

Bodoland University, Kokrajhar

New Syllabus

B.A. Regular Course (Education)

Semester	Core Course (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE(4)	Generic Elective GE-(2)
I	English/Hindi/MIL-I	(English/Hindi/MIL Communication)			
	DSC-1(A): Introduction to Education				
	DSC- 2(A): Other subject				
II	Hindi/MIL/English-I	Environmental Science			
	DSC- 1(B): Philosophical and Sociological foundation of Education				
	DSC-2(B): Other subject				
III	English/Hindi/MIL-2		SEC-1 Value Education		
	DSC-1(C) Educational Psychology				
	DSC-2 C Other subject				
IV	Hindi/MIL/English-2		SEC-2 Method and Techniques of Teaching		
	DSC-1(D) Environmental and Population Education				
	DSC-2(D) Other subject				
V			SEC-3 Life Skill Education	DSE-1 A Educational Guidance and Counseling DSE-2	GE-1 Introduction to Education
VI			SEC- 4 Education and Human Rights	DSE-1 B Educational Management and Administration DSE-2 B Other subject	GE-2 Philosophical and Sociological foundation of Education

SEMESTER- I
DSC- 1(A): INTRODUCTION TO EDUCATION
CREDIT: 6

Objectives:

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education.

UNIT I: CONCEPT OF EDUCATION

1. Education- Meaning, definition, functions and scope
2. Aims of education- Individual, Social, Vocational and Culture
3. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

UNIT II: COMPONENTS OF EDUCATION

1. Components of Education and their mutual relationship
 - Pupils
 - Teacher
 - Curriculum
 - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction
4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

1. The concept of freedom and discipline
2. The interrelation between discipline, liberty and democracy
3. Importance of discipline in social life

REFERENCES

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
 2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
 3. Das, P & Goswami. Theories and Principles of Education.
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SEMESTER - II

DSC- 1(B): PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

CREDIT: 6

Objectives:

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and better understanding of the process of education
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better

UNIT I: INTRODUCTION TO EDUCATION

1. Concept of education
 - Education as a Science.
 - Education as a social process
 - Education as human resource development
2. Aims of education
 - Purpose, goals, aims and objectives of education at different levels starting from primary to higher education
3. The functions of Education
 - Individual development (Development of skill, basic knowledge, interest and appreciation)
 - Acquaintance with heritage, (preservation and transmission)
 - Development of human values, (Social, moral and Aesthetic)
 - Acquisition of skills leading to self-actualization and successful living
 - Social cohesion and social progress

UNIT II: PHILOSOPHY AND EDUCATION

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

UNIT III: EDUCATION AND SOCIOLOGY

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education

3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

REFERENCES

1. Bhatia, K & Bhatia, B. The Philosophical and Sociological foundations of Education
 2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
 3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
 4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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SEMESTER- III

DSC-1(C): EDUCATIONAL PSYCHOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health

UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education
4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology
6. Application of Educational Psychology in classroom teaching.

UNIT II: DEVELOPMENTAL PSYCHOLOGY

1. Physical, Mental, Social and Emotional Development at various stages: Infancy, Childhood, Adolescence

2. Factors affecting development: Home, School, Society
3. Role of Heredity and Environment and its developmental implications

UNIT III: LEARNING

1. Meaning and nature of learning
2. Learning and Maturation
3. Factors Affecting Learning: Home, School, Mass Media, Intelligence
4. Domains of Learning: Cognitive, Affective, Psycho- motor
5. Motivation and Learning
6. Role of Attention and Interest in learning

UNIT IV: MEMORY AND FORGETTING

1. Meaning, Factors &Types of Memory
2. Meaning & Causes of Forgetting
3. Measures to improve Memory

UNIT V: PERSONALITY

1. Meaning, Definition and Characteristics of personality
2. Theories of Personality: Type Theory- Seldon and Jung, Trait Theory- Adler and Roger, Psycho- Analytic Theory- Freud
3. Concept of balanced mature personality
4. Instincts and Emotions: Meaning and Characteristics
5. Relation between Instinct and Emotion.

REFERENCES

1. Skinner, Charles E. – Educational Psychology
2. Hunt, M.P. – Psychological Foundations of Education.
3. Whittakar – Introduction to Psychology.
4. Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology

SEMESTER - III

SEC- 1: VALUE EDUCATION

CREDIT: 2

UNIT I: CONCEPTS AND APPROACHES

1. Meaning, needs, importance & types of value education
2. Development of value education
3. Value of education for human development
4. Approaches to value education

UNIT II: IMPARTING VALUES INTO THE CURRICULUM

1. Value-oriented education
2. Teaching value through core subject
3. Value development through co-curricular/co-scholarstic activities
4. Methods of imparting value education at primary & secondary education
5. Teacher as value facilitator

UNIT III: SCHOOL SPACES AND ENVIRONMENT

1. Value and the school environment
2. Home-school-community partnerships
3. Values through partnership
4. Learning from people, events and stories prayer and songs in value education

REFERENCES

1. Bhatia, K.K., Principles and Practice of Education
 2. Raymot, T. The Principles of Education
 3. Agarwalla, S. Foundation of Educational Theories and Principles
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SEMESTER- IV

DSC-1(D): ENVIRONMENTAL AND POPULATION EDUCATION

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, scope and importance of environmental education.
2. To enable the students to understand the programmes of environmental education at different levels of education.
3. To make the students aware of environmental stressors and knowledge on disaster management education.
4. To enable the students to understand the effect of population growth on poverty, health and hygiene
5. To enable the students to understand the importance of population education in school levels

UNIT I: ENVIRONMENT AND ITS DEGRADATION

1. Concept and Definition of Environment
2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

UNIT II: ENVIRONMENTAL EDUCATION

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development
3. Environmental Education at Different Levels—Primary, Secondary and Higher

4. Role of Informal Education Agencies in Environment Protection

UNIT III: ENVIRONMENTAL AWARENESS

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education
3. Role of NGO

UNIT IV: CONCEPT OF POPULATION EDUCATION

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

UNIT V: POPULATION AND QUALITY OF LIFE

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

UNIT VI: POPULATION EDUCATION IN SCHOOL

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

REFERENCES

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
 2. Mahapatra, D – Environmental Education – Kalyani Publishers
 3. Rao, D.G. – Population Education, Sterling Publishers
 4. Kuppaswami B, Population Education, Asia Publishing House
 5. Baldev, K.P. – Population Crisis in India, National
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SEMESTER- IV

SEC - 2: METHODS AND TECHNIQUES OF TEACHING

CREDIT: 2

Objectives:

1. To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching.
2. To develop an understanding of the principles of teaching, various devices and styles of teaching.
3. To understand about teaching effectiveness and classroom management.
4. To acquaint with the lesson planned preparation.

UNIT I: FUNDAMENTAL CONCEPTS OF TEACHING AND LEARNING

1. Meaning and nature of teaching
2. Marks of good teaching

3. Nature of teaching
4. Maxims of teaching

UNIT II: METHODS OF TEACHING

1. Effectives teaching methods for classrooms: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming
2. Needs of evaluations, continuous and comprehension

UNIT III: USES OF TEACHING AIDS

1. Importance of teaching aids in classroom
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector

UNIT IV: LESSON PLANNING

1. Meaning and characteristics of a good lesson plan
2. Knowledge lesson, skill lesson and appreciation lesson
3. Preparation of a lesson plan (any method subject)

REFERENCES

1. Adam, J. Modern developments in educational practices. London: University of London press
 2. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi
 3. Kocchar, S.K. Methods and Techniques of teaching, Sterling publishers Pvt. Ltd
 4. Panton, J.H. Modern teaching; Practice and Techniques, London, Longmans.
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SEMESTER - V

SEC- 3: LIFE SKILL EDUCATION

CREDIT: 2

UNIT I: CONCEPT OF SKILL

1. Meaning, importance & needs of life skill
2. Types of skills- Literacy skills, Vocational skills, Language skills, Functional skills, Sports skills, Cultural skills, Recreation skill, Life skills- their importance

UNIT II: LIFE SKILL EDUCATION

1. Meaning and needs of life skill education
2. Types of life skills- Decision making, Problem solving, Creative Thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self awareness skill, skill of Empathy, Skill of coping with emotions, skill of coping with stress
3. Methods of life skills education imparted in schools
4. Role of teachers in life skill education

5. Development of life skills and professional practice

REFERENCES

1. Dash, B.N. Foundation of Education
 2. Verma, S. Development of life skills and professional practice, Vikas Publishing House Pvt. Ltd
 3. Thomas, G. Life Skill Education, Shirpa Publisher
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SEMESTER - V

DSE-1(A): EDUCATIONAL GUIDANCE AND COUNSELING

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, nature, scope, need and importance of guidance.
2. To enable the students to understand the meaning, purpose and functions of different types of guidance.
3. To enable the students to understand about the different types of guidance programmes and their organization.
4. To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counselling.
5. To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.

UNIT I: CONCEPT OF GUIDANCE

1. Meaning, nature & scope of guidance
2. Philosophical, psychological and sociological bases of guidance
3. Need and importance of educational guidance services in schools

UNIT II: CONCEPT OF VOCATIONAL GUIDANCE

1. Vocational guidance: Meaning, nature and scope
2. Purpose and functions of vocational guidance
3. Relationship between educational and vocational guidance, relationship between vocational guidance and work education
4. Job analysis and occupational information services

UNIT III: EDUCATIONAL GUIDANCE

1. Educational Guidance Meaning purpose and functions
2. Guidance in Elementary School
3. Guidance in Secondary School

4. Basic data necessary for educational guidance – pupils’ abilities, aptitudes, interests and attitudes, educational attainments and personality traits
5. Construction, administration and interpretations of- cumulative record cards, individual inventories.

UNIT IV: CONCEPT OF COUNSELLING

1. Meaning, nature and scope, needs and importance, different type of counseling
2. Various steps and techniques of counseling
3. Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching
4. Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children

UNIT V: ORGANISATION OF GUIDANCE PROGRAMME

1. Principles of organization
2. Group guidance
3. Individual inventory
4. Information orientation service
5. Placement services and
6. Follow up services

REFERENCES

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
 2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
 3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
 4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
 5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
 6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
 7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R.W.
 8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
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SEMESTER - V
GE- 1: INTRODUCTION TO EDUCATION
CREDIT: 6

Objectives:

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education.

UNIT I: CONCEPT OF EDUCATION

1. Education- Meaning, definition, functions and scope
2. Aims of education- Individual, Social, Vocational and Culture
3. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

UNIT II: COMPONENTS OF EDUCATION

1. Components of Education and their mutual relationship
 - Pupils
 - Teacher
 - Curriculum
 - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction
4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
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UNIT IV: FREEDOM AND DISCIPLINE

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3. Das, P & Goswami. Theories and Principles of Education.

SEMESTER - VI
SEC - 4: EDUCATION AND HUMAN RIGHTS
CREDIT: 2

UNIT I: CONCEPT OF HUMAN RIGHT

1. Concept, Meaning & Characteristics of Human Rights
2. Brief history of Human Rights
3. Universal Declaration of Human Rights
4. Human Rights and Indian Constitution
5. National Development of Human Rights
6. Assam State Human Rights Commission

UNIT II: EDUCATION AND HUMAN RIGHTS

1. Aims & objectives of education for Human Rights
2. Child Rights and Democratic Education
3. Methods of teaching Human Rights
4. Role of educational institutions in promoting Human Rights

UNIT III: EDUCATION AND WOMEN EMPOWERMENT

1. Needs and significance of women empowerment
2. Role of education in women empowerment
3. Government efforts for achieving quality life
4. Equality of opportunities and social justice in relation to Education

REFERENCES

1. Aggarwal, J.C., Education in the Emerging Indian Society. Shipra Publications
 2. Aggarwal, S. Development of Education in India. Distributors bookland.
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SEMESTER - VI

DSE 1B: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

CREDIT: 6

Objectives:

1. To enable the students to understand the basic concepts of management, organization and administration
2. To provide knowledge on Types, Principles and Functions of Educational Management
3. To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

UNIT I: EDUCATIONAL MANAGEMENT

1. Concept of Educational Management: Meaning, Nature, Need and Scope
2. Difference between educational management, administration and school organization
3. Educational administration vs. school administration
4. Characteristics of successful Educational management
5. Types of Educational Management: Centralized and Decentralized, External and Internal. Authoritarian/Autocratic and Democratic, Dynamic/Creative and Laissez-faire.

UNIT II: FUNCTIONS OF EDUCATIONAL MANAGEMENT

1. Functions of Educational Management- Planning, Organization, Directing and Controlling
2. Role of Head of the institution and teacher in Management

UNIT III: EDUCATIONAL SUPERVISION

1. Meaning and Definitions of Educational Supervision
2. Features of Educational Supervision
3. Objectives and Principles of Educational Supervision
4. Functions of Educational Supervision.

UNIT IV: INSTITUTIONAL PLANNING

1. Institutional Planning – meaning, nature and characteristics
2. Types of Institutional Planning
3. Steps in Institutional Planning
4. Importance of Institutional Planning
5. Educational planning – School Time table and co-curricular activities

UNIT V: ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA AND ASSAM

1. Educational structure of education in the Central Government- role of MHRD
2. Central –State relation in Education in India Statutory/Autonomous Organization
3. Some problems of Educational Administration
4. Administration of School Education in Assam

REFERENCES

1. Krishnamacharyulu, V. - School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad
 2. Sharma, R.A. — Educational Administration and Management Meerut, Surya Publication.
 3. Aggarwal, J.C. — Educational Technology and Management, Agra, Vinod Pustak Mandir
 4. Harold, J & Elsbree Willard, S — Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd.
 5. Mukherji, S.N. — Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda.
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SEMESTER - VI

GE-2: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

CREDIT: 6

Objectives:

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and better understanding of the process of education.
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better

UNIT I: INTRODUCTION TO EDUCATION

1. Concept of education
 - Education as a Science.
 - Education as a social process
 - Education as human resource development
2. Aims of education
 - Purpose, goals, aims and objectives of education at different levels starting from primary to higher education
3. The functions of Education
 - Individual development (Development of skill, basic knowledge, interest and appreciation)
 - Acquaintance with heritage, (preservation and transmission)
 - Development of human values, (Social, moral and Aesthetic)

- Acquisition of skills leading to self-actualization and successful living
- Social cohesion and social progress

UNIT II: PHILOSOPHY AND EDUCATION

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

UNIT III: EDUCATION AND SOCIOLOGY

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

REFERENCES

1. Bhatia, K & Bhatia, B. The Philosophical and Sociological foundations of Education
 2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
 3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
 4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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