

**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 6<sup>th</sup> September*

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

**SEMESTER – WISE DISTRIBUTION OF COURSE**

Semester	course	Course code	Course Title	Marks	Credit	Classes of 45 minutes duration
1 <sup>st</sup>	1	CT-5-EDU-101	Philosophical Foundations of Education	100	5	112
2 <sup>nd</sup>	2	CT-5-EDU-201	Sociological Foundations of Education	100	5	112
3 <sup>rd</sup>	3	CT-4-EDU-301	Educational Psychology	80	4	96
	4	CP-4-EDU-302	Laboratory Practical	80	4	96
4 <sup>th</sup>	5	CT-5-EDU-401	History of Indian Education (up to 1947)	100	5	112
	6	CT-5-EDU-402	Great Educators & Educational Thought	100	5	112
5 <sup>th</sup>	7	CT-5-EDU-501	Educational Measurement & Evaluation	100	5	112
	8	CT-4-EDU-502	Child Psychology and Educational Guidance	80	4	96
	9	CT-4-EDU-503	Educational Technology	80	4	96
	10	CT-4-EDU-504	Techniques and Methodology of Teaching	80	4	96
	11	CT-4-EDU-505	Emerging Trends in Indian Education	80	4	96
6 <sup>th</sup>	12	CT-5-EDU-601	Education in Post Independent India	100	5	112
	13	CT-5-EDU-602	Educational Management	100	5	112
	14	CT-5-EDU-603	Education in World Perspective	100	5	112
	15	CP -4-EDU-604	Practice Teaching	80	4	96
	16	CP-2-EDU-605	Field Report	40	2	48

**1<sup>st</sup> Semester**  
**Education Core (Major)**  
**Code (Paper) : CT-5-EDU-101**  
**Title : PHILOSOPHICAL FOUNDATIONS OF EDUCATION**  
**Credit : 5**  
**Total Marks : 100**

**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: Satak Mahalar Sikshatattva, Banalata, Dibrugarh
7. Handique Rintu, Borah Bornali: Sikshar Darshanik Vitti.

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**2<sup>nd</sup> Semester**  
**Education Core (Major)**  
**Code (Paper) : CT-5-EDU-201**  
**Title : SOCIOLOGICAL FOUNDATIONS OF EDUCATION**  
**Total Marks : 100      Credit : 5**

**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, Dibrugrah)

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**3<sup>rd</sup> Semester**  
**Education Core (Major)**  
**Code (Paper): CT-4-EDU-301**  
**Title: EDUCATIONAL PSYCHOLOGY**  
**Credit: 4**  
**Total Marks: 80**

**L-3,T-1,P-0**

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

**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 Monobijjnnik Abhikshamuh*.
4. Chaliha Dr. Bed kr., Saikia Torun, Bora Saikia Runu : *Siksha Monobigyan*.

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**3<sup>rd</sup> Semester**  
**Education Core (Major)**  
**Code (Paper): CP-4-EDU-302**  
**Title: (A) LABORATORY PRACTICAL**  
**Credit: 4**  
**Total Marks: 80**

**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

**4<sup>th</sup> Semester**

**EDUCATION (CORE)**  
**COURSE TITLE: HISTORY OF INDIAN EDUCATION (UP TO 1947)**  
**TOTAL MARKS – 100**  
**COURSE CODE (CT-5-EDU-401)**

**Unit I: EDUCATIONAL HERITAGE OF INDIA: VEDIC, BUDDHIST AND MUSLIM**

<b>PERIOD</b>	<b>(20 Marks)</b>	<b>(23 Classes)</b>
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 Depot, Pan Bazar, Guwahati
8. Sharmah, T.K: Bharatar Sikshar Buranjee
9. Rai, B.C.: History of Indian Education

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**4<sup>th</sup> Semester**  
**EDUCATION (CORE)**  
**COURSE TITLE: GREAT EDUCATORS AND EDUCATIONAL THOUGHT**  
**TOTAL MARKS – 100**  
**COURSE CODE (CT-5-EDU-402)**

**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 21<sup>st</sup> century

**REFERENCE:**

- 1. Bora, U.N: Thoughts on Education
- 2. Das, L: Some Great Educators, 1989
- 3. Deha, 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

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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-501)**

**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, Sprott 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

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UNDERGRADUATE PROGRAMME UNDER CBCS  
EDUCATION (CORE): FIFTH SEMESTER –COURSE-8  
COURSE TITLE: CHILD PSYCHOLOGY & EDUCATIONAL GUIDANCE  
TOTAL MARKS – 80  
COURSE CODE (CT-4-EDU-502)  
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 sensitively 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 (shyneess, 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, 2<sup>nd</sup> Edition, Surajeet Publication, 1981
7. Sishu Monovigyan Aru Shiksha Samaj Vigyan: Direndra 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

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**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-503)**

**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, Prajukti Vidya aru Sikshan Pranali***, Assam Book Depot, Pan Bazar, Guwahati.
05. Sonowal Puranjay, Chaliha, Veda, Kr, ***Saikshik Prajukti Vidya***, Saraswati Prakashan, Golaghat.

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- 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-505)**

**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.

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**NORTH LAKHIMPUR COLLEGE  
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SYLLABUS  
UNDERGRADUATE PROGRAMME UNDER CBCS  
EDUCATION (CORE): SIX SEMESTER –COURSE-11  
COURSE TITLE: EDUCATION IN POST INDEPENDENT INDIA  
TOTAL MARKS – 100  
COURSE CODE (CT-5-EDU-601)  
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-602)**

**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. Shaida: 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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**NORTH LAKHIMPUR COLLEGE**  
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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-603)**  
**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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SYLLABUS  
UNDERGRADUATE PROGRAMME UNDER CBCS  
EDUCATION (CORE): SIXTH SEMESTER – COURSE-15  
COURSE TITLE: PRACTICE TEACHING  
TOTAL MARKS – 80  
COURSE CODE (CP-4-EDU-604)  
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
3.	Practice teaching (Macro lesson any one)	Marks 30
4.	Viva	Marks 10

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=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-604)  
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. Education for Special Children
4. SSA (Sarva Siksha Abhiyan)
5. Socio economic adjustment
6. Adolescence
7. 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