

**INTERNAL ASSIGNMENT:**

**PAPER CODE: MAJ-EDU-6.2**

***PAPER: EDUCATIONAL TECHNOLOGY AND TEACHING METHODS***

**Assignment Type & Submission:** “Handwritten assignments should be converted into PDF format and uploaded to the university portal.”

**Total assignments:** “A total of four assignments, one from each unit/chapter, should be submitted under a single cover page.”

**Submission mode** “Assignments must be uploaded to the university portal. Deadline: 20th April 2026.”

MARKS: 20

**Assignment in-charge: Dr. N I Barbhuyan**

#### GENERAL INSTRUCTIONS

1. PAPER FORMAT:

- Use A4 size paper only.
- Maintain a minimum margin of half inch on all sides — left, right, top, and bottom.

2. HANDWRITING & PRESENTATION:

- The assignment must be neatly handwritten by the student (**No typing or printing**).
- Maintain standard line spacing and clear, legible handwriting.
- Use point-wise presentation for clarity.
- Answers must be specific, appropriate, and relevant to the questions.

3. COVER PAGE DETAILS:

Each assignment must begin with a cover page clearly mentioning:

- Title: *Internal Assignment*
- Name of the Student
- RTU Admit Roll Number

- Class Roll Number
- Class: .....
- Subject: Education
- Paper: .....
- Paper Code: .....

4. Evaluation Criteria:

Marks will be awarded based on the following:

- Accuracy and relevance of content
- Organization and presentation
- Handwriting and neatness
- Originality and timely submission

## General Guidelines

- Students must **write one assignment from each unit** (total 4 assignments).
- Each assignment should be **creative, innovative, and problem-solving**, reflecting higher-order thinking skills.
- Assignments should be written as per your approved medium of instructions with proper structure (Introduction, Main Body, Conclusion).
- To the point & specific
- Word Limit: **800–1000 words per assignment**.
- Use **examples, case studies, or practical applications** wherever possible.
- References (if used) must follow a standard citation style (APA/MLA).

## Submission Instructions

- Upload all four assignments in a single **PDF format** to the **University Portal** only.
- Don't submit hard copies.
- Hard copies are not accepted.
- Ensure that the file name follows the format:  
StudentName\_RTVRollNumber\_Assignment.pdf
- Deadline: **15th April, 2026**.
- Late submissions will not be accepted without prior approval.

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**Submission mode** “Assignments must be uploaded to the university portal. Deadline: 20th April 2026.” Full Marks: 20

***Write any Four Assignments:***

***One from each Unit Compulsory (total 4 assignments): 5 X 4 =20***

## **Unit 1: Educational Technology**

1. Define educational technology and explain its meaning and nature.
2. Describe the components of educational technology: hardware, software, and systems approach.
3. Explain the difference between educational technology and instructional technology.
4. Summarize the concept and components of communication technology in education.
5. Analyse the role of programmed instruction in individualized learning.
6. Analyse the barriers to effective classroom communication and suggest remedies.
7. Critically evaluate the effectiveness of ICT integration in higher education.
8. Suppose, you are a teacher struggling with poor classroom communication — propose technology-based solutions.
9. Evaluate the strengths and limitations of hardware and software components in teaching-learning.
10. Critically assess the statement: “Educational technology is the backbone of modern pedagogy.”
11. Design a **lesson plan** integrating ICT and communication technology for primary education.
12. Create a **flowchart** showing the systems approach in educational technology.
13. Develop a **skill-based workshop** for teachers on overcoming barriers to classroom communication.
14. Construct a **model instructional package** using programmed instruction for a chosen subject.

## Unit 2: Models of Teaching

1. Define the concept of teaching models and explain their nature and characteristics.
2. Describe the inquiry model of teaching with its key features.
3. Explain the personalized system of instruction and its educational significance.
4. Summarize the meaning and functions of Computer Assisted Instruction (CAI).
5. Apply the inquiry model to design a classroom activity for science education.
6. Analyse the strengths and limitations of personalized instruction in higher education.
7. Apply team teaching strategies to a secondary school classroom scenario.
8. Analyse the role of collaborative teaching in promoting learner autonomy.
9. Critically evaluate the effectiveness of CAI in enhancing student learning outcomes.
10. Solve a case: A school struggles with large class sizes — propose solutions using team teaching and cooperative mastery learning.
11. Evaluate the relevance of inquiry-based teaching in today's digital learning environment.
12. Critically assess the statement: "Collaborative teaching is essential for 21st-century education."
13. Design a **lesson plan** integrating inquiry model and CAI for secondary students.
14. Create a **role-play activity** demonstrating team teaching in a classroom.
15. Develop a **skill-based workshop** for teachers on personalized instruction methods.
16. Construct a **curriculum module** that blends cooperative mastery learning with collaborative teaching.

## Unit 3: Teaching-Learning Process

1. Define teaching and learning, and explain their essential nature.
2. Describe the criteria of good teaching with suitable examples.
3. Explain the lecture method and play-way method in classroom teaching.
4. Summarize the maxims of teaching and their importance in pedagogy.
5. Apply the activity method to design a lesson plan for primary education.
6. Analyse the strengths and limitations of the project method in secondary schools.
7. Apply questioning techniques to enhance student participation in classroom discussions.
8. Analyse the role of narration and illustration in effective teaching.
9. Critically evaluate the effectiveness of the problem-solving method in higher education.
10. Suppose, you are a teacher faces poor student engagement — propose solutions using discussion and play-way methods.
11. Suppose you are a teacher facing challenges in teaching due to poor student engagement; propose solutions to enhance student engagement and ensure effective learning.
12. Evaluate the statement: "Good teaching is both an art and a science."
13. Critically assess the role of teaching techniques in overcoming classroom challenges.
14. Design a **lesson plan** integrating lecture, activity, and project methods.
15. Create a **role-play activity** demonstrating effective use of questioning in teaching.

16. Develop a **skill-based workshop** for teachers on applying maxims of teaching in practice.
17. Construct a **teaching package** that blends narration, illustration, and problem-solving techniques.

## Unit 4: Lesson Planning and Micro Teaching

1. Define a lesson plan and explain its importance in effective teaching.
2. Describe the different types of lessons: knowledge, skill, and appreciation lessons.
3. Explain the Herbartian steps of lesson planning with examples.
4. Summarize the meaning and components of micro teaching.
5. Apply Herbartian steps to design a sample lesson plan for a secondary school subject.
6. Analyse the criteria of a good lesson plan and illustrate with a classroom example.
7. Apply micro teaching techniques to improve questioning skills of trainee teachers.
8. Analyse the differences between knowledge, skill, and appreciation lessons in terms of objectives and outcomes.
9. Critically evaluate the effectiveness of micro teaching in teacher training programs.
10. Solve a case: A teacher struggles with classroom management — propose solutions using lesson planning strategies.
11. Evaluate the strengths and limitations of Herbartian steps in modern pedagogy.
12. Critically assess the statement: “A well-prepared lesson plan is the backbone of successful teaching.”
13. Design a **lesson plan template** that integrates knowledge, skill, and appreciation lessons.
14. Create a **role-play activity** demonstrating micro teaching in a teacher training session.
15. Develop a **skill-based workshop** for trainee teachers on preparing effective lesson plans.
16. Construct a **model micro teaching package** focusing on one teaching skill (e.g., questioning, reinforcement, or explanation).

**The End**