

RABINDRANATH TAGORE UNIVERSITY

SYLLABUS FOR BACHELOR OF DEGREE WITHOUT MAJOR(2024-2025)

DEPARTMENT OF EDUCATION

Year	Semester	Course	Title of the Course	Total Credits
Year 01	1 <sup>st</sup> Semester	Minor A	i) Educational Psychology	4
		Minor B	i) Educational Psychology	4
		MDC(GE1)	Introduction to Education	3
		AEC 1		2
		SEC 1	Public Speaking Skill	3
		VAC 1		2
		VAC 2		2(20)
	2 <sup>nd</sup> Semester	Minor A	i) History of Education in India	4
		Minor B	i) History of Education in India	4
		MDC(GE2)	Introduction to Psychology	3
		AEC 1		2
		SEC 2	Writing Bio-data and facing an Interview	3
		VAC 3		2
		VAC 4		2(20)

Year	Semester	Course	Title of the Course	Total Credits
Year 02	3 <sup>rd</sup> Semester	Minor A	i) Foundations of Education	4
		Minor B	i)Foundations of Education ii)Emerging Issues in Education	4 4
		MDC(GE3)	History of Education in India	3
		AEC 1		2
		SEC 3	ICT in Education	3(20)
	4 <sup>th</sup> Semester	Minor A	i) Educational technology and teaching Methods ii) Emerging Issues in Education	4 4
		Minor B	i) Educational technology and teaching Methods	4
		OEC(Open Elective Course)		4
		AEC 1		2

	Summer Internship	2(20)
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## DETAILED SYLLABUS OF 1<sup>st</sup> SEMESTER

**Course Title** :EDUCATIONAL PSYCHOLOGY (Minor A / B)  
**Course code** :MIN-EDU-1.1  
**Nature of course** :Minor  
**Total credits:** :4 credits  
**Distribution of Marks** :60(End-Sem.) +40(In-Sem.)

### Objectives:

1. To make the students to understand the concept of Psychology and Educational psychology, relationship between education and psychology and application of educational psychology.
2. To understand implications of psychological theories of learning and motivation.
3. To introduce the concept of intelligence, it's theories and concept of emotional intelligence
4. To introduce the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Introduction to Educational Psychology:</b> Meaning and nature of Psychology Educational Psychology-Meaning ,nature and scope Relation between Education and Psychology Methods of Educational Psychology-Introspection, Observation, Case study and Experimentation Application of Educational Psychology in teaching- learning process	12	1	-	13
Unit-2 (15 Marks)	<b>Learning and Motivation:</b> Concept and characteristics of learning Theories of learning: Connectionism, Trial and error and laws of learning Conditioning- Classical conditioning and operant conditioning Motivation- Meaning, role in learning	12	1	-	13
Unit-3 (15 Marks)	<b>Intelligence, Memory, Attention and Interest:</b> Meaning and concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of emotional intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention-Meaning, concept, types and determinants Interest-Meaning and Conditions Educational implication of attention and interest	15	2	-	17
Unit-4 (15 Marks)	<b>Personality and Adjustment:</b> Meaning and characteristics of personality Factors affecting personality: Physical Mental, social and emotional Type theories of personality: Hippocrates, Sheldon, Kretschmer ,Spranger and Jung Trait theories of Personality: Adler and Rogers	15	2	-	17

Concept and process of adjustment Adjustment Mechanisms				
Total	54	06		60

L: Lectures      T: Tutorials    P: Practicals

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course, students will be able to:

- Understand meaning of Psychology and Educational Psychology
- Explain the methods of Educational Psychology
- Understand about Learning and Motivation
- Understand about Intelligence, Memory, Attention and Interest
- Explain the meaning, theories of Personality and Adjustment mechanisms

**Suggested Readings:**

1. Mangal, S. K., Advance Educational Psychology, Prentice Hall of India: New Delhi.
2. Rastogi, K. G., Educational Psychology.
3. Bhatia, H. R., A Textbook of Educational Psychology, MacMillan: New Delhi
4. Skinner, Charles E., Educational Psychology.
5. Chauhan, S. S., Advance Educational Psychology.
6. Barua, Jatin, Siksha Monoyigyan.
7. Sarma, Mukul Kr., Siksha Monoyigyan.
8. Aggarwal J. C. Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
9. Dandekar W. N. Fundamentals of Educational Psychology, M. Prakashan: Poona.
10. Mangal, S. K. Essentials of Educational Psychology, Prentice Hall of India: New Delhi.
11. Santrock, John W. Educational Psychology, McGraw-Hill Education: New York.

## DETAILED SYLLABUS OF 1<sup>st</sup> SEMESTER

**Course Title: INTRODUCTION TO EDUCATION**

**Course Code: MD-EDU-1.1**

**Nature of course : Multidisciplinary/Generic Elective Course**

**Total credits :3 credits**

**Distribution of marks :45(End-Sem)+ 30(In-Sem)**

### Objectives:

- 1.To acquaint with the meaning, nature and scope of education.
- 2.To gain knowledge about different aims of education.
- 3.To be familiarized with different forms of education.
- 4.To acquire knowledge about the concept of discipline and freedom.
- 5.To develop knowledge about meaning of curriculum and various types co-curricular activities .

Units	Contents	L	T	P	Total Hours
Unit 1 (15 Marks)	<b>Concept of Education:</b> Meaning, nature and scope of education Forms of Education Formal Education: School—Meaning, characteristics, functions and responsibility of school, Relationship between school and society. Informal Education: Meaning and characteristics, Educational role of computer and e-learning Non-formal Education: Meaning and characteristics, agencies of non-formal education.	9	2	-	11
Unit 2 (10 Marks)	<b>Aims and Objectives of Education:</b> Meaning and importance of aims Determinants of aims Aims of education—Individual and Social aim, Vocational and Liberal aim, Democratic aim of education	9	2	-	11
Unit-3 (10 Marks)	<b>Discipline and Freedom:</b> Meaning, concept and need of Discipline Discipline and Order Concept of Free-discipline Place of Reward and Punishment in school Maintenance of School discipline—Problems and means	9	2	-	11
Unit-4 (10 Marks)	<b>Curriculum:</b> Meaning, nature and types. Principles of Curriculum construction Co-curricular activities: Meaning, types and importance	9	3	-	12
Total		36	09	-	45

L: Lecture    T: Tutorial    P: Practical

**Modes of In-Semester Assessment:**

**30 Marks**

1) One sessional test -

15 Marks

2) Any Three of the following activities listed below -

15 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course students will be able to:

- \* Explain meaning, nature and scope of Education.
- \* Understand about Formal, Informal and Nonformal Education
- \* Discuss the aims and objectives of Educational
- \* Describe the meaning of Discipline and Freedom
- \* Understand about the Curriculum and cocurricular activities

**Suggested Readings:**

1. Bhatia, K and Bhatia B. D. Theory and Principles of Education, Doaba House, Delhi.
2. Aggarwal, J. C. Theory and Principles of Education, Vikas Publishing House: New Delhi.
3. Bhattacharya, Srinibas, Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
4. Safaya and Saiyda, Educational Theory and Practice.
5. Ross, J. S., The Ground Work of Educational Theory.
6. Bhagabati, Nilima and Others, Natun Siksha Tatwa.
7. Deka, Birendra, Siksha Tatw

## DETAILED SYLLABUS OF 1<sup>st</sup> SEMESTER

**Course title** :Public Speaking Skill  
**Course code** :SEC-EDU-1.1  
**Nature of Course** :SEC  
**Total credits** :3 credits  
**Distribution of Marks** :50(End-Sem)+25(Practical)

### Course Outcome:

After completing this course, students will be able to acquire the capacities of public speaking skill.

Course contents:

### a. Theory (2 Credits)

Units	Course Contents	L	T	P	Total Hours
<b>Unit- 1</b> (25Marks)	<b>Public Speaking and Communication Skill</b> <ul style="list-style-type: none"><li>• Meaning and Importance of Public Speaking</li><li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li><li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li><li>• Ways of becoming Better Public Speaker</li><li>• Concept and Nature of Communication</li><li>• Types of Communication: Verbal and non-Verbal</li><li>• Barriers of Communication</li><li>• Ways of Effective Communication</li></ul>	11	-	5	16
<b>Unit-2</b> (25 Marks)	<b>Personality Development and Motivation as Means for Effective Public Speaking</b> <ul style="list-style-type: none"><li>• Concept and Nature of Personality</li><li>• Types of Personality: Extrovert and Introvert</li><li>• Role of Personality in Effective Communication</li><li>• Concept of Balanced Personality</li><li>• Meaning and Nature of Motivation</li><li>• Ways or means of motivating audience</li></ul>	10	-	4	14
Total		21	-	09	30

### b. Practical (1 Credit)

Students shall prepare a write-up based on topic selected for speech.

Guidelines:

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining **the contents for the students.**

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill + Write-up of the speech) will be done by an External Examiner.

**Suggested Readings:**

- Mangal, S. K. (2013). Essentials of Educational Psychology. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). Education and Personality Development. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). Introduction to Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). Successful Public Speaking. Arina Nikitina & bookboon.com

## DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER

<b>Course Title</b>	<b>:History of Education in India (Minor A /B)</b>
<b>Course code</b>	<b>:MIN-EDU-2.1</b>
<b>Nature of course</b>	<b>:Minor</b>
<b>Total credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.) +40(In-Sem.)</b>

### Objectives:

1. To get knowledge of the development of the education in British India.
2. To be acquainted with the significant points of selected education commission
3. To be acquainted with the Educational Policies in India

Units	Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Education in India during British Period (1800-1853)</b> A synoptic view of East India Company Educational activities of Christian Missionaries in India Charter Act of 1813, Oriental and Occidental controversy, Macaulay's Minute, 1835 Bentinck's Resolution 1835	10	1	-	11
Unit-2 (15 Marks)	<b>Education in India during British Period (1854-1946)</b> Wood's Despatch, 1854 Hunter Commission, 1882 Lord Curzon's Educational Policy on Primary, Secondary and Higher Education Gokhale's Bill (1910-11) Calcutta University Commission, 1917 Hartog Committee Report, 1929 Wardha Scheme of Basic Education, 1937 Sargent Committee Report, 1944	10	1	-	11
Unit-3 (15 Marks)	<b>Education in India after independence-1</b> The University Education Commission of 1948- Its recommendations on aims and objectives of University Education Secondary Education Commission of 1952-53- Its recommendations on the aims and objectives of Secondary Education and Principles of curriculum construction. Education Commission of 1964-66 – Recommendations on national objectives of Education	15	2	-	17
Unit-4 (15 Marks)	<b>Education in India after independence-2</b> National Policy on Education -1986, Aims and Objectives. Ramamurthy Review Committee, 1990 Janardan Reddy Committee Report, 1991 Revised National Policy of Education -1992 The National Knowledge Commission Report -Background and Recommendations Special features of New Education Policy-2020 Recommendations on School Education and Higher Education	19	2	-	21

L: Lecture      T: Theory      P: Practical      Total :      54      06      -      60

**Modes of In-Semester Assessment:**

40

Marks

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course , a student will be able to:

- \* Understand about Education during British period (1800-1946)
- \* Describe the Education in India after independence

**Suggested Readings:**

Aggarwal, J.C., Development and Planning of Modern Education. New Delhi, Vikash Publishing House, Pvt. Ltd.

1 Nayak, B.K., History Heritage and Development of Indian Education. New Delhi Axis Books Pvt. Ltd.

2 Mukharjee, S.N., Education in India Today and Tomorrow. Vinod Pustak Mandir.

3 Amala,P. Annie, History of Education. New Delhi. Discovery(DPH) 2004

4 Sarma , M.K., Bharatar Sikha Bikasar Itihas, Dibrugarh Banalata.

5 Sarma, T. K., Bharatar Sikha Bikasar Itihas aru Samasyawli. Dibrugarh Banalata.

6 Rawat. P.L., History of Indian Education. Ram Prasad & Sons,Agra-3

## DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER

<b>Course Title</b>	<b>:Introduction To Psychology</b>
<b>Course Code</b>	<b>:MD-EDU -2.1</b>
<b>Nature of course</b>	<b>:Multidisciplinary/Generic Elective Course</b>
<b>Total credits</b>	<b>:3 credits</b>
<b>Distribution of marks</b>	<b>:45 (End-Sem)+ 30 (In-Sem)</b>

### Objectives:

1. To make the students to understand the concept of psychology and educational psychology, methods and application of educational psychology.
2. To understand the theories and laws of learning.
3. To understand the concept of intelligence, it's theories and concept of emotional intelligence
4. To understand the concept of memory, attention and interest
5. To acquaint the students with the meaning, concept, factors and theories of personality

Units	Contents	L	T	P	Total Hours
Unit-1 (10 Marks)	<b>Psychology: Meaning and nature</b> <b>Educational Psychology:</b> Meaning, nature, Scope <b>Methods:</b> Observation, Experimentation & Case Study Importance of educational psychology in teaching-learning process	9	2	-	11
Unit-2 (10 Marks)	<b>Learning:</b> Meaning and nature Theories of Learning: Connectionism, Classical Conditioning, Operant Conditioning and Theory of Insightful Learning Laws of Learning- Law of Readiness, Law of Exercise and Law of Effect Factors affecting Learning	9	2	-	11
Unit-3 (15 Marks)	<b>Intelligence ,Memory, Attention and Interest:</b> Meaning and Concept of intelligence Theories of intelligence by Spearman, Thorndike and Guilford Concept of Emotional Intelligence and EQ Meaning and types of memory Marks of good memory Economic methods of memorization Forgetting and its causes Attention—Meaning, concept and types and determinants Interest—Meaning and Conditions. Educational implication of attention and interest	9	2	-	11
Unit-4 (10Marks)	<b>Personality:</b> Meaning and characteristics of personality Factors affecting personality: Physical , mental, social and emotional Type theories of personality: Sheldon and Jung	9	3	-	12

L: Lectures      T: Tutorials      P: Practicals

Total      39      06      45

**Modes of In-Semester Assessment:**

30 Marks

- 1) One sessional test - 15 Marks
- 2) Any three of the following activities listed below - 15 Marks
- i. Class assignment/home assignment/case studies
  - ii. Class test/Unit test
  - iii. Field work
  - iv. Group discussion**
  - v. Seminar presentation
  - vi. Participation in class discussion
  - vii. Quiz
  - viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course, a student will be able to:  
Understand meaning of Psychology and Educational Psychology  
Explain the methods of Educational Psychology  
Understand about *Learning, Intelligence, Memory, Attention and Interest*  
Explain about the *Personality*

**Suggested Readings:**

1. Chauhan, S. S. *Advance Educational Psychology, Vikash Publishing House Pvt. Ltd., New Delhi*
2. Mangal, S.K. (2009) *Advance Educational Psychology, PHI Learning Private Limited, New Delhi*
3. Skinner, Charles. (2012) *Educational Psychology, Prentice Hall, New Delhi*
4. Chaube, S. P. (2011) *Developmental Psychology, Neel kamal Publications Ltd, New Delhi*
5. Cole, L. (1936) *Psychology of Adolescence, New York, Rinchart and Winsten*
6. Hurllock, E. B. (1980) *Developmental Psychology- A Life Span approach, McGraw Hili, New Delhi*

## DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER

<b>Course title</b>	<b>:Writing Bio-data and facing an Interview</b>
<b>Course code</b>	<b>:SEC-EDU-2.1</b>
<b>Nature of Course</b>	<b>:Skill Enhancement Course(SEC-2)</b>
<b>Total credits</b>	<b>:3 credits</b>
<b>Distribution of Marks</b>	<b>:50 (End-Sem)+25(Practical)</b>

### Course Outcome:

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

Course contents

#### a. Theory (2 Credits)

Units	Contents	L	T	P	Total Hours
Unit-1 (25 Marks)	Bio-data • Meaning, Purpose and Types of Bio-data • Components of Bio-data • Bio-data: Do's and Do not's • Meaning of Resume and Curriculum Vitae • Differences among Bio-data, Resume and Curriculum Vitae • How to write a Good Academic Bio-data	11	-	5	16
Unit-2 (25 Marks)	Interview • Meaning and objectives of Interview • Different types of Interview: Structured interview, Unstructured interview, Job-related interview • Characteristics of good interview • Importance of interview • Skills of facing interview	10	-	4	14
Total		21	-	09	30

#### b. Practical (1 credit)

Students shall write a bio-data to face interview.

#### Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

#### Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will

be done by an External Examiner.

**Suggested Readings:**

- Innes, James (2009). <sup>The</sup> CV Book-Your Definite Guide to Writing the Perfect CV. Prentice Hall.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Age International.
- Sidhu, Kulbir Singh (1984). Methodology of Research in Education. New Delhi: Sterling Publisher's Private Limited.

## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER (Minor A)

**Course Title** :Foundations of Education  
**Course Code** :MIN-EDU-3.1  
**Nature of Course** :Minor(i)  
**Distribution of Marks** :60(End-Sem.)+40(In Sem.)

### Objectives:

To discuss the meaning, nature, scope and types of Education  
 To explain different aims of education  
 To describe the meaning, nature and scope of Philosophy and Educational philosophy  
 To acquaint with Sociology and Educational sociology  
 To understand some contemporary issues of Indian education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Concept of Education:</b> <ul style="list-style-type: none"> <li>• Meaning ,Nature and Scope of education</li> <li>• Forms of education-</li> <li>• Formal education, Informal and Non formal education-Meaning and Nature. School as an agency of formal education</li> <li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li> <li>• Social Vs Individual aim.</li> <li>• Vocational and Liberal aim</li> <li>• Democratic aim of education</li> </ul>	16	2	-	18
Unit-2 (15 Marks)	<b>Philosophy and Education:</b> <ul style="list-style-type: none"> <li>• Philosophy: Meaning, definition and Scope</li> <li>• Relationship between education and philosophy</li> <li>• Meaning, nature and scope of Educational Philosophy</li> <li>• Impact of philosophy on education</li> </ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Sociology and Education:</b> <ul style="list-style-type: none"> <li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li> <li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li> <li>• Concept of socialization, Education as a socialization process</li> </ul>	14	1	-	15
Unit-4 (15 Marks)	<b>Education for National Integration and International understanding ,Online and Digital Education:</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of National Integration and International understanding</li> <li>• Role of education in development of National Integration and International understanding. Virtual Teaching-Concept, importance, challenges and strategies</li> <li>MOOC: Concept and importance</li> <li>SWAYAM: Concept and importance</li> </ul>	13	1	-	14
Total		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**Learning Outcomes:** On completion of this course, students will able to:

Know the Concept of Education

**Explain the aims of** education

Describe the meaning, nature and scope of Philosophy and Educational philosophy

Acquaint with Sociology and Educational sociology

Understand about Education for National Integration and International Understanding

Understand about Online and Digital Education

**Suggested Readings:**

> Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.

> Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.

> Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.

> Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.

> Goswami, Dulmoni (2014). Philosophy of Education. Guwahati: DVS Publishers.

> Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.

> Ross J.S. (1945). The Ground Work of Educational Theory. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.

> Safaya R.N. & Shaida B.D. (2010). Modern Theory and Practice of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

> Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Pu

## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER (Minor B)

**Course Title** :Foundations of Education  
**Course Code** :MIN-EDU-3.1  
**Nature of Course** :Minor(i)  
**Distribution of Marks** :60(End-Sem.)+40(In Sem.)

### Objectives:

To discuss the meaning, nature, scope and types of Education  
 To explain different aims of education  
 To describe the meaning, nature and scope of Philosophy and Educational philosophy  
 To acquaint with Sociology and Educational sociology  
 To understand some contemporary issues of Indian education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Concept of Education:</b> <ul style="list-style-type: none"> <li>• Meaning ,Nature and Scope of education</li> <li>• Forms of education-</li> <li>• Formal education, Informal and Non formal education-Meaning and Nature. School as an agency of formal education</li> <li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li> <li>• Social Vs Individual aim.</li> <li>• Vocational and Liberal aim</li> <li>• Democratic aim of education</li> </ul>	16	2	-	18
Unit-2 (15 Marks)	<b>Philosophy and Education:</b> <ul style="list-style-type: none"> <li>• Philosophy: Meaning, definition and Scope</li> <li>• Relationship between education and philosophy</li> <li>• Meaning, nature and scope of Educational Philosophy</li> <li>• Impact of philosophy on education</li> </ul>	12	1	-	13
Unit-3 (15 Marks)	<b>Sociology and Education:</b> <ul style="list-style-type: none"> <li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li> <li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li> <li>• Concept of socialization, Education as a socialization process</li> </ul>	14	1	-	15
Unit-4 (15 Marks)	<b>Education for National Integration and International understanding ,Online and Digital Education:</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of National Integration and International understanding</li> <li>• Role of education in development of National Integration and International understanding. Virtual Teaching-Concept, importance, challenges and strategies</li> <li>MOOC: Concept and importance</li> <li>SWAYAM: Concept and importance</li> </ul>	13	1	-	14
Total		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

**Learning Outcomes:** On completion of this course, students will able to:

Know the Concept of Education

**Explain the aims of** education

Describe the meaning, nature and scope of Philosophy and Educational philosophy

Acquaint with Sociology and Educational sociology

Understand about Education for National Integration and International Understanding

Understand about Online and Digital Education

**Suggested Readings:**

> Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.

> Baruah, J. (2006). Sikshatatta Adhyayan. Guwahati: Lawyer's Book Stall.

> Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.

> Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd. > Goswami, Dulmoni (2014). Philosophy of Education. Guwahati: DVS Publishers.

> Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.

> Ross J.S. (1945). The Ground Work of Educational Theory. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.

> Safaya R.N. & Shaida B.D. (2010). Modern Theory and Practice of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

> Saikia, Polee (2019) 2nd Edition. Sociological Foundations of Education. Guwahati: DVS Pu

## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER (Minor B)

**Course Title** :Emerging Issues In Education  
**Course Code** :MIN-EDU-3.2  
**Nature of Course** :Minor (ii)  
**Distribution of Marks** :60(End-Sem.)+40(In Sem.)

### Objectives:

- To acquaint with major emerging issues national, state, and local
- To discuss various concepts of Liberalisation, Privatisation and Globalisation
- To acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- To discuss Environmental and Population Education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Social Inequality in Education and Constitutional Safeguards</b> <ul style="list-style-type: none"> <li>• Concept of Social Inequality</li> <li>• Constitutional Provision for Ensuring Equality in Education</li> <li>• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam</li> <li>• Education for Backward Children, Child Labour, Street Children and Slum Dwellers</li> </ul>	16	0 2	-	18
Unit-2 (15 Marks)	<b>Liberalisation, Privatisation and Globalisation of Education</b> <ul style="list-style-type: none"> <li>• Liberalisation: Concept and its impact on education</li> <li>• Privatisation: Concept and its impact on education</li> <li>• Globalisation: Concept and its impact on education</li> <li>• Public-private Partnership</li> <li>• Education as investment</li> </ul>	12	0 1	-	13
Unit-3 (15 Marks)	<b>Issues related to Students</b> <ul style="list-style-type: none"> <li>• Youth Unrest: Concept, Causes and Remedies</li> <li>• Campus Disturbance: Concept, Causes and Remedies</li> <li>• Examination Anxiety: Concept, Causes and Remedies</li> <li>• Issues related to Educated Unemployment.</li> </ul>	14	0 1	-	15
Unit-4 (15 Marks)	<b>Environmental Education and Population Education</b> <ul style="list-style-type: none"> <li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li> <li>• Role of Environmental Education for Sustainable Development</li> <li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li> <li>• Population Explosion: Its Causes and Consequences</li> <li>• Population Education for Population Control</li> </ul>	13	0 1	-	14
<b>Total</b>		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course, students shall be able to;

Understand and acquaint with major emerging issues at national, state, and local level

Understand the impact of Liberalisation, Privatisation and Globalisation in Education

Develop understanding about issues related to Students

Explain Environmental and Population Education

**Suggested Readings:**

- > Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.
- > Chandel and Nand (2011). Population Education. Agra: Shri Vinod Pustak Mandir.
- > Krishnamacharyulu, V. (2005). Environmental Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- > Mishra and Mohanty (2013). Trends and Issues in Indian Education. Meerut: R. Lall Book Depot.
- > Taj, Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- > Tiwari, R.P. Problems of Education in N.E. India. Ludhiana: Tandon Publications.

## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER

**Course Title: History of Education in India**

**Course Code: MD-EDU-3.1**

**Nature of course: Multidisciplinary/Generic Elective Course**

**Total credits: 3 credits**

**Distribution of marks: 45 (End-Sem)+ 30 (In-Sem)**

### Objectives:

- To recapitulate with the education system of India during British period
- To understand the educational situation during the time of Independence
- To explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- To analyse the National Policy on Education in different times
- To accustom with the recent **Educational** Development in India

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Initial Development of Education during British Rule:</b> <ul style="list-style-type: none"> <li>● The Charter Act of 1813</li> <li>● The Anglicists-Orientalists Controversy</li> <li>● Macaulay's Minute, 1835</li> <li>● Wood's Despatch of 1854</li> <li>- Recommendations &amp; Implementation</li> <li>● Indian Education Commission-1882</li> <li>- Major Recommendations &amp; Criticism</li> <li>● Lord Curzon's Education policy on Primary Education</li> </ul>	9	3	-	12
Unit-2 (10 Marks)	<b>Development of Education during British Period:</b> <ul style="list-style-type: none"> <li>● Gokhale's Bill for Compulsory Primary Education- 1910-1912</li> <li>● Basic Education-1937</li> </ul> Salient Features and Criticism of the Basic Education <ul style="list-style-type: none"> <li>● The Sargent Report- 1944</li> </ul>	8	2	-	10
Unit-3 (10 Marks)	<b>Development of Education in Post Independent India:</b> <ul style="list-style-type: none"> <li>● University Education Commission-1948</li> <li>- Recommendations on aims and objectives of higher Education</li> <li>● Secondary Education Commission-1952-53</li> <li>- Aims and Objectives of Secondary Education, Defects of Secondary Education</li> <li>● Education Commission-1964-66</li> <li>- Major Recommendations on national objectives of Education</li> <li>● National Policy of Education-1986</li> <li>- Major Recommendations and Impact on Indian Education</li> </ul>	9	2	-	11
Unit-4 (10 Marks)	<b>Recent Developments in Indian Education:</b> <ul style="list-style-type: none"> <li>● The National Knowledge Commission's Report</li> <li>- Major recommendation and its implementation</li> <li>● Government Programmes of Education: SSA, RMSA and RUSA, The Right to Education Act, 2009 and its implementation</li> <li>● National Education Policy, 2020</li> </ul>	9	3	-	12

	- Recommendations on School Education and Higher Education					
Total					35	10 - 45
Where,	L:Lectures	T:Tutorials	P:Practicals			

**Modes of In-Semester Assessment:**

30 Marks

1) One sessional test -

15 Marks

2) Any three of the following activities listed below -

15 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

**iv. Group discussion**

v. Seminar presentation

vi. Participation in class discussion

vii. Quiz

viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course , a student will be able to:

\* Understand about *Education during British period (1800-1944)*

\* Describe the Education in India after *independence*

\* Understand about *recent development of Indian Education*

**Suggested Readings:**

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Altaker, A. S. (1992). *Education in Ancient India*. Varanasi: Manohar Prakashan.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Jayapalan, N. (2005). *History of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Kalita, Borah Sahariah & Sharma (2020). *Bharatbarxat Sikshar Itihaas*. Guwahati: Shanti Prakashan
- Mehta, D. D. (2016). *Development of Education System in India*. Ludhiana: Tandon Publications.
- Saikia, S. (1993). *History of Education in India*. Guwahati: Manimanik Prakash.
- Sharma, R. A. (2014). *Development of Education System in India*. Meerut: R. Lall Book Depot.
- **Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.**

## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER

<b>Course Title</b>	<b>:ICT in Education</b>
<b>Course Code</b>	<b>:SEC-EDU-3.1</b>
<b>Nature of Course</b>	<b>:Skill Enhancement Course(SEC)</b>
<b>Total Credits</b>	<b>:3 Credits</b>
<b>Distribution of Marks</b>	<b>:50(End Sem.)+25(Practical)</b>

### Course Objectives:

Describe the concept and features of ICT  
Understand the role of ICT in education  
Application of ICT devices

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (20Marks)	INTRODUCTION TO ICT o Concept and features of ICT o Introduction to ICT devices: Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board o Concept of Computer Assisted Learning. o Role of ICT in Teaching Learning process o Concept and Elements of e-learning o Understanding Internet as source of e-learning	07	-	3	10
Unit-2 (15Marks)	APPLICATION OF ICT IN EDUCATION o Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint o E- ways of Learning: E-content and E- book o E-Learning through Mobile apps o E-content design- graphic, audio-video	07	-	3	10
Unit-3 (15Marks)	APPLICATION OF ICT IN TEACHING LEARNING o Teaching Learning in Virtual Classroom o Blended learning and flipped classroom o Learning Management System (LMS) through Google classroom, Moodle o Concept, importance and application of MOOCs o SWAYAM as e-learning platform	07		3	10
	Total	21	-	9	30

Where, L:Lectures, T:Tutorials, P:Practicals

### Mode of Practical Assessment:

#### Any activity of the followings:

Home assignment related to the course content  
Power Point presentation by using ICT tools  
Participate in any online course of minimum one week duration  
Any other activities suggested by the course teacher

### Suggested Readings:

1. Singh,R.(2021).Information Communication Technology.  
<https://www.researchgate.net/publication/350087090> Information Communication Technology
2. Ratheeswari, K. (2018). Information Communication Technology in Education. Journal of Applied and Advanced Research,  
3. S45-S47. <http://dx.doi.org/10.21839/jaar.2018.v3iS1.169>
3. Farooq, M., Kawoosa, H.S. & Muttoo, M.A. (2017). CAL: Computer Assisted Learning. International Journal of Computer Science and Mobile Computing, 6 (6), 254-258.  
<https://www.ijcsmc.com/docs/papers/June2017/V6I6201750.pdf>

## DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER (Minor A)

<b>Course Title</b>	<b>:Educational Technology and Teaching Methods</b>
<b>Course Code</b>	<b>:MIN-EDU-4.1</b>
<b>Nature of Course</b>	<b>:Minor(i)</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To understand about educational technology in teaching learning process
- To acquaint with innovations in the field of education through technology
- To understand about various methods and devices of teaching
- To acquaint students with levels, effectiveness of teaching and classroom management
- To understand the strategies of effective teaching as a profession.

<b>Units:</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
<b>Unit-1</b> (20 marks)	<b>Educational technology:</b> <ul style="list-style-type: none"> <li>• Meaning and nature of Educational technology</li> <li>• Components of Educational Technology- Hardware and Software and Systems Approach</li> <li>• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction</li> <li>Information and Communication Technology in teaching-learning</li> <li>• Concept, nature and components of communication technology</li> <li>• Marks of effective classroom communication</li> <li>• Barriers of effective classroom communication</li> </ul>	14	1	-	15
<b>Unit-2</b> (15 marks)	<b>Models of teaching</b> <ul style="list-style-type: none"> <li>• Concept, nature and characteristics</li> <li>• Inquiry model</li> <li>• Personalized system of instruction</li> <li>• Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning</li> </ul>	14	1	-	15
<b>Unit-3</b> (15 marks)	<b>Methods and techniques of teaching:</b> <ul style="list-style-type: none"> <li>• Teaching learning process- Meaning and Nature of teaching and learning</li> <li>• Criteria of good teaching</li> <li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li> <li>• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning</li> </ul>	14	1	-	15
<b>Unit-4</b> (10 marks)	<b>Lesson Planning and Micro Teaching:</b> <ul style="list-style-type: none"> <li>• Lesson plan –Its meaning and Importance</li> <li>• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li> <li>• Herbartian Steps of Lesson Planning</li> <li>• Criteria of a good lesson plan</li> <li>• Micro teaching- meaning and components</li> </ul>	14	1	-	15

56    4    -    60

Where, L:Lectures, T:Tutorials, P:Practical

**Modes of In-Semester Assessment:**

**40 Marks**

- 1) One sessional test -
- 2) Any three of the following activities listed below -
  - i. Class assignment/home assignment/case studies
  - ii. Class test/Unit test
  - iii. Field work
  - iv. Group discussion
  - v. Seminar presentation
  - vi. Participation in class discussion
  - vii. Quiz

20 Marks  
20 Marks

**Learning Outcomes:** After completion of this course the learner will be able to:

- Understand the objectives of educational technology in teaching learning process
- Acquaint with innovations in the field of education through technology
- Understand about various methods and devices of teaching
- Acquaint with levels, effectiveness of teaching and classroom management
- Understand the strategies of effective teaching as a profession.

**Suggested Readings:**

- > Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- > Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- > Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- > Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- > Mangal, S.K. and Mangal, Verma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- > Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: SahityaMudranalaya
- > Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- > Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation
- > Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
- > **Kalita, Utpal & Saikia, Indira (2020): Saikshik Prajuktibignan Aaru Sikshan Padhati, Shanti Prakashan, Guwahati**

## DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER (Minor A)

**Course Title** :Emerging Issues In Education  
**Course Code** :MIN-EDU-4.2  
**Nature of Course** :Minor (ii)  
**Distribution of Marks** :60(End-Sem.)+40(In Sem.)

### Objectives:

- To acquaint with major emerging issues national, state, and local
- To discuss various concepts of Liberalisation, Privatisation and Globalisation
- To acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- To discuss Environmental and Population Education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Social Inequality in Education and Constitutional Safeguards</b> <ul style="list-style-type: none"><li>• Concept of Social Inequality</li><li>• Constitutional Provision for Ensuring Equality in Education</li><li>• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam</li><li>• Education for Backward Children, Child Labour, Street Children and Slum Dwellers</li></ul>	16	0 2	-	18
Unit-2 (15 Marks)	<b>Liberalisation, Privatisation and Globalisation of Education</b> <ul style="list-style-type: none"><li>• Liberalisation: Concept and its impact on education</li><li>• Privatisation: Concept and its impact on education</li><li>• Globalisation: Concept and its impact on education</li><li>• Public-private Partnership</li><li>• Education as investment</li></ul>	12	0 1	-	13
Unit-3 (15 Marks)	<b>Issues related to Students</b> <ul style="list-style-type: none"><li>• Youth Unrest: Concept, Causes and Remedies</li><li>• Campus Disturbance: Concept, Causes and Remedies</li><li>• Examination Anxiety: Concept, Causes and Remedies</li><li>• Issues related to Educated Unemployment.</li></ul>	14	0 1	-	15
Unit-4 (15 Marks)	<b>Environmental Education and Population Education</b> <ul style="list-style-type: none"><li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li><li>• Role of Environmental Education for Sustainable Development</li><li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li><li>• Population Explosion: Its Causes and Consequences</li><li>• Population Education for Population Control</li></ul>	13	0 1	-	14
Total		55	05	-	60

Where, L:Lectures T:Tutorials P:Practicals

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course, students shall be able to;

Understand and acquaint with major emerging issues at national, state, and local level

Understand the impact of Liberalisation, Privatisation and Globalisation in Education

Develop understanding about issues related to Students

Explain Environmental and Population Education

**Suggested Readings:**

- > Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.
- > Chandel and Nand (2011). Population Education. Agra: Shri Vinod Pustak Mandir.
- > Krishnamacharyulu, V. (2005). Environmental Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- > Mishra and Mohanty (2013). Trends and Issues in Indian Education. Meerut: R. Lall Book Depot.
- > Taj, Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- > Tiwari, R.P. Problems of Education in N.E. India. Ludhiana: Tandon Publications.

## DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER (Minor B)

<b>Course Title</b>	<b>:Educational Technology and Teaching Methods</b>
<b>Course Code</b>	<b>:MIN-EDU-4.1</b>
<b>Nature of Course</b>	<b>:Minor (i)</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To understand about educational technology in teaching learning process
- To acquaint with innovations in the field of education through technology
- To understand about various methods and devices of teaching
- To acquaint students with levels, effectiveness of teaching and classroom management
- To understand the strategies of effective teaching as a profession.

<b>Units:</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
<b>Unit-1</b> (20 marks)	<b>Educational technology:</b> <ul style="list-style-type: none"> <li>• Meaning and nature of Educational technology</li> <li>• Components of Educational Technology- Hardware and Software and Systems Approach</li> <li>• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction</li> <li>Information and Communication Technology in teaching-learning</li> <li>• Concept, nature and components of communication technology</li> <li>• Marks of effective classroom communication</li> <li>• Barriers of effective classroom communication</li> </ul>	14	1	-	15
<b>Unit-2</b> (15 marks)	<b>Models of teaching</b> <ul style="list-style-type: none"> <li>• Concept, nature and characteristics</li> <li>• Inquiry model</li> <li>• Personalized system of instruction</li> <li>• Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning</li> </ul>	14	1	-	15
<b>Unit-3</b> (15 marks)	<b>Methods and techniques of teaching:</b> <ul style="list-style-type: none"> <li>• Teaching learning process- Meaning and Nature of teaching and learning</li> <li>• Criteria of good teaching</li> <li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li> <li>• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning</li> </ul>	14	1	-	15
<b>Unit-4</b> (10 marks)	<b>Lesson Planning and Micro Teaching:</b> <ul style="list-style-type: none"> <li>• Lesson plan –Its meaning and Importance</li> <li>• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li> <li>• Herbartian Steps of Lesson Planning</li> <li>• Criteria of a good lesson plan</li> <li>• Micro teaching- meaning and components</li> </ul>	14	1	-	15

56 4 - 60

Where, L:Lectures, T:Tutorials, P:Practical

**Modes of In-Semester Assessment:**

**40 Marks**

- 1) One sessional test -
- 2) Any three of the following activities listed below -
  - i. Class assignment/home assignment/case studies
  - ii. Class test/Unit test
  - iii. Field work
  - iv. Group discussion
  - v. Seminar presentation
  - vi. Participation in class discussion
  - vii. Quiz

20 Marks  
20 Marks

**Learning Outcomes:** After completion of this course the learner will be able to:

- Understand the objectives of educational technology in teaching learning process
- Acquaint with innovations in the field of education through technology
- Understand about various methods and devices of teaching
- Acquaint with levels, effectiveness of teaching and classroom management
- Understand the strategies of effective teaching as a profession.

**Suggested Readings:**

- Aggarwal J.C. (2005). Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.
- Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. and Mangal, Verma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: SahityaMudranalaya
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
- Kalita, Utpal & Saikia, Indira (2020): Saikshik Prajuktibignan Aaru Sikshan Padhati, Shanti Prakashan, Guwahati