

DEPARTMENT OF EDUCATION

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)
(FIRST- SIXTH SEMESTER)

Approved by Academic Council vide Resolution no. AC – 03/2024/05 Dated: 04 – 05 – 24



ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)

ARYA NAGAR, GUWAHATI – 16

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PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) - the spirit of NEP, 2020.

The programmes offered by the college are :

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course
- vii. Internship

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 Minor Courses, 2 Value Added Courses, 3 SEC Courses, 3 IDC Courses, 4 AEC courses and internship.. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

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

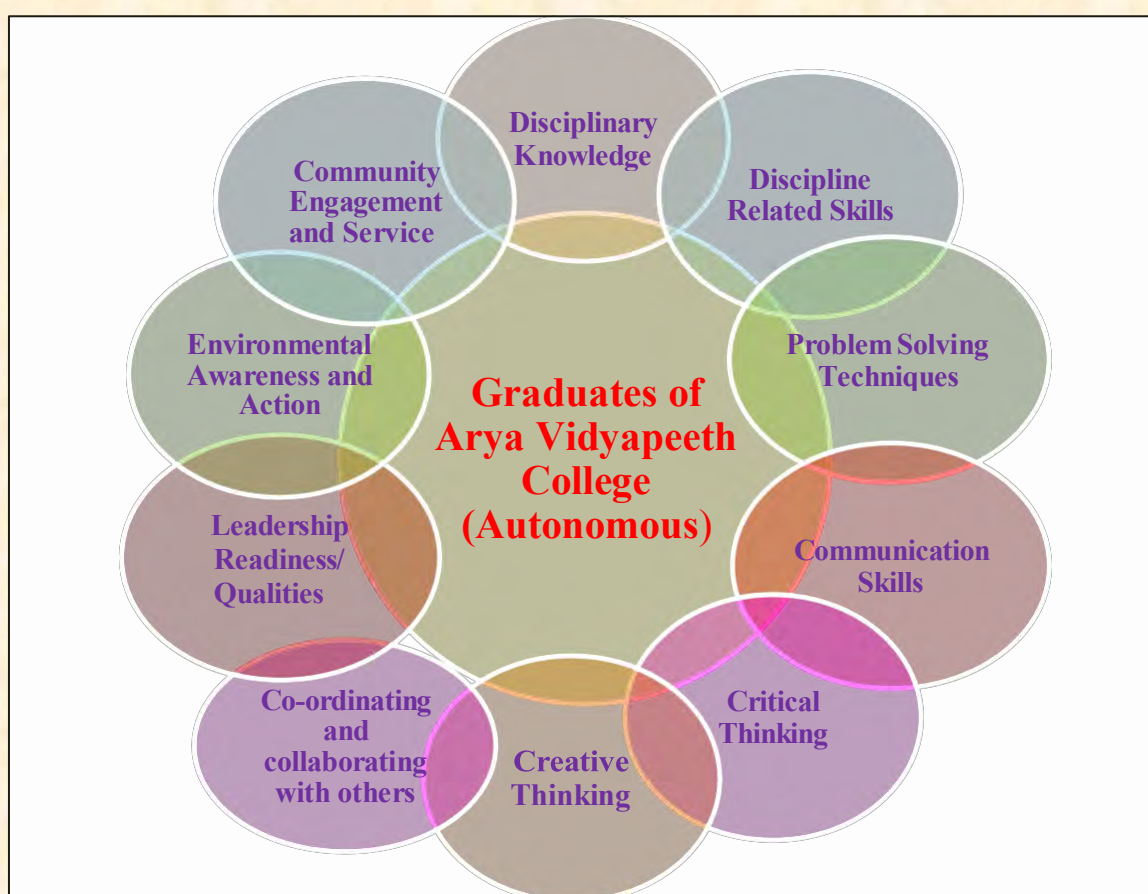
Abbreviation of Course Components:

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

GRADUATE ATTRIBUTES

Graduate Attributes:

Graduate Attributes are the qualities, skills and understandings that the students should develop during their time with the college. These attributes consequently shape the contribution they are able to make to their profession and society. They are the qualities that also prepare graduates as agents of social good in an unknown future. These attributes sets them apart from those without a degree. The graduate attributes of Arya Vidyapeeth College (Autonomous) are:



Model of Graduate Attributes

1. **Disciplinary knowledge:** Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
2. **Discipline related skills:** Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition create, select, and apply appropriate modern techniques, resources and IT tools.
3. **Problem solving skills:** A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis and apply one's learning in real – life situations.

4. **Communication Skills:** Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
5. **Critical thinking:** Graduates acquire the capacity for problem identification, collection of evidence, synthesis and dispassionate analysis. They also acquire the capacity for attentive exchange, informed argument and reasoning.
6. **Creative Thinking:** The graduates acquire an ability to create, perform or think in different and diverse ways about the same objects or scenarios and also the ability to communicate effectively for different purposes and in different contexts. They should also be able to work independently and as part of a team.
7. **Co-ordinating and collaborating with others:** The graduates need to possess the ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. They should also be able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.
8. **Leadership readiness/qualities:** The graduates should be able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals. They also need to acquire ability to map out the tasks of a team or an organization and setting directions.
9. **Environmental Awareness and action:** The graduates shall earn the capacity to realize the individual's responsibility in protecting and conserving the environment. They need to gain the capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
10. **Community engagement and service:** The graduates need to develop an understanding of social and civic responsibilities, and of the rights of individuals and groups. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS,NCC, adult literacy etc

UNDERGRADUATE PROGRAMME OUTCOME (PO)

BACHELOR DEGREE IN ARTS: (B.A)

1. **APO-1 Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
2. **APO-2 Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
3. **APO-3 Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
4. **APO-4 Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
5. **APO-5 Ethics:** Humanities education is designed in such a way that it lays particular emphasis on human values. Students on completion of the undergraduate degree will be better able to appreciate the literary and cultural diversity. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
6. **APO-6 Environment and Sustainability:** 'Environmental sustainability' has become the watchword of the 21st century. An increased engagement with environment related concerns is appearing tangibly on global fronts; academics cannot and should not remain quarantined from this massive development. Through classroom discussions and research projects, this programme facilitates active dialogues with factors which influence human-ecology interactions. As such, at the end of this programme students will be able to identify and analyze socio-political, cultural and economic problems which act as deterrents to environmental sustainability and provide creative solutions towards the same.
7. **APO-7 Life-long learning:** With the pursuit of knowledge for either personal or professional reasons, learners are also encouraged to volunteer and be self motivated that not only enhances society values, active participation and personality development, but also enhances self-sustainability, competitiveness and employability. As such, learners will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in every broad context of technological changes.
8. **APO-8 Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings.

9. **APO-9 Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
10. **APO-10 Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.
11. **APO-11 Employability:** On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations. Their skills in comprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations

CORE

LIST OF COURSES:

Semester	Course Name	Course Code
1	Foundations of Education - I	ED – CE – 1114
2	Foundations of Education - II	ED – CE – 2114
3	Environmental Education	ED – CE – 3214
	Educational Technology	ED – CE – 3224
4	Development of Education in India	ED – CE – 4214
	Psychological Foundation of Education	ED – CE – 4224
	Contemporary Issues in Education	ED – CE – 4234
5	Value Education	ED – CE – 5314
	Developmental Psychology	ED – CE – 5324
	Administration and Management in Education	ED – CE – 5334
	Measurement and Evaluation in Education	ED – CE – 5344
6	Philosophical Foundations of Educations	ED – CE – 6314
	Educational Thinkers	ED – CE – 6324
	Psychological Practical	ED – CE – 6334
	Teacher Education	ED – CE – 6344

PROGRAMME SPECIFIC OUTCOME OF BACHELOR OF ARTS – EDUCATION: CORE (PSO)

On successful completion of B.A. Programme in Education from Arya Vidyapeeth College (Autonomous), the students will be able to :

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Problem solving skill	Problem understanding and solving is an essential quality which is also required in today's society.
PSO 3	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 4	Knowledge of ICT	Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
PSO 5	Importance of managerial skills	Management and administration go hand in hand . Learners will develop those skills easily by learning different areas of it.
PSO 6	Leadership quality	Leadership both in academics and practical life would take the nation to a greater and brighter future.
PSO 7	Analytical and research study	Research and analytical study will be acquired by students which can bring changes in the lives of students and help in building a strong nation.
PSO 8	Innovative and critical thinking	Innovations and critical thinking in the students will bring prosperity to the self and in turn to the society.
PSO 9	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 10	Managing and maintaining mental stress	By applying the knowledge, they will be managing stress and maintaining mental health as well.
PSO 11	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

Course Learning Outcome (CLO) – Core

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Foundations of Education - I ED – CE – 1114	CLO - 1	After completing the course, students will acquire knowledge about different aims of Education.
		CLO - 2	After completing the course, students will acquire knowledge about role of education in socialization process
		CLO - 3	After completing the course, students will develop responsibility toward society
2	Foundations of Education – II ED – CE – 2114	CLO - 1	After completing the course, students will acquire knowledge of Education, Psychology, technology
		CLO - 2	After completing the course, students will understand the relation between Philosophy and Education
		CLO - 3	After completing the course, students will learn the uses of technology in education.
		CLO - 4	After completing the course, students will learn the importance of value education in students life.
3	Environmental Education ED – CE – 3214	CLO - 1	After completing the course, students will learn about the concept of environment.
		CLO - 2	After completing the course, students will understand the different environmental pollution and their effect on human life.
		CLO - 3	After completing the course, students will learn about environmental degradation and their causes and remedies for it
		CLO - 4	After completing the course, students will understand the environmental stressors and their impact on human life.
		CLO - 5	After completing the course, students will understand the meaning of population growth and its impact

3	Educational Technology ED – CE – 3224	CLO - 1	After completing the course, students will be able to understand the basic concepts of technology and explain the role of technology in teaching – learning process.
		CLO - 2	After completing the course, students will be able to develop and apply ICT skill in different fields
		CLO - 3	After completing the course, students will be able to acquire and understand about different media and their application.
		CLO - 4	After completing the course, students will be able to acquire knowledge about the different models / techniques of teaching
4	Development of Education in India ED – CE – 4214	CLO - 1	After completion of this course the learner will be able to Know the concept of Ancient Medieval Indian education system.
		CLO - 2	After completion of this course the learner will be able to get the knowledge about the contribution of different educationists towards Indian Education System.
		CLO - 3	After completion of this course the learner will be able to understand the educational importance of different Education Commission and Committees in post Independent India.
		CLO - 4	After completion of this course the learner will be able to Analyse the National Policy on Education in different times.
	Psychological Foundation of Education ED – CE – 4224	CLO - 1	After completion of this course, the students will be able to understand the concept of psychology, relationship between education and psychology, the need of educational psychology in teaching learning process.
		CLO - 2	After completion of this course, the students will be able to understand the concept of learning and motivation

4	Psychological Foundation of Education ED – CE – 4224	CLO - 3	After completion of this course, the students will be able to understand intelligence, its theories and measurement and acquaint themselves with their application.
		CLO - 4	After completion of this course, the students will be able to know the different types of personality and the adjustment – mechanism
	Contemporary Issues in Education ED – CE – 4234	CLO - 1	After completion of this course the learner will be able to learn about the concept of youth unrest and its causes
		CLO - 2	After completion of this course the learner will be able to know about life skill education, its different factors and its importance in society.
5	Value Education ED – CE – 5314	CLO - 3	After completion of this course the learner will be able to understand the concept of Population growth and impact on society.
		CLO - 4	After completion of this course the learner will be able to know about the constitutional provisions and their importance.
		CLO - 1	After learning this course students will be able to explain the meaning, types, sources and functions of values and value education.
		CLO - 2	After learning this course students will be able to understand the importance of values at different stages of human life.
		CLO - 3	After learning this course students will be able to, understand the role of parents, teachers, peer groups, mass media in fostering values
CLO - 4	After learning this course students will be able to illustrate the importance historical perspective, policy perspectives, methods and techniques of value education.		
CLO - 5	After learning this course students will be able to explain the meaning and concept of spirituality, development of spirituality		

5	Developmental Psychology ED – CE – 5324	CLO - 1	After learning this course students will be able to understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.
		CLO - 2	After learning this course students will be able to acquire the knowledge about developmental aspects during infancy and childhood.
		CLO - 3	After learning this course students will be able to understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.
		CLO - 4	After learning this course students will be able to know the nature of juvenile delinquency, causes and preservative measures
	Administration and Management in Education ED – CE – 5334	CLO - 1	After learning this course students will be able to know the concept and meaning of educational management, school organization administration
		CLO - 2	After learning this course students will be able to understand the principles and types of educational management.
		CLO - 3	After learning this course students will be able to about the functions of educational management and role of the headmaster.
	Measurement and Evaluation in Education ED – CE – 5344	CLO - 1	After learning this course students will be able to acquire knowledge of the concept of measurement and evaluation in education.
		CLO - 2	After learning this course students will be able to understand of different types of educational tests and their uses
		CLO - 3	After learning this course students will be able to acquaint with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.

5		CLO - 4	After learning this course students will be able to acquaint with the educational achievement test and personality test
6	Philosophical Foundations of Educations ED – CE – 6314	CLO - 1	After completion of this course, the learners will able to understand the concept, nature and scope of philosophy and the relationship between education and philosophy.
		CLO - 2	After completion of this course, the learners will able to understand different Indian schools of philosophy and their educational implications.
		CLO - 3	After completion of this course, the learners will able to understand different Western schools of philosophy and their educational implications.
		CLO - 4	After completion of this course, the learners will able to know about Yoga and its application in day to day life.
	Educational Thinkers ED – CE – 6324	CLO - 1	After completing the course, students will learn about different famous educational thinkers and their philosophies.
		CLO - 2	After completing the course, students will know about their philosophy of life educational thoughts and practices.
		CLO - 3	After completing the course, students will know about different educational contributions and their implications in education
		CLO - 4	After completing the course, students will understand the implications of different educational philosophies in society.
	Psychological Practical ED – CE – 6334	CLO - 1	After completing the course, students will understand the concept of experimental psychology
		CLO - 2	After completing the course, students will understand the methods of conducting different psychological experiment.

6	Teacher Education ED – CE – 6344	CLO - 1	After completing the course, students will explain the concept, scope, aims & objectives and significance of teacher education.
		CLO - 2	After completing the course, students will acquaint different organising bodies of teacher education and their functions in preparation of teachers for different levels of education.
		CLO - 3	After completing the course, students will acquaint with the innovative trends and recent issues in teacher education.
		CLO - 4	After completing the course, students will understand and conceive the qualities, responsibilities and professional ethics of teachers and be able to critically analyse the status of teacher education in India

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
ED-CE-1114	CLO - 1							2			3	
	CLO - 2		3	3		2	2	2				
	CLO - 3				3	2	2	2				
ED-CE-2114	CLO - 1							3			2	
	CLO - 2		2	2				2			3	
	CLO - 3	3	2	2				2				
	CLO - 4							2				
ED-CE-3214	CLO - 1		2	2		3	3	2				
	CLO - 2	1						3				
	CLO - 3	1										
	CLO - 4	3					3				3	
	CLO - 5			3		2		2				
ED-CE-3224	CLO - 1	3										
	CLO - 2							3			2	
	CLO - 3							3			3	
	CLO - 4	3										3

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
ED-CE-4214	CLO - 1	3						2				
	CLO - 2	3				2						
	CLO - 3	3									3	
	CLO - 4	1				2		1				
ED-CE-4224	CLO - 1	3						3			2	
	CLO - 2	3								1		
	CLO - 3	2			1			3				
	CLO - 4	1						2			1	
ED-CE-4234	CLO - 1	2					2	2			3	1
	CLO - 2	2		3		2						
	CLO - 3	3				2			3			
	CLO - 4	3						2				
ED-CE-5314	CLO - 1	1									2	
	CLO - 2			3								
	CLO - 3					3		3			3	
	CLO - 4	3									3	
	CLO - 5	3									2	
ED-CE-5324	CLO - 1		3					2			2	
	CLO - 2			3				2			2	
	CLO - 3			2	3		1			2		
	CLO - 4	1									2	
ED-CE-5334	CLO - 1								2			
	CLO - 2		2									
	CLO - 3								1			
ED-CE-5344	CLO - 1									2		
	CLO - 2									2		
	CLO - 3									1		
	CLO - 4							2				
ED-CE-6314	CLO - 1	3										2
	CLO - 2		1					3				
	CLO - 3	2						3				
	CLO - 4	2							3			3
ED-CE-6324	CLO - 1	1		2								
	CLO - 2					3		3				
	CLO - 3							3			3	
	CLO - 4							3			3	
ED-CE-6334	CLO - 1	1									1	
	CLO - 2	2								2		
ED-CE-6344	CLO - 1										3	
	CLO - 2	1							2			
	CLO - 3			2		3						3
	CLO - 4							1			2	

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
ED-CE-1114	CLO - 1	3										
	CLO - 2	3										
	CLO - 3	3										
ED-CE-2114	CLO - 1	3										
	CLO - 2	3										
	CLO - 3								3			
	CLO - 4				3							
ED-CE-3214	CLO - 1						3					
	CLO - 2	2										
	CLO - 3						2					
	CLO - 4								3			
	CLO - 5										2	3
ED-CE-3224	CLO - 1	3			3				3			2
	CLO - 2				3				3			2
	CLO - 3	3	2				2		3			
	CLO - 4	3			3				2			
ED-CE-4214	CLO - 1	3		1				2				
	CLO - 2	3						2				
	CLO - 3	3							2			
	CLO - 4	3						2				
ED-CE-4224	CLO - 1	3							2			
	CLO - 2	3							3		3	
	CLO - 3	3				3			3			
	CLO - 4	3				3					3	2
ED-CE-4234	CLO - 1	3	2	1		2	2					
	CLO - 2	2	2							2		
	CLO - 3								2			3
	CLO - 4	3		3					2			2
ED-CE-5314	CLO - 1	3							2			3
	CLO - 2	3		3								
	CLO - 3	2		3								
	CLO - 4	3		2					2			
	CLO - 5	2										2
ED-CE-5324	CLO - 1	3		3			2					
	CLO - 2	3				2	3					
	CLO - 3	3										
	CLO - 4	3										

COURSE CODE	CLO	PROGRAMME OUTCOME										
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
ED-CE-5334	CLO - 1					2						
	CLO - 2					2						
	CLO - 3						2					
ED-CE-5344	CLO - 1	3										
	CLO - 2							2				
	CLO - 3								2			
	CLO - 4							2				
ED-CE-6314	CLO - 1	3		3			2		2			
	CLO - 2	2		3						2		
	CLO - 3	3		3								2
	CLO - 4	3		3			3				3	2
ED-CE-6324	CLO - 1						2					
	CLO - 2								2			
	CLO - 3			3								
	CLO - 4											4
ED-CE-6334	CLO - 1		2									
	CLO - 2							2				
ED-CE-6344	CLO - 1	3										
	CLO - 2	3					2					
	CLO - 3	2					2					
	CLO - 4	2			2							

COURSE NAME: Foundations of Education - 1

COURSE 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. cultural heritage, moral values, and spiritual wisdom embedded in these literary masterpieces*

COURSE LEARNING OUTCOME:

CLO 1: *After completing the course, students will acquire knowledge about different aims of Education.*

CLO 2: *After completing the course, students will acquire knowledge about role of education in socialization process*

CLO 3: *After completing the course, students will 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.
9. Pathak, R.P.-Philosophical and Sociological Principles of Education, Pearson, New Delhi.
10. Rawat, D. S. – Measurement, Evaluation and Statistics in Education. Raaj Prakashan, New Delhi.
11. Saxena, N. R. Swarup – Principles of Education, Surya Publication Meerut.
12. V. R. Taneja – Socio Philosophical Approach to Education. Atlantic Publishers, New Delhi.

COURSE NAME: Foundations of Education-II

COURSE 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 LEARNING OUTCOME:

CLO 1: *After completing the course, students will acquire knowledge of Education, Psychology, technology*

CLO 2: *After completing the course, students will understand the relation between Philosophy and Education*

CLO 3: *After completing the course, students will learn the uses of technology in education.*

CLO 4: *After completing the course, students will learn the 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 :Binod Pustak Mandir,
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.

COURSE NAME: Environmental Education

COURSE CODE: ED - CE - 3214

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

THEORY

Total Lectures: 45

Course Objectives:

- *To provide knowledge on the concept of environment and its different components.*
- *To create awareness on environmental stressors, disaster management and their education.*
- *To develop understanding and creating awareness regarding population growth and its impact on natural resources and environment.*

COURSE LEARNING OUTCOME:

After completing the course, students will:

CLO 1: *Learn about the concept of environment.*

CLO 2 : *Understand the different environmental pollutions and their effects on human life.*

CLO 3: *Learn about environmental degradation and their causes and remedies for it.*

CLO 4 : *Understand the environmental stressors and their impact on human life.*

CLO 5: *Understand the meaning of population growth and its impact*

Unit I: Environmental Education (Lectures: 15)

- Meaning, concept and definition of environment.
- Environmental education- meaning, concept and characteristics of environmental education.
- Objectives of environmental education.
- Need and importance of environmental education.
- Environmental pollutions-water, air and soil pollution and their causes.
- Impact of environmental pollution on human life

Unit II: Environmental awareness and Disaster Management education (Lectures: 10)

- Awareness and attitude change through formal education.
- Role of Non formal education.
- Role of NGO.
- Disaster management education for coping with the environmental situation.

Unit III: Environmental stressors and coping strategies through education (Lectures: 10)

- Meaning and definition of Stress.
- Environmental stressors– meaning, concept.
- Types of environmental stressors –Natural and Man -made.
- Programme of Environmental Education at primary ,secondary and higher level

Unit IV: Population Education and Environmental Resources (Lectures: 10)

- Meaning, concept and Nature of Population Education.
- Need and importance of population education.
- Causes of population growth.
- Consequences of population growth on natural resources and environment.

Guideline :

- Students are required to conduct a survey in their own locality for Internal assessment.

Recommended Books:

1. Agarwal and Agarwal: Environment protection, Education and development, New concepts. New Delhi.
2. Ahuja, Ram.: Social Problems in India, Rawat Publications Jaipur and New Delhi 2003.
3. Dash ,B.N.:Principles of Education and Education in Emerging Indian society, Ajanta Prakashan New Delhi.
4. Ghosh, Sunanda: Education In Emerging Indian Society, The challanges and Issues. PHI Learning Pvt Ltd. New Delhi.
5. Sharma, Deka, Mishra : Environmental and Population Education, Published by, Assam Book Depot, Panbazar, Guwahati.
6. Baruah, Jatin : Environmental Studies and Population Education.

COURSE NAME: Educational Technology

COURSE CODE: ED - CE - 3224

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

THEORY

Total Lectures: 45

Course Objective:

- *To provide knowledge about the basic concept of technology.*
- *To understand the relationship between technology and education.*
- *Acquaint the students with the innovation of ICT and their application in the field of education.*
- *To make the students understand about the different strategies of mass media.*

COURSE LEARNING OUTCOME:

After completing the course, students will be able to:

CLO 1: *Understand the basic concepts of technology and explain the role of technology in teaching – learning process.*

CLO 2: *Develop and apply ICT Skills in different fields.*

CLO 3: *Acquire and understand about different media and their application.*

CLO 4: *Acquire knowledge about the different models / techniques of teaching.*

Unit I: Educational technology (Lectures: 15)

- Meaning and concept of technology
- Meaning, definition and nature of educational technology.
- Components of Educational Technology- Hardware and Software and Systems Approach.
- Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction
- Technology of education and technology in education.

Unit II: Information and Communication Technology in Teaching-Learning (Lectures: 10)

- Meaning, Concept, nature and components information and communication technology.
- Marks of effective classroom communication.
- Barriers of effective classroom communication.
- Application of ICT in teaching-learning.*

Unit III: Mass-media in education (Lectures: 10)

- Meaning, concept and nature
- Projected and Non-projected resources- Radio, Television, Internet, E-learning, EDUSAT, INFLIBNET and other social media.

Unit IV: Models of teaching (Lectures: 10)

- Meaning, concept, nature and characteristics
- Inquiry model.
- Personalized system of instruction.
- Computer Assisted Instruction (CAI).
- Team teaching.
- Collaborative teaching, Co-operative mastery learning

Guideline :

- Application of ICT with power point presentation by the students.

Recommended Books

1. Aggarwal J. C. (2004). Essential of Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
2. Bhalla and Sharma, S.R. (1992). Educational Technology. New Delhi: Kanishka Publishing House.
3. Bhatia, K.K. (2004). Introduction to Educational Technology. New Delhi: Kalyani Publishers.
4. Borbora, Das Rupa (2006) Educational technology
5. Mangal & Mangal (2014). Essentials of Educational Technology. Delhi PHI Learning Pvt. Ltd.
6. Sharma, A.R. (2000). Educational Technology. Agra: Vinod Pustak Mandir.

COURSE NAME: Development of Education in India

COURSE CODE: ED – CE – 4214

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

THEORY

Total Lectures: 45

Course Objective:

- *To provide knowledge on development of Ancient and Medieval Indian education system.*
- *To develop understanding about educational importance of different Education Commission and Committees in post Independent India.*
- *Acquaint with the different National Policies of Education.*

COURSE LEARNING OUTCOME:

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

CLO 1: *Know the concept of Ancient Medieval Indian education system.*

CLO 2: *Get the knowledge about the contribution of different educationists towards Indian Education System.*

CLO 3: *Understand the educational importance of different Education Commission and Committees in post Independent India.*

CLO 4: *Analyse the National Policy on Education in different times.*

Unit I. Education in Ancient and Medieval India (Lectures: 15)

- Features of Vedic period with special reference to aims, curriculum and method of teaching.
- Features of Buddhist period with special reference to aims, curriculum and method of teaching.
- Education during Medieval period - General features of Muslim Education, curriculum and method of teaching.

Unit II. Rise of Nationalism and its Impact in Education (Lectures: 10)

- A brief life history of Annie Besant and her contribution towards Indian Education System.
- A brief life history of Bal Gangadhar Tilak, his contribution towards Indian Education system.
- Gokhale's Bill for compulsory primary education 1910-11.
- Calcutta University Commission 1917, its aims and objectives.
- Hartog committee Report 1929.
- Wardha scheme.

Unit III. Development of Indian Education II (Post independence period) (Lectures: 10)

- University education commission 1948, its aims and objectives, recommendations.
- Secondary education commission 1952-53, its introductions and Recommendations.
- Education commission 1964-66, Recommendations and evaluation of the recommendations.
- A brief summary of National Education Policy 1986

Unit IV. Recent Development in Indian Education (Lectures: 10)

- National Curriculum framework.
- Government programs of education Samagra Shiksha, RMSA, P.M. RUSA.
- National Education Policy 2020, Features and Structure in School Education.

Recommended Books:

1. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Bharatar Shiksha Etihasar Adhyan (Assamese), Jatin Baruah , Lawyers Book Stall, Guwahati
3. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd
5. Draft National Education Policy 2019. MHRD, Govt of India
6. Rastriya Shiksha Niti 2020 (Assamese), Shiksha Mantranaloy, Bharat Sarkar
7. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications

COURSE NAME: Psychological Foundation of Education

COURSE CODE: ED - CE - 4224

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

THEORY

Total Lectures: 45

Course Objective:

- *To develop the concept of psychology, relationship between education and psychology and the need of educational psychology in teaching learning process*
- *To give knowledge about learning and motivation.*
- *To develop understanding about intelligence, its theories and measurement.*
- *To provide knowledge on types of personality and to acquaint with different mechanisms of adjustment.*

COURSE LEARNING OUTCOME:

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

CLO 1: *Understand the concept of psychology, relationship between education and psychology, the need of educational psychology in teaching learning process.*

CLO 2: *Understand the concept of Learning and Motivation.*

CLO 3: *Understand intelligence, its theories and measurement and acquaint themselves with their application.*

CLO 4: *Know the different types of personality and the adjustment –mechanism.*

Unit I: Concept, definition and Characteristics of Psychology and educational Psychology: (Lectures: 15)

- Meaning, nature, definitions and characteristics of psychology.
- Relation between education and psychology.
- Educational psychology- Nature, scope, method of educational psychology- Observation method, Experimental Method and Case study Method.
- Importance of educational psychology in teaching learning process.

Unit II: Learning: (Lectures: 10)

- Learning -Meaning, concept, definition, nature and factors of learning.
- Theories of Learning-i) Cognitive theory. ii) Operant Conditioning Theory.
- Motivation and Learning, Types and Techniques of Motivation.
- Maslow's theory of Social Learning.

Unit III: Intelligence and Creativity (Lectures: 10)

- Intelligence- Meaning, nature and definitions of intelligence.
- Theories of intelligence- Spearman's two factor theory, Thorndike's Multifactor Theory, Group factor theory.

- Measurement of Intelligence- how intelligence can be measured?
- Creativity: Meaning, nature, definitions of creativity, characteristics of creativity and qualities of a creative person, Relation between Intelligence and Creativity

Unit IV: Personality and Adjustment Mechanism (Lectures: 10)

- Meaning and nature of personality.
- Types of personality- Yung, Sheldon's Classification of Personality.
- Theories of personality- Freud Psycho Analysis Theory, Kettle's Theory.
- Personality and Adjustment mechanism- Meaning, Different Adjustment Mechanisms.

Recommended Books:

1. Bhatia Hons Raj (2010). Elements of Educational Psychology. Orient Longman Private Limited.
2. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Crow & Crow (1962). Educational Psychology. New Delhi: Prentice Hall.
4. Kuppaswamy B. (2013). Advanced Educational Psychology, New Delhi: Sterling Publishers Private Limited.
5. Mangal, S.K. (2009). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited.
6. Saikia, L.R. (2018). Psychological and Physiological Experiments in Education. Guwahati.
7. Skinner, Charles, (2012). E- Educational Psychology. New Delhi: Prentice Hall.

COURSE NAME: Contemporary Issues in Education

COURSE CODE: ED - CE - 4234

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

THEORY

Total Lectures: 45

Course Objective:

- *To give knowledge about. Youth Unrest and its impact on society.*
- *To develop the concept of life skill education.*
- *To acquaint the students with Population education, population explosion and population control.*
- *To develop awareness on Social education and different constitutional provisions.*

COURSE LEARNING OUTCOME:

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

CLO 1: *Learn about the concept of Youth Unrest and its causes.*

CLO 2: *Know about life skill education, its different factors and its importance in society.*

CLO 3: *Understand the concept of Population growth and impact on society.*

CLO 4: *Know about the constitutional provisions and their importance.*

Unit I: Youth Unrest (Lectures: 10)

- Meaning, concept and definition of youth unrest.
- Causes of youth unrest.
- Impact of youth unrest on society
- Remedies for resolving youth unrest

Unit II: Life skill education (Lectures: 10)

- Meaning and concept of life skill education.
- Factors of life skill education according to WHO.
- Objectives of life skill education.
- Importance of life skill education

Unit III: Population Education (Lectures: 10)

- Meaning ,concept ,definition of population education
- Objectives of population education.
- Scope of population education– education related to life.
- Need and importance of population education.
- Population explosion–meaning, concept and causes of population explosion.
- Principles of population control.

Unit IV. Social Education and Constitutional provisions (Lectures: 15)

- Meaning, concept and objectives of social education.
- Means of imparting social education.
- Importance of social education in today's education system.
- Different types of Constitutional Provisions.

Recommended Books:

1. Ahuja, Ram. – Social problems in India,(2nd Edition), Rawat Publications, Jaipur and New Delhi,2003.
2. Borah,U.N.-- Thoughts on Education. Bookland, Panbazar Guwahati–2005.
3. Das Sharma,P.and Goswami,S– Higher Secondary Education for class XII, Published by Shanti Prakashan,Panbazar,2011.
4. Kochar,S.K.--Pivotal Issues in Indian Education,sterling publishers, New Delhi,1981.
5. Ghosh,Sunanda – Education in Emerging indian Society– The challenges and Issues.PH Learning Private Limited,New Delhi,2009.
6. Mohsini ,S.R.--- History Of Adult Education in india, Anmol publication, New Delhi,1993.
7. Mathur ,S.S.--Sociological Approach to Indian Education,Vinod Pustak Mandir,Agra-2
8. Shankar Rao,C.N.--Principles of Sociology, S.Chand Company, New Delhi,2005

COURSE NAME: VALUE EDUCATION

COURSE CODE: ED - CE - 5314

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

THEORY

Total Lectures: 45

Course Objective:

- *To develop understanding about the concept and meaning of values.*
- *To create awareness about the role of educational institution in creating a value based society.*
- *To acquaint the students with the functions, dimensions, and sources of values.*

COURSE LEARNING OUTCOME:

CLO 1: *Explain the meaning, types, sources and functions of values and value education.*

CLO 2: *Understand the importance of values at different stages of human life.*

CLO 3: *Understand the role of parents, teachers, peer groups, mass media in fostering values*

CLO 4: *Illustrate the importance historical perspective, policy perspectives, methods and techniques of value education.*

CLO 5: *Explain the meaning and concept of spirituality, development of spirituality*

Unit I: Understanding values (Lectures: 10)

- Meaning, concept and definition
- Characteristics of values
- Sources of values – Constitution, State, Religion and Culture.
- Importance of values in human life
- Types of values– meaning, characteristics, functions and educational significance
 - Core values
 - Social values
 - Moral values
 - Personal values
 - Aesthetic values

Unit II: Understanding value education - Meaning, definition and concept (Lectures: 10)

- Historical perspective of value education
- Objectives of Value Education
- Functions of value education

Unit III: Value education at different stages (Lectures: 15)

- At primary level
- At secondary level
- At higher level

Fostering values –

- Role of Parents
- Teachers
- Peer groups and
- Mass media

Unit IV: Value education and spirituality (Lectures: 10)

- Meaning and nature of spirituality
- Development of spirituality through values
- Spirituality and meditation

Recommended Books:

1. Agarwal, J. C. (2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.
2. Chakrabarty, M. (1997). Value education: Changing Perspective. New Delhi: Krishna Publishers Distribution.
3. Chitakra, M. G. (2007). Education and Human Values. New Delhi APH Publishing Corporation.
4. Mishra, L (2009). Peace education-Framework for teachers. New Delhi: APH Publishing Corporation.
5. Panda. P.K. (2017). Value Education. Guwahati: Nivedita Book Distributors.
6. Rajput, J. S. (2002). Human Values in School Education. New Delhi: Anmol Publication.
7. Singh, S. P. (2011). Education for World Peace. New Delhi: Discovery Publishing House.
8. Suryanarayana. N. V. S. (2017). Education and Human Value. Guwahati: Nivedita Book Distributors.

COURSE NAME: Developmental Psychology

COURSE CODE: ED - CE - 5324

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

THEORY

Total Lectures: 45

Course Objective:

- *To understand the basic concept relating to development.*
- *To acquaint with the hereditary and environmental factors affecting pre- natal and post – natal stage.*
- *To provide knowledge about the developmental aspects of adolescence, importance of adolescence period, need and problems of adolescence and their solutions.*

COURSE LEARNING OUTCOME:

After learning this course students will be able to:

CLO 1: *Understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.*

CLO 2: *Acquire the knowledge about developmental aspects during infancy and childhood.*

CLO 3: *Understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.*

CLO 4: *Know the nature of juvenile delinquency, causes and preservative measures.*

Unit I: Introduction to Developmental Psychology (Lectures: 10)

- Meaning, definition, nature and scope of developmental psychology
- Pre - natal stage – Periods of pre-natal development, concept of pre-natal stage, characteristics, hereditary and other factors that affect pre-natal development, Precautionary measures to be taken in pre-natal development
- Post natal stage – Period of Neonatal stage, Hereditary and other factors that affect post-natal development

Unit II: Infancy stage (Lectures: 10)

- Meaning, and concept of infancy.
- Characteristics of infancy
- Different developmental aspects during infancy - Physical development – Cognitive development - Motor development - Language development - Emotional development – Social development
- Role of family in the development of infants

Unit III: Childhood Stage (Lectures: 10)

- Meaning, definition and concept of childhood
- General characteristics of childhood

- Developmental characteristics of childhood - Physical development, Social and Emotional development.
- Influence of family and school in social and personality development in childhood.

Unit IV: Adolescence - An age of transition and Juvenile delinquency (Lectures: 15)

- Meaning, concept and definition and characteristics of adolescence
- Developmental task of adolescents
- Developmental characteristics of adolescence - Physical development, Emotional development, social development, mental development
- Need and problem of adolescence. Juvenile delinquency and its causes
- Role of school, family and society in preventing delinquency.

Recommended Books:

1. Chaube, S. P. (2011). Developmental Psychology. New Delhi: Neelkamal Publications Ltd.
2. Cole, L. (1936). Psychology of Adolescence, New York: Rinehart and Winston
3. Goswami, Devi & Kalita (2016). Bikashit Manobigyan. Guwahati: Shanti Prakashan.
4. Goswami, G. (2008). Child Development and Child Care. Guwahati: Arun Prakashan.
5. Mathur, S.S.(1994). Educational Psychology. Vinod Pustak Mandir, Agra.
6. Sarma, M.K. (1991).Snatok Moholar Shiksha : Shiksha Manobigyan, Students Emporium, Dibrugarh.

COURSE NAME: Administration and Management in Education

COURSE CODE: ED - CE - 5334

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

THEORY

Total Lectures: 45

Course Objective:

- *To provide knowledge about the concept of educational management and administration.*
- *To acquaint with the functions of educational management.*
- *To understand different roles and qualities of an administrator.*

COURSE LEARNING OUTCOME:

AFTER LEARNING THIS COURSE STUDENTS WILL BE ABLE TO:

CLO 1:*Know the concept and meaning of educational management, school organization administration.*

CLO 2:*Understand the principles and types of educational management*

CLO 3:*About the functions of educational management and role of the headmaster.*

Unit I: Educational Management (Lectures: 15)

- Meaning, Nature and scope of Educational Management
- Objectives of Educational Management.
- General Principles of Educational Management
- Meaning of School administration and school organization
- Difference between educational management, administration and school organization
Management vs. Administration

Unit II: Types of Educational Management (Lectures: 10)

- Types of Educational Management
- Centralized and Decentralised,
- Autocratic and Democratic,
- External and Internal management.
- Leissaze fair Management

Unit III: Functions of educational management (Lectures: 10)

- Functions of educational management.
 - Planning
 - Organization
 - Staffing
 - Directing
 - Controlling
 - Coordinating
 - Budgeting
 - Recording and reporting

Unit IV: Institutional Planning (Lectures: 10)

- Meaning, concept and, characteristics of Institutional Planning
- Steps involved in Institutional Planning
- Role of principal/ Head master as Administrator
 - Role in Planning
 - Role in school organization
 - -Role in maintaining relations.

Recommended Books:

1. Aggarwal J. C. (2009). Educational Technology And Management .Agra: Vinod Pustak Mandir.
2. Ahuja Bala, R. (2006). Educational Supervision Theories and Practice. New Delhi: Alfa Publications..
3. Bhatnagar, R. (1986). Educational Administration, Planning and Supervision. Anupam Publication..
4. Bhatnagar, S., & Gupta, P. (2010). Educational Administration and Management. Meerut: R.Lall.
5. Bhattacharya, S. (2012). Educational Management Theory and Practice. Guwahati: EBH Publishers..
6. Burton, J. (2002). Management Today- Principles and Practice. New Delhi: McGraw Hill Publishing Company Ltd
7. Chandan, J. (2002). Management, Concept and strategies. New Delhi: Vikash Publishing House Pvt. Ltd.
8. Khanna, S. (2000). Educational Administration, Planning, Supervision and Financing. Delhi: Doaba House

COURSE NAME: Measurement and Evaluation in Education

COURSE CODE: ED - CE - 5344

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

THEORY

Total Lectures: 45

Course Objective:

- *To provide knowledge on relevance of measurement and evaluation to the teaching learning process.*
- *To acquaint the students with good measuring instrument and the procedure of constructing educational and psychological tests.*
- *To understand different techniques of personality and intelligent tests.*

COURSE LEARNING OUTCOME:

After learning this course students will be able to:

CLO 1: *Acquire knowledge of the concept of measurement and evaluation in education.*

CLO 2: *Understand of different types of educational tests and their uses.*

CLO 3: *Acquaint with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.*

CLO 4: *Acquaint with the educational achievement test and personality test*

Unit I: Concept of Measurement and Evaluation (Lectures: 15)

- Measurement—its meaning, definitions and scales.
- Concept of Educational Measurement –Its nature, functions
- Evaluation-Its meaning, Characteristics, basic principles,
- Relationship between measurement and evaluation,
- Diagnostic, Formative and Summative evaluation
- Importance of evaluation in education
- Recent trends in evaluation-CGPA,CBCS and grading system.

Unit II: Test Construction (Lectures: 10)

- Meaning and Procedure of Test Construction and standardization.
- Item Analysis
- Criteria of a standardized test- Validity, Reliability, Objectivity and Norms
- Characteristics of a good Test

Unit III: Educational Achievement Test (Lectures: 10)

- Educational Achievement Test - meaning and classification.
- Construction of Educational Achievement Test
- Uses of Educational Achievement Test.

Unit IV: Personality and Intelligence Test (Lectures: 10)

- Personality Test- Meaning and Nature
- Types of Personality Measurement-

- Subjective Technique (Personality Inventory or Questionnaire-MMPI)
- Objective Technique (Rating Scale)
- Projective Technique (Thematic Apperception Test, Ink-Blot-Test, Storytelling test).
- Intelligence Test
 - Types of Intelligence test- Verbal, Non-Verbal and Performance Test,
 - Binet-Simon Test(1916)
 - Bhatia Performance Test

Recommended Books:

1. Aggarwal J.C., 'Essentials of Examination System, Evaluation, Tests and Measurement', Vikas Publishing House Pvt. Ltd. .
2. Asthana, Bipin, 'Measurement and Evaluation in Psychology and Education', Vinod PustakMandir, Agra,2000. .
3. Freeman, F.S., 'Theory and Practice of Psychological Testing', Oxford and IBH Publishing Co.Pvt. Ltd., 1997. .
4. Goswami,Marami: Measurement and Evaluation in Psychology and Education,Agra,Vinod Pustak Mandir
5. Rath, R.K.- Fundamentals of Educational Statistics and Measurement. Taratarini Pustakalaya, Orissa. 1999 .
6. Robert, L. Ebel and David,A. Frisbie:'Essentials of Educational Measurement', Prentice Hall . of India, Pvt. Ltd., New Delhi,1991
7. Sharma, R.A.-Essentials of Measurement in Evaluation and Psychology. Surya Publications ,2000

COURSE NAME: Philosophical Foundations of Education

COURSE CODE: ED - CE - 6314

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

THEORY

Total Lectures: 45

Course Objective:

- *To understand the basic concept of philosophy.*
- *To acquaint with the different schools of philosophy.*
- *To provide knowledge and understanding about different western schools of philosophy.*
- *To develop knowledge on yoga, its different sutras and their application.*

COURSE LEARNING OUTCOME:

After completion of this course, the learners will able to

CLO 1: *Understand the concept, nature and scope of philosophy and the relationship between education and philosophy.*

CLO 2: *Understand different Indian schools of philosophy and their educational implications*

CLO 3: *Understand different Western schools of philosophy and their educational implications.*

CLO 4: *Know about Yoga and its application in day to day life.*

Unit I: Philosophy and Education (Lectures: 15)

- Philosophy- Meaning, nature and scope of philosophy.
- Philosophy of education: meaning and scope.
- Relationship between education and philosophy.
- Impact of philosophy on education.

Unit II: Indian Schools of Philosophy (Lectures: 10)

- Concepts of Vedic philosophy and their educational implications.
- Concept of Buddhist philosophy and their educational implications.
- Concept of Islamic philosophy and their educational implications.

Unit III: Western schools of Philosophy (Lectures: 10)

- Idealism: its educational implications..
- Naturalism: its educational implications.
- Pragmatism: its educational implications

Unit IV: Yoga philosophy and application of Yoga (Lectures: 10)

- Introduction to Yoga Philosophy.
- Patanjali and Yoga sutra
- Impact of Yogic Philosophy in Modern Education.
- Implementation of Yogic Philosophy in Modern education.

Recommended Books:

1. Chaube, S.P. and Akhilesh Choube, Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2.
2. Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002.
3. Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014..
4. Pande,A.P.)2006)An introduction to Major Philosophies of Education.,Vinod Pustak Mandir,Agra
5. Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002.
6. Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)

COURSE NAME: Educational Thinkers

COURSE CODE: ED - CE - 6324

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

THEORY

Total Lectures: 45

Course Objective:

- *To provide Knowledge about different famous educational thinkers and their philosophical ideals in educational thoughts and practices.*
- *To create awareness about the contribution of different educational thinkers and their implications in society.*

COURSE LEARNING OUTCOME:

CLO 1: *Learn about different famous educational thinkers and their philosophies.*

CLO 2: *Know about their philosophy of life educational thoughts and practices.*

CLO 3: *Know about different educational contributions and their implications in education.*

CLO 4: *Understand the implications of different educational philosophies in society.*

Unit I: Srimanta Sankardev and his contribution (Lectures: 10)

- Brief life sketch and philosophy of life.
- Educational Philosophy of Sankardev.
- Sankardeva's views on educational thoughts and practices.
- Sankardev's educational thoughts and their relevance in modern education System and society.

Unit II: Philosophy of Rabindra Nath Tagore and Mahatma Gandhi (Lectures: 15)

- Brief life sketch and philosophy of life.
- Tagore's Views on educational thoughts and practices.
- Tagore's Viswabharati and its impact on modern education system.
- Mahatma Gandhi –His brief life sketch and philisophy of life.
- Educational Philosophy of Gandhi.
- Gandhji's contribution to modern education system

Unit III: Educational thoughts of western philosopher–I (Lectures: 10)

- Madam Maria Montessori.
- Brief life sketch and Philosophy of life.
- Montessori's views on educational philosophy and practices.
- Montessori's children house.
- Contribution of Madam Maria Montessori to modern education system.

Unit IV: Educational thoughts of western philosopher– II (Lectures: 10)

- Jean Jacque Rousseau.
- Brief life sketch and Philosophy of life.
- Rousseau's views on educational philosophy and practices.
- Rousseau's contribution to modern education.
- Rousseau's negative education

Recommended Books:

1. Agarwal,J.C.(2007) Theory and Principles of Education.Vikas Publishing House, New Delhi..
2. Bhatia and Bhatia ,(1991): The Principles of Sociological and Psychological Foundations of Education. Delhi : Doaba House.
3. Chaube and Chaube (2007):Educational Ideals of theGreat Indians. Neelkamal Publication,Hyderabad.
4. Das, Talukdar and Das,(2013): Keigorakiman Mohan Siksha Darkhonik Surya Prakash, Guwahati.
5. Dash, Birinchi Narayan,(2009) : Teacher and Education in emerging Indian Society.New Delhi-Hyderabad Neelkamal Publications Pvt Ltd.
6. Goswami , D.(2013) : Philosophy and Education, DVS publishers Guwahati.
7. Goswami, Dr. Renu,(1996) : A textbook on Great Educators and Educational Classics. Guwahati ,Lawyers Book Stall.
8. Kalita, Saikia & Baishya. (2014) :Shikshar Darshan, New Delhi .Guwahati. Kalyani Publishers.

COURSE NAME: Psychological Practical

COURSE CODE: ED - CE - 6334

Total Credits: 4 (Practical)

Total Lectures: 120

Course Objective:

- *To establish the connection between theory and practice.*
- *To provide students hands on approach to apply theoretical knowledge in different psychological tests.*

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: *Understand the concept of experimental psychology.*

CLO 2: *Understand the methods of conducting different psychological experiment.*

Unit I: Learning (Lectures: 30)

- Learning by Trial and Error using Mirror Drawing Apparatus.
- Part and Whole Learning.
- Maze Learning.(Punch Board)

Unit II: Memory (Lectures: 30)

- Immediate memory span.
- Recall and Recognition

Unit III: Attention, Thinking and Imagination (Lectures: 30)

- Span of Apprehension.
- Division of Attention.
- Ink- blot test
- Free Association Test.
- Control Association Test
- Free Vs Controlled Association Test
- Bhatia's Performance Test

Unit IV: Personality (Lectures: 30)

Personality test – Extroversion and Introversion

The candidates will be required to perform at least 8 laboratory experiments.

*Evaluation will be done by External examiner and Internal Examiner as per the instructions and structure approved in the Academic Council

Recommended Books:

1. Das, P.C.- Experiment and Measurement in Education and Psychology, Guwahati, ABD
2. Hussain, Akbar-- Experiments in Psychology, Digital book, Amazan.in, 2013
3. Mohsin.S.M-Experiments in Psychology, Motilal Banarsidass, Bungalow Road, Jawahar Nagar, Delhi 1100072, 8th edition, 2016
4. Postman Egan.- Experimental Psychology – An Introduction, Ludhiana, Kalyani Publishers, 1998
5. Saikia, L.R.- Psychological and Statistical Experiment in Education, Guwahati

COURSE NAME: Teacher Education

COURSE CODE: ED - CE - 6344

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

THEORY

Total Lectures: 45

Course Objective:

- *To provide knowledge on concept, Scope, Aims & Objectives and Significance of teacher education.*
- *Acquaint with the innovative trends and recent issues in teacher education.*
- *To develop understanding about the qualities, responsibilities and professional ethics of teachers.*
- *To make the students critically analyze the status of teacher education.*

COURSE LEARNING OUTCOME:

After completing the course, students will

CLO 1: *Explain the Concept, Scope, Aims & Objectives and Significance of teacher education.*

CLO 2: *Acquaint different organising bodies of teacher education and their functions in preparation of teachers for different levels of education.*

CLO 3: *Acquaint with the innovative trends and recent issues in teacher education*

CLO 4: *Understand and conceive the qualities, responsibilities and professional ethics of teachers and be able to critically analyse the status of teacher education in India*

Unit I: Historical Perspectives of Teacher Education (Lectures: 10)

- Teacher Education-Concept, scope and aims and objectives.
- Need and Significance of Teacher Education in 21st Century.
- Types of Teacher Education-Pre-service and In-service.
- Development of Teacher Education in India.

Unit II: Different Organisations of Teacher Education in India (Lectures: 10)

- Basic Training Centre (BTC).
- District Institute for Education and Training (DIET).
- State Council for Educational Research and Training (SCERT).
- National Council for Educational Research and Training (NCERT).
- National Council for Teacher Education (NCTE)
- National University of Educational Training and Administration (NUEPA)
- Regional Colleges of Education.

Unit III: Method of Teacher Education and curriculum framework (Lectures: 10)

- Trends, Issues and Challenges.
- Skill and Competency based Teacher Education,
- Flanders Interaction Analysis and Simulated Social Skill Teaching (SSST).

- National Curriculum Framework for Teacher Education (NCFTE), 2009.

Unit IV: Quality, Responsibility and Professional Ethics of Teachers (Lectures: 15)

- Qualities and responsibilities of a teacher.
 - Teacher as a Facilitator,
 - Teacher as a Counsellor and Practitioner Researcher
 - Role expectations of Teachers in twenty first century
- Professional ethics and accountability of teachers
- Present problem of teacher education in India

Recommended Books:

1. Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Bhargava, M. & Saikia, L.Rasul (2012). Teacher in 21st Century- Challenges, Responsibilities, Creditability. Agra: Rakhi Prakashan.
3. Flanders, Ned, A. (1970). Analysing Teacher Behaviour. London: Wesley Publishing Company.
4. Gurrey, P. -Education and the Training of Teachers. London: Longmans, Green and Company.
5. Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.
6. Saxena, Misra and Mohanty : Teacher Education, R.Lall Book Depot

MINOR

Programme Specific Outcome of Bachelor of Arts – EDUCATION (Minor)

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 3	Knowledge of ICT	Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
PSO 4	Importance of managerial skills	Management and administration go hand in hand . Learners will develop those skills easily by learning different areas of it.
PSO 5	Leadership quality	Leadership both in academics and practical life would take the nation to a greater and brighter future.
PSO 6	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 7	Managing and maintaining mental stress	By applying the knowledge, they will be managing stress and maintaining mental health as well.
PSO 8	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

LIST OF COURSES:

Semester	Course Name	Course Code
1	FOUNDATIONS OF EDUCATION - I	ED – MN – 1114
2	FOUNDATIONS OF EDUCATION - II	ED – MN – 2114
3	GUIDANCE AND COUNSELING	ED – MN – 3214
4	HISTORY OF EDUCATION IN INDIA	ED – MN – 4214
5	DEVELOPMENTAL PSYCHOLOGY	ED – MN – 5214
6	MENTAL HEALTH AND HYGIENE	ED – MN – 6214

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	FOUNDATIONS OF EDUCATION - I ED – MN – 1114	CLO - 01	After completing the course, students will acquire knowledge about different aims of Education.
		CLO - 02	After completing the course, students will acquire knowledge about role of education in socialization process
		CLO - 03	After completing the course, students will develop responsibility toward society
2	FOUNDATIONS OF EDUCATION - II ED – MN – 2114	CLO - 01	After completing the course, students will acquire knowledge of Education, Psychology, technology
		CLO - 02	After completing the course, students will understand the relation between Philosophy and Education
		CLO - 03	After completing the course, students will learn the uses of technology in education.
		CLO - 04	After completing the course, students will learn the importance of value education in students life.
3	GUIDANCE AND COUNSELING ED – MN – 3214	CLO - 01	Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
		CLO - 02	Acquire knowledge about the historical development of Indian philosophy, recognizing key figures, texts, and periods.
		CLO - 03	Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought.
		CLO - 04	Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.
4	HISTORY OF EDUCATION IN INDIA ED – MN – 4214	CLO - 01	After completion of this course the learner will be able to understand different ancient Indian schools of philosophy and their educational implications.
		CLO - 02	After completion of this course the learner will be able to learn about the different indigenous system of Indian education.
5	DEVELOPMENTAL PSYCHOLOGY ED – MN – 5214	CLO - 01	After learning this course students will be able to understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.

5	DEVELOPMENTAL PSYCHOLOGY ED – MN – 5214	CLO - 02	After learning this course students will be able to acquire the knowledge about developmental aspects during infancy and childhood.
		CLO - 03	After learning this course students will be able to understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.
		CLO - 04	After learning this course students will be able to know the nature of juvenile delinquency, causes and preservative measures
6	MENTAL HEALTH AND HYGIENE ED – MN – 6214	CLO - 01	After completion of this course the learner will be able to acquaint with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.
		CLO - 02	After completion of this course the learner will be able to acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
		CLO - 03	After completion of this course the learner will be able to Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.
		CLO - 04	After completion of this course the learner will be able to apply the knowledge gained from this course for upliftment of one's mental health

Mapping of Programme Outcome (PO) and Course Learning Outcome (CLO):

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (APO)										
		APO - 1	APO - 2	APO - 3	APO - 4	APO - 5	APO - 6	APO - 7	APO - 8	APO - 9	APO - 10	APO - 11
ED-MN-1114	CLO - 1							2			3	
	CLO - 2		3	3		2	2	2				
	CLO - 3				3	2	2	2				
ED-MN-2114	CLO - 1		2	2				2			3	
	CLO - 2	3	2	2				2				
	CLO - 3							2				
	CLO - 4		2	2		3	3	2				
ED-MN-3214	CLO - 1	1				1						
	CLO - 2	2							3		2	
	CLO - 3	1	2	3					3			
	CLO - 4			3								3
ED-MN-4214	CLO - 1	3		2				2				
	CLO - 2	3		1		1					2	
ED-MN-5214	CLO - 1					3						
	CLO - 2										2	
	CLO - 3	2						2			2	
	CLO - 4		2								2	
ED-MN-6214	CLO - 1			1	2			3				
	CLO - 2	2			2						3	
	CLO - 3		2	2		3	3	2				
	CLO - 4	1				1						

Mapping of Programme Specific Outcome (PSO) and Course Learning Outcome (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)							
		PSO - 1	PSO - 2	PSO - 3	PSO - 4	PSO - 5	PSO - 6	PSO - 7	PSO - 8
ED-MN-1114	CLO - 1	3							3
	CLO - 2	3							3
	CLO - 3	3							3
ED-MN-2114	CLO - 1	3							3
	CLO - 2			2					
	CLO - 3				3				
	CLO - 4			3			3		
ED-MN-3214	CLO - 1	1							
	CLO - 2					2			
	CLO - 3						3		
	CLO - 4								3
ED-MN-4214	CLO - 1	2		3					
	CLO - 2	3		3					
ED-MN-5214	CLO - 1	3						2	
	CLO - 2	3					3		
	CLO - 3	3					1		
	CLO - 4	2						2	
ED-MN-6214	CLO - 1	3							1
	CLO - 2	3							1
	CLO - 3	3							2
	CLO - 4	2					3		

COURSE NAME: Foundations of Education - 1

COURSE 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. cultural heritage, moral values, and spiritual wisdom embedded in these literary masterpieces*

COURSE LEARNING OUTCOME:

CLO 1: *After completing the course, students will acquire knowledge about different aims of Education.*

CLO 2: *After completing the course, students will acquire knowledge about role of education in socialization process*

CLO 3: *After completing the course, students will 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.
9. Pathak, R.P.-Philosophical and Sociological Principles of Education, Pearson, New Delhi.
10. Rawat, D. S. – Measurement, Evaluation and Statistics in Education. Raaj Prakashan, New Delhi.
11. Saxena, N. R. Swarup – Principles of Education, Surya Publication Meerut.
12. V. R. Taneja – Socio Philosophical Approach to Education. Atlantic Publishers, New Delhi.

COURSE NAME: Foundations of Education-II

COURSE 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 LEARNING OUTCOME:

CLO 1: *After completing the course, students will acquire knowledge of Education, Psychology, technology*

CLO 2: *After completing the course, students will understand the relation between Philosophy and Education*

CLO 3: *After completing the course, students will learn the uses of technology in education.*

CLO 4: *After completing the course, students will learn the 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 :Binod Pustak Mandir,
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.
6. Das,R.C : (1993) Educational Technology, Sterling Publishers. New Delhi.
7. Kundu & Tutoo.(2015). Educational Psychology, Sterling Publishers Pvt Ltd, New Delhi
8. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana .
9. Mangal, S.K: (2013) Foundations of Educational Technology. Tandon Publications. Ludhiana.

COURSE NAME: Guidance And Counselling

COURSE CODE: ED - MN - 3214

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

THEORY

Total Lectures: 45

COURSE OBJECTIVES:

- *To provide knowledge on the concept of guidance and counselling, steps of guidance process and importance of different guidance programme.*
- *To give knowledge about counselling, its different types and importance of counselling*
- *To develop skill to solve personal, social and academic challenges.*

COURSE LEARNING OUTCOME:

After completing the course, students will:

CLO 1: *Learn about the concept of Guidance and Counselling.*

CLO 2: *Know about Guidance, its steps of guidance processes.*

CLO 3: *Know about counselling, its different types, importance of counselling in solving different problems.*

CLO 4: *Understand the importance of different guidance program at different levels of education and for teachers.*

Unit I: Introduction to Guidance (Lectures: 10)

- Meaning ,concept , definition and characteristics of Guidance
- Objectives of Guidance
- Principles of Group Guidance.
- Different types of Guidance and their merits and demerits.
- Significance of guidance.

Unit II: Introduction to Counselling (Lectures: 10)

- Meaning, concept , definition of Counselling.
- Characteristics of Counselling.
- Objectives of Counselling.
- Different types of Counselling and their significance.
- Relation between Guidance and Counselling.

Unit III: Organization of Guidance Service : (Lectures: 15)

- Meaning and concept of Guidance Service
- Principles of organizing Guidance Service.
- Need and Importance of guidance service.
- Meaning, Nature, Scope of Group Guidance.
- Placement Service.
- Follow up service.

Unit IV: School Guidance program (Lectures: 10)

- Meaning and concept of School guidance program.
- Need and importance of Guidance in education.
- Importance of Guidance in Elementary School.
- Importance of Guidance on Secondary school.
- Role of teacher in Guidance program.

Recommended Books:

1. Anastesi,A.2003 : Psychological Testing(5th ed.), Mc.Milan, New York.
2. Bhatnagar, A and Gupta, N. (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.
3. Chaube, S.P.: Educational and Vocational Guidance and Counselling, Dominant Publishers, New Delhi-2005.
4. Kochar, S.K.(1990): Educational and vocational guidance in secondary schools , Sterling publishers, New Delhi.
5. Pandey, K.P.: Educational and Vocational Guidance India. Vishwa Vidyalaya Prakashan Chowk , Varanasi 2000.
6. Myetrs, Geroge.E.: Principles And Techniques of Vocational Guidance. New York McGraw Hill Book Co.Inc.
7. Nageswar Rao, S: Guidance & Counselling, Discovery Publishing House.
8. Rao, Usha: Advanced Educational Psychology. Himalaya publishing House, Mumbai-2008

COURSE NAME: History of Education in India

COURSE CODE: ED – MN – 4214

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

THEORY

Total Lectures: 45

Course Objective:

- *To give knowledge about ancient Indian education system and their Educational implications.*
- *To give knowledge about different indigenous education system.*
- *To acquaint the students with the differences between ancient and modern education system*

COURSE LEARNING OUTCOME:

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

CLO 1: *Understand different ancient Indian schools of philosophy and their educational implications*

CLO 2: *Learn about the different indigenous system of Indian education.*

Unit I. Education in Vedic Period (Lectures: 15)

- Concept of Vedic Philosophy.
- Education during Vedic period.
- Method of teaching, curriculum, role of teacher.
- Their Educational Implications

Unit II. Education in Buddhist Period (Lectures: 10)

- Concept of Buddhist Philosophy.
- Education during Buddhist period.
- Method of teaching, curriculum, role of teacher.
- Their Educational Implications

Unit III. Education in Islamic Period (Lectures: 10)

- Concept of Islamic Philosophy.
- Education during Islamic period.
- Method of teaching, curriculum, role of teacher.
- Their Educational Implications

Unit IV. Indigenous System of Indian Education System (Lectures: 10)

- Namghor.
- Pathsala.
- Sanskrit tol.
- Maktab and Madrasa.

Recommended Books:

1. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
4. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
5. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications.

COURSE NAME: Developmental Psychology

COURSE CODE: ED - MN - 5214

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

THEORY

Total Lectures: 45

Course Objective:

- *To understand the basic concept relating to development.*
- *To acquaint with the hereditary and environmental factors affecting pre- natal and post – natal stage.*
- *To provide knowledge about the developmental aspects of adolescence, importance of adolescence period, need and problems of adolescence and their solutions.*

COURSE LEARNING OUTCOME:

After learning this course students will be able to:

CLO 1: *Understand the basic concepts relating to development and acquaint with heredity and environmental factors affecting pre-natal and post-natal development.*

CLO 2: *Acquire the knowledge about developmental aspects during infancy and childhood.*

CLO 3: *Understand the development aspects of adolescence, importance of adolescence period, needs and problems associated with this stage.*

CLO 4: *Know the nature of juvenile delinquency, causes and preservative measures..*

Unit I: Introduction to Developmental Psychology (Lectures: 10)

- Meaning, definition, nature and scope of developmental psychology
- Pre - natal stage –Periods of pre-natal development, concept of pre-natal stage, characteristics, hereditary and other factors that affect pre-natal development, Precautionary measures to be taken in pre-natal development
- Post natal stage – Period of Neonatal stage, Hereditary and other factors that affect post-natal development

Unit II: Infancy stage (Lectures: 10)

- Meaning, and concept of infancy.
- Characteristics of infancy
- Different developmental aspects during infancy - Physical development – Cognitive development - Motor development - Language development - Emotional development – Social development
- Role of family in the development of infants

Unit III: Childhood Stage (Lectures: 10)

- Meaning, definition and concept of childhood
- General characteristics of childhood

- Developmental characteristics of childhood - Physical development, Social and Emotional development.
- Influence of family and school in social and personality development in childhood.

Unit IV: Adolescence - An age of transition and Juvenile delinquency (Lectures: 15)

- Meaning, concept and definition and characteristics of adolescence
- Developmental task of adolescents
- Developmental characteristics of adolescence - Physical development, Emotional development, social development, mental development
- Need and problem of adolescence
Juvenile delinquency and its causes
- Role of school, family and society in preventing delinquency.

Recommended Books:

1. Chaube, S. P. (2011). Developmental Psychology. New Delhi: Neelkamal Publications Ltd.
2. Cole, L. (1936). Psychology of Adolescence, New York: Rinehart and Winston
3. Goswami, Devi & Kalita (2016). Bikashit Manobigyan. Guwahati: Shanti Prakashan.
4. Goswami, G. (2008). Child Development and Child Care. Guwahati: Arun Prakashan.
5. Mathur, S.S.(1994). Educational Psychology. Vinod Pustak Mandir, Agra.
6. Sarma, M.K. (1991).Snatok Moholar Shiksha: Shiksha Manobigyan, Students Emporium, Dibrugarh.

COURSE NAME: Mental Health and Hygiene

COURSE CODE: ED - MN - 6214

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

THEORY

Total Lectures: 45

Course Objective:

- *To acquaint the students with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.*
- *To promote awareness and understanding about the principles, factors of promoting mental health and the role of home, school, and society in maintaining proper mental health.*
- *To familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.*

COURSE LEARNING OUTCOME:

After completion of this course the learner will be able to

CLO 1: *Acquaint with the fundamentals and development of mental health and mental hygiene, the characteristics of a mentally healthy person and relationship between mental health and mental hygiene.*

CLO 2: *Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.*

CLO 3: *Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.*

CLO 4: *Apply the knowledge gained from this course for upliftment of one's mental health*

Unit I: Fundamental of Mental Health and Mental Hygiene (Lectures: 15)

- Mental Health – Concept and definitions, need and scope of Mental Health.
- Dimensions of Mental Health.
- Characteristics of a mentally healthy person
- Mental Hygiene –it's meaning and definitions and needs
- Need and importance of mental hygiene
- Purpose and Functions of Mental Hygiene
- Relationship between Mental health and hygiene

Unit II: Moral Concepts (Lectures: 11)

- Principles of sound Mental Health.
- Factors affecting Mental Health.
- Mental Health Hazards.
- Role of Home, School and Society in maintaining Mental Health of students.

- Mental Health of Teacher, causes of Mal adjustment and remedial measure

Unit III: Preservation of Mental Health and Positive Psychology (Lectures: 10)

- Role of positive Psychology -Positive Psychology – Meaning and Nature and importance, Five pillars of positive psychology-PERMA.
- Contribution of WHO on Mental Health
- Stress management
- Mental Health Care Act, 2017

Unit IV: Mental Health and Yoga (Lectures: 10)

- Concept of Yoga, Importance of Yoga for Physical and Mental Health.
- Role of Yoga for management of Stress
- Principles of Yoga for Healthy Living
- Pranayama and Meditation for Promoting Mental Health.

Recommended Books:

1. Baumgardner, S. And Crother, M. (2009).Positive Psychology. New Delhi: Pearson India Education Services Pvt. Ltd.
2. Coleman J. C. (2016): Abnormal Psychology and Modern life. Chicago: Scott, Foresman and Company.
3. Chauhan, S.S. (2007). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Crow, L.D. and Crow, A. (1951). Mental Hygiene. New York: McGraw Hill Gururani.
5. G.D. (2006).Textbook on Mental Health and Hygiene. New Delhi: Akansha Publishing House.
6. Mangal, S.K. (1999). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd

SKILL ENHANCEMENT COURSE

(SEC)

Programme Specific Outcome of Bachelor of Arts – EDUCATION (Skill Enhancement Course)

After completion of B.A with SEC in Education, students will be able to–

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Problem solving skill	Problem understanding and solving is an essential quality which is also required in today's society.
PSO 3	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 4	Knowledge of ICT	Students will apply the knowledge of ICT tools, digital classroom, E-study materials and resources.
PSO 5	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 6	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

Basic Syllabus Structure of SEC

Semester	Course Name	Course code
1	Public Speaking Skill	ED – SE – 1113
2	Writing Bio-Data and Facing an Interview	ED – SE – 2113
3	Community Engagement and Extension Activities	ED – SE – 3213

Course Learning Outcome - Skill Enhancement Course (SEC)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Public Speaking Skill ED-SE-1113	CLO - 01	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.
		CLO - 02	After completing the course the confidence level of the students will be boosted
2	Writing Bio-Data and Facing an Interview ED-SE-2113	CLO - 01	After completing the course students will be able to write a well articulated bio-data.
		CLO - 02	After completing the course students will be able to face interview in different fields with practical knowledge on various aspects of interview, academic as well as professional
3	Community Engagement and Extension Activities ED-SE-3213	CLO - 01	After completing the course, students will learn about the concept of community engagement
		CLO - 02	After completing the course, students will know different principles of extension activities.
		CLO - 03	After completing the course, students will understand different methods of extension activities.
		CLO - 04	After completing the course, students will acquire the skill of survey work.

Mapping of Course Learning Outcome and Programme Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME OUTCOME										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
ED-SE-1113	CLO 1										3	2
	CLO 2		3	3		2		3				
ED-SE-2113	CLO 1					2		2			2	
	CLO 2							3				3
ED-SE-3213	CLO 1	1										
	CLO 2	1	3									
	CLO 3		2	3								
	CLO 4			3								

Mapping of Course Learning Outcome and Programme Specific Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME SPECIFIC OUTCOME					
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
ED-SE-1113	CLO 1					2	3
	CLO 2						3
ED-SE-2113	CLO 1	3			3		
	CLO 2					3	3
ED-SE-3213	CLO 1	1	2				
	CLO 2	2					
	CLO 3				3		
	CLO 4						3

COURSE NAME: Public Speaking Skill

Course CODE: ED-SE-1113

Total Credits: 3 (Theory: 2 + 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 LEARNING OUTCOME:

CLO 1: *After completing the course students will apply different skills of Public Speaking and this will enhance their communication as well as interpersonal skills*

CLO 2: *After completing the course the confidence level of the students will get boosted.*

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).

COURSE NAME: Writing Bio-Data and Facing an Interview

COURSE CODE: ED-SE-2113

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

THEORY

Total Lectures: 30

Course Objectives:

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

COURSE LEARNING OUTCOME:

CLO 1: *After completing the course students will be able to write a well articulated bio-data*

CLO 2: *After completing the course students will be able to 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.

COURSE NAME: Community Engagement and Extension Activities

COURSE CODE: ED-SE-3213

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

THEORY

Total Lectures: 30

Course Objectives:

- *To provide knowledge on the concept of extension activities and principles of extension activities and different methods of extension activities*
- *To develop the skill of survey works*
- *To encourage active participation and involvement of the students in the community activities.*

COURSE LEARNING OUTCOME:

After completing the course, students will:

CLO 1: *Learn about the concept of community engagement*

CLO 2: *Know different principles of extension activities.*

CLO 3: *Understand different methods of extension activities.*

CLO 4: *Acquire the skill of survey work.*

Unit I. Community Engagement (Lectures: 10)

- Meaning, types and importance of Community Engagement
- Steps of Community Engagement
- Principles of Community Engagement
- Role of school and colleges in community development

Unit II Extension Activities (Lectures: 10)

- Meaning , characteristics and objectives of extension activities
- Principles and importance of Extension activities.
- Areas of Extension Activities.
- Different methods of Extension -Home Visit, Group Discussion, T.V.and Radio, Exhibition and Campaigning

Practical/Project:

Lectures: 30

- Students will involve in any one of the following extension activities:
Visit a nearby village /area and conduct survey on educational and economic status, livelihood, women entrepreneur, health and sanitation of the first generation learner.
- Creating awareness amongst women about health, politics, and environment.
- Creating awareness about educational facilities in their locality.

GUIDELINES :

- ☞ The teachers will have to guide the students in extension activities.
- ☞ Teachers will explain the concept and different types of extension activities.

INTER-DISCIPLINARY COURSE

(IDC)

Programme Specific Outcome of Bachelor of Arts – EDUCATION (IDC)

PSO No	PSO Name	OUTCOME
PSO 1	Basic Ideas /Concepts	Related to different topics they will develop concepts and will relate to varied areas of knowledge
PSO 2	Awareness about ethics and values	Inclusion of variety programmes in the curriculum will make students aware about different values and ethics of life.
PSO 3	Importance of managerial skills	Management and administration go hand in hand . Learners will develop those skills easily by learning different areas of it.
PSO 4	Leadership quality	Leadership both in academics and practical life would take the nation to a greater and brighter future.
PSO 5	Skill of communications	Effective communication ability to ensure the exchange of thoughts, ideas and views on certain issues.
PSO 6	Managing and maintaining mental stress	By applying the knowledge, they will be managing stress and maintaining mental health as well.
PSO 7	Social responsibilities and love for community	Students will become socially responsible and learn to serve the society which in turn lead the nation towards prosperity.

Basic Syllabus Structure of IDC

Semester	Course Name	Course Code
1	Introduction to Education	ED-ID-1113
2	Introduction to Psychology	ED-ID-2113
3	Educational Sociology	ED-ID-3213

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Introduction to Education ED-ID-1113	CLO – 01	After completing the course, students will learn the basic concept of education.
		CLO – 02	Students will also learn the aims of education and determinants of education.
2	Introduction to Psychology ED-ID-2113	CLO – 01	After completing the course, students will learn the basic concept of psychology.
		CLO – 02	Students will acquire the knowledge of educational psychology and also learn about importance of memory and forgetting.
3	Educational Sociology ED-ID-3213	CLO – 01	After completion of this paper, the students will be able to understand the meaning and concept of sociology and the relationship between sociology and education.
		CLO – 02	After completion of this paper, the students will be able to know the meaning of culture and the relationship of culture and education.
		CLO – 03	After completion of this paper, the students will be able to understand the concept of socialization process and the role of education in socialization process.
		CLO – 04	After completion of this paper, the students will be able to understand the concept of social group and its types.
		CLO – 05	After completion of this paper, the students will be able to understand the concept, nature and factors of social change and the role of education on social change.

Mapping of Course Learning Outcome (CLO) and Programme Outcome (PO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (PO)										
		APO - 1	APO - 2	APO - 3	APO - 4	APO - 5	APO - 6	APO - 7	APO - 8	APO - 9	APO - 10	APO - 11
ED-ID-1113	CLO - 1	2						3				
	CLO - 2							3			3	
ED-ID-2113	CLO - 1	2									3	
	CLO - 2							3				
ED-ID-3213	CLO - 1	3		2							2	
	CLO - 2	2				2						
	CLO - 3			1								
	CLO - 4	2						2			1	
	CLO - 5	1			3							

Mapping of Course Learning Outcome (CLO) and Programme Specific Outcome (PSO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)						
		PSO - 1	PSO - 2	PSO - 3	PSO - 4	PSO - 5	PSO - 6	PSO - 7
ED-ID-1113	CLO - 1	3			3			
	CLO - 2	3					3	
ED-ID-2113	CLO - 1	3	3		3			
	CLO - 2		3		2		3	
ED-ID-3213	CLO - 1	3	3	3			2	3
	CLO - 2	3	2	3	3	2		2
	CLO - 3	2	2	3	3		3	
	CLO - 4	3		2	2		3	
	CLO - 5	3		2		2	2	3

COURSE NAME : Introduction to Education

COURSE CODE : ED – ID – 1113

TOTAL CREDITS : 3 (Theory: 3)

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 LEARNING OUTCOME:

CLO 1: *After completing the course, students will learn the basic concept of education.*

CLO 2: *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.

COURSE NAME : Introduction to Psychology

COURSE CODE : PH – ID – 2113

TOTAL CREDITS : 3 (Theory: 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 LEARNING OUTCOME:

CLO 1: *After completing the course, students will learn the basic concept of psychology.*

CLO 2: *Students will acquire the knowledge of educational psychology and 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.
4. Chauhan, S.S.- Advanced Educational Psychology, Vikash Publishing House, New Delhi, 1971.
5. Chaterjee, S.K.- Educational Psychology, Book and Allied Pvt. Ltd., Calcutta, 2012.

6. Das, Phunu, Utpal, Kalita and Baishya, Bandana.-Sikshar Mano baigyanik Vitti, Shanti Prakashan, Guwahati-21, 2019.
7. Dash, B. N.- Essentials of Educational Psychology, Neelkamal Publication Pvt. Ltd. Hyderabad, 2009.
8. Goswami, Marami.- Fundamentals of Educational Psychology, Ashok Publication, Panbazar, Guwahati, 2014.
9. Kar, B.C.- Education A study of Principles and Psychology, New Book Stall, Guwahati, 1978.
10. Mangal, S.K.- Advanced Educational Psychology, Prakash Brothers, Ludhiana, 1990.
11. Mathur, S.S.- Educational Psychology, Vinod Pustak Mandir, Agra, 1997.
12. Sarma, Mukul.-Siksha Mano Bigyan aru Parikhongkhya, Students Emporium, Dibrugarh, 1993.
13. Rai, B.C. - Educational Psychology, Prakashan Kendra, Lucknow, 1998.
14. Sharma, R.N and Sharma R.K.- Advanced Educational Psychology, Surjeet Publication, Delhi, 1996.

COURSE NAME : Educational Sociology

COURSE CODE : ED – ID – 3213

TOTAL CREDITS : 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective :

- *To provide knowledge on the concept of sociology and its relationship with education.*
- *To develop understanding about the concept of educational sociology and social group.*
- *Acquaint with the process of socialization and the process of social change.*

COURSE LEARNING OUTCOME:

After completion of this paper, the students will be able to:

CLO 1: *Understand the meaning and concept of sociology and the relationship between sociology and education.*

CLO 2: *Know the meaning of culture and the relationship of culture and education.*

CLO 3: *Understand the concept of socialization process and the role of education in socialization process.*

CLO 4: *Understand the concept of social group and its types.*

CLO 5: *Understand the concept, nature and factors of social change and the role of education on social change.*

Unit I: Sociology and education (Lectures: 15)

- Concept and Nature of Sociology.
- Educational Sociology: Meaning, Nature, Scope of sociology.
- Importance of educational sociology.
- Relation between Education and Sociology.

Unit II: Education and Culture (Lectures: 15)

- Concept, Nature and Functions of Culture.
- Types of Culture: Material and Non-Material Culture.
- Relationship between Culture and Education

Unit III: Social change and social group (Lectures: 15)

- Meaning and nature of social change.
- Factors of Social Change.
- Education as an instrument of Social Change.
- Meaning and nature of social group, types of social group and its importance.

Recommended Books:

1. Bhatia & Narang (2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
2. Brown, F. J. (1954): Educational Sociology (2nd Edition). New York: Prentice Hall.
3. Chanda, S.S. & Sharma, R. K. (2002). Sociology of Education. New Delhi: Atlantic Publisher s.
4. Rao, C. N. Shankar (2005). Sociology-Principles of Sociology with an introduction to Social Thought. New Delhi: S. Chand & Company.
5. Ravi, S. S. (2015). Philosophical and Sociological Bases of Education. New Delhi: Prentice Hall India Pvt. Ltd.
6. Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Publishers.