

Syllabus
in
EDUCATION

For
Four Year Under-Graduate Programme (FYUGP)
in
Choice Based Credit System (CBCS), 2023



Department of Education
Bodoland University
Kokrajhar-783370

1st Semester

**Paper Title:INTRODUCTION TO EDUCATION
(MAJOR COURSE) Paper Code:EDNMAJ-101-4**

PAPER CREDIT: 04 (4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:-

- To develop an understanding of the meaning, aims, objectives and functions of Education.
- To acquaint with the school and its functions and relationship with society.
- To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

Course Learning outcomes:-

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

- Discuss the basic aims of education and its fundamental concept.
- Apply knowledge of foundational concept and theories to real world educational scenarios.
- Develop critical thinking skills to evaluate educational policies, practices and research.

Course Contents

Unit-I: Concept of Education

Lectures= 15

1. Meaning, nature and scope of education.
2. Formal, Informal, Non-formal education and their agencies.
3. Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
4. Function of Education towards individual, society and in national life.
5. School and its functions, Relationship between school and society.

Unit-II: Aims of Education

Lectures= 15

1. Meaning and importance of Aims.
2. Types of Aims:
 - a. Social and Individual aims.
 - b. Vocational and liberal aim.
 - c. Democratic aim of education.
 - d. Moral and complete living as an aim of Education.

Unit-III: Curriculum

Lectures= 15

1. Concept and nature of curriculum.
2. Importance of Curriculum.

3. Types of Curriculum- Child-Centered Curriculum, Skill based Curriculum and Problem-Centered Curriculum.
4. Principles of curriculum construction.
5. Co-curricular activities-Meaning, Types and importance.

Unit-IV: Freedom and discipline

Lectures= 15

1. Concept of freedom and discipline.
2. Types of discipline.
3. Discipline and order.
4. Interrelation between discipline, liberty and democracy.
5. Importance of discipline in social life.

Suggested Readings:

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer's Book stall.
4. Safaya R N.&Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

1st Semester

Paper Title:INTRODUCTION TO EDUCATION

(MINOR COURSE) Paper Code:EDNMIN-101-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:-

- To develop an understanding of the meaning, aims, objectives and functions of education.
- To acquaint with the school and its functions and relationship with society.
- To develop knowledge about various types of curriculum, correlation of studies and forms of discipline.

Course Learning outcomes:-

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

- Describe the basic aims of education and its fundamental concept.
- Apply knowledge of foundational concept and theories to real world educational scenarios.
- Develop critical thinking skills to evaluate educational policies, practices and research.

Course Contents

Unit-I: Concept of Education

Lectures= 15

1. Meaning, nature and scope of education.
2. Formal, Informal, Non-formal education and their agencies.
3. Objectives of Education- Learning to know, learning to do, learning to live together, learning to be.
4. Function of Education towards individual, society and in national life.
5. School and its functions, Relationship between school and society.

Unit-II: Aims of Education

Lectures= 15

1. Meaning and importance of Aims.
2. Types of Aims:
 - a. Social vs Individual aims.
 - b. Vocational and liberal aim.
 - c. Democratic aim of education.
 - d. Moral and complete living as an aim of Education.

Unit-III:Curriculum

Lectures= 20

1. Concept and nature of curriculum.
2. Importance of Curriculum.
3. Types of Curriculum.
4. Principles of curriculum construction.
5. Correlation of studies-Meaning, types and importance.
6. Co-curricular activities-Meaning, Types and importance.

Unit-IV: Education for National Integration and International Understanding Lectures= 10

1. Meaning and importance.
2. Role of education in development of National integration and international understanding.
3. Globalization and its impact in developing international cooperation.

Suggested Readings:

1. Das, P&Goswami.Theories and principles of Education.
2. Agarwal J.C.(2010).Theory and principles of Education.Delhi.Vikash Publishing house pvt Ltd.
3. Baruah, J.(2006). Adhyayan. Guwahati. Lawyer's Book stall.
4. Safaya R N.&Shaida B.D.(2010). Modern Theory and Practice of Education.New Delhi.
5. Goswami, Dulumoni (2020). Principles of Education, LBS publication, Guwahati.

1st Semester

Paper Title:MENTAL HEALTH AND HYGIENE

(INTERDISCIPLINARY COURSE) Paper Code:EDNIDC-101-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures=45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course objectives:

- To acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- To understand the concept and importance of mental hygiene and its relationship with mental health.
- To acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- To enable the students to know about importance of yoga and meditation in modern life

Course Learning outcome:

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

- Describe the resources available to support mental health, such as counselling services, support groups etc.
- Communicate more effectively with others about their mental health needs and how to support others who may be struggling with mental health issues.

Course Contents

Unit I: Fundamentals of Mental Health

Lectures= 15

1. Mental Health – Meaning and Definitions.
2. Scope of Mental Health.
3. Need and importance of Mental Health.
4. Factors affecting Mental Health.
5. Characteristics of a mentally healthy person.

Unit-II: Mental Hygiene

Lectures= 15

1. Mental Hygiene – Meaning and Definitions.
2. Goals of Mental Hygiene.
3. Functions of Mental Hygiene.
4. Need and importance of Mental hygiene.
5. Relationship between Mental health and hygiene.

Unit-III: Mental Health and Yoga

Lectures= 15

1. Concept of Yoga.
2. Importance of Yoga for Physical and Mental Health.
3. Role of Yoga for Personality Development.
4. Role of Yoga for Management of Stress.
5. Principles of Yoga for Healthy Living.
6. Pranayama and Meditation for Promoting Mental Health.

Suggested Readings:

1. Crow, L.D. and Crow, A (1951).Mental Health and Hygiene. New Delhi.
2. Gururani,G.D. Textbook of mental health and hygiene, Akansha publishing house,New Delhi
3. DR Ananda BalayogiBhavanani.Health and wellbeing Ayogic perspective. Ministry of Ayushyogacharya International centre for yoga education and research.

1st Semester

Paper Title:COMMUNICATION SKILLS

(SKILL ENHANCEMENT COURSE) Paper Code:EDNSEC-101-3

PAPER CREDIT: 03(2T+1P)

Total No. of Lectures: 45 =30+15 (L+P)

Total Marks= 50 (T30+P20)

All the Units carry equal Marks

Course objectives:

- To understand the different aspects of communication using the four macro skills (listening, speaking, reading, writing)
- To apply verbal and non-verbal communication techniques in the professional Environment.

Course Learning Outcomes:

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

- Express their thoughts, ideas and opinions clearly and effectively through spoken language.
- Use body language, facial expression and tone of voice to enhance their communication.
- Communicate effectively in diverse contexts.

Course Contents

Unit-I: Communication and Interaction

Lectures= 20

1. Meaning, nature and purpose of communication.
2. Types of communication-
 - a. Verbal Communication (Effective speaking technique, voice modulation, articulation, pronunciation, effective word choice).
 - b. Non-verbal Communication (Body language, gestures, eye contact, listening skills).
 - c. Tips for improving non-verbal communication.

Unit-II: Effective communication

Lectures= 10

1. Essentials of effective communication.
2. Communication techniques.
3. Barriers to communication.

Unit-III: Speaking skills (Practical)

Lectures= 15

1. Importance of Spoken English.
2. Paper presentation skills.

3. Preparing for and facing a job interview.

Guidelines:

- Student shall prepare a write-up based on topic selected for speech.
- The students will be trained on public speaking.
- Teachers will give demonstrations on public speaking.
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact.
- Topic of speech will be selected by the students discussing with teachers.

Suggested Readings:

1. Ahuja,B.N and S.S Chopra (1989). Communication, New Delhi Surjeet publications
2. Devito,joseph A.The interpersonal communication Book,2005
3. Kumar Sanjay,(2015).Communication skills.
4. Keith Coleman. Effective communication skill.

2nd Semester

Paper Title:PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

(MAJOR COURSE) Paper Code:EDNMAJ-102-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the relation between education and psychology.
- To understand methods and the need of educational psychology in teaching learning process.
- To understand the learning process and role of motivation.
- To understand the concept of memory, forgetting, attention and Interest.
- To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
- To understand the concept of intelligence, its nature and different theories.

Course Learning Outcomes:

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

- Understand the psychological principles.
- Apply methods of psychology in teaching-learning process.
- Learn the importance of educational psychology in teaching-learning process.

Course Contents

Unit-I: Psychology and Education

Lectures=15

1. Meaning, definitions, nature and scope of psychology.
2. Relation between education and psychology.
3. Methods of psychology- Introspection, Observation, experimentation, Case-study method.
4. Importance of educational psychology in teaching- learning process

Unit-II: Learning and Motivation Lectures=15

1. Learning- Meaning and nature.
2. Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
3. Methods of learning.
4. Laws of learning and its educational implications.
5. Efficiency in learning.
6. Motivation and learning, its need and techniques for motivation.

Unit-III: Intelligence and Creativity Lectures=15

1. Intelligence- Meaning and nature.
2. Theories of Intelligence- Two-factor theory, Multi-factor and Group-factor theory.
3. Creativity- Concept and characteristics.
4. Creativity and Innovation.
5. Role of teacher in developing creativity among students.

Unit-IV: Personality Lectures=15

1. Meaning and nature.
2. Types of personality- Carl Jung, Kretschmer and Seldon.
3. Methods of measuring personality - Projective.
4. Psycho-Analytic Theory of Freud.
5. Personality adjustment- meaning and adjustment.

Suggested Readings:

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996) .Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow & Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy,B(2013). Advance Educational Psychology. New Delhi: Sterling Publishers Private Limited.
6. Chaube, S P. Educational Psychology.

2nd Semester

**Paper Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
(MINOR COURSE) Paper Code: EDNMIN-102-4**

PAPER CREDIT:04(4T)

Total No. of Lectures=60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the relation between education and psychology.
- To gain knowledge about methods and needs of educational psychology in teaching learning process.
- To understand the learning process and role of motivation.
- To understand the concept of memory, forgetting, attention and Interest.
- To acquaint the students with the concept of personality, type and its measurement techniques, trait and the adjustment mechanism.
- To understand the concept of intelligence, its nature and different theories.

Course Learning Outcomes:

- After completion of this course the learner will be able to:
- Understand the psychological principles.
- Learn the importance of educational psychology in teaching-learning process.
- Apply methods of psychology in teaching-learning process.

Course Contents

Unit-I: Psychology and Education

Lectures=15

1. Meaning, definitions, nature and scope of psychology.
2. Relation between education and psychology.
3. Methods of psychology- Introspection, Observation, experimentation, Case-study method.
4. Importance of educational psychology in teaching- learning process.

Unit-II: Learning and Motivation Lectures=15

1. Learning- Meaning and nature.
2. Theories of learning- Connectionism, Conditioning- Classical conditioning and operant conditioning, Gestalt theory.
3. Methods of learning.
4. Laws of learning.
5. Efficiency in learning.
6. Motivation and learning, its need and techniques for motivation.

Unit-III: Memory, Attention and Interest Lectures=15

1. Memory- Meaning, nature and types.
2. Signs of good memory.
3. Economic methods of memorization.
4. Forgetting and its causes.
5. Attention- its concept, characteristics, types and determinants.

6. Interest- meaning, relation between Attention and Interest.
7. Educational implication of attention and interest.

Unit-IV: Personality Lectures=15

1. Meaning, nature and types.
2. Measurement of personality its methods- objectives and projective.
3. Personality trait and its theories.
4. Personality adjustment- its meaning and types of adjustment.

Suggested Readings:

1. Skinner, Charles.E(2012). Educational Psychology. New Delhi: Prentice Hall.
2. Chauhan, S S (1996). Advance Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Mangal, S K (2009). Advance Educational Psychology. New Delhi: PHI Learning Private Ltd.
4. Crow & Crow (1962). Educational Psychology. New Delhi Prentice Hall.
5. Kuppuswamy, B (2013). Advance Educational Psychology. New Delhi: Sterling Publishers Private Limited.
6. Private Limited.
7. Chaube, S P. Educational Psychology.

2nd Semester

Paper Title: VALUE AND PEACE EDUCATION

(INTERDISCIPLINARY COURSE) Paper Code: EDNIDC-102-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L Total Marks= 50 (T50)

All the Units carry equal Marks

Course Objectives:

- To understand the concept and meaning of value.
- To make aware about the role of educational institutions in building a value based society.
- To understand the meaning and concept of peace and its importance in human life.
- To understand the meaning and importance of peace education and its relevance at national and international level.

Course Learning Outcomes:

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

- Identify the different issues in imparting peace education.
- Develop the strategies and skills in promoting peace education at institutional level.
- Identify the role of teacher and family in imparting value education.
- Discuss the impact of globalization on culture and values.

Course contents**Unit-I: Value Education Lectures= 10**

1. Concept, characteristics, objectives and Importance of value education.
2. Value education at different stages –
 - a. Primary
 - b. Secondary
 - c. Higher education
3. Role of teacher and family in imparting value education.

Unit-II: Value and Culture Lectures= 15

1. Concept and characteristics of value.
2. Types of values
 - a. Core values.
 - b. Social values.
 - c. Moral values.
 - d. Religious and spiritual values.
 - e. Aesthetic values.
 - f. Personal values
3. Sources of values.
4. Importance of values in human life.
5. Impact of globalization on culture and values.

Unit-III: Peace Education Lectures= 20

1. Concept, need, and characteristics of peace education.
2. Importance of peace in human life.
3. Teacher's role in promoting peace.
4. Curricular contents of peace education at different levels- Primary, Secondary, higher Education.

5. Strategies and skills in promoting peace education.
6. Relevance of peace education in national and international context.

Suggested Readings:

1. Agarwal.J.C.(2005). Education for Values, Environment and Human Rights. New Delhi: Shipra Publication.
2. Chakraborty, M.(1997). Value Education: Changing Perspective, New Delhi: Krishna Publisher Distribution.
3. Chitakra, M.G.(20007). Education and human Values, New Delhi APH publishing Corporation.
4. Mishra,L.(2009). Peace Education-Framework for teachers, New Delhi APH publishing Corporation.
5. Panda, P. K. (2017). Value Education. Guwahati: Nibedita Book Distribution.
6. Suryanarayana, N. V.S(2017). Education and human Value Guwahati: Nibedita Book Distribution.

2nd Semester

**Paper Title:PERSONALITY DEVELOPMENT AND INTERVIEW TECHNIQUE
(SKILL ENHANCEMENT COURSE) Paper Code:EDNSEC-102-3**

PAPER CREDIT: 03(3T)

Total No. of Lectures= 45 L Total Marks= 50 (T50)

All the Units carry equal Marks

Course objectives:

- To understand the basic of personality and its determinants.
- To acquaint students with factors associated to personality development.
- To understand the importance of Soft skills for development of personality.
- To acquaint students with interviewing techniques.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Overcome problems faced in socialization, interpersonal relationship, in communication with other people.
- Develop an understanding of self, introspection, self-realization and change in personality of students.
- Face an interview of career enhancement as well as of job sectors.
- Build confidence, decision making, time management, critical thinking, and stress

management.

UNIT-I: Personality and Self Esteem

Lectures= 20

1. Personality: Meaning, definitions, determinants of personality development.
2. Key factors associated to personality development: Introspection, self-assessment, Self - Appraisal, Self- Development, Home environment, Peers and Friends, Spiritual education.
3. Personality Traits: Meaning, concept, characteristics.
4. Self Esteem: Positive Self Esteems. Lateral thinking, Dos and Don'ts, Effective Behaviour, Attitude-positive and negative and their advantages and disadvantages.
5. Personality Building: Character building, Emotional intelligence.
6. Ethics and Manner: Social and Group Ethics, Good manner, Etiquettes, Effective speech, Better listener.

UNIT-II: Soft Skills for Personality Development Lectures= 10

1. Personal management skills: Communication skills, Problem solving skills, Decision making skills, Time management skills, Stress management skills.
2. Leadership Skills: Meaning and Qualities of successful leader, Team works, Works Ethics.
3. Skills of organization and management: Resource management, Work Management, Group organization, Interpersonal relationship and their importance in personality development.

UNIT-III: Interviewing Techniques

Lectures= 15

1. Planning and preparation- Writing Bio-data, collection of Information and preparation in relation to purpose of interview.
2. Techniques of facing interview: Personal Grooming, rapport and politeness.
3. Communication Skills: Verbal and non-verbal communication.
4. Managing the interview: Time management, Self-confidence, Active listening, Honesty, Technique of answering, Expressing gratitude for giving opportunity to interview.

Suggested Readings:

1. Narula, S.S. (2013). Personality Development & Communication Skills
2. Sharma, P. (2021). Soft Skills
3. Carnegie, D. and J. Berg (2016). Develop Self Confidence Improve Public Speaking
4. Tarkumbur L. (2019). Career Development And Interviewing Skill
5. Paul, D.S. (2017). Interview Skills

2nd Semester

Paper Title:YOGA EDUCATION

(VALUE ADDED COURSE) Paper Code:EDNVAC-102-4

PAPER CREDIT:04(3T+1P)

Total No. of Lectures: 60= 45+15(L+P)

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To provide students with a comprehensive understanding of the philosophy and history of yoga.
- To gain knowledge about yoga sutra of Patanjali exploring the evolution of yoga over time.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Explore the principles of yogic lifestyles, which may include ethical guidelines, mindfulness and holistic well-being practices.
- Develop practical skills in various yoga techniques such as Asanas (postures), Pranayama (breathing exercise) meditation and relaxation technique.

Course Contents

UNIT-1: Introduction to fundamentals of yoga Lectures= 10

1. Meaning, Definition and origin.
2. Types of Yoga- Patanjali Yoga and Karma Yoga.
3. Misconceptions related with Yoga.
4. Role of Yoga in the development of spiritual life.

UNIT-2: Historical background of yoga Education Lectures= 10

1. Yoga as reflected in Bhagawat Gita.
2. Yoga philosophy and yoga Education.
3. Yoga for peace.

UNIT-3: Yoga and health Lectures= 20

1. Concept of health and health related problems.
2. Need of yoga for good health.
3. Yogic Concept of healthy lifestyle.
4. Yoga for stress management.

UNIT -4: Asana and Pranayama (practical) Lectures+ Practical=5+15

1. Different types of Asana Suryanamaskar and Padmasana.
2. Concept and importance of pranayama.

3. Types of pranayama (According to Patanjali).
4. Different techniques of Meditation.

Suggested Readings:

1. B.K.S Iyengar. Lights on yoga
2. Nischala Devi .The secret power of yoga
3. Donna Farhi. Yoga mind body and spirit

3rd Semester

Paper Title:DEVELOPMENT OF EDUCATION IN INDIA

(MAJOR COURSE) Paper Code:EDNMAJ-201-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the salient features of education in India during ancient and medieval times.
- To acquire knowledge about the development of education in British period.
- To understand different education commission and national policy of education in Independence India.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.
- Describe the educational Activities of Missionaries with special reference in Assam.
- Discuss women's Education during Vedic, Buddhist and Islamic Period.

Unit- I: Education in Ancient and Medieval India Lectures= 10

- Vedic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
- Women's Education during Vedic, Buddhist and Islamic Period.

Unit II: Education in colonial India Lectures= 20

1. Educational Activities of Missionaries with special reference in Assam.
 - a. Charter Act 1813
 - b. Macaulay's Minute 1835
 - c. Woods Despatch 1854

d. Hunter Commission 1882

Unit- III: Education in Post- independence India Lectures= 20

1. University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
2. Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
3. Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

Unit-IV: National Policies on Education Lectures= 10

1. National Policy on Education-1968.
2. National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, Navoday Vidyalaya).
3. Revised National Policy on Education-1992.
4. National Education Policy 2020- Objectives, Structure and features.

Suggested Readings:

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.
2. S.S Ravi. A comprehensive study of Education.
3. S.P. Chaube & A. Chaube. Education in Ancient and Medieval India.
4. Utpal Kalita, Sonali Bora. Bharatbarshatsikshar Bikash Shanti prakashan
5. Baruah, Jatin, (2008). BharatarSikharItihasarAdhayan. Guwahati: Lawyers' Book Stall.

3rd Semester

Paper Title: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

(MAJOR COURSE) Paper Code: EDNMAJ-202-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To develop understand the meaning, aims, objectives and functions of education.
- To develop an understanding of the role of Philosophy and sociology in education.
- To develop understanding of major components in education and their interrelationship.
- To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Develop the reasoning and critical skills and ability to think logically.
- Compare how philosophy and education are related to each other.
- Discuss the sociological perspective of education.

UNIT-I: Philosophy and Education

Lectures= 15

1. Meaning nature and scope of philosophy.
2. Relation between education and philosophy.
3. Impact of philosophy on education.

UNIT-II: Major schools of Philosophy Lectures= 15

1. Idealism –Meaning, principles and implications in education.
2. Naturalism- Meaning, principles and implications in education.
3. Pragmatism- Meaning, principles and implications in education.

UNIT-III: Education and Sociology Lectures= 15

1. Nature and scope of Educational sociology.
2. Need for sociological approach in Education.
3. Education as a socialization process.
4. Education as an instrument of social change.

UNIT-IV: Education and social groups Lectures= 15

1. Social groups in Indian context.
2. Characteristics and classification.
3. Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.

Suggested Readings:

1. Bhatia, K. and Bhatia, B. The philosophical and sociological foundation
2. Elias, J.L., Marriam, S.B. Philosophical foundation of Adult Education, Second Edition.
3. Pathak, R. P. Philosophical and Sociological foundation of Education, Kanishka Publishers
4. Sing, Y. K. Sociological Foundation of Education. APH Publishing

3rd Semester

Paper Title: DEVELOPMENT OF EDUCATION IN INDIA

(MINOR COURSE) Paper Code: EDNMIN-201-4

PAPER CREDIT: 04 (4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the salient features of education in India during ancient and medieval times.
- To acquire knowledge about the development of education in British period.
- To understand different education commission and national policy of education in Independence India.

Course Learning Outcomes:

After completion of this course, learners will be able to:

- Understand the historical development of education in India, including the ancient, medieval, colonial, post-independence period and the factors that influenced its development.

Unit- I: Education in Ancient and Medieval India Lectures= 15

- Vedic, Brahmanic, Buddhist & Islamic Education.-Aims, Objectives, Method of Teaching and Role of Teachers.
- Women's Education during Vedic and Buddhist, Islamic Period.

Unit II: Education in colonial India Lectures= 15

1. Educational Activities of Missionaries with special reference in Assam.
 - a. Charter Act 1813
 - b. Macaulay's Minute 1835
 - c. Woods Despatch 1854
 - d. Hunter Commission 1882

Unit- III: Education in Post- independence India Lectures= 15

1. University Education Commission (1948-49)-Aims and objectives, Teacher Education, vocational Education, Women Education.
2. Secondary Education Commission (1952-53)-Structure of education system, Aims and objectives, curriculum and evaluation system.
3. Indian Education Commission (1964-66)-structure of Education system, Aims and objectives, curriculum, Equality in Educational opportunity.

Unit-IV: National Policies on Education Lectures= 15

1. National Policy on Education-1968.
2. National Policy on Education-1986 (National system of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya).
3. Revised National Policy on Education-1992.
4. National Education Policy 2020 (Introduction, Quality universities and colleges).

Suggested Readings:

1. Aggarwal, J.C (1993). Landmarks in the History of Indian Education. Vikas publishing House.

2. S.S Ravi. A comprehensive study of Education.
3. S.P.Chaube&A .Chaube. Education in Ancient and Medieval India.
4. UtpalKalita&Sonali Bora. BharatbarshatsiksharBikashShantiprakashan
5. Baruah, Jatin, (2008). BharatarSikharItihasarAdhayan. Guwahati: Lawyers' Book Stall.

3rd Semester

Paper Title:ENVIRONMENTAL AND POPULATION EDUCATION

(INTERDISCIPLINARY COURSE) Paper Code:EDNIDC-201-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course objectives:

- To understand the meaning, objectives and importance of environmental education.
- To understand the components of environment and causes and effects of degradation and sustainable development.
- To acquaint students to understand relationship between human and environment.
- To know about population growth and its adverse effects.
- To realize the importance of population education.

Course Learning outcomes:

After completion of this course, learners will be able to-

- Gain command over the environmental components and present emerging problems of environment and develop critical thinking among students.
- Focus on environmental degradation and analyse the real world problems.
- Develop a power of narrative to create sustainable solutions for local and global communities.
- Acquire a responsible environmental behavior and participate in protection of environment, population control, maintain quality health and education.
- Understand on population growth and problems related to population explosion.

Unit-I: EnvironmentLectures= 15

1. Meaning, concept and definitions of environment.
2. Components of environment: Biotic, Abiotic, Atmosphere, Hydrosphere, Lithosphere, Eco-system and their importance on human life.
3. Natural resources: Forest, Water, Mineral, Land, Food, and Energy resource.
4. Environmental issues: Deforestation, Soil Erosion, Flood, Landslides, Drought, Pollution, Global Warming, Green House Effect, Ozone layer Depletion, Acid Rain.
5. Environmental degradation- its consequences and sustainable development.

Unit-II: Population education Lectures= 15

1. Meaning, concept, objectives, Scope and importance of population education.
2. Causes and consequences of alarming population growth in India.
3. Population Control Policies and Programs of Government of India.
4. Population Growth and its impact on- Socio-Economic development, Health and Nutrition, Education, Natural resources and Environment.

Unit-III: Environmental education and Population Education in School Lectures= 15

1. Meaning, scope, objectives, importance and development of environmental education.
2. Environmental Awareness: Role of individual, educational institutions, NGOs in environmental protection.
3. Population education in different levels- Primary, Secondary, Higher education.
4. Population awareness- role of School, teachers, women organizations, and religious institutions.

Suggested Readings:

1. Goswami, M. K. (2013). Environmental and Population education.
2. Sharma, R.A. Environmental Education, Meerut - Surya Publication.
3. Mahapatra, D. Environmental Education. Kalyani Publishers.
4. Rao, D. G. Population Education. Sterling Publishers.
5. Kuppaswami B. Population Education. Asian Publishing House.
6. Baldev, K. P. Population Crisis in India. National Publication.

3rd Semester

Paper Title: METHODS AND TECHNIQUES OF TEACHING

(SKILL ENHANCEMENT COURSE) Paper Code:EDNSEC-201-3

PAPER CREDIT: 03 (3T)

Total No. of Lectures= 45 L

Total Marks= 50 (T50)

All the Units carry equal Marks

Course Objectives:

- To enable the students with the teaching and learning process, factors of learning and marks of good teaching.
- To develop and understanding of the principles of teaching, various devices and styles of teaching.
- To understand about teaching effectiveness and class room management.

- To acquaint with the lesson plan preparation.
- To develop a positive attitude towards the teaching profession.

Course learning outcomes:

After completion of this course, learners will be able to-

- Explain the meaning and nature of teaching.
- Discuss the principles of teaching and learning.
- Understand the importance of teaching aids in the class room.
- Explain the importance of planning lessons in teaching learning process.

UNIT- I: Teaching and learning process Lectures= 15

1. Teaching-meaning and nature of teaching- Teaching as arts and science.
2. Marks of good teaching.
3. Relation between teaching and learning.
4. Factors affecting teaching learning process.
5. Principles of teaching.
6. Maxims of teaching.

UNIT- II: Methods of teaching Lectures= 10

1. Significance of methods of teaching.
2. Characteristics of good method of teaching.
3. Effective teaching methods for class room: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming.

UNIT- III: Uses of teaching aids and Lesson Planning Lectures= 20

1. Meaning and importance of teaching aids in classroom.
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector.
3. Meaning and characteristics of a good lesson plan.
4. Herbartian steps of planning lesson.
5. Preparation of a lesson plan (on any subject).

Suggested Readings:

1. Kocchar.S.K. Methods and techniques of teaching, sterling publishers Pvt. Ltd
2. Bhatia & Bhatia. The principles and methods of teaching, Doaba House, Delhi
3. Singh, Amarjit. Classroom management, New Delhi, Kanishka Publishers.
4. Passi, B.K. Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, SahityaMudranalaya.

Paper Title: EDUCATIONAL GUIDANCE AND COUNSELLING
(MAJOR COURSE) Paper Code: EDNMAJ-203-4
PAPER CREDIT: 04(4T)
Total No. of Lectures= 60 L Total Marks= 100 (T70+IA30)
All the Units carry equal Marks

Course Objectives:

- To understand the concept of guidance, educational guidance and counseling and its scope.
- To understand the importance of educational guidance and counselling.
- To understand the concept of tools and techniques of guidance.
- To understand the qualities of a good counsellor.
- To acquaint with the guidance programmes in educational institutions.

Course Learning Outcomes:

After completion of this course, learners will be able to-

- Understand the principles of guidance and its characteristics.
- Learn about different types of guidance.
- Understand the role of teacher and the head of the institutions in guidance and counselling.

UNIT-I: Introduction to Guidance Lectures= 15

1. Meaning, Definition and Scope of Guidance.
2. Aims and Objectives of Guidance.
3. Need of Guidance.
4. Principles of Guidance.
5. Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

UNIT-II: Educational Guidance Lectures= 15

1. Meaning, Definition, Nature and Scope.
2. Characteristics of Educational Guidance.
3. Importance of Educational Guidance.
4. Guidance at various level: Guidance at Pre-school education, Guidance at Elementary level, Guidance at Secondary level of education, Guidance at Higher level of education.
5. Importance of good guidance programme.

UNIT –III: Techniques of Guidance and Guidance programme Lectures= 15

1. Basic concept of tools and techniques of Guidance.
2. Types of Guidance techniques.
3. Organization of guidance services.

4. Guidance and counselling cells and its need in educational institutions.
5. Role of the Head of the institution and parents in Educational guidance and counseling.
6. Challenges and functions of guidance provider in educational institutions.

UNIT-IV: Counselling Lectures= 15

1. Meaning and scope of Counselling.
2. Principles and Characteristics of counseling process.
3. Types of Counselling - Directive, Non-directive and Eclectic Counselling.
4. Qualities and role of a counselor in counseling process of all levels of education.
5. Basic tools of counseling services- Psychological test, Observation, Interview.
6. Challenges and issues of educational guidance and counseling.

Suggested Readings:

1. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

4th Semester

Paper Title: EDUCATIONAL MEASUREMENT AND EVALUATION

(MAJOR COURSE) Paper Code: EDNMAJ-204-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To help the students to acquire knowledge of measurement and evaluation in education.
- To develop an understanding of different types of educational tests and their uses.

Course Learning outcomes:-

After completion of this course, learners will be able to-

- Understand the role of assessment in the instructional process including the proper evaluation of assessments and standardized tests.
- Measure pupils' achievement and motivate pupils' learning along with intelligence quotient.

UNIT-I: Measurement and Evaluation in Education Lectures= 15

1. Meaning and concept of measurement, Scope of measurement, Types-Physical measurement and mental measurement, Functions of measurement, Scales of measurement.
2. Evaluation-Its meaning and concept, Principles of Evaluation.
3. Relationship and difference between Measurement and Evaluation.
4. Purpose of Educational Evaluation.
5. Basic assumptions in educational measurement and Evaluation.

UNIT-II: Test construction and standardisation

Lectures= 15

1. Procedure of test construction and standardisation.
2. Difference between Teacher made test and standardised test.
3. Item analysis.
4. Characteristics and criteria of a good test -Reliability, Validity, Objectivity and Norms and their methods of determination.

UNIT-III: Personality and Intelligence Test Lectures= 20

1. Its meaning and nature.
2. Types of Personality measurement- Subjective technique (Questionnaire, Interview) Objective Technique (Rating Scale, Observation), Projective Technique (Rorschach Ink Blot Test, TAT, Word Association Test).
3. Intelligence Test-Meaning and nature.
4. Individual and Group test of Intelligence- Binet Test, Army Alpha and Army Beta Test.
5. Uses of Intelligence Test.

UNIT-IV: Educational Achievement Test Lectures= 10

1. Meaning and Uses of Educational Achievement Test.
2. Classification of Achievement Test.
3. Construction of Educational Achievement Test.

Suggested Readings:

1. Bhatia, K K.(1994) . Measurement & Evaluation in Education. Prakash Brothers,Ludhiana
2. Asthana Bipin& Agarwal R N (1991). Measurement & Evaluation in Psychology & Education VinodPustak mandir,Agra-2
3. Goswami, Marami. Measurement and Evaluation in Psychology and Education.Guwahati
4. Sarma,Mukul,(1990).
PrarambhikParixankhyabijnanaruSaikhikParimapawnChandraPrakashan,Guwahati.

5. Sarma&Kalita, (2016). SikshatParimapan, mulyanaruParisankhyaBignanShantiPrakashan, Guwahati.

4th Semester

Paper Title: EDUCATIONAL TECHNOLOGY

(MAJOR COURSE) Paper Code:EDNMAJ-205-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the concept scope and objectives of Educational Technology.
- To acquaint the students about teaching technology, behavioural technology and instructional technology.
- To make the students understand about communication, process, teaching aids , system approach and use of computer and internet in educational technology.
- To acquaint the students with innovations in Education through Educational Technology Team Teaching E- learning and E-library.

Course Learning outcomes:-

After completion of this course, learners will be able to-

- Discuss the content and Assumption of instructional technology.
- Explain the characteristics of instructional technology.
- Differentiate between educational Technology and Instructional technology
- Highlight the uses of Computer in education.
- Identify the advantages and disadvantages of computer Assisted Instruction.
- Explain types of classroom communication, verbal, non –verbal.
- State the barriers of effective communication in the classroom.

UNIT- I: Concept of Educational Technology Lectures= 15

1. Meaning, nature and scope of Educational Technology.
2. Objectives of educational technology at macro level.
3. Importance and needs of educational technology.
4. Types of educational technology.

UNIT –II: Teaching Technology and Communication Lectures= 15

1. Meaning and nature of teaching technology.
2. Operation of teaching phases - pre -active, interactive and post active phases.
3. Communication - Meaning and definition.

4. Types of classroom communication - verbal, non –verbal.
5. Barriers of effective communication in the classroom.

UNIT - III: Behavioural Technology Lectures= 15

1. Behavioural technology - meaning and nature.
2. Micro teaching - meaning and objectives.
3. Different phases of micro teaching.
4. Merits and demerits of micro teaching.

UNIT –IV: Instructional Technology and Computer Lectures= 15

1. Instructional Technology - meaning and nature.
2. Meaning and Principles of Programmed Instruction.
3. Uses of Computer in education.
4. Advantages and Disadvantages of computer Assisted Instruction.
5. Internet and education.

Suggested Readings:

1. Rawat S.C. Essentials of Educational Technology, R Lall Book Depot.
2. Usha Rao (2003). Educational Technology, Himalaya Publishing House, Mumbai.
3. Goswami M.K. Educational Technology.
4. Sarma A.R. Educational technology Atlantic Publishers and distributions, New Delhi.
5. Das R.C. Educational technology. Sterling Publishers Pvt. New Delhi.

4th Semester

Paper Title: EDUCATIONAL GUIDANCE AND COUNSELLING

(MINOR COURSE) Paper Code: EDNMIN-202-4

PAPER CREDIT: 04(4T)

Total No. of Lectures= 60 L

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept of guidance, educational guidance and counseling and its scope.
- To understand the importance of educational guidance and counselling.
- To understand the concept of tools and techniques of guidance.
- To understand the qualities of a good counsellor.
- To acquaint with the guidance programmes in educational institutions.

Course Learning Outcomes:

After completion of this course, learners will be able to-

- Understand the principles of guidance and its characteristics.

- Learn about different types of guidance.
- Understand the role of teacher and the head of the institutions in guidance and counselling.

UNIT-I: Introduction to Guidance Lectures= 10

1. Meaning, Definition and Scope of Guidance.
2. Aims and Objectives of Guidance.
3. Need of Guidance.
4. Principles of Guidance.
5. Types of Guidance- Personal guidance & Social guidance, Educational guidance, Vocational guidance, Health guidance, Individual and Group Guidance.

UNIT-II: Educational Guidance Lectures= 15

1. Meaning, Definition, Nature and Scope.
2. Characteristics of Educational Guidance.
3. Importance of Educational Guidance.
4. Guidance at various level: Guidance at Pre-school education , Guidance at Elementary level, Guidance at Secondary level of education , Guidance at Higher level of education .
5. Importance of good guidance programme.

UNIT –III: Techniques of Guidance and Guidance programme Lectures= 15

1. Basic concept of tools and techniques of Guidance.
2. Types of Guidance techniques.
3. Organization of guidance services.
4. Guidance and counselling cells and its need in educational institutions.
5. Follow-up Services.
6. Role of the Head of the institution and parents in Educational guidance and counseling.
7. Challenges and functions of guidance provider in educational institutions.

UNIT-IV: Counselling Lectures= 20

1. Meaning and scope of Counselling.
2. Principles and Characteristics of counseling process.
3. Types of Counselling - Directive, Non-directive and Eclectic Counselling.
4. Relationship between Guidance, Counselling and Teaching.
5. Role of counselor in counseling process of all levels of education.
6. Qualities of a good counselor.
7. Basic tools of counseling services- Psychological test, Observation, Interview, Sociometry, Check list, Cumulative record card.
8. Challenges and issues of educational guidance and counseling.

Suggested Readings:

1. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989). Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers
4. Kochhar, S.K. (2010). Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
5. Bhatnagar, A and Gupta, N, (1999). Guidance and Counselling – A Theoretical Approach. New Delhi: Vikas Publishing house.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: Kalyani Publishing House. 5.
7. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

4th Semester

Paper Title: INTERNSHIP

(INTERNSHIP COURSE) Paper Code: EDNINT-201-2

PAPER CREDIT: 02(2P)

Total No. of Lectures= 45 P Total Marks= 50 (P50)

All the Units carry equal Marks

Course Objectives:

- Learn to apply the Technical knowledge in real industrial situations.
- Gain experience in writing Technical reports/projects.
- Expose students to the work responsibilities and ethics.
- Familiarize with various materials, processes, products and their applications along with relevant aspects of quality control.
- Promote academic, professional and personal development.
- Expose the students to future employers.
- Understand the social, economic and administrative considerations that influence the working environment of industrial organizations.
- Understand the psychology of the workers and their habits, attitudes and approach to problem solving.

Course Learning Outcomes:

After completion of this course, learners will be able to-

- Get an opportunity to get hired by the Industry/ organization.
- Gain practical experience in an organizational setting.
- Get an opportunity to see how the theoretical aspects learned in classes are integrated into the practical world.

- Get on-floor experience that provides much more professional experience which is often worth more than classroom teaching.
- Decide if the industry and the profession is the best career option to pursue.
- Learn new skills and supplement knowledge.
- Practice communication and teamwork skills.
- Learn strategies like time management, multi-tasking etc in an industrial setup.
- Meet new people and learn networking skills.
- Make a valuable addition to their resume.
- Gain knowledge about their candidacy for higher education.
- Create network and social circle and develop relationships with industry people.
- Evaluate the organization before committing to a full time position

INTERNSHIP GUIDELINES:

- Internship/apprenticeship can be carried out during Summer Term, mandatorily for student who exits after two semesters or four semesters of study in addition to the skill based courses.
- A summer term is for eight weeks/two months from 01June-31July. Summer term courses may be offered on a fast –track mode to enable students to complete arrears/special courses.
- The HEI can decide on the kind of courses to be offered in the summer term, based on the requirement and also based on the availability of teaching faculty.
- Students on joining Training at the concerned Industry /Organization, should submit the Joining Report/Letters / Email to the concerned department.
- Faculty Member(s) should evaluate the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students should be submitted in department with the consent of Trainers.
- Students will submit training report after completion of internship.
- Training Certificate to be obtained from the concerned organisation.
- Attendance of students should be maintained.
