Course Outcome
Department of Education
Date: 25.5.2026

B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF IST SEMESTER

Course Title

: Foundations of Education-1

EDNCI

Major

Course Code

Nature of Course

Total Credits

4 credits

Distribution of Marks

:60 (End-Sem.) + 40 (In-Sem.)

aims Course Objectives: This course aims to familiarize the students with the meaning, nature, scope and types of Education and the aims and functions of education based on the four pillars of education. The course also develop an understanding of the concepts of Psychology and Educational Psychology, different schools of Psychology and methods of Educational Psychology. The course will develop an understanding of the meaning, nature and scope of Philosophy, Educational Philosophy, Sociology and Educational Sociology. This course will develop and understanding of the role of Philosophy in different aspects of Education. The course also aims to familiarize the students with the conflict and consensus theories of Educational Sociology.

Course Outcomes (COs): The students will be able to

COI: Explain the meaning, nature, scope and types of Education

LO 1.1: explain the modern concept of Education and its scope

LO 1.2: describe the types of Education

LO 1.3: explain the aims and functions of Education based on four pillars of Education

LO 1.4: discuss the functions of Education in Human life and National life

CO2: Explain the meaning, nature and scope of Psychology and Educational Psychology

LO 2.1: describe the concept and branches of Psychology

LO 2.2: explain the schools of Psychology

LO 2.3: describe the concept and scope of Educational Psychology

LO 2.4: describe the methods of Educational Psychology

LO 2.5: discuss the application of Educational Psychology in teaching learning process

CO3: Explain the meaning, nature and scope of Philosophy and Educational Philosophy

LO 3.1: explain the concept and scope of Philosophy

LO 3.2: discuss the relationship between Education and Philosophy

LO 3.3: describe the concept and scope of Educational Philosophy

LO 3.4: discuss the role of Philosophy in different aspects of Education.

CO4: Explain the meaning, nature and scope of Sociology and Educational Sociology

LO 4.1: explain the concept and scope of Sociology

LO 4.2: discuss the relationship between Education and Sociology

LO 4.3: discuss the need of Sociological approach to Education

LO 4.4: explain the concept and scope of Educational Sociology

LO 4.5: explain the conflict and consensus theories of Educational Sociology.

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DETAILED SYLLABUS OF IST SEMESTER

Course Title

: Philosophical Foundations of Education

Course Code

: MINEDNI

: Minor

Nature of Course

4 credits

Total Credits

Distribution of Marks

60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education. The course will familiarize/acquaint students with the basic tenets of the given Indian as well as Western Philosophies and their influence on Education. The course will also familiarize the students with the philosophies like Idealism, Naturalism and Pragmatism.

Course Outcomes (COs): The students will be able to-

CO1. Explain the role of Philosophy in Education

LOI describe the meaning, nature and scope of Philosophy

LO2 describe the relation between Education and Philosophy

LO3 describe the meaning, nature and scope of Philosophy of Education

CO2. explain/discuss the role of education

LOI describe the role of Philosophy in determining the aims, curriculum and methods of education.

LO2 describe the role of Philosophy in determining the role of the teachers.

CO3. Analyse the influences of Indian Schools of Philosophy on education

LOI distinguish the basic features and classification of Indian Philosophy

LO2 outline the influences of Yoga Philosophy on education

LO3 appraise the influences of Vedanta Philosophy on education

CO4. Evaluate the influences of Western Schools of Philosophy on education

LOI interpret the basic features and classification of Western Philosophy

LO2 assess and value the influences of Idealism, Naturalism and Pragmatism on education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension

Remember

Understand

Apply

Analyse

Evaluate

Create

Factual Knowledge

Conceptual Knowledge

COI, CO2

COI, CO2 CO3

CO3, CO4

CO3, CO4

Procedural Knowledge

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DETAILED SYLLABUS OF 1ST SEMESTER

Course Title

: Introduction to Education

Course Code

: GECEDNIA

Nature of the Course

: Generic Elective Course (GEC)

Total Credits

: 03

: 60 (End Sem.) + 40 (In-Sem.)

Distribution of Marks

Course Objectives: The objectives of this Course are to describe the modern concept, aims, functions and role of education. This Course will explain the different levels of education, the concept and types of curricular and co-curricular activities. It will also illustrate about examination, measurement, assessment and evaluation.

Course Outcomes (COs): The students will be able to-

CO1: Describe the modern concept, aims, functions and role of education

LO 1.1: explain the modern concept of education

LO 1.2: explain the functions and roles of education

LO 1.3: describe the functions of education towards development of values

CO2: Understand the roles of the various agencies of education

LO 2.1: describe the role of formal and informal agencies of education

LO 2.2: describe the role of international agencies

LO 2.3: explain the role of social media in education

CO3: Explain the different levels of education.

LO 3.1: describe the aims and structure of Pre-primary and Primary level of education

LO 3.2: describe the aims and structure of Secondary level of education

LO 3.3: describe the aims and structure of Higher level of education

CO4: Describe the concept of curriculum and evaluation system

LO 4.1: concept, nature, and significance of Curriculum

LO 4.2: explain the concept of Measurement, Assessment and Evaluation

LO 4.3: distinguish amongst Measurement, Assessment and Evaluation

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DETAILED SYLLABUS OF 2ND SEMESTER

Course Title

: Foundations of Education-II

Course Code

: EDNC2

Nature of Course

: Major

Total Credits

: 4 credits

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

Course Objectives: The course on Foundations of Education-II is designed for the students to demonstrate the knowledge of the development of Indian education system from ancient period to 1944. The course will describe appropriate concepts related to curriculum, textbook, syllabus and co-curricular activities. The course will also provide an understanding of global and contemporary issues in Indian education system.

Course Outcomes (COs): The students will be able to -

1944. CO1: Demonstrate the knowledge of the development of Indian education system from ancient period to

LO 1.1: Describe the unique features of the ancient Indian education system with reference to Vedic, Buddhist and Islamic education systems.

LO 1.2:explain the contributions of Missionaries in the development of modern Education in India.

LO 1.3: discuss the landmarks in the development of Indian Education till 1944.

CO2: Demonstrate the understanding of the concept of curriculum, types of curriculum, concept of co- curricular activities, importance and organization of co-curricular activities.

LO 2.1: define the concepts of curriculum, textbook, syllabus and co-curricular activities.

LO 2.2: explain the importance of different types of curriculum and co-curricular activities.

LO 2.3: discuss the organization process of co-curricular activities.

CO3: Analyze some global issues in Indian education.

LO 3.1: explain the impacts of global issues like globalization, liberalization, privatization on education

in India.

LO 3.2: examine the role of education in achieving Sustainable Development Goals 4 (SDG4) in India.

LO 3.3: discuss the need and importance of population education, environmental education and peace education in the present context of the society.

LO 3.4: explain the issue of International Student Mobility in the context of Indian education.

CO4: Analyze some contemporary issues and systems of Indian education.

LO 4.1: explain the importance of NAAC, IQAC, Criteria Based Assessment and Gunotsav in assessing and accreditation of educational institutions in India.

LO 4.2: discuss the importance and challenges of virtual teaching in India.

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DETAILED SYLLABUS OF 2ND SEMESTER

Course Title

: Psychological Foundations of Education

: MINEDN2

Course Code

: Minor

Nature of Course

Total Credits

: 4 credits

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

Course Objectives: This course aims to develop an understanding of the meaning and nature of psychology, different schools of psychology and their contribution to education. The course will acquaint the students with the meaning. nature, scope and importance of Educational Psychology along with the concepts like learning, intelligence, creativity and personality and the theories related to each of these. The course will develop an understanding of mental health and hygiene and the measures to maintain mental health in school.

Course Outcomes (COs): The students will be able to-

CO 1: Define the meaning and nature of Psychology and Educational Psychology

LO 1.1: define the meaning and nature of Psychology

LO 1.2: discuss about the various schools of Psychology

LO 1.3: define the meaning and nature of Educational Psychology

LO 1.4: describe the importance of Psychology in classroom teaching

CO 2: Define the meaning and nature of learning

LO 2.1: define the meaning and nature of learning

LO 2.2: identify the factors of learning

LO 2.3: classify the types of learning

LO 2.4: explain the theories of learning

LO 2.5: describe the meaning and role of motivation in learning

LO 2.6: differentiate between attention and interest; memory and learning

CO 3: Define the meaning and nature of intelligence and creativity

LO 3.1: identify the factors of intelligence

LO 3.2: ellaborate the theories of intelligence

LO 3.3: describe the concept of emotional intelligence

LO 3.4: define the meaning and nature of creativity

LO 3.5: apply creativity in classroom

LO 3.6: explain education of exceptional children

CO 4: Define the concept of personality and mental health

LO 4.1: define the meaning and state characteristics of personality

LO 4.2: explain factors of personality

LO 4.3: explain the theories of personalities

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DETAILED SYLLABUS OF 2ND SEMESTER

Course Title

: History of Indian Education

Course Code

: GECEDN2B

Nature of Course

: Generic Elective Course (GEC)

Total Credits

: 03

: 60 (End Sem.) + 40 (In-Sem.)

Distribution of Marks

Course Objectives: This course is designed to familiarize the students with the concepts and salient features of Vedic, Buddhist and Islamic education system in India. The course will develop and understanding of the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance. The course will also familiarize the students with the educational activities of the Missionaries in India and introduce them to the Charter Act of 1813.

Course Outcomes (COs): The students will be able to-

COL: Describe the development of Vedic Education System:

ILO 1.1: describe the development of Vedic Educational System.

ILO 1.2: describe the salient features of Vedic Educational System.

ILO 1.3: discuss the educational implications of Vedic Educational System.

ILO 1.4: analyse the relevance of Vedic Educational System.

ILO 1.5: discuss the strength and weakness of Vedic Education system.

CO 2: Describe the development of Buddhist Education System:

ILO 2.1: describe the development of Buddhist Educational System.

ILO 2.2: describe the salient features of Buddhist Educational System.

ILO 2.3: discuss the educational implications of Buddhist Educational System.

ILO 2.4: analyse the relevance of Buddhist Educational System.

ILO 2.5: discuss the strength and weakness of Buddhist Education system.

CO 3: Describe the development of Islamic Education System:

ILO 3.1: describe the development of Islamic Educational System.

ILO 3.2: describe the salient features of Islamic Educational System.

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DETAILED SYLLABUS OF 3rd SEMESTER

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Course Title

: Philosophical and Sociological Bases of Education

Course Code

: EDNC3

Nature of Course

: Major

Total Credits

: 4 credits

Distribution of Marks

: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course on Philosophical and Sociological Bases of Education is designed for the students to demonstrate the understanding of the Indian and Western schools of philosophy and education. The course will describe appropriate theories, concepts, processes relevant to Sociology of Education. The course will also provide an understanding of the relationship between education and political ideologies.

Course Outcomes (COs): The students will be able to -

CO1: Demonstrate the understanding of the Indian schools of philosophy and education.

LO 1.1: describe the basic features and classification of Indian Philosophies-Yoga and Vedanta.

LO 1.2: explain the influence of Buddhism on education in India.

LO 1.3: discuss the impact of Indian schools of philosophy in the present system of education in India.

CO2: Demonstrate the understanding of the Western schools of philosophy and education.

LO 2.1: describe the basic features of Western Philosophy.

LO 2.2: explain the role of Idealism, Naturalism and Pragmatism in determining aims of education, curriculum, method of teaching, role of teacher and discipline in education.

LO 2.3: discuss the impact of Western schools of philosophy in the present system of Indian education.

CO3: Apply the knowledge of understanding education and society.

LO 3.1: explain Conflict Theory and Consensus Theory along with their merits & demerits.

LO 3.2: examine the role of education in socialization process.

LO 3.3: discuss the role of education in preservation, transformation, and promotion of culture.

LO 3.4: examine the role of education in social change and social mobility.

LO 3.5: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: explain the importance of constitutional values i.e. Equality, Freedom, Justice, Fraternity, Secularism, Human Rights in India.
LO 4.2: discuss the role of education in inculcating democratic values in India.

LO 4.3: describe the nature of education in totalitarian society and communist society.

LO 4.4: examine the role of education ina secular society.

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DETAILED SYLLABUS OF 3RD SEMESTER

Course Title: Value Education

Course Code: EDNC4

Nature of Course: Major

Total Credits: 4 credits

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

Course Objectives: The course on Value Education is designed for the students to explain and

demonstrate the knowledge of the values required to be a dignified citizen in the present-day society. This course will describe appropriate concepts related to curriculum, textbooks, syllabus and co-curricular activities. It will help to cultivate in learners' worthwhile values required for peace of the global society.

Course Outcomes (COs): The students will be able to -

COI: Explain the meaning, types, functions and sources of values.

LO1.1: describe concept, meaning and definition of values.

LO1.2: discuss sources of values, Socio-cultural tradition, Religion and Constitution.

CO2: Explain the meaning, objectives and dimensions of Value education and illustrate the importance, policy perspectives, methods and techniques of Value education.

LO2.1: describe Value Education and its Objectives and Dimensions.

LO2.2: generalize the importance of Value Education in the 21st century.

LO2.3: discuss the policy perspective on Value Education in India.

CO3: Interpret the perspectives of Value education of the East and West.

LO3.1: identify the perspectives of Value Education in East.

LO3.2: demonstrate the perspectives of Value Education in the West.

CO4: Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.

LO4.1: describe the meaning and concept of Peace Education, State the Objectives of Peace Education and the Pedagogy of Peace Education.

LO4.2: appraise Peace Education in the curriculum.

CO 5: Explain the importance of teachers, Principals and parents in imparting peace education.

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DETAILED SYLLABUS OF 3RD SEMESTER

Course Title

: Sociological Foundations of Education

Course Code

: MINEDN3

Nature of Course

: Minor

Total Credits

: 4 credits

Distribution of Marks

: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course is designed to acquaint the students with the concept of

Sociological approach of education, theories of Educational Sociology along with the concepts like Socialization, emotional and national integration and internalization. The course will develop an understanding of the role of education in social change and development as a whole and developmental of socially and economically disadvantaged groups in particular.

Course Outcomes (COs): The students will be able to-

COL: Describe the concept of sociological approach of Education.

LO 1.1 Analyse different concepts related with sociological approach of education.

LO 1.2 Explain the concept, approaches of educational sociology.

CO2: Describe the theories of Educational Sociology.

LO 2.1 Explain different theories of educational sociology

CO3: Explain socialization, emotional and national integration and internationalization.

LO 3.1 Discuss the role of education in socialization process.

LO 3.2 Explain the importance of emotional and national integration.

LO 3.3 Discuss the role of education in internationalization.

CO4: Describe the role of education in social change and development.

LO 4.1 Explain the role of education in social change and economic development.

LO 4.2 Illustrate cultural changes.

LO 4.3 Discuss the role of education in human resource development.

CO5: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.

LO 5.1 Illustrate the socio-economic status of various social groups.

LO5.2 Identify the role of education in development of the disadvantaged groups.

LO 5.3 Analyse the constitutional provisions for education of different sections of the society.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

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DETAILED SYLLABUS OF 3rd SEMESTER

Title of the Course

Course Code

: GUIDANCE AND COUNSELLING

Nature of Course

: GECEDN 3B

Total Credits

: Generic Elective Course (GEC)

: 03

Distribution of Marks

: 60 (End-Sem.) + 40 (In-Sem.

Course Objective: Guidance and Counselling is primarily concerned with helping each individual towards the higher level of decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.

Course Outcome (COs): The students will be able to-

CO1: Explain the meaning, nature, scope of Guidance and Counselling and its role in education.

LO 1.1: describe the principles of guidance and the various types of guidance in Education.

LO 1.2: discuss the impact of various types of guidance in education.

CO2: Discuss about counseling in education.

LO 2.1: describe the concept and characteristics of counselling.

LO 2.2: recognize the role of different types of counselling in education.

LO 2.3: organize counselling services at schools.

LO 2.4: evaluate the counseling programme at school after conduction.

CO3: Generalize the use of different tools and techniques of guidance and counseling:

LO 3.1: explain the concept of tools and techniques used in guidance and counseling.

LO 3.2: demonstrate the use of the tools and techniques in education.

LO 3.3: differentiate between the testing and non-testing devices in guidance.

LO 3.4: apply the techniques of counselling to resolve various psychological problems faced by the students.

CO4: Evaluate guidance and counseling services conducted in schools or colleges.

LO 4.1: justify the concept and scope of guidance and counseling services.

LO 4.2: recommend the functions of guidance and counseling services at schools.

LO 4.3: choose and create an environment to organize the guidance programme at schools.

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DETAILED SYLLABUS OF 4TH SEMESTER

Course Title

: Learner and Learning

Course Code

: C-5

Nature of Course

: Major

Total Credits

: 4 credits

Distribution of Marks

: 60 (End Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding on the concepts of human growth and development, factors affecting holistic development of a learner and their learning. individual differences, personality, adjustment and role of school, teachers and media influences on learning.

Course Outcomes (COs): The students will be able to-

COI: Distinguish and explain the concepts of growth and development, stages of human development and factors affecting holistic development of a learner.

LO 1.1: Explain the concept of growth and development

LO 1.2: Describe the principles and stages of development

LO 1.3: Explain the developmental characteristics of the Adolescence stage and their inter-relationships

LO 1.4: Discuss the factors affecting holistic development of a learner

CO2: Describe the characteristics affecting learners' learning in relation to various psychological dimensions, factors affecting learning.

LO 2.1: Explain the concept of various psychological dimensions, relationship with

learning and educational implications

LO 2.2: Discuss the factors affecting learning

LO 2.3: Describe Bloom's Taxonomy of learning and its revised form.

LO 2.4: Describe Pedagogic principles of educational theories.

LO 2.5: Explain the concept of Guidance and Counselling and its role in enhancing learning.

LO 2.6: Describe learner from different perspectives

CO3: Explain the meaning, significance and causes of individual difference in learners with respect to different contexts.

LO 3.1: Explain the concept of Individual difference and its significance in classroom.

LO 3.2: Describe Individual differences in learners with respect to different contexts.

LO 3.3: Describe differently-abled learners.

LO 3.4: Describe Individual differences in learners with respect to socio-cultural contexts.

LO 3.5: Explain ways to cater to Individual differences.

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DETAILED SYLLABUS OF 4th SEMESTER

Course Title

: Educational Technology

Course Code

: C-6

Nature of Course

: Major

Total Credits

: 4 credits

Distribution of Marks

: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop the knowledge and understanding of educational and instructional technology concepts. It explores ICT's use in teaching-learning. research and educational management.

Course Outcomes (COs): The students will be able to -

CO 1: Develop the concepts and nature of educational and instructional technology.

LO 1.1: Describe the concept and nature of educational technology.

LO 1.2: Describe the concept and nature of Instructional technology.

LO 1.3: Discuss the development of educational technology in India.

LO 1.4: Discuss the components of educational technology.

LO 1.5: Distinguish between educational technology and instructional technology

CO 2: Explain ICT and its use in education.

LO 2.1: Describe the concept and development of ICT

LO 2.2: Explain the role of computers in education.

LO 2.3: Describe the application of ICT in teaching and evaluation

LO 2.4: Describe the meaning and importance of E-learning.

LO 2.5: Explain the role of the Internet in the education system

LO 2.6: Discuss the ethical considerations of using ICT.

CO 3: Understand the role of Communication in teaching learning.

LO 3.1: Describe the concept and nature of communication.

LO 3.2: Describe the components of communication.

LO 3.3: Describe the process of classroom communication.

LO 3.4: Explain the significance of communication in learning

LO 3.5: Discuss the barriers to effective classroom communication

LO 3.6: Explain the steps of making classroom communication effective.

LO 3.7: Discuss the qualities of a good classroom communicator.

CO 4: Understand the instructional strategies and models of learning.

LO 4.1: Describe the concepts and Characteristics of Models of teaching.

LO 4.2: Explain the families of teaching models.

LO 4.3: Describe the inquiry training model.
LO 4.4: Describe the Classroom meeting model.

LO 4.5: Explain the Personalized system of instruction.

LO 4.6: Describe the Meaning, nature, forms, merits and demerits of CAI

LO 4.7: Explain the Meaning, Characteristics and Types of Programmed Learning.

LO 4.8: Describe the concept of Open and Distance education.

LO 4.9: Discuss the concept and use of Team Teaching.

CO 5: Understand the concept of technology-based learning resources and their uses.

LO 5.1: Describe the types of audio-visual learning resources.

LO 5.2: Describe the meaning and use of non-projected learning resources.

LO 5.3: Discuss the uses of e-resources.

LO 5.4: Explain the meaning and functions of EDUSAT.

LO 5.5: Discuss the concept and use of E-Pathshala.

LO 5.6: Discuss the uses of open-access resources.

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DETAILED SYLLABUS OF 4th SEMESTER

Course Title :Education and Well-being
Course Code: Major C7
Total Credits :4
Distribution of Marks :60 (End Sem.) + 40 (In Sem.)
Course Objectives: This course is designed to introduce the key concepts of mental health to

the students and create awareness around mental health maintenance and need for reducing stigma around mental health issues. The course aims to familiarize the students with the primary concepts of Positive Psychology and Positive Education and its contribution to well- being. The course will also develop an understanding of different activities to build the strengths and virtues for personal development and enhancement.

Course Outcomes (COs): The students will be able to-

CO1. Define the key concepts of Mental Health and demonstrate sensitivity towards mental health issues, arrange awareness and sensitization programs on need for promotion of mental health.

LO1.1:Describe the concept of Health, Well-being, Mental Hygiene, Psychological Health and Psychological first aid.

LO1.2: Describe history of Mental Health

LO1.3: Discuss the issues of mental health in India and the globe.

LO1.4: Discuss the mental health challenges

LO1.5: Demonstrate awareness in reducing stigma associated with mental health.

LO1.6: Discuss the role of Psychiatrist, Psychologist, Counselor, Psycho-Peer mentoring and Psychiatric Social Worker.

CO2. Explainthe Mental Health Issues in Adolescents and Young Adults.

LO2.1:Explain the causes of mental health issues in adolescents and young adults (stress; academic grades; relational issues with parents, friends, romantic partners: Peer pressure and bullying; Identity crisis; Body image issues; Career and occupation related issues in young adults; Depression: sign and symptoms; Eating disorders: sign and symptoms; Self-harming and suicidal tendencies: Preventive treatment measures; Substance abuse)

CO3. Explain primary concepts of Positive Psychology and Positive Education, explain the development and areas of Positive Education and its contribution to well-being.

LO3.1: Discuss the background, concept, aim, and implications of Positive Psychology.

LO3.2:Discuss the dimensions (Pleasant Life, Engaged Life, Positive Relationship. Meaningful Life and Positive Accomplishment) of happiness and flourishing life.
LO3.3: Discuss the role of Positive institutions: healthy family, healthy institutions, democracy

LO3.4: Discuss the concept, development, areas of Positive Education.

CO4. Explain concepts and dimensions of the strengths and virtues for personal development and enhancement, demonstrate the skills and activities of the strengths and virtues for personal development and enhancement.

1.04.1: Discuss the concept and dimensions of personal goal, self regulation, optimism. gratitude, forgiveness, flow and mindfulness.

LO4.2: Demonstrate the ways of setting personal goals.

LO4.3: Demonstrate self regulation.

LO4.4: Demonstrate optimism.

LO4.5: Demonstrate positive emotion (gratitude and forgiveness).

LO4.6: Demonstrate flow and mindfulness.

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DETAILED SYLLABUS OF 4th SEMESTER

Course Title: Inclusive Education
Course Code : Major C-8
Total Credits: 4 credits
Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Objectives: The objectives of this Course are to describe the concept of children with diverse needs and inclusive education. This Course will discuss the global and national commitments towards the education of children with diverse needs. The need for promoting inclusive practice and the roles and responsibilities of all concerned personnel will be discussed here. It will describe the schemes, policies and programmes for education children with diverse needs and also the current trends and future perspectives of inclusive education.

Course Outcomes (COs): The students will be able to-

COI: Describe the concept of children with diverse needs-

LO 1.1: Explain the meaning, nature and characteristics of children based on gender.

LO 1.2: Explain the meaning, nature and characteristics of SC, ST, Minorities, Refugees. Migrants.

LO 1.3: Describe the meaning, nature and characteristics of children with disabilities.

CO2: Describe the concept of inclusive education-

LO 2.1: Explain the objectives, needs and importance of inclusive education.

LO 2.2: Describe the historical development of inclusive education.

LO 2.3: Explain the barriers of education for children with diverse needs.

LO 2.4: Suggest strategies to overcome the barriers of education for children with diverse needs.

LO 2.5: Explain the concept of curriculum adaptation and its need for addressing issues of children with diverse needs.

CO3: Describe policies and legislations for diverse needs education & rehabilitation-

LO 3.1: Explain the international policies and legislations.

LO 3.1: Explain the national policies and legislations.

CO4: Explain about organization and management of schools to address socio-cultural diversity-

LO 4.1: Describe about different curricular and co-curricular activities for meeting diverse needs of children.

LO 4.2: Explain the role of the families, communities and NGOs in promoting inclusive education

LO 4.3: Explain various schemes and programmes for education of sncially inva section in India

LO 4.4: Describe about the use of ICT in meeting the diverse needs of children

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DETAILED SYLLABUS OF 4th SEMESTER

Course Title: History of Indian Education

Course code: Minor-4

Total Credits: 4 Credits

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

Course objectives: This course aims to develop an understanding of the evolution and development of the education system in India from ancient period with special reference to Vedic and Buddhist education to the twentieth century, roles of various Commissions and Committees in the development of education in post independent India and the recent developments in education in India.

Course Outcomes (COs): The students will be able to-

COI: Describe the Educational Heritage of India:

LO 1.1: Describe the educational system in Ancient India with special reference to Vedic Education and Buddhist Education.

LO 1.2: Describe the salient features of Islamic System of Education in Medieval India.

LO 1.3: Discuss the educational implications of Vedic, Buddhist and Islamic System of education.

LO 1.4: Analyse the relevance of Vedic, Buddhist and Islamic System of education in the present education system of India.

CO 2: Describe the Indian Education during British Period (1813-1900):

LO 2.1: Describe the Indigenous System of Educaton at the advent of the British rule.

LO 2.2: Discuss the educational activities of Missionaries in India.

LO 2.3: Discuss the educational activities of East India Company.

LO 2.4: Analyse the Hunter Commission's educational reforms in Colonial India (1882)

LO 2.5: Discuss the education system of India during British Period.

CO 3: Describe educational development in India during twentieth century:

LO 3.1: Discuss the Lord Curzon's policy and its implications on Indian Education.

LO 3.2: Describe the recommendations of the Indian University Commission (1902), Calcutta University Commission (1917-1919), Sargent Commission (1944) and their implications on Indian Education

LO 3.3: Discuss the University Act (1904), Gokhale's Bill on Primary Education (1910-

LO 3.4: Discuss the Wardha Scheme of Basic Education and its relevance in present Indian education system

CO 4: Describe the recent educational development in India:

LO 4.1: Explain the Constitutional Provisions in Indian Constitution

LO 4.2: Explain the roles of various Commissions and Committees in the development of education in post independent India.
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DETAILED SYLLABUS OF 5TH SEMESTER

Course Title: Measurement and Evaluation in Education

Course Code: C-11

Nature of Course: Major

Total Credits: 4 credits

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

Course Objectives: This course aims to develop understanding of the concept of measurement and evaluation in education, and to explore different psychological tests. It will also enable the students to apply statistics in education.

Course Outcomes (COs): The students will be able to-

CO1: Discuss the concept of measurement and evaluation in education.

LO1.1: Explain the meaning, nature and scope of measurement, assessment and evaluation in education.

LO1.2: Discuss the importance of measurement and evaluation in education.

LO1.3: Describe the relation between measurement and evaluation in education.

LO1.4: Distinguish psychological and physical measurement.

LO1.6: Differentiate continuous and comprehensive evaluation.

LO1.5: Describe the principles of evaluation.

LO1.7: Classify formative and summative evaluation.

LO1.8: Differentiate diagnostic and prognostic evaluation.

CO2: Discuss different psychological tests.

LO2.1: Define psychological tests.

LO2.2: Classify different types of psychological tests.

LO2.3: Discuss different types of psychological tests.

LO2.4: Describe characteristics of a good test.

CO3: Describe some specific psychological tests.

LO3.1: Describe the construction and standardization of achievement test.

LO3.2: Prepare design and blueprint of an achievement test.

LO3.3: Describe intelligence test.

LO3.4: Describe different aptitude tests.

LO3.5: Describe different ways of personality assessment.

CO4: Apply statistics in education.

LO4.1: Explain the meaning, nature and scope of educational statistics.

LO4.2: Compute measures of central tendency.

LO4.3: Compute measures of variability.

COS: Present data graphically.

LO5.1: Define variables.

LO5.2: Explain meaning and types of graphical representation of data.

LO5.3: Explain meaning, properties and uses of normal probability curve.

LO5.4: Compute coefficient of correlation.

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DETAILED SYLLABUS OF OF 5TH SEMESTER

Course Title

: Educational Technology

Course Code

Minor 5

Nature of the Course

: Minor

Total Credits

: 4 credits

Distribution of Marks

: 60 (End-Sem) + 40 (In-Sem)

Course Objectives: This course aims to develop the knowledge and understanding of educational and instructional technology concepts. It explores ICT's use in teaching-learning. research and educational management.

Course Outcome (COs): The students will be able to-

CO 1: Explain the concepts and features of educational and instructional technology.

LO 1.1: Describe the meaning, nature and scope of educational technology.

LO 1.2: Explain the history of educational technology.

LO 1.3: Describe the concept and features of Instructional technology.

LO 1.4: Discuss the development of Educational Technology in India.

LO 1.5: Explain the approaches of educational technology.

LO 1.6: Distinguish between educational and instructional technology.

CO 2: Understand ICT and Communication and its use in education.

LO 2.1: Explain the concept and development of ICT.

LO 2.2: Discuss the role of computer in education.

LO 2.3:Explain the application of ICT in education.

LO 2.4: Explain the concept of e-learning and m-learning.

LO 2.5: Discuss the role of the Internet in education.

LO 2.6: Explain the meaning and nature of communication.

LO 2.7: Describe the components of communication.

LO 2.8: Discuss the significance of communication in learning.

LO 2.9: Discuss the barriers to effective communication in learning.

LO 2.10: Explain the steps of making communication effective.

LO 2.11: Discuss the qualities of a good classroom communicator.

CO 3: Understand the concept of instructional strategies and models of learning

LO 3.1: Describe the meaning of instructional strategies.

LO 3.2: Describe the concept and characteristics of teaching models.

LO 3.3: Explain the inquiry training models and classroom meeting model.

LO 3.4: Describe the concept and uses of the Personalized system of instruction.

LO 3.5: Describe the meaning, nature and type of CAI.

LO 3.6: Explain the meaning, characteristics and types of programmed learning.

LO 3.7: Discuss the usefulness of Open and Distance learning.

LO 3.8: Discuss the application of technology in Open and Distance learning.

LO 3.9: Explain the meaning and uses of team teaching.
CO 4: Understand the concept of technology-based learning resources and their uses.

LO 4.1: Describe the types of audio-visual learning resources.

LO 4.2: Describe the meaning and use of non-projected learning resources.

LO 4.3: Discuss the uses of e-resources.

LO 4.4: Explain the meaning and functions of EDUSAT.

LO 4.5: Discuss the concept and use of E-Pathshala.

LO 4.6: Discuss the uses of open-access resources.

LO 4.7: Discuss the role of Peer Group and Community as Learning Resource

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DETAILED SYLLABUS OF 6 SEMESTER

Course Title

: Development of Education in Post-Independent India

Course Code

C-12

Nature of Course

: Major

Total Credits

: 4 credits

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

Course Objectives: The course on Development of Education in Post-Independent India is designed for the students to demonstrate the knowledge of the growth and development of education in Post-independent India. The course will provide an understanding of the development of education in Assam in post-independent period.

Course Outcomes (COs): The students will be able to -

COI: Express the understanding of the educational scenario at the time of independence in India.

LO 1.1: Describe the Educational scenario at the time of independence in India.

LO 1.2: Explain the recommendations of University Education Commission's (1948-49) with regard to the aims of university education, administration and funding, curriculum reforms, teaching, research, professional education, women education. examination reform and students' welfare.

LO 1.3: Discuss the implementation of University Education Commission's (1948-49) recommendations in post-independent India.

LO 1.4: Discuss the education in the Indian constitution with reference to Preamble of the Constitution and various constitutional provisions on education.

LO 1.5: Describe the constitutional provisions for free and compulsory education, early childhood care and education, secularism in education, study of Hindi and official language, education for women, education for minorities and education for ST & SCs in India.

LO 1.6: Discuss the need of the constitutional provisions for free and compulsory education, early childhood care and education, secularism in education, study of Hindi and official language, education for women, education for minorities and education for ST & SCs in India.

CO2: Express the understanding of the educational efforts in India from 1951-1966.

L.O 2.1: Explain the recommendations of the Secondary Education Commission (1952- 53) with reference to the aims of Secondary education, organizational pattern, technical education, study of languages, curriculum improvement, methods of teaching, students' welfare, guidance and counselling and examination reform.

LO 2.2: Examine the implementation of the Secondary Education Commission's (1952- 53) recommendations in India.

LO 2.3: Explain the recommendations of the Education Commission (1964-66) with reference to educational structure and standards, teachers' status and teacher education, school curriculum, teaching methods and examination and evaluation.

LO2.4: Examine the implementation of the Education Commission's (1964-66) recommendations in India.

CO3: Discuss the educational efforts in India after 1966.

LO 3.1: Explain the contribution of the National Policy of Education, 1968 in Indian education system.

LO 3.2: Explain the contribution of the Iswarbhai Patel Review Committee, 1977 in Indian education system.

LO 3.3: Explain the contribution of the Adiseshiah Committee Report, 1978 in Indian education system.

LO 3.4: Explain the contribution of the National Policy on Education, 1986 in Indian education system.

LO 3.5: Explain the contribution of the Ramamurti Review Committee, 1990 in Indian education system.

LO 3.6: Explain the contribution of the Janardhana Reddy Committee Report, 1991 in Indian education system.

LO 3.7: Explain the contribution of the Revised National Policy on Education, 1992 in Indian education system.

LO 3.8: Describe the importance of the provisions of the Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009) in India.

LO 3.9: Discuss the salient features of the NEP, 2020 in the present-day Indian context.

CO4: Discuss the development of education in Assam in post-independent period.
[11:30 AM, 5/25/2026] Daisy Ba: LO 4.1: Explain the development of school and higher education in Assam in post- independent period.

LO 4.2: Explain the development of Teacher education in Assam in post-independent period.

LO 4.3: Explain the development of medical education in Assam in post-independent period.

LO 4.4: Explain the development of Engineering education in Assam in post- independent period.

LO 4.5: Explain the development of Agricultural education in Assam in post- independent period.

LO 4.6: Explain the provisions enumerated in the Assam Basic Education Act, 1954.

LO 4.7: Explain the provisions enumerated in the Assam Secondary Education Act, 1961.

LO 4.8: Explain the provisions enumerated in the Assam Higher Secondary Education Council Act, 1984,

LO 4.9: Discuss the contributions of Assam Basic Education Act, 1954, Assam Secondary Education Act, 1961, and Assam Higher Secondary Education Council Act, 1984in Assam in post-independent period.

LO 4.10: Explain the provisions of the Assam State School Education Board Bill, 2024

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DETAILED SYLLABUS OF 6 SEMESTER

Course Title

Early Childhood Care and Education (ECCE)

Course Code

Core-13

Nature of Course

1

Major

Total Credits

:

4

60 (End-Sem.) 40 (In-Sem.)

Distribution of marks

Course Objectives: This course aims to develop an understanding on the concept of Early

Childhood Care and Education, components of ECCE, developmental patterns during early childhood stage, various policies, schemes and programmes in India related to ECCE and introduce the challenges, issues and directions for addressing the issues of ECCE

Course Outcomes (COs): The students will be able to-

COI: Demonstrate an understanding of basic concepts related to early childhood care LO1.1: Describe meaning, scope and importance of early childhood care

LO1.2: Discuss components of early childhood care such as early stimulation, sutrition,

hygiene

LO1.3: Describe stages of child development

CO2 : Analyse the developmental patterns during early childhood

LO 2.1: Discuss developmental patterns during early childhood

LO 2.2: Examine factors influencing early childhood development

LO 2.3: Examine the influence of nature and nurture on child development

CO3: Analyse and discuss policies, schemes and programmes related to child development

LO 3.1: Discuss and compare policies and schemes related to child education, care, protection, nutrition, etc.

LO3.2: Analyse the effectiveness of national programmes, policies and schemes

CO4: Evaluate challenges and directions for addressing issues in early childhood care

LO4.1: Appraise early childhood care challenges in the larger Indian context as wel as local contexts

LO4.2: Analyse effective interventions to enhance learning in ECCE
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BA IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 6TH SEMESTER

Course Title

Psychological Assessment and Practical

Course Code

C-14

Nature of Course

Major

Total Credits

:4 Credits

Distribution of Marks

:60 (End Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the concept, scope and need of Experimental psychology and describe the conduct and report of psychological experiments. It also aims to develop a comprehensive understanding of the concepts like memory, attention, learning, personality, intelligence and the various techniques of testing these concepts practically.

Course Outcomes (COs): The students will be able to-

COL: Develop an understanding of the fundamental concepts, scope and significance of experimental psychology and critically analyze and design psychological experiments, adhering to ethical principles and reporting standards.

LO1.1: Explain the concept, scope and need of Experimental Psychology.

LO1.2: Conduct and report psychological experiments.

CO2: Explain the mechanism of memory and attention, their types and apply the concepts in practical situations.

LO2.1: Describe the meaning and nature of memory, immediate memory, memory span and its related practical.

LO2.2: Explain the concept of attention, span of attention.

LO2.3: Conduct practical exercises/ experiments to demonstrate the application of the concept of memory in real-world settings.

CO3: Explain the concept of learning, its types and apply the concept in practical situations.

LO3.1: Explain the concept, the theories and methods of learning and its related practical.

LO3.2: Conduct practical exercises/ experiments to demonstrate the application of the concept of learning in real-world settings.

CO4: State the concept of personality and intelligence, historical background of personality assessment and intelligence testing.

LO4.1: State the concept of personality, different techniques of personality assessment.

LO4.2: State the concept of intelligence and different techniques of intelligence testing.

LO4.3: Conduct practical exercises/ experiments to demonstrate the application of the concepts of personality and intelligence in real-world settings.

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DETAILED SYLLABUS OF 6 SEMESTER

Course Title

: Emerging Trends in Indian Education

Course Code

C-15

Nature of Course

: Major

Total Credits

: 4 credits

Distribution of Marks:

60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to aware the students about the constitutional efforts

for development of Indian education, ECCE, Elementary education, Secondary education, Higher education, Teacher education, Technical and Vocational education, inclusive education, Human rights education, peace education, environmental education, population education, women empowerment as well as open and distance education, the recent development trends in Indian education with special reference to SSA, RMSA, RUSA, NKC, NCF-2005, NCFSE-2023, NEP-2020 and the role of Accreditation and Regulatory bodies in Indian education.

Course Outcomes (COs): The students will be able to -

CO1: Explain the constitutional efforts for development of Indian education

LO 1.1: Explain the key points related to the Indian Constitution

LO 1.2: Describe education in Indian Constitution and its need

LO 1.3: Explain the Articles in the constitution related to education

LO 1.4: Discuss Constitution as a source of aims of education

CO2: Explain the issues of Indian education

LO 2.1: Explain the concept of ECCE and its challenges in India

LO 2.2: Discuss the role of Anganwadis and Balwadis

LO 2.3: Describe the objectives, importance and challenges of Universalization of Elementary education in India

LO 2.4: Describe the objectives, importance and challenges of Universalization of Secondary education in India and its Vocationalisation

LO 2.5: Describe the objectives and efforts of strengthening Higher education in India and its challenges

LO 2.6: Describe the objectives and challenges of teacher education, technical and vocational education in India

CO3: Describe the perspectives in Indian education

LO 3.1: Explain the concept of Inclusive education and its challenges in India

LO 3.2: Explain the role of RCI, RPWD Act, 2016 in addressing inclusive education

LO3.3: Explain the concept of Human Rights Education and the role of National Commissions for Protection of Childs Rights (NCPCR)

LO 3.4: Discuss the concept of peace education and its importance in society

LO 3.5: Discuss the concept of Environmental education and its challenges

LO 3.6: Discuss the concept of Population education and its role in addressing population explosion

LO 3.7: Discuss the concept of Women empowerment and the role of education in women empowerment

LO 3.8: Explain the concept of Open and Distance education and its challenges

CO4: Explain the recent trends in Indian education

LO 4.1: Describe the objectives, organization, functions of Sarva Shiksha Abhiyan (SSA)

LO 4.2: Describe the objectives, organization, functions of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

LO 4.3: Describe the objectives, organization, functions of Samagra Shiksha Abhiyan

LO 4.4: Describe the objectives, organization, functions of Rashtriya Uchchatar Shiksha Abhiyan (RUSA)/ Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA)

LO 4.5: Describe the recommendations of National Knowledge Commission for School and higher education

LO 4.6: Describe the aims, curriculum and evaluation system as stated in National Curriculum Framework (NCF), 2005

LO 4.7: Describe the aims, curriculum and evaluation system as stated in National Curriculum Framework for School Education (NCFSE), 2023

LO 4.8: Explain National Education Policy (NEP), 2020

LO 4.9: Explain the role of NCTE, UGC, DEC, NAAC, AICTE, NMC, NCERT, NIEPA, NIOS in Indian education

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DETAILED SYLLABUS OF 6th SEMESTER

Course Title

: Measurement and Evaluation in Education

Course Code

: Minor 6

Nature of Course

: Minor

Total Credits

: 4 credits

Distribution of Marks

: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop understanding of the concept of measurement and evaluation in education, and to explore different psychological tests. It will also enable the students to apply statistics in education.

Course Outcomes (COs): The students will be able to-

CO1: Discuss the concept of measurement and evaluation in education.

LO1.1: Explain the meaning, nature and scope of measurement, assessment and evaluation in education.

LO1.2: Discuss the importance of measurement and evaluation in education.

LO1.3: Describe the relation between measurement and evaluation in education.

LO1.4: Distinguish psychological and physical measurement.

LO1.5: Describe the principles of evaluation.

LO1.6: Differentiate continuous and comprehensive evaluation.

LO1.7: Classify formative and summative evaluation.

CO2: Discuss different psychological tests.

LO2.1: Define psychological tests.

LO2.2: Classify different types of psychological tests.

LO2.3: Discuss different types of psychological tests.

LO2.4: Describe characteristics of a good test.

CO3: Describe some specific psychological tests.

LO3.1: Describe the construction and standardization of achievement test.

LO3.2: Describe intelligence test.

LO3.3: Describe different aptitude tests.

LO3.4: Describe different ways of personality assessment.

CO4: Apply statistics in education.

LO4.1: Explain the meaning, nature and scope of educational statistics.

LO4.2: Compute measures of central tendency.

LO4.3: Compute measures of variability.

COS: Present data graphically.

LO5.1: Define variables.

LO5.2: Explain meaning and types of graphical representation of data.

LO5.3: Explain meaning, properties and uses of normal probability curve.

LO5.4: Compute coefficient of correlation.