

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

- **THE PREAMBLE**

Education is the acquisition of experiences throughout the whole life. In this sense, the aim of education is to awaken and develop those skills and knowledge which are required for a child to fit in with society through education. Education as a social process should be concerned in shaping the individual to adjust and prepare to live as an effective member of the society. Therefore, honoring diversity and ensuring inclusion by treating all with respect and dignity, showing sensitivity to gender, cultural and religious differences have become an important element of education discipline. It is said that through education, society can transform its own progress. Hence, development of society is the utmost importance for the development of the individuality.

Education is further loaded with the responsibility of developing core competencies such as communication skills, problem solving abilities, critical thinking, creativity, self-awareness and leadership qualities are required to build self-confidence as they progress. Keeping in view the dynamic nature of society, education as a discipline is to develop competencies and actions required for keeping one self 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 educational so 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 according to the changing context of the society.

The main purpose of the Under-graduate Programme in Education is to develop and disseminate knowledge, skills and values through education, field-based training and research relevant for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. This under-graduate course will provide opportunity for acquiring knowledge and skills that will enable them to develop fully and become successful member of the society.

The curriculum for Education at under-graduate level therefore, has incorporated certain 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. This discipline will help the students to gain knowledge according to the needs and interest of the students and the society as a whole. The discipline will also help in shaping the students' overall personalities to take on the challenges of an emerging competitive society. It has incremental learning experiences that will enhance the abilities of students who come from diverse back grounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals each year.

- **INTRODUCTION:**

The Four-Year Under-Graduate Programme (FYUGP) is designed based on the National Education Policy (NEP) 2020. According to NEP 2020, Higher Education should put an emphasis on recognising, identifying, and fostering each student's unique strengths by educating

teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and, in turn, pick their own life choices based on their talents and interests. To meet the needs of the 21st century requirement, there should be a focus on multidisciplinary and a comprehensive education in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

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

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

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

1. To enhance the student's learning of Education as a Social Science discipline, by providing students with a rigorous and challenging

educational experience aiming to develop sound theoretical background in the subject.

2. To acquaint 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, measurement and evaluation in education, issues and problems in the education system etc.
6. To acquaint the students with the existing education system of various developed and developing countries.
7. To gain the knowledge of educational psychology.
8. To develop scientific attitude among the students through experimental psychology.
9. To develop the knowledge of managerial skills and leadership qualities.
10. To develop 21st century learning skills.

● **PROGRAMME LEARNING OUTCOMES**

An under-graduate student to for Education should be able to:

1. Students will be able to learn about the basic Indian Schools of philosophy and western schools of philosophy and their relevant contribution in the field of education in the present-day society.
2. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of education.
3. Use scientific approach to address issues and challenges related to problems of learning.
4. Apply psychological principles to meet various issues and challenges in the field of education.

5. 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.
6. 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.
7. Demonstrate teaching competencies required for keeping oneself professionally engaged.
8. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge.
9. Familiarize the education system of other countries and compare it with India, which will be helpful for making educational policy.
10. Demonstrate the importance of human values in the school and society for creating a better world.

**FURKATING COLLEGE (AUTONOMOUS),
FURKATING, GOLAGHAT-785610
DEPARTMENT OF EDUCATION SYLLABUS**

FYUGP Structure as per UGC Credit Frame work of December, 2022

<i>Year</i>	<i>Semester</i>	<i>Course</i>	<i>Title of the Course</i>	<i>Total Credit</i>	
Year 01	1 st Semester	EDUC- MA-1014	Foundations of Education-I	4	
		EDUC-MI-1014	Philosophical Foundations of Education/Principles of Education	4	
		EDUC- GEC - 1013	Introduction to Education/ Educational Psychology	3	
		AEC -1	Modern Indian Language	4	
		VAC -1	Understanding India	2	
		VAC -1022	Health and Wellness	2	
		EDUC-SEC -1013	Personal Development & Soft Skills	3	
	22				
	2 nd Semester	EDUC- MA-2024	Foundation of Education II	4	
		EDUC-MI-2024	Psychological Foundations of Education	4	
		EDUC GEC-2023	Introduction to Positive Psychology/ History of Indian Education	3	
		AEC-2	English Language and Communication Skills	4	
		VAC-3	Environmental Science	2	
		VAC-2042	Yoga Education	2	
EDUC-SEC-2023		ICT in Education	3		
22					

Total Credit of 1st semester and 2nd semester is 44. After completion of these semester if someone exit he/she will get certificate.

Year 02	3 rd Semester	EDUC-MA-3034	Philosophical and Sociological Bases of Education	4
		EDUC-MA-3044	Value Education	4
		EDUC- MI-3034	Sociological Foundations of Education	4
		EDUC- GEC-3033	Education for the Socio Economically Disadvantaged Groups (SEDGs)/ Guidance and Counseling	3
		VAC -3	Digital and Technological Solutions/ Digital Fluency	2
		AEC -3	Communicative English/ Mathematical Ability	2
		EDUC-SEC - 3033	Methods and Techniques of Teaching	3
		22		

Course Title: Foundations of Education-I
Course Code: EDUC-MA-1014
Nature of Course: Major
Total Credits:4 credits
Distribution of Marks: 80 (End-Sem.) + 20 (In-Sem.)

Objectives:

- *Discuss the concept and types of Education.
- *Discuss the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- *Describe the meaning, nature and scope of Philosophy & Educational Philosophy and the role of Philosophy in different aspects of Education.
- *Discuss the meaning, nature, and scope of Sociology and Educational Sociology and relationship of sociology and education

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (20 Marks)	<p>CONCEPT OF EDUCATION:</p> <p>1.1 Education-Meaning, Nature, and Scope</p> <p>1.2 Types of Education and its characteristics–Formal, Non-Formal and Informal Education</p> <p>1.3 Aims of Education</p> <p>*Necessity and determinants of aims of education</p> <p>*Individual and Social Aims of Education</p> <p>*Democratic and Moral Aims of Education</p>		02	-	18
	<p>1.4 Functions of Education</p> <p>*General Functions of Education(development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialization and social progress)</p> <p>*Functions of Education in Human Life (development of human values, acquisition of achieving self-actualisation and successful living, and development of vocational efficiency)</p> <p>*Functions of Education in National Life (development of nationalism, emotional Integration and DemocraticCitizenship)</p>				

<p align="center">II (20 Marks)</p>	<p align="center">PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</p> <p>2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology 2.2 Schools of Psychology–Structuralism, Behaviorism, Functionalism, Gestalt Psychology, Psycho-analysis, 2.3 Meaning, nature and scope of Educational Psychology 2.4 Methods of Educational Psychology (Observation, Case Study, Experimental, Clinical Methods,) 2.5 Application of Educational Psychology in teaching-learning process</p>	<p align="center">14</p>	<p align="center">01</p>		<p align="center">15</p>
<p align="center">III (20 Marks)</p>	<p align="center">PHILOSOPHICAL FOUNDATIONS OF EDUCATION</p> <p>3.1 Meaning, definitions and scope of Philosophy 3.2 Philosophy of Education its meaning and scope 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 *Role of teacher</p>	<p align="center">13</p>	<p align="center">01</p>		<p align="center">14</p>
<p align="center">IV (20 Marks)</p>	<p align="center">SOCIOLOGICAL FOUNDATIONS OF EDUCATION</p> <p>4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Need of Sociological Approach to Education 4.4 Meaning, nature and scope of Educational Sociology 4.4 Difference between Sociology and Educational Sociology 4.5 Social group: Meaning, nature and classification *Importance of Primary and Secondary Groups</p>	<p align="center">12</p>	<p align="center">01</p>		<p align="center">13</p>

	Total	55	05	60
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Total Marks of In-Semester Assessment: 20 Marks

1) One sessional test- 10 Marks

2) Any one of the following activities listed below- 10Marks

*Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

*Debate *Project

Learning Outcomes: On completion of this Course, a student will be able to:

- * Explain the meaning, nature & scope, types and functions of Education
- * Understand the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- * Understand the concepts of Philosophy and Educational Philosophy and the role of Philosophy in different aspects of Education.
- * Understand the concepts of Sociology and Educational Sociology.
- * Explain the theories of Educational Sociology.

Reference Book

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K.(1997). Education I Psychology. Ludhiana: Kalyani Publications.
3. Bhatnagar, A. B.(1996). Advanced Educational Psychology. Meerut: Loyal Publication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
5. Chaube,S.P.(1985).Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
6. Chauhan, S.S.(1978). Advanced Educational Psychology. New Delhi: Vikas Publications.
7. Kakkar, S.B.(1993). Educational Psychology. New Delhi: Prentice Publications.
8. Mohan, Jitendra (1993).Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.
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: The Macmillan.
- 11.Prasad, Janardan (1995). Educational Psychology: Development of Teaching and Learning. New Delhi: Kanishka Publications.
- 12.Rao, S.Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.
- 13.Safaya, R.N. (1994). Development of Educational Theory and Practice: Delhi: Dhanpat Rai & 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.
- 16.Srimali, 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	: EDUC-MI- 1014
Nature of Course	: Minor
Total Credits	: 4 Credits
Distribution of Marks	: 80 (End-Sem.) + 20 (In-Sem.)

Course Objectives:

*Discuss the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education

*Describe the basic concepts of the given Indian Philosophies and their influence on education

*Describe the basic concepts of the given Western Philosophies and their influence on education.

*To distinguish between the Idealism, Naturalism and Pragmatism.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	Introduction to Philosophy 1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy: 1.3 (Metaphysics, Epistemology and Axiology) 1.4 Meaning, nature and scope of Education 1.5 Relation between Education and Philosophy 1.6 Meaning, nature and scope of Philosophy of Education 1.7 Philosophy of Education and Educational Philosophy.	10	01	-	11
II (15 Marks)	Role of Philosophy in Education 2.1 Importance of philosophy and education in daily life 2.2 Role of Philosophy in Education and its implication in modern education system *Philosophy and aims of education *Philosophy and curriculum *Philosophy and methods of teaching. *Philosophy and role of teachers *Philosophy and discipline	08	01	-	09

<p style="text-align: center;">III (25 Marks)</p>	<p>Indian Schools of Philosophy and their Influences in education:</p> <p>3.1 Basic features and classification of Indian Philosophy</p> <p>3.2 Yoga Philosophy: *Concept of Yoga Philosophy (Hatha yoga, Raja yoga and Astangika Yoga) *Influence of Yoga philosophy in education.</p> <p>3.3 Vedanta Philosophy: Concept of Vedanta Philosophy (Brahma, Atman, Jagat, Maya) *Influence of Vedanta philosophy in education.</p> <p>3.4 Buddhism: *Features of Buddhist education *Four noble truths *Eightfold path of Buddhism *Influence of Buddhist philosophy in education.</p>	18	02	-	20
<p style="text-align: center;">IV (25 Marks)</p>	<p>Western Schools of Philosophy and their Influences in Education:</p> <p>4.1 Basic features of Western Philosophy</p> <p>4.2 Idealism: Meaning and principles Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>4.3 Naturalism: Meaning and principles Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>4.4 Pragmatism: Meaning and principles Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</p>		02	-	20
Total		54	06		60

Total Marks of In-Semester Assessment:

20 Marks

- | | |
|---|---------------------------------|
| <p>1) One sessional test-</p> <p>2) Activities as below: (any one)</p> <ul style="list-style-type: none"> *Seminar/ Group discussion/ 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 | <p>10 Marks</p> <p>10 Marks</p> |
|---|---------------------------------|

Learning Outcomes: After completion of this course, the learners will be able to-

- *Describe the meaning, nature and scope of Philosophy
- *Describe the meaning, nature and scope of Education
- *Explain the meaning, nature and scope of philosophy of education
- *Explain the role of philosophy in education
- *Describe the Indian philosophies and their influence on education
- *Explain the basic concepts of the given Western Philosophies and their influence on education

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. Deka, U. & Gogoi, P. (2019) *Philosophical Foundations of Education*: Golaghat: Saraswati Prakashan.
8. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching History and Practices*. New Delhi: Cambridge University Press .(First South Asia Edition).
9. Hiriyana, M. (1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition).
10. Miri, M. (2014) *Philosophy of Education*. Oxford University Press.
11. Radhakrishnan, S. (2012). *Indian Philosophy (Vol.I and II)*. New Delhi: Oxford University Press. (Seventh Impression).
12. Rusk, R. R. (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
13. Sengupta, I. (2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.
15. Safaya, R.N.&Shaida,B.D.(1990) *.Development of Educational Theory and Practice*. Jalandhar: Dhanpat Rai & Sons.
16. Talla,M.(2012).*Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India.
17. Taneja,V.R. (1983). *Educational Thought and Practice*. New Delhi :Sterling Publishers Pvt .Ltd.

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

Course Title : **Introduction to Education**
Course Code : **EUDC-GEC-1013A**
Nature of the Course : **Generic Elective Course (GEC)**
Total Credits : **03**
Distribution of Marks : **80 (End-Semester) + 20 (In-Semester)**

Course Objectives: The objectives of this Course are to:

- *Discuss the modern concept, aims, functions and role of education.
- *Explain the different levels of education.
- *Explain the concept and types of curricular and co-curricular activities.
- *Discuss about examination, measurement, assessment and evaluation.

UNITS	COURSE CONTENTS				Total Hours
I (20 Marks)	Concept of Education 1.1 Meaning, Nature and Scope of Education 1.2 Types of Education Formal, Informal Non-formal 1.3 Aims of Education: Individual, Social, Vocational and Democratic aim 1.4 The functions of Education- 1.4.1 Functions towards the individual	9	3		12

	1.4.2 Functions towards the society 1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic)				
II (20 Marks)	Agencies of Education 2.1 Home 2.2 Educational Institution (School) 2.3 Society 2.4 Mass-media (television, radio, cinema and newspaper) 2.5 Internet (Wikis, Blogs, Social Networking Sites)	9	2		11
III (20 Marks)	New Pedagogical Structure of Education in India (in Accordance with National Education Policy, 2020) (From Foundational stage to Secondary level) 3.1 Historical Background of NEP, 2020 3.2 Foundational Stage (Meaning, structure and aims) 3.3 Preparatory Stage (Meaning, structure and aims) 3.4 Middle Stage (Meaning, structure and aims) 3.5 Secondary Stage (Meaning, structure and aims)	9	2		11
IV (20 Marks)	Curriculum and Evaluation 4.1 Concept, Nature, and Significance of curriculum 4.2 Curriculum and Syllabus 4.3 Concept, Importance, and types of co-curricular activity 4.4 Meaning of Measurement, Assessment and Evaluation 4.5 Distinguish amongst Measurement, Assessment And Evaluation	9	2		11
Total		36			45

Total marks of In-Semester assessment:

20 Marks

01. One Sessional test:

10 Marks

02. Any one of the following activities listed below:

10 Marks

- *Seminar/ Group discussion/ Assignment related to the Course content.
- *Presentation of seminar papers.
- *Assignments.
- *Quiz.

Learning Outcomes: On completion of this Course, a student will be able to:

- *Describe the modern concept, aims, functions and role of education.
- *Explain the different pedagogical structure of education.
- *Express the concept and types of curricular and co-curricular activities.
- *Illustrate about examination, measurement, assessment and evaluation.

Suggested Readings:

01. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
02. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing
03. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.
04. Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.
05. Bhatia and Nareng (2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
06. Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.
07. Chaube and Chaube (ND). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
08. Das, P., Goswami, S., Sharma, N., (2008). Principles and Theories of Education. Guwahati: Shanti Prakashan.
09. Dudeja, G. & G. Kour (2016). Curriculum Development and Assessment. Meerut: R. Lall Book Depot.
10. Goswami, A.C. (2006). Philosophical and Sociological bases of Education in Emerging India. Guwahati: Jyoti Prakashan.
11. Purkait, B.R. (2014). Principles and Practices of Education. New Delhi: New Central Book agency (P) Ltd.
12. Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
13. Saxena (2002). Philosophical and Sociological Foundations of Education. Meerut: R. Lall Book Depot.
14. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.

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

Course Title : Educational Psychology
Course Code : EDUC-GEC-1013B
Nature of the Course : Generic Elective Course (GEC)
Total Credits : 03
Distribution of Marks : 80 (End-Sem.) + 20 (In-Sem.)

Course Objectives: The objectives of this Course are to:

- *Explain the meaning, nature, scope, and types of Education.
- *Describe the meaning, nature, scope, and branches of Psychology.
- *Discuss the meaning, nature and scope of Educational Psychology.
- *Illustrate the issues and concerns relating to human growth and development.
- *Explain the meaning, nature, factors, and laws of learning.
- *Describe the concept of attention, maturation, and motivation along with their educational significance.
- *Discuss the concept and nature of memory, attention, individual differences, intelligence, emotional intelligence, social intelligence, personality and creativity.

UNITS	COURSE CONTENTS				Total Hours
I (20 Marks)	Concept of Education, Psychology and Educational Psychology 1.1 Meaning, Nature, Scope and Types of Education 1.2 Meaning, Nature, Scope and Branches of Psychology 1.3 Schools of Psychology and their bearing in education: 1.3.1 Behaviourism 1.3.2 Structuralism 1.3.3 Functionalism 1.3.4 Gestalt Psychology 1.3.5 Psycho-analysis 1.4 Meaning, Nature and Scope of Educational Psychology 1.5 Methods of Educational Psychology 1.5.1 Introspection method 1.5.2 Observation method 1.5.3 Experimental method 1.5.4 Clinical method Importance of Educational Psychology in classroom teaching	9	2	--	11

<p style="text-align: center;">II (20 Marks)</p>	<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 (anger, aggression, truancy)</p>	9	2	--	11
<p style="text-align: center;">III (20 Marks)</p>	<p>Process of Learning</p> <p>3.1 Meaning and Nature of Learning</p> <p>3.2 Factors affecting Learning</p> <p>3.3 Theories of learning: Connectionism, Gestalt, Classical Conditioning</p> <p>3.4 Methods of Learning (Trial and Error, Conditioning and Insightful method)</p> <p>3.5 Major Laws of Learning with their educational implications</p> <p>3.6 Maturation and learning</p> <p>3.7 Motivation and learning</p>	9	2	--	11
<p style="text-align: center;">IV (20 Marks)</p>	<p>Some Basic Psychological Concepts and their Importance in Education</p> <p>4.1 Memory: Concept, Factors, Types and Improvement for better academic achievement</p> <p>4.2 Attention: Concept, Characteristics and educational significance</p> <p>4.3 Individual differences: Concept and educational implications</p> <p>4.4 Intelligence: Meaning, Nature, types of Intelligence and Factors of Intelligence</p> <p>4.5 Creativity: Meaning and Nature</p> <p>4.6 Personality: Meaning, Nature and its types</p>	9	3	--	12
Total					
		36	09		

Total Marks of In-Semester assessment: 20 Marks

01. One Sessional test: 10 Marks

02. Activities as below: (any one) 10 Marks

*Seminar/Group discussion/Assignment related to the Course content.

*Presentation of seminar papers.

*Assignments.

*Quiz.

Learning Outcomes: On completion of this Course, a student will be able to:

*Describe the meaning, nature, scope, and types of Education and Psychology

*Explain the meaning, nature, scope, and branches of Psychology and Educational Psychology

*Discuss the issues and concerns relating to human growth and development

*Explain the meaning, nature, factors, and laws of learning

*Explain the concept of attention, maturation, and motivation along with their educational significance.

Suggested Readings:

01. Chatterjee, S.K. (2000): Advanced Educational Psychology. Calcutta, Books and Allied (p) Ltd.
02. Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi, Vikas Publishing House Pvt. Ltd.
03. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi, Prentice Hall of India Private Limited.
04. Mohanty, M.S. (1993). Educational Psychology & Statistics. Sambalpur, Shri Durga PustakBhandar.
05. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
06. Sing, A.K. (2013): The Comprehensive History of Psychology. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
07. 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 1ST
SEMESTER**

(General Course)

Course Code : VAC1022
Title of the Course : Health & Wellness
Nature of the Course : Compulsory for All UG Students
End Semester : 40 Marks
In Semester : 10 Marks
Total Credits 02

COURSE OBJECTIVES:

- To introduce the learners the concept of health, wellness and its importance in daily life.
- To introduce the learners to the relation between mind-body and its importance.
- To introduce learners to health behavior and promotion of human strengths for well-being.

UNITS	CONTENTS	L	T	P
I (20 Marks)	<p>INTRODUCTION TO HEALTH & WELLNESS</p> <p>Concept of Health and Wellness</p> <ul style="list-style-type: none"> • Define health –WHO definition • Importance of health in everyday life • Essential Components of health: physical, social, mental, spiritual and its relevance <ul style="list-style-type: none"> • Concept of wellness • Mental Health & wellness • Differences between health and Wellness • Determinants of healthy behaviours • Using the mass media for health promotion for balance life. 	12	02	02
II (20 Marks)	<p>MIND–BODY AND WELL-BEING</p> <ul style="list-style-type: none"> • Concept and relation, Mind-Body connection in health. • Essential Components of Balance Diet for healthy life. • Implications of mind-body connections and thought process • Well-being: Its essentials in daily life • Digital wellbeing (mobile, laptop, internet, social media etc.) • Understanding health, beliefs, and perspectives of Indigenous people belonging to Assam <ul style="list-style-type: none"> • Promoting Human strengths and life enhancement: Classification of human strengths and virtues; cultivating Inner strengths: Meditation, Hope and positivity 	12	02	02

	Total	24	04	04
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TOTAL MARKS IN SEMESTER ASSESSMENT:

(10 Marks)

- One Internal Examination- 05 Marks
- Anyone of the following 05 Marks
 - *Group Discussion
 - *Seminar presentation on any of the relevant topics
 - *Debate
 - *Quiz

OUTCOMES OF THE LEARNER:

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

- explain the concept, nature importance of health, wellness and its various implications
- demonstrate adequate knowledge on well-being and promotion of healthy behavior and lifestyle

READING LIST

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
2. Forshaw, M. (2003). Advanced psychology: Health psychology. London: Hodder and Stoughton.
3. Hick, J.W. (2005). Fift signs of Mental Health. A Guide to understanding mental health. Yale University Press.
4. Snyder, C.R., & Lopez,S.J.(2007).Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

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

Course Title : **Personal Development and Soft Skills**
Course Code : **EDUC-SEC-1013**
Nature of Course : **Skill Enhancement Course (SEC)**
Total Credits : **3**
Distribution of Marks : **60 (End-Sem.) + 20 (In-Sem.) +20(Practical)**

Course Objectives: The objectives of this Course are to:

- *Discuss the need for development of pleasing and influencing personality, leadership qualities, and self-development for career growth.
- *Describe hard skills and soft skills, and accomplish personal and interpersonal traits for development of soft skills.
- *Discuss the important components as well as types of communication and facilitate for demonstrating effective communication skills.
- *Demonstrate good presentation skills.
- *Prepare learners for the twenty first century job markets.

UNITS	COURSE CONTENTS	L			Total Hours
I (25 Marks)	Personality Development: For Career Growth 1.1 Introduction to Personality Development-	11	1		14

	<p>1.1.1 Meaning and characteristics of a developed personality</p> <p>1.1.2 Personality types for Leadership Qualities (Perfectionist, Helpers, Achievers, Romantics, Observers, Questioners, Enthusiasts or Adventurers, Bosses or Asserters, Mediators or Peacemakers)</p> <p>1.1.3 Developing Pleasing and Influencing Personality (a) Factors of Pleasing Personality (b) Develop your positive outlook (c) Developing emotional intelligence</p> <p>1.2 Self Development and Personal Effectiveness</p> <p>1.3 Self-Esteem and Self Confidence</p> <p>1.4 Thinking and Problem-Solving Skills 1.4.1 Holistic action plan for Self Improvement 1.4.2 Develop Personal Competence for Success 1.4.3 Develop Personal Resilience</p>				
II (15 Marks)	<p>Soft Skills: Demanded by Every Employer</p> <p>2.1 Understanding Hard Skills and Soft Skills</p> <p>2.2 Classification of Soft Skills</p> <p>2.3 Effective communication</p> <p>2.3.1 Personal traits: *Time Management *Attitude *Responsibility *Ethics, Integrity and Values *Self Confidence and Courage *Consistency and Predictability</p> <p>2.3.2 Interpersonal traits: *Team work and interpersonal skills *Communication and networking *Empathy and listening skills *Problem solving, trouble shooting and speed-reading *Leadership</p> <p>2.3.3 Skills for a successful interview</p>	8	1		9
III (20 Marks)	<p>Communication and Presentation Skills</p> <p>3.1 Structuring communication: Introduction, Main body, Summary, Keeping it short and simple</p> <p>3.2 Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.</p> <p>3.3 Non-Verbal Communication: Expression, Posture, gait, Body language, Eye Contact and Handshake.</p> <p>3.4 Listening Skills–(a) Importance of Listening for Effective Communication (b) Active, Passive and Reflective Listening</p> <p>3.5 Presentation Skill- (a) Essential Characteristics of a Good Presentation (b) Common Mistakes in Presentation</p>				

<p>IV (20 Marks)</p>	<p>Preparation for the Job Market 4.1 Skills for writing Job applications 4.2 Preparing your curriculum vitae (C.V.) and Résumé</p>				
	<p>(a) The Strategy for Résumé Writing (b) Writing Career Objective of SOPs (Statements of purpose) (c) Writing a modern Résumé 4.3 Preparing For Job Interview (a) Types of Interviews (b) Prior preparation for Interview (From shoes to Dress Code, Body Language) (c) Presenting your-self at the job interview- Introducing oneself at the interview (d) Group discussion 4.4 Professional Etiquettes a) How to present yourself to people: seniors, co-workers, parents, subordinates and students *Greetings, Introductions, Announcements *The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation. *Self Esteem and Assertive skills: passive and aggressive versus assertive. b) E-Mail etiquette *Sending effective messages *Responding to messages *Organizing the different parts of an email.</p>				
Total		36	4		45

Total Marks of In-Semester assessment: **20 Marks**

- | | |
|--|----------|
| 1) Sessional test: | 10 Marks |
| 2) Activities as below- | 10 Marks |
| *Presentation on Communication Structure | |
| *Preparation of a self-improvement plan | |

Total Marks of Practical Exam **20 Marks**

- | | |
|----------------------------------|----------|
| 1. Preparing a C.V. | 10 Marks |
| 2. Appearing in a Mock Interview | 10 Marks |

Learning Outcomes: On completion of this course, the students will be able to:

- *Describe personality types for leadership qualities and career.
- *Differentiate between hard skills and soft skills.
- *Prepare a holistic plan for self-improvement.
- *Explain the various interpersonal skills including communications skills.
- *Make presentations for effective communication.
- *Prepare a modern C.V. for attracting employer.
- *Practice new skills and techniques for effective outputs in job market.

Reference Books:

1. Bolles, Richard. Nelson. 2008, What Color is your parachute: A Practical Manual for **Job**-hunters and Career- Changers. Simon and Schuster (Aus) ISBN9781580087278
2. Harris, Thomas. A. 1995, I'm OK-You're OK. Arrow Books, Cox & Wyman Ltd, Reading, Berkshire
3. Kapoor, S. 2019, Personality Development and Soft Skills. I.K. International Pvt. Ltd., New Delhi, ISBN978-93-89583-09-0.
4. Mitra, K. Barun. 2021, Personality Development and Soft Skills. Oxford University Press, New Delhi, ISBN-13:978-0-19-945974-2.
5. Sahu, S.K. 2021, Personality Development and Soft Skills. Notion press.com, ISBN9-79-8885-210928.
6. Sharbuno, Jeanne. 52 Ways to Live Success. Jaico Publishing House. India.
7. Singh, S.K.(2008). Becoming a Teacher. Varanasi: Amrit Prakashan
8. Sullivan, Debra. R. 2006, Learning to Lead: Effective Leadership Skills for Teachers of Young Children (Red leaf Press Series) ISBN-10:0131727907, 13:9780131727908. Merrill Publishers.

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

Course Title : Foundations of Education-II
Course Code : EDUC-MA-2024
Nature of Course : Major
Total Credits : 4 credits
Distribution of Marks : 80 (End-Sem.) +20 (In-Sem.)

Course Objectives:

- *Discuss the ancient Indian education systems (Vedic, Buddhist and Islamic) education systems.
- *Discuss the development of Indian Education till Independence.
- *Describe the concepts of curriculum and co-curricular activities.
- *Discuss some contemporary issues of Indian education.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (20 marks)	HISTORICAL PROSPECTIVES AND DEVELOPMENT OF INDIAN EDUCATION 1.1 Ancient Education System-Vedic, Buddhist and Islamic Systems of education 1.2 Development of Modern Indian Education * Educational activities of Missionaries in India	13	02	-	15

	<ul style="list-style-type: none"> * Charter Act,1813 * Orientalist and Anglicist Controversy * Macaulay’s Minute, 1835 1.3 Wood’s Despatch,1854 1.4 Hunter Commission,1882 1.5 Gokhale’sBill,1910-11 1.6 Basic Education,1937 1.7 Sargent Committee Report,1944 				
II (20 Marks)	CURRICULUM <ul style="list-style-type: none"> 2.1 Concept of Curriculum: Meaning and definitions 2.2 Characterization of Curriculum and Types of Curriculum. 2.3 Curriculum, Textbook and Syllabus 2.4 Challenges of Curriculum Construction 2.5 Concept of Integrated and Holistic Curriculum (NEP 2020) 2.6 Concept, Importance and types of co-curricular activities 2.7 Organization of co-curricular activities 	13		-	15
III (20 Marks)	SOME GLOBAL ISSUES IN INDIAN EDUCATION <ul style="list-style-type: none"> 3.1 Globalization: Concept and its impact on education 3.2 Privatization: Concept and its impact on education 3.3 Liberalization: Concept and its impact on education 3.4 Sustainable Development Goals and Indian Education 3.5 Population Education: Concept, importance and strategies 3.6 Environmental Education: Concept, importance and principles 3.7 Peace Education: Concept, importance and strategies 3.8 Role of UNESCO and UNICEF in educating the world community 	13		-	15
IV (20 Marks)	CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION <ul style="list-style-type: none"> 4.1 Assessment and Accreditation of Educational Institutions- *NAAC - IQAC, Criteria Based Assessment and its impact on 	13	02	-	15

	<p>HEIs</p> <p>*Gunotsav- Thrust Areas and its Impact on Schools</p> <p>4.2 Online and Digital Education-</p> <p>*Virtual Teaching - Concept, importance, challenges and strategies</p> <p>*Blended learning</p> <p>*MOOC: Concept and importance</p> <p>*SWAYAM: Concept and Importance</p> <p>*Open Book Examination (OBE): Concept, Importance, merits and demerits.</p> <p>4.3 Education-Industry Link: Concept, importance and challenges</p>				
	Total	52	08	-	60

Marks of In-Semester Assessment:

20 Marks

- 1) a) One sessional test: 10 Marks
- 2) b) Any one of the following activities listed below: 10 Marks
 - *Seminar/ Group discussion/Assignment related to the Course content.
 - *Population survey.
 - *Analysis of curriculum (syllabus/ textbooks, etc.)

Learning Outcomes: On completion of this Course, a learners will be able to:

- *Explain the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems.
- *Explain the contributions of Missionaries in the development of modern Education in India.
- *Discuss the land marks in the development of Indian Education till Independence.
- *Describe the concepts of curriculum, textbook, syllabus, integrated curriculum and co-curricular activities.
- *Describe the nature, types and importance of curriculum and co-curricular activities.
- *Discuss some global issues like globalization, liberalization, privatization, SDG4, international student mobility and Indian education.
- *Explain the need and importance of population education, environmental education and peace education at the present context of the society.
- *Explain some contemporary issues of Indian education relating accreditation of educational institutions, MOOC, SWAYAM, online and digital education, open book examination and education-industry link.

Reference Books:

1. Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd
2. Aggarwal, J.C. (2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.
3. Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Agarwal, P., Said, M., Schoole, 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: Vikas Publishing House Pvt. Ltd.
6. Collins, F. L. (2008). *Bridges to learning: international student motilities, education agencies and inter-personal 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 Educ Eval* 20:235–238, 1994.
11. Friedman, T.L. (2000). *The olive and the lexustree: 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 eabilities*. *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: away towards capacity development*, pp .21-46. Paris: OECD, World Bank & NUFFIC.
17. Mishra Sudhansu Sekhar (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: Dhanpat Rai & 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 : EDUC-MI-2024

Nature of Course : Minor

Total Credits :4 credits

Distribution of Marks: 80 (End-Sem.) +20 (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 the 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.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	PSYCHOLOGY AND EDUCATION Meaning and nature of psychology Relation between education and psychology Schools of Psychology: <ul style="list-style-type: none"> ● Behaviourism ● Gestalt Psychology ● Psycho-analysis Educational Psychology: Meaning, nature, scope and Methods (Observation, Experimentation, Clinical and Case study method) Importance of Educational Psychology in classroom teaching	10	0 1	-	11
II (15 Marks)	LEARNING AND MOTIVATION Meaning and nature of learning. Factors affecting learning (Home, School and Mass Media) Types of learning: cognitive, affective and psycho-motor learning Theories of learning: Thorndike's theory of learning, Classical Conditioning, and Gestalt theory Thorndike's Major Laws of learning Motivation: Meaning and role in learning. Attention and Interest: Meaning and role in learning	08	0 1	-	09

	Memory and Learning				
III (25 Marks)	INTELLIGENCE AND CREATIVITY Meaning and nature of intelligence Factors of Intelligence: Heredity and Environment Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor, Theory and Guilford's Structure of Intellect (SoI) Concept of Emotional Intelligence, Importance of Emotional Intelligence in day-to-day life. Creativity: Meaning and nature Process and Product of creativity Nurturing Creativity in Classrooms Education of Exceptional children: Creative child, Gifted and Slow learner, Educable, trainable, mentally challenged.	18	0 2	-	20

IV	PERSONALITY AND MENTAL HEALTH	18	0 2	-	20
(25 Marks)	Meaning and Characteristics of personality Factors of personality <ul style="list-style-type: none"> ▪ Physical. ▪ Mental. ▪ Social. ▪ Emotional. Type Theories of Personality. -Hippocrates, Sheldon, Kretchmer, Spranger and Jung Trait theories of personality: Cattell and Eysenck Concept of balanced mature personality Concept of mental health and mental hygiene Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation Concept of Instinct and Emotion. Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts). Relation between Instincts and Emotion. Importance of Emotional training in the classroom.				
	Total	54	0 6	-	6 0

Total Marks In-Semester Assessment:**20 Marks**

- 1) One sessional test- 10 Marks
- 2) Any one of the following activities listed below- 10 Marks
 - *Seminar/Group discussion/Assignment related to the Course content.
 - *Identification and Case study of a creative child.
 - *Awareness campaign on mental health issues etc.

Learning Outcome:

On completion of the course, the students will be able to:

- *Explain the concept, nature, scope and uses of psychology in Education.
- *Explain the influence of growth and development in education.
- *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.
- *Describe the relation between Instincts and Emotion and importance of Emotional training in the classroom.

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 Chintamani Das Lane, Calcutta 700009 (India).
4. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
5. Deka, N; Ali, Lokman. (2021). Psychological Foundations of Education. Banalata. Dibrugarh.
6. Kupaswami, Educational Psychology, New Delhi
7. Kundu & Tutu, Educational Psychology, New Delhi
8. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
9. Mathur, S.S. (2001). Educational Psychology. Vinod Pustak Mandir. Agra.
10. Mohanty, M.S. (1993). Educational Psychology & Statistics. Shri Durga Pustak Bhandar, Sambalpur.
11. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.

12. Safaya&Bhatiya,EducationalPsychology,NewDelhi.

13. Sorenson,H.(1964).PsychologyinEducation.InternationalStudentEdition,McGrawhillBook Co., INC.
New York.

14. Singh,A.K.(2013):TheComprehensiveHistoryofPsychology,MotilalBanarsidassPublishers Pvt. Ltd.
Delhi.

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

Course Title : **Introduction to Positive Psychology**
Course Code : **EDUC-GEC-2023A**
Nature of Course : **Generic Elective Course (GEC)**
Total Credits : **3 credits**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objective: The objectives of this Course are to:

*Explain the need and importance of understanding the concepts of Positive Psychology and its application in life

*Describe the various aspects of Positive Emotions and Positive Traits and their importance

*Explain the different components of psychological capital

*Explain the concepts of stress, stress management, conflict management and post traumatic growth leading to psychological adjustment

UNITS	COURSE CONTENTS		T		Total Hours
I (20 Marks)	POSITIVE PSYCHOLOGY Meaning, Nature, Scope and importance of positive psychology History of Positive Psychology Positive Psychology and daily life Integrating Positive Psychology in practice	10	1	-	11

II (20 Marks)	POSITIVE EMOTIONS AND POSITIVE TRAITS Concept of Positive Emotions and Positive Traits The Broaden and Build Theory of Positive Emotions Influence of Positive Emotions Positive Emotions and Health Resources: Physical, Psychological and Social Resources Developing Positive Traits (Concept, Types and Benefits) Resilience Empathy Gratitude Forgiveness Wellbeing	12	2	--	14
III (20 Marks)	BUILDING PSYCHOLOGICAL CAPITAL Identify personal character strengths and understand their relationship with work satisfaction Developing positivity and a positive team culture Mindfulness and Positive Thinking Optimism and quality of life Self Esteem and Self Efficacy	8	1	--	9
	Pursuit of Happiness Setting Goals for Life and Happiness				
IV (20 Marks)	PSYCHOLOGICAL ADJUSTMENT Stress and Stress Management Conflict and Conflict management Factors affecting adjustment Post Traumatic Growth (PTG) & Benefit Finding Models of PTG as a Coping Strategy Problem solving Skills Barriers to Problem solving	10	1	--	11
Total		40	5	--	45

Total Marks In-Semester assessment:

20 Marks

1. One sessional test 10 Marks
2. Any one of the following activities listed below 10 Marks
 - *Preparation and presentation of paper on any topic related to the Course content.
 - *Maintaining a wellbeing diary and evaluation of the diary
 - *Doing the exercises related to Resilience, Empathy, Gratitude, Forgiveness and maintaining records
 - *Taking positive psychology sessions for others (school students)

Learning Outcomes: On completion of this Course, a student will be able to:

- *Explain the need and importance of understanding the concepts of Positive Psychology and its application in life
- *Describe the various aspects of Positive Emotions and Positive Traits and their importance
- *Explain the different components of psychological capital
- *Explain the concepts of stress, stress management, conflict management and post traumatic growth leading to psychological adjustment

Suggested Readings:

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

**B.A. IN EDUCATION PROGRAMME
(FYUGP) DETAILED SYLLABUS OF
2NDSEMESTER**

Course Title : **History of Indian Education**
Course Code : **EDUC-GEC-2023B**
Nature of Course : **Generic Elective Course (GEC)**
Total Credits : **03**
Distribution of Marks : **80 (End Sem.) + 20 (In-Sem.)**

Course Objectives: The objectives of this Course are to:

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

UNITS	COURSE CONTENTS				Total Hours
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<p>I (20 Marks)</p>	<p>Development of Vedic Education System The Vedic system of Education- Concept and some terms of Vedic Education system- (Brahmacharyya, Brahmadini, Brahmana, Three Debts, Third Eye, Upanishada, Varna System, Swadhyaya or Self learning, Upanayana, Samavartana) Salient Features of Vedic System of Education Basic Aims and Objectives of Vedic Education System of Administration and Finance Methods of Teaching Types of Educational Institutions Curriculum Teacher-Pupil Relationship Women's Education Educational Centres of the Hindus in Ancient India- Takshasila or Taxila Banaras or Varanasi Mithila Navadwip or Nadia Strength and Weakness of Vedic Education system Relevance of Vedic education system in the present-day contexts.</p>	<p>10</p>	<p>3</p>	<p>--</p>	<p>13</p>
<p>II (20 Marks)</p>	<p>Development of Buddhist Education System Introduction to Buddhism Buddhist Education System: Concept and salient features Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada) Aims and Objectives of Buddhist Education System Organisation of Buddhist Education System</p>	<p>10</p>	<p>2</p>	<p>--</p>	<p>12</p>

	<p>System of Administration and Finance Curriculum Methods of Teaching Types of Educational Institutions Teacher-Pupil Relationship Women's Education</p> <p>2.13 Strength and weakness of Buddhist Education system</p> <p>Relevance of Buddhist education system</p>				
III (20 Marks)	<p>Development of Islamic Education System</p> <p>Islamic System of Education with special reference to its: Salient Features Aims and Objectives System of Administration and Finance Types of Educational Institutions Pupil-Teacher Relationship Methods of Teaching Curriculum Women's Education Strengths and weaknesses Relevance of Islamic system of Education</p>	08	2		10
IV (20 Marks)	<p>Emergence of Modern Education in India</p> <p>Indigenous Education System of India: Meaning of Indigenous Education system Types of Indigenous educational institutions Causes of downfall of Indigenous Education system Relevance of Indigenous Education system</p> <p>Educational activities of Christian Missionaries and East India Company Educational activities of the Missionaries in Assam Charter Act of 1813</p>	08	2		10
	Total	36	09		45

- 1) One sessional test: 10 Marks
- 2) Anyone of the following activities listed below: 10 Marks
- Seminar/Group discussion/Assignment related to the Course content.
 - Presentation of seminar papers.
 - Assignments.
 - Quiz.

Learning Outcomes: On completion of this Course, a student will be able 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.

Suggested Readings:

- i. Altekar, A.S. (2001). Education in Ancient India, Isha Book
- ii. Baruah, J. (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
- iii. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
- iv. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
- v. Chatterjee, M. (1999). Education in Ancient India, :D.K. Printworld P) Ltd.
- vi. Keay, F.E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
- vii. Nayak, B.K. (2012). History Heritage and Development of Indian Education. New Delhi: Axis Books Pvt. Ltd.
- viii. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
- ix. Nurullah, S. & J.P. Naik, J.P. (1971). A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
- x. Mazumder, N.N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
- xi. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
- xii. Purkait, B.R. (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.
- xiii. Rajput, J.S. (2004). Encyclopedia of Indian Education, New Delhi: NCERT
- xiv. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
- xv. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
- xvi. Sarma, Deba, Mishra & Chakravarty. (0000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati
- xvii. Sharma, R.N. & R.K. Sharma, (2004). History of Education in India. Atlantic Pub.
- xviii. Sharma, T.K. (2008). Bharatar Sikha Bikasar Itihasaru Samasyawli. Dibrugarh: Banalata.
- xix. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranje. Dibrugarh: Banalata.

**UG Curriculum for NEP, Furkating College
(Autonomous)**

Name of the Course: Yoga

Nature of Course: Value Added Course

Course Code: VAC2042

Total Credit: 2 (Theory1 + Practical1) (L=15; P=30)

**Distribution of Marks: 40 (End-Sem) + 10 (In
Sem) = 50**

Objectives of Learning:

- To increase the awareness about Yoga and to make students knowledgeable about the holistic development through Yoga.
- To provide a practical knowledge on different yogic practices.
- To give a glimpse of ancient Yoga Philosophy.
- To impart some knowledge regarding the healing power of Yoga.
 - To increase the professional efficiency in the field of Yoga.

Outcomes of Learning:

- Students gain knowledge on the concept of yoga.
- Students knows a scientific benefit of various yogic practices
- Students can perform practical skills efficiently.
- Students gain an awareness about the value of health & wellness through yoga.
- Makes the students more enthusiastic regarding further study/research in the field of yoga.

Theory 1Credit (15 hours)			
Unit	Topic	Contact Hours	Marks
I	<p>Fundamental Concept of Yoga: Meaning, definitions, nature and scope ofYoga</p> <p>i. Historical background of Yoga ii. Need and importance of yoga for physical and mental health</p>	3	6
II	<p>Philosophical outlook of Yoga:</p> <p>i. Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, JnanaYogaandBhaktiYoga ii. Yoga Education through Brahma Kumaris iii. The ‘Yoga Sutras’ in general; its significance in life. iv. Limbs/parts of yoga (Astanga Yoga) according to the ‘Yoga Sutras’ v. Concept of Ishwara; Ishwara in Yoga Philosophy</p>	5	8
III	<p>Yogic Practices for Health & Wellness:</p> <p>i. Asana, its classification and effects ii. Pranayama, its types and effects iii. Kriya, Mudra and Bhandha: Procedure and Effects iv. Dhyana and its significance in human life v. Need and importance of Yoga for modern life</p>	4	7

IV	Allied Knowledge on Yoga: i. Yoga Vs Physical Exercise ii. Yoga as the Scientific method for development of Health iii. Yogic Diet iv. Yoga Education institutes in India and abroad	3	4

	Practical 1Credit (30 hours)	30	15
	<p>i. Suryanamskara– (12 counts)</p> <p>ii. Asana</p> <p>a) Standing: -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Utkatasana, Padahastasana, Vrikshasana</p> <p>b) Sitting: -Vajrasana, Padmasana, Bhadrasana, Siddhasana, Goumukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana</p> <p>c) Lying Supine Position: -Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, ViparitNaukasana, Matsyasana</p> <p>d) Lying Prone Position - Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana</p> <p>iii. Pranayama- Nadishodhana, Suryabhedana, Chandrabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari</p> <p>iv. Bandh & Mudra- Jalndharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavimudra, Yonimudra, Mahavedhamudra</p> <p>v. Dhyana and its forms</p>		
	<p>a) Total Marks In Semester Assessment 10 Marks</p> <p>b) UnitTest 5 Marks</p> <p>Others activity: 5 Marks</p> <p>c) Classseminarpresentation/Groupdiscussion</p> <p>d) Sessional Examination (Theory and Practical)</p> <p>e) Attendance and regularity</p> <p>f) Observation record during practical</p>		

Reference Books:

- Holistic Approach of Yoga-G.Shankar:AdityaPublishers
- Patanjali's Yoga Sutra-Translation and Commentary-Dr.P.V.Karambelkar:Lonavla
- Guidelines to Yogic Practices-M.L.Gharote:Lonavla
- Yoga and Indian Philosophy-Karel Werner:Motilal Banarsidass
- Yoga: The Path to Holistic Health-B.K.S.Iyenger:Dorling Kindersley Limited
- Yoga Pranayamr Sahaj Bidhi-Sankalan Sampadana- Bikash Goswami, Publication, Assam Book Trust, Guwahati.
- Yoga Biyam, Rangmon Rongdoi, Publication, Banalata, Guwahati-1, Dibrugarh-1

**B.A. IN EDUCATION PROGRAMME(FYUGP) DETAILED SYLLABS OF
2NDSEMESTER**

Course Title	:	ICT in Education
Course Code	:	EDUC-SEC-2023
Nature of Course	:	Skill Enhancement Course (SEC)
Total Credits	:	03
Distribution of Marks	:	60 (End Sem.) + 20 (In-Sem.) + 20 (Practical)

Course Objectives: The objectives of this Course are to:

- *Describe the concept and features of ICT.
- *Describe an understanding of role of ICT in education
- *Explain the skill of using E-ways of learning to explore content knowledge.
- *Describe the issues of ICT in Education.

UNITS	COURSE CONTENTS	T	Total Hours
I (15 marks)	INTRODUCTION TO ICT *Concept and features of ICT *Importance of ICT-Smart learning, smart classes, virtual classes, smart board and LCD projector *Concept of Computer Assisted Learning. *Role of ICT in Teaching Learning process *Concept and Elements of e-learning *Understanding Internet as source of e-learning	3	11
II (20 marks)	APPLICATION OF ICT IN EDUCATION *Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint *E- ways of Learning: E-content and E- book *E-resources and their uses *E-Learning through Mobile apps *E-content design- graphic, audio-video	1	9

III (20 marks)	APPLICATION OF ICT IN TEACHING LEARNING *Teaching Learning in Virtual Classroom *Blended learning and flipped classroom *Learning Management System (LMS) through Google classroom, Moodle *Concept, importance and application of MOOCs *SWAYAM as e-learning platform Resources of learning (EDUSAT, INFLIBNET)		1		10
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IV (25 marks)	ISSUES OF ICT IN EDUCATION	12	2		15
	*Globalization and ICT *Intellectual Property Right (IPR): Copyright *Trademark, Patent. *Concept of Open Education Resources and its application *Online Repositories and Online Libraries *Concept of creative common *Ethical issues for E learner – Learning and Research *Issues and challenges of use of ICT in Indian Education system				
	Total	29	7	18	45

Total Marks of In-Semester Assessment**20 Marks**

- 1) Sessional test
- 2) Anyone Assessment activity of the followings:
 - *Home assignment related to the Course content.
 - *Any other activities deemed to be fixed by the course teacher

10 Marks

10 Marks

Total Marks of Practical Exam**20 Marks**

1. Power Point presentation by using ICT tools
2. Prepare LMS for peer group and participating any online course of minimum one week duration

10 Marks

10 Marks

Learning Outcomes:

After the completion of the course, the students will be able to:

- *Describe the concept of ICT
- *Explain the role of ICT in teaching learning process
- *Demonstrate the skill of using ICT devices in teaching learning process

Suggested Readings:

1. Singh,R.(2021).Information Communication Technology.
2. Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal of Applied and Advanced Research*, 3, S45-S47. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169>
3. Farooq, M., Kawoosa, H.S. &Muttoo, M.A. (2017). CAL: Computer Assisted Learning. *International Journal of Computer Science and Mobile Computing*, 6 (6), 254-258. <https://www.ijesmc.com/docs/papers/June2017/V6I6201750.pdf>

4. Singh, T. (2019). Massive Open Online Courses: Concept and Implications. *Indian Pediatrics*, 56, 489-495. <http://dx.doi.org/10.1007/s13312-019-1575-6>
5. ICSI (2015). INTELLECTUAL PROPERTY RIGHTS-LAW AND PRACTICE. <https://www.icsi.edu/media/website/IntellectualPropertyRightLaws&Practice.pdf>
6. Havemann, L. (2016). Open Educational Resources. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Singapore: Springer Singapore. http://doi.org/10.1007/978-981-287-532-7_218-1
7. https://wiki.creativecommons.org/images/3/35/Creativecommons-what-is-creative-commons_eng.

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

Course Title	: Philosophical and Sociological Bases of Education
Course Code	: EDUC-MA-3034
Nature of Course	: Major
Total Credits	04
Distribution of Marks	: 80 (End Sem.) + 20 (In-Sem.)

Course Objectives:

- To introduce the concept of Indian Schools of Philosophy, Western Schools of philosophy and education.
Understanding Education and Society
Educational and Political Ideologies
- To explain the impact of Indian, Western schools of Philosophy.
*Indian schools of philosophy in present system of education in India.
*Western schools of philosophy in present system of Indian education.
- Discuss the role of education in Socialisation process, Preservation, transformation and Social Change, etc. and Culture.

UNITS	COURSE CONTENTS	T	P	Total Hours
I (20 marks)	<p>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</p> <p>1.1 Basic features and classification of Indian Philosophy</p> <p>1.1.1 Yoga Philosophy: *Concept of Yoga Philosophy (Hatha yoga, Raja yoga and Astangika Yoga) *Influence of Yoga philosophy in education.</p> <p>1.1.2 Vedanta Philosophy: *Concept of Vedanta Philosophy (Brahma, Atman, Jagat, Maya). *Influence of Vedanta philosophy in education.</p> <p>1.1.3 Buddhism: *Concept of Buddhism *Four noble truths & Eight-fold path of Buddhism *Influence of Buddhism in education.</p> <p>1.5 Impact of Indian schools of philosophy in present system of education in India.</p>	1	2	15
II (20 marks)	<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,</p>	1	2	15

	<p>role of teacher and discipline in education</p> <p>2.4 Pragmatism:</p> <ul style="list-style-type: none">a) Basic tenetsb) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education <p>2.5 Impact of Western schools of philosophy in present system of Indian education.</p>				
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III (20 marks)	EDUCATION AND SOCIETY 3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory - their concepts, features, merits & demerits) 3.2 Education and Socialisation: 3.1.1 Meaning and process of socialisation 3.1.2 Agencies of socialization - Home, School, Society (Neighbourhood, Peer group, Mass Media, social media) 3.1.3 Education as a socialization process 3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and Ideology. 3.4 Social Change: meaning & factors, role of education in social change 3.5 Social Mobility: meaning, types, role of education in social mobility 3.6 Social groups in Indian context: Concept, classification, causes and types of social disadvantages and inequalities in Indian society. 3.7 Importance and role of Emotional and National integration 3.8 Economic Development - meaning, factors, role of education	12	1	2	15
IV (20 marks)	EDUCATION AND POLITICAL IDEOLOGIES 4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights 4.2 Democracy- concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. 4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society 4.4 Communism: Concept of Communism, basic features, nature of education in Communist society 4.5 Secularism: Meaning and Role of education in secular society	12	1	2	15
Total		48			60

Total Marks of In-Semester Assessment:

20 Marks

1) One sessional test - 10 Marks

2. Following are the activities for evaluation: any one 10 Marks
- *Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
 - *Seminar presentation on any of the relevant topics
 - *Debate
 - *Quiz
 - *Visiting a Yoga Centre and demonstration of Yoga by Yoga Teacher.
 - *Survey on socio-economic status and education of the people of nearby locality.
 - *Preparation of a report on the important social information and phenomena shared through mass media and social media.

Learning Outcomes:

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

- *Describe the basic concepts of the Indian and Western Philosophies and their influence in different aspects of education.
- *Differentiate between Indian and Western thoughts on Philosophy of Education.
- *Explain the different social processes and phenomena and discuss the role of education towards these phenomena.
- *Discuss the impact of different political ideologies on education.
- *Describe the democratic and constitutional values in life.

Suggested Readings:

- Bhogle, S.(1981). Socialisation among different cultures. In Sinha, D. *Socialisation of the Indian Child*. New Delhi : Concept Publishing Co.
- Brint,S.(1998). *Schools and Societies*. California: Pine Forge Press.(Chapters1and 5)
- Brubacher, John S.(1969) *Modern Philosophies of Education*. Mc Graw Hills.4th edition.
- Cohen,B.(1969).*Educational Thought-An Introduction*. Britain: Mac Millan.
- Dewey,J.(1915).*The School and Society*. USA: The University of Chicago Press.
- Dhankar,R.(2010).*Education in Emerging Indian Society*. New Delhi: A PH Publishing Corporation.
- Dubey, S. C.(2001).*Indian Society*. New Delhi: NBT.
- Hamm,C.M.(1999).*Philosophical Issues in Education- An Introduction*. New York: The Falmer Press
- Kumar,K.(2007).Education and Culture: India's Quest for a Secular Policy. In Kumar, K. and J. Oester held (Ed) *Education and Social Change in South Asia*. Hyderabad: Orient Longman
- Shermis,S.S.(1967).*Philosophical Foundations of Education*. Van Nostrand Reinhold
- Shukla,S.,and Kumar, K. (1987). *Sociological Perspectives in Education*. US: South Asia Books.

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

Course Title : Value Education
Course Code : EDUC-MA-3044
Nature of Course : Major
Total Credits : 4 credits
Distribution of Marks : 80 (End-Sem.) + 20 (In-Sem.)

Course Objectives : The objectives of this Course are to:

- *Explain the meaning, types, functions and sources of values.
- *Explain the meaning, objectives and dimensions of value education.
- *Illustrate the importance, policy perspectives, methods and techniques of value education.
- *Describe the perspectives of value education in East and West.
- *Describe the meaning, objectives, pedagogy and the ways of integrating peace education in the curriculum.
- *Describe the importance of teachers, principals and parents in imparting peace education.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (20 Marks)	INTRODUCTION TO VALUES 1.1 Concept, meaning and definition of values 1.2 Types of values 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4.1.4 Sources of values 1.5.1.4.1 Socio cultural tradition 1.4.2 Religion 1.4.3 Constitution 1.5 Fostering values: Role of– 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Government 1.5.5 Mass media and 1.5.6 Voluntary organizations 1.6 Importance of values in human life	13	2	--	15

<p align="center">II (20 Marks)</p>	<p>INTRODUCTION TO VALUE EDUCATION 2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Dimensions of Value Education 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions 2.4 Importance of value education in the 21st century 2.5 Value education at different stages of education 2.6 Methods and techniques of value education: 2.6.1 Practical method 2.6.2 Conceptual method 2.6.3 Biographical method 2.6.4 Story telling technique 2.6.5 Socialized class technique 2.6.6 Discussion technique 2.7 Role of the Teacher and School in promoting Value Education</p>		2	--	15
<p align="center">III (20 Marks)</p>	<p>PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST 3.1 Perspectives of Value Education in East 3.1.1 Moral Education (M.K Gandhi) 3.1.2 Spiritual Education (Aurobindo Ghosh) 3.1.3 Aesthetic Education (Rabindra Nath Tagore) 3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the West 3.2.1 Education for all round personality development (Plato) 3.2.2 Education to understand the Nature (Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey)</p>		2	--	15
<p align="center">IV (20 Marks)</p>	<p>PEACE EDUCATION 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self-learning</p>		2	--	15

	4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co-curricular activities 4.4.4 Class room management and 4.4.5 School management. 4.5 Imparting Peace Education: Role of– 4.5.1 Teacher 4.5.2 Principal 4.5.3 Parents 4.6 Strategies and skills in promoting in peace education				
		52	8	--	60

Total Marks of In-semester Assessment:**20 Marks**

- 1) One sessional test- 10 Marks
- 2) Following activities are for evaluation: any one 10 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 type of values and peace promoted through the content.
 - *Analysis of contents of advertisement, TV serials, movies to identify the gap between the values promoted by them and those promoted by the society.
 - *Group Discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.

Learning Outcomes: On completion of the course, a student will be able to-

- *Explain the meaning, types, functions and sources of values.
- *Analyze the role of parents, teachers, peer groups, government, mass media and voluntary organization in fostering values.
- *Explain the meaning, objectives and dimensions of value education.
- *Illustrate the importance, policy perspectives, methods and techniques of value education.
- *Describe the perspectives of value education in East and West.
- *Describe the meaning, objectives and pedagogy and ways of integrating peace education in the curriculum.
- *Write the importance of teachers, principals and parents in imparting peace education.

Reference Books:

- 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) Diwahar, 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, and practices around the world. London: Lawrence Erlbaum Associates.
- 13) Sharma, R.A. (2008). Human value of education. Meerut: R. Lall Books Depot.
- 14) Shukla, R.P.(2004).Value education and human rights. New Delhi: Sarup and sons.
- 15) Singh, Y.K., &Natha, R. (2008).Value Education. New Delhi: A. P. H. Publishing Corporation.
- 16) Singh, Y. K. (2009).Value education. New Delhi: APH Publishing Corporation.
- 17) Subramanian, K.(1990). Value Education. Madurai: Ravana Publication.
- 18) Venkataiah, N.(1998).Value Education. New Delhi: Aph Publishing Corporation.
- 19) Venkataiah, (2009).Value education. New Delhi: APH Publishing Corporation.

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

Course Title	: Sociological Foundations of Education
Course Code	: EDUC-MI-3034
Nature of Course	: Minor
Total Credits	: 4 credits
Distribution of Marks	: 80 (End-Sem.) + 20 (In-Sem.)

Course Objectives:

- *Discuss the concept of sociological approach of Education.
- *Analyses the theories of Educational Sociology.
- *Discuss the phenomena of socialization, national integration and internationalization, and role of education in these social phenomena.
- *Describe the role of education in social change and development.
- *Broadly discuss the socially and economically disadvantaged groups of Indian society and justify the role of education for their development.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (20 Marks)	INTRODUCTION TO EDUCATIONAL SOCIOLOGY 1.1 Meaning and nature of Sociology. 1.1.1 Concept, meaning, nature and scope of Educational Sociology 1.1.2 Need for Sociological Approaches in Education 1.1.3 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
II (20 Marks)	EDUCATION AND SOCIALIZATION PROCESS 2.1. Socialization: Meaning and Process 2.2 Education as a Socialization Process	14	1	--	15

	2.3 Agencies of Socialization: Home, School, Society (Neighborhood, Peer group, Mass media, social media) and their role in Socialization 2.4 Emotional and National Integration—meaning, importance, role of Education 2.5 Internationalization—meaning, importance, role of Education 2.6 Modernization- Meaning, indicators, role of education				
III (20 Marks)	SOCIAL CHANGES, DEVELOPMENT AND EDUCATION 3.1 Social Change: meaning, factors and role of Education 3.2 Education as an instrument of social change 3.3 Relation between education and social change 3.4 Cultural Changes: meaning, factors, role of Education 3.5 Economic Development: meaning, factors, role of Education 3.6 Human Resource Development: meaning, role of Education	14	1	--	15
IV (20 Marks)	EDUCATION AND SOCIAL GROUPS 4.1 Social groups in Indian context: characteristics and classification 4.2 Social Disadvantages and Inequalities in Indian Society- meaning, causes and types 4.3 Education of the Socially and 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	14	1	--	15
Total		56	4	--	60

Total Marks of In-Semester Assessment:**20 Marks**

1) One sessional test- 10 Marks

2) Activities as below: (any one) 10 Marks

*Group discussion/ Seminar/ Debate Assignment on any one of the topics of the course.

*Quiz/ Extempore speech

*Survey Report on Socially and Economically Disadvantaged Groups

(The teacher will design the activities in relation to the above aspects.)

Learning Outcomes: On completion of the course, a student will be able to-

*Explain the concept, approaches and theories of educational sociology.

- *Illustrate social aspects, social processes and role of education.
- *Justify the significance of education in national integration and internationalization.
- *Explain the role of education in social change and development.
- *Discuss the role education in inculcating democratic values.
- *Discuss the socio-economic status of various social groups and the role of education in the development of the disadvantaged groups.

Suggested Readings:

1. Adishesiah, 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. CookL,A .& Cook, E.,(1970). Sociological Approach to Education, New York: Mc Graw Hill.
6. Deka, et.al.(2020). ‘SiksharSamajtattikBhitti. Dibrugarh: Banalata.
7. Durkheim, E.,(1966). Education and Sociology. New York :the Free Press.
8. Hemlata,T.,(2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
9. Shukla, S.& K. Kumar (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.

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

Course Title : Education for the Socio-Economically Disadvantaged Groups (SEDGs)
Course Code : EDUC-GEC-3033A
Nature of Course : Generic Elective Course (GEC)
Total Credits 03
Distribution of Marks : 80 (End Sem.) + 20 (In-Sem.)

Course Objectives: The Course objectives are to:

- *Explain the meaning and concept of socio-economically disadvantaged groups in India
- *Appreciate the need and importance of promoting education of socio-economically disadvantaged groups.
- *Describe the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education.
- *Identify the existing support services available for promoting education of socio-economically disadvantaged groups.
- *Describe the policy perspectives related to education of socio-economically disadvantaged groups in India.
- *Describe the schemes and programmes for education of socio-economically disadvantaged groups.

UNITS	COURSE CONTENTS	L		P	Total Hours
I (20 Marks)	<p>UNDERSTANDING CHILDREN FROM SOCIO- ECONOMICALLY DISADVANTAGED GROUPS (SEDGS) IN INDIA:</p> <p>1.1 Concept of Socio-Economically Disadvantaged Groups (SEDGs)</p> <p>1.2 Categories of learners from Socio-Economically Disadvantaged Groups (SEDGs) and their characteristics-</p> <p style="padding-left: 40px;">*Gender identities (Female and Transgender individuals)</p> <p style="padding-left: 40px;">*Socio- Cultural identities (SC, ST, OBC and Minorities)</p>	10	01	--	11

	<p>*Geographical identities (Learners from villages, small towns and Aspirational districts)</p> <p>*Disabilities (including Learning Disabilities)</p> <p>*Socio-Economic conditions (Migrant communities, Low-income household, Children in Vulnerable situations, Children of Victims of trafficking, Orphans including child beggars in urban areas and urban poor).</p>				
<p>II (20 Marks)</p>	<p>PROVISIONS OF EDUCATION OF SOCIO-ECONOMICALLY DISADVANTAGED GROUPS IN INDIA:</p> <p>2.1 Meaning and concept of Social Group Equity and Inclusion in Education.</p> <p>2.2 Provisions for social group equity and education of Socio-Economically Disadvantaged Groups in-</p> <ul style="list-style-type: none"> *The Constitution of India *National Policy on Education (1986) and POA (1992). *National Curriculum Frame work, 2005. *National Education Policy, 2020. <p>2.3 Relevance of International perspectives on equity and inclusion-</p> <ul style="list-style-type: none"> *Dakar: framework of action (2000) *United Nations Convention on the Rights of Persons with Disabilities, 2006. *Sustainable Development Goals (2015) to Indian Context. 	10	01	--	11
<p>III (20 Marks)</p>	<p>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO DISABILITIES AND GENDER:</p> <p>3.1 Concept and Types of Disabilities.</p> <ul style="list-style-type: none"> *Education of visually impaired students. *Education of hearing impaired students. *Education of learning disabled students. *Status of education (including enrolment, dropout and retention) of students with disabilities in India. *Problems of education of students with disabilities. <p>3.2 Status of education (including enrolment, dropout and retention) of women in India.</p> <p>3.3 Status of education of trans gender individuals in India</p>	10	02	--	12

	3.4 Problems of education of women and Transgender individual in India				
IV (20 Marks)	EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO SOCIO-CULTURAL IDENTITIES: 4.1 Status of education (including enrolment, dropout and retention) of socio-culturally disadvantaged groups in India- *Scheduled Caste (SC), *Scheduled Tribes (ST), *Other Backward Classes (OBC) and *Minorities 4.2 Problems of education of socio-culturally disadvantaged groups- SC, ST, OBC and Minorities 4.3 Addressing the problems of education of socio-Economically disadvantaged groups.	10	01	--	11
	Total	40	05	--	45

Total Marks of In-Semester Assessment:**20 Marks**

- 1) One Sessional test-
- 2) Activities as below -

10 Marks
10 Marks

- *Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.
- *Preparation of status report on school education of children of SEDGs.
- *Prepare are port based on field visit to a school/ institution promoting equity and inclusive practices.
- *Prepare are port based on survey of the locality for early identification of children with disabilities.

Learning Out comes: After the completion of this course, the learner will be able to:

- *Explain the meaning and concept of socio-economically disadvantaged groups in India.
- *Appreciate the need and importance of promoting education of socio-economically disadvantaged groups.
- *Describe the nature of difficulties encountered by children of socio-economically disadvantaged groups in their education.
- *Identify existing support services available for promoting education of socio-economically disadvantaged groups.
- *Describe the policy perspectives related to education of socio-economically disadvantaged groups in India.
- *Describe the scheme and programmes for education of socio-economically disadvantaged groups.

Reference Book:

1. Baquer, A. and Sharma, A.(1997): Disability: Challenges Vs. Responses. New Delhi: CAN.
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, USA: Butte Publication Inc.
3. Cruschank, W. M. (1975): Psychology of Exceptional Children and Youth. Engle wood Cliffs N .J.: Prentice Hall.
4. Dessent, T. (1987): Making the Ordinary School Special. London: The Falmer Press.
5. Evans ,R. C. & MC Laughlin, P. (1993): Recent Advances in Special Education and Rehabilitation, Boston: And over Medical Publishers.
6. Evans, P & Verma, V. (1990): Special Education-Past Present and Future (Ed). London: The Falmer Press.
7. Friel, J .(1997): Children with special needs, London: Jessica Kingsley Publication.
8. Guilford, P. (1971): Special Education Needs. London : Routledge Kagan Paul.
9. Hollahan, D and Kauffman, J. M. (1978): Exceptional Children: An Introductionto Special Education. Engle wood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R.C. (2014). Approaching Disability-Critical issues and perspectives London: Routledge Taylor and Francis Group.
11. Mc Leskey, J. ,Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Hand book of Effective Inclusive Schools (Research and Practice), London: Routledge Taylor and Francis Group.
12. Mangal, S. K. (2008): Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India (Pvt.) Ltd.
13. MoE. (2020). *The National Education Policy*. New Delhi: Ministry of Education, Government of India. <https://mhrd.gov.in>
14. Mishra, M. and Ramakrishna, P. (2023) Education of Socio-Economic Disadvantaged Groups, India: Routledge Taylor and Francis Group.
15. Muthaiyan, P. and Raheem, A. A. (2012). Education for Socially and Economically Disadvantaged Groups in India, India: LAP Lambert AcademicPublishing.
16. Panda, K. C. (2008): Education of Exceptional Children, New Delhi: Vikash Publishing House.
17. Pandey, R. S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
18. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms, London: Routledge Taylor and Francis Group.

19. Sindelar, P. T., Mccray, E D., Brownell, M. T. and Lignugaris, B. (2014).
Handbook on Research on Special Education Teacher Preparation, London:
Routledge Taylor and Francis Group.
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B.A IN EDUCATION PROGRAMME
(FYUGP) DETAILED SYLLABUS OF
3rd SEMESTER

Course Title : **Guidance and Counseling**
Course Code : **EDUC-GEC-3033B**
Nature of Course : **Generic Elective Course (GEC)**
Total Credits : **03**
Distribution of Marks : **80 (End-Sem.) + 20 (In-Sem.)**

Course Objectives: The objectives of this Course are to:

- *Introduce the concept of guidance, counseling and guidance services
- *Explain the educational guidance, Vocational guidance and various types of counselling
- *Discuss the role of Counsellor, Teachers in guidance and Counselling
- *Discuss the role of Guidance and Counselling services in schools

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (20 Marks)	<p>GUIDANCE:</p> <p>1.1 Meaning, Nature, and Scope of Guidance</p> <p>1.2 Aims and Objectives of Guidance</p> <p>1.3 Need and importance of Guidance</p> <p>1.4 Principles of Guidance</p> <p>1.5 Philosophical, Psychological and Sociological bases of Guidance.</p> <p>1.6 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>1.7 Relationship between Guidance and Counselling</p> <p>1.8 Difference between Guidance and Counselling</p> <p>1.9 Educational Guidance- Meaning, purpose and functions</p>	10	2	-	12

	1.10 Vocational Guidance - Meaning, purpose and functions				
II (20 Marks)	COUNSELLING: 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counseling process 2.3 Principles of Counselling 2.4 Need and importance of Counselling 2.5 Types of Counselling *Directive Counselling *Non-directive Counselling *Eclectic Counselling 2.6 Qualities of a Good Counsellor 2.7 Stages/steps in Counselling 2.8 Role of Counsellor, Parents and Teachers in Guidance and counselling 2.9 Organization of Counselling Services: *Centralization *Decentralization *Mixed form of Counselling Services	10	1	-	11
III (20 Marks)	TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING: 3.1 Basic concept of tools and techniques of Guidance and counseling 3.2 Essential information for guidance and Counseling (Personal information, Educational Information and Occupational information) 3.3 Testing Devices in Guidance *Intelligence Tests *Aptitude Tests *Achievement Tests *Personal Inventories *Creativity Tests *Interest Tests 3.4 Non-Testing Devices in Guidance *Interview *Observation *Checklist *Sociometry *Cumulative record card *Case study 3.5 Group guidance techniques 3.6 Techniques of Counselling	10	1	-	11
IV	GUIDANCE SERVICES:	10	1	-	11

(20 Marks)	<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 Counseling Service *The Placement Service *The Follow up Services *The Remedial Service *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 Mentally Retarded *Guidance for Juvenile Delinquents *Guidance for Visually Impaired *Guidance for Hearing Impaired <p>4.4 Principles of Organization of Guidance and counseling services at-</p> <ul style="list-style-type: none"> *Elementary Level *Secondary Level *Higher Level <p>4.5 Challenges and issues of guidance and counseling Programme</p>				
	Total	40	5	-	45

Total Marks of In-Semester Assessment:**20 Marks**

3) One sessional test-

10Marks

4) Any one of the following activities listed below

10 Marks

*Group discussion/ Seminar/ Debate/ Assignment on any one of the topics of the course.

*Seminar presentation on any of the relevant topics

*Dissemination of occupational information

Learning Outcomes:

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

- *Describe various types of guidance and counseling
- *Explain the testing and non-testing devices in guidance and counseling
- *Frame the principles of organization of guidance and counseling services at elementary, secondary and higher education level.
- *Identify the essential information for guidance and counseling

Suggested Readings:

1. Agarwalla, R. (2006). *Educational, Vocational guidance and counseling*. New Delhi: Sipra Publication.
2. Berdie, R. F. (1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill
3. Bhatnagar, A and Gupta, N. (1999). *Guidance and Counselling- A Theoretical Approach*. Delhi: Vikas Publishing House
4. Charles, KandJyothsna, 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: Mc Graw 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

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

Course Title : **Methods and Techniques of Teaching**
Course Code : **EDUC-SEC-3033**
Nature of Course : **Skill Enhancement Course (SEC)Total Credits : 3 credits**
Distribution of Marks : **60 (End-Sem.) + 20 (In-Sem.)+20(Practical)**

Course Objective: The objectives of this Course are to:

- *Introduce the concept, nature and importance of teaching and techniques of teaching.
- *Explain the maxims of teaching.
- *Demonstrate the concept of teaching skills and teaching behavior.
- *Explain the concept of teaching skills.
- *Practice different micro teaching skills.
- *Explain the concept of cooperative and collaborative and cooperative learning.

UNITS	COURSE CONTENTS	L	P	T	Total Hours
I (20 Marks)	THE TEACHING LEARNING PROCESS 1.1 Meaning and Nature of Teaching 1.2 Criteria of good teaching 1.3 Principles of Teaching and learning 1.4 Factors facilitating teaching 1.5 Meaning of Maxims of teaching. 1.5.1 General Maxims of Teaching. 1.6 Phases of Teaching 1.6.1 Planning Stage (Pre-active phase) 1.6.2 Interactive Phase 1.6.3 Post- active Phase (Follow up) 1.6 Teaching Behaviour - Authoritative, Democratic and Laissez- Faire. 1.7 Classroom problem of beginners. (Both teacher and students)	10	--	1	11

II (20 Marks)	LESSON PLANNING AND MICRO TEACHING 2.1 Meaning, purpose and Characteristics of a good Lesson Plan. 2.2 Herbartian steps of planning a Lesson. 2.3 Micro teaching: Meaning and component 2.4 Different Micro Teaching Skills. 2.4.1 Introducing a lesson. 2.4.2 Blackboard writing. 2.4.3 Questioning (Fluency in questioning and probing question) 2.4.4 Stimulus variation. 2.4.5 Reinforcement. 2.4.6 Explaining 2.4.7 Achieving Closure. (Practice any three of them)	6	1	4	11
III (20 Marks)	METHODS AND APPROACHES OF TEACHING 3.1 Teacher centered and Learner centered Approach. 3.2 Play way method 3.3 Activity method 3.4 Inductive and Deductive method 3.5 Heuristic method 3.6 Project method 3.7 Teaching approaches: Structural approach and communicative approach	10	--	1	11
IV (20 Marks)	COLLABORATIVE AND CO-OPERATIVE LEARNING 4.1 Concept and purpose of collaborative and co-operative learning 4.1.1 Similarities and Differences between collaborative and co-operative learning. 4.1.2 Different cooperative learning strategies: Think pair chair, Jigsaw, Numbered Heads together, Tea Party, Write Around etc. (More emphasis should be given on practice) 4.2 Different collaborative learning strategies: Problem based learning, Simulations, Peer Editing, Guided the Design, Small group discussion, Case studies (More emphasis should be given on practice)	6	1	5	12
Total		32	4	9	45

Total Marks of In-semester Assessment:
20 Marks

1. Sessional test- 10 Marks
2. Other activities listed below: (any one) 10 Marks
(Group Discussion/Seminar/Debate)
 - Seminar Presentation on any one of the relevant topics

Total Marks of Practical Exam:**20 Marks**

- | | |
|---|----------|
| 1. Prepare a lesson plan on Micro and Macro Teaching (one each) | 10 Marks |
| 2. Note Book and Viva | 10 Marks |

Learning Outcomes: On completing of this course, a student will be able to:

- *Explain the meaning and nature of teaching.
- *Describe the principles of teaching and learning.
- *Describe the different phases of teaching.
- *Describe to general maxims of teaching.
- *Explain the meaning and importance of planning lessons.
- *Describe the concept of teaching skills and the stages of micro teaching cycle.
- *Explain the concept and purpose of collaborative and co-operative learning.
- *Able to learn different cooperative learning strategies.
- *Able to learn different collaborative learning strategies.

Suggested Readings:

1. Barkley, E. F., Cross, K. P., and Major, C. H. (2014), Collaborative learning technique: A hand book for college Faculty. John Wiley and Sons.
2. Chauhan, S. S (2008) Innovations In Teaching Learning process. New Delhi; Vikas Publishing House Pvt. Ltd
3. Deka, K. Kand Hazarika, M (1996) Teaching Practice and Lesson planning. Dibrugarh: Banalata 4.
- Frere, Paulo, (1972) Pedagogy of oppressed, Penguin Books.
5. Hall, C., and Hall, E. (2003). Human Relations in Education. Rout ledge
6. Johnson, D. W, Johnson, R.T., Smith K.A (2014). Cooperative learning: Improving learning instruction by basing practice on validated theory, Journal on Excellence in college teaching, 25. 85-118
7. Kumar, Krishna, (1992). Political Agenda of Education, Study of Colonialist and Nationalist Ideas. Sage; New Delhi
8. Paint al, I (1980). Micro Teaching- A hand book for Teachers. Delhi: Oxford University press 9.
- Passi, B. K. (1976). Becoming Better Teacher. Baroda: CASE
10. Visible learning and the science of how we learn. Gregory C. R Yates and John Hattie