Darrang College (Autonomous), Tezpur-784001

Syllabus for FYUGP

Subject: EDUCATION
Course Type: MAJOR

Approved by:
Board of Studies meeting held on 15-12-2025
&
Academic Council vide Resolution no. 2, dated- 29-12-2025

FYUGP Syllabus for Education (Major)

(Darrang College Autonomous)

- Programme: Four Year Undergraduate Programme (FYUGP)
- Subject: Education (Major & Minor)
- Academic Session: 2025-26 onwards

1. Aims of FYUGP in Education

The FYUGP in Education aims to provide a comprehensive and holistic understanding of the discipline. It seeks to:

- Impart foundational and advanced knowledge of educational theories, philosophies, psychologists, and practices.
- Develop critical analytical skills to examine educational policies, systems, and emerging issues.
- Foster pedagogical competencies and research aptitude for effective teaching-learning and knowledge creation.
- Inculcate professional ethics, a sense of social responsibility, and a commitment to equity and inclusion in education.
- Prepare graduates for diverse careers in teaching, educational administration, counseling, research, and development sectors.

2. Program Outcomes (POs)

Upon completion of the program, students will be able to:

- PO1: Demonstrate a deep understanding of the historical, philosophical, sociological, and psychological bases of education.
- PO2: Critically analyze the Indian and global educational structure, policies, and their impact on society.
- PO3: Apply pedagogical skills, methods, and technologies to facilitate effective learning in diverse classrooms.
- PO4: Conduct educational research using appropriate methodologies and ethical practices.
- PO5: Exhibit professional communication, leadership, and collaborative skills for the educational sector.

3. Teaching-Learning Process

The process will be learner-centric and include:

- Interactive Lectures and Tutorials
- Group Discussions, Seminars, and Workshops
- Case Study Analysis
- Practical Sessions and Laboratory Work
- Field Visits and Project-Based Learning
- ICT-enabled Learning and Use of MOOCs

4. Evaluation/Assessment

- Continuous Internal Assessment (CIA): 40% weightage through assignments, presentations, seminars, class tests, and practicals.
- End-Semester Examination (ESE): 60% weightage through a written examination at the end of each semester.

5. Course Structure (Semester I-VIII)

COURSE STRUCTURE

Semester-1			**Semester-2**		
Type	Course	Credit	Type	Course	Credit
Major	Major-1	4	Major	Major-2	4
Minor	Minor-1	4	Minor	Minor-2	4
SEC	SEC-1 (Major oriented)	3	SEC	SEC-2 (Major oriented)	3
AEC	AEC-1 (Languages/Alt. English)	4	AEC	AEC-2 (English Communication)	4
MDC	-MDC 1	3	MDC	MDC 2	3
VAC	VAC-1	2	VAC	VAC-2	2
		20			20
Semester-3			**Semester-4**		
Type	Course	Credit	Type	Course	Credit
Major	Major-3	4	Major	Major-5	4
	Major-4	4		Major-6	4
Minor	Minor-3	4		Major-7	4
SEC	SEC-3	3		Major-8	4
MDC	MDC 3	3	Minor	Minor-4	4
VAC	VAC-3	2			
		20			20
Semester-5			**Semester-6**		
Type	Course	Credit	Type	Course	Credit
Major	Major-9	4	Major	Major-12	4
	Major-10	4		Major-13	4
	Major-11	4		Major-14	4
Minor	Minor-5	4		Major-15	4
Internship	Internship	4	Minor	Minor-6	4

		20			20

STRUCTURE OF SYLLABUS FOR FOURTH YEAR

A.DEGREE WITH HONOURS

Semester	Course	Credit	Total Credit
VII	Major: 4 papers of 4 credit each (offline)	16	20
	Major 5th paper: Research Methodology/Research Methodology course from MOOCs	4	
VIII	Major: 4 papers of 4 credit each	16	20
	MINI PROJECT/ DISSERTATION	4	

B. DEGREE WITH HONOURS & RESEARCH

Semester	Course	Credit	Total Credit
VII	Major: 4 papers of 4 credit each (offline)	16	20
	Major 5th paper: Research Methodology/Research Methodology course from MOOCs	4	
VIII	Major 1: RESEARCH/DISSERTATION	16	20
	Major 2: One MOOCs course related to advanced technique Or One Seminar/ Project based course and presentation		

List of Papers (Education Major)

Semester	Course Code	Course Title	Credits

I	EDU-MJ-01014	Principles of Education	4
II	EDU-MJ-02014	Educational Psychology	4
III	EDU-MJ-03014	Educational Sociology	4
	EDU-MJ-03024	Development of Education in India	4
IV	EDU-MJ-04014	Educational Philosophy	4
	EDU-MJ-04024	Environmental Education	4
	EDU-MJ-04034	Guidance and Counselling	
	EDU-MJ-04044	Human Rights, Value and Peace Education	4
V	EDU-MJ-05014	Educational Technology	4
	EDU-MJ-05024	Emerging Issues in Education	4
	EDU-MJ-05034	Educational Management	4
	EDU-MJ-05INT4	Summer Internship	4
VI	EDU-MJ-06014	Educational Measurement and Laboratory Practical	4
	EDU-MJ-06024	Educational Statistics and Practical	
	EDU-MJ-06034	Mental Health and Hygiene	4
	EDU-MJ-06044	Gender and Education	4
A.DEGREE WITH HONOURS			
VII	EDU-MJ-07014	Methods and Techniques of Teaching	4
	EDU-MJ-07024	Indian Knowledge System and Education	4
	EDU-MJ-07034	Developmental Psychology	4
	EDU-MJ-07044	Adult and Continuing Education	4
	EDU-MJ-07054	Research Methodology in Education	4

VIII	EDU-MJ-08014	Inclusive Education	4
	EDU-MJ-08024	Curriculum Studies	4
	EDU-MJ-08034	Teacher Education in India	4
	EDU-MJ-08044	Human Rights Education	4
	EDU-MJ-08054	Dissertation / Project (Mini)	4
B. DEGREE WITH HONOURS & RESEARCH			
VII	EDU-MJ-07014	Methods and Techniques of Teaching	4
	EDU-MJ-07024	Indian Knowledge System and Education	4
	EDU-MJ-07034	Developmental Psychology	4
	EDU-MJ-07044	Adult and Continuing Education	4
	EDU-MJ-07054	Research Methodology in Education	4
VIII	EDU-RMJ-080116	Dissertation	16
	EDU-RMJ-08024	Seminar Paper Preparation and Presentation / MOOCs Course on Advanced Techniques	4

Detailed Syllabus: Semester I
Course Title: PRINCIPLES OF EDUCATION
Course Code: EDU-MJ-01014
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course outcomes:

After completing this course, the learner will be able to:

- Articulate the fundamental principles, diverse aims, and various forms of education.
- Analyze the structure and role of curriculum and discipline within educational settings.
- Evaluate critically education's democratic function and its societal implications.
- Apply educational theories to develop practical and ethical classroom approaches.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning
- Use of local and national education case studies

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Detailed Syllabus

Unit	Title	Contents	Lecture	Tutorial	Practical	Total Hours
Unit 1	**Meaning and Concept of Education**	- Meaning, nature and scope of education - Forms of education: Formal, Informal and Non-formal with their agencies - School: Functions and its relationship with society - Distance and Open Education with reference to India - Major functions of education	**13**	**3**		**16**
Unit 2	**Aims of Education**	- Meaning and importance of aims - Determinants of educational aims - Individual vs Social aim - Vocational vs Liberal aim - Democratic, Citizenship, Moral and Holistic Development as aims of education	**12**	**3**		**15**
Unit 3	**Curriculum and Discipline**	**A.**Concept, nature, and importance of curriculum - Types of curriculum - Principles of curriculum construction - Correlation of studies: Meaning, types, importance - Co-curricular activities: Meaning, types, importance **B.** Meaning and importance of discipline and freedom - Discipline vs Order - Forms of discipline - Concept of free-discipline - Role of reward and punishment - Maintenance of discipline in schools	**13**	**3**		**16**
Unit 4	**Democracy and Education**	- Meaning of democracy in education - Democracy and education of the masses - The Learner's role in democratic education - Role of teachers and educational administrators in fostering democratic values - Methods of teaching in a democratic classroom	**10**	**3**		**13**

Total Contact Hours: 60

Suggested Reference Books:

1. Aggarwal, J. C. (2022). *Theory and principles of education* (13th ed.). Vikas Publishing House.

2. Bhatia& Narang. (2018). *Philosophical and sociological bases of education*. Tandon Publications.

3. Dewey, John. (1916). *Democracy and Education.* The Free Press.

4. National Council of Educational Research and Training (NCERT). (2018). *Teacher education curriculum framework*. NCERT.

5. Safaya & Shaida (2012). *Modern Theory and Principles of Education 7th Edition*. Dhanpat Rai Publishing Co.

6. Saikia, Mukul(2025). *Principles of Education.* Mani Manik Prakash

7. Taneja, V. R. (1995). *Educational thought and practice*. South Asia Books.

Detailed Syllabus: Semester II
Course Title: EDUCATIONAL PSYCHOLOGY
Course Code: EDU-MJ-02014
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course outcomes:

After completing this course, the learner will be able to:

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.

Teaching-Learning Process:

- Interactive lectures, group discussions, and case studies.
- Presentations, role-playing, and classroom-based observations.
- Integration of field visits and reflective journaling.

Teaching-Learning Tools:

- ICT-enabled teaching (videos, PPTs, digital simulations)
- Charts, models, and psychometric tools
- Textbooks, research papers, and open-source digital content

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
Unit I	**Introduction to Educational Psychology** - Meaning and nature of Psychology - Relationship between Education and Psychology - Educational Psychology: Nature, Scope, and Importance - Role of Educational Psychology in the Teaching-Learning Process	**12**	**3**		**15**
Unit II	**Learning and Motivation** - Meaning, nature, and types of Learning - Theories of Learning: Behaviorist Perspectives (Connectionism, Classical Conditioning, Operant Conditioning) and Cognitive Perspectives (Gestalt Theory of Insightful Learning) - Thorndike's Laws of Learning: Readiness, Exercise, Effect - Factors affecting Learning - Motivation: Meaning, types and strategies for motivating learners	**12**	**3**		**15**
Unit III	**Cognitive and Affective Processes** - Memory: Meaning, Nature, Types, Methods to Enhance Retention - Forgetting: Meaning, Causes and Prevention - Attention: Concept, Characteristics, Types, Determinants - Interest: Meaning, Relation with Attention, Role in Learning	**12**	**3**		**15**

Unit IV	**Learner Diversity and Personality** - Intelligence: Meaning, Characteristics, Theories (Spearman's Two-Factor, Thurstone's Group Factor) - Creativity: Concept, Characteristics, Education and creativity - Personality: Meaning, Nature, Theories (Type and Trait) - **Exceptionalities in Learners**: Giftedness, Intellectual Disabilities, Learning Disabilities - Individual Differences: Meaning, Nature, Classroom Implications, Teacher's Role	**12**	**3**		**15**

Total Contact Hours: 60

Suggested Reference Books:

1. Aggarwal, J.C. (2014).*Essentials of Educational Psychology, 3rd Edition.* Vikas Publishing House Pvt. Ltd

2. Chauhan, S.S. (2009). *Advanced Educational Psychology, Seventh Edition.* Vikas Publishing House Pvt. Ltd.

3. Mangal, S.K. (2011). Advanced *Educational Psychology, Second Edition.* PHI

4. Woolfolk, A. (2019). *Educational Psychology.* Pearson

3RD SEMESTER
Course Title: EDUCATIONAL SOCIOLOGY
Course Code: EDU-MJ-03014
Total Credits: 4 (Theory: 4, Practical:0)
Contact Hours: 60 (Lecture: 48, Tutorial:12, Practical:0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive lectures and classroom discussions
- Group presentations and collaborative learning
- Field visits, case studies, and community-based activities
- Assignments, tutorials, and reflective tasks

Teaching-Learning Tools:

- ICT-enabled teaching (videos, PPTs, online resources)
- Charts, diagrams, and models
- Textbooks, handouts, and reference materials
- Group work, seminar presentations

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

After completing this course, the learner will be able to:

- Explain the concept and nature of sociology.
- Analyze the relationship between sociology and education.
- Describe the concept and nature of culture and its relationship with education.
- Illustrate the concept and processes of socialization and the role of education therein.
- Describe the concept, nature, and factors influencing social change and explain education's role in it.
- Identify and differentiate various types of social groups and distinguish between a social group and a crowd.

Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours

Unit I	**Introduction to Educational Sociology** • Meaning, nature, and scope of Sociology • Educational Sociology: Meaning, nature, and importance • Relationship between Sociology and Education • Role of Education in social development	12	3		15
Unit II	**Culture and Education** • Meaning and characteristics of Culture • Types and components of Culture • Relationship between Culture and Education • Role of Education in cultural transmission and change	12	3		15
Unit III	**Socialization and Education** • Meaning and processes of Socialization • Agencies of Socialization: Family, School, Peer Group, and Mass Media • Role of Education in Socialization • Social control and conformity(social acceptance, approval, rewards and sanctions)	12	3		15
Unit IV	**Social Change and Social Groups** • Meaning, nature, and factors of Social Change • Role of Education in promoting Social Change • Social Groups: Meaning, nature, and types • Distinction between Social Group and Crowd	12	3		15

Total Contact Hours: 60

Suggested Reference Books:

1. Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education.* Ludhiana: Tandon Publications.

2. Brown, F. J. (1954). *Educational Sociology (2nd Edition).* New York: Prentice Hall.

3. Chanda, S. S. & Sharma, R. K. (2002). *Sociology of Education.* New Delhi: Atlantic Publishers.

4. Ogburn, W. F. & Nimkoff, W. F. (1966). *A Handbook of Sociology.* New Delhi: Eurasia Publishing House (Pvt.) Ltd.

5. Rao, C. N. Shankar (2005). *Sociology: Principles of Sociology with an Introduction to Social Thought.* New Delhi: S. Chand & Company.

6. Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education.* New Delhi: Prentice Hall India Pvt. Ltd.

7. Saikia, Polee (2019, 2nd Ed.). *Sociological Foundations of Education.* Guwahati: DVS Publishers.

8. Saikia, Mukul (2024). *Educational Sociology*. Guwahati: Mani Manik Prakash

9. Saikia, Mukul (2024). *Shiksha Samajbigyan*. Guwahati: Mani Manik Prakash

3RD SEMESTER
Course Title: DEVELOPMENT OF EDUCATION IN INDIA
Course Code: EDU-MJ-03024
Total Credits: 4 (Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive lectures and chronological study of Indian education
- Group discussions and seminars on educational commissions and policies
- Analysis of reports, policy documents, and historical records
- Assignments and presentations on specific educational periods

Teaching-Learning Tools:

- ICT-enabled lectures and documentaries
- Historical charts, timelines, and visual materials
- Official documents, government reports, and NEP texts
- Library and e-resource-based assignments

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

After completing this course, the learner will be able to:

- Recount the concept of Ancient Indian education system.

- Describe the education system in Ancient India, particularly Vedic Education.
- Examine the education system in Medieval India.
- Analyse the education system during the British Period.
- Interpret the educational situation during the time of Independence.
- Explain the recommendations and educational importance of different Education Commissions and Committees in post-Independent India.
- Analyse the National Policy on Education in different periods.
- Familiarize with the recent educational developments in India.

Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	**Education in Ancient and Medieval India** • Concept and characteristics of Ancient Indian education system • Vedic education: aims, curriculum, methods, and discipline • Buddhist and Jain education: principles and contributions • Education in Medieval India – Islamic education: aims, curriculum, methods • Salient features and limitations of Ancient and Medieval education	12	3	0	15
Unit II	**Education During British Period** • Charter Act of 1813 and Macaulay's Minute (1835) • Wood's Despatch (1854) • Hunter Commission (1882) • Indian Education Commission (1902) and Resolution of 1904 • Sadler Commission (1917–19) • Hartog Committee (1929) • Wardha Scheme of Basic Education (1937)	12	3	0	15
Unit III	**Education in Post-Independence India** • University Education Commission (1948–49) • Secondary Education Commission (1952–53) • Education Commission (1964–66) • National Policy on Education (1968, 1986, 1992) • Right to Education Act (2009) and its implications	12	3	0	15
Unit IV	**Recent Developments in Indian Education** • National Education Policy (2020): features, objectives, and implications • Issues and challenges in Indian education today • Educational reforms for quality and equity	12	3	0	15

	• Role of education in national development and globalization context				

Total Contact Hours: 60

Suggested Reference Books:

1. Aggarwal, J. C. (2004). *Landmarks in the History of Modern Indian Education.* New Delhi: Vikas Publishing House Pvt. Ltd.
2. Chaube, S. P., & Chaube, A. (2005). *Education in Ancient and Medieval India.* New Delhi: Vikas Publishing House Pvt. Ltd.
3. Dash, B. N. (2014). *History of Education in India.* New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
4. Ghosh, Suresh C. (2007). *History of Education in India.* New Delhi: Rawat Publications.
5. Thakur, A. S., & Thakur, A. (2015). *Development of Education System in India: Problems and Prospects.* Agra: Agarwal Publications.
6. MHRD, Government of India. (2019). *Draft National Education Policy 2019.* New Delhi.
7. Baruah, Jatin. *Bharatar Shiksha Eithasar Adhyan* (Assamese). Guwahati: Lawyers Book Stall.
8. Ministry of Education, Government of India. *Rastriya Shiksha Niti 2020* (Assamese). New Delhi: Shiksha Mantralaya, Bharat Sarkar.

4TH SEMESTER
Course Title: EDUCATIONAL PHILOSOPHY
Course Code: EDU-MJ-04014
Total Credits: 4 (Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive and interpretative lectures
- Group discussions and philosophical debates
- Textual reading and reflective analysis of philosophical writings
- Comparative study of Indian and Western philosophical systems

Teaching-Learning Tools:

- ICT-enabled lectures and visual presentations
- Reference texts, study materials, and philosophical excerpts
- Charts and concept maps on schools of philosophy
- Group seminar and interpretative assignments

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

After completing this course, the learner will be able to:

- Define and explain the concept, nature, functions, and branches of philosophy.
- Compare and analyze the relationship between philosophy and science.
- Describe the concept, nature, scope, and functions of educational philosophy.
- Examine the interrelationship between philosophy and education.
- Identify and explain the fundamental principles of different Indian schools of philosophy.
- Critically analyze the educational implications of various Indian philosophical schools.
- Identify and explain the core tenets of different Western schools of philosophy.
- Evaluate the educational implications of major Western philosophical schools.

- Interpret the educational philosophies of great philosophers and assess their contributions to education.

Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	**Introduction to Philosophy and Educational Philosophy** • Meaning, nature, and functions of Philosophy • Branches of Philosophy: Metaphysics, Epistemology, and Axiology • Relationship between Philosophy and Science • Educational Philosophy: Meaning, nature, scope, and functions • Relationship between Philosophy and Education	12	3	0	15
Unit II	**Indian Schools of Philosophy and their Educational Implications** • Vedic Philosophy: Aims, discipline, and methods of education • Sankhya and Yoga Philosophy: Concept of knowledge and education • Buddhism and Jainism: Educational ideals and values • Islamic Philosophy: Contribution to education and culture • Educational implications of Indian philosophical thought	12	3	0	15
Unit III	**Western Schools of Philosophy and their Educational Implications** • Idealism: Meaning, principles, and educational implications • Realism: Meaning, principles, and educational implications • Naturalism: Meaning, principles, and educational implications • Pragmatism: Meaning, principles, and educational implications • Existentialism: Meaning, principles, and educational implications	12	3	0	15
Unit IV	**Educational Philosophies of Great Thinkers** • Indian Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Srimanta Sankardev • Western Thinkers: Plato, Rousseau, John Dewey, Froebel, Montessori • Comparative study and educational significance of their contributions	12	3	0	15

Total Contact Hours: 60

Suggested Reference Books:

1. Shrivastava, K. K. (2003). *Philosophical Foundation of Education.* Kanishka Publishers, Distributors, New Delhi.

2. Chaube, S. P., & Choubey, Akhilesh. *Philosophical and Sociological Foundations of Education.* Vinod Pustak Mandir, Agra-2.

3. Sahu, Bhagirathi (2002). *The New Educational Philosophy.* Sarup and Sons, New Delhi.

4. Wingo, G. Max (1975). *Philosophies of Education.* Sterling Publishers Pvt. Ltd., New Delhi.

5. Brubacher, J. S. (1950). *Modern Philosophies of Education.* McGraw-Hill Book Company, New York, Toronto, London.

6. Chakrabarti, Mohit (2002). *Pioneers in Philosophy of Education.* Concept Publishing Company, New Delhi.

7. Goswami, Dulumoni (2014). *Philosophy of Education.* DVS Publishers, Guwahati.

8. Magee, Bryan. *The Story of Philosophy.* Dorling Kindersley, London.

4TH SEMESTER
Course Title: ENVIRONMENTAL EDUCATION
Course Code: EDU-MJ-04024
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures and discussions on the concept of environment and the relationship between humans and nature.
- Group projects and case studies on environmental challenges and strategies for awareness.
- Analysis of environmental issues at local, regional, and global levels.
- Presentations and seminars on Sustainable Development Goals (SDGs) and environmental values.

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations.

- Reference books, research papers, and environmental policy documents.
- Charts, visual aids, and handouts.
- Group discussions, role plays, and student presentations.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

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

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Concept of Environment: Meaning, components, relationship between human beings and environment.	9	3		12
II	Environmental Education: Meaning, objectives, importance, strategies for awareness and education.**(Field trip)**	9	3		12
III	Environmental Issues: Pollution (air, water, soil, noise), deforestation, climate change, global warming, biodiversity loss.	9	3		12

IV	Environmental Challenges and Management: Environmental hazards, disaster management, conservation techniques, sustainable development practices.	9	3		12
V	Environmental Values and Global Perspective: SDGs, role of education in promoting environmental values, national and international environmental policies.	9	3		12
Total		45	15	0	60

Suggested Reference Books

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

4TH SEMESTER
Course Title: GUIDANCE AND COUNSELLING
Course Code: EDU-MJ-04034
Total Credits: 4 (Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial:12, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive lectures and group discussions
- Case study and situational analysis
- Role-play and simulation of counselling sessions
- Preparation of guidance service plans and reports

Teaching-Learning Tools:

- ICT-based presentations and audiovisual materials
- Case files, counselling models, and charts
- Reference books and guidance manuals
- Field visits to counselling centers or school guidance units

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

After completing this course, the learner will be able to:

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

Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	**Introduction to Guidance and Counselling** • Meaning, nature, and scope of guidance and counselling • Need and importance of guidance in education • Aims and objectives of guidance and counselling • Relationship between guidance and counselling	12	3	0	15
Unit II	**Types and Approaches of Guidance and Counselling** • Types of guidance: educational, vocational, and personal • Types of counselling: directive, non-directive, and eclectic	12	3	0	15

	• Major approaches to counselling: psychoanalytic, behaviouristic, humanistic • Tools and techniques used in guidance and counselling				
Unit III	**Organization of Guidance Services** • Principles of organizing guidance services in schools and colleges • Essential guidance services: orientation, pupil inventory, counselling, information, placement, follow-up • School guidance clinics: meaning, functions, and organization • Role of the guidance personnel – head, teacher, and counsellor	12	3	0	15
Unit IV	**Problems and Challenges in Guidance and Counselling** • Role of the teacher as a guidance worker • Ethical and professional issues in counselling • Common problems faced by students and ways of handling them • Problems and limitations in organizing guidance programmes in Indian schools	12	3	0	15

Total Contact Hours: 60

Suggested Reference Books:

1. Agarwal, Rashmi. (2010). *Educational, Vocational Guidance and Counselling: Principles, Techniques and Programmes.* New Delhi: Shipra Publications.

2. Aggarwal, J.C. (1989). *Educational and Vocational Guidance and Counselling.* New Delhi: Doaba House.

3. Bhatia, K.K. (2009). *Principles of Guidance and Counselling.* New Delhi: Kalyani Publishers.

4. Kochhar, S.K. (2010). *Educational and Vocational Guidance in Secondary Schools.* New Delhi: Sterling Publishers Pvt. Ltd.

5. Saikia, Mukul (2025). Guidance and Counselling. Guwahati: Mani Manik Prakash

4TH SEMESTER
Course Title: HUMAN RIGHTS, VALUE AND PEACE EDUCATION
Course Code: EDU-MJ-04044

Total Credits: 4 (Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial12, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive lectures and discussions on human rights and values
- Group work, role play, and case study on human rights issues
- Analysis of constitutional provisions and international charters
- Project-based learning on peace and value education in schools

Teaching-Learning Tools:

- ICT-based lectures and multimedia presentations
- Constitutions, charters, and educational policy documents
- Handouts, reference texts, and visual aids
- Seminar discussions and student presentations

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

After completing this course, the learner will be able to:

- Explain the basic concept, nature, and scope of human rights.
- Describe the meaning, nature, principles, curriculum, and teaching methods of human rights education at different levels of education.
- Understand the role of the United Nations in promoting and protecting human rights.
- Explain the enforcement mechanisms of human rights in India.

- Identify and appreciate the role of advocacy groups in safeguarding human rights.

Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours
Unit I	**Introduction to Human Rights** • Meaning, nature, and characteristics of human rights • Evolution and development of human rights • Classification of human rights • Importance and relevance of human rights in education	12	3	0	15
Unit II	**Human Rights Education** • Meaning, nature, and scope of human rights education • Objectives and principles of human rights education • Curriculum and teaching methods of human rights education at different levels (school, college, and higher education) • Role of teachers in human rights education	12	3	0	15
Unit III	**International and National Perspectives** • Role of the United Nations and its agencies in human rights promotion (UNESCO, UNICEF, UNHRC, UN-CRC) • Universal Declaration of Human Rights (1948) and major international covenants • Constitutional provisions and legal safeguards for human rights in India	12	3	0	15
Unit IV	**Implementation and Advocacy of Human Rights** • Enforcement mechanism of human rights in India • National Human Rights Commission (NHRC) and State Human Rights Commissions • Role of non-governmental organizations (NGOs) and advocacy groups • Peace and value education for a human rights culture	12	3	0	15

Total Contact Hours: 60

Suggested Reference Books:

1. Aggarwal, J. C. (2008). *Education in the Emerging Indian Society.* New Delhi: Shipra Publications.

2. Chand, J. (2007). *Education for Human Rights.* New Delhi: Anshah Publishing House.

3. Mohanty, J. (2006). *Human Rights Education.* New Delhi: Deep & Deep Publications.

4. Naseema, C. (2008). *Human Rights Education: Theory and Practice.* New Delhi: Shipra Publications.

5. Rao, D. B. (2004). *Human Rights Education.* New Delhi: Discovery Publishing House.

6. Reddy, G. L., & Others. (2015). *Human Rights Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

5TH SEMESTER
Course Title: EDUCATIONAL TECHNOLOGY
Course Code: EDU-MJ-05014
Total Credits: 4 (Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 45, Tutorial:0, Practical: 15)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures and discussions on the objectives of educational technology in the teaching-learning process.
- Hands-on practice and demonstrations of teaching devices and innovations.
- Group work on classroom management strategies and effective teaching methods.
- Project-based learning and presentations to explore technology-based teaching innovations.

Teaching-Learning Tools

- ICT-based lectures and multimedia presentations.
- Teaching aids, models, charts, and other instructional devices.
- Handouts, reference texts, and educational software.
- Seminar discussions and student presentations.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering theory and practical concepts.

Course Outcomes

After completing this course, the learner will be able to:

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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Educational Technology: Concept, Nature, Scope, Objectives; Relationship between Educational Technology and Education; System Approach in Education; Role of ICT in Education.	9		3	12
II	Methods of Teaching: Concept, types, and characteristics; Audio-visual method, Demonstration method, Project method, Team Teaching, Programmed Learning, and Computer Assisted Instruction.	9		3	12
III	Teaching Devices: Meaning, Importance, Types (Audio, Visual, Audio-Visual, Instructional Machines); Preparation and Use of Teaching Aids; Modern Technologies in Teaching (Multimedia, Smart Boards).	9		3	12
IV	Levels of Teaching and Classroom Management: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation; Effective Classroom Management; Supervision and Feedback.	9		3	12
V	Innovations in Teaching: Micro-teaching, Simulation, Programmed Instruction, E-learning, Blended Learning; Evaluation of Teaching Effectiveness; Role of Teacher as a Professional.	9		3	12
Total		45	0	15	60

Suggested Reference Books

1. Aggarwal, J. C. (2005). *Educational Technology.* New Delhi: Vikas Publishing House Pvt. Ltd.
2. Chauhan, S. S. (2008). *Innovations in Teaching-Learning Process.* New Delhi: Vikas Publishing House Pvt. Ltd.
3. Kochhar, S. K. (1996). *Methods and Techniques of Teaching.* New Delhi: Sterling Publishers Pvt. Ltd.

4. Mangal, S. K., & Mangal, V. (2009). *Essentials of Educational Technology.* New Delhi: PHI Learning Pvt. Ltd.

5. Passi, B. K. (1976). *Becoming Better Teacher: Micro Teaching Approach.* Ahmedabad: Sahitya Mudranalaya.

6. Sharma, R. A. (2000). *Teaching: Foundation of Education.* Meerut: R. Lall Book Depot.

7. Siddiqui, M. H. (2008). *Models of Teaching.* New Delhi: APH Publishing Corporation.

8. Singh, A. (2006). *Classroom Management.* New Delhi: Kanishka Publishers.

5TH SEMESTER
Course Title: EMERGING ISSUES IN EDUCATION
Course Code: EDU-MJ-05024
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures and discussions on major emerging issues in education at national, state, and local levels.
- Group discussions and debates on challenges in higher education and school education.
- Case studies and project-based learning on analyzing educational problems and policy impacts.
- Seminar presentations on current trends and issues in education.
- Case studies and project-based learning including environmental and sustainability-related issues.

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations.
- Reference books, research articles, and policy documents.
- Handouts, charts, and visual aids.
- Seminar discussions, student presentations, and case studies.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks

- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

1. Identify and explain major emerging issues in education at the national, state, local, and global levels.
2. Analyze population, environmental, multicultural, and sustainability-related issues affecting education.
3. Critically examine challenges of access, quality, equity, and equality in Indian education.
4. Evaluate current educational policies, reforms, and future directions in education.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Emerging Issues in Education Concept, meaning, nature, and scope of emerging issues in education Factors influencing emerging trends Globalisation and internationalisation of education Multicultural education Alternative education models	9	3		12
II	Population Education Concept, objectives, and significance Population growth and its impact on development and education Integration of population education in school and higher education curricula Population issues in India	9	3		12
III	Environmental Education and Sustainable Development Meaning, need, and objectives of environmental education Environmental hazards and challenges Education for Sustainable Development (ESD) Sustainable Development Goals (SDGs) Awareness strategies and experiential learning (field visits, projects, naturewalks)	9	3		12

IV	Trends and Issues in Indian Education Problems in primary, secondary, and higher education Access, quality, equity, and equality Education of disadvantaged and marginalised groups Social justice and inclusive education	9	3		12
V	Current Challenges and Future Directions in Education Policy gaps and implementation issues Teacher shortage and professional development Technological challenges and digital divide Regional disparities Strategies and reforms for the future	9	3		12
Total		45	15	0	60

Suggested Reference Books

1. Aggarwal, J. C. (1997). *Development and Planning of Modern Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

2. Chandel, & Nand. (2011). *Population Education.* Agra: Shri Vinod Pustak Mandir.

3. Krishnamacharyulu, V. (2005). *Environmental Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

4. Mishra, & Mohanty. (2013). *Trends and Issues in Indian Education.* Meerut: R. Lall Book Depot.

5. Taj, Haseen. (2011). *Current Challenges in Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

6. Tiwari, R. P. (n.d.). *Problems of Education in N.E. India.* Ludhiana: Tandon Publications.

5TH SEMESTER
Course Title:EDUCATIONAL MANAGEMENT
Course Code: EDU-MJ-05034
Total Credits: 4 (Theory: 4, practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial:12, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive lectures and classroom discussions
- Group projects, case studies, and field-based learning

- Practical exposure to school management and planning processes
- Tutorials and assignments for individual and collaborative learning

Teaching-Learning Tools:

- ICT-based presentations and online resources
- Charts, models, and management flow diagrams
- Field visits to educational institutions
- Reference books, research papers, and reports

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test – 20 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

After completing this course, the learner will be able to:

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

Detailed Syllabus

Unit	Title/Content	Lecture	Tutorial	Practical	Total Hours

Unit I	**Introduction to Educational Management** • Meaning, nature and scope of educational management • Principles and functions of management (Planning, Organising, Directing, Controlling, Coordinating) • Types of management (Autocratic, Democratic, Laissez-faire) • Importance of educational management in modern education	12	3		15
Unit II	**Educational Resources and Administration** • Meaning and classification of educational resources – human, material, financial • Procurement and utilisation of resources in educational institutions • Role of head of institution and teachers in resource management • School records and office management	12	3		15
Unit III	**Educational Planning** • Meaning, nature and importance of educational planning • Types and approaches to educational planning – short-term, long-term, institutional, national • Process and steps in educational planning • Role of education in national development	12	3		15
Unit IV	**Educational Finance and Supervision** • Meaning and importance of educational finance • Sources of educational finance – government, private, community, and institutional sources • Budget preparation and financial management in schools and colleges • Educational supervision – meaning, functions, and techniques	12	3		15

Total Contact Hours: 60

Suggested Reference Books:

1. Bhatnagar, R.P., & Gupta, V. (2006). *Educational Management.* Meerut: R. Lall Book Depot.

2. Bhattacharya, S. (2012). *Educational Management: Theory and Practice.* Guwahati: EBH Publishers.

3. Krishnamacharyulu, V. (2008). *School Management and System of Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

4. Mathur, S.S., & Mathur, S. (2010). *School Organisation and Management.* Agra: Agrawal Publications.

5. Sharma, R. N. (2010). *Educational Administration, Management and Organisation.* Delhi: Surjeet Publications.

6. Sidhu, I. S. (2012). *Educational Administration and Management.* Delhi: Pearson India.

7. Taj Haseen, & Bhatnagar, P. (2012). *Modern Perspectives of Organizational Behaviour.* Agra: Harprasad Institute of Behavioural Studies.

6TH SEMESTER
Course Title: EDUCATIONAL MEASUREMENT AND LABORATORY PRACTICAL
Course Code: EDU-MJ-06014
Total Credits: 4 (Theory: 3, Practical: 1)
Contact Hours: 60 (Lecture: 32, Tutorial: 8, Practical: 20)
Distribution of Marks: Internal – 40 | External – 60 (40 Theory + 20 Practical) | Total – 100

Teaching-Learning Process

- Interactive lectures on the concepts of measurement and evaluation in education.
- Hands-on laboratory practicals for test construction, administration, scoring, and interpretation.
- Group exercises on the use and application of educational tests, personality tests, and aptitude tests.
- Project work and seminars to develop understanding of practical evaluation techniques.

Teaching-Learning Tools

- ICT-enabled lectures, multimedia presentations, and educational software.
- Standardized tests, questionnaires, rating scales, and instructional manuals.
- Charts, handouts, and reference texts.
- Practical sessions in lab settings, demonstration, and student presentations.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 10 Marks
- Assignment/Project – 10 Marks

- Practical Performance – 20 Marks

End Semester Examination (60 Marks):

- Theory (40 Marks): Descriptive and objective questions covering all units.
- Practical (20 Marks): Laboratory exercises and practical test administration.

Course Outcomes

After completing this course, the learner will be able to:

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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Concept of Measurement and Evaluation Meaning, nature, scope, and importance Relationship between measurement, assessment, and evaluation Types of evaluation: formative and summative	8	2		10
II	Test Construction and Item Analysis Meaning and principles of test construction Steps in test construction (planning, blueprint, writing items, try-out) Item analysis (difficulty level, discrimination index, distractor analysis)	8	2		10
III	Characteristics of a Good Test Reliability Validity Objectivity Usability Standardization Ethical considerations in testing	8	2		10
IV	Educational, Personality, and Aptitude Tests Achievement tests Diagnostic tests Prognostic tests Personality tests: meaning and types Aptitude tests: meaning and types Applications in educational settings	8	2		10

V	Laboratory Practical Recall and Recognition Trial and Error Learning Span of Attention Ink Blot Test Free Association Test Controlled Association Test			20	20
Total		32	8	20	60

Suggested Reference Books

1. Asthana, Bipin. (2009). *Measurement and Evaluation in Psychology and Education.* Agra: Vinod Pustak Mandir.

2. Freeman, F. S. (1965). *Theory and Practice of Psychological Testing.* New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

3. Goswami, Marami. (2012). *Measurement and Evaluation in Psychology and Education.* Hyderabad: Neel Kamal Publications Pvt. Ltd.

4. Saikia, L. R. (2018). *Psychological and Physiological Experiments in Education.* Guwahati.

6TH SEMESTER
Course Title: EDUCATIONAL STATISTICS AND PRACTICAL
Course Code: EDU-MJ-06024
Total Credits: 4 (Theory: 3, Practical: 1)
Contact Hours: 60 (Lecture: 50, Tutorial: 0, Practical: 10)
Distribution of Marks: Internal – 40 | External – 60 (40 Theory + 20 Practical) | Total – 100

Teaching-Learning Process

- Interactive lectures on fundamental concepts of statistics and its applications in education.
- Practical sessions on computation, tabulation, and graphical representation of educational data.
- Hands-on exercises in analyzing normal probability curves and other statistical distributions.
- Group exercises and seminar presentations on application of statistical methods in research and evaluation.

Teaching-Learning Tools

- ICT-enabled lectures and statistical software demonstrations.

- Reference books, research articles, and statistical tables.
- Charts, handouts, and worksheets.
- Laboratory exercises for data analysis, graphs, and interpretation.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 10 Marks
- Assignment/Project – 10 Marks
- Practical Performance – 20 Marks

End Semester Examination (60 Marks):

- Theory (40 Marks): Descriptive and objective questions covering all units.
- Practical (20 Marks): Exercises in statistical computation, graphical representation, and application.

Course Outcomes

After completing this course, the learner will be able to:

1. Understand the basic concepts of statistics and its role in education.
2. Apply different statistical procedures used in educational research and evaluation.
3. Create graphical representations of educational data.
4. Analyze the Normal Probability Curve and explain its applications in education.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Introduction to Statistics: Meaning, nature, importance, scope, and uses in education; Types of data: qualitative and quantitative; Levels of measurement.	10		2	12
II	Measures of Central Tendency: Mean, median, mode; Computation, properties, and applications.	10		2	12
III	Measures of Variability and correlation: Range, variance, standard deviation, and coefficient of correlation; Interpretation and applications.	10		2	12
IV	Graphical Representation of Data: Histogram, frequency polygon, frequency curve, bar diagram and pie diagram	10		2	12

V	Probability and Normal Distribution: Concept of probability, Normal Probability Curve, properties, applications in educational measurement and evaluation; Practical exercises on computation and graphical representation of data.	10		2	12
Total		50	0	10	60

Suggested Reference Books

1. Garrett, H. E. (2014). *Statistics in Psychology and Education.* Mumbai: Vakils, Feffer and Simons Pvt. Ltd.

2. Goswami, Marami. (2012). *Measurement and Evaluation in Psychology and Education.* Hyderabad: Neel Kamal Publications Pvt. Ltd.

3. Mangal, S. K. (2005). *Statistics in Psychology and Education.* New Delhi: Prentice Hall of India.

4. Saha, Kaberi. (2012). *Statistics in Education and Psychology.* New Delhi: Asian Books Pvt. Ltd.

5. Sahu, Binod K. (1998). *Statistics in Psychology and Education.* New Delhi: Kalyani Publishers.

6TH SEMESTER
Course Title: MENTAL HEALTH AND HYGIENE
Course Code: EDU-MJ-06034
Total Credits: 4 (Theory: 3, Practical/Tutorial: 1)
Contact Hours: 60 (Lecture: 47, Tutorial: 10, Practical: 3)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures and discussions on fundamentals and development of mental health.
- Case studies and analysis of mental health issues in school, family, and society.
- Group projects on stress management, adjustment mechanisms, and positive psychology interventions.
- Seminar presentations on mental health of women, role of WHO, and strategies to enhance mental hygiene.

Teaching-Learning Tools

- ICT-enabled lectures, multimedia presentations, and videos on mental health practices.
- Reference books, research papers, and WHO guidelines.

- Charts, handouts, and case studies.
- Group discussions, role plays, and seminar presentations.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Field Visit Report / Reflective Journal based on the experiential components of the course – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

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 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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Fundamentals of Mental Health: Meaning, nature, scope, characteristics of a mentally healthy person. Experiential Component: Orientation session prior to field/exposure visit—introduction to mental health institutions, ethical considerations, and objectives of the visit.	10	2	1	13

II	Mental Hygiene: Concept, importance, relationship with mental health, principles, and practices for maintaining mental hygiene. Experiential Component: Observation of mental hygiene practices and preventive services during the field/exposure visit to a mental health institute (e.g., LGBRIMH).	10	1	2	13
III	Factors Promoting Mental Health: Role of family, school, and society in maintaining mental health; Techniques for mental well-being.	9	3		12
IV	Adjustment: Meaning, types of adjustment problems, mechanisms of adjustment, and strategies to enhance adaptive behaviors.	9	2		11
V	Positive Psychology and Stress Management: Concept, issues, mental health of women, role of WHO, strategies for stress management.	9	2		11
Total		47	10	3	60

Suggested Reference Books

1. Baumgardner, S., & Crothers, M. (2009). *Positive Psychology.* New Delhi: Pearson India Education Services Pvt. Ltd.

2. Coleman, J. C. (2016). *Abnormal Psychology and Modern Life.* Chicago: Scott, Foresman and Company.

3. Chauhan, S. S. (2007). *Advanced Educational Psychology.* New Delhi: Vikas Publishing House Pvt. Ltd.

4. Crow, L. D., & Crow, A. (1951). *Mental Hygiene.* New York: McGraw-Hill.

5. Gururani, G. D. (2006). *Textbook on Mental Health and Hygiene.* New Delhi: Akansha Publishing House.

6. Mangal, S. K. (1999). *Essentials of Educational Psychology.* New Delhi: PHI Learning Pvt. Ltd.

7. Mangal, S. K. (2008). *Abnormal Psychology.* New Delhi: Sterling Publications.

8. Safaya, R. N., Shukla, C. S., & Bhatia, B. D. (2002). *Modern Educational Psychology.* Delhi: Dhanpat Rai Publishing Company.

6TH SEMESTER
Course Title: GENDER AND EDUCATION
Course Code: EDU-MJ-06044
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)

Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures on the meaning of gender, differentiation from sex, and types of gender roles in family, marriage, kinship, and religious institutions.
- Case studies and discussions on gender biases and stereotypes in schools, families, and society.
- Seminar presentations on provisions for gender equality and gender-sensitive approaches in various contexts.
- Group projects analyzing the role of socialization in shaping gender perspectives.

Teaching-Learning Tools

- ICT-enabled lectures, multimedia presentations, and videos on gender issues.
- Reference books, research papers, and policy documents.
- Handouts, charts, and case studies.
- Group discussions, debates, role plays, and seminar presentations.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

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 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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Concept of Gender: Meaning, difference between sex and gender, types of gender roles in family, marriage, kinship, and religious institutions; Gender Stereotypes.	9	3		12
II	Gender Studies: Meaning, importance, features; Gender roles in society, school, and family.	9	3		12
III	Socialization and Gender: Process of socialization, gender bias in school, family, and society.	9	3		12
IV	Gender Equality: National and international provisions for gender equality, policies, and initiatives.	9	3		12
V	Gender-Sensitive Approach: Strategies to promote gender sensitivity in education, workplace, and social contexts.	9	3		12
Total		60	0	0	60

Suggested Reference Books

1. Bagchi, Jasodhara, Guha, Jaba & Sengupta, Piyali (Eds.). (1997). *Loved and Unloved: The Girl Child in West Bengal.* Kolkata: Stree Publishers.

2. Batliwala, S. (1993). *Empowerment of Women in South Asia: Concepts and Practices.*

3. Bhasin, K. (2000). *Understanding Gender.* New Delhi: Kali for Women.

4. Bhasin, K. (2004). *Exploring Masculinity.* New Delhi: Women Unlimited.

5. Bhatia, R. L. & Ahuja, B. N. (2006). *Modern Indian Education and Its Problems.* Delhi: Surjeet Publications.

6. Chanana, K. (Ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity.* New Delhi: Orient Longman.

7. Devaki, J. (2005). *Women Development and the UN: A Sixty-Year Quest for Equality and Justice.* Bloomington: Indiana University.

8. Govinda, R. (Ed.). (2002). *India Education Report: A Profile of Basic Education.* New Delhi: Oxford University Press.

9. Gould, S. J. (1981). *The Mismeasure of Man.* London: Penguin Books.

10. Gupta, A. S. et al. (Eds.). (2005). *Reflections on the Right to Development.* New Delhi: Centre for Development and Human Rights, Sage Publications.

11. 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.

12. Kalita, U., Sharma, A. & Barman, S. (2022). *Mahila Aaru Samaj.* Guwahati: Shanti Prakashan.

13. Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power.* New York: Bergin & Garvey.

14. Momsen, J. H. (2010). *Gender and Development (2nd ed.).* New York: Routledge.

15. Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access.* New Delhi: Sage.

16. 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.

17. Rege, S. (Ed.). (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge.* New Delhi: Sage.

18. Viswanathan, N. (Ed.). (2006). *The Women, Gender and Development Reader.* New Delhi: Zubaan.

19. 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.

7TH SEMESTER

Course Title: METHODS AND TECHNIQUES OF TEACHING

Course Code: EDU-MJ-07014

Total Credits: 4 (Theory: 3, Practical: 1)

Contact Hours: 60 (Lecture: 40, Tutorial: 0, Practical: 20)

Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures on the principles, nature, and characteristics of teaching.
- Demonstrations and practice sessions for Micro Teaching, Simulation, and Team Teaching.
- Group discussions and activities on lesson planning and instructional strategies.

- ICT-based teaching using Learning Management Systems (LMS) like Moodle, Blackboard, and Google Classroom.
- Hands-on practice sessions for flipped classroom, blended learning, and mobile learning techniques.

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations.
- Handouts, reference books, and demonstration charts.
- Classroom simulation exercises and role play for Micro Teaching.
- LMS platforms for practical exposure and teaching practice.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 10 Marks
- Micro Teaching/Practical Performance – 15 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering theory units

Course Outcomes

After completing this course, the learner will be able to:

1. Explain the meaning, nature, and characteristics of teaching.
2. Describe the concept of the Teaching-Learning process and 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, steps, and 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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Introduction to Teaching: Meaning, nature, characteristics, and significance of teaching; Teaching-Learning process; Marks of good teaching and learning.	8		–	8
II	Educational Objectives: Taxonomy of educational objectives; Bloom's Taxonomy – historical background, cognitive, affective, and psychomotor domains.	8		–	8
III	Micro Teaching: Concept, characteristics, objectives, steps, advantages, and practical demonstration.	6		5	11
IV	Simulation: Concept, procedure, and advantages; Team Teaching: Concept, patterns, and advantages; Practical exercises.	6		5	11
V	Lesson Planning: Concept, types, steps, and practical exercises; Modern trends in teaching: Flipped Classroom, Blended Learning, Mobile Learning.	6		5	11
VI	Learning Management Systems (LMS): Moodle, Blackboard Learn, Google Classroom – demonstration and hands-on practice.	6		5	11
Total		40		20	60

Suggested Reference Books

1. Aggarwal, J. C. *Principles, Methods and Techniques of Teaching.* New Delhi: Vikas Publishing House Pvt. Ltd.

2. Passi, B. K. *Becoming Better Teacher: Micro Teaching Approach.* Ahmedabad: Sahitya Mudranalaya.

3. Singh, A. *Classroom Management.* New Delhi: K. Anishka Publishers.

4. Sharma, T. R., & Bhargava, M. *Modern Teaching Strategies and Style.* Agra: H. P. Bhargava Book House.

5. Kochhar, S. K. *Methods and Techniques of Teaching.* New Delhi: Sterling Publishers Pvt. Ltd.

7TH SEMESTER
Course Title: INDIAN KNOWLEDGE SYSTEM AND EDUCATION
Course Code: EDU-MJ-07024
Total Credits: 4 (Theory: 3, Practical: 1)
Contact Hours: 60 (Lecture: 45, Tutorial: 0 Practical: 15)
Distribution of Marks: Internal – 40 | External – 60 (40 Theory + 20 Practical) | Total – 100

Teaching-Learning Process

- Interactive lectures on the concepts, history, and significance of the Indian Knowledge System (IKS).
- Demonstrations and guided practice sessions on Yogic techniques, Mudras, Pranayama, and meditation.
- Group discussions and projects applying Indian Knowledge System in multidisciplinary areas.
- Reflection exercises on integrating yogic knowledge for physical and mental well-being.

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations on IKS and Yoga practices.
- Reference books, manuscripts, and research articles on Indian Knowledge Systems.
- Yoga mats, charts, handouts, and practical guidelines.
- Practical sessions for performing Yogasanas, Mudras, Pranayama, and meditation.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 10 Marks
- Assignment/Project – 10 Marks
- Practical Performance – 20 Marks

End Semester Examination (60 Marks):

- Theory (40 Marks): Descriptive and objective questions covering all units.
- Practical (20 Marks): Performance-based assessment of Yogasanas, Mudras, Pranayama, and meditation.

Course Outcomes

After completing this course, the learner will be able to:

1. Recognize and appreciate the rich tradition of the 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 the Ancient Indian Knowledge System in the current social scenario.

Guidelines for Yoga Practicum

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

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	**Indian Knowledge System:** • Concept, significance, history, and application in education and multidisciplinary areas. • IdeaofBharatBarshainancienttime • HistoryofSanskritliterature	9			9
II	**IndianPhilosophyandValues** • SixphilosophyofIndia-Samkhya,Vedanta,Nyaya,Mimamsha,Vaishesikaand Yoga • EducationalimplicationsofIndianschoolsofphilosophyandtheirrelevancein the modern context • DevelopmentofBuddhismandJainism	9			9
III	**Vedicliterature** • IntroductiontoRigveda • IntroductiontoYajurveda • IntroductiontoSamveda • IntroductiontoAtharvabeda	9			9
IV	**IntroductiontoYoga** • Concept, origin and development of Yoga, Importance of Yoga as a part of Indian Knowledge System • ClassificationofYoga,AimofYogainHealthandWellness. • ScopeofYoga-RoleofYogainstressmanagement,Yogaasatoolf or Academic Excellence • YogaPracticum	9		15	24
V	**GlimpsesofAncientIndianKnowledgeinthemodernworld** • AncientBharatiyaEducation-Gurukulsystem,Nalanda,Takxila • Vedicmathematicsinmodernscience • Arthashatraandmoderneconomy • MedicineinancientBharat	9			9
Total		45	0	15	60

Suggested Reference Books

1. Sivananda Saraswati, Swami (2017). *Yoga Bole Rog Aragya.* Umachal Granthawali-24, Guwahati.

2. Bibekananda Kendra (1991). *Yoga Asana – Pranayama – Mudra.* Guwahati.

3. Bora, Mukul Chandra (2023). *Bharatiya Knowledge System.* Khanna Book Publishing Co. (P) Ltd., New Delhi.

7TH SEMESTER
Course Title: DEVELOPMENTAL PSYCHOLOGY
Course Code: EDU-MJ-07034
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures on the principles, nature, scope, and methods of developmental psychology.
- Case studies and discussions on physical, cognitive, social, and emotional development across lifespan.
- Analysis of family, school, and peer influence on developmental outcomes.
- Group assignments on developmental tasks, parental attitudes, and personality growth.

Teaching-Learning Tools

- ICT-enabled lectures, videos, and multimedia presentations.
- Reference books, research articles, and developmental charts.
- Worksheets, case studies, and illustrative examples for different age groups.
- Group discussions, seminars, and presentations on developmental stages.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

1. Explain the meaning, nature, scope, and different methods of developmental psychology.
2. Describe the pre-natal period of development.
3. Identify the characteristics and different developmental aspects of infancy period.
4. Discuss the parental attitude and family role in the development of infants.
5. Identify the characteristics and different developmental aspects of childhood period.
6. Examine the role of family and school in social and personality development of childhood.
7. Interpret the meaning, characteristics, and developmental tasks of adolescence.
8. Justify the need and importance of studying adolescence.
9. Describe the social, emotional, and personality development of adolescence.
10. Analyze the role of family, school, and peers on adolescents' development.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Introduction to Developmental Psychology: Meaning, nature, scope, methods, and importance.	9	3		12
II	Pre-natal Development: Stages, factors affecting development, and parental care.	9	3		12
III	Infancy: Physical, cognitive, social, emotional, and personality development; parental role in infant development.	9	3		12
IV	Childhood: Physical, cognitive, social, emotional, and personality development; family and school influences.	9	3		12
V	Adolescence: Meaning, characteristics, developmental tasks, social, emotional, personality development; influence of family, school, and peers.	9	3		12
Total		60	0	0	60

Suggested Reference Books

1. Bee, H., & Boyd, D. (2006). *The Developing Child.* New Delhi: Pearson Education Inc., India edition.

2. Chaube, S. P. (2011). *Developmental Psychology.* New Delhi: Neelkamal Publications Ltd.

3. Cole, L. (1936). *Psychology of Adolescence.* New York: Rinehart and Winsten.

4. Goswanee, G. (2008). *Child Development and Child Care.* Guwahati: Arun Prakashan.

5. Hurlock, E. B. (1980). *Developmental Psychology – A Life Span Approach.* New Delhi: Tata McGraw Hill Publishing Co. Ltd.

6. Hurlock, E. B. (1942). *Child Development.* New Delhi: Tata McGraw Hill Publishing Co. Ltd.

7. Thompson, G. G. (1969). *Child Psychology.* Bombay: The Times of India Press.

8. Saikia, Mukul (2025). *Developmental Psychology*. Guwahati: Mani Manik Prakash

7TH SEMESTER
Course Title: ADULT AND CONTINUING EDUCATION
Course Code: EDU-MJ-07044
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial:15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures on concepts, history, and significance of adult and continuing education.
- Group discussions and case studies on the methodology of continuing education.
- Comparative analysis of continuing education systems in India, U.K., Bangladesh, and Thailand.
- Project-based learning to design models of continuing education suitable for Indian context.

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations.
- Reference books, policy documents, and research articles on adult education.
- Handouts, charts, and illustrative case studies.
- Group activities and student presentations on continuing education programs.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks

- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

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 India.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Introduction to Adult and Continuing Education: Concept, objectives, significance, and relevance in changing society.	9	3		12
II	Methodology of Continuing Education: Teaching-learning strategies, curriculum, and instructional techniques.	9	3		12
III	Problems of Continuing Education in India: Literacy challenges, resource constraints, societal and institutional barriers.	9	3		12
IV	Comparative Study: Continuing education systems in U.K., Bangladesh, and Thailand; lessons for India.	9	3		12
V	Designing Models of Continuing Education: Approaches for policy planning, program implementation, and evaluation.	9	3		12
Total		45	15	0	60

Suggested Reference Books

1. Bordia, A. (ed.). *Adult Education in India.* Indian Adult Education Association, New Delhi.
2. Daswani, C.J., & Shah, S.Y. (eds.). *Adult Education in India: Selected Papers.* UNESCO, New Delhi, 2000.

3. Desai, A.K. *Adult Education in Developing Countries.* Directorate of Adult Education, Government of India, New Delhi.

4. Dutta, S.C. (1986). *History of Adult Education in India.* Indian Adult Education Association (IAEA), New Delhi.

5. Lowe, John. (1975). *The Education of Adults: A World Perspective.* UNESCO Press, Paris.

6. Ministry of Human Resource Development. (1986). *National Policy on Education.* Government of India, New Delhi.

7. Shah, S.Y. (1999). *An Encyclopaedia of Indian Adult Education.* National Literacy Mission, MHRD, Government of India, New Delhi.

8. *Training of Adult Education Functionaries: A Handbook.* (1977). Ministry of Education & Social Welfare, Government of India, New Delhi.

9. Department of Adult Education. *Learning for Participation: An Approach to Training in Adult Education.*Government of India, New Delhi.

7TH SEMESTER
Subject: Education
Course Title: RESEARCH METHODOLOGY IN EDUCATION
Course Code: EDU-MJ-07054
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures on the concept, scope, and significance of educational research.
- Group discussions and case studies on various types of research and their applicability.
- Practical exercises in designing research proposals and composing research reports.
- Critical evaluation of qualitative and quantitative research methodologies.
- Seminar presentations on contemporary issues in educational research.

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations.
- Reference books, research articles, and methodological guides.

- Handouts, worksheets, and illustrative case studies.
- Group activities and project-based learning for research design and report writing.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	Educational Research – Meaning, Nature, and Types Meaning and definition of educational research; characteristics, objectives, steps, and significance of educational research. Types of educational research: Basic/Fundamental research, Applied research, and Action research.	9	3		12
II	Methods of Educational Research and Review of Literature Methods of educational research: Historical, Descriptive, and Experimental methods.	9	3		12

	Review of Related Literature: Meaning, need, sources, and significance of review of related literature.				
III	Research Design, Population, Sampling, and Tools Meaning and concept of research design. Meaning of population and sample. Sample size, sampling error, and their importance in drawing inferences. Types of sampling: Probability and Non-probability sampling techniques. Tools of educational research: Observation schedule, questionnaire, interview schedule, inquiry forms, psychological tests, and sociometric techniques. Characteristics of good research tools.	9	3		12
IV	Qualitative and Quantitative Research and Data Analysis Meaning and nature of qualitative and quantitative research. Difference between qualitative and quantitative research. Advantages and disadvantages of qualitative and quantitative research approaches. Organization and analysis of qualitative data. Organization and analysis of quantitative data. Concept and formulation of hypotheses.	9	3		12
V	Statistical Techniques, Research Proposal, and Research Report Application of basic statistical techniques in educational research: t-test, chi-square test, ANOVA, correlation, and regression. Research proposal: Meaning and steps. Research report: Meaning and characteristics. Preparation and structure of a research report—preliminary section, main body, and reference section.	9	3		12
Total		45	15	0	60

Suggested Reference Books

1. Best, J. W., & Khan, J. V. (10th Ed.). *Research in Education.* Prentice Hall Pvt. Ltd., New Delhi.

2. Langenbach, M., & Vaughn, C. (7th Ed.). *An Introduction to Educational Research.* Allyn and Bacon, London.

3. Pandya, S. R. (2010). *Educational Research.* APH Publishing Corporation, New Delhi.

4. Koul, L. (2011). *Methodology of Educational Research.* New Delhi: Vikas Publishing House Pvt. Ltd.

5. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques (2nd Ed.).* New Delhi: Wishwa Prakashan.

6. Sidhu, K. S. (1990). *Methodology of Research in Education.* New Delhi: Sterling Publishers Pvt. Ltd.

7. Good, C. V., & Scates, D. F. *Methods of Research: Educational, Psychological, Sociological.* New York: Appleton-Century-Crofts, Inc.

8TH SEMESTER
Course Title: INCLUSIVE EDUCATION
Course Code: EDU-MJ-08014
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- Interactive lectures and discussions on the concept and principles of Inclusive Education
- Case studies on children with special needs and inclusive classroom practices
- Group activities, role plays, and project-based learning on promoting inclusion
- Analysis of policies, legal provisions, and best practices for inclusive education

Teaching-Learning Tools

- ICT-enabled lectures and multimedia presentations
- Reference books, research articles, and policy documents
- Handouts, charts, and visual aids
- Seminar discussions, student presentations, and case-study analysis

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 10 Marks
- Seminar/Presentation – 15 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

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

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	**Inclusionin Education:** • Meaning,conceptandimportance • HistoryofInclusiveEducation-Paradigmshiftfromsegregation,integrationto Inclusion, • TypesofInclusiveEducation-Fullinclusion,PartialInclusionandMainstreaming, **IEP** • Inclusionineducation—ahuman right	9	3		12
II	**UnderstandingLearnersfromdiversecontexts** • 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 inclusiveeducationwithspecialreferencetochildrenwithspecial needs-Concept of Impairment, Disability and Handicap	9	3		12

	• NatureandcharacteristicsofCWSN—Sensoryimpairment(VisualandHearing),Loco motor Disability, Gifted and talented, Intellectual Disability, Learning Disability				
III	**BuildingInclusiveSchools** • IdentifyingandAddressingBarrierstoInclusiveSchools • Planningandmanagementofinclusiveclassroom-Infrastructure,HumanResource and Instructional Practices • AssistiveTechnologyfor CWSN • FamilySupport&CommunityInvolvementforInclusiveEducation	9	3		12
IV	**Policies,ProgrammesandLegislative&EducationalProvisionsforCWSN** • RehabilitationCouncilofIndiaAct,1992 • PersonswithDisabilities(EqualOpportunities,ProtectionofRightsandFull Participation) Act, 1995, Rights of Persons with Disabilities Act, 2016 • TheNationalTrustforWelfareofPersonswithAutism,Cerebralpalsy,Mental Retardation and Multiple Disabilities Act, 1999. • NationalPolicyforPersonswithDisabilities(2006) • InclusiveeducationinSSAandRTE,2009andNEP,2020	9	3		12
V	**ChallengesofInclusiveEducationandRoleoftheStakeholders** • IssuesandchallengesofimplementingInclusiveEducation • TheRoleofTeachersinInclusiveClassroom:ChallengesandBestPractices • RoleandresponsibilitiesoftheStakeholders:Teachers,Family,Community.Roleof Government and NGOs.	9	3		12
Total		45	15	0	60

Suggested Reference Books

1. Ashman, A., & Elkins, J. (2002). *Educating Children with Special Needs.* French's Forest, NSW: Prentice Hall.

2. Dutt, B., & Garg, Jyoti. (2014). *Education for All: A Survey.* New Delhi: Global Publication.

3. Frank, M. H., & Steven, R. F. (1984). *Education of Exceptional Learners.* Massachusetts: Allyn and Bacon Inc.

4. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All.* Oxford: Heinemann.

5. Kar, Chintamoni. (1992). *Exceptional Children: Their Psychology and Instruction.* New Delhi: Sterling Publishers Pvt. Ltd.

6. Kumar, Jitender. (2013). *Inclusive Education: A Journey through Challenges.* Patiala: Twenty-First Century Publications.

7. Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education.* New Delhi: Prentice Hall of India Pvt. Ltd.

8. Mani, M. N. G. (2000). *Inclusive Education in Indian Context.* Coimbatore: Ramakrishna Mission Vidyalaya.

9. NCERT. (2006). *National Curriculum Framework 2005 (NCF 2005).* New Delhi: NCERT.

10. Umadevi, M. R. (2012). *Special Education: A Practical Approach to Educating Children with Special Needs.*Hyderabad: Neelkamal Publications Pvt. Ltd.

11. Virk, Jaswant K., & Arora, Alka. (2010). *Fundamentals of Inclusive Education.* Patiala: Twenty-First Century Publications.

8TH SEMESTER
Course Title: CURRICULUM STUDIES
Course Code: EDU-MJ-08024
Total Credits: 4 (Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 45,Tutorial:15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching Learning Process

Teaching will be learner-centred and activity-based, using a blend of lectures, discussions, group work, and project activities. Emphasis will be on participatory learning through seminars, case studies, curriculum analysis, and reflective tutorials supported by ICT tools.

Teaching Learning Tools

ICT-enabled lectures, PowerPoint presentations, videos, charts, worksheets, curriculum documents (NCF, NEP 2020), library references, group discussions, field observations, and feedback-based evaluation methods.

Course Outcomes

After completing this course, the learner will be able to:

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.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	**IntroductiontoCurriculum** • Meaning,Definitions,andCharacteristicsofCurriculum • ImportanceandScopeof Curriculum • RelationshipBetweenCurriculumandEducationalObjectives • StructureandOrganizationofCurriculum	9	3		12
II	**FoundationsofCurriculum** • PhilosophicalFoundations • PsychologicalFoundations • SocialFoundations • CulturalFoundations • TechnologicalFoundations • ScientificFoundations	9	3		12
III	**CurriculumConstructionandAdministration** • PrinciplesofCurriculumConstruction • SystemsApproachtoCurriculum Development • CurriculumAdministration:Planning,Organization,andEvaluation • DeterminantsofCurriculum • ApproachestoCurriculumDevelopment • PatternsofCurriculumOrganization	9	3		12
IV	**MethodsofCurriculumConstruction** • PrinciplesofCurriculumConstruction • MethodsofCurriculumConstruction • CurriculumConstructionfordifferentstagesofeducation.	9	3		12
V	**EmergingTrendsandTextbooks** • NewTrendsinCurriculumPlanning • InnovationsintheTheoryandPracticeofCurriculumTransaction • RoleandImportanceofTextbooksinCurriculum • EssentialFeaturesofaGoodTextbook • CriteriafortheSelectionofTextbooks	9	3		12
Total		45	15	0	60

Suggested Reference Books

1. Smith, B. O., Stanley, W. O., & Shores, J. H. (1957). *Foundations of Curriculum Improvement.* Yonkers, NY: World Book Company.

2. Taba, H. (1962). *Curriculum Development: Theory and Practice.* New York: Harcourt, Brace & World Inc.

3. Taylor, J. G., & Alexander, W. M. (1960). *Planning Curriculum for Schools.* New York: Holt, Rinehart and Winston.

4. Ornstein, A. C., & Hunkins, F. P. (1993). *Curriculum: Foundations, Principles, and Issues (2nd ed.).* Boston, MA: Allyn & Bacon.

5. Packiam, S. (1986). *Curricular Innovations and Educational Technology.* New Delhi: Doba House.

6. Malla Reddy, M., & Ravisankar, S. (n.d.). *Curriculum Development and Educational Technology.* New Delhi: [Publisher not specified].

7. NCERT. (1984). *Curriculum and Evaluation.* New Delhi: NCERT Publications.

8TH SEMESTER
Course Title: TEACHER EDUCATION IN INDIA
Course Code: EDU-MJ-08034
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial: 15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching–Learning Process

- Interactive and reflective lectures on concepts and scope of teacher education.
- Group discussions and collaborative learning activities.
- Seminars and case studies on teacher preparation programmes.
- Document analysis of NCTE, NEP 2020, and related policies.
- Field-based assignments and institutional observations.
- Critical review of teacher education practices in India.

Teaching–Learning Tools

- ICT-enabled lectures and multimedia presentations.
- Policy documents: NPE, NEP 2020, NCFTE 2009.
- Institutional visit reports and reflective journals.
- Reference books, research journals, and online resources.
- Group discussions, seminars, and interactive sessions on emerging trends.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 15 Marks
- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teachereducation
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and theirfunctions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and beable to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics ofteachers

Detailed Syllabus

Unit	Content	Lecture Hours (L)	Tutorial (T)	Practical (P)	Total Hours
I	**Conceptual Framework and Historical Perspectives of Teacher Education in India** • Teacher Education-Concept, scope and aims and objectives • Need and Significance of Teacher Education in 21st Century • Types of Teacher Education-Pre-service and In-service • Development of Teacher Education in India • Shifting focus from Teacher Training to Teacher Education	9	3		12
II	**Teacher Education For Different Levels of Education** • Preparation of Teachers for Pre-Primary Level of education • Preparation of Teachers for Primary Level of education • Preparation of Teachers for Secondary Level of education	9	3		12

	• Preparation of Teachers for Higher Level of education				
III	**Structure and Organisations of Teacher Education in India** • Basic Training Centre (BTC) • District Institute for Education and Training (DIET) • State Council for Educational Research and Training (SCERT) • National Council for Educational Research and Training (NCERT) • National Council for Teacher Education (NCTE), ITEP • National University of Educational Training and Administration(NUEPA) • Regional Colleges of Education (RIE)	9	3		12
IV	**Status of Teacher Education in India: Trends, Issues and Challenges** • Skill and Competency based Teacher Education, Flanders InteractionAnalysis, Micro Teaching and Simulated Social Skill Teaching (SSST) • National Curriculum Framework for Teacher Education (NCFTE), 2009 • NCTE Regulations, 2014 • Present problems of Teacher Education in India and their solution • Quality Assurance in Teacher Education and its challenges	9	3		12
V	**Quality, Responsibility and Professional Ethics of Teachers** • Qualities and responsibilities of a teacher • Teacher as a Facilitator, Counsellor and Practitioner-Researcher • Role expectations of Teachers in twenty first century • Professional ethics and accountability of teachers	9	3		12
Total		45	15	0	60

Suggested Reference Books

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society.* New Delhi:*Vikas Publishing House Pvt. Ltd.*
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21st Century-Challenges,*Responsibilities, Creditability. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesly Publishing*Company.*

- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and*Company.*
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha.* Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II.* New Delhi: S.*Chand and Company.*
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: SterlingPublishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India.* New Delhi: VikashPublications Pvt. Ltd.

8TH SEMESTER
Course Title: HUMAN RIGHTS EDUCATION
Course Code: EDU-MJ-08044
Total Credits: 4 (Theory: 4, Practical/Tutorial: 0)
Contact Hours: 60 (Lecture: 45, Tutorial:15, Practical: 0)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching–Learning Process

- Interactive lectures on the concept, nature, and scope of human rights and human rights education.
- Group discussions and seminars on principles, curriculum, and teaching methods of human rights education at different levels.
- Case studies on human rights violations and protection mechanisms in India and abroad.
- Analysis of constitutional provisions, UN declarations, and human rights acts.
- Assignments and presentations on the role of institutions and organizations in promoting human rights.
- Reflective activities on human rights issues concerning marginalized and vulnerable groups.

Teaching–Learning Tools

- ICT-enabled lectures, multimedia presentations, and videos on human rights themes.
- Policy documents, UN declarations, Human Rights Act (1993), and Constitution of India.
- Reference books, research articles, and reports from human rights organizations.
- Case study materials, newspaper clippings, and NGO publications.
- Group discussions, seminars, and debates on contemporary human rights issues.

Evaluation/Assessment

Internal Assessment (40 Marks):

- Class Test – 15 Marks
- Assignment/Project – 15 Marks

- Seminar/Presentation – 10 Marks

End Semester Examination (60 Marks):

- Descriptive and objective written exam covering all units

Course Outcomes

After completing this course, the learner will be able to:

After completing this course, the learner will be able to:

8. Explain the basic concept, nature, and scope of Human Rights.
9. Describe the meaning, nature, principles, and curriculum of Human Rights Education at different educational levels.
10. Identify appropriate teaching methods and activities for promoting Human Rights Education.
11. Analyze the role of the United Nations and other international bodies in the promotion and protection of human rights.
12. Discuss the provisions related to Human Rights in the Indian Constitution and their correspondence with UN declarations.
13. Understand the Human Rights Act (1993) and the functioning of Human Rights Commissions in India.
14. Evaluate the role of judiciary, governmental, and non-governmental organizations in safeguarding human rights.
15. Recognize the contribution of advocacy groups, educational institutions, press, and media in promoting human rights awareness.
16. Examine human rights issues concerning marginalized groups such as women, children, minorities, differently abled, and transgender persons.

Detailed Syllabus

Unit	Content	Lecture Hours (L)	Tutorial (T)	Practical (P)	Total Hours
I	**Basic Concept of Human Rights** · Concept and Nature of Human Rights · Scope of Human Rights · Concept, Objectives, and Principles of Human Rights Education · Need 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	9	3		12
II	**United Nations and Human rights** • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights	9	3		12

	• Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitutionof India				
III	**Human Rights – Enforcement Mechanism in India** · Human Rights Act, 1993 · Human Rights Commission – Role and Objectives · Judicial Organs – Role of Supreme Court and High Court in India · Commissions for Women and Children in India	9	3		12
IV	**Role of Advocacy Groups for Promotion of Human Rights** · Role of Global Agencies: UN, UNESCO, Vienna Declaration · Role of Governmental and Non-Governmental Organizations · Role of Educational Institutions · Role of Press and Mass Media	9	3		12
V	**Human Rights and Marginalized Sections** · Human Rights related to Racial Discrimination · Human Rights related to Religious and Linguistic Minorities · Human Rights related to Communal Minorities · Human Rights related to Refugees · Human Rights related to the Aged · Human Rights related to Women and Children · Human Rights related to Differently Abled Persons · Human Rights related to Transgender Persons	9	3		12
Total		45	15	0	60

Recommended Readings:

- Aggarwal, J. C. (2008). *Education in the Emerging Indian Society*. New Delhi: Shipra*Publication.*
- Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah PublishingHouse.
- Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati:*Assam Book Depot.*
- 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, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: DiscoveryPublication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: NeelkamalPublications Pvt. Ltd.

8TH SEMESTER

Course Title: PROJECT (Mini)
Course Code: EDU-MJ-08054
Total Credits: 4 (Theory: 1, Practical/Tutorial: 3)
Contact Hours: 60 (Lecture: 19, Tutorial:8, Practical: 33)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching Learning Process

The course follows a **guided project-based approach** involving:

- Orientation sessions and supervisor consultations.
- Library and field-based study.
- Data collection, analysis, and report preparation.
- Presentation and viva-voce.

Teaching Learning Tools

Library resources, internet-based materials, field surveys, interviews, questionnaires, statistical tools for data analysis, and project supervision sessions.

Evaluation / Assessment

Assessment will be based on both **internal and external evaluation** (Internal: 40 Marks, External: 60 Marks).
Evaluation includes continuous assessment, report submission, and viva-voce.

Internal Assessment (40 Marks):

- Home Assignment / Group Discussion related to Project – 15 Marks
- Library / Field Work – 15 Marks
- Attendance / Participation – 10 Marks

External Assessment (60 Marks):

- Project Report – 40 Marks
- Viva Voce – 20 Marks

Course Outcomes

After completion of this course, learners will be able to:

- Explain the process of conducting a project.

- Apply research methods in education.
- Prepare, present, and defend a project report.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I	**Orientation and Planning** • Introduction to educational projects. • Selecting a suitable topic. • Framing objectives and significance of study.	6	2	2	10
II	**Review of Literature and Methodology** • Sources and review of related studies. • Selection of tools and techniques. • Planning data collection and sampling.	6	2	7	15
III	**Data Collection and Analysis** • Fieldwork, observation, and data organization. • Analysis and interpretation using suitable methods.	4	2	14	20
IV	**Report Writing and Presentation** • Format and components of a project report. • Referencing and bibliography. • Preparation for viva-voce presentation.	3	2	10	15
Total		**19**	**8**	**33**	**60 Hours**

Guidelines for Project Work

Each student must complete **one project** related to any area of the syllabus under faculty supervision.The project will be evaluated jointly by **internal and external examiners** through **viva-voce**.

The Project Report should include:

1. Title of the Project
2. Introduction
3. Importance of the Study
4. Objectives of the Study
5. Review of Related Literature (if any)
6. Methods and Procedure
7. Data Analysis and Discussion
8. Conclusion

8TH SEMESTER

4. DISSERTATION

Course Code: EDU-RMJ-080116
Total Credits: 12 (Theory: 0, Practical: 12)
Contact Hours: 180 (Lecture: 0, Practical: 180)
Distribution of Marks: Internal – 160 | External – 240 | Total – 400

Course outcomes:

After completing this course, the learner will be able to:

1. Identify key issues and researchable problems in the field of education.
2. Explain relevant theoretical frameworks and concepts based on a review of literature.
3. Apply appropriate research methods and tools to investigate the selected problem.
4. Demonstrate the use of academic writing and referencing styles effectively in the preparation of the dissertation.
5. Analyze data systematically to derive meaningful patterns and insights.
6. Evaluate the relevance and accuracy of research findings in the context of existing studies.
7. Formulate a coherent research design and structure for the dissertation.
8. Construct a well-argued and evidence-based research report.
9. Present research findings clearly through oral and/or visual modes of communication.
10. Practice adherence to ethical standards in conducting and reporting educational research.

Unit	Content	Lecture (L)	Tutorial (T)	Practical (P)	Total Hours
I	Orientation & Topic Selection: Structured orientation on academic research principles and methodologies. Consultation with faculty to identify researchable issues in education. Topic relevance, feasibility, and alignment with academic discourse.	-	-	36	36
II	Research Proposal & Approval: Preparation of comprehensive research proposal. Presentation before Departmental Research Committee for feedback and formal approval. Formal assignment of Research Supervisor/Mentor.	-	-	36	36

III	Research Phase: Systematic research under supervisor guidance. Regular academic engagement with supervisor. Monthly progress report submissions. Data collection and preliminary analysis.	-	-	36	36
IV	Dissertation Writing: Formal academic writing adhering to prescribed structure and formatting guidelines. Upholding ethical standards, originality, and plagiarism avoidance. Preparation of plagiarism verification report.	-	-	36	36
V	Evaluation & Viva Voce: Final dissertation submission. Internal assessment of research process and draft. External evaluation of dissertation. Viva voce examination before panel of internal and external evaluators.	-	-	36	36
Total		-	-	180	180

Procedure:
For dissertation, a topic related to issues in education shall be assigned to each student, to be completed within a semester under the guidance and supervision of a mentor teacher. The dissertation will be evaluated by both internal and external examiners. The performance of each student in research-based activities leading to the dissertation in the eighth semester shall be assessed internally and externally, with a total of 400 marks. The procedure shall be carried out in the following structured phases:

1. Orientation: At the commencement of the semester, students shall undergo a structured orientation designed to acquaint them with the fundamental principles and methodologies of academic research.
2. Topic Selection: Students will engage in consultations with faculty members to identify a researchable issue within the field of education. The topic must be relevant, feasible, and aligned with current academic discourse.
3. Topic Approval: Each student will be formally assigned a dissertation topic upon approval by the Departmental Research Committee. A faculty member will be appointed as the Research Supervisor/Mentor to provide consistent academic guidance throughout the research process.
4. Research Proposal: Students are required to prepare a comprehensive research proposal. The proposal shall be presented before the Departmental Research Committee for critical feedback and formal approval.
5. Research Phase: Upon approval of the proposal, students will undertake systematic research under the continuous supervision of their designated mentor. Regular academic engagement with the supervisor is mandatory, and students must submit monthly progress reports documenting the advancement of their research.
6. Dissertation Writing: The dissertation must be written in a formal academic style, conforming to the prescribed structure and formatting guidelines. Ethical standards must be

upheld, particularly with respect to originality and plagiarism, and students are required to submit a plagiarism verification report.

Evaluation Criteria:

1. Internal Evaluation (160 Marks): The internal assessment shall be conducted by faculty members based on the following components:

- Quality and presentation of the research proposal
- Consistency and quality of interaction with the supervisor
- Timeliness and thoroughness of progress report submissions
- Rigour of data collection and preliminary analysis
- Submission of the dissertation draft and performance in the internal viva voce

2. External Evaluation (240 Marks): 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.

8TH SEMESTER
Course Title: SEMINAR PAPER PREPARATION AND PRESENTATION
Course Code: EDU-RMJ-08024
Total Credits: 4 (Theory: 0, Practical/Tutorial: 4)
Contact Hours: 60 (Lecture: 0, Practical: 60)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process

- 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.

Course Outcomes

After completing this course, the learner will be able to:

1. Prepare seminar papers and present them to demonstrate skills and knowledge needed to effectively research, write, and present academic papers.
2. Draft, revise, and edit seminar papers to enhance clarity, coherence, and scholarly rigour.
3. Construct logical, evidence-based arguments and counterarguments.
4. Design and deliver clear and engaging oral presentations.
5. Use visual aids (e.g., PowerPoint, posters) effectively to support the presentation.
6. Develop public speaking skills, including maintaining audience engagement and managing Q&A sessions.
7. Apply time management skills to meet deadlines for various stages of paper preparation and presentation.
8. Explain ethical issues in research, including plagiarism and proper attribution of sources.

Evaluation/Assessment

Internal Assessment (40 Marks):

- The internal examiner will assess students based on the quality and academic rigour of the written seminar paper.
- Active participation in class activities.
- Performance in Sessional Test(s).

External Assessment (60 Marks):

- The external examiner will evaluate the final presentation based on the content and organization of the paper.
- Clarity of delivery.
- Effective use of visual aids.
- Audience engagement.
- The student's ability to respond to questions and feedback.

Unit	Content	Lecture (L)	Tutorial (T)	Practical (P)	Total Hours
I	Topic Selection & Research Design: Identifying researchable topics in education. Formulating research questions/objectives. Developing a research proposal outline. Ethical considerations in academic research.	-	-	12	12
II	Literature Review & Academic Writing: Searching and reviewing academic literature. Synthesizing and organizing literature. Academic writing style and structure. Citation and referencing styles (APA/MLA). Avoiding plagiarism.	-	-	12	12
III	Structuring & Drafting the Paper: Creating a logical paper structure. Developing arguments and supporting evidence. Writing introductions and conclusions. Drafting and self-editing techniques.	-	-	12	12
IV	Presentation Skills Development: Principles of effective oral presentation. Designing visual aids (PPT/posters). Public speaking and voice modulation techniques. Time management during presentations.	-	-	12	12
V	Presentation & Evaluation: Dry runs and peer feedback. Handling question and answer sessions. Final presentation before evaluators. Reflective practice on presentation skills.	-	-	12	12
Total		-	-	60	60

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.

Evaluation Criteria:

- Internal Assessment (40 marks): The internal examiner will assess students based on the quality and academic rigour of the written seminar paper, active participation in class activities, Sessional Test(s).
- External Assessment (60 marks): The external examiner will evaluate the final presentation based on the content and organization of the paper, clarity of delivery, effective use of visual aids, audience engagement, and the student's ability to respond to questions and feedback.

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