

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)**



**SYLLABUS
UNDER GRADUATE PROGRAMME
UNDER CBCS
DIBRUGARH UNIVERSITY, ASSAM
B.A. IN EDUCATION
CORE & ELECTIVE
2013-14**

Approved by Board of Studies on 6th September

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDER GRADUATE PROGRAMME UNDER CBCS
DIBRUGARH UNIVERSITY, ASSAM
B.A. (ELECTIVE) IN EDUCATION.**

SEMESTER – WISE DISTRIBUTION OF COURSE

Semester	course	Course code	Course Title	Marks	Credit	Classes of 45 minutes duration
1 st	1	ET-5-EDU-101	Foundations of Education	100	5	112
2 nd	2	ET-5-EDU-202	Educational Psychology	100	5	112
3 rd	3	ET-5-EDU-303	Measurement & Evaluation in Education	100	5	112
4 th	4	ET-5-EDU-404	Contemporary Issues in Indian Education	100	5	112
5 th	5	ET-4-EDU-505	Developmental History of Indian Education (Before Independence)	80	4	96
	6	ET-3-EDU-506	Developmental History of Indian Education (After Independence)	60	3	64
6 th	7	ET-5-EDU-607	Techniques and Methodology of Teaching	100	5	112
	8	EP-2-EDU-608	Field Report	40	2	48

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SEMESTER – WISE DISTRIBUTION OF COURSE

Semester	course	Course code	Course Title	Marks	Credit	Classes of 45 minutes duration
1 st	1	CT-5-EDU-101	Philosophical Foundations of Education	100	5	112
2 nd	2	CT-5-EDU-202	Sociological Foundations of Education	100	5	112
3 rd	3	CT-4-EDU-303	Educational Psychology	80	4	96
	4	CP-4-EDU-304	Laboratory Practical	80	4	96
4 th	5	CT-5-EDU-405	History of Indian Education (up to 1947)	100	5	112
	6	CT-5-EDU-406	Great Educators & Educational Thought	100	5	112
5 th	7	CT-5-EDU-507	Educational Measurement & Evaluation	100	5	112
	8	CT-4-EDU-508	Child Psychology and Educational Guidance	80	4	96
	9	CT-4-EDU-509	Educational Technology	80	4	96
	10	CT-4-EDU-510	Techniques and Methodology of Teaching	80	4	96
	11	CT-4-EDU-511	Emerging Trends in Indian Education	80	4	96
6 th	12	CT-5-EDU-612	Education in Post Independent India	100	5	112
	13	CT-5-EDU-613	Educational Management	100	5	112
	14	CT-5-EDU-614	Education in World Perspective	100	5	112
	15	CP -4-EDU-615	Practice Teaching	80	4	96
	16	CP-2-EDU-616	Field Report	40	2	48

NORTH LAKHIMPUR COLLEGE

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SYLLABUS

**UNDER GRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): FIRST SEMESTER – COURSE-1**

COURSE TITLE: FOUNDATION OF EDUCATION

TOTAL MARKS – 100.

COURSE CODE-(ET- 5- EDU- 101)

L-4, T-1, P-O

- The entire course has been designed for a minimum 112 classes per semester.

OBJECTIVES:

- 1) To develop an understanding of meaning nature and scope and aims of education.
- 2) To develop an understanding of major components of education and their relationships.
- 3) To give knowledge on the role of education as an instrument of social change.
- 4) To develop an understanding about curriculum in education.

COURSE CONTENTS:

UNIT-I: CONCEPT OF EDUCATION: (15 Marks) (16 classes)

- 1.1 Definitions, Meaning, Nature and Scope.
- 1.2 Types of Education-Formal, Non formal, Informal.
- 1.3 Continuing, Distance and Adult Education.

UNIT-II: AIMS OF EDUCATION: (20 Marks) (22Classes)

- 2.1. Determinants of Aims.
 - 2.1.1 Philosophical.
 - 2.1.2. Sociological.
 - 2.1.3. Economical.
- 2.2 Different Aims of Education.
- 2.3 Individualistic & Socialistic Aims of Education with Reference to the future.

**UNIT- III: SOCIOLOGICAL FOUNDATION OF EDUCATION: (20 Marks)
(22classes)**

- 3.1 Meaning, Definition and Scope of Sociology.
- 3.2 Meaning, Definition, Aims and Functions of Educational Sociology.
- 3.3 Process of Socialization: Co-operation, Competition, Conflict, Accommodation And Assimilation.
- 3.4 Role of Education in the development of a new social order.

UNIT-IV: EDUCATION AND SOCIAL CHANGE: (20 Marks) (22 classes)

- 4.1 Meaning, Definition and Nature of Social Change.
- 4.2 Causes of Social Change.
- 4.3 Relationship between Education and Social Change.

- 4.4 social Mobility & social Stratification
- 4.5 Education and Modernization.

UNIT- V: CURRICULUM (10 Marks) (12 classes)

- 5.1 Meaning and Definitions of Curriculum
- 5.2 Modern Concepts of Curriculum and Co- Curricular Activities.
- 5.3 Types of Curriculum, National curriculum, National Curriculum Framework 2005

UNIT- VI: EXAMINATION AND EVALUATION (15 Marks) (18 classes)

- 6.1 Meaning and need of Examination and Evaluation.
- 6.2 Types of Examination.
 - 6.2.1 Essay type.
 - 6.2.2 Short answer type.
 - 6.2.3 Objective types.
- 6.3 Techniques of Examination.
 - 6.3.1 Oral
 - 6.3.2 Written
 - 6.3.3 Practical Examination.
- 6.4 Tools of Evaluation
 - 6.4.1 Questionnaire.
 - 6.4.2 Cumulative Record.

REFERENCES:

1. Aggarwal, J.C: Landmarks in the History of Modern Foundations of Education, Vikas publishing house Pvt.
2. Chaube, S.P: Great Indian Educational Philosophers, Vinod Pustak Mandir, New Delhi.
3. Chandra S.S, Sharma R.K: Principles of Education, Atlantic Publishers and Distributers.
4. Sharma Mukul: Principles of Education, Banlata, Dibrugarh.
5. Sharma Mukul: Sampurna Siksha, Banlata, Dibrugarh.

**NORTH LAKHIMPUR COLLEGE
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SYLLABUS
UNDER GRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): SECOND SEMESTER – COURSE-2
COURSE TITLE- EDUCATIONAL PSYCHOLOGY
TOTAL MARKS – 100
COURSE CODE (ET-5-EDU-202)**

L-4,T-1,P-0

- The entire course has been designed for a minimum of 0112classes per semester.
- All the Units of the paper have been given equal weight age of 20 marks each.

OBJECTIVES:

2. To enable the students to understand the concept of psychology and scope and functions of educational psychology.
3. To help students to understand different factors of learning including concepts of motivation, intelligence, attention, and interest memory.
4. To introduce the concepts of mental health and good adjustment to students.

COURSE CONTENTS:

UNIT- I: PSYCHOLOGY AND EDUCATION (20 marks) (22classes)

- 1.1 .Concept of psychology and its nature
- 1.2 .Schools of psychology:
 - 1.2.1. Functionalism
 - 1.2.2. Behaviorism
 - 1.2.3. Gestaltism
 - 1.2.4. Psycho-Analysis
- 1.3. Importance of Psychological thinking in Education.
- 1.4. Educational Psychology
 - 1.4.1. Meaning and Definition
 - 1.4.2. Nature and Scope
 - 1.4.3. Relation between Education and Psychology
 - 1.4.4. Importance
- 1.5. Application of Educational Psychology in classroom teaching.

UNIT- II: DEVELOPMENTAL PSYCHOLOGY: (20 marks) (22classes)

2.1. Physical, Mental, Social and Emotional Development at various stages:

- 2.1.1 Infancy.
- 2.1.2 Childhood.
- 2.1.3 Adolescence.

2.2 Factors affecting development.

- 2.2.1 Home.
- 2.2.2 School.

2.2.3 Society.

2.3 Role of Heredity and Environment and its developmental implications.

UNIT-III: LEARNING: (20 Marks) (23Classes)

- 3.1 Meaning and nature of learning.
- 3.2 Learning and Maturation.
- 3.3 Factors of Learning:
 - 3.3.1 Home
 - 3.3.2 School
 - 3.3.3 Mass Media
 - 3.3.4 Intelligence
- 3.4 Domains of Learning
 - 3.4.1 Cognitive
 - 3.4.2 Affective.
 - 3.4.3 Psycho- motor.
- 3.5 Motivation and Learning.
- 3.6 Role of Attention and Interest in learning.
- 3.7 Memory and Forgetting.
 - 3.7.1 Meaning, Factors&Types of Memory
 - 3.7.2 Meaning & Causes of Forgetting
 - 3.7.3 Measures to improve Memory

UNIT- IV: PERSONALITY: (20 Marks) (23classes)

- 4.1. Meaning, Definition and Characteristics.
- 4.2 Theories of Personality.
 - 4.2.1 Type Theory- Seldon and Jung.
 - 4.2.2 Trait Theory- Adler and Roger.
 - 4.2.3 Psycho-Analytic Theory- Freud.
- 4.3. Concept of balanced mature personality.
- 4.4. Instincts and Emotions:
 - 4.4.1 Meaning and Characteristics.
 - 4.4.2 Relation between Instinct and Emotion.

UNIT-V: MENTAL HYGIENE AND EDUCATION: (20 Marks) (22Classes)

- 5.1. Concepts of Mental health and mental hygiene.
- 5.2. Characteristics of mentally healthy individual.
- 5.3 Adjustment Mechanisms:
 - 5.3.1. Compensation.
 - 5.3.2. Rationalism.
 - 5.3.3. Projection.
 - 5.3.4. Fantasy.
 - 5.3.5. Sublimation.
- 5.4 Exceptional children and need of special education for them.

- 5.4.1. Meaning and Characteristics of Exceptional children.
- 5.4.2 Gifted.
- 5.4.2. Slow learners.
- 5.4.3 Delinquent child – Meaning, Characteristics, Causes and Prevention measures for Delinquency.

REFERENCES:

- 1. Agarwal J.C, Essentials of Educational Psychology, Vikash Publishing House, New Delhi**
- 2. Bhatia & Safaya, Educational Psychology and Guidance, Dhanpat Rai & Sons, Delhi edition.**
- 3. Chaliha, Dr. Bed, Saikia Torun, Bora Saikia Runu Siksha Monobigyan, Bidya Bhaban, Jorhat.**
- 4. Chauhan S.S, Advanced educational psychology, Vikas Publishing House Pvt. Ltd. 576 Masjid Road, Jangpur, New Delhi- 110014.**
- 5. Mangal S.K, Advanced Educational Psychology, Prentice-Hall of India Private Limited, New Delhi**
- 6. Mathur S.S, Educational Psychology, Vinod Pustak Mandir, Agra**
- 7. Sarma Mukul, Siksha Monobigyan aru Parisankhya, Tushar Publishing House, Dibrugarh.**

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UNDER GRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): THIRD SEMESTER – COURSE-3
COURSE TITLE- MEASUREMENT AND EVALUATION IN EDUCATION
TOTAL MARKS – 100
COURSE CODE (ET-5-EDU-303)**

L-4,T-1,P-O

(100 Marks for End Semester Written Examination)

- The entire course has been designed for a minimum of 112 classes per semester.

OBJECTIVES:

- 1) To develop understanding of the meaning, scope and need of measurement and evaluation
- 2) To familiarize the learners with different types of tools, their characteristics and process of construction
- 3) To acquaint the learners with some specific tools to measure intelligence, personality and aptitude.
- 4) To develop an understanding of the meaning, nature and application of statistics in measurement and evaluation of educational practices.

COURSE CONTENTS:

UNIT- I: MEASUREMENT AND EVALUATION IN EDUCATION: (10 Marks) (12 Classes)

- 1.1 Meaning, nature and scope.
- 1.2 Importance of Measurement and evaluation in Education
- 1.3 Relation between Measurement and Evaluation
- 1.4 Continuous and Comprehensive evaluation

UNIT II: TOOLS OF MEASUREMENT AND EVALUATION: (25 Marks) (28CLASSES)

- 2.1. Meaning and Types of Tools.
- 2.2. Characteristics of a good tool (Reliability, Validity, Norms, Objectivity and Administrability)

2.2.1 Meaning, techniques of determining Reliability

2.2.2 Meaning and types of Validity.

2.2.3 Meaning & Types of Norms.

2.3. Achievement Test and Teacher Made Test

2.3.1 Construction of a Teacher Made Test, Design, Blueprint, Itemsheet, Scoring key, Marking Key

UNIT III: MEASUREMENT OF INTELLIGENCE, PERSONALITY AND APTITUDE:

(25 Marks) (28CLASSES)

3.1. Types of Intelligence tests,

3.1.1. Individual Test, Group Test, Verbal, Non Verbal & Performance Test

3.1.2. Binet Simon Intelligence scale and its revisions (1905, 1908, 1911 and 1916).

3.2. Personality Assessment

3.2.1. Observational methods- Checklist, Rating Scale

3.2.2. Projective techniques: Word Association Test, Rorschach Inkblot test and TAT.

3.3. Aptitude test

3.3.1. Differential Aptitude Tests

UNIT IV: EDUCATIONAL STATISTICS- I: (20 Marks) (22 CLASSES)

4.1. Meaning nature and scope of Educational Statistics

4.2. Types of data- group and ungrouped data.

4.3. Measures of Central tendency (Mean, Median and Mode):

4.3.1. Properties

4.3.2. Merits and Demerits

4.3.3. Computation and

4.3.4. Application of education

4.4. Measures of Variability (Range, Quartile Deviation and Standard Deviation):

4.3.1. Properties

4.3.2. Computation

4.3.3. Merits and demerits and

4.3.4. Application in education.

UNIT V: EDUCATIONAL STATISTICS - II: (20 Marks) (22 CLASSES)

- 5.1. Graphical Representation of Data and its Uses:
 - 5.1.1. Pie-diagram
 - 5.1.2. Histogram
 - 5.1.3. Frequency Polygon.

- 5.2. Normal probability distribution:
 - 5.2.1. Properties
 - 5.2.2. Uses of normal probability curve.

- 5.3. Correlation:
 - 5.3.1. Concepts of positive and negative correlation.
 - 5.3.2. Calculation of co-efficient of correlation by Rank difference method (only for up-grouped data).

REFERENCES:

1. Asthana and Agarwal : Measurement & Evaluation in Psychology and Education.
2. Garrett, H.E.: Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Hangu Building, 9 Sprott Road, Ballard Estate, Bombay-400038.
3. Freeman, F.S.: Theory & Practice of Psychological Testing: New York, Holt, Rinehart & Winston.
4. Garret, Henry E.: Statistics in Psychology and Education, Allied Pacific Pvt. Ltd. Bombay.
5. Mangal, S.K.: Statistics in Education & Psychology.
6. Soikhik Porimapon aru Porisankhya Bigyan, Dr. Mukul Kr. Sarmah.
7. Soikhik Porimapon aru Soikhik Porisankhya Bigyan, Dr. Sailen Bhuyan and Mrs. Niharika Bhuyan.
8. Parisankhya Bignan aru Manuboigyanic Parimapan, Hemanta Kr. Sarmah.
9. Saikhik Parimapan aru Parishangkhyha Bigyan – Leela Das

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EDUCATION (ELECTIVE): FOURTH SEMESTER – COURSE-4
COURSE TITLE- CONTEMPORARY ISSUES OF INDIAN EDUCATION
TOTAL MARKS – 100
COURSE CODE (ET-5-EDU--404)**

L-4,T-1,P-O

(100 Marks for End Semester Written Examination)

- The entire course has been designed for a minimum of 112 classes per semester.

OBJECTIVES:

1. To develop an understanding about the significant trends in Indian education.
2. To develop awareness about various organizations, plans and policies regarding the educational setup in India.
3. To focus attention on certain major social and national issues related to educational system on India.
4. To make students know about the new trends in the field of modern education in the country, specially the non-formal aspects of Indian education.

COURSE CONTENTS:

UNIT I: EDUCATION IN THE INDIAN CONSTITUTION: (20 Marks) (22CLASSES)

- 1.1 Education in the Indian Constitution
 - 1.1.1. Introduction
 - 1.1.2. Preamble of the constitution
 - 1.1.3. On free and compulsory education
 - 1.1.4. On the rights of the Minorities
 - 1.1.5. On Education on the weaker section of people
 - 1.1.6. On Principle of secularism in Education
 - 1.1.7. On education of women
 - 1.1.8. On study of Hindi
 - 1.1.9. On official language
 - 1.1.10. On Tradition of child labour
 - 1.1.11. Keeping education in the concurrent list
 - 1.1.12. Right to Education Act. 2010

- 1.2 Equalization of Educational opportunities
- 1.3 Problems of Education of the Reserved Categories, SC, ST, Women.

UNIT II : ISSUE IN THE DIFFERENT STAGES OF EDUCATION: (30 Marks) (33 CLASSES)

- 2.1 Pre-Primary Education: ECCE, Anganwadis, Balwadis
- 2.2 Elementary Education – Objectives, Aspects of Universalization, Its Development-Operation Black Board, DPEP, DIET, SSA, RTE ACT, 2009
- 2.3 Secondary Education – Objectives, Curriculum – Role of NCERT, SCERT and RMSS
- 2.4 Higher education – Objectives, New Trends as per Suggestions given by National Education Policy (NEP) of 1989, Programme of Action (POA) 1992, University Grants Commission (UGC) and its emerging role, National Assessment and Accreditation Council (NAAC), National Knowledge Commission (NKC) and its recommendations on higher education, RUSA

UNIT III: ALTERNATIVE EDUCATION: (20 Marks) (23 CLASSES)

- 3.1 Elementary Education – National Adult Education Programme (NAEP), Total Literacy Campaign (TLC), National Learning Mission (NLM), National Open School (NOS).
- 3.2 Further Education – Role of Distance Education and other similar agencies, like NIOS, IGNOU; Correspondence Courses, K.K. Handique Open University of Assam.
- 3.3 Technical Education and Vocational education through non-formal mode.

UNIT IV: PROBLEMS OF INDIAN EDUCATION: (A) (20 Marks) (22 CLASSES)

- 4.1 Examination Reforms- Difference between Examination and Evaluation, semester system, Choice Based Credit System(online, Marking & grading system)
- 4.2 Privatization- Impact on Primary, Secondary and Higher Education.
- 4.3 Women's Education- Problems, Women Empowerment
- 4.4 Population Education- Concept, Role of Education.

UNIT V: PROBLEMS OF INDIAN EDUCATION: (10 Marks) (12 CLASSES)

- 5.1 Environmental education – Concepts and Methods
- 5.2 Value education – Concepts and Methods
- 5.3 Human Rights education – Concepts and Awareness
- 5.4 National and International understanding

REFERENCES:

01. Kochar, S.K. Pivotal Issues in Indian education, Sterling Publishers.
02. Shukla, P.D., The New Education Policy in India, Sterling Publishes.
03. Dutta Anju And Sonowal Puranjay – Snatak Mahalar Samasamayik Bharatiya Shikhar Uparat Dristipat, Saraswat Prakashan, Golaghat.

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SYLLABUS
UNDER GRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): FIFTH SEMESTER –COURSE-5
COURSE TITLE- DEVELOPMENTAL HISTORY OF INDIAN EDUCATION
TOTAL MARKS – 80
COURSE CODE (ET-4-EDU-505)
L-3,T-1,P-0
(80 Marks for End Semester Written Examination)**

- The entire course has been designed for a minimum of 96 classes per semester.
- All the Units of the Paper have been given equal weight age of 20 marks each.

OBJECTIVES:

1. To help students understand the development and characteristics of Indian education.
2. To introduce the students to significant points of selected educational documents and reports of the different periods of educational changes and development.
3. To understand the impact of different socio-political movements and factors/ factors on the development of education in India.
4. To become aware of the emerging changes in Indian Education in the 21st century and the need to prepare for the challenges of the future.

COURSE CONTENTS:

UNIT I : EDUCATION IN ANCIENT INDIA: (20 Marks) (23 Classes)

- 1.1 Ideals, Aims and Characteristics of Education in:
 - 1.1.1 Vedic,
 - 1.1.2 Buddhist and
 - 1.1.3 Muslim education
- 1.2 Organization and finance of education
- 1.3 Curriculum
- 1.4 Women Education.

F1UNIT II: EDUCATION IN BRITISH PERIOD: (20 Marks) (23 Classes)

- 2.1 **State of education at the advent of British rule (organization and characteristics)**
- 2.2 Educational activities of Missionaries of East India Company: Charter Act of 1813, Macaulay's Minute of 1835, Woods Despatch of 1854, Hunter's Commission of 1882.

UNIT III: EDUCATIONAL DEVELOPMENT OF TWENTIETH CENTURY: (20 Marks) (25 CLASSES)

- 3.1 Lord Curzon's Policy of 1904,
- 3.2 Indian University Act, 1904
- 3.3 Gokhale's Bills (1910-1912)
- 3.4 Government Resoulotion on educational policy,1913
- 3.5 Calcutta University Commission, 1917,
- 3.6 Basic Education, 1937
- 3.7 Government of Indian Act of 1921

UNIT IV: GROWTH AND DEVELOPMENT OF INDIAN EDUCATION(1921-1947): (20Marks) (25 classes)

- 4.1 Education under Dyarchy
 - 4.1.1 Primary Education
 - 4.1.2 Secondary Education
- 4.2 Basic Education, 1937
- 4.4 Hartog Committee's Report
- 4.5 Simon Commission
- 4.6 Wood and Abbot's Report
- 4.7 Sargent Committees Report on1944

REFERENCE:

01. Boruah, Jatin: ***Bharatar Siksha Itihasar Adhayan.***
02. Lakshmi, S.: ***Challenges in Indian Education***, Sterling Publishers.
03. Mohanty, J.C.: ***Education in Emerging India***, Doaba House, New Delhi
04. Mohanty, J.: ***Indian Education in the Emerging Society***
05. Mukherjee, J: ***Education in India Today & Tomorrow***, Vinod Pustak Mandir
06. Nurullah and Naik: ***A Students' History of Education in India***
07. Rawat, P.L.: ***History of Indian Education***, Arya Book Depot, New Delhi
08. Sharmah, Deka. Mishra Charkaborty: ***Snatak Mahalar Bharatar Sikshar Itihas***, Assam Book Depot, Pan Bazar, Guwahati- 781001
09. Sharmsh, T.K.: ***Adhunik Bharatar Sikshar Ithihas Aru Samasyawali***
10. Sharmah, T.K.: ***Bharatar Sikshar Buranje.***

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UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): FIFTH SEMESTER –COURSE-6
COURSE TITLE: DEVELOPMENTAL HISTORY OF INDIAN EDUCATION
(AFTER INDEPENDENCE)
TOTAL MARKS – 60
COURSE CODE (ET-3-EDU-506)**

L-2, T-1, P-0

- The entire course has been designed for a minimum of 64classes per semester.

OBJECTIVES:

1. To help students understand the development and characteristics of Indian education.
2. To introduce the students to significant points of selected educational documents and reports of the different periods of educational changes and development.
3. To understand the impact of different socio-political movements and factors/ factors on the development of education in India.
4. To become aware of the emerging changes in Indian Education in the 21st century and the need to prepare for the challenges of the future.

COURSE CONTENTS:

UNITI: RADHAKRISHNAN COMMISSION-1948 (10 Marks) (12classes)

- 1.1.1. Aims of Higher Education
- 1.1.2. Medium of Instruction
- 1.1.3. Curriculum – (Arts and Science)
- 1.1.4. Teacher Education
- 1.1.5. The system of examination
- 1.1.6. Women's Education
- 1.1.7. Students, their activities and welfare

UNIT II: SECONDARY EDUCATION COMMISSION – 1953-53:

(15 MARKS)

16 CLASSES

2.1. Recommendations and Implementation of Secondary Education Commission – 1953

- 2.1.1. Reforms of Secondary Education
- 2.1.2. Aims of Secondary Education
- 2.1.3. Medium of Education
- 2.1.4. Curriculum – Defects and Reforms
- 2.1.5. Method of teaching
- 2.1.6. Teacher Education
- 2.1.7. Student Welfare, Moral and religious education
- 2.1.8. Examination reforms

UNIT III: INDIAN EDUCATION COMMISSION – 1964-1966:

(15MARKS)

16CLASSES

3.1. Recommendations and Implementation of Kothari Commission – 1964-1966

- 3.1.1. Education and National Objectives
- 3.1.2. The Educational system: Structure and Standard
- 3.1.3. Reorganization of the Educational structure
- 3.1.4. Reorganization of school and University Education
- 3.1.5. Examination Reforms

UNIT IV: NATIONAL POLICY ON EDUCATION – 1986:

(10 MARKS)

12CLASSES

- 4.1.1. National Policy on Education -1986
- 4.1.2. Major educational objectives of the plan
- 4.1.3. Early childhood care and education etc.
- 4.1.4 NPE and Primary Education
- 4.1.7. NPE and Secondary Education
- 4.1.8. NPE and Higher Education
- 4.1.9. Technical and management education
- 4.1.10. Culture and value oriented education
- 4.1.11 Environmental Education
- 4.1.12. Teacher and teacher education
- 4.1.13. Evaluation process and examination reforms

UNIT: V: NATIONAL KNOWLEDGE COMMISSION (10 Marks) (08 classes)

5.1.1. NKC and its impact on Indian Education

REFERENCES:

1. Kochhar, S.K.: ***Pivotal Issues in Indian Education.***
2. Palan, N.J.: ***Problems of Indian Education.***
3. Safaya, R.N.: ***Development Planning & Problems of Indian Education***
4. Shukla, P.D.: ***The New Education Policy in India***
5. ***Adhunik Bharatar Itihas Aru Samasyawali*** – Tarun Kumar Sharmah
6. ***Adhunik Bharatiya Shiksha Aru Iyar Samasyawali*** – Utpola Konwar
7. ***Bharatar Shiksha Itihasar Adhyayan*** – Jatin Baruah
8. ***Samasamoyik Bharatiya Shikshar Samasyat Dristipat*** – Anju Dutta,
Puranjoy Sonowal

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UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): SIXTH SEMESTER –COURSE-7
COURSE TITLE: TECHNIQUES AND METHODOLOGY OF TEACHING
TOTAL MARKS – 100
COURSE CODE (ET-5-EDU-607)**

L-4,T-1,P-0

(80 Marks for End Semester Written Examination)

- The entire course has been designed for a minimum of 112classes per semester.

OBJECTIVES:

1. To Provide knowledge about:
 - The teaching –learning process
 - Lesson plan and audio visual aids
 - Effective methods of teaching
2. To enable the students to understand:
 - Introduction of technology in education
 - Communication process.

COURSE CONTENTS:

UNIT I: THE TEACHING LEARNING PROCESS: (15 Marks) (18 Classes)

- 1.1 Principles of teaching
- 1.2 Principles of learning
- 1.3 General maxims of teaching
- 1.4 Classroom problems of beginners.

UNIT II: LESSON PLAN (15 Marks) (18Classes)

- 2.1 Meaning and types of lesson plan
- 2.2 Importance of lesson plan
- 2.3 Preparation of lesson plan
- 2.4 Steps of writing lesson plan

UNIT III: APPROACHES IN TEACHING: (20 Marks) (22 Classes)

- 3.1 Play way method.
- 3.2 Activity method

- 3.3 Individualized learning
- 3.4 Approach in Teaching Language
 - 3.4.1 Structural Approach & Communicative Approach
- 3.5 Seminar, Group discussion, Brain Storming, Project, Programmed learning

UNIT IV: COMMUNICATION PROCESS: (20 Marks) (22 CLASSES)

- 4.1 Meaning, definition and types
- 4.2 Teaching as a communication process
- 4.2 Barriers to effective classroom communication and its solution
- 4.3 Computer assisted instruction.

UNIT V: EDUCATIONAL TECHNOLOGY (30 Marks) (32 classes)

- 5.1 Meaning, Nature and Scope of Educational Technology
- 5.2 Need and Significance of Educational Technology
- 5.3 System Approach and its application to design a course
- 5.4 Audio- Visual Aids- Meaning, Importance and Rules of use in the classroom
- 5.5 Television, Computer and Internet, LCD Projector, Interactive Boards as effective teaching aids

REFERENCE:

1. Kochhar, S.K.: Methods and Techniques of Teaching, Sterling Publishers, New Delhi.
2. Bhatia and Bhatia: The Principles and Methods of Teaching
3. Borkakoti, B: Snatak Mahalar Sikshadanar Paddhati Aru Koushal.
4. Deka, K.K and Hazarika: Anusikshan, Banalta, Dibrugarh
5. Goswami R.K.: Sikshadanar Paddhati Aru Kousal.

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): SIXTH SEMESTER – COURSE-8
COURSE TITLE: FIELD REPORT
TOTAL MARKS – 40
COURSE CODE (EP-2-EDU-608)
TOTAL CLASS: 48 HOURS**

L-0,T-0,P-2

OBJECTIVES:

- 1 To acquaint the students with practical knowledge of field work studies.
- 2 To provide knowledge of preparing a report after a field visit.
- 3 To familiarize students with the changing educational realities of today's society.

COURSE CONTENTS: A field trip, collection of data from the field and report Writing should be done on any one of the areas given below:

1. Literacy Census.
2. Environment Awareness
3. Socio economic adjustment
4. Adolescence
5. Any other relevant topic

Note:- The following procedure must be followed in the Report Writing:

1. Title
2. Objective
3. Background of the study
4. Methodology
5. Findings of the study
6. Conclusion

N.B: Distribution of Marks:

- Data should be collected from the field
- Both Viva and the Report will be evaluated by the group of examiner approved by the Board of Studies
- Distribution of Marks : (i) Viva- 10
(ii) Report-30

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIRST SEMESTER –COURSE-1
COURSE TITLE: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-101)**

L-4,T-1,P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES: To enable the students to develop an understanding about:-

1. Meaning, nature and scope of education
2. Determinants of aim of education and some educational aims,
3. Meaning, nature scope of Educational Philosophy and the relation between philosophy and Education.
4. Nature and educational implements of some Indian Schools of Philosophy
5. Nature and educational implements of some Western schools of philosophy

COURSE CONTENT:

UNIT I: CONCEPT OF EDUCATION: (20 Marks) (22 Classes)

- 1.1 Meaning, nature and scope of Education
- 1.2 Etymological meaning of education and its dynamic concept
- 1.3 Functions of Education
 - 1.3.1 Function of education towards individual
 - 1.3.2 Function of education towards society
- 1.4 Education for leisure
- 1.5 Education for successful living.

UNIT II: CONCEPT OF EDUCATIONAL PHILOSOPHY: (20 marks) (22Classes)

- 2.1 Meaning, nature and scope of Educational Philosophy
- 2.2 Relation between Philosophy and Education
 - 2.2.1 Philosophy and aims of education
 - 2.2.2 Philosophy and curriculum
 - 2.2.3 Philosophy and methods of teaching
 - 2.2.4 Philosophy and the role of a teacher

UNIT III: AIMS OF EDUCATION: (20 Marks) (22Classes)

- 3.1 Determinants of educational aims:
 - 3.1.1 Philosophical
 - 3.1.2 Sociological
 - 3.1.3 Economic
 - 3.1.4 Technological
- 3.2 Some important aims of education:
 - 3.2.1 Individual aim
 - 3.2.2 Social aim
 - 3.2.3 Moral aim
 - 3.2.4 Vocational aim

UNIT IV: INDIAN SCHOOLS OF PHILOSOPHY: (20 Marks) (23 Classes)

- 4.1 Yoga
 - 4.1.1 The eight-fold yoga
 - 4.1.2 Educational implications
- 4.2 Vedanta
 - 4.2.1 Advaita Vedanta
 - 4.2.2 Educational implications
- 4.3 Buddhism
 - 4.3.1 Four noble truths of Buddha
 - 4.3.2 Educational implications

UNIT V: WESTERN SCHOOLS OF PHILOSOPHY: (20 Marks) (23Classes)

- 5.1 Idealism (aims, curriculum, method, discipline and role of teacher)
- 5.2 Pragmatism (aims, curriculum, method, discipline and role of teacher)
- 5.3 Realism (aims, curriculum, method, discipline and role of teacher)
- 5.4 Naturalism (aims, curriculum, method, discipline and role of teacher)

REFERENCES:

1. Aggarwal, J.C: Theory and Principles of Education.
2. Bhatia and Bhatia: Philosophical and Sociological Foundations of Education
3. Safaya and Shaida: Development of Educational Theory and Practice
4. Goswami A.C: Education in Emerging India. (Philosophical and Sociological)
5. Sarma Dr. M.K.: Principles of Education, Banalata, Dibrugarh
6. Deka, Dr. Birendra: Snatak Mahalar Sikshatattva, Banalata, Dibrugarh
7. Handique Rintu, Borah Bornali: Sikshar Darshanik Vitti.

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): SECOND SEMESTER –COURSE-2
COURSE TITLE: SOCIOLOGICAL FOUNDATIONS OF EDUCATION
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-202)**

L-4,T-1,P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES: To enable the students to understand:-

- 01 The concept, approaches and theories of educational sociology,
- 02 The social aspects and processes as related to education,
- 03 The relationship between education, changes and development,
- 04 Different political ideologies and their bearings on education and
- 05 The social groups, equality and quality in education

COURSE CONTENT:

UNIT 1: CONCEPT, APPROACHES AND THEORIES: (20 Marks) 22 Classes

- 1.1 Meaning, nature and scope of Educational Sociology
- 1.2 Need for sociological approaches in Education
- 1.3 Importance of Educational Sociology
- 1.4 Interrelationship between Education and Sociology
- 1.5 Theories of Educational Sociology:
 - 1.5.1 Structural functionalism
 - 1.5.2 Phenomenology/ Interactionism
 - 1.5.3 Conflict and Consensus theories

**UNIT 2: EDUCATION, SOCIAL ASPECTS AND SOCIAL PROCESS: (20 Marks)
22Classes**

- 2.1 Education and socialization process
- 2.2 Education and social mobility
- 2.3 Education and social stratification
- 2.4 Education for emotional and national integration
- 2.5 Education and internationalism
- 2.6 Education for peace
- 2.7 Education and modernization

UNIT 3: EDUCATION, CHANGES AND DEVELOPMENT: (20 Marks) 22 Classes

- 3.1 Education and economic development
- 3.2 Education and human resource development
- 3.3 Education and social change
- 3.4 Education and community development with social reference to North-East India
- 3.5 Education and cultural changes with special reference to North-East India

UNIT 4: POLITICAL IDEOLOGIES AND EDUCATION: (20 Marks) 23 Classes

- 4.1 Education for democratic pattern of society
- 4.2 Totalitarianism and Education
- 4.3 Communistic political ideology and Education
- 4.4 Education for socialistic pattern of society
- 4.5 Education for a secular society

UNIT 5: EDUCATION AND SOCIAL GROUPS: (20 Marks) 23 Classes

- 5.1 Social groups – characteristics and classification
- 5.2 Social organization and disorganization
- 5.3 Social disadvantage and inequalities in Indian society
- 5.4 Education for the socially and economically disadvantaged sections of the Society, with special reference to SC, ST, Women and Rural population
- 5.5 Equality and quality in Education.

REFERENCES:

- 1. Bhatia and Bhatia: Philosophical and Sociological Foundations of Education
- 2. Safaya and Shaida: Development of Educational Theory and Practice
- 3. Dash, B.N.: Principles of Education and Education in Emerging Indian Society
- 4. Goswami A.C.: Education in Emerging India, (Philosophical and Sociological)
- 5. Sarma M.K.: Principles of Education (Banalata, Dibrugarh)
- 6. Taneja: Philosophical and Sociological Foundations of Education
- 7. Deka, Birendra: Snatak Mahalar Sikshatattva, (Banalata, Dibrugarh)

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): THIRD SEMESTER – COURSE-3
COURSE TITLE: EDUCATIONAL PSYCHOLOGY
TOTAL MARKS – 80
COURSE CODE (CT-4-EDU-303)**

L-3,T-1,P-0

- The entire course has been designed for a minimum of 96 classes.

OBJECTIVES:

1. To enable the students to understand the concept of psychology and scope and Functions of educational psychology.
2. To help students to understand different factors of learning including concepts of motivation, intelligence, attention, and interest memory.
3. To introduce the concepts of mental health and good adjustment to students.

COURSE CONTENTS:

UNIT-I: PSYCHOLOGY AND EDUCATION: (10 Marks) (12 classes)

- 1.1. Concept of psychology and Nature.
- 1.2. Some important schools of Psychology
 - 1.2.1. Behaviorism.
 - 1.2.2. Gestaltism.
 - 1.2.3. Psycho-Analysis.
- 1.3. Importance of psychological thinking in Education.
- 1.4. Educational Psychology
 - 1.4.1. Concept
 - 1.4.2. Nature and scope
 - 1.4.3. Functions.
- 1.5. Importance of Educational Psychology in Classroom teaching.

UNIT –II. STAGES OF DEVELOPMENT (10 Marks) (12 Classes)

- 2.1. Physical, Mental, Social and Emotional development in various stages.
 - 2.1.1. Home.
 - 2.1.2. Childhood
 - 2.1.3. Adolescence.
- 2.2. Factors affecting development.
 - 2.2.1. Home.

- 2.2.2. School.
- 2.2.3. Society.
- 2.3. Heredity and Environment:

- 2.3.1. Concept of Heredity and Environment.
- 2.3.2. Role of Heredity and Environment in Personality development.

UNIT –III: LEARNING (20 Marks) (22 classes)

- 3.1 Meaning and Nature of Learning.
- 3.2 Factors of Learning- Home, School, Society, Intelligence
- 3.4 Domains of Learning
 - 3.4.1 Cognitive.
 - 3.4.2 Affective.
 - 3.4.3 Psycho-Motor.
- 3.5 Motivation and Learning, Maturation and Learning.
- 3.6 Transfer of Learning
- 3.7 Role of Attention and Interest in learning
- 3.8 Memory and Forgetting.
 - 3.8.1 Meaning, Factors & Types of Memory
 - 3.8.2 Meaning & Causes of Forgetting
 - 3.8.3 Measures to improve Memory

UNIT-IV: PERSONALITY (10 Marks) (14 Classes)

- 4.1 Meaning, Characteristics and Factors.
 - 4.1.1. Physical.
 - 4.1.2. Mental.
 - 4.1.3. Social.
 - 4.1.4. Emotional.
- 4.2 Theories of Personality.
 - 4.2.1 Type Theory- Seldon, Young and Kretchmars
 - 4.2.2 Trait Theory- Adler and Roger.
 - 4.2.3 Psycho-Analytic Theory- Freud.
- 4.3. Concept of balanced mature personality
- 4.3. Concepts of Balanced mature Personality.

UNIT-V: INSTINCTS AND EMOTION (10 Marks) (14 classes)

- 5.1. Meaning and Characteristics of Instinct and Emotion.
 - 5.1.1. Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).
- 5.2. Relation between Instincts and Emotion.
- 5.3. Importance of Emotional training in the classroom.

UNIT-VI: MENTAL HYGIENE AND EDUCATION: (20 Marks) (22 Classes)

- 6.1. Concept of Mental, Health, Hygiene and Adjustment.
- 6.2. Characteristics of a mentally healthy individual.

- 6.3. Adjustment Mechanisms.
 - 6.3.1. Fantasy.
 - 6.3.2. Compensation.
 - 6.3.3. Identification.
 - 6.3.4. Rationalization.
 - 6.3.5. Sublimation.
- 6.4. Concept Meaning and Nature of Exceptional Children.
- 6.5. Need of Special Education for the gifted, slow learners, creative child and educable mentally retarded child.

REFERENCES:

1. **BHATIA, H. P: Elements of Educational Psychology.**
2. **Chauhan, S. S: Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. 576 Majsid Road, Jangpur, New Delhi- 110014.**
3. **Deka, B: Saikshik Parisankhya Bijnan aru Monobijnnik Abhikshamuh.**
4. **Chaliha Dr. Bed kr., Saikia Torun, Bora Saikia Runu : Siksha Monobigyan.**

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): THIRD SEMESTER – COURSE-4
COURSE TITLE: (A) LABORATORY PRACTICAL
TOTAL MARKS – 80
COURSE CODE (CT-4-EDU-304)
L-1,T-0,P-3**

(80 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 96 classes per semester in mind

OBJECTIVES:

- 01 To introduce the students to experimental psychology.
- 02 To teach students the uses of psychological test.
- 03 To learn to report the conduct in psychological laboratory.

COURSE CONTENTS:

UNIT I: EXPERIMENTAL PSYCHOLOGY: (10 MARKS) (12CLASSES)

- 1.1. An introduction to Psychological Experiments.
- 1.2. Scope of Experimental Psychology.
- 1.3. History of Experimental Psychology.
- 1.4. Conducting and Reporting of Psychological Experiments.

UNIT II: CONDUCTING AND REPORTING PSYCHOLOGICAL EXPERIMENTS AND TEST
(84 classes of 90 minutes)

(The following procedures must be followed).

- 2.1. Title
- 2.2. Statement of objectives
- 2.3. Historical and theoretical background
- 2.4. Hypotheses
- 2.5. Experimental design
- 2.6. Methodology and procedure
- 2.7. Introspective report of subject
- 2.8. Results, Discussion, Observation and conclusion.

EXPERIMENTS

1. Memory span for digits, letters, words and non-sense syllables.
2. Recall and recognition
3. Association
4. Attention
 - a) Span of attention
 - b) Division of attention
 - c) Distraction of attention
5. Types of Imagery

TEST

1. Rorschach Inkblot test
2. Thematic Apperception test
3. Learning:
 - a) Mirror learning, b) Maze learning c) Part and whole method, d) Mass Vs. Space practice
4. Intelligence testing: using individual verbal and non-verbal tests, group tests
5. Aesthetic preference: Color preference, form preference, judgment of handwriting
6. Interest Inventories
7. Aptitude test

Note: Distribution of Marks:

(i)	Unit I	=	Question)	= 10
(ii)	Unit II	=		
	(a)		Note Book (Two)	= 10+10 = 20
	(b)		Psychological Experiment	= 20 + 20= 40
	(c)		Viva	= 10

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FOURTH SEMESTER –COURSE-5
COURSE TITLE: HISTORY OF INDIAN EDUCATION (UP TO 1947)
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-405)**

L-4,T-1,P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES:

- 01 To introduce students to the educational heritage of our country India.
- 02 To analyze the course of the social and political changes that took place in India in the 18th and 19th Centuries.
- 03 To understand the impact of socio-political changes on the nationalist movement in India during early 20th century
- 04 To understand the role of education in the development of an emergent India.

CONTENTS:

**Unit I: EDUCATIONAL HERITAGE OF INDIA: VEDIC,BUDDHIST AND MUSLIM PERIOD
(20 Marks) (23 Classes)**

- 1.1 Aims, Characteristics, method of Teaching, Merits and Demerits
- 1.2 Organization and finance of Education
- 1.3 Curriculum
- 1.4 Women's Education

**UNIT II: EAST INDIA COMPANY AND INDIAN EDUCATION: (20 Marks)
(22Classes)**

- 2.1 Educational activities of East India Company
- 2.2 Charter Act of 1813

- 2.3 The Anglicist-Classicist Controversy and its impact on Indian education.
- 2.4 Macaulay's Minute of 1835

- 2.5 Downward Filtration Theory
- 2.6 Bentick's Educational Policy
- 2.7 Wood's Despatch, 1854.

UNIT III: GROWTH AND DEVELOPMENT OF EDUCATION FROM 1854 TO 1900:

(20 Marks) (22Classes)

- 3.1 Hunter's Commission, 1882
 - 3.1.1 The Policy, Curriculum and Financial Administration
 - 3.1.2 Indigenous Schools
 - 3.1.3 Grant-in-Aid System
 - 3.1.4 Education of Women

UNIT IV: GROWTH AND DEVELOPMENT OF EDUCATION FROM 1900 TO 1921:

(20 Marks)(22 Classes)

- 4.1 Lord Curzon's Educational Policy
- 4.2 Indian University Commission, 1902
- 4.3 Indian University Act, 1904
- 4.4 Gokhale's Bills (1910-1912)
- 4.5 Government Resolution on Educational Policy, 1913
- 4.6 Calcutta University Commission, 1917
- 4.7 Govt. of India Act of 1921

UNIT V: GROWTH AND DEVELOPMENT OF EDUCATION FROM 1921 TO 1947:

(20 Marks)(23Classes)

- 5.1 Education under Diarchy
 - 5.1.1 Primary Education
 - 5.1.2 Secondary Education
 - 5.1.3. Expansion
- 5.2 Wardha Scheme of Basic Education
- 5.3 Calcutta University Commission or Sadler Commission.
- 5.4 Hortong Committee's Report
- 5.5 Simon Commission
- 5.6 Wood and Abbot's Report
- 5.7 Post-War Plan for Educational Development, 1944

REFERENCE:

1. Boruah, Jatin: Bharatar Siksha/ Tihasar Abhayan
2. Kochhar, S.K.: Landmarks in the History of Modern India Education
3. Mukherjee, R.K.: Ancient Indian Education
4. Munroe, Paul: A Text-Book in History of Education
5. Nurullah and Naik: A Students History of Education in India
6. Rawat, P.L.: History of Indian Education, Arya Book Depot, New Delhi
7. Sarmah, Deka, Mishra, Charkaborty: Sanatak Mahalar Bharatar Sikshar Itihas, Assam Book Deport, Pan Bazar, Guwahati
8. Sharmah, T.K: Bharatar Sikshar Buranjee
9. Rai, B.C.: History of Indian Education

NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FOURTH SEMESTER – COURSE-6
COURSE TITLE: GREAT EDUCATORS AND EDUCATIONAL THOUGHT
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-406)
L-4,T-1,P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES:

- 01 To acquaint the students with the development of educational thought
- 02 To make the students aware of the contribution of educators of different countries to educational theory.
- 03 To initiate students to make an in-depth analysis of the various issues and problems of Indian education.

COURSE CONTENTS:

UNIT I: INDIAN EDUCATORS: (30 Marks) (33Classes)

- 1.1 Rabindra Nath Tagore
- 1.2 Mahatma Gandhi
- 1.3 Srimanta Sankardeva

UNIT II: WESTERN EDUCATORS: (40 Marks) (46Classes)

- 2.1 Maria Montessori
- 2.2 Jean Jacques Rousseau
- 2.3 John Dewey
- 2.4 Friedrich August Froebel

UNIT III: EDUCATIONAL THOUGHT: (30 Marks) (33Classes)

- 3.1 Sir Percy Nunn: Education- its data and first principles
 - (a) Classification of mind
 - (b) Organization of Education

- 3.2 Aurobindo: Education- Curriculum and Value Addition
 - (a) Concept of values in Education
 - (b) Implications in the emerging world

- 3.3 Dr. Sarvepalli Radhakrishnan
 - (a) Meaning and Aims of Education
 - (b) Religion in Education

- 3.4 Relevance of Educational Philosophy of Dr. Sarvepalli Radhakrishnan
In 21st century

REFERENCE:

- 1. Bora, U.N: Thoughts on Education
- 2. Das, L: Some Great Educators, 1989
- 3. Deka, B. E.al: Educational Essays on Higher Education.
- 4. Rusk, R.: Doctrains of the Great Educators, Macmillan, 1967
- 5. Mukherjee, K.K.: Some Great Educators, 1989
- 6. Konwar Bani Kanta (Edited): Manab Adhikar
- 7. Konwar Bani Kanta, Handique Ishmi Rekha: Mahan Sikshabid

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIFTH SEMESTER –COURSE-7
COURSE TITLE: EDUCATIONAL MEASUREMENT AND EVALUATION
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-507)**

L-4,T-1,P-0

OBJECTIVES:

- 5) To develop understanding of the meaning, nature, scope and need of measurement and evaluation
- 6) To familiarize the learners with different types of tools: their characteristics and process of construction.
- 7) To acquaint the learners with some specific tools to measure intelligence personally and aptitude.
- 8) To develop and understanding of the meaning nature and application of statistics in measurement and evaluation in education

COURSE CONTENT:

**UNIT – I: MEASUREMENT AND EVALUATION IN EDUCATION: (15 Marks) 18
Classes**

- 1.1 Meaning Nature and Scope
- 1.2 Importance of Measurement and Evaluation in Education
- 1.3 Relation between measurement and Evaluation
- 1.4 Continuous and Comprehensive Evaluation

UNIT – II: TOOLS OF MEASUREMENT AND EVALUATION: (20 Marks) 22Classes

- 2.1 Meaning and Types of Tools
- 2.2 Characteristics of a good tool (Reliability, Validity, Objectivity, Norms and Administratively)
- 2.3 Construction and Standardization of an achievement test

**UNIT – III: MEASUREMENT IN EDUCATIONAL PSYCHOLOGY: (25 Marks) 28
Classes**

- 3.1 Intelligence and Intelligence Test
 - 3.1.1 Meaning & Nature of Intelligence
 - 3.1.2 Type of Intelligence tests: Individual Test, Group Test, Verbal, Non Verbal Test, Performance Test
 - 3.1.3 Binet-Simon Scale and its revisions, (1905, 1908, 1911, 1916, 1937,1960)
- 3.2 Personality Assessment
 - 3.2.1 Self report inventories
 - 3.2.2 Observational methods

3.2.3 Projective techniques: Rorschach Ink- bolt Test, TAT and Word Association Test

3.3 Aptitudes and Aptitude tests

3.3.1 Meaning & Nature of Aptitude

3.3.2 Differential Aptitude Test

3.3.3 Specific aptitude (Artistic aptitude and Professional aptitude test)

UNIT – IV: STATISTICS IN EDUCATION: (20 Marks) 22 Classes

4.1 Meaning, Nature and Scope of Educational Statistics1

4.2 Types of data: Group and ungrouped data

4.3 Measures of Central Tendency: Mean, Median and Mode:

4.3.1 Properties

4.3.2 Merits,

4.3.3 Demerits,

4.3.4 Computation,

4.3.5 Application in education

4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation

4.4.1 Properties

4.4.2 Merits,

4.4.3 Demerits,

4.4.4 Computation,

4.4.5 Application in education

UNIT – V: PRESENTATION OF DATA: (20 Marks) 22 Classes

5.1 Concept of Variable

5.2 Graphical representation of data and its uses: Pie-diagram, Histogram, Frequency Polygon, Cumulative Frequency curve, Otive.

5.3 Normal Probability Curve: Properties and Uses of normal probability curve in interpretation of test.

5.4 Correlation: Positive and Negative – Co- efficient of correlation by Rank difference method and product Moment Method (only for underground data)

REFERENCES:

1. Asthana & Agarwal: Measurement & Evaluation in Psychology and Education.
2. Freeman, F.S: Theory & Practice of Psychological Testing: New York; Holt, Rinehart & Winston
3. Garrett, H.E.: Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd., Hage Building, Spratt Road, Ballard Estate, Bombay- 400038
4. Soikhik Porimapon aru Porisankhya Bigyan, Dr. Mukul Kr. Sarmah
5. Parisankhys Bigyan aru Manuboigyanic Parimapan, Hemata Kt. Sarmah
6. Soikhik Porimapon aru Porisankhya Bigyan, Leela Das
7. Soikhik Porimapon aru Soikhik Porisankhya Bigyan, Dr. Sailen Bhuyan and Ms. Niharika Bhuyan

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIFTH SEMESTER –COURSE-8
COURSE TITLE: CHILD PSYCHOLOGY & EDUCATIONAL GUIDANCE
TOTAL MARKS – 80
COURSE CODE (CT-4-EDU-508)**

L-3,T-1,P-0

(80 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 96 classes per semester in mind

OBJECTIVES:

1. To enable the students to understand the importance of child psychology and the need of guidance for child development
2. To have an understanding about children and new insight about them
3. To develop a sensitivity towards the needs and rights to children.
4. To understand the importance of play in child development

COURSE CONTENTS:

**UNIT I: HISTORICAL DEVELOPMENT OF CHILD PSYCHOLOGY: (10 Marks)
(12 Classes)**

- 1.1 Meaning, Nature and Scope of Child Psychology.
- 1.2 Historical perspective of development of knowledge of child Psychology.
- 1.3 Methods used in Child Psychology.
- 1.4 Significance of Child Psychology

**UNIT II: GROWTH & DEVELOPMENT DURING EARLY CHILDHOOD: (15 Marks)
(20 Classes)**

- 2.1 Pre-natal, Neo-natal & Post-natal
- 2.2 Development Patterns during this period
 - 2.2.1 Physical
 - 2.2.2 Emotional
 - 2.2.3 Social
 - 2.2.4 Language
- 2.3 Early Socialization Process
- 2.4 Role of Play in early childhood

UNIT III: SOME COMMON CHILDHOOD PROBLEMS: (15 Marks) (20 Classes)

- 3.1 Problems of discipline
 - 3.1.1 Behaviours and adjustment problems (anger, aggression, truancy)
- 3.2 Deficiency & deprivations during childhood
 - 3.2.1 Natural
 - 3.2.2 Physiological
 - 3.2.3 Socio-economic
 - 3.2.4 Social adjustment problem (shynees, hesitation, jealousy)
- 3.3 Prevention & correction of these problems, Role of Education.

**UNIT IV: FACTORS AFFECTING CHILD DEVELOPMENT: (20 Marks)
22 Classes**

- 4.1 Home/family: parental attitude towards a child: Acceptance & Rejection
Problems of children of working mothers.
- 4.2 School: Peer-group influences, Teacher-and-taught relations, School environment, Effects of reward and punishment.
- 4.3 Society: Influence of mass media: Radio, TV, Computer, Internet

UNIT V: GUIDANCE & COUNSELING: (20 Marks) 22 Classes

- 5.1 Meaning, Nature & Scope of Guidance and counseling
- 5.2 Objectives, Need and importance of guidance
- 5.3 Types of Guidance: Educational, Vocational and Personal
- 5.4 Counseling and its various approaches
- 5.5 Role of day care centers and Pre-Schools on Child development

REFERENCES:

1. Chaube, S.P.: Child psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra- 3
2. Chauhan, S.S.: Advanced Educational Psychology, Vikash Publishing House, New Delhi
3. Goswami, G.: Child Development and Child Care, Arun Prakashan, Guwahati
4. Kale, S.V.: Child Psychology & child Guidance, Himalaya Publishing House, Mumbai
5. Kumar, L.N: Development Psychology, Agarwal Educational Publishers, Agra- 3
6. Thompson, G: Child Psychology, 2nd Edition, Surajeet Publication, 1981
7. Sishu Monovigyan Aru Shiksha Samaj Vigyan: Dhirendra Deka: Banalata Publishing House, Dibrugarh
8. Snatak Mahalar Sishu Monovigyan (1+1+1): Sharmah, Deka, Mishra and Chakraborty, Asom Book Depot
9. Goswami Pujari, Dr. Mrinali, Lahkar Boruah, Dr, Jahnabi, Tamuli Golap: Sishu Monobigyan and Sishu Nirdeshana

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)
SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIFTH SEMESTER –COURSE-9
COURSE TITLE: EDUCATIONAL TECHNOLOGY
TOTAL MARKS – 80
COURSE CODE (CT-4-EDU-509)**

L-3,T-1,P-0

(80 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 96classes per semester in mind

OBJECTIVES:

1. To enable the students to know what is Educational Technology and its use in the Education system.
2. To introduce students to the various uses of mass media and their rapidly expanding dimensions.
3. To orient students towards class-room communication skills.
4. To use innovative methods of educational technology in teaching learning process.

COURSE CONTENTS:

UNIT I: EDUCATIONAL TECHNOLOGY: (16 MARKS)

19 CLASSES

- 1.1. Concept, Meaning, Nature, Scope, Merits and Role of Educational Technology
- 1.2. Objectives of Educational Technology.
- 1.3. Hardware, Software, System approach.
- 1.4. Instructional technology - Concept, Characteristics (Nature).
- 1.5. Difference between Instructional Technology and Educational Technology.

UNIT II : MASS-MEDIA AND TEACHING LEARNING PROCESS:**(16 MARKS)****19 CLASSES**

- 2.1. Meaning and functions of Mass-Media.
- 2.2. Role of Mass-Media in teaching learning process.
- 2.3. Radio
- 2.4. Television
- 2.5. Edusat
- 2.6. Internet

UNIT III: COMMUNICATION PROCESS AND CLASS ROOM TEACHING:**(16 MARKS)****20 CLASSES**

- 3.1. Meaning, Nature and purpose of Communication.
- 3.2. Types of Communication:
 - (a) Verbal
 - (b) Non-Verbal
- 3.3. Class Room Communication
- 3.4. Factors affecting classroom communication
 - 3.4.1. Infrastructure
 - 3.4.2. Administrative set-up
 - 3.4.3. Barriers to effective classroom communication
- 3.5. Ways of effective classroom communication
- 3.6. Use of Audio- Visual Aids
 - 3.6.1 Concept and Importance
 - 3.6.2 Rules of use in the classroom
 - 3.6.3 Television, Computer, Internet, LCD Projector, Interactive Boards as effective teaching Aids

UNIT IV: TEACHING OBJECTIVES:**(16 MARKS)****18 CLASSES**

- 4.1. Types of objectives
- 4.2. Bloom's taxonomy of educational objectives and its uses
- 4.3. Importance of the knowledge of Taxonomy of Educational objectives.
- 4.4. Writing objectives in behavioral terms

UNIT V: INNOVATIONS IN EDUCATIONAL TECHNOLOGY:**(16 MARKS)****20CLASSES**

- 5.1. Concept and meaning of innovation
- 5.2. Teaching model
 - 5.2.1. Concept
 - 5.2.2. Characteristics
 - 5.2.3. Classification of Teaching Models.
 - 5.2.4. Assumptions
 - 5.2.5. Families
 - 5.2.6. Glaser's classroom teaching model
- 5.3. Personalized system of instruction (PSI)
- 5.4. Programmed learning:
 - 5.3.1. Meaning
 - 5.3.2. Programming : Linear & Branching
- 5.5. Team teaching, (Brain Storming, Seminars & Symposium)

REFERENCES:

01. Lakshmi, S., ***Innovation in Education***, Sterling Publishers, Green Park Extension, New Delhi.
02. Sampath K., Panneerselvam A., & Santhanam, S., ***Introduction to Education Technology***, Sterling Publishers Pvt. Ltd., New Delhi.
03. Borkotoky, B., ***Saikshik Prajukti Vidya***, Students Emporium, Natun Bazar, Dibrugarh.
04. Sarma, Deka, Mishra and Chakraborty, ***Snatak Mahala Siksha, Prajuktividya aru Sikshan Pranali***, Assam Book Depot, Pan Bazar, Guwahati.
05. Sonowal Puranjay, Chaliha, Veda, Kr, ***Saikshik Prajuktividya***, Saraswati Prakashan, Golaghat.

**NORTH LAKHIMPUR COLLEGE
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SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIFTH SEMESTER –COURSE-10
COURSE TITLE: TECHNIQUES AND METHODOLOGY OF TEACHING**

**TOTAL MARKS – 80
COURSE CODE (CT-4-EDU-510)**

L-3,T-1,P-0

(80 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 96classes per semester in mind

OBJECTIVES:

- 1 To develop an understanding of the principles of teaching-learning process.
- 2 To familiarize the pupils with the role of audio-visual aids.
- 3 To provide knowledge about the importance of lesson planning in teaching learning process.
- 4 To acquaint the pupils with different methods and approaches of teaching.
- 5 To provide knowledge about teaching different subjects.

COURSE CONTENTS:

UNIT I: THE TEACHING LEARNING PROCESS: (20 MARKS) 22 CLASSES

- 1.1. Principles of teaching
- 1.2. Principles of learning
- 1.3. General maxims of teaching
- 1.4. Classroom problems of beginners.

UNIT II: MACRO AND MICRO TEACHING: (30 MARKS) 37CLASSES

- 2.1. Meaning and importance of lesson plan.
- 2.2. Herbartian steps of lesson plan
- 2.3. Teaching Skill
 - 2.3.1. Introducing a lesson

- 2.3.2. Blackboard Writing
- 2.3.3. Questioning (Fluency in questioning and probing questioning)
- 2.3.4 Stimulus Variation
- 2.3.5. Reinforcement
- 2.3.6. Explaining
- 2.3.7. Skill of Demonstration
- 2.4. Micro-teaching
- 2.5. Methods of Teaching
 - 2.5.1. Social studies
 - 2.5.2. Science
 - 2.5.3. Language.

UNIT III: APPROACHES IN TEACHING:

(30 MARKS)

37CLASSES

- 3.1. Play way method.
- 3.2. Activity method
- 3.3. Approach and Methods in Teaching Language
 - 3.3.1. Structural approach
 - 3.3.2. Communicative approach
 - 3.3.3. Grammar and Translation method.
 - 3.3.4 Direct Method
 - 3.3.5 Inductive and Deductive Method
- 3.4. Social science
 - 3.4.1. Question Answer Method
 - 3.4.2. Discussion Method
 - 3.4.3. Project Method
 - 3.4.4. Lecture in Demonstration
 - 3.4.5. Heuristic method

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SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIFTH SEMESTER – COURSE-11
COURSE TITLE: EMERGING TRENDS IN INDIAN EDUCATION
TOTAL MARKS – 80
COURSE CODE (CT-4-EDU-611)**

L-3,T-1,P-0

(80 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 96 classes per semester in mind

OBJECTIVES:

- 1 To development an understanding about the significant trends in Indian education
- 2 To develop awareness about various plans and policies regarding the educational set up in India.
- 3 To focus attention on certain major social and national issues related to educational system in India.
- 4 To make students aware of the new trends in the field on modern education in the country specially the non-formal aspects of Indian Education.

COURSE CONTENTS

UNIT I: EDUCATION IN INDEPENDENT INDIA: (10 MARKS) 14CLASSES

- 1.1. Need for including Education in the Indian Constitution
- 1.2. Articles in the Constitution related to education
- 1.3. Concept, Importance and problems of Equalization of educational opportunities.

UNIT II: STAGES OF EDUCATION: (10 MARKS) 12 CLASSES

- 2.1 Need and importance for Early Childhood Care and Education (ECCE), Pre-Primary Education, functioning and problems of Anganwadis and Balwadis.
- 2.2. Elementary Education – its Objectives, necessary for Universalization, efforts towards, Universalization (DPEP, DIET, SSA), problems and possible solutions of Elementary Education.
- 2.3. Secondary Education – its Objectives, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Role of NCERT in the development of Secondary Education.

- 2.4. Higher Education – its Objectives, Development, Control, Problems and Possible Solutions of Higher Education, Role of RUSA in Higher Education.

UNIT III : ALTERNATIVE EDUCATION : (20 MARKS) 24 CLASSES

- 3.1. Need and importance of alternative schooling at Elementary, Secondary and Higher Level.
- 3.2. Technical and Vocational education through distance education.
- 3.3. Development, problems and prospects of distance education in India.
- 3.4. vocationalization of education – Industrial Training in secondary schools and skill development programmes in Higher education

UNIT IV : PROBLEMS OF EDUCATION : (20 MARKS) 22 CLASSES

- 4.1. Problems of traditional system of examination.
- 4.2. Semester system, Continuous and comprehensive evaluation, credit system.
- 4.3. Problems of Adult Education
- 4.4. Language problem and medium of instruction.

UNIT V: CHALLENGES OF INDIAN EDUCATION: (20 MARKS) 24 CLASSES

- 5.1. Inclusive policies in Education
- 5.2. The Environmental changes and role of education
- 5.3. The growing population and role of Education.
- 5.4. Social unrest and its impact on Education
- 5.5. Education and Human Rights.
- 5.6. Globalization of Education – general Agreement on Trade and Services(GATS), Privatization, Commercialization, Liberalization.
- 5.7. Meaning, Nature and Issues of Autonomous college in India.

REFERENCES:

1. Kochar, S.K.: ***Pivotal Issues in Indian Education***, Sterling Publishers.
2. Bhatnagar, S. & Saxena A: ***Modern Indian Education and its Problems***,
R. Lall Book Depot, Meerut (UP) India.
3. Dutta Anju and Puranjay Sonowal: ***Snatak Mahalar Sama Samayik
Bharatiya Shikshar Uparat Dristipat***, Saraswati Prakashan, Golaghat.

**NORTH LAKHIMPUR COLLEGE
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SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): FIFTH SEMESTER – COURSE-11
COURSE TITLE: EDUCATION IN POST INDEPENDENT INDIA
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-612)**

L-4, T-1, P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES:

- 01 To make the students aware of the developments of Indian education since independence
- 02 To introduce students to the educational changes taking place in India since independence.
- 03 To help the students to understand and appreciate the reasons for the recommendations of the different educational commissions since independence.
- 04 To enable students to have an in-depth understanding of the causes for various educational movements and its accompanying challenges.

COURSE CONTENTS:

UNIT I: EDUCATIONAL SITUATION AT THE TIME OF INDEPENDENCE:

(20 MARKS)

23CLASSES

- 1.1. A Brief account of educational situation at the time of Independence.
- 1.2 Recommendations and Implementation of University Education Commission-1949.
 - 1.2.1. Aims of University Education
 - 1.2.2. Administration and Funding of University
 - 1.2.3. Reforms of Curriculum
 - 1.2.4. Teaching and Research
 - 1.2.5. Vocational Education (Agriculture, Law, Commerce)
 - 1.2.6. Women Education
 - 1.2.7. Examination Reforms and Students Welfare.

UNIT II : EDUCATION IN THE INDIAN CONSTITUTION:

(20 MARKS)

22 CLASSES

- 2.1. Education in the Indian Constitution
 - 2.1.1. Introduction
 - 2.1.2. Preamble of the constitution
 - 2.1.3. On free and compulsory education
 - 2.1.4. On the rights of the Minorities
 - 2.1.5. On Education on the weaker section of people
 - 2.1.6. On Principle of secularism in Education
 - 2.1.7. On education of women
 - 2.1.8. On study of Hindi
 - 2.1.9. On official language
 - 2.1.10. On Tradition of child labour
 - 2.1.11. Keeping education in the concurrent list
 - 2.1.12. Right to Education Act., 2010

UNIT III : SECONDARY EDUCATION COMMISSION – 1953 :

(20 MARKS)

22 CLASSES

3.1. Recommendations and Implementation of Secondary Education Commission – 1953

- 3.1.1. Reforms of Secondary Education
- 3.1.2. Aims of Secondary Education
- 3.1.3. Medium of Education
- 3.1.4. Curriculum – Defects and Reforms
- 3.1.5. Method of teaching
- 3.1.6. Teacher Education
- 3.1.7. Administration of Secondary Education
- 3.1.8. Student Welfare, Moral and religious education
- 3.1.9. Examination reforms

UNIT IV: INDIAN EDUCATION COMMISSION – 1964-1966 :

(20 MARKS)

22 CLASSES

4.1. Recommendations and Implementation of Kothari Commission – 1964-1966

- 4.1.1. Education and National Objectives
- 4.1.2. Reason of setting up of the commission
- 4.1.3. The Educational system : Structure and Standard
- 4.1.4. Reorganization of the Educational structure

- 4.1.5. Reorganization of School Education
- 4.1.6. Reorganization of University Education
- 4.1.7. Examination Reforms
- 4.1.8. National Policy on education 1968.

UNIT V : NATIONAL POLICY ON EDUCATION – 1986 :

(20 MARKS)

23 CLASSES

- 5.1. National Policy on Education -1986
 - 5.1.1. Resolution adopted on National Policy on Education
 - 5.1.2. Subject matter of NPE
 - 5.1.3. Major educational objectives of the plan
 - 5.1.4. Education for equality
 - 5.1.5. Early childhood care and education etc.
 - 5.1.6. NPE and Primary Education
 - 5.1.7. NPE and Secondary Education
 - 5.1.8. NPE and Higher Education
 - 5.1.9. Technical and management education
 - 5.1.10. Culture and value oriented education
 - 5.1.11. Media and communication and educational technology
 - 5.1.12. Environmental Education
 - 5.1.13. Physical Education
 - 5.1.14. Teacher and teacher education
 - 5.1.15. Evaluation process and examination reforms
 - 5.1.16. Assessment of the New Education Policy
 - 5.1.17. Some new programmes for Development of Primary Education
 - 5.1.18. Operation Blackboard (1986), D.I.E.T., N.L.M., T.L.C.,D.P.E.P., P.O.A., S.S.A.,R.U.S.A, R.M.S.S, R.T.E, 2009,C.T.E,I.A.S.E

REFERENCES:

1. Kochhar, S.K.: ***Pivotal Issues in Indian Education.***
2. Palan, N.J.: ***Problems of Indian Education.***
3. Safaya, R.N.: ***Development Planning & Problems of Indian Education***
4. Shukla, P.D.: ***The New Education Policy in India***
5. ***Adhunik Bharatar Itihas Aru Samasyawali*** – Tarun Kumar Sharmah
6. ***Adhunik Bharatiya Shiksha Aru Iyar Samasyawali*** – Utpola Konwar
7. ***Bharatar Shiksha Itihasar Adhyayan*** – Jatin Baruah
8. ***Samasamoyik Bharatiya Shikshar Samasyat Dristipat*** – Anju Dutta,
Puranjoy Sonowal

**NORTH LAKHIMPUR COLLEGE
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SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): SIXTH SEMESTER – COURSE-13
COURSE TITLE: EDUCATIONAL MANAGEMENT
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-613)**

L-4,T-1,P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES:

- 1 To introduce students to concepts of management.
- 2 To orient students towards practices of management in education.
- 3 To initiate students towards concepts of planning and finance.
- 4 To understand the concepts of educational supervision.

COURSE CONTENTS

UNIT I: EDUCATIONAL MANAGEMENT: (20 MARKS) 23 CLASSES

- 1.1. Meaning of Educational Management.
- 1.2. Nature of Educational Management.
- 1.3. Scope of Educational Management.
- 1.4. Functions of Educational Management.
- 1.5. Types of Management
 - 1.5.1. Centralized and decentralized.
 - 1.5.2. External and Internal.
 - 1.5.3. Authoritarian/autocratic/democratic.

UNIT II: EDUCATIONAL PLANNING: (20 MARKS) 22 CLASSES

- 2.1. Meaning of Educational Planning
- 2.2. Nature of Educational Planning
- 2.3. Scope of Educational Planning
- 2.4. Principles of Educational Planning
- 2.5. Types of Management
 - 2.5.1. Long term planning

- 2.5.2. Short type planning
- 2.5.3. Grass-root level planning
- 2.5.4. Institutional planning

UNIT III: SCHOOL MANAGEMENT: (20 MARKS)

23 CLASSES

- 3.1. Meaning of School Management
- 3.2. Type of Resources

- Human Resources
- Material Resources
- Financial Resources

3.2.1. Human Resources

- 3.2.1.1. Headmaster
- 3.2.1.2. Teacher
- 3.2.1.3. Students
- 3.2.1.4. Office Staff
- 3.2.1.5. Management Committee

3.2.2. Material Resources

- 3.2.2.1. Land
- 3.2.2.2. Building
- 3.2.2.3. Furniture
- 3.2.2.4. Teaching aids

3.2.3. Financial Resources

- 3.2.3.1. Grants
- 3.2.3.2. Fees
- 3.2.3.3. Funds
- 3.2.3.4. Management of time, Academic Calendar, Time Table,
- 3.2.3.5. Maintenance of school records.

UNIT IV: EDUCATIONAL SUPERVISION: (20 MARKS)

22 CLASSES

- 4.1. Meaning of Educational Supervision
- 4.2. Nature of Educational Supervision
- 4.3. Scope of Educational Supervision
- 4.4. Difference between Supervision and Inspection
- 4.5. Qualities of a Good Supervisor
- 4.6. Problems of Supervision
- 4.7. Types of Supervision
- 4.8 Modern Trend in Supervision

UNIT V: EDUCATIONAL FINANCE:**(20 MARKS)****22 CLASSES**

- 5.1. Meaning of Educational Finance
- 5.2. Nature of Educational Finance
- 5.3. Principles of Educational Finance
- 5.4. Education as Consumption and Investment

- 5.5 source of Educational Finance
- 5.6. Concept of cost and Production in Education
- 5.7. Problems of Educational Finance

REFERENCES:

- 01. Sidhu, K.S.: School Organization and Administration, Sterling Publication Pvt. Ltd. New Delhi.
 - 02. Safaya R.N. and B.D. Shaيدا: School Administration and Organization, Dhanpat Rai and Sons, New Delhi.
 - 03. Garg, V.P.: Economics of Education, Metropolitan, New Delhi-110002
 - 04. Bhuyan, S. and Bhuyan N: Educational Planning and School Organization, Unika Prakashan, M.G. Road, Jorhat, Assam.
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SYLLABUS
UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): SIXTH SEMESTER – COURSE-14
COURSE TITLE: EDUCATION IN WORLD PERSPECTIVE
TOTAL MARKS – 100
COURSE CODE (CT-5-EDU-614)
L-4,T-1,P-0

(100 Marks for End Semester Written Examination)

N.B.: The whole course has been designed with 112 classes per semester in mind

OBJECTIVES:

- 1 To enable students to understand the educational system of their own country
- 2 To acquaint students with the concept of comparative study in this global world
- 3 To help students to understand the drawbacks of own countries as compared to others.
- 4 To plan changes in education in the context of global world and help in reforms.

COURSE CONTENTS

UNIT I: CONCEPTS IN COMPARATIVE EDUCATION: (10 MARKS) 12 CLASSES

- 1.1. Historical background.
- 1.2. Definitions and Meaning.
- 1.3. Nature, scope and purposes.

UNIT II: FACTORS AFFECTING A NATIONAL SYSTEM OF EDUCATION:

(20 MARKS) 22 CLASSES

- 2.1. Language
- 2.2. Geographical
- 2.3. Racial
- 2.4. Economical
- 2.5. Political
- 2.6. Social
- 2.7. Religion

UNIT III: METHODS OF COMPARATIVE EDUCATION AND RELATED PROBLEMS:

(20 MARKS) 22 CLASSES

- 3.1. Descriptive
- 3.2. Historical

- 3.3. Statistical
- 3.4. Scientific and Analytical
- 3.5. Quantitative/Statistical.

UNIT – IV: A COMPARATIVE STUDY OF U.S.A., U.K., INDIA, JAPAN: (Regarding structure, Administration, Finance, Objectives and Curriculum: (25 MARKS) 28CLASSES

- 4.1. Pre-Primary Education.
- 4.2. Primary Education.
- 4.3. Secondary Education.

UNIT – V: A COMPARATIVE STUDY OF U.S.A., U.K. INDIA, JAPAN: (With reference to Organization, Curriculum, Evaluation and Emerging Trends): (25MARKS) 28CLASSES

- 5.1. Higher education
- 5.2. Vocational education
- 5.3. Teacher education

REFERENCES:

1. Chaube S.P.: *Features of Comparative Education*, Vinod Pustak Mandir, 1993
2. Chaube S.P.: *A Text Book of Comparative Education*, Systems, Prakashan Kendra.
3. Biswa A. & Aggrwal, J.C: *Comparative education*, New Delhi, Arya Book Depot, 1986
4. Deka K.K.: *Tulanamulak Siksha*, Banalata Prakashan, Dibrugarh, 1998
5. Sodhi, T.S.: *Text Book of Comparative Education*, Vikas Publishing House Pvt. Ltd. New Delhi, 1993.

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UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): SIXTH SEMESTER – COURSE-15
COURSE TITLE: PRACTICE TEACHING
TOTAL MARKS – 80
COURSE CODE (CP-4-EDU-615)
L-0,T-0,P-4
(80 Marks for End Semester Written Examination)**

OBJECTIVES:

- 01 To develop few teaching skills in the pupils through micro-teaching.
- 02 To orient students in class room teaching through practice teaching.
- 03 To develop the skill of preparing lesson plan for micro and macro teaching.

COURSE CONTENTS:**UNIT I: PRACTICE OF THE FOLLOWING TEACHING SKILL**

(40 MARKS) (48 Hours)

- 1.1. Introducing a lesson
- 1.2. Blackboard writing
- 1.3. Questioning (Fluency in questioning and probing questioning)
- 1.4. Stimulus variation
- 1.5. Reinforcement
- 1.6. Explaining
- 1.7. Achieving closure
- 1.8. Skill of Demonstration

UNIT II: A MINIMUM LESSON PLAN FROM 3 (THREE) CATEGORIES AND 2 (TWO) FROM EACH CATEGORY:

(40 MARKS) (48 Hours)

- 2.1. Knowledge lesson
- 2.2. Skill lesson
- 2.3. Appreciation lesson.

NOTE: DISTRIBUTION OF MARKS:

- | | | |
|----|-----------------------------------|----------------|
| 1. | Note Book for units I and II | Marks 10+10=20 |
| 2. | Micro-teaching practice (Any two) | Marks 10+10=20 |

			61
3.	Practice teaching (Macro lesson any one)	Marks	30
4.	Viva	Marks	10
			<hr/>
			=80

REFERENCE:

1. Kochhar, S.K.: Methods and Techniques of Teaching, Sterling Publishers, New Delhi.
2. Bhatia and Bhatia: The Principles and Methods of Teaching
3. Borkakoti, B: Snatak Mahalar Sikshadanar Paddhati Aru Koushal.
4. Deka, K.K and Hazarika: Anusikshan, Banalta, Dibrugarh
5. Goswami R.K.: Sikshadanar Paddhati Aru Kousal.

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UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (CORE): SIXTH SEMESTER –COURSE-16
COURSE TITLE: FIELD REPORT
TOTAL MARKS – 40
COURSE CODE (CP-2-EDU-616)
L-0,T-0,P-2**

OBJECTIVES:

- 1 To acquaint the students with practical knowledge of field work studies.
- 2 To provide knowledge of preparing a report after a field visit.
- 3 To familiarize students with the changing educational realities of today's society.

COURSE CONTENTS: A field trip, collection of data from the field and report Writing should be done on any one of the areas given below:

6. Literacy Census.
7. Environment Awareness
8. Education for Special Children
9. SSA (Sarva Siksha Abhiyan)
10. Socio economic adjustment
11. Adolescence
12. Any other relevant topic

Note:- The following procedure must be followed in the Report Writing:

1. Title
2. Objective
3. Background of the study
4. Methodology
5. Findings of the study
6. Conclusion

N.B: Distribution of Marks:

- Data should be collected from the field
- Both Viva and the Report will be evaluated by the group of examiner approved by the Board of Studies
- Distribution of Marks : (i) Viva- 10
(ii) Report-30
