



**Darrang College  
(Autonomous),  
Tezpur-784001**

# **Syllabus for FYUGP**

**Subject: EDUCATION  
Course Type: MINOR**

**Approved by:**

**Board of Studies meeting held on 15-12-2025**

**&**

**Academic Council vide Resolution no. 2, dated- 29-12-2025**

# FYUGP Syllabus for Education (Minor)

- Programme: Four Year Undergraduate Programme (FYUGP)
- Subject: Education (**Minor**)
- Submitted in accordance with NEP 2020 Guidelines
- Submission Date:
- Academic Session: 2025-26 onwards

## 1. Aims of FYUGP in Education

The FYUGP in Education aims to provide a comprehensive and holistic understanding of the discipline. It seeks to:

- Impart foundational and advanced knowledge of educational theories, philosophies, psychologists, and practices.
- Develop critical analytical skills to examine educational policies, systems, and emerging issues.
- Foster pedagogical competencies and research aptitude for effective teaching-learning and knowledge creation.
- Inculcate professional ethics, a sense of social responsibility, and a commitment to equity and inclusion in education.
- Prepare graduates for diverse careers in teaching, educational administration, counseling, research, and development sectors.

## 2. Program Outcomes (POs)

Upon completion of the program, students will be able to:

- PO1: Demonstrate a deep understanding of the historical, philosophical, sociological, and psychological bases of education.
- PO2: Critically analyze the Indian and global educational structure, policies, and their impact on society.
- PO3: Apply pedagogical skills, methods, and technologies to facilitate effective learning in diverse classrooms.
- PO4: Conduct educational research using appropriate methodologies and ethical practices.
- PO5: Exhibit professional communication, leadership, and collaborative skills for the educational sector.

## 3. Teaching-Learning Process

The process will be learner-centric and include:

- Interactive Lectures and Tutorials
- Group Discussions, Seminars, and Workshops
- Case Study Analysis
- Practical Sessions and Laboratory Work
- Field Visits and Project-Based Learning
- ICT-enabled Learning and Use of MOOCs

## 4. Evaluation/Assessment

- Continuous Internal Assessment (CIA): 40% weightage through assignments, presentations, seminars, class tests, and practicals.
- End-Semester Examination (ESE): 60% weightage through a written examination at the end of each semester.

#### 5. Course Structure (Semester I-VIII)

### COURSE STRUCTURE

Semester-1			Semester-2		
Type	Course	Credit	Type	Course	Credit
Major	Major-1	4	Major	Major-2	4
Minor	Minor-1	4	Minor	Minor-2	4
SEC	SEC-1 (Major oriented)*	3	SEC	SEC-2 (Major oriented)*	3
AEC	AEC-1 (Languages/Alt. English)	4	AEC	AEC-2 (English Communication)	4
MDC	-MDC 1	3	MDC	-MDC 2	3
VAC	VAC-1	2	VAC	VAC-2	2
		20			20
Semester-3			Semester-4		
Type	Course	Credit	Type	Course	Credit
Major	Major-3	4	Major	Major-5	4
	Major-4	4		Major-6	4
Minor	Minor-3	4		Major-7	4
SEC	SEC-3	3		Major-8	4
MDC	MDC 3	3	Minor	Minor-4	4
VAC	VAC-3	2			
		20			20
Semester-5			Semester-6		
Type	Course	Credit	Type	Course	Credit
Major	Major-9	4	Major	Major-12	4
	Major-10	4		Major-13	4
	Major-11	4		Major-14	4
Minor	Minor-5	4		Major-15	4
Internship	Internship	4	Minor	Minor-6	4
		20			20

## STRUCTURE OF SYLLABUS FOR FOURTH YEAR

### A. DEGREE WITH HONOURS

Semester	Course	Credit	Total Credit
VII	Major: 4 papers of 4 credit each (offline)	16	20
	Major 5th paper: Research Methodology/Research Methodology course from MOOCs	4	
VIII	Major: 4 papers of 4 credit each	16	20
	MINI PROJECT/ DISSERTATION	4	

### B. DEGREE WITH HONOURS & RESEARCH

Semester	Course	Credit	Total Credit
VII	Major: 4 papers of 4 credit each (offline)	16	20
	Major 5th paper: Research Methodology/Research Methodology course from MOOCs	4	
VIII	Major 1: RESEARCH/DISSERTATION	16	20
	Major 2: One MOOCs course related to advanced technique Or One Seminar/ Project based course and presentation		

### List of papers (Minor)

Semester	Course Code	Course Title	Credits
I	EDU-MN-01014	Principles of Education	4
II	EDU-MN-02014	Educational Psychology	4
III	EDU-MN-03014	Educational Sociology	4
IV	EDU-MN-04014	Development of Education in India	4

V	EDU-MN-05014	Developmental Psychology	4
VI	EDU-MN-06014	Guidance and Counselling	4
VII	EDU-MN-07014	Educational Management	4
VIII	EDU-MN-08014	Mental health and Hygiene	4

**Detailed Syllabus: Semester I**  
**Course Title: PRINCIPLES OF EDUCATION**  
**Course Code: EDU-MN-01014**  
**Total Credits: 4(Theory: 4, Practical: 0)**  
**Contact Hours: 60 (Lecture: 48, Tutorial: 12)**  
**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

**Course outcomes:**

After completing this course, the learner will be able to:

- Articulate the fundamental principles, diverse aims, and various forms of education.
- Analyze the structure and role of curriculum and discipline within educational settings.
- Evaluate critically education's democratic function and its societal implications.
- Apply educational theories to develop practical and ethical classroom approaches.

**Teaching-Learning Process:**

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning
- Use of local and national education case studies

**Teaching Learning Tools:**

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

**Evaluation/Assessment:**

**Internal Assessment (40 Marks):**

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

#### End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

### Detailed Syllabus

Unit	Title	Contents	Lecture	Tutorial	Practical	Total Hours
Unit 1	Meaning and Concept of Education	<ul style="list-style-type: none"> <li>- Meaning, nature and scope of education</li> <li>- Forms of education: Formal, Informal and Non-formal with their agencies</li> <li>- School: Functions and its relationship with society</li> <li>- Distance and Open Education with reference to India</li> <li>- Major functions of education</li> </ul>	13	3		16
Unit 2	Aims of Education	<ul style="list-style-type: none"> <li>- Meaning and importance of aims</li> <li>- Determinants of educational aims</li> <li>- Individual vs Social aim</li> <li>- Vocational vs Liberal aim</li> <li>- Democratic, Citizenship, Moral and Holistic Development as aims of education</li> </ul>	12	3		15
Unit 3	Curriculum and Discipline	<p><b>A.</b> Concept, nature, and importance of curriculum</p> <ul style="list-style-type: none"> <li>- Types of curriculum</li> <li>- Principles of curriculum construction</li> <li>- Correlation of studies: Meaning, types, importance</li> <li>- Co-curricular activities: Meaning, types, importance</li> </ul> <p><b>B.</b> Meaning and importance of discipline and freedom</p> <ul style="list-style-type: none"> <li>- Discipline vs Order</li> <li>- Forms of discipline</li> <li>- Concept of free-discipline</li> <li>- Role of reward and punishment</li> <li>- Maintenance of discipline in schools</li> </ul>	13	3		16
Unit 4	Democracy and Education	<ul style="list-style-type: none"> <li>- Meaning of democracy in education</li> <li>- Democracy and education of the masses</li> <li>- The Learner's role in democratic education</li> <li>- Role of teachers and educational administrators in fostering democratic values</li> <li>- Methods of teaching in a democratic</li> </ul>	10	3		13

		classroom				
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**Total Contact Hours: 60**

**Suggested Reference Books:**

1. Aggarwal, J. C. (2022). *Theory and principles of education* (13th ed.). Vikas Publishing House.
2. Bhatia & Narang. (2018). *Philosophical and sociological bases of education*. Tandon Publications.
3. Dewey, John. (1916). *Democracy and Education*. The Free Press.
4. National Council of Educational Research and Training (NCERT). (2018). *Teacher education curriculum framework*. NCERT.
5. Safaya & Shaida (2012). *Modern Theory and Principles of Education 7th Edition*. Dhanpat Rai Publishing Co.
6. Saikia, Mukul(2025). *Principles of Education*. Mani Manik Prakash
7. Taneja, V. R. (1995). *Educational thought and practice*. South Asia Books.

**Detailed Syllabus: Semester II**

**Course Title: EDUCATIONAL PSYCHOLOGY**

**Course Code: EDU-MN-02014**

**Total Credits: 4(Theory: 4, Practical: 0)**

**Contact Hours: 60 (Lecture: 48, Tutorial: 12)**

**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

**Course outcomes:**

After completing this course, the learner will be able to:

1. Explain the relationship between education and psychology.
2. Discuss the need for educational psychology in the teaching-learning process.
3. Describe the nature and major theories of learning, and explain the role of motivation in learning.
4. Illustrate the concepts of memory, forgetting, attention, and interest and their implications for learning.
5. Interpret theories and measurements of intelligence, and identify different types of personality and adjustment mechanisms.

- Analyze the types of exceptional children and evaluate the significance of individual differences in the classroom.

**Teaching-Learning Process:**

- Interactive lectures, group discussions, and case studies.
- Presentations, role-playing, and classroom-based observations.
- Integration of field visits and reflective journaling.

**Teaching-Learning Tools:**

- ICT-enabled teaching (videos, PPTs, digital simulations)
- Charts, models, and psychometric tools
- Textbooks, research papers, and open-source digital content

**Evaluation/Assessment:**

**Internal Assessment (40 Marks):**

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

**End Semester Examination (60 Marks):**

- Descriptive and Objective written exam covering all four units

**Detailed Syllabus**

Unit	Content	Lecture	Tutorial	Practical	Total Hours
<b>Unit I</b>	<b>Introduction to Educational Psychology</b> - Meaning and nature of Psychology - Relationship between Education and Psychology - Educational Psychology: Nature, Scope, and Importance - Role of Educational Psychology in the Teaching-Learning Process	<b>12</b>	<b>3</b>		<b>15</b>
<b>Unit II</b>	<b>Learning and Motivation</b> - Meaning, nature, and types of Learning - Theories of Learning: Behaviorist Perspectives (Connectionism, Classical Conditioning, Operant Conditioning) and Cognitive Perspectives (Gestalt Theory of Insightful Learning) - Thorndike’s Laws of Learning: Readiness, Exercise, Effect	<b>12</b>	<b>3</b>		<b>15</b>

	- Factors affecting Learning - Motivation: Meaning, types and strategies for motivating learners				
<b>Unit III</b>	<b>Cognitive and Affective Processes</b> - Memory: Meaning, Nature, Types, Methods to Enhance Retention - Forgetting: Meaning, Causes and Prevention - Attention: Concept, Characteristics, Types, Determinants - Interest: Meaning, Relation with Attention, Role in Learning	<b>12</b>	<b>3</b>		<b>15</b>
<b>Unit IV</b>	<b>Learner Diversity and Personality</b> - Intelligence: Meaning, Characteristics, Theories (Spearman's Two-Factor, Thurstone's Group Factor) - Creativity: Concept, Characteristics, Education and creativity - Personality: Meaning, Nature, Theories (Type and Trait) - <b>Exceptionalities in Learners:</b> Giftedness, Intellectual Disabilities, Learning Disabilities - Individual Differences: Meaning, Nature, Classroom Implications, Teacher's Role	<b>12</b>	<b>3</b>		<b>15</b>

**Total Contact Hours: 60**

**Suggested Reference Books:**

1. Aggarwal, J.C. (2014). *Essentials of Educational Psychology, 3rd Edition*. Vikas Publishing House Pvt. Ltd
2. Chauhan, S.S. (2009). *Advanced Educational Psychology, Seventh Edition*. Vikas Publishing House Pvt. Ltd.
3. Mangal, S.K. (2011). *Advanced Educational Psychology, Second Edition*. PHI
4. Woolfolk, A. (2019). *Educational Psychology*. Pearson

**3RD SEMESTER**

**Course Title: EDUCATIONAL SOCIOLOGY**

**Course Code: EDU-MN-03014**

**Total Credits: 4 (Theory: 4, Practical:0)**

**Contact Hours: 60 (Lecture: 48, Tutorial:12, Practical:0)**

**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

**Teaching-Learning Process:**

- Interactive lectures and classroom discussions
- Group presentations and collaborative learning
- Field visits, case studies, and community-based activities
- Assignments, tutorials, and reflective tasks

**Teaching-Learning Tools:**

- ICT-enabled teaching (videos, PPTs, online resources)
- Charts, diagrams, and models
- Textbooks, handouts, and reference materials
- Group work, seminar presentations

**Evaluation/Assessment:****Internal Assessment (40 Marks):**

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

**End Semester Examination (60 Marks):**

- Descriptive and Objective written exam covering all four units

**Course Outcomes:**

After completing this course, the learner will be able to:

- Explain the concept and nature of sociology.
- Analyze the relationship between sociology and education.
- Describe the concept and nature of culture and its relationship with education.
- Illustrate the concept and processes of socialization and the role of education therein.
- Describe the concept, nature, and factors influencing social change and explain education's role in it.

- Identify and differentiate various types of social groups and distinguish between a social group and a crowd.

### Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	<b>Introduction to Educational Sociology</b> <ul style="list-style-type: none"> <li>Meaning, nature, and scope of Sociology</li> <li>Educational Sociology: Meaning, nature, and importance</li> <li>Relationship between Sociology and Education</li> <li>Role of Education in social development</li> </ul>	12	3		15
Unit II	<b>Culture and Education</b> <ul style="list-style-type: none"> <li>Meaning and characteristics of Culture</li> <li>Types and components of Culture</li> <li>Relationship between Culture and Education</li> <li>Role of Education in cultural transmission and change</li> </ul>	12	3		15
Unit III	<b>Socialization and Education</b> <ul style="list-style-type: none"> <li>Meaning and processes of Socialization</li> <li>Agencies of Socialization: Family, School, Peer Group, and Mass Media</li> <li>Role of Education in Socialization</li> <li>Social control and conformity (social acceptance, approval, rewards and sanctions)</li> </ul>	12	3		15
Unit IV	<b>Social Change and Social Groups</b> <ul style="list-style-type: none"> <li>Meaning, nature, and factors of Social Change</li> <li>Role of Education in promoting Social Change</li> <li>Social Groups: Meaning, nature, and types</li> <li>Distinction between Social Group and Crowd</li> </ul>	12	3		15

**Total Contact Hours: 60**

### Suggested Reference Books:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954). *Educational Sociology (2nd Edition)*. New York: Prentice Hall.
- Chanda, S. S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Ogburn, W. F. & Nimkoff, W. F. (1966). *A Handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand & Company.

6. Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
7. Saikia, Polee (2019, 2nd Ed.). *Sociological Foundations of Education*. Guwahati: DVS Publishers.
8. Saikia, Mukul (2024). *Educational Sociology*. Guwahati: Mani Manik Prakash
9. Saikia, Mukul (2024). *Shiksha Samajbigyan*. Guwahati: Mani Manik Prakash

## **4TH SEMESTER**

**Course Title: DEVELOPMENT OF EDUCATION IN INDIA**

**Course Code: EDU-MN-04024**

**Total Credits: 4 (Theory: 4, Practical: 0)**

**Contact Hours: 60 (Lecture: 48, Tutorial: 12, Practical: 0)**

**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

### **Teaching-Learning Process:**

- Interactive lectures and chronological study of Indian education
- Group discussions and seminars on educational commissions and policies
- Analysis of reports, policy documents, and historical records
- Assignments and presentations on specific educational periods

### **Teaching-Learning Tools:**

- ICT-enabled lectures and documentaries
- Historical charts, timelines, and visual materials
- Official documents, government reports, and NEP texts
- Library and e-resource-based assignments

### **Evaluation/Assessment:**

#### **Internal Assessment (40 Marks):**

- Class Test – 20 Marks
- Assignment/Project – 10 Marks

- Seminar/Presentation – 10 Marks

### End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

### Course Outcomes:

After completing this course, the learner will be able to:

- Recount the concept of Ancient Indian education system.
- Describe the education system in Ancient India, particularly Vedic Education.
- Examine the education system in Medieval India.
- Analyse the education system during the British Period.
- Interpret the educational situation during the time of Independence.
- Explain the recommendations and educational importance of different Education Commissions and Committees in post-Independent India.
- Analyse the National Policy on Education in different periods.
- Familiarize with the recent educational developments in India.

### Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	<b>Education in Ancient and Medieval India</b> <ul style="list-style-type: none"> <li>• Concept and characteristics of Ancient Indian education system</li> <li>• Vedic education: aims, curriculum, methods, and discipline</li> <li>• Buddhist and Jain education: principles and contributions</li> <li>• Education in Medieval India – Islamic education: aims, curriculum, methods</li> <li>• Salient features and limitations of Ancient and Medieval education</li> </ul>	12	3	0	15
Unit II	<b>Education During British Period</b> <ul style="list-style-type: none"> <li>• Charter Act of 1813 and Macaulay's Minute (1835)</li> <li>• Wood's Despatch (1854)</li> <li>• Hunter Commission (1882)</li> <li>• Indian Education Commission (1902) and Resolution of 1904</li> <li>• Sadler Commission (1917–19)</li> <li>• Hartog Committee (1929)</li> </ul>	12	3	0	15

	<ul style="list-style-type: none"> <li>• Wardha Scheme of Basic Education (1937)</li> </ul>				
<b>Unit III</b>	<b>Education in Post-Independence India</b> <ul style="list-style-type: none"> <li>• University Education Commission (1948–49)</li> <li>• Secondary Education Commission (1952–53)</li> <li>• Education Commission (1964–66)</li> <li>• National Policy on Education (1968, 1986, 1992)</li> <li>• Right to Education Act (2009) and its implications</li> </ul>	12	3	0	15
<b>Unit IV</b>	<b>Recent Developments in Indian Education</b> <ul style="list-style-type: none"> <li>• National Education Policy (2020): features, objectives, and implications</li> <li>• Issues and challenges in Indian education today</li> <li>• Educational reforms for quality and equity</li> <li>• Role of education in national development and globalization context</li> </ul>	12	3	0	15

**Total Contact Hours: 60**

**Suggested Reference Books:**

1. Aggarwal, J. C. (2004). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Chaube, S. P., & Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Dash, B. N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
4. Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
5. Thakur, A. S., & Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.
6. MHRD, Government of India. (2019). *Draft National Education Policy 2019*. New Delhi.
7. Baruah, Jatin. *Bharatar Shiksha Eithasar Adhyan* (Assamese). Guwahati: Lawyers Book Stall.
8. Ministry of Education, Government of India. *Rastriya Shiksha Niti 2020* (Assamese). New Delhi: Shiksha Mantralaya, Bharat Sarkar.

**5TH SEMESTER**  
**Course Title: DEVELOPMENTAL PSYCHOLOGY**  
**Course Code: EDU-MN-05014**  
**Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)**  
**Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)**  
**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

**Teaching-Learning Process**

- Interactive lectures on the principles, nature, scope, and methods of developmental psychology.
- Case studies and discussions on physical, cognitive, social, and emotional development across lifespan.
- Analysis of family, school, and peer influence on developmental outcomes.
- Group assignments on developmental tasks, parental attitudes, and personality growth.

**Teaching-Learning Tools**

- ICT-enabled lectures, videos, and multimedia presentations.
- Reference books, research articles, and developmental charts.
- Worksheets, case studies, and illustrative examples for different age groups.
- Group discussions, seminars, and presentations on developmental stages.

**Evaluation/Assessment**

**Internal Assessment (40 Marks):**

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

**End Semester Examination (60 Marks):**

- Descriptive and objective written exam covering all units

**Course Outcomes**

After completing this course, the learner will be able to:

1. Explain the meaning, nature, scope, and different methods of developmental psychology.
2. Describe the pre-natal period of development.

3. Identify the characteristics and different developmental aspects of infancy period.
4. Discuss the parental attitude and family role in the development of infants.
5. Identify the characteristics and different developmental aspects of childhood period.
6. Examine the role of family and school in social and personality development of childhood.
7. Interpret the meaning, characteristics, and developmental tasks of adolescence.
8. Justify the need and importance of studying adolescence.
9. Describe the social, emotional, and personality development of adolescence.
10. Analyze the role of family, school, and peers on adolescents' development.

### Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Introduction to Developmental Psychology: Meaning, nature, scope, methods, and importance.	9	3		12
II	Pre-natal Development: Stages, factors affecting development, and parental care.	9	3		12
III	Infancy: Physical, cognitive, social, emotional, and personality development; parental role in infant development.	9	3		12
IV	Childhood: Physical, cognitive, social, emotional, and personality development; family and school influences.	9	3		12
V	Adolescence: Meaning, characteristics, developmental tasks, social, emotional, personality development; influence of family, school, and peers.	9	3		12
<b>Total</b>		60	0	0	60

### Suggested Reference Books

1. Bee, H., & Boyd, D. (2006). *The Developing Child*. New Delhi: Pearson Education Inc., India edition.
2. Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
3. Cole, L. (1936). *Psychology of Adolescence*. New York: Rinehart and Winsten.
4. Goswamee, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
5. Hurlock, E. B. (1980). *Developmental Psychology – A Life Span Approach*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
6. Hurlock, E. B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

7. Thompson, G. G. (1969). *Child Psychology*. Bombay: The Times of India Press.
1. Saikia, Mukul (2025). *Developmental Psychology*. Guwahati: Mani Manik Prakash

## **6TH SEMESTER**

**Course Title: GUIDANCE AND COUNSELLING**

**Course Code: EDU-MN-06014**

**Total Credits: 4 (Theory: 4, Practical: 0)**

**Contact Hours: 60 (Lecture: 48, Tutorial:12, Practical: 0)**

**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

### **Teaching-Learning Process:**

- Interactive lectures and group discussions
- Case study and situational analysis
- Role-play and simulation of counselling sessions
- Preparation of guidance service plans and reports

### **Teaching-Learning Tools:**

- ICT-based presentations and audiovisual materials
- Case files, counselling models, and charts
- Reference books and guidance manuals
- Field visits to counselling centers or school guidance units

### **Evaluation/Assessment:**

#### **Internal Assessment (40 Marks):**

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

#### **End Semester Examination (60 Marks):**

- Descriptive and Objective written exam covering all four units

### **Course Outcomes:**

After completing this course, the learner will be able to:

- Understand the concept, need, and importance of guidance and counselling.
- Identify and describe the different types and approaches to guidance and counselling.
- Acquaint themselves with the organization of guidance services and school guidance clinics.
- Analyze and interpret the challenges faced by the teacher as a guidance worker.

### Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
<b>Unit I</b>	<b>Introduction to Guidance and Counselling</b> <ul style="list-style-type: none"> <li>• Meaning, nature, and scope of guidance and counselling</li> <li>• Need and importance of guidance in education</li> <li>• Aims and objectives of guidance and counselling</li> <li>• Relationship between guidance and counselling</li> </ul>	12	3	0	15
<b>Unit II</b>	<b>Types and Approaches of Guidance and Counselling</b> <ul style="list-style-type: none"> <li>• Types of guidance: educational, vocational, and personal</li> <li>• Types of counselling: directive, non-directive, and eclectic</li> <li>• Major approaches to counselling: psychoanalytic, behaviouristic, humanistic</li> <li>• Tools and techniques used in guidance and counselling</li> </ul>	12	3	0	15
<b>Unit III</b>	<b>Organization of Guidance Services</b> <ul style="list-style-type: none"> <li>• Principles of organizing guidance services in schools and colleges</li> <li>• Essential guidance services: orientation, pupil inventory, counselling, information, placement, follow-up</li> <li>• School guidance clinics: meaning, functions, and organization</li> <li>• Role of the guidance personnel – head, teacher, and counsellor</li> </ul>	12	3	0	15
<b>Unit IV</b>	<b>Problems and Challenges in Guidance and Counselling</b> <ul style="list-style-type: none"> <li>• Role of the teacher as a guidance worker</li> <li>• Ethical and professional issues in counselling</li> <li>• Common problems faced by students and ways of handling them</li> <li>• Problems and limitations in organizing guidance programmes in Indian schools</li> </ul>	12	3	0	15

**Total Contact Hours: 60**

## **Suggested Reference Books:**

1. Agarwal, Rashmi. (2010). *Educational, Vocational Guidance and Counselling: Principles, Techniques and Programmes*. New Delhi: Shipra Publications.
2. Aggarwal, J.C. (1989). *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
3. Bhatia, K.K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
4. Kochhar, S.K. (2010). *Educational and Vocational Guidance in Secondary Schools*. New Delhi: Sterling Publishers Pvt. Ltd.
5. Saikia, Mukul (2025). *Guidance and Counselling*. Guwahati: Mani Manik Prakash

## **7TH SEMESTER**

**Course Title: EDUCATIONAL MANAGEMENT**

**Course Code: EDU-MN-07014**

**Total Credits: 4 (Theory: 4, practical: 0)**

**Contact Hours: 60 (Lecture: 48, Tutorial:12, Practical: 0)**

**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

### **Teaching-Learning Process:**

- Interactive lectures and classroom discussions
- Group projects, case studies, and field-based learning
- Practical exposure to school management and planning processes
- Tutorials and assignments for individual and collaborative learning

### **Teaching-Learning Tools:**

- ICT-based presentations and online resources
- Charts, models, and management flow diagrams
- Field visits to educational institutions
- Reference books, research papers, and reports

### **Evaluation/Assessment:**

#### **Internal Assessment (40 Marks):**

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

#### End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

#### Course Outcomes:

After completing this course, the learner will be able to:

- Explain the basic concepts, principles, and functions of educational management.
- Identify and apply various educational resources effectively in teaching-learning and administrative contexts.
- Analyze the concept, objectives, and significance of educational planning in the development of the education system.
- Evaluate different types of financial resources and demonstrate the ability to manage financial aspects in educational institutions.

#### Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	<b>Introduction to Educational Management</b> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of educational management</li> <li>• Principles and functions of management (Planning, Organising, Directing, Controlling, Coordinating)</li> <li>• Types of management (Autocratic, Democratic, Laissez-faire)</li> <li>• Importance of educational management in modern education</li> </ul>	12	3		15
Unit II	<b>Educational Resources and Administration</b> <ul style="list-style-type: none"> <li>• Meaning and classification of educational resources – human, material, financial</li> <li>• Procurement and utilisation of resources in educational institutions</li> <li>• Role of head of institution and teachers in resource management</li> <li>• School records and office management</li> </ul>	12	3		15
Unit III	<b>Educational Planning</b> <ul style="list-style-type: none"> <li>• Meaning, nature and importance of educational planning</li> <li>• Types and approaches to educational planning – short-term, long-term, institutional, national</li> <li>• Process and steps in educational planning</li> <li>• Role of education in national development</li> </ul>	12	3		15

<b>Unit IV</b>	<b>Educational Finance and Supervision</b>			
	<ul style="list-style-type: none"> <li>• Meaning and importance of educational finance</li> <li>• Sources of educational finance – government, private, community, and institutional sources</li> <li>• Budget preparation and financial management in schools and colleges</li> <li>• Educational supervision – meaning, functions, and techniques</li> </ul>	12	3	15

**Total Contact Hours: 60**

**Suggested Reference Books:**

1. Bhatnagar, R.P., & Gupta, V. (2006). *Educational Management*. Meerut: R. Lall Book Depot.
2. Bhattacharya, S. (2012). *Educational Management: Theory and Practice*. Guwahati: EBH Publishers.
3. Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Mathur, S.S., & Mathur, S. (2010). *School Organisation and Management*. Agra: Agrawal Publications.
5. Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
6. Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India.
7. Taj Haseen, & Bhatnagar, P. (2012). *Modern Perspectives of Organizational Behaviour*. Agra: Harprasad Institute of Behavioural Studies.

**8TH SEMESTER**

**Course Title: MENTAL HEALTH AND HYGIENE**

**Course Code: EDU-MN-08014**

**Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)**

**Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)**

**Distribution of Marks: Internal – 40 | External – 60 | Total – 100**

**Teaching-Learning Process**

- Interactive lectures and discussions on fundamentals and development of mental health.
- Case studies and analysis of mental health issues in school, family, and society.

- Group projects on stress management, adjustment mechanisms, and positive psychology interventions.
- Seminar presentations on mental health of women, role of WHO, and strategies to enhance mental hygiene.

### **Teaching-Learning Tools**

- ICT-enabled lectures, multimedia presentations, and videos on mental health practices.
- Reference books, research papers, and WHO guidelines.
- Charts, handouts, and case studies.
- Group discussions, role plays, and seminar presentations.

### **Evaluation/Assessment**

#### **Internal Assessment (40 Marks):**

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

#### **End Semester Examination (60 Marks):**

- Descriptive and objective written exam covering all units

### **Course Outcomes**

After completing this course, the learner will be able to:

1. Describe the fundamentals and development of mental health and the characteristics of a mentally healthy person.
2. Explain the concept and importance of mental hygiene and its relationship with mental health.
3. Identify the principles and factors promoting mental health and analyze the role of home, school, and society in maintaining proper mental health.
4. Discuss the meaning and problem of adjustment and different adjustment mechanisms.
5. Illustrate the concept and issues of positive psychology, mental health of women, role of WHO, and stress management.
6. Apply the knowledge gained from this course for the enhancement of one's mental health.

### **Detailed Syllabus**

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Fundamentals of Mental Health: Meaning, nature, scope, characteristics of a mentally healthy person.	9	3		12
II	Mental Hygiene: Concept, importance, relationship with mental health, principles, and practices for maintaining mental hygiene.	9	3		12
III	Factors Promoting Mental Health: Role of family, school, and society in maintaining mental health; Techniques for mental well-being.	9	3		12
IV	Adjustment: Meaning, types of adjustment problems, mechanisms of adjustment, and strategies to enhance adaptive behaviors.	9	3		12
V	Positive Psychology and Stress Management: Concept, issues, mental health of women, role of WHO, strategies for stress management.	9	3		12
<b>Total</b>		45	15	0	60

### Suggested Reference Books

1. Baumgardner, S., & Crothers, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
2. Coleman, J. C. (2016). *Abnormal Psychology and Modern Life*. Chicago: Scott, Foresman and Company.
3. Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Crow, L. D., & Crow, A. (1951). *Mental Hygiene*. New York: McGraw-Hill.
5. Gururani, G. D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
6. Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publications.
8. Safaya, R. N., Shukla, C. S., & Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.