

DEPARTMENT OF EDUCATION  
NABAJYOTI COLLEGE

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**Programmes Offered**

**A. Bachelor in ARTS**

The Department of Education is offering three year Bachelor program in Education which comprises of total 6 (six) semesters viz. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>. For imparting the programme based learning experiences, the syllabus of Gauhati University is being followed. In terms of semester evaluation and grading, both Choice Based Credit System (CBCS) and the NEP 2020 system have been followed as prescribed by the Gauhati University is being followed.

**Programme Outcomes :**

After completion of the programme, it is expected that the students will be able to,

- 1) Know the meaning, concept and aims of education. They will be able to know the philosophical and sociological bases of education,
- 2) Know the meaning, concept and different branches of psychology. They will possess in-depth knowledge of educational psychology to deal with the complex human behaviour in educational set up.
- 3) Learn how to construct and administer different psychological tests, conduct psychological experiments along with the measurement and evaluation.
- 4) Know the historical background of education, development of education in pre-independent and post-independent India
- 5) Get knowledge about the hierarchy and systems involved in educational administration, management and planning. They will also be able to know the inter-relationships between education and economy.
- 6) Know the prevailing educational systems in other developed nations and the best practices adopted by them.
- 7) Possess qualities to some extent of a guide or a counsellor to cope up with the psychological, societal or career related issues in educational environment those may affect the pupils' mental health and hygiene.
- 8) Know the constitutional provisions, recent trends and reforms in policy matters of education with special reference to holistic and inclusive education.
- 9) Acquaint themselves with the best teaching skills, use of ICT and preparation of lesson plans by way of theoretical knowledge and practical class-room teaching.

## Programme Specific Outcomes

### HONOURS/ MAJOR/ CORE

Semester wise Programme	Outcomes
1 <sup>ST</sup>	After completion of the programme students will be able to 1) understand the concept of education, concept of philosophy and philosophical bases of education. 2) understand the inseparable relationship between society and education, role of education in growth and development of society.
2 <sup>ND</sup>	On completion of the programme students will be able to 1) know about the concept of psychology and its significance in teaching learning process. 2) have better knowledge of educational administration, management and planning.
3 <sup>RD</sup>	After completion of the programme students will be able to 1) know about the significant contributions of some selected Philosophers in the field of education. 2) understand the significance of measurement and evaluation in education along with statistics, psychological tools and techniques. 3) know how to conduct psychological tests and experiments in educational set-up.
4 <sup>TH</sup>	After completion of the programme students will be able to 1) know the historical development of education in Pre-independent and Post-independent India, 2) know how to prepare lesson plans and train themselves in active phase of Teaching. 3) experience teaching in practical. 4) know the importance of technology for making effective teaching and equip with skills for use of ICT.
5 <sup>TH</sup>	After completion of the programme students will be able to 1) know about the governmental initiatives over time relating to the educational need for all-round upliftment of the nation in post-independent India. 2) know about the prevailing educational systems of different countries in the world.
6 <sup>TH</sup>	On completion of the programme students will be able to 1) get knowledge of emerging trends in the field of education with special relevance to constitutional provisions, social reforms and inclusiveness. 2) get the knowledge of best child rearing practices adoptable for parents and teachers. Understand the needs and problems of adolescents.

### ELECTIVES (Discipline Specific)

Semester wise Programme	Outcomes
5 <sup>TH</sup>	After completion of the programme students will be able to 1) understand the importance of guidance and counseling over an individual's

	<p>life span</p> <p>2) understand different issues related to mental health and measures to keep themselves mentally healthy</p>
6 <sup>TH</sup>	<p>After completion of the programme students will be able to</p> <p>1) understand the role of education in economic development and role of economy in the development of education</p> <p>2) know how to plan, prepare, conduct and report a project</p>

### **ELECTIVES (For students opting other than education as honours subject)**

Semester wise Programme	Outcomes
1 <sup>ST</sup>	After completion of the programme students will be able to understand the importance of guidance and counselling over an individual's life span.
2 <sup>ND</sup>	After completion of the programme students will be able to know about the constitutional provisions towards human rights and education.
3 <sup>RD</sup>	After completion of the programme students will be able to understand different issues related to mental health and hygiene.
4 <sup>TH</sup>	After completion of the programme students will be able to understand the role of education in economic development and role of economy in the development of education.

## **Course Outcomes**

### **Core/ Honours/ Major**

Course Code	Outcomes
EDNH101	<p>After completion of the course students will be able to</p> <p>1) describe the modern concept, aims, functions and role of education.</p> <p>2) describe the role of Philosophy in Education.</p> <p>3) explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.</p> <p>4) appraise the contribution of the given philosophers in the domain of education</p>
EDNH102	<p>After completion of the course students will be able to</p> <p>1) explain the concept, approaches and theories of educational sociology.</p> <p>2) illustrate Social Aspects, Social Processes and role of Education.</p> <p>3) explain the role of Education in Social Change and Development.</p> <p>4) describe various Social Groups and their Education.</p> <p>5) explain different Political Ideologies and their bearings on Education</p>
EDNH201	<p>After completion of the course students will be able to</p> <p>1) explain the concept, nature, scope and uses of psychology in Education.</p> <p>2) explain the influence of growth and development in education.</p> <p>3) describe the meaning, concept, variables, types and theories of learning.</p> <p>4) discuss the concept and theories of intelligence and creativity.</p> <p>5) explain the meaning, concept, factors and theories of personality.</p> <p>6) describe the concepts of mental health and mental hygiene, measures of mental</p>

	health in school.
EDNH202	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) define the concept of Educational Management.</li> <li>2) describe the types of management and modern trends of Educational management.</li> <li>3) define the concept of educational leadership</li> <li>4) explain the principles of educational leadership</li> <li>5) describe the styles of leadership and its implication in educational leadership.</li> <li>6) define the concept of educational planning and its importance</li> <li>7) analyze the role and importance of educational supervision</li> <li>8) suggest measures to ensure quality in educational management.</li> </ol>
EDNH301	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) describe the contribution of the given philosophers in the domain of education</li> <li>2) explain the relevance of the educational thought of the given philosophers</li> </ol>
EDNH302	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) explain the meaning, nature, scope, need and types of measurement and evaluation in education.</li> <li>2) describe the meaning of psychological tests, their characteristics and process of construction.</li> <li>3) describe some specific tools to measure achievement, intelligence, personality and aptitude.</li> <li>4) describe the meaning and nature of different statistical measures.</li> <li>5) use statistics in measurement and evaluation in education</li> </ol>
EDNH303	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) explain the concept, scope and need of Experimental psychology.</li> <li>2) conduct and report psychological experiments.</li> <li>3) describe the meaning and nature of memory, immediate memory, memory span and conduct practical or experiment.</li> <li>4) explain the concept of attention, span of attention and conduct practical.</li> <li>5) explain the concept, theories and methods of learning and conduct practical.</li> <li>6) state the concept of personality, different techniques of personality testing and conduct practical.</li> <li>7) state the concept of intelligence, historical background of intelligence testing and its related practical</li> </ol>
EDNH401	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) explain the concept of education in the context of Indian heritage.</li> <li>2) describe the education in ancient India, particularly Vedic Education and Buddhist Education.</li> <li>3) critically examine the education system in Medieval India.</li> <li>4) evaluate the education system during British period with special emphasis on different commissions and committees.</li> </ol>
EDNH402	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) explain the meaning and nature of teaching.</li> <li>2) describe the principles of teaching and learning.</li> <li>3) describe the role of teacher at different phases of teaching.</li> <li>4) explain the importance of planning lessons in teaching-learning process.</li> <li>5) describe the concept of teaching skills and the stages of micro-teaching cycle.</li> <li>6) formulate objectives of different subjects taught in Elementary and Secondary levels.</li> </ol>

	7) describe different methods and approaches of teaching.
EDNH4020	After completion of the course students will be able to 1) demonstrate a few teaching skills in classroom. 2) integrate the teaching skills in real classroom situations. 3) prepare lesson plans for Micro-teaching and Practice teaching.
EDNH403	After completion of the course students will be able to 1) describe the concept, nature and components of Educational Technology. 2) distinguish between Educational technology and Instructional Technology. 3) apply ICT in teaching learning. 4) describe the concept, components and characteristics of communication. 5) demonstrate the skills for effective communication. 6) apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.
EDNH501	After completion of the course students will be able to 1) describe the educational scenario at the time of Independence. 2) explain the roles of various Commissions and Committees in the development of education in post independent India. 3) describe the recent educational developments in India.
EDNH502	After completion of the course students will be able to 1) explain the meaning and definition, nature, scope and purpose of comparative education. 2) describe the factors influencing in national system of education. 3) describe the methods of comparative education. 4) explain the organization, administration, objectives and examination systems of different countries. 5) describe the vocational and teacher education of different countries, specially UK, USA, India and Japan. 6) explain the open education system in world perspective.
EDNH601	After completion of the course students will be able to 1) explain the need of constitutional provisions and the role of constitution in equalizing educational opportunities in the diverse Indian Society. 2) identify the challenges of Indian education at different levels and suggest measures to overcome these. 3) define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Adult education, Human right education, Value education, population education etc. 4) critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education. 5) explain the political influences on the national education system. 6) analyze the role of international agencies in development of education
EDNH602	After completion of the course students will be able to 1) explain the significance of a study of childhood and adolescence today. 2) describe the developmental changes of childhood and adolescence. 3) summarize the effect of family dynamics on child and adolescent development 4) explain the significance of the role of society in monitoring and guiding young children in their proper development.

### ELECTIVES (Discipline Specific)

Course Code	Outcomes
DSEED501	After completion of the course students will be able to 1) describe meaning, nature, purpose and scope of guidance and counselling. 2) describe the characteristics and functions of guidance and counselling. 3) state the basic principles of guidance and counselling. 4) explain the types and areas of guidance and counselling. 5) use various tools and techniques of guidance in appropriate context. 6) explain the qualities and role of a counsellor.
DSEED504	After completion of the course students will be able to 1) explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society. 2) emphasize with people having psychological and maladjustment problems. 3) describe the role of different agencies of society and their impacts on the development of an individual's personality. 4) describe the various components of positive psychology and its significance in the teaching learning processes. 5) integrate yoga in their day-to-day lives for holistic health.
DSEED602	After completion of the course students will be able to 1) describe the meaning, scope and importance of Economics of Education 2) define and illustrate the concepts used in economics of Education. 3) examine the historical development of Economics of Education. 4) explain the concept of Education as a good, demand and supply of education, Utility of Education etc. 5) explain the concept of investment in education, return on investment in education, education as production, etc. 6) explain the concepts of different types of Educational cost. 7) examine the concepts of human capital formation, Education financing, Educational Planning etc.
DSEED604	After completion of the course students will be able to 1) explain the process for conducting a Project. 2) know how to identify problems, define problems, formulation of objectives, selection of appropriate methods for solving the problem. 3) prepare a project report.

### ELECTIVES (For students opting other than education as Honours subject)

Course Code	Outcomes
GEED101	After completion of the course students will be able to 1) describe meaning, nature, purpose and scope of guidance and counselling. 2) describe the characteristics and functions of guidance and counselling. 3) state the basic principles of guidance and counselling. 4) explain the types and areas of guidance and counselling. 5) use various tools and techniques of guidance in appropriate context. 6) explain the qualities and role of a counsellor

GEED201	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) explain the meaning, definition, nature, scope, theories and constitutional provisions towards human rights.</li> <li>2) describe the concept, objectives, principles, need and curriculum for human rights education.</li> <li>3) describe methods and activities for teaching human right education.</li> <li>4) describe the factors promoting human right education.</li> <li>5) describe the basics of human rights education i.e. societal, political, regionalism and limitations of its</li> <li>6) explain the role of different agencies of human rights education</li> </ol>
GEED302	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society.</li> <li>2) deal with person having psychological and mal-adjustment problems.</li> <li>3) describe the role of different agencies of society and their impacts on the development of an individual's personality.</li> <li>4) describe various components of positive psychology and its significance in the teaching learning processes.</li> <li>5) integrate Yoga in their day to day life for their holistic health.</li> </ol>
GEED401	<p>After completion of the course students will be able to</p> <ol style="list-style-type: none"> <li>1) describe the meaning, scope and importance of Economics of Education</li> <li>2) define and illustrate the concepts used in economics of Education.</li> <li>3) examine the historical development of Economics of Education.</li> <li>4) explain the concept of Education as a good, demand and supply of education, Utility of Education etc.</li> </ol>

### **B. Certificate Course**

In addition to the above Bachelor in Education Programme, the department is also offering a Certificate Course on Montessori Teacher Training. The duration of the course is 6 (six) months.

The basic objective of the course is to make familiar the prospective teachers with the early childhood care and child psychology. The course also inculcates the knowledge of different teaching methods and techniques already proven to be effective for early childhood learning and equips the prospective teachers with suitable teaching skills.