

NOWGONG COLLEGE
(Autonomous)



SYLLABUS

Department of Education

Learning Outcome-based Curriculum Framework (LOCF) of

Four Year Undergraduate Programme

Choice-based Credit System with flexibility

Effective from Academic Year 2023-24

Syllabus is approved in Academic Council, Nowgong College (Autonomous)

Dated: 30th June, 2023

Introduction:

The Programme 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. Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting. Twenty percent (20%) of the syllabus will be done through online.

Evaluation: The mode of evaluation would be through a combination of external and internal practicum in the ratio of 60:20:20 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.

Credits and Marks:

- a) Total Credit in Major Course = 176 [Degree after 4 years (With Honours / by Research)]
- b) Total Credit in Major Course = 132 [Degree after 3 years (With Major/Minor)]

COURSE & CREDIT STRUCTURE

| Semester | Major (Maj) | Minor (Min) | Inter-Disciplinary | AEC | SEC | VAC (Any Two) | Summer Internship | Research Project/ Dissertation | Total |
|----------|---|---|---|---|--|--|-------------------|--------------------------------|-------|
| I | EDUC-MAJ-1014 Principles of Education | EDUC-MIN-1014 Principles of Education | EDUC-IDC-1014 Principles of Education | ASSA/HIND/BENG -AEC-1012 Jugajogmulok Axomiya/Vyakaran Evam Vyavaharik Hindi/Byowoharic Bangla – I | EDUC-SEC-1014 Early Childhood Care and Education-I | UNIN-VAC-1012 (Understanding India) ENSC-VAC-1012 (Environmental Science) NASS-VAC-1012 (National Service Scheme) | ----- | ..... | 22 |
| II | EDUC-MAJ-2014 Psychological Foundations of Education | EDUC-MIN-2014 Psychological Foundations of Education | EDUC-IDC-2014 Psychological Foundations of Education | ASSA/HIND/BENG -AEC-2012 Byowoharic Axomiya/Karyalayi Hindi/Byowoharic Bangla – II | EDUC-SEC-2014 Early Childhood Care and Education-II | DITS-VAC-2012 (Digital Technological Solutions) YOMH-VAC-2012 (Yoga and Mental Health) NACC-VAC-2012 | ----- | | 22 |

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|---------------------------------|---|--|---|---|---|---------------------------|----------------|-------|----|
| | | | | | | (National Cadet Corps) | | | |
| Certificate after 1 Year | | | | | | | | | |
| III | EDUC-MAJ-3014 Philosophical Bases of Education EDUC-MAJ-3024 Sociological Perspectives of Education | EDUC-MIN-3014 Philosophical Bases of Education | EDUC-IDC-3014 Philosophical Bases of Education | ENGL-AEC-3012 (English and Mass Communication) | EDUC-SEC-3014 Developing Teaching Skills | | ----- | | 22 |
| IV | EDUC-MAJ-4014 Principles and Techniques of Teaching EDUC-MAJ-4024 Measurement and Evaluation in Education EDUC-MAJ-4034 Distance and | EDUC-MIN-4014 Measurement and Evaluation in Education | | ENGL-AEC-4012 (Academic Writing) | | | | | 22 |

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|------------------------------|--|--|----------------|----------------|-------|----------------|----------------------------------|-------|----|
| | Continuing Education EDUC-MAJ-4044 Inclusive Education | | | | | | | | |
| Diploma after 2 years | | | | | | | | | |
| V | EDUC-MAJ-5014 Development of Education in India-I EDUC-MAJ-5024 School organization and Administration EDUC-MAJ-5034 Mental Health and Hygiene EDUC-MAJ-5044 Gender Issues and Concerns | EDUC-MIN-5014 Development of Education in India-I | ..... ..... | ..... ..... | ..... | ..... ..... | EDUC – INTE-5012 (Internship) | ..... | 22 |
| VI | EDUC-MAJ-6014 | EDUC-MIN-6014 | ..... ..... | ..... ..... | ..... | ..... ..... | ..... | ..... | 22 |

| | | | | | | | | | |
|---|--|---|----------------|----------------|------------|------------------------------------|-------|---|----|
| | Development of Education in India-II EDUC-MAJ-6024 Guidance and Counseling EDUC-MAJ-6034 Educational Technology and Pedagogical Perspectives EDUC-MAJ-6044 Value and peace education EDUC-MAJ-6052 (Project/ Dissertation) | Development of Education in India-II | | | | | | | |
| Degree after 3 years (with Major/Minor) | | | | | | | | | |
| VII | EDUC-MAJ-7014 Developmental Psychology EDUC-MAJ- | EDUC-MIN-7014 Educational Technology and | ..... ..... | ..... ..... | ..... . | REET-VAC-7012 (Research Ethics) | ..... | EDUC-MAJ-7044 Action Research and Statistics in Education (Research | 22 |

| | | | | | | | | | |
|------|--|---|----------------|----------------|------------|--|-------|---|----|
| | 7024 Comparative Education EDUC-MAJ- 7034 Human Rights Education | Pedagogical Perspectives | | | | | | Methodology) | |
| VIII | EDUC-MAJ- 8014 Issues and Challenges in Indian Education | EDUC- MIN-8014 Issues and Challenges in Indian Education | ..... ..... | ..... ..... | ..... . | INPR-VAC- 8012 (Intellectual Property Right) | ..... | EDUC-DISS- 80112 (Dissertation) (Those who are undertaking Research Project or Dissertation) OR EDUC-MAJ-8024 Social Psychology EDUC-MAJ-8034 Curriculum Development EDUC-MAJ-8044 Environmental and Population Education | 22 |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|-----|
| | | | | | | | | (Those who are not undertaking Research Project or Dissertation) | |
| Degree after 4 years (With Honours / by Research) | | | | | | | | | 176 |

N.B.: 1. 4 credit papers = 100 marks (60T+20IA+20P)

2. 2 credit papers = 50 marks (30T+10IA+10P) & AEC: 50 marks (40T+10IA)

Question pattern:

- For 100 marks papers [1 marks x 7 (no option) , 2 marks x 4(no option) , 5 marks x 3 (5 options), 10 marks x 3 (5 options)]
- For 50 marks papers [1marks x 4 (no option), 2 marks x 3 (no option), 5 marks x 2 (4 options), 10 marks x 1 (2 options)]
- For AEC 50 marks papers [1 marks x 4 (no options) , 2 marks x 3 (no options), 5 marks x 2 (4 options), 10 marks x 2 (4 options)]

Details of Semester-Wise Courses:

| SEMESTER | COURSE CODE | COURSE NAME | COURSE CREDIT | LECTURES/ TUTORIALS/PRACTICAL | MARKS |
|--------------------------|---------------|---|---------------|----------------------------------|-------|
| FIRST | EDUC-MAJ-1014 | Principles of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MIN-1014 | Principles of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-IDC-1014 | Principles of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-SEC-1014 | Early Childhood Care and Education-I | 4 | 60 (45L + 15 TU/P) | 100 |
| SECOND | EDUC-MAJ-2014 | Psychological Foundations of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MIN-2014 | Psychological Foundations of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-IDC-2014 | Psychological Foundations of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-SEC-2014 | Early Childhood Care and Education-II | 4 | 60 (45L + 15 TU/P) | 100 |
| Certificate after 1 Year | | | | | |
| THIRD | EDUC-MAJ-3014 | Philosophical Bases of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-3024 | Sociological Perspectives of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MIN-3014 | Philosophical Bases of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-IDC-3014 | Philosophical Bases of Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-SEC-3014 | Developing Teaching Skills | 4 | 60 (45L + 15 TU/P) | 100 |
| FOURTH | EDUC-MAJ-4014 | Principles and Techniques of Teaching | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-4024 | Measurement and Evaluation in Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-4034 | Distance and Continuing Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-4044 | Inclusive Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MIN-4014 | Measurement and Evaluation in Education | 4 | 60 (45L + 15 TU/P) | 100 |
| Diploma after 2 years | | | | | |
| FIFTH | EDUC-MAJ-5014 | Development of Education in India-I | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-5024 | School organization and Administration | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ- | Mental Health and Hygiene | 4 | 60 (45L + 15 TU/P) | 100 |

| | | | | | |
|--|-----------------|---|----|---------------------|-----|
| | 5034 | | | | |
| | EDUC-MAJ-5044 | Gender Issues and Concerns | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MIN-5014 | Development of Education in India-I | 4 | 60 (45L + 15 TU/P) | 100 |
| SIXTH | EDUC-MAJ-6014 | Development of Education in India-II | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-6024 | Guidance and Counseling | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-6034 | Educational Technology and Pedagogical Perspectives | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-6044 | Value and peace education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-6052 | Project/ Dissertation | | | |
| | EDUC-MIN-6014 | Development of Education in India-II | 4 | 60 (45L + 15 TU/P) | 100 |
| Degree after 3 years (with Major/Minor) | | | | | |
| SEVENTH | EDUC-MAJ-7014 | Developmental Psychology | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-7024 | Comparative Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-7034 | Human Rights Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-7044 | Action Research and Statistics in Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MIN-7014 | Educational Technology and Pedagogical Perspectives | 4 | 60 (45L + 15 TU/P) | 100 |
| EIGHT | EDUC-MAJ-8014 | Issues and Challenges in Indian Education | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-8024 | Social Psychology(Those who not undertaking Research Project or Dissertation) | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-8034 | Curriculum Development (Those who not undertaking Research Project or Dissertation) | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-MAJ-8044 | Environmental and Population Education (Those who not undertaking Research Project or Dissertation) | 4 | 60 (45L + 15 TU/P) | 100 |
| | EDUC-DISS-80112 | Dissertation | 12 | ..... | 300 |
| | EDUC-MIN-8014 | Issues and Challenges in Indian Education | 4 | ..... | 100 |

SEMESTER – I
EDUCATION
Course Code: EDUC-MAJ-1014
Course Paper: Principles of Education
Credit: 04(3T+1P)

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:

1. To acquaint the students with the sound principles of education
2. To acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To develop knowledge about different Aims of Education, various types of Curricula
4. Correlation of Studies and Forms of Discipline.

Learning Outcome: -

1. To understand the sound principles of education
2. Explain the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To understand the different Aims of Education, various types of Curricula, Correlation of Studies and Forms of Discipline.

CONTENT:

Theory

Unit-I 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

Unit-II 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.

Unit-III Curriculum

- Concept and nature of Curriculum

- Importance of Curriculum.
- Types of Curricula.
- Principles of Curriculum Construction
- Correlation of Studies—Meaning, Types and importance.
- Co-curricular activities- Meaning, Types and importance.

Unit-IV 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.

Practical/ Presentation: Field visit to a seat of learning and prepare a report on co-curricular activities. (- Introduction, Aims and objectives, Significance, Findings, Conclusion.)

Suggested Readings:

1. Agarwal, J.C. (2010) Theory and Principles of Education, Vikash Publishing House Pvt. Ltd., Delhi.
2. Baruah, J. (2006) Sikshatatta Adhyayan, Lawyer's Book Stall, Guwahati.
3. Bhatia & Bhatia (1994) Theory and Principles of Education, Doaba, Delhi.
4. Chatterjee, S. (2012) Principles and Practice of Modern Education, Books & Allied Ltd., Delhi.
5. Raymont, T. (1904) Principles of Education, Longmans, Green & Co., London, New York & Bombay.
6. Ross, J. S. (1945) The Ground Work of Educational Theory, Sydney: George G. Harrap & Co. Ltd., London, Toronto, Bombay.
7. Safaya, R.N. & Shaida, B.D. (2010) Modern Theory and Practice of Education, Dhanpatrai Publishing Company Pvt. Ltd., New Delhi.
8. Goswami, D. (2020) Principles of Educaiton, LBS publications, Guwahati

SEMESTER - II
EDUCATION
Course Code: EDUC-MAJ-2014
Course Paper: Psychological Foundations of Education
Credit: 04(3T+1P)

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:

1. To make the students understand the relationship between education and psychology.
2. To explain the need of educational psychology in teaching learning process.
3. To describe the nature and theories of learning and role of motivation in learning.
4. To make the students understand the concept of memory, forgetting, attention and interest.
5. To make the students understand the concept of intelligence, its theories, measurement, and concept of emotional intelligence.
6. To acquaint with different types of personality and the adjustment mechanism

Learning Outcome:

On completion of the course, the students will be able to –

1. Discuss the relationship between education and psychology.
2. Explain the need of educational psychology in teaching learning process.
3. Describe the nature and theories of learning and role of motivation in learning.
4. Describe the concept of memory, forgetting, attention and interest.
5. Explain the concept of intelligence, its theories, measurement, and concept of emotional intelligence.
6. Discuss the different types of personality and the adjustment mechanism.

CONTENT:

Theory

Unit-I- Psychology and Education

- Meaning and nature of Psychology
- Relation between education and psychology
- Educational Psychological-Nature, Scope, Methods— Observation, Experimentation, Case study method
- Importance of Educational Psychology in teaching –learning process

Unit-II- 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

Unit-III- 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

Unit-IV 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.

Practical/ Presentation

- Administration and Interpretation of five Psychological Tests relating to Memory, Attention, Learning, Intelligence and Personality

Suggested Readings:

1. Baron, R. A. (2001) Psychology, Prentice Hall, New Delhi.
2. Bichler, R. F. and Snowman, J. (1993) Psychology Applied to Teaching. Houghton Mifflin, Boston.
3. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Crow & Crow (1962) Educational Psychology, Prentice Hall, New Delhi.
5. Guilford, J. P. (1965) General Psychology, East West Press Pvt. Ltd., New Delhi.
6. Kuppaswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited., New Delhi.
7. Mangal, S. K. (2009) Advanced Educational Psychology, PHI Learning Private Limited., New Delhi.
8. Saikia, L.R. (2018) Psychological and Physiological Experiments in Education. Guwahati.
9. Skinner, C. (2012) E- Educational Psychology, Prentice Hall, New Delhi.
10. Hazarika, D.,Sarma, B. &Bordoloi, D. (2019) Psychological Foundations of Education, Surya Prakash, Guwahati.
11. Khanikar, P. (2017) ManovagwanicAvikshasmuharuSarirTattamulakAnkan, K.K. Publication, Guwahati.

SEMESTER-I
EDUCATION
Course Code: EDUC- MIN -1014
Course Paper: PRINCIPLES OF EDUCATION
Credit: 04(3T+1P)

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:

1. To acquaint the students with the sound principles of education
2. To acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To develop knowledge about different Aims of Education, various types of Curricula
4. Correlation of Studies and Forms of Discipline.

Learning Outcome:

1. To understand the sound principles of education
2. Explain the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To understand the different Aims of Education, various types of Curricula, Correlation of Studies and Forms of Discipline.

CONTENT:

Theory

Unit--I 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

Unit-II 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.

Unit-III Curriculum

- Concept and nature of Curriculum
- Importance of Curriculum.
- Types of Curricula.
- Principles of Curriculum Construction

- Correlation of Studies—Meaning, Types and importance.
- Co-curricular activities- Meaning, Types and importance.

Unit-IV 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.

Practical/ Presentation: Field visit to a seat of learning and prepare a report on co-curricular activities. (- Introduction, Aims and objectives, Significance, Findings, Conclusion.)

Suggested Readings:

1. Agarwal, J.C. (2010) Theory and Principles of Education, Vikash Publishing House Pvt. Ltd., Delhi.
2. Baruah, J. (2006) Sikshatatta Adhyayan, Lawyer's Book Stall, Guwahati.
3. Bhatia & Bhatia (1994) Theory and Principles of Education, Doaba, Delhi.
4. Chatterjee, S. (2012) Principles and Practice of Modern Education, Books & Allied Ltd., Delhi.
5. Raymont, T. (1904) Principles of Education, Longmans, Green & Co., London, New York & Bombay.
6. Ross, J. S. (1945) The Ground Work of Educational Theory, Sydney: George G. Harrap & Co. Ltd., London, Toronto, Bombay.
7. Safaya, R.N. & Shaida, B.D. (2010) Modern Theory and Practice of Education, Dhanpatrai Publishing Company Pvt. Ltd., New Delhi.
8. Goswami, D. (2020) Principles of Educaiton, LBS publications, Guwahati

**SEMESTER-II
EDUCATION
Course Code: EDUC-MIN-2014
Course Paper: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Credit: 04(3T+1P)**

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:

1. To make the students understand the relationship between education and psychology.
2. To explain the need of educational psychology in teaching learning process.
3. To describe the nature and theories of learning and role of motivation in learning.
4. To make the students understand the concept of memory, forgetting, attention and interest.
5. To make the students understand the concept of intelligence, its theories, measurement, and concept of emotional intelligence.
6. To acquaint with different types of personality and the adjustment mechanism

Learning Outcome:

1. Discuss the relationship between education and psychology.
2. Explain the need of educational psychology in teaching learning process.
3. Describe the nature and theories of learning and role of motivation in learning.
4. Describe the concept of memory, forgetting, attention and interest.
5. Explain the concept of intelligence, its theories, measurement, and concept of emotional intelligence.
6. Discuss the different types of personality and the adjustment mechanism.

CONTENT:

Theory

Unit--I. Psychology and Education

- Meaning and nature of Psychology
- Relation between education and psychology
- Educational Psychological-Nature, Scope, Methods
- Observation, Experimentation, Case study method
- Importance of Educational Psychology in teaching –learning process

Unit--II. 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

Unit-III 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

Unit-IV 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.

Practical/ Presentation

- Administration and Interpretation of five Psychological Tests relating to Memory, Attention, Learning, Intelligence and Personality

Suggested Readings:

1. Baron, R. A. (2001) Psychology, Prentice Hall, New Delhi.
2. Bichler, R. F. and Snowman, J. (1993) Psychology Applied to Teaching. Houghton Mifflin, Boston.
3. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Crow & Crow (1962) Educational Psychology, Prentice Hall, New Delhi.
5. Guilford, J. P. (1965) General Psychology, East West Press Pvt. Ltd., New Delhi.

6. Kuppuswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited., New Delhi.
7. Mangal, S. K. (2009) Advanced Educational Psychology, PHI Learning Private Limited., New Delhi.
8. Saikia, L.R. (2018) Psychological and Physiological Experiments in Education. Guwahati.
9. Skinner, C. (2012) E- Educational Psychology, Prentice Hall, New Delhi.
10. Hazarika, D.,Sarma, B. &Bordoloi, D. (2019) Psychological Foundations of Education, Surya Prakash, Guwahati.
11. Khanikar, P. (2017) Manovagwanic Avikshasmuh aru Sarir Tattamulak Ankan, K.K. Publication, Guwahati.

SEMESTER-I
EDUCATION
Course Code: EDUC- IDC -1014
Course Paper : PRINCIPLES OF EDUCATION
Credit: 04(3T+1P)

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:

1. To acquaint the students with the sound principles of education
2. To acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To develop knowledge about different Aims of Education, various types of Curricula
4. Correlation of Studies and Forms of Discipline.

Learning Outcome: -

1. To understand the sound principles of education
2. Explain the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
3. To understand the different Aims of Education, various types of Curricula, Correlation of Studies and Forms of Discipline.

CONTENT:

Theory

Unit--I 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

Unit-II 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.

Unit-III Curriculum

- Concept and nature of Curriculum
- Importance of Curriculum.
- Types of Curricula.
- Principles of Curriculum Construction
- Correlation of Studies—Meaning, Types and importance.
- Co-curricular activities- Meaning, Types and importance.

Unit-IV 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.

Practical/ Presentation: Field visit to a seat of learning and prepare a report on co-curricular activities. (- Introduction, Aims and objectives, Significance, Findings, Conclusion.)

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3. Bhatia & Bhatia (1994) Theory and Principles of Education, Doaba, Delhi.
4. Chatterjee, S. (2012) Principles and Practice of Modern Education, Books & Allied Ltd., Delhi.
5. Raymont, T. (1904) Principles of Education, Longmans, Green & Co., London, New York & Bombay.
6. Ross, J. S. (1945) The Ground Work of Educational Theory, Sydney: George G. Harrap & Co. Ltd., London, Toronto, Bombay.
7. Safaya, R.N. & Shaida, B.D. (2010) Modern Theory and Practice of Education, Dhanpatrai Publishing Company Pvt. Ltd., New Delhi.
8. Goswami, D. (2020) Principles of Education, LBS publications, Guwahati

**SEMESTER-II
EDUCATION
Course Code: EDUC-IDC-2014
Course Paper: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Credit: 04(3T+1P)**

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Course Objectives:

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

Learning Outcome: -

On completion of the course, the students will be able to –

- Discuss 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.
- Describe the concept of memory, forgetting, attention and interest.
- Explain the concept of intelligence, its theories, measurement, and concept of emotional intelligence.
- Discuss the different types of personality and the adjustment mechanism.

CONTENT:

Theory

Unit--I. Psychology and Education

- Meaning and nature of Psychology
- Relation between education and psychology
- Educational Psychological-Nature,Scope,Methods—
- Observation,Experimentation,Case study method
- Importance of Educational Psychology in teaching –learning process

Unit--II. 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

Unit-III 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

Unit-IV 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.

Practical/ Presentation

- Administration and Interpretation of five Psychological Tests relating to Memory, Attention, Learning, Intelligence and Personality

Suggested Readings:

1. Baron, R. A. (2001) Psychology, Prentice Hall, New Delhi.
2. Bichler, R. F. and Snowman, J. (1993) Psychology Applied to Teaching. Houghton Mifflin, Boston.
3. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd., New Delhi.
4. Crow & Crow (1962) Educational Psychology, Prentice Hall, New Delhi.
5. Guilford, J. P. (1965) General Psychology, East West Press Pvt. Ltd., New Delhi.
6. Kuppuswamy, B. (2013) Advanced Educational Psychology, Sterling Publishers Private Limited., New Delhi.
7. Mangal, S. K. (2009) Advanced Educational Psychology, PHI Learning Private Limited., New Delhi.
8. Saikia, L.R. (2018) Psychological and Physiological Experiments in Education. Guwahati.
9. Skinner, C. (2012) E- Educational Psychology, Prentice Hall, New Delhi.
10. Hazarika, D.,Sarma, B. &Bordoloi, D. (2019) Psychological Foundations of Education, Surya Prakash, Guwahati.
11. Khanikar, P. (2017) ManovagwanicAvikshasmuharuSarirTattamulakAnkan, K.K. Publication, Guwahati.

SEMESTER: I
EDUCATION
Course Code: EDUC- SEC -1014
Course Paper: EARLY CHILDHOOD CARE AND EDUCATION -I
Credit: 04(3T+1P)

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:-

1. To familiarize the students with the physical, motor, language, cognitive, social and emotional development of children.
2. To develop an understanding about the needs of children.
3. To develop understanding about the children's development during pre-natal to childhood stage.
4. To develop understanding about the nutrition and health of children.

Learning Outcomes:-

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

1. Familiarize with the physical, motor, language, cognitive, social and emotional development of children.
2. Understand about the needs of children.
3. Understand about the children's development during pre-natal to childhood stage.
4. Understand about the nutrition and health of children.

CONTENT:

Theory

UNIT -I Foundation of child development, Post- natal development

- Basic concepts in child development
- Principles of development
- Needs and rights of children
- Importance of play in development
- Pre-natal development and care
- Physical, motor and sensory development
- Cognitive development
- Language development
- Play activities for fostering development

UNIT- II Development during babyhood and childhood

- Development during babyhood – Physical, motor, cognitive, language, social and emotional development
- Role of play for fostering development during babyhood
- Development during childhood – Physical, motor, cognitive, language, social and emotional development
- Role of play for fostering development during childhood

UNIT -III Introduction to nutrition and health

- The concept of health
- Indicators of health
- Importance of macronutrients- Carbohydrates & Water, Proteins & Water, Vitamins, Minerals.

UNIT -IV Nutrition and health Care during Pregnancy and Lactation

- Meal planning for Pregnant and Lactating Women
- Factors affecting pregnant women.
- Health care during prenatal and postnatal periods

Practical/ Presentation

- Present a report on any Day Care home centre.

Suggested Readings –

1. Chanda, S. C. (1989) Child Psychology & Child Development, Loyal Book Depot.
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight, 3rd Edition, Editors - Carol Copple and Sue Bredekamp
3. Ferguson, C. A. (1973) Studies of Child Language Development, Holt, Rinehart and Winston, New York
4. Goswamee, G. (2008) Child Development & Child Care, ArunPrakashan, Guwahati.
5. Kaul, V. (2009) Early Childhood Education Programme, National Council of Educational Research and Training, New Delhi.
6. Sue, Bredekamp (2014) Effective Practice in Early Childhood Education: Building a Foundation (3rd Edition), Pearson Publications.

SEMESTER: II
EDUCATION
Course Code: EDUC- SEC -2014
Course Paper: Early Childhood Care and Education-II
Credit: 04(3T+1P)

Lectures: 45T+ 15TU/P

Marks: 100 (60T + 20P + 20IA)

Objectives:-

1. To develop an understanding about the infancy and early childhood period of children.
2. To develop understanding about the children's nutrition and health programs.
3. To familiarize the students with the services available in our country for children and the organizations working for the development of children.
4. To know about children with disabilities.
5. To develop skills of interacting with the community.

Learning Outcome:-

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

1. Understand about the infancy and early childhood period of children.
2. Understand about the children's nutrition and health programs.
3. Familiarize with the services available in our country for children and the organizations working for the development of children.
4. Know about children with disabilities.
5. Develop skills of interacting with the community.

CONTENT:

Theory

UNIT -I Infancy and early childhood Care

- Nutrition during Infancy
- Nutrition during early childhood
- health care of the child
- Other nutritional disorders

UNIT- II Nutrition and health programs

- Major nutrition programs
- Unit 19 Major health programs
- Assessment of Nutritional status

UNIT—III Services for children

- Early childhood care and education in perspective
- Some theoretical orientations in early childhood education
- Organizations for children
- Introduction to special needs
- Services for special children
- Children with diverse needs – mental retardation, physical disabilities, visual impairment and hearing impairment

UNIT IV Communicating with parents and the community

- Concept of communication
- Some methods of communication
- Some strategies in communication
- Some communication aids
- Some themes and messages in ECCE

Practical/ Presentation

- Present a report on any Angan Wadi centre.

Suggested Readings:-

1. Chanda, S. C. (1989) Child Psychology & Child Development, Loyal Book Depot.
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight, 3rd Edition, Editors - Carol Copple and Sue Bredekamp
3. Ferguson, C. A. (1973) Studies of Child Language Development, Holt, Rinehart and Winston, New York
4. Goswamee, G. (2008) Child Development & Child Care, ArunPrakashan, Guwahati.
5. Kaul, V. (2009) Early Childhood Education Programme, National Council of Educational Research and Training, New Delhi.
6. Sue, Bredekamp (2014) Effective Practice in Early Childhood Education: Building a Foundation (3rd Edition), Pearson Publications
