



Darrang College (Autonomous), Tezpur-784001

Syllabus for FYITEP

Subject: FOUNDATIONS OF EDUCATION

Course Type: Educational Studies Major

Class : 1ST Semester

Approved by:

**Board of Studies meeting held on 25/06/2026
&**

Academic Council vide Resolution no. DC/AC/3/2026/5, dated- 29/06/2026

INTRODUCTION

The Integrated Teacher Education Programme (ITEP) at Darrang College (Autonomous) has been designed in accordance with the transformative vision of the National Education Policy (NEP) 2020, which advocates a holistic, multidisciplinary, learner-centred, and competency-based approach to teacher education. The programme recognizes teachers as nation-builders and seeks to prepare professionally competent, ethically grounded, and socially responsible educators capable of addressing the diverse learning needs of the twenty-first century.

ITEP is a four-year integrated dual-major programme that combines rigorous disciplinary knowledge with professional preparation in education. The programme enables student teachers to develop a deep understanding of their chosen subject disciplines alongside pedagogical knowledge, educational foundations, classroom practices, and contemporary educational issues. By integrating theory, practicum, field engagement, school internship, research, and community participation, the programme seeks to bridge the gap between academic knowledge and professional practice.

The curriculum incorporates foundational perspectives from philosophy, sociology, psychology, curriculum studies, educational policy, assessment and evaluation, inclusive education, educational technology, guidance and counselling, sustainable development, peace education, gender studies, school leadership, and mental health education. It also emphasizes constitutional values, Indian knowledge systems, experiential learning, critical reflection, digital literacy, and professional ethics.

Aligned with the objectives of NEP 2020, the programme promotes flexibility, multidisciplinary learning, continuous assessment, innovation, and research orientation while fostering the development of reflective practitioners who can contribute effectively to school education and social transformation. Through this integrated approach, the programme aims to prepare future teachers who are academically proficient, professionally competent, technologically skilled, and committed to equity, inclusion, sustainability, and lifelong learning.

The Integrated Teacher Education Programme (ITEP) at Darrang College (Autonomous) aspires to nurture competent educators who can effectively respond to emerging educational challenges while contributing to national development and global citizenship.

AIMS OF THE INTEGRATED TEACHER EDUCATION PROGRAMME

(ITEP)

The primary aims of the Integrated Teacher Education Programme are:

1. To provide student teachers with a strong foundation in disciplinary knowledge and educational studies through an integrated dual-major framework.
2. To develop a comprehensive understanding of child development, learning processes, educational psychology, and classroom diversity for effective teaching and learning.
3. To cultivate pedagogical competence, reflective thinking, and professional skills necessary for planning, implementing, and evaluating educational experiences.
4. To promote inclusive, equitable, and learner-centred educational practices that address the needs of diverse learners, including children with disabilities and socio-economically disadvantaged groups.
5. To foster awareness of philosophical, sociological, historical, and policy perspectives of education, enabling student teachers to critically engage with educational issues and reforms.
6. To strengthen competencies in educational assessment, curriculum planning, guidance and counselling, school leadership, and classroom management.
7. To enhance digital literacy and technological proficiency through the meaningful integration of ICT and emerging educational technologies into teaching-learning processes.
8. To inculcate constitutional values, professional ethics, social responsibility, environmental consciousness, peace, gender sensitivity, and commitment to sustainable development.
9. To develop research aptitude, innovation, creativity, communication skills, and collaborative problem-solving abilities among future educators.
10. To prepare professionally competent teachers capable of serving in diverse educational settings while pursuing lifelong learning, higher studies, educational leadership, and research.

Through these aims, the programme seeks to develop reflective, innovative, and socially committed teachers who can contribute meaningfully to quality education and national development.

PROGRAMME OUTCOMES (POs) OF ITEP

PO1: Disciplinary Knowledge and Academic Excellence

Demonstrate comprehensive understanding of the chosen disciplinary major(s) and apply subject knowledge effectively in educational contexts.

PO2: Understanding of Learners and Learning

Apply principles of child development, educational psychology, and learning theories to facilitate meaningful and inclusive learning experiences.

PO3: Pedagogical Competence

Plan, implement, and evaluate teaching-learning processes using appropriate pedagogical approaches, strategies, and educational resources.

PO4: Inclusive and Equitable Education

Promote inclusive educational practices that respect diversity and support the learning needs of all learners, including children with disabilities and marginalized groups.

PO5: Assessment and Evaluation Skills

Design and utilize diverse assessment tools and techniques to monitor learner progress, provide constructive feedback, and enhance learning outcomes.

PO6: Communication and Interpersonal Skills

Demonstrate effective oral, written, digital, and interpersonal communication skills while engaging collaboratively with learners, colleagues, parents, and communities.

PO7: Educational Technology Proficiency

Integrate ICT, digital resources, emerging technologies, and innovative educational tools to enrich teaching, learning, assessment, and educational management.

PO8: Research, Innovation, and Reflective Practice

Engage in educational inquiry, action research, reflective practice, and evidence-based decision-making for continuous professional development.

PO9: Leadership and Professional Ethics

Exhibit leadership qualities, professional responsibility, ethical conduct, and commitment to continuous improvement in educational settings.

PO10: Constitutional Values and Social Responsibility

Promote democratic values, human rights, gender equity, social justice, environmental sustainability, peace, and national integration through educational practices.

PO11: School and Community Engagement

Collaborate effectively with schools, families, and communities to create supportive learning environments and contribute to educational development.

PO12: Lifelong Learning and Professional Development

Demonstrate readiness for lifelong learning, higher education, professional advancement, and adaptation to emerging educational challenges and opportunities.

FOUR YEAR ITEP SYALLABUS STRUCTURE (Educational studies Discipline)

Course Distribution

Year	Semester	Course Title	Paper Code	Credit
01	1 st	Evolution of Indian Education	ITP-EDU-MJ-11014	4
	2 nd	-	-	-
02	3 rd	Child Development & Educational Psychology	ITP-EDU-MJ-32014	4
	4 th	Philosophical & Sociological Perspectives of Education-I	ITP-EDU-MJ-42024	4
03	5 th	-	-	-
	6 th	1. Assessment and Evaluation	ITP-EDU-MJ-63022	2
		2. Inclusive Education	ITP-EDU-MJ-63032	2
04	7 th	1. Perspectives on School Leadership and Management	ITP-EDU-MJ-74012	2
		2. Curriculum planning & Development	ITP-EDU-MJ-74022	2
	8 th	1. Philosophical & Sociological Perspectives of Education-II	ITP-EDU-MJ-84054	4
		2. Education Policy Analysis	ITP-EDU-MJ-84062	2
		3. Elective paper (any one)		4
		a) Adolescence Education	ITP-EDU-MJ-84074(A)	
		b) Gender Education	ITP-EDU-MJ-84074(B)	
		c) Guidance and Counselling	ITP-EDU-MJ-84074(C)	
		d) Human Rights Education	ITP-EDU-MJ-84074(D)	
		e) Peace Education	ITP-EDU-MJ-84074(E)	
		f) Economics of Education	ITP-EDU-MJ-84074(F)	

Details For FYITEP 1st semester

Semester	I
Title of the course	Evolution of Indian Education
Paper code	ITP-EDU-MJ-11014
Total Credits	4
Distribution of marks	Internal=20 External=80
Course outcomes	After completion of this course, student teachers will be able to: • Discuss genesis, vision, and evolution of education in ancient India to the contemporary India, • Enable them to shape their educational perspective to act as an effective teacher.

FOUNDATIONS OF EDUCATION

Evolution of Indian Education

Credits: 4

Semester: S-1

1. About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system—Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

2. Unit Contents:

UNIT-I

Ancient Indian Education: Vedic Period

- A. Vision, objectives and salient features of Vedic Education System.
- B. Teaching and Learning Process.
- C. Development of educational institutions: Finances and Management.
- D. Famous Educational institutions and Guru-Shishya.
- E. Education at the time of Epics: Ramayana and Mahabharata.

UNIT-II

Ancient Indian Education: Buddhist and Jain Period

- A. Vision, objectives and salient features of Buddhist and Jain Education System.
- B. Teaching and Learning Process.
- C. Finance and Management of Educational Institutions.
- D. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- E. Famous Guru-Shishya.

UNIT-III

Post-Gupta Period to Colonial Period

- A. Vision, objectives, brief historical development perspective as well as salient features of Education in India.
- B. Teaching and Learning Process.
- C. Finance and Management of educational institutions.

UNIT-IV

Modern Indian Education

A. COLONIAL EDUCATION IN INDIA

- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)

(Bird's eye view of their contribution)

- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers—
Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar and others—to the education systems of India.

C. Education in Independent India

- Overview of Constitutional values and educational provisions.
- Citizenship Education:
 - Qualities of a good citizen.
 - Education for fundamental rights and duties.
- Overview of 20th Century Committees, Commissions and Policies.
- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

3. Suggestive Practicum

- I. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
- II. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
- III. Compare vision, objectives, and salient features of education during different periods.
- IV. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities execute it in the class and write the details in form of a report.
- V. Sharing of student experiences (in groups) related to Indian constitutional values, help them or reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
- VI. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
- VII. Visit to places of educational significance and value centers and develop a project report.
- VIII. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

4. Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia/power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

5. Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

6. Suggestive Reading Materials

1. Sharma, R. N. and Sharma, R. K. (2022). History of Education in India. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
2. Chaube, S. P. and Chaube, A. (1999). Education in Ancient and Medieval India: A Survey of the Main Features and a Critical Evaluation of Major Trends. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Ghosh, Suresh Chandra. (2013). The History of Education in Modern India, 1757–2012 (4th Revised Edition). Hyderabad: Orient BlackSwan.
4. Aggarwal, J. C. (2010). Landmarks in the History of Modern Indian Education (7th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.
5. Srinivasan, M. V. (2020). Education in Contemporary India. Noida: Pearson Education India.
6. Mookerji, Radha Kumud. (2011). Ancient Indian Education: Brahmanical and Buddhist. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
7. Kumar, Krishna. (2005). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas (2nd Edition). New Delhi: SAGE Publications.
8. Taneja, V. R. and Taneja, S. (2021). Educational Thinkers. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
9. Rao, Parimala V. (Ed.). (2016). New Perspectives in the History of Indian Education. Hyderabad: Orient BlackSwan.
10. Ayyar, R. V. Vaidyanatha. (2017). History of Education Policymaking in India, 1947–2016. New Delhi: Oxford University Press.
11. Sinha, Chetan. (2023). Power Dynamics in Education: Shaping the Structure of School Education in India. New Delhi: Routledge India.
12. Rao, Parimala V. (2025). The Routledge Companion to the History of Education in India, 1780–1947. New Delhi: Routledge India.
13. Bhuyan, N (2025) Evolution of Indian Education.