as types of communication and facilitate for demonstrating effective communicative and presentation skills thereby preparing learners for the twenty first century job markets.

Course Outcomes (COs): The students will be able to –

CO1: Explain Personality development, leadership qualities, and self development for career growth.

LO 1.1: describe the meaning and characteristics of a developed personality.

LO 1.2: discuss the personality types for Leadership qualities

LO 1.3: discuss the factors for pleasing and influencing personality

LO 1.4: discuss the factors for Self development

LO 1.5: prepare a holistic plan for self-improvement.

LO 1.6: describe the importance of individual Competence and Resilience

CO2: Describe hard skills and soft skills, and accomplish Personal and Interpersonal traits for development of Soft skills

LO 2.1: define hard skills and soft skills

LO 2.2: discuss the personal and interpersonal traits for development of Soft skills

LO 2.3: appraise the need of various types of soft skills demanded by employers.

CO3: Describe the important components, types and skills of Communication

LO 3.1: explain Communication and its types

LO 3.2: present the Communication structure

LO 3.3: discuss the important components of a dialogue

LO 3.4: describe Listening skills for effective communication

LO 3.5: demonstrate good presentation skills

CO4: Prepare learners for the twenty first century job market

LO 4.1: prepare job application

LO 4.2: prepare a modern C.V. for attracting employer.

LO 4.3: recognise feelings, diagnose needs and fears, and show one's ability to deal with interview anxiety.

LO 4.4: Show the Professional Etiquettes to make a lasting impression

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO3, CO4				
Conceptual Knowledge	CO2, CO3	CO1, CO2, CO3, CO4	CO1, CO3	CO1, CO2, CO3, CO4	CO2, CO3, CO4	
Procedural Knowledge		CO1, CO2, CO3	CO3, CO4	CO2, CO4	CO3, CO4	
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	PERSONALITY DEVELOPMENT 1.1 Personality Development1. 1.1 Meaning and characteristics of a developed personality 1.1.2 Personality types for Leadership Qualities (Perfectionist, Helpers, Achievers, Romantics, Observers, Questioners, Enthusiasts or Adventurers, Bosses or Asserters, Mediators or Peacemakers) 1.1.3 Developing Pleasing and Influencing Personality a) Factors of Pleasing Personality b) Develop your positive outlook c) Developing emotional intelligence 1.2 Self Development and Personal Effectiveness 1.2.1 Factors of Self-development 1.2.2 Holistic action plan for Self Improvement 1.2.3 Develop Personal Competence for Success 1.2.4 Develop Personal Resilience	10	0	2	13
II (15 marks)	SOFT SKILLS 2.1 Understanding Hard Skills and Soft Skills 2.2 Classification of Soft Skills 2.2.1 Personal traits: <ul style="list-style-type: none"> Time Management Attitude Responsibility Ethics, Integrity and Values Self Confidence and Courage Consistency and Predictability 2.2.2 Interpersonal traits: <ul style="list-style-type: none"> Teamwork and interpersonal skills Communication and networking Empathy and listening skills 	10	01	-	11

	<ul style="list-style-type: none"> • Problem solving, troubleshooting and speed reading • Leadership 				
III (15 marks)	COMMUNICATION AND PRESENTATION SKILLS 3.1 Structuring communication: Introduction, Main body, Summary, Keeping it short and simple 3.2 Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation, Improving voice and speech. 3.3 Non Verbal Communication: Expression, Posture, gait, Body language, Eye Contact and Hand shake. 3.4 Listening Skills – a) Importance of Listening for Effective Communication b) Active, Passive and Reflective Listening 3.5 Presentation Skill- a) Essential Characteristics of a Good Presentation b) Common Mistakes in Presentation	10	02	-	12
IV (15 Marks)	PREPARATION FOR THE JOB MARKET 4.1 Skills for writing Job applications 4.2 Preparing your curriculum vitae (C.V.) and Résumé a) The Strategy for Résumé Writing b) Writing Career Objective or SOPs (Statements of purpose) c) Writing a modern Résumé 4.3 Preparing For Job Interview a) Types of Interview b) Prior preparation for Interview (From shoes to Dress Code, Body Language) c) Presenting your-self at the job interview - Introducing oneself at the interview d) Group discussion 4.4 E-Mail etiquette <ul style="list-style-type: none"> • Sending effective message • Responding to messages • Organising the different parts of an email 	09	01	02	12
Total		39	08	06	48

Where, **L: Lecture, T: Tutorials, P: Practicals**

Modes of In-Semester Assessment:

40 Marks

1) Two In-semester tests – (10+10)

20 Marks

2) Any two of the following three activities – (10+10)

20 Marks

a) Group discussion/ Group Project/Debate on any one of the topics of the course.

b) Seminar/Assignment/Project on any relevant topics of the course.

c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	M	S	S	S
CO2	M	M	M	S	S	S	S
CO3	S	M	M	S	S	S	S
CO4	S	M	M	M	S	S	S

Where, S: Strong M: Moderate

Suggested Readings:

1. Bolles, r. n. (2008). What Color is your parachute: A Practical Manual for Job-hunters and Career-Changers. Simon and Schuster (Aus) ISBN 9781580087278
2. Harris, T. A. (1995). I'm OK- You're OK. Arrow Books, Cox & Wyman Ltd, Reading, Berkshire
3. Kapoor, S. (2019). Personality Development and Soft Skills. I.K. International Pvt. Ltd., New Delhi, ISBN 978-93-89583-09-0.
4. Mitra, K. B. (2021). Personality Development and Soft Skills. Oxford University Press, New Delhi, ISBN-13:978-0-19-945974-2.
5. Sahu, S.K. (2021). Personality Development and Soft Skills. Notion press.com, ISBN 9-79-8885-210928.
6. Singh, S.K. (2008). Becoming a Teacher. Varanasi: Amrit Prakashan
7. Sullivan, D. R. (2006). Learning to Lead: Effective Leadership Skills for Teachers of Young Children (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	: Foundations of Education-II
Course Code	: EDU-C-201
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.) 4 credit course

Course Objectives: The course on Foundations of Education-II is designed for the students to demonstrate the knowledge of the development of Indian education system from ancient period to 1944. The course will describe appropriate concepts related to curriculum, textbook, syllabus and co-curricular activities. The course will also provide an understanding of global and contemporary issues in Indian education system.

Course Outcomes (COs): The students will be able to -

CO1: Demonstrate the knowledge of the development of Indian education system from ancient period to 1944.

LO 1.1: Describe the unique features of the ancient Indian education system with reference to Vedic, Buddhist and Islamic education systems.

LO 1.2: Explain the contributions of Missionaries in the development of modern Education in India.

LO 1.3: discuss the landmarks in the development of Indian Education till 1944.

CO2: Demonstrate the understanding of the concept of curriculum, types of curriculum, concept of co-curricular activities, importance and organization of co-curricular activities.

LO 2.1: define the concepts of curriculum, textbook, syllabus and co-curricular activities.

LO 2.2: explain the importance of different types of curriculum and co-curricular activities.

LO 2.3: discuss the organization process of co-curricular activities.

CO3: Analyze some global issues in Indian education.

LO 3.1: explain the impacts of global issues like globalization, liberalization, privatization on education in India.

LO 3.2: examine the role of education in achieving Sustainable Development Goals 4 (SDG4) in India.

LO 3.3: discuss the need and importance of population education, environmental education and peace education in the present context of the society.

LO 3.4: explain the issue of International Student Mobility in the context of Indian education.

CO4: Analyze some contemporary issues and systems of Indian education.

LO 4.1: explain the importance of NAAC, IQAC, Criteria Based Assessment and Gunotsav in assessing and accreditation of educational institutions in India.

LO 4.2: discuss the importance and challenges of virtual teaching in India.

LO 4.3: examine the benefits and challenges of MOOC, SWAYAM, Open Book Examination (OBE), and Education-Industry Link in India.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO3	CO1, CO2, CO3		CO3, CO4		
Conceptual Knowledge		CO3, CO4		CO3, CO4		
Procedural Knowledge	CO2					
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	DEVELOPMENT OF INDIAN EDUCATION 1.1 Ancient Education System- Vedic, Buddhist and Islamic System of education 1.2 Development of Modern Indian Education 1.2.1 Early Efforts of Missionaries 1.2.2 Charter Act, 1813 1.2.3 Macaulay's Minute, 1835 1.3 Wood's Dispatch, 1854 1.4 Hunter Commission, 1882 1.5 Gokhale's Bill, 1910-11 1.6 Basic Education, 1937 1.7 Sargent Committee Report, 1944	13	02	-	15
II (15 marks)	CURRICULUM 2.1 Concept of Curriculum: Meaning and definitions 2.2 Curriculum, Text book and Syllabus 2.3 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum 2.4 Integrated and Holistic Curriculum (NEP 2020) 2.5 Concept and types of co-curricular activities 2.6 Importance of co-curricular activities 2.7 Organization of co-curricular activities	13	02	-	15
III (15 marks)	SOME GLOBAL ISSUES IN INDIAN EDUCATION 3.1 Globalization: Concept and its impact on education 3.2 Privatization: Concept and its impact on education 3.3 Liberalization: Concept and its impact on Education 3.4 Sustainable Development Goals 4 and Indian Education 3.5 Population Education: Concept, importance and strategies	13	02	-	15

	3.6 Environmental Education: Concept, importance and principles 3.7 Peace Education: Concept, importance and strategies 3.8 International Student Mobility and Indian Scenario				
IV (15 Marks)	CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION 4.1 Assessment and Accreditation of Educational Institutions- * NAAC- IQAC, Criteria Based Assessment and its impact On HEIs * Gunotsav- Thrust Areas and its Impact on Schools 4.2 Online and Digital Education- * Virtual Teaching- Concept, importance, challenges and strategies * MOOC: Concept and importance * SWAYAM: Concept and Importance * Open Book Examination (OBE): Concept, Importance, merits and demerits. 4.3 Education-Industry Link : Concept, importance and challenges	13	02	-	15
Total		52	08	-	60

Where,

L: Lectures**T: Tutorials****P: Practicals****Modes of In-Semester Assessment:****40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	M	M
CO2	S	M	S	S	S	M	S
CO3	S	M	S	S	M	M	M
CO4	S	M	S	S	M	M	M

Where,

S: Strong**M: Moderate****Suggested Readings:**

1. Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.

2. Agarwal, J.C. (2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.
3. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Collins, F. L. (2008). Bridges to learning: international student mobilities, education agencies and inter- personal networks. *Global Networks* 8(4), 398–417.
6. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
7. Friedman, T. L. (2000). The olive and the lexis tree: Understanding globalization. New York: Farrar, Straus & Giroux.
8. Ferro, A. (2006). Desired mobility or satisfied immobility? Migratory aspirations among knowledge workers. *Journal of Education and Work*, 19(2), 171 – 200.
9. Gerry Gorman (1989). School - Industry Links. Kogan Page Ltd.
10. Gogoi, P. (2024). Foundations of Education. Golaghat: Saraswati Prakashan.
11. Knight, J. (2006). Internationalization of Higher Education: new directions, new challenges, 2005. IAU Global Survey Report. Paris: International Association of Universities.
12. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
13. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.
14. Thakur, A.S. & Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	: Psychological Foundations of Education
Course Code	: EDU-M-201
Nature of Course	: Minor
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the meaning and nature of psychology, different schools of psychology and their contribution to education. The course will acquaint the students with the meaning, nature, scope and importance of Educational Psychology along with the concepts like learning, intelligence, creativity and personality and the theories related to each of these. The course will develop an understanding of mental health and hygiene and the measures to maintain mental health in school.

Course Outcomes (COs): The students will be able to-

CO 1: Define the meaning and nature of Psychology and Educational Psychology

- LO 1.1: define the meaning and nature of Psychology
- LO 1.2: discuss about the various schools of Psychology
- LO 1.3: define the meaning and nature of Educational Psychology
- LO 1.4: describe the importance of Psychology in classroom teaching

CO 2: Define the meaning and nature of learning

- LO 2.1: define the meaning and nature of learning
- LO 2.2: identify the factors of learning
- LO 2.3: classify the types of learning
- LO 2.4: explain the theories of learning
- LO 2.5: describe the meaning and role of motivation in learning
- LO 2.6: differentiate between attention and interest; memory and learning

CO 3: Define the meaning and nature of intelligence and creativity

- LO 3.1: identify the factors of intelligence
- LO 3.2: elaborate the theories of intelligence
- LO 3.3: describe the concept of emotional intelligence
- LO 3.4: define the meaning and nature of creativity
- LO 3.5: apply creativity in classroom
- LO 3.6: explain education of exceptional children

CO 4: Define the concept of personality and mental health

- LO 4.1: define the meaning and state characteristics of personality
- LO 4.2: explain factors of personality
- LO 4.3: explain the theories of personalities
- LO 4.4: explain the concept of balanced mature personality
- LO 4.5: differentiate mental health and mental hygiene
- LO 4.6: describe adjustment of mechanism
- LO 4.7: differentiate instinct and emotion

LO 4.8: explain educationally significant instinct and provisions for training

LO 4.9: relate instincts and emotion

LO 4.10: apply the emotional training in the classroom.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO3, CO4	CO1,CO2, CO3		
Conceptual Knowledge		CO1,CO2, CO3,CO4	CO3, CO4	CO1,CO2, CO3,CO4		
Procedural Knowledge			CO3,CO4	CO3,CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	PSYCHOLOGY AND EDUCATION 1.1 Meaning and nature of psychology 1.2 Schools of Psychology: 1.2.1 Behaviorism 1.2.2 Structuralism 1.2.3 Functionalism 1.2.4 Gestalt Psychology 1.2.5 Psycho-analysis 1.2.6 Constructivism 1.3 Meaning, nature and scope of Educational Psychology 1.4 Importance of Educational Psychology in classroom teaching	13	02	-	15
II (15 Marks)	LEARNING AND MOTIVATION 2.1 Meaning and nature of learning. 2.2 Factors of Learning: Home, School, Mass Media, Intelligence 2.3 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory 2.4 Thorndike's Laws of learning 2.5 Motivation: Meaning and role in learning. 2.6 Attention and Interest: Meaning and role in learning 2.7 Memory and Learning	13	02	-	15

III (15 Marks)	INTELLIGENCE AND CREATIVITY 3.1 Meaning and nature of intelligence 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) 3.4 Concept of Emotional Intelligence 3.5 Creativity: Meaning and nature 3.6 Process and Product of creativity 3.7 Nurturing Creativity in Classrooms	13	02	-	15
IV (15 Marks)	PERSONALITY AND MENTAL HEALTH 4.1 Meaning and Characteristics of personality 4.2 Factors of personality <ul style="list-style-type: none"> ▪ Physical. ▪ Mental. ▪ Social. ▪ Emotional. 4.3 Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattell and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene 4.7 Adjustment mechanisms: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Relation between Instincts and Emotion. 4.10 Importance of Emotional training in the classroom.	13	02	-	15
	Total	52	08	-	60

Where, **L: Lectures** **T: Tutorials** **P: Practicals**

Modes of In-Semester Assessment:**40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Where, **S: Strong** **M: Moderate**

Suggested Readings:

1. Agarwal, J.C. (2004). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta: Books and Allied (p) Ltd.
3. Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Gogoi, P. (2024). Psychological Foundations of Education. Golaghat: Saraswati Prakashan.
5. Mangal, S. K. (2000). Advanced Educational Psychology. New Delhi: Prentice-Hall of India Private Limited.
6. Mangal, S.K. (1974). Educational Psychology. Ludhiana: Tandon Publications.
7. Mathur, S.S. (2001). Educational Psychology. Agra: Vinod Pustak Mandir.
8. Mohanty, M.S. (1993). Educational Psychology & Statistics. Samblapur: Shri Durga PustakBhandar.
9. Morgan, C.T., King, R.A. & Schopler, J. (1993). New York: McGraw Hill Publishing Company Ltd.
10. Sorenson, H. (1964). Psychology in Education. New York: International Student Edition, McGraw hill Book Co., INC.
11. Singh, A. K. (2013): The Comprehensive History of Psychology. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
12. Woolfolk, A. & Kapur, P. (2019). Educational Psychology. New Jersey: Pearson Education.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	: Introduction to Positive Psychology
Course Code	: EDU-MDC-201(A)
Nature of Course	: Generic Elective Course (GEC)
Total Credits	: 3 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course is designed to familiarize the students with the concept of Positive Psychology, its need, importance and application in life. The course aims to develop an understanding of the various aspects of Positive Emotions and Positive Traits and their importance, different components of psychological capital. The course will acquaint the students with the concepts like stress, stress management, conflict management and post traumatic growth leading to psychological adjustment.

Course Outcomes (COs): The students will be able to-

CO1 Explain the various concepts of Positive Psychology

LO1 define the concept and goals and scope of positive psychology

LO2 describe the development of Positive Psychology

LO3 identify techniques of Positive Psychology Coaching

CO2 Discuss various positive emotions and positive traits

LO1 describe the concept of Positive Emotions and Positive Traits

LO3 explain the Broaden and Build Theory of Positive Emotions

LO4 demonstrate Resilience, Empathy, Gratitude and Forgiveness in their daily life

CO3 Demonstrate the psychological capitals in their lives

LO1 identify personal character strengths and explain their relationship with work satisfaction

LO2 demonstrate positive team culture, mindfulness and ability to set goals.

LO3 practice optimism, self esteem and self efficacy

CO4 Apply psychological adjustment in their lives

LO1 demonstrate stress management, conflict management

LO2 practice post traumatic growth, coping strategy and problem-solving skills.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1	CO2, CO3, CO4				
Procedural Knowledge			CO2, CO3, CO4			
Metacognitive Knowledge			CO3, CO4			

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	POSITIVE PSYCHOLOGY 1.1 Introduction to concept and goals of positive psychology 1.2 Nature and Scope of positive psychology 1.3 History of Positive Psychology 1.4 Positive Psychology and life Coaching 1.5 Essential Techniques of Positive Psychology Coaching 1.6 Integrating Positive Psychology in practice	10	01	-	11
II (15 Marks)	POSITIVE EMOTIONS AND POSITIVE TRAITS 2.1 Concept of Positive Emotions and Positive Traits 2.2 The Broaden and Build Theory of Positive Emotions 2.3 Influence of Positive Emotions 2.4 Positive Emotions and Health Resources: Physical, Psychological and Social Resources 2.5 Developing Positive Traits(Concept, Types and Benefits) 2.5.1 Resilience 2.5.2 Empathy 2.5.3 Gratitude 2.5.4 Forgiveness 2.6 Wellbeing	12	02	-	14
III (15 Marks)	BUILDING PSYCHOLOGICAL CAPITAL 3.1 Identify personal character strengths and understand their relationship with work satisfaction 3.2 Developing positivity and a positive team culture 3.3 Mindfulness and Positive Thinking 3.4 Optimism and quality of life 3.5 Self Esteem and Self Efficacy 3.6 Pursuit of Happiness 3.7 Setting Goals for Life and Happiness	08	01	-	09
IV (15 Marks)	PSYCHOLOGICAL ADJUSTMENT 4.1 Stress and Stress Management 4.2 Conflict and Conflict management 4.3 Post Traumatic Growth (PTG) & Benefit Finding 4.4 Post Traumatic Growth, Models of PTG as a Coping Strategy 4.5 Problem solving Skills 4.6 Barriers to Problem solving	13	02	-	15
Total		40	05	-	45

Where, **L: Lectures** **T: Tutorials** **P:Practicals**

Modes of In-Semester Assessment:**40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

Where, S: Strong M: Moderate

Suggested Readings:

1. Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education.
2. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
3. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
4. Synder, C.R. & Lopez, S. (2007). Handbook of Positive Psychology. Oxford Publications.
5. Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications.
6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
7. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
8. Crompton, W.C. (2005). An Introduction to Positive Psychology. Singapore: Thomson.
9. Snyder, C.R. & Lopez, S. J. (2005). Handbook of Positive Psychology. New York Oxford University Press.
10. Peterson, C. (2006). Positive Psychology. New York: Oxford University Press.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	: History of Indian Education
Course Code	: EDU-MDC-201(B)
Nature of Course	: Generic Elective Course (GEC)
Total Credits	: 03
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Objectives: This course is designed to familiarize the students with the concepts and salient features of Vedic, Buddhist and Islamic education system in India. The course will develop and understanding of the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance. The course will also familiarize the students with the educational activities of the Missionaries in India and introduce them to the Charter Act of 1813.

Course Outcomes (COs): The students will be able to-

CO1: Describe the development of Vedic Education System:

- ILO 1.1: describe the development of Vedic Educational System.
- LO 1.2: describe the salient features of Vedic Educational System.
- LO 1.3: discuss the educational implications of Vedic Educational System.
- LO 1.4: analyse the relevance of Vedic Educational System.
- LO 1.5: discuss the strength and weakness of Vedic Education system.

CO 2: Describe the development of Buddhist Education System:

- LO 2.1: describe the development of Buddhist Educational System.
- LO 2.2: describe the salient features of Buddhist Educational System.
- LO 2.3: discuss the educational implications of Buddhist Educational System.
- LO 2.4: analyse the relevance of Buddhist Educational System.
- LO 2.5: discuss the strength and weakness of Buddhist Education system.

CO 3: Describe the development of Islamic Education System:

- LO 3.1: describe the development of Islamic Educational System.
- LO 3.2: describe the salient features of Islamic Educational System.
- LO 3.3: discuss the educational implications of Islamic Educational System.
- LO 3.4: analyse the relevance of Islamic Educational System.
- LO 3.5: discuss the strength and weakness of Islamic Education system.

CO 4: Describe the emergence of Modern Education in India:

- LO 4.1: explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.
- LO 4.2: explain the educational activities of the Missionaries in India with special reference to Assam.
- LO 4.3: describe the Charter Act of 1813.

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO1,CO2, CO3		
Conceptual Knowledge	CO1,CO2,C O3,CO4	CO1,CO2,C O3,CO4	CO1,CO2, CO3,CO4	CO1,CO2, CO3		
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	DEVELOPMENT OF VEDIC EDUCATION SYSTEM 1.1 Concept of Vedic Education System 1.2 Salient Features of Vedic System of Education 1.3 Basic Aims and Objectives of Vedic Education 1.4 System of Administration and Finance 1.5 Methods of Teaching 1.6 Types of Educational Institutions 1.7 Curriculum 1.8 Teacher-Pupil Relationship 1.9 Women's Education 1.10 Strength and Weakness of Vedic Education system	10	3	-	13
II (15 marks)	DEVELOPMENT OF BUDDHIST EDUCATION SYSTEM 2.1 Introduction to Buddhism 2.2 Salient features of Buddhist Education System 2.3 Aims and Objectives of Buddhist Education System 2.4 System of Administration and Finance 2.5 Curriculum 2.6 Methods of Teaching 2.7 Types of Educational Institutions 2.8 Teacher-Pupil Relationship 2.9 Women's Education 2.10 Strength and weakness of Buddhist Education system.	10	02	-	12
III (15 marks)	DEVELOPMENT OF ISLAMIC EDUCATION SYSTEM 3.1 Salient features of Islamic System of Education 3.2 Aims and Objectives of Islamic System of Education System of Administration and Finance 3.1.4 Types of Educational Institutions 3.1.5 Pupil-Teacher Relationship 3.1.6 Methods of Teaching	08	02	-	10

	3.1.7 Curriculum 3.1.8 Women's Education 3.1.9 Strengths and weaknesses of Islamic system of education.				
IV (15 Marks)	EMERGENCE OF MODERN EDUCATION IN INDIA 4.1 Indigenous Education System of India: 4.1.1 Meaning of Indigenous Education system 4.1.2 Types of Indigenous educational institutions 4.1.3 Causes of downfall of Indigenous Education system 4.1.4 Relevance of Indigenous Education system 4.2 Educational activities of Christian Missionaries and East India Company 4.2.1 Centres of missionary Education (Madras, Calcutta and Bombay) 4.3 Educational activities of the Missionaries in Assam 4.4 Charter Act of 1813	08	02	-	10
	Total	36	09	-	45

Where,

L: Lecture,

T: Tutorials,

P: Practicals

Modes of In-Semester Assessment:**40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	S
CO2	S	M	M	S	S	S	S
CO3	S	M	M	S	S	S	S
CO4	S	M	M	S	M	M	S

Where,

S: Strong

M: Moderate

Suggested Readings:

1. Altekar, A. S. (2001). Education in Ancient India. Delhi: Isha Book.
2. Baruah, J. (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
3. Chaube, S. P. (1980). History and Problems of Indian Education. Agra: Agarwal Publications

4. Chaube, S.P & Chaube, A. (1999). Education in Ancient and Medieval India. New Delhi : S. Chand
5. Chatterjee, M. (1999). Education in Ancient India. D. K. Print world (P) Ltd.
6. Gogoi, P. (2024). History of Indian Education. Golaghat: Saraswati Prakashan.
7. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
8. Nayak, B. K. (2012). History Heritage and Development of Indian Education. New Delhi: Axis Books Pvt. Ltd.
9. Nurullah, S. & Naik, J. P. (2016). A Students' History of Education in India (1800- 1973). Bombay: Macmillan India Ltd.
10. Nurullah , S. & Naik, J. P (1971). A History of Education in India (during the British Period. Macmillan India Ltd
11. Mukharjee, S.N. (2014). Education in India Today and Tomorrow. Vinod Pustak Mandir.
12. Purkait, B. R (2012). Milestones in Modern Indian Education. New Delhi: New Central Book Agency (P) Ltd.
13. Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT.
14. Sarma, M.K. (2013). Bharatar Sikhar Itihas. Dibrugarh: Banalata.
15. Sharma, R. N. & Sharma, R. K. (2004). History of Education in India. Atlantic Pub.
16. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
17. Sharma, T. K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.
18. Walia, J. S. (2016). Development of Educational System in India. Ludhiana: Ahim Paul Publishers.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	: ICT in Education
Course Code	: EDU-SEC-201
Nature of Course	: Skill Enhancement Course (SEC)
Total Credits	: 03
Distribution of Marks	: 60 (End-Sem.) + 40 (In Sem.)

Course Objectives: This course aims to develop skills in handling ICT devices in the field of education. It explores ICT's use in teaching-learning, research and educational management.

Course Outcome (COs): The students will be able to-

CO 1: Explain the concept and features of ICT.

LO 1.1: Describe the concept and features of ICT

LO 1.2: Identify the ICT devices and tools used in education.

CO 2: Discuss the role of ICT in educational settings.

LO 2.1: Explain the role of ICT in the teaching-learning process

LO 2.2: identify the merits and demerits of using ICT in Education.

CO 3: Demonstrate the skill of using ICT in the field of education

LO 3.1: Demonstrate the skill of using ICT devices in the teaching-learning process

LO 3.2: Develop a teaching plan using a Learning Management system.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual Knowledge		CO2		CO2		
Procedural Knowledge			CO3			CO3
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (10 marks)	INTRODUCTION TO ICT 1.1 Concept and features of ICT 1.2 Introduction to ICT devices : Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board 1.3 Concept of Computer Assisted Learning.	08	03	-	11

	1.4 Role of ICT in Teaching-Learning process 1.5 Concept and Elements of e-learning 1.6 Understanding Internet as source of e-learning				
II (16 marks)	APPLICATION OF ICT IN EDUCATION 2.1 Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint 2.2 E-ways of Learning: E-content and E-book 2.3 E-Learning through Mobile apps 2.4 E-content design: graphic, audio-video	04	01	08	13
III (17 marks)	APPLICATION OF ICT IN TEACHING-LEARNING 3.1 Teaching Learning in Virtual Classroom 3.2 Blended learning and flipped classroom 3.3 Learning Management System(LMS) through Google classroom, Moodle 3.4 Concept, importance and application of MOOCs 3.5 SWAYAM as e-learning platform	05	01	08	14
IV (17 Marks)	ISSUES OF ICT IN EDUCATION 4.1 Globalization and ICT 4.2 Intellectual Property Right (IPR):Copyright, Trademark, Patent. 4.3 Concept of Open Education Resources and its application 4.4 Online Repositories and Online Libraries 4.5 Concept of creative common 4.6 Ethical issues for E learner–Learning and Research 4.7 Issues and challenges of use of ICT in Indian Education system	12	02	02	16
	Total	29	07	18	84

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

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M

Where, **S: Strong** **M: Moderate**

Suggested Readings:

1. Singh, R. (2021). Information Communication Technology. https://www.researchgate.net/publication/350087090_INFORMATION_COMMUNICATION_TECHNOLOGY
2. Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research, 3, 545-547. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169>
3. Farooq, M., Kawoosa, H.S. & Muttou, M.A. (2017). CAL: Computer Assisted Learning. International Journal of Computer Science and Mobile Computing, 6(6),254-
5. 258. <https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>
6. Singh, T. (2019). Massive Open Online Courses: Concept and Implications. Indian Pediatrics, 56,489-495. <http://dx.doi.org/10.1007/s13312-019-1575-6>
7. ICSI (2015). INTELLECTUAL PROPERTY RIGHTS LAW AND PRACTICE. <https://www.icsi.edu/media/website/IntellectualPropertyRightLaws&Practice.pdf>
8. Havemann, L. (2016). Open Educational Resources. In M. A. Peters (Ed.), Encyclopedia of Educational Philosophy and Theory. Singapore: Springer Singapore. http://doi.org/10.1007/978-981-287-532-7_218-1
9. https://wiki.creativecommons.org/images/3/35/Creativecommons-what-is-creativecommons_eng.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title	: Philosophical and Sociological Bases of Education
Course Code	: EDU-C-301
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course on Philosophical and Sociological Bases of Education is designed for the students to demonstrate the understanding of the Indian and Western schools of philosophy and education. The course will describe appropriate theories, concepts, processes relevant to Sociology of Education. The course will also provide an understanding of the relationship between education and political ideologies.

Course Outcomes (COs): The students will be able to –

CO1: Demonstrate the understanding of the Indian schools of philosophy and education.

LO 1.1: describe the basic features and classification of Indian Philosophies-Yoga and Vedanta.

LO 1.2: explain the influence of Buddhism on education in India.

LO 1.3: discuss the impact of Indian schools of philosophy in the present system of education in India.

CO2: Demonstrate the understanding of the Western schools of philosophy and education.

LO 2.1: describe the basic features of Western Philosophy.

LO 2.2: explain the role of Idealism, Naturalism and Pragmatism in determining aims of education, curriculum, method of teaching, role of teacher and discipline in education.

LO 2.3: discuss the impact of Western schools of philosophy in the present system of Indian education.

CO3: Apply the knowledge of understanding education and society.

LO 3.1: explain Conflict Theory and Consensus Theory along with their merits & demerits.

LO 3.2: examine the role of education in socialization process.

LO 3.3: discuss the role of education in preservation, transformation, and promotion of culture.

LO 3.4: examine the role of education in social change and social mobility.

LO 3.5: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: explain the importance of constitutional values i.e. Equality, Freedom, Justice, Fraternity, Secularism, Human Rights in India.

LO 4.2: discuss the role of education in inculcating democratic values in India.

LO 4.3: describe the nature of education in totalitarian society and communist society.

LO 4.4: examine the role of education in a secular society.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1, CO2		CO1, CO2		
Conceptual Knowledge		CO3, CO4		CO3, CO4		
Procedural Knowledge	CO3		CO3			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION 1.1 Basic features and classification of Indian Philosophy 1.2 Yoga 1.2.1 Hathayoga and Rajayoga 1.2.2 Astangika Yoga 1.2.3 Influence of Yoga on education 1.3 Vedanta 1.3.1 Basic tenets (Brahma, Atman, Jagat, Maya) 1.3.2 Advaita Vedanta 1.3.3 Influence Vedanta on education 1.4 Buddhism 1.4.1 Four noble truths of Buddha 1.4.2 Middle Path 1.4.3 Influence of Buddhism on education 1.5 Impact of Indian schools of philosophy on present system of education in India	14	01	-	15
II (15 marks)	WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION 2.1 Basic features of Western Philosophy 2.2 Idealism 2.2.1 Basic tenets of Idealism 2.2.2 Influence of Idealism on aims, curriculum, methods of teaching, role of teacher and discipline in education 2.3 Naturalism 2.3.1 Basic tenets of Naturalism 2.3.2 Influence of Naturalism on aims, curriculum, methods of teaching, role of teacher and discipline in	14	01	-	15

	education 2.4 Pragmatism 2.4.1 Basic tenets of Pragmatism 2.4.2 Influence of Pragmatism on aims, curriculum, methods of teaching, role of teacher and discipline on education 2.5 Impact of Western schools of philosophy in present system of Indian education				
III (15 marks)	UNDERSTANDING EDUCATION AND SOCIETY 3.1 Sociology of Education: Theories (Conflict theory and Consensus theory- their concepts, features, merits & demerits) 3.2 Education and Socialization 3.2.1 Meaning and process of socialization 3.2.2 Agencies of socialization - Home, School, Society (Neighborhood, Peer group, Mass Media, Social Media) 3.2.3 Education as a socialization process 3.3 Culture and Education: Role of education in preservation, transformation, and promotion of culture 3.4 Social Change: meaning & factors, role of education in social change 3.5 Social Mobility: meaning, types, role of education in social mobility 3.6 Economic Development: meaning, factors, role of Education in economic development	14	01	-	15
IV (15 Marks)	EDUCATION AND POLITICAL IDEOLOGIES 4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights 4.2 Democracy: concept and basic features of democracy, nature of education in democracy, Role of education in inculcating democratic values. 4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in totalitarian society 4.4 Communism: concept of communism, basic features, nature of education in communist society 4.5 Secularism: meaning and role of education in secular society.	14	01	-	15
Total		56	04	-	60

*Where,**L: Lectures**T: Tutorials**P: Practicals*

Modes of In-Semester Assessment:**40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	M	M
CO2	S	M	S	S	M	M	M
CO3	S	M	S	S	M	M	M
CO4	S	M	S	S	M	M	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Bhatia, K. (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: Kalyani Publications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: Loyal Publication.
4. Bhattacharya, S. (1996, 2002). Sociological Foundation of Education. New Delhi: Atlantic Publishers & Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
6. Chauhan, S. S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publications.
7. Gogoi, P. (2024). Philosophical and Sociological Bases of Education. Golaghat: Saraswati Prakashan.
8. Kakkar, S. B. (1993). Educational Psychology. New Delhi: Prentice Publications.
9. Mohan, J. (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.
10. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
11. Noll, V. H. (1962). Reading in Educational Psychology. New York: The Macmillan.
12. Prasad, J. (1995). Educational Psychology: Development of Teaching and Learning. New Delhi: Kanishka Publications.
13. Rao, S. N. (1990). Educational Psychology. New Delhi: Wiley Publications.
14. Safaya, R. N. (1994). Development of Educational Theory and Practice. Delhi: Dhanpat Rai & Sons.
15. Saxena, N. & Swarup, R. (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
16. Sharma, R. N. (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors.

B. A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title	: Value Education
Course Code	: EDU-C-302
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course on Value Education is designed for the students to explain and demonstrate the knowledge of the values required to be a dignified citizen in the present-day society. This course will describe appropriate concepts related to curriculum, textbooks, syllabus and co-curricular activities. It will help to cultivate in learners' worthwhile values required for peace of the global society.

Course Outcomes (COs): The students will be able to -

CO1: Explain the meaning, types, functions and sources of values.

LO1.1: describe concept, meaning and definition of values.

LO1.2: discuss sources of values, socio- cultural tradition, religion and Constitution.

CO2: Explain the meaning, objectives and dimensions of value education and illustrate the importance, policy perspectives, methods and techniques of value education.

LO2.1: describe value education and its objectives and dimensions.

LO2.2: generalize the importance of value education in the 21st century.

LO2.3: discuss the policy perspective on value education in India.

CO3: Interpret the perspectives of value education of the East and West.

LO3.1: identify the perspectives of value education in East.

LO3.2: demonstrate the perspectives of value education in the West.

CO4: Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.

LO4.1: describe the meaning and concept of peace education, state the objectives of peace education and the pedagogy of peace education.

LO4.2: appraise peace education in the curriculum.

CO 5: Explain the importance of teachers, principals and parents in imparting peace education.

LO5.1: discuss peace education for a better world.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO5	CO1, CO2, CO5	CO3	CO4	CO2, CO4	
Conceptual Knowledge	CO1, CO2, CO3	CO1, CO2, CO5	CO2, CO4	CO3, CO4		
Procedural Knowledge	CO3	CO3, CO4		CO2, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	INTRODUCTION TO VALUES 1.1 Concept, meaning and definition of values 1.2 Types of values 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values 1.4.1 Socio-cultural tradition 1.4.2 Religion 1.4.3 Constitution 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Government 1.5.5 Mass media and 1.5.6 Voluntary organizations	13	02	-	15
II (15 marks)	INTRODUCTION TO VALUE EDUCATION 2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Importance of value education in the 21 st century 2.4 Policy perspective on Value Education in India 2.5 Methods and techniques of value education: 2.5.1 Practical method 2.5.2 Conceptual method 2.5.3 Biographical method 2.5.4 Story-telling technique 2.5.5 Socialized class technique 2.5.6 Discussion technique 2.6 Role of the Teacher and School in promoting Value Education	13	02	-	15
III (15 marks)	PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST 3.1 Perspectives of Value Education in East 3.1.1 Moral Education (M.K Gandhi) 3.1.2 Spiritual Education (Aurobindo Ghosh) 3.1.3 Aesthetic Education (Rabindranath Tagore) 3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the West 3.2.1 Education for all round personality development	13	2	-	15

	(Plato) 3.2.2 Education to understand the Nature (Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey) 3.2.4 Existentialism and Education (Jean Paul Satre)				
IV (15 Marks)	PEACE EDUCATION 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self-learning 4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co -curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of – 4.5.1 Teacher 4.5.2 Principal 4.5.3 Parents	13	02	-	15
Total		52	08	-	60

Where,

L: Lectures**T: Tutorials****P: Practicals****Modes of In-Semester Assessment:****40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	S	S	M
CO2	S	S	M	S	S	M	M
CO3	S	S	S	M	S	M	S
CO4	S	M	S	S	M	M	M
CO5	S	S	M	S	S	M	M

Where,

S: Strong**M: Moderate**

Suggested Readings:

1. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
5. Gogoi, P., Gogoi, S. & Rajkhowa, G. (2024). Value Education. Golaghat: Saraswati Prakashan.
6. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
7. Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
8. Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
9. Morrison, M. L. (2003). Peace education. Australia: McFarland.
10. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
11. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
12. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
13. Sharma, R. A. (2008). Human value of education. Meerut: R. Lall Books Depot.
14. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
15. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
16. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Venkataiah, N. (1998). Value Education. New Delhi: APH Publishing Corporation.
19. Venkataiah, N. (2009). Value education. New Delhi: APH Publishing Corporation.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title	: Sociological Foundations of Education
Course Code	: EDU-M-201
Nature of Course	: Minor
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course is designed to acquaint the students with the concept of Sociological approach of education, theories of Educational Sociology along with the concepts like Socialization, emotional and national integration and internalization. The course will develop an understanding of the role of education in social change and development as a whole and developmental of socially and economically disadvantaged groups in particular.

Course Outcomes (COs): The students will be able to-

CO1: Describe the concept of sociological approach of Education.

LO 1.1 Analyse different concepts related with sociological approach of education.

LO 1.2 Explain the concept, approaches of educational sociology.

CO2: Describe the theories of Educational Sociology.

LO 2.1 Explain different theories of educational sociology

CO3: Explain socialization, emotional and national integration and internationalization.

LO 3.1 Discuss the role of education in socialization process.

LO 3.2 Explain the importance of emotional and national integration.

LO 3.3 Discuss the role of education in internationalization.

CO4: Describe the role of education in social change and development.

LO 4.1 Explain the role of education in social change and economic development.

LO 4.2 Illustrate cultural changes.

LO 4.3 Discuss the role of education in human resource development.

CO5: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.

LO 5.1 Illustrate the socio-economic status of various social groups.

LO5.2 Identify the role of education in development of the disadvantaged groups.

LO 5.3 Analyse the constitutional provisions for education of different sections of the society.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1, CO3, CO4, CO5		CO1, CO3		
Conceptual Knowledge		CO2, CO3, CO4, CO5	CO4, CO5	CO1, CO5		
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	INTRODUCTION TO EDUCATIONAL SOCIOLOGY 1.1 Meaning and nature of Sociology 1.2 Introduction to Educational Sociology- 1.2.1 Meaning, nature and scope of Educational Sociology 1.2.2 Need for Sociological Approaches in Education 1.2.3 Analogy between Education and Sociology (relationship) 1.3 Theories of Educational Sociology – 1.3.1 Conflict Theory: concept, features, merits and Demerits 1.3.2 Consensus Theory: concept, features, merits and demerits 1.3.3 Implementation of Conflict and Consensus theory in education	14	01	-	15
II (15 marks)	EDUCATION AND SOCIALIZATION PROCESS 2.1. Socialization: Meaning and Process 2.2 Education as a Socialization Process 2.3 Agencies of Socialization: Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) and their role in Socialization 2.4 Emotional and National Integration - meaning, importance, role of Education 2.5 Internationalization- meaning, importance, role of Education	14	01	-	15
III (15 marks)	SOCIAL CHANGES, DEVELOPMENT AND EDUCATION 3.1 Social Change: meaning, factors and role of Education 3.2 Cultural Changes: meaning, factors, role of Education 3.3 Economic Development: meaning, factors, role of Education 3.4 Human Resource Development: meaning, role of	14	01	-	15

	Education 3.5 Democratic nature of education, Role of education in Inculcating democratic values.				
IV (15 Marks)	EDUCATION AND SOCIAL GROUPS 4.1 Social groups in Indian context: characteristics and classification 4.2 Social disadvantages and inequalities in Indian society – meaning, causes and types, education of the socially and economically disadvantaged sections of Indian Society with special reference to ST, SC, Women and Rural population 4.3 Constitutional Provisions for education of different sections of Indian Society	14	01	-	15
Total		56	04	-	60

Where,**L: Lectures****T: Tutorials****P: Practicals****Modes of In-Semester Assessment:****40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	M
CO2	M	M	M	S	S	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

Where,**S: Strong****M: Moderate****Suggested Readings:**

1. Adisesiah, W.T.V. & Pavanasam . R., (1974). Sociology in Theory and Practice. New Delhi: Santhi Publishers.
2. Blackledge, D. & Hunt, Barry, (1985). Sociological Interpretations of Education. London: Groom Helm.
3. Chanda S.S. & Sharma R.K. (2002). Sociology of Education. New Delhi: Atlantic Publishers.
4. Chandra, S.S., (1996). Sociology of Education. Guwahati: Eastern Book House.
5. Cook L, A. & Cook, E. (1970). Sociological Approach to Education. New York: McGraw Hill.
6. Deka, et.al. (2020). Sikshar Samajattik Bhatti. Dibrugarh: Banalata.
7. Durkheim, E. (1966). Education and Sociology. New York: the Free Press.

8. Gogoi, P. (2024). Sociological Foundations of Education. Golaghat: Saraswati prakashan.
9. Hemlata, T. (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
10. Shukla, S. & Kumar, K. (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title	: Education for the Socio-Economically Disadvantaged Groups (SEDGs)
Course Code	: EDU-MDC-301(A)
Nature of Course	: Generic Elective Course (GEC)
Total Credits	: 03
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Objectives: The main objectives of this Course are to explain the meaning and concept of socio-economically disadvantaged groups in India and appreciate the need and importance of promoting education of socio-economically disadvantaged groups. It also describes the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education along with the schemes and programs for education of socio-economically disadvantaged groups.

Course Outcomes (COs): The students will be able to-

CO1: Understand the meaning and concept of socio-economically disadvantaged groups in India-

LO 1.1: Describe the concept of SEDGs in India with special reference to socio-cultural identities.

LO 1.2: Explain the concept of SEDGs in India with special reference to gender.

LO 1.3: Explain the concept of SEDGs in India with special reference to disabilities.

LO 1.4: Explain the concept of SEDGs in India with special reference to socio-economic conditions.

CO2: Explain the provisions of education for socio-economically disadvantaged groups in India-

LO 2.1: Describe the provisions of education for socio-economically disadvantaged groups at National level

LO 2.2: Describe the provisions of education for socio-economically disadvantaged groups at International level

CO3: Describe the educational status of socio-economically disadvantaged groups in India with special reference to gender and disabilities-

LO 3.1: Describe the concept and types of students with disabilities.

LO 3.2: Describe the concept and types of students from gender perspective.

LO 3.3: Appreciate the importance of education for the SEDGs in India with special reference to gender and disabilities

CO4: Describe the educational status of socio-economically disadvantaged groups in India with special reference to socio-cultural identities-

LO 4.1: Explain the educational status of SC, ST, OBC, Minorities in India

LO 4.2: Understand the problems of education of the SC, ST, OBC, Minorities in India

LO 4.3: Address the problems of education of the SC, ST, OBC, Minorities in India.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3		CO2		
Conceptual Knowledge		CO3	CO4	CO2		
Procedural Knowledge	CO3		CO4			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	UNDERSTANDING CHILDREN FROM SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDGS) IN INDIA 1.1 Concept of Socio-Economically Disadvantaged Groups (SEDGs) 1.2 Categories of learners from Socio-Economically Disadvantaged Groups (SEDGs) and their characteristics <ul style="list-style-type: none"> • Gender identities (Female and Transgender individuals) • Socio-Cultural identities (SC, ST, OBC and Minorities) • Geographical identities (Learners from villages, Small towns and Aspirational districts) • Disabilities (including Learning Disabilities) • Socio-Economic conditions (Migrant communities, Low-income household, Children in Vulnerable situations, • Children of Victims of trafficking, Orphans including child beggars in urban areas and urban poor) 	10	01	-	11
II (15 marks)	PROVISIONS OF EDUCATION OF SOCIO-ECONOMICALLY DISADVANTAGED GROUPS IN INDIA 2.1 Meaning and concept of Social Group, Equity and Inclusion in Education. 2.2 Provisions for social group equity and education of Socio-Economically Disadvantaged Groups in <ul style="list-style-type: none"> • The Constitution of India • National Policy on Education (1986) and POA 	10	01	-	11

	<p>(1992)</p> <ul style="list-style-type: none"> • National Curriculum Framework, 2005 • National Education Policy, 2020. <p>2.3 Relevance of International perspectives on equity and inclusion</p> <ul style="list-style-type: none"> • Dakar: framework of action (2000) • United Nations Convention on the Rights of Persons with Disabilities, 2006 • Sustainable Development Goals (2015) to Indian Context 				
III (15 marks)	<p>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO DISABILITIES AND GENDER</p> <p>3.1 Concept and Types of Disabilities</p> <ul style="list-style-type: none"> • Education of visually impaired students • Education of hearing impaired students • Education of learning disabled students • Status of education (including enrolment, dropout and retention) of students with disabilities in India • Problems of education of students with disabilities. <p>3.2 Status of education (including enrolment, dropout and retention) of women in India</p> <p>3.3 Status of education of transgender individuals in India</p> <p>3.4 Problems of education of women and transgender individual in India</p>	10	02	-	12
IV (15 Marks)	<p>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO SOCIO-CULTURAL IDENTITIES</p> <p>4.1 Status of education (including enrolment, dropout and retention) of socio-culturally disadvantaged groups in India</p> <ul style="list-style-type: none"> • Scheduled Caste (SC) • Scheduled Tribes (ST) • Other Backward Classes (OBC) and • Minorities <p>4.2 Problems of education of socio-culturally disadvantaged groups- SC, ST, OBC and Minorities</p> <p>4.3 Addressing the problems of education of socio-economically disadvantaged groups.</p>	10	01	-	11
Total		40	05	-	45

Where, **L:** Lecture **T:** Tutorial **P:** Practical

Modes of In-Semester Assessment:**40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	M	M	M	M
CO3	S	S	S	S	M	M	M
CO4	S	S	S	S	M	M	M
CO5	S	S	S	M	S	M	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Baquer, A. & Sharma, A. (1997): Disability: Challenges Vs. Responses. New Delhi: CAN.
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries. USA: Butte Publication Inc.
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. London: The Falmer Press.
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). London: The Falmer Press.
7. Friel, J. (1997): Children with special needs. London: Jessica Kingsley Publication.
8. Guilford, P. (1971): Special Education Needs. London: Routledge Kagan Paul.
9. Hollahan, D and Kauffman, J.M. (1978): Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.
10. Maclett R. & Katherine R. C. (2014). Approaching Disability- Critical issues and perspectives, London: Routledge Taylor and Francis Group.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice). London: Routledge Taylor and Francis Group.
12. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India (Pvt.) Ltd.
13. MoE. (2020). The National Education Policy. New Delhi: Ministry of Education, Government of India. <https://mhrd.gov.in>
14. Mishra, M. and Ramakrishna, P. (2023) Education of Socio-Economic Disadvantaged Groups, India: Routledge Taylor and Francis Group.

15. Muthaiyan, P. and Raheem, A. A. (2012). Education for Socially and Economically Disadvantaged Groups in India, India: LAP Lambert Academic Publishing.
16. Panda, K.C. (2008): Education of Exceptional Children, New Delhi: Vikash Publishing House.
17. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
18. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, London: Routledge Taylor and Francis Group.
19. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation, London: Routledge Taylor and Francis Group.

B.A IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Title of the Course	: GUIDANCE AND COUNSELLING
Course Code	: EDUC-MDC-301(B)
Nature of Course	: Generic Elective Course (GEC)
Total Credits	: 03
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objective: Guidance and Counseling is primarily concerned with helping each individual towards the higher level of decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.

Course Outcome (COs): Students will be able to-

CO1: Explain the meaning, nature, scope of Guidance and Counseling and its role in education.

LO 1.1: describe the principles of guidance and the various types of guidance in Education.

LO 1.2: discuss the impact of various types of guidance in education.

CO2: Discuss about counseling in education.

LO 2.1: describe the concept and characteristics of counseling.

LO 2.2: recognize the role of different types of counseling in education.

LO 2.3: organize counseling services at schools.

LO 2.4: evaluate the counseling programme at school after conduction.

CO3: Generalize the use of different tools and techniques of guidance and counseling:

LO 3.1: explain the concept of tools and techniques used in guidance and counseling.

LO 3.2: demonstrate the use of the tools and techniques in education.

LO 3.3: differentiate between the testing and non-testing devices in guidance.

LO 3.4: apply the techniques of counseling to resolve various psychological problems faced by the students.

CO4: Evaluate guidance and counseling services conducted in schools or colleges.

LO 4.1: justify the concept and scope of guidance and counseling services.

LO 4.2: recommend the functions of guidance and counseling services at schools.

LO 4.3: choose and create an environment to organize the guidance programme at schools.

Cognitive Map of Course Outcomes Based on Bloom's Revised Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO2 CO4			CO4	
Conceptual Knowledge	CI2	CO2		CO1	CO2	
Procedural Knowledge		CO3		CO3	CO4	
Metacognitive Knowledge		CO4		CO2 CO3	CO2	CO4

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	GUIDANCE 1.1 Meaning, Nature, and Scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Need of Guidance (Educational need, Vocational need, Personal and psychological need) 1.4 Principles of Guidance 1.5 Philosophical, Psychological and Sociological bases of Guidance. 1.6 Types of Guidance <ul style="list-style-type: none"> • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance 1.7 Relationship between Guidance and Counseling 1.8 Difference between Guidance and Counseling 1.9 Educational Guidance-Meaning, purpose and functions 1.10 Vocational Guidance-Meaning, purpose and functions	10	02	-	12
II (15 Marks)	COUNSELLING 2.1 Meaning, Nature and Scope of Counseling 2.2 Characteristics of good counseling process 2.3 Principles of Counseling 2.4 Types of Counseling <ul style="list-style-type: none"> • Directive Counseling • Non-directive Counseling • Eclectic Counseling 2.5 Qualities of a Good Counselor 2.6 Stages in Counseling 2.7 Role of Counselor, Parents and Teachers in guidance and	10	01	-	11

	counseling 2.8 Organization of Counseling Services: <ul style="list-style-type: none"> • Centralization • Decentralization • Mixed form of Counseling Services 				
III (15 Marks)	TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING 3.1 Basic concept of tools and techniques of Guidance and counseling 3.2 Essential information for guidance and counseling (Personal information, Educational information and Occupational information) 3.3 Testing Devices in Guidance <ul style="list-style-type: none"> • Intelligence Tests • Aptitude Tests • Achievement Tests • Personal Inventories • Creativity Tests • Interest Tests 3.4 Non-Testing Devices in Guidance <ul style="list-style-type: none"> • Interview • Observation • Check list • Sociometry • Cumulative record card • Case study 3.5 Group guidance techniques 3.6 Techniques of Counseling	10	1	-	11
IV (15 Marks)	GUIDANCE AND COUNSELING SERVICES 4.1 Concept, nature and Scope of Guidance Services 4.2 Types of Guidance Services <ul style="list-style-type: none"> • The Orientation Service • The Student Information Service • The Counseling Service • The Placement Service • The Follow up Services • The Remedial Service • The Research Service 4.3 Principles of Organization of Guidance and counseling services at- <ul style="list-style-type: none"> • Elementary Level • Secondary Level • Higher Level 4.4 Challenges and issues of guidance and counseling	10	1	-	11

	Program				
		Total	40	5	-
	Where,	L: Lectures	T: Tutorials	P: Practicals	45

Modes of In-Semester Assessment:**40 Marks**

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Suggested Readings:

1. Agarwalla, R. (2006). Educational, Vocational guidance and counseling. New Delhi: Sipra Publication.
2. Berdie, R.F. (1963). Testing in Guidance and Counseling. New York: McGraw Hill
3. Bhatnagar, A and Gupta, N. (1999). Guidance and Counseling-A Theoretical Approach. Delhi: Vikas Publishing House
4. Charles, K and Jyothsna, N.G (2017) Guidance and Counseling, Hyderabad: Neelkamal Publications Pvt. Ltd.
5. Gogoi, K. P. (2015). A Text Book on Guidance and Counseling, New Delhi: Kalyani Publishing House
6. Gibson, Mitchell M. (1999). Introduction to Counseling and Guidance. University of Michigan: Merrill.
7. Jones, A.J (1951). Principles of guidance and pupil personnel work. New York: McGraw Hill
8. Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.
9. Sharma, R.A (2015). Foundation of Guidance and Counseling, Meerut: R Lal Book Depot

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title	: Methods and Techniques of Teaching
Course Code	: EDU-SEC-301
Nature of Course	: Skill Enhancement Course (SEC)
Total Credits	: 3 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course is designed to familiarize the students with the methods and techniques of teaching and develop competency in planning teaching. The course aims to help the students in acquisition of the skills of cooperative and collaborative learning.

Course Outcomes (COs): The students will be able to –

CO1: Discuss the process of teaching learning.

LO1.1: Explain the importance of technique in teaching.

LO1.2: Describe the principles of teaching and learning.

LO1.3: State general maxims of teaching.

LO1.4: Explain the phases of teaching.

LO1.5: Compare Authoritative, Democratic and Laissez-Faire teaching behaviour.

LO1.6: Discuss the classroom problems of beginners.

CO2: Demonstrate the capability of planning teaching.

LO2.1: Describe characteristics of a good lesson plan.

LO2.2: Describe Herbartian steps of planning a lesson.

LO2.3 Prepare a lesson plan using Herbartian steps.

LO2.4: Explain the concept of Micro teaching.

LO2.5: Practice Micro Teaching Skills.

CO3: Explain methods and approaches of teaching.

LO3.1: Differentiate between teacher centred and learner centred approaches to teaching.

LO3.2: Discuss different methods of teaching.

LO3.3: Explain Structural and communicative approaches to teaching.

CO4: Demonstrate the skill of co-operative and collaborative learning.

LO4.1: Distinguish co-operative and collaborative learning.

LO4.2: Practice different co-operative learning strategies in the classroom.

LO4.3: Practice different collaborative learning strategies in the classroom.

Cognitive Map of Course Outcomes based on Bloom's Revised Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4					
Conceptual Knowledge		CO1, CO3	CO2, CO4			
Procedural Knowledge			CO2, CO4			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total hours
I (15 Marks)	THE TEACHING-LEARNING PROCESS 1.1 Meaning and Nature of Teaching 1.2 Importance of technique in teaching 1.3 Principles of Teaching and learning 1.4 Meaning of Maxims of teaching. 1.4.1 General Maxims of Teaching 1.5 Phases of Teaching 1.5.1 Planning Stage(Pre-active phase) 1.5.2 Interactive Phase 1.5.3 Post-active Phase(Follow up) 1.6 Teaching Behaviour- Authoritative, Democratic and Laissez- Faire. 1.7 Classroom problem of beginners (Both teacher and students).	10	01	02	13
II (15 Marks)	PLANNING TEACHING 2.1 Meaning, purpose and characteristics of a good Lesson Plan. 2.2 Herbartian steps of planning a Lesson. 2.3 Concept and importance of Micro teaching 2.3.1 Micro Teaching cycle 2.4 Different Micro Teaching Skills 2.4.1 Introducing a lesson 2.4.2 Blackboard writing 2.4.3 Questioning (Fluency in questioning and probing question). 2.4.4 Stimulus variation. 2.4.5 Reinforcement. 2.4.6 Explaining. 2.4.7 Achieving Closure. <i>(Practice any three of them)</i>	06	01	12	19

III (15 Marks)	METHODS AND APPROACHES OF TEACHING 3.1 Teacher centered and Learner centered Approach. 3.2 Play way method 3.3 Activity method 3.4 Inductive and Deductive method 3.5 Heuristic method 3.6 Project method 3.7 Teaching approaches : Structural approach and communicative approach	10	01	02	13
IV (15 Marks)	COLLABORATIVE AND CO-OPERATIVE LEARNING 4.1 Concept and purpose of collaborative and cooperative learning 4.1.1 Similarities and differences between collaborative and co-operative learning 4.1.2 Different co-operative learning strategies: think pair chair, Jigsaw, Numbered Heads together, Tea Party etc. (More emphasis should be given on practice) 4.2 Different collaborative learning strategies : Problem based learning, Simulations , Peer Editing , Small group discussion, Case studies (More emphasis should be given on practice)	6	1	2	9
	Total	32	04	18	54

Where, **L= Lecture** **T= Tutorial** **P= Practicals**

Modes of In-Semester Assessment: 40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	M	M	M
CO2	S	S	M	M	M	S	M
CO3	S	M	M	M	M	M	M
CO4	S	S	S	M	M	M	S

Where **S: Strong,** **M: Moderate**

Suggested Readings:

1. Barkley, E.F., Cross, K.P. & Major, C.H. (2014), Collaborative learning technique: A handbook for college Faculty. John Wiley and Sons.

2. Chauhan, S.S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
 3. Deka, K.K. & Hazarika, M. (1996). Teaching Practice and Lesson planning. Dibrugarh: Banalata.
 4. Frere, P. (1972). Pedagogy of oppressed. Penguin Books.
 5. Hall, C. & Hall, E. (2003). Human Relations in Education. Routledge.
 6. Johnson, D.W, Johnson , R.T. & Smith K.A. (2014). Cooperative learning: Improving learning instruction by basing practice on validated theory. Journal on Excellence in college teaching, 25.85- 118.
 7. Kumar, K. (1992). Political Agenda of Education, Study of Colonialist and Nationalist Ideas. New Delhi: Sage.
 8. Paintal, I. (1980). Micro Teaching- A handbook for Teachers. Delhi: Oxford University press
 9. Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE.
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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Title	: Learner and Learning
Course Code	: EDU-C-401
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding on the concepts of human growth and development, factors affecting holistic development of a learner and their learning, individual differences, personality, adjustment and role of school, teachers and media influences on learning.

Course Outcomes (COs): The students will be able to-

CO1: Distinguish and explain the concepts of growth and development, stages of human development and factors affecting holistic development of a learner.

LO 1.1: Explain the concept of growth and development

LO 1.2: Describe the principles and stages of development

LO 1.3: Explain the developmental characteristics of the Adolescence stage and their interrelationships

LO 1.4: Discuss the factors affecting holistic development of a learner

CO2: Describe the characteristics affecting learners' learning in relation to various psychological dimensions, factors affecting learning.

LO 2.1: Explain the concept of various psychological dimensions, relationship with learning and educational implications

LO 2.2: Discuss the factors affecting learning

LO 2.3: Describe Bloom's Taxonomy of learning and its revised form.

LO 2.4: Describe Pedagogic principles of educational theories.

LO 2.5: Explain the concept of Guidance and Counseling and its role in enhancing learning.

LO 2.6: Describe learner from different perspectives

CO3: Explain the meaning, significance and causes of individual difference in learners with respect to different contexts.

LO 3.1: Explain the concept of Individual difference and its significance in classroom.

LO 3.2: Describe Individual differences in learners with respect to different contexts.

LO 3.3: Describe differently-abled learners.

LO 3.4: Describe Individual differences in learners with respect to socio-cultural contexts.

LO 3.5: Explain ways to cater to Individual differences.

LO 3.6: Explain the Paradigms for organizing learning.

CO4: Explain the concept and development of personality and evaluate the role of education in promoting good adjustment in adolescents.

LO 4.1: Describe the concept of personality, self concept and its development among learners.

LO 4.2: Describe the concept of mental health and characteristics of a mentally healthy person.

LO 4.3: Describe the concept of adjustment and role of education in adjustment.

LO 4.4: Discuss the Causes of maladjustment and the problems of adolescent adjustment.

LO 4.5: Evaluate the role of media and technology influences on learning.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO1,CO2, CO3,CO4	CO4	CO4	
Conceptual Knowledge	CO1,CO2, CO3,CO4	CO1,CO2,C O3,CO4	CO1,CO2, CO3,CO4			
Procedural Knowledge	CO2	CO2				
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	GROWTH AND DEVELOPMENT OF THE LEARNER : 1.1 Concept of growth and development 1.2 Principles of development 1.3 Stages of development – 1.3.1 Infancy 1.3.2 Childhood 1.3.3 Adolescence and 1.3.4 Adulthood 1.4 Developmental characteristics of the Adolescence stage and their interrelationships: 1.4.1 Physical 1.4.2 Cognitive 1.4.3 Emotional 1.4.4 Language 1.4.5 Moral 1.4.6 Socio-cultural 1.5 Developmental Influences: 1.5.1 Heredity 1.5.2 Environment • Physical • Socio-cultural • Economic • Technological	14	01	-	15
II (15)	UNDERSTANDING LEARNERS' LEARNING 2.1 Concept and nature of learning	14	01	-	15

Marks)	<p>2.2 Relationship of learning with the following psychological dimensions:</p> <p>2.2.1 Maturation</p> <p>2.2.2 Attention</p> <p>2.2.3 Interest</p> <p>2.2.4 Motivation</p> <p>2.2.5 Aptitude</p> <p>2.2.6 Learning Style</p> <p>2.3 Factors affecting learning:</p> <p>2.3.1 Personal</p> <p>2.3.2 School</p> <p>2.3.3 Society</p> <p>2.4 Bloom's Taxonomy of learning and Anderson & Krathwohl's Edition.</p> <p>2.5 Theories of learning and their implications in learning:</p> <p>2.5.1 Thorndike's theory</p> <p>2.5.2 Classical conditioning theory</p> <p>2.5.3 Operant conditioning theory</p> <p>2.5.4 Gestalt theory</p>				
III (15 Marks)	<p>UNDERSTANDING INDIVIDUAL DIFFERENCES IN LEARNERS:</p> <p>3.1 Concept of individual differences within and among the learners</p> <p>3.2 Significance of a knowledge of individual differences in classroom interaction</p> <p>3.3 Causes of individual differences</p> <p>3.4 Areas of individual differences</p> <p>3.4.1 Intelligence</p> <p>3.4.2 Learning style</p> <p>3.4.3 Self-concept and self-esteem</p> <p>3.4.4 Attitude and aptitude</p> <p>3.4.5 Skills and competencies</p> <p>3.4.6 Interest</p> <p>3.4.7 Values and</p> <p>3.4.8 Personality</p> <p>3.5 Educational implications of individual differences</p> <p>3.6 Understanding differently-abled learners:</p> <p>3.6.1 Slow learners and</p> <p>3.6.2 Gifted learners</p>	12	01	-	14
IV (15 Marks)	<p>ISSUES AND CONCERNS IN ORGANIZING LEARNING:</p> <p>4.1 Concept of personality and self-concept of learners</p> <p>4.2 Development of personality and self-concept</p>	15	01	-	16

	of learners through classroom activities and co-curricular programs 4.3 Concept and principles of mental health 4.4 Characteristics of a mentally healthy person 4.5 Concept of adjustment 4.6 Concept and causes of maladjustment 4.7 Understanding the adjustment problems of adolescents 4.7.1 Anxiety 4.7.2 Withdrawal 4.7.3 Aggression 4.7.4 Delinquency 4.7.5 Drug addiction 4.7.6 Failure and low achievement 4.8 Issue of media and technology influences on learning				
Total		56	04	-	60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

40 Marks

- | | |
|---|----------|
| 1) Two In-semester tests – (10+10) | 20 Marks |
| 2) Any two of the following three activities – (10+10) | 20 Marks |
| a) Group discussion/ Group Project/Debate on any one of the topics of the course.
b) Seminar/Assignment/Project on any relevant topics of the course.
c) Any other academic activity as deemed to be fit by the course teacher. | |

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	S	M
CO2	S	M	S	S	S	S	S
CO3	S	M	S	S	M	S	M
CO4	S	M	S	S	S	S	S

Where S: Strong, M: Moderate

Suggested Readings:

- Adler, A. (1927). Practice and Theory of Individual Psychology. New York, Halloween Brace and World.
- Berk, L. E. (2007). Child Development. New Delhi: Prentice Hall of India (p) Ltd.
- Blos, P. (1950). An Adolescence. New York: The Free Press of Glencoe.
- Chauhan, S. S.(1978). Advance Educational Psychology. New Delhi: Vikas Publishing House (Pvt) Ltd.
- Dandapani, S. (2001). A Textbook of Advanced Educational Psychology. New Delhi: Anmol publications Pvt. Ltd.

6. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India.
7. Tony, C., Guilford, A. & Brick, S. (2015). Educational Psychology New York: Routledge Publication.
8. Woolfolk, A. & Kapur, P. (2019). Educational Psychology. Pearson Education.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Title	: Educational Technology
Course Code	: EDU-C-402
Nature of Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop the knowledge and understanding of educational and instructional technology concepts. It explores ICT's use in teaching-learning, research and educational management.

Course Outcomes (COs): The students will be able to -

- CO 1: Develop the concepts and nature of educational and instructional technology.
 - LO 1.1: Describe the concept and nature of educational technology.
 - LO 1.2: Describe the concept and nature of Instructional technology.
 - LO 1.3: Discuss the development of educational technology in India.
 - LO 1.4: Discuss the components of educational technology.
 - LO 1.5: Distinguish between educational technology and instructional technology
- CO 2: Explain ICT and its use in education.
 - LO 2.1: Describe the concept and development of ICT
 - LO 2.2: Explain the role of computers in education
 - LO 2.3: Describe the application of ICT in teaching and evaluation
 - LO 2.4: Describe the meaning and importance of E-learning.
 - LO 2.5: Explain the role of the Internet in the education system
 - LO 2.6: Discuss the ethical considerations of using ICT.
- CO 3: Understand the role of Communication in teaching learning.
 - LO 3.1: Describe the concept and nature of communication.
 - LO 3.2: Describe the components of communication.
 - LO 3.3: Describe the process of classroom communication.
 - LO 3.4: Explain the significance of communication in learning
 - LO 3.5: Discuss the barriers to effective classroom communication
 - LO 3.6: Explain the steps of making classroom communication effective.
 - LO 3.7: Discuss the qualities of a good classroom communicator.
- CO 4: Understand the instructional strategies and models of learning.
 - LO 4.1: Describe the concepts and Characteristics of Models of teaching.
 - LO 4.2: Explain the families of teaching models.
 - LO 4.3: Describe the inquiry training model.
 - LO 4.4: Describe the Classroom meeting model.
 - LO 4.5: Explain the Personalized system of instruction.
 - LO 4.6: Describe the Meaning, nature, forms, merits and demerits of CAI
 - LO 4.7: Explain the Meaning, Characteristics and Types of Programmed Learning.

LO 4.8: Describe the concept of Open and Distance education.

LO 4.9: Discuss the concept and use of Team Teaching.

CO 5: Understand the concept of technology-based learning resources and their uses.

LO 5.1: Describe the types of audio-visual learning resources.

LO 5.2: Describe the meaning and use of non-projected learning resources.

LO 5.3: Discuss the uses of e-resources.

LO 5.4: Explain the meaning and functions of EDUSAT.

LO 5.5: Discuss the concept and use of E-Pathshala.

LO 5.6: Discuss the uses of open-access resources.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2 CO3, CO4, CO5	CO1, CO2 CO3, CO4, CO5	CO1, CO2 CO3, CO4,CO5			
Conceptual Knowledge	CO1, CO2 CO3, CO4,CO5	CO1, CO2 CO3, CO4,CO5	CO1, CO2 CO3, CO4,CO5			
Procedural Knowledge			CO5			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (12 Marks)	Educational Technology 1.1 Concept and nature of Educational Technology 1.2 Development of Educational Technology in India 1.3 Components of Educational Technology: Hardware, Software and Systems Approach 1.4 Instructional technology 1.5 Difference between Educational Technology and Instructional Technology	10	02	-	12
II (12 Marks)	ICT in Education 2.1 Concept and development of Information and Communication Technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 E-learning 2.5 Internet and its application 2.6 Ethical considerations in using ICT.	10	02	-	12
III	Communication and teaching-learning 3.1 Concept and nature of communication 3.2 Components of Communication 3.3 Classroom communication	10	02	-	12

(12 Marks)	3.4 Significance of communication in learning 3.5 Barriers to effective classroom communication 3.6 Steps for making communication effective 3.7 Qualities of a Good Classroom Communicator				
IV (12 Marks)	Instructional Strategies 4.1 Models of teaching: Concept, characteristics and families 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer assisted instruction: Meaning, nature, forms, merits and demerits 4.5 Programmed learning: Meaning characteristics and types 4.6 Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning 4.7 Team Teaching	10	02	-	12
V (12 Marks)	Concept of Learning Resources 5.1 Audio-visual learning resources and their Uses: Radio, Television, Projector, Film, Mobile Phone 5.2 Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material 5.3 E- resources and their use 5.4 EDUSAT: Meaning and functions 5.5 E-Pathshala: Concepts and use 5.6 Open access resources: Concepts and uses.	10	02	-	12
Total		50	10	-	60

Where, **L: Lectures T: Tutorials P: Practicals**

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	M	M	M
CO5	M	M	M	S	M	M	S

Where, **S: Strong M: Moderate**

Suggested Readings:

1. Allen, D. & Kevin R. (1969). Micro Teaching. London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
3. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Das, B.C. (2002). Educational Technology. New Delhi: Kalyani Publishers.
6. Gogoi, P., Rajkhowa, P., Changmai, J. & Dutta, P. (2025). Educational Technology. Golaghat: Saraswati Prakashan.
7. Joyce, B., Weil, M. & Calhoun, E. (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
8. Mangal, S. K. & Mangal, U. (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
9. Mohanty, J. (2008). Educational Technology. New Delhi: Deep and Deep Publication
10. Mrunalin, T. & Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
11. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: Lall Book Depot.
12. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
13. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Title	: Education and Well-being
Course Code	: EDU-C-403
Nature of Course	: Major
Total Credits	: 4
Distribution of Marks	: 60 (End Sem.) + 40 (In Sem.)

Course Objectives: This course is designed to introduce the key concepts of mental health to the students and create awareness around mental health maintenance and need for reducing stigma around mental health issues. The course aims to familiarize the students with the primary concepts of Positive Psychology and Positive Education and its contribution to wellbeing. The course will also develop an understanding of different activities to build the strengths and virtues for personal development and enhancement.

Course Outcomes (COs): The students will be able to-

CO1. Define the key concepts of Mental Health and demonstrate sensitivity towards mental health issues, arrange awareness and sensitization programs on need for promotion of mental health.

LO1.1: Describe the concept of Health, Well-being, Mental Hygiene, Psychological Health and Psychological first aid.

LO1.2: Describe history of Mental Health

LO1.3: Discuss the issues of mental health in India and the globe.

LO1.4: Discuss the mental health challenges

LO1.5: Demonstrate awareness in reducing stigma associated with mental health.

LO1.6: Discuss the role of Psychiatrist, Psychologist, Counselor, Psycho-Peer mentoring and Psychiatric Social Worker.

CO2. Explain the Mental Health Issues in Adolescents and Young Adults.

LO2.1: Explain the causes of mental health issues in adolescents and young adults (stress; academic grades; relational issues with parents, friends, romantic partners; Peer pressure and bullying; Identity crisis; Body image issues; Career and occupation related issues in young adults; Depression: sign and symptoms; Eating disorders: sign and symptoms; Self-harming and suicidal tendencies: Preventive treatment measures; Substance abuse)

CO3. Explain primary concepts of Positive Psychology and Positive Education, explain the development and areas of Positive Education and its contribution to well-being.

LO3.1: Discuss the background, concept, aim, and implications of Positive Psychology.

LO3.2: Discuss the dimensions (Pleasant Life, Engaged Life, Positive Relationship, Meaningful Life and Positive Accomplishment) of happiness and flourishing life.

LO3.3: Discuss the role of Positive institutions: healthy family, healthy institutions, democracy

LO3.4: Discuss the concept, development, areas of Positive Education

CO4. Explain concepts and dimensions of the strengths and virtues for personal development and enhancement, demonstrate the skills and activities of the strengths and virtues for personal development and enhancement

LO4.1: Discuss the concept and dimensions of personal goal, self regulation, optimism, gratitude, forgiveness, flow and mindfulness

LO4.2: Demonstrate the ways of setting personal goals

LO4.3: Demonstrate self regulation

LO4.4: Demonstrate optimism

LO4.5: Demonstrate positive emotion (gratitude and forgiveness)

LO4.6: Demonstrate flow and mindfulness.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2 CO3	CO3			
Conceptual Knowledge	CO1, CO2 CO3, CO4	CO1, CO2	CO4	CO3, CO4		
Procedural Knowledge			CO4		CO4	
Metacognitive Knowledge			CO4			CO4

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	KEY CONCEPTS 1.1 Key concepts of mental health: Health, Wellbeing, Mental Hygiene, Holistic Health, Psychological first aid. 1.2 Importance of Mental Health 1.3 History of Mental Health 1.4 Issues of mental health in India and the globe 1.5 Mental Health challenges 1.6 Reducing stigma associated with mental health 1.7 Seeking Professional help 1.7.1 Mental Health professionals: Psychiatrist, Psychologist, Counselor, Psycho-Therapist, Psychiatric Social worker 1.8 Peer mentoring: Concept and skills.	14	01	-	15
II (15 Marks)	MENTAL HEALTH ISSUES IN ADOLESCENTS AND YOUNG ADULTS 2.1 Common causes of mental health issues in adolescents and young adults 2.1.1 Stress 2.1.2 Academic grades 2.1.3 Relational issues with parents, friends, romantic	14	01	-	15

	partners 2.1.4 Peer pressure and bullying 2.1.5 Identity crisis 2.1.6 Body image issues 2.1.7 Career and occupation related issues in young adults 2.1.8 Depression: sign and symptoms 2.1.9 Eating disorders: sign and symptoms 2.1.10 Self-harming and suicidal tendencies: Preventive treatment measures 2.1.11 Substance abuse				
III (15 Marks)	INTRODUCTION TO POSITIVE PSYCHOLOGY AND POSITIVE EDUCATION 3.1 Background of Positive Psychology 3.2 Concept, aim, and implications of Positive Psychology 3.3 The dimensions of Happiness and Flourishing life: PERMA theory 3.4 Pleasant Life, Engaged Life, Positive Relationship, Meaningful Life and Positive Accomplishment: Meaning and implications towards flourishing life. 3.5 Positive institutions: healthy family, healthy institutions, democracy 3.6 Positive education: Concept, development, areas and contribution to wellbeing.	14	01	-	15
IV (15 Marks)	VIRTUES FOR PERSONAL DEVELOPMENT AND ENHANCEMENT 4.1 Personal Goal: concept, dimensions, measures and ways of setting personal meaningful goals 4.2 Self-regulation: concept, dimensions, implications of self regulation and measures and activities to develop self regulation. 4.3 Seeing future through hope and optimism: concepts, dimensions, implications of optimism and measures and activities to develop optimism 4.4 Positive emotions: Gratitude and Forgiveness: concept, dimensions, benefits, measures and activities to develop gratitude 4.5 Flow and Mindfulness: concept, searching novelty, benefits and exercises for flow and mindfulness.	14	01	-	15
	Total	56	04	-	60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

- 1) Two In-semester tests – (10+10)
- 2) Any two of the following three activities – (10+10)

40 Marks

20 Marks

20 Marks

- a) Group discussion/ Group Project/Debate on any one of the topics of the course.
- b) Seminar/Assignment/Project on any relevant topics of the course.
- c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

Where, S: Strong M: Moderate

Suggested Readings:

- Argyle, M. (2001). The Psychology of Happiness (2nd edn). London: Routledge.
- Baumgardner, S. R. and Marie K. Crothers, (2009). Positive Psychology. New Delhi: Pearson Education.
- Carr, A. (2004). Positive Psychology: the Science of Happiness and Human Strengths. New York: Routledge.
- Csikszentmihalyi, M. (1990). Flow: The psychology of optimal Experience. New York: Harperperennial.
- Emmons, R. A. (2008). Thanks! How Practicing Gratitude can Make You Happier. New York: Houghton Mifflin Company.
- Fredrickson, B. L. (2009). Positivity: Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life. New York: Three River Press.
- Gillham, Jane E., (2000). The Science of Optimism and Hope. London: Temptation Foundation Press.
- Hallowell, Edward M. (2011). Shine: Using Brain Science to Get the Best from Your People. Boston: Harvard Business Review Press.
- Layard, R. (2011). Happiness: Lessons from a New Science. London: Penguin Books.
- Lyubomirsky, S. (2012). The How of Happiness. New York: Penguin.
- Norrish, J. (2015). Positive Education. UK: Oxford University Press.
- Rushton, J. P. (1980). Altruism, Socialization and Society. New Jersey: Prentice-Hall.
- Seligman, M. E. P. (2002). Authentic Happiness. London: Nicholas Brealey Publishing.
- Seligman, M. E. P. (2012), Flourish: A Visionary new Understanding of Happiness and Well-being, Free Press: New York.
- Snyder, C. R. (1994). The Psychology of Hope: You can get there from here. New York: Free Press.
- Snyder, C. R. & Lopez, S J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA , US : Sage Publications, Inc.
- Snyder, C. R., S. J. Lopez and J. T. Pedrotti (2011). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: SAGE.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Title	: Inclusive Education
Course Code	: EDU-C-404
Nature of the Course	: Major
Total Credits	: 4 credits
Distribution of Marks	: 60 (End-Sem) + 40 (In-Sem)

Course Objectives: The objectives of this Course are to describe the concept of children with diverse needs and inclusive education. This Course will discuss the global and national commitments towards the education of children with diverse needs. The need for promoting inclusive practice and the roles and responsibilities of all concerned personnel will be discussed here. It will describe the schemes, policies and programs for education children with diverse needs and also the current trends and future perspectives of inclusive education.

Course Outcomes (COs): The students will be able to-

CO1: Describe the concept of children with diverse needs-

LO 1.1: Explain the meaning, nature and characteristics of children based on gender.

LO 1.2: Explain the meaning, nature and characteristics of SC, ST, Minorities, Refugees, Migrants.

LO 1.3: Describe the meaning, nature and characteristics of children with disabilities.

CO2: Describe the concept of inclusive education-

LO 2.1: Explain the objectives, needs and importance of inclusive education.

LO 2.2: Describe the historical development of inclusive education.

LO 2.3: Explain the barriers of education for children with diverse needs.

LO 2.4: Suggest strategies to overcome the barriers of education for children with diverse needs.

LO 2.5: Explain the concept of curriculum adaptation and its need for addressing issues of children with diverse needs.

CO3: Describe policies and legislations for diverse needs education & rehabilitation-

LO 3.1: Explain the international policies and legislations.

LO 3.1: Explain the national policies and legislations.

CO4: Explain about organization and management of schools to address socio-cultural diversity-

LO 4.1: Describe about different curricular and co-curricular activities for meeting Diverse needs of children.

LO 4.2: Explain the role of the families, communities and NGOs in promoting inclusive education

LO 4.3: Explain various schemes and programs for education of socially Disadvantaged section in India

LO 4.4: Describe about the use of ICT in meeting the diverse needs of children.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4		CO2		
Conceptual Knowledge		CO1, CO2, CO3, CO4	CO4	CO2		
Procedural Knowledge	CO4	CO1	CO4		CO4	
Metacognitive Knowledge	CO2					

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	UNDERSTANDING CHILDREN WITH DIVERSE NEEDS 1.1 Concept and Nature of Children with Diverse Needs 1.2 Meaning, Nature and Characteristics of children belonging to Socio Economically Disadvantaged Groups (SEDGs): 1.2.1 SC, ST, Minorities, Refugees, Migrants, Child labour. 1.2.2 Children with Disabilities (visual impairment, hearing impairment, intellectual disability, specific learning disability, cerebral palsy, autistic disorder, multiple disabilities).	14	01	-	15
II (15 Marks)	INTRODUCTION TO INCLUSIVE EDUCATION 2.1 Concept, Nature and importance of Inclusion 2.2 Inclusive Education- 2.2.1 Concept and Nature of Inclusive education 2.2.2 Objectives of Inclusive Education 2.2.3 Need and importance of Inclusive Education 2.3 Historical development of Inclusive Education (Special, Integrated and Inclusive Education). 2.4 Barriers of education for children with diverse needs 2.5 Strategies to overcome the barriers of education for children with diverse needs. 2.6 Curriculum Adaptation: Concept and its need for addressing issues of children with diverse needs.	14	01	-	15
III (15 Marks)	POLICIES AND LEGISLATIONS FOR DIVERSE NEEDS EDUCATION & REHABILITATION 3.1 International Policies and Legislations: 3.1.1 Dakar: framework of action (2000) 3.1.2 Millennium Development Goals (2000) to	14	01	-	15

	<p>Indian Context.</p> <p>3.1.3 United Nations Convention on the Rights of Persons with Disabilities, 2006.</p> <p>3.2 Policies and Legislations:</p> <p>3.2.1 Persons with Disabilities (PWD) Act, 1995.</p> <p>3.2.2 Rights of the Persons with Disabilities (RPWD) Act, 2016.</p> <p>3.2.3 Right of Children to Free and Compulsory Education Act, 2009.</p> <p>3.2.4 National Education Policy, 2020 and inclusion.</p>				
IV (15 Marks)	<p>ORGANIZATION AND MANAGEMENT OF SCHOOLS TO ADDRESS SOCIO-CULTURAL DIVERSITY</p> <p>4.1 Concept and meaning of organization and management of schools to address Socio-Cultural Diversity.</p> <p>4.2 Curricular and Co-curricular activities for meeting diverse needs of children.</p> <p>4.3 Role of the families, communities and NGOs in promoting inclusive education</p> <p>4.4 Schemes and programmes for education of socially disadvantaged section in India (Pre-Matric Scholarships scheme for Scheduled Castes & Others, Scholarship for PM CARES CHILDREN, Scholarships for Higher Education for Young Achievers Scheme [SHREYAS], Umbrella Scheme: Scholarships for Students with Disabilities).</p> <p>4.5 Use of ICT in meeting the diverse needs of children.</p>	14	01	-	15
	Total	56	04	-	60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	M	M	S	M
CO3	S	S	S	S	M	M	S
CO4	S	S	S	S	M	M	S
CO5	S	S	S	M	S	M	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs. Responses. New Delhi: CAN.
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, USA: Butte Publication Inc.
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. London: The Falmer Press.
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). London: The Falmer Press.
7. Friel, J. (1997): Children with special needs, London: Jessica Kingsley Publication.
8. Guilford, P. (1971). Special Education Needs. London: Routledge Kagan Paul.
9. Hollahan, D & 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, London: Routledge Taylor and Francis Group.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of
12. Effective Inclusive Schools (Research and Practice), London: Routledge Taylor and Francis Group.
13. Mangal, S. K. (2008): Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India (Pvt.) Ltd.
14. Mishra, M. & Ramakrishna, P. (2023) Education of Socio-Economic Disadvantaged Groups, India: Routledge Taylor and Francis Group.
15. MoE. (2020). National Education Policy. New Delhi: Ministry of Education, Government of India. <https://mhrd.gov.in>
16. Muthaiyan, P. & Raheem, A. A. (2012). Education for Socially and Economically Disadvantaged Groups in India, India: LAP Lambert Academic Publishing.
17. Panda, K.C. (2008): Education of Exceptional Children. New Delhi: Vikash Publishing House.
18. Pandey, R.S. & Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
19. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, London: Routledge Taylor and Francis Group.

20. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation, London: Routledge Taylor and Francis Group.
21. Stephens, T.M. et al (1983). Teaching Mainstream Students. New York: John Wiley.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Title	: History of Indian Education
Course code	: EDU-4M-01-
Nature of course	: Minor
Total Credits	: 4 Credits
Distribution of marks	: 60 (End-Sem) + 40 (In-Sem)

Course objectives: This course aims to develop an understanding of the evolution and development of the education system in India from ancient period with special reference to Vedic and Buddhist education to the twentieth century, roles of various Commissions and Committees in the development of education in post independent India and the recent developments in education in India.

Course Outcomes (COs): The students will be able to-

CO1: Describe the Educational Heritage of India:

LO 1.1: Describe the educational system in Ancient India with special reference to Vedic Education and Buddhist Education.

LO 1.2: Describe the salient features of Islamic System of Education in Medieval India.

LO 1.3: Discuss the educational implications of Vedic, Buddhist and Islamic System of education.

LO 1.4: Analyse the relevance of Vedic, Buddhist and Islamic System of education in the present education system of India.

CO 2: Describe the Indian Education during British Period (1813-1900):

LO 2.1: Describe the Indigenous System of Education at the advent of the British rule.

LO 2.2: Discuss the educational activities of Missionaries in India.

LO 2.3: Discuss the educational activities of East India Company.

LO 2.4: Analyse the Hunter Commission's educational reforms in Colonial India (1882)

LO 2.5: Discuss the education system of India during British Period.

CO 3: Describe educational development in India during twentieth century:

LO 3.1: Discuss the Lord Curzon's policy and its implications on Indian Education.

LO 3.2: Describe the recommendations of the Indian University Commission (1902), Calcutta University Commission (1917-1919), Sargent Commission (1944) and their implications on Indian Education

LO 3.3: Discuss the University Act (1904), Gokhale's Bill on Primary Education (1910- 12)

LO 3.4: Discuss the Wardha Scheme of Basic Education and its relevance in present Indian education system

CO 4: Describe the recent educational development in India:

LO 4.1: Explain the Constitutional Provisions in Indian Constitution

LO 4.2: Explain the roles of various Commissions and Committees in the development of education in post independent India.

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2 CO3, CO4	CO1, CO2 CO3, CO4	CO1, CO2 CO3, CO4	CO1, CO2 CO3		
Conceptual Knowledge	CO1, CO2 CO3, CO4	CO1, CO2 CO3, CO4	CO1, CO2 CO3, CO4	CO1, CO2 CO3		
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 marks)	EDUCATIONAL HERITAGE OF INDIA 1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: <ul style="list-style-type: none"> ● Aims and Objectives ● Organisation of Education ● Discipline ● Method of Teaching ● Curriculum ● Student-Teacher Relationship Women's Education 1.2 Islamic System of Education in Medieval India with special reference to its: <ul style="list-style-type: none"> ● Aims and Objectives ● Organisation of Education ● Discipline ● Method of Teaching ● Curriculum ● Student-Teacher Relationship ● Women's Education 	13	02		15
II (15 marks)	EDUCATION DURING BRITISH PERIOD (1813-1900) 2.1 Indigenous System of Education at the advent of the British rule. 2.2 Educational activities of Missionaries in India 2.3 Educational activities of East India Company	13	02		115

	<ul style="list-style-type: none"> ● Charter Act, 1813 ● Orientalist and Anglicist Controversy ● Macaulay's Minute, 1835 ● Wood's Despatch 1854 2.4 Hunter Commission, 1882				
III (15 Marks)	EDUCATION DURING BRITISH PERIOD (1900-1947) 3.1 Lord Curzon's Educational Policy 3.2 The Indian University Commission, 1902 3.3 University Act, 1904 3.4 Gokhale's Bill on Primary Education (1910-12) 3.5 Calcutta University Commission, 1917-19 3.6 Government of India Act, 1919-1929 3.7 Wardha Scheme of Basic Education, 1937 3.8 Sargent Commission 1944/ or Sargent Report 1944	13	02		15
IV (15 Marks)	EDUCATIONAL RECONSTRUCTION IN INDEPENDENT INDIA 4.1 Constitutional Provisions in Indian Constitution 4.2 University Education Commission, 1948-49 4.3 Secondary Education Commission, 1952-53 4.4 Education Commission, 1964-66 4.5 National Policy on Education, 1986 4.6 Programme of Action (POA), 1992 4.7 National Knowledge Commission (NKC) 2005 4.8 Right to Education Act, 2009 4.9 National Education Policy, 2020	13	02		15
	Total	52	08		60

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

40 Marks

- 1) Two In-semester tests – (10+10) 20 Marks
- 2) Any two of the following three activities – (10+10) 20 Marks
 - a) Group discussion/ Group Project/Debate on any one of the topics of the course.
 - b) Seminar/Assignment/Project on any relevant topics of the course.
 - c) Any other academic activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	S
CO2	S	M	M	S	M	S	M
CO3	S	M	M	S	M	S	M
CO4	S	S	M	S	S	S	S

Where, S: Strong M: Moderate

Suggested Readings:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L. and Ahuja, B.N. (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Chaube, S.P. (1980). History and Problems of Indian Education. Agra: Agarwal Publications
4. Chaube, S.P. and Chaube, A. (1999). Education in Ancient and Medieval India, New Delhi: S. Chand.
5. Chatterjee, M. (1999). Education in Ancient India: D. K. Printworld (P) Ltd.
6. Gogoi, P. (2024). History of Indian Education. Golaghat: Saraswati Prakashan.
7. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
8. Mukharjee, S.N. (2014). Education in India Today and Tomorrow. Vinod Pustak Mandir.
9. Nayak, B.K. (2012). History Heritage and Development of Indian Education. New Delhi: Axis Books Pvt.Ltd.
10. Nurullah, S. & Naik, J. P. (2016). A students' history of education in India (1800-1973). Bombay: Macmillan India Ltd.
11. National Education Policy 2020, Ministry of Human Resource Development, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
12. National Knowledge Commission Report to the Nation 2006-2009, Government of India <https://www.aicte-india.org/downloads/nkc.pdf>
13. National Policy on Education 1986, Ministry of Human Resource Development, Government of India. https://ncert.nic.in/pdf/nep/Policy_1986_eng.pdf
14. Purkait, B.R. (2012). Milestones in Modern Indian Education. New Delhi: New Central Book Agency (P) Ltd.
15. Rai, B.C. (2005). History of Indian Education. Lucknow: Prakashan Kendra
16. Rajput, J. S. (2004). Encyclopaedia of Indian Education. New Delhi: NCERT
17. Rawat, P.L. (n.d.). History of Indian Education. Agra: Ram Prasad & Sons.
18. Report of the Secondary Education Commission, Ministry of Education, Government of
19. India. https://www.educationforallindia.com/1953%20Secondary_Education_Commision_Report.pdf
20. The Right of Children to Free and Compulsory Education Act, 2009 https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf

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