

**Department of Education (Odd Semester Routine, 2024)**

	<b>Department of Education (Odd Semester Routine, 2024)</b>								
<b>Days</b>	<b>Sem</b>	<b>9.00-10.00</b>	<b>10.00-11.00</b>	<b>11.00-12.00</b>	<b>12.00-1.00</b>	<b>1.00-2.00</b>	<b>2.00-3.00</b>	<b>3.00-4.00</b>	<b>4.00-5.00</b>
<b>Monday</b>	1 <sup>st</sup> sem	GEC R.N. 16 (AG)GECEDN1A		MINOR R.N. 3 (MS)MINEDN1		MAJOR R.N.5 (MS)			Remedial classes
	3 <sup>rd</sup> sem		MAJOR R.N.6 (AG)	SEC R.N.17 (IS) SEC304	MAJOR R.N. 3 (AG)		MINOR R.N.16 (MB) MINEDN3	SEC R.N. 10 (MB) SEC304	
	5 <sup>th</sup> sem		HON R.N. 10(IS)		HON R.N.10 (MB)	HONR.N.10(MB)	HON R.N.10(IS)		
<b>Tuesday</b>	1 <sup>st</sup> sem		MAJOR R.N.16 (MB)		MINOR R.N. 6 (AG)MINEDN1		SEC R.N. 16 (MS) SEC 131	ADD ON RN 10 (MS)EDUPTL	Remedial classes
	3 <sup>rd</sup> sem	MAJOR R.N. 16 (AG)		MAJOR R.N. 10 (MB)		GEC R.N. 5 (MB)GECEDN3A		MINOR R.N. 5 (IS)MINEDN3	
	5 <sup>th</sup> sem	HON R.N. 10(MS)	HON R.N. 17 (AG)		HON R.N. 10 (IS)	HON R.N. 10 (AG)	HON R.N. 10 (IS)		
<b>Wednesday</b>	1 <sup>st</sup> sem			MAJOR R.N. 6 (AG)		GEC RN 5 (IS)GECEDN1A	ADD ON D (MB)EDUPTL	MINOR R.N. 16 (IS)MINEDN1	Remedial classes
	3 <sup>rd</sup> sem	MINOR R.N. 5 (MS)MINEDN3	GEC RN10(AG)GEC EDN3A		MAJOR R.N. 10 (IS)	SEC R.N.10(AG) SEC304	MAJOR R.N. 10 (AG)		
	5 <sup>th</sup> sem		HON R.N. 16 (MS)	HON R.N. 10 (MB)	HON R.N. 6 (MB)		HON R.N. 17 (MS)		
<b>Thursday</b>	1 <sup>st</sup> sem		MAJOR R.N. 3 (IS)	MINOR R.N. 3 (MB)MINEDN1		GEC RN16(MS)GECE DN1A	GEC RN.3 (MB)GECEDN1A	ADD ON R.N. 10 (IS)EDUPTL	Remedial classes
	3 <sup>rd</sup> sem	MAJOR R.N. 17 (IS)		MAJOR R.N. 5 (MS)	SEC R.N. 10 (MS) SEC 304		MINOR R.N. 5 (AG)MINEDN3		
	5 <sup>th</sup> sem	HON R.N. 10 (MS)	HON R.N. 10 (AG)		HON R.N. 17 (AG)	HON R.N. 10 (IS)			

<b>Frid ay</b>	1 <sup>st</sup> sem	SEC R.N. 16 (MB) SEC 131				VAC 1 (ALL THE REACHERS)		ADD ON R.N. 16(AG)EDUPTL	Remedial classes
	3 <sup>rd</sup> sem		MAJOR R.N. 10 (MS)	MAJOR R.N. 16 (MB)		GEC R.N. 16 (IS)GECEDN3A			
	5 <sup>th</sup> sem		HON R.N. 3 (MB)	HON R.N 10 (MS)	HON R.N. 5 (AG)		HON R.N. 10 (MS)		
<b>Satu rday</b>	1 <sup>st</sup> sem	VAC 1 (ALL THE TEACHERS)			SEC R.N. 16 (AG) SEC 131	SEC R.N. 5 (IS) SEC 131			Remedial classes
	3 <sup>rd</sup> sem	MAJOR R.N. 10 (MS)	MAJOR R.N. 5 (IS)		GEC RN10(MS)GEC EDN3A				
	5 <sup>th</sup> sem		HON R.N. 17 (MB)	HON R.N. 10 (MB)	HON D (IS)	HON R.N. 10 (AG)	HON R.N. 10 (MS)		
I.S. – Dr Indrani Sen Gupta (17 classes)									
M.B. – Dr. Malina Basumatary (17 classes)									
A.G. – Dr. Abilupta Padmanathan Gohain (18 classes)									
M.S. – Dr. Mitali Sonowal (18 classes)									

Department of Education semester wise Paper code

	<b>MAJOR</b>	<b>MINOR</b>	<b>GEC</b>	<b>SEC</b>	<b>ADDON</b>
1 <sup>ST</sup> SEMESTER	EDNC1	MINEDN1	GECEDN1A	SEC131	EDUPTL
3 <sup>RD</sup> SEMESTER	EDNC3	MINEDN3	GECEDN3A	SEC304	
	EDNC4				
5 <sup>TH</sup> SEMESTER	EDNH501				
	EDNH502				
	DSEED501				
	DSEED503				

Department of Education semester wise number of students:

Semester	No. of students
BA 1 <sup>ST</sup> semester (Major)	
BA 1 <sup>ST</sup> semester (Minor)	
BA 1 <sup>ST</sup> semester(GEC)	
BA 1 <sup>ST</sup> semester (SEC)	
BA 3 <sup>rd</sup> semester (Major)	37 students
BA 3 <sup>rd</sup> semester (Minor)	72 students
BA 3 <sup>rd</sup> semester(GEC)	30 students
BA 3 <sup>rd</sup> semester (SEC)	37 students
BA 5 <sup>th</sup> semester(Honours)	29 students



**DEPARTMENT OF EDUCATION  
M.D.K.GIRLS' COLLEGE, DIBRUGARH, ASSAM**

**B.A. IN EDUCATION, SYLLABUS OF ODD SEMESTER (1<sup>st</sup>, 3<sup>rd</sup> & 5<sup>th</sup>)  
(AS PER DIBRUGARH UNIVERSITY)**

<b>Programme</b>	<b>Semester</b>	<b>Course</b>	<b>Title of the Course</b>
FYUGP	1 <sup>st</sup> Semester	C – 1 (EDNC 1)	Foundations of Education-I
		Minor 1 (MINEDN1)	Philosophical Foundations of Education
		GEC – 1 (GECEDN1A)	Introduction to Education / Educational Psychology
		SEC (SEC131)	Human Rights
FYUGP	3 <sup>rd</sup> Semester	C – 3 (EDNC3)	Philosophical and Sociological Bases of Education
		C – 4 (EDNC4)	Value Education
		Minor 3 (MINEDN3)	Sociological Foundations of Education
		GEC – 3 (GECEDN3A)	Education for the Socio Economically Disadvantaged Groups(SEDGs)/ Guidance and Counselling
		SEC – 3 (SEC304)	Methods and Techniques of Teaching
CBCS	5 <sup>th</sup> Semester	EDNH501	Education in Post- Independent India
		EDNH502	Education in World Perspective
		DSEED501	Guidance and Counselling
		DSEED503	Inclusive Education
*Add- On Course			Pedagogy in Teaching & Learning

❖ *Faculties of Department of Education:*

1. **Dr. Indrani Sen Gupta**
2. **Dr. Malina Basumatary**
3. **Dr. Abilupta Padmanathan Gohain (HoD)**
4. **Dr. Mitali Sonowal**

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

<b>Course Title</b>	<b>: Foundations of Education-I</b>
<b>Course Code</b>	<b>: EDNC1</b>
<b>Nature of Course</b>	<b>: Major</b>
<b>Total Credits</b>	<b>: 4 credits</b>
<b>Distribution of Marks</b>	<b>: 80 (End-Sem.) + 20 (In-Sem.)</b>

<b>UNITS</b>	<b>COURSE CONTENTS</b>	<b>UNITS TAUGHT BY (TEACHERS)</b>
<b>I (20 Marks)</b>	<p><b>CONCEPT OF EDUCATION:</b></p> <p>1.1. Education- Meaning, Nature, and Scope</p> <p>1.2. Types of Education – Formal, Non-Formal and Informal Education</p> <p>1.3 Aims of Education</p> <ul style="list-style-type: none"> <li>○ Necessity and determinants of aims of education</li> <li>○ Individual and Social Aims of Education</li> <li>○ Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together)</li> </ul> <p>1.4 Functions of Education</p> <ul style="list-style-type: none"> <li>● General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress)</li> <li>● Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency)</li> <li>● Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship)</li> </ul>	<b>Dr. Mitali Sonowal</b>
<b>II (20 Marks)</b>	<p><b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b></p> <p>2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology</p> <p>2.2 Schools of Psychology–Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism</p> <p>2.3 Meaning, nature and scope of Educational Psychology</p> <p>2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods)</p> <p>2.5 Application of Educational Psychology in teaching-learning process</p>	<b>Dr. Indrani Sen Gupta</b>
<b>III (20 Marks)</b>	<p><b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b></p> <p>3.1 Meaning, definitions and scope of Philosophy</p> <p>3.2 Science of Education and Philosophy of Education</p> <p>3.3 Relationship between Education and Philosophy</p> <p>3.4 Meaning, nature and scope of Educational Philosophy</p> <p>3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)</p>	<b>Dr. Malina Basumatary</b>
<b>IV (20 Marks)</b>	<p><b>SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b></p> <p>4.1 Meaning, nature and scope of Sociology</p> <p>4.2 Relationship between Education and Sociology</p>	<b>Dr. Abilupta Padmanathan Gohain</b>

	<p>4.3 Need of Sociological Approach to Education</p> <p>4.4 Meaning, nature and scope of Educational Sociology</p> <p>4.4 Difference between Sociology and Educational Sociology</p> <p>4.5 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits &amp; demerits))</p>	
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**Course Title : Philosophical Foundations of Education**  
**Course Code : MINEDN1**  
**Nature of Course : Minor**  
**Total Credits : 4 Credits**  
**Distribution of Marks : 80 (End-Sem.) + 20 (In-Sem.)**

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
I (15 Marks)	<p>Introduction to Philosophy</p> <p>1.1 Meaning, nature and scope of Philosophy</p> <p>1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology)</p> <p>1.3 Meaning, nature and scope of Education</p> <p>1.4 Types of Education (Formal, Informal and Non- formal)</p> <p>1.5 Relation between Education and Philosophy</p> <p>1.6 Meaning, nature and scope of Philosophy of Education</p> <p>1.7 Philosophy of Education and Educational Philosophy</p>	<b>Dr. Indrani Sen Gupta</b>
II (15 Marks)	<p>Role of Philosophy in Education</p> <p>2.1 Philosophical foundations of Education and its importance</p> <p>2.2 Role of Philosophy in Education:</p> <ul style="list-style-type: none"> <li>o Philosophy and aims of education</li> <li>o Philosophy and curriculum</li> <li>o Philosophy and methods of teaching.</li> <li>o Philosophy and role of teachers</li> <li>o Philosophy and discipline</li> </ul>	<b>Dr. Malina Basumatary</b>
III (25 Marks)	<p>Indian Schools of Philosophy and their Influences in education:</p> <p>3.1 Basic features and classification of Indian Philosophy</p> <p>3.2 Yoga Philosophy:</p> <ul style="list-style-type: none"> <li>o Concept of Yoga Philosophy</li> <li>o Hathayoga and Rajayoga.</li> <li>o Astangika Yoga</li> <li>o Influence of Yoga philosophy in education.</li> </ul> <p>3.3 Vedanta Philosophy:</p> <ul style="list-style-type: none"> <li>o Basic tenets (Brahma, Atman, Jagat, Maya)</li> <li>o Advaita Vedanta</li> <li>o Influence of Vedantaphilosophy in education.</li> </ul> <p>3.4 Buddhism:</p> <ul style="list-style-type: none"> <li>o Concept of Buddhism</li> <li>o Four noble truths of Buddha</li> <li>o Middle Path</li> <li>o Influence of Buddhism in education.</li> </ul>	<b>Dr. Mitali Sonowal</b>
IV (25 Marks)	<p>Western Schools of Philosophy and their Influences in Education:</p> <p>4.1 Basic features of Western Philosophy</p> <p>4.2 Idealism:</p> <ul style="list-style-type: none"> <li>o Basic tenets</li> </ul>	<b>Dr. Abilupta Padmanathan Gohain</b>

	<ul style="list-style-type: none"> <li>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</li> </ul> <p>4.3 Naturalism:</p> <ul style="list-style-type: none"> <li>o Basic tenets</li> <li>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</li> </ul> <p>4.4 Pragmatism:</p> <ul style="list-style-type: none"> <li>o Basic tenets</li> <li>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</li> </ul>	
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**Course Title** : **Introduction to Education**  
**Course Code** : **GECEDN1A**  
**Nature of the Course** : **Generic Elective Course (GEC)**  
**Total Credits** : **03**  
**Distribution of Marks** : **80 (End Sem.) + 20 (In-Sem.)**

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
I (20 Marks)	Concept of Education 1.1 Meaning, Nature and Scope of Education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of Education : Individual, Social and Democratic aim 1.4 The functions of Education 1.4.1 Functions towards the individual 1.4.2 Functions towards the society 1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic)	<b>Dr. Abilupta Padmanathan Gohain</b>
II (20 Marks)	Agencies of Education 2.1 Home 2.2 Educational Institution 2.3 State 2.4 UNO, UNESCO 2.5 Mass-media (television, radio, cinema and newspaper) 2.6 Internet (Wikis, Blogs, Social Networking Sites)	<b>Dr. Indrani Sen Gupta</b>
III (20 Marks)	Different levels of Education in India (From Pre-Primary to Higher/ Tertiary level) 3.1 Pre-primary Education (Meaning, structure and aims) 3.2 Primary Education (Meaning, structure and aims) 3.3 Secondary Education (Meaning, structure and aims) 3.4 Higher Education (Meaning, structure and aims)	<b>Dr. Malina Basumatary</b>
IV (20 Marks)	Curriculum and Evaluation 4.1 Concept, Nature, and Significance of curriculum 4.2 Curriculum and Syllabus 4.3 Concept, Importance, and types of co-curricular activity 4.4 Meaning of Measurement, Assessment and Evaluation 4.5 Distinguish amongst Measurement, Assessment and Evaluation	<b>Dr. Mitali Sonowal</b>

Course Title: Human Rights

Course Code : SEC131

Nature of the Course : SEC

Total Credits : 3

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

<b>UNITS</b>	<b>COURSE CONTENTS</b>	<b>UNITS TAUGHT BY (TEACHERS)</b>
Unit 1: Conceptual Development and Evolution of Human Rights	1.1. Concept of Rights 1.2. Genesis and basic idea of Human Rights 1.3. Meaning, nature and scope 1.4. Evolution: Three Generations of Human Rights	<b>Dr. Indrani Sen Gupta</b>
Unit 2: Provisions and Mechanisms for Implementation: International and Indian	2.1. International Provisions 2.1.1. The UN Charter 2.1.2. Universal Declaration of Human Rights 2.1.3. International Covenants on Human rights 2.2. Indian Provisions 2.2.1. Constitution and Human rights 2.2.2. Fundamental Rights and Duties 2.2.3. The Directive Principles of State Policy 2.3. National and State Human Rights Commission	<b>Dr. Abilupta Padmanathan Gohain</b>
Unit 3: Emerging Socio-Political Issues Concerning Human	3.1. Terrorism/Insurgency and Violation of Human Rights 3.2. Globalisation and its impact on Human Rights 3.3. Environmental hazards and violation of Human Rights 3.4. Internally Displaced Persons and Human Rights 3.5. Human Rights violation in the wake of COVID-19	<b>Dr. Mitali Sonowal</b>
Unit 4: Human Rights concerns of specific groups	4.1. Human Rights and Women 4.2. Human Rights and Child 4.3. Human Rights and the issues of vulnerables- Old age and disabled persons.	<b>Dr. Malina Basumatary</b>



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

<b>Course Title</b>	<b>: Philosophical and Sociological Bases of Education</b>
<b>Course Code</b>	<b>: EDNC3</b>
<b>Nature of Course</b>	<b>: Major</b>
<b>Total Credits</b>	<b>: 04</b>
<b>Distribution of Marks</b>	<b>: 80 (End Sem.) + 20 (In-Sem.)</b>

<b>UNITS</b>	<b>COURSE CONTENTS</b>	<b>UNITS TAUGHT BY (TEACHERS)</b>
I (20 marks)	<b>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</b> 1.1 Basic features and classification of Indian Philosophy 1.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 1.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 1.5 Impact of Indian schools of philosophy in present system of education in India.	<b>Dr. Indrani Sen Gupta</b>
II (20 marks)	<b>WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION</b> 2.1 Basic features of Western Philosophy 2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education. 2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education 2.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 2.5 Impact of Western schools of philosophy in present system of Indian education	<b>Dr. Abilupta Padmanathan Gohain</b>
III (20 marks)	<b>UNDERSTANDING EDUCATION AND SOCIETY</b> 3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory- their concepts, features, merits & demerits) 3.2 Education and Socialisation: 3.1.1 Meaning and process of socialisation 3.1.2 Agencies of socialisation - Home, School, Society (Neighbourhood, Peer group, Mass Media, Social Media) 3.1.3 Education as a socialisation process 3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology. 3.4 Social Change: meaning & factors, role of education in social change 3.5 Social Mobility: meaning, types, role of education in social mobility 3.6 Economic Development- meaning, factors, role of education 3.7 Education as process of Human Resource Development	<b>Dr. Malina Basumatary</b>
IV (20 marks)	<b>EDUCATION AND POLITICAL IDEOLOGIES (15 hours)</b> 4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights 4.2 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic	<b>Dr. Mitali Sonowal</b>

	<p>values.</p> <p>4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society</p> <p>4.4 Communism: Concept of Communism, basic features, nature of education in Communist society</p> <p>4.5 Secularism: Meaning and Role of education in secular society</p>	
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**Course Title** : Value Education  
**Course Code** : EDNC4  
**Nature of Course** : Major  
**Total Credits** : 4 credits  
**Distribution of Marks** : 80 (End-Sem.) + 20 (In-Sem.) – for a 4 credit course

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
I (20 marks)	<p>INTRODUCTION TO VALUES</p> <p>1.1 Concept, meaning and definition of values</p> <p>1.2 Types of values</p> <p>1.2.1 Instrumental values</p> <p>1.2.2 Intrinsic values and</p> <p>1.2.3 Democratic values.</p> <p>1.3 Functions of values</p> <p>1.4 Sources of values</p> <p>1.4.1 Socio- cultural tradition</p> <p>1.4.2 Religion</p> <p>1.4.3 Constitution</p> <p>1.5 Fostering values: Role of –</p> <p>1.5.1 Parents</p> <p>1.5.2 Teachers</p> <p>1.5.3 Peer groups</p> <p>1.5.4 Government</p> <p>1.5.5 Mass media and</p> <p>1.5.6 Voluntary organizations</p>	<b>Dr. Malina Basumatary</b>
II (20 marks)	<p>INTRODUCTION TO VALUE EDUCATION</p> <p>2.1 Meaning of Value Education</p> <p>2.2 Objectives of Value Education</p> <p>2.3 Dimensions of Value Education</p> <p>2.3.1 Religious</p> <p>2.3.2 Spatial</p> <p>2.3.3 Cognitive, Affective and Psychomotor dimensions</p> <p>2.4 Importance of value education in the 21st century</p> <p>2.5 Policy perspective on Value Education in India</p> <p>2.6 Methods and techniques of value education:</p> <p>2.6.1 Practical method</p> <p>2.6.2 Conceptual method</p> <p>2.6.3 Biographical method</p> <p>2.6.4 Storytelling technique</p> <p>2.6.5 Socialized class technique</p> <p>2.6.6 Discussion technique</p> <p>2.7 Role of the Teacher and School in promoting Value Education</p>	<b>Dr. Mitali Sonowal</b>
III (20 marks)	<p>PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST</p> <p>3.1 Perspectives of Value Education in East</p> <p>3.1.1 Moral Education (M.K Gandhi)</p> <p>3.1.2 Spiritual Education (Aurobindo Ghosh)</p> <p>3.1.3 Aesthetic Education (Rabindranath Tagore)</p>	<b>Dr. Abilupta Padmanathan Gohain</b>

	3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the West 3.2.1 Education for all round personality development (Plato) 3.2.2 Education to understand the Nature (Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey) 3.2.4 Existentialism and Education (Jean Paul Satre)	
IV (20 marks)	<b>PEACE EDUCATION</b> 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace Education: 4.3.1 Self-learning 4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co-curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of – 4.5.1 Teacher 4.5.2 Principal 4.5.3 Parents	<b>Dr. Indrani Sen Gupta</b>

**Course Title** : Sociological Foundations of Education  
**Course Code** : MINEDN3  
**Nature of Course** : Minor  
**Total Credits** : 4 credits  
**Distribution of Marks** : 80 (End-Sem.) + 20 (In-Sem.)

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
I (20 marks)	<b>INTRODUCTION TO EDUCATIONAL SOCIOLOGY</b> 1.1 Meaning and nature of Sociology. 1.2 Introduction to Educational Sociology 1.2.1 Meaning, nature and scope of Educational Sociology 1.2.2 Need for Sociological Approaches in Education 1.2.3 Analogy between Education and Sociology (relationship) 1.3 Theories of Educational Sociology – 1.3.1 Conflict Theory: concept, features, merits and demerits 1.3.2 Consensus Theory: concept, features, merits and demerits 1.3.3 Implementation of Conflict and Consensus theory in education	<b>Dr. Abilupta Padmanathan Gohain</b>
II (20 marks)	<b>EDUCATION AND SOCIALIZATION PROCESS</b> 2.1. Socialization: Meaning and Process 2.2 Education as a Socialization Process 2.3 Agencies of Socialization: Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) and their role in Socialization 2.4 Emotional and National Integration— meaning, importance, role of Education 2.5 Internationalization—meaning, importance, role of Education	<b>Dr. Malina Basumatary</b>
III (20 marks)	<b>SOCIAL CHANGES, DEVELOPMENT AND EDUCATION</b> 3.1 Social Change: meaning, factors and role of Education	<b>Dr. Indrani Sen Gupta</b>

	<p>3.2 Cultural Changes: meaning, factors, role of Education</p> <p>3.3 Economic Development: meaning, factors, role of Education</p> <p>3.4 Human Resource Development: meaning, role of Education</p> <p>5.1 Democratic nature of education, Role of education in inculcating democratic values.</p>	
IV (20 marks)	<p><b>EDUCATION AND SOCIAL GROUPS</b></p> <p>4.1 Social groups in Indian context: characteristics and classification</p> <p>4.2 Social Disadvantages and Inequalities in Indian Society - meaning, causes and types</p> <p>4.3 Education of the Socially and Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population</p> <p>4.4 Constitutional Provisions for education of different sections of Indian Society</p>	<b>Dr. Mitali Sonowal</b>

**Course Title** : **Education for the Socio-Economically Disadvantaged Groups (SEDGs)**

**Course Code** : **GECEDN3A**

**Nature of Course** : **Generic Elective Course (GEC)**

**Total Credits** : **03**

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

<b>UNITS</b>	<b>COURSE CONTENTS</b>	<b>UNITS TAUGHT BY (TEACHERS)</b>
I (20 marks)	<p><b>UNDERSTANDING CHILDREN FROM SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDGS) IN INDIA:</b></p> <p>1.1 Concept of Socio-Economically Disadvantaged Groups (SEDGs)</p> <p>1.2 Categories of learners from SocioEconomically Disadvantaged Groups (SEDGs) and their characteristicso Gender identities (Female and Transgender individuals)</p> <ul style="list-style-type: none"> <li>o Socio-Cultural identities (SC, ST, OBC and Minorities)</li> <li>o Geographical identities (Learners from villages, Small towns and Aspirational districts)</li> <li>o Disabilities (including Learning Disabilities)</li> <li>o Socio-Economic conditions (Migrant communities, Low-income household, Children in Vulnerable situations, Children of Victims of trafficking, Orphans including child beggars in urban areas and urban poor).</li> </ul>	<b>Dr. Mitali Sonowal</b>
II (20 marks)	<p><b>PROVISIONS OF EDUCATION OF SOCIOECONOMICALLY DISADVANTAGED GROUPS IN INDIA:</b></p> <p>2.1 Meaning and concept of Social Group Equity and Inclusion in Education.</p> <p>2.2 Provisions for social group equity and education of Socio-Economically Disadvantaged Groups ino The Constitution of India</p> <ul style="list-style-type: none"> <li>o National Policy on Education (1986) and POA (1992).</li> <li>o National Curriculum Framework, 2005.</li> <li>o National Education Policy, 2020.</li> </ul> <p>2.3 Relevance of International perspectives on equity and inclusion</p> <ul style="list-style-type: none"> <li>o Dakar: framework of action (2000)</li> <li>o United Nations Convention on the Rights of Persons with Disabilities, 2006.</li> <li>o Sustainable Development Goals (2015) to Indian Context.</li> </ul>	<b>Dr. Indrani Sen Gupta</b>

<p>III (20 marks)</p>	<p>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO DISABILITIES AND GENDER:  3.1 Concept and Types of Disabilities.  o Education of visually impaired students.  o Education of hearing impaired students.  o Education of learning disabled students.  o Status of education (including enrolment, dropout and retention) of students with disabilities in India.  o Problems of education of students with disabilities.  3.2 Status of education (including enrolment, dropout and retention) of women in India.  3.3 Status of education of transgender individuals in India  3.4 Problems of education of women and transgender individual in India</p>	<p><b>Dr. Abilupta Padmanathan Gohain</b></p>
<p>IV (20 marks)</p>	<p>EDUCATIONAL STATUS OF SEDGS WITH REFERENCE TO SOCIO-CULTURAL IDENTITIES:  4.1 Status of education (including enrolment, dropout and retention) of socio-culturally disadvantaged groups in India  o Scheduled Caste (SC),  o Scheduled Tribes (ST),  o Other Backward Classes (OBC) and  o Minorities  4.2 Problems of education of socio-culturally disadvantaged groups- SC, ST, OBC and Minorities  4.3 Addressing the problems of education of socioeconomically disadvantaged groups.</p>	<p><b>Dr. Malina Basumatary</b></p>

**Course Title : Methods and Techniques of Teaching**  
**Course Code : SEC304**  
**Nature of Course : Skill Enhancement Course (SEC)**  
**Total Credits : 3 credits**  
**Distribution of Marks : 80 (End-Sem.) + 20 (In-Sem.) –3 credit course**

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
<p>I (20 marks)</p>	<p>THE TEACHING LEARNING PROCESS  1.1 Meaning and Nature of Teaching  1.2 Importance of technique in teaching.  1.3 Principles of Teaching and learning  1.4 Meaning of Maxims of teaching.  1.4.1 General Maxims of Teaching.  1.5 Phases of Teaching  1.6.1 Planning Stage(Pre-active phase)  1.6.2 Interactive Phase  1.6.3 Post-active Phase(Follow up)  1.6 Teaching Behaviour-Authoritative, Democratic and Laissez- Faire.  1.7 Classroom problem of beginners.( Both teacher and students)</p>	<p><b>Dr. Abilupta Padmanathan Gohain</b></p>
<p>II (20 marks)</p>	<p>PLANNING TEACHING  2.1 Meaning, purpose and Characteristics of a good Lesson Plan.  2.2 Harbartian steps of planning a Lesson.  2.3 Concept and importance of Micro teaching  2.3.1 Micro Teaching cycle.  2.4 Different Micro Teaching Skills.  2.4.1 Introducing a lesson.  2.4.2 Blackboard writing.</p>	<p><b>Dr. Mitali Sonowal</b></p>

	<p>2.4.3 Questioning( Fluency in questioning and probing question)  2.4.4 Stimulus variation.  2.4.5 Reinforcement.  2.4.6 Explaining  2.4.7 Achieving Closure.  (Practice any three of them)</p>	
<p>III  (20 marks)</p>	<p>METHODS AND APPROACHES OF TEACHING  3.1 Teacher centered and Learner centered Approach.  3.2 Play way method  3.3 Activity method  3.4 Inductive and Deductive method  3.5 Heuristic method  3.6 Project method  3.7 Teaching approaches : Structural approach and communicative approach</p>	<p><b>Dr. Malina Basumatary</b></p>
<p>IV  (20 marks)</p>	<p>COLLABORATIVE AND CO-OPERATIVE LEARNING  4.1 Concept and purpose of collaborative and cooperative learning  4.1.1 Similarities and Differences between collaborative and co-operative learning.  4.1.2 Different cooperative learning strategies: Think pair chair, Jigsaw, Numbered Heads together, Tea Party, Write Around etc.  ( More emphasis should be given on practice)  4.2 Different collaborative learning strategies :  Problem based learning, Simulations , Peer Editing , Guided the Design, Small group discussion, Case studies ( More emphasis should be given on practice)</p>	<p><b>Dr. Indrani Sen Gupta</b></p>

**B.A. IN EDUCATION PROGRAMME (CBCS)  
DETAILED SYLLABUS OF 5<sup>TH</sup> SEMESTER**

**B.A. IN EDUCATION (HONOURS)**

**EDNH501: EDUCATION IN POST-INDEPENDENT INDIA**

**CREDIT: 6**

**MARKS: 100 (IN-SEMESTER 20; END-SEMESTER 80)**

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
I	<p><b>Educational scenario at the time of Independence</b>  1.1 A brief account of educational scenario at the time of Independence  1.2 University Education Commission, 1948-49  - Aims of University Education  - Reforms of curriculum - Administration and Funding  - Teaching and Research - Vocational Education  - Women's Education  -Examination reform  -Students Welfare  -Implications of University  Education Commission's recommendations in present Education system  1.3 Education in the Indian Constitution:  - Introduction: Preamble of the Constitution.  Constitutional Provisions on:  - Free and Compulsory Education.  - Early Childhood Care and Education.</p>	<p><b>Dr. Mitali Sonowal</b></p>

	<ul style="list-style-type: none"> <li>- Secularism in Education.</li> <li>- Study of Hindi and Official language.</li> <li>- Education for Women.</li> <li>- Education for Minorities.</li> <li>- Education for ST and SC.</li> <li>- Reasons for inclusion of Education in Concurrent List.</li> <li>- Challenges towards Implementation of the Constitutional provisions</li> </ul>	
<b>II</b>	<p><b>Educational Efforts in India - I - (1951-2000):</b></p> <p>2.1 Secondary Education Commission, 1952-53</p> <ul style="list-style-type: none"> <li>- Defects of Secondary Education.</li> <li>- Aims of Secondary Education.</li> <li>- Organisational pattern of Secondary Education.</li> </ul> <p>2.2 Recommendations of Secondary Education Commission on:</p> <ul style="list-style-type: none"> <li>- Study of Language</li> <li>- Curriculum of Secondary Education.</li> <li>- Methods of Teaching.</li> <li>- Education for Character.</li> <li>- Guidance and Counselling, Student Welfare.</li> <li>- Examination reform.</li> <li>- Improvement of Teaching Staff.</li> </ul> <p>- Implications of Secondary Education Commission's recommendations in present Education system.</p> <p>2.3 Education Commission, 1964 -66 &amp; its recommendations on:</p> <ul style="list-style-type: none"> <li>- Education and national objectives.</li> <li>- Educational structure and standards.</li> <li>- Teacher status and Teacher Education.</li> <li>- School curriculum.</li> <li>- Teaching methods, Guidance and Evaluation.</li> <li>- Implications of the Education Commission's recommendations in present Education system.</li> </ul>	<b>Dr. Abilupta Padmanathan Gohain</b>
<b>III</b>	<p>Educational Efforts in India - II (1951 - 2000):</p> <p>3.1 National Policy of Education 1968</p> <p>3.2 Iswarbhai Patel Review Committee, 1977</p> <p>3.3 Adiseshiah Committee Report, 1978</p> <p>3.4 National Policy of Education, 1986</p> <p>3.5 Ramamurty Review Committee, 1990 on NPE</p> <p>3.6 Janardan Reddy Committee Report, 1991</p> <p>3.7 Revised National Policy of Education, 1992</p>	<b>Dr. Malina Basumatary</b>
<b>IV</b>	<p>Recent Developments in Indian Education:</p> <p>4.1 Sarva Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement.</p> <p>4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions.</p> <p>4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers)</p> <p>4.4 Rashtriya Uchchar Shiksha Abhiyan (RUSA): Its Objectives, organization and functions.</p> <p>4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education</p> <p>4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system</p> <p>4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.</p>	<b>Dr. Indrani Sen Gupta</b>

**B.A. IN EDUCATION (HONOURS)**  
**EDNH502: EDUCATION IN WORLD PERSPECTIVE**  
**CREDIT: 6**  
**MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
I	Importance of studying national system of education 1.1 Nature and scope of studying National Systems of Education 1.2 Factors influencing a national system of education <ul style="list-style-type: none"> <li>• Geographical factor.</li> <li>• Philosophical factor</li> <li>• Social factor.</li> <li>• Political factor.</li> <li>• Economical factor.</li> <li>• Historical factor.</li> <li>• Religious factor.</li> <li>• Racial factor.</li> <li>• Linguistic factor.</li> <li>• Secular factor</li> </ul> 1.3 Aims and Objectives of National System of Education with respect to <ul style="list-style-type: none"> <li>-USA</li> <li>-UK</li> <li>-Japan</li> <li>-India</li> </ul>	<b>Dr. Malina Basumatary</b>
II	2.1 Historical perspective of the development of the study: 6 <ul style="list-style-type: none"> <li>• Travellers' tales.</li> <li>• Educational problems</li> <li>• Interaction of society and education.</li> <li>• Quantitative approach.</li> <li>• Scientific approach</li> </ul> 2.2 Methods of studying National Systems of Education <ul style="list-style-type: none"> <li>• Descriptive method.</li> <li>• Historical method.</li> <li>• Sociological method.</li> <li>• Statistical method.</li> <li>• Psychological method.</li> <li>• Scientific method.</li> </ul>	<b>Dr. Abilupta Padmanathan Gohain</b>
III	Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in <ul style="list-style-type: none"> <li>• UK</li> <li>• USA</li> <li>• India</li> <li>• Japan</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Dr. Indrani Sen Gupta (UK, India)</b></li> <li>2. <b>Dr. Mitali Sonowal (USA, Japan)</b></li> </ol>
IV	Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of <ul style="list-style-type: none"> <li>• Technical and Vocational education</li> <li>• Teacher education</li> <li>• Open and Distance education</li> <li>• Women Education</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Dr. Indrani Sen Gupta (UK, India)</b></li> <li>2. <b>Dr. Mitali Sonowal (USA, Japan)</b></li> </ol>

**B.A. IN EDUCATION (HONOURS)**  
**DSEED501 / GEED101: GUIDANCE AND COUNSELLING**



**CREDIT: 6 [MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

UNITS	COURSE CONTENTS	UNITS TAUGHT BY (TEACHERS)
<b>I</b>	Guidance: 1.1 Meaning, Nature, Definition and Scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Need of Guidance 1.4 Principles of Guidance 1.5 Philosophical, Psychological and Sociological bases of Guidance. 1.6 Types of Guidance : <ul style="list-style-type: none"> <li>• Personal guidance &amp; Social guidance</li> <li>• Educational guidance</li> <li>• Vocational guidance</li> <li>• Health guidance</li> <li>• Individual and Group Guidance</li> </ul> Guidance at Various Levels: 1.7 Guidance at Pre-school education 1.8 Guidance at Elementary education level 1.9 Guidance at Secondary education level 1.10 Guidance at Higher education level 1.11 Importance of good guidance programme	<b>Dr. Indrani Sen Gupta</b>
<b>II</b>	Counselling 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Types of Counselling <ul style="list-style-type: none"> <li>• Directive Counselling</li> <li>• Non-directive Counselling</li> <li>• Eclectic Counselling</li> </ul> 2.5 Counselling for adjustment 2.6 Relationship between Guidance, Counselling and Teaching 2.7 Role of Counsellor, Parents and Teachers in Secondary School. 2.8 Concept of Occupational information, dissemination of occupation information and career counselling	<b>Dr. Abilupta Padmanathan Gohain</b>
<b>III</b>	Tools and techniques of Guidance: 3.1 Basic concept of tools and techniques of Guidance 3.2 Types of Guidance techniques: <ul style="list-style-type: none"> <li>• Counselling (Individual and group)</li> </ul> 3.3 Organization of guidance services <ul style="list-style-type: none"> <li>• Placement Services</li> <li>• Follow Up Services</li> </ul> 3.4 Organization of counselling services <ul style="list-style-type: none"> <li>• Centralization</li> <li>• Decentralization</li> <li>• Mixed form of counselling services</li> </ul> 3.5 Basic tools of counselling services <ul style="list-style-type: none"> <li>• Psychological test</li> <li>• Interview</li> <li>• Observation</li> <li>• Check list</li> <li>• Sociometry</li> <li>• Cumulative record card</li> </ul>	<b>Dr. Mitali Sonowal</b>
<b>IV</b>	Educational and Vocational Guidance: 4.1 Meaning and definition of Educational Guidance	<b>Dr. Malina Basumatary</b>

	<p>4.2 Meaning and definition of Vocational Guidance</p> <p>4.3 Characteristics of Educational and Vocational Guidance</p> <p>4.4 Relationship between Educational and Vocational Guidance</p> <p>4.5 Role of Vocational guidance in Occupational adjustment</p> <p>4.6 Challenges and issues of guidance and counselling</p> <p>4.7 Role of guidance and counselling for special groups</p>	
V	<p><b>ORGANIZATION OF GUIDANCE AND COUNSELLING PROGRAMME</b></p> <p>5.1 Principles of Organization of Guidance and counselling services at-</p> <ul style="list-style-type: none"> <li>• Elementary Level</li> <li>• Secondary Level</li> <li>• Higher Level</li> </ul>	<b>Dr. Indrani Sen Gupta</b>
	5.2 Qualities of a good counsellor	<b>Dr. Malina Basumatary</b>
	5.3 Role of Counsellor in counselling process.	<b>Dr. Abilupta Padmanathan Gohain</b>
	<p>5.4 Role of Teachers, Headmaster and Parents in Guidance and Counselling</p> <p>5.5 Essentials information for Guidance and Counselling</p> <ul style="list-style-type: none"> <li>• Personal information-physical, intellectual, personality and academic achievement.</li> <li>• Educational information-scope and opportunity available</li> </ul>	<b>Dr. Mitali Sonowal</b>

### **B.A. IN EDUCATION (HONOURS)**

#### **DSEED503 / GEED301: INCLUSIVE EDUCATION**

**CREDIT: 6 MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

<b>UNITS</b>	<b>COURSE CONTENTS</b>	<b>UNITS TAUGHT BY (TEACHERS)</b>
<b>I</b>	<p>Understanding Children with Diverse Needs</p> <p>1.1 Concept and Nature of Children with Diverse Needs</p> <p>1.2 Types and Characteristics of-</p> <ul style="list-style-type: none"> <li>• Children with Visual impairment,</li> <li>• Children with Hearing Impairment, • Children with Intellectual Disability,</li> <li>• Children with Specific Learning Disability</li> <li>• Children with Cerebral Palsy</li> <li>• Children with Autistic Disorder</li> <li>• Children with Multiple Disabilities</li> <li>• Children from Other Disadvantaged or Marginalized Areas of Group (Girls, SC, ST, Minorities, Street and Working Children etc.)</li> </ul>	<b>Dr. Abilupta Padmanathan Gohain</b>
<b>II</b>	<p>Introduction to Inclusive Education:</p> <p>2.1 Changing Concept and Nature of Special Education.</p> <p>2.2 Concept and Nature of Inclusion</p> <p>2.3 Need and importance of inclusion</p> <p>2.4 Classification of inclusion</p> <ul style="list-style-type: none"> <li>• Physical, • Social and • Cognitive inclusion.</li> </ul> <p>2.5 Inclusive Education</p> <ul style="list-style-type: none"> <li>• Concept and Nature of Inclusive education • Objectives of Inclusive Education • Need and importance of Inclusive Education</li> </ul>	<b>Dr. Indrani Sen Gupta</b>

	<p>2.6 Historical development of Inclusive Education in India and Abroad (Special, Integrated and Inclusive Education).</p> <p>2.7 Barriers of Children with Diverse Needs to learning and participation</p> <p>2.8 Strategies to overcome the barriers to learning and participation for children with diverse Needs</p>	
<b>III</b>	<p>Policies and Legislations for Diverse Needs Education &amp; Rehabilitation:</p> <p>3.1 International Policies and Legislations:</p> <ul style="list-style-type: none"> <li>• Dakar: framework of action (2000)</li> <li>• Millennium Development Goals (2000) to Indian Context.</li> <li>• United Nations Convention on the Rights of Persons with Disabilities, 2006.</li> </ul> <p>3.2 National Policies and Legislations:</p> <ul style="list-style-type: none"> <li>• National Policy on Education (1986) with reference to Program of Action (1992).</li> <li>• Rehabilitation Council of India (RCI) Act, (1992).</li> <li>• Persons with Disabilities (PWD) Act, 1995. • National Trust Act, 1999.</li> <li>• Right to Education Act, 2009.</li> <li>• Sarva Shiksha Abhiyan (SSA).</li> <li>• Rashtriya Madhyamic Shiksha Abhiyan (RMSA).</li> </ul>	<b>Dr. Malina Basumatary</b>
<b>IV</b>	<p>Current Trends and Future Perspective:</p> <p>4.1 Concept of curriculum adaptations for children with diverse needs</p> <p>4.2 Need of curriculum adaptations for children with diverse needs.</p> <p>4.3 Curricular and Co-curricular activities for meeting diverse needs of children.</p> <p>4.4 Role of the Agencies-</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Community and</li> <li>• NGOs</li> </ul> <p>4.5 Problems/constraints in education of socially disadvantage children.</p> <p>4.6 Addressing social group inequality-</p> <ul style="list-style-type: none"> <li>• Multicultural Education</li> <li>• Organisation and management of schools to address socio-cultural diversity.</li> <li>• Teaching-learning process and support materials</li> <li>• Schemes, programmes for education of socially disadvantaged section</li> </ul>	<b>Dr. Mitali Sonowal</b>

*Where, L: Lectures      T: Tutorials      P: Practicals*

*Submitted by:*  
**Department of Education**  
**M.D.K.Girls' College**  
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