

**NORTH LAKHIMPUR COLLEGE
(AUTONOMOUS)**



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

Approved by Board of Studies on 6th September

SYLLABUS
UNDER GRADUATE PROGRAMME UNDER CBCS
DIBRUGARH UNIVERSITY, ASSAM
B.A. (ELECTIVE) IN EDUCATION.

SEMESTER – WISE DISTRIBUTION OF COURSE

Semester	course	Course code	Course Title	Marks	Credit	Classes of 45 minutes duration
1 st	1	ET-5-EDU-101	Foundations of Education	100	5	112
2 nd	2	ET-5-EDU-201	Educational Psychology	100	5	112
3 rd	3	ET-5-EDU-301	Measurement & Evaluation in Education	100	5	112
4 th	4	ET-5-EDU-401	Contemporary Issues in Indian Education	100	5	112
5 th	5	ET-4-EDU-501	Developmental History of Indian Education (Before Independence)	80	4	96
	6	ET-3-EDU-502	Developmental History of Indian Education (After Independence)	60	3	64
6 th	7	ET-5-EDU-601	Techniques and Methodology of Teaching	100	5	112
	8	EP-2-EDU-602	Field Report	40	2	48

1st Semester
Education Elective (General)
Code (Paper) : ET- 5- EDU- 101
Title: FOUNDATION OF EDUCATION
Credit :5
Total Marks : 100

L-4, T-1, P-O

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

OBJECTIVES:

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

COURSE CONTENTS:

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

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

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

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

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

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

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

- 4.1 Meaning, Definition and Nature of Social Change.
- 4.2 Causes of Social Change.
- 4.3 Relationship between Education and Social Change.
- 4.4 social Mobility & social Stratification
- 4.5 Education and Modernization.

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

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

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

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

REFERENCES:

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

2nd Semester
Education Elective (General)
Code (Paper) : ET- 5- EDU--201
Title: EDUCATIONAL PSYCHOLOGY
Credit :5
Total Marks : 100

L-4,T-1,P-0

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

OBJECTIVES:

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

COURSE CONTENTS:

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

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

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

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

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

- 2.2 Factors affecting development.

- 2.2.1 Home.
- 2.2.2 School.
- 2.2.3 Society.

- 2.3 Role of Heredity and Environment and its developmental implications.

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

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

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

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

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

- 5.1. Concepts of Mental health and mental hygiene.
- 5.2. Characteristics of mentally healthy individual.
- 5.3 Adjustment Mechanisms:
 - 5.3.1. Compensation.
 - 5.3.2. Rationalism.
 - 5.3.3. Projection.
 - 5.3.4. Fantasy.
 - 5.3.5. Sublimation.
- 5.4 Exceptional children and need of special education for them.
 - 5.4.1. Meaning and Characteristics of Exceptional children.
 - 5.4.2 Gifted.
 - 5.4.2. Slow learners.
 - 5.4.3 Delinquent child – Meaning, Characteristics, Causes and Prevention measures for Delinquency.

REFERENCES:

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

3rd Semester
Education Elective (General)
Code (Paper) : ET- 5- EDU--301
Title: MEASUREMENT AND EVALUATION IN EDUCATION
Credit :5
Total Marks : 100

L-4,T-1,P-O

(100 Marks for End Semester Written Examination)

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

OBJECTIVES:

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

COURSE CONTENTS:

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

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

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

- 2.1. Meaning and Types of Tools.
- 2.2. Characteristics of a good tool (Reliability, Validity, Norms, Objectivity and Administrability)
 - 2.2.1 Meaning, techniques of determining Reliability
 - 2.2.2 Meaning and types of Validity.
 - 2.2.3 Meaning & Types of Norms.
- 2.3. Achievement Test and Teacher Made Test
 - 2.3.1 Construction of a Teacher Made Test, Design, Blueprint, Itemsheet, Scoring key, Marking Key

UNIT III: MEASUREMENT OF INTELLIGENCE, PERSONALITY AND APTITUDE:

(25 Marks) **(28CLASSES)**

- 3.1. Types of Intelligence tests,
 - 3.1.1. Individual Test, Group Test, Verbal, Non Verbal & Performance Test
 - 3.1.2. Binet Simon Intelligence scale and its revisions (1905, 1908, 1911 and 1916).
- 3.2. Personality Assessment
 - 3.2.1. Observational methods- Checklist, Rating Scale
 - 3.2.2. Projective techniques: Word Association Test, Rorschach Inkblot test and TAT.
- 3.3. Aptitude test
 - 3.3.1. Differential Aptitude Tests

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

- 4.1. Meaning nature and scope of Educational Statistics
- 4.2. Types of data- group and ungrouped data.
- 4.3. Measures of Central tendency (Mean, Median and Mode):
 - 4.3.1. Properties
 - 4.3.2. Merits and Demerits
 - 4.3.3. Computation and
 - 4.3.4. Application of education
- 4.4. Measures of Variability (Range, Quartile Deviation and Standard Deviation):
 - 4.3.1. Properties
 - 4.3.2. Computation
 - 4.3.3. Merits and demerits and
 - 4.3.4. Application in education.

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

- 5.1. Graphical Representation of Data and its Uses:
 - 5.1.1. Pie-diagram
 - 5.1.2. Histogram
 - 5.1.3. Frequency Polygon.
- 5.2. Normal probability distribution:
 - 5.2.1. Properties
 - 5.2.2. Uses of normal probability curve.
- 5.3. Correlation:
 - 5.3.1. Concepts of positive and negative correlation.
 - 5.3.2. Calculation of co-efficient of correlation by Rank difference method (only for ungrouped data).

REFERENCES:

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

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SYLLABUS
UNDER GRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): FOURTH SEMESTER –COURSE-4
COURSE TITLE- CONTEMPORARY ISSUES OF INDIAN EDUCATION
TOTAL MARKS – 100
COURSE CODE (ET-5-EDU--401)**

L-4,T-1,P-O

(100 Marks for End Semester Written Examination)

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

OBJECTIVES:

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

COURSE CONTENTS:

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

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

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

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

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

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

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

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

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

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

REFERENCES:

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

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SYLLABUS
UNDER GRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): FIFTH SEMESTER –COURSE-5
COURSE TITLE- DEVELOPMENTAL HISTORY OF INDIAN EDUCATION
TOTAL MARKS – 80
COURSE CODE (ET-4-EDU-501) **L-3,T-1,P-0**
(80 Marks for End Semester Written Examination)**

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

OBJECTIVES:

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

COURSE CONTENTS:

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

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

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

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

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

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

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

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

REFERENCE:

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

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UNDERGRADUATE PROGRAMME UNDER CBCS
EDUCATION (ELECTIVE): FIFTH SEMESTER – COURSE-6
COURSE TITLE: DEVELOPMENTAL HISTORY OF INDIAN EDUCATION
(AFTER INDEPENDENCE)
TOTAL MARKS – 60
COURSE CODE (ET-3-EDU-502)**

L-2, T-1, P-0

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

OBJECTIVES:

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

COURSE CONTENTS:

UNIT I: RADHAKRISHNAN COMMISSION-1948 (10 Marks) (12classes)

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

UNIT II: SECONDARY EDUCATION COMMISSION – 1952-53:

(15 MARKS)

16 CLASSES

2.1. Recommendations and Implementation of Secondary Education Commission – 1953

- 2.1.1. Reforms of Secondary Education
- 2.1.2. Aims of Secondary Education
- 2.1.3. Medium of Education

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

UNIT III: INDIAN EDUCATION COMMISSION – 1964-1966:

(15MARKS)

16CLASSES

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

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

UNIT IV: NATIONAL POLICY ON EDUCATION – 1986:

(10 MARKS)

12CLASSES

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

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

5.1.1. NKC and its impact on Indian Education

REFERENCES:

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

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

L-4,T-1,P-0

(80 Marks for End Semester Written Examination)

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

OBJECTIVES:

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

COURSE CONTENTS:

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

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

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

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

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

- 3.1 Play way method.
- 3.2 Activity method
- 3.3 Individualized learning
- 3.4 Approach in Teaching Language
 - 3.4.1 Structural Approach & Communicative Approach
- 3.5 Seminar, Group discussion, Brain Storming, Project, Programmed learning

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

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

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

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

REFERENCE:

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

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

L-0,T-0,P-2

OBJECTIVES:

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

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

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

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

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

N.B: Distribution of Marks:

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