



# DON BOSCO COLLEGE

Dhodar Ali Road, Railway Gate No 3  
P.O. Golaghat – 785 621  
Assam

Phone: 9508989780  
www.dbcgolaghat.com  
dbcgolaghat@gmail.com

Ref No: DBC/

Date:

## Courses that include experimental learning through project work/field work/internship

Courses	Total No of Courses	No of Paper having Project Work/Field Study	No. of Students		
			2018-19	2019-20	2020-21
B.com	31	1	11	13	15
B.A. Education	24	3	27	42	39
B.A. English	26	Nil			
B.A. Political Science	22	Nil			
B.A. Sociology	22	Nil			
Total	125	4	38	55	54


Percentage Per year =  $4/125 * 100 = 3.2$

5-year total Percentage =  $3.2 * 5 = 16$

Average Percentage =  $16/5 = 3.2$

No. of students undertaking project work/field work/internship = 54

Percentage of students undertaking project work / field work /Internship =  $54/362 * 100 = 14.91$

  
Principal  
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## Syllabus of Practice Teaching

**EDUCATION**  
**EDNM- 505**  
**PRACTICE TEACHING**  
**TOTAL MARKS – 50**  
**(40 Marks for End Semester Written Examination and**  
**10 Marks for Internal Assessment)**

**OBJECTIVES:**

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

**COURSE CONTENTS:**


**UNIT I : PROVIDING KNOWLEDGE ABOUT THE COMPONENTS OF SOME TEACHING SKILLS AND THEIR PRACTICE THROUGH MICRO TEACHING: (10 Marks) 15 Classes**

- 1.1 Introducing a lesson
- 1.2 Blackboard writing
- 1.3 Questioning (Fluency in questioning and Probing questioning)
- 1.4 Stimulus variation.
- 1.5 Reinforcement
- 1.6 Explanation.
- 1.7 Achieving closure.

**UNIT II: A MINIMUM LESSON PLAN FROM 3(THREE) CATEGORIES AND 2 (TWO) FROM EACH CATEGORIES. (15 Marks) 10 Classes**

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

Education 35

  
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## Syllabus of Project Work

### Course No:604: BASICS OF ACADEMIC PROJECT PREPARATION. (PRWK)

**Unit-I: Introduction:** Types of research projects, fact, concept and theories; planning the research project-essential ingredients of planning; developing research questions. Research Design-Components.

**Unit-II: Data Collection:** Types of Data-Secondary Data-types of secondary data; sources of secondary data, Primary Data-types of interview, role of interview in data collection, interview skills and interviewer's effect.

**Unit-III: Tools of data collection:** questionnaires; types, dealing with non-responses, designing the questionnaire, various methods sampling for collection of data.

**Unit-IV: Data Processing, analysis interpretation and writing the research project report:** Quantitative data analysis, Quantitative data analysis, writing of the research report-format of research reports, referencing.

#### Text & Reference Books:

1. Kothari C.R., Research Methodology, Wishwa Prakashan, New Delhi
2. Goode, W.J. & Hatt P.K., Methods in Social Research (Mc. Graw Hill, New Delhi, 1981).
3. Gopal, M.H., An Introduction to Research Procedure in Social Sciences (Media Promoters & Publishers Pvt. Ltd., Bombay).
4. A Hand book of student Research Project, Department of Commerce, D.U..

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UG Curriculum  
of  
Education  
under  
CBCS, 2019

**(HONOURS)**



**Recommended by the Board of Studies in Education,  
Dibrugarh University in its meeting held on 30th & 31<sup>st</sup>  
March 2017**

**Department of Education  
Dibrugarh University**

**UG Curriculum of Education under CBCS  
2019**

**DIBRUGARH  UNIVERSITY**

**SEMESTER-WISE DISTRIBUTION OF COURSES IN BA EDUCATION HONOURS  
(CBCS)**

Sem	CORE COURSE (14 courses) (6 credits each)	Ability Enhancement Compulsory Course (AECC) (3 courses)	Skill Enhancement Course (SEC) (2 courses)	Discipline Specific Elective (DSE) (4 courses) (6 credits each)	Generic Elective (GE) (4 courses) (6 credits each) (For the students opting other than education as honours subject)	Total Credits in each Sem
I	<b>EDNH101:</b> Philosophical Foundations of Education	<b>AECC1:</b> Communicative English (2 C)			<b>Any One-</b>  <b>GEED101:</b> Guidance And Counselling  <b>GEED102:</b> Value Education	22
	<b>EDNH102:</b> Sociological Foundations of Education	<b>AECC2:</b> MIL/ Communicative Hindi/ Alternative English (2C)				
II	<b>EDNH201:</b> Psychological Foundations of Education	<b>AECC3:</b> Environmental Science/ Studies (2C)			<b>Any One-</b>  <b>GEED201:</b> Human Right Education	20
	<b>EDNH202:</b>					

	Educational Administration and Management				<b>GEED202:</b> Gender and Education	
III	<b>EDNH301:</b> Great Educators and Educational Thoughts		SEC-1.1 (2C)		<b>Any One-</b>	26
	<b>EDNH302:</b> Measurement and Evaluation in Education				<b>GEED301:</b> Inclusive Education	
	<b>EDNH303:</b> Experimental Psychology and Laboratory Practical				<b>GEED302:</b> Mental Health Issues	
IV	<b>EDNH401:</b> Education in Pre-Independent India		SEC-1.2 (2C)		<b>GEED401:</b> Economics of Education	26
	<b>EDNH402:</b> Techniques of Teaching (4 credits)					
	<b>EDNH4020:</b> Teaching Practice (2 credits)					
	<b>ENH403:</b> Educational Technology					
V	<b>EDNH501:</b> Education in Post-Independent India				<b>Any two:</b> <b>DSEED501:</b> Guidance and Counselling <b>DSEED502:</b> Value Education <b>DSEED503:</b> Inclusive Education <b>DSEED504:</b> Mental Health Issues	24
	<b>EDNH502:</b> Education in World Perspective					
VI	<b>EDNH601:</b> Emerging trends in Indian Education				<b>Any two:</b> <b>DSEED601:</b> Human Rights Education <b>DSEED602:</b> Economics of Education	24
	<b>EDNH602:</b> Child & Adolescent Psychology					



				DSEED603: Gender & Education		
				DSEED604: Project Report		
<b>Total Credit</b>						<b>142</b>

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcome:** On completion of the course, the students will be able to-

1. describe the modern concept, aims, functions and role of education.
2. describe the role of Philosophy in Education.
3. explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.
4. appraise the contribution of the given philosophers in the domain of education.

**Course Content:**

Unit	Content	Marks	L	P	T
I	<b>Concept of Education</b>	16	(13)		3
	1.1 Meaning, Nature and Scope of education		2		
	1.2 Types (Formal, Informal and Non-formal)		2		
	1.3 Aims of education-- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education.		4		
	1.4 The functions of Education		5		
	• Individual development (Development of skill, basic knowledge, interest and appreciation).				
	• Acquaintance with heritage, (preservation and transmission).				
	• Development of human values, (Social, moral and Aesthetic)				

6. Freeman Frank S. , *Theory & Practice of Psychological Testing*; New Yark;Holt, Rinehart & Winston
7. Garrett, Henry E and Woodworth R.S., - *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.
8. Guilford J.P. - *Fundamental Statistics in Psychology and Education*, McGraw Hill Book Company Inc. New York, 1956
9. Minden Dr Jack Jr Van, *All About Psychological Tests and Assessment Centres*, Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , *Handbook on Paper Setting*, NCERT, 2002
11. Sarmah, H.K. *Parisankhys Bigyan aru Manoboigyanic Parimapan*
12. Sarmah, M.K. *Saikhik Porimapon aru Porisankhya Bigyan*
13. Sibia A., *Valuing Teacher Questioning*, NCERT, New Delhi-110016, 2002
14. Singh A., *Instructional Objectives of School Subjects*, NCERT, New Delhi-110016, 2004
15. Singh A.K.: *Tests, Measurement and Research Methods in Behavioural Science*; Bharati bhawan , Patna -800003, 2012 print
16. Thorndike , R.L. & Hagen , E.P: *Measurment & Evaluation in Psychology & Education*; John Wiley & Sons; New York.

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**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcome:** On completion of the course, the students will be able to :

1. explain the concept, scope and need of Experimental psychology.
2. conduct and report of psychological experiments.



3. describe the meaning and nature of memory, Immediate memory, memory span and its related practical.
4. explain the concept of attention, span of attention and its related practical.
5. explain the concept, theories and methods of learning and its related practical.
6. state the concept of personality, different techniques of personality testing and its related practical.
7. state the concept of intelligence, historical background of intelligence testing and its related practical.

**Course content:**

Unit	Content	Marks	L	P	T
I	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. <ul style="list-style-type: none"> <li>• Title.</li> <li>• Statement of objectives.</li> <li>• Hypotheses</li> <li>• Historical and theoretical background</li> <li>• Experimental Design.</li> <li>• Methodology and procedure.</li> <li>• Introspective Report.</li> <li>• Result, discussion, observation and Conclusion</li> </ul>	15	(12) 1 1 2 2 4 1 1	(6)   6	
II	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. <ol style="list-style-type: none"> <li>a) Memory span for digits.</li> <li>b) Memory span for letters.</li> <li>c) Memory span for words and Non-sense syllables</li> <li>d) Recall and Recognition</li> </ol>	13	(7) 1 2 2 1 1	(12)   12	
III	Attention : 3.1 Concept of attention 3.2 Types of attention (Selective attention, Alternating attention & Divided attention) 3.3 Conditions of attention		(9) 1 2	(6)	

	3.4 Span of attention 3.5 Historical and theoretical background of testing attention 3.6 Testing of attention a. Division of attention b. Span of apprehension c. Distraction of attention	12	2 1 1 2	6	
IV	Learning : 4.1 Concept of learning 4.2 Types of learning (Visual, Aural, Verbal, Physical) 4.3 Historical background of testing learning 4.4 Testing of learning a. Mirror Learning b. Maze learning c. Part and whole method d. Mass Vs Space practice	13	(7) 1 2 4	(12) 12	
V	Personality : 5.1 Concept of personality 5.2 Historical background of personality assessment 5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method) 5.4 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association	14	(8) 2 1 3 2	(12) 12	
VI	Intelligence : 6.1 Concept of Intelligence. 6.2. Historical background of intelligence Testing. 6.3. Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test(Linguistic Intelligence)	13	(5) 2 2 1	(16) 16	
	Total	80	48	64	

**In-semester Assessment:**

**Marks 20**

**A. Sessional Activities (The teacher may assign the following):**

**Marks: 3+2=5**

- a. Assignment on any theoretical component of the course.
- b. Assessment of the laboratory note books

**B. Sessional Test (the students will conduct any of the experiments/tests to be decided by lottery)**

**Marks 10**

**C. Attendance:**

**Marks 5**

**End semester assessment:** End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

a. One Experiment	Marks: 25
b. One Test	Marks: 25
c. Laboratory Note book	Marks: 10
d. Viva voce	Marks: 20

**Suggested Readings:**

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.
2. Deka, B & Ali, L. *Educational Measurement of Psychological Practicals*, Banalata Guwahati.
3. Mathur, S.S., *Educational Psychology*, agarwal Publication, Agra-2.
4. Mahanta, Anita, *Manobigyan Aru Parisankhya Bigyanar Abhikhyasamuh*, Saraswati Prakashan, Golaghat.
5. Saikia R.L., *Psychological and Statistical Experiments in Education*, Saraighat Printers M.C. Road, Guwahati, Assam.
6. Hussain Akbar, : *Experiments in Psychology*, published by Motilal Banarsidass, Delhi.
7. Mohsin, S.M. : *Experiments in Psychology*, published by Motilal Banarsidass, Delhi.

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**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH4020: TEACHING PRACTICE  
CREDIT: 2  
[MARKS: 40 (IN-SEMESTER: 8; END-SEMESTER: 32)]**

**Expected Learning Outcome:** On completion of the course, the students will be able to:

1. demonstrate a few teaching skills in classroom.
2. integrate the teaching skills in real classroom situations.
3. prepare lesson plans for Microteaching and Practice teaching.

**Course Content:**

Unit	Content	Marks	L	P	T
I	<b>PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING:</b> 1.1 Introducing a lesson 1.2 Blackboard writing	7		28	



5. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH403: EDUCATIONAL TECHNOLOGY  
CREDIT: 6  
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

**Expected Learning Outcome:** On completion of the course, the students will be able to:

1. describe the concept, nature and components of Educational Technology
2. distinguish between Educational technology and Instructional Technology
3. apply ICT in teaching learning
4. describe the concept, components and characteristics of communication
5. demonstrate the skills of effective communication
6. apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.

**Course Contents:**



**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
DSEED604: PROJECT REPORT  
CREDIT: 6  
[MARKS: 100 ( IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcome:** *After completion of this course, the student will be able to :*

1. explain the process of conducting a Project.
2. identify the problems for Educational Project.
3. solve problems faced in educational field through project.
4. prepare a project report:

Unit	Content	Marks	L	P	T
I	<b>1.0 Introduction to the Project</b> 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project <ul style="list-style-type: none"> <li>• Identification of Problem</li> <li>• Formulation of Objective</li> <li>• Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc.</li> <li>• Selection of Sample</li> <li>• Collection of Data</li> <li>• Analysis and interpretation of data</li> <li>• Report Writing</li> </ul> 1.4 Challenges of conducting a Project		10		

	(The teacher will have to take theory classes on the topics assigned in this unit)				
II	<b>2.0 Preparation of Project report:</b> The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> <li>• Title of the Project</li> <li>• Introduction</li> <li>• Rationale of the study</li> <li>• Objectives of the Study</li> <li>• Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data)</li> <li>• Analysis and Interpretation of data with illustrations</li> <li>• Findings of the study</li> </ul> (The teacher shall provide guidance to the students throughout the Project.)		5		
	Total				

**In-semester Assessment:**

**Marks 20**

- **Conducting the project and preparing the report**
- **Sessional Tests on the content of the first unit:**
- **Attendance:**

**Marks 5**

**Marks 10**

**Marks 5**

**End-Semester Assessment:**

**80**

The end-semester assessment will be based on the project report and *viva voce*. The assessment will be carried out by a team of examiners consisting of at-least one external examiner and one internal examiner. The distribution of marks will be as follows:

- **Project report: 60**
- **Viva Voce: 20**

**Suggested Readings:**

1. Best, J.W. & Kahn, J.V. : *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Garrett, H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
3. Koul, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
4. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
5. Singh, A.K.: *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003