

DEPARTMENT OF EDUCATION

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME

FIRST AND SECOND SEMESTER

(APPROVED BY ACADEMIC COUNCIL VIDE RESOLUTION NO. 3, DATED: 04 – 07 – 23)



ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)

ARYA NAGAR, GUWAHATI – 16

INDEX

Serial No	Content	Page No.
1	Structure of Four Year Undergraduate Course	1
2	Semester Wise Credit Distribution	2
3	List of Papers	3
4	First Semester Syllabus	4
5	Second Semester Syllabus	12

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III		CE-3214	MN-3214	SE-3213	ID-3213	AE-3212	-	-
		CE-3224						
IV		CE-4214	MN-4214	-	-	AE-4212	-	IN-4212
		CE-4224						
		CE-4234						
V		CE-5314	MN-5214	-	-	-	-	-
		CE-5324						
		CE-5334						
		CE-5344						
VI		CE-6314	MN-6214	-	-	-	-	-
		CE-6324						
		CE-6334						
		CE-6344						
VII		CE-7414	MN-7314	-	-	-	-	-
		CE-7424						
		CE-7434						
		CE-7444						
VIII		CE-8414	MN-8314	-	-	-	-	-
		CE-8424**						
		CE-8434**						
		CE-8444**						

****Students who secure more than 7.5 CGPA at the end of third year (6th semester) may opt for a research dissertation of 12 credits instead of the three core papers.**

Course code: First two letters is the abbreviation of course component

First digit implies semester number

Second digit implies course level

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

Semester Wise Credit Distribution

Semester	CREDIT DISTRIBUTION							
	CORE	MINOR	SEC	AEC	IDC	VAC/FC	IN	TOTAL
FIRST	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2 x 2	--	20
SECOND	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2 x 2	--	20
THIRD	2 x 4	1 x 4	1 x 3	1 x 2	1 x 3	--	--	20
FOURTH	3 x 4	1 x 4	--	1 x 2	--	--	1 x 2	20
FIFTH	4 x 4	1 x 4	--	--	--	--	--	20
SIXTH	4 x 4	1 x 4	--	--	--	--	--	20
SEVENTH	4 x 4	1 x 4	--	--	--	--	--	20
EIGHT	4 x 4	1 x 4	--	--	--	--	--	20

SEC: SKILL ENHANCEMENT COURSE

AEC: ABILITY ENHANCEMENT COURSE

IDC: INTERDISCIPLINARY COURSE

VAC/FC: VALUE ADDED COURSE

IN: INTERNSHIP

Abbreviation of Course Components:

CE (Core), MN (Minor), SE(Skill Enhancement Course), AE (Ability Enhancement Course), VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)

LIST OF PAPERS:

CORE:

1. Foundations of Education - I(ED – CE – 1114)
2. Foundations of Education – II(ED – CE – 2114)

MINOR:

1. Foundations of Education - I(ED – MN – 1114)
2. Foundations of Education – II(ED – MN – 2114)

SKILL ENHANCEMENT COURSE:

1. Public Speaking Skill (ED – SE – 1113)
2. Writing Bio-Data and Facing an Interview (ED – SE – 2113)

MULTIDISCIPLINARY/INTERDISCIPLINARY COURSE:

1. Introduction to Education (ED – ID – 1113)
2. Introduction to Psychology (ED – ID – 2113)

FIRST SEMESTER

PAPER NAME: Foundations of Education - 1
PAPER CODE: ED – CE – 1114
Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

Total Lectures: 45

COURSE OBJECTIVE:

- *Students will acquire knowledge about different aims of education.*
- *Students will become acquainted with the role of education in the socialization process.*
- *Students will be acquainted with the relation between school and society, role of teacher and students towards society.*
- *Students will learn different types of curriculum and the importance of curriculum.*

COURSE OUTCOME:

After completing the course, students will acquire knowledge about different aims of Education, role of education in socialization process, develop responsibility toward society.

Unit- I: Concept of Education (Lectures: 15)

Meaning, Nature and Scope of education. Forms of education – Formal education, Informal and Non formal education - Meaning, Nature and characteristics. Different forms of non formal education - Distance education, Correspondence education and Open education.

Unit- II: Aims of Education (Lectures: 10)

Meaning and importance of Aims. Determinants of Aims. Types of aims - Social vs Individual aim, Vocational and Liberal aim, Democratic aim of education.

Unit- III: School and Society (Lectures: 10)

Meaning, concept and functions of school. Relation between school and society. Duties and responsibilities of school towards society. Role of teacher towards society. Role of students towards society.

Unit- IV: Curriculum (Lectures: 10)

Meaning, definition and Nature of Curriculum. Types of curriculum - Subject centered or traditional, learner centered, Craft centered and Balanced or life centered curriculum. Need and importance of curriculum. Principles of curriculum construction.

RECOMMENDED BOOKS:

1. Aggarwal, J. C. – Theory and Principles of Education. Vikash Publishing House (P) Ltd., New Delhi.
2. Baruah, J. (2006). SikshatattaAdhyayan. Guwahati : Lawyer’s Book Stall.
3. Bhatia and Bhatia – The Principles and Methods of Teaching, Delhi: DaobaGouse.
4. Chaube, S. P. &Chaube , A. (2007), - philosophical and Sociological Foundations of Education, New Delhi: Vikash Publishing House PVT LTD.
5. Das L. – A Text Book of Education, Guwahati: SangramPrakash.
6. Das, Phunu, Goswami S., Sharma N. – Principles and Theories of Education. Shanti Prakashan, College Hostel Road, Guwahati- 1.
7. Goswami, M.(2014). – Principles and Foundations of Education, New Delhi: Lakshi Publishers & Distributors.
8. Kocchar, S. K. – Secondary school Administration, Sterling Publishers Private Limited, New delhi.
9. Pandey R. S. – Principles of Education, VinodPustakMandir, Agra.
10. Pathak, R.P.-Philosophical and Sociological Principles of Education, Pearson, New delhi.
11. Rawat, D. S. – Measurement, Evaluation and Statistics in Education. RaajPrakashan, New Delhi.
12. Saxena, N. R. Swarup – Principles of Education, Surya Publication Meerut.
13. V. R. Taneja – Socio Philosophical Approach to Education. Atlantic Publishers, New Delhi.

PAPER NAME: Foundations of Education - 1
PAPER CODE: ED – MN – 1114
Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

Total Lectures: 45

COURSE OBJECTIVE:

- *Students will acquire knowledge about different aims of education.*
- *Students will become acquainted with the role of education in the socialization process.*
- *Students will be acquainted with the relation between school and society, role of teacher and students towards society.*
- *Students will learn different types of curriculum and the importance of curriculum.*

COURSE OUTCOME:

After completing the course, students will acquire knowledge about different aims of Education, role of education in socialization process, develop responsibility toward society.

Unit- I: Concept of Education (Lectures: 15)

Meaning, Nature and Scope of education. Forms of education – Formal education, Informal and Non formal education - Meaning, Nature and characteristics. Different forms of non formal education - Distance education, Correspondence education and Open education.

Unit- II: Aims of Education (Lectures: 10)

Meaning and importance of Aims. Determinants of Aims. Types of aims - Social vs Individual aim, Vocational and Liberal aim, Democratic aim of education.

Unit- III: School and Society (Lectures: 10)

Meaning, concept and functions of school. Relation between school and society. Duties and responsibilities of school towards society. Role of teacher towards society. Role of students towards society.

Unit- IV: Curriculum (Lectures: 10)

Meaning, definition and Nature of Curriculum. Types of curriculum - Subject centered or traditional, learner centered, Craft centered and Balanced or life centered curriculum. Need and importance of curriculum. Principles of curriculum construction.

RECOMMENDED BOOKS:

1. Aggarwal, J. C. – Theory and Principles of Education. Vikash Publishing House (P) Ltd., New Delhi.
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati : Lawyer’s Book Stall.
3. Bhatia and Bhatia – The Principles and Methods of Teaching, Delhi: Daoba Gouse.
4. Chaube, S. P. &Chaube , A. (2007), - philosophical and Sociological Foundations of Education, New Delhi: Vikash Publishing House PVT LTD.
5. Das L. – A Text Book of Education, Guwahati: Sangram Prakash.
6. Das, Phunu, Goswami S., Sharma N. – Principles and Theories of Education. Shanti Prakashan, College Hostel Road, Guwahati- 1.
7. Goswami, M.(2014). – Principles and Foundations of Education, New Delhi: Lakshi Publishers & Distributors.
8. Kocchar, S. K. – Secondary school Administration, Sterling Publishers Private Limited, New delhi.
9. Pandey R. S. – Principles of Education, Vinod Pustak Mandir, Agra.
10. Pathak, R.P.-Philosophical and Sociological Principles of Education, Pearson, New delhi.
11. Rawat, D. S. – Measurement, Evaluation and Statistics in Education. Raaj Prakashan, New Delhi.
12. Saxena, N. R. Swarup – Principles of Education, Surya Publication Meerut.
13. V. R. Taneja – Socio Philosophical Approach to Education. Atlantic Publishers, New Delhi.

PAPER NAME: Public Speaking Skill

PAPER CODE: ED – SE – 1113

Total Credits: 3 (Theory: 2 + Project/Practical/Tutorial: 1)

THEORY: 2 Credits

TOTAL LECTURES: 30

COURSE OBJECTIVE:

Students will develop different techniques of Public Speaking & will understand its importance in their future life.

COURSE OUTCOME:

After completing the course students will apply different skills of Public Speaking and this will enhance their communication as well as interpersonal skills and boost their confidence level.

Unit I: Introduction to Public Speaking: (Lectures: 10)

Meaning and Importance of Public Speaking. Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation.

Unit II: Principles of Public Speaking: (Lectures: 10)

Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption.

Unit III: Communication Skill and Qualities of Public Speaker: (Lectures: 10)

Ways of becoming Better Public Speaker, Concept and Nature of Communication, Concept and Nature of Personality and Balanced Personality. Need of effective communication.

PRACTICAL: (Lectures: 30)

1. Students shall prepare a write-up based on topic selected for speech.
2. Mock Youth Parliament Session.
3. Group Discussion- Thematic.
4. Documentary/Audio-visual Lecture series of renowned Public Speakers to be shown to students.

Guidelines:

- The students will be trained on public speaking.
- Teachers will give demonstrations on public speaking.
- It will cover: Style of presentation, voice modulation, body language, communication with audience and eye contact.
- Topics of speech will be selected by teachers on issues and incidents of social relevance.

Mode of Delivery:

- Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students, preferably in interactive mode.
- Speakers & Resource Persons from diverse backgrounds to be invited for interactive sessions with students.
- To organize minimum 2 (two) competitions on Public Speaking among students within the Semester duration.

RECOMMENDED BOOKS:

1. Carnegie, Dale & Esenwein, Berg J, *The Art of Public Speaking*, Delhi: Arushi Book Enterprises.
2. Selected Articles/Journals (To be provided by Teachers/Resource Persons in accordance to the syllabus and context).

PAPER NAME: Introduction to Education

PAPER CODE: ED – ID – 1113

Total Credits: 3 (Theory)

THEORY

Total Lectures: 45

COURSE OBJECTIVE:

To familiarize the students with the concept of Education. To give clear concept of education and its different types.

COURSE OUTCOME:

After completing the course, students will learn the basic concept of education. Students will also learn the aims of education and determinants of education.

Unit-I:Education:(Lectures: 15)

Meaning of education - nature and characteristics of education. Scope of education.

Types of education -

- Formal education-meaning, definition and characteristics.
- Informal education-meaning, definition and characteristics.
- Non formal education -meaning, definition and characteristics.

Unit-II:Aims of Education: (Lectures: 15)

Meaning of aim, Need and importance of aim, Determinants of aims of Education, Individual and Social aim of education, Definition and characteristics of Individual and Social aim of education.

Unit-III:Discipline and Freedom: (Lectures: 15)

Meaning and types of discipline, Importance of discipline, Freedom-Concept of freedom, Relation between discipline and freedom.

RECOMMENDED BOOKS:

1. Bhasin Kamala (2000): Understanding gender, kali for women , N. Delhi.
2. Davis Kathy, Evans Mary, Lorber, J (edt) (2006): Handbook of Gender and Women's studies, Sage, UK.
3. Geetha V.: Gender, Stree, Calcutta, 2002.

SECOND SEMESTER

PAPER NAME: Foundations of Education-II

PAPER CODE: ED – CE – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *Students will be able to get knowledge of Educational Psychology.*
- *Students will understand the relationship between Philosophy and Education.*
- *Students will learn different uses of technology and importance of technology in different spheres of life and will understand the importance of mass media in education.*
- *Students will gain knowledge on values and understand the importance of values in their life.*

COURSE OUTCOME:

After completing the course, students will acquire knowledge of Education, Psychology, technology and also understand the relation between Philosophy and Education and uses of technology in education along with importance of value education in students life.

Unit- I: Psychology and Education (LECTURES: 15)

Meaning and nature of Psychology, Relation between education and psychology, Educational Psychology-Nature, Scope, Method- Observation, Introspection. Experimentation and Case Study method. Importance of Educational Psychology in teaching – learning process.

Unit-II: Philosophy and Education (LECTURES: 10)

Philosophy: Meaning, Nature and Scope. Philosophy of Education: Meaning and Scope. Relation between education and philosophy. Impact of philosophy on education.

Unit-III: Educational Technology (LECTURES: 10)

Meaning, nature and scope objectives of educational Technology. Types of Educational Technology. Micro technology and Macro -Technology. Information and Communication technology. Mass Media-Concept of mass media. Types of mass media- Print and Non-print mass media. Importance of mass media in education.

Unit-IV: Value Education (LECTURES: 10)

Meaning and concept of value. Different types of values and their significance, Sources of values. Need and importance of values. Meaning of Value Education. Ways of imparting Value education.

RECOMMENDED BOOKS:

1. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi Shipra Publication.
2. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati : Lawyer's Book Stall.
3. Chakrabarty, M. (1997).Value education: Changing Perspective. New Delhi: Krishna Publishers Distribution
4. Chaube and Chaube (2009). Philosophical and Sociological Foundation of Education. Agra :BinodPustakMandir,
5. Das P. and S. Goswami (2020). Psychological Foundation of Education . Shanti Prakashan Guwahati.
6. Das P, Goswami S.(2019) Foundation of Education. Shanti Prakashan, Guwahati. Shanti Prakashan, Guwahati.
7. Das,R.C : (1993) Educational Technology, Sterling Publishers. New Delhi.
8. Kundu & Tutoo.(2015). Educational Psychology, Sterling Publishers Pvt Ltd, New Delhi
9. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana .
10. Mangal, S.K: (2013)Foundations of Educational Technology. Tandon Publications. Ludhiana.

PAPER NAME: Foundations of Education-II

PAPER CODE: ED – MN – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *Students will be able to get knowledge of Educational Psychology.*
- *Students will understand the relationship between Philosophy and Education.*
- *Students will learn different uses of technology and importance of technology in different spheres of life and will understand the importance of mass media in education.*
- *Students will gain knowledge on values and understand the importance of values in their life.*

COURSE OUTCOME:

After completing the course, students will acquire knowledge of Education, Psychology, technology and also understand the relation between Philosophy and Education and uses of technology in education along with importance of value education in students life.

Unit- I: Psychology and Education (LECTURES: 15)

Meaning and nature of Psychology, Relation between education and psychology, Educational Psychology-Nature, Scope, Method- Observation, Introspection. Experimentation and Case Study method. Importance of Educational Psychology in teaching – learning process.

Unit-II: Philosophy and Education (LECTURES: 10)

Philosophy: Meaning, Nature and Scope. Philosophy of Education: Meaning and Scope. Relation between education and philosophy. Impact of philosophy on education.

Unit-III: Educational Technology (LECTURES: 10)

Meaning, nature and scope objectives of educational Technology. Types of Educational Technology. Micro technology and Macro -Technology. Information and Communication technology. Mass Media-Concept of mass media. Types of mass media- Print and Non-print mass media. Importance of mass media in education.

Unit-IV: Value Education (LECTURES: 10)

Meaning and concept of value. Different types of values and their significance, Sources of values. Need and importance of values. Meaning of Value Education. Ways of imparting Value education.

RECOMMENDED BOOKS:

11. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi Shipra Publication.
12. Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati : Lawyer's Book Stall.
13. Chakrabarty, M. (1997).Value education: Changing Perspective. New Delhi: Krishna Publishers Distribution
14. Chaube and Chaube (2009). Philosophical and Sociological Foundation of Education. Agra :Binod Pustak Mandir,
15. Das P. and S. Goswami (2020). Psychological Foundation of Education . Shanti Prakashan Guwahati.
16. Das P, Goswami S.(2019) Foundation of Education. Shanti Prakashan, Guwahati. Shanti Prakashan, Guwahati.
17. Das,R.C : (1993) Educational Technology, Sterling Publishers. New Delhi.
18. Kundu&Tutoo.(2015). Educational Psychology, Sterling Publishers Pvt Ltd, New Delhi
19. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana .
20. Mangal, S.K: (2013) Foundations of Educational Technology. Tandon Publications. Ludhiana.

PAPER NAME: Writing Bio-Data and Facing an Interview

PAPER CODE: ED – SE – 2113

Total Credits: 3 (Theory: 2 + Project/Practical/Tutorial: 1)

THEORY: 2 Credits

Total Lectures: 30

COURSE OBJECTIVE:

Students will develop different techniques of writing a good Bio-data and facing an interview.

COURSE OUTCOME:

After completing the course students will be able to write a well articulated Bio-data and face interview in different fields with practical knowledge on various aspects of Interview, academic as well as professional.

Unit I: Introduction to Bio-data (LECTURES: 10)

Meaning, Purpose and Types of Bio-data. Components of Bio-data. How to write a Good Academic Bio-data. How to write a Good Professional Bio-data.

Unit II: Interview (LECTURES: 10)

Meaning, objectives and Characteristics of Interview. Different types of Interview-- Structured interview, Unstructured interview, Job-related interview.

Unit III: Skills of facing Interview (LECTURES: 10)

Importance and Relevance of interview. Different Skills of facing interview. Communication skills required to face an interview. Important points to remember while appearing for an interview.

PRACTICAL (LECTURES : 30)

1. Students will write a bio-data to face interview.
2. Mock Interview session with External Subject Experts (Minimum 2 for the Semester)

GUIDELINES:

1. The teachers will have to guide the students in writing their Bio-data.
2. Teachers will explain the style and skill of appearing a formal interview.
3. Students will practice mock interview within the classroom.
4. Subject Experts to provide inputs for facing an interview through practical sessions.

RECOMMENDED BOOKS:

1. Kothari, C. R. (2004) Research Methodology : Methods and Techniques. New Age International
2. Sidhu, Kulbir Singh (1984). Methodology of Research in Education. New Delhi : Sterling Publisher's Private Limited.

PAPER NAME: Introduction to Psychology

PAPER CODE: ED – ID – 2113

Total Credits: 3 (THEORY)

Total Lectures: 45

COURSE OBJECTIVE:

To give basic knowledge on Psychology. To enable students to understand application of educational psychology in teaching-learning process.

COURSE OUTCOME:

After completing the course, students will learn the basic concept of psychology. Students will acquire the knowledge of educational psychology. Students will also learn about importance of memory and forgetting..

Unit- I: Psychology and Education (LECTURES: 15)

Meaning, Definition, Nature and scope of Psychology. Relation between Psychology and education. Meaning, definition, nature and scope of Educational Psychology. Application of Educational Psychology in teaching learning process.

Unit-II: Growth and Development (LECTURES: 15)

Meaning of growth and development. Difference between growth and development. Stages of development –

- Infancy – concept and characteristics.
- Childhood - concept and characteristics.
- Adolescence – concept and characteristics

Unit-III:Attention, Interest, Memory and Forgetting (LECTURES: 15)

Meaning, definition and characteristics of Attention. Interest – Meaning, definition and characteristics of Interest. Relation between attention and interest. Memory-Meaning, definition and characteristics. Stages of memory and marks of good memory. Forgetting-Meaning, definition and characteristics of Forgetting and causes of Forgetting.

RECOMMENDED BOOKS:

1. Aggarwala, J.C. - Essential of Educational Psychology, Vikash Publishing House, New Delhi, 1996.
2. Barua, Jatin.-Siksha Manobigyan, Biswa bidyalaya Prakashan Bibhag, Guwahati, 1996.

3. Bhatia and Safaya - Educational Psychology and Guidance, Dhanpat Rai and Sons, New Delhi, 1967.
4. Bhatia, H.R. - Elements of Educational Psychology, Orient Longman's Ltd.. New Delhi, 1989.
5. Chauhan, S.S.- Advanced Educational Psychology, Vikash Publishing House, New Delhi, 1971.
6. Chaterjee, S.K.- Educational Psychology, Book and Allied Pvt. Ltd., Calcutta, 2012.
7. Das, Phunu, Utpal, Kalita and Baishya, Bandana.-Sikshar Mano baigyanik Vitti, Shanti Prakashan, Guwahati-21, 2019.
8. Dash, B. N.- Essentials of Educational Psychology, Neelkamal Publication Pvt. Ltd. Hyderabad, 2009.
9. Goswami, Marami.- Fundamentals of Educational Psychology, Ashok Publication, Panbazar, Guwahati, 2014.
10. Kar, B.C.- Education A study of Principles and Psychology, New Book Stall, Guwahati, 1978.
11. Mangal, S.K.- Advanced Educational Psychology, Prakash Brothers, Ludhiana, 1990.
12. Mathur, S.S.- Educational Psychology, Vinod Pustak Mandir, Agra, 1997.
13. Sarma, Mukul.-Siksha Mano bigyan aru Parikhongkhya, Students Emporium, Dibrugarh, 1993.
14. Rai, B.C. - Educational Psychology, Prakashan Kendra, Lucknow, 1998.
15. Sharma, R.N and Sharma R.K.- Advanced Educational Psychology, Surjeet Publication, Delhi, 1996.