

**BA in Education (Pass Course)**  
**Details Syllabus of Education (Pass Course)**

Programme Structure: The programme has total 6 courses. These courses are:

- |   |              |
|---|--------------|
| a) Principles and Theories of Education:          | Semester I   |
| b) Psychological Foundation of Education:         | Semester II  |
| c) Sociological Foundation of Education:          | Semester III |
| d) Distance Education:                            | Semester IV  |
| e) History of Education During Pre-Independence:  | Semester V   |
| f) History of Education During Post-Independence: | Semester VI  |

**Structure of the Course:**

Sl. No	Title of Course	Semester	Pass Course	Credit
1	Principle and Theories of Education	I	p	4
2	Psychological Foundation of Education	II	p	4
3	Sociological Foundation of Education	III	p	4
4	Distance Education	IV	p	4
5	History of Education during Pre-Independence	V	p	4
6	History of Education during post-independence	VI	p	4

**Detail syllabus of BA in Education (Pass) Programme**

**First Semester**

**Paper-I**

**Principles and Theories of Education**

**(BED M/P-01)**

**Total Marks 100**

**Course Objectives:**

1. To enable the students to understand the basic principles of education.
2. To acquaint the students with the different types of education and its inter-related components.
3. To enable students to understand the different theories of education in the context of teaching

**Course Contents**

**Unit 1: Meaning and Concept of Education**

Meaning and Definitions of Education, Process of Education, Types of Education: Formal, Informal and Non-Formal-Its Importance and Relevance and Scope of Education.

**Unit 2: Aims of Education**

The Classifications and Characteristics of Aims of Education, the Necessity of Aims in Education; Individual, Social, Liberal and Vocational aims, Aims of Education in a Democracy.

**Unit 3: School and Community Relationship**

Relationship of School and Community-Interdependence of School and Community, Functions of School, Home and School-their Relationship, School as a Miniature Society.

Our Educational Heritage, its Salient Features and Compositeness, Unity, Richness and Continuity.

**Unit 4: Curriculum**

Concept and Meaning of Curriculum, Different Types of Curriculum-Traditional, Activity-Based and Balanced. Defects of Curriculum, Basic Principles of Curriculum Construction for primary and Secondary level.

**Unit 5: Education for National Integration**

Needs of National Integration, Obstacles for national integration, Education as a way of National Integration.

**Unit 6: Education for International Understanding**

Needs of International Understanding, Obstacles for International Understanding, Education as a way of International Understanding.

**Unit 7: Value Education**

Objectives of Value education, Needs and Importance of Value education, Types and Value- oriented Activities and their Relative Advantages of Value education.

**Unit 8: Idealism as a School of Philosophy**

Relationship between Philosophy and Education, Idealism as a Major School of Philosophy.

**Unit 9: Naturalism as a School of Philosophy**

Naturalism as a school of philosophy, Naturalism and Education

**Unit 10: Pragmatism as a School of Philosophy**

Pragmatism as a major School of Philosophy, Education and Pragmatism

**Unit 11: Existentialism as a School of Philosophy**

Existentialism as a major school of philosophy, Education and Existentialism

**UNIT 12: Gandhi and his Educational Thoughts**

Aims of Education, Buniyadi Siksha, Curriculum, Method of teaching, free and compulsory education

**UNIT 13: Swami Vivekananda and his Educational Thoughts**

Vivekananda's Life history, Concept of Karma Yoga, Philosophical Thoughts, Vivekananda's contribution to Modern education

**Unit 14: Montessori and her Educational Thoughts**

Concepts and aims of education, Educational principles, working plan of the Montessori method, role of the teacher, merits and limitations of the Montessori methods

**Unit 15: Frobel and his Educational Thoughts**

Frobel's philosophy of education, theory and principles of education, Kindergarten system, Frobel's contribution to modern education.

**References:**

1. Safaya and Sahida: *Educational Theory and Practice*.
2. Baruah Jatin: *Shiksha Tatta Adhyan, Lawyers Book Stall, Guwahati*.
3. Das, Dr. Lakhyahira(2008): *Sampurna Shiksha*, Saraighat Photo Times, Udyugpam, Bamunimaidan.
4. Mukherjee, K.K- *Some Great Educators*.
5. Goswami, M.K- *Educational Thoughts and Essays*. New Delhi, Asian Book Pvt. Ltd

**Second Semester**  
**Paper - II**  
**Psychological Foundation of Education**  
**(BED M/P-02)**

**Total Marks-100**

**Course Objectives:**

1. To enable students to understand the importance of Educational Psychology as a branch of applied psychology
2. To help the students to understand and appreciate the different mental processes relating to teaching and learning.
3. To enable students to deal with exceptional children and tackle problems of adjustment

**Course Contents:**

**Unit 1: Educational Psychology**

Meaning, nature and scope. Application of Educational Psychology in teaching learning process

**Unit 2: Methods of Educational Psychology**

Observation, interview, experimental and case study

**Unit 3: Growth and Development**

Meaning of Growth and Development, their relationship, principles of development

**Unit 4: Early Childhood Stage**

Meaning, nature and its characteristics

**Unit 5: Later Childhood Stage**

Meaning, characteristics, some guiding principles for the teachers and the parents

**Unit 6: Adolescence Stage**

Characteristics, significance of the study of Adolescence

**Unit 7: Juvenile Delinquency**

Characteristics, factors for delinquency, remedial measures

**Unit 8: Education for Exceptional Children**

Meaning, needs and objectives of exceptional children and classifications of exceptional children.

**Unit 9: Learning**

Meaning and nature, Laws and Methods of Learning.

**Unit 10: Theories of Learning**

Connectionism, Gestalt field Theory, Conditioning—Classical and Operant—their educational implications.

**Unit 11: Memory and Forgetting**

Factors of memory, methods of memorization. Forgetting –its causes

**Unit 12: Intelligence**

Definition and concept, types of intelligence tests. Intelligence and creativity

**Unit 13: Personality**

Definition, nature, genetic and cultural factors of personality

**Unit 14: Theories of Personality**

Trait theory and type theory with special reference to Freud, Adler, Jung and Rogers

**Unit 15: Mental Health and Hygiene**

Meaning, nature of mental health and mental hygiene. Adjustment Mechanisms—Causes of maladjustment

**References:**

1. Rastogi, K.G.: *Educational Psychology*
2. Dr. S.S. Mathur: *Educational Psychology*
3. C.L.Kundu; D.N. Tutoo: *Educational Psychology*
4. Bhatia, H.R: *Elements of Educational Psychology, Orient Longman*
5. B.C.Kar: *A Study of Educational Principles and Psychology*
6. Garrett, H.E: *Statistics in Psychology and Education*

**Third Semester**

**Paper III**

**Sociological Foundation of Education**

**(BED M/P-03)**

**Total Marks-100**

**Course Objectives:**

1. To enable the students to understand about meaning and nature of educational Sociology and Social Organizations.
2. To become aware of social groups that influence education.
3. To acquaint the students about social change and their impact on education.
4. To inculcate the knowledge of culture and its relevance in the education system.
5. To acquaint the learners with current social issues and their relationship with education.

## **Course Contents:**

### **Unit 1: Educational Sociology**

Meaning, nature, scope of educational sociology, relation between sociology of education and educational sociology, need and importance of educational sociology

### **Unit 2: Education and society**

Society: its origin and factors and their influence on education. Education as a social system, as a socialization process.

### **Unit 3: Process of Socialization**

Meaning of socialization. Process of socialization- co-operation, competition, conflict, accommodation, assimilation, role of education in the development of a new social order.

### **Unit 4: Education and Social Change**

Meaning and nature of social change, causes of social change, agencies of social change, education as a factor of social change.

### **Unit 5: Social Change in India**

Modernization, westernization and globalization with special reference to Indian Society.

### **Unit 6: Social Organization and Social Disorganization**

Social organization-its concept, characteristics, factors influencing social organization-folkways, mores, and its educational implications. Meaning, causes and types of social disorganization, role of education in prevention of social disorganization.

### **Unit 7: Social Group**

Meaning, definition, characteristics and types of social group, social interactions-meaning, characteristics and factors and their educational implications.

### **Unit 8: Social Stratification**

Meaning, nature and aspects of social stratification, education and social stratification.

### **Unit 9: Social Mobility and Education**

Meaning and nature of social mobility, types of social mobility, factors affecting social mobility, education and mobility.

### **Unit 10: Education and Community**

Meaning and characteristics of community, school–community relationship, role of the community school and the society.

### **Unit 11: Education and Culture**

Meaning and nature of culture, types of culture, role of education in cultural context, education and cultural change.

**Unit 12: Education for Disadvantaged Sections of Society**

Education for the socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and Rural population.

**Unit 13: Equalization of Educational Opportunity**

Concept and need of equalization of educational opportunities, problems concerning equality of opportunities in education.

**Unit 14: Education and Democracy**

Meaning of democracy, education for democracy, role of formal and informal agencies for democratic education, fundamental principles for success of democracy.

**Unit 15: Social Control**

Meaning, definition and nature of social control, types of social control, agencies of social control, role of education in social control.

**Reference:**

- 1) Shankar Rao- Sociology
- 2) Mathur, S- A Sociological Approach Of Indian Education
- 3) Bhatia and Bhatia- Philosophical and Sociological Foundations of Education.

**Fourth Semester**

**Paper-V**

**Distance Education**

**(BED M/P-04)**

**Total Marks 100**

**Course Objectives:**

1. To orient the learners with the nature and need of Distance Education in the present day Indian society.
2. To provide the exposure to the learners to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To help the learners understand various modes of student support service(SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

## **Course Contents:**

### **Unit 1: Distance Education**

Growth of distance education, distance education in India.

### **Unit 2: Learner-Support Service**

Role of study centre, counseling classes, self-learning materials, different audio-visual aids and other electronic devices

### **Unit 3: Self Learning Material**

Need of Self Study Materials in distance education, designing and preparing self-learning material, Planning and development of Study materials, modification and up-gradation of Study Materials.

### **Unit 4: Study Skills**

Study skills in distance education, strategies for developing study skills

### **Unit 5: Curriculum**

Concept, curriculum development process-major approaches

### **Unit 6: Curriculum and Evaluation**

Need for curriculum evaluation, aspects of curriculum evaluation

### **Unit 7: Assignment**

Need and importance of Assignment in distance education, types and designing assignments

### **Unit 8: Distance Education and Community Development**

Technical, professional, vocational and entrepreneurship courses

### **Unit 9: Role of Distance Education**

Distance education for rural development, Distance education for women empowerment

### **Unit 10: Distance Education and Training**

Role of Distance Education in teacher training programme.

### **Unit 11: Quality assurance in Distance Education**

Quality enhancement, monitoring, feedback and evaluation.

### **Unit 12: Assessment in Distance Education**

An overview on assessment, purposes of assessment, assessment in open and distance learning

### **Unit 13: Intervention Strategies**

Information and communication technologies and their application in distance education.

### **Unit 14: New interventions in Open and Distance Learning**

MOOCs and Open Educational Resources and its application for opening knowledge movement in India



### **Unit 15: Challenges in Distance Education**

prospects, problems and barriers in Distance Education.

#### **References:**

1. Aggarwal, D.D. *Future of Distance Education*, Sarup & Sons, New Delhi, 2007
2. Bansal, Aarti: *Distance Education in 21<sup>st</sup> Century*, Sublime Publications, Jaipur, 2004
3. Rao, V.K.: *Distance Education*, APH Publishing Corporation, New Delhi, 2007
4. Siddiqui, Mujibul Hasan: *Distance Education, Theory and Research*, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
5. Shardindu: *Open and Dual Mode University System in India*, Vani Prakasan, New Delhi, 2008

### **Fifth Semester**

#### **Paper VII**

#### **History of Education during Pre-independence Period**

**(BED M/P-05)**

**Total Marks 100**

#### **Course Objectives:**

1. To acquaint the students with the recommendation of different education Commissions and Committees and its implications in Indian education system.
2. To enable the students to understand the background and historical trends of Indian education during British rule and in independent India.

#### **Course Contents:**

##### **Unit 1: Vedic System of Education in India**

Nature, aims of education, methodology of teaching

##### **Unit 2: Buddhist System of Education in India**

Nature, aims of education, methodology of teaching

##### **Unit 3: Islamic System of Education in India**

Nature, aims of education, methodology of teaching

**Unit 4: Role of Christian Missionaries**

Educational Activities of Christian Missionaries and East India Company.

**Unit 5: Charter Act of 1813**

Controversies between Anglicist and Classicist, Macaulay's Minute and its significance, Bentinck's Resolution

**Unit 6: Wood's Despatch of 1854**

Recommendations and its effect on Indian education

**Unit 7: Hunter Commission of 1882**

Recommendations on Primary education

**Unit 8: Hunter Commission**

Recommendations on Secondary education

**Unit 9: Lord Curzon's Educational Policy**

Recommendations on Primary Education, Lord Curzon's Educational Policy on Secondary and University education.

**Unit 10: Gokhale's Bill on Primary Education**

Recommendations and its significance to introducing free educational policy in India at primary level

**Unit 11: Gokhale's Resolution of 1913**

Resolution of Gokhale's on primary education in India

**Unit 12: Sadler Committee of Education in 1917**

Recommendations, Calcutta University Commission 1917-1919

**Unit 13: Hartog Committee in 1929**

Historical background, recommendations and its effect on Education

**Unit 14: Wardha Scheme of Education-1937**

Meaning and philosophy of basic education, main features and recommendations, merits and demerits of the basic education

**Unit 15: Sargent Plan 1944-45**

Major proposal of the committee, suggestions of the plan on primary, secondary, university and technical or vocational, and its effect on Education

**References:**

1. S.N. Mukherjee: *History of Education in India*

2. Nurullah and Naik: *A Students History of Education*
3. Jatin Baruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*

## **Sixth Semester**

### **Paper-XI**

#### **History of Education during Post-Independence**

**(BED M/P-06)**

**Total Marks.100**

#### **Course Objectives:**

1. To acquaint the learners with the recommendations of different education Commissions and Committees and its implications in Indian education system.
2. To make the learners understand the background and historical trends of Indian education in independent India.

#### **Course Contents:**

##### **Unit 1: The University Education Commission of 1948**

Background of the commission, its recommendations on aims and objectives of Higher Education

##### **Unit 2: Secondary Education Commission of 1952-53**

Its recommendations on the aims of Secondary Education, principles of curriculum construction.

##### **Unit 3: Education Commission of 1964-66**

Objectives and Educational Structure and its recommendations.

##### **Unit 4: National Policy on Education 1968**

Objectives of Education, resolution adopted on NPE.

##### **Unit 5: National Policy on Education 1986 and Programme of Action, 1992**

Objectives, recommendation on Elementary, Secondary and University education.

##### **Unit 6: Mission in Elementary Education**

DPEP, Sarva Shiksha Abhiyan, and its attempt for Universalisation of Elementary Education in India and Assam.

##### **Unit 7: National Knowledge Commission**

Its recommendations on education system in India

**Unit 8: Yashpal Committee Report**

Its recommendations on higher education and research

**Unit 9: Development of Primary Education in Assam**

Development of primary education during Ancient and British period, development of primary education in post independence

**Unit 10: Development of Secondary Education in Assam**

Development of secondary education in Assam after independence, effect of recommendations of the Secondary Education Commission in Assam, problems of secondary education

**Unit 11: Development of Higher Education in Assam**

Development of higher education after independence, development of higher education through open and distance learning.

**Unit 12: Development of Women Education in Assam**

Importance of women education, growth and development of women education in Assam.

**Unit 13: Rashtriya Madhyamik Siksha Abhiyan**

Various approaches of RMSA for universalisation of secondary education in India and Assam

**Unit 14: RUSA and Higher Education**

Various approaches for making equity in higher education

**Unit 15: New Education Policy**

Recommendations on education system in India, recommendation for both regular and ODL mode.

**References:**

- 1.S.N. Mukherjee: *History of Education in India*
2. Nurullah and Naik: *A Students History of Education*
3. Jatin Baruah: *Education in Assam*
4. P.L. Rawat: *History of Education in India*