Course Structure of B.A. Education (Honours) under CBCS

Gauhati University, Guwahati

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on Teaching method: The classroom transaction of all the papers will be done through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Semester	Core Credit- 14x6=84	AECC 2x4=8	SEC 2x4=8	DSE 4x6=24	GE 4x6=24
I	EDU-HC-1016	English/MIL communication			EDU-HG-1016
	EDU-HC-1026				
II	EDU-HC-2016	Environmental science			EDU-HG-2016
	EDU-HC-2026				
III	EDU-HC-3016		EDU-SE-3014		EDU-HG-3016
	EDU-HC-3026				
	EDU-HC-3036				

IV	EDU-HC-4016		EDU-SE-4014		EDU-HG-4016
	EDU-HC-4026				
	EDU-HC-4036				
V	EDU-HC-5016			EDU-HE-5016 / EDU-HE-5026	
	EDU-HC-5026			EDU-HE-5036/ EDU-HE-5046	
VI	EDU-HC-6016			EDU-HE-6016/ EDU-HE-6026	
	EDU-HC-6026			EDU-Project-6036	

List of Papers

B.A. Education (Honours)

Core Papers			
Sl. No	Course code	Title of the Paper	Credit
1	EDU-HC-1016	Principles of Education	6
2	EDU-HC-1026	Psychological foundations of Education & laboratory practical	4+2
3	EDU-HC-2016	Philosophical and Sociological foundations of education	6
4	EDU-HC-2026	Development of Education in India- I	6
5	EDU-HC-3016	Development of Education in India- II	6
6	EDU-HC-3026	Educational Technology and	4+2

		Teaching Practice	
7	EDU-HC-3036	Value and Peace Education	6
8	EDU-HC-4016	Great Educational Thinkers	6
9	EDU-HC-4026	Educational Statistics & Practical	4+2
10	EDU-HC-4036	Emerging Issues in Education	6
11	EDU-HC-5016	Measurement and Evaluation in Education & Laboratory Practical	4+2
12	EDU-HC-5026	Women and Society	6
13	EDU-HC-6016	Educational Management	6
14	EDU-HC-6026	Education and Development	6
Discipline Specific Elective Papers (DSE)			
1	EDU-HE-5016	Distance Education	6
2	EDU-HE-5026	Developmental Psychology	6
3	EDU-HE-5036	Human Rights Education	6
4	EDU-HE-5046	Teacher Education in India	6
5	EDU-HE-6016	Guidance and Counseling	6
6	EDU-HE-6026	Special Education	6
7	EDU-Project-6036	Project	6
Generic Elective (GE)			
1	EDU-HG-1016	Foundations of Education	6
2	EDU-HG-2016	Psychology of Adolescents	6
3	EDU-HG-3016	Guidance and Counseling	6
4	EDU-HG-4016	History of Education in India	6
Skill Enhancement Course (SEC)			
1	EDU-SE- 3014	Public speaking skill	4
2	EDU-SE-4014	Writing Bio-data and facing an	4

		Interview	
Ability Enhancement Compulsory Course (AECC)			
1		English/MIL Communication	
2		Environmental Science	

EDU-HC-1016
Principles of Education
Total Marks: 100 (External -80 and Internal -20)
Credit-6

Objectives:

- To acquaint the students with the sound principles of education
- To acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- To develop knowledge about different Aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline.
- To familiarise the students with democratic idea of modern education.

Unit	Contents
1	Meaning and Concept of Education • Meaning, nature and scope of education. • Forms of education- Formal, Informal and Non-formal education and their agencies • School and its functions, relationship between school and society. • Distance and Open Education with special reference to India. • Functions of education.
2	Aims of education • Meaning and importance of Aims. • Determinants of aims. • Historical retrospect. • Social Vs Individual aim. • Vocational and Liberal aim • Democratic, Citizenship, Moral and Complete living as an aim of education
3	Curriculum • Concept and nature of Curriculum • Importance of Curriculum. • Types of Curriculum.

	• Principles of Curriculum Construction • Correlation of Studies—Meaning, Types and importance. • Co-curricular activities- Meaning, Types and importance.
4	Discipline and Freedom • Meaning and importance • Discipline Vs. Order • Forms of discipline • Place of reward and punishment in schools • Concept of free-discipline. • Maintenance of discipline in school.
5	Democracy and Education • Meaning of Democracy in Education • Democracy and the Education of Masses • The child in democratic education. • Role of Teachers and the Administrators in Democracy. • Methods of teaching in Democracy

Recommended Readings:

1) Ross J.S. – *The Ground Work of Educational Theory.*
2) Raymont T-- *Principles of Education.*
3) Safaya R.N. & Shaiyda B.D -- *Development of Educational Theory and Practice.*
4) Bhatia & Bhatia – *Theory and Principles of Education*
5) Agarwal J.C. – *Theory and Principles of Education.*
6) Chatterjee S. – *Principles and Practice of Modern Education*
7) Baruah J. -- *Sikshatatta.*

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EDU-HC-1026

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Total Marks: 100 (External :80 and Internal :20)

Credit-6 (Theory: 4+ Practical: 2)

Course Objectives:

- To make the students understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories, measurement, and concept of emotional intelligence.
- To acquaint with different types of personality and the adjustment mechanism.

Units	Contents
1	**Psychology and Education:** • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychological-Nature,Scope,Methods—Observation,Experimention,Case study method • Importance of Educational Psychology in teaching –learning process
2	**Learning and Motivation:** • Learning -Meaning and nature • Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning • Laws of learning--law of readiness, law of exercise ,law of effect • Factors affecting learning • Motivation-meaning, role in learning
3	**Memory, Attention and Interest:** • Memory—Meaning, nature and types • Economy in memorization • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning

4	**Intelligence, Creativity and personality** • Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory
5	**Laboratory Practical** **Recall and Recognition, Trial and Error learning, Span of attention** **(The three practical will be done in Psychological laboratory, there will be 2 credits for practical class)**

Recommended Readings:

1) Baron,R.A(2001)Psychology, Prentice Hall,NewDelhi
2) Bichler,R.F and Snowman,J(1993)-Psychology Applied to Teaching ,Boston, Houghton Mifflin
3) Skinner, Charles,(2012) E- Educational Psychology , Prentice Hall,New Delhi
4) Chauhan,S.S - Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.,New Delhi
5) Crow A and Crow A – Educational Psychology, Prentice Hall,New Delhi
6) Guilford,J.P - General Psychology,D.VanNostrand Company Inc.
7) Mangal, S.K.(2009)- Advanced Educational Psychology, PHI Learning Private Limited,New Delhi
8) Kuppuswamy B(2013) :Advanced Educational Psychology, ,Sterling Publishers Private Limited,New Delhi
9) Saikia, L.R. 2018 : Psychological and Statistical experiments in Education

EDU-HG-1016, Foundations of Education
[Total Marks: 100 (External:80 and Internal :20)
Credit-6

Objectives:
- To acquaint with the principles of education
- To gain knowledge about different various Forms and Aims of Education
- To understand the concept and importance of Discipline and Freedom.
- To acquire knowledge about the concept of Emotional and National Integration and International Understanding.

Unit	Contents
1	**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.
2	**Philosophy and Education** • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education
3	**Psychology and Education** • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychological-Nature, Scope, Method Observation, Experimentation, Case study method • Importance of Educational Psychology in teaching –learning process
4	**Education for National Integration and International understanding** • Meaning and Nature of National Integration and International understanding • Role of education in development of National Integration and International

	understanding. • Globalization and its impact in developing International cooperation
5	**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

Recommended Readings:

1) Ross J.S. – *The Ground Work of Educational Theory.*
2) Raymont T-- *Principles of Education.*
3) Safaya R.N. & Shaiyda B.D. -- *Development of Educational Theory and Practice.*
4) Bhatia & Bhatia – *Theory and Principles of Education*
5) Agarwal J.C. – *Theory and Principles of Education.*
6) Chatterjee S. – *Principles and Practice of Modern Education*
7) Baruah J. -- *Sikshatatta.*
8) Goswami, D*, 2014- Philosophy of Education, DVS Publishers, Guwahati*

EDU-HC-2016
Philosophical and Sociological Foundations of Education
Total Marks: 100 (External : 80 and Internal : 20)
Credit-6

Objectives:

After completion of this unit, students will able to-
- Know the concept of philosophy and its relationship with education.
- Understand the educational implications of different Indian schools of philosophy.
- Understand the educational implications of different Western schools of philosophy.
- Know the concept of sociology and its relationship with education.
- Develop understanding about the concept of educational sociology, social groups and socialisation.

Unit	Contents
1	**Philosophy and Education** • Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning and Scope • Relationship between education and philosophy • Impact of philosophy on education
2	**Various Indian Schools of Philosophy and Education** • Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education • Yoga and Philosophy: Different types, Astangika Yoga, Implication in education • Buddhist Philosophy: Four principles, Implication in education
3	**Various Western Schools of Philosophy and Education** • Idealism: Meaning, Principles, Implication in education • Naturalism: Meaning, Principles, Implication in education • Pragmatism: Meaning, Principles, Implication in education
4	**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 socialisation process
5	**Socio-cultural Context of Education** • Social Change: Meaning, Nature and Factors • Education as an instrument of Social Change • Culture: Meaning, Nature, Cultural change and Cultural Lag

	• Relation between education and culture • Social Organisation: Meaning and Types • Social Disorganisation: Meaning, Causes and Remedies

Recommended Readings:

1. Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

2. Brown, F. J. (1954): *Educational Sociology (2nd Edition)*. New York: Prentice Hall.

3. Brubacher, John S. (1962). *Modern Philosophies of Education*. McGraw Hill: New Delhi.

4. Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.

5. Chandra S. S., R. Sharma, & Rejendra K (2002). *Philosophy of Education*. New Delhi: Atlantic Publishers.

6. Goswami, Dulumoni (2013). *Philosophy of Education*. Guwahati: DVS Publishers.

7. Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.

8. Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.

9. Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.

10. Saikia, Polee (2017). *Sociological Foundations of Education*. Guwahati: DVS Publishers.

11. Singh, Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publishing Corporation.

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EDU-HC-2026

DEVELOPMENT OF EDUCATION IN INDIA-I
Total Marks: 100 (External :80 and Internal : 20)
Credit-6

Course Objectives:

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

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period

Course Content:

Unit	Contents
1	**Education in Ancient and Medieval India** **Education in Ancient India** • The Vedic System of Education: Concept and Salient Features • Education in the *Arthashastra* of Kautilya • **Education during Buddhist Period** • General Features of Buddhist Education • Ancient Universities and Centres of Education: Taxila, Nalanda,Vikramshila,Varanasi, **Education in Medieval India** • **The Islamic System of Education** • General Features of Muslim Education • Defects of Muslim Education
2	**Education in British India: The Beginning** • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory

3	**Education in British India: In 19th Century**
	• Wood's Despatch of 1854
	• Background of the Despatch
	• Recommendations
	• Implementation of the Despatch
	• Indian Education Commission-1882
	• Appointment of Indian Education Commission
	• Its Terms of Reference
	• Major Recommendations
	• Criticism of the Commission
4	**Rise of Nationalism and its impact on education**
	• 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
	• Gokhale's Bill for Compulsory Primary Education- 1910-1912
	• Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act-1926
	• Calcutta University Commission-1917, Major Recommendations
5	**Education in British India: A Period of Experiment**
	• Hartog Committee Report-1929, Major Recommendations
	• Basic Education-1937, Background
	• Wardha Education Conference-1937
	• Salient Features of Basic Education
	• Criticism of the Basic Education
	• The Sargent Report- 1944

Recommended Readings:

1. Chaube,S.P. and Chaube, A.(2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.

2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

3. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.

4. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications.

EDU-HG-2016,   Psychology of Adolescents

Total Marks: 100 (External -80 and Internal -20)

Credit-6

Objectives

- To enable the students to understand the period of adolescence
- To enable the students to understand the significance of the adolescence period in human life
- To enable the students to know about various problems associated with this stage
- To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course contents

Units	Contents
1	**Introduction to adolescent psychology** • Meaning and definition of adolescence • Need and importance of studying adolescent psychology • Adolescence – age of transition • Is adolescence a period of storm and stress?
2	**Physical and mental development** • Characteristics of physical development • Characteristics of mental development • Educational implications of physical and mental development
3	**Social development** • Characteristics of social development • Influence of peers in social development • Factors affecting social adjustment

4	**Emotional and personality development** • Characteristics of emotional development • Personality changes during adolescence • Adjustment problems of adolescence
5	**Delinquency** • Meaning , Nature and types of delinquency • Causes of delinquency – biological, psychological and sociological • Role of school, family and society in preventing delinquency • Prevention and control of drug addiction

Recommended Readings:

1) Chaube. S.P.—Developmental Psychology, New Delhi, Neelkamal Publicattions Ltd.
2) Cole, L.—Psychology of Adolescence, New York, Rinchart and Winsten
3) Goswami, G. (2008)--- Child Development and Child Care, Guwahati, Arun Prakashan
4) Hurllock, E.B. – Developmental Psychology-A Life span approach, Tata McGraw Hill Publishing Com.Ltd.