



DEPARTMENT OF EDUCATION

Established. 1971

Morigaon college (Autonomous):: Morigaon, Assam

PIN:782105 P.O MORIGAON

Board of Studies (BoS) Meeting

Department of Education

Morigaon College (A)

Date: 13/12/2025

Time: 11:00 Am

Venue: Video Conference Hall, Morigaon College (A)

Brief Report of the BoS Meeting

The meeting of the Board of Studies (BoS) was held on 13 December 2025 at 11:00 AM in the Video Conference Hall, Morigaon College. The meeting was presided over by Augustin Terang, Assistant Professor and Chairperson of the BoS.

The meeting commenced with a brief introduction of all the members present, conducted by Dr. Kalyan Das, Assistant Professor and Member of the BoS. The meeting was attended by subject experts from outside the parent university, namely Dr. Afzarul Rahman (Nagaon University) and Dr. Tarali Pathak (Cotton University). Dr. Dulumoni Goswami (Gauhati University) participated in the meeting as the subject expert from the parent university through online mode. Malabika Hazarika (Tihu College) and Jayashree Mahanta attended as alumni and representatives from allied areas. Dr. Birat Kumar Panyang and Ruma Begum were also present.

The objectives and agenda of the meeting were placed before the members. As per the agenda, the meeting proceeded with detailed deliberations on the relevant academic matters. After an hour-long discussion, the meeting concluded successfully.

Members of Board of Studies (BoS) Present in the Meeting (Offline):

- 1) Dr. Afzarul Rahman (Nagaon University)
- 2) Dr. Tarali Pathak (Cotton University)
- 3) Augustin Terang, Assistant Professor & Chairperson
- 4) Dr. Birat Kumar Panyang (Morigaon College A)
- 5) Dr. Kalyan Das (Morigaon College A)

- 6) Ruma Begum (Morigaon College A)
- 7) Malabika Hazarika (Tihu College)
- 8) Jayashree Mahanta (allied areas Representative)

Members of Board of Studies (BoS) Present in the Meeting (Online):

- 1) Dr. Dulumoni Goswami (Gauhati University)

Meeting Agenda for Board of Studies (BoS)

1. Welcome and Opening Remarks by the Chairperson, BoS
2. Confirmation of Quorum
3. Introduction of Members Present
4. Overview of FYUGP Framework in Education
 - o Structure and objectives of FYUGP
 - o Compliance with NEP 2020 guidelines
5. Discussion on Proposed FYUGP Syllabus in Education
 - o Core Courses in Education
 - o Minor Courses
 - o Skill Enhancement Courses (SEC)
6. Teaching–Learning Strategies
 - o Pedagogical approaches under FYUGP
 - o Experiential learning, fieldwork, and ICT integration
7. Incorporation of Feedback
 - o Suggestions from subject experts, alumni, and allied area representatives
8. Finalization and Approval of FYUGP Syllabus in Education
9. Any Other Matter with the Permission of the Chair
10. Vote of Thanks and Conclusion of the Meeting

Meeting Resolution of the Board of Studies (BoS)

Department of Education, Morigaon College (A)

Date of Meeting: 13/12/2025

The Board of Studies (BoS) of the Department of Education, Morigaon College (A), in its meeting held on 13th December 2025, considered the draft syllabus of the Four-Year Undergraduate Programme (FYUGP) in Education prepared by the Syllabus Committee.

After thorough discussion and deliberation, the Board of Studies resolved to approve the draft syllabus subject to the following modifications and decisions:

Resolutions:

1. It has been resolved that the paper "Mental Health and Hygiene" shall be replaced with "Stress Management" under the Skill Enhancement Course (SEC) for the First Semester.
2. It has been resolved that the paper "Developing Teaching Skills" shall be replaced with "Yoga Education" under the Skill Enhancement Course (SEC) for the Second Semester.
3. It has been resolved that "Life Skill Education" shall be offered as a Skill Enhancement Course (SEC) for the Third Semester.
4. It has been resolved that the paper "Educational Management" offered in the Third Semester shall be replaced with "Development of Education in India: Pre-Independence" for both Major and Minor course.
5. It has been resolved that the paper "Development of Education in India: Post-Independence" shall be offered in the Fourth Semester for both Major and Minor courses.
6. It has been resolved that the paper "Guidance and Counselling" shall be replaced with "Psychological Practical" for the Fourth Semester Major course.
7. It has been resolved that the paper "Gender Studies" offered in the Sixth Semester Major shall be replaced with "Developmental Psychology."
8. It has been resolved that the paper "Educational Statistics and Practical" offered in the Sixth Semester shall be replaced with "Teacher Education."
9. It has been resolved that the title of the paper "Educational Statistics and Practical" shall be changed to "Educational Statistics."
10. It has been resolved that the paper title "Educational Measurement and Laboratory Practical" shall be changed to "Educational Measurement and Evaluation."

Suggestions from the Board of Studies

The Board of Studies further suggested that:

1. The Programme Specific Outcomes (PSOs) should be modified.

2. The Learning Objectives should be modified.
3. The Learning Outcomes should be modified.
4. The marks distribution should be clearly and specifically mentioned for all courses.
5. The Chairperson of the Board of Studies is authorized to finalize the syllabus based on the discussions and decisions taken in the meeting.

Action

The Department of Education, Morigaon College (A) shall prepare the final version of the FYUGP syllabus in Education, incorporating all the approved modifications and suggestions, and submit the same to the Academic Council of Morigaon College (A) for final approval.

Certification

It is hereby certified that the above resolutions are the true and correct record of the resolutions passed in the 1st Meeting of the Board of Studies of the Department of Education, Morigaon College (A) held on 13/12/2025.

Signature: A. Terang
Chairperson, Board of Studies
Department of Education
Morigaon College (A)

H. O. D.
Dept. of Education
Morigaon College
Morigaon : Assam

Date: 13/12/2025
Place: Morigaon

SYLLABUS



DEPARTMENT OF EDUCATION
MORIGAON COLLEGE (Autonomous)
MORIGAON, ASSAM

Four Year Undergraduate Programme (FYUGP)

Subject: Education Program

FOUR YEAR UNDERGRADUATE PROGRAM IN EDUCATION

Preamble

Education is the foundation of personal development, social progress, and national growth. The Four-Year Undergraduate Program in Education is designed to provide a comprehensive and integrated learning experience that prepares students for the multifaceted challenges of the modern educational landscape.

This program aims to equip learners with a deep understanding of educational theories, principles, and practices, while fostering critical thinking, ethical awareness, and reflective decision-making. Through a combination of theoretical knowledge, practical experiences, and research-based learning, students will develop the competencies required to promote inclusive, equitable, and quality education across diverse contexts.

The curriculum emphasizes holistic development, encouraging students to explore the historical, philosophical, psychological, and sociological dimensions of education, alongside contemporary innovations and technologies. Graduates of this program will be well-prepared to assume roles as educators, leaders, and change-makers, contributing meaningfully to the advancement of education and the betterment of society.

INTRODUCTION

Introduction: Four-Year Undergraduate Programme (FYUGP) in Education

The Four-Year Undergraduate Programme (FYUGP) in Education is designed in accordance with the National Education Policy (NEP)-2020 to provide a comprehensive, multidisciplinary, and outcome-based learning experience. The programme aims to develop a strong foundation in the theoretical and practical aspects of education while promoting critical thinking, creativity, ethical values, and social responsibility among learners.

This programme integrates core areas such as the philosophical, psychological, sociological, and historical foundations of education with contemporary educational practices, inclusive education, assessment, research, and the use of digital technologies. Emphasis is placed on learner-centred pedagogy, experiential learning, field engagement, and community-based activities to bridge the gap between theory and practice.

The FYUGP in Education offers flexibility through multiple entry and exit options, choice-based credit systems, and opportunities for interdisciplinary learning, as

envisioned by NEP-2020. By the end of the programme, learners are equipped with essential pedagogical skills, research competence, and professional values required for careers in teaching, educational administration, research, policy, and lifelong learning. The programme also prepares students for higher education and professional teacher-education programmes, thereby contributing to the development of quality human resources in the field of education.

AIMS OF FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN EDUCATION

The Four-Year Undergraduate Programme (FYUGP) in Education aims to:

1. **Provide strong foundational knowledge of Education** by introducing learners to the philosophical, psychological, sociological, and historical bases of education.
2. **Develop competent and reflective educators** who can analyze educational practices and respond effectively to diverse learning needs.
3. **Promote learner-centred and inclusive education** in order to address equity, diversity, and social justice in educational settings.
4. **Enhance pedagogical and professional skills** required for teaching, assessment, curriculum planning, and classroom management.
5. **Integrate theory with practice** through fieldwork, internships, school experiences, and community engagement.
6. **Develop research aptitude and inquiry skills** by training learners in basic educational research, data analysis, and academic writing.
7. **Encourage the effective use of ICT and digital tools** in teaching, learning, and educational administration.
8. **Foster ethical values, professionalism, and social responsibility** in accordance with national and global educational goals.
9. **Promote multidisciplinary and holistic learning** as envisioned in NEP-2020, enabling learners to connect education with other disciplines.
10. **Prepare learners for multiple career pathways** such as teaching, educational administration, research, policy analysis, and lifelong learning.

Graduate Attributes (GAs)

B.A. Education – Four-Year Undergraduate Programme

On successful completion of the **B.A. Education** programme, graduates will be able to:

1. **Foundational Knowledge of Education**
Demonstrate a clear understanding of the philosophical, psychological, sociological, and historical foundations of education in Indian and global contexts.
2. **Understanding of Teaching-Learning Processes**
Explain key concepts related to learning, development, motivation, and assessment relevant to school and community education.
3. **Critical and Reflective Thinking**
Critically examine educational theories, policies, and practices and reflect on their implications for teaching and learning.
4. **Pedagogical Awareness**
Develop awareness of learner-centred, inclusive, and activity-based teaching approaches appropriate for diverse learners.
5. **Research Orientation**
Apply basic research methods to study educational problems, conduct small-scale projects, and interpret findings logically.
6. **Communication Skills**
Communicate effectively in academic writing, presentations, and discussions related to education.
7. **Digital Literacy in Education**
Use digital tools and online resources for learning, teaching support, and academic work in education.
8. **Ethical Values and Professional Attitude**
Demonstrate ethical behaviour, empathy, respect for diversity, and professionalism in educational and social contexts.
9. **Social and Community Engagement**
Recognize the role of education in social transformation and participate responsibly in community-based educational activities.
10. **Lifelong Learning and Career Readiness**
Show preparedness for higher studies, teacher education programmes, and careers in education-related fields through continuous learning.

Program Specific Outcomes (PSOs):

1. *Foundational Knowledge of Education:* Develop a comprehensive understanding of educational theories, philosophies, policies, and practices, and their application in various educational contexts.

2. *Pedagogical Skills*: Acquire and demonstrate effective teaching methods, instructional strategies, and classroom management techniques suitable for diverse learners.
3. *Research Competency*: Develop the ability to conduct educational research, analyze data, and apply findings to improve teaching-learning processes.
4. *Educational Psychology Application*: Understand and apply psychological principles to support student learning, motivation, and development.
5. *Curriculum Design and Assessment*: Gain skills to design, implement, and evaluate curricula that meet the needs of learners and educational standards.
6. *Technology Integration in Education*: Use modern educational technologies and digital tools to enhance teaching, learning, and administrative processes.
7. *Social and Ethical Responsibility*: Demonstrate a commitment to promoting equity, inclusivity, and ethical practices in educational settings and the broader community.
8. *Professional Communication*: Exhibit effective communication skills for interaction with students, parents, colleagues, and stakeholders in the education sector.
9. *Lifelong Learning*: Develop a disposition for continuous professional development and adapt to changing educational trends and challenges.
10. *Leadership and Collaboration*: Cultivate leadership and teamwork abilities to contribute to institutional growth and community engagement.

SEMESTER WISE PAPER DISTRIBUTION

NAME OF PAPER AND SEMESTER FOR **1 MAJOR AND 1 MINOR** CANDIDATES

			Semester-1	
Type	Course	Code	Paper	Credit
Major	Major-1	EDN01MJ	PRINCIPLES OF EDUCATION	4
Minor	Minor-1	EDN02MN	PRINCIPLES OF EDUCATION	4
SEC	SEC-1	EDNSEC01MC	Stress Management	3

			Semester-2	
Type	Course	CODE	Paper	Credit
Major	Major-2	EDN02MJ	EDUCATIONAL PSYCHOLOGY	4
Minor	Minor-2	EDN02MN	EDUCATIONAL PSYCHOLOGY	4
SEC	SEC-2	SEC02MC	Yoga Education	3

			Semester-3	
Type	Course	CODE	Paper	Credit
Major	Major-3	EDN03MJ	EDUCATIONAL SOCIOLOGY	4
	Major-4	EDN04MJ	Development of Education in India: Pre-Independence	4
Minor	Minor-3	EDN03MN	EDUCATIONAL SOCIOLOGY	4
SEC	SEC-3	SEC03MC	Life Skill Education	3

			Semester-4	
Type	Course	CODE	Paper	Credit
Major	Major-5	EDN05MJ	EDUCATIONAL PHILOSOPHY	4
	Major-6	EDN06MJ	DEVELOPMENT OF EDUCATION IN INDIA: POST-INDEPENDENCE	4
	Major-7	EDN07MJ	HUMAN RIGHTS, VALUE AND PEACE EDUCATION	4
	Major-8	EDN08MJ	PSYCHOLOGICAL PRACTICAL	4
Minor	Minor-4	EDN04MN	EDUCATIONAL PHILOSOPHY	4

			Semester-5	
Type	Course	CODE	Paper	Credit
Major	Major-9	EDN09MJ	EDUCATIONAL TECHNOLOGY	4
	Major-10	EDN10MJ	EMERGING ISSUES IN EDUCATION	4
	Major-11	EDN11MJ	ENVIRONMENTAL EDUCATION	4
Minor	Minor-5	EDN05MN	EDUCATIONAL TECHNOLOGY	4
	Internship			4

			Semester-6	
Type	Course	CODE	Paper	Credit
Major	Major-12	EDN12MJ	EDUCATIONAL MEASUREMENT AND EVALUATION	4
	Major-13	EDN13MJ	EDUCATIONAL STATISTICS	4
	Major-14	EDN14MJ	Developmental Psychology	4
	Major-15	EDN15MJ	Teacher Education	4
Minor	Minor-6	EDN06MN	Teacher Education	4

NAME OF PAPER AND SEMESTER FOR 2 **MINORS** CANDIDATES

(For students opting Education as Minor I)

			Semester-1	
Type	Course	CODE	Paper	Credit
Minor	Minor-1 (Course-1)	EDN01MN01	PRINCIPLES OF EDUCATION	4
SEC	SEC-I	EDNSEC01MC	Stress Management	3

			Semester-2	
Type	Course	CODE	Paper	Credit
Minor	Minor-1(<i>Course-2</i>)	EDN02MN01	EDUCATIONAL PSYCHOLOGY	4
SEC	SEC-2	EDNSEC02MC	Yoga Education	3

			Semester-3	
Type	Course	CODE	Paper	Credit
Minor	Minor-1(<i>Course-3</i>)	EDN03MN01	EDUCATIONAL SOCIOLOGY	4
	Minor-1(<i>Course-4</i>)	EDN04MN01	DEVELOPMENT OF EDUCATION IN INDIA: PRE-INDEPENDENCE	4
SEC	SEC-3	EDNSEC03MC	Life Skill Education	3

			Semester-4	
Type	Course	CODE	Paper	Credit
Minor	Minor-1(<i>Course-5</i>)	EDN05MN01	EDUCATIONAL PHILOSOPHY	4
	Minor-1(<i>Course-6</i>)	EDN06MN01	DEVELOPMENT OF EDUCATION IN INDIA: POST-INDEPENDENCE	4

			Semester-5	
Type	Course	CODE	Paper	Credit
Minor	Minor-1(<i>Course-7</i>)	EDN07MN01	EDUCATIONAL TECHNOLOGY	4
	Minor-1(<i>Course-8</i>)	EDN08MN01	EMERGING ISSUES IN EDUCATION	4
Internship	Internship			4

			Semester-6	
Type	Course	CODE	Paper	Credit
Minor	Minor-1(<i>Course-9</i>)	EDN09MN01	EDUCATIONAL STATISTICS	4
	Minor-1(<i>Course-10</i>)	EDN10MN01	TEACHER EDUCATION	4
Minor	Minor 1 or Minor 2 (<i>Course-11</i>) (Optional)	EDN11MN01	EDUCATIONAL MEASUREMENT AND EVALUATION	4

NAME OF PAPER AND SEMESTER FOR **2 MINORS** CANDIDATES

(For students opting Education as Minor II)

			Semester-1
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Type	Course	CODE	Paper	Credit
	Minor-2 (Course-1)	EDN01MN02	PRINCIPLES OF EDUCATION	4
SEC	SEC-I	EDNSEC01MC	Stress Management	3

Semester-2				
Type	Course	CODE	Paper	Credit
	Minor-2 (Course-2)	EDN02MN02	EDUCATIONAL PSYCHOLOGY	4
SEC	SEC-II	EDNSEC02MC	Yoga Education	3

Semester-3				
Type	Course	CODE	Paper	Credit
	Minor-2 (Course-3)	EDN03MN02	Development of Education in India: Pre-Independence	4
SEC	SEC-III	EDNSEC03MC	Life Skill Education	3

Semester-4				
Type	Course	CODE	Paper	Credit
	Minor-2 (Course-4)	EDN04MN02	EDUCATIONAL PHILOSOPHY	4
	Minor-2 (Course-5)	EDN05MN02	Development of Education in India: Post-Independence	
	Minor-2 (Course-6)	EDN06MN02	HUMAN RIGHTS, VALUE AND PEACE EDUCATION	

Semester-5				
Type	Course	CODE	Paper	Credit
	Minor-2 (Course-7)	EDN07MN02	EDUCATIONAL TECHNOLOGY	4
	Minor-2 (Course-8)	EDN08MN02	EMERGING ISSUES IN EDUCATION	4
Internship	Internship			4

Semester-6				
Type	Course	CODE	Paper	Credit
	Minor-2 (Course-9)	EDN09MN02	EDUCATIONAL STATISTICS	4
	Minor-2 (Course-10)	EDN10MN02	Teacher Education	4
Minor	Minor1 or Minor 2 (Course-11) (Optional)	EDN11MN02	EDUCATIONAL MEASUREMENT AND EVALUATION	4

N.B.

a) Only those courses offered by the Department of Education, Morogoro College (A) are mentioned in the above course structure.

b) The overall structure of the Program is prepared by the College and the Department is in compliance with it.

Teaching Learning Process:

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

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

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White /Black Board

Assessment

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations

SEMESTER-1

Subject Name: Education

Course Code: EDU-CORE-(MJ/MN)-MC-0100104

Course Name: **PRINCIPLES OF EDUCATION**

Credit: 4

Total Marks: 100 (Internal – 40, External – 60)

Course Objective: The Objective of the course are as follows:

1. to enable the students to know and understand the Concept and different forms of Education.
2. to enable the students to describe the Concept of Aims of Education and its different form
3. to help the students to understand the meaning, nature and Importance of Curriculum
4. to make the student aware of the meaning and Core values of Democracy
5. to enable the student to understand role of Teacher and Administrator in Democracy

Course Outcome: After completion of the course the students will be able to-

1. know and understand the Concept and different forms of Education.
2. describe the Concept of Aims of Education and its different form
3. understand the meaning, nature and Importance of Curriculum
4. explain the meaning and Core values of Democracy
5. describe the role of Teacher and Administrator in Democracy

Unit	Contents
Unit I	Concept of Education • Meaning, nature and scope of Education • Functions of Education • Different Forms of Education –Formal, Informal and Non-Formal Education and different agencies imparting Formal, Informal and Non-Formal Education
Unit II	Aims of Education • Concept and importance of Aim of Education • Determinants of Aims • Individual Aim, Social Aim, Liberal Vocational Aim and Democratic Aim
Unit III	Curriculum • Meaning and Nature of Curriculum and importance of Curriculum • Types of curriculums, Principles of Curriculum Construction, Determinants of Curriculum • Bases of Curriculum construction: Philosophical, Psychological and Sociological • Correlation of Curriculum/Studies –meaning, importance and different types • Co-scholastic Activities - meaning, importance and different types
Unit IV	Democracy and Education • Concept of Democracy in Education • Core values of Democracy • Education in a Democratic set up • Democratic Aim of Education • Role of teachers and administrators in Democracy • Relation between Democracy and Education

Modes of Internal Assessment: 40 Marks

- 1) One sessional test - 20 Marks
- 2) Any one of the following activities listed below - 20 Marks
 - Group discussion/Seminar/ Assignment on any one of the topics of the course.
 - Debate
 - Project

Suggested Reading:

- Aggarwal, J.C. (2010). Theory and Principles of Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.
- Bhatia, K., & Bhatia, B.D. (1994). Theory and Principles of Education: Philosophical & Sociological Bases of Education (20th ed.). New Delhi: Doaba House.
- Chatterjee, S. (2012). Principles and Practices of Modern Education. New Delhi: Books & Allied Pvt. Ltd.
- Goswami, D. (2012). Principles of Education. Guwahati: LBS Publications.
- Kalita, U., Saharia, S.B., & Sharma, A. (2019). Sikshar Niti. Guwahati: Tushar Publishing House.
- Raymont, T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co. • Ross, J.S. (1945). The Groundwork of Educational Theory. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya, R.N., & Shaida, B.D. (2010). Modern Theory and Practice of Education. New Delhi: Dhanpat Rai Publishing Company Pvt. Ltd.

SEMESTER-1

Subject Name: Education

Course Code: SEC-EDU-MC-0100103

Course Name: **STRESS MANAGEMENT**

Credit: 3

Course Name: Stress Management Course Type: Skill Enhancement Course

Total Marks = 75 (Internal 30 + External 45)

Course Objective: The Objective of this course includes the following-

1. To help students understand the nature, causes, and effects of stress, and to develop practical skills for managing stress effectively
2. To explore the definitions of stress and approaches to managing it.
3. To provide a clear understanding of how a variety of factors interact and affect in the dynamic process of creating a healthy environment.

Course Outcome: Upon completion of this course the students will be able to-

1. Understand and explain the concept, sources, and types of stress and their impact on Psychological, Social and Physiological health.

2. understand on how a variety of factors interact and affect in the dynamic process of creating a healthy environment.
3. Apply effective stress management techniques such as relaxation methods, Yoga and Meditation

UNIT	CONTENT
1	Introduction to Stress • Meaning, Definition, Eustress, Distress • Types of stress: Acute stress, Episodic stress and chronic stress, signs and Symptoms • Sources of stress (i) Psychological, Social, Environmental and (ii) Academic, Family and Work stress
2	Impact of stress • Psychological Impact of stress-Impaired Mental functions, Poor memory • Social Impact of stress-Stressful Life Events, Social support and health • Physiological Impact of stress-Quality of sleep, Diet and Health effects
	Stress and Coping and Stress Reduction Technique (PRACTICAL) • Relaxation • Yoga and Meditation

N.B Practical: 15 Marks

Modes of Internal Assessment: 30 Marks

- 1) One sessional test - 10 Marks
- 2) Any one of the following activities listed below - 20 Marks
 - Group discussion/Seminar/ Assignment on any one of the topics of the course.
 - Debate
 - Project