

## EDUCATION

### SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

#### Introduction :

Education has always been considered as instrumental in bringing desired changes in the society. So, in the present context the importance of the subject "Education" has been enhanced. The versatility of the subject is going to emerge as science, technology as well as social science. In view of these facts the dynamic nature of the field of Education should be stressed so that the national goal is attained.

#### General Objectives :

The Higher Secondary Course with Education is to be treated both as terminal and preparatory to Higher Education. For this the general objectives of the course should stress at-

- (a) helping the pupils in gaining maturity of understanding and appreciation of the whole process of development.
- (b) to develop skills and for application of knowledge gained in real life
- (c) to develop a deeper perception of the subject.

#### Specific Objectives :

- (a) To acquaint the students with the basic concepts of Education and Psychology.
- (b) To inculcate among the students scientific outlook and ability to perceive the practical problems of education.
- (c) To make the students familiar with the processes of change and development of educational principles and methods, in relation to the changing needs of the society.
- (d) To develop social efficiency and the sense of loyalty to the Nation.
- (e) To appreciate the role of Education of quality in enhancing the life of human being.
- (f) Need of the subject Education is felt for professional growth of teachers.

**One Paper**

**Time : Three hours**

**Marks : 100**

#### Unitwise Distribution of Marks & Periods :

Unit	Topics	Marks	Periods
Unit - 1	Concept and Aims of Education	15	30
Unit - 2	Stages of Human Development	10	20
Unit - 3	School and its Organization	25	40
Unit - 4	Psychology and Education	10	20
Unit - 5	Physical basis of Mental life	10	20
Unit - 6	Bases and Direction of Human behaviour	10	20
Unit - 7	Primary Education in India and Assam	20	30
<b>Total :</b>		<b>100</b>	<b>180</b>

**Unitwise Distribution of Course Contents :**

**Unit-1 : Concept and Aims of Education : (Marks 15)**

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|---|----|
| (a) Meaning, definition, scope and types of education.                      | 05 |
| (b) Aims of education - Individual, Social, Vocational and Democratic aim.  | 05 |
| (c) Relation with Biology, Sociology, Philosophy, Economics and Statistics. | 05 |

**Unit-2 : Stages of Human Development : (Marks 10)**

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|-----------------|----|
| (a) Infancy     | 03 |
| (b) Childhood   | 03 |
| (c) Adolescence | 04 |

**Unit-3 : School and its Organization : (Marks 25)**

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|--|----|
| (a) Physical resources - School building and equipments, library, role of technology in education (computer, internet, E-mail, teleconferencing, website)  | 05 |
| (b) Human Resources: Teacher - Multiple role of teacher as motivator, Facilitator, Counselor, Innovator, their role in the school and society.<br>Students- Their role in the -school and society. | 10 |
| (c) Guiding agencies- NCERT, UGC, SCERT, DIET.   | 05 |
| (d) Curriculum- Concept and need, principles of curriculum construction, co-curricular activities.   | 05 |

**Unit-4 : Psychology and Education : (Marks 10)**

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|--|----|
| (a) Concept, scope and relation between Education and Psychology | 05 |
| (b) Educational Psychology and its significance.                 | 05 |

**Unit-5 : Physical basis of Mental life : (Marks 10)**

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|--|----|
| (a) Central Nervous system   | 04 |
| (b) Receptors and effectors  | 02 |
| (c) Knowing process - concept of sensation, perception and conception. | 04 |

**Unit-6 : Bases and Direction of Human Behaviour : (Marks 10)**

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|--|----|
| (a) Concept of Needs, Drives, Instinct and Emotion.                  | 05 |
| (b) Habit - Its importance, Formation and dissolution of bad habits. | 05 |

**Unit-7 : Primary Education in India and Assam : (Marks 20)**

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|--|--|
| (a) Indigenous systems of education (Gurukula, Pathshala, Tol, |  |
|--|--|

	Satra, Maktab & Madrassa, Monitorial system).	05
(b)	Missionary contribution towards education in Assam.	05
(c)	Charter Act of 1813, Woods Dispatch of 1854, Hunter Commission of 1882, Lord Curzon's Policy of 1901, Gokhale's contribution to primary education, Wardha Scheme of 1935, Primary Education Act in Assam 1926.	05
(d)	Universalisation of Primary education since Independence.	05

Prescribed Textbook :      Education (in English), Published by AHSEC.  
   শিক্ষা (in Assamese), Published by AHSEC.



## EDUCATION

### SYLLABUS FOR HIGHER SECONDARY COURSE

#### Introduction :

Education is a triune concept having three connotation— a process, a product and a discipline. Education as a discipline in an organized body of knowledge which deals with issues of what, why, how, who and even when in the educational process. Thus, as a subject of study 'Education' deals with such questions of context, reasons and methods and timing in the process of education as well as the background of the individual to be educated. These questions are under different specialization within the broader field of Education. The need of the subject 'Education' is felt, basically, for professional growth of teacher as well as those associated with various areas of education system. The Higher secondary course in 'Education' is to be treated as a preparatory course leading to the higher study in the subject. Therefore, general objective of this course is to provide a general understanding of the basic and fundamental concepts of the subject and to create an appreciation towards the subject.

#### Specific Objectives :

The specific objectives of Higher Secondary Second year course are—

- (a) to acquaint the students with the developmental trend of Secondary Education in India as well as in Assam.
- (b) to make students familiar with the system of Non-formal Education as an alternative mode of formal education.
- (c) to acquaint the students with different current trends in Education.
- (d) to develop an understanding among the students about the psychological process of learning.
- (e) to familiarize students with the mental processes of memory, attention and interest as important elements in learning process.
- (f) to make students aware about the importance of mental health and hygiene.
- (g) to introduce students with the elementary statistical techniques.

## EDUCATION

### SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

**One Paper**

**Time : Three Hours**

**Marks 100**

#### Unitwise Distribution of Marks and Periods :

Unit No.	Title	Marks	Periods
Unit-I	Development of Secondary Education in India and Assam (Post Independence Period)	15	30
Unit-II	Non-formal Education	10	20
Unit-III	Current Trends in Education	15	30
Unit-IV	Learning	15	30

Unit-V	Memory, Forgetting, Attention and interest	15	30
Unit-VI	Mental Health and Hygiene	10	20
Unit-VII	Elementary Educational Statistics	20	40
<b>Total</b>		<b>100</b>	<b>200</b>

### Unitwise Distribution of Course contents :

#### Unit-I: Secondary Education in India and Assam (Post Independence Period) :

- (a) Mudaliar Commission–
  - Defects of education
  - Aims of education
- (b) Kothari Commission–
  - Aims of education
  - Structural pattern
  - Vocationalisation of Secondary Education
- (c) National Policy of Education 1986– Salient Features
- (d) Secondary Education in Assam in Post Independence Period
  - Development after independence
  - Problems of Secondary Education in Assam

#### Unit-II: Non-formal Education

- (a) Non-formal Education
  - Meaning, definition, Objective, scope and Characteristics of Non-formal Education
  - Importance of Non-formal Education
- (b) Correspondence Education– Meaning, definition, objective and importance
- (c) Distance Education– Meaning, definition objective, nature and importance
- (d) Open Education– Meaning, objective, merits and demerits
- (e) Open University– Meaning, objective and development of Open University

#### Unit-III: Current Trends in Education

- (a) Environmental Education
  - Concept, Objective and Scope
  - Need and Importance
  - Principles of Environmental Education
  - Environmental Education in Educational institutions.
- (b) Population Education
  - Concept, Objectives and Characteristics
  - Need and importance
  - Population Education in Educational institutions
- (c) Physical Education
  - Meaning and Definitions
  - Need and importance

- Physical Education in Educational institutions
- (d) Value Education
  - Meaning and characteristics
  - Need and importance
  - Value Education in Educational institutions
- (e) Women empowerment
  - Meaning and Definitions
  - Status of women in Indian Educational system
  - Education for women empowerment

**Unit-IV : Learning**

- Meaning, nature and characteristics
- Learning and maturation
- Factors of learning
- Methods of learning–
  - Trial and error
  - Learning by conditioning
  - Insightful learning
- Major laws of learning and their Educational significance

**Unit-V : Memory, Foregetting, Attention and interest**

- (a) Memory and forgetting
  - Meaning and characteristics of Memory
  - The process of memorization
  - Types and marks of good memory
  - Improvement of memory
  - Meaning of forgetting
  - Causes of forgetting
  - Role of teacher in improvement of memory.
- (b) Attention and interest
  - Meaning and characteristics of attention
  - Determinants (conditions) of attention
  - Types of attention
  - Interest– Meaning, Sources and Types
  - Relation between attention and interest
  - Educational significance of attention and interest

**Unit-VI : Mental Health and Hygiene**

- (a) Mental health
  - Meaning and characteristics
  - Characteristics of a mentally healthy person
- (b) Mental hygiene
  - Meaning, Objective and Scope

- Functions of Mental Hygiene
- Home environment and Mental health
- Mental health and school

**Unit-VII : Educational Statistics**

- (a) Concept of Statistics, Uses of statistics in Education and Psychology
- (b) Statistical methods–
  - Tabulation of data Frequency distribution table
  - Graphic representation of data- meaning advantages and rules –Histogram and polygon
  - Diagram-Bar diagram and Pie diagram
- (c) Measures of Central Tendency
  - Meaning and uses
  - Various measures of Central Tendency (mean, median and mode) –Their meaning, uses, merits and demerits
  - Calculation of mean, median and mode– from grouped and ungrouped data (In case of mean both long and short method)
- (d) Measures of variability
  - Meaning and uses
  - Various measures of variability
  - Range-meaning, uses, merits-demerits and calculation
  - Quartile Deviation– meaning, uses, merits-demerits and calculation

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