

GOLAGHAT COMMERCE COLLEGE, (AUTONOMOUS)

DEPARTMENT OF EDUCATION

FOUR YEAR UNDER GRADUATE PROGRAMME (FYUGP) IN EDUCATION

THE PREAMBLE:

Education unfolds what is already enfolded in man. In this sense, the aim of education is to help people develop, enhance and realize their inherent potentialities. Education is also recognized as the mirror of society. In this sense, it is an instrument to achieve larger societal goals. Therefore, education, as a social process, has been involved in the preparation of the people in the society to cope up with the ever-changing conditions of the society. After all, paying respect to diversity and promoting inclusion through respect and dignity for all, great sensitivity towards gender and cultural or religious differences has become such an important constituent of the discipline of education.

Education is further burdened with the task of building core competencies such as communication skills needed to articulate thoughts and ideas in an effective manner, using oral and written communication skills, and to present information and explanations in a well-structured manner. Considering the dynamic nature of society, education as a discipline is to develop competencies and actions required in keeping oneself professionally engaged and participate in learning to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of education also changes and enlarges. Education which is deemed to be a solution for all social problems has to be up-to-date of all these changes happening in the society. Educators and educational practitioners should also change them accordingly.

The primary aim of the Undergraduate Programme in Education is to promote, maintain, and enhance the capacity of individuals, families, groups, organizations, and communities existing in the society through education, field-based training, and research pertinent to the establishment of knowledge, skills, and values.

The curriculum for Education at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices, It is expected that the prepared LOCF for Education at undergraduate level and FYUGP will be of immense relevance to the prospective graduates having interest in education and practice. It will be very advantageous to make students of education more dynamic and adaptable by enhancing their.

INTRODUCTION:

Higher Education in India is viewed as an integral core in the strategy for development and growth of the nation. As reflected in NEP 2020, Higher Education should place focus on recognizing, identifying, and developing each student's strength by educating teachers and parents about the need to promote each student's balanced development in curricular and co-curricular fields. It has to be fluid, enough to let the students choose their learning paths and programs, and consequently, their life choices according to their talents and passions. A pluralistic world should, therefore, focus on a multidisciplinary as well as comprehensive sciences, social sciences, arts, humanities, and sports to ensure unity and integrity in all knowledge.

Education as a discipline is very vast and dynamic. Its sphere is vast and pervades all of our lives. As the discipline evolved, so it has passed through various stages of development and in continuous growth. It encounters philosophical, psychological, technological, social issues, etc. This discipline known as education is taught at various Bachelor's and Master's levels in different colleges and universities in India. It enhances student learning in the discipline of Education as Social Science.

As Golaghat Commerce College (Autonomous) Bachelor of Arts in Education degree will also be of either three or four year duration, it will have multiple exit options within the period with appropriate certification based on the recommendations of NEP 2020. Within a year of completion of UG certificate, within two years of completion of UG diploma, and within three years of completion of Bachelor's degree in programme the student shall be awarded. The four year undergraduate programme in Education will provide to the students an opportunity to undergo the full range of holistic and multidisciplinary education, accompanied by their chosen Major and Minor choices.

AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION:

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

1. To improve 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.

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;

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

4. Teaching Learning Process:

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

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/ Dissertation

- Group Discussion and debate
- Seminars/ workshops/ conferences
- Field visits and Report/ Excursions
- Mentor/ Mentee

5. Teaching Learning Tools:

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

6. Assessment:

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

Four Year Undergraduate Programme (FYUGP) Structure as per UGC Credit Framework of December, 2022

Year	Semester	Course	Title of the Course	Total Credit	
Year 01	1st Semester	Major - 1	Foundations of Education-I	4	
		Minor 1	Philosophical Foundations of Education	4	
		GEC - 1	Introduction to Education / Educational Psychology	3	
		AEC 1	Modern Indian Language	4	
		VAC 1/ VAC 2	Understanding India / Health and Wellness	2	
		SEC 1	Personal Development & Soft Skills	3	
					20
	2nd Semester	Major - 2	Foundations of Education-II	4	
		Minor 2	Psychological Foundations of Education	4	
		GEC 2	Introduction to Positive Psychology / History of Indian Education	3	
		AEC 2	English Language and Communication Skills	4	
		VAC 3 / VAC 4	Environmental Science / Yoga Education	2	
		SEC 2	ICT in Education	3	
					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 1st and 2nd Semester					
Year 02	3rd Semester	Major - 3	Philosophical and Sociological Bases of Education	4	
		Major - 4	Value Education	4	

		Minor 3	Sociological Foundations of Education	4	
		GEC – 3	Education for the Socio Economically Disadvantaged Groups (SEDGs)/ Guidance and Counselling	3	
		VAC 3	Digital and Technological Solutions / Digital Fluency	2	
		SEC – 3	Methods and Techniques of Teaching	3	
					20
	4th Semester	Major - 5	Learner and Learning	4	
		Major - 6	Educational Technology	4	
		Major - 7	Education and Wellbeing	4	
		Major - 8	Inclusive Education	4	
		Minor 4	History of Indian Education	4	
				20	
Grand Total (Semester I, II, III and IV)				80	

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

Course Title: Foundations of Education-I

Course Code: EDUMAJ1

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

- Discuss the meaning, nature, scope and types of Education.
- Explain the aims and functions of education based on four pillars of education.
- Explain the concepts of Psychology and Educational Psychology, schools of Psychology and methods of Educational Psychology.
- Describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- Explain the role of Philosophy in different aspects of Education.
- Describe the meaning, nature and scope of Sociology and Educational Sociology.
- Discuss the conflict and consensus theories of Educational Sociology.

COURSE OUTCOMES (COs):

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: describe the concept of Philosophy

LO 3.2: explain the relationship between Education and Philosophy

LO 3.3: describe the concept and scope of Educational Philosophy

LO 3.4: illustrate the role of Philosophy in Education.

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

LO 4.1: Explain the concept, nature and scope of Sociology

LO 4.2: Discuss the relationship between Education and Sociology

LO 4.3: Explain the nature and scope of Educational Sociology

LO 4.4: Discuss the need for sociological approach to education.

LO 4.5: Explain the Conflict and Consensus Theory of educational sociology.

LO 4.6: Discuss the implementation of Conflict and Consensus Theory in educational

Cognitive Map of Course Outcomes with 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	CO1			
Procedural Knowledge		CO4				
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	TotalHours
UNIT-I (Marks-15)	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, 1997)- (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, Education for 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	1	-	15
	UNIT-II	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION :	14	1	

(Marks-15)	2.1 Psychology – Concept, Definitions and Nature 2.2 Branches of Psychology(Educational Psychology, Genetic Psychology, Developmental Psychology, Abnormal Psychology, Experimental Psychology, Clinical Psychology) 2.3 Schools of Psychology– (Behaviourism, Gestaltism Psychoanalysis and Constructivism) 2.4 Meaning, nature and scope of Educational Psychology 2.5 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.6 Application of Educational Psychology in teaching-learning process				
UNIT-III (Marks-15)	PHILOSOPHICAL FOUNDATIONS OF EDUCATION : 3.1 Meaning, nature 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
UNIT-IV (Marks-15)	SOCIOLOGICAL FOUNDATIONS OF EDUCATION : 4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Meaning, nature and scope of Educational Sociology 4.4 Need of Sociological Approach to Education 4.5 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits 4.6 Implementation of Conflict Theory and Consensus Theory in education.	14	01		15
		56	4		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 activities listed below – (10+10) 20 Marks
 - Group discussion on any one of the topics of the course.
 - Seminar on any one of the topics of the course.
 - Debate on any one of the topics of the course.
 - Assignment related to the course content.
 - Project on any relevant topics of the course.
 - 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	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

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: AtlanticPublishers&Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali,
16. Shyam Sunder (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: EDUMIN1
Nature of Course: Minor
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVE:

The objectives of this Course are:

- Describe the meaning, nature and scope of Philosophy and Education and the role of Philosophy inEducation.
- Explain the basic tenets of the given Indian Philosophies and their influence on education.
- Explain the basic tenets of the given Western Philosophies and their influence on education.
- Distinguish between the Idealism, Naturalism and Pragmatism.

COURSE OUTCOMES (COs):

Students will be able to –

CO1. Introduction to Philosophy

LO1 describe the meaning, nature and scope of Philosophy

LO2 describe the branches of Philosophy

LO3 describe the meaning, nature and scope of Education.

LO4: describe the different types of education

LO5 analyse the relation between education and philosophy

LO6 describe the concept of philosophy of education and education philosophy.

CO2. Role of Philosophy in 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. Indian Schools of Philosophy and their Influences in education.

LO1 explain the basic features and classification of Indian Philosophy

LO2 describe the Yoga, Vedanta and Buddhist Philosophy.

LO3 illustrate the influences of Indian Philosophy in present system of education

CO4. Western Schools of Philosophy and their Influences in 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 with 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	TotalHours
UNIT-I (Marks-15)	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 Concept of Philosophy of Education and Educational Philosophy	14	1		15
UNIT-II (Marks-15)	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 	14	1		15

<p>UNIT-III (Marks-15)</p>	<p>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 in education. 3.3 Vedanta Philosophy: <ul style="list-style-type: none"> • Basic tenets (Brahma, Atman, Jagat, Maya) • Advaita Vedanta • Influence of Vedantaphilosophy in education. 3.4 Buddhism: <ul style="list-style-type: none"> • Concept of Buddhism • Four noble truths of Buddha • Eight fold Path • Influence of Buddhism in education </p>	14	1		15
<p>UNIT-IV (Marks-15)</p>	<p>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 o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.3 Naturalism: o Basic tenets o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 4.4 Pragmatism: o Basic tenets o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p>	14	1		15
		56	4		60

Where, L: Lectures T: Tutorials

P: Practicals

Modes of In-Semester Assessment: 40 Marks

- 1) Two sectional 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	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. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.
2. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
3. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.
4. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
5. Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.
6. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
7. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
8. Hiriyana, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
9. Miri, M. (2014) Philosophy of Education. Oxford University Press.
10. Radhakrishnan, S. (2012). Indian Philosophy (Vol.I and II). New Delhi: Oxford University Press. (Seventh Impression).
11. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
12. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
13. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
14. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
15. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
16. 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: Educational Psychology
Course Code: EDUGEC1B
Nature of the Course: Generic Elective Course (GEC)
Total Credits: 03
Distribution of Marks: 45 (End Sem.) + 30 (In-Sem.)

COURSE OBJECTIVE:

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):

Students will be able to-

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

LO 1.1: define meaning of Education, Psychology and Education Psychology.

LO 1.2: discuss the functions of education.

LO 1.3 describe the different branches of psychology

LO 1.4: discuss the relation between Education and Psychology.

LO 1.5: discuss the importance of Education Psychology in teaching learning process.

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 behavioural 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- Motivation and Learning, Maturation and Learning, and role of learning on its.

LO3.5 discuss the various styles of learning.

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: illustrate the meaning of creativity and personality in education.

Cognitive Map of Course Outcomes with 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
UNIT-I (Marks-11)	<p>CONCEPT OF EDUCATION, PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY</p> <p>1.1 Meaning, Nature, Scope, Types and Functions of Education</p> <p>1.2 Meaning, Nature, Scope and Branches of Psychology(Educational Psychology, Genetic Psychology, Developmental Psychology, Abnormal Psychology, Experimental Psychology, Clinical Psychology)</p> <p>1.3 Relation between Education and Psychology</p> <p>1.4 Educational Psychology concept and scope</p> <p>1.5 Importance of Educational Psychology in Teaching- learning process</p>	14	1		11
UNIT-II (Marks-11)	<p>PSYCHOLOGY OF GROWTH AND DEVELOPMENT</p> <p>2.1 Meaning and Stages of Growth and Development</p> <p>2.2 Principles of development and their educational implications</p> <p>2.3 Dimensions of Development (Physical, Mental, Social and Emotional)</p> <p>2.4 Factors influencing Growth and Development- Heredity & Environment</p> <p>2.5 Common Behavioural problems of Children and ways for prevention (anger, aggression, truancy)</p>	14	1		11
UNIT-III (Marks-11)	<p>PROCESS OF LEARNING</p> <p>3.1 Meaning and Nature of Learning</p> <p>3.2 Factors of Learning: Home, School, Mass Media and Intelligence</p> <p>3.3 Methods of Learning (Trial and Error, Conditioning and Insightful method)</p> <p>3.4 Major Laws of Learning with their educational implications</p> <p>3.5 Motivation: Meaning and role in learning</p> <p>3.6 Maturation: Meaning and role in learning</p> <p>3.7 Learning Styles (Visual, Aural, Verbal, Physical)</p>	14	1		11
UNIT-IV (Marks-12)	<p>FEW PSYCHOLOGICAL CONCEPTS AND THEIR IMPORTANCE IN EDUCATION</p> <p>4.1 Memory: Concept, Types and Improvement for</p>	14	1		12

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

Modes of In-Semester Assessment 30 Marks

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (5+5) 10 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.
 - Quiz on the contents of the course.
 - 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	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. 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, ShriDurgaPustakBhandar.
5. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
6. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
7. Sorenson, H. (1964). Psychology in Education. New York. International Student Edition, McGraw hill Book Co., INC

B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 2ND SEMESTER

Course Title: Foundations of Education-II

Course Code: EDUMAJ2

Nature of Course: Major

Total Credits: 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

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):

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.

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 importance on strategy of peace education.

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

LO 3.5 explain the concept and objectives of human right education.

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

LO 4.1: explain the importance of NAAC, IQAC 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 with revised Bloom's Taxonomy:

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

Procedural Knowledge	CO2					
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-15)	<p>DEVELOPMENT OF INDIAN EDUCATION</p> <p>1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education</p> <p>1.2 Development of Modern Indian Education *Early Efforts of Missionaries * Charter Act, 1813 Anglisist-Classicist Controversy</p> <p>1.3 Wood’s Dispatch, 1854</p> <p>1.4 Hunter Commission, 1882</p> <p>1.5 Lord Carzon’s Policy on Education</p> <p>1.6Gokhale’s Bill, 1910-11</p> <p>1.7 Basic Education, 1937</p> <p>1.8 Sargent Committee Report, 1944</p>	14	1		15
UNIT-II (Marks-15)	<p>CURRICULUM</p> <p>2.1 Concept of Curriculum: Meaning and Definitions and modern concept of curriculum.</p> <p>2.2 Characterisation of Curriculum</p> <ul style="list-style-type: none"> • Curriculum as ‘Currere’ • Curriculum as subject/content • Curriculum as experience <p>2.3 Principles of Curriculum construction</p> <p>2.4 Text book and Syllabus</p> <p>2.5 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum</p> <p>2.6 Concept of Integrated and Holistic Curriculum (NEP 2020)</p> <p>2.7 Concept types and importance of co-curricular activities</p>	14	1		15
UNIT-III (Marks-15)	<p>SOME GLOBAL ISSUES IN INDIAN EDUCATION</p> <p>3.1 Globalization: Concept and its impact on education</p> <p>3.2 Privatization: Concept and its impact on education</p> <p>3.3 Liberalization: Concept and its impact on education</p> <p>3.4 Sustainable Development Goals 4 and Indian Education</p> <p>3.5 Peace Education: Concept, importance and strategies</p> <p>3.6 International Student Mobility and Indian Scenario</p> <p>3.7 Human Right Education: Concept and objectives</p>	14	1		15

UNIT-IV (Marks-15)	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 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	14	1		15
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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 topics of the course.
 - Group discussion on any one topics of the course.
 - Assignment related to the Course content.
 - Population survey.
 - Analysis of curriculum (syllabus / text books, etc.)
 - 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	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. 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: ShipraPublication.
3. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: VikasPublishing House Pvt. Ltd.
4. Agarwal, P., Said, M., Sehoole, C., Sirozie, M. & de Wit, H. (2007) The Dynamics of International Student Circulation in a Global Context, in P. Altbach& P. McGill Peterson (Eds) Higher Education in the New Century: global challenges and innovative ideas, pp. 109-144. Rotterdam: Sense.
5. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: VikasPublishing House Pvt. Ltd.
6. Collins, F. L. (2008). Bridges to learning: international student motilities, education agencies and interpersonal networks. Global Networks 8(4), 398–417.
7. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
8. Eilertsen TV, Valdermo O. Open-book assessment: a contribution to improved learning? Stud Higher Educ 26:91–103, 2000.

9. Karalay, G.N (2016).Globalization and Indian Society. Concept Publishing Company Pvt. Ltd. ISBN: 9789351251866, 9351251861
10. Feller M. Open-book testing and education for the future. Stud EducEval 20:235–238, 1994.
11. Friedman, T. L. (2000). The olive and the lexis tree: Understanding globalization. New York: Farrar, Straus & Giroux.
12. Ferro, A. (2006) Desired mobility or satisfied immobility? Migratory aspirations among knowledge workers. Journal of Education and Work 19(2), 171 – 200.
13. Gerry Gorman (1989). School - Industry Links. Kogan Page Ltd. ISBN-13 : 978-1850918639
14. Gupta MS. Open-book examinations for assessing higher cognitive abilities. IEEE Micro Mag 8:46–50, 2007.
15. Knight, J. (2006) Internationalization of Higher Education: new directions, new challenges, 2005 IAU Global Survey Report. Paris: International Association of Universities.
16. Knight, J. (2007) Cross-Border Tertiary Education: an introduction, in Cross-Border Tertiary Education: a way towards capacity development, pp. 21-46. Paris: OECD, World Bank & NUFFIC.
17. Mishra SudhansuSekhar (2006) Education in the Age of Globalisation.Reference Press. ISBN: 9788184050561, 8184050569.
18. Safaya, R. N. &Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: DhanpatRai& Sons.
19. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.
20. Thakur, A.S. and 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 : EDUMIN2
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The objectives of this Course are to:

- Explain the meaning and nature of psychology
- Describe the different schools of psychology and their contribution to education
- Explain meaning, nature, scope and importance of Educational Psychology
- Describe the meaning, concept, types and theories of learning.
- Describe the concept and theories of intelligence and creativity.
- Explain the meaning, concept, factors and theories of personality.
- Describe the concepts of mental health and mental hygiene, measures of mental health in school.

COURSE OUTCOMES (CO):

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: explain the meaning and nature of learning
- LO 2.2: describe different types of learning
- LO 2.3: discuss the theories of learning
- LO 2.4: describe the major laws of learning.
- LO 2.5: discuss the meaning of attention and interest and its role in teaching learning.
- LO 2.6: explain the concept of memory and its role in 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 nature 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

Cognitive Map of Course Outcomes with 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	TotalHours
UNIT-I (Marks-15)	PSYCHOLOGY AND EDUCATION 1.1 Meaning and nature of Psychology 1.2 Schools of Psychology: <ul style="list-style-type: none"> • Behaviourism • Structuralism • Functionalism • Gestalt Psychology • Psycho-analysis • Constructivism 1.3 Meaning, nature and scope of Educational Psychology	14	1		15

	1.4 Importance of Educational Psychology in classroom teaching				
UNIT-II (Marks-15)	LEARNING AND MOTIVATION 2.1 Meaning and nature of learning. 2.2 Types of learning: cognitive, affective and psycho-motor learning 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 Attention and Interest: Meaning and role in learning 2.6 Memory and Learning	14	1		15
UNIT-III (Marks-15)	INTELLIGENCE AND CREATIVITY 3.1 Meaning and nature of intelligence 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: 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 Nurturing Creativity in Classrooms 3.8 Education of Exceptional children: Creative child, Gifted and Slow learner.	14	1		15
UNIT-IV (Marks-15)	PERSONALITY AND MENTAL HEALTH 4.1 Meaning and Characteristics of personality 4.2 Factors of personality • 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 mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).	14	1		15

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 following 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.
- Home assignment on any one of the topics of the course.
- Identification and Case study of a creative child.
- Awareness campaign on mental health issues etc.
- 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	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. Agarwal, J.C. (2004). Essentials of Educational Psychology, published by Vikas Publishing House. New Delhi
2. Agarwalla, S. Psychological Foundations of Education. Mahaveer Publications.
3. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied (p) Ltd. 8/1 Chintamoni Das Lane, Calcutta 700009 (India).
4. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
5. Kupaswami, Educational Psychology, New Delhi
6. Kundu & Tutu, Educational Psychology, New Delhi
7. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
8. Mathur, S.S. (2001). Educational Psychology. Vinod Pustak Mandir. Agra.
9. Mohanty, M.S. (1993). Educational Psychology & Statistics. Shri Durga Pustak Bhandar, Sambalpur.
10. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
11. Safaya & Bhatiya, Educational Psychology, New Delhi.
12. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co., INC. New York.
13. Singh, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.

B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 2ND SEMESTER

Course Title : History of Indian Education

Course Code : EDUGEC2B

Nature of Course : Generic Elective Course (GEC)

Total Credits : 03

Distribution of Marks : 45 (End Sem.) + 30 (In-Sem.)

COURSE OBJECTIVES:

The objectives of this Course are to:

- explain the concepts and salient features of Vedic education system in India.
- describe the concepts and salient features of Buddhist education system in India.
- describe the concepts and salient features of Islamic system of education.
- explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.
- explain the educational activities of the Missionaries in India.
- perceive an idea on the Charter Act of 1813.

COURSE OUTCOMES (COS):

Students will be able to-

CO1: describe the development of Vedic Education System:

- LO 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: 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.

Cognitive Map of Course Outcomes with 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, CO3, CO4	CO1,CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO1,CO2, CO3		
Procedural Knowledge						
Metacognitive						

Knowledge						
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UNITS	COURSE CONTENTS	L	T	P	Total Hours
UNIT-I (Marks-11)	<p>Development of Vedic Education System</p> <p>1.1 Composition of Vedas</p> <p>1.2 Purpose of studying Vedas</p> <p>1.3 Concept of Vedic Education System</p> <p>1.4 Salient Features of Vedic System of Education</p> <p>1.5 Basic Aims and Objectives of Vedic Education</p> <p>1.6 System of Administration and Finance</p> <p>1.7 Methods of Teaching</p> <p>1.8 Types of Educational Institutions</p> <p>1.9 Curriculum</p> <p>1.10 Teacher-Pupil Relationship</p> <p>1.11 Women's Education</p> <p>1.12 Educational Centres of the Hindus in Ancient India-</p> <p style="padding-left: 20px;">1.13.1 Takshasila or Taxila</p> <p style="padding-left: 20px;">1.13.2 Banaras or Varanasi</p> <p style="padding-left: 20px;">1.13.3 Mithila</p> <p style="padding-left: 20px;">1.13.4 Navadwip or Nadia</p> <p>1.13 Strength and Weakness of Vedic Education system</p>	147	1		11
UNIT-II (Marks-11)	<p>Development of Buddhist Education System</p> <p>2.1 Introduction to Buddhism</p> <p>2.2 Buddhist Education System: Concept and salient features</p> <p>2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada)</p> <p>2.4 Aims and Objectives of Buddhist Education System</p> <p>2.5 Organisation of Buddhist Education System</p> <p>2.6 System of Administration and Finance</p> <p>2.7 Curriculum</p> <p>2.8 Methods of Teaching</p> <p>2.9 Types of Educational Institutions</p> <p>2.10 Teacher-Pupil Relationship</p> <p>2.11 Women's Education</p> <p>2.12 Educational Centres of Buddhist Education</p>	14	1		11

	<p>system</p> <p>2.12.1 Nalanda</p> <p>2.12.2 Vikramsila</p> <p>2.13 Strength and weakness of Buddhist Education system.</p>				
<p>UNIT-III (Marks-11)</p>	<p>Development of Islamic Education System</p> <p>3.1 Islamic System of Education with special reference to its:</p> <p>3.1.1 Salient Features</p> <p>3.1.2 Aims and Objectives</p> <p>3.1.3 System of Administration and Finance</p> <p>3.1.4 Types of Educational Institutions</p> <p>3.1.5 Pupil-Teacher Relationship</p> <p>3.1.6 Methods of Teaching</p> <p>3.1.7 Curriculum</p> <p>3.1.8 Women’s Education</p> <p>3.1.9 Strengths and weaknesses.</p>	14	1		11
<p>UNIT-IV (Marks-12)</p>	<p>Emergence of Modern Education in India</p> <p>4.1 Indigenous Education System of India:</p> <p>4.1.1 Meaning of Indigenous Education system</p> <p>4.1.2 Types of Indigenous educational institutions(Gurukula, Monastery, Maktab, Madrassa, Pathsala&Tol)</p> <p>4.1.3 Causes of downfall of Indigenous Education system</p> <p>4.1.4 Relevance of Indigenous Education system</p> <p>4.2 Educational activities of Christian Missionaries and East India Company</p> <p>4.2.1 The Missionaries (Portuguese, Dutch, British, Denis and French)</p> <p>4.2.2 Centres of missionary Education (Madras, Calcutta, and Bombay)</p> <p>4.3 Educational activities of the Missionaries in Assam</p>	14	1		12

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment : 30 Marks

1) Two sessional tests - (10+10) 20 Marks

2) Any two of the activities listed below- (5+5) 10Marks

- 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.
- Quiz on the contents of the course.
- 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	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. Altekar, A. S. (2001). Education in Ancient India, Isha Book
2. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
3. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi: S. Chand
4. Chatterjee, M. (1999). Education in Ancient India, : D. K. Printworld (P) Ltd.
5. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
6. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
7. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800- 1973). Bombay: Macmillan India Ltd.
8. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
9. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
10. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, VinodPustakMandir.
11. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.
12. Rajput, J. S. (2004). Encyclopedia of Indian Education , New Delhi : NCERT
13. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
14. Sarma, M.K. (2013). BharatarSikharItihas, Dibrugarh: Banalata.
15. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India.Atlantic Pub.
16. Sharma, T.K. (2008). BharatarSikhaBikasarIthihasaruSamasyawli.Dibrugarh: Banalata.
17. Sharma, T.K & Goswami, R.K. (2009). BharatarSikharBuranjee.Dibrugarh: Banalata.

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER
Course Title : Philosophical and Sociological Bases of Education
Course Code : EDUMAJ 3A
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):

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.

LO 1.2: explain the nature of Yoga, Vedanta and Buddhism Philosophy.

LO 1.3: discuss the impact of Yoga, Vedanta and Buddhism 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: examine the role of education in socialization process.

LO 3.2: discuss the role of education in preservation, transformation, and promotion of culture.

LO 3.3: examine the role of education in social change and social mobility.

LO 3.4: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: discuss the role of education in inculcating democratic values in India.

LO 4.2: describe the nature of education in totalitarian society and communist society.

LO 4.3: examine the role of education in a secular society.

Cognitive Map of Course Outcomes with 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
UNIT-I (Marks-15)	<p>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</p> <p>1.1 Basic features and classification of Indian Philosophy</p> <p>1.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education.</p> <p>1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education.</p> <p>1.4 Buddhism: a) Four noble truths of Buddha b) Eight fold Path c) Influence in education.</p>	14	1		15
UNIT-II (Marks-15)	<p>WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION</p> <p>2.1 Basic features of Western Philosophy</p> <p>2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2.4 Pragmatism a) Basic tenets b) Influence indetermining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2.5 Impact of Western schools of philosophy in present system of Indian education.</p>	14	1		15
UNIT-III (Marks-15)	<p>UNDERSTANDING EDUCATION AND SOCIETY</p> <p>3.1 Education and Socialisation: 3.1.1 Meaning and process of socialisation 3.1.2 Agencies of socialisation - Home, School, Society, Neighbourhood, Peer group, Mass</p>	14	1		15

	media, Social Media) 3.2 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology. 3.3 Social Change: meaning & factors, role of education in social change 3.4 Social Mobility: meaning, types, role of education in social mobility 3.5 Economic Development- meaning, factors, role of education 3.6 Education as process of Human Resource Development				
UNIT-IV (Marks-15)	EDUCATION AND POLITICAL IDEOLOGIES 4.1 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. 4.2 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society 4.3 Communism: Concept of Communism, basic features, nature of education in Communist society 4.4 Secularism: Meaning and Role of education in secular society	14	1		15

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 activities listed below – (10+10) 20 Marks
 - Group discussion on any one of the topics of the course.
 - Seminar on any one of the topics of the course.
 - Debate on any one of the topics of the course.
 - Assignment on any one of the topics of the course.
 - Project on any relevant topics of the course.
 - 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	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. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House

2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi:AtlanticPublishers&Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education.Agra:VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi:VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education.Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad ,Janardan (1995). Educational Psychology: Development of Teaching andLearning . New Delhi: KanishkaPublications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi:DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education.Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: KanishkaPublishers & Distributors.Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

B. A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 3RD SEMESTER

Course Title : Value Education

Course Code : EDUMAJ 3B

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):

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.

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, subject content, teaching method, co-curricular activities.

LO4.3: discuss the integration of Peace Education for management of staff, class-room and school.

LO 4.4: explain the role of teacher and parent in imparting peace education.

Cognitive Map of Course Outcomes with 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, CO5	CO1, CO2, CO5	CO2, CO4	CO3, CO4		
Procedural Knowledge	CO3	CO3, CO4		CO2, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	TotalHours
UNIT-I (Marks-15)	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	14	1		15

	1.5.6 Voluntary organizations				
UNIT-II (Marks-15)	<p>INTRODUCTION TO VALUE EDUCATION</p> <p>2.1 Meaning of Value Education</p> <p>2.2 Objectives of Value Education</p> <p>2.3 Importance of value education in the 21st century</p> <p>2.4 Policy perspective on Value Education in India</p> <p>2.5 Methods and techniques of value education:</p> <p>2.5.1 Practical method</p> <p>2.5.2 Conceptual method</p> <p>2.5.3 Biographical method</p> <p>2.5.4 Storytelling technique</p> <p>2.5.5 Socialized class technique</p> <p>2.5.6 Discussion technique</p> <p>2.7 Role of the Teacher and School in promoting Value Education</p>	14	1		15
UNIT-III (Marks-15)	<p>PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST</p> <p>3.1 Perspectives of Value Education in East</p> <p>3.1.1 Moral Education (M.K Gandhi)</p> <p>3.1.2 Spiritual Education (Aurobindo Ghosh)</p> <p>3.1.3 Aesthetic Education (Rabindranath Tagore)</p> <p>3.1.4 Education for Divine Perfection (Swami Vivekananda)</p> <p>3.2 Perspectives of Value Education in the West</p> <p>3.2.1 Education for all round personality development (Plato)</p> <p>3.2.2 Education to understand the Nature (Jean Jacques Rousseau)</p> <p>3.2.3 Education for Society (John Dewey)</p> <p>3.2.4 Existentialism and Education (Jean Paul Satre)</p>	14	1		15
UNIT-IV (Marks-15)	<p>PEACE EDUCATION</p> <p>4.1 Meaning and concept</p> <p>4.2 Objectives of Peace education</p> <p>4.3 Pedagogy of Peace Education:</p> <p>4.3.1 Self-learning</p> <p>4.3.2 Cooperative learning</p> <p>4.3.3 Problem solving</p> <p>4.4 Integrating Peace education in the curriculum:</p> <p>4.4.1 Subject content</p> <p>4.4.2 Teaching methods</p> <p>4.4.3 Co-curricular activities</p> <p>4.4.4 Staff development</p> <p>4.4.5 Classroom management and</p> <p>4.4.6 School management.</p> <p>4.5 Imparting Peace Education: Role of –</p> <p>4.5.1 Teacher</p> <p>4.5.2 Parents</p>	14	1		15

Modes of In-semester Assessment: 40 Marks

1. Two Sessional tests- (10+10) 20 Marks

2. Any two of the following activities listed below- (10+10) 20 Marks

- Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
- Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
- Analyze Secondary School textbooks to identify the types of values and peace promoted through the content.
- Analysis of contents of advertisement, TV serials, movies to identify the gaps between the values promoted by them and those promoted by the society.
- Group Discussion on any one of the topic of the course
- Seminar on any one of the topics of the course
- Debate on any one of the topics of the course
- Assignment on any one of the topics of the course.
- 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	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) Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- 2) Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- 3) Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- 4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- 5) Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg
- 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, andpractices 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. PublishingCorporation.
- 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, (2009). Value education. New Delhi: APH Publishing Corporation.E-Recourses:
- 1) Basic of Education, https://ncert.nic.in/division/der/pdf/basic_in_education.pdf

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER
Course Title : Sociological Foundations of Education
Course Code : EDUMIN 3
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.) + 40 (In-Sem.)

COURSE OBJECTIVES:

The objectives of this Course are to:

- acquaint with the concept of sociological approach of Education.
- analyse the theories of Educational Sociology.
- explain socialization, emotional and national integration and internationalization.
- discuss the role of education in social change and development.
- elaborate the role of education for development of socially and economically disadvantaged groups.

COURSE OUTCOMES (COS):

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.
- LO 1.3 Describe the theories of educational sociology.

CO2: Explain socialization, emotional and national integration and internationalization.

- LO 2.1 Discuss the role of education in socialization process.
- LO 2.2 Explain the importance of emotional and national integration.
- LO 2.3 Discuss the role of education in internationalization.

CO3: Describe the role of education in social change and development.

- LO 3.1 Explain meaning, nature and factors of social change.
- LO 3.2 Illustrate economic development.
- LO 3.3 Discuss the role of education in human resource development.
- LO 3.4 Illustrate concept of modernization.

CO4: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.

- LO 4.1 illustrate the socio-economic status of various social groups.
- LO4.2 Identify the role of education in development of the disadvantaged groups.
- LO 4.3 Analyse the constitutional provisions for education of different sections of the society.

Cognitive Map of Course Outcomes with 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	TotalHours
UNIT-I (Marks-15)	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	14	1		15
UNIT-II (Marks-15)	EDUCATION AND SOCIALIZATION PROCESS 2.1. Socialization: Concept, Nature and Process 2.2 Education as a socialization process 2.3 Agencies of Socialization: (Home, School, Society, Neighbourhood, 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 and role of Education	14	1		15
UNIT-III (Marks-15)	SOCIAL CHANGES, DEVELOPMENT AND EDUCATION 3.1 Social Change: meaning, nature, factors, causes and role of Education 3.2 Economic Development: meaning, factors and role of Education 3.3 Human Resource Development: meaning and role of Education 3.4 Democratic nature of education, Role of education in inculcating democratic values. 3.5 Modernization and Education	14	1		15
UNIT-IV (Marks-15)	EDUCATION AND SOCIAL GROUPS 4.1 Social groups in Indian context: characteristics and classification	14	1		15

	4.2 Social Disadvantages and Inequalities in Indian Society – meaning and causes 4.3 Education of the Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population 4.4 Constitutional Provisions for education of different sections of Indian Society				
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Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: 40 marks

(1) In Semester Tests- (10+10) 20 marks

(2) Any two of the following activities- (10+10) 20 marks

- Group discussions on any one of the topics of the course.
- Quiz/ Debating/Extempore speech
- Seminar presentation on any one of the topics of the course.
- Assignment on any one of the topic of the course.
- Survey Report on Socially and Economically Disadvantaged Groups(The teacher will design the activities in relation to the above aspects.)
- 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	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. Adiseshiah, 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. Durkheim, E., (1966). Education and Sociology. New York: the Free Press.
7. Hemlata, T., (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
8. Shukla, S. & K. Kumar (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.

e-Recourses:

Educational Status of Socially Disadvantaged Group in India:

<https://oaji.net/pdf.html?n=2017/1174-1512213260.pdf>

B.A IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3rd SEMESTER
Title of the Course : GUIDANCE AND COUNSELLING
Course Code : EDUGEC3B
Nature of Course : Generic Elective Course (GEC)
Total Credits : 03
Distribution of Marks : 45 (End-Sem.) + 30 (In-Sem.)

COURSE OBJECTIVE:

Guidance and Counselling 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 Counselling 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 counselling in education.

LO 2.1: describe the concept and characteristics of counselling.

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

LO 2.3: organize counselling services at schools.

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

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

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

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 counselling to resolve various psychological problems faced by the students.

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

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

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

Cognitive Map of Course Outcomes with revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create	
Factual Knowledge	CO1	CO2, CO4			CO4		
Conceptual Knowledge	CO2	CO2		CO1	CO2		
Procedural Knowledge		CO3		CO3	CO4		
Metacognitive Knowledge		CO4		CO2, CO3	CO2	CO4	
UNITS	COURSE CONTENTS			L	T	P	Total Hours
UNIT-I (Marks-11)	GUIDANCE: 1.1 Meaning, Nature, and Scope of Guidance 1.2 Aims and Objectives of Guidance			14	1		15

	<p>1.3 Need and Principles of Guidance</p> <p>1.4 Types of Guidance</p> <ul style="list-style-type: none"> • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance 				
<p>UNIT-II (Marks-11)</p>	<p>COUNSELLING:</p> <p>2.1 Meaning, Nature and Scope of Counselling</p> <p>2.2 Characteristics of good counselling process</p> <p>2.3 Principles of Counselling</p> <p>2.4 Types of Counselling</p> <ul style="list-style-type: none"> • Directive Counselling • Non-directive Counselling • Eclectic Counselling <p>2.5 Qualities of a Good Counsellor</p> <p>2.6 Stages in Counselling</p> <p>2.7 Role of Counsellor, Parents and Teachers in guidance and counselling</p> <p>2.8 Organization of Counselling Services:</p> <ul style="list-style-type: none"> • Centralization • Decentralization • Mixed form of Counselling Services 	14	1		15
<p>UNIT-III (Marks-11)</p>	<p>TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING:</p> <p>3.1 Basic concept of tools and techniques of Guidance and counselling</p> <p>3.2 Essential information for guidance and counselling (Personal information, Educational information and Occupational information)</p> <p>3.3 Testing Devices in Guidance</p> <ul style="list-style-type: none"> • Intelligence Tests • Aptitude Tests • Achievement Tests • Personal Inventories • Creativity Tests <p>3.4 Non-Testing Devices in Guidance</p> <ul style="list-style-type: none"> • Interview • Observation • Sociometry • Cumulative record card • Case study 	14	1		15
<p>UNIT-IV (Marks-12)</p>	<p>GUIDANCE AND COUNSELLING SERVICES:</p> <p>4.1 Concept, nature and Scope of Guidance Services</p> <p>4.2 Types of Guidance Services</p> <ul style="list-style-type: none"> • The Orientation Service • The Student Information Service • The Counselling Service • The Placement Service • The Follow up Services • The Remedial Service 	14	1		15

<ul style="list-style-type: none"> • The Research Service <p>4.3: Organization of Guidance Programme at School</p> <ul style="list-style-type: none"> • Guidance for Gifted Children • Guidance for Slow learner • Guidance for Creative Children • Guidance for Juvenile Delinquents <p>4.4 Principles of Organization of Guidance and counselling services at-</p> <ul style="list-style-type: none"> • Elementary Level • Secondary Level • Higher Level <p>4.5 Challenges and issues of guidance and counselling Programme</p>				
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Where, L: Lectures T: Tutorials P: Practical's

Modes of In-Semester Assessment

40 Marks

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (5+5) 10 Marks
 - Group discussion on any one of the topics of the course.
 - Seminar presentation on any one of the topics of the course.
 - Dissemination of occupational information
 - To do a Case Study of a differently-abled student and prepare a report.
 - Home Assignment on any of the relevant topic (Application Level)
 - 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	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. Agarwalla, R. (2006). Educational, Vocational guidance and counselling. New Delhi: Sipra Publication.
2. Berdie, R.F. (1963). Testing in Guidance and Counselling. New York: McGraw Hill
3. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling-A Theoretical Approach. Delhi: Vikas Publishing House
4. Charles, K and Jyothsna, N.G (2017) Guidance and Counselling, Hyderabad: Neelkamal Publications Pvt. Ltd.
5. Gogoi, K.P. (2015). A Text Book on Guidance and Counselling, New Delhi: Kalyani Publishing House
6. Gibson, Mitchell M. (1999). Introduction to Counselling 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 Counselling, Meerut: R Lal Book Depot.