

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 1st SEMESTER
COURSE NAME AND CODE: PRINCIPLES OF EDUCATION (EDNC-01)
CORE
CREDIT: 04

Learning Objectives:

- To foster students' comprehension of the essence, objectives, breadth, and functions of Education.
- To equip students with the ability to dissect and elucidate various scientifically grounded principles of education.
- To cultivate in students the capacity to attain clarity and critical thinking regarding the concepts of discipline and freedom.
- To enable students to grasp, evaluate, and prioritize diverse educational theories.

Learning Outcomes:

- ❖ Students will be proficient in delineating and associating the concepts, nature, aims, scope, and functions of Education.
- ❖ Students will be adept at discussing and elucidating various scientifically sound principles of Curriculum.
- ❖ Students will be able to exemplify and substantiate the concept of discipline and freedom.
- ❖ Students will demonstrate the capability to comprehend, scrutinize, and establish priorities among various educational theories.

Course Contents:

Unit-1 Meaning and Aims of Education: Credit 1

Meaning, Definition, Nature, Scope of Education, Functions of Education towards individual and society, Aims of Education- Determinants of aims of Education, Individual and Social aim of Education. Cultural and Vocational aim of Education. Democratic aim of Education

Unit-2 Classifications of Education: Credit 1

Formal Education- Meaning and Characteristics, School-its functions and responsibility, Relation between School and Community, Informal Education-Meaning and Characteristics, Role of Family in education, Social Institution, State and Religious Agencies, Non-Formal Education-Meaning and Characteristics, Agencies of Non-Formal Education, Importance of Non-Formal Education.

Unit-3: Freedom and Discipline in Education: Credit 1

Concept, Nature and Importance of Discipline and Freedom, Relationship between Education and Discipline. Types of Discipline- Free discipline, Self-discipline and Strict discipline. Maintenance of discipline in educational institutions - Punishment and Reward, Problems and Their Remedial Measures.

Unit-4: Learner and Curriculum: Credit 1

Learner and Learner Centred Approach in Learning, Meaning and Nature of Curriculum. Principles of Curriculum Construction. Different types of curriculum. Concept of Curriculum, Syllabus and Textbooks. Co-Curricular Activities and Types of co-curricular activities. Importance of co-curricular activities, Education for Leisure - Organization of Leisure time activities at Primary, Secondary and Higher Education Level

Suggested Readings:

Agarwal J C (2010) 'Theory and Principles of Education', Vikash Publishing House Pvt. Ltd

Banarjee, A. – Philosophical and Principles of Education. Kolkata, B.B. Kunda and sons

Das B.N (2000) 'Educational Theory and Practice', Delhi, Ajanta Prakashan

Das L 'Sampurna Siksha' Guwahati, Amrita Prakashan

Das P & Goswami S (2019) 'Foundations of Education' Shanti Prakashan

Safaya, R.N. & Shaiyada, B.D. (1980)– Development of Educational Theory and Practice. New Delhi, Dhanpat Rai publishing Co.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 1st SEMESTER
COURSE NAME AND CODE: FOUNDATION OF EDUCATION (EDNM-01)
MINOR
CREDIT: 04

Learning Objectives:

- To foster students' comprehension of the essence, objectives, breadth, and functions of Education.
- To equip students with the ability to dissect and elucidate various scientifically grounded principles of education.
- To cultivate in students the capacity to attain clarity and critical thinking regarding the concepts of discipline and freedom.
- To enable students to grasp, evaluate, and prioritize diverse educational theories.

Learning Outcomes:

- ❖ Students will be proficient in delineating and associating the concepts, nature, aims, scope, and functions of Education.
- ❖ Students will be adept at discussing and elucidating various scientifically sound principles of Curriculum.
- ❖ Students will be able to exemplify and substantiate the concept of discipline and freedom.
- ❖ Students will demonstrate the capability to comprehend, scrutinize, and establish priorities among various educational theories.

Course Contents:

Unit-1 Meaning and Aims of Education: Credit 1

Meaning, Definition, Nature, Scope of Education, Functions of Education towards individual and society, Aims of Education- Determinants of aims of Education, Individual and Social aim of Education. Cultural and Vocational aim of Education. Democratic aim of Education

Unit-2 Classifications of Education: Credit 1

Formal Education- Meaning and Characteristics, School-its functions and responsibility, Relation between School and Community, Informal Education-Meaning and Characteristics, Role of Family in education, Social Institution, State and Religious Agencies, Non-Formal

Education-Meaning and Characteristics, Agencies of Non-Formal Education, Importance of Non-Formal Education.

Unit-3: Freedom and Discipline in Education: Credit 1

Concept, Nature and Importance of Discipline and Freedom, Relationship between Education and Discipline. Types of Discipline- Free discipline, Self-discipline and Strict discipline. Maintenance of discipline in educational institutions - Punishment and Reward, Problems and Their Remedial Measures

Unit-4: Learner and Curriculum: Credit 1

Learner and Learner Centred Approach in Learning, Meaning and Nature of Curriculum. Principles of Curriculum Construction. Different types of curriculum. Concept of Curriculum, Syllabus and Textbooks. Co-Curricular Activities and Types of co-curricular activities. Importance of co-curricular activities, Education for Leisure - Organization of Leisure time activities at Primary, Secondary and Higher Education Level

Suggested Readings:

Agarwal J C (2010) 'Theory and Principles of Education', Vikash Publishing House Pvt. Ltd

Banarjee, A. – Philosophical and Principles of Education. Kolkata, B.B. Kunda and sons

Das B.N (2000) 'Educational Theory and Practice', Delhi, Ajanta Prakashan

Das L 'Sampurna Siksha' Guwahati, Amrita Prakashan

Das P & Goswami S (2019) 'Foundations of Education' Shanti Prakashan

Safaya, R.N. & Shaiyada, B.D. (1980)– Development of Educational Theory and Practice. New Delhi, Dhanpat Rai publishing Co.

DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
UG 2nd SEMESTER
COURSE NAME AND CODE: Educational Psychology (EDNC-02)
CORE
CREDIT: 04

Learning Objectives: Students will be able to-

- To grasp the notion and diverse approaches within educational psychology.
- To comprehend the concept and procedure of memorization.
- To elucidate the ideas related to attention, interest, and imagination.
- To recognize the significance of play and the play-based approach in education, along with various associated theories.
- To clarify various theories pertaining to intelligence.

Learning Outcomes:

- ❖ Will attain a comprehensive understanding of the essence and extent of Educational Psychology.
- ❖ Will possess the ability to assess the practical application of psychological theories and principles in the field of Education.

Course content -

Unit 1: Basics of Educational Psychology Credit 1

Meaning, Nature and Scope of Educational Psychology, Relation between Education and Psychology, Methods of Educational psychology, Importance of Educational Psychology in Teaching Learning Process , Concept of Attention and Interest.

Unit 2: Learning and Motivation Credit 1

Meaning, Nature and Factors of Learning; Types of learning—Cognitive, Verbal, Concept and Skill learning; Theories of learning— Connectionism-Classical-Operant, Conditioning, Gestalt Theory, Cognitive Field theory of Tolman, Constructivism theory and their Educational Implication, Meaning, Nature of Motivation and Maslow's Theory of Motivation

Unit 3: Approaches to Intelligence Credit 1

Meaning and nature of Intelligence, Social Intelligence, Emotional Intelligence and Multiple Intelligence, Development of intelligence and Role of heredity and Environment, Theories of Intelligence by Sternberg and Gardner, Meaning, Nature of Creativity, Critical Thinking and Metacognition

Unit -4: Personality and Mental Health: Credit 1

Meaning and Nature of personality, Determinants of Personality, Type Approach and Trait Approach of Personality, Psycho-analytic theory of Personality (Freud & Adler). Concept of Mental Health and Hygiene and Its Educational Importance

Suggested Readings –

Baron, R.A. (2008) Psychology, Pretice Hall

Chauhan, S, S. (2007) ‘Advanced Educational Psychology

Crow & Crow, (2016) Educational Psychology, Prentice Hall

Dandapani, S. (2016), General Psychology, Publisher : Neelkamal;

J.C. Aggarwal, J. C. (2020) Psychological, Philosophical and Sociological Foundations of Education

Kupuswami,(2004) ‘Educational Psychology’

Mangal, S K (1993)‘Advanced Educational Psychology: Prentice Hall

Mohanty, M S ‘Educational Psychology and Statistics’ Durga Prakash Bhander, Sambalpur

DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
Course Name and Code: SOCIOLOGICAL FOUNDATIONS OF EDUCATION
(EDNM 02)
UG 2nd Semester
CREDITS – 04
MINOR

UNIT-I: Sociology and Education

- Meaning, nature and branches of sociology
- Concept of Educational Sociology and its scope
- Relationship between Sociology and Educational sociology

UNIT-II: Culture

- Meaning, nature, and functions of Culture
- Types of Culture- Primitive and Modern, Material and spiritual Culture
- Cultural change, Cultural diffusion and Cultural leg

UNIT-III: Socio-Cultural Context of Education

- Meaning, nature and factors of Social Change
- Relation between Education and Culture
- Education as an instrument of Socio-Cultural Change

UNIT-IV: Social Organization and Disorganization

- Concept of Social Organization and Social Disorganization
- Factors and types of Social Disorganization
- Role of education in prevention of Social Disorganization

Suggested Readings –

1. Rao, C.N. Sankar (1995) : Sociology ; Principles of Sociology with An Introduction
2. Saikia, Polee (2017) : Sociological foundations of Education
3. Chube & Chube : Philosophical and Sociological Foundations of Education

DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
NASATRA BARPETA, ASASAM
PIN-781307
E-mail ID: education@kav.in

Agenda Items for discussion in the 2nd meeting of the Board of Studies of Education in UG programme scheduled to be held on 11th July 2024.

1. Krishnaguru Jay -Dhoni
2. Welcome Address :Mrs Mridusmita Pathak
3. Discussion on Syllabus of the Courses of Education for the 3rd and 4th Semester of Four year undergraduate programme under NEP2020 : HOD will initiate
4. Chairman's Remarks
5. Vote of Thanks : Miss Jayshree Das

DEPARTMENT OF EDUCATION
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**The 2nd Meeting of the Board of Studies, Education Department of UG Course held on
11th July 2024 at University Conference Hall from 11.00 a.m. onwards.**

Name and Signature of the Members Present in the meeting:

Name	Designation	Signature
1. Mr Dhrubajyoti Konwar	HoD, Education, KAV (Chairperson)	
2. Dr. Mallika Kalita	Associate Professor, Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari, Assam	
3. Mr Sipankar Das	Assistant Professor, KAV Member	
4. Miss Jayshree Das	Assistant Professor, KAV Member	
5. Mrs. Mridusmita Pathak	Assistant Professor, Member Secretary	
6. Miss Debahuti Barman	Assistant Professor, KGM Member	

DEPARTMENT OF EDUCATION
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Proceedings of the Meeting of Board of Studies:

1. At the very outset, the members paid rich homage to His Holiness Krishnaguru Prabhu Ishwar by fervently chanting the assembly prayer.
2. The meeting of Board of Studies, Discipline of Education was held on 11th July 2024 under the chairmanship of Mr Dhrubajyoti Konwar, HoD, Department of Education, KAV.
3. Mrs Mridusmita Pathak, HoD, Department of Education, Krishnaguru Mahavidyalaya, extended welcome address to the members participating in the meeting of the board of studies of the department. She categorically extended warm welcome and expressed her gratefulness to the subject expert Dr. Mallika Kalita, HoD & Associate Professor, Department of Education, Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari, Assam and other members of the meeting.
4. After a critical review of proposed syllabus the subject Expert and members of the board of studies discussed and finalized the course for UG 3rd and 4th Semester of the programme.

The programmes are as follows:

UG 3rd Semester:

- i) EDNC 03: Development of Education in India-I (Core)
- ii) EDNC 04: Philosophical and Sociological foundation of Education (Core)
- iii) EDNM 03: History of Education in India (Minor)

UG 4TH Semester:

- i) EDNC 05: Development of Education in India –II (Core)
- ii) EDNC 06: Measurement and evaluation in education (Core)
- iii) EDNC 07: Environmental and population Education (Core)
- iv) EDNC 08: Value and Peace Education (Core)
- v) EDNM 04: Continuing Education (Minor)

5. After the discussion and finalization of the courses, the subject expert and the members of the meeting recommended the syllabi to the Academic council of approval.
6. The Chairman expressed his happiness over the fruitful deliberations in the board's meeting and once again extended thankfulness to the members on behalf of the department for drawing out the recommendations and preparation of the syllabi.
7. The meeting ended with vote of thanks from the chair.

HoD, Department of Education, KAV

and Chairman, BoS

Mrs Mridusmita Pathak

Member Secretary, BoS

COURSE STRUCTURE OF FYUGP UNDER NEP, 2020

DEPARTMENT OF EDUCATION

KRISHNAGURU ADHYATMIK VISVVIDYALAYA

SEMESTER-III

COURSE CODE	TITLE OF THE COURSE	CREDIT S	INTERNAL	EXTERNAL
EDNC 03	DEVELOPMENT OF EDUCATION IN INDIA –I	04	30	70
EDNC04	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION	04	30	70
EDNM 03	HISTORY OF EDUCATION IN INDIA	04	30	70

SEMESTER – IV

COURSSE CODE	TITLE OF THE COURSE	CREDITS	INTERNAL	EXTERNAL
EDNC 05	DEVELOPMENT OF EDUCATION IN INDIA –II	04	30	70
EDNC 06	MEASUREMENT AND EVALUATION IN EDUCATION	04	30	70
EDNC 07	ENVIRONMENTAL AND POPULATION EDUCATION	04	30	70
EDNC 08	VALUE AND PEACE EDUCATION	04	30	70
EDNM 04	CONTINUING EDUCATION	04	30	70

N.B

i) For theory course 01(One) Credit requires 15 hour of teaching/lecture

ii) For Practical/filed work/ Community Engagement Programme 01(One) Credit requires 3 hour of teaching/lecture

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya

UG 3rd SEMESTER

COURSE: CORE

CREDIT: 04

Course Name and Code: Development of Education in India – I (EDNC 03)

Course Objectives:

- To acquaint the students with the ancient and medieval system of education in India.
- To describe the education system in Ancient India, particularly Vedic Education.
- To acquaint the students with the development of education in Assam.
- To help the students to understand the development of education in India during the British period.

Learning Outcomes:

- Students will be able to explain the ancient and medieval systems of education in India.
- Students will be able to describe the education system in Ancient India, with a focus on Vedic Education.
- Students will be able to outline the evolution of education in Assam.
- Students will be able to analyze the development of education in India during the British period.

COURSE CONTENTS:

Unit – 1: Education in Ancient India - The Vedic system of Education: Concept and salient features, Education during Buddhist period: General features of Buddhist education, Ancient Universities and centres of education: Taxila, Nalanda, Vikramshila, Varanasi, The Islamic system of Education: General features of Muslim Education and Problems of Muslim Education.

Unit – 2: Educational Activities of Missionaries in Assam, the East India Company's role, Charter Act of 1835, Macaulay's Minute, Wood despatch 1854.

Unit – 3: Indian Educational Commission 1882, Lord Curzon's Educational Policy on Primary, Secondary and Higher Secondary Education, Gokhale's bill for compulsory education 1910-1912, Sadler commission report 1917.

Unit -4: Hartog committee report 1929, Basic education 1937, Sargent Report 1944

Reading Lists:

- Chaube, S.P and Chaube, A. (2055). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
- Aggarwal, J.C. (2024). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education system in India. Problems and prospects. Agra: Agarwal Publications.

DEPARTMENT OF EDUCATION

Krishnaguru Adhyatmik Visvavidyalaya

UG 3rd SEMESTER

COURSE: CORE

CREDIT: 04

**Course Name and Code: Philosophical and Sociological Foundations of Education
(EDNC 04)**

Course Objectives:

- To Know the concept of Philosophy and its relationship with education.
- To understand the educational implication of different Indian schools of Philosophy.
- To understand the educational implications of different western schools of Philosophy.
- To know the concept of Sociology and its relationship with education, understanding about the concept of educational Sociology, social groups and socialization.

Learning Outcomes:

- Students will be able to explain the concept of philosophy and its relationship with education.
- Students will be able to understand the educational implication of different Indian schools of philosophy.
- Students will be able to understand the educational implication of different western schools of philosophy.
- Students will be able to know the concept of sociology and its relationship with education, understanding about the concept of educational sociology, social groups and socialization.

Course Contents:

Unit – 1: Philosophy: Meaning and nature of Philosophy, Philosophy of education: Meaning and scope, Relationship between education and philosophy, Impact of Philosophy on

education, Indian schools of philosophy- Vedic Philosophy, Jain Philosophy and Buddhist Philosophy.

Unit – 2: Western schools of philosophy: Idealism – Meaning, principles and Implication in education, Naturalism: Meaning, principles and Implication in education. Pragmatism: Meaning, principles and Implication in education.

Unit-3: Sociology- Meaning and nature of Sociology, Educational Sociology- Meaning, nature, scope and importance, Relationship between education and sociology. Social groups: Meaning, nature, types, primary and secondary groups, Concept of socialization, Education as a socialization process.

Unit -4: Social Change: Meaning and nature, education as an instrument of social change. Culture: Meaning, nature and relation between education and culture. Social organization: Meaning and types, Concept of social disorganization: causes and remedies.

Reading Lists:

- Bhatia and Narang (2013). Philosophical and Sociological Bases of Education.
- Brown, F.J.(1954). Educational Sociology(2nd edition). Newyork: Prentice Hall.
- Brubacher, John S.(1962). Modern Philosophies of Education. McGraw Hill: Atlantic Publishers.
- Goswami, Dulumoni(2013), Philosophy of Education. Guwahati: DVS Publishers.
- Saikia, Polee(2017), Sociological Foundations of Education. Guwahati: DVS Publishers.
- Singh, Y.K. (2007). Philosophical Foundations of Education. New Delhi: APH Publishing Corporation.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 3rd SEMESTER
COURSE: MINOR
CREDIT: 04

Course Name and Code: History of Education in India (EDNM 03)

Course Objectives:

- Analyze the education system during British Period
- Explain the recommendation and educational importance of different education commission and committee during the time of Pre- Independence and Past- Independence in India.
- Analyze the national policy on education in different tomes
- Accustom with the recent educational development in India.

Learning Outcomes:

- Students will be able to analyze the education system during British Period.
- Students will be able to explain the recommendations and educational importance of different education commission and committee during the time of pre- Independent and past- Independent India
- Students will be able to analyze the national policy on education in different tomes.
- Students will be to accustom with the recent educational development in India.

COURSE CONTENTS:

Unit-1: Charter Act of 1813, The "Classicist-Anglicist" controversy. Macaulay's Minute, 1835, Downward filtration theory, Wood Desptach of 1854, Indian Education Commission 1882.

Unit -2: Gokhle's Bill- 1910-1912, Wardha Commission 1937, Radhakrishnan Commission 1948.

Unit- 3: Secondary education commission 1952-53, Indian Education Commission 1964-66. National Policy of Education 1986.

Unit- 4: National Education Policy: 2020, National curriculum framework, 2005, Government programmes of education: SSA, RMSA and RUSA, The Right to education Act, 2009.

Reading Lists:

- Chaube, S.P and Chaube, A. (2055). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
- Aggarwal, J.C. (2024). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Thakur, A.S. and Thakur, A. (2015). Development of Education system in India. Problems and prospects. Agra: Agarwal Publications.

DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA

UG 4th Semester

COURSE: CORE

CREDIT: 04

Course Name and Code: Development of Education in India II (EDNC05)

Course Objectives

1. To understand the role of various committees and commissions in shaping the educational landscape in India.
2. To examine the impact of global influences, technological advancements and socio-political changes on the Indian education system.
3. To critically evaluate policies and reforms in education during this period.
4. To explore contemporary issues and challenges in Indian education in a globalized era.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the significance of various educational policies, commissions and schemes.
2. Critically analyze the impact of education reforms on society, economy and culture.
3. Evaluate the challenges and opportunities faced by the Indian education system in contemporary times.
4. Develop insights into the future of education in the context of globalization and technology.

Unit I: Pioneering Educational Reforms in Post-Independence India

- University Education Commission (1948-49),
- Secondary Education Commission (1952-53)
- Education Commission (1964-66)
- National Policy on Education (NPE), 1968

Unit II: Major Educational Policies and Programmes

- National Policy of Education : 1986
- Sarva Shiksha Abhiyan (2000)
- Right to Education Act (2009)
- Mid-Day Meal Scheme – Objectives, implementation, and impact on school enrollment and nutrition.

Unit III: Educational Reforms and Policy Transformations in Contemporary India

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Rashtriya Ucchatar Shiksha Abhiyan (RUSA)
- Vision, guiding principles and objectives of NEP 2020.
- Higher education reforms – Autonomy, flexibility and multidisciplinary approach.
- Challenges and opportunities in implementing NEP 2020.

Unit IV: Contemporary Issues and Challenges in Education

1. Privatization and commercialization of education – Merits and demerits.
2. Inclusion and equity in education – Addressing gender, caste and regional disparities.
3. Role of NGOs and international organizations (e.g., UNESCO, UNICEF) in Indian education.
4. Impact of COVID-19 on education – Transition to online learning and the digital divide.

Suggested Readings

1. **M. K. Gandhi** - *Basic Education*.
2. **J. P. Naik** - *The Education Commission and After*.
3. **Govinda R.** - *India Education Report: A Profile of Basic Education*.
4. **Tilak J. B. G.** - *Education and Development in India: Critical Issues in Public Policy*.
5. Official Reports of the University Education Commission (1948), Kothari Commission (1964-66), and National Education Policies (1968, 1986, 2020).

DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA

UG 4th Semester

Course: Core

Credit: 04

Course Name and Code: Measurement and Evaluation in Education (EDNC 06)

Course Objectives

This course aims to:

1. Develop an understanding of the concept and significance of measurement and evaluation in education.
2. Acquaint students with the procedures for test construction and the characteristics of a good test.
3. Introduce various types of educational tests and their applications.
4. Familiarize students with personality and aptitude tests, including their assessment techniques and uses.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the concepts and importance of measurement and evaluation in education, particularly their role in teaching and learning processes.
2. Outline the general procedures for test construction and identify the essential characteristics of a good test.
3. Differentiate between types of educational tests and evaluate their objectives and practical applications.
4. Demonstrate an understanding of personality tests and aptitude assessments, along with their administration techniques and practical applications in education.

Course Content

Unit I: Fundamentals of Measurement and Evaluation

- **Measurement in Education:** Meaning, concept and functions of Measurement.
- Types and scales of measurement (nominal, ordinal, interval, ratio).
- **Evaluation in Education:** Meaning, principles, and significance.
- Relationship and differences between measurement and evaluation.
- Formative and summative evaluation – their role in education.

Unit II: Test Construction and Standardization

- General procedure for test construction and Standardization.
- Item analysis – concept, purpose and methods.
- Characteristics of a good test – reliability, validity, usability and objectivity.

Unit III: Educational Achievement Tests

- Meaning, purpose and objectives of achievement tests.
- Differences between achievement tests and intelligence tests.
- Types of achievement tests.
- Applications and significance in educational settings.

Unit IV: Personality Assessment Techniques

- Meaning and techniques of personality assessment.
- **Objective Measures:** Minnesota Multiphasic Personality Inventory (MMPI), questionnaires, personality scales and rating scales.
- **Projective Techniques:** Free word association test, Rorschach Inkblot Test and Thematic Apperception Test (TAT).

Recommended Readings

1. **Asthana, Bipin (2020)** - *Measurement and Evaluation in Psychology and Education*, Agra: Vinod Pustak Mandir.

2. **Goswami, Marami (2013)** - *Measurement and Evaluation in Psychology and Education*, Hyderabad: Neel Kamal Publications.
3. **Freeman, F. S. (2023)** - *Theory and Practice of Psychological Testing*, New York: Oxford & IBH Publishing Co.
4. **Anastasi, Anne, and Urbina, Susana (2020)** - *Psychological Testing* (7th Edition), New Delhi: Pearson Education.
5. **Singh, A. K. (2022)** - *Tests, Measurements, and Research Methods in Behavioural Sciences*, Patna: Bharati Bhawan Publishers.

DEPARTMENT OF EDUCATION

KRISHNAGURU ADHYATMIK VISVAVIDYALAYA

UG 4th Semester

Course: Core

Credit: 04

Course Name and Code: Environmental and Population Education (EDNC 07)

Course Objectives

This course aims to:

1. Develop an understanding of the interrelationship and interdependence between humans and the environment.
2. Foster attitudes and skills to solve real-life environmental problems with responsibility and awareness.
3. Examine the causes of rapid population growth and its effects.
4. Analyze the impact of population trends on social, cultural, political, and economic dimensions of life.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain how environmental problems, their perceptions, and solutions are influenced by historical, geographical, social, political, economic, and cultural contexts.
2. Develop ecological worldviews and environmental knowledge.
3. Understand population growth, family planning, and reproductive health.
4. Analyze the relationship between population trends, development, and their environmental impacts.

Course Content

Unit I: Environmental Education and Its Role in Different Levels of Education

- Concept, definition and importance of environmental education.
- Relationship between humans and the environment.
- Environmental degradation and its consequences.
- Environmental education programs at the primary, secondary and higher levels.

Unit II: Environmental Awareness and Stressors

- Awareness and attitude change through formal education.
- Role of non-formal education in promoting environmental awareness.
- Contributions of NGOs to environmental education.
- Environmental stressors: natural and human-made.

Unit III: Concept of Population Education

- Definition, nature, scope and objectives of population education.
- Need and importance of population education.
- Causes of population growth in India.
- Government of India's policies and programmes for population control.

Unit IV: Population Education in Schools

- Scope of population education in school.
- Role of teachers in creating awareness of population issues.
- Methods and approaches: inquiry, observation, self-study, discussion and assignments.
- Use of mass media (newspapers, radio, TV) and audio-visual aids in population education.

Recommended Readings

1. **Akhtar, P. R., Sahidullah, F. T., & Das, P. (2010)** - *Environmental and Population Education*, Assam Book Depot, Guwahati.
2. **Binod K. Sahu (2006)** - *AIDS and Population Education*, Sterling Private Limited, New Delhi.
3. **Goswami, S., & Devi, M. K. (2013)** - *Environmental Education and Population Education*, Shanti Prakashan, Guwahati.
4. **Chandel, N. P. S., & V. K. (2005)** - *Population Education*, Vinod Pustak Mandir, Agra.

DEPARTMENT OF EDUCATION

KRISHNAGURU ADHYATMIK VISVAVIDYALAYA

UG 4th Semester

Course: Core

Credit: 04

Course Name and Code: Value and Peace Education (EDNC 08)

Course Objectives

This course aims to:

1. Define the concept and meaning of values in the context of education.
2. Examine the role of educational institutions in fostering a value-based society.
3. Understand the concept and significance of peace in human life.
4. Explore the relevance and importance of peace education at both national and international levels.

Learning Outcomes

By the end of this course, students will be able to:

1. Develop an understanding of values such as honesty, integrity, and empathy, and the ability to distinguish between right and wrong.
2. Recognize and manage conflicts, promoting peaceful resolutions.
3. Adapt to uncertain situations and take responsibility for their actions.
4. Contribute to building a compassionate and harmonious society.

Course Content

Unit 1: Value Education

- Meaning, definitions and characteristics of values.
- Sources of values: family, culture, religion and society.
- Types of values: moral, social, aesthetic and spiritual values.

- The importance of values in human life and their impact on personal and societal well-being.

Unit 2: Value Education in Schools

- Meaning and characteristics of value education.
- Importance of value education for the holistic development of students.
- Implementation of value education at different educational stages: Primary, Secondary and Higher Education.
- The role of teachers and families in imparting value education.

Unit 3: Peace Education

- Meaning, definition and characteristics of peace.
- The significance of peace in human life: personal, social and global dimensions.
- Concept, need, and characteristics of peace education.
- Curriculum contents for peace education at different educational levels: Primary, Secondary and Higher Education.
- The role of teachers and parents in promoting peace education.

Unit 4: Challenges of Peace Education and the Role of Organizations

- Challenges in imparting peace education: ideological, political, and societal barriers.
- The role of national and international organizations in promoting peace education.
 - United Nations Organization (UNO)
 - UNICEF
 - Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Recommended Readings

1. **Agarwal, J. C. (2005)** - *Education for Values, Environment, and Human Rights*, Shipra Publication, New Delhi.
2. **Rajput, J. S. (2002)** - *Human Values in School Education*, Anmol Publication, New Delhi.

3. **Singh, S. P. (2011)** - *Education for World Peace*, Discovery Publishing House, New Delhi.
4. **Chakrabarty, M. (1997)** - *Value Education: Changing Perspectives*, Krishna Publishers Distribution, New Delhi.
5. **Panda, P. K. (2017)** - *Value Education*, Nivedita Books Distributors, Guwahati, Assam.

DEPARTMENT OF EDUCATION

Krishnaguru Adhyatmik Visvavidyalaya

UG 4th Semester

Course: Minor

Credit: 04

Course Name and Code: Continuing Education (EDNM04)

Course Objectives

The primary objectives of this course are:

1. To understand the concept, objectives, scope, and significance of continuing education in the current educational landscape.
2. To explore various aspects and agencies involved in continuing education.
3. To understand the concept and importance of open education and recognize the role of open schools and open universities in continuing education.
4. To comprehend the development of adult education in India, its types, and the challenges faced in the implementation of adult education programs.

Learning Outcomes

By the end of this course, students will:

1. Gain insights into how continuing education can enhance employability and competitiveness in the job market.
2. Realize that continuing education can foster personal development, even for those satisfied with their career and lifestyle.
3. Understand how open education methods can improve academic performance and facilitate independent learning.
4. Appreciate the role of collaboration between learners, educators, and institutions in open education.

Course Content

Unit 1: Introduction to Continuing Education

- Meaning, nature and objectives of continuing education.
- Functions, scope and importance of continuing education
- Key aspects of continuing education:
 - ✓ Fundamental education
 - ✓ Adult education
 - ✓ Social education
 - ✓ Extension education
- Agencies involved in continuing education

Unit 2: Methodologies and Issues in Continuing Education

- Various methodologies employed in continuing education
- Strategies and devices used in promoting continuing education.
- The role of mass media in continuing education.
- Challenges in the implementation of continuing education programs:

Unit 3: Open Education

- Meaning, nature and objectives of open education.
- Meaning of Open schools, Role of the National Institute of Open Schooling (NIOS) in promoting open schooling.
- Open universities: Meaning, nature and objectives of open universities. Contribution of open universities to the growth of continuing education.

Unit 4: Adult Education

- Meaning and nature of adult education., Various types of adult education in India:
- Teaching methodologies for adult learners.
- Problems and solutions in adult education:
- Recent literacy programs in India:
 - National Literacy Mission (1988), Total Literacy Campaign, Post Literacy Program, and the Sakshar Bharat Mission.

Recommended Reading

1. **Aggarwal, J. C. (2008)** - *Adult Education*, Doaba House, Delhi.
2. **Chandra, Dr. Soti Shivendra (2005)** - *Adult and Non-formal Education*, Surajeet Publications, Delhi.
3. **Das, Dr. Lakshahira (1999)** - *Adult Continuing Education*, Amrita Prakashan, Guwahati.
4. **Goswami, Dulumoni (2009)** - *Literacy and Development*, DVS Publisher, Guwahati.

**DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
NASATRA BARPETA, ASASAM
PIN-781307
E-mail ID: education@kav.in**

Agenda Items for discussion in the 3rd meeting of the Board of Studies of Education in UG programme scheduled to be held on 5th July 2025.

1. Krishnaguru Jay -Dhoni
2. Welcome Address :Mrs Mridusmita Pathak
3. Discussion on Syllabus of the Courses of Education for the 5th and 6th Semester of Four year undergraduate programme under NEP2020 : HOD will initiate
4. Chairman's Remarks
5. Vote of Thanks : Miss Debahuti Barman

**DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
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The 3rd Meeting of the Board of Studies, Education Department of UG Course held on 5th July 2025 at University Conference Hall from 11.00 a.m. onwards.

Name and Signature of the Members Present in the meeting:

Name	Designation	Signature
1. Dr. Sipankar Das	HoD, Education, KAV (Chairperson)	
2. Dr. Mallika Kalita	Associate Professor, Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari, Assam	
3. Mr Dhrubajyoti Konwar	Deputy Controller, KAV Member	
4. Mr. Anand Khati	Assistant Professor, KAV Member	
5. Mrs. Mridusmita Pathak	Assistant Professor, Member Secretary	
6. Miss Debahuti Barman	Assistant Professor, KGM Member	

DEPARTMENT OF EDUCATION
KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
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Proceedings of the Meeting of Board of Studies:

1. At the very outset, the members paid rich homage to His Holiness Krishnaguru Prabhu Ishwar by fervently chanting the assembly prayer.
2. The meeting of Board of Studies, Discipline of Education was held on 5th July 2025 under the chairmanship of Dr. Sipankar Das, HoD, Department of Education, KAV.
3. Mrs Mridusmita Pathak, HoD, Department of Education, Krishnaguru Mahavidyalaya, extended welcome address to the members participating in the meeting of the board of studies of the department. She categorically extended warm welcome and expressed her gratefulness to the subject expert Dr. Mallika Kalita, HoD & Associate Professor, Department of Education, Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari, Assam and other members of the meeting.
4. After a critical review of proposed syllabus the subject Expert and members of the board of studies discussed and finalized the course for UG 5th and 6th Semester of the programme.

The programmes are as follows:

UG 5th Semester:

- i) EDNC 09: Teacher Education (Core)
- ii) EDNC 10: Methods and Techniques of Teaching (Core)
- iii) EDNC 11: Developmental Psychology (Core)
- iv) EDNC 12: Educational Technology (Core)
- v) EDNM 05: Psychology of Adolescents (Minor)

UG 6th Semester:

- i) EDNC 13: Emerging Issues in Education (Core)
- ii) EDNC 14: Psychological Laboratory Practical (Core)
- iii) EDNC 15: Statistics in Education (Core)
- iv) EDNC 16: Guidance and Counselling (Core)
- v) EDNM 06: Mental Health and Hygiene (Minor)

5. After the discussion and finalization of the courses, the subject expert and the members of the meeting recommended the syllabi to the Academic council of approval.
6. The Chairman expressed his happiness over the fruitful deliberations in the board's meeting and once again extended thankfulness to the members on behalf of the department for drawing out the recommendations and preparation of the syllabi.
7. The meeting ended with vote of thanks from the chair.

HoD, Department of Education, KAV

and Chairman, BoS

Mrs Mridusmita Pathak

Member Secretary, BoS

Course Structure

Department of Education

Krishnaguru Adhyatmik Visvavidyalaya

5th Semester

Sl. No.	Course Code	Title of the Course	Credit				Total Class Hours
			Internal	External	Total	Credit	
1	EDNC-09	Teacher Education	30	70	100	04	60
2	EDNC-10	Methods and Techniques of Teaching	30	70	100	04	60
3	EDNC-11	Developmental Psychology/ Continuing Education	30	70	100	04	60
4	EDNC-12	Educational Technology	30	70	100	04	60
5	EDNM-05	Psychology of Adolescents	30	70	100	04	60
Total			150	350	500	20	300

DEPARTMENT OF EDUCATION

Krishnaguru Adhyatmik Visvavidyalaya

UG 5th SEMESTER

COURSE: CORE

CREDIT: 4

Course Name and Code: Teacher Education (EDNC 09)

Course Objectives:

- To know the concept, scope, aims and objectives of teacher education.
- To Acquaint with the development of teacher education in India.
- To Acquaint with the different organizing bodies of teacher education in India and their functions in preparation of teachers for different levels of education.
- To understand and conceive the qualities responsibilities and professional ethics of teachers.

Learning outcomes:

- Students will be able to explain the concept, scope, aims and objectives of teacher education.
- Students will be able to understand the development of teacher education in India
- Students will be able to understand the different organizing bodies of teacher education in India and their functions in preparation of teachers for different levels of education.
- Students will be able to understand the qualities responsibilities and professional ethics of teachers.

Course Contents

Unit-1: Introduction to Teacher Education:

Concept, definitions, Nature, aims and objectives of teacher education, Scope of Teacher Education and significance of teacher education in 21st century, Pre-service and in-service Teacher Education, Preparation of teachers for pre-primary Level, primary level and higher Level .

Unit -2: Structure and Organizations of Teacher Education in India:

Basic training centre (BTC), District Institute for Education and Training (DIET), State council for educational research and training (SCERT), National council for educational research and training (NCERT), National Council for teacher education (NCTE), National University of Educational Training and Administration (NUEPA), Regional Colleges of Education.

Unit-3: Status of teacher education in India:

Trends, issues and challenges of Teacher Education, Skill and competency based teacher education, Flanders Interaction Analysis, Micro teaching and simulated social skill teaching (SSST), National curriculum framework for teacher education (NCFTE) 2009, NCTE Regulations 2014, Present problems of teacher education in India and their solutions, Quality Assurance in teacher education and it's challenges .

Unit-4: Quality, Responsibility and professional Ethics of Teachers:

Qualities and responsibilities of a teacher, Teacher as a facilitator, counselor, practitioner and researcher, Role expectations of teachers in twenty first century, Professional ethics and accountability of teachers .

Recommended Readings:

- Bhargava M. And Saikia; L Rasul- Teacher in 21 st century -challenges ,Responsibilities,
- Creditability, Agra Rakhi Prakashan.
- Flanders , Ned,A.- Analysing Teacher Behaviour ,London, Wesly publishing Company.

- Gurry ,P.- Education and the Training of Teachers ,London Longmans, Green and company .
- J.C. Aggarwal -Teacher and Education in a Developing Society ,Vikas publishing House Pvt.Ltd,New Delhi.

**DEPARTMENT Of EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 5th SEMESTER**

Course: CORE

CREDIT: 4

Course Name and Code: Methods and Techniques of Teaching (EDNC-10)

Total Marks: 100

Written: 40

Practice Teaching: 30

Internal: 30

Course Objectives:

- To Understand the Meaning and Nature of Teaching and Learning.
- To Make the Students Understand about Various Methods and Devices of Teaching.
- To acquaint students with Levels of Teaching, Concept of Effective Teaching and Classroom Management.
- To make the Students Understand the strategies of effective Teaching Methods and Teaching as a Profession.

Learning outcomes:

- Students will be able to explain the Meaning and Nature of Teaching and Learning.
- Students will be able to understand about Various Methods and Devices of Teaching.
- Students will be able to understand the Levels of Teaching and concept of effective teaching and classroom Management.
- Students will be able to understand the strategies of effective Teaching and Teaching as a Profession.

COURSE CONTENTS

UNIT -1: Introduction to Teaching and Learning

Concept and Nature of Teaching and Learning, Principles of Teaching, Relationship between teaching and learning, Criteria of good Teaching, Maxims of Teaching

UNIT -2: Teaching Methods and Styles

Concept of Teaching Aids and its types-Audio, Visual and Audio-visual aids

Concept of Teaching Devices-

Natural- Excursion, Field Trip etc

Artificial-Explanation, Illustration, Questioning, Narration, Discussion etc

Style of Teaching- Autocratic: Lecture Method, Demonstration, Tutorial and Team Teaching

Permissive (Democratic) teaching style- Group discussion, Project, seminar, workshop.

UNIT -3: Micro Teaching

Concept, Nature and Characteristics of Micro - teaching, Skills of Micro Teaching, Steps of Micro Teaching,

UNIT -4: Lesson Plans and Its Model

Lesson Plan -Its meaning and importance, Criteria of good lesson plan, Herbartian steps of lessons planning, LPSGU model of lesson plan, Bloom Taxonomy of Teaching

Recommended Readings:

- Aggarwal J.C(2005). Educational Technology, New Delhi: Vikash Publishing House Pvt,Ltd.
- Chauhan S.S.(2008): Innovations in Teaching -Learning process,New Delhi, Vikash Publishing House Pvt Ltd.

- Joshi,A: Models of Teaching,Agra:H.P. Bhargava,Book House.
- Kochhar,S.K .(1996). Methods and Techniques of Teaching.New Delhi: Sterling Publishers pvt.ltd.
- Mangal S.K and Mangal Verma (2009). Essentials of Educational Technology,New Delhi.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG -5th Semester
Course: Core
Credit: 4
Course Name and Code: Developmental psychology (EDNC -11)

Course Objectives:

- To enable the students to understand the basic concepts relating to development.
- To acquaint the students about heredity and environment factors affecting prenatal development.
- To enable the students to understand the development aspects during infancy and childhood.
- To enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Learning outcomes:

- Students will be able to understand the basic concepts relating to development.
- Students will be able to understand the heredity and environmental factors affecting prenatal development.
- Students will be able to understand the development aspects during infancy and childhood.
- Students will be able to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course Contents:

Unit: 1

Introduction to Developmental Psychology - Meaning definition nature and scope of developmental psychology, Different Methods of studying Developmental Psychology, Concepts of prenatal development, Hereditary and other factors that affect prenatal Development.

UNIT: 2

Infancy – Meaning and Characteristics of Infancy, different developmental aspects during infancy -physical, cognitive, motor, language and emotional development, Role of family in the development of Infants.

UNIT: 3

Childhood: Meaning and characteristics of childhood, developmental tasks of childhood- physical, social and emotional development of early and late childhood, influence of family and school in social and personality development in childhood.

UNIT: 4

Adolescence: Concept of adolescence, Characteristics, Developmental aspects of adolescence period- physical, social, emotional and intellectual development during adolescence, Role of family school and peers in the development of adolescence, adjustment problem and juvenile delinquency.

Recommended Readings:

- Bee,H.and Denise Boyd: The Developing Child ,Pearson Education Inc.India edition.
- Chaube.S.P: Developmental Psychology,New Delhi, Neelkamal Publications Ltd.
- Cole,L.: Psychology of Adolescence,New York,Rinchart And Winsten .
- Hurlock,E.B.: Child Development,Tata Mc Graw Hill Publishing Com.Ltd.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG -5th Semester
Course: Core
Credit: 4
Course Name and Code: Educational Technology (EDNC-12)

Course Objectives:

- To make the Students Understand the objective of educational technology in teaching learning process.
- To acquaint the students with Innovations in the field of education through technology.
- To select appropriate technology based on instructional goals, learned needs, and content areas.
- To promote responsible and ethical use of technology among students.

Learning outcome:

- Students will be able to understand the innovations in the field of education through technology.
- Students will be able to select appropriate technologies based on instructional goals, learner need and contest areas.
- Students will be able to promote responsible and ethical use of technology among students.

Course Contents:

UNIT: 1

Introduction to Educational Technology: Meaning and Nature of educational technology, Components of educational technology, Hardware, Software and system approach, Instructional technology, Difference between educational technology and instructional technology, programed instructions and its types.

UNIT: 2

Information and Communication Technology- Concept of communication, Concept, nature and components of ICT, Concept of classroom communication, Merits and demerits of effective classroom communication, Application of ICT in teaching learning process.

UNIT: 3

Application of Computers in Education: CAI, CAL, CBT, Concept of E-Learning, Approaches to E-learning: online, offline, Synchronous, asynchronous, blended learning and mobile learning

UNIT: 4

Emerging Trends in E-learning: MOOC'S Video Conference, Artificial Intelligence (AI) in education, Concept of E-Inclusion, Gagne's nine events of Instruction and five E's of constructivism

Recommended Readings:

- Januszewski, A., & Molenda, M. (2008) Educational Technology: A definition with commentary - offers a deep dive into what Educational Technology is and how it has evolved.
- Aggarwal J.C (2005) Educational Technology, New Delhi Vikash Publishing House Pvt .Ltd.
- Chauhan, S. .S (2008): Innovations in Teaching -Learning process, New Delhi: Vikash Publishing House Pvt.Ltd.
- Mangal S.k.and Mangal Verma (2009). Essential of Educational Technology , New Delhi.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG -5th Semester
Course: Minor
Credit: 4
Course Name and Code: Psychology of Adolescents (EDNM-05)

Course Objectives:

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

Learning outcomes:

- Students will be able to understand the period of adolescence.
- Students will be able to understand the significance of the adolescence period in human life.
- Students will be able to know about various problems associated with this stage.
- Students will be able to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

CONTENTS

UNIT: 1

Introduction to Adolescence Psychology - Meaning and definition of adolescence, Need And importance of Adolescence Psychology, Adolescence as a stage of transition: biological, psychological and socio-cultural perspectives.

Unit: 2

Development in Adolescence: Physical Development: Puberty, growth patterns and gender differences. Social Development: Peer relationships, identity formation, influence of media and technology. Strategies for supporting healthy development in school settings

Unit: 3

Personality Development in Adolescence: Concept and nature of Personality, Determinants of Personality: role of heredity, environment, socio-cultural influences and life experiences. Personality Changes during Adolescence – Self-concept formation, identity crisis and peer group influences. Concept of Maladjustment: causes and coping strategies

UNIT: 4

Delinquency - Meaning, Nature and types of delinquency, Causes of delinquency - Biological, Psychological, Economical and Social, Role of School, family and society in preventing Delinquency.

Recommended Readings:

- Chaube. s. p. Development psychology, New Delhi, Neelkamal Publications Ltd.
- Cole, L. Psychology of Adolescence, New York, Rinchart And Winsten.
- Goswami,G.(2008)child Development and child Care, Guwahati,Arun Prakashan.
- Hurlock,E.B. Developmental Psychology -A life span Approach,Tata M.C Graw Hill Publishing com.Ltd.

Course Structure
Department of Education
Krishnaguru Adhyatmik Visvavidyalaya
6th Semester

Sl. No.	Course Code	Title of the Course	Credit				Total Class Hours
			Internal	External	Total	Credit	
1	EDNC-13	Emerging Issues in Education	30	70	100	04	60
2	EDNC-14	Psychological Laboratory Practical	30	70	100	04	60
3	EDNC-15	Statistics in Education	30	70	100	04	60
4	EDNC-16	Guidance and Counselling	30	70	100	04	60
5	EDNM-06	Mental Health and Hygiene	30	70	100	04	60
Total			150	350	500	20	300

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya

UG 6th semester
Course: core
Credit: 4
Course Name and Code: Emerging Issues in Education (EDNC13)

Objectives:

- To make the Students acquaint with major emerging educational issues, national, State and local.
- To acquaint the students with the various issues in education those are emerging in the recent years in the higher education system.
- To address the various problems and challenges of education in India at all levels.
- To provide the knowledge of Multicultural Education and Alternative Education system.

Learning outcomes:

- Student will be able to know the major emerging issues, national, State and local.
- Student will be able to know the various issues in education that are emerging in the recent years in the higher education system.
- Student will be able to know the various problems and challenges of education in India at all the levels.
- Students will be able to know the concept and ways of Multicultural Education and Alternative Education in India.

Course Contents

Unit 1: Social Inequality in Education and Constitutional safeguards:- Concept of social Inequality, constitutional provision for Ensuring Equality in Education, (Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3). Education of socially Disadvantaged section, SC's, ST's and Minorities, Education for Backward children, child labour

UNIT 2: Environmental Education and Population Education: Concept of Environment and Environmental Education, Major Environmental Issues: Global warming, Ozone Depletion and Environmental Pollution, Role of Environmental Education for Sustainable Development, Concept of Population Education, Population Explosion: It causes and consequences, Population Education for population Control.

UNIT3: Liberalisation, Privatization and Globalisation of Education: Concept of Liberalisation and its impact on Education, Concept of privatization and its impact on Education, concept of Globalization and its impact on Education, Public -Private Partnership, Education as investment.

Unit 4: Multicultural Education and Alternative Education: Concept, objectives and need of Multi cultural Education, curriculum and Instruction of Multicultural Education, Issues related to Multicultural Education. Concept of Alternative Education and It's related Issues, Importance of alternative education, Role of IGNOU and KKHSOU in Alternative Higher education

Recommended Readings:

- Aggarwal J.C (1997). Development and Planning of Modern Education. New Delhi: Vikash Publishing House Ltd .
- Chandel and Nand (2011) . Population Education. Agra: Shri Vinod Pustak Mandir.
- Das, Dr. phunu (Ed) (2016), Contemporary Issues Of Indian Education. Guwahati: Shanti Prakashan.
- Mishra and Mohanty (2013).Trends and Issues. In India Education Meerut: R.Lall Book Depot.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 6th semester

Course: core

Credit: 4

Course Name and Code: Psychological Laboratory Practical (EDNC 14)

Course Objectives:

- To enable the students to understand the concept of experimental psychology.
- To understand the methods of conducting various psychological experiments and tests.
- To develop scientific attitude towards the psychological test among the students.
- To provide the knowledge of psychological experiments for better understanding of human behavior and personality.

Learning outcomes:

- Student will be able to understand the concept of experimental psychology.
- Student will be able to understand the methods of conducting various psychological experiments and tests.
- Student will be able to develop scientific attitude towards psychological test.
- Students will be able to understand how and why psychological test are conducted and its application in study of human behavior and personality.

Course Contents:

UNIT 1: Memory Attention Learning- Immediate Memory span, Division of Attention, whole versus part Learning.

UNIT 2: Imagination, Motivation and Association -Ink Blot Test, Free Association Test, Free Vs Controlled Association Test, Knowledge of Result of Performance.

UNIT 3: Personality And Learning -Personality for Introversion and Extroversion, Mirror Drawing Apparatus -Trial and Error Learning, Maze Learning (Punch Board Maze).

UNIT 4: Attention and Memory - Span of Attention, Memorization Between Meaningful Materials and Nonsense Materials.

Recommended Readings:

- Woods worth R.S. and Schlosberg, H-experimental psychology, London, methuen.

- Postman,L and Egan ,J.P-Experimental Psychology, Ludhiana,,Harper and Row ,Kalyani Publishers.
- Postman Egan-Experimental Psychology An Introduction Ludhiana, Kalyani Publishers.
- Das ,P .C-Experiment And Psychology, Guwahati,ABD.
- Saikia,L.R.-Psychological and statistical Experiment in Education, Guwahati.
- Postman, L. & Egan, J. (2002). Experimental Psychology. Harper & Row.
- Anastasi, A. & Urbina, S. (2010). Psychological Testing. Pearson.
- Woodworth, R.S. & Schlosberg, H. (2012). Experimental Psychology. Oxford & IBH.
- Freeman, F.S. (2010). Theory and Practice of Psychological Testing. Surjeet Publications.
- Mangal, S.K. (2021). Essentials of Educational Psychology. PHI Learning.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 6th semester

Course: Core
Credit: 04
Course Name and Code: statistics in Education (EDNC 15)

Course Objectives:

- To develop the basic concept of Statistics.
- To be acquainted with different statistical procedures used in education.
- To develop ability to present educational data through graph.
- Familiarize the students about the normal probability curve and its application in education.

Learning outcomes:

- Student will be able to develop the basic concept of Statistics.
- Student will be able to be acquainted with different statistical procedures used in education.
- Student will be able to develop the ability to represent educational data through graphs.
- Student will be able to familiarize the students about the normal probability curve and its application in education.

Course Contents:

Unit 1: Basics of Educational statistics: Meaning, Nature and functions of Statistics, Concept of Educational Statistics, Need of Statistics in education, Measures of central tendency and their uses, from group and ungrouped data, Measures of variability: Concept, Types and their uses, merits and demerits, Quartile Deviation, Average Deviation, Standard Deviation, Combined S.D.

Unit 2: Graphical Presentation of Data: Usefulness of Graphical Presentation of Data, Basic principles of Constructing a graph, Different types of graph: Histogram, polygon, Cumulative Frequency percentage curve (ogive).

Unit 3: Co-Efficient of Correlation and Percentiles: Meaning and Types of co- Efficient of Correlation, Computation of Co- Efficient of Correlation by Rank difference method and Product moment method and interpretation of result, Calculation of Percentile and Percentile Rank.

Unit 4: Normal probability curve and it's Application: Concept of Normal probability curve: It's properties and uses, Application of Normal probability curve, Divergence from Normality - Skewness and Kurtosis.

Recommended Readings:

- Mangal s.k - Statistics in psychology and Education, New Delhi - prentice Hall of India.
- Garrett , H.E .- statistics in Psychology and Education, Mumbai, Vakils ,Feffer and Simons Pvt.Ltd.
- Saha , kaberi - Statistical Analysis in education and Psychology, Moni, Manik publishers.
- Binod , k.sahu- statistics in Psychology and Education, New Delhi, Kalyani Publishers.

DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 6th semester
Course: Core

Credit: 04

Course Name and Code: Guidance and Counselling (EDNC: 16)

Course Objectives:

- Help the students to understand the concept, need and importance of Guidance and counseling.
- Enable the students to know the different types and approaches to Guidance and counseling.
- Acquaint the students with the organisation of Guidance Service and School Guidance Clinic.
- Enable the learners to understand the challenges faced by the Teacher as Guidance worker.

Learning outcomes:

- Student will be able to help to understand the concept, need and importance of guidance and counseling.
- Student will be able to know the different types and approaches to Guidance and counseling.
- Student will be able to know the organisation of Guidance service and school guidance clinic.
- Student will be able to understand the challenges faced by the Teacher as guidance worker.

Course Contents:

UNIT 1: Introduction to Guidance and counselling - Meaning, objectives and scope of Guidance, Importance of guidance, types of guidance, Meaning, objectives and scope of counselling, Types of counselling, Relation Between Guidance and counselling.

UNIT 2: Organization of Guidance service: Meaning of Guidance service, Need and Principles of Guidance service, Components of Guidance service: Counselling service and Techniques of Counseling service, Qualities of a good counsellor.

UNIT 3: Importance of Guidance for Students - Guidance Needs for students in relation to family related problems and school related problems, Group Guidance and Group counseling, Guidance for CWSN, School Guidance Clinic.

UNIT 4: School Guidance Programme: Importance of Guidance and counselling cells in Educational institutions, Follow -up -service, Role of Head of the institution and parents in guidance and counselling, challenges and functions of the teacher as a counsellor.

Recommended Readings:

- Agarwal, Rashmi (2010): Educational, Vocational guidance and counselling, principles, Techniques and Programmes, shipra Publication.
- Agrawal J.C (1989) Educational and Vocational guidance and counselling, Doaba House, New Delhi.
- Bhatia, k.K.(2009) principles of Guidance and counselling, Kalyani Publishers.
- Goswami, M.(2015) Nirdexona aru poramorxodan , Ashok Book Stall, Panbazar, Guwahati.

**DEPARTMENT OF EDUCATION
Krishnaguru Adhyatmik Visvavidyalaya
UG 6th semester
Course: Minor**

Credit: 04
Course Name and Code: Mental Health and Hygiene (EDNC 06)

Course Objectives:

- Acquaint with the Fundamentals and development of Mental Health And the Characteristics of a Mentally Healthy person.
- Understand the concept and importance of Mental Hygiene And it's Relationship with Mental Health.
- Acquire Knowledge about the principles, factors promoting Mental Health and the role Home, school and society in maintaining proper Mental Health.
- Learning the meaning and problem of Adjustment and also the different adjustment Mechanisms.

Leaning Outcomes:

- Student will be able to Acquaint with the Fundamentals and development of Mental Health and the Characteristics of Mentally Healthy person.
- Student will be able to understand the concept of importance of Mental Hygiene And it's Relationship with Mental Health.
- Student will be able acquire Knowledge about the principles, factors promoting Mental Health and the role of Home, school and society in Maintaining proper Mental Health.
- Student will be able to learn the meaning and problem of Adjustment and also the different adjustment Mechanisms.

Course Contents:

UNIT 1: Fundamental of Mental Health and Hygiene: concept and definition of Mental Health And Hygiene, scope of mental health, characteristics of a Mentally Healthy person, Concept and Nature of Mental Hygiene, Function of Mental Hygiene, Need and Importance of Mental Health and Hygiene, Relationship between Mental Health and Hygiene .

Unit 2: Education and Mental Health: Principles of sound Mental Health, Factors Affecting Mental Health, Mental Health Hazards, Mental Health of students, Role of Home, School and Society for mental health development, Mental Health of Teacher.

UNIT 3: Preservation of Mental Health And Hygiene: Meaning, Nature of Positive Psychology, Importance of positive Psychology, contribution of WHO for preservation of Mental Health, stress Management, Mental Health Care Act 2017.

UNIT 4: Mental Health And Yoga _ Concepts of Yoga, Importance of Yoga for Physical and Mental Health, Role of Yoga for Personality Development, Role of Yoga for Management of stress , Principles Of Yoga for Healthy Living, Pranaayama and Meditation for Promoting Mental Health,

Recommended Readings:

- Baumgardner, S and Brother, M." Positive Psychology" published by person India Education Service pvt. Ltd.
- Chauhan,S. S (2007) "Advanced Educational Psychology" published by New Delhi: Vikash Publishing House Pvt. Ltd.
- Crow ,L. D. and Crow,A. (1951)" Mental hygiene" publishing by New York: MC grow Hill.
- Mangal S. K. "Abnormal Psychology" published by New Delhi: Sterling Publication.Mangal, S. K. "Essential of Educational Psychology" Published by New Delhi: PHI Learning Pvt.Ltd.