

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title :Educational Psychology(Core-3)

Course Code :MAJ-EDU- 3.1

Nature of the Course :Major

Total Credits :4 credits

Distribution of Marks: 60(End-Sem.)+40(In-Sem.)

Objectives:

1. To make the students to understand the concept of psychology and educational psychology, relationship between education and psychology and application of educational psychology.
2. To understand implications of psychological theories of learning and motivation.
3. To introduce the concept of intelligence, it's theories and concept of emotional intelligence
4. To introduce the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality and knowledge about adjustment mechanisms

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Introduction to Educational Psychology: Meaning and nature of Psychology Educational Psychology-Meaning ,nature and scope Relation between Education and Psychology Methods of Educational Psychology- Introspection, Observation, Case study and Experimentation Application of Educational Psychology in teaching-learning process	12	1	-	13
Unit-2 (15 Marks)	Learning and Motivation: Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operant conditioning Motivation- Meaning, role in learning	12	1	-	13
Unit-3 (15 Marks)	Intelligence, Memory, Attention and Interest: Meaning and concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of emotional intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention-Meaning, concept, types and determinants Interest-Meaning and Conditions Educational implication of attention and interest	15	2	-	17
Unit-4 (15 Marks)	Personality and Adjustment: Meaning and characteristics of personality	15	2	-	17

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	:Development of Education in India-I (Core-4)
Course Code	:MAJ-EDU-3.2
Nature of the Course	:Major
Total Credits	:4 credits
Distribution of Marks	:60(End-Sem.)+40(In-Sem.)

Course Objectives:

- To recapitulate the education system of India in Ancient and Medieval period
- To describe the education system prior British rule
- To discuss the development of education system during British Period
- To understand about national feeling of education during British rule

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Development of Education in Ancient and Medieval India: ● Education during Vedic Period - Concept and Salient Features ● Education during Buddhist Period - General Features of Buddhist Education - Ancient Centres of Learning: Taxila, Nalanda, Varanasi, ● Education during Muslim Period - General Features of Muslim Education	15	2	-	17
Unit-2 (15 Marks)	Development of Education prior British Rule: ● Indigenous Education at the Beginning of British Rule ● Educational Activities of Missionaries in Assam ● Role of East India Company ● The Charter Act of 1813 ● The Anglicists-Orientalists Controversy ● Macaulay's Minute, 1835 ● Downward Filtration Theory	12	1	-	13
Unit-3 (15 Marks)	Development of Education during British Period: ● Wood's Despatch of 1854 - Background, Recommendations, Implementation ● Indian Education Commission-1882 - Terms of Reference, Major Recommendations, Criticism ● Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher Education ● Government of India's Resolution on Educational Policy-1904, The University Act of 1904	15	2	-	17

- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Jayapalan, N. (2005). *H^{is}tory of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Kalita, Borah Sahariah & Sharma (2020). *Bharatbarxat Sikshar Itihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.
- Saikia, S. (1993). *History of Education in India*. Guwahati: Manimanik Prakash.
- Sharma, R. A. (2014). *Development of Educxation System in India*. Meerut: R. Lall Book Depot.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title :Foundations of Education(Minor-3)

Course Code :MIN-EDU-3.1

Nature of Course :Minor

Distribution of Marks :60(End-Sem.)+40(In Sem.)

Objectives:

To discuss the meaning, nature, scope and types of Education

To explain different aims of education

To describe the meaning, nature and scope of Philosophy and Educational philosophy

To acquaint with Sociology and Educational sociology

To understand some contemporary issues of Indian education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Concept of Education: • Meaning ,Nature and Scope of education • Forms of education- • Formal education, Informal and Non formal education-Meaning and Nature. School as an agency of formal education • Aims of education, Meaning and importance of Aims. Types of Aims- • Social Vs Individual aim. • Vocational and Liberal aim • Democratic aim of education	16	2	-	18
Unit-2 (15 Marks)	Philosophy and Education: • Philosophy: Meaning, definition and Scope • Relationship between education and philosophy • Meaning, nature and scope of Educational Philosophy • Impact of philosophy on education	12	1	-	13
Unit-3 (15 Marks)	Sociology and Education: • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process	14	1	-	15
Unit-4 (15 Marks)	Education for National Integration and International understanding ,Online and Digital Education: • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International understanding. - Virtual Teaching-Concept, importance, challenges and strategies	13	1	-	14

	MOOC: Concept and importance SWAYAM: Concept and importance			-	
Total		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment:

40 Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

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

Know the Concept of Education

Explain the aims of education

Describe the meaning, nature and scope of Philosophy and Educational philosophy

Acquaint with Sociology and Educational sociology

Understand about Education for National Integration and International Understanding

Understand about Online and Digital Education

Suggested Readings:

➤ Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.

➤ Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.

➤ Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.

➤ Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd. ➤ Goswami, Dulumoni (2014). Philosophy of Education. Guwahati: DVS Publishers.

➤ Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.

➤ Ross J.S. (1945). The Ground Work of Educational Theory. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.

➤ Safaya R.N. & Shaida B.D. (2010). Modern Theory and Practice of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

➤ Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Pu

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title: History of Education in India

Course Code: MD-EDU-3.1

Nature of course: Multidisciplinary/Generic Elective Course

Total credits: 3 credits

Distribution of marks: 45 (End-Sem)+ 30 (In-Sem)

Objectives:

- To recapitulate with the education system of India during British period
- To understand the educational situation during the time of Independence
- To explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- To analyse the National Policy on Education in different times
- To accustom with the recent **Educational** Development in India

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	Initial Development of Education during British Rule: ● The Charter Act of 1813 ● The Anglicists-Orientalists Controversy ● Macaulay's Minute, 1835 ● Wood's Despatch of 1854 - Recommendations & Implementation ● Indian Education Commission-1882 - Major Recommendations & Criticism ● Lord Curzon's Education policy on Primary Education	9	3	-	12
Unit-2 (10 Marks)	Development of Education during British Period: ● Gokhale's Bill for Compulsory Primary Education-1910-1912 ● Basic Education-1937 Salient Features and Criticism of the Basic Education ● The Sargent Report- 1944	8	2	-	10
Unit-3 (10 Marks)	Development of Education in Post Independent India: ● University Education Commission-1948 - Recommendations on aims and objectives of higher Education ● Secondary Education Commission-1952-53 - Aims and Objectives of Secondary Education, Defects of Secondary Education ● Education Commission-1964-66 - Major Recommendations on national objectives of Education ● National Policy of Education-1986 - Major Recommendations and Impact on Indian Education	9	2	-	11
Unit-4 (10 Marks)	Recent Developments in Indian Education: ● The National Knowledge Commission's Report - Major recommendation and its implementation	9	3	-	12

	● Government Programmes of Education: SSA, RMSA and RUSA, The Right to Education Act, 2009 and its implementation ● National Education Policy, 2020 - Recommendations on School Education and Higher Education				
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Total 35 10 - 45

Where, L:Lectures T:Tutorials P:Practicals

Modes of In-Semester Assessment:

30 Marks

1) One sessional test -

15 Marks

2) Any three of the following activities listed below -

15 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

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

* Understand about *Education during British period (1800-1944)*

* Describe the Education in India after *independence*

* Understand about *recent development of Indian Education*

Suggested Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Altaker, A. S. (1992). *Education in Ancient India*. Varanasi: Manohar Prakashan.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Jayapalan, N. (2005). *History of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Kalita, Borah Sahariah & S^harma (2020). *Bharatbarxat Sikshar Itihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.

- Saikia, S. (1993). *History of Education in India*. Guwahati: Manimanik Prakash.
- Sharma, R. A. (2014). *Development of Education System in India*. Meerut: R. Lall Book Depot.
- **Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.**

DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	:ICT in Education
Course Code	:SEC-EDU-3.1
Nature of Course	:Skill Enhancement Course(SEC)
Total Credits	:3 Credits
Distribution of Marks	:50(End Sem.)+25(Practical)

Course Objectives:

Describe the concept and features of ICT
 Understand the role of ICT in education
 Application of ICT devices

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20Marks)	INTRODUCTION TO ICT o Concept and features of ICT o Introduction to ICT devices: Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board o Concept of Computer Assisted Learning. o Role of ICT in Teaching Learning process o Concept and Elements of e-learning o Understanding Internet as source of e-learning	07	-	3	10
Unit-2 (15Marks)	APPLICATION OF ICT IN EDUCATION o Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint o E- ways of Learning: E-content and E- book o E-Learning through Mobile apps o E-content design- graphic, audio-video	07	-	3	10
Unit-3 (15Marks)	APPLICATION OF ICT IN TEACHING LEARNING o Teaching Learning in Virtual Classroom o Blended learning and flipped classroom o Learning Management System (LMS) through Google classroom, Moodle o Concept, importance and application of MOOCs o SWAYAM as e-learning platform	07		3	10
	Total	21	-	9	30

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

Mode of Practical Assessment:

Any activity of the followings:

Home assignment related to the course content

Power Point presentation by using ICT tools

Participate in any online course of minimum one week duration

Any other activities suggested by the course teacher

Suggested Readings:

1. Singh,R.(2021).Information Communication Technology.

<https://www.researchgate.net/publication/350087090> Information Communication Technology

2. Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research,

3. S45-S47. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169> 3. Farooq, M., Kawoosa, H.S. & Muttoo, M.A. (2017). CAL: Computer Assisted Learning. International Journal of Computer Science and Mobile Computing, 6 (6), 254-258.

<https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>