

# **Learning Outcome Based Curriculum Framework (LOCF)**

## **For Education**

### **Postgraduate Programme**



**अप्रमत्तेन वेद्मव्यम्**

**Department of Education  
Cotton University  
Panbazar, Guwahati  
Assam**

## **PART-I**

### **1.1 Introduction**

Education is a learning process, gaining knowledge and growing every day and being capable of excelling in the field wherever we go. An education course is pursued in order to gain knowledge about the education sector and become professionals and take up leadership and administrative roles in the future. Education courses have versatile career growth and have a wide scope. One can take up this course after 10 + 2 and get a degree in the field of education. This course not only gives theoretical knowledge but also gives practical training to the students. The course gives an in-depth knowledge of the education sector. Good communication skills, leadership skills, analytical skills, ability to understand things easily, working in a team, being patient are some of the skills required to pursue this course. This course allows students to explore these themes across academic disciplines, or develop specialist knowledge in areas such as psychology, international development, creativity, contemporary research and global dimensions are key to this critical understanding and the programme has a particular focus on nurturing independent, reflexive inquiry through the development of critical research skills.

The Master of Arts in Education (M.A.) at Cotton University is a Two-Year Post-Graduate Degree Programme to be delivered in Four Semesters. The Programme is designed with a Programme Outcome, Programme Specific Outcome, Course Specific Outcome and Matrix based structured having core course, Skill Enhancement Course, Special Paper, Open Elective and Project Work based on student choice-based preferences. The programme has been designed to impart theoretical knowledge and practical skills to students. The students are enlightened with thinking, reasoning and problem-solving skills. The programme also offers the opportunity for students to further focus on sub-domains within Teacher Education. The objective of the programme is to facilitate changes in the school system as well as in the community to improve the student's experience and prepare future educators.

The MA course under CBCS also aims at enriching and developing a holistic understanding, attitudes and skills on different approaches, methods, and aspects of educational topics which would contribute toward broadening of integrated knowledge, opening avenues for self-discovery and developing critical thinking ability of the students, encouraging students to develop dedication and motivation towards lifelong learning process as interdisciplinary knowledge. The teaching-learning programme for the course would be organized and arranged by following lectures, group discussion, tutorials, experimental exercises, field trips, projects, seminar, class test so that students would develop an understanding of real-life experiences. Use of ICT and web-based sources should also be highly encouraged.

Practical skills, including an appreciation of the link between theory and experiment, will constitute an important aspect of the teaching learning process. Teaching methods, guided by such a framework will include lectures supported by group tutorial work; practicum and field-based learning; the use of books and e-learning resources and other self-study materials; open ended project work, some of which may be team-based; activities designed to promote the development of generic and subject-specific skills; and visits to field sites, other research facilities etc. will also be provided along with the opportunity to conduct psychological practical in the laboratory specially meant for the same purpose. Seminar, brain storming sessions, class tests are to be adopted so that students would develop an understanding of real life experiences. Use of ICT and web based sources will also be highly encouraged.

## **1.2 Learning Outcomes-based Approach to Curriculum Planning and Development**

The basic objective of the learning outcome-based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

### 1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

#### 1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective

13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

### 1.3.2 Programme Outcomes (POs) for Postgraduate programme

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Acquire a systematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical assessment:** Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
5. **Research and Innovation:** Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.
6. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
7. **Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies

undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

8. **Career development:** Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.
9. **Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.
10. **Commitment to the society and to the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

### **1.3.3 Programme Specific Outcomes (PSOs) in Education:**

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

On successful completion of M.A. programme in Education from Cotton University, the learners will acquire the following traits:

- **PSO 1- Development of Basic Concepts-** Communicate in both writing as well as spoken on various important aspects related to education and find out the inter relation among varied knowledge areas.
- **PSO 2- Application of teaching technologies-** Apply the knowledge of learner-centric teaching technologies, maintain discipline, and derive required competence for organization of learning experiences and application of appropriate assessment techniques for facilitating learning.
- **PSO 3- Application of knowledge of ICT-** Apply pedagogical skills using Information & Communication Technology (ICT) tools, sound teaching tactics, E-learning resources & techniques, smart classroom etc.
- **PSO 4- Produce or contribute towards new system of education-** Evolve better education system which enhances the capability of the learners to acquire, retain and apply knowledge leading to do better for individual and the society through creative delivery in a vibrant atmosphere and related modes of learning. Also students are expected to be able to design and assess course curriculum and produce new patterns of evaluation of learners' performance.
- **PSO 5- Draw connection among educational phenomena-** Draw connection among inter related educational phenomena by acquiring updated and current knowledge on educational system, social and professional skills and technological advancement for performing obligations aptly and leading a good life with the advancement of society and world and guiding others too in it.

- **PSO 6- Solving issues in education and inter related areas-** Identify and develop solutions for intricate problems by performing research based on field work, theories, principles and knowledge acquired during the course of study.
- **PSO 7- Understand and analyze skills of communicating-** Be Impactful and develop effective communication ability so as to ensure the exchange of thoughts, ideas and views on certain problem or topics along with acquisition of applied skills of verbal and oral communication like writing, speaking and presenting ability.
- **PSO 8- Create structure of educational leadership-** Enhance the efficiency in multiple facets of leadership and nurture the qualities to be an efficient leader who is visionary, insightful, sympathetic and can inspire and lead the students for greater and constructive achievements.
- **PSO 9- Evaluation of present socio educational system-** Through evaluation skills learners are aimed be developed as critical and reflective thinkers along with development of the sense of awareness of oneself and society.
- **PSO 10: Apply knowledge-** Application of word processing, spreadsheet, database and presentation graphics in preparing their final research project.

### 1.3.4 Course level learning outcome Matrix

#### 1.3.4.1 Course Outcomes (COs) and Programme Outcomes (POs) matrix

Programme Outcomes (POs)	7	7	7	7	7	8	8	8	8	8	9	9	9	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	2	3	4	5	1	2	3	4	5	1	2	3	0	0	0	0
	C	C	C	C	C	C	C	C	C	C	C	C	C	1	2	3	4
														C	S	O	D
															P	E	P
																1	W
																C	
1. In-depth knowledge	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Specialised knowledge and skills	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		
3. Analytical and critical thinking	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
4. Research and Innovation		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓			✓
5. Interdisciplinary Perspective					✓	✓	✓		✓			✓		✓			
6. Communication Competence		✓	✓	✓					✓		✓		✓		✓		✓
7. Career development			✓	✓					✓		✓						
8. Teamwork		✓			✓				✓		✓				✓	✓	
9. Commitment to the society and the Nation				✓	✓	✓			✓	✓	✓			✓		✓	✓

**1.3.4.2 Course Outcomes (COs) and Programme Learning/Specific Outcomes (PSOs)  
matrix**

**Course Level Learning Outcomes Matrix – Core Course**

<b>Programme Specific Outcomes</b>	<b>7 0 1 C</b>	<b>7 0 2 C</b>	<b>7 0 3 C</b>	<b>7 0 4 C</b>	<b>7 0 5 C</b>	<b>8 0 1 C</b>	<b>8 0 2 C</b>	<b>8 0 3 C</b>	<b>8 0 4 C</b>	<b>8 0 5 C</b>	<b>9 0 1 C</b>	<b>9 0 2 C</b>	<b>9 0 3 C</b>	<b>1 0 0 1 C</b>	<b>1 0 0 2 S P</b>	<b>1 0 0 3 O E 1 C</b>	<b>1 0 0 4 D P W</b>
Development of Basic Concepts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application of teaching technologies			✓	✓		✓				✓	✓						
Application of knowledge of ICT				✓	✓	✓		✓		✓	✓	✓					✓
Produce or contribute towards new system of education	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
Draw connection among educational phenomena	✓	✓	✓		✓		✓		✓	✓		✓	✓	✓		✓	
Solving issues in education and inter related	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand and analyze skills of communicating		✓	✓	✓	✓	✓	✓				✓		✓	✓	✓		✓
Create structure of educational leadership					✓		✓		✓		✓		✓	✓	✓	✓	
Evaluation of present socio educational system	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
Apply Knowledge		✓		✓		✓	✓	✓				✓	✓	✓		✓	✓

**1.4 Teaching-learning process**

The department of Education, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge,



encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

### **1.5 Assessment methods**

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem-based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

## PART II

### Structure of Post-Graduate programme in Education

#### Outline of the courses under Choice Based Credit System:

The Postgraduate programmes consist of four semesters with minimum credits required for the complete programme being 84 while the M.C.A. programme will be of six semesters with minimum credit requirement being 118.

Each course in a programme will be from one of the following categories:

**1. Core Course (Core):** A course that should compulsorily be studied by a candidate as a core requirement is termed a Core Course. Each core course is of 4 credits.

**2. Lab Course (LAB):** A Lab (Laboratory) course is a compulsory course in the first two semesters of the M.Sc. programme where the major part of the study involves laboratory work. Each Lab course is of 4 credits.

**3. Elective Course:** A course that can be chosen from a pool of courses and which may extend the discipline/subject of study or provides exposure to some other discipline/subject or which enhances the student's proficiency or skill is termed an Elective course.

(i) **Special Paper (SPL):** A course within the parent department that will lead to specialized knowledge and expertise. Each SPL course is of 5 credits.

(ii) **Open Elective (OPE):** An elective course offered under the main discipline/subject of study is an Open Elective and may be offered to students of other disciplines. A student from a given discipline will be eligible to take one open elective in the third semester and one in the fourth semester. Each OPE course is of 4 credits.

(iii) **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide skill-based knowledge and should ideally contain both theory and lab/hands-on/training/fieldwork. The primary purpose is to provide students with life skills in hands-on mode to increase their employability. Each SEC course is of 2 credits.

**4. Practical/Tutorials:** A practical or tutorial component (or both) is to be provided with every core and special paper/open elective paper.

**5. Dissertation/Project Work (DPW):** A course designed for students to acquire special/advanced knowledge that they study on their own with advisory support by a teacher/faculty member is a dissertation/project work. A DPW course is of 6 credits.

- The credits for a course will be of the structure L+T+P, where L, T and P stand for lecture, tutorial and practical respectively.
- Each 4 credit course with practical is of the pattern 3+0+1=4 and for a 4 credit course without practical, the pattern is 3+1+0=4.

- For the 5 credit courses with practical the credit division will be either 3+0+2=5 or 3+1+1=5 and will be decided by the department offering that course. For a course without practical, the structure will be 4+1+0=5.
- The credit division for the Lab course of 4 credits will be 0+0+4=4. For certain disciplines, the 4 credits may be divided between fieldwork and laboratory.
- Each Open Elective OPE course will be open to students from other disciplines subject to requirements of previous knowledge required to take that course.
- A student may choose an OPE course from his/her own discipline or any other discipline. The decision of whether an OPE course may be offered to students of other departments as well as students of the parent department will be taken by the department and the course designed accordingly.
- For the purpose of computation of workload, the mechanism adopted will be:

1 credit = 1 theory period of 1 hour duration per week.

1 credit = 1 tutorial period of 1 hour duration per week.

1 credit = 1 practical period of 2 hours duration per week.

#### Details of courses and corresponding Credits under M.A. Course:

Category	Number of Courses	Credit for each Course	Total Credits
Core	14	4	56
SEC(Skill Enhancement Course)	2	2	4
SPL (Special Paper)	2	5	10
OPE( Open Elective)	2	4	8
DPW (Dissertation/Project work)	1	6	6
			<b>84</b>

#### Semester wise Course Distribution

Sem	Core	SEC	SPL	OPE	DPW	Credit
I	<b>EDN701C</b> (Philosophical Foundations of Education)					22
	<b>EDN702C</b> (Psychological Foundations of Education)					
	<b>EDN703C</b> (Methods and Techniques of Teaching)					
	<b>EDN704C</b> (Sociological Foundation of Education)					

	<b>EDN705C</b> (Contemporary Issues in Indian Education)					
II	<b>EDN801C</b> (Educational Technology)					22
	<b>EDN802C</b> (Research Methodology in Education)					
	<b>EDN803C</b> (Statistics in Education)					
	<b>EDN804C</b> (Educational Management)					
	<b>EDN805C</b> (Comparative Education)					
III	<b>EDN901C</b> (Teacher Education)		<b>EDN904SP 1</b> (A) Developmental Psychology (B) Economics of Education (C) Adult and Continuing Education (D) Abnormal Psychology	<b>EDN905OE</b> OPE1 (Educational Management and Administration)		21
	<b>EDN902C</b> (Measurement and Evaluation in Education)					
	<b>EDN903C</b> (Psychological Practical)					
IV	<b>EDN1001C</b> (Environmental and Population Education)		<b>EDN1002SP2</b> SPL-(A) Guidance and Counselling (B) Special Education (C) Curriculum Development (D) Stress Management	<b>EDN1003OE1</b> (Human Rights and Peace Education)	<b>EDN1004D PW</b> (Project Work)	19
Credit	56	4	10	8	6	84

# **P.G. 1<sup>st</sup> Semester EDN701C: Philosophical Foundations of Education**

**4 Credit (3+1+0)**

## **Learning Objectives:**

- To understand the meaning, concept and scope of Philosophy, Science and Education.
- To give knowledge on the Indian School of Philosophies and learn the differences and similarities in their aims and objectives.

## **Learning Outcomes:** The students/learners will be able-

- **CO 1-** To **explain** the Philosophical basis of the systems of education according to different philosophical worldviews such as Idealism, Naturalism, Pragmatism, Existentialism, Realism
- **CO 2-** To **understand** the Philosophy of life of Indian and Western thinkers and will be able to follow the thoughts, ideas and principles.

## **Unit 1: Nature and Scope of Philosophy**

**10 Lectures 2 Tutorials**

- Meaning of Philosophy, scope of Philosophy: Different areas of Philosophy. Need of Philosophy, Characteristics of Philosophy Branches of Philosophy.
- Relationship between philosophy and science, Basic characteristics of science, interrelationship between Philosophy and science.
- Relationship between Philosophy and Education meaning and introduction to Education, Interdependence of Philosophy and Education, Philosophies of Education and curriculum, functions of educational philosophy.

## **Unit 2: Philosophy of Vedic Education**

**10 Lectures 2 Tutorials**

- The Vedic system, an introduction to the Indian Schools of Philosophy, sources of Vedic Philosophy, Characteristics of the Vedic philosophy, educational implications of the Vedic thought.
- Sankhya Philosophy, Objectives of the Sankhya Philosophy, Basic characteristics of Sankhya Philosophy.
- Vedanta Philosophy, Objectives of the Vedanta Philosophy, Salient Features of the Vedanta Philosophy, Basic characteristics of the Vedanta Philosophy.

- Nyaya Philosophy, Salient Features of the Nyaya Philosophy. Basic Characteristics of the Nyaya Philosophy.
- Educational Implications of the three schools of philosophy

### **Unit 3: Buddhism, Jainism and Islamic Philosophy**

**10 Lectures 2 Tutorials**

- Buddhist Philosophy of Education
  - The Four Noble Truths.
  - Ashtagnik Marg.
  - Educational Implication of Buddhist Philosophy
- Jain Philosophy and its Principles.
  - The principles of Jain Philosophy.
  - Metaphysical aspect of Jainism and its aims of Education.
  - Educational Implication of Jain Philosophy.
- Islamic Philosophy and its Aims of Education
  - Islamic view of knowledge.
  - Logic and knowledge of Types of knowledge:
  - Philosophical and prophetic
  - Common features of Islamic knowledge.

### **Unit 4: Educational Philosophy of Western Thought**

**10 Lectures 2 Tutorials**

- Idealism
- Naturalism
- Pragmatism
- Existentialism
- Realism

### **Unit 5: Western and Indian Educational Thinkers**

**10 Lectures 2 Tutorials**

- Bertrand Russel (1872-1970)- Background, Philosophical Thought, Educational Implication
- Swami Vivekananda (1863- 1902)- Background, Philosophical Thought, Educational Implication

### **Suggested Readings:**

- Chaube and Chaube.(2009)Philosophical and Sociological Foundation of Education, Binod Pustak Mandir, Agra- 2.
- Bhatia and Bhatia(1994).The Philosophical and Sociological Foundation of Education, Douba House, Delhi-6
- Das P. Goswami S and Sharma M.(2008).Theories and Principles of Education, Santi Prakasan, Guwahati.
- Borua Jatin.(1990). An introduction to Education, Laweyers Book Stall, Guwahati.

- Aggarwal J.C. (2010).Theory and Principles of Education, Vikas Publishing House Pvt. Ltd.
- Konwar, I.H. & Boruah, A.S. (2020). Essentials of Education(theory, principles and philosophy), Eastern Book House, Guwahati-01
- Brubacher, John. S (1954).Modern Philosophies in Education New York.
- Safaya and Shaida (1980).Development of Educational Theory and Practice. New Delhi: Dhanpat Rai Publishing Company.

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## EDN702C - Psychological Foundations of Education

Credit- 4 (3+1+0)

### Learning Objectives:

- To introduce the meaning, nature and scope of Educational Psychology and related topics.
- To help the students to know and understand different Learning theories and its educational implications.
- To enable the students to understand the theories of intelligence, personality and ways of assessing personality
- To develop in them concern about adjustment mechanism and mental health

**Learning Outcomes:** The students/learners will be able to-

- CO 1- **Understand** psychological thoughts developed by different schools not only in the classroom environment but also in the practical life.
- CO 2- **Analyze** educational significance of different learning theories in facilitating learning and developing desirable habits.
- CO3- **Develop** clear concepts on intelligence and will identify the different types of personality.
- CO4- **Evaluate** different types of adjustment mechanisms to maintain a sound mental health in real life.

### Unit-1: Introduction to Educational Psychology:

10 Lectures 2 Tutorials

- Conceptual background of Psychology and Educational Psychology
- Different schools of psychology: Structuralism, Functionalism, Behaviourism, Gestalt school of psychology, School of psycho-analysis
- Recent trend in contemporary psychology: Humanist Psychology, Transpersonal Psychology, Cognitive Psychology
- Methods of Educational Psychology: Introspection method, Observation method, experimental method, differential method, clinical method.

### Unit- 2: Theories of Learning and Motivation:

10 Lectures 2 Tutorials

- Theories of Learning: Connectionist or behaviourist theories
  - \* Guthrie's Continuity theory
  - \* Hull's Drive Reduction theory
- Cognitive theories
  - \* Lewin's Field theory
  - \* Tolman's sign Learning
  - \* Bandura's Social Learning theory
- Constructivist approach to Learning
- Concept of Motivation, Role of Motivation in Learning, Theories of



Motivation: Maslow's Self-Actualization theory of Motivation and its critical evaluation

**Unit- 3: Intelligence and Creativity:**

**10 Lectures 2 Tutorials**

- Factor theories of Intelligence
  - \* Multi factor theory
  - \* Group factor theory
  - \* Guilford Structure of Intellect
- Cognitive theories of Intelligence
  - \*Gardner's Theory of Multiple Intelligence
  - \*Piaget's theory of Cognitive Development
- Meaning and Nature of Creativity
- Relation between Creativity and Intelligence
- Nurturing and Stimulation of Creativity

**Unit- 4: Personality**

**10 Lectures 2 Tutorials**

- Meaning and Nature of Personality
- Psycho-analytical theories of Freud, Adler and Jung
- Assessment of Personality
  - \* Observation
  - \* Interview
  - \* Projective techniques  
(Rorschach Test, TAT, Word Association Test)
- Determinants of Personality: Physique, Family, Economic Factor, Social Institutions, Social rules and culture

**Unit- 5: Adjustment Mechanism and Mental Health:**

**10 Lectures 2 Tutorials**

- Concept and Process of Adjustment
- Adjustment Mechanisms
- Concept and Principles of Mental Health
- Impact of Media on Mental Health of children and young adults.

**Suggested Readings:**

- Chauhan, S.S.(2007). Advanced Educational Psychology, Vikas Publishing House PVT. Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology, Books and Allied Pvt. Ltd., Calcutta
- Ewen, R.B.(2003). An Introduction to Theories of Personality, Academic Press, New York.
- Gates, A.I. et al (1950). Educational Psychology, Macmillan & Co., New York.
- Hall, C., Lindzey, G. & Campbell, J. (2007) Theories of Personality, Wiley Publications, New York.
- Lazaraus, R.S.(1961). Adjustment and Personality, McGraw Hill Co., New York.
- Mangal, S.K.(2002). Advanced Educational Psychology, Prentice Hall of India, Pvt. Ltd.,

New Delhi.

- Mathur, S.S.(2014). Educational Psychology, Vinod Pustak Mandir, New Delhi.  
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# EDN703C - METHODS AND TECHNIQUES OF TEACHING

Credit 4 (3+1+0)

## Learning Objectives:

- To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching, principles of teaching, various devices and styles of teaching and necessity in the class room.
- To understand about teaching effectiveness, Maxims of Teaching and Models of Teaching.

**Learning Outcomes:** The students/learners will be able to-

- CO1- To develop an **understanding** of Teaching Strategies, Difference between Teaching Methods and Teaching Strategies and different Teaching Techniques.
- CO2- To **develop** lesson plan.
- CO3- To **analyze** the significance of Micro-teaching skills.

## Unit 1: Teaching and Instructional Objectives

10 Lectures 2 Tutorials

- Concept of Educational and Instructional objectives.
- Formulation of objectives, need and importance of formulating objectives in teaching learning process.
- Difference between teaching and instruction.
- Need and Importance of instructional objectives.
- Different approaches to instruction – Inductive approaches, Deductive approaches, Activity approach and Constructivist approach.

## Unit 2: Basic Concepts of Teaching.

10 Lectures 3 Tutorials

- Concept, Definitions and Characteristics of teaching.
- Teaching as Science, Teaching as a Profession. Effective teaching. Factors affecting Teaching- learning Process.
- Teaching Variables and Functions of Variables. Three Levels of Teaching.
- Principles and Maxims of Teaching.
- Phases of teaching – Pre-active, Interactive & Post- active phases of teaching
- Practice of Teaching – Objectives, Importance and Operations involved in Practice of Teaching.

## Unit 3: Teaching Skill and Models of Teaching.

10 Lectures 2 Tutorials

- Meaning, Definitions and Characteristics of Teaching Skills.
- Components of the following Teaching skills:
  - ✓ Introducing a lesson.

- ✓ Blackboard writing.
  - ✓ Questioning (Fluency in questioning and Probing questioning).
  - ✓ Reinforcement.
  - ✓ Explaining.
  - ✓ Achieving closure.
- Meaning and Definitions of Models of Teaching.
  - Components of Models of teaching.
  - Basic Models of teaching – Glaser’s Model, Inquiry Training Model.

#### **Unit 4: Teaching Strategies, Techniques and Aids**

**10 Lectures 2 Tutorials**

- Meaning of Teaching Strategies. Difference between Teaching Methods and Teaching Strategies. Types of Teaching Strategies.
- Teacher Centered Teaching or Autocratic Type of Teaching- Lecture method, Demonstration, Tutorial, Team Teaching.
- Learner Centered Teaching or Permissive Style of Teaching – Brain Storming, Group Discussion, Project, Symposia, Workshop and Seminar.
- Teaching Techniques – Explanation, Questioning, Illustration.
- Teaching Aids – Meaning, Types, Principles and Importance.
- Maxims of Teaching.

#### **Unit 5 : Teaching Lessons**

**10 Lectures 2 Tutorials**

- Micro Teaching and Skill Development.
- Simulated Social Skill Training (SSST).
- Lesson Plan – Meaning and Importance. Essential of a good lesson plan.
- Herbertian Approach.
- Types of Lesson to develop – Skill, Knowledge, Appreciation.
- Lesson plan to teach different subjects- Language, Social Studies, General Science.
- Organization and Supervision of Practice Teaching.

#### **Suggested Readings:**

- Bloom,B.S., Hastings, J.T.& Madaus,G.F(1971): Handbook of Formative and Summative Evaluation of Student Learning. New York, Mc.Graw Hill.
- Davis,I.K. (1971): The Management of Learning. London, Mc Graw Hill.
- Forsyth,I Jolliffe, A & Stevens, D (1999): Planning a course. Practical Strategies for teachers, lectures & trainers, London: Kogan Page.
- Joshi, A.Models of teaching, Agra, H.P. Bhargava Book house.
- Joyce & Wells (1985): Models of teaching, New Delhi. Prentice hall of India.
- Kochar,S.K.(2009): Methods and techniques of teaching. Sterling Publishers Pvt. Ltd.
- Passi, B.K (1976). Becoming Better Teacher. Ahmedabad, Sahitya Mudranalaya.

- Mangal, S.K and Uma Mangal (1992) – Essentials Teaching Learning. Prakash Brothers, Ludhiana.

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# **EDN704C: Sociological Foundation of Education**

**Credit-4 (3+1+0)**

## **Learning Objectives:**

- To orient the students with the concept of Educational Sociology
- To give them outlook on theories of sociology of education
- To make the students understand the role of society, social change and their interrelationship with education.
- To acquaint the students with the various facets of Culture and their educational implications.

**Learning Outcomes:** The students/learners will be able to-

- **CO 1-Understand** the relation between Education and Society.
- **CO 2- Identify** the impacts of social change on Education and vice-versa.
- **CO 3- Analyze** the role of Education in social cohesion and social dynamism.
- **CO 4-Sketch** the cultural differences and its relationship with life.

## **Unit 1: Introduction to Sociology of Education**

**10 Lectures 2 Tutorials**

- Nature of Sociology as a Social Science
- Concept of Educational Sociology and Sociology of Education
- Scope of Sociology of Education
- Theories of Sociology of Education- Structural-Functional Theory, Interactionism, Conflict Theory

## **Unit 2: Education and Society**

**10 Lectures 2 Tutorials**

- Concept of Socialization
- Agencies of Socialization-Family, Peer Group, Community, School, Mass Media
- Education and Social Stratification
- Education and Social Mobility

## **Unit 3: Social Change and Education**

**10 Lectures 2 Tutorials**

- Concept, Nature and Characteristics of Social Change
- Impact of Social Change
- Role of Education in Social Change
- Social Organization and its concept
- Social Disorganization, Education and Social Disorganization

**Unit 4: Education as Social System** 10 Lectures

**10 Lectures 2 Tutorials**

- School/College and Classroom as social systems
- Interaction in the Classroom- Teacher- student, student-student interaction
- Curriculum and Society
- Social Dynamics- Cohesion and Conflict, Conflict resolutions

**Unit 5: Culture**

**10 Lectures 2 Tutorials**

- Concept, characteristics of Culture, Types of culture
- Socio-Cultural change and education
- Sanskritization, Westernization, Modernization and Urbanization
- Cultural Lag, Cultural Conflict and Cultural Diffusion
- Multiculturalism and Composite culture

**Suggested Readings:**

- Adiseshiah, W.T.V. & Pavanasam. R. (1974), Sociology in Theory and Practice, New Delhi, Santhi Publishers.
- Blackledge, D. & Hunt, Barry (1985), Sociological Interpretations of Education, London, Groom Helm.
- Chanda S.S. & Sharma R.K. (2002), Sociology of Education, New Delhi, Atlantic Publishers.
- Chandra, S.S., (1996). Sociology of Education, Guwahati, Eastern Book House.
- Durkheim, E., (1966). Education and Sociology, New York, The Free Press.
- Hemlata, T., (2002) Sociological Foundations of Education, New Delhi, Kanishka Publishers.
- Jayaram, (1990) Sociology of Education, New Delhi, Rawat.
- Shukla, S. & K. Kumar, (1985), Sociological Perspective in Education, New Delhi, Chanakya Publication.
- Swift, D.F. (1970), Basic Readings in the Sociology of Education, London, Routledge and Keegan Paul.

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## **EDN705C: Contemporary Issues in Indian Education**

### **Credit-4 (3+1+0)**

#### **Learning Objectives:**

- To make the students understand the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
- To identify and explain the challenges of Indian education at different levels.
- To help students define new perspectives of education
- To develop in students' awareness and problem-solving attitude towards contemporary issues in Education

#### **Learning Outcomes:** The students/learners will be able to-

- CO 1- **Understand** about Elementary Education and its associated issues and problems.
- CO 2- **Analyze** system of Secondary and Higher Education in India.
- CO 3- **Evaluate** the current trends in Indian Education.
- CO 4- **Identify** the social problems and issues in Indian education and **plan** for the ways for solution of these problems.

#### **Unit 1: Elementary Education**

**10 Lectures 2 Tutorials**

- Constitutional Provisions of Education- Policies and programmes for realizing the constitutional Obligations
- Universalisation of Elementary Education- Issues and concerns
- Role of SSA in strengthening elementary education
- Right to Education act 2009

#### **Unit 2: Secondary Education**

**10 Lectures 2 Tutorials**

- Concept, aims and problems of Secondary education
- Vocationalisation of Secondary Education
- Role of RMSA in Strengthening Secondary Education
- Problems of Teaching Mathematics, Language, and Science

#### **Unit 3: Higher Education**

**10 Lectures 2 Tutorials**



- Concept, aims and Problems of Higher Education
- Quality and Excellence in Higher Education
- Role of RUSA in strengthening Higher Education
- Liberalisation, Privatisation and Globalisation and its impact on Higher Education

**Unit 4: Social Problems relating to education in India**

**10 Lectures 2 Tutorials**

- Student Unrest
- Child labour
- Drug Abuse
- Poverty
- Unemployment
- Millennium development goal in relation to education

**Unit 5: Current Issues**

**10 Lectures 2 Tutorials**

- Gender and Education, Education for women empowerment
- Life skills and soft skills of Education
- Human Rights and Indian Constitution
- Peace and Value Education

**Suggested Readings:**

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational. Delhi: Vikas Publishing House.
- Bhatnagar, S. & Saxena A. (2003). Modern Indian Education and its Problems. Meerut (UP) :R. Lall Book Depot,
- Education and National Development (1966), Ministry of Education, Government of India.
- Goswami A.C (2001), Philosophical and Sociological Bases of Education in Emerging India, Guwahati: Jyoti Prakashan.
- Govt. of India (1986). National Policy on Education, Ministry of HRD, New Delhi. Kochar, S.K. (1981). Pivotal Issues in Indian Education. New Delhi: Sterling Publishers.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- Salamatullah, (1979). Education in Social Context, NCERT, New Delhi.
- Safaya, Srivastava & Singh (2007), Development of Education in Emerging India & Its Current Problems. Delhi: Dhanpat Rai Publishing Company.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

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# **Semester II**

## **EDN801C: Educational Technology**

**Credit 4 (3+1+0)**

### **Learning Objectives:**

- To understand the meaning, nature, scope and need of educational technology.
- To make students able to explain different types of technology, approaches of instructional designs and Communication Technology, different Instructional strategies, and Distance Education.

### **Learning Outcomes:** The students/learners will be able to-

- CO 1- **Understand** programmed learning and its effectiveness in individualized learning
- CO 2- **Apply** ICT in the field of education.
- CO 3- **Evaluate** use of emerging tools in educational technology.

### **Unit 1: Concept of Educational Technology**

**10 Lectures    2 Tutorials**

- Meaning, Nature, Scope & Significance of Educational Technology.
- Development of Educational Technology.
- Approaches to Educational Technology – Hardware and Software.
- Behavioural Technology and Teaching Technology.
- Approaches to Instructional Designs- Task –analysis, Training Psychology and Cybernetics.
- Educational Technology as a System.
- Difference between Educational Technology and Instruction Technology.
- Comparison between Educational Technology, Behavioural Technology and Teaching Technology.

### **Unit 2: Information and Communication Technology**

**10 Lectures    2 Tutorials**

- Meaning & Characteristics of Information and Communication Technology.
- Nature of communication: Elements of Communication. Types of Communication- One - Way Communication Model. Two- Way Communication Model. Verbal Communication. Non-verbal Communication. Small Group Communication.
- Class-room Communication Model. Factors affecting Class-room Communication.
- Barriers to Communication. Network Communication.
- Role of ICT in Changing Scenario of Education. Advantages and Disadvantages of ICT.

### **Unit 3: Instructional Technology**

**10 Lectures 2 Tutorials**

- Concept, importance & implication of instructional technology.
- Writing Objectives in Behavioral Terms- Robert Mager's Approach. RCEM Approach.
- Designing Instructional Strategies – Lecture Strategies and Team-Teaching.
- Programmed Learning: Concept, Origin, and Basic Structure Of Linear and Branching Styles of Programming. Steps involved in construction of programs.
- Revised Bloom's Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor.

### **Unit 4: Educational Technology and Distance Education**

**10 Lectures 2 Tutorials**

- History and Concept of Distance Education.
- Scope and Need of Distance Education.
- Role of Media in Distance Education.
- Different contemporary system: Correspondence, Distance and Open Learning. Student Support Services and its importance.
- Role of Study Centre in providing Student Support Services.

### **Unit 5: Emerging Trends in Educational Technology**

**10 Lectures 2 Tutorials**

- Learner Controlled Instruction.
- Personalized System of Instruction.
- Multi-Media Approach to Teaching- Learning.
- Satellite Communication, Videotape, CCTV, EDUSAT, E- Learning, Virtual Classroom, Tele – Conferencing.
- E- Resources, E-Pathshala and Open access resources: Concepts and uses.

### **Suggested Readings:**

- Bloom's, B.S. Taxonomy of Educational Objectives, Handbook 1, Cognitive Domain, London, Longman Group LTD, 1974.
- Bhatt, B.D and Sharma, S.R :- ; Educational Technology . Delhi. Kanishka Publishing House. 1992.
- Chauhan,S.S. A Text Book of Programmed Instruction, New Delhi. Sterling Publishers, 1978.
- Davis, I.K: The Management of Learning. London. Mc Graw-hill. London. 1971
- Flanders, N.: Analysing Teaching Behaviour London, Addition Wesley Pub Co, 1971.
- Jose, Chanders N: Management of Distance Education, New Delhi, Sterling Publishers, 2001.
- Kumar K.L: Educational Technology, New Delhi, New Age International Publishers, 1996.
- Mohanty,J. - Educational Technology, New Delhi, Deep & Deep Publication,

# **EDN802C– Research Methodology**

**Credit 4 (3+1+0)**

## **Learning Objectives:**

- To enable the students to understand the basic concepts of research in education
- To facilitate the students in preparing Research proposal
- To understand about various methods of educational research

## **Learning Outcomes:**The students/learners will be able to-

- CO1- **Identify** various problems in the field of ucation
- CO2- **Develop** scientific attitude among students
- CO3- **Select** data collection tools and procedures.
- CO 4- **Analyze** collected data with writing research report.

## **Unit 1: Basic Concepts of Research**

**13 Lectures 2 Tutorials**

- Meaning, nature, characteristics and scope of Research in Education
- Qualitative and Quantitative Research in Education
- Types – Fundamental, Applied and Action Research
- Methods of Educational Research - Historical, Descriptive, Experimental and Ex-PostFacto research

## **Unit 2: Research Problem, Preparing Research Proposal and Hypothesis**

**13 Lectures 2 Tutorials**

- Identification and selection of a research problem
- Formulation of a research problem
- Review of related literature- Meaning, Need, Importance and Various sources of Review
- Formulating Hypothesis in various types of Research, types of hypotheses.
- Hypothesis testing, Characteristics of good hypothesis.

## **Unit 3: Tools, Population, Sample and Data Collection**

**13 Lectures 2 Tutorials**

- Tools used in Educational Research – Observation and Interview Schedule, Questionnaire, Psychological Tests, Rating and Attitude Scale

- Concept of Population and Sample - Methods of Sampling, Probability and Nonprobability Sample
- Characteristics of good sample, Sampling Error – Type I and Type II Error
- Size of the sample and Importance of Sampling in Drawing Inferences
- Collection of Data – Sources of Data Collection, Primary and Secondary Data

#### **Unit 4: Data Analysis and Report Writing**

**13 Lectures 2 Tutorials**

- Descriptive Data Analysis – Statistical analysis, Normal Distribution, Measures of Relationship, Factorial Studies
- Inferential Data Analysis – Parametric and Non- parametric tests
- Computer Data Analysis – Data Organisation in Computer System and Computer Data Analysis
- Report Writing- Format of the research report, Style of writing, Typing the report, Footnotes, Bibliography, Reference.

#### **Suggested Readings:**

- Best , J. W.(1977). Research in Education , Prentice Hall , New Delhi
- Dalen, Van D. B. : Understanding Educational Research Mc.Grow Hill, New York
- Gay , L. R. : Educational Research Competencies for Analysis and Application, McMillan
- Good , C. V(1972). Essentials of Educational Research : Methodology and Design
- Kaul, L. (2009).Methodology of Educational Research .New Delhi: Vikas Publishing House Pvt. Ltd.
- Kothari, C.R.(19985). Research Methodology: Methods and Techniques. New Delhi: ~Wiley Eastern.

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## **EDN803C: Statistics in Education**

**Credit: 4 (3+1+0)**

**48 Lectures    16Tutorials**

### **Learning Objectives:**

- To enable the students to illustrate the meaning, significance and application of NPC
- To enable the students to know about significance testing for various statistics.
- To enable the students to understand the meaning, assumptions, computation and uses of Parametric and Non-parametric tests
- To enable the students to know ANOVA and Co-Variance

### **Learning Outcomes:**

- CO 1- **Understand** the significance and application of statistics in Education.
- CO 2- **Apply** statistics in both the quantitative and qualitative data analysis.
- CO 3- **Identify** different types of statistical techniques to conduct various research studies.

### **Unit 1: Normal Probability curve**

**10 Lectures    2 Tutorials**

- Meaning Characteristics and Properties of Normal Probability curve.
- Application in solving problems
- Non-Normal Distributions: Kurtosis & Skewness

### **Unit 2: Significance Testing**

**10 Lectures    2 Tutorials**

- Concept of – Large and Small sample, One Tailed and Two Tailed Tests, Setting of Significance Levels and Determining Critical Values for Significance Testing.
- Concept of Dependent and Independent Groups, Single Group and Equivalent Groups Methods. Matching Pair and Matching Group Technique
- Significance Testing – Mean, Median, Quartile Deviation, Standard Deviation, Percentage and Correlation
- Z – Test and t-Test to test the Reliability or Significance of Dependent and Independent Groups

### **Unit 3: Regression and Correlation**

**10 Lectures    2 Tutorials**

- Regression: Forming Regression Equation, Prediction with Regression Equation.
- Coefficient of Correlation By-Product Moment Method & Interpretation of Result. Scatter diagram. Biserial Correlation and Multiple Correlation

**Unit 4: Chi Square Test**

**10 Lectures 2 Tutorials**

- Parametric and Non-Parametric Tests- Concept, Nature, Differences and Uses
- Chi Square test – Meaning, Nature, Assumptions, Uses and Significance
- Chi Square test as goodness of fit
- Chi Square Test: Test of Equality, Normality & Independence.

**Unit 5: ANOVA and Co-Variance**

**10 Lectures 2 Tutorials**

- Meaning, Nature and Uses of Analysis of Variance
- Assumptions and Limitations of ANOVA
- One way and Two-way ANOVA
- Analysis of Covariance.

**Suggested Readings:**

- Aggarwal, Y.P. (1989); Statistical Methods. New Delhi: Sterling Publishers.
- Fergusson, G. E. (1989): Statistical Analysis in Psychology and Education. New York: McGraw Hill,
- Garrett, H. E. (1979): Statistics in Education and Psychology. Bombay: Vakils; Feffer & Simons.
- Guilford, J.P. (1973). Fundamental Statistics in Psychology. New York: McGraw Hill Book Company.

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# **EDN804C: Educational Administration and Management**

**Credit 4(3+1+0)**

## **Learning Objectives:**

- To enable the students to understand the basic concept of management, administration, supervision and institutional planning.
- To provide knowledge on types, principles and functions of educational management.
- To enable students, understand the importance of management of educational environment.
- To infuse knowledge on importance institutional planning.

## **Learning Outcomes:** The students/learners will be able to-

- CO 1- **Apply** the principles of educational management and administration.
- CO 2- **Evaluate** the problems of educational administration and management.
- CO3- **Develop** more appropriate structure of administration.

## **Unit 1: Concept of Educational Management**

**12 Lectures    3 Tutorials**

- Educational Management – Meaning, Nature, Scope
- General Principles of Educational Management. Characteristics Educational Management
- Types of Educational Management – Centralized and Decentralized. Autocratic, Democratic And Laissez Faire
- Role Of Head Of The Institutions And Teachers In Management
- Human Relation Movement in Educational Management, Total Quality Management (TQM)

## **Unit 2: Functions of Educational Management**

**12 Lectures    3 Tutorials**

- Planning, Organizing, Directing And Controlling
- Management of Resources: Human Resources, Material Resources and Financial Resources.
- Management Of Time Table In Educational Institutions
- Institutional Planning- Meaning, Need and Steps.
- Educational Planning In India After Independence

## **Unit 3: Management of School Environment**

**12 Lectures    3 Tutorials**

- Factors Affecting School Environment.
- Recruitment And Selection of Staff for Teaching and Administration
- Privatization Of Higher Education



- Planning, Programming Budgeting System
- Financing In Indian Education System

**Unit 4: Administrative Structure of Education in India and Assam**

**12 Lectures    3 Tutorials**

- Role Of Ministry of Human Resource Development In Education
- Central State Relation in Education In India
- Defects Of Educational Administration In India
- Administration Of School Education In Assam

**Suggested Readings:**

- Aggarwal J. C.(2009)Educational Technology And Management,Entagra,Agra, Vinod Pustak Mandir.
- Bhatia, M. (2010),Leadership Behaviour And Educational Administration, New Delhi, Deep And Deep Publications.
- Bhatnagar, R.P. And Aggarwal, V.(2013)Educational Administration, Supervision, Planning And Financing, Meerut, India, Surya Publications
- Konwar, I.H. & Boruah, A.S. (2020). Educational Administration and Management, Guwahati: Eastern Book House.
- Mahanty, Jaganath (2012),Educational Management, Supervision And School Organisation, Bhubeneswar.
- Mukherji, S.N (2011),Administration, Planning And Finance, Baroda,Acharya Book Depot .
- Sharma R. N. (2016), Educational Administration, Management And Organisation,New Delhi, Surjeet Publications,

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# **EDN805C- Comparative Education**

**Credit- 4 (3+1+0)**

## **Learning Objectives:**

- To help the students to know the concept and development of Comparative Education.
- To acquaint the students with the concept of cross-disciplinary approach of Comparative Education.
- To introduce the role of International Bodies in Development of Education.

**Learning Outcomes:** The students/learners will be able to-

- CO 1- **Appraise** implication of educational practices of other countries in Indian educational system.
- CO 2- **Apply** cross-disciplinary approach of studying different areas.
- Widen the vision and mission of Education.

## **Unit 1: Introduction to Comparative Education:**

- Meaning and scope of Comparative Education
- Development of Comparative Education
- Cross-disciplinary approach of Comparative Education
- Factors affecting National Systems of Education
- Methods of studying Comparative Education

## **Unit- 2: Educational System in India and Japan:**

- Pattern of Administration
- Elementary Education
- Secondary Education
- Higher Education
- Technical and Vocational Education
- Teacher Education

**Unit- 3: • Educational System in U.K. and U.S.A.:**

- Pattern of Administration
- Elementary Education
- Secondary Education
- Higher Education
- Technical and Vocational Education
- Teacher Education

**Unit- 4: Role of International Bodies in Development of Education:**

- UNESCO
- ASEAN
- SAARC
- OECD

**Suggested Readings:**

- Bereday, G.Z.F. (1964): Comparative Method of Education., New York; Holt, Rinehart and Winston.
- Biswas, A. & Aggarwal, J.C. (1998): Comparative Education, Arya Book Depot, New Delhi. Prakashan Kendra, Aminabad, Lucknow.
- Hans, N. (1958): Comparative Education : A study of Educational Factors & Traditions, London; Rutledge and Keegan Paul, (3<sup>rd</sup> edition).
- Holmas, B. (1965): Problems in Education: A Comparative Approach, London; Rutledge and Keegan Paul.
- Kandel, I. (1933): Comparative Education; Boston; Mass Houghton Mifflin.
- Khanna, S.D., Saxena, V.R., Lamba, T.P., & Murthy, V. (1990): Comparative Education, Doaba House Booksellers & Publishers, Delhi.
- King, E.J. (1962): World Perspective in Education , London; Methuen.
- King, E.J. (1970): Society, Schools and Progress in the U.S.A., London, Oxford University Press.
- Rai, B.C. (1968): Comparative Education, Prakashan Kendra, Aminabad, Lucknow.
- Watson K. & Wilson, R. (1985): Contemporary Issues in Comparative Education, London; Croon & Helm.

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## **EDN901C- Teacher Education**

**Credit- 4 (3+1+0)**

### **Learning Objectives:**

- To introduce the meaning, nature, scope, objectives, historical background, different programmes, policies and reforms of Teacher Education in India.
- To help the students to know the use of Technology in Teacher Education.
- To acquaint the students with the history, status, problems and issues of Teacher Education in North-East India.
- To help students understand professionalism and practices in teaching

### **Learning Outcomes:** The students/learners will be able to-

- CO 1- **Understand** the use of different types of technology for instruction.
- CO 2- **Apply** micro-teaching skills
- CO 3- **Develop** lesson plan

### **Unit-1: Introductory Concepts:**

**12 Lectures 3Tutorials**

- Meaning, Nature and scope of Teacher Education
- Fundamentals of Teaching
- Teachers' Training Versus Teacher Education
  - Aims and Objectives of Teacher Education
  - Historical Background of Teacher Education.

### **Unit- 2: Teacher Education Programmes:**

**12 Lectures 3 Tutorials**

- Programmes at different levels: pre-primary, primary and Secondary.
- Pre-service Teacher Education-Organization type, NCTE curriculum framework objectives, content methods and evaluation.
- In-Service Teacher Education-Needs, Objectives, Types, organization and evaluation
- Comprehensive teacher education programme.
- Integrated teacher education programme.
- Policies, practices and Reforms in Teacher Education

**Unit- 3: Technology in Teacher Education 12 Lectures 2 Tutorials**

- Technology for instruction
- Overhauling teacher education through educational technology, ICT and Teaching Education
- Programmed Learning

**A) Teacher Education in north-East**

- History of Teacher Education in N.E.; Status of Teacher Education in Assam.
- Types of Teacher Education, CTE/IASE
- Problems of Teacher Education in North-East India
- Issues for research in Teacher Education in N.E. India.

**Unit- 4: A) Professionalism 12 Lectures 2 Tutorials**

- Teaching as a profession, professional ethics of a teacher
- Professional organizing agencies for various levels and their roles NCTE, NCERT, SIE, SCERT, DIET.
- Performance appraisal of teachers.

**B) Practice Teaching**

- Micro teaching skills
- Format of Lesson Plan

**Suggested Readings:**

- Ali, L. (2015). Teacher Education, Guwahati, Ashok Publication
- Anand, C.L.(1988). Aspects of Teachers Education, Delhi, S. Chand and Co.
- Chaurasia, G.(2000). Teacher Education and Professional Organization, Delhi, Authors Press.
- Mukherjee, S.N.(1987). Admission and Organization in teacher training institution, New Delhi, NCERT.
- Mukherjee, S.N. (1978) Education of the Teacher in India, Vol, I & Vol. II, Delhi, s. Chand and Co.
- NCTE, Teacher Education Curriculum-A Framework, New Delhi, NCERT, 1978.
- Panda, B.N. & Tewari, A.D.(1997). Teacher Education, New Delhi, A.P.H. Publishing corporation.
- Pareek, R.(1996). Role of Teaching Profession, Guwahati, Eastern Book Hose.
- Passi, B.K.(1976). Becoming a Better teacher, microteaching approach, Amedabad, Sahitya Nudranalay.

- Patil, V.T.(2001). Inservice Education for Teachers, Delhi, Authors Press.
- Raina, V.K.(1998). Teacher Education: A Perspective, Guwahati, Eastern Book House.
- Singh, L.C. (1990) Teacher Education in India A resource book, New Delhi, NCERT.

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# **EDN902C: Measurement and Evaluation in Education**

**Credit 4 (3+1+0)**

## **Learning Objectives:**

- To acquaint the students about the concept of measurement, measurement in physical and social sciences and evaluation in education.
- To help the students in developing the concept on procedure of developing tools, Item analysis and Selection of test items.
- To help students to acquire knowledge about different tools for measuring human abilities and potentialities.
- To provide knowledge on psychological testing, Test scores and Scales, Norms and their uses along with recently adopted new forms of assessment like open book examination, E-examination etc.

**Learning Outcomes:** The students/learners will be able to-

- CO 1- **Develop** tools for conducting research.
- CO 3- **Compare** different forms of assessment.
- CO 4- **Use** different types of psychological tests.

## **Unit 1: Measurement and Evaluation**

**12 Lectures      3 Tutorials**

- Measurement and Evaluation- Concept, Meaning, Definitions and Importance.
- Scales of measurement -Nominal, Ordinal, Interval and Ratio. Scales used for measuring educational data.
- Functions of Measurement.
- Measurement in physical and social sciences.
- Sources of Errors in Measurement.
- Concept of Evaluation. Principles of Evaluation.
- Nature of Educational Measurement and Evaluation and their differences.
- Process of evaluation- Formative and Summative evaluation.
- Norm-referenced and Criterion- referenced evaluation.

## **Unit 2: Test Construction and Standardization**

**12 Lectures      3 Tutorials**

- Meaning of Test in Psychology and Education.
- Criteria of a Good Test.
- Reliability – Meaning, Nature and Types of Determining Reliability. Factors affecting Reliability.
- Validity – Meaning, Nature and Types of affecting Validity. Validation Procedures.
- Procedure of Test construction and Standardization.
- Selection of subject matter.
- Item writing and administration.
- Item analysis and Selection of test items. Item Difficulty. Index of Discrimination.

- Teacher -Made Test and Standardized Test.
- Test scores and Scales.
- Norms and their uses.

### **Unit 3: Psychological Testing**

**12 Lectures 3 Tutorials**

- Intelligence Test. Types of Intelligence Test. Measurement of General Intelligence. Binet-Simon tests. 1905, 1908, 1911, 1966, 1937.
- Wechsler- Bellevue Test of Intelligence. Age scale and Point scales. Performance Tests OF Intelligence. Use of general Intelligence Tests in Education.
- Nature and Measurement of Aptitude tests.
- Construction of Attitude Scales by Thurston Method and Likert Method.
- Test of Creativity.
- Personality test through – Subjective, Objective and Projective techniques.
- Educational Achievement and its Measurement. Objectives of achievement tests. Construction of achievement test. Diagnostic test and Performance test, Essay type test and Construction of Objective type of test items.

### **Unit 4: Areas of Assessment**

**12 Lectures**

**3 Tutorials**

- Scholastic and Co- Scholastic.
- Types of Conventional Tests-Written, Oral and Practical Examinations.
- Continuous and Comprehensive evaluation.
- Choice Based Credit System and Cumulative Grade Points Average. Internal Assessment and External Examinations.
- Grading System in Education. Absolute and Relative Grading. Grading/ Marking System.
- Semester System in Education.
- Recording and Reporting in Evaluation. Need for Recording and Reporting.
- Open Book Examination: E- examination and Online examination.
- Question Bank.

### **Suggested Readings:**

- Adams, G.K.1965: Measurement and Evaluation in Psychology ,Education & Guidance ,Holt, Rinehart & Winston, New York. .
- Aggarwal, Y.P. 1998: Statistical Methods: Concepts, Applications & Computation, Sterling Publishers, New Delhi. .
- Aggarwal ,R.N. & Asthana, Vipin. 1983: Educational Measurement & Evaluation, Vinod Prakashan, Agra. .
- Anastasi,a.1982; -Psychological Testing, McMillan , New York.
- Freeman, F.S.1965 : Theory and Practice of psychological testing. Holt , Rinehart & Winston. .
- Garrett, h.e.1973: statistics in education & psychology, Vakils, Ferrer & Simons, Bombay. .
- Guilford,j.p.1980: fundamental statistics in Psychology & Education, McGraw hill, New York. .



- Thorndike, R.L.& Hegan, e. 1970: Measurement and Evaluation in Psychology & Education, Wiley, New York.

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**EDN903C: Psychological Practical(Experiments and Tests)**  
**Credits 4 (1+0+3)**  
**15 Lectures 45 Practical**

**Learning Objectives: The course will help the students to**

- Know and understand about different psychological experiments and tests.
- Understand the concept of experimental psychology
- Understand the methods of conducting different psychological experiments
- Develop scientific temper and attitudes.

**Learning Outcomes: The students/learners will be able to-**

- CO 1- **Appraise** their own abilities, strengths and weaknesses and nurture wherever necessary.
- CO 2- **Apply** psychological experiments for mental measurement.
- CO 3- **Analyze** practical aspects of theories of learning, motivation, and fatigue along with that of memorization process.
- CO 4- **Understand** the use and limitations of varied psychological tests.

Students are to conduct at least **10** practical out of which **5** practical must be with instruments.

**Psychological Experiments:**

**Unit 1:** Memory.

**Unit 2:** Attention.

**Unit 3:** Learning.

**Unit 4:** Imagination.

**Unit 5:** Association.

**Unit 6:** Motivation.

**Unit 7:** Fatigue.

**Unit 8:** Aspiration.

**Unit 9:** Evaluation.

**Psychological Tests:**

**Unit 1:** Test on personality.

**Unit 2:** Test on Mental Health

**Unit 3:** Test on Parent-child relation.

**Unit 4:** Test on Emotional Intelligence.

**Unit 5:** Test on Attitude.

**Unit 6:** Test on Environment.

**Unit 7:** Test on Social Competence Intelligence.

**Unit 8:** Test on General Mental Alertness.

**Unit 9:** Test on Problem Solving Ability

**Unit 10:** Test on Psychological Wellbeing

- Distribution of Marks (Total Marks-100)

Performing Experiment: 1 No. (With Apparatus) = 20

Performing Test: 1 No. (Without Apparatus) = 20

Viva-Voce = 20

Continuous Evaluation = 20

Note Book = 20.

- Persons Involved

- External Examiner

- Internal Examiner.

**Suggested Readings:**

- Brown, Fredrich G. (1970).Principles of Educational and Psychological Testing. USA: Dryden Press.
- Cronbach. L.J.(1970). Essentials of Psychological Testing. New Work: Harper and Row Publishers.
- Meguigam , F.J.: Experimental Psychology. Prentice Hall of India. New Delhi.
- Nataraj,P. :Manuals of Experiments in Psychology. Srinivas Publication, Mysore.
- Postman,L. &Egan.J.P.: Experimental Psychology. Kalyani Publishers, Ludhiana.
- Saikia,L.R.: Psychological and Statistical Experiment in Education, Guwahati.
- Woodsworth, R.S. &Schlosberg,H.: Experimental Psychology. Methune, London

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## **EDN904SP1: Special Paper**

*(Students have to select any one option from the following)*

### **Option A: Developmental Psychology**

**Credit 5 (4+1+0)**

#### **Learning Objectives:**

- To help the students to understand the importance of developmental psychology.
- To acquaint the students with developmental changes during different stages.
- To enable the students to know the role of the family, school and society for the proper development of different stages.
- To help students acquire knowledge of adolescence psychology and conceptual background of adult psychology

**Learning Outcomes:** The students/learners will be able to-

- CO 1- **Identify** the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan.
- CO 2- **Evaluate** core concepts, strengths and weaknesses of the major theories of lifespan development.
- CO 3- **Evaluate** how ethnicity, culture, class and gender influence lifespan development.
- CO 4- **Explain** the impact of biological/genetic influences on physical growth, cognition and behaviour.

#### **Unit 1: Introduction**

**12 Lectures 3 Tutorials**

- Meaning and significance of developmental psychology.
- Prenatal development—period of pre-natal development, factors affecting prenatal development.
- Post-natal development – Neonatal stage, physical appearance of newborn, physical dimensions of the newborn, physiological functions in the newborn, sensory motor development of the newborn.
- Factors affecting Development of Children – Home, School, Society (positive and negative factors)

**Unit 2: Adolescence**

**12 Lectures 3 Tutorials**

- Meaning of adolescence psychology. Need and Importance of Studying Adolescence Psychology .
- Problems of Adolescence – Emotional problems, Adjustment problems, Social Problems.
- Juvenile Delinquency : Causes and prevention
  - Role of Family and society and Educational Intuition in guiding the adolescents.

**Unit 3: Schemes and Programmes for Adolescence**

**12 Lectures 3 Tutorials**

- School Aids Education programme (SAEP)
- Adolescent Reproductive and Sexual Health (ARSH)

**Unit 4: Adult Psychology**

**12 Lectures 3 Tutorials**

- Need and Problems of Adults.
- Causes of generation gap, bridging the gap between Adolescents and Adults.
- Gerontology: Meaning, Need and Importance.
- Problems of the Elderly, Old Age Homes

**Suggested Readings:**

- Hurlock, E. B.(2004).Development Psychology, A life span approach, Tata Mc Graw Hill
- Larry Cyril Jensen : Adolescence theories, Research, Applications, West Publishing Company, St. PAUL.
- R.N. Sharma and R. Sharma( 2002).Child Psychology Atlantic Publishers & Distributors (P) Ltd.
- Das P and Goswami S (2012).Development Psychology, Santi Prakashan, Guwahati.
- Goswamee G.(2014).Child development and child care.
- Konwar, I.H. & Boruah, A.S. (2021). Developmental Psychology, Guwahati: Eastern Book House.
- Hurlock E.B. (1973) : Adolescents Development (4<sup>th</sup> edition) To Kyo, Mc Graw Hill
  - Thompson : Child Psychology, Surjeet Publications 7-k Kolhapur Road, kamla Nagar, Delhi

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## **Option B: Economics of Education**

**Credit- 5 (4+1+0)**

### **Learning Objectives:**

- To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
- To familiarize the pupils with interrelationship between education and economics cost and production in education, recent trends in economics of education.
- To develop an understanding of the education as an economic good, investment, industry and a consumption activity.
- To acquaint the learners with education as a tool of economic development and human capital formation

### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Evaluate** the fundamental problems of Economics of Education
- CO 2- **Explain** what an economist of education can do to solve the fundamental problem in the educational system.
- CO 3- **Understand**, estimate and interpret functions of costs and demand in order to know their determinants and to show their utility for the formulation of education policies.
- CO 4- **Evaluate** different systems of financing of education and their effects.

### **Unit 1: Introductory Concepts**

**10 Lectures 2 Tutorials**

- Meaning, Nature and Scope of Economics of Education
- Historical Retrospect of Economics of Education (world and Indian Perspectives)
- Functions and Importance of Economics of Education
- Analogy of Economics to Education
- Concept and significance of cost and production in Education
- Economic transactions concerned with Education
- Recent trends in Economics of Education

### **Unit 2: General concepts of Education related to Economics**

**10 Lectures 2 Tutorials**

- Education as an investment activity (personal, social and national aspects).
- Education as a consumption activity ( concept, significance and strategies)
- Education as an Economic good (meaning, characteristics and Significance )
- Education as an industry (concept and characteristics)

**Unit3: Human Capital Information and Related Issues 10 Lectures 2 Tutorials**

- Education and Economic Development (meaning, indicators, role of education, research findings)
- Human capital formation (concept, characteristics, role of education)
- Man- power planning (concept, features, importance )
- Educational planning (concept, types , principles and importance)
- Economic aspects of Educational planning.(meaning, need, different aspects)
- The problem of educated unemployment, underemployment and brain drain – remedial measures.

**Unit 4: Cost of Education 10 Lectures 2 Tutorials**

- Cost- Benefit analysis of Education(concept, characteristics, importance, techniques)
- Taxonomy of cost of Education (primary, secondary and higher level)
- Taxonomy of benefits of Education at all levels of education
- Economic aspects of formal education
- Inputs and outputs-concept, relationships and techniques.

**Unit 5: Issues of Economics of Education 10 Lectures 2 Tutorials**

- Financing the higher education in India: Challenges and strategies.
- Theoretical considerations of financing education
- Financing of higher education : Private initiatives – past, present and future
- Role of centre, state and institutions for financing education

**Suggested Readings:**

- Ansari, M.M.(1987). Education and Economic Development , New Delhi, AIU Publication.
- Garg, V.P.(1985). The Cost Analysis in Higher Education , New Delhi, Metropolitan

Book Co.

- Harbison & Myers.(1968). Education, Manpower and Economics growth, New Delhi Oxford & IBH. (Indian Edition ).
- Nagpal C.S. & Mittal A.C.(1993).Economics of Education, New Delhi, , Anmol Publications.
- Pandit, H.N.(1969). Measurement of cost Productivity & Efficiency of Education, New Delhi, NCERT.
- Pscharo Pulos, G. & Woodhall, M.(1985). Education for Development – An Analysis of Investment choices, , London, World Bank Publisher.
- Rajaiah, B.(1987). Economics of Education, Delhi, Mittal Publications.
- Schultz, T.W.(1963). The Economic Value of Education, Columbia, Columbia University Press.
- Sethi, Vinita.(1997). Educational Development and Resource Mobilization, New Delhi, Kanishka Publication.
- Sodhi, T.S.(1978). Education and Economics Development,Ludhiana, Mukand Publications.
- Vaizey John.(1962). Economics of Education, London, Faber & Faber.

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## **Option C: Adult and Continuing Education**

**Credit 5(4+1+0)**

### **Learning Objectives:**

- To make the student understand the components and Content of Adult Education
- To explain the content, necessity of Adult Education in the present society
- To describe the various methodologies of Adult Education
- To make them aware of the various policies of Adult and Continuing Education

### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Explain** the meaning of different, but relevant terms used in adult education;
- CO 2- **Distinguish** between and among different terms used in literacy and adult education.
- CO 3- **Analyze** the need, significance and characteristic features of adult education and continuing education.
- CO 4- **Restate** the goals and objectives of adult education and continuing education.

### **Unit 1: Components and Content of Adult Education                      10 Lectures 2 Tutorials**

- Forms of Adult Education: Social Education, Community Education, Basic Education and Lifelong Education
- Components of Adult Education: Literacy, Numeracy, Awareness and Functionality

### **Unit 2: Continuing Education    10 Lectures 2 Tutorials**

- Continuing Education- its meaning and scope
- Different aspects of continuing Education – Fundamental Education, Adult Education, Social
- Education and Extension Education – their meaning and nature.
- Agencies of Continuing Education
- Role of University in adult/continuing education
- Significance / importance of Continuing Education

### **Unit 3: Continuing Education Methodologies    10 Lectures 2 Tutorials**

- Different methods of Continuing Education
- Role of Mass Media in Continuing Education
- Strategies and devices of Continuing Education
- Methods of Teaching Adults

### **Unit 4: Adult Education and National Development**

**10 Lectures 2 Tutorials**

- Adult Illiteracy- A social Problem
- Relationship between Literacy and Development
- Role of Adult Education in bringing Social Change
- Adult Education and National Development

**Unit 5: Policy studies in Adult and Continuing Education**

**10 Lectures 2 Tutorials**

- Developmental Prospective of Adult Education in Five year Plans
- National Policy on Education (1986), NLM(1988)
- State Resource Centre
- Centre for Adult, Continuing Education and Extension
- District Institute of Education and Training
- Adult Literacy Movement

**Suggested Readings:**

- Allen, Brent.(1973).Philosophical Foundations for the Curriculum. London:George Allen & Unwin publishers Ltd.
- Dutta, S.C.(1986).History of Adult Education in India.New Delhi: IAEA.
- Lowe, John. (1975).The Education of Adult: A world perspective.Paris: UNESCO press.
- Shah S. Y.(1999).An Encyclopedia of Indian Adult Education, National Literacy Mission, MHRD. New Delhi: Government of India.
- Sohn ,Singh.(1957).History of Adult Education during British period.New Delhi:Indian Adult Education Association.
- Styler ,W.E.(1966)Adult Education in India.London: Oxford University Press.
- Rahi A.L.(1985). Adult Education policies and programmes, Ambala Cantt:The Associated publishers.
- Kundu C.L.(1984).Adult Education – Academic perspectives, New Delhi: Sterling publishers (P) Ltd.

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## **Option D: Abnormal Psychology**

**Credit 5 (3+1+1)**

### **Learning Objectives:**

- To enable the students to understand concepts associated with abnormal psychology
- To acquaint them with the causes, symptoms and behavioural problems of people with abnormal behaviour
- To enable them to understand the process of diagnosis, prevention and the treatment of the people showing abnormal behaviour.
- To help students develop a humane attitude towards people suffering from mental ailment.

### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Identify** and **understand** some of the major areas and theories that abnormal psychologists use to explain the psychological experiences of human beings.
- CO 2- **Apply** terms of abnormal psychology especially as outlined in the Diagnostic and Statistical Manual to understand abnormal human behavior.
- CO 3- **Appraise** how the knowledge related to the study of abnormal psychology can help in living effectively.

### **Unit 1: Concept of Abnormal Behaviour**

**9 Lectures 3 Tutorials**

- Meaning, Nature, symptoms and causes of abnormal behaviour.
- Historical background of Modern Abnormal Psychology, recent concept of abnormal behaviour
- Classification of abnormal behaviour
- Scope of Abnormal Psychology.

### **Unit 2: Psycho- Neurotic Disorders**

**9 Lectures 3 Tutorials**

- Meaning, Characteristic and types of Psycho-Neurotic disorders
- Anxiety Neurosis- symptoms, causes and treatment
- Phobia- symptoms, causes and treatment
- Obsessive Compulsive Disorders- symptoms, causes and treatment
- Hysteria- symptoms, causes and treatment

**Unit 3: Psychotic Disorders****9 Lectures 3 Tutorials**

- Meaning, Characteristic and types of Psychotic disorders
- Schizophrenia- Types, symptoms, causes and treatment,
- Manic- depressive psychosis-Types, symptoms, causes and treatment,
- Paranoia- Types, symptoms, causes and treatment

**Unit 4: Conduct Disorder****9 Lectures 3 Tutorials**

- Meaning, Nature, symptoms, types and causes of Conduct Disorders.
- Substance related disorders; drug addiction; alcoholism- symptoms, causes and treatment,
- Anti-social personality and crime- causes and symptoms.

**Unit 5: Incident and Care of Mental Patients****9 Lectures 3 Tutorials**

- Incidence and care of Mental Patient- hospitalization, drug therapy,
- Physio therapy, psycho-therapy and psycho-analysis
- Cognitive Behaviour Therapy

**Practical: Visit to any Mental Hospital or any such centre to get practical knowledge.**

**15 Practical****Suggested Readings:**

- Brown , J.F.(1940).The Psychodynamics of Abnormal Behaviour.New York: Tata McGrow Hill
- Cameron, N. (1963).The Psychology of Behaviour Disorders.Boston: Houghton Mifflin.
- Coleman , J.C. : Abnormal Psychology and Modern Life, D.B.TaraporeWala and Sons , Bombay
- Mangal, S.K.(2016). Abnormal Psychology , Sterling Publishers Pvt. Ltd. New Delhi
- Page, J.D. (1947).Abnormal Psychology,New York.Tata McGrow Hill
- Sarason, I.G. and Sarason, B.R. : Abnormal Psychology – The Problem of Maladaptive Behaviour, PHI Pvt. Ltd. New Delhi

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# **EDN905OE: Educational Management and Administration**

**Credit 4 (3+1+0)**

## **Learning Objectives:**

- To enable the students to understand the basic concept of management, administration, supervision and institutional planning.
- To provide knowledge on types, principles and functions of educational management.
- To infuse knowledge on importance of educational supervision and institutional planning.
- To develop understanding of institutional planning and related aspects

## **Learning Outcomes: The students/learners will be able to do-**

- CO 1- **Explain** the meaning/concept, nature, functions of Management, Educational Management and functions of Educational Administration
- CO 2- **Apply** knowledge in relevant significant domains in educational leadership and higher education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
- CO 3- **Apply** the main principles each managerial function to the national and international education setting whenever required.

## **Unit 1: Concept of Educational Management**

**12 Lectures 3 Tutorials**

- Educational Management – Meaning, Nature, Scope
- General Principles of Educational Management. Characteristics of Successful Educational Management
- Types of Educational Management – Centralized and Decentralized. Autocratic, Democratic and Laissez Faire.
- Modern Educational Management Technic in India. National Policy of Education 1986 and Plan of Action 1992.

## **Unit 2: Educational Administration**

**12 Lectures 3 Tutorials**

- Meaning and Definitions of Educational Administration
- Scope of Educational Administration
- Functions of Educational Administration

- Relation between Educational Management and Administration

### **Unit 3: Educational Supervision**

**12 Lectures 3 Tutorials**

- Meaning and Definitions of Educational Supervision
- Characteristics of Educational Supervision
- Principles of Educational Supervision
- Important Functions of Educational Supervision

### **Unit 4: Institutional Planning**

**12 Lectures 3 Tutorials**

- Meaning, Nature and Characteristics of Institutional Planning
- Steps and Types of Institutional Planning
- Importance of Institutional Planning
- Educational Planning – School Time Table And Co-Curricular Activities

### **Suggested Readings:**

- Aggarwal J. C. –Educational Technology And Managem,Entagra, Vinod Pustak Mandir.
- Bhatia, M.- Leadership Behaviour And Educational Administration, New Delhi, Deep And Deep Publications.
- Bhatnagar, R.P. And Aggarwal, V. – Educational Administration, Supervision, Planning And Financing, Meerut, India, Surya Publications
- Konwar, I.H. & Boruah, A.S. (2020). Educational Administration and Management, Guwahati: Eastern Book House.
- Mahanty, Jaganath- Educational Management, Supervision And School Organisation
- Mukherji, S.N.- Admi Nistratipon, Planning And Finance, Acharya Book Depot ,Baroda.
- Sharma R. N.- Educational Administration, Management And Organisation, Surjeet Publications, New Delhi.

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## Semester IV

### EDN1001C: Environmental and Population Education

**Credit- 4 (2+1+1)**

#### **Learning Objectives:**

- To make the students understand about the concept, importance, scope and aims of environmental education.
- To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programs of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environment for preparing a curriculum for environmental education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.

#### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Understand** core concepts and methods from ecological and physical sciences and their application in environmental problem solving.
- CO 2- **Analyze** the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- CO 3- **Understand** the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.
- CO 4- Reflect **critically** about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

#### **Unit 1: Introduction to Environmental Education:**

- Concept of Environment and Ecosystem **10 Lectures 5 Tutorials**
- Relationship between Man and Environment
- Concept, importance and scope of environmental education
- Difference between Environmental Education and Environmental Science

- Aims and objectives of Environmental Education
- Guiding principles and foundations of Environmental Education
- Interdisciplinary and Multidisciplinary nature of Environmental Education
- Historical Background of Environmental Education
- Concept of Sustainable Development and Special Significance of Environmental Education in Sustainable Development.

## **Unit 2 (A) Environmental Degradation**

**10 Lectures 5 Tutorials**

- Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards.
- Global Environmental Issues: Acid Rain, Ozone Layer Depletion, GreenHouse Effect and Nuclear Accidents.

### **(B) Methods and approaches of Environmental education and environmental movements**

- Methods – Discussion, seminar, workshop, Dialogue, Problem solving, Field surveys, projects and exhibitions
- Environmental Education at Different Levels of Education
- Movements: Earth summit 1972, Earth summit 1992, Earth summit 1997, Earth summit 2002, Earth summit 2008, Earth summit Agenda 21, Montreal protocol, Chipko movement, Wildlife conservation strategy (WCS).

## **Unit- 3: (A) Population Growth and Population Education**

**10 Lectures 5 Tutorials**

- Inter-relationship between Population Growth and Environment with special reference to India
- Human Development Index; implications of population growth on food supply, water scarcity, sanitation, housing, employment, health, education etc.
- Concept, characteristics and scope of Population Education
- Importance and Methods of Population Education
- Measures of Population Control, Population Policy of the Government of India (2000)



### **(B) Environmental Management**

- Concept and Scope of Environmental Management.
- Strategies of Environmental Management.
- Resource consumption patterns and the need for equitable utilization
- Preserving resources for the future generations

### **Unit- 4: Report Writing on Field Trip**

**15 Practical**

- Areas: Environmental Awareness, Population Condition, Health Issues, Other Environmental Issues etc.

N.B. The following procedures must be followed in the Report Writing:

1. Title
2. Objective
3. Background of the study
4. Methodology
5. Findings of the Study
6. Conclusion

### **Suggested Readings:**

- Aggarwal, J.C. (2010): Education for Values, Environment And Human Rights. Delhi. Shipra Publications. .
- Agarwal, S.P. And Aggarwal, J.C. (1996) Environmental Protection, Education And Development. New Delhi: New Concepts. .
- Das,S (Ed) 2011: Environmental Issues And Problems , Guwahati, K.K.Publication. .
- Huglies, David. Environmental Education, Key Issues Of The Further, New York. .
- Kumar, A (2009): A Text Book of Environmental Science.New Delhi; Aph Publishing Corporation. .

- Ramakrishnan, P.S. Ecology And Sustainable Development. National Booktrust. New Delhi. ·
- Saini, L.D. (2006): Environmental Education. Kalyani Publishers. New Delhi. ·
- Shrivastava, K.K : Environmental Education, Concepts And Management. Krishna Publishers Distribution, New Delhi. ·
- Sharma, V.S. (2005): Environmental Education. New Delhi. Anmol Publication ·  
□Sharma, R.A.(2008): Environmental Education. Meerut. R.Lall Books Depot.



## **EDN1002SP2**

**(Students will have to choose any one from the following options)**

### **Option A: Guidance and Counselling**

**Credit: 5 (4+1+0)**

#### **Learning Objectives:**

- To enable the students to understand the concept, purpose and importance of guidance and counselling.
- To enable the students to understand about the different types of guidance programmes and their organization.
- To prepare students to gain insight about organization of guidance services.
- To enable the student to understand the concept of Child Guidance and its relevance.

#### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Understand** the theoretical principles and practical processes in Guidance and Counselling and would be able to apply these in research and professional areas.
- CO 2- **Analyze** the applied and positive perspectives of Guidance and Counselling.
- CO 3- **Organize** guidance and counselling programs/sessions.
- CO 4- **Develop** competencies and skills for providing Guidance and Counselling in varied spheres.

#### **Unit 1: Concepts of Guidance and Counselling**

**12 Lectures 3 Tutorials**

- Concept and meaning of Guidance, Principles of Guidance. Scope and Areas of Guidance.
- Development of Guidance and Counselling.
- Counselling- Meaning, Nature, Principles, Techniques and Counselling Procedure.
- Approaches of counselling: Directive, Non- Directive and Eclectic.
- Counselling and Psychotherapy. Need of Guidance in solving the problems of students related to their home and school.

#### **Unit 2: Bases of Guidance and Guidance Programmes**

**12 Lectures 3 Tutorials**

- Different Types of Guidance- Educational, Vocational and Personal.
- Objectives, Nature, Factors and Functions of Educational Guidance.
- Concept, Objectives, Functions and Development of Vocational Guidance.
- Meaning, Objectives, Strategies of Personal Guidance.
- Well-Organized Guidance Programme.
- Guidance programme in school and different stages- Primary, Secondary and Higher.

### **Unit 3: Organization of Guidance**

**12 Lectures 3 Tutorials**

- Guidance Services in India.
- Organization of Guidance Services in Educational Institutions. Individual Inventory Service, Information Service, Follow-up Service, Remedial Service, Occupational Service, Placement Service: their importance and organization.
- Role of different personnel in Guidance- Teachers, Parents, Counsellors and Career Masters.
- Characteristics, Qualities and Roles of a Counsellor. Professional Ethics of the Counsellor.
- Training Programmes for a Counsellor.

### **Unit 4: Tools and Techniques of Guidance and Counselling**

**12 Lectures 3 Tutorials**

- Individual guidance and counselling programme.
- Group Guidance – Objectives, Principles, Scope and Techniques.
- Clinical Guidance.
- Job Analysis.
- Tools used in guidance and Counselling- Case study, Questionnaires, Autobiography, Anecdotal reports, Interview, Cumulative Record, Sociometric Techniques, Psycho- Analysis, Personnel Record Card.

### **Unit 5: Child Guidance**

**12 Lectures 3 Tutorials**

- Meaning, Definitions and Nature of Child Guidance.
- Child Guidance Clinic- Importance, Organization of Child Guidance Clinic.
- Personnel involved in Child Guidance Clinic.
- Guidance in Adolescence.

### **Suggested Readings:**

- Chauhan, S.S (1982). Principles of Guidance, New York.
- Gibson, R.L & Mitchell, M.H (2003) : Introduction to Counseling and Guidance. New Delhi:
- Jayaswal S. (1981); Guidance and Counselling , Lucknow: Prakashan Kendra.
- Kochhar, S.K.(1979); Guidance in Indian Education, New Delhi: Sterling Publisher Pvt.Ltd.
- Mishra , R.C. (2005); Guidance & Counselling (2 vols); New Delhi: APH, Publishing Cooperation.
- Nayak, A.K. (1997); Guidance & Counselling, New Delhi: APH, Publishing Cooperation.
- Safaya, Rai (2002); Guidance and Counselling , Chandigarh: Abhishek Publishers.
- Sharma, A. (2006); Guidance & Counselling, Guwahati: DVS Publishers and Distributors.

## **Option B: Special Education**

**Credit 5 (4+1+0)**

### **Learning Objectives:**

- To enable the students to understand the meaning and need of special education
- To familiar students with the different types of special education
- To acquaint students with the different governmental policies or legislation regarding persons with disabilities
- To enable students to know about issues and educational provisions, support services for special children

### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Understand** the basic concepts of special education and related to general procedure of special education.
- CO 2- **Analyze** the roles and responsibilities for special education personnel.
- CO 3- **Develop** attitudes, knowledge and skills about evidence-based practices that result in improved learning and successful outcomes for students with disabilities.

### **Unit 1: Special Education and Learning Disability**

**12 Lectures 3 Tutorials**

- Special education – meaning, nature and need
- Children with special needs – concept, types and characteristics
- Learning disability - concept, types and characteristics
- Identification of children with learning disability and remedial measures

### **Unit 2: Visual and Hearing Impairment**

**12 Lectures 3 Tutorials**

- Visual impairment – concept, characteristics, causes and assessment areas
- Classification of visual impairment, educational provisions
- Role of technology in enhancing functioning of children with visual impairment
- Hearing impairment – concept, characteristics, causes and assessment areas

- Educational provisions, Lip Reading, Sign Language, Finger Spelling, total communication

**Unit 3: Autistic child and child with Cerebral Palsy**

**12 Lectures 3 Tutorials**

- Autism – concept, characteristics and differences with other overlapping disabilities
- Identification and educational provisions for Autistic children
- Cerebral palsy – concept , types, characteristics and causes
- Educational provisions and other needs of children with cerebral palsy

**Unit 4: Gifted and Mentally Retarded**

**12 Lectures 3 Tutorials**

- Gifted children – Concept, characteristics and identification
- Educational provisions for the gifted children
- Concept and characteristics of creative child, nurturing creativity
- Mental retardation – definition , characteristics, identification and causes
- Classification , educational provision and vocational training for mentally retarded children

**Unit 5: Government Policies and Programmes for Disabled Persons 12 Lectures 3 Tutorials**

- Objectives of education for challenged children in the International Year of Disabled person, 1981 with special reference to India
- National Policy on Education , 1986
- Integrated Education Scheme, 1992 for the mildly challenged children
- Human Right as per the UN Standards Rules, 1994
- The Persons with Disabilities (PWD) Act 1995,

**Suggested Readings:**

- Mangal, S.K.(2016). Educating Exceptional Children – An Introduction to Special Children New Delhi, PHI Pvt. Ltd
- Sharma, R.A.(2016).Fundamentals of Special Education. R.Lall Book Depot.
- Skinnwe, C.E. (1968). Essentials of Educational Psychology. New York: Prentice Hall.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

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## **Option C: Curriculum Development**

**Credit: 5 (4+1+0)**

### **Learning Objectives:**

- To understand the meaning, significance and scope of curriculum.
- To acquaint students with curriculum construction and its principles.
- To help students understand curriculum design and its implication.
- To give the knowledge about different models of curriculum construction.
- To provide knowledge about curriculum change, evaluation and role of teachers.

### **Learning Outcomes: The students/learners will be able to do-**

- CO 1- **Apply** appropriate teaching strategies, materials and assessments methods
- CO 2- **Evaluate** how the outcomes of a single course align with larger outcomes for an entire program
- CO 3- **Analyze** their progress and know where they stand

### **Unit 1: Conceptual Background**

**15 Lectures 4 Tutorials**

- Curriculum: Meaning, Nature, Scope and Significance.
- Elements and Historical Growth of Curriculum.
- Foundations Of Curriculum : Epistemological, Social And Psychological
- Intended Vs Implemented Vs Achieved Curriculum.
- Curriculum Planning : Concept And Process

### **Unit 2: Curriculum Design**

**15 Lectures 4 Tutorials**

- Meaning of Curriculum Design, Principles and Its Needs
- Features of Different Curriculum Design.
- Different Patterns Of Curriculum: Subject Centered, Activity Centered, Experience And Core Curriculum.

- Eclectic Model of Curriculum Design
- National Curriculum Framework: Concept and National Curriculum Framework (2005).

**Unit 3: Different Models of Curriculum**

**15 Lectures 3 Tutorials**

- The Administrative Model.
- Taba's Model of Curriculum
- System Analysis Model

**Unit 4: Curriculum Change and Evaluation**

**15 Lectures 4 Tutorials**

- Curriculum Change: Meaning and Factors
- Role of a Teacher as A Curriculum Maker In The Different Stages Of Education
- Curriculum Evaluation: Meaning and Sources
- Process of Curriculum Evaluation

**Suggested Readings:**

- Aggarwal, J.C.(1990) : Curriculum Reforms In India. New Delhi, Doaba House.
- Bruner, J.S. (1977): The Process of Education. Harvard University Press.
- Dash, B.N. (2007): Curriculum Planning and Development, New Delhi, Doaba House.
- NCERT, (2005): National Curriculum Framework. New Delhi.

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## **Option D: Stress Management**

**Credit: 5 (4+1+0)**

### **Learning Objectives:**

- To make the student understand the nature of stress
- To orient the students with the strategies and Prevention of stress
- Make them understand the need of social support in stress
- To acquaint the students with the relaxation methods of stress

### **Learning Outcomes: The students/learners will be able to-**

- CO 1- **Understand** the basic principles of stress management.
- CO 2- **Identify** stress triggers and how to manage them.
- CO 3- **Develop** proactive responses to stressful situations.

### **Unit 1: Understanding the nature of stress**

**15 Lectures 4 Tutorials**

- Meaning, Concept and Models of stress
- Sources of stress: Internal, External, Interpersonal, Systematic
- Adaptive and Maladaptive behavior
- Individual and Cultural Differences
- Difference between eustress and distress
- Impact of stress: Physical, Emotional, Cognitive and Behavioural

### **Unit 2: Strategies of Stress Management and Prevention**

**15 Lectures 4 Tutorials**

- Challenging stressful thinking
- Problem solving and time management
- Psychological and Spiritual Relaxation methods
- Physical methods and stress reduction
- Preparing for the future: College and Occupational Stress
- Stress and Conflict relationships

### **Unit 3: Connection between Social Support and stress**

**15 Lectures 4 Tutorials**

- Role of Communication and Relationships in managing stress in academic and work performance
- Components of Healthy diet
- Impact of Sleep habit
- The Challenge of Building and using social support

### **Unit 4: Managing self and Relaxation Methods**

**15 Lectures 3 Tutorials**

- Self talk and stress
- Turning Self-Talk into a positive force
- Managing anger
- Altruistic egoism and egoistic altruism
- Heroism and responsibility

**Suggested Readings:**

- Benjamin. H.G. (1997). Coping with chronic stress
- Boruah, A.S., Sultana, S. & Sarmah, S. (2020). Mental Health, Mental Hygiene and Stress Management, Anandaram Borooah Academic Society, Pathshala.
- Cooper, C. and Payne, R. (1988). Causes, Coping and Consequences of Stresses at work. Chichester Wiley: An Indian Experience. Delhi: Sage
- Hariharan, M. and Rath, R. (2009). Coping with Life stress
- Johnson. S.L. Field Tiffany M and Schneiderman (2000). Stress, Coping and depression. Lawrence Erlbaun Associates Pub

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# **EDN1003OE1: Human Rights and Peace Education**

## **Credit 4 (3+1+0)**

### **Learning Objectives:**

- To explain the meaning, definition, nature, scope, theories and constitutional perspectives of Human Rights.
- To describe the Concept, Objectives, and Principles of Human Rights in India
- To make them understand the concept and need of Peace education in the present society
- To discuss the various aspects conflict
- To make students learn the role of education for peace building

### **Learning Outcomes: The students/learners will be able to do-**

- CO 1- **Understand** the conditions for their own rights as well as for peaceful and just social systems.
- CO 2- **Evaluate** and use the techniques for peaceful conflict management, resolution and transformation.
- CO 3- **Apply** peace education concepts and skills in their practical life.

### **Unit 1: Introduction to Human Rights**

**9 Lectures 3 Tutorials**

- Concept, Meaning , Definition, Nature and scope of Human Rights Education
- Theories of Human Rights, Natural, Liberal, Marxist and Social Theory
- Constitutional Provisions: Fundamental Rights, Duties
- Universal Declaration of Human Rights, 1948

### **Unit 2: Introduction to Human Rights Education**

**9 Lectures 3 Tutorials**

- Concept, Objectives, Principles and need for Human Rights Education in India
- Basics of Human Rights Education: Societal, Violence against women related to- Causes, consequences and Protection

### **Unit 3: Peace Education**

**9 Lectures 3 Tutorials**

- Concept and Philosophy of Peace Education
- Foundation of Peace and its components
- Peace Education and Education for Peace
- Need and Components of Peace Education :Peace for self, others and environment
- Types of Peace Education (International Peace Education, Developmental Peace)

### **Unit 4: Understanding Conflict**

**9 Lectures 3 Tutorials**

- Nature of Conflict
- Causes of Conflict
- Need Theory- Maslow

- Skills and Strategies for Conflict resolution
- The Media and Violence, Attitude towards balanced media exposure

### **Unit 5: Orienting Education for Peace Building**

**9 Lectures 3 Tutorials**

- Teacher as a Peace Builder- Listening skills, questioning, providing feedback
- Classroom for promoting peace
- Agencies for Peace-Home, School, Local Community

### **Suggested Readings:**

- Barash, P. David (2000). Approaches to Peace. New York :oxford university press.
  - Galtung, I. (1996). Peace by peaceful means: Peace and conflict, Development and civilization, PRIO – International peace research institute of Oslo and sage publications.
  - Borah Jagneswar( 2010), Manab Adhikar.Jorhat:Eureka Prakakhan.
  - Gogoi, Purandar ( 2004) , Manab Adhikar.Gauhati:Banalata .
  - Kapoor, SK ( 2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency.
  - Kaur, Manjit (2008), Teaching of Human Rights.New Delhi:A.P.H. publishing corporation,
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## **EDN1004DPW - PROJECT WORK**

**Credits - 6 (0+1+5)**

**Lecture+Tutorial+Practical=0+15+75**

*(This Course is compulsory for all the students)*

**Learning Objectives: The course will help the students to**

- Get basic and practical idea about research in Education
- Identify the problems related to various aspects of Education

**Learning Outcomes: The students/learners will be able to-**

- CO 1- **Apply** skills of conducting basic research
- CO 2- **Analyze** different approaches to solve societal issues.
- CO 3- **Develop** scientific attitude

(Each student has to complete one project related to any area having educational significance)

### **Format of the Project Report :**

1. Selection of the Topic of Project having Educative Value.
2. Introduction-
  - Need of the Study
  - Objectives of the Project.
  - Hypothesis. (If necessary).
  - Delimitation of the Study.
3. Review of the Related Literatures (at least five reviews).
4. Method and Procedure
  - Method used in the Study.
  - Sample.
  - Tools.
5. Analysis and interpretation of Data.
6. Findings of the Project.
7. Suggestion and Conclusion.

### **Marks Distribution:**

- |                              |    |
|------------------------------|----|
| 1. Project Report Evaluation | 40 |
| 2. Project Viva              | 20 |
| 3. Continuous Evaluation     | 20 |

4. Internal Evaluation of Project report : 20.

**N.B**

For External Evaluation= Marks allotted in 1 & 2

For Internal Evaluation= Marks allotted in 3 & 4.

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