CURRICULUM

FOR

THE FIRST AND SECOND SEMESTERS

OF

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)

IN

EDUCATION

AT PAR WITH

NATIONAL EDUCATION POLICY (NEP-2020)

LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

KHELMATI, NORTH LAKHIMPUR,

DIST. –LAKHIMPUR, ASSAM. PIN - 787031

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN EDUCATION
LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

THE PREAMBLE

Education unfolds what is already enfolded in man. In this sense, Education aims to help people develop, enhance, and realise their inherent potential. Education is also recognized as the mirror of society. In this sense, it is an instrument for achieving broader societal goals. Hence, Education, as a social process, has been concerned with preparing members of society to adapt to the constantly changing conditions of society. As such, honouring diversity and ensuring inclusion by treating all with respect and dignity, and by showing sensitivity to gender, cultural, and religious differences, has become an important element of the education discipline.

Education is further burdened with the responsibility of developing core competencies, such as communication skills required to articulate thoughts and ideas effectively, to use oral and written communication, and to present information and explanations in a well-structured manner. Keeping in view the dynamic nature of society, Education as a discipline is to develop the competencies and actions required to keep oneself professionally engaged and to participate in learning to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in society, the nature and scope of Education also change and expand. Education, which is deemed a solution to all social problems, has to be up to date with all the changes happening in society. Educators and educational practitioners should also change them accordingly.

The main purpose of the Undergraduate Programme in Education is to develop and disseminate knowledge, skills and values through Education, field-based training and research relevant to promoting, maintaining and improving the functioning of individuals, families, groups, organisations and communities in society.

The curriculum for undergraduate education, therefore, has incorporated new components of learning to make it relevant to contemporary society and modern practices. It is expected that the prepared LOCF for Education at the undergraduate level and FYUGP will be of immense relevance to prospective graduates with an interest in Education and practice. It will be highly advantageous to make students in Education more dynamic and adaptable by enhancing their skills, thereby increasing their employability. The discipline will also help shape students' overall personalities to take on the challenges of an emerging, competitive society. It offers incremental learning experiences that enhance the abilities of students from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals each year.

INTRODUCTION

Higher Education in India is considered a critical core of the nation's development and growth strategy. According to NEP 2020, Higher Education should emphasis recognising, identifying, and fostering each student's unique strengths by educating teachers and parents about the need to encourage each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and, in turn, pick their own life choices based on their talents and interests. In a pluralistic world, there should be a focus on multidisciplinary, comprehensive education in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Education as a discipline is both broad and dynamic. Its boundaries are extensive and encompass our entire lives. In the evolution of the discipline, it has gone through different stages and is continuously advancing and

developing. It addresses philosophical, psychological, technological aspects, societal issues, etc. Education as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India. It enhances student learning in Education as a Social Science discipline.

The syllabus of the 1st and 2nd semesters of the Bachelor of Arts in Education programme of Lakhimpur Girls' College (Autonomous) has been designed in consonance with the approved syllabus of Dibrugarh University, which was circulated vide DU's notification No. DU/DR-A/131st AC/syllabi FYUGP/2024/1303 dated 09/07/2024 and No. DU/DR-A/VACs (Env.Stdy)/2026/64 dated 23/01/2026. Updates and changes to this syllabus (except EDUSEC-1 and EDUSEC-2) will take effect immediately, subject to alterations to the relevant regulations of the Dibrugarh University or issuance of new Notifications from the Dibrugarh University. Regarding the integration of IKS content in FYUGP syllabus, the guidelines for incorporating Indian Knowledge in Higher Education Curricula, March 2023, published by UGC, were consulted and the modified syllabus of Dibrugarh University, which will come into effect from the academic session 2026-2027 onwards, was adopted. For the formulation and modification of existing Skill-Based Courses (SECs) of Dibrugarh University for 1st and 2nd semesters, the Guidelines for the Introduction of Skill-Based Courses and Micro-Credentials in Higher Education Institutions (HEIs) and the SOP for implementation issued by UGC dated 5th November, 2024, are followed. As recommended by NEP 2020, the degree should also be of either three- or four-year duration, with multiple exit options within the period, and appropriate certification. After completion of one year of a UG certificate, after completion of two years of a UG diploma, and after completion of three years of a Bachelor's degree in the programme, students will be provided with the programme. The four-year undergraduate programme in Education will allow students to experience the full range of holistic and multidisciplinary Education, along with their chosen Major and Minor choices.

AIMS OF FOUR-YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN EDUCATION:

The aims of the Four-Year Under-Graduate Programme (FYUGP) in Education are:

1. To enhance students' learning of Education as a Social Science discipline by providing a rigorous, challenging educational experience that aims to develop a sound theoretical background in the subject.
2. To enable the students to understand the foundations of Education.
3. To develop students' capabilities to critically evaluate issues and emerging trends influencing the field of Education.
4. To equip students with soft skills and inculcate values through value education for personal development.
5. To familiarize students with educational technology and train them in the use of ICT in Education.

GRADUATE ATTRIBUTES OF THE FYUGP IN EDUCATION:

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Education are:

Disciplinary Knowledge: The graduates should be able to demonstrate comprehensive knowledge and understanding of the discipline of Education. They should be able to demonstrate the attribute of understanding of the foundations of Education: philosophical, sociological, psychological and historical foundations. Moreover, they should also be able to demonstrate the attributes of understanding curriculum, assessment and evaluation in Education, issues in Education, value education, positive psychology, educational technology, inclusive Education, educational management, economics of Education, guidance and counselling, etc. They should be able to demonstrate understanding of personal development and soft skills, ICT in Education, teaching methods and techniques, etc.

Critical Thinking: The graduates in Education are expected to apply analytical thought to a body of knowledge in Education, so as to evaluate issues and problems related to Education, and to critically evaluate educational policies, educational practices, and educational theories.

Information/Digital Literacy: The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT, they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate effectively in a virtual environment on any issues, particularly those related to Education.

Research-related Skills: The graduates should be able to demonstrate the attribute of scientific enquiry in research in Education to find solutions to issues related to Education. They should have the basic skills to conduct research by identifying the problem, formulating a research design, developing relevant tools and techniques for data collection, analysing the data using appropriate techniques, and reporting the results, while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness: The students will be able to exhibit value-based, moral, and ethical practices in their day-to-day lives. They should be able to identify ethical issues in any work, particularly in Education; avoid unethical behaviour; and adopt objective, unbiased, and honest actions in all aspects of work.

Reflective Thinking and Problem Solving: The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of Education and in day-to-day life. After completing their graduation in Education, students will be able to understand the nature of educational problems and address them appropriately. Moreover, they should be able to solve various problems of day-to-day life in different situations.

Communication Skills: The graduates in Education should be able to present and express information, thoughts, and views clearly and concisely, to communicate effectively on any issues, particularly those related to Education. Moreover, they should be able to demonstrate effective communication skills in classroom practices.

Co-operation and Multicultural Competence: The students should be able to work collaboratively in dealing with educational affairs, in particular, and with any tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so, the graduates will appreciate the beliefs and values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging with a multicultural society.

PROGRAMME LEARNING OUTCOMES

An undergraduate student of Education should be able to:

PLO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of Education.
PLO 2. Use a scientific approach to address learning problems.
PLO 3. Apply psychological principles to meet various issues and challenges in the field of Education.
PLO 4. Apply knowledge, skills, and theories of Education to solve educational problems in both familiar and unfamiliar contexts, and apply the learning to real-life situations.
PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.
PLO 6. Demonstrate the teaching competencies required to remain professionally engaged.

PLO 7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice.

Teaching Learning Process

The programme allows the use of varied pedagogical methods and techniques both within the classroom and beyond.

- Lecture
- Tutorial
- PowerPoint presentation
- Documentary film on related topic
- Project Work/ Dissertation
- Group Discussion and Debate
- Seminars/ workshops/ conferences
- Field visits and Report/ Excursions
- Mentor/ Mentee

Teaching Learning Tools

- Projector
- Smart Television for a documentary-related topic
- LCD Monitor
- WLAN
- White/ Green/ Black Board

Assessment

- Home assignment
- Project Report
- Class Presentation: Oral/ Poster/PowerPoint
- Group Discussions
- In semester examinations
- Attendance (The attendance distribution for FYUGP BA in Education will follow the guidelines notified by Dibrugarh University, Memo No. DU/DCE (A)/ CoE/FYUGP/Evaluation/2025/353 dated 29/08/2025). A maximum of 5 marks will be allotted to a student based on attendance in the following pattern:

Overall Percentage of Attendance	Marks
76 % - 80%	1
Above 80% - 85 %	2
Above 85% - 90%	3
Above 90% - 95%	4
Above 95% - 100%	5

The marks based on attendance may be allotted to the internal assessment component of a course from the academic session 2026-27 onwards.

- End semester examinations

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Four Year Undergraduate Programme (FYUGP) Structure as per UGC Credit Framework of December, 2022

Year	Semester	Course Code	Title of the Course	Total Credit
Year 01	1st Semester	EDU-MAJ-4-101	Foundations of Education-I	4
		EDU-MIN-4-101	Philosophical Foundations of Education	4
		EDU-GEC-3-101	Introduction to Education	3
		ASM-AEC-4-101/ HIN-AEC-4-101	Modern Indian Language	4
		UGP-VAC-2-101/ UGP-VAC-2-102		2
		EDU-SEC-3-101	Computer Fundamentals and its Applications in Education	3
				20
	2nd Semester	EDU-MAJ-4-201	Foundations of Education-II	4
		EDU-MIN-4-201	Psychological Foundations of Education	4
		EDU-GEC-3-201	History of Indian Education	3
		ENG-AEC-4-201	English Language and Communication Skills	4
		UGP-VAC-2-201	Yoga	2
		EDU-SEC-3-201	ICT in Education	3
		ADD-VACEVS-4-201	***Environmental Studies****	4
				20

The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester

*** The Environmental studies (VACEVS) course is an add-on course, students are required to pass this course, but the credits earned will not be counted towards their SGPA/ CGPA.**

Abbreviations Used:

- M = Major (Education)
- MIN = Minor
- GEC = Generic Elective Course / Multi-Disciplinary Course [Open for students of other Departments and not for students having Education as Major discipline. However, students shall not be allowed to choose or repeat any of the courses already undergone at the Higher Secondary level (12th Class)]
- AEC = Ability Enhancement Course (Compulsory Course for students of all Departments including Education as Major discipline.)
- SEC = Skill Enhancement Course (Open for all students including Education as Major discipline.)
- VAC = Value Added Course (Compulsory and open for all students including Education as Major discipline.)

B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title:	**Foundations of Education-I**
Course Code:	**EDU-MAJ-4-101**
Nature of Course:	**Major**
Total Credits:	**4 credits**
Distribution of Marks:	**60 (End-Sem.) + 40 (In-Sem.)**

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 aims to 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 –

CO1: 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

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2	CO1,CO2, CO3, CO4	CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO2			
Procedural Knowledge		CO4				
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**CONCEPT OF EDUCATION** 1.1 Education- Meaning, Nature, and Scope 1.2 Types of Education – Formal, Non-Formal and Informal Education 1.3. Aims of Education- 1.3.1 Determinants of aims of education 1.3.2 Individual and Social Aims of Education 1.3.3 Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together) 1.4 Functions of Education- 1.4.1. General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress) 1.4.2. Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency) 1.4.3. Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship)	**14** 1 2 1 1 3 6	**01**	**-**	**15**
II (15 Marks)	**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION** 2.1 Psychology – Concept, Definitions, Nature and Branches of Psychology	**14** 2	**01**	**-**	**15**

	2.2 Schools of Psychology and its implications in Education, Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism	6			
	2.3 Meaning, nature and scope of Educational Psychology	1			
	2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods)	4			
	2.5 Application of Educational Psychology in teaching- learning process	1			
III (15 Marks)	**PHILOSOPHICAL FOUNDATIONS OF EDUCATION**	**14**	**01**	**-**	**15**
	3.1 Meaning, definitions and scope of Philosophy	2			
	3.2 Science of Education and Philosophy of Education	1			
	3.3 Relationship between Education and Philosophy	2			
	3.4 Meaning, nature and scope of Educational Philosophy	2			
	3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)	7			
IV (15 Marks)	**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**	**14**	**01**	**-**	**15**
	4.1 Meaning, nature and scope of Sociology	1			
	4.2 Relationship between Education and Sociology	1			
	4.3 Need of Sociological Approach to Education	1			
	4.4 Meaning, nature and scope of Educational Sociology	2			
	4.5 Difference between Sociology and Educational Sociology	1			
	4.6 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits	8			
	Total	**56**	**04**	**0**	**60**

Where, L: Lectures T: Tutorials P: Practicals

(IKS Contents: 1.2, 1.3.1, 1.3.2, 1.4, 3.1 to 3.5, 4.1 to 4.3)

Modes of In-Semester Assessment: **40 Marks**

1) Two In-semester tests – (10+10) **20 Marks**
2) Any two of the following activities listed below – (8 + 7) **15 Marks**

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment related to the course content.
- Project on any relevant topics of the course.

- Any other activity as deemed to be fit by the course teacher.

3) Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S
CO3	S	S	M	S	M	S	M
CO4	S	S	M	S	M	S	M

Where, S: Strong, M: Moderate

Suggested Readings:

1. Bora, T., Saikia, R., & Chaliha, B. K. (2023). Shikshar Aadhaar. Jorhat: Bidya Bhawan.
2. Das Sharma, F., & Kalita, U. (2024). Shiksha. Assam Book Depot.
2. Agarwalla, S. (2023). Foundations of Education. Dibrugarh: Mahaveer Publications
3. Sarma, M. K. (2008). An Introduction to Education. Dibrugarh: Tushar Publishing House.
4. Borah, S., Gogoi, B., Bordoloi, P., and Dutta, U.K. (2012). Siksha Manovigyan. Unika prakashan.
5. Ghosh, K. (2012). Shikshar Aadhar. Saraswati prakasahan.
6. Das, L. (2003). A Textbook of Education. Amrita prakashan.
7. Sarma, M. K. (2011). Foundations of Education. Dibrugarh: Banalata.
8. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
9. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
10. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
11. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: Atlantic Publishers &Distributors.
12. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
13. Chauhan, S. S. (1978). Advanced Educational Psychology. , New Delhi: Vikas Publications.
14. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt. Ltd.
15. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
16. Rao,S. Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.
17. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: Dhanpat Rai &Sons.
18. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
19. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 1ST SEMESTER

Course Title: **Philosophical Foundations of Education**
Course Code: **EDU-MIN-4-101**
Nature of Course: **Minor**
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, 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

LO1: 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

LO1: 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

LO1: 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

LO1: 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:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1, CO2	CO1, CO2	CO3	CO3, CO4	CO3, CO4	
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (12 Marks)	**Introduction to Philosophy**	**15**	**01**	**-**	**16**
	1.1 Meaning, nature and scope of Philosophy	1			
	1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology)	2			
	1.3 Meaning, nature and scope of Education	1			
	1.4 Types of Education (Formal, Informal and Non-formal)	5			
	1.5 Relation between Education and Philosophy	1			
	1.6 Meaning, nature and scope of Philosophy of Education	3			
	1.7 Philosophy of Education and Educational Philosophy.	2			
II (12 Marks)	**Role of Philosophy in Education**	**07**	**03**	**-**	**10**
	2.1 Philosophical foundations of Education and its importance	1			
	2.2 Role of Philosophy in Education:	6			
	2.2.1 Philosophy and aims of education.				
	2.2.2 Philosophy and curriculum.				
	2.2.3 Philosophy and methods of teaching.				
	2.2.4 Philosophy and role of teachers.				
	2.2.5 Philosophy and discipline				
III (18 Marks)	**Indian Schools of Philosophy and their Influences in education:**	**15**	**02**	**-**	**17**
	3.1 Basic features and classification of Indian Philosophy	1			
	3.2 Yoga Philosophy:	5			
	3.2.1 Concept of Yoga Philosophy				
	3.2.2 Hathayoga and Rajayoga.				
	3.2.3 Astangika Yoga				
	3.2.4 Influence of Yoga philosophy in education.				
	3.3 Vedanta Philosophy:	4			
	3.3.1 Basic tenets (Brahma, Atman, Jagat,				

	Maya) 3.3.2 Advaita Vedanta- Concept 3.3.3 Influence of Vedanta philosophy in education. 3.4 Buddhism: 3.4.1 Concept of Buddhism 3.4.2 Four noble truths of Buddha 3.4.3 Middle Path 3.4.4 Influence of Buddhism in education	5			
IV (18 Marks)	**Western Schools of Philosophy and their Influences in Education:** 4.1 Basic features of Western Philosophy 4.2 Idealism: 4.2.1 Basic tenets 4.2.2 Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.3 Naturalism: 4.3.1 Basic tenets 4.3.2 Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 4.4 Pragmatism: 4.4.1 Basic tenets 4.4.2 Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education	**15** 1 5 4 5	**02**	**-**	**17**
	Total	**52**	**08**	**-**	**60**

Where, L: Lectures T: Tutorials P: Practicals

(IKS Contents: 1.1 to 1.7, 2.1 and 2.2, 3.1 to 3.4)

<u>Modes of In-Semester Assessment</u>: 40 Marks

1) Two sessional tests- (10+10) **20 Marks**

2) Any two of the activities listed below - (8 + 7) **15 Marks**

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- Visiting a place of philosophical interest and preparing a report
- Any other activity as deemed to be fit by the course teacher.

3) Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Agarwalla, S. (2019). Philosophical Foundations of Education. Mahaveer publications.
2. Deka, N. (2020). Philosophical Foundations of Education. Dibrugarh: Banalata.
3. Saikia, R. B. (2019). Philosophical Foundations of Education. Jorhat: Bidya Bhawan.
4. Deka, U. (2020). Philosophical Foundations of Education. Golaghat: Saraswati prakashan
5. Gogoi, P. (2023). Philosophical foundations of education. Saraswati prakasan.
6. Chaliha, V. K. & Saikia, T. (2015). Shikha Darxoinik Vitti. Jorhat: Bidya Bhawan
7. Chaliha, V. K. & Saikia, T. (2011). Shikha Darxoinik Vitti. Jorhat: Bidya Bhawan
8. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.
9. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
10. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.
11. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
12. Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.
13. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
14. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
15. Hiriyana, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
16. Miri, M. (2014) Philosophy of Education. Oxford University Press.
17. Radhakrshnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression).
18. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
19. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
20. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 1ST SEMESTER

Course Title: **Introduction to Education**
Course Code: **EDU-GEC-3-101**
Nature of the Course: **Generic Elective Course (GEC)**
Total Credits: **3 Credits**
Distribution of Marks: **60 (End Sem.) + 40 (In-Sem.)**

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

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO2	CO1,CO2,CO3		CO2		
Conceptual Knowledge		CO3	CO4	CO2		
Procedural Knowledge	CO3	CO1	CO4			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**CONCEPT OF EDUCATION** 1.1 Meaning, Nature and Scope of Education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of Education : Individual, Social and Democratic aim 1.4 The functions of Education- 1.4.1 Functions towards the individual 1.4.2 Functions towards the society 1.5. Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic)	**10** 1 2 2 2 3	**2**	**-**	**12**
II (15 Marks)	**AGENCIES OF EDUCATION** 2.1 Home 2.2 Educational Institution 2.3 State 2.4 UNO, UNESCO 2.5 Mass-media (television, radio, cinema and newspaper) 2.6 Internet (Wikis, Blogs, Social Networking Sites)	**10** 1 1 2 2 2 2	**1**	**-**	**11**
III (15 Marks)	**DIFFERENT LEVELS OF EDUCATION IN INDIA (From Pre-Primary to Higher/ Tertiary level)** 3.1 Pre-primary Education (Meaning, structure and aims) 3.2 Primary Education (Meaning, structure and aims) 3.3 Secondary Education(Meaning, structure and aims) 3.4 Higher Education (Meaning, structure and aims)	**10** 2 2 2 4	**1**		**11**
IV (15 Marks)	**CURRICULUM AND EVALUATION** 4.1 Concept, Nature, and Significance of curriculum 4.2 Difference between Curriculum and Syllabus 4.3 Concept, Importance, and types of co-curricular activity 4.4 Meaning of Measurement, Assessment and Evaluation 4.5 Distinguish amongst Measurement, Assessment and Evaluation	**10** 2 1 2 3 2	**1**	**-**	**11**
	Total	**40**	**5**	**-**	**45**

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

(IKS Contents: 1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4)

Modes of In-Semester Assessments: **40 Marks**

1. Two Sessional tests : (10+10) **20 Marks**
2. Any two of the following activities listed below: (8 + 7) **15 Marks**

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Quiz on the contents of the course.
- Any other activity as deemed to be fit by the course teacher.

3. Attendance- **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	S	S	S	M	M
CO2	S	S	S	M	M	M	M
CO3	S	S	S	S	M	M	M
CO4	S	S	S	M	S	M	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Chaliha, B. K., Saikia, T., & Saikia, R. B. (2023). Shikshar Porichoi. Jorhat: Vidya bhawan.
2. Agarwalla, S. (2023). Introduction to Education. Dibrugarh: Mahaveer Publications.
3. Sarma, M. K. (2008). An Introduction to Education. Dibrugarh: Tushar Publishing House.
4. Das, L. (2003). A Textbook of Education. Amrita prakashan.
5. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
6. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing.
7. Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.
8. Bhatia and Nareng(2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
9. Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.
10. Chaube and Chaube (ND). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
11. Dudeja, G. & G. Kour (2016). Curriculum Development and Assessment. Meerut: R.Lall Book Depot.
12. Goswami, A. C. (2006). Philosophical and Sociological bases of Education in Emerging India. Guwahati: Jyoti Prakashan.
13. Purkait, B.R. (2014). Principles and Practices of Education. New Delhi: New Central Book agency (P) Ltd.
14. Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
15. Saxena (2002). Philosophical and Sociological Foundations of Education. Meerut: R. Lall Book Deopt.
16. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title: **Computer Fundamentals and its Applications in Education**
Course Code: **EDU-SEC-3-101**
Nature of Course: **SKILL ENHANCEMENT COURSES (SEC)**
Total Credits: **3 Credits**
Distribution of Marks: **60 (End-Sem.) + 40 (In-Sem.)**

COURSE OBJECTIVES: The course aims to develop basic understanding of computer systems, components, and their functions and importance in educational settings. It will also build foundational skills in Microsoft Office applications (MS Word, MS Excel, and MS PowerPoint). The course is design to develop skills in data handling, calculations, and graphical representation using spreadsheets and enhance students' ability to prepare and deliver presentations for academic purposes.

COURSE OUTCOMES (COs):

After successful completion of the course, students will be able to:

CO1: Explain the basic concepts of computers, including hardware, software, and their role in education.
LO 1.1: Identify and describe the basic components of a computer system, including hardware, software, input/output devices, and storage devices.
LO 1.2: Explain the basic functions and uses of computers in teaching, learning, and other educational activities.
CO2: Demonstrate the ability to use Microsoft Office tools for academic tasks such as document preparation and presentation.
LO 2.1: Demonstrate basic proficiency in using MS Word, MS Excel, and MS PowerPoint for academic and educational tasks.
CO3: Create and format documents using MS Word, including insertion of tables, images, and conversion to PDF.
LO 3.1: Create, edit, and format academic documents using MS Word with appropriate text formatting, page layout, tables, images, and other features.
LO 3.2: Insert and manage tables and images in documents and convert completed documents into PDF format for academic use.
CO4: Develop spreadsheets in MS Excel and perform basic data operations using formulas and functions.
LO 4.1: Enter, organize, edit, and manage data in spreadsheets using appropriate rows, columns, cells, and worksheets.
LO 4.2: Perform basic calculations and data operations using formulas and commonly used functions in MS Excel.
CO5: Apply data visualization techniques by creating charts such as bar diagrams and pie charts.
LO 5.1: Create appropriate charts, including bar diagrams and pie charts, to represent data in a clear and meaningful manner.
LO 5.2: Interpret and communicate basic information from graphical representations of data.
CO6: Design and deliver effective presentations using MS PowerPoint with appropriate layouts and animations

LO 6.1: Design and organize academic presentations using appropriate slide layouts, themes, text, images, tables, and other visual elements.

LO 6.2: Apply suitable animation and transition effects to enhance the clarity and effectiveness of presentations.

LO 6.3: Deliver an effective academic presentation using MS PowerPoint with appropriate organization, visual design, and communication skills.

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO 1				
Conceptual Knowledge		CO2	CO2	CO5		
Procedural Knowledge			CO3, CO4	CO4		CO6
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P	Total Hours
I (15 marks)	**Introduction to Computer Fundamentals** 1.1 Introduction to computer: definition, characteristics, and importance 1.2 Components of a computer: input, output, CPU, memory, storage devices 1.3 Functions of a computer system 1.4 Concept of Software and hardware 1.5 Use of computers in educational settings	**8** 2 2 2 1 1	**-**	**-**	**8**
II (15 marks)	**Introduction to MS Word and its applications** 2.1. Introduction to Word Processing 2.2. Basics of MS Word interface and tools 2.3. Text Creating and Formatting 2.3.1 Editing, saving, and formatting documents, font, paragraph, alignment, spacing, 2.3.2. Page numbering, page border, 2.3.3. Inserting tables, images, shapes, and hyperlinks 2.4. Converting a word file into a PDF file and vice-versa	**5** 1 4	**2**	**7**	**14**
III (15 marks)	**Introduction to MS EXCEL and its applications** 3.1. Basics concept and uses of MS EXCEL 3.1.1. Create Worksheets and Workbooks 3.1.2. Add a worksheet to an existing workbook 3.1.3. Navigate to a named cell, range, or workbook	**7** 1 1 1	**2**	**7**	**16**

	element 3.2. Perform Operations with Formulas and Functions by using: SUM function, MAX functions, COUNT function, AVERAGE function 3.3. Perform logical operations by using the IF function, SUMIF function, AVERAGEIF function	3 1			
IV (15 marks)	**Introduction to PowerPoint Presentation and its applications** 4.1. Basics concept and uses of POWER POINT PRESENTATION 4.2. Importance of graphical representation of data 4.3. Types of charts and their uses (Bar-diagram, Pie chart) 4.4. Inserting images and SmartArt 4.5. Using Power Point templates and Creation of Presentation slides	**5** 1 1 1 1 1	**2**	**7**	**14**
	TOTAL	**25**	**6**	**21**	**52**

Where, L: Lecture, T:Tutorials, P:Practical

PRACTICUM:

- Prepare a short note on any topic in Word file and convert it to a PDF file.
- Create a PowerPoint presentation for a seminar.
- Design a simple assignment with proper page border, page numbers insert a table and image in a document
- Prepare a CV/Resume using MS Word
- Create a PowerPoint presentation (5–7 slides) on an educational topic and apply slide design, transitions, and animations in PowerPoint
- Create a simple digital educational poster
- Prepare a spreadsheet in Excel with student data and illustrate the data through graphical representations such as bar diagrams and pie charts.
- Perform calculations using SUM, AVERAGE, and COUNT functions
- Apply IF or SUMIF function on a dataset

Modes of In-Semester Assessments: **40 Marks**

1) Two Sessional tests -(10+10) **20 Marks**
2) Any two Assessment activity of the followings- (8 + 7) **15 Marks**

- Home assignment on any one of the topics of the course.
- Power Point presentation by using ICT tools
- Participate in any online course of minimum one week duration
- Any other activities deemed to be fit by the course teacher

3) Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7

CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	S	S	M	M
CO5	M	S	S	S	S	M	M
CO6	S	M	S	S	M	S	S

Where S: Strong, M: Moderate

Suggested Readings:

1. Excel 2019 Bible Paperback– 4 December 2018 by Michael Alexander (Author), Richard Kusleika (Author), John Walkenbach (Author)
2. Excel for Beginners (Excel Essentials Book 1) Kindle Edition by M.L. Humphrey(Author)
3. Ctrl+Shift+Enter Mastering Excel Array Formulas: Do the Impossible with Excel Formulas Thanks to Array Formula Magic Kindle Edition by Mike Girvin (Author)
4. MS-EXCEL lecture notes for Owerri Cbt Hi-Tech, Owerri Nigeria. https://www.gacbe.ac.in/pdf/ematerial/18BCS5EL-U5.pdf
5. Lambert, J. & Cox, J. (2011). MOS 2010 Study Guide for Microsoft® Word, Excel®, PowerPoint®, and Outlook. Microsoft Press, Redmond, Washington. https://ptgmedia.pearsoncmg.com/images/9780735648753/ samplepages/9780735648753.pdf
6. https://www.rgycsm.org/admin/gpsdownload/1702861677MICROSOFT-OFFICE-BOOK.pdf
7. Channa Reddy, M. (2024). Microsoft Office Tools: ReadingMaterial-2024. Human Resource Development Institute of Telangana, Hyderabad. https://www.mcrhrdi.gov.in/images/publications/Reading%20Material/ MS%20Office%20Tools%20Reading%20Material.pdf

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title:	**Foundations of Education- II**
Course Code:	**EDU-MAJ-4-201**
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 -

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

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.

LO 4.3: examine the benefits and challenges of MOOC, SWAYAM, Open Book Examination (OBE), and Education-Industry Link in India

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO3	CO1,CO2, CO3		CO3,CO4		
Conceptual Knowledge		CO2, CO4		CO3,CO4		
Procedural Knowledge	CO2					
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**DEVELOPMENT OF INDIAN EDUCATION** 1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education 1.2 Development of Education in Pre-Independent India 1.2.1 Early Efforts of Missionaries 1.2.2 Charter Act, 1813 1.2.3 Macaulay's Minute, 1835 1.2.4 Wood's Despatch, 1854 1.2.5 Hunter Commission, 1882 1.2.6 Gokhale's Bill, 1910-11 1.2.7 Basic Education, 1937 1.2.8 Sargent Committee Report, 1944	**13** 3 10	**02**	**-**	**15**
II (15 Marks)	**CURRICULUM** 2.1 Concept of Curriculum: Meaning and definitions 2.2 Characterisation of Curriculum o Curriculum as 'Currere' o Curriculum as subject/content o Curriculum as experience o Curriculum as cultural construct 2.3 Curriculum, Text book and Syllabus: Concept and Difference 2.4 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum 2.5 Concept of Integrated and Holistic Curriculum (NEP 2020) 2.6 Concept and types of co-curricular activities 2.7 Organization of co-curricular activities 2.8 Importance of co-curricular activities	**13** 1 1 2 2 2 2 2 1	**02**	**-**	**15**
III (15 Marks)	**SOME GLOBAL ISSUES IN INDIAN EDUCATION** 3.1 Globalization: Concept and its impact on education 3.2 Privatization: Concept and its impact on education 3.3 Liberalization: Concept and its impact on education	**13** 1 2 1	**02**	**-**	**15**

	3.4 Sustainable Development Goals 4 and Indian Education 3.5 Population Education: Concept, importance and strategies 3.6 Environmental Education: Concept, importance and principles 3.7 Peace Education: Concept, importance and strategies 3.8 International Student Mobility and Indian Scenario	2 2 1 2 2			
IV (15 Marks)	**CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION** 4.1 Assessment and Accreditation of Educational Institutions- 4.1.1 NAAC- IQAC, Criteria Based Assessment and its impact on HEIs 4.1.2 Gunotsav- Thrust Areas and its Impact on Schools 4.2 Online and Digital Education- 4.2.1 Virtual Teaching- Concept, importance, challenges and strategies 4.2.2 MOOC: Concept and importance 4.2.3 SWAYAM: Concept and Importance 4.2.4 Open Book Examination (OBE): Concept, Importance, merits and demerits. 4.3 Education-Industry Link: Concept, importance and challenges	**13** 1 2 2 1 1 2 2 2	**02**	**-**	**15**
	Total	**52**	**08**	**-**	**60**

Where, L: Lectures T: Tutorials P: Practicals

(IKS Contents: 1.1 and 1.2, 2.1, 2.5 to 2.8, 3.4, 3.7, 3.8, 4.1 to 4.3)

Modes of In-Semester Assessments: **40 Marks**

1) Two sessional tests - (10+10) **20 Marks**
2) Any two of the activities listed below – (8 + 7) **15 Marks**

- Seminar on any one topics of the course.
- Group discussion on any one topics of the course.
- Assignment related to the Course content.
- Population survey.
- Analysis of curriculum (syllabus / text books, etc.)
- Any other activity as deemed to be fit by the course teacher.

3) Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	M	M
CO2	S	M	S	S	S	M	S
CO3	S	M	S	S	M	M	M
CO4	S	M	S	S	M	M	M

Where S: Strong M: Moderate

Suggested Readings:

1. Chaliha, B. K., Saikia, T., & Saikia, R. B. (2024). Shikshar Aadhaar (Foundations of Education II). Jorhat: Vidya bhawan.
2. Deka, N., & Ali, Lokman. (2023). Foundations of Education-II. Dibrugarh: Banalata.
3. Agarwalla, S. (2024). Foundations of education-Vol.2. Mahaveer publication.
4. Agarwal, J.C. (2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.
5. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Agarwal, P., Said, M., Sehoole, C., Sirozie, M. & de Wit, H. (2007) The Dynamics of International Student Circulation in a Global Context, in P. Altbach& P. McGill Peterson (Eds) Higher Education in the New Century: global challenges and innovative ideas, pp. 109-144. Rotterdam: Sense.
7. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Collins, F. L. (2008). Bridges to learning: international student motilities, education agencies and inter-personal networks. Global Networks 8(4), 398–417.
9. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
10. Eilertsen TV, Valdermo O. (2000). Open-book assessment: a contribution to improved learning? Stud Higher Educ 26:91–103.
11. Karalay, G.N (2016).Globalization and Indian Society. Concept Publishing Company Pvt. Ltd. ISBN: 9789351251866, 9351251861
12. Feller M. Open-book testing and education for the future. Stud Educ Eval 20:235–238, 1994.
13. Friedman, T. L. (2000). The olive and the lexus tree: Understanding globalization. New York: Farrar, Straus & Giroux.
14. Ferro, A. (2006) Desired mobility or satisfied immobility? Migratory aspirations among knowledge workers. Journal of Education and Work 19(2), 171 – 200.
15. Gerry Gorman (1989). School - Industry Links. Kogan Page Ltd. ISBN-13 : 978-1850918639
16. Gupta MS. Open-book examinations for assessing higher cognitive abilities. IEEE Micro Mag 8:46–50, 2007.
17. Knight, J. (2006) Internationalization of Higher Education: new directions, new challenges, 2005 IAU Global Survey Report. Paris: International Association of Universities.
18. Knight, J. (2007) Cross-Border Tertiary Education: an introduction, in Cross-Border Tertiary Education: a way towards capacity development, pp. 21-46. Paris: OECD, World Bank & NUFFIC.
19. Mishra Sudhansu Sekhar (2006) Education in the Age of Globalisation. Reference Press. ISBN: 9788184050561, 8184050569.
20. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
21. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects Agra: Agarwal Publications.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title: **Psychological Foundations of Education**
Course Code: **EDU-MIN-4-201**
Nature of Course: **Minor**
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: elaborate 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
LO 4.4: Explain the concept of balanced mature personality
LO 4.5: Differentiate mental health and mental hygiene
LO 4.6: Describe adjustment mechanism
LO 4.7: Differentiate instinct and emotion
LO 4.8: Explain educationally significant instinct and provisions for training

LO 4.9: Relate instincts and emotion
LO 4.10: Apply the emotional training in the classroom

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4	CO1, CO2, CO3		
Conceptual Knowledge		CO1, CO2, CO3, CO4	CO3, CO4	CO1, CO2, CO3, CO4		
Procedural Knowledge			CO3, CO4	CO3, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**PSYCHOLOGY AND EDUCATION** 1.1 Meaning and nature of Psychology 1.2 Schools of Psychology: 1.2.1 Behaviourism 1.2.2 Structuralism 1.2.3 Functionalism 1.2.4 Gestalt Psychology 1.2.5 Psycho-analysis 1.2.6 Constructivism 1.3 Meaning, nature and scope of Educational Psychology 1.4 Importance of Educational Psychology in classroom teaching	**10** 1 6 2 1	**05**	**-**	**15**
II (15 Marks)	**LEARNING AND MOTIVATION** 2.1 Meaning and nature of learning. 2.2 Factors of Learning: Home, School, Mass Media, Intelligence 2.3 Types of learning: cognitive, affective and psycho-motor learning 2.4 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory 2.5 Thorndike's Laws of learning 2.6 Motivation: Meaning and role in learning. 2.7 Attention and Interest: Meaning and role in learning 2.8 Memory and Learning	**13** 1 2 2 4 1 1 1 1	**02**	**-**	**15**

III (15 Marks)	**INTELLIGENCE AND CREATIVITY** 3.1 Meaning and nature of intelligence 3.2 Intelligence in Indian Perspective: 3.2.1 Holistic (Intelligence includes cognitive, emotional, moral, social, and spiritual abilities) 3.2.2 Contextual (Intelligence is shaped by one's environment, community, and experience) 3.2.3Value-Based (True intelligence is used for righteous living (Dharma) and compassion) 3.2.4 Experiential (Knowledge arises from lived experiences, observation, and participation) 3.2.5 Intuitive (Insight (Prajñā) and inner wisdom are valued equally with logic and reason) 3.3 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) 3.4 Concept of Emotional Intelligence 3.5 Creativity: Meaning and nature 3.6 Dimensions of Creativity: 3.6.1 Spiritual (Creativity is a divine energy that flows through the individual) 3.6.2 Moral Purpose (Used to serve humanity and promote balance in nature) 3.6.3 Experiential (Emerges through lived experiences, observation, and reflection) 3.6.4 Collaborative (Creativity often arises within the community (e.g., crafts, music, storytelling). 3.6.5 Cultural Continuity (Creativity sustains traditions, rituals, and ecological harmony) 3.7 Process and Product of creativity 3.8 Nurturing Creativity in Classrooms	**14** 1 3 1 3 1 4 1	**01**	**-**	**15**
IV (15 Marks)	**PERSONALITY AND MENTAL HEALTH** 4.1 Meaning and Characteristics of personality 4.2 Factors of personality • Physical. • Mental. • Social. • Emotional. 4.3 Type Theories of Personality--Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattel and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene 4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self-	**15** 1 1 3 2 1 1 1 1 2	**0**	**-**	**15**

	assertiveness, Herd Instincts, Sex Instincts). 4.10 Relation between Instincts and Emotion. 4.11 Importance of Emotional training in the classroom.	1 1			
	Total	**52**	**08**	**-**	**60**

Where, L: Lectures T: Tutorials P: Practicals

(IKS Contents: 3.2, 3.6.1 to 3.6.5)

Modes of In-Semester Assessments: **40 Marks**

1. Two sessional tests – (10+10) **20 Marks**
2. Any two of the following activities listed below – (8 + 7) **15 Marks**
   - Seminar on any one of the topics of the course.
   - Group discussion on any one of the topics of the course.
   - Home assignment on any one of the topics of the course.
   - Identification and Case study of a creative child.
   - Awareness campaign on mental health issues etc.
   - Any other activity as deemed to be fit by the course teacher.
3. Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Where, S=Strong M=Moderate

Suggested Readings:

1. Chaliha, B. K., Saikia, T., & Saikia, R. B. (2020). Shikshar Monuvaigyanik Vitti. Jorhat: Bidya Bhawan.
2. Ali, L. (2019). Psychological Foundations of education. Dibrugarh: Banalata.
3. Goswami, M. (2020). Psychological Foundations of education. Dibrugarh: Banalata.
4. Deka, B., & Gogoi, P. (2024). Psychological Foundations of Education. Golaghat: Saraswati Prakashan.
5. Agarwal, J.C. (2004). Essentials of Educational Psychology, published by Vikas Publishing House. New Delhi
6. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied (p) Ltd. 8/1 Chintamoni Das Lane, Ca1cutta 700009 (India).
7. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., N. Delhi.
8. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
9. Mathur, S.S. (2001). Educational Psychology. Vinod Pustak Mandir. Agra.
10. Mohanty, M.S.(1993). Educational Psychology & Statistics. Shri Durga PustakBhandar, Sambalpur.
11. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title:	**History of Indian Education**
Course Code:	**EDU-GEC-3-201**
Nature of Course:	**Generic Elective Course (GEC)**
Total Credits:	**3 Credits**
Distribution of Marks:	**60 (End Sem.) + 40 (In-Sem.)**

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-

CO1: Describe the development of Vedic Education System:
LO 1.1: Describe the development of Vedic Educational System.
LO 1.2: Describe the salient features of Vedic Educational System.
LO 1.3: Discuss the educational implications of Vedic Educational System.
LO 1.4: Analyse the relevance of Vedic Educational System.
LO 1.5: Discuss the strength and weakness of Vedic Education system.
CO 2: Describe the development of Buddhist Education System:
LO 2.1: Describe the development of Buddhist Educational System.
LO 2.2: Describe the salient features of Buddhist Educational System.
LO 2.3: Discuss the educational implications of Buddhist Educational System.
LO 2.4: Analyse the relevance of Buddhist Educational System.
LO 2.5: Discuss the strength and weakness of Buddhist Education system.
CO 3: Describe the development of Islamic Education System:
LO 3.1: Describe the development of Islamic Educational System.
LO 3.2: Describe the salient features of Islamic Educational System.
LO 3.3: Discuss the educational implications of Islamic Educational System.
LO 3.4: Analyse the relevance of Islamic Educational System.
LO 3.5: Discuss the strength and weakness of Islamic Education system.
CO 4: Describe the emergence of Modern Education in India:
LO 4.1: Explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.
LO 4.2: Explain the educational activities of the Missionaries in India with special reference to Assam.
LO 4.3: Describe the Charter Act of 1813.

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3,CO4	CO1, CO2, CO3,CO4	CO1, CO2, CO3		
Procedural Knowledge						
Metacognitive Knowledge						

Units	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**Development of Vedic Education System**	**10**	**03**	**-**	**13**
	1.1 Composition of Vedas	1			
	1.2 Purpose of studying Vedas	1			
	1.3 Concept and Salient Features of Vedic Education System	1			
	1.4 Some terms of Vedic Education system-(Brahmacharyya, Brahmabadini, Brahmana, Three Debts, Third Eye, Upanishada, Verna System, Swadhyaya or Self learning, Upanayana, Samavartana)	2			
	1.5 Education in Vedic Period 1.5.1. Aims and Objectives of Vedic Education 1.5.2. Curriculum 1.5.3. Methods of Teaching 1.5.4. System of Administration and Finance 1.5.5. Educational institutions 1.5.6. Teacher-Pupil Relationship 1.5.7. Women's Education	4			
	1.6 Strength and Weakness of Vedic Education system	1			
II (15 Marks)	**Development of Buddhist Education System**	**10**	**02**	**-**	**12**
	2.1 Introduction to Buddhism	1			
	2.2 Buddhist Education System: Concept and salient features	1			
	2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada)	1			
	2.4 Education in Buddhist Period 2.4.1.Aims and Objectives of Buddhist Education System 2.4.2. Organization of Buddhist Education System 2.4.3. System of Administration and Finance 2.4.4. Curriculum 2.4.5. Methods of Teaching 2.4.6. Types of Educational Institutions 2.4.7.Teacher-Pupil Relationship 2.4.8. Women's Education	4			
	2.5 Educational Centres of Buddhist Education system 2.5.1 Nalanda	2			

	2.5.2 Vikramsila 2.5.3 Valabhi 2.6. Strength and weakness of Buddhist Education system.	 1			
III (15 Marks)	**Development of Islamic Education System** 3.1. Education in Islamic Period 3.1.1 Salient Features 3.1.2 Aims and Objectives 3.1.3 System of Administration and Finance 3.1.4 Types of Educational Institutions 3.1.5 Pupil-Teacher Relationship 3.1.6 Methods of Teaching 3.1.7 Curriculum 3.1.8 Women's Education 3.2. Strengths and weaknesses of Islamic Education system	**08** 7 1	**02**	**-**	**10**
IV (15 Marks)	**Emergence of Modern Education in India** 4.1 Indigenous Education System of India: 4.1.1 Meaning of Indigenous Education system 4.1.2 Types of Indigenous educational institutions 4.1.3 Causes of downfall of Indigenous Education system 4.1.4 Relevance of Indigenous Education system 4.2 Educational activities of Christian Missionaries and East India Company 4.2.1 The Missionaries (Portuguese, Dutch, British, Denis, and French) 4.2.2 Centres of Missionary Education (Madras, Calcutta, and Bombay 4.3 Educational activities of the Missionaries in Assam 4.4 Charter Act of 1813	**08** 2 2 2 2	**02**	**-**	**10**
	Total	**36**	**09**	**-**	**45**

Where, L: Lectures T: Tutorials P: Practicals

(IKS Contents: 1.1 to 1.6, 2.1 to 2.6, 3.1 to 3.2, 4.1 to 4.4)

Modes of In-Semester Assessment: **40 Marks**

1) Two sessional tests - (10+10) **20 Marks**

2) Any two of the activities listed below- (8 + 7) **15 Marks**

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the Course content.
- Quiz on the contents of the course.
- Any other activity as deemed to be fit by the course teacher.

3) Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	S
CO2	S	M	M	S	S	S	S
CO3	S	M	M	S	S	S	S
CO4	S	M	M	S	M	M	S

Where, S=Strong M= Moderate

Suggested Readings:

1. Chaliha, B. K., Saikia, T., & Saikia, R. B. (2024). Bharatborkhor Shikshar Itihass. Jorhat: Bidya Bhawan.
2. Ali, L. (2021). History of Indian Education. New Delhi: Global Net Publications.
3. Altekar, A. S. (2001). Education in Ancient India, Isha Book
4. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi.
5. Chatterjee, M. (1999). Education in Ancient India,: D. K. Printworld (P) Ltd.
6. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
7. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800- 1973): Bombay: Macmillan India Ltd.
8. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
9. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.
10. Rajput, J. S. (2004). Encyclopedia of Indian Education , New Delhi : NCERT
11. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
12. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic Pub.
13. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.
14. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title: **ICT in Education**
Course Code: **EDU-SEC-3-201**
Nature of Course: **Skill Enhancement Course (SEC)**
Total Credits: **3 Credits**
Distribution of Marks: **60 (End-Sem.) + 40 (In Sem.)**

COURSE OBJECTIVES: The course aims to develop an understanding of the concept, features, and components of ICT in education. The course is design to familiarize students with the role of ICT in teaching-learning and digital initiatives. It will help students to enhance knowledge and skills of digital communication tools for academic and professional use, enable students to create basic digital educational content using various platforms and develop awareness of online educational resources such as e-books and Open Educational Resources (OER) and Online Libraries. The course will also promote safe, ethical, and responsible use of digital technologies and build students' digital competence for effective participation in modern educational environments.

COURSE OUTCOMES

After successful completion of the course, students will be able to:
CO1: Explain the concept, features, components, and significance of ICT in education
LO 1.1: Define and explain the concept, features, components, and scope of ICT in education.
LO1.2: Describe the significance and applications of ICT in teaching, learning, assessment, and educational management.
CO2: Demonstrate the use of Learning Management Systems (LMS) and digital communication tools for teaching-learning and academic collaboration.
LO 2.1: Demonstrate the use of Learning Management Systems (LMS) for accessing learning materials, submitting assignments, participating in discussions, and supporting teaching-learning activities.
LO 2.2: Use digital communication and collaboration tools appropriately for academic and professional communication.
CO3: Create basic digital content such as blogs, simple videos, or educational materials using appropriate tools.
LO 3.1: Identify and select appropriate digital tools and platforms for developing educational content.
LO 3.2: Create basic digital educational content, such as blogs, simple videos, presentations, and other learning materials, using appropriate digital tools.
CO4: Utilize online educational resources, including e-books and OER, online libraries for learning and teaching.
LO 4.1: Identify and access relevant online educational resources, including e-books, OER, and digital/online library resources.

LO 4.2: Evaluate and appropriately utilize online educational resources for academic learning and teaching purposes.

CO5: Identify common cyber threats and apply safe practices for secure and responsible use of digital technologies.

LO 5.1: Understand the common cyber threats, online risks, privacy concerns, and issues related to digital security.

LO 5.2: Apply appropriate practices for safe, ethical, responsible, and secure use of digital technologies and online platforms.

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

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge		CO1, CO2	CO2	CO4		
Procedural Knowledge			CO3, CO4	CO5	CO5	CO3
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P	Total Hours
I (15 marks)	**Introduction to ICT in Education** 1.1. Concept, features and components of ICT 1.2. Role of ICT in teaching-learning process 1.3. Challenges and limitations of ICT in education 1.4. Concept, Elements of e-learning, Understanding Internet as source of e-learning 1.5. Digital Communication (Concept, importance and types)	**10** 2 2 2 2 2	**2**	_	**12**
II (15 marks)	**Application of ICT in Teaching-Learning** 2.1. Learning Management System (LMS) through Google classroom, Moodle 2.2. Online Communication tools: Emails, Google Classroom, GOOGLE MEET, Telegram, ZOOM, WHATSAPP, BLOG 2.3. Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint	**6** 2 2 2	_	**9**	**15**
III (20 marks)	**Basics of Digital Content Creation** 3.1. Concept of digital content and its types (text, audio, video) 3.2. Principles of effective content creation 3.3. Use of online educational resources (e-books, OER, online libraries) 3.4. Tools available for content creation (basic	**7** 1 1 1 2	**2**	**9**	**18**

	idea) 3.5. Creating simple educational content (BLOG, YOUTUBE CHANNEL, WIKIMEDIA COMMONS)	2			
IV (10 marks)	**Cyber Security and Digital Ethics** 4.1. Concept of Cyber security and Generative AI 4.2. Common cyber threats (phishing, hacking, malware) AI-related Cyber Threats and Misinformation 4.3. Digital ethics and responsible behaviour, Intellectual Property Right(IPR):Copyright Trademark, Patent. 4.4. Safe use of digital media 4.5. Guidance for Generative AI in Education and Research (as per UNESCO)	**6** 1 1 2 1 1	**2**	_	**8**
	TOTAL	**29**	**6**	**18**	**53**

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

PRACTICUM

- Create a Gmail account and send a formal email with proper subject, body, and signature.
- Prepare your bio-data (CV) and compose a formal email attaching the document, then send it to the specified recipient.
- Participate in a mock online meeting (Google Meet/Zoom)
- Create and Join a Google Classroom and submit an assignment
- Create an educational blog using Blogger or WordPress or others.
- Create a basic educational video and upload it on YouTube and also add title, description, and tags.
- Upload an educational image or media file to Wikimedia Commons and add proper description and licensing.
- Search and download OER materials (e-books, images)
- Visit an online library and search for a topic of your choice and list out at least 5 available resources.
- Download one e-book or research article from platforms like Directory of Open Access Books or Google Scholar

Mode of In-Semester Assessments: **40 Marks**

1. Two Sessional tests -(10+10) **20 Marks**
2. Any two Assessment activity of the followings- (8 + 7) **15 Marks**
   - Home assignment on any one of the topics of the course.
   - Power Point presentation by using ICT tools
   - Participate in any online course of minimum one week duration
   - Any other activities deemed to be fit by the course teacher
3. Attendance - **5 Marks**

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	M	M	M
CO2	M	S	M	M	S	S	M
CO3	M	M	S	M	S	S	M
CO4	M	S	M	S	S	M	M
CO5	S	M	M	S	S	S	S

Where, ***S=Strong*** ***M= Moderate***

Suggested Readings:

1. Deka, N., & Rajkhowa, P. (2024). Sikhyat Tathya Aru Jogajug Prajukti (ICT in Education). Dibrugarh: Banalta.
2. Singh, R. (2021).Information Communication Technology. https://www .researchgate.net/ publication/350087090_INFORMATION_COMMUNICATION_TECHNOLOGY
3. Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research, 3, S45-S47. http://dx.doi.org/10.21839/jaar.2018.v3iS1.169
4. Farooq, M.,Kawoosa, H.S. &Muttoo, M.A. (2017). CAL: Computer Assisted Learning. International Journal of Computer Science and Mobile Computing, 6(6), 254 258. https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf
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6. Havemann, L. (2016). Open Educational Resources. In M. A. Peters (Ed.), Encyclopedia of Educational Philosophy and Theory. Singapore: Springer Singapore. http://doi.org/10.1007/978-981-287-532-7_218-1
7. Lambert, J. & Cox, J. (2011). MOS 2010 Study Guide for Microsoft ® Word, Excel ®, PowerPoint ®, and Outlook. Microsoft Press, Redmond, Washington. https://ptgmedia.pearsoncmg.com/ images/9780735648753/samplepages/9780735648753.pdf
8. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
9. Mrunalin, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal.
10. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
11. Yadav, S, & Gupta, R. K. (Eds). Understanding of ICT in Education. State Council of Educational Research & Training, New Delhi. https://scert.delhi.gov.in/sites/ default/files/SCERT/ publication%2021-22/publication%2022-23/ict_for_web_final_16-07-2022.pdf
12. Miao, F., & Holmes, W. (2023). Guidance for generative AI in education and research. UNESCO. DOI: https://doi.org/10.54675/EWZM9535

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