

TEACHING PLAN

Class: **B.A. 1st Sem. (Honours)**

Name of the paper: **SOCIOLOGICAL FOUNDATIONS OF EDUCATION - I**

Paper code: **C- 102**

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	Concept, Approaches and Theories 1.1 Introduction to Educational Sociology -meaning, nature and scope 1.2 Analogy between Education and Sociology (relationship) 1.3 Need for sociological approaches in Education (importance) 1.4 Theories of Educational Sociology	Ghana Kanta sonowal	15	16
Unit - 2	Education, Social Aspects and Socialization Process 2.1 Socialization: Meaning and Process 2.2 Education as a Socialization Process 2.3 Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) 2.4 Role of these agencies in socialization 2.5 Social Mobility -meaning, types, factors, Role of education in Social Mobility	Dr.Lima Baruah	16	16
Unit - 3	Role of Education in Social Changes and Development 3.1 Social Change: meaning & factors 3.2 Relation between education & Social Change 3.3 Cultural Changes - meaning, factors, Role of education 3.4 Economic Development - meaning, factors, role of education	Dr. Arupa Dutta	16	16
Unit - 4	Education and Social Groups 4.1 Social groups in Indian context: Characteristics and Classification 4.2 Social Disadvantages and Inequalities in Indian Society - meaning, causes and types 4.3 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC,	Ghana Kanta sonowal	15	16

	Women and Rural 4.4 Concepts of equity, equality and access in education			
Unit - 5	Education and Political Ideologies 5.1 Democracy-concept and basic features of Democracy, nature of education in Democracy 5.2 Totalitarianism: concept and basic features of Totalitarianism 5.3 Communism: concept of Communism, basic features 5.4 Secularism: Meaning and Role of education in secular society	Dr.Lima Baruah	14	16


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DEPARTMENT OF EDUCATION
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TEACHING PLAN

Class: **B.A. 1st Sem. (Honours)**

Name of the paper: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Paper code: C-101

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	Concept of Education 1.1 Meaning, Nature and Scope of education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of education-- Individual and Social aims of education 1.4 The functions of Education Individual development	Dr. Lima Baruah	08	16
Unit - 2	Role of Philosophy in Education 2.1 Science of Education & Philosophy of Education. 2.2 Meaning, nature and scope of Philosophy of Education 2.3 Role of Philosophy in Education: Philosophy and aims of education.● Philosophy and curriculum.● Philosophy and methods of teaching.● Philosophy and role of teachers.● Philosophy and discipline●	Dr. Arupa Dutta	13	16
Unit - 3	Indian Schools of Philosophy and their Influences in Education: 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. 3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta 3.4 Buddhism: a) Four noble truths of Buddha	Ghana Kanta sonowal	17	16

Unit- 4	b) Middle Path c) Influence in education. 3.5 Impact of Indian schools of philosophy in present system of education in India. Western Schools of Philosophy and their Influences in Education: 4.1 Basic features of Western Philosophy 4.2 Idealism. 4.3 Naturalism 4.4 Pragmatism 4.5 Impact of Western schools of philosophy in present system of Indian education.	Dr. Lima Baruah		16
Unit -5	Curriculum 5.1 Concept and nature of curriculum 5.2 Curriculum and Syllabus 5.3 Different kinds of curriculum based on various philosophies given in this course. 5.4 Concept and types of co-curricular activity	Dr. Arupa Dutta		16



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Class: **B.A. 2nd Sem. (Honours)**

Name of the paper: **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

Paper code: GE- 201

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	PSYCHOLOGY AND EDUCATION Meaning and nature of psychology 1.1 Schools of Psychology: Behaviourism• Structuralism• Functionalism• Gestalt Psychology• Psycho-analysis• Constructivism• 1.2 Meaning, nature and scope of Educational Psychology	Dr. Arupa Dutta	10	20
Unit - 2	LEARNING AND MOTIVATION 2.1 Meaning and nature of learning. 2.2 Factors of Learning: Home, School, Mass Media, Intelligence 2.3 Variables of learning: personal, subject matter and method variables 2.4 Types of learning: cognitive, affective and psycho-motor learning 2.5 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory	Ghana Kanta sonowal	18	20
Unit – 3	INTELLIGENCE AND CREATIVITY 3.1 Meaning and nature of intelligence 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) 3.4 Concept of Emotional Intelligence 3.5 Creativity: Meaning and nature	Dr.Lima Baruah	10	20

	3.6 Process and Product of creativity			
Unit – 4	PERSONALITY AND MENTAL HEALTH 4.1 Meaning and Characteristics of personality 4.2 Factors of personality Physical.♣ Mental.♣ Social.♣ Emotional.♣ 4.3 Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattell and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene	Dr. Arupa Dutta	15	20


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TEACHING PLAN

Class: **B.A. 2nd. Sem. (Honours)**

Name of the paper: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Paper code: 202

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	Educational Management And Administration 1.1 Meaning, Nature & Scope of Educational	Ghana Kanta sonowal	2	16

TEACHING PLAN

Class: **B.A. 2nd. Sem. (Honours)**

Name of the paper: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Paper code: 202

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	Educational Management And Administration 1.1 Meaning, Nature & Scope of Educational Management 1.2 Functions of Educational Management 1.3 Types of Educational Management 1.4 Difference between Management and Administration 1.5 Management of Resources in Educational Institutions 1.6 Some modern trend of Educational Management	Ghana Kanta sonowal	2	16
Unit - 2	Educational Leadership 2.1 Meaning and definitions of Educational Leadership 2.2 Nature of Educational Leadership 2.2 Function of Educational Leadership 2.3 Principles of Educational Leadership 2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire 2.5 Factors influencing leadership styles.	Dr.Lima Baruah	4	16
Unit – 3	Educational Planning 3.1 Meaning and Nature of educational planning 3.2 Scope of educational planning 3.3 Need of educational	Dr. Arupa Dutta	6	16

	planning 3.4 Principles of educational planning 3.5 Types of Educational planning 3.6 Factors affecting educational Plan 3.7 Concept and importance of School Development Plan			
Unit – 4	Educational Supervision 4.1 Concept and Characteristics of Educational Supervision 4.2 Objectives of Educational Supervision 4.3 Scope of Educational Supervision 4.4 Functions of Educational Supervision 4.5 Difference between Supervision and Inspection 4.6 Factors influencing effectiveness of supervision	Ghana Kanta sonowal	6	16
Unit – 5	Management issues in Educational finance 5.1 Meaning of educational finance 5.2 Nature and scope of educational finance 5.3 Principles of managing educational finance 5.4 Role of finance committee 5.5 Maintenance of records in educational finance 5.6 Use of computer in management of finance	Dr.Lima Baruah	6	16

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TEACHING PLAN

Class: **B.A. 3rd. Sem. (Honours)**

Name of the paper: : GREAT EDUCATORS AND EDUCATIONAL THOUGHTS

Paper code: 301

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS Basic tenets of Shankaracharya's Advaita •1.1 Shankaracharya: Vedanta Aims of education, curriculum 1.2 Yagya valkya: Yagya• valkya and Indian Idealism (concept of soul and absolute soul) Aims of education, curriculum •1.3 Sankardeva teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy Institutions and means of education•	Dr. Arupa Dutta	14	16
Unit - 2	MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS Basic principles of Tagore's educational• Tagore's philosophy of life •2.1 Rabindra Nath Tagore philosophy Aims of education, curriculum, methods •2.2 Vivekananda: •2.3 M. K. Gandhi philosophy Aim of education, curriculum, methods of• Concept and background of Basic education	Ghana Kanta sonowal	12	16

Unit - 3	<p>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers)</p> <p>Forms and programmes of education• Functions of education according to Plato</p> <p>•3.1 Plato according to Plato</p> <p>Impacts of Plato's Idealism in present</p> <p>•3.2 Jean Jacques Rousseau</p> <p>Rousseau Aims of education, curriculum</p>	Dr.Lima Baruah	14	16
Unit - 4	<p>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)</p> <p>Aims of education, curriculum, methods of•</p> <p>Concept of education according to Dewey •</p> <p>Dewey's Experimental school</p> <p>•5.1 John Dewey teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism</p> <p>Relevance of Dewey's Pragmatism•</p> <p>Derrida's reaction to Rousseau's Naturalism</p> <p>•5.2 Jacques Derrida and Idealism</p> <p>Educational implications of these two ideas•</p> <p>Sartre's idea of freedom and individualism •</p> <p>Sartre's Philosophy of life</p> <p>•5.3 Jean Paul Sartre</p>	Dr. Arupa Dutta	16	16
Unit - 5	<p>ALTERNATIVES IN EDUCATION AND THE THINKERS</p> <p>5.1 Ivan Illich</p> <p>Illich's criticism of present education•</p> <p>Concept of de-schooling of Illich•</p> <p>Illich's educational thoughts•</p> <p>Relevance of Illich's thought•</p> <p>5.2 Paulo Freire</p> <p>Freire's</p>	Ghana Kanta sonowal	6	16

	criticism of present education• Freire's alternative thoughts to present• education Relevance of Freire's thoughts•			
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TEACHING PLAN

Class: **B.A. 3rd. Sem. (Honours)**

Name of the paper: **EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL**

Paper code: 303

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	Experimental psychology : 1.1.Meaning, nature and scope of experimental psychology. 1.2.Origin of psychological experiment. 1.3.Uses and Application of psychological experiments in the field of education. 1.4.Conducting and Reporting of psychological experiments. 1.5.Procedure of conducting and Reporting of Psychological Experiments. Title.● Statement of objectives.● Hypotheses● Historical and theoretical background● Experimental Design.● Methodology and procedure.● Introspective Report.● Result, discussion, observation and● Conclusion	Dr. Lima Baruah	10	13
Unit - 2	Memory : 2.1 Meaning and nature of memory 2.2 Types of memory (Long Term Memory & Short Term Memory) 2.3 Factors affecting memory 2.4 Memory span 2.5 Historical background of testing memory 2.6 Testing of Memory. a) Memory span for digits. b) Memory span for letters. c) Memory span for words and Non-sense syllables	Ghana Kanta sonowal Ghana Kanta sonowal	8	13

	<p>items: Verbal test, Nonverbal test and performance test</p> <p>e) On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests</p> <p>f) On the basis of objectives: Intelligence test, Achievement test, Aptitude test and Personality test</p> <p>g) On the basis of standardization: Teacher-made test and Standardized test</p> <p>2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability</p>			
Unit - 3	<p>SOME SPECIFIC PSYCHOLOGICAL TESTS:</p> <p>3.1 Achievement Test: Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms)</p> <p>3.2 Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937)</p> <p>3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test)</p> <p>3.4 Personality Assessment: a) Self reportinventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)</p>	Dr Arupa Dutta	14	16

Unit - 4	STATISTICS IN EDUCATION: 4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education	Ghana Kanta sonowal	10	16
Unit - 5	PRESENTATION OF DATA: 5.1 Variable: Concept, Discrete and Continuous variables 5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive. 5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. 5.4 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	Dr Arupa Dutta	12	16

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Class: **B.A. 4th. Sem. (Honours)**

Name of the paper: EDUCATION IN PRE-INDEPENDENT INDIA

Paper code: 401

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit - 1	Educational Heritage of India 1.1 Education in Ancient India (Vedic and Buddhist Period) 1.2 Education in Medieval India (Islamic System of Education) 1.3 Comparison among the Vedic, Buddhist and Islamic education system.	Dr. Lima Baruah	10	20
Unit - 2	Education during British Period 2.1 Indigenous System of Education during British rule: - Meaning of indigenous education. - Types of indigenous educational institution. - Causes of downfall of Indigenous education. 2.2 Educational activities of Missionaries in India - The Portuguese - The Danish - The Dutch - The French - The British 2.3 Centres of Missionary Education in India. 2.4 Educational activities of Missionaries in Assam 2.5 Educational activities of East India Company - Charter Act, 1813 - Orientalist and Anglicist Controversy - Macaulay's Minute, 1835 -	Ghana Kanta sonowal	12	20

	Bentinck's declaration of educational policy			
Unit - 3	<p>Growth and Development of Education from 1854 to 1921</p> <p>3.1 Wood's Despatch 1854 - Background of the Despatch. - Recommendations. - Assessments of Wood Despatch.</p> <p>3.2 Hunter's Commission, 1882 - Background for setting up of the commission. - Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). - Assessment of Hunter Commission</p> <p>3.3 Lord Curzon's Educational Policy - Shimla Educational Conference - Curzon's Policy on Primary education - Curzon's Policy on Secondary education - Curzon's Policy on Higher education</p> <p>3.4 The Indian University Commission, 1902</p> <p>3.5 University Act, 1904</p> <p>3.6 National Movement / Rise of Nationalism</p> <p>3.7 Gokhale's Bill on Primary Education (1910-12) 3.8 Government resolution on Educational policy, 1913 3.9 Calcutta University Commission, 1917</p>	Dr Arupa Dutta	12	20

Unit - 4	<p>Growth and Development of Education from 1921 to 1947</p> <p>4.1 Education under Dyarchy - Primary Education - Secondary Education - Expansion of education</p> <p>4.2 Simon Commission</p> <p>4.3 Government of India Act of 1921</p> <p>4.4 Hartog Committee Report 1929</p> <p>4.5 Wardha Scheme of Basic Education, 1937 - Wardha Education Conference 1937 - Salient features of Basic Education - Causes of failure of this education in India</p> <p>4.6 Wood Abbot Report 1937</p> <p>4.7 Sargent Committee Report, 1944 - Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education - Assessment of the Sargent Committee Report</p>	<p>Ghana Kanta sonowal</p>	<p>15</p>	<p>20</p>
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TEACHING PLAN

Class: **B.A. 5th. Sem. (Honours)**

Name of the paper **MENTAL HEALTH ISSUES**

Paper code: (DSEED)504

UNIT NO.	CONTENT OF SYLLABUS	TAUGHT BY	Nos. of Class	Marks
Unit 1	Fundamentals of Mental Health and Hygiene 1.1 Concept of Mental health 1.2 Criteria of a Mentally Healthy Person 1.3 Concept, Objectives, Goals and Principles of Mental Hygiene 1.4 History of development of Mental Health and Hygiene 1.5 Concept of Normality and Abnormality, Classification of Abnormal Behaviour 1.6 Characteristics of a Mentally Healthy Person	Dr. Lima Baruah	12	16
Unit 2	Education and Mental Health 2.1 Principles of Good Mental Health 2.2 Factors Affecting Mental Health (Home, Society and school) 2.3 Adjustment: Concept and Processes 2.4 Maladjustment : Concept and Causes 2.5 Types of maladjustment 2.6 Adjustment Mechanisms	Ghana kanta Sonowal	10	16
Unit 3	Mental Health and Agencies of Education 3.1 Home and Mental Health 3.2 Qualities of Healthy Home Environment 3.3 Child Rearing Practices and Personality Development 3.4 School and Mental Health	Dr. Arupa Dutta	7	16

Unit 4	Positive Psychology 4.1 Introduction to concept of Positive Psychology 4.2 Nature and Scope of Positive Psychology 4.3 Developing in stakeholders	Dr. Lima Baruah	5	16
Unit 5	Yoga for Mental Health 5.1 Concept of Yoga 5.2 Yoga as the Scientific Method for the Development of Personality 5.3 Need of Yoga for physical and mental health 5.4 Concept of health, healing and disease: Yogic perspectives 5.5 Yogic principles for healthy living	Ghana kanta Sonowal	10	16



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