FYUGP Syllabus in Education
Gauhati University

(Recommended by the meeting of the CCS in Education held on 23.04.2026, the Joint Faculty meeting held on 20.05.2026, and the Academic Council held on 26.05.2026)

Department of Education
Guwahati, Assam
INDIA

Program Specific Outcomes (PSOs):

1. **Foundational Knowledge of Education:** Develop a comprehensive understanding of educational theories, philosophies, policies, and practices, and their application in various educational contexts.
2. **Pedagogical Skills:** Acquire and demonstrate effective teaching methods, instructional strategies, and classroom management techniques suitable for diverse learners.
3. **Research Competency:** Develop the ability to conduct educational research, analyze data, and apply findings to improve teaching-learning processes.
4. **Educational Psychology Application:** Understand and apply psychological principles to support student learning, motivation, and development.
5. **Curriculum Design and Assessment:** Gain skills to design, implement, and evaluate curricula that meet the needs of learners and educational standards.
6. **Technology Integration in Education:** Use modern educational technologies and digital tools to enhance teaching, learning, and administrative processes.
7. **Social and Ethical Responsibility:** Demonstrate a commitment to promoting equity, inclusivity, and ethical practices in educational settings and the broader community.
8. **Professional Communication:** Exhibit effective communication skills for interaction with students, parents, colleagues, and stakeholders in the education sector.
9. **Lifelong Learning:** Develop a disposition for continuous professional development and adapt to changing educational trends and challenges.
10. **Leadership and Collaboration:** Cultivate leadership and teamwork abilities to contribute to institutional growth and community engagement.

List of Major and Minor courses offered by the Department for the first three years of FYUGP Program

Semester	Major	Minor
First	1 (**EDU0100104: PRINCIPLES OF EDUCATION)**	1 (**EDU0100104: PRINCIPLES OF EDUCATION)**
Second	2 (**EDU0200104: EDUCATIONAL PSYCHOLOGY)**	2 (**EDU0200104: EDUCATIONAL PSYCHOLOGY)**
Third	3 (**EDU0300104: EDUCATIONAL SOCIOLOGY)**	3 (**EDU0300104: EDUCATIONAL SOCIOLOGY)**
	4 (**EDU0300204: EDUCATIONAL MANAGEMENT)**	
Fourth	5 (**EDU0400104: EDUCATIONAL PHILOSOPHY)**	4 (**EDU0400104: EDUCATIONAL PHILOSOPHY)**
	6 (**EDU0400204: DEVELOPMENT OF EDUCATION IN INDIA)**	
	7 (**EDU0400304: GUIDANCE AND COUNSELING)**	
	8 (**EDU0400404: HUMAN RIGHTS, VALUE AND PEACE EDUCATION)**	
Fifth	9 (**EDU0500104: EDUCATIONAL TECHNOLOGY)**	5 (**EDU0500104: EDUCATIONAL TECHNOLOGY)**
	10 (**EDU0500204: EMERGING ISSUES IN EDUCATION)**	
	11 (**EDU0500304: ENVIRONMENTAL EDUCATION)**	
Sixth	12 (**EDU0600104: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL)**	6 (Student must select any one paper) (**EDU0600104A: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL)** **Or** **(EDU0600304B: MENTAL HEALTH AND HYGIENE)**
	13 (**EDU0600204: EDUCATIONAL STATISTICS AND PRACTICAL)**	
	14 (**EDU0600304: MENTAL HEALTH AND HYGIENE)**	
	15 (**EDU0600404: GENDER STUDIES)**	

List of courses offered by the department for the first three years of FYUGP Program (MINOR ONLY STREAM)

Semester	**Minor**
First	1 (**EDU0100104: PRINCIPLES OF EDUCATION)**
Second	2 (**EDU0200104: EDUCATIONAL PSYCHOLOGY)**
Third	3 (**EDU0300104: EDUCATIONAL SOCIOLOGY)**
	4 (**EDU0300204: EDUCATIONAL MANAGEMENT)**
Fourth	5 (**EDU0400104: EDUCATIONAL PHILOSOPHY)**
	6 (**EDU0400204: DEVELOPMENT OF EDUCATION IN INDIA)**
	7 (**EDU0400304: GUIDANCE AND COUNSELING)**
Fifth	8 (**EDU0500104: EDUCATIONAL TECHNOLOGY)**
	9 (**EDU0500204: EMERGING ISSUES IN EDUCATION)**
Sixth	10 (Student must select any one papers) **(EDU0600504A: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL)** **Or** **(EDU0600504B: MENTAL HEALTH AND HYGIENE)** **11** (Student must select any one papers) **(EDU0600604A: EDUCATIONAL STATISTICS AND PRACTICAL)** **Or** **(EDU0600604B: GENDER STUDIES)**

Course Structure of Three Year of FYUGP (Semester 1st to 6th)

Semester	Course name	Course code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Internal marks	External Marks
				L	T	P			
1	**PRINCIPLES OF EDUCATION** Major1 & Minor1 (for Minor stream) & Minor1 (*For Major in other subject*)	**EDU0100104**	4	4	0	0	No	40	60
2	**EDUCATIONAL PSYCHOLOGY** Major2 & Minor2 (for Minor stream & Minor 1 (*For Major in other subject*)	**EDU0200104**	4	4	0	0	No	40	60
3	**EDUCATIONAL SOCIOLOGY** Major 3 & Minor3 (for Minor stream)	**EDU0300104**	4	4	0	0	No	40	60
	EDUCATIONAL MANAGEMENT Major 4 & Minor4 (For Minor stream) & Minor 3 (*for Major in other subject*)	**EDU0300204**	4	4	0	0	No	40	60
4	**EDUCATIONAL PHILOSOPHY** Major 5 & Minor 4(*For Major in other subject*)	**EDU0400104**	4	4	0	0	No	40	60
	DEVELOPMENT OF EDUCATION IN INDIA Major6 & Minor5 (for Minor stream)	**EDU0400204**	4	4	0	0	No	40	60
	GUIDANCE AND COUNSELING (Major7)	**EDU0400304**	4	4	0	0	No	40	60
	HUMAN RIGHTS, VALUE AND PEACE EDUCATION Major 8 & Minor6 (for Minor stream)	**EDU0400404**	4	4	0	0	No	40	60

5	**EDUCATIONAL TECHNOLOGY** Major 9 & Minor 7 (for Minor stream) & Minor 5 (*For Major in other subject*)	**EDU0500104**	4	4	0	0	No	40	60
	EMERGING ISSUES IN EDUCATION Major 10 & Minor 8	**EDU0500204**	4	4	0	0	No	40	60
	ENVIRONMENTAL EDUCATION Major 11	**EDU0500304**	4	4	0	0	No	40	60
6	**EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL** Major 12 & Minor 9 (for Minor stream)	**EDU0600104**	4	3	0	1	No	30	ESE: 45 Practical : 25
	EDUCATIONAL STATISTICS AND PRACTICAL Major13	**EDU0600204**	4	3	0	1	No	30	ESE: 45 Practical : 25
	MENTAL HEALTH AND HYGIENE Major14 & Minor 10 (for Minor stream)	**EDU0600304**	4	4	0	0	No	40	60
	GENDER STUDIES Major15 & Minor 11(for Minor stream) & Minor 6 (*For Major in other subject)*	**EDU0600404**	4	4	0	0	No	40	60

Course Structure of 4th Year of FYUGP
(Semester 7th and 8th)

Option 1 : Honours
Option 2 : Honours with Research

FYUGP					
7th Semester *Common for both Option 1 and Option 2*		**8th Semester**			
		Honours *Option 1*		**Honours with Research** *Option 2*	
1 Minor x 4 credit 3 Major x 4 credit Research Methodology	4 credits 12 credits 4 credits	1 Minor x 4 credit 3 Major x 4 credit 1 Project/ Seminar / Field work	4 credits 12 credits 4 credits	1 Minor x 4 credit 1 Major x 4 credit 1 Dissertation	4 credits 4 credits 12 credits
Total 20 credits		**Total 20 credits**		**Total 20 credits**	

Course Structure of 4th Year of FYUGP *Option 1 : Honours, Option 2 : Honours with Research*		
Semester	**Major**	**Minor**
Seventh (common for both Option-1 (Honours) and Option-2 (Honours with Research)	**EDU4700604MJ: INCLUSIVE EDUCATION**	**EDU4700604MN: INCLUSIVE EDUCATION**
	EDU4700304MJ: INDIAN KNOWLEDGE SYSTEM AND EDUCATION	
	EDU4700504MJ: ADULT AND CONTINUING EDUCATION	
	EDU4700104MJ: RESEARCH METHODOLOGY IN EDUCATION	
Eighth Option-1 (Honours)	**EDU4800204MJ: METHODS AND TECHNIQUES OF TEACHING**	**EDU4800204MN: METHODS AND TECHNIQUES OF TEACHING**
	EDU4800604MJ: CURRICULUM STUDIES	
	EDU4800504MJ: SKILL EDUCATION FOR YOUTHS	
	EDU4800104MJ: SEMINAR PAPER PREPARATION AND PRESENTATION	
Eighth Option-2 (Honours with Research)	**EDU4800204MJ: METHODS AND TECHNIQUES OF TEACHING**	**EDU4800204MN: METHODS AND TECHNIQUES OF TEACHING**
	EDU4800712MJ: DISSERTATION	

Semester 7

COURSE CODE	COURSE NAME	MAJOR/MINOR	COURSE_CATEGORY	TYPE	CREDIT
EDU4700604MJ	INCLUSIVE EDUCATION	MAJOR	COMPULSORY	THEORY	4
EDU4700604MN	INCLUSIVE EDUCATION	MINOR	COMPULSORY	THEORY	4
EDU4700304MJ	INDIAN KNOWLEDGE SYSTEM AND EDUCATION	MAJOR	COMPULSORY	THEORY	4
EDU4700504MJ	ADULT AND CONTINUING EDUCATION	MAJOR	COMPULSORY	THEORY	4
EDU4700104MJ	RESEARCH METHODOLOGY IN EDUCATION	MAJOR	COMPULSORY	THEORY	4
				Total Credit	20

Semester 8 (Honours and Honours with Research)

COURSE CODE	COURSE NAME	MAJOR/ MINOR	COURSE_CATEGORY	TYPE	CREDIT
EDU4800204MJ	METHODS AND TECHNIQUES OF TEACHING	MAJOR	COMPULSORY	THEORY	4
EDU4800204MN	METHODS AND TECHNIQUES OF TEACHING	MINOR	COMPULSORY	THEORY	4
EDU4800604MJ	CURRICULUM STUDIES	MAJOR	COMPULSORY	THEORY	4
EDU4800504MJ	SKILL EDUCATION FOR YOUTHS	MAJOR	COMPULSORY	THEORY	4
EDU4800104MJ	SEMINAR PAPER PREPARATION AND PRESENTATION	MAJOR	COMPULSORY	PROJECT	4
EDU4800712MJ	DISSERTATION	MAJOR	COMPULSORY	DISSERTATION	12
				Total Credit	20

Semester	Course name	Course code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Internal marks	External Marks
				L	T	P			
7th ***(common for both Option-1 (Honours) and Option-2 (Honours with Research)***	**INCLUSIVE EDUCATION (Major/Minor)**	**EDU4700604MJ (Major) EDU4700604MN (Minor)**	4	4	0	0	No	40	60
	INDIAN KNOWLEDGE SYSTEM AND EDUCATION (Major)	**EDU4700304MJ**	4	3	0	1	No	30	45 (ESE) 25 (Practical)
	ADULT AND CONTINUING EDUCATION (Major)	**EDU4700504MJ**	4	4	0	0	No	40	60
	RESEARCH METHODOLOGY IN EDUCATION (Major)	**EDU4700104MJ**	4	4	0	0	No	40	60
8th Option-1 (Honours)	**METHODS AND TECHNIQUES OF TEACHING (Major/Minor)**	**EDU4800204MJ (Major) EDU4800204MN (Minor)**	4	4	0	0	No	40	60
	CURRICULUM STUDIES (Major)	**EDU4800604MJ**	4	0	0	4	No	40	60
	SKILL EDUCATION FOR YOUTHS (Major)	**EDU4800504MJ**	4	4	0	0	No	40	60
	SEMINAR PAPER PREPARATION AND PRESENTATION (Major)	**EDU4800104MJ**	4	0	0	4	No	40	60
8th Option-2 (Honours with Research)	**METHODS AND TECHNIQUES OF TEACHING (Major/Minor)**	**EDU4800204MJ (Major) EDU4800204MN (Minor)**	4	4	0	0	No	40	60
	DISSERTATION (Major)	**EDU4800712MJ**	12	0	0	12	No	120	180

SEMESTER-1

Subject Name: Education
Course Code: EDU0100104
Course Name: PRINCIPLES OF EDUCATION
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Recall the meaning, types, and sound principles of education.
2. Explain the various aims of education, curriculum, democracy, discipline, and freedom.
3. Apply knowledge of the aims of education in real-life educational settings.
4. Analyze the role of democratic ideals in shaping educational structures and practices.

Unit No.	Contents
Unit-1	**Concept of Education** • Meaning, nature and scope of Education • Functions of Education • Different Forms of Education –Formal, Informal and Non-Formal Education and different agencies imparting Formal, Informal and Non-Formal Education • School and its manifold functions, Relationship between school and society • Development and present status of Distance and Open Education with special reference to India
Unit -2	**Aims of Education** • Concept and importance of Aim of Education • Determinants of Aims • Different Aims of Education and their pioneers • Individual vs. Social Aim, Liberal vs. Vocational Aim • Democratic, Citizenship, Moral and Complete Living as Aims of Education
Unit -3	**Curriculum** • Meaning and Nature of Curriculum and importance of Curriculum • Types of curriculum, Principles of Curriculum Construction, Determinants of Curriculum • Philosophical Bases of Curriculum construction specifically Idealism, Naturalism and Pragmatism • Correlation of Curriculum/Studies –meaning, importance and different types • Co-scholastic Activities - meaning, importance and different types
Unit -4	**Discipline and Freedom** • Meaning and Importance of Discipline and Freedom • Various Forms of Discipline, Discipline Vs. Order • Importance of Reward and Punishment in school • Concept of Freedom and Free discipline

	• Maintenance of Discipline in school
Unit -5	**Democracy and Education** • Meaning of Democracy in Education • Democracy and education for all • The Child in a democratic educational Environment • Role of teachers and administrators in Democracy • Methods of teaching in Democracy

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Reading:

- Aggarwal, J.C. (2010). *Theory and Principles of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia, K., & Bhatia, B.D. (1994). *Theory and Principles of Education: Philosophical & Sociological Bases of Education* (20th ed.). New Delhi: Doaba House.
- Chatterjee, S. (2012). *Principles and Practices of Modern Education*. New Delhi: Books & Allied Pvt. Ltd.
- Goswami, D. (2012). *Principles of Education*. Guwahati: LBS Publications.
- Kalita, U., Saharia, S.B., & Sharma, A. (2019). *Sikshar Niti*. Guwahati: Tushar Publishing House.
- Raymont, T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross, J.S. (1945). *The Groundwork 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: Dhanpat Rai Publishing Company Pvt. Ltd.

SEMESTER-2

Subject Name: Education
Course Code: EDU0200104
Course Name: EDUCATIONAL PSYCHOLOGY
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Explain the relationship between education and psychology.
2. Discuss the need for educational psychology in the teaching-learning process.
3. Describe the nature and major theories of learning, and explain the role of motivation in learning.
4. Illustrate the concepts of memory, forgetting, attention, and interest and their implications for learning.
5. Interpret theories and measurements of intelligence, and identify different types of personality and adjustment mechanisms.
6. Analyze the types of exceptional children and evaluate the significance of individual differences in the classroom.

Units	Contents
Unit- 1	**Psychology and Education:** • Meaning and nature of Psychology • Relation between education and psychology • Educational Psychology-Nature and Scope, • Importance of Educational Psychology in teaching –learning process
Unit- 2	**Learning and Motivation:** • Learning -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, law of effect • Factors affecting learning • Motivation-meaning, role of motivation in learning
Unit- 3	**Memory, Attention and Interest:** • Memory—Meaning, nature and types • Economy in memorization through different methods • Forgetting—meaning and causes • Attention-concept, characteristics, determinants and types • Interest-Meaning, relation between Attention and Interest • Role of attention and Interest in learning
Unit- 4	**Intelligence, Creativity and personality** • Intelligence-Meaning, nature and theories: Two-factor theory, Group factor theory • Creativity-concept, characteristics • Personality—meaning and nature • Theories of personality-Type and trait theory

Unit- 5	**Exceptional children & Individual Differences** • Concept of Exceptional Children and their types • Identification and Characteristics of Gifted, Intellectually Challenged and Children with Learning Disabilities • Education of Exceptional Children • Individual Differences-Meaning and Nature; Psychological implications of Individual Differences in the Classroom and role of the teachers.

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Baron, R.A. (2001). *Psychology*. New Delhi: Prentice Hall of India.
- Biehler, R.F., & Snowman, J. (1993). *Psychology Applied to Teaching*. Boston: Houghton Mifflin.
- Chauhan, S.S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D., & Crow, A. (1962). *Educational Psychology*. New Delhi: Prentice Hall.
- Guilford, J.P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
- Kuppuswamy, B. (2013). *Advanced Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati: [Publisher not specified].
- Skinner, C.E. (2012). *Educational Psychology (E-Edition)*. New Delhi: Prentice Hall.

SEMESTER-3

Subject Name: Education
Course Code: EDU0300104
Course Name: EDUCATIONAL SOCIOLOGY
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Explain the concept and nature of **sociology.**
2. Analyze the **relationship between sociology and education.**
3. Describe the concept and nature of **culture.**
4. Analyze the **interrelationship between culture and education.**
5. Illustrate the concept and processes of **socialization.**
6. Explain the **role of education in the process of socialization.**
7. Describe the **concept, nature, and factors influencing social change.**
8. Explain the **role of education in facilitating social change.**
9. Describe the **concept, nature, and types of social groups.**
10. Analyze the **differences between social group and crowd.**

Units	**Contents**
Unit- 1	**Sociology and Education** • Concept, Nature and Methods of Sociology • Educational Sociology: Meaning, Nature, Scope and its importance • Relation between Education and Sociology
Unit- 2	**Culture and Education** • Concept, Nature and Functions of Culture • Types of Culture: Material and Non-Material Culture • Relationship between Culture and Education
Unit- 3	**Socialization** • Concept, Nature and Processes of Socialization • Agents of Socialization: Family and School • Education as a Socialization Process
Unit- 4	**Social Change** • Concept and Nature of Social Change • Factors of Social Change • Education as an instrument of Social Change

Unit- 5	**Social Group** • Meaning and Nature of Social Group • Difference between Social Group and Crowd • Types of Social Group: Primary and Secondary Group • Importance of Primary and Secondary Groups

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Bhatia &Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954): *Educational Sociology (2nd Edition).* New York: Prentice Hall.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Ogburn, W.F. &Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought.* New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

SEMESTER-3

Subject Name: Education
Course Code: EDU0300204
Course Name: EDUCATIONAL MANAGEMENT
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Explain the basic concepts, principles, and functions of educational management.
2. Identify and apply various educational resources effectively in teaching-learning and administrative contexts.
3. Analyze the concept, objectives, and significance of educational planning in the development of the education system.
4. Evaluate different types of financial resources and demonstrate the ability to manage financial aspects in educational institutions.

Units	Contents
Unit- 1	**Introduction to Educational Management** • Meaning, nature and scope of Educational Management • Objectives/Purpose of Educational Management • Principles of Educational Management • Types of Educational Management Centralised Vs. Decentralised Autocratic Vs. Democratic Creative Vs. Laissez-Faire Management • Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling • Classroom Management- Principles, Strategies and Techniques.
Unit- 2	**Resources in Education** • Meaning of resources • Types of resources- Human resource, Material resource and Financial resource • Management of Human, Material and Financial resources • Optimum Utilization of resources in educational institutions
Unit- 3	**Educational Planning** • Meaning, Nature and Importance of educational planning • Types of educational planning • Principles of educational Planning • Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT

Unit- 4	**Institutional Planning** • Concept, Nature, and Scope of Institutional Planning • Institutional Planning for Infrastructural Development and Personnel Development • Procedure of Institutional Planning • Organisation of Time Table and Co-curricular Activities
Unit- 5	**Financing of Education and Recent Trends in Management** • Concept of Educational Finance • Sources of Educational Finance • Principles of Educational Finance • Budget: Concept and Components, Process of Preparing Institutional Budget • Recent Trends in Educational Management - Total Quality Management - SWOT Analysis

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Bhatnagar, R.P., & Gupta, V. (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, S. (2012). *Educational Management: Theory and Practice*. Guwahati: EBH Publishers.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur, S.S., & Mathur, S. (2010). *School Organisation and Management*. Agra: Agrawal Publications.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India.
- Taj Haseen, & Bhatnagar, P. (2012). *Modern Perspectives of Organizational Behaviour*. Agra: Harprasad Institute of Behavioural Studies.

SEMESTER-4

Subject Name: Education
Course Code: EDU0400104
Course Name: EDUCATIONAL PHILOSOPHY
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Define and explain the concept, nature, functions, and branches of philosophy.
2. Compare and analyze the relationship between philosophy and science.
3. Describe the concept, nature, scope, and functions of educational philosophy.
4. Examine the interrelationship between philosophy and education.
5. Identify and explain the fundamental principles of different Indian schools of philosophy.
6. Critically analyze the educational implications of various Indian philosophical schools.
7. Identify and explain the core tenets of different Western schools of philosophy.
8. Evaluate the educational implications of major Western philosophical schools.
9. Interpret the educational philosophies of great philosophers and assess their contributions to the field of education.

Units	Contents
Unit -1	**Philosophy** • Concept, Nature and Scope of Philosophy • Functions and branches of Philosophy • Relationship of Philosophy with Science
Unit -2	**Educational Philosophy** • Concept, Nature and Scope of Educational Philosophy • Functions of Educational Philosophy • Relationship between Philosophy and Education
Unit -3	**Indian Schools of Philosophy** • Vedic Philosophy and their Educational Implications • Buddhist Philosophy and their Educational Implications • Islamic Philosophy and their Educational Implications
Unit -4	**Western Schools of Philosophy** • Idealism and their Educational Implications • Pragmatism and their Educational Implications • Naturalism and their Educational Implications
Unit -5	**Great Philosophers** • Contribution of Indian Philosophers: Swami Vivekananda and Rabindranath Tagore • Contribution of Western Philosophers: John Dewey and Jean-Jacques Rousseau

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Shrivastava, K. K. (2003). *Philosophical Foundation of Education*. Kanishka Publishers, Distributors, New Delhi.
- Chaube, S. P., & Choubey, Akhilesh. *Philosophical and Sociological Foundations of Education*. Vinod Pustak Mandir, Agra-2.
- Sahu, Bhagirathi (2002). *The New Educational Philosophy*. Sarup and Sons, New Delhi.
- Wingo, G. Max (1975). *Philosophies of Education*. Sterling Publishers Pvt. Ltd., New Delhi.
- Brubacher, J. S. (1950). *Modern Philosophies of Education*. McGraw-Hill Book Company, New York, Toronto, London.
- Chakrabarti, Mohit (2002). *Pioneers in Philosophy of Education*. Concept Publishing Company, New Delhi.
- Goswami, Dulumoni (2014). *Philosophy of Education*. DVS Publishers, Guwahati.
- Magee, Bryan. *The Story of Philosophy*. Dorling Kindersley, London.

SEMESTER-4

Subject Name: Education
Course Code: EDU0400204
Course Name: DEVELOPMENT OF EDUCATION IN INDIA
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Recount the concept of Ancient Indian education system
2. Describe the education system in Ancient India, particularly Vedic Education
3. Examine the education system in Medieval India
4. Analyse the education system during British Period
5. Interpret the educational situation during the time of Independence
6. Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
7. Analyse the National Policy on Education in different times
8. Familiarize with the recent Educational Development in India

Unit No	Contents
Unit- 1	**Education in Ancient and Medieval India** • **Education in Ancient India** The Vedic System of Education: Concept and Salient Features • **Education during Buddhist Period** General Features of Buddhist Education Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, • **Education in Medieval India** • **The Islamic System of Education** General Features of Muslim Education, Defects of Muslim Education
Unit-2	**Education in British India: The 19th Century** • Educational Activities of Missionaries in Assam • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Wood's Dispatch of 1854 • Indian Education Commission-1882
Unit-3	**Education in British India: 19th Century, before independence** • Indian University Commission- 1902, Major Recommendations • Lord Curzon's Education policy on Primary, Secondary and Higher Education, The University Act of 1904

	• Gokhale's Bill for Compulsory Primary Education- 1910-1912 • Calcutta University Commission-1917, Major Recommendations • Hartog Committee Report-1929, • Basic Education-1937 • The Sargent Report- 1944
Unit-4	**Development of Indian Education: the post-independence period** • University Education Commission – 1948, Recommendations and evaluation of the recommendations • Educational Provisions of the Indian Constitution and their Implementation • Secondary Education Commission-1952-53, recommendations and evaluation • Education Commission 1964-66, Major recommendations, Critical assessment and relevance of the recommendation in the present education system • National Policy on Education-1968 and its evaluation and implementation • National Education Policy 1986 and Revised National Policy of Education- 1992
Unit-5	**Recent Developments and Programmes in Indian Education** • The National Knowledge Commission Report**,** Background and Recommendations • Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education, Recommendations • Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • National Education Policy 2020, Paradigm shift in School Education and Higher Education including Teacher Education.

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Aggarwal, J. C. (2004). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P., & 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.
- Thakur, A. S., & Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.
- MHRD, Government of India. (2019). *Draft National Education Policy 2019*. New Delhi.
- Baruah, Jatin. *Bharatar Shiksha Etihasar Adhyan* (Assamese). Guwahati: Lawyers Book Stall.
- Ministry of Education, Government of India. *Rastriya Shiksha Niti 2020* (Assamese). New Delhi: Shiksha Mantralaya, Bharat Sarkar.

SEMESTER-4

Subject Name: Education
Course Code: EDU0400304
Course Name: GUIDANCE AND COUNSELING
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Understand the concept, need, and importance of Guidance and Counselling.
2. Identify and describe the different types and approaches to Guidance and Counselling.
3. Acquaint themselves with the organization of guidance services and school guidance clinics.
4. Analyze and interpret the challenges faced by the teacher as a guidance worker.

Units	Contents
Unit- 1	**Introduction to Guidance** • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit- 2	**Introduction to Counseling** • Meaning, objectives and scope of counseling • Need and principles of counseling • Types of counseling: Directive, Non-directive and Eclectic counseling • Relation between Guidance and Counseling
Unit- 3	**Organization of guidance service** • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counselor
Unit- 4	**Guidance needs of students** • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic

Unit- 5	**School guidance programme** • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counselor

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Agarwal, Rashmi. (2010). *Educational, Vocational Guidance and Counselling: Principles, Techniques and Programmes*. New Delhi: Shipra Publications.
- Aggarwal, J.C. (1989). *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K.K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Kochhar, S.K. (2010). *Educational and Vocational Guidance in Secondary Schools*. New Delhi: Sterling Publishers Pvt. Ltd.

SEMESTER-4

Subject Name: Education
Course Code: EDU0400404
Course Name: HUMAN RIGHTS, VALUE AND PEACE EDUCATION
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Explain the basic concept, nature, and scope of human rights.
2. Describe the meaning, nature, principles, curriculum, and teaching methods of human rights education at different levels of education.
3. Know the role of United Nations on human rights.
4. Understand enforcement mechanism in India.
5. Know the role of advocacy groups.

Units	Contents
Unit- 1	**Basic Concept of Human Rights** • Concept, Nature, objectives, principles and of Scope Human Rights • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: - Elementary level - Secondary level - Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education
Unit- 2	**United Nations and Human Rights** • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India
Unit- 3	**Role of Advocacy Groups for Promotion of Human Rights** • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media
Unit- 4	**Basic concept of Values** • Meaning, concept and definition and Characteristics of values • Classifications of values • Functions of Values • Sources of Values • Values in Indian Philosophical Thoughts • Role of Education in inculcation of values • Strategy for value orientation through Social Institutions

Unit- 5	**Introduction to peace and peace education** • Meaning, Concept, definition and characteristics of Peace • Importance of Peace in Human life • Role of teacher in promoting peace • Meaning, Concept, definition, aims and objectives of peace education • Characteristics of peace education • Philosophy of peace education • Need and importance of education • Peace Education and International Understanding

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Aggarwal, J. C. (2008). *Education in the emerging Indian society*. New Delhi: Shipra Publications.
- Chand, J. (2007). *Education for human rights*. New Delhi: Anshah Publishing House.
- Mohanty, J. (2006). *Human rights education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human rights education: Theory and practice*. New Delhi: Shipra Publications.
- Rao, D. B. (2004). *Human rights education*. New Delhi: Discovery Publishing House.
- Reddy, G. L., & Others. (2015). *Human rights education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

SEMESTER-5

Subject Name: Education
Course Code: EDU0500104
Course Name: EDUCATIONAL TECHNOLOGY
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Understand the objective of educational technology in the teaching-learning process.
2. Identify innovations in the field of education through technology.
3. Explain various methods and devices of teaching.
4. Describe the levels and effectiveness of teaching and classroom management.
5. Understand the strategies of effective teaching as a profession.

Units	Contents
Unit-1	**Educational technology:** • Meaning, nature and scope of Educational Technology • Approaches of Educational Technology Educational Technology I or Hardware Approach Educational Technology II or Software Approach Educational Technology III or Systems Approach • Psychological Bases for the use of Hardware and Software Technologies- Edger Dale's Cone of Experiences • Instructional Strategies- Programmed Instruction- Meaning, Characteristics, Fundamental Principles of Programming- Concept of Extrinsic and Intrinsic programming (Linear and Branching Programming)
Unit-2	**Communication and Teaching- Learning** • Concept, Nature and Types of Communication • Principles of communication • Classroom Communication • Marks of Effective Classroom Communication • Barriers of Effective Classroom Communication • Application of ICT in communication the teaching-learning Process • Resources of learning- Projected and Non-projected resources, • E-learning, EDUSAT, INFLIBNET and Social Media

Unit-3	**Methods and techniques of teaching** • Teaching learning process- Meaning and Nature of teaching and learning • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning
Unit-4	**Strategies of Teaching and Learning** • Teaching Behavior- Authoritarian, Democratic, Laissez Faire • Phases of Teaching-Pre-Active, Interactive and Post-Active Phase • Levels of Teaching-Memory Level, Understanding Level, Reflective Levels of Teaching
Unit-5	**Lesson Planning and Micro Teaching** • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Aggarwal, J. C. (2005). *Educational technology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kochhar, S. K. (1996). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S. K., & Mangal, V. (2009). *Essentials of educational technology*. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B. K. (1976). *Becoming better teacher: Micro teaching approach*. Ahmedabad: Sahitya Mudranalaya.
- 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, A. (2006). *Classroom management*. New Delhi: Kanishka Publishers.

SEMESTER-5

Subject Name: Education
Course Code: EDU0500204
Course Name: EMERGING ISSUES IN EDUCATION
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Identify and describe major emerging issues at the national, state and local levels.
2. Analyze various emerging issues in education, particularly in the higher education system.
3. Examine and evaluate the problems and challenges of education in India at all levels.

Units	Contents
Unit-1	**Social Inequality in Education and Constitutional Safeguards** • Concept of Social Inequality • Constitutional Provision for Ensuring Equality in Education • Education of Socially Disadvantaged Section: SCs, STs and Minorities, Education of people of Char area of Assam • Education for Backward Children, Child Labour, Street Children and Slum Dwellers • Gender Disparity and Rural-Urban Disparity in Education
Unit-2	**Liberalization, Privatization and Globalization of Education** • Liberalization: Concept and its impact on education • Privatization: Concept and its impact on education • Globalization: Concept and its impact on education • Public-private Partnership • Education as investment
Unit-3	**Issues related to Students** • Youth Unrest: Concept, Causes and Remedies • Campus Disturbance: Concept, Causes and Remedies • Examination Anxiety: Concept, Causes and Remedies • Issues related to Educated Unemployment.
Unit-4	**Environmental Education and Population Education** • Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organizations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control
Unit-5	**Multi-Cultural Education and Alternative Education** • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education

	• Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Aggarwal, J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chandel, & Nand. (2011). *Population Education*. Agra: Shri Vinod Pustak Mandir.
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra, & 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. (n.d.). *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

SEMESTER-5

Subject Name: Education
Course Code: EDU0500304
Course Name: ENVIRONMENTAL EDUCATION
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Understand the concept of environment and its relation between human beings.
2. Realise the importance of Environmental Education and learn the strategies to aware people on environment.
3. Discuss on Environmental Issues and Challenges and learn to deal effectively with environmental hazards.
4. Evaluate the environmental status at regional and global level and acquire skills to conserve and preserve environment.
5. Acquaint themselves with the SDGs and identify true causes of decline of environmental values among people.

Units	Contents
Unit- 1	**Concept of Environment** • Meaning, Definitions and characteristics of Environment • Components and Types of Environment, Ecology and Ecosystem • Man's relation with Environment through ages • Interdependency in environment- Food Chain and Food web
Unit- 2	**Concept of Environmental Education** • Environmental Education: Meaning & definition, characteristics and objectives • Need and importance of environmental Education • Environmental Awareness through formal and informal education, • Role of educational institutions and NGOs in creating environmental awareness and attitudinal change among students and common people. • Strategies of teaching Environmental Education at different levels with reference to objectives
Unit- 3	**Environmental Degradation and Hazards** • Concept of environmental degradation, environmental hazards and environmental pollution • Environmental Hazards: Natural and man-made • Types of common environmental pollution • Role of Education in mitigation of environmental degradation.
Unit- 4	**Environmental conservation** • Needs and objectives of environmental conservation • Characteristics of conservation • Categories of conservation: In situ conservation and Ex situ conservation • Environmental movements/ projects and conferences for conservation of environment: Chipko Movement, Silent Valley project, Narmada Valley

	Project, Stockholm Conference 1972, Rio Summit 1992
Unit-5	**Environmental Ethics and Sustainable Development** • Environmental Ethics and values • Causes of decline of environmental values among people • Environmental education for sustainable development • UN Sustainable Development Goals: Goal 7 (Affordable and clean energy), Goal 12 (Responsible consumption and production), Goal 13 (Climate action)

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Chitrabhanu, T.K. (2007). *Environmental Education*. Authorspress, New Delhi.
- Gupta, P.K. (2004). *Population Education*. R. Lall Book Depot, Meerut.
- Ramakrishnan, & Panneerselvam. (2007). *Environmental Science Education*. Sterling Publishers Pvt. Ltd., New Delhi.
- Reddy, M.A., & Reddy, B. (2007). *Environmental Education*. Neelkamal Publications Pvt. Ltd., Hyderabad/New Delhi.
- Sharma, R.A., & Maheshwari, B.L. (2005). *Education for Environment and Human Values*. R. Lall Book Depot, Meerut.
- Sharma, R.A. (2008). *Environmental Education*. R. Lall Book Depot, Meerut.
- Shrivastava, K.K. (2014). *Environmental Education: Principles, Concepts and Management*. Kanishka Publishers, Distributors, New Delhi.

SEMESTER-6

Subject Name: Education
Course Code: EDU0600104
Course Name: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL
Course level: 100 – 199
Credit: 4 (Theory-3, Practical-1)
Total Marks: 100 (Internal – 30, External – 45, Practical: 25

Course Outcomes:

1. Understand the concept of measurement and evaluation in education.
2. Describe the general procedure of test construction and identify the characteristics of a good test.
3. Differentiate between different types of educational tests and explain their uses.
4. Identify and explain personality tests and aptitude tests.

Units	Contents
Unit- 1	**Measurement and Evaluation in Education** • Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement • Evaluation -Its meaning, basic principles • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education
Unit- 2	**Test Construction** • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norms
Unit- 3	**Educational Achievement Test** • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test
Unit- 4	**Personality Test** • Personality Test- Meaning and Nature • Types of Personality Measurement - Subjective Technique (Personality Inventory or Questionnaire-MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)
Unit-5	**Laboratory Practical** • Recall and Recognition, Trial and Error learning, • Span of attention • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion

EVALUATION SCHEME:

- **Internal Assessment: 30 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 10 Marks
  - Practical Book: 10 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 5 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 45 Marks**
- **Practical: 25 Marks** (is to be finalized by the External Examiner)
  - Practical Examination: 10 Marks
  - Viva-voce: 15

Recommended Readings:

- Asthana, Bipin. (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir.
- Freeman, F. S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Goswami, Marami. (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Saikia, L. R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.

SEMESTER-6

Subject Name: Education
Course Code: EDU0600204
Course Name: EDUCATIONAL STATISTICS AND PRACTICAL
Course level: 100 – 199
Credit: 4 (Theory-3, Practical-1)
Total Marks: 100 (Internal – 30, External –45, Practical-25

Course Outcomes:

- Understand the basic concept of Statistics.
- Apply different statistical procedures used in Education.
- Create graphical representations of educational data.
- Analyze the Normal Probability Curve and its applications in Education.

Units	Contents
Unit-1	**Basics of Educational Statistics** • Statistics- Meaning, Nature and Functions • Need of statistics in Education • Measures of central tendency and their uses • Mean. Median and Mode from ungrouped and grouped data • Measures of variability –Concept, Types and their uses, merits and demerits • Quartile Deviation, Average Deviation, Standard deviation- (grouped and ungrouped data-short method), Combined SD
Unit-2	**Graphical Presentations of Data** • Usefulness of Graphical presentations of data, • Basic principle of constructing a graph, • Different types of graphs –histogram, frequency polygon, • Cumulative frequency percentage curve (Ogive), Smoothed graph.
Unit-3	**Co-efficient of Correlation and Percentiles** • Coefficient of correlation – Meaning and types, • Computation of, co-efficient of correlation by Rank difference method & Product-moment method and interpretation of result • Calculation of Percentile and Percentile Rank
Unit-4	**Normal Probability Curve and Its Application** • Normal Probability Curve: Its Meaning, Properties and Uses • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis

Unit-5	**Statistical Practical** • To determine the Mean Median and Mode • Graphical Representation – Frequency Polygon, Histogram and Pie diagram

EVALUATION SCHEME:

- **Internal Assessment: 30 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 10 Marks
  - Practical Book: 10 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 5 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 45 Marks**
- **Practical: 25 Marks** (is to be finalized by the External Examiner)
  - Practical Examination: 10 Marks
  - Viva-voce: 15

Recommended Readings:

- Garrett, H. E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
- Goswami, Marami. (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Mangal, S. K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Saha, Kaberi. (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.
- Sahu, Binod K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

SEMESTER-6

Subject Name: Education
Course Code: EDU0600304
Course Name: MENTAL HEALTH AND HYGIENE
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Describe the fundamentals and development of mental health and the characteristics of a mentally healthy person.
2. Explain the concept and importance of mental hygiene and its relationship with mental health.
3. Identify the principles and factors promoting mental health and analyze the role of home, school, and society in maintaining proper mental health.
4. Discuss the meaning and problem of adjustment and also the different adjustment mechanisms.
5. Illustrate the concept and issues of positive psychology, mental health of women, role of WHO, and stress management.
6. Apply the knowledge gained from this course for the enhancement of one's mental health.

Units	Contents
Unit -1	**Fundamentals of Mental Health** • Mental Health – Concept and Definitions • Need and importance of Mental Health • Scope of Mental Health, Dimensions of Mental Health • History of the development of Mental Health Movement • Characteristics of a mentally healthy person
Unit–2	**Fundamentals of Mental Health** • Mental Hygiene –it's meaning and Definitions • Need and importance of Mental hygiene • Goals of Mental Hygiene • Functions of Mental Hygiene • Relationship between Mental health and hygiene
Unit -3	**Mental Health and Education** • Principles of sound Mental Health • Factors affecting Mental Health • Mental Health Hazards • Maintaining Mental Health of Students-Role of Home, School and Society • Mental Health of Teachers- causes of Mal adjustment and remedial measure
Unit -4	**Preservation of Mental Health and Hygiene-Role of positive Psychology** • Positive Psychology – Meaning and Nature and importance • Five pillars of positive psychology-PERMA • Contribution of WHO on Mental Health • Stress management-Role of Adjustment mechanisms • Mental Health Care Act, 2017

Unit -5	**Restoring Mental Health by Yoga** • Concept of Yoga • Importance of Yoga for Physical and Mental Health • Role of Yoga for Personality Development • Role of Yoga for management of Stress • Principles of Yoga for Healthy Living • Pranayama and Meditation for Promoting Mental Health

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Baumgardner, S., & Crothers, M. (2009). *Positive psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Coleman, J. C. (2016). *Abnormal psychology and modern life*. Chicago: Scott, Foresman and Company.
- Chauhan, S. S. (2007). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L. D., & Crow, A. (1951). *Mental hygiene*. New York: McGraw-Hill.
- Gururani, G. D. (2006). *Textbook on mental health and hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal psychology*. New Delhi: Sterling Publications.
- Safaya, R. N., Shukla, C. S., & Bhatia, B. D. (2002). *Modern educational psychology*. Delhi: Dhanpat Rai Publishing Company.

SEMESTER-6

Subject Name: Education
Course Code: EDU0600404
Course Name: GENDER STUDIES
Course level: 100 – 199
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Define the meaning of gender, differentiate between sex and gender, and identify types like Family, Marriage, Kinship, Religious institution, and Gender Stereotype.
2. Explain the meaning of the subject Gender Studies, its importance and features, and describe different roles on the basis of gender.
3. Demonstrate acquaintance with the process of Socialization and Gender biases in the School, Family, and Society.
4. Summarize knowledge about different provisions for gender equality.
5. Apply a gender-sensitive approach in various contexts.

Units	Contents
Unit -1	**Basic Concepts of Gender and related Terms** • Concept of Gender, Sex • Femineity and Masculinity, Patriarchy, Matriarchy • Difference between sex and gender • Gender and social institutions –Family, Marriage, Kinship, Religious institution • Gender Stereotype
Unit- 2	**Gender Studies** • Meaning of gender studies • Importance of gender studies • Features of gender studies • Women studies vs. gender studies • From Women studies to Gender studies: a paradigm shift
Unit- 3	**Gender Roles: Biological and Cultural** • Biological role – Male-Female • Cultural role- Masculine and Feminine • Productive role • Reproductive Role • Community role • Religion and its role in creation and preservation of gender inequality
Unit- 4	**Socialization and Gender biases in the School, Family and Society** • School-Gender biases in Organization, Gender biases in Textbooks, Curricular Choices, Teachers' Bias • Training of teacher for Gender equality • Society-Gender biases in Education, Employment, work and pay

	Preferences, political representation, Voting Behaviour, stereotype in media • Female foeticide, Infanticide, dowry, child abuse, Rape, Devdashi system • Family-Gender biases in educational opportunity, decision making, marriage, distribution of resources • Domestic violence of different forms,, wife battering, forced polyandry, widowhood
Unit-5	**Gender Equality and Mainstreaming** • Concept of Gender equality, difference between gender equality and women empowerment • Importance of gender equality, role of parents, teachers and curriculum, gender-inclusive language to achieve gender equality • Role of Family and community, Role of mass Media, Role of civil Society • Gender mainstreaming and ways to achieve it in the educational setting, Adult Education and Mass Literacy programme targeting women • UN's Gender Equality Concern, Sustainable Development Goals (SDGs) – goal-5 : achieve Gender equality and empower all women and girls • Gender Equality and Human Right, National Education Policy (NEP) 2020 on gender equality

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings

- Bagchi, Jasodhara, Guha, Jaba & Sengupta, Piyali (Eds.). (1997). *Loved and Unloved: The Girl Child in West Bengal*. Kolkata: Stree Publishers.
- Batliwala, S. (1993). *Empowerment of Women in South Asia: Concepts and Practices*.
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, K. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatia, R. L. & Ahuja, B. N. (2006). *Modern Indian Education and Its Problems*. Delhi: Surjeet Publications.
- Chanana, K. (Ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Devaki, J. (2005). *Women Development and the UN: A Sixty-Year Quest for Equality and Justice*. Bloomington: Indiana University.
- Govinda, R. (Ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
- Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Gupta, A. S. et al. (Eds.). (2005). *Reflections on the Right to Development*. New Delhi: Centre for Development and Human Rights, Sage Publications.
- Lier, F. (2006). *School Culture and Gender*. In Skelton, B., Francis, B. & Smulyan, L. (Eds.), *The SAGE Handbook of Gender and Education* (pp. 425–438). Thousand Oaks, CA: Sage.
- Kalita, U., Sharma, A. & Barman, S. (2022). *Mahila Aaru Samaj*. Guwahati: Shanti Prakashan.
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin & Garvey.
- Momsen, J. H. (2010). *Gender and Development* (2nd ed.). New York: Routledge.
- Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Sadker, D., Sadker, M. & Zittleman, K. R. (2009). *Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School—and What We Can Do About It*. New York, NY: Scribner.
- Rege, S. (Ed.). (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Viswanathan, N. (Ed.). (2006). *The Women, Gender and Development Reader*. New Delhi: Zubaan.
- Wharton, A. S. (2005). *The Sociology of Gender: An Introduction to Theory and Research* (Key Themes in Sociology). UK: Blackwell Publishing. Indian Reprint: Kilaso Books, New Delhi.

Courses of 4th Year of FYUGP (Semester 7th and 8th)

SEMESTER-7

Subject Name: Education
Course Code: EDU4700604MJ (Major) / EDU4700604MN (Minor)
Course Name: INCLUSIVE EDUCATION
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Describe the concept of Inclusive Education in the context of Education for All.
2. Classify and analyse the children with Special Needs.
3. List and recall the legal provisions and Government policies to promote common school system.
4. Evaluate the role of stakeholders in promoting inclusive education.
5. Identify the barriers in implementing Inclusive Education, illustrate some best practices to overcome them, and examine the ethical issues related to Inclusive Education.

Units	Contents
Unit-1	**Inclusion in Education** • Inclusion in Education-Meaning and concept • Understanding Inclusive Education- Concept and importance • History of Inclusive Education- Paradigm shift from segregation, integration to Inclusion • Types of Inclusive Education- Full inclusion, Partial Inclusion and Mainstreaming • Inclusive Education and the target groups- • Inclusion in education—a human right
Unit-2	**Understanding Learners from diverse contexts** • Inclusion of learners in education from different social, cultural, community, religion, caste, class, gender, linguistic and geographic location(rural and slum areas) and other marginalized group, children with diverse needs • Understanding inclusive education with special reference to children with special needs-Concept of Impairment, Disability and Handicap • Nature and characteristics of CWSN —Sensory impairment (Visual and Hearing), Loco motor Disability, Gifted and talented, Intellectual Disability, Learning Disability
Unit-3	**Building Inclusive Schools** • Identifying and Addressing Barriers to Inclusive Schools • Planning and management of inclusive classroom-Infrastructure, Human Resource and Instructional Practices • Assistive Technology for CWSN • Family Support & Community Involvement for Inclusive Education

Unit-4	**Policies, Programmes and Legislative & Educational Provisions for CWSN** • Rehabilitation Council of India Act, 1992 • Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Rights of Persons with Disabilities Act, 2016 • The National Trust for Welfare of Persons with Autism, Cerebral palsy, Mental Retardation and Multiple Disabilities Act, 1999. • National Policy for Persons with Disabilities (2006) • Inclusive education in SSA and RTE, 2009 and NEP, 2020
Unit-5	**Challenges of Inclusive Education and Role of the Stakeholders** • Issues and challenges of implementing Inclusive Education • The Role of Teachers in Inclusive Classroom: Challenges and Best Practices • Role and responsibilities of the Stakeholders: Teachers, Family, Community. Role of Government and NGOs.

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings

- Ashman, A., & Elkins, J. (2002). *Educating Children with Special Needs*. Frenchs Forest, NSW: Prentice Hall.
- Dutt, B., & Garg, Jyoti. (2014). *Education for All: A Survey*. New Delhi: Global Publication.
- Frank, M. H., & Steven, R. F. (1984). *Education of Exceptional Learners*. Massachusetts: Allyn and Bacon Inc.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford: Heinemann.
- Kar, Chintamoni. (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
- Kumar, Jitender. (2013). *Inclusive Education: A Journey through Challenges*. Patiala: Twenty-First Century Publications.
- Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Mani, M. N. G. (2000). *Inclusive Education in Indian Context*. Coimbatore: Ramakrishna Mission Vidyalaya.
- NCERT. (2006). *National Curriculum Framework 2005 (NCF 2005)*. New Delhi: NCERT.
- Umadevi, M. R. (2012). Special Education: A Practical Approach to Educating Children with Special Needs. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Virk, Jaswant K., & Arora, Alka. (2010). Fundamentals of Inclusive Education. Patiala: Twenty-First Century Publications.

SEMESTER-7

Subject Name: Education
Course Code: EDU4700304MJ (Major)
Course Name: INDIAN KNOWLEDGE SYSTEM AND EDUCATION
Course level: 400 – 499
Credit: 4 (Theory-3, Practical-1)
Total Marks: 100 (Internal – 30, External (ESE) – 45, Practical-25)

Course Outcomes:

1. Recognize and appreciate the rich tradition of Indian knowledge system.
2. Apply the Indian Knowledge System in multidisciplinary areas.
3. Develop the knowledge and skills associated with performing yogic practices.
4. Utilize yogic knowledge for maintaining a balanced physical and mental self.
5. Explain the importance of Ancient Indian Knowledge System in the current social scenario.

Units	Contents
Unit-1	**Introduction to Indian knowledge** • Importance and relevance of Indian knowledge system • Idea of Bharat Barsha in ancient time • History of Sanskrit literature • Sutra and Vedic literature
Unit-2	**Indian Philosophy and Values** • Six philosophy of India- Samkhya, Vedanta, Nyaya, Mimamsha, Vaishesika and Yoga • Educational implications of Indian schools of philosophy and their relevance in the modern context • Development of Buddhism and Jainism
Unit-3	**Vedic literature** • Introduction to Rigveda • Introduction to Yajurveda • Introduction to Samveda • Introduction to Atharvabeda
Unit-4	**Introduction to Yoga** • Concept of Yoga, origin of Yoga, History and Development of Yoga, Contribution of Maharishi Patanjali in the field of Yoga, Importance of Yoga as a part of Indian Knowledge System • Classification of Yoga, Aim of Yoga in Health and Wellness. • Scope of Yoga - Role of Yoga in stress management, Yoga as a tool for Academic Excellence • Yoga Practicum
Unit-5	**Glimpses of Ancient Indian Knowledge in the modern world** • Glorious past of ancient Bharatiya Education- Gurukul system, Nalanda, Takxila • Vedic mathematics in modern science • Arthashatra and modern economy • Medicine in ancient Bharat
Practical	**Yoga Practicum will be for 25 marks with 1 Credit**

Guidelines for Yoga Practicum:

- Students shall perform a few warm-up exercises before the commencement of each practical session.
- Under the guidance of the teacher, students shall practice a minimum of five basic Yogasanas.
- Students shall learn and practice any three Mudras from the prescribed list.
- Students shall practice Pranayama techniques from any one of the specified groups.
- The teacher shall guide students in the systematic practice of meditation.

EVALUATION SCHEME:

- **Internal Assessment: 30 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 10 Marks
  - Yoga Practicum File/Report: 10 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 5 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 45 Marks**
- **Practical: 25 Marks** (is to be finalized by the External Examiner)
  - Yoga Performances/Presentation: 10 Marks
  - Viva-voce: 15

Recommended Readings:

- Sivananda Saraswati, Swami (2017). Yoga Bole Rog Aragya. Umachal Granthawali-24, Guwahati.
- Bibekananda Kendra (1991). Yoga Asana – Pranayama – Mudra. Guwahati.
- Bora, Mukul Chandra (2023). Bharatiya Knowledge System. Khanna Book Publishing Co. (P) Ltd., New Delhi.

List of Suggested Yoga Practices:

A. Warm-up Exercises

Students shall perform basic warm-up exercises before each practical session to prepare the body for Yogic practices. These may include:

- Neck movements
- Shoulder rotations
- Wrist and ankle rotations
- Trunk bending and twisting
- Knee bending
- Gentle stretching exercises
- Joint loosening (Sukshma Vyayama)

B. Yogasanas (Any Five)

Students shall practice any five of the following Yogasanas:

1. Tadasana (Mountain Pose)
2. Vrikshasana (Tree Pose)
3. Trikonasana (Triangle Pose)
4. Padahastasana (Hand-to-Foot Pose)
5. Vajrasana (Thunderbolt Pose)
6. Bhujangasana (Cobra Pose)

7. Shalabhasana (Locust Pose)
8. Dhanurasana (Bow Pose)
9. Paschimottanasana (Seated Forward Bend)
10. Ardha Matsyendrasana (Half Spinal Twist)
11. Setu Bandhasana (Bridge Pose)
12. Pavanamuktasana (Wind-Relieving Pose)
13. Naukasana (Boat Pose)
14. Ustrasana (Camel Pose)
15. Shavasana (Corpse Pose)

C. Mudras (Any Three)

Students shall learn and practice any three of the following Mudras:

1. Gyan Mudra
2. Chin Mudra
3. Prana Mudra
4. Apana Mudra
5. Vayu Mudra
6. Surya Mudra
7. Varuna Mudra
8. Anjali Mudra

D. Pranayama (Any One Group)

Group I – Basic Breathing Practices

- Deep Breathing
- Sectional Breathing (Abdominal, Thoracic and Clavicular)
- Yogic Complete Breathing

Group II – Intermediate Practices

- Anulom Vilom (Alternate Nostril Breathing)
- Nadi Shodhana Pranayama
- Ujjayi Pranayama
- Bhramari Pranayama

Group III – Advanced Practices (under teacher supervision)

- Kapalabhati
- Bhastrika Pranayama
- Sheetali Pranayama
- Sheetkari Pranayama

E. Meditation

Students shall practice meditation under the guidance of the teacher. The following techniques may be included:

- Breath Awareness Meditation
- Mindfulness Meditation
- Trataka (Candle Gazing)
- Yoga Nidra (Guided Relaxation)
- Silent Sitting Meditation

Note: The selection of Yogasanas, Mudras, Pranayama, and meditation techniques should be based on students' physical fitness, safety considerations, and the instructor's professional judgment. Appropriate precautions and contraindications should be observed while conducting practical sessions.

SEMESTER-7

Subject Name: Education
Course Code: EDU4700504MJ (Major)
Course Name: ADULT AND CONTINUING EDUCATION
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Define the concept of continuing education and its relevance to the changing society.
2. Understand the methodology of continuing education.
3. Examine the major problems of continuing education in India.
4. Compare the continuing educational system in U.K., Bangladesh and Thailand.
5. Develop a suitable model of continuing education for our country.

Units	Contents
Unit-1	**Concept and Role of Continuing Education** • Concept, Meaning, objectives, scope and significance of Continuing education. • Social change through continuing education. • Role of continuing education in planned development of society. • Role of universities including open universities for development of Continuing Education. • Planning, Monitoring, Evaluation and Research in Adult/ Continuing Education. • Role of Continuing Education in occupational development.
Unit-2	**Methodology of Continuing Education** • Concept and importance of Andragogy • Methods, Techniques, Aids and devices of continuing education • Motivation and method for Adult Learning • Factors for Effective learning • Role of print and electronic media in Adult/ Continuing Education • Auto instructional materials
Unit-3	**Continuing Education Programmes in India** • Fundamental Education, Adult Education, Extension Education, Social Education • Farmers Functional Literacy programme (1967), Non-formal Education programme for Women and Youth (1975) • National Adult Education Programme (1978), National Literacy Mission (1988), Total Literacy Campaign & Post Literacy Campaign • Shakshar Bharat Mission with special reference to Assam • Continuing education through ODL system
Unit-4	**Organization and Administration of Continuing Education** • Planning and organization of continuing education programme • Training facilities for functionaries available at various levels – National, State, District, Local level • UGC policy on Adult/ Continuing and extension education and Lifelong learning • Role of NGO in Adult/ Continuing education programme • Problems of Continuing Education in India

Unit-5	**Continuing Education in Developing and developed countries** • Continuing Education in - Netherland - Malaysia and - Thailand

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Bordia, A. (ed.). *Adult Education in India*. Indian Adult Education Association, New Delhi.
- Daswani, C.J., & Shah, S.Y. (eds.). *Adult Education in India: Selected Papers*. UNESCO, New Delhi, 2000.
- Desai, A.K. *Adult Education in Developing Countries*. Directorate of Adult Education, *The Long March to Literacy*, Government of India, New Delhi.
- Dutta, S.C. (1986). *History of Adult Education in India*. Indian Adult Education Association (IAEA), New Delhi.
- Lowe, John. (1975). *The Education of Adults: A World Perspective*. UNESCO Press, Paris.
- Ministry of Human Resource Development. (1986). *National Policy on Education*. Government of India, New Delhi.
- Shah, S.Y. (1999). *An Encyclopaedia of Indian Adult Education*. National Literacy Mission, MHRD, Government of India, New Delhi.
- *Training of Adult Education Functionaries: A Handbook*. (1977). Ministry of Education & Social Welfare, Government of India, New Delhi.
- Department of Adult Education. *Learning for Participation: An Approach to Training in Adult Education*. Government of India, New Delhi.

SEMESTER-7

Subject Name: Education
Course Code: EDU4700104MJ (Major)
Course Name: RESEARCH METHODOLOGY IN EDUCATION
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Describe the knowledge of Educational Research and its importance.
2. Explain the various types of research and their applicability.
3. Identify different research methodologies applicable in Educational Research.
4. Differentiate between Qualitative and Quantitative Research and analyze their procedures.
5. Develop an understanding of Research Proposals and compose Research Reports.

Units	Contents
Unit-1	**Educational Research** • Meaning, Definition, Characteristics, Objectives, Steps and Significance of Educational Research. • Types of Educational Research: Basic/Fundamental, Applied and Action Research • Methods of Educational Research: Historical, Descriptive, Experimental Method
Unit-2	**Review of the Related Literature** • Meaning, Nature, Source and Steps of Review of Related Literature. • Identification of Review of Related Literature • Organizing the Review of Related literature • Importance of Review of Related literature • Ethical Issues in Social Science Research
Unit-3	**Research Design** • Meaning of Research Design • Meaning of Population and Sample • Sample Size, Sampling Error and its Importance for drawing inferences. • Types of Sampling- Probability and Non-probability. • Tools of Educational Research- Observation Schedule, Questionnaire, Interview Schedule, Inquiry Forms, Psychological Tests, Sociometric Techniques
Unit-4	**Qualitative and Quantitative Research and its Analysis** • Meaning and Nature of Qualitative and Quantitative Research • Difference between Qualitative and Quantitative Research • Advantages and Disadvantages of Qualitative and Quantitative Research • Qualitative Data Analysis- Organization and Analysis of Qualitative Research • Quantitative Data Analysis- Organization and Analysis of Quantitative Research
Unit-5	**Research Proposal and Research Report** • Meaning and Steps of Research Proposal • Meaning and Characteristics of Research Report. • Preparation and Structure of Research Report- Preliminary Section, Main body of the Report and Reference Section

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Best, J. W., & Khan, J. V. (10th Ed.). *Research in Education*. Prentice Hall Pvt. Ltd., M-97 Connaught Place, New Delhi.
- Langenbach, M., & Vaughn, C. (7th Ed.). *An Introduction to Educational Research*. Allyn and Bacon, London.
- Pandya, S. R. (2010). *Educational Research*. APH Publishing Corporation, Ansari Road, Darya Ganj, New Delhi – 110002.
- Koul, L. (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: Wishwa Prakashan.
- Sidhu, K. S. (1990). *Methodology of Research in Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Good, C. V., & Scates, D. F. *Methods of Research: Educational, Psychological, Sociological*. New York: Appleton-Century-Crofts, Inc.

SEMESTER-8

Subject Name: Education
Course Code: EDU4800204MJ (Major) / EDU4800204MN (Minor)
Course Name: METHODS AND TECHNIQUES OF TEACHING
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Explain the meaning, nature, and characteristics of teaching.
2. Describe the concept of the Teaching-Learning process and the marks of good teaching and learning.
3. Summarize the taxonomy of educational objectives, Bloom's Taxonomy, and its historical background.
4. Interpret the implications of Cognitive, Affective, and Psychomotor domains in the teaching-learning process.
5. Discuss the concept, characteristics, objectives, and steps of Micro Teaching and the advantages of Micro Teaching.
6. Describe the concept, procedure, and advantages of Simulation.
7. Explain the concept, patterns, and advantages of Team Teaching.
8. Discuss the concept, types, and steps of Lesson Planning.
9. Identify new trends in teaching such as Flipped Classroom, Blended Learning, and Mobile Learning.
10. Describe Learning Management Systems (LMS) such as Moodle, Blackboard Learn, and Google Classroom.

Units	Contents
Unit-1	**The Teaching Learning process** • The Teaching Learning process- Meaning, Nature and Characteristics of teaching. • Teaching Learning process • Marks of Good Teaching and Learning
Unit-2	**Taxonomy of Educational Objectives** • Taxonomy of Educational Objectives • Bloom's Taxonomy and its revision, Historical Background. • Implication of Cognitive, Affective and Psychomotor domain in teaching learning process
Unit-3	**Teaching Techniques, Methods and Styles** • Teaching Techniques- Maxims of Teaching • Teaching Device: Explanation, Questioning, Illustration, Teaching Aids • Style of Teaching: Autocratic Style, Lecture Method, Demonstration, Tutorial, Team Teaching. • Permissive Style-Brain Storming, Group Discussion, Panel Discussion, Project, Seminar, Symposia, Workshop
Unit-4	**Micro Teaching, Simulation and Team Teaching** • Micro Teaching- Concept, Characteristics, Objectives. • Steps and Advantages of Micro Teaching • Simulation: Concept, Procedure, Use and Advantages of Simulation • Team teaching: Concept, Organization of teams, Patterns and Advantages of Team Teaching

Unit-5	**Lesson Plan and new Trends in Teaching Learning** • Lesson Plan- Essential of a Good Lesson Unit • Types of Lesson plan- Skill, Knowledge, Appreciation • New Trends in Teaching-Flipped Classroom, Blended Learning, Mobile Learning • Learning Management Systems (LMS) -Moodle, Blackboard Learn, Google Classroom

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Aggarwal, J. C. (n.d.). *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Passi, B. K. (n.d.). *Becoming better teacher: Micro teaching approach*. Ahmedabad: Shitya Mudranalaya.
- Singh, A. (n.d.). *Classroom management*. New Delhi: K. Anishka Publishers.
- Sharma, T. R., & Bhargava, M. (n.d.). *Modern teaching strategies and style*. Agra: H. P. Bhargava Book House.
- Kochhar, S. K. (n.d.). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

SEMESTER-8

Subject Name: Education
Course Code: EDU4800604MJ (Major)
Course Name: CURRICULUM STUDIES
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Explain the meaning, characteristics, definitions, and scope of curriculum in relation with educational objectives.
2. Describe the basic foundation of curriculum.
3. Identify the new trends in curriculum development.

Units	Contents
Unit-1	**Introduction to Curriculum** • Meaning, Definitions, and Characteristics of Curriculum • Importance and Scope of Curriculum • Relationship Between Curriculum and Educational Objectives • Structure and Organization of Curriculum
Unit-2	**Foundations of Curriculum** • Philosophical Foundations • Psychological Foundations • Social Foundations • Cultural Foundations • Technological Foundations • Scientific Foundations
Unit-3	**Curriculum Construction and Administration** • Principles of Curriculum Construction • Systems Approach to Curriculum Development • Curriculum Administration: Planning, Organization, and Evaluation • Determinants of Curriculum • Approaches to Curriculum Development • Patterns of Curriculum Organization
Unit-4	**Methods of Curriculum Construction** • Principles of Curriculum Construction • Methods of Curriculum Construction • Curriculum Construction for different stages of education.
Unit-5	**Emerging Trends and Textbooks** • New Trends in Curriculum Planning • Innovations in the Theory and Practice of Curriculum Transaction • Role and Importance of Textbooks in Curriculum • Essential Features of a Good Textbook • Criteria for the Selection of Textbooks

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Smith, B. O., Stanley, W. O., & Shores, J. H. (1957). *Foundations of curriculum improvement*. Yonkers, NY: World Book Company.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & World Inc.
- Taylor, J. G., & Alexander, W. M. (1960). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston.
- Ornstein, A. C., & Hunkins, F. P. (1993). *Curriculum: Foundations, principles, and issues* (2nd ed.). Boston, MA: Allyn & Bacon.
- Packiam, S. (1986). *Curricular innovations and educational technology*. New Delhi: Doba House.
- Malla Reddy, M., & Ravisankar, S. (n.d.). *Curriculum development and educational technology*. New Delhi: [Publisher not specified].
- NCERT. (1984). *Curriculum and evaluation*. New Delhi: NCERT Publications.

SEMESTER-8

Subject Name: Education
Course Code: EDU4800504MJ (Major)
Course Name: SKILL EDUCATION FOR YOUTHS
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, External – 60)

Course Outcomes:

1. Critically analyze and evaluate various theories and methodologies related to skill development.
2. Demonstrate enhanced capacity for independent thought and reflection on skill development practices.
3. Apply theoretical knowledge to practical scenarios in skill development.
4. Develop skills in different domains.
5. Integrate skill education with other subjects.
6. Explain the initiatives of government in skill development and analyze their implementation.

Units	Contents
Unit-1	**Introduction to skill** • Concept of skill and skill development, Technical skill , conceptual skill • Different types of skills, Life skill and soft skill • Importance of skill development • 21st century skills for the youth • Role of education in skill development
Unit-2	**Communication, thinking process and creativity** • Concept and types of communication • Effective communication • Nature and types of thinking, Nature of positive thinking • Reasoning • Problem solving • Concept and nature of creativity • Verbal and non-verbal creativity
Unit-3	**Friendship and leadership** • Nature and types of friendship • Changing trends of friendship through stages of life • Meaning and nature of leadership • Leadership quality • Functions of a leader • Concept and importance of team work
Unit-4	**Skill Education** • Concept of skill education • Skill education in Schools and colleges • NEP 2020 and skill-based education • UGC initiatives on skill education • Community Colleges • Choice Based Credit System (CBCS): • National Skill Qualification Framework (NSQF): 2013

	• Skill Development Centers (SDCs) • Vocationalization of Higher Education • Internship and Industry Interaction • Skill Development through (MOOCs) • Entrepreneurship Development Programs
Unit-5	**Recent initiatives on skill education in India** • Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2015 • Skill India Mission 2015 • National Apprenticeship Promotion Scheme (NAPS) 2016) • Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) 2014 • National Skill Development Corporation (NSDC) • Udaan (21st October 2016) • National Skill Development Fund (NSDF) (2009) • Rural Self Employment Training Institutes (RSETIs (2009) • Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): (2005) • Challenges of Skill Education

EVALUATION SCHEME:

- **Internal Assessment: 40 Marks** (To be finalized by the HoD and Subject Teacher)
  Components of Internal Assessment:
  - Sessional Test: 20 Marks
  - Assignment and Seminar Presentation/ Group Discussion: 15 Marks
  - Attendance/Class Participation/ Discipline/Behaviour/Team Work: 5 Marks

- **External Examination: 60 Marks**

Recommended Readings:

- Alka Wadkar. *Life Skills for Success*. SAGE Publications.
- Dr. P. Ratnasubapathy. *Life Skill Education*. Shantha Publishers.
- P.C. Choudhury and Dr. B.K. Mahanty. *Education and Skill Development*. New Delhi – 110002.
- Alak Sharma. *Skill Development: Policies, Programmes and Prospects*. Routledge, New Delhi – 110001.
- V.V.K. Subburaj. *Skill Education and Vocational Education*. PHI Learning, New Delhi – 110002.
- Dr. Shalini Verma. *Skills for Success: Personal Development and Employability*. Karnataka – 560008.

SEMESTER-8

Subject Name: Education
Course Code: EDU4800104MJ (Major)
Course Name: SEMINAR PAPER PREPARATION AND PRESENTATION
Course level: 400 – 499
Credit: 4
Total Marks: 100 (Internal – 40, Practicum – 60)

Course Outcomes:

1. Identify educational issues, conduct a systematic review of literature, and formulate a seminar topic for academic inquiry.
2. Prepare a well-structured seminar paper using academic writing conventions, critical analysis, appropriate citation, and research ethics.
3. Design and deliver effective seminar presentations using ICT tools, demonstrating clear communication, audience engagement, and time management.
4. Critically discuss and defend research findings through academic discussions, peer review, reflection, and viva-voce.
5. Demonstrate research communication and scholarly dissemination skills by preparing publication-ready work, developing an academic portfolio, and participating in academic events.

Procedure:

- The course will be delivered through structured instructional sessions/ classes aimed at systematically guiding students through each phase of seminar paper preparation and presentation.
- Students are required to select a relevant and academically appropriate topic within the field of Education, in consultation with the course instructor/ mentor teacher.
- Under the supervision of assigned faculty members/ mentor teacher, students will engage in their seminar papers, and integrate credible academic sources while adhering to established ethical standards, including the avoidance of plagiarism and the proper citation of references.
- Students must prepare appropriate visual aids—such as PowerPoint presentations or academic posters—to complement and enhance the clarity of their oral presentations.
- Each student will be expected to deliver a final presentation of their seminar paper during the designated examination period.

Units	Contents
Unit-1	**Introduction to Seminar Paper Writing** • Meaning and purpose of seminar papers • Meaning and characteristics of academic writing • Selection and formulation of seminar topics • Educational issues and contemporary concerns • Structure/outline of a seminar paper **Practical Activity-1:** Selection of seminar topic, Preparation of concept note and Seminar proposal presentation

Unit-2	**Literature Review and Academic Writing** • Sources of literature • Search strategies • Organization and synthesis • Citation and referencing (APA, MLA, Chicago/Turabian etc.) • Intellectual property right, Copyright, Academic ethics and Plagiarism **Practical Activity-2:** Annotated bibliography, Review of literature and Reference management
Unit-3	**Seminar Paper Preparation** • Title, Abstract, Introduction, Objectives, Review, Discussion, Recommendations, Conclusion and References • Tables, figures and illustrations • Editing and proofreading • Formatting and documentation **Practical Activity-3:** Draft preparation, Peer review and Revision and final submission
Unit-4	**Seminar Presentation and Academic Discussion** • Effective presentation principles • PowerPoint design • Verbal and non-verbal communication • Time management • Responding to questions • Reflective learning **Practical Activity-4:** Individual seminar, Group discussion, Viva-voce and Reflection report
Unit-5	**Research Dissemination, Publication Ethics and Academic Portfolio** • Seminars and conferences • Publication basics • OER and repositories • Publication ethics • Academic portfolio • Self/peer assessment **Practical Activity-5:** Publication-ready paper, e-portfolio, peer evaluation, revision of the seminar paper, and participation in a Regional, National, or International Seminar by presenting a joint paper with the mentor teacher (in physical or online mode).

By the end of the semester, every student shall submit:

1. A well-formatted seminar paper (3000–5000 words) with proper citations and references.
2. A PowerPoint presentation (10–15 slides).
3. A 15–20 minute seminar presentation before a Departmental Research Committee (DRC) followed by viva-voce and academic discussion, demonstrating competence in research communication, critical analysis, and scholarly presentation.
4. Attend a Regional/National/International Seminar and Present a joint paper with the mentor teacher (physical or online mode)

EVALUATION SCHEME:

- **Internal Assessment (40 Marks)** (To be finalized by the HoD, Mentor Teacher and DRC).

Components	**Marks**
Seminar Paper Proposal and Topic Selection *(Practical Activity–1)*	5
Literature Review *(Practical Activity–2)*	5
Seminar Paper Preparation *(Practical Activity–3)*	10
Seminar Presentation before the Departmental Research Committee (DRC) *(Practical Activity–4)*	10
Participation in a Regional, National, or International Seminar through the presentation of a joint paper with the Mentor Teacher (Physical or Online Mode) *(Practical Activity–5)*	10
Total	**40**

- **External Assessment: 60 Marks** (To be finalized by External Examiner).

The External Examiner shall evaluate the student's performance based on the quality of the seminar paper, the effectiveness of the seminar presentation, and performance in the viva-voce. The evaluation shall consider the content, organization, originality, critical analysis, clarity of presentation, effective use of ICT/visual aids, communication skills, audience engagement, time management, and the ability to respond to questions and academic feedback. The seminar presentation shall be conducted before the peer students and the External Examiner.

Components	**Marks**
Seminar Paper	20
Seminar Paper Presentation	20
Viva-Voce	20
Total	**60**

Suggested Seminar Areas:

- National Education Policy (NEP) 2020
- Inclusive Education
- Educational Technology
- Artificial Intelligence (AI) in Education
- Digital Learning and Online Education
- Teacher Education and Professional Development
- Curriculum and Pedagogy
- Assessment and Evaluation
- Educational Leadership and School Management
- Guidance and Counselling
- Educational Psychology
- Environmental and Sustainability Education
- Gender and Education
- Value Education and Ethics
- Peace and Human Rights Education
- Skill Development and Employability
- Indian Knowledge Systems (IKS) in Education
- Education for Sustainable Development (SDGs)
- Educational Research and Innovation

- Contemporary Issues and Emerging Trends in Indian Education
- Any other emerging issue in the field of Education with the approval of the course teacher.

Suggested Reading

- American Psychological Association. *Publication Manual of the American Psychological Association* (Latest Edition).
- Best, J. W., & Kahn, J. V. *Research in Education*.
- Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education*.
- Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.
- Kothari, C. R., & Garg, G. *Research Methodology: Methods and Techniques*.
- Kumar, R. *Research Methodology: A Step-by-Step Guide for Beginners*.
- Mukherjee, B. *Academic Writing and Research Methodology*.
- Mangal, S. K. *Research Methodology in Behavioural Sciences*.

SEMESTER-8

Subject Name: Education
Course Code: EDU4800712MJ (Major)
Course Name: DISSERTATION
Course level: 400 – 499
Credit: 12
Total Marks: 300 (Internal – 120, External (Practical) – 180)

Course Outcomes:

1. Identify and formulate a research problem in the field of Education based on contemporary educational issues, policies, practices, or community needs.
2. Review and synthesize relevant literature to develop a sound theoretical and conceptual understanding of the selected research problem.
3. Design an appropriate research framework by selecting suitable research methods, sampling techniques, tools, and data analysis procedures.
4. Conduct an independent research study by collecting, organizing, analyzing, and interpreting quantitative, qualitative, or mixed-method data in an ethical manner.
5. Apply appropriate statistical and qualitative analysis techniques to derive meaningful findings and conclusions.
6. Prepare a well-structured dissertation following accepted academic writing conventions, citation styles, and research ethics.
7. Present and defend the research work effectively through seminar presentations and viva-voce, demonstrating critical thinking and scholarly communication skills.
8. Reflect on the educational implications of the research findings and propose practical recommendations for improving educational policies, practices, and future research.

Procedure:

Each student shall undertake an independent dissertation under the guidance of an assigned faculty supervisor. The dissertation shall provide an opportunity for students to demonstrate their understanding of educational research and their ability to investigate a problem systematically. The research shall be conducted following accepted ethical standards and academic practices. The procedure shall include the following stages:

1. Orientation: At the beginning of the semester, students shall participate in an orientation programme focusing on- Nature and purpose of educational research, Research ethics and academic integrity, Dissertation writing and referencing styles, Quantitative, qualitative and mixed research methods, Plagiarism awareness and use of academic resources. A Research Supervisor/Mentor shall be assigned to guide the student throughout the dissertation process.

2. Topic Selection: Students shall identify a research problem through classroom experiences, field observations, literature review, community engagement, or emerging educational issues. The selected topic should be relevant to the discipline of Education, be feasible within the available time and resources and contribute to understanding or improving educational practices.

3. Topic Approval: The proposed dissertation topic shall be presented before the Departmental Research Committee (DRC)/College Research Committee (CRC) or an equivalent academic body consisting of:

- Head of the Department – Chairperson
- Coordinator of the Dissertation/Research Programme – Member
- All Research Supervisors/Mentors – Member
- One Senior Faculty Member form another department – External Member

The Committee shall scrutinize and approve the dissertation proposal before the commencement of the research work.

4. Dissertation Proposal: Each student shall prepare and present a dissertation proposal and shall be approved by the DRC/ CRC before commencement of data collection. The proposal shall include:

- **Preliminary Pages (Title page, Declaration by the Student, Certificate by Supervisor, Approval Certificate by DRC/CRD)**

1. Introduction
- 1.1. Theoretical Background of the Study
- 1.2. Rationale/Significance of the study
- 1.3. Statement of the Problem
- 1.4. Objectives of the Study
- 1.5. Research Questions/Hypotheses (where applicable)
- 1.6. Operational Definitions of Key Terms used
- 1.7. Delimitation of the Study

2. Review of Related Literature
- 2.2. Studies Conducted in India
- 2.3. Studies Conducted Abroad
- 2.4. Studies Conducted in Assam/ Northeast
- 2.5. Research Gap

3. Methodology and Procedure
- 3.1. Research Method
- 3.2. Population
- 3.3. Sample
- 3.4. Tools
- 3.5. Procedure of Data Collection
- 3.6. Procedure of Data Analysis

4. Tentative Chaptalization

5. Tentative Timeline

6. References

5. Research Phase: After approval of the proposal, the student shall undertake the research by-reviewing literature, developing research tools, collecting primary and/or secondary data, Organizing and analyzing data, interpreting findings, Preparing conclusions and recommendations. Students shall maintain regular interaction with the supervisor and submit periodic progress reports.

6. Dissertation Writing: The dissertation shall be prepared in a formal academic format (Refer the Sample of Table of Contents in Dissertation Report)

- Preliminary Pages
- Chapter I: Introduction
- Chapter II: Review of Related Literature
- Chapter III: Research Methodology
- Chapter IV: Data Analysis and Interpretation
- Chapter V: Findings, Conclusions, Educational Implications and Suggestions
- References
- Appendices

Note: Every student shall submit two printed copy and one soft copy (PDF) of the dissertation along with a plagiarism and AI verification report (within the permissible institutional limit, i.e. below 10%).

EVALUATION SCHEME:

- **Internal Assessment: 120 Marks** (To be finalized by the HoD, Supervisor/Mentor and DRC).

Internal Assessment shall be based on the following components:

SL. NO.	Components	Marks
1	Research Proposal/ Synopsis Preparation and Presentation before DRC (proper Record book/Logbook to be maintain by the supervisor)	60
2	Quality of progress report submission and Presentation (minimum 2) before DRC (proper Record book/Logbook to be maintain by the supervisor)	40
3	Regular interaction and consultation with the Research Supervisor (proper Record book/Logbook to be maintain by the supervisor)	20
	Total	**120**

- **External Assessment: 180 Marks** (To be finalized by External Examiner).

External Assessment shall be based on the following components:

The final evaluation will be carried out by an external examiner and will include:

- Critical assessment of the submitted dissertation
- Viva voce examination wherein the candidate must defend their research before a panel comprising internal and external evaluators
- The evaluation will consider the clarity and significance of the research problem, methodological soundness, originality, coherence of arguments, data interpretation, and the effectiveness of oral communication during the viva.

SL. NO.	Components	Marks
1	Dissertation Report	100
2	Presentation and Viva-Voce	80
	Total	**180**

Suggested Format of Dissertation

1. Title Page
2. Declaration by the Student
3. Certificate by the Supervisor
4. Certificate by the HoD
5. Acknowledgement
6. List of Tables
7. List of Figures (if applicable)
8. Table of Contents

Abstract

Chapter I: Introduction

1.1. Theoretical Background of the Study
1.2. Rationale/Significance of the study
1.3. Statement of the Problem
1.4. Objectives of the Study
1.5. Research Questions/Hypotheses (where applicable)
1.6. Operational Definitions of Key Terms used
1.7. Delimitation of the Study

Chapter II: Review of Related Literature

2.2. Studies Conducted in India
2.3. Studies Conducted Abroad
2.4. Studies Conducted in Assam/ Northeast
2.5. Research Gap

Chapter III: Research Methodology

3.1. Research design
3.2. Research Method
3.3. Population of the study
3.4. Sampling technique and Sample of the study
3.5. Tools and techniques used for data collection [align the tool(s) with the research Objectives and Research Questions (if applicable)]
3.6. Procedure of the data collection
3.7. Procedure of data analysis

Chapter IV: Data Analysis and Interpretation (Objective wise Data Analysis and Interpretation)

Chapter V: Findings, Conclusions, Educational Implications and Suggestions

5.1. Major findings of the study
5.2. Discussion of Results
5.3. Educational Implications
5.4. Recommendations
5.5. Suggestions for further research
5.6. Conclusions

Bibliography:

- Books
- Journals
- Dissertations/Thesis
- Reports
- Other

Appendices:

- Approval Certificate of Dissertation Proposal/ Synopsis (by HoD)
- Tools and techniques used
- Raw data (Lengthy and Complex not given in Chapter IV)
- Any new materials/model developed for research
- Geotag Photo evidences for data collection, Logbook of progress report submission and interaction with supervisor

Suggested Reading:

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.
- Best, J. W., & Kahn, J. V. (2016). Research in education (10th ed.). Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2021). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). Pearson.
- Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International.
- Kumar, R. (2023). Research methodology: A step-by-step guide for beginners (6th ed.). SAGE Publications.
- Mangal, S. K., & Mangal, S. (2019). Research methodology in behavioural sciences. PHI Learning.
- Punch, K. F., & Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.
- Thomas, G. (2022). How to do your research project: A guide for students (4th ed.). SAGE Publications.