

**SEMESTER SYSTEM IN UNDER-GRADUATE COURSE
OF DIBRUGARH UNIVERSITY, ASSAM
EDUCATIONAL STRUCTURE
B.A. (Major) in Education**

Semester-wise Distribution of Papers.

1 st Semester	Paper 1	Philosophical Foundations in Education.
2 nd Semester	Paper 2	Sociological Foundations in Education.
3 rd Semester	Paper 3	Psychological Foundations in Education.
	Paper 4	Educational Measurement and Evaluation.
4 th Semester	Paper 5	History of Indian Education (up to 1947).
	Paper 6	Great Educators and Educational Thought.
5 th Semester	Paper 7	Child Psychology and Educational Guidance.
	Paper 8	Education in Post-Independent India.
	Paper 9	Educational Technology.
	Paper 10	Techniques & Methodology of Teaching.
6 th Semester	Paper 11	Educational Practical (A) Laboratory Practical. (B) Field Report.
	Paper 12	Educational Management.
	Paper 13	Education in World Perspective.
	Paper 14	Emerging Trends in Indian Education.

**SEMESTER SYSTEM IN UNDER-GRADUATE COURSE
OF DIBRUGARH UNIVERSITY, ASSAM
EDUCATIONAL STRUCTURE
B.A. (Core) in Education**

Semester-wise Distribution of Papers.

1st Semester	Paper I	Foundations of Education.
2nd Semester	Paper II	Educational Psychology.
3rd Semester	Paper III	Measurement & Evaluation in Education.
4th Semester	Paper IV	Contemporary Issues of Indian Education.
5th Semester	Paper V	Developmental History of Indian Education.
6th Semester	Paper VI	Techniques & Methodology of Teaching.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**

SUBJECT: EDUCATION (CORE) : FIRST SEMESTER: PAPER – I

**FOUNDATIONS OF EDUCATION
TOTAL MARKS - 100.**

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

- + The entire course has been designed for a minimum of 50 classes per semester.**
- + All the Units of the Paper have been given equal weight age of 16 marks each.**

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 :

(8 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

(10 CLASSES)

- 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 FOUNDATIONS OF EDUCATION:

(10 CLASSES)

- 3.1 Meaning, Definition and Scope of sociology.
- 3.2 Meaning, Definition, Aims and Functions of Educational Sociology.
- 3.3. Processes 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:

(10 CLASSES)

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

UNIT – V CURRICULUM AND EVALUATION: (16 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
- 5.4 Meaning and Need of Examination and Evaluation.
- 5.5 Types of examination.
 - 5.5.1 Essay type,
 - 5.5.2 Short answer type,
 - 5.5.3 Objective types
- 5.6 Techniques of Examination
 - 5.6.1 Oral
 - 5.6.2 Written
 - 5.6.3 Practical Examination
- 5.7 Tools of Evaluation
 - 5.7.1 Questionnaire,
 - 5.7.2 Cumulative Record

REFERENCES :

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



**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**

SUBJECT: EDUCATION (CORE) : SECOND SEMESTER – II

EDUCATIONAL PSYCHOLOGY

TOTAL MARKS - 100.

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

-  **The entire course has been designed for a minimum of 50 classes per semester.**
-  **All the Units of the Paper have been given equal weight age of 16 marks each.**

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- 1 : PSYCHOLOGY AND EDUCATION :

(12 CLASSES)

- 1.1. Concept of Psychology and its Nature
- 1.1. Brief concepts of some important Schools of Psychology
 - 1.1.1. Behaviorism
 - 1.1.2. Gestaltism.
 - 1.1.3. Psycho- Analysis.
- 1.2. Importance of Psychological thinking in Education.
- 1.3. Educational Psychology
 - 1.3.1. Concept
 - 1.3.2. Scope
 - 1.3.3. Importance

1.4. Function of Educational Psychology in Classroom teaching.

UNIT- II: DEVELOPMENTAL PSYCHOLOGY:

(8 CLASSES)

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

2.1.1. Infancy.

2.1.2. Early Childhood.

2.1.3. Later Childhood.

2.1.4. 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:

(10 CLASSES)

3.1. Meaning and Nature of learning.

3.2. Factors of learning:

3.2.1. Cognitive.

3.2.2. Affective.

3.2.3. Psycho-motor.

3.3. Motivation and learning.

3.4. Role of Attention and Interest in learning.

3.5. Memory and its characteristics for better learning.

UNIT- IV: PERSONALITY :

(10 CLASSES)

4.1. Meaning and factors.

4.1.1. Physical.

4.1.2. Mental.

4.1.3. Social.

4.1.4. Emotional.

4.2. Types of personality and its theories.

4.3. Concept of balanced mature personality.

4.4. Instincts and Emotions:

4.4.1. Meaning

4.4.2. Characteristics

4.4.3. Relation

UNIT- V: MENTAL HYGIENE AND EDUCATION:

(10 CLASSES)

5.1. Concepts of Mental health, Mental hygiene.

5.2. Characteristics of a mentally healthy individual.

5.3. Adjustment mechanisms:

5.3.1. Fantasy.

5.3.2. Compensation.

5.3.3. Identification.

5.3.4. Rationalization.

5.3.5. Sublimation.

5.4. Exceptional children and need of special education for them,

5.4.1. Gifted.

5.4.2. Slow learners.

5.4.3. Educable mentally retarded children

REFERENCES:

1. Bhatia, H.P.: *Elements of Educational Psychology*.
2. Chaube, S.P.: *Mental Health*.
3. Chauhan, S.S.: *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. 576 Masjid Road, Jangpura, New Delhi-110014.
4. Deka, B. : *Saikshik Parisankhya Bijnan aru Monobijnnik Abhikshasamuh*.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**

SUBJECT: EDUCATION (CORE) : THIRD SEMESTER PAPER – III

MEASUREMENT AND EVALUATION IN EDUCATION

TOTAL MARKS - 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

- ✚ The entire course has been designed for a minimum of 50 classes per semester.**
- ✚ All the Units of the Paper have been given equal weight age of 16 marks each.**

OBJECTIVES:

- 1) To develop understanding of the meaning, nature, 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:

(8 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:

(10 CLASSES)

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

UNIT-III. MEASUREMENT OF INTELLIGENCE, PERSONALITY AND APTITUDE:

(10 CLASSES)

- 3.1. Type of intelligence tests,
 - 3.1.1 Binet Simon Intelligence scale and its revisions (1905, 1908, 1911 and 1916)
- 3.2. Personality Assessment
 - 3.2.1. Observation method
 - 3.2.1. Projective techniques: Rorschach Inkblot test and TAT.
- 3.3. Aptitude test
 - 3.3.1. Differential Aptitude Tests

UNIT-IV: EDUCATIONAL STATISTICS - I

(12 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 in education.
- 4.3. 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

(10 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 Un-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, Hague 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 Ms. Niharika Bhuyan.
8. ***Parisankhya Bignan aru Manuboigyanic Parimapan***, Hemanta Kr. Sarmah.
9. ***Saikhik Parimapan Aru Parishangkhyia Bigyan-*** Leela Das



**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**

SUBJECT: EDUCATION (CORE) : FOURTH SEMESTER : PAPER – IV

CONTEMPORARY ISSUES OF EDUCATION

TOTAL MARKS - 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

-  **The entire course has been designed for a minimum of 50 classes per semester.**
-  **All the Units of the Paper have been given equal weight age of 20 marks each.**

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:

(8 CLASSES)

- 1.1 Articles in the Constitution related of Education
- 1.2 Equalization of Educational opportunities
- 1.3 Problems of Education of the Reserved Categories, SC, ST, Women.

UNIT II : ISSUES IN THE DIFFERENT STAGES OF EDUCATION:

(16 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

- 2.3 Secondary Education – Objectives, Curriculum - Role of NCERT and SCERT
- 2.4 Higher education – Objectives, New Trends as per Suggestions given by National Educational Policy (NEP) of 1986, 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.

UNIT III : ALTERNATIVE EDUCATION :

(10 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:

(16 CLASSES)

- 4.1 Examination Reforms-Difference between Examination and Evaluation, Continuous and Comprehensive Evaluation, Semester System, Innovations in Examination..
- 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
- 4.5 Environmental Education – Need, Importance, Role of Education

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.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**



SUBJECT: EDUCATION (CORE) : FIFTH SEMESTER : PAPER –V

DEVELOPMENTAL HISTORY OF INDIAN EDUCATION

TOTAL MARKS - 100

(80 Marks for End Semester Written Examination and

20 Marks for Internal Assessment)

-  **The entire course has been designed for a minimum of 50 classes per semester.**
-  **All the Units of the Paper have been given equal weight age of 16 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 / forces 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:

(12 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

UNIT II: EDUCATION IN BRITISH PERIOD:

(8 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, Woods Despatch of 1854, Hunter's Commission of 1882.

UNIT III: EDUCATIONAL DEVELOPMENT OF TWENTIETH CENTURY:

(10 CLASSES)

- 3.1 Lord Curzon's Policy of 1904,
- 3.2 Gokhale's Bills (1910 -1912).
- 3.3 Calcutta University Commission, 1917.
- 3.4 Basic Education, 1937.
- 3.5 Sargent Committee Report on 1944.

UNIT IV: EDUCATIONAL RECONSTRUCTION IN MODERN INDIA :

(8 CLASSES)

- 4.1 Constitutional Provisions in Indian Education
- 4.2 Radhakrishnan Commission 1949
- 4.3 Mudaliar Commission - 1952

UNIT V: EDUCATION POLICIES FOR THE NEW MILLENNIUM:

(12 CLASSES)

- 5.1 Indian Education Commission : 1964-1966
- 5.2 National Education Policy : 1986
- 5.3 NEP (POA) : 1992
- 5.4 National Knowledge Commission and its impact on Indian education.

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, S.N.: ***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. Sharmah, T.K. : ***Adhunik Bharatar Sikshar Ithihas Aru Samasyawali***
10. Sharmah, T.K. : ***Bharatar Sikshar Buranjee***

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**

SUBJECT: EDUCATION (CORE) : SIXTH SEMESTER : PAPER –VI

TECHNIQUES AND METHODOLOGY OF TEACHING

TOTAL MARKS - 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

- ✚ The entire course has been designed for a minimum of 50 classes per semester.**
- ✚ All the Units of the Paper have been given equal weight age of 16 marks each.**

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:

(10 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 AND AUDIO VISUAL AIDS:

(10 CLASSES)

- 2.1 Meaning and importance of lesson plan
- 2.2 Steps of Herbartian lesson plan
- 2.3 Audio visual aids:- Meaning, Necessity and Rules of use in the classroom.
- 2.4 Television, Computer and Internet as effective devices of teaching.

UNIT -III: METHOD AND APPROACHES OF TEACHING:

(10 CLASSES)

- 3.1 Play way method.
- 3.2 Activity method
- 3.3 Learner centre approached
- 3.4 Structural approach

UNIT -IV: EDUCATIONAL TECHNOLOGY:

(10 CLASSES)

- 4.1 Meaning, Nature and Scope of Educational Technology
- 4.2 Need and Significance of Educational Technology.
- 4.3 Systems Approach and its application to design a course.
- 4.4 Micro teaching approach

UNIT V: COMMUNICATION PROCESS;

(10 CLASSES)

- 5.1 Meaning, definition and types
- 5.2 Teaching as a communication process
- 5.3 Barriers to effective classroom communication and its solution.
- 5.4 Computer assisted instruction.

REFERENCES:

- 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, M.: *Anusikshan*, Banalta, Dibrugarh
- 5 Goswami R.K.: *Sikshadanar Paddhati Aru Koushal*.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY DIBRUGARH – 786004.**

SUBJECT: EDUCATION (MAJOR) : FIRST SEMESTER: PAPER – I

**PHILOSOPHICAL FOUNDATIONS OF EDUCATION
TOTAL MARKS - 100.**

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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 aims of education and some educational aims,
3. Meaning , nature scope of Educational Philosophy and the relation between Philosophy and Education,
4. Nature and educational implications of some Indian schools of philosophy,
5. Nature and educational implications of some Western schools of philosophy.

COURSE CONTENT:

- UNIT 1: CONCEPT OF EDUCATION: (16 marks) **8 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 2: CONCEPT OF EDUCATIONAL PHILOSOPHY: (16 marks) **8 classes**
- 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 3: AIMS OF EDUCATION: (16marks) **10 classes**
- 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 4: INDIAN SCHOOLS OF PHILOSOPHY: (16 marks) **12 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 5: WESTERN SCHOOLS OF PHILOSOPHY: (16 marks) **12 classes**
- 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)

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.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR): SECOND SEMESTER: PAPER – II

**SOCIOLOGICAL FOUNDATIONS OF EDUCATION
TOTAL MARKS – 100**

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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 : (16 marks) **10 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: (16 marks) **8 classes**
- 2.1 Education and socialisation 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 modernisation
- UNIT 3: EDUCATION, CHANGES AND DEVELOPMENT: (16 marks) **12 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 IV: POLITICAL IDEOLOGIES AND EDUCATION : (16 marks)

10 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 V: EDUCATION AND SOCIAL GROUPS: (16 marks)

10 Classes

- 5.1 Social groups—characteristics and classification
- 5.2 Social organisation and disorganisation
- 5.3 Social disadvantages 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 the 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)

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) : THIRD SEMESTER: PAPER – III

EDUCATIONAL PSYCHOLOGY

TOTAL MARKS – 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

The whole course has been designed with 50 classes per semester in mind

OBJECTIVES:

4. To enable the students to understand the concept of Psychology and scope and functions of educational psychology.
5. To understand different factors of learning including concepts of motivation, intelligence, attention and interest, memory.
6. To introduce the concepts of mental health and hygiene for adjustment in society.

COURSE CONTENTS:

UNIT- 1 : PSYCHOLOGY AND EDUCATION: (16 MARKS)

10 CLASSES

- 1.1 Concept of Psychology and its nature
- 1.2. Brief concepts of 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. Scope
 - 1.3.3. Functions
- 1.5. Importance of Educational Psychology in classroom teaching.

UNIT- II. DEVELOPMENTAL PSYCHOLOGY: (16 MARKS)

10 CLASSES

- 2.1. Physical, mental, social and emotional development in various stages.
 - 2.1.1. Infancy.
 - 2.1.2. Early Childhood.
 - 2.1.3. Later Childhood.
 - 2.1.4. 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. Developmental Implication of Heredity and Environment.

UNIT-III: LEARNING: (16 MARKS)

10 CLASSES

- 3.1. Meaning and nature of learning.
- 3.2. Factors of learning
 - 3.2.1. Cognitive.
 - 3.2.2. Affective.
 - 3.2.3. Psycho-motor.
- 3.3. Motivation and learning.
- 3.4. Role of attention and interest in learning.
- 3.5. Memory and better learning.

UNIT- IV. PERSONALITY: (16 MARKS)

10 CLASSES

- 4.1. Meaning and factors.
 - 4.1.1. Physical.
 - 4.1.2. Mental.
 - 4.1.3. Social.
 - 4.1.4. Emotional.
- 4.2. Concepts of balanced mature personality.
- 4.3. Meaning and characteristics of instinct and emotion.
 - 4.3.1. Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self – assertiveness, Herd instinct, Sex instincts).
- 4.4. Relation between instincts and emotion.
- 4.5. Importance of emotional training in the class-room.

UNIT – V: MENTAL HYGIENE AND EDUCATION: (16 MARKS)

10 CLASSES

- 5.1. Concept of mental, health, hygiene adjustment
- 5.2. Characteristics of a Mentally Healthy individual.
- 5.3. Adjustment mechanism.
 - 5.3.1. Fantasy.
 - 5.3.2. Compensation.
 - 5.3.3. Identification.
 - 5.3.4. Rationalization.
 - 5.3.5. Sublimation.
- 5.4. Concept meaning and nature of exceptional children.
- 5.5. Need of Special education for the gifted, slow learners and educable mentally retarded child.

REFERENCES:

5. Bhatia, H.P. : *Elements of Educational Psychology*.
6. Chauhan, S.S.: *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. 576 Masjid Road, Jangpura, New Delhi-110014.
7. Deka, B. : *Saikshik Parisankhya Bijnan aru Monobijnnik Abhikshasamuh*.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) : THIRD SEMESTER: PAPER – IV

**EDUCATIONAL MEASUREMENT AND EVALUATION
TOTAL MARKS – 100**

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

The whole course has been designed with 50 classes per semester in mind

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 personality 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: (16 Marks) **8 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: (16 Marks) **10 Classes**

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

UNIT - III : MEASUREMENT IN EDUCATIONAL PSYCHOLOGY: (16 Marks) **8 Classes**

- 3.1. Type of Intelligence tests: Individual Test, Group Test, Verbal, Non Verbal Test, Binet-Simon Scale and its revisions, (1905, 1908, 1911, 1916, 1933).
- 3.2. Personality Assessment
 - 3.2.1. Self report inventories.
 - 3.2.2. Observational methods.
 - 3.2.3. Projective techniques: Rorschach Ink-blot Test and T.AT.
- 3.3. Aptitudes and Aptitude tests
 - 3.3.1. Differential Aptitude Test
 - 3.3.2. Specific aptitude (Artistic aptitude and Professional aptitude test.)

- UNIT – IV: STATISTICS IN EDUCATION: (16 Marks) **12 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,
 - 4.3.3 Demerits,
 - 4.3.4 Computation
 - 4.3.5 Applications in education.
 - 4.4. Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation:
 - 4.4.1 Properties,
 - 4.4.2 Computation,
 - 4.4.3 Merits
 - 4.4.4 Demerits
 - 4.4.5 Applications in education.

- UNIT V: DATA PRESENTATION: (16 Marks) **12 Classes**
- 5.1. Concept of Variable.
 - 5.2. Graphical representation of data and its uses: Pie-diagram, Histogram, Frequency Polygon, Cumulative Frequency curve, Ogive.
 - 5.3. Normal Probability Curve: Properties and Uses of normal probability curve in interpretation of test.
 - 5.4. Correlation: Positive and Negative correlation – Co- efficient of correlation by Rank difference method and Product Moment Method (only for ungrouped data).

REFERENCES:

10. Asthana & Agarwal: *Measurement & Evaluation in Psychology and Education*.
11. Freeman, F.S: *Theory & Practice of Psychological Testing*: New York; Holt, Rinehart & Winston.
12. Garrett, H.E.: *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Hague Building, Sprott Road, Ballard Estate, Bombay-400038.
13. Garret, H.E. : *Statistics in Psychology and Education*, Allied Pacific Pvt. Ltd. Bombay.
14. *Soikhik Porimapon aru Porisankhya Bigyan*, Dr. Mukul Kr. Sarmah
15. *Parisankhya Bignan aru Manuboigyanic Parimapan*, Hemata Kr. Sarmah.
16. *Saikhik Parimapan Aru Parishangkhyia Bignan-* Leela Das.
17. *Soikhik Porimapon aru Soikhik Porisankhya Bigyan*, Dr. Sailen Bhuyan and Ms. Niharika Bhuyan.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004.**

SUBJECT: EDUCATION (MAJOR): FOURTH SEMESTER: PAPER – V

HISTORY OF INDIAN EDUCATION (UPTO 1947)

TOTAL MARKS - 100.

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 classes per semester in mind

OBJECTIVES:

- 01 To introduce students to the educational heritage of our country India.
- 02 To analyze the causes of the social and political changes that took place in India in the 18th and 19 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: (16 marks) **10 CLASSES**

- 1.1 Aims, Characteristics, Method of Teaching in Vedic, Buddhist and Muslim period.
- 1.2 Organization and finance of Education
- 1.3 Curriculum
- 1.4 Women's Education

UNIT 2: EAST INDIA COMPANY AND INDIAN EDUCATION:

(16 MARKS) **10 CLASSES**

- 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 Bentinck's Educational Policy.
- 2.6 Wood's Despatch, 1854.

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

(16 MARKS)

8 CLASSES

- 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 Rise of Nationalism

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

(16 MARKS)

12 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 - (1921-1947):

(16 MARKS)

10 CLASSES

- 5.1 Education Under Dyarchy
 - 5.1.1 Primary Education
 - 5.1.2 Secondary Education
 - 5.1.3 Expansion
- 5.2 Wardha Scheme of Basic Education.
- 5.3 Harthog Committee's Report
- 5.4 Simon Commission
- 5.5 Wood and Abbot's Report
- 5.6 Post-War Plan for Educational Development, 1944

REFERENCES:

01. Boruah, Jatin : ***Bharatar Siksha/Tihasar Adhayan.***
02. Kochhar, S.K. : ***Landmarks in the History of Modern Indian Education***
03. Murkherjee, R.K. : ***Ancient Indian Education.***
04. Munroe, Paul : ***A Text-Book in History of Education.***
05. Nurullah and Naik : ***A Students History of Education in India.***
06. Rawat, P.L.: ***Hisotry of Indian Education***, Arya Book Depot, New Delhi.
07. Sarmah, Deka, Deka, Mishra, Charkaborty : ***Sanatak Mahalar Bharatar Sikshar Itihas***, Assam Book Deport, Pan Bazar, Guwahati.
08. Sharmah, T.K. : ***Bharatar Sikshar Buranjee.***

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
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SUBJECT: EDUCATION (MAJOR) : FOURTH SEMESTER: PAPER – VI

GREAT EDUCATORS AND EDUCATIONAL THOUGHT

TOTAL MARKS - 100.

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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: (20 MARKS) **10 CLASSES**

1.5 Rabindra Nath Tagore

1.6 Mahatma Gandhi

UNIT 2: WESTERN EDUCATORS : (20 MARKS) **10 CLASSES**

- 2.7 Maria Montessori
- 2.8 Jean Jacques Rousseau

UNIT III: EDUCATIONAL THOUGHT : (20 MARKS)

10 CLASSES

- 3.2 Sir Percy Nunn : Education - its data and first principles
 - (a) Classification of mind
 - (b) Organization of Education
- 3.3 Aurobindo : Education – Curriculum and Value Addition
 - (a) Concept of Values in Education
 - (b) Implications in the emerging world.

UNIT IV: **EDUCATIONAL ESSAY**: CURRENT ISSUES AT THE ELEMENTARY, SECONDARY AND HIGHER EDUCATION LEVELS AND THEIR IMPACT ON INDIAN EDUCATION:

(20 MARKS)

20 CLASSES

- 4.8 Globalization of Education – General Agreement on Trade and Services (GATS), Privatization, Commercialization, Liberalization, etc.
- 4.9 Vocationalization of Education – Industrial training in Secondary Schools and Skill development programmes in Higher education
- 4.10 Education of Special Groups – SC, ST, Rural and Backward Groups, Education of the Girl Child and Women’s Education.
- 4.11 Examination reforms – Semester system, Continuous and Comprehensive Evaluation (CCE), Credit system, etc.
- 4.12 Distance and Open Learning systems.
- 4.13 Education for National Integration
- 4.14 Education for International Understanding.

REFERENCES:

1. Bora, U.N.: *Thoughts on Education*.
2. Das, L.: *Some Great Educators*, 1989.
3. Deka, B., et.al.: *Educational Essays on Higher Education*.
4. Rusk, R.: *Doctrines of the Great Educators*, Macmillan, 1967.
5. Mukherjee, K.K.: *Some Great Educators*, 1989.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) : FIFTH SEMESTER: PAPER – VII

CHILD PSYCHOLOGY & CHILD GUIDANCE.TOTAL

MARKS - 100.

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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 of children.
4. To understand the importance of play in child development.

COURSE CONTENTS:

UNIT I: HISTORICAL DEVELOPMENT OF CHILD PSYCHOLOGY: (16 MARKS)

8 CLASSES

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

UNIT II: GROWTH & DEVELOPMENT DURING EARLY CHILDHOOD: (16 MARKS)

10 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 Processes
- 2.4 Role of play in early childhood:

UNIT III: SOME COMMON CHILDHOOD PROBLEMS: (16 MARKS)

10 CLASSES

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

UNIT IV: FACTORS AFFECTING CHILD DEVELOPMENT:

(16 MARKS)

12 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: (16 MARKS)

10 CLASSES

- 5.1 Meaning, Nature & Scope of Guidance and Counseling
- 5.2 Need and importance of guidance
- 5.3 Types of Guidance
- 5.4 Counselling and its various approaches
- 5.5 Role of day care centers and Pre-Schools.

REFERENCES :

1. Chaube, S.P.: **Child Psychology**, Lakshmi Narain 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.: **Developmental Psychology**, Agarwal Educational Publishers, Agra-3.
6. Thompson, G.: **Child Psychology**, 2nd Edition, Surjeet Publication, 1981.
7. **Sishu Monovigyan Aru Shiksha Samaj Vigyan**: Birendra Deka: Banalata Publishing House, Dibrugarh.
8. **Snatak Mahalar Sishu Monovigyan (1+1+1)**: Sharma, Deka, Mishra and Chakraborty. Asom Book Depot.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) : FIFTH SEMESTER: PAPER – VIII

EDUCATION IN POST INDEPENDENT INDIA

MARKS – 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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 :

(16 MARKS)

8 CLASSES

- 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:

(16 MARKS)

12 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 :

(16 MARKS)

8 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 :

(16 MARKS)

10 CLASSES

4.1 Recommendations and Implementation of Kothari Commission – 1964-1966

- 4.1.1 Education and National Objectives
- 4.1.2 Reason for 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 :

(16 MARKS)

12 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 NEP 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.

REFERENCES:

11. Kochhar, S.K.: *Pivotal Issues in Indian Education*.
12. Palan, N.J.: *Problems of Indian Education*.
13. Safaya, R.N.: *Development Planning & Problems of Indian Education*
14. Shukla, P.D.: *The New Education Policy in India*.
15. *Adhunik Bharatar Itihas Aru Samasyawali* – Tarun Kumar Sharmah
16. *Adhunik Bharatiya Shiksha Aru Iyar Samasyawali* – Utpola Konwar
17. *Bharatar Shiksha Itihasar Adhyayan* – Jatin Baruah
18. *Samasamoyik Bharatiya Shikshar Samasyat Dristipat* – Anju Dutta, Puranjoy Sonowal.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) FIFTH SEMESTER: PAPER – IX

EDUCATIONAL TECHNOLOGY

MARKS - 100.

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 classes 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 and innovative methods of educational technology in teaching learning process

COURSE CONTENTS:

UNIT I : EDUCATIONAL TECHNOLOGY: (16 MARKS)

10 CLASSES

- 1.1 Concept, Meaning, Nature, Scope, and Uses
- 1.2 Hardware, Software, System approach
- 1.3 Concept of Instructional Technology
- 1.4 Difference between Instructional Technology and Educational Technology

UNIT II : ROLE OF MASS-MEDIA IN TEACHING LEARNING PROCESS:

(16 MARKS)

8 CLASSES

- 2.1 Radio
- 2.2 Television
- 2.3 Edusat
- 2.4 Internet
- 2.5 Printed Material

UNIT III : ROLE OF COMMUNICATION TECHNOLOGY IN CLASS ROOMS:

(16 MARKS)

12 CLASSES

- 3.1 Meaning and Nature of Communication
- 3.2 Types of communication:
 - (a) Verbal
 - (b) Non-Verbal
- 3.3 Factors affecting classroom communication
 - 3.3.1 Infrastructure
 - 3.3.2 Administrative set-up
 - 3.3.3 Class-room atmosphere (Role of teachers & students)
- 3.4 Ways of effective classroom communication

UNIT IV : TEACHING OBJECTIVES:

(16 MARKS)

8 MARKS

- 4.1 Types of objectives
- 4.2 Writing objectives in behavioral terms
- 4.3 Bloom's taxonomy of educational objectives and its uses.

UNIT V: INNOVATIONS IN EDUCATIONAL TECHNOLOGY: (16 MARKS)

12 CLASSES

- 5.1 Teaching model :
 - 5.1.1 Concept,
 - 5.1.2 Characteristics,

- 5.1.3 Assumptions,
- 5.1.4 Families
- 5.1.5 Glaser's classroom teaching model
- 5.2 Personalized system of instruction (PSI)
- 5.3 Programmed learning :
 - 5.3.1 Meaning,
 - 5.3.2 Programming : Linear & Branching
- 5.4 Team teaching, (Brain Storming, Seminars & Symposium)

REFERENCES:

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

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR): FIFTH SEMESTER: PAPER – X

(A) TECHNIQUES AND METHODOLOGY OF TEACHING

TOTAL MARKS – 50

(40 Marks for End Semester Written Examination and

10 Marks for Internal Assessment)

N.B. : The whole course has been designed with 50 classes 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 CONTENT:

UNIT-I: THE TEACHING LEARNING PROCESS:	(10 Marks)	5 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	(15 Marks)	8 Classes
2.1 Meaning and importance of lesson plan.		
2.2 Herbartian steps of lesson plan		
2.3 Micro-Teaching		
2.3 Teaching of Social Studies.		
2.4 Teaching of Science.		
2.5 Teaching of Language.		
UNIT III: METHODS AND APPROACHES OF TEACHING:	(15 Marks)	12 Classes
3.1 Play way method.		
3.2 Activity method		
3.3 Learner-centred approaches:		
3.3.1 Structural approach		
3.3.2 Heuristic Method.		
3.3.3 Project-Method		
3.5 Inductive and Deductive Method		
3.6 Activity- Method		

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

**SUBJECT: EDUCATION (MAJOR) : FIFTH SEMESTER: PAPER – X
(B) PRACTICE TEACHING**

TOTAL MARKS – 50

**(40 Marks for End Semester Written Examination and
10 Marks for Internal Assessment)**

OBJECTIVES:

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

COURSE CONTENTS:

**UNIT I : PROVIDING KNOWLEDGE ABOUT THE COMPONENTS OF SOME
TEACHING SKILLS AND THEIR PRACTICE THROUGH MICRO TEACHING:**

(10 Marks)

15 Classes

- 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 Explanation.
- 1.7 Achieving closure.

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

(15 Marks)

10 Classes

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

REFERENCES:

- 1 Kochhar, S.K.: *Methods and Techniques of Teaching*, Sterling Publishers Pvt. Ltd.
- 2 Bhatia and Bhatia: *The Principles and Methods of Teaching*.
- 3 Deka K.K. and Hazarika: *Anusikshan* , Banalta, Dibrugarh.
- 5 Goswami, R.K.: *Sikshadanar Paddhati aru Koushal*.
- 6 Kochhar S.K.: *Teaching of Social Studies*.
- 7 Sarma and Sarma: *Teaching of Science*.
- 8 Kochhar, S.K: *Teaching of Literature*.

NOTE: DISTRIBUTION OF MARKS;

- | | | |
|---|--|---------------|
| 1 | Note Book for Units I and II | Marks 5+5=10. |
| 2 | Micro-teaching practice (Any one) | Marks 5+5=10. |
| 3 | Practice teaching (Macro lesson any one) | Marks 15. |
| 4 | Viva | Marks 05. |

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) : SIXTH SEMESTER: PAPER – XI

(A) LABORATORY PRACTICAL

MARKS – 50

**(40 Marks for End Semester Written Examination and
10 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 classes per semester in mind

OBJECTIVES :

1. To introduce the students to experimental psychology.
2. To teach students the uses of psychological test.
3. To learn to report the conduct in psychological laboratory.

COURSE CONTENTS :

UNIT 1 : EXPERIMENTAL PSYCHOLOGY: (10 MARKS)

8 CLASSES

- 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 2 : CONDUCTING AND REPORTING PSYCHOLOGICAL EXPERIMENTS

(30 MARKS)

(2 periods a week)

(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
- 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
- 6. Rorschach Inkblot test
- 7. Thematic Apperception test
- 8. Learning :
 - a) Mirror learning, b) Maze learning c) Part and whole method, d) Mass Vs. Space practice
- 9. Intelligence testing : using individual verbal and non-verbal tests; group tests
- 10. Aesthetic preference : Colour preference, Form preference, judgment of handwriting

SIXTH SEMESTER: PAPER – XI

(B) FIELD REPORT

MARKS – 50

(40 Marks for the Final Report and 10 Marks for Internal Assessment)

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.
- ✓ The question paper for the Practical examination shall be set by a Board of Examiners (External and Internal)
- ✓ The question paper must contain a question from **Unit – I of Paper XI – Part A, which will be compulsory for all the students.**
- ✓ The External Examiner will have to evaluate the Field Reports during the End-Semester examination.

25% marks allotted for In-semester evaluation (Internal Assessment) shall be based on Viva-voce by the concerned teacher **at any time during the semester.**

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) :SIXTH SEMESTER: PAPER – XII

EDUCATIONAL MANAGEMENT

MARKS – 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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 : (16 MARKS)

10 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 :

(16 MARKS)

10 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 :

(16 MARKS)

12 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 : (16 MARKS)

8 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 Management

UNIT V : EDUCATIONAL FINANCE :

(16 MARKS)

10 CLASSES

- 5.1 Meaning of Educational Finance
- 5.2 Nature of Educational Finance
- 5.3 Principles of Educational Finance
- 5.4 Education as Consumption
- 5.5 Education as Investment
- 5.6 Concept of Cost in Education
- 5.7 Concept of Production in Education

REFERENCES :

- 01. Sidhu, K.S.: ***School Organization and Administration***, Sterling Publication Pvt. Ltd. New Delhi – 110016
- 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. Raod, Jorhat, Assam.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) : SIXTH SEMESTER: PAPER – XIII

EDUCATION IN WORLD PERSPECTIVE

MARKS – 100

**(80 Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 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: (16 MARKS)

8 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:

(16 MARKS)

8 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:

(16 MARKS)

10 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:*) (16 MARKS)

12 CLASSES

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*): (16 MARKS)

12 CLASSES

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. Biswas. A. & Aggarwal, 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.

**SYLLABUS FOR THREE YEAR DEGREE COURSE IN SEMESTER SYSTEM:
DIBRUGARH UNIVERSITY, DIBRUGARH – 786004**

SUBJECT: EDUCATION (MAJOR) :SIXTH SEMESTER: PAPER – XIV

EMERGING TRENDS IN INDIAN EDUCATION

MARKS – 100

**(80Marks for End Semester Written Examination and
20 Marks for Internal Assessment)**

N.B. : The whole course has been designed with 50 classes per semester in mind

OBJECTIVES:

1. To develop 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 of modern education in the country, specially the non-formal aspects of Indian Education.

COURSE CONTENTS:

UNIT I : EDUCATION IN INDEPENDENT INDIA : (16 MARKS)

6 CLASSES

- 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 : (16 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, necessity 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, Problems and Possible Solutions of Secondary Education.
- 2.4 Higher Education - its Objectives, Development, Control, Problems and Possible Solutions of Higher Education.

UNIT III : ALTERNATIVE EDUCATION: (16 MARKS)

8 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 of Distance Education in India.
- 3.4 Problems of Distance Education and their solutions.

UNIT IV : PROBLEMS OF EDUCATION : (16 MARKS)

12 CLASSES

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

UNIT V : CHALLENGES OF INDIAN EDUCATION : (16 MARKS)

12 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

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 Shikhar Uparat Dristipat***, Saraswati Prakashan, Golaghat.
