

Morigaon College (Autonomous)

Morigaon: Assam



SYLLABUS

Education

FYUGP

(3rd Semester)

SEMESTER-3

Subject Name: Education

Course Code: **EDU-CORE-(MJ/MN)-MC-0300104**

Course Name: **EDUCATIONAL SOCIOLOGY**

Credit: 4

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

Course Objective: The Objectives of the course are to -

1. help understand the concept and nature of sociology.
2. understand the relationship between sociology and education.
3. Describe the concept and nature of culture.
4. Analyze the interrelationship between culture and education.
5. Illustrate the concept and processes of socialization.
6. Explain the role of education in the process of socialization.
7. Describe the concept, nature, and factors influencing social change.
8. Explain the role of education in facilitating social change.
9. Describe the concept, nature, and types of social groups.

Course Outcome: By the end of the course the students will be able to -

1. Explain the concept and nature of sociology.
2. Analyze the relationship between sociology and education.
3. Describe the concept and nature of culture.
4. Analyze the interrelationship between culture and education.
5. Illustrate the concept and processes of socialization.
6. Explain the role of education in the process of socialization.
7. Describe the concept, nature, and factors influencing social change.
8. Explain the role of education in facilitating social change.
9. Describe the concept, nature, and types of social groups.

Unit	Content
I	Sociology and Education • Concept and Nature of Sociology • Educational Sociology- Meaning, nature, scope and its importance • Concept of Sociology of Education
II	Culture and Education • Concept, Nature and Functions of Culture, characteristics of Indian culture • Types of Culture: Material and Non-Material Culture • Conflict, Cultural Diffusion, Cultural Lag, Pluralism, Multiculturalism • Relationship between Culture and Education
III	Socialization and Social Group • Concept, Nature and Processes of Socialization

	• Agencies of Socialization: Family, School, Peer group, Community and Mass Media • Role of Education as a Socialization process • Meaning and nature of Social Group • Types of Social Group – Primar and Secondary and its importance
IV	Social Change and Education • Concept and Nature of Social Change • Factors of Social Change • Education as an instrument of Social Change • Barriers of Social Change

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 Readings:

- 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.
- Ravi, S. S. (2015). Philosophical and Sociological Bases of Education. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Publishers.

SEMESTER-3

Subject Name: Education

Course Code: **EDU-CORE-(MJ)-MC-0300204**

Course Name: **DEVELOPMENT OF EDUCATION IN INDIA -PRE-INDEPENDENCE PERIOD**

Credit: 4

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

Course Objective: The course aims to -

1. Discuss the ancient education system with reference to Vedic, Buddhist and Islamic Education system.
2. Discuss the role of Missionaries in development of modern education in India
3. Analyse the role of British in development of education in British India.

Course outcome: -

CO 1 Be able to **understand** the development of education in India during pre-independence period.

CO2 Develop the skill of **critically evaluating** the development of Education during pre-independence period.

Unit	Contents
1	Education in Ancient and Medieval India • 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, • Education in Medieval India • The Islamic System of Education. General Features and Defects of Muslim Education
2	Education during British Period-I Indigenous Education at the beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • Macaulay's Minute, 1835 Downward Filtration Theory
3	Education during British period-II • Wood's Despatch-1854 • Indian Education Commission 1882 • Indian University Commission- 1902, Major Recommendations

	• Lord Curzon's Education policy on Primary, Secondary and Higher Education, The University Act of 1904 • Calcutta University Commission-1917, • Hartog Committee Report-1929, • The Sargent Report- 1944
4	Educational Efforts by Indians • National Education Movement, 1905 • Gokhale's Resolution, 1910 • Primary Education Act of Assam 1926 • Wardha Scheme, 1937

Modes of In-Semester Assessment

40 Marks

- 1) One sessional test 20 Marks
2. Any one of the following activities listed below 20 Marks
 - Seminar / Group discussion/ Assignment related to the course content.

Suggested Readings:

- Aggarwal, J. C. (2010). *Landmarks in the history of modern Indian education*. Vikas Publishing House.
- Altekar, A. S. (1965). *Education in ancient India*. Nand Kishore & Bros.
- Bhatia, K. K., & Bhatia, B. D. (2009). *The philosophical and sociological foundations of education*. Doaba House.
- Choudhary, K. P. (2011). *Indian education since independence*. Kanishka Publishers.
- Dash, B. N. (2014). *History of education in India*. Dominant Publishers.
- Keay, F. E. (1918). *Indian education in ancient and later times*. Oxford University Press.
- Mukerjee, S. N. (1966). *History of education in India: Modern period*. Acharya Book Depot.
- Nurullah, S., & Naik, J. P. (1951). *A history of education in India (during the British period)*. Macmillan.
- Sharma, R. N., & Sharma, R. K. (2015). *History of education in India*. Atlantic Publishers.

SEMESTER-3

Subject Name: Education

Course Code: **SEC-EDU-MC-0300103**

Course Name: **Life Skill Education (SEC)**

Credit: 3

Distribution of Marks: 75 (External – 45 + Internal – 30)

Course Objective: The Objective of this course are as follows-

- ❖ To know about the fundamentals of Life skill
- ❖ To examine the Theoretical and application-based perspective of Life skills Education
- ❖ To develop Competencies to classify different type of life skills
- ❖ To develop understanding into techniques of Education of Life skills
- ❖ To explore ways of practising life skill education

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

- ❖ To know about the fundamentals of Life skill
- ❖ To examine the Theoretical and application-based perspective of Life skills Education
- ❖ To develop Competencies to classify different type of life skills
- ❖ To understand the techniques of Education of Life skills
- ❖ To explore ways of practising life skill education

Unit	Content
I	Introduction to Life Skill • Concept and Importance of Life Skill • Core Life Skill: Problem Solving Skills, Decision making Skills, Creative Thinking Skills, Critical Thinking Skills, Communication Skills, Interpersonal Skills, Empathy, Self-Awareness, Coping with Emotion, Coping with Stress
II	Life Skill Education • Concept and Definition of Life Skill Education • Objective of Life Skill Education • Importance of Life Skill Education • Inculcation Techniques of Life Skill Education
III	PRACTICAL • Communication Skills • Leadership Skills • Time Management

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

Suggested Readings:

- Nair A. Radhakrishnan, (2010), Life Skills Training for Positive Behaviour, Rajive Gandhi National Institute of Youth Development, Tamil Nadu
- Santrock W. John (2006), Educational Psychology (2nd Edn) New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Saravana Kuma, A.R Life Skill Education through Life Long Learning, Lulu Publication
- Shalini Verma, Development of Life Skill-II, Vikash Publishing House
- UNESCO (2005), Quality Education and Life Skills: Darkar Goals, UNESCO Paris
- WHO (1999) : Partners in Life Skill Education: Conclusion from a United Nations Inter-agency Meeting, WHO , Genova
