

## FOUR YEAR UNDERGRADUATE PROGRAMME STRUCTURE

### AS PER NEP 2020

#### DEPARTMENT OF EDUCATION

##### (Major & Minor Course)

#### About the Program

The FourYear Undergraduate programme in Education is an attempt to provide the opportunity to experience a range of holistic and multidisciplinary education with focus on 'Education' as major course and minors as per the choices of the student. It will lead to a degree with a research component in the major course that promote specialization in 'Education' with an increased pedagogical emphasis on communication, discussion, research, and opportunities for cross-disciplinary and interdisciplinary thinking. The four-year undergraduate programme (FYUPEDN) in Education with exit options to the students, allow certificate, diploma, and degree at the end of first, second, and third year, respectively. FYUPEDN offers Programmes of Education as Major course with Research Degree, Education as Major Course without Research Degree and Minor Course. There are total 20 Discipline Specific Core course and project/dissertation course in the eight semesters for Programs of Education as Major Course with Research Degree, 15 core courses across six semesters for programmes of Education as Major Course without Research Degree and additional courses for minor program. The program is also inclusive of three Interdisciplinary Course (IDC) that can be chosen by the students up to third semester, along with courses like Ability Enhancement Course (AEC), Skill Enhancement Course (SEC) and Value Added Courses (VAC), Internship offered by the University in requirement of fulfilment of FYUGP of Kumar Bhaskar Varma Sanskrit & Ancient Studies University under NEP, 2020.

#### Graduate Attribute:

Intended to empower graduates with competencies and 21st-century skills to become global citizens, and contribute to the nation's economy, the program visualized the **graduate attributes** in terms of comprehensive knowledge across multiple disciplines, enriched research skills, boosted analytical and critical thinking, capable of problem solving and creative thinking, leadership readiness, developed communication skills along

with scientific temperament and sense of rootedness as well as with sound ethical moorings and values. With enhanced capability of 'how to learn' through self-directed learning, graduates with holistic personal development, will adapt with changing demand of the society for building an equitable, inclusive, and plural society and to serve humanity.

### **Programme Outcome (POs) of Four-Year Undergraduate Programme:**

Program Outcomes are the statements about the knowledge, skills and attitudes (attributes) the graduate of a formal academic program should have after completion of the particular program. The Graduate with Education as Major Course will be able to-

1. **Engineer Knowledge of Education-** Apply knowledge and Skills required to perform and accomplish tasks, to the solution of problems of Education.
2. **Problem analysis:** Identify, formulate, review research literature, and analyze education related problems reaching substantial solution of problems
3. **Critical and Creative Thinking:** Demonstrate independent learning, analysis 'Education' as a process as well as product
4. **Research and Innovation-** Able to use research-based knowledge and design solution for problems of education, meeting the specific needs of public education
5. **Effective Communication:** Create, select, and apply appropriate techniques, resources, and modern teaching tools with an understanding of its limitations.  
**Employability:** Demonstrate proficiency in academic as well as professional front, be Employment ready, along with entrepreneurship skills and mind set
6. **Education and Society:** Recognize social responsibilities, leadership qualities, responsibilities relevant to the professional educational practice as well as societal issues.
7. **Environment and Sustainability:** Understand the impact of the educational solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
8. **Ethics:** Demonstrate ethical principles and commitment to professional ethics as well as Constitutional, humanistic, ethical, and moral values.
9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
10. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of Education.

**Programme Specific Outcome:**

Programme Specific Outcomes are the statements that state the subject-specific knowledge and skills, the graduates of a specific program able to do at the end of the program. The programme introduces the students to different concepts of education, its history, contemporary issues, practices, developmental trends, along with developing a sense of research interest. The innovative course will attempt to provide a foundation for an overall perspective of education both as a process and product at the undergraduate level, with further specialization at the post graduate level, to enable the students to explore diverse avenues in different fields of education at local, regional, national and international level through holistic and interdisciplinary approach to education.

On successful completion of Four -Year Undergraduate Programme in Education from Kumar Bhaskar Varma Sanskrit & Ancient Studies University, the graduates will be able to-

**PSO1:** Understand the concept of Education as a process as well as product and its connectedness with other relevant field of knowledge.

**PSO2:** Apply technical knowhow of teaching learning process for solution of the classroom challenges.

**PSO3:** Apply pedagogical skills enriched with modern information and communication technologies for effective learning and reaching the unreached.

**PSO4:** Analyse, comprehend, design and develop a variety of learning modules for betterment of the individual and the society at large.

**PSO5:** Adapted with current trend of Education, professional skills and technological advancement as per social requirements.

**PSO6:** Identify and synergies solution of problems through research work

**PSO7:** Demonstrate professional ethics and concern for social well-being

**PSO8:** Communicate effectively the ideas and practices of Education

**PSO9:** Be Critical and creative in generating innovative instructional strategies of Education

**PSO10:** To produce graduates having strong background of ‘Education’ who can function effectively in a multi-disciplinary environment.

**Outline of Courses under Four Year Undergraduate Courses in Education:**

Sl. No	Broad Categories of Course	CODE	Credits in 4YUGP
1	MAJOR (CORE)	DSC	80 (20X4)
2	MINOR	DSE	32 (8X4)
3	MULTIDISCIPLINARY	IDC	09 (3X3)
4	ABILITY ENHANCEMENT COURSE	AEC	08 (3+3+2)
5	SKILL- ENHANCEMENT COURSE	SEC	09 (3X3)
6	VALUE ADDED COURSES	VAC	06 (3X2)
7	SUMMER INTERNSHIP		04 (1X4)
8	RESEARCH PROJECT/DISSERTATION		12
	TOTAL		160

# SEMESTERWISE CREDIT STRUCTURE

## PROPOSED COURSE STRUCTURE

### Four Year Undergraduate Programme in Education

#### DEPARTMENT OF EDUCATION KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY

Semester	Major DSC 60/80	Minor DSE 24/32	I/MD C IDC 9	AEC 12/13	VAC 6	SEC 12	PROJECT/ INTERNSHIP	TOTAL CREDIT	TOTAL COURSE
	20 x 4 credits	6 x 4 credits	3 x 3 credits	4x3 credits	2x3 credits	3x3+4	1x12	160	41
I	DSC1(4)	DSE 1 (4)	IDC 1(3)	AEC L1(3)	VAC 1(3)	SEC 1(3)		20	6
II	DSC2(4)	DSE 2(4)	IDC 2(3)	AEC L2(3)	VAC2 (3)	SEC2 (3)		20	6
<b>EXIT 1</b>	<b>UG CERTIFICATE PROGRAMME</b>								
III	DSC3(4)	DSE 3 (4)	IDC3 (3)	AEC3 (2)		SEC3 (3)		20	6
	DSC4(4)								
IV	DSC5(4)	DSE 4 (4)		AEC4 (4)				20	5
	DSC6(4)								
	DSC7(4)								
<b>EXIT 2</b>	<b>UG DIPLOMA PROGRAMME</b>								
V	DSC8(4) DSC9(4) DSC10(4) DSC11(4)	DSE 5 (4)						20	5
VI	DSC12(4) DSC13(4) DSC14(4) DSC15(4)	DSE 6 (4)						20	5
<b>EXIT3</b>	<b>UG DEGREE PROGRAMME</b>								
							Value added	120	
VII	DSC16(4) DSC17(4) DSC18(4)	DSE 7					Internship (4)	20	5
	RM 1					Research Method 1 (4)			

VIII	DSC19(4) DSC20(4)	DSE 8						20	3
	RD 1						Project /Disser tation 12		

## PROPOSED COURSE STRUCTURE

### Four Year Undergraduate Programme in Education

#### DEPARTMENT OF EDUCATION KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY

SEMESTER-1						
COURSE NO	COURSE TYPE	NAME OF THE COURSE	CREDITS		INTERNAL	EXTERNAL
			Hours/Tutorial			
DSCEDN 01	CORE/ MAJOR	Theories and Principles of Education	4	3+1	40	60
DSEEDN -01	DSE/MIN OR	Foundation of Education	4	3+1	20	80
IDCEDN 01	IDC	Functional English/Creative Writing/Constitution of India/Mythology of Ancient Indian Tradition/Understanding Indian folk games/ <b>Environmental Education</b> (any one)	3	2+1	20	80
AECEDN 01	AEC	GeneralEnglish	3	2+1	20	80
VACED N-01	VAC	Environmental Studies/Xomoxamoyik <b>Rajnoitik Pristhabhumir Asomia Suti galpa</b> /Indian Traditional Knowledge system(any one)	3	3	20	80
SECEDN -01	SEC	Information technology/ <b>Community Engagement in Education</b> /Communicative Sanskrit (any one)	3	3	20	80
SEMESTER -2						
DSCEDN -02	CORE/MAJOR	Psychological Foundation of Education	4	3+1	20	80
DSEEDN -02	DSE/MIN OR	Psychological Foundation of Education	4	3+1	20	80
IDCEDN 02	IDC	General principles of writing/Introduction to Ethics/Introduction to Political History	3	2+1	20	80

		OF Assam (any one)				
IDCEDN 02	IDC	<b>Understanding Pedagogy</b>	3	2+1	20	80
AECEDN 02	AEC	MIL(Assamese/Bengali/Hindi/Bodo/Alt Eng) (ANY ONE)	3	3	20	80
VACED N2	VAC	<b>Introduction to Yoga</b> /Translation and Assamese Translation Literature (any one)	3	3	20	80
SECEDN 02	SEC	Management/DTP course	3	3	20	80
<b>Level 5</b>	<b>Exit 1</b>	<b>U G Certificate Programme</b>				
<b>SEMESTER – 3</b>						
DSCEDN 3	CORE/MA JOR	Philosophical Foundation of Education	4	3+1	20	80
DSCEDN 04	CORE/MA JOR	History of Education in Pre-Independent India	4	3+1	20	80
DSEEDN 3	DSE/MIN OR	Development of Education in Pre Independent India		3+1	20	80
IDCEDN 03	IDC	<b>Economics of Education</b> /Understanding North –East India/Introduction to Ancient Indian Culture/Essentials of Indian Philosophy (any one)	3		20	80
AECEDN 03	AEC	<b>Life Skill Education</b>	2		20	80
SECEN- 03	SEC	Cyber Security	3			
<b>SEMESTER 4</b>						
DSCEDN 05	DSC	Development of Education in Post Independent India	4		20	80
DSCEDN 06	DSC	Developmental Psychology	4		20	80
DSCEDN 07	DSC	Sociological Foundation of Education	4		20	80
DSE EDN04	DSE/MIN OR	History of Education in Post Independent India	4		20	80
AECEDN	AEC	Studies of Culture in Assam /Spoken English (any one)	4			80
<b>LEVEL6</b>	<b>EXIT-2</b>	<b>UG DIPLOMA PROGRAMME</b>				
<b>SEMESTER 5</b>						
DSCEDN 8	CORE/MA JOR	Emerging Issues in Indian Education	4		20	80
DSCEDN 9	CORE/MA JOR	Educational Technology	4			
DSCEDN 10	CORE/MA JOR	Teacher Education	4		20	80
DSCEDN 11	CORE/MA JOR	Educational Administration and Management	4		20	80
DSEEDN 05	DSE/MIN OR	Emerging Issues in Indian Education	4		20	80
<b>SEMESTER 6</b>						

DSCEDN 12	CORE/MA JOR	Measurement & Evaluation in Education	4		20	80
DSCEDN 13	CORE/MA JOR	Early Childhood Care & Education	4		20	80
DSCEDN 14	CORE/MA JOR	Curriculum Development	4		20	80
DSCEDN 15	CORE/MA JOR	Psychological(Laboratory ) Practical	4		20	80
DSEEDN 06	DSE/MIN OR	Educational Statistics & Measurement	4		20	80
LEVEL 7	EXIT 3	U G DEGREE PROGRAMME				
SEMESTER 7						
DSCEDN 16	CORE/MA JOR	Statistics in Education	4		20	80
DSCEDN 17	CORE/MA JOR	Pedagogical Approach to Education	4		20	80
DSCEDN 18	CORE/MA JOR	Guidance and Counselling	4		20	80
DSCEDN 21	CORE in lieu of Research Method	Economics of Education	4		20	80
DSEEDN 7	DSE/MIN OR	Guidance and Counselling	4		20	80
SEC EDN 04	RM	Research Methodology	4		20	80
EDN03	VAC ?	Presentation/Internship/Community Engagement	4		20	80
SEMESTER 8						
DSCEDN 19	CORE/MA JOR	Research Methodology Part II	4		20	80
DSCEDN 20	CORE/MA JOR	Inclusive Education	4		20	80
RD		Project/Dissertation	12		20	80
LEVEL 8	EXIT 4	U G DEGREE HONOURS/ RESEARCH PROGRAMME				

N B:Dissertation/ Project of 12 credits over semester VIII, for Honours with Research Degree, only if CGPA is equivalent or more 7.5 up to Semester VI.



## **Undergraduate Programme in Education**

**DEPARTMENT OF EDUCATION  
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

**FYUG 1st SEMESTER**

**DSCEDN-01      COURSE: MAJOR      CREDIT: 4**

### **Theories and Principles of Education**

#### **Learning Objectives:**

- To enable the students to have understanding of the concept, nature, aims, scope and functions of Education.
- To make the students capable of analysing and explaining different scientific and sound principles of education.
- To enable the students to achieve clarity and criticality on different concept of discipline and freedom.
- To make students Understand, Analyse and Prioritise different educational theories.

#### **Learning Outcomes: The students will be able to-**

- Describe and relate the concept, nature, aims, scope and functions of Education.
- Discuss and Explain different scientific and sound principles of Curriculum
- Illustrate and Justify the concept of discipline and freedom.
- Understand, Analyse and Prioritise different educational theories.

#### **Course Contents:**

##### **Unit-1 Concept and Aims of Education:**

**Credit 1**

Meaning, Definition, Nature, Scope of Education, Functions of Education towards individual and society, Aims of Education- Determinants of aims of Education, Individual and Social aim of Education. Cultural and Vocational aim of Education. Democratic aim of Education

## **Unit-2 Types of Education:**

**Credit 1**

Formal Education- Meaning and Characteristics, School-its functions and responsibility, Relation between School and Community, Informal Education-Meaning and Characteristics, Role of Family in education, Social Institution, State and Religious Agencies, Non-Formal Education-Meaning and Characteristics, Agencies of Non-Formal Education.

## **Unit-3: Discipline and Freedom:Credit 1**

Meaning, Nature and Need of Discipline. Discipline and Order, Discipline and Freedom. Types of Discipline- Free discipline, Self-discipline and Strict discipline. Maintenance of discipline in educational institutions - Punishment and Reward, Problems and Means.

## **Unit-4: Dimensions of Education**

**Credit 1**

Learner and Learner Centred Approach in Learning, Meaning and Nature of Curriculum. Principles of Curriculum Construction. Different types of curriculum. Concept of Curriculum, Syllabus and Textbooks. Co-Curricular Activities and Types of co-curricular activities. Importance of co-curricular activities, Education for Leisure-Organization of Leisure time activities at Primary, Secondary and Higher Education Level

### **Suggested Readings:**

Safaya, R.N. & Shaiyada, B.D. (1980)– Development of Educational Theory and Practice.

New Delhi, Dhanpat Rai publishing Co.

Banarjee, A. – Philosophical and Principles of Education. Kolkata, B.B. Kunda and sons

Agarwal J C (2010) ‘Theory and Principles of Education’, Vikash Publishing House Pvt. Ltd

Das B.N (2000) ‘Educational Theory and Practice’, Delhi, Ajanta Prakashan

Das L ‘Sampurna Siksha’ Guwahati, Amrita Prakashan

Das P & Goswami S (2019) ‘Foundations of Education’ Shanti Prakashan

**DEPARTMENT OF EDUCATION  
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

**FYUG 1st SEMESTER**

**DSEEDN-01      COURSE: MINOR      CREDIT:4**

**Theories and Principles of Education**

**Learning Objectives:**

- To enable the students to have understanding of the concept, nature, aims, scope and functions of Education.
- To make the students capable of analysing and explaining different scientific and sound principles of education.
- To enable the students to achieve clarity and criticality on different concept of discipline and freedom.
- To make students Understand, Analyse and Prioritise different educational theories.

**Learning Outcomes: The students will be able to-**

- Describe and relate the concept, nature, aims, scope and functions of Education.
- Discuss and Explain different scientific and sound principles of Curriculum
- Illustrate and justify the concept of discipline and freedom.
- Understand, Analyse and Prioritise different educational theories.

**Course Contents:**

**Unit-1 Concept of Education:**

**Credit 1**

Meaning, Definition, Nature, Scope of Education, Functions of Education towards individual and society, Aims of Education- Determinants of aims of Education, Individual and Social aim of Education. Cultural and Vocational aim of Education. Democratic aim of Education

**Unit-2 Types of Education:****Credit 1**

Formal Education- Meaning and Characteristics, School-its functions and responsibility, Relation between School and Community, Informal Education-Meaning and Characteristics, Role of Family in education, Social Institution, State and Religious Agencies, Non-Formal Education-Meaning and Characteristics, Agencies of Non-Formal Education.

**Unit-3: Discipline:Credit 1**

Meaning, Nature and Need of Discipline. Discipline and Order, Discipline and Freedom. Types of Discipline- Free discipline, Self-discipline and Strict discipline. Maintenance of discipline in educational institutions - Punishment and Reward, Problems and Means.

**Unit-4: Dimensions of Education****Credit 1**

Learner and Learner Centred Approach in Learning, Meaning and Nature of Curriculum. Importance of Curriculum Construction. Principles of Curriculum Construction. Different types of curriculum. Curriculum, Syllabus and Textbooks. Concept and Types of co-curricular activities. Importance of co-curricular activities.

**Suggested Readings:**

- Safaya, R.N. & Shaiyada, B.D. (1980)– Development of Educational Theory and Practice. New Delhi, Dhanpat Rai publishing Co.
- Banarjee, A. – Philosophical and Principles of Education. Kolkata, B.B. Kunda and sons
- Agarwal J C (2010) ‘Theory and Principles of Education’, Vikash Publishing House Pvt. Ltd
- Das B.N (2000) ‘Educational Theory and Practice’, Delhi, Ajanta Prakashan
- Das L ‘Sampurna Siksha’ Guwahati, Amrita Prakashan
- Das P & Goswami S (2019) ‘Foundations of Education’ Shanti Prakashan

+++++

**DEPARTMENT OF EDUCATION  
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

**FYUG 1<sup>st</sup> SEMESTER**

**IDCEDN-02      COURSE: Inter Disciplinary CREDIT:3**

**Environmental Education**

**Learning Objectives**

- To develop an understanding of the concept of environmental and population education.
- To provide every students with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment;
- To help students understand the various programmes of environmental education undertaken at different stages of education.
- To develop problem-solving attitude among students towards environmental and population related issues.

**Learning Outcome**

- Develop knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.
- Understand the various programmes of environmental education undertaken at different stages of education.
- Develop problem-solving attitude among students towards environmental and population related issues.
- Develop comprehensive concept about the scope and importance of environmental and population education.

**Unit 1 Environmental Education**

Nature, Meaning and Importance of Environmental Education. Education for Environmental Awareness and Attitude change. Relationship between Man and Environment: Ecological and Psychological Perspectives. Environmental education and

Sustainable Development, Man & Environment Relationship in ancient period.

**Unit 2 Programme of environmental education at different Stages** Credit 1

Primary, Secondary and Higher Institutions. Environmental Stressors—Natural and man-made, Natural disaster and its Types, Education for coping with the environmental stressors and disasters.

**Unit 3 Environmental Management** Credit 1

Nature and Meaning of Environmental Management. Functions of Environmental Management, Approaches to environmental management. Role of NGOs in environmental Management. Environmental Challenges in India, Related Policies and Programmes.

**Reference Books**

- Bhatnagar, A.B. & Bhatnagar, A. Environmental Education. R. Lall Book Depot, Meerut
- Sharma, R.A., Maisnam, P. & Lenka, S.K. (2015). Environmental Education. R. Lall Book Depot, Meerut
- Gupta, P.K. (2012). Population Education. R. Lall Book Depot, Meerut

**DEPARTMENT OF EDUCATION  
KUMAR BHASKAR VARMA SANSKRIT & ANCIENT STUDIES UNIVERSITY**

**FYUG 2<sup>nd</sup> SEMESTER**

**DSCEDN-02      COURSE: MAJOR      CREDIT: 4**

**Psychological Foundation of Education**

**Learning Objectives: Students will be able to-**

- To understand the concept and different methods of educational psychology
- To understand the concept and process of memorization
- To explain the concept of attention, interest and imagination
- To know the importance of play and play way in education and its different theories
- To explain different theories of Intelligence

**Learning Outcomes –**

- Will have understanding on nature and scope of Educational Psychology
- Able to analyse application of psychological theories and principles on Education

**Course content -**

**Unit 1: Basics of Educational Psychology    Credit 1**

Meaning, Nature and Scope of Educational Psychology, Relation between Education and Psychology, Methods of Educational psychology, Application of Educational Psychology in Teaching Learning Process , Concept of Attention and Interest.

**Unit 2: Learning and Motivation**

**Credit 1**

Meaning and Nature of Learning; Factors affecting Learning, Types of learning—Cognitive, Verbal, Concept and Skill learning; Theories of learning— Connectionism-Classical-Operant, Conditioning, Gestalt Theory, Cognitive Field theory of Tolman, Constructivism theory and their Educational Implication, Motivation and Classroom Learning

### **Unit 3: Intelligence and Creativity**

**Credit 1**

Intelligence-its meaning and nature, Development of intelligence and Role of heredity and Environment, Theories of Intelligence-Monarchic theory, Two-factor theory, Multi factor theory and Group factor theory, Piaget's theory of intelligence, Gardener's theory of Multiple Intelligence, Triarchic theory, Creativity-meaning and Importance,

### **Unit -4: Personality-**

Meaning and Nature of personality, Determinants of Personality, Type Approach and Trait Approach of Personality, Psycho-analytic theory of Personality (Freud & Adler)

### **Suggested Readings -**

- Mangal, S K (1993) 'Advanced Educational Psychology: Prentice Hall
- Kupuswami,(2004) 'Educational Psychology'
- Chauhan, S, S. (2007) 'Advanced Educational Psychology
- Mohanty, M S 'Educational Psychology and Statistics' DurgaPrakashBhander, sambalpur
- Dandapani, S. (2016), General Psychology, Publisher : Neelkamal;



**DEPARTMENT OF EDUCATION  
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

**FYUG 2<sup>nd</sup> SEMESTER**

**DSEEDN-02**

**COURSE: MINOR**

**CREDIT:4**

**Psychological Foundation of Education**

**Learning Objectives: Students will be able to-**

- To understand the concept and different methods of educational psychology
- To understand the concept and process of memorization
- To explain the concept of attention, interest and imagination
- To know the importance of play and play way in education and its different theories
- To explain different theories of Intelligence

**Learning Outcomes –**

- Will have understanding on nature and scope of Educational Psychology
- Able to analyse application of psychological theories and principles on Education

**Course content -**

**Unit 1: Introduction to Educational Psychology Credit 1**

Meaning, Nature and Scope of Educational Psychology, Relation between Education and Psychology, Methods of Educational psychology, Application of Educational Psychology in Teaching Learning Process

**Unit 2: Attention, Imagination, Memory and Forgetting Credit 1**

Concept of Attention, Determinants of Attention, Concept of Imagination and its types, Role of Education on Imagination Development, Meaning and Nature of Memory, Kinds of memory, Process of Memorization, Forgetting –its concept and causes

**Unit 3: Learning and Motivation**

**Credit 1**

Meaning and Nature of Learning; Factors affecting Learning, Types of learning—Cognitive, Verbal, Concept and Skill learning; Theories of learning— Connectionism-Classical-Operant, Conditioning, Gestalt Theory, Tolman’s Field Theory and their Educational Implication, Motivation and Classroom Learning

#### **Unit 4: Intelligence, Creativity, PersonalityCredit 1**

Intelligence-its meaning and nature, Development of intelligence and Role of heredity and Environment, Theories of Intelligence-Monarchic theory, Two-factor theory, Multi factor theory and Group factor theory, Creativity-meaning and Importance, Personality-Meaning and Nature, Determinants of Personality

#### **Suggested Readings -**

- Mangal, S K (1993)‘Advanced Educational Psychology: Prentice Hall
- Kupuswami,(2004) ‘Educational Psychology’
- Chauhan, S, S. (2007)‘Advanced Educational Psychology
- Mohanty, M S ‘Educational Psychology and Statistics’ Durga Prakash Bhandar, sambalpur
- Dandapani, S. (2016), General Psychology, Publisher : Neelkamal;

+++++

**DEPARTMENT OF EDUCATION  
KUMAR BHASKAR VARMA SANSKRIT & A S UNIVERSITY**

**FYUG 2<sup>nd</sup> SEMESTER**

**IDCEDN-02**

**COURSE: Inter Disciplinary**

**CREDIT:3**

**Understanding Pedagogy**

**Learning Objectives**

- To develop knowledge and understanding about teaching learning process.
- To enable the students to understand the aspects of teaching from ancient educational perspectives.
- To comprehend the aspects of teaching from modern educational perspectives.
- To develop knowledge and understanding of academic as well as social environment of schools.
- To promote teaching skills and competence among the students with the help of real teaching environment.
- To acquaint with different problems emerging in the teaching learning situation

**Learning Outcome-**

- Develop knowledge and understanding about teaching learning process.
- Comprehend the ancient and modern aspects of teaching.
- Understand the academic and social environment of school as social institution.
- Develop teaching competence and skill in real teaching learning set up.
- Workout practical solution of different problems of teaching learning situation.

**Unit 1 Teaching-Learning Process**

**Credit 1**

Meaning and nature of Teaching. Maxims of Teaching. Phases of Teaching. Lesson Plan-Meaning and Importance

**Unit 2 Ancient Approach to Pedagogy**

**Credit 1**

Nature of Ancient Indian Teaching Process. Concept and Characteristics of Ancient Methods of Teaching—Shravana, Manana and Dhyana. Relevance of Ancient Indian Methods of Teaching in present day context.

**Unit 3 Modern Approach to Pedagogy**

**Credit 1**

Concept and Characteristics of Modern Methods of Teaching- Flipped Classroom Method, Blended Learning, VAK Teaching Method. Micro Teaching—Meaning and Steps involved

### **Reference Books-**

- Agarwal, JC - Principles, Methods and Techniques of Teaching. Second Revised Edition, VikashPublishing House Pvt. Ltd, Noida-1
- Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
- Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.
- Chauhan, SS - Innovations in Teaching Learning process, Vikash Publishing House Pvt. Ltd,New Delhi
- Hassan, S M - Models of Teaching, APH Publishing Corporation, New Delhi-2
- Agarwal, JC - Principles, Methods and Techniques of Teaching. Second Revised Edition, VikashPublishing House Pvt. Ltd, Noida-1
- Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
- Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.
- Chauhan, SS - Innovations in Teaching Learning process, Vikash Publiching House Pvt. Ltd,New Delhi
- Hassan, S M - Models of Teaching, APH Publishing Corporation, New Delhi-2

## **INTRODUCTION TO YOGA-Value based course**

UGVACEDN2

Semester II

‘Yoga’ is an invaluable contribution of Indian heritage to humanity which was originated in India around six thousand years ago. The word ‘Yoga’ is derived from the Sanskrit root ‘Yuj’ Meaning ‘to unite’, ‘to join’ that leads to the union of individual consciousness with that of Universal consciousness. In olden days, yoga used to be a part of daily routine in gurukuls.

At present, a wave of Yoga’ is swiping across the Globe, as over 170 countries celebrated ‘Yoga’ Day on 21st June and widely adopted Yoga for healthy living. The University is going to introduce value-based course “INTRODUCTION TO YOGA”

### **1. General objectives of the course:**

1:1 To teach the basic principles of yoga.

1:2 To teach the relevance of yoga.

1:3 To bring a holistic personality development.

1:4 To increase personal and public awareness of the science of natural living.

1:5 To introduce the fundamental principles and scientific basis of yoga practices in secular way.

1:6 To acquaint student with the practical knowledge of Kriyas, Mudra-Bandhas, Pranayama, Asanas & Surya Namaskara.

### **2. Medium of instruction and examination:**

2:1 Medium of instruction of the course will be Assamese or English.

2:2 The candidate appearing for this value based course examination will have the option of answering theory paper either in Assamese or English.

### 3. Structure of the course:

PAPER	SUBJECT	CREDIT	HOURS (Weekly)	INTERNAL MARKS	EXTERNAL MARKS
Value Based	Introduction to Yoga	3	4	20	80

### 4. Syllabus :

The course consists of Theory, Practical & Assignment.

**Unit 1 : General Introduction to Yoga**– Definition, Aims and objectives of Yoga, Branches of Yoga- (Jnana Yoga, Bhakti Yoga, Karma Yoga, Hatha yoga and Raja Yoga), Asthanga Yoga( Definition & Classification), Yogic concept of Swasthya.

**Unit 2 : Asana, pranayama, Mudra-Bandha, Meditation & Kriyas.**

**2.1 :Asana**-Definition, Classification – Dissimilarities between Asana and exercises.

**2.2:Pranayama**-Definition, Classification- Importance of Rechaka, Kumbhaka and Puraka. Difference between deep breathing & Pranayama.

**2.3 Mudra-Bandha& Meditation**- Concept, Meaning & Application of Mudra- Bandhas and Meditation.

**2.4 Kriyas (Shatkarmas)** - Concept, Meaning & Application of Mudra- Bandhas.

Classification of Shatkarmas according to Hatha Yoga pradipika.

**Unit 3: Basics of Human Anatomy & Physiology:**

**3.1: Concept, Structure and Function- Cell & Tissues**

### **3.2: Concept, Structure & Function of some systems - Digestive system, Excretory**

system, Respiratory system, Cardiovascular system. Endocrine system, Nervous system.

#### **Unit 4: Practical-**

**Pranayama-**Anulom-Vilom, Bhastrika & Bhramori Pranayama.

#### **Loosening exercises– Joint Movement**

**Asanas.-Meditative Asanas–** Sukhasana, Siddhasana, Vajrasana & Padmasana.

**Cultural Asanas-**i) Standing Positions: Tadasana, Katichakrasana, Padahasthasana, Dandayaman Ardha chakrasana, Trikonasana, Parivritta Trikonasana, Vrikshasana, ii) Lying positions (Supine/prone): Jastikasana, Marjarasana, Pawanmuktasana, Setubandhasana, Uttanapadasana, Sarvangasana, Matsyasana, Chakrasana, Bhujangasana, Salabhasana, Naukasana, Dhanurasana. iii) Sitting positions– Mandukasana, Ustrasana, Vakrasana, Ardha Matsyendrasana, Pachimottanasana, Gomukhasana.

**Relaxing Asanas–** Savasana & Makarasana.

**Specific Asanas–** Suryanamaskara

**Mudra-Bandha-** Vipareetkarani Mudra, Jalandhar Bandha, Uddiyana Bandha & Moola Bandha.

**Kriyas (Shatkarma)-** Kapalbhati & Agnisara Kriya

#### **Reference Books:**

1. Hatha Yoga pradipika– Swami Muktibodhananda, Yoga publication Trust, Munger, Bihar
2. Asana pranayam Mudra- Bandha– Swami Satyananda Saraswati– Yoga publication Trust, Munger, Bihar
3. Yoga Sutras– Rishi Patanjali
4. Physiology and Anatomy for Nurses-Pearce, Evelyn C. (Jaypee Brothers)
5. Yoga-Vigyan parichay– Prof. Balinarayan Phukan
6. Anatomy and Physiology for yogic practices -Gore M M.

**Semester III**  
**FYUG Programme**  
**Department of Education**  
**Kumar Bhaskar Varma Sanskrit & Ancient Studies University**

<i>Course Code</i>		<i>Name of the Course</i>	<i>Hours of teaching</i>	<i>Credit</i>	<i>Internal Marks</i>	<i>External Marks</i>
DSCEDN03	DSC	Philosophical Foundation of Education	60	4	40	60
DSCEDN04	DSC	Development of Education in Pre-independent India	60	4	40	60
DSEEDN03	DSE	History of Education (Pre-independent India)	60	4	40	60
IDCEDN003	IDC	Introduction to Economics of Education	45	3	20	40
AECEDN03	AEC	Life Skill Education	30	2	20	40
SECEDN03	SEC	Cyber security	45	3	20	40

Total credits =

20



**FYUG Programme**  
**Semester III**  
**Course Code: DSCEDN03**  
**Course Title: Philosophical Foundation of Education**  
**Course Type: Core**  
**Credit: 4**

**Course Contents**

**Unit 1 Philosophy and Education**

- Meaning and Nature
- Scope and Branches of Philosophy
- Philosophy of Education - Meaning, Nature, Scope and Functions
- Philosophy and Education –Relationship and Importance of Philosophy of Education

**Unit 2 Indian Schools of Philosophy (Orthodox)**

- Vedic Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
- Samkhya Philosophy with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
- Yoga Philosophy with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline

**Unit 3 Indian Schools of Philosophy (Heterodox)**

- Buddhist Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline
- Jainism Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline
- Charvak Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline

**Unit 4 Western Schools of Philosophy**

- Idealism and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline
- Naturalism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
- Pragmatism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline

**Course Outcomes**

On successful completion of this course the students will able to—

- Explain the concept of Philosophy and relationship between philosophy and education

- Describe the both orthodox and heterodox Indian schools of Philosophy
- Explain the western philosophies of education-Idealism, Naturalism, Pragmatism,

### **Suggested Readings**

- Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.
- Black, N. et al. (2003). Philosophy of Education. UK: Blackwell Publishers.
- Brubacher, J. S-'Modern Philosophies of Education, M. C. Graw Hill
- Goswami, D Philosophical Foundation of Education, DVS Publisher
- Kaur, Jasraj and Saraswat, R (2015) Philosophical Foundations of Education, Rakhi Prakashan, Agra
- Sutharam, A S 'Philosophies of Education'

\*\*\*

**FYUG Programme**  
**Semester III**  
**Course Code: DSCEDN04**  
**Course Title: Development of Education in Pre-independent India**  
**Course Type: Core**

**Course Contents**

**Unit 1 Ancient Indian Education System**

- Understanding Ancient Indian Education (Vedic Education System) - Aims of Education, Methods of Teaching, Curriculum and Teacher-Students' Relationship
- Understanding Ancient Indian Education (Buddhist Education System) - Aims of Education, Methods of Teaching, Curriculum and Teacher-Students' Relationship

**Unit 2 Medieval Indian Education System**

- Understanding Medieval Education (Islamic Education System) - Aims of Education, Methods of Teaching, Curriculum and Teacher-Students' Relationship
- Educational Institutions in Medieval India—Maktab and Madrasa

**Unit 3 Introduction of Modern Education System by the British(1800-1900)**

- Charter Act of 1813 and its implications on education
- Macaulay's Minute and its impact
- Recommendations Wood's Despatch of 1854
- Indian Education Commission of 1882-83

**Unit 4 Development of Education during British Rule (1900-Upto Independence Period)**

- Education Policy of Lord Curzon
- Gokhale's Bill, 1911
- Hartog Committee Report, 1929
- Gandhiji's Basic Education, 1937
- Sargent Report, 1944

**Course Outcomes**

On successful completion of this course the students will be able to—

- Understand the basic features of Ancient Indian Education system.
- Understand the basic features of Medieval Indian Education system.
- Critically know the development of Indian education in pre-independent era 1800-1900.
- Critically understand the development of Indian education in pre-independent era from 1901 till independence.

## **Suggested Readings**

- Altekari, AS. (2010). Education in Ancient India. Gyan Books
- Jayapalan, N. History of Education in India. Primemax Books
- Mukherjee, RK. (2016). Ancient Education in India: Brahmanical and Buddhist. Motilal Banarsidass
- Rawat, P.L. History of Indian Education, Ram Prasad Publication
- Sharma, R. N. & Sharma, R.K. (2023). History of Education in India. Atlantic Publishers & Distributors
- Singh, S. (2017). The Educational Heritage of Ancient India. Notion Press

\*\*\*

## **Syllabus**

**Course Number: DSEEDN03**

**Course Type: MINOR**

**Name of the Course: History of Education (Pre-independent India)**

**Semester-III**

**Department: Education**

### **UNIT 1: ANCIENT EDUCATION SYSTEM**

- Overview of Ancient Indian Education (Vedic Education System and Buddhist Education System) - Aims of Education, Methods of Teaching, Curriculum and Teacher-Students' Relationship.
- Educational Institutions in Ancient India India-Gurukula and Vihara/Sangh.

### **UNIT 2: MEDIEVAL EDUCATION SYSTEM**

- Overview of Medieval Education (Islamic Education System) - Aims of Education, Methods of Teaching, Curriculum and Teacher-Students' Relationship.
- Educational Institutions in Medieval India- Maktab and Madrasa.

### **UNIT 3: DEVELOPMENT OF EDUCATION DURING BRITISH RULE (1800-1900)**

- Introduction of modern education system by the British.
- Charter Act of 1813 and its implications on education.
- Macaulay's Minute and its impact on language and educational policies.
- Recommendations and effects of the Woods Despatch of 1854.
- Indian Education Commission of 1882-83 and its recommendations.

### **UNIT 4: DEVELOPMENT OF EDUCATION DURING BRITISH RULE (1900-UPTO INDEPENDENCE PERIOD)**

- Education Policy of Lord Curzon
- Gokhale's Bill 1910-11
- Hartog Committee Report, 1929 on Primary, Secondary and Higher Education
- Mahatma Gandhi's ideas on basic education, 1937 and its impact.
- Sargent Report, 1944 and its Educational Contribution

#### **Course outcome:**

- The students will be able to understand the basic features of Ancient Indian Education system.
- The students will be able to understand the basic features of Medieval Indian Education system.
- The students will be able to critically know the development of Indian education in pre-independent era 1800-1900.
- The students will be able to critically understand the development of Indian education in pre-independent era from 1901 till independence.

#### **SUGGESTED READINGS**

- Rawat, PL-History of Indian Education, Ram Prasad Publication
- Altekar, AS-Education in Ancient India
- Mukherjee, RK-Ancient Education in India □ J.P. Naik and Syed Nurullah. A History of Education in India. Macmillan India
- □ A.S. Altekar. Education in Ancient India. Nand Kishore & Bros.
- □ B. D. Bhatt and J.C. Aggarwal. History of Education in India: Modern Period. Shipra Publications
- □ N. N. Ghosh. Educational Ideas and Institutions in Ancient India. Arya Book Depot
- □ S.P. Ruhela. History of Education in India. Ram Prasad & Sons
- □ Kaushik Basu. Colonialism, Education, and Social Change in India. OUP India (Oxford)

- University Press)
- □ P. Sharma. History of Education in India During the British Period. Vohra Publishers

**FYUG PROGRAMME**

**SEMESTER: III**

**COURSE CODE: IDCEDN03**

**COURSE TITLE: INTRODUCTION TO ECONOMICS OF EDUCATION**

**COURSE TYPE: INTERDISCIPLINARY**

**CREDIT:03**

**Contents**

**Unit 1 Basics of Economics of Education**

- Economics of Education-Meaning, Nature, Scope and Importance
- Relationship between Education and Economic Growth
- Education and Employment
- Concept of cost and production in education
- Human capital formation and manpower planning

**Unit 2 Education as Public Service and Investment**

- Education as an Economic Good
- Education as public service
- Education as Investment—Meaning and Characteristics
- Education as Individual, Social and National Investment

**Unit 3 Educational Planning& Finance**

- Meaning, Nature and scope of Educational Planning
- Economic aspects of Educational Planning
- Concept of Educational Finance

- Principle of Educational Finance
- Educational financing in ancient India

### **Course Outcome of Course IDCEDN03**

After successful completion of this course the students will be able to —

- Describe the nature and scope of economics of education.
- Classify and compare education as consumer and productive good.
- Analyze and plan educational planning and finance
- Critically justify educational Finance

### **Reference Books**

1. Ansari. M M (1987) "Education and Economic Development, New Delhi, AIU Publication,
2. Ahuja, A. K (2007) 'Economics of Education' Authors Press, New Delhi
3. Latchanna, G & Hussain J. (2010) 'Economics of Education' Discovery Publishing House, New Delhi
4. Rao, D Pulla (2010) 'Economics of Education and Human Development in India, Akansha Publishing House, New Delhi.
5. Nagpal C S & Mittal A. C. (1993) "Economics of Education", New Delhi, Anmol Publication
6. Natarajan S. 'Introduction to Economics of Education, Sterling Publishers Pvt. Ltd, New Delhi.
7. Prakash S & Choudhury, S (1994) " Expenditure on Education: Theory, Models and Growth, New Delhi, NIEPA, 1994
8. Sodhi, T. S (1978), "Education and Economics Development, Ludhiana, Mukund Publications, 1978
9. Vaizey John (1962) 'Economics of Education, London, Faber & Faber.
10. Saikia T & Bora R 'SaikhyiKParikalpanaarau Siksha Arthabigyan" Unika Prakashan, Jorhat

Semester III

Course AECEEN03 Life Skill Education

Type of Course: AEC

Total Credit 3

### **Unit 1 Introduction to Life Skill**

☐ Concept of Life Skill

☐ Ten Core Life Skills (Listed by WHO): Problem solving skills, Decision making skills, Creative thinking skills, Critical thinking skills, Communication skills, Inter-personal skills, Empathy, Self- awareness, Coping with emotion, Coping stress

### **Unit 2 Essentials of Life Skill Education**

☐ Concept of Life Skill Education

☐ Objectives of Life Skill Education

☐ Importance of Life Skill Education

☐ Methods of teaching life skills: Cooperative, Participative and Experiential Approaches

☐ Role of teachers and community members in Life skill education

### **Unit 3 Life Skills Education: Perspectives and Challenges**

☐ Life Skills Education in Indian perspective

☐ Life Skills Education for Well-being, Peace and Disaster Management

☐ Opportunities and challenges in implementation of Life Skills Education

### **Course Outcomes**

The students will be able to—

☐ Discuss the concept of life skills.



☐ Describe the life skills as listed by WHO.

☐ Describe the concept, objectives and importance of life skills.

☐ Illustrate the pedagogy of the life skills.

☐ Appreciate life skill education from Indian perspective.

☐ Appreciate the importance of life skills education for well-being, peace and disaster management.

☐ Analyze the opportunities and challenges for implementing life skill education.

### Suggested Readings

Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

UNICEF. Comprehensive Life Skills Framework. New Delhi.

UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.

WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.

**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION**  
**SEMESTER-IV**

<i>Course Code</i>		<i>Name of the Course</i>	<i>Hours of teaching</i>	<i>Credit</i>	<i>Internal Marks</i>	<i>External Marks</i>
DSCEDN05	DSC	Development of Education in Post Independent India	60	4	40	60
DSCEDN06	DSC	Early Childhood Care and Education	60	4	40	60
DSCEDN07	DSC	Sociological Foundation of Education	60	4	40	60
DSCEDN08	DSC	Guidance and Counselling in Education	60	4	40	60
DSEEDN04	DSE	History of Education in Post - Independent era	60	4	40	60

Total Credits

= 20 credits

**FYUG Programme**  
**Semester IV**  
**Course Code: DSCEDN05**  
**Course Title: Development of Education in Post Independent India**  
**Course Type: Core**  
**Credit: 4**

**Course Contents**

**Unit:1 Constitutional Provisions of Education in India**

- Right of free and compulsory education (Article-45)
- Education for women (Article-15 (1,3))
- Promotion of education and economic interests of SC, ST and other weaker sections (Article-46)
- Secular education (Article-25 (1) 28(1)(2)(3))
- Education of minorities, protection of interests of minorities (Article-29)
- Right of minorities to establish and administer educational institutions (Article-30)
- Education in union territories (Article-239)
- Education in the Constitutional lists—Union, State and Concurrent

**Unit:2 Developments of Education in India (Commissions)**

- University Education Commission 1948-49: Its recommendation on Aims of Higher Education, Curriculum, Examination, Women Education, Vocational Education and their subsequent impact on development of education in India.
- Secondary Education Commission, 1952-53: Its recommendations on Secondary Education,
- Education Commission, 1964-66 and its recommendations.

**Unit: 3 Developments of Education in India (Policies and Committees)**

- National Policy on education, 1968:its major recommendations
- National Policy on Education, 1986: its major recommendations
- Ramamurthy Review Committee, 1990:its major recommendations
- Programme of Action, 1992: its major recommendations

**Unit: 4 Recent Developments in Education in India**

- National Knowledge Commission, 2005: Its recommendations in Education
- Yashpal Committee Report, 2009: Its recommendations in education
- National Education Policy, 2020 and its recommendations in education.

## **Course Outcomes**

After successful completion of the course the students will

- Get an insight into the development of Education in India-Post Independence Period.
- Develop knowledge on recommendations of various commissions and committees on Indian Education.
- Understand the National Policy on Education in different times.
- Get accustomed with the recent Educational Development in India.

## **Suggested Readings**

- Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
- Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
- Baruah, Jatin, (2008). Bharatar Sikhar ItihasarAdhayan. Guwahati: Lawyers' Book Stall.
- Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications.
- Das, P and Baruah,L (2020): Development of Indian Education-I.Shanti Prakashan. Guwahati.
- Mukharjee, S.N. (2014). Education in India Today and Tomorrow, New Delhi: Vinod Pustak Mandir.
- Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.

**FYUG Programme**  
**Semester IV**  
**Code: DSCEDN06**  
**Course Title: Early Childhood Care and Education**  
**Type of Course: Core**  
**Credit:4**

**Course Contents**

Unit 1 Essentials of Early Childhood Care and Education

- Early Childhood Stage— Concept and Characteristics
- Early Childhood Care and Education – Concept, Characteristics and Scope
- Early Childhood Care and Education – Objectives, Need and Significance
- Criteria for Quality Early Childhood Care and Education

Unit 2 Early Childhood Care and Education: The Indian Context

- Early Childhood Care and Education in Ancient India
- Evolution of Early Childhood Care and Education in India (NPE 1968, 1986, 2020)
- Policies related to Early Childhood Care and Education (constitutional provisions)
- National Policy for Children 1974, ECCE in National Policies of Education)

Unit 3 Early Childhood Care and Education Curriculum

- Programmes of Early Childhood Care and Education (Balwadi, Anganwadi, Creches, etc.)
- Early Stimulation for Young Children (0-3 years)
- Early Childhood Education Curriculum (3-6 years)

Unit 4 Pedagogy of Early Childhood Care and Education

- Play-Way Method- Concept, Principles and importance
- Montessori method- Concept, Principles and importance
- Kindergarten method - Concept, Principles and importance
- Theme Based Approach- Concept, Principles and importance

Course Outcomes

The students will be able to—

- Describe the early childhood care and education.
- Appreciate the importance of early childhood care and education.
- Discuss early childhood education in Indian context.

- Elaborate on the developmental needs of early childhood period.
- Discuss the kinds of stimulation for the 0-3 years children and curriculum for 3-6 years children.
- Describe the methods appropriate for early childhood education.
- Discuss the process of evaluating early childhood education.
- Relate early childhood care and education to cultural context.

#### Suggested Reading

- Aggarwal, J.C. & Gupta, S. (2016). Early Childhood Care and Education. Shipra Publications, New Delhi.
- Mehrotra, D. & Yasmeen, M. (2023). Understanding Early Childhood Care and Education. Notion Press.
- Upadhyay, G.C. (2015). Early Childhood Care and Education—A Way Forward. NCERT, New Delhi.
- SCERT, Assam. (2022). Praak-PrathamikSiksharSikshakSikshayitrirHaat-Puthi.

**FYUG Programme**  
**Semester IV**  
**Code: DSCEDN07**  
**Course Title: Sociological Foundation of Education**  
**Course Type: Core**  
**Credit: 4**

**Course Contents**

**Unit 1: Sociology and Education**

- Sociology- Meaning, Nature and Scope.
- Relation between Education and Sociology.
- Educational Sociology- Meaning, Nature and scope.
- Need and Importance of Educational Sociology.

**Unit 2: Understanding Education and Society**

- Concept of Socialization.
- Education as a socialization process.
- Agencies of Socialization- Family, Community, School
- Social Groups- Meaning, Nature and Classification (Primary and Secondary).
- Social Processes- Co-operation, Competition, Conflict and their educational implication

**Unit 3: Social Change and Education**

- Social Change -Concept, Nature and Factors.
- Education as an instrument of Social Change.
- Social Organization- Concept, Meaning, Characteristics.
- Social Disorganization- Meaning, Causes and Remedies.

**Unit 4: Culture and Education**

- Concept, characteristics and Elements of Culture.
- Types of Culture- Material and Non-Material.
- Relation between Culture and Education.
- Concept of Cultural Lag and Cultural Diffusion.

**Course Outcomes-**

After going through this course, students will be able to-

- Explain the concept of educational sociology and its relationship with Sociology of Education.
- Describe about socialization process, social groups.
- Explain the concept of social change, social organization and social disorganization
- Describe the concept, elements and types of Culture.

### **Suggested Readings**

1. Mathur, S.S. (2020). A Sociological Approach of Indian Education, Revised Edition, Vinod Pustak Mandir
2. Ogburn, W. F and Nimkoff, W F (1947)- A handbook of sociology, New Delhi, Euranasia Publishing House
3. Rao, Shankar. (2007)- Sociology, sixth Edition S. Chand and Company ltd, Ram Nagar, New Delhi
4. Saikia, P. (2019). Sociological Foundations of Education, 2nd Edition, DVS Publishers.
5. Singh, Y. M. (1992). Sociological Foundations of Education, Sheth Publishers, Bombay Shri Vinod Pustak Mandir



**FYUG Programme**  
**Semester IV**  
**Course Code-DSCEDN08**  
**Course Title: Guidance And Counselling in Education**  
**Course Type-Core**  
**Credit: 4**

**Course Contents**

**Unit 1: Basics of Guidance**

- Meaning, nature and principles of Guidance
- Scope and importance of Guidance
- Philosophical, psychological and sociological bases of guidance
- Types of Guidance - Personal guidance, Educational guidance and Vocational guidance

**Unit 2: Guidance Organizations and Services**

- Meaning and objectives of organizing Guidance Programme
- Principles for organizing Guidance programme
- Guidance programme at different levels of Education- Primary, Secondary and Higher level.
- Types of Guidance Services - Orientation Service, Student Information Service, Placement Service, Follow up Services

**Unit-3: Introduction to Counselling**

- Meaning, Nature and Scope of Counselling
- Characteristics of good counselling process
- Principles of Counselling
- Types of Counselling-Directive Counselling, Non-directive Counselling, Eclectic Counselling
- Qualities of a Good Counsellor

**Unit-4: Tools And Techniques of Counselling**

- Approaches to Counselling –Behaviouristic and Cognitive approach
- Tools of Counselling: Interview Schedule, Observation Schedule, Rating scale, Check list, Sociometry and Cumulative record card
- Techniques of Counselling—Listening, Responding, Questioning, Restatement, Assuring, Silence and Self-disclosure
- Group Guidance Techniques

## **Course Outcomes**

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

- explain meaning and types of guidance and counselling
- describe the standardized testing and non-testing techniques in counselling
- explain the principles of organization of guidance and guidance services at elementary,

secondary and higher education level.

- identify different tools and techniques of counselling

## **Suggested Readings**

- Agarwalla, R. (2006). Educational, Vocational guidance and counselling. New Delhi: SipraPublication.
- Berdie, R.F. (1963). Testing in Guidance and Counselling. New York: Mc Graw Hill
- Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling-A Theoretical Approach.Delhi: Vikas Publishing House
- Charles, K and Jyothsna, N.G (2017) Guidance and Counselling, Hyderabad: NeelkamalPublications Pvt. Ltd.
- Chauhan, S.S(1982), Principles and Techniques of Guidance, Vikash publishing House. Pvt. Ltd.
- Das,P and Sahidullah, F(2017): Guidance and Counselling. Shanti Prakashan. Guwahati.
- Gogoi, K.P. (2015). A Text Book on Guidance and Counselling, New Delhi: Kalyani Publishing House
- Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.
- Sharma, R A. Fundamental of Guidance and Counselling, R. Lall Book Depot, Meerut.

**FYUG Programme**  
**Semester IV**  
**Course Code:DSEEDN04**  
**Course Title: History of Education in Post -Independent Era**  
**Course Type:Minor**  
**Credit: 4**

**Course Contents**

**Unit:1 Constitutional Provisions of Education in India**

- Right of free and compulsory education (Article-45)
- Education for women (Article-15 (1,3))
- Promotion of education and economic interests of SC, ST and other weaker sections (Article-46)
- Secular education (Article-25 (1) 28(1)(2)(3))
- Education of minorities, protection of interests of minorities (Article-29)
- Right of minorities to establish and administer educational institutions (Article-30)
  
- Education in union territories (Article-239)
- Education in the Constitutional lists—Union, State and Concurrent

**Unit:2 Developments of Education in India (Commissions)**

- University Education Commission 1948-49: Its recommendation on Aims of Higher Education, Curriculum, Examination, Women Education, Vocational Education and their subsequent impact on development of education in India.
- Secondary Education Commission, 1952-53: Its recommendations on Secondary Education,
- Education Commission, 1964-66 and its recommendations.

**Unit: 3 Developments of Education in India (Policies and Committees)**

- National Policy on education, 1968: its major recommendations
- National Policy on Education, 1986: its major recommendations
- Ramamurthy Review Committee, 1990: its major recommendations
- Programme of Action, 1992: its major recommendations

**Unit: 4 Recent Developments in Education in India**

- National Knowledge Commission, 2005: Its recommendations in Education
- Yashpal Committee Report, 2009: Its recommendations in education
- National Education Policy, 2020 and its recommendations in education.

## **Course Outcomes**

After successful completion of the course the students will be able to-

- Get an insight into the development of Education in India-Post Independence Period.
- Develop knowledge on recommendations of various commissions and committees on Indian Education.
- Understand the National Policy on Education in different times.
- Get accustomed with the recent Educational Development in India.

## **Suggested Readings:**

- Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
- Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
- Baruah, Jatin, (2008). Bharatar Sikhar Itihasar Adhayan. Guwahati: Lawyers' Book Stall.
- Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications.
- Das, P and Baruah, L (2020): Development of Indian Education-I. Shanti Prakashan. Guwahati.
- Mukharjee, S.N. (2014). Education in India Today and Tomorrow, New Delhi: Vinod Pustak Mandir.
- Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India Ltd.

**Semester V**  
**FYUGProgramme**  
**Department of Education**  
**Kumar Bhaskar Varma Sanskrit & Ancient Studies University**

<i>Course Code</i>		<i>Name of the Course</i>	<i>Hours of teaching</i>	<i>Credit</i>	<i>Internal Marks</i>	<i>External Marks</i>
DSCEDN09	DSC	Emerging Issues in Indian Education	60	4	40	60
DSCEDN10	DSC	Educational Technology	60	4	40	60
DSCEDN11	DSC	Pedagogical approach +Teaching Internship	60	2+2=4	40	60
DSCEDN12	DSC	Educational Administration and Management	60	4	40	60
DSEEDN05	DSE	Current Affairs in Indian Education	60	4	40	60

Total credit=

20 credits

**FYUG Programme**  
**Semester V**  
**Course Code: DSCEDN09**  
**Course Title: Emerging Issues in Indian Education**  
**Course Type: Core**  
**Credit:4**

**Course Contents**

**Unit 1 Equality in Indian Education**

- Meaning of equality of educational opportunities
- Constitutional provisions for ensuring equality
- Education of socially disadvantaged group of people—SC, ST, Minorities and Differently-abled
- Challenges of equality of educational opportunities in India

**Unit 2 Liberalization, Privatization and Globalization of Education**

- Meaning of Liberalization and its impact on education
- Meaning of Privatization and its impact on education
- Meaning of Globalization and its impact on education

**Unit 3 Contemporary Issues of Indian Education**

- Student Unrest -Concept, Problem and Remedies
- Peace education-Concept, need and role of education in promoting peace
- Value education-Concept, need of value education, reasons for value crisis, role of education in value promotion
- Integrating IKS in Indian Education

**Unit 4 Quality in Education**

- Concept of Quality in Education
- Quality Education in Elementary level (Samagra Siksha Abhiyan) and Gunotsav
- Quality Education in Secondary level (RMSA) and Gunotsav
- Quality Education in Higher level (RUSA)

## **Course Outcomes**

On successful completion of this course the students will able to—

- Review and reflect on problems and measures taken for ensuring equality in education of India.
- Discuss the constitutional provision of education and other efforts to maintain equality of educational opportunity.
- Reflect, synthesize and develop an appreciation of the strategic role of education in addressing the issues of student problems, human rights, peace promotion and life skill.
- Make substantive analysis about various policies and programs of higher education to ensure access, equity and quality in education through recent practices.
- Comprehend the challenges of education and capable of developing strategies for promotion of education in India.

## **Suggested Readings**

- Altekar, A.S. “Education in Ancient India”
- Bhatnagar, S. and Saxena A. Modern Indian Education and its problems. R. Lal Book Depot, Meerut
- Goswami. D. Higher Education in India, Growth, Expansion and Issues. DVS Publisher, Guwahati
- Kochhar, K. S. Pivotal issues in Indian Education Sterling Publisher
- Lal & Sinha, Development of Indian Education and its problems. R. Lal Book Depo, Meerut
- Mahanti, J. Indian Education in Emerging Society; Sterling Publisher, New Delhi.
- Mukharji, R. K “Ancient Indian Education. Delhi, Motilal Banarasidas

\*\*\*

**FYUG Programme**  
**Semester V**  
**Course Code: DSCEDN10**  
**Course Title: Educational Technology**  
**Course Type: Core**  
**Credit:4**

**Course Contents**

**Unit 1 Concept of Educational Technology**

- Educational Technology—Meaning, Definitions, Nature and Objectives
- Scope of Educational Technology
- Importance and Need of Educational Technology
- Types of Educational Technology- Teaching Technology, Instructional Technology, Behavioural Technology and Instructional Design Technology

**Unit 2 Approaches of Educational Technology**

- Concept of Hardware Approach and Software Approach
- Psychological bases for the use of Hardware and Software Technologies—Edger Dale's Cone of Experiences
- System Approach—Meaning, Parameters and Steps involved in System Approach
- Procedural steps involved in system approach to education.

**Unit 3 Programmed Instruction and Micro Teaching**

- Programmed Instruction—Meaning, Nature and Principles
- Types of Programmed Instruction- Linear, Branching and Mathetics
- Advantages and Disadvantages of Programmed Instruction
- Micro Teaching- Meaning, Nature, Objectives and Phases of Micro Teaching
- Procedure of Micro Teaching, Advantages and Disadvantages of Micro Teaching

**Unit 4 Emerging Trends in Technology**

- Computer Aided Instruction
- Application of ICT—Smart learning, smart classes, virtual classes



- Concept of E-Learning
- Online Learning Platforms-MOOC- SWAYAM—Concept and Importance

### **Course Outcomes**

On successful completion of this course the students will able to—

- Understand the concept, nature, scope, types and approaches of educational technology.
- Acquaint with the concept and types of Programmed Instruction, its advantages and disadvantages.
- Understand about Micro Teaching, its phases and procedure, advantages and disadvantages.
- Get acquainted with the emerging trends in Technology, E-Learning, and E-Inclusion.

### **Suggested Readings**

- Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S.S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Kochhar, S.K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Kulkarni, S.S. (1986). Introduction to Educational Technology, New Delhi—Oxford and IBH Publishers Co.
- Mangal, S.K. (2013). Foundations of Educational Technology. Ludhiana: Tandon Publications..
- Rao, U. (2011). Educational Technology. Himalaya Publishing House.
- Sampath, K. (1981). Introduction to Educational Technology. New Delhi: Sterling Publisher.
- Sharma, R.A. (1993). Technology of Teaching. Meerut: International Publishing House.

**FYUG Programme**  
**Semester V**  
**Course Code: DSCEDN11**  
**Course Title: Pedagogical Approach to Education& Teaching Internship**  
**Course Type: Core**  
**Credit: 4**

**Course Contents**

**Unit 1 Introduction to Teaching**

- Concept of Pedagogy
- Meaning and Nature of Teaching
- Phases of teaching
- Maxims of Teaching
- Concept and importance of lesson plan
- Micro teaching—Meaning and Steps

**Unit 2 Ancient Indian and Modern Approaches to Pedagogy**

- Concept and characteristics of Ancient Indian methods of teaching
- Ancient methods of teaching—Shravana, Manana and Nididhyasana
- Significance of ancient Indian methods of teaching in present era
- Concept and characteristics of modern approach to teaching
- Modern methods of teaching—Lecture, Demonstration, Flipped-Class Room
- Significance of Modern methods of teaching

**Part-B**

**Teaching Internship**

In this part of the course, the students are required to engage in internship in a high school for two weeks and maintain a daily journal. The students are required to submit the lesson plans as carried out during the internship along with a certificate from the head of the institution where the internship has been carried out.

**Course Outcomes**

On successful completion of this course the students will be able to—

- Understand the concept of teaching.

- Analyze the essentials of effective teaching.
- Critically comprehend ancient Indian approach to teaching
- Critically comprehend modern approach to teaching.
- Understand the academic and social environment of school as social institution.
- Develop teaching competence and skill in real teaching learning set up.
- Workout practical solution of different problems of teaching learning situation.

### **Suggested Readings**

- Chandekar, S.B. Reflections on Education in Sanskrit, Pune: Author Press
- Sarmah, N.& Kalita, K. (2022). Holistic Development: An Exploration through Ancient Indian Education and Yoga
- Aggarwal, J.C. Principles, Methods & Techniques of Teaching. Vikas Publishing House Pvt. Ltd.
- Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
- Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.
- Chauhan, SS - Innovations in Teaching Learning process, Vikash Publishing House Pvt.Ltd, New Delhi
- Hassan, S M - Models of Teaching, APH Publishing Corporation, New Delhi-2
- Kochar, SK - Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd, New Delhi-2.
- Walia, JS - Principles and Methods of Teaching.
- Mangal, S.K & Mangal S, Learning and Teaching; PHI Learning Publisher.
- <https://youtu.be/WOUKb5Hm9gA>
- [https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000013EN/P001458/M017445/ET/1497612279Paper12;Module26;EText.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017445/ET/1497612279Paper12;Module26;EText.pdf)
- [https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BEText.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BEText.pdf)
- [https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000013EN/P001458/M017452/ET/1497609409Paper12;Module33;EText.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017452/ET/1497609409Paper12;Module33;EText.pdf)

**FYUGP Programme**  
**Semester V**  
**Course Code: DSCEDN12**  
**Course Title: Educational Administration and Management**  
**Course Type: Core**  
**Credit: 4**

**Course Contents**

**Unit 1 Educational Management**

- Meaning, objectives and scope of educational management;
- distinction between administration, organization and Management;
- Process of school management- planning, organising, controlling, decision making, communication, co-ordination, financing and evaluation;
- Principles of educational management.

**Unit 2 Educational organization**

- Meaning of school plant
- Elements of school plant
- Features of library
- Features of school medical services, workshop, computer laboratory.
- Time-table

**Unit 3 Institutional Planning**

- Meaning and Nature of Institutional planning
- Need and Importance of Institutional Planning
- Steps or Functions of Institutional planning
- Role of Head of the Institution in Institutional Planning

**Unit 4: Educational Supervision**

- Meaning and functions of Supervision
- Types of Supervision
- Qualities of a Supervisor
- Supervision as a service activity, Supervision as a process, Supervision as educational leadership
- Specific features of Modern Supervision
- Differences between Supervision and Inspection

**Course Outcomes**

On successful completion of this course the students will able to—

- explain the concept and process of Educational Management.
- describe different aspects of educational organization
- understand the nature of educational planning
- understand the process of educational supervision.

### **Suggested Readings**

- Aggrawal, J.C. (2016). School Management, Information and Communication Technology. Shri Vinod Pushtak Mandir
- Bhatnagar, R.P. & Agarwal, V. (2019). Educational Administration: Supervision Planning and Financing. Anu Books.
- Kalita, M. (2023). Educational management, Organization and Quality Development. Mittal Publications.
- Sukhiya, S.P. (). School Administration and Organization:

\*\*\*

**FYUG Programme**  
**Semester V**  
**Course Code: DSEEDN05**  
**Course Title: Current Affairs in Indian Education**  
**Course Type: Elective**  
**Credit:4**

**Course Contents**

**Unit 1 Equality in Indian Education**

- Meaning of equality of educational opportunities
- Constitutional provisions for ensuring equality
- Education of socially disadvantaged group of people—SC, ST, Minorities and Differently-abled
- Challenges of equality of educational opportunities in India

**Unit 2 Liberalization, Privatization and Globalization of Education**

- Meaning of Liberalization and its impact on education
- Meaning of Privatization and its impact on education
- Meaning of Globalization and its impact on education

**Unit 3 Contemporary Issues of Indian Education**

- Student Unrest -Concept, Problem and Remedies
- Peace education-Concept, need and role of education in promoting peace
- Value education-Concept, need of value education, reasons for value crisis, role of education in value promotion
- Integrating IKS in Indian Education

**Unit 4 Quality in Education**

- Concept of Quality in Education
- Quality Education in Elementary level (Samagra Siksha Abhiyan) and Gunotsav
- Quality Education in Secondary level (RMSA) and Gunotsav
- Quality Education in Higher level (RUSA)

## **Course Outcomes**

On successful completion of this course the students will be able to—

- Review and reflect on problems and measures taken for ensuring equality in education of India.
- Discuss the constitutional provision of education and other efforts to maintain equality of educational opportunity.
- Reflect, synthesize and develop an appreciation of the strategic role of education in addressing the issues of student problems, human rights, peace promotion and life skill.
- Make substantive analysis about various policies and programs of higher education to ensure access, equity and quality in education through recent practices.
- Comprehend the challenges of education and capable of developing strategies for promotion of education in India.

## **Suggested Readings**

- Altekar, A S “Education in Ancient India”
- Bhatnagar, S. and Saxena A. Modern Indian Education and its problems. R. Lal Book Depot, Meerut
- Goswami. D. Higher Education in India, Growth, Expansion and Issues. DVS Publisher, Guwahati
- Kochhar, K. S. Pivotal issues in Indian Education Sterling Publisher
- Lal & Sinha, Development of Indian Education and its problems. R. Lal Book Depot, Meerut
- Mahanti, J. Indian Education in Emerging Society; Sterling Publisher, New Delhi.
- Mukharji, R. K “Ancient Indian Education. Delhi, Motilal Banarasidas

**FYUGProgramme  
Semester-VI**

<i>Course Code</i>		<i>Name of the Course</i>	<i>Hours of teaching</i>	<i>Credit</i>	<i>Internal Marks</i>	<i>External Marks</i>
DSCEDN13	DSC	Measurement and Evaluation in Education	60	4	40	60
DSCEDN14	DSC	Developmental Psychology	60	4	40	60
DSCEDN15	DSC	Curriculum development	60	4	40	60
DSCEDN16	DSC	Laboratory Practical	60	4	40	60
DSEEDN06	DSE	Basics of Measurement and Evaluation	60	4	40	60

Total=

20 credits

**FYIUG PROGRAMME**

**SEMESTER: VI**

**COURSE CODE:DSCEDN13**

**COURSE TITLE:MEASUREMENT AND EVALUATION IN EDUCATION**

**COURSE TYPE: MAJOR**

**CREDIT:04**

**Content**

**Unit 1Measurement and Evaluation in Education**

- Meaning, Nature and functions of Measurement
- Types and Scales of Measurement
- Meaning and Nature of educational measurement
- Meaning, Nature and Functions of Evaluation
- Relationship and difference between measurement and evaluation
- Types of Evaluation-Formative, Summative and Diagnostic

**Unit 2Construction and Standardization of Test**

- Meaning of Test Construction and standardization
- Item Analysis-Meaning, Purpose and steps
- Validity- Meaning and Types of Validity



- Reliability-Meaning and Methods of estimating reliability
- Norms of test-Meaning and Types
- Objectivity of test-Meaning and Types

### **Unit 3 Educational Achievement Test**

- Meaning and objective of Achievement test
- Teacher made Test-Meaning, Nature and Test Construction
- Essay-type test and Objective-type test

### **Unit 4: New Trends in Evaluation**

- Semester System in Education
- Choice Based Credit System
- Relative Grading and Absolute Grading
- Open Book Examination (OBE): Concept, Importance, merits and demerits
- Academic Bank Credit
- PARAKH

### **Course Outcome**

After successful completion of the course the students will—

- Understand and differentiate the concepts of Measurement and Evaluation in the field of Education.
- Interpret and relate the various principles of test construction and Standardization.
- Priorities and grade the characteristics as well as the qualities of a good test.
- Able to critically analyze and design various types of test items and uses in research activities.
- Design different types of assessment and evaluative tools i.e. achievement test, intelligence test, aptitude test, personality test.

### **Suggested Readings:**

1. Anastasi, A. - Psychological Testing, The MecMillam Co., London
2. Rawat, D.S. -Measurement in Education and Psychology.
3. Freeman, F, S –“Theory and Practice of Psychological testing’, New Delhi, Oxford and IBH Publishing Co, Pvt Ltd

4. R. A. Sharma. - Mental Measurement and Evaluation, R. Lall Book Depot, 2013
5. Singh, Roy - Techniques of Measurement and Evaluation, New Delhi, Common Wealth Publishers.
6. Thorndike- Measurement and Evaluation in Psychology and Education, Wiley Eastern Book.
7. Edwards A. L. Techniques of Attitude Scale Construction, Bombay, Feiffer & Simens private Ltd, 1975.
8. Kalita U “Measurement & Evaluation in Education and Psychology” DVS Publication
9. Mohan R ‘Measurement, Evaluation and Assessment in Education’ PHI Learning Private Ltd, Delhi
10. Mangal & Mangal ‘Assessment for Learning’ PHI Learning Private Ltd, Delhi

#### **FYUGP Syllabus**

#### **Semester-VI**

**Course Code: DSCEDN14**

**Course Type: Core/Major**

**Name of the Course: Developmental Psychology**

#### **UNIT-1: GROWTH AND DEVELOPMENT IN PRE-NATAL STAGE AND NEO-NATAL STAGE**

- Concept and Nature of pre-natal stage
- Developmental pattern during pre-natal stage
- Factors affecting pre-natal development-Heredity & Environment
- Hazards of pre-natal stage
- Concept and Characteristics of neonatal stage.
- Developmental pattern during neonatal stage.

#### **UNIT-2: GROWTH AND DEVELOPMENT IN BABYHOOD STAGE**

- Concept and nature of babyhood stage
- Developmental pattern during babyhood stage-Physical Development, Cognitive Development, Motor Development and Language Development

- Hazards of Babyhood Stage

### **UNIT-3: GROWTH AND DEVELOPMENT IN CHILDHOOD STAGE**

- Concept and nature of childhood stage
- Developmental pattern during childhood stage-Physical Development, Cognitive Development, Social Development, Emotional Development and Language Development
- Hazards of Childhood stage

### **UNIT-4: GROWTH AND DEVELOPMENT IN ADOLESCENCE STAGE**

- Concept and nature of adolescence stage
- Developmental pattern during adolescence stage-Physical Development, Cognitive Development, Social Development and Moral Development
- Hazards of Adolescence Stage

### **Course outcome:**

- The students will be able to understand the concept of Developmental Psychology and its different principles.
- The students will be able to comprehend the nature and pattern of development in Pre & Post natal Period.
- The students will be able to acquainted with issues and challenges of adolescents.
- The students will be able to understand the impact of family, society, peer group and parental attitude over the development of personality of individual

### **Suggested Readings**

- Goswami, G- Child Development and Child Care, Arun Prakashan, Guwahati.
- Hurlock, EB- Developmental Psychology-A life Approach, IAIA McGraw.
- Thomson, GG- Child Development, TATA McGraw Hill Publication, New Delhi
- Cole, I- Psychology of Adolescence, New York Rincert and Winsten
- Semester III
- Course AECEDN03 Life Skill Education
- Type of Course: AEC
- Total Credit 3
- 
-

## **Unit 1 Introduction to Life Skill**

- ☐ Concept of Life Skill
- ☐ Ten Core Life Skills (Listed by WHO): Problem solving skills, Decision making skills, Creative thinking skills, Critical thinking skills, Communication skills, Inter-personal skills, Empathy, Self- awareness, Coping with emotion, Coping stress
- **Unit 2 Essentials of Life Skill Education**
- ☐ Concept of Life Skill Education
- ☐ Objectives of Life Skill Education
- ☐ Importance of Life Skill Education
- ☐ Methods of teaching life skills: Cooperative, Participative and Experiential Approaches
- ☐ Role of teachers and community members in Life skill education
- **Unit 3 Life Skills Education: Perspectives and Challenges**
- ☐ Life Skills Education in Indian perspective
- ☐ Life Skills Education for Well-being, Peace and Disaster Management
- ☐ Opportunities and challenges in implementation of Life Skills Education

### **Course Outcomes**

- The students will be able to—
- ☐ Discuss the concept of life skills.
- ☐ Describe the life skills as listed by WHO.
- ☐ Describe the concept, objectives and importance of life skills.
- ☐ Illustrate the pedagogy of the life skills.
- ☐ Appreciate life skill education from Indian perspective.
- ☐ Appreciate the importance of life skills education for well-being, peace and disaster management.
- ☐ Analyze the opportunities and challenges for implementing life skill education.
- **Suggested Readings**
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- UNICEF. Comprehensive Life Skills Framework. New Delhi.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.

**FYUGProgramme**

**SEMESTER VI**

**Course Code: DSCEDN15**

**Course Title: Curriculum Development**

**Course Type: Core**

**Credit 4**

**Unit 1: Introduction to curriculum**

- Meaning, nature, significance and scope of curriculum
- Philosophical basis of curriculum
- Psychological base of curriculum
- Sociological base of curriculum
- Intended vs. Implemented vs. Achieved curriculum

**Unit 2: Curriculum Design**

- Curriculum Design-Its concept and process
- Need and Various principles of curriculum design
- Features of different curriculum design
- Different types of Curriculum- Subject centred, Learner centred, Experience centred and Core curriculum.

**Unit 3: Different Models of curriculum Development**

- Tyler model of Curriculum design
- Taba's model of curriculum
- The Administrative model and
- National curriculum Framework 2005 and 2023 for school educationtheir guiding principles

**Unit 4: Curriculum Change and Evaluation**

- Concept of Curriculum change and its factors
- Teachers' s role as a curriculum maker in different phases of education
- Meaning and nature of curriculum evaluation or Concept of curriculum evaluation and its sources

- The process of curriculum evaluation.

**CourseOutcome:** After going through this course students will=

- Learn the concept, significance and scope of curriculum
- Be able to describe the various types and principles of curriculum construction.
- understand different models of curriculum construction.
- Be able to explain about the curriculum changes and its factors
- understand curriculum evaluation and role of teachers in curriculum evaluation.

**Suggested Readings:**

- Arulsamy (2016) Curriculum development. Bookman
  - Brady, L. (1995). Curriculum development, New Delhi: Prentice Hall
  - Bull, S.L. and Solity, J.E. (1987) Classroom management – Principles to practice. London: Croom Helm.
  - Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
  - Rao, V. Curriculum Development
  - Sharma, R.A. Curriculum Development and Instruction. R. Lall Book Depot, Meerut
  - Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
  - Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. New Delhi: Pearson Publications.
- .....

**FYUG Programme**  
**SEMESTER VI**  
**Course Code: DSCEDN 16**  
**Course Title: Laboratory Practical**  
**Course Type: Core**  
**Credit 4**

**Contents**

In this Course, the students are required to perform at least 08 Laboratory Practicals (4 with apparatus + 4 without apparatus). Marks of the Course has been distributed as—

Psychological Experiment & Test: 50

Note Book: 10

Viva-Voce: 20

Internal: 20

**LIST OF EXPERIMENTS AND TESTS**

**Learning:**

Learning by Trial and Error Process.

Maze Learning

**Motivation:**

- i. Knowledge of Result
- ii. Effect of Frustration on Performance
- iii. Achievement Motivation

**Memory:**

- i. Comparison of memorization between meaningful materials and non-sense materials
- ii. Memorization by Association of Ideas.
- iii. Logical Memory and Memory of Discrete Materials

**Attention:**

- i. Span of Attention
- ii. Span of Apprehension
- iii. Division of Attention

**Personality:**

- i. Testing of Personality- Measurement of Values
- ii. Personality test of Introversion-Extroversion
- iii. Personality Adjustment Test

**Imagination:**

- i. Ink blot Test
- iii. Controlled Word Association Test
- iv. Free Word Association Test

**Thinking:** Concept Formation

**Course Outcome:**

After successful completion of this course the students will—

- Understand the concept of experimental psychology.
- Familiarized with the principles and practices of psychological assessment.
- Acquaint with different methods of conducting psychological experiments.
- Be able to measure the various behavioural problems related to teaching learning process.

**Suggested Readings**

- i. Meguigam, F.J - Experimental Psychology, Prentice Hall New Delhi.
- ii. Saikia. I.R - Psychological and Statistical Experiments in Education. Guwahati-1
- iii. Postam. L. and Egan, JP - Experimental Psychology, Kalyani Publication, New Delhi.
- iv. Woodworth - Experimental Psychology, Methuen-London.
- v. E. G. Parameswaram & K Ravichandra, Experimental Psychology; Neelkamal Publications



**FYIUG PROGRAMME**  
**SEMESTER: VI**  
**COURSE CODE:DSEEDN06**  
**COURSE TITLE:BASICS OF MEASUREMENT AND EVALUATION IN**  
**EDUCATION**  
**COURSE TYPE: MINOR**  
**CREDIT:04**

**Content**

**Unit 1 Measurement and Evaluation in Education**

- Meaning, Nature and functions of Measurement
- Types and Scales of Measurement
- Meaning Nature of educational measurement
- Meaning, Nature and Functions of Evaluation
- Relationship and difference between measurement and evaluation
- Types of Evaluation-Formative, Summative and Diagnostic

**Unit 2 Construction and Standardization of Test**

- Meaning of Test Construction and standardization
- Item Analysis-Meaning, Purpose and steps
- Validity- Meaning and Types of Validity
- Reliability-Meaning and Methods of estimating reliability
- Norms of test-Meaning and Types
- Objectivity of test-Meaning and Types

**Unit 3 Educational Achievement Test**

- Meaning and objective of Achievement test
- Teacher made Test-Meaning, Nature and Test Construction
- Essay-type test and Objective-type test

**Unit 4: New Trends in Evaluation**

- Semester System in Education

- Choice Based Credit System
- Relative Grading and Absolute Grading
- Open Book Examination (OBE): Concept, Importance, merits and demerits
- Academic Bank Credit
- PARAKH

## **Course Outcome**

After successful completion of the course the students will—

- Understand and differentiate the concepts of Measurement and Evaluation in the field of Education.
- Interpret and relate the various principles of test construction and Standardization.
- Priorities and grade the characteristics as well as the qualities of a good test.
- Able to critically analyze and design various types of test items and uses in research activities.
- Design different types of assessment and evaluative tools i.e. achievement test, intelligence test, aptitude test, personality test.

## **Suggested Readings:**

1. Anastasi, A. - Psychological Testing, The MecMillam Co., London
2. Rawat, D.S. -Measurement in Education and Psychology.
3. Freeman, F, S –“Theory and Practice of Psychological testing’, New Delhi, Oxford and IBH Publishing Co, Pvt Ltd
4. R. A. Sharma. - Mental Measurement and Evaluation, R. Lall Book Depot, 2013
5. Singh, Roy - Techniques of Measurement and Evaluation, New Delhi, Common Wealth Publishers.
6. Thorndike- Measurement and Evaluation in Psychology and Education, Wiley Eastern Book.
7. Edwards A. L. Techniques of Attitude Scale Construction, Bombay, Feiffer & Simens private Ltd, 1975.
8. Kalita U “Measurement & Evaluation in Education and Psychology” DVS Publication
9. Mohan R ‘Measurement, Evaluation and Assessment in Education” PHI Learning Private Ltd, Delhii
10. Mangal & Mangal ‘Assessment for Learning” PHI Learning Private Ltd, Delhi