

# **COURSE STRUCTURE AND SYLLABUS**

**FOR**

## **4-YEAR B.A. UNDER-GRADUATE ACADEMIC PROGRAMME IN EDUCATION**

(Under the guidelines of the Ordinance for Undergraduate Programmes in Science,  
Arts and Commerce, 2021)



**DEPARTMENT OF EDUCATION  
MANIPUR UNIVERSITY, CANCHIPUR  
May, 2022**

This 4-year B.A. Under-Graduate Academic Programme in Education shall follow strictly the general guidelines laid down in the Ordinance for Undergraduate Programmes in Science, Arts and Commerce, 2021 from the academic session 2022-23 onwards so as to enable the learners choose some courses based on their interest and aptitude. After the completion of the course at different stages, learners will be awarded a **certificate, diploma, degree, degree with honours/degree with research** by Manipur University, Canchipur, Imphal.

## Course Structure for 4 Years Undergraduate Programme

4-Year BA Education																
Year	Semester	Core Paper	Credit	Disciple Specific Elective (DSE)	Credit	Generic Elective Course (GEC)	Credit	Ability Enhancement Compulsory Course (AECC)	Credit	Skill Enhancement Course (SEC)	Credit	Value Addition Course (VAC)	Credit	Total		
1	I	1	6					1	4	1	4	1	2	24	48	
		2	6									2	2			
	II	3	6					2	4	2	4	3	2	24		
		4	6									4	2			
2	III	5	6			1	6							26	52	
		6	6									5	2			
		7	6													
	IV	8	6			2	6							26		
		9	6									6	2			
		10	6													
3	V	11	6	1	6	3	6							26	52	
		12	6									7	2			
	VI	13	6	2	6	4	6							26		
		14	6									8	2			
4	VII	15	6	3	6	5	6							24	48	
		16	6													
	VIII	17	6	4	6	6	6							24		
		18	6													
<b>Total</b>			108		24		36		8		8		16		<b>200</b>	

**COURSE STRUCTURE FOR 4-YEAR BA UNDER-GRADUATE  
ACADEMIC PROGRAMME OF EDUCATION**

**I. CORE PAPERS**

Year	Sem	Subject Code	Core (Credit)	Topic/Paper	Sem. End Exam	Int. Sem	Total
1 <sup>st</sup> Year	I	EDN501C	Core-1(6)	Introduction to Education	75	25	100
	I	EDN502C	Core-2 (6)	Introduction to Educational Philosophy	75	25	100
	II	EDN503C	Core-3 (6)	Introduction to Educational Sociology	75	25	100
	II	EDN504C	Core-4 (6)	Introduction to Educational Psychology	75	25	100
2 <sup>nd</sup> Year	III	EDN605C	Core-5 (6)	Development of Education in India	75	25	100
	III	EDN606C	Core-6 (6)	Educational Management	75	25	100
	III	EDN607C	Core-7 (6)	Guidance and Counselling in Education	75	25	100
	IV	EDN608C	Core-8 (6)	Educational Technology	75	25	100
	IV	EDN609C	Core-9 (6)	Education for Curriculum Development	75	25	100
	IV	EDN610C	Core-10 (6)	Inclusive Education	75	25	100
3 <sup>rd</sup> Year	V	EDN711C	Core-11 (6)	Educational Evaluation	75	25	100
	V	EDN712C	Core-12 (6)	Educational Statistics	75	25	100
	VI	EDN713C	Core-13 (6)	Psychology of Adjustment	75	25	100
	VI	EDN714C	Core-14 (6)	Parenting and Child Care Education	75	25	100
4 <sup>th</sup> Year	VII	EDN815C	Core-15 (6)	Fundamentals of Educational Research	75	25	100
	VII	EDN816C	Core-16 (6)	Educational Thinkers	75	25	100
	VIII	EDN817C	Core-17 (6)	Contemporary Trends and Issues in Indian Education	75	25	100
	VIII	EDN818C	Core-18 (6) (Choose only ONE)	EDN818C(a):Dissertation EDN818C(b):Project EDN818C(c):Internship	100	-	100

## II. DISCIPLINE SPECIFIC ELECTIVE

Year	Sem	DSE (Credit)	Subject Code	Topic/Paper	Sem. End Exam	Int. Sem	Total
3 <sup>rd</sup> Year	V	DSE -1 (6-Credits) (Choose any one for DSE) <b>EDN701D</b>	EDN701D(a)	ADVANCED EDUCATIONAL STATISTICS*	75	25	100
			EDN701D(b)	ADOLESCENT EDUCATION			
			EDN701D(c)	ART AND AESTHETIC EDUCATION			
			EDN701D(d)	COMPARATIVE EDUCATION			
			EDN701D(e)	CONTINUING EDUCATION			
	VI	DSE -2 (6-Credits) (Choose any one for DSE) <b>EDN702D</b>	EDN702D(a)	DIGITAL EDUCATION *	75	25	100
			EDN702D(b)	ECONOMICS OF EDUCATION			
			EDN702D(c)	EDUCATION IN MANIPUR			
			EDN702D(d)	EXPERIMENTAL EDUCATION AND STATISTICS*			
			EDN702D(e)	ELEMENTARY EDUCATION			
4 <sup>th</sup> Year	VII	DSE -3 (6-Credits) (Choose any one for DSE) <b>EDN803D</b>	EDN803D(a)	ENVIRONMENTAL EDUCATION	75	25	100
			EDN803D(b)	GENDER EDUCATION			
			EDN803D(c)	VALUE EDUCATION			
			EDN803D(d)	METHODS OF TEACHING			
			EDN803D(e)	OPEN AND DISTANCE EDUCATION			
	VIII	DSE -4 (6-Credits) (Choose any one for DSE) <b>EDN804D</b>	EDN804D(a)	PEDAGOGY OF EDUCATION	75	25	100
			EDN804D(b)	POLITICS IN EDUCATION			
			EDN804D(c)	POPULATION EDUCATION			
			EDN804D(d)	TEACHER EDUCATION			

\*There shall be no internal assessment (25 marks) for papers marks as practical papers. External Semester examination shall be conducted by the university as practical paper consisting of 2 parts practical and viva-voce. External examiner appointed by university will conduct viva-voce.

### III. GENERIC ELECTIVE COURSES

Year	Sem	GEC (Credit)	Subject Code	Topic/Paper	Sem. End Exam	Int. Sem.	Total
2 <sup>nd</sup> Year	III	GEC -1 (6-Credits)	EDN601G	Philosophical and Sociological foundations of Education	75	25	100
	IV	GEC -2 (6-Credits)	EDN602G	Educational Psychology And Pedagogy	75	25	100
3 <sup>rd</sup> Year	V	GEC -3 (6-Credits)	EDN703G	Development of Education in India	75	25	100
	VI	GEC -4 (6-Credits)	EDN704G	Issues and trends in contemporary Indian Education	75	25	100
4 <sup>th</sup> Year	VII	GEC -5 (6-Credits)	EDN805G	Educational Evaluation and Statistics	75	25	100
	VIII	GEC -6 (6-Credits)	EDN806G	Educational Management and Educational Technology	75	25	100

### IV. SKILL ENHANCEMENT COURSE

Year	Sem	GEC (Credit)	Subject Code	Topic/Paper	Theory	Practical	Total
1 <sup>st</sup> Year	I	SEC -1 (4-Credits) (Choose only ONE)	EDN501S(a)	Nursery Rhymes	50	EDN501SP(a): 50	100
			EDN501S(b)	Teaching and Testing Skills	50	EDN501SP(b): 50	
	II	SEC -2 (4-Credits)	EDN502S:	ICT Tools and Skills	50	EDN502SP: 50	100

## V. ABILITY ENHANCEMENT COMPULSORY COURSE\*

Year	Sem	AECC (Credit)	Subject Code	Topic/Paper	Sem. End Exam	Int. Sem	Total
1 <sup>st</sup> Year	I	AECC-1 (Choose only ONE)	AECC1EC	English Communication	75	25	100
			AECC1BN	MIL (Bengali)			
			AECC1HN	MIL (Hindi)			
			AECC1HM	MIL (Hmar)			
			AECC1MN	MIL (Manipuri)			
			AECC1MZ	MIL (Mizo)			
			AECC1NP	MIL (Nepali)			
			AECC1PT	MIL (Paite)			
			AECC1TL	MIL (Tangkhal)			
	AECC1TK	MIL (Thadou Kuki)					
II	AECC-2	AECC2EV	Environmental Science	75	25	100	

## VI. VALUE ADDITION COURSE\*\*

There are 65 VAC as approved by Manipur University (Order No. MU/4-133/2020/523 dt. 20<sup>th</sup> Sep. 2022) and have been classified semester-wise into 8 (eight) groups as follows:

Year	Sem	VAC (2-Credit)	Subject Code	Topic/Paper	Int. Sem	Total
1 <sup>st</sup> Year	I	VAC-1	VAC001 to VAC008	Choose any one VAC from Sl. 1 to 8 as approved by the University	50	50
		VAC-2	VAC009 to VAC0016	Choose any one VAC from Sl. 9 to 16 as approved by the University	50	50
	II	VAC-3	VAC017 to VAC024	Choose any one VAC from Sl. 17 to 24 as approved by the University	50	50
		VAC-4	VAC025 to VAC032	Choose any one VAC from Sl. 25 to 32 as approved by the University	50	50
2 <sup>nd</sup> Year	III	VAC-5	VAC033 to VAC040	Choose any one VAC from Sl. 33 to 40 as approved by the University	50	50
	IV	VAC-6	VAC041 to VAC048	Choose any one VAC from Sl. 41 to 48 as approved by the University	50	50
3 <sup>rd</sup> Year	V	VAC-7	VAC049 to VAC056	Choose any one VAC from Sl. 49 to 56 as approved by the University	50	50
	VI	VAC-8	VAC057 to VAC065	Choose any one VAC from Sl. 57 to 65 as approved by the University	50	50

*(The details of AECC and VAC syllabi for Undergraduate Academic Programmes under the NEP-2020 are available at the university website. Assessment methods for AECC & VAC will be as per the guidelines given by Manipur University\*/\*\*)*

**SCHEME OF EXAMINATION  
BACHELOR OF EDUCATION  
(4-YEAR BA CERTIFICATE COURSE)**

**1<sup>st</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN501C	Introduction to Education	25	10	75	30	100	40	6
EDN502C	Introduction to Educational Philosophy	25	10	75	30	100	40	6
AECC-1	EC/MIL	25	10	75	30	100	40	4
EDN501S	(a):Nursery Rhymes	-	-	Theory: 50 Practical: 50	20	100	40	4
	(b):Teaching and Testing Skills				20			
VAC-1	Choose any one VAC from Sl. 1 to 8 as approved by the University	50	20	-	-	50	20	2
VAC-2	Choose any one VAC from Sl. 9 to 16 as approved by the University	50	20	-	-	50	20	2

**TOTAL CREDIT= 24**

**TOTAL MARK= 500**

**2<sup>nd</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN503C	Introduction to Educational Sociology	25	10	75	30	100	40	6
EDN504C	Introduction to Educational Psychology	25	10	75	30	100	40	6
AECC-2	Environmental Science	25	10	75	30	100	40	4
EDN502S	ICT Tools and Skills	-	-	Theory: 50 Practical: 50	20 20	100	40	4
VAC-3	Choose any one VAC from Sl. 17 to 24 as approved by the University	50	20	-	-	50	20	2
VAC-4	Choose any one VAC from Sl. 25 to 32 as approved by the University	50	20	-	-	50	20	2

**TOTAL CREDIT= 24**

**TOTAL MARK= 500**



**SCHEME OF EXAMINATION  
BACHELOR OF EDUCATION  
(4-YEAR BA DIPLOMA COURSE)**

**3<sup>rd</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN605C	Development of Education in India	25	10	75	30	100	40	6
EDN606C	Educational Management	25	10	75	30	100	40	6
EDN607C	Guidance and Counselling in Education	25	10	75	30	100	40	6
XXX601G	Generic Elective from an unrelated discipline/subject	25	10	75	30	100	40	6
VAC-5	Choose any one VAC from Sl. 33 to 40 as approved by the University	50	20	-	-	50	20	2

**TOTAL CREDIT= 26**

**TOTAL MARK= 450**

**Generic Course offered for unrelated discipline/subject**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN601G	Philosophical and Sociological foundation	25	10	75	30	100	40	6

**4<sup>th</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN608C	Educational Technology	25	10	75	30	100	40	6
EDN609C	Education for Curriculum Development	25	10	75	30	100	40	6
EDN610C	Inclusive Education	25	10	75	30	100	40	6
XXX602G	Generic Elective from an unrelated discipline/subject	25	10	75	30	100	40	6
VAC-6	Choose any one VAC from Sl. 41 to 48 as approved by the University	50	20	-	-	50	20	2

**TOTAL CREDIT= 26**

**TOTAL MARK= 450**

**Generic Course offered for unrelated discipline/subject**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN602G	Educational Psychology And Pedagogy	25	10	75	30	100	40	6

**SCHEME OF EXAMINATION  
BACHELOR OF EDUCATION  
(4-YEAR BA DEGREE COURSE)  
5<sup>th</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN711C	Educational Evaluation	25	10	75	30	100	40	6
EDN712C	Educational Statistics	25	10	75	30	100	40	6
EDN701D	To be chosen any one of the followings: ADVANCED EDUCATIONAL STATISTICS ADOLESCENT EDUCATION ART AND AESTHETIC EDUCATION COMPARATIVE EDUCATION CONTINUING EDUCATION	25	10	75	30	100	40	6
xxx703G	Generic Elective from an unrelated discipline/subject	25	10	75	30	100	40	6
VAC-7	Choose any one VAC from Sl. 49 to 56 as approved by the University	50	20	-	-	50	20	2

**TOTAL CREDIT= 26**

**TOTAL MARK= 450**

**Generic Course offered for unrelated discipline/subject**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN703G	Development of Education in India	25	10	75	30	100	40	6

**6<sup>th</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN713C	Psychology of Adjustment	25	10	75	30	100	40	6
EDN714C	Parenting and Child Care Education	25	10	75	30	100	40	6
EDN702D	To be chosen any one of the followings: DIGITAL EDUCATION ECONOMICS OF EDUCATION EDUCATION IN MANIPUR EXPERIMENTAL EDUCATION AND STATISTICS ELEMENTARY EDUCATION	25	10	75	30	100	40	6
XXX704G	Generic Elective from an unrelated discipline/subject	25	10	75	30	100	40	6
VAC-8	Choose any one VAC from Sl. 57 to 65 as approved by the University	50	20	-	-	50	20	2

**TOTAL CREDIT= 26**

**TOTAL MARK= 450**

**Generic Course offered for unrelated discipline/subject**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN704G	Issues and trends in contemporary Indian Education	25	10	75	30	100	40	6

**SCHEME OF EXAMINATION  
BACHELOR OF EDUCATION  
(4-YEAR BA HONOURS COURSE)  
7<sup>th</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN815C	Fundamentals of Educational Research	25	10	75	30	100	40	6
EDN816C	Educational Thinkers	25	10	75	30	100	40	6
EDN803D	To be chosen any one of the followings: ENVIRONMENTAL EDUCATION GENDER EDUCATION VALUE EDUCATION METHODS OF TEACHING OPEN AND DISTANCE EDUCATION	25	10	75	30	100	40	6
XXX805G	Generic Elective from an unrelated discipline/subject	25	10	75	30	100	40	6

**TOTAL CREDIT= 24**

**TOTAL MARK= 400**

**Generic Course offered for unrelated discipline/subject**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN805G	Educational Evaluation and Statistics	25	10	75	30	100	40	6

**8<sup>th</sup> Semester**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN817C	Contemporary Trends and Issues in Indian Education	25	10	75	30	100	40	6
EDN818C	Dissertation/Project/Internship	25	10	75	30	100	40	6
EDN804D	To be chosen any one of the followings: PEDAGOGY OF EDUCATION POLITICS IN EDUCATION POPULATION EDUCATION TEACHER EDUCATION	25	10	75	30	100	40	6
XXX806G	Generic Elective from an unrelated discipline/subject	25	10	75	30	100	40	6

**TOTAL CREDIT= 24**

**TOTAL MARK= 400**

**Generic Course offered for unrelated discipline/subject**

Paper Code	Title of the Paper	Int. Ass.		Sem. End Exam		Total mark	Agg. P.M.	Crdt.
		FM	PM	FM	PM			
EDN806G	Educational Management and Educational Technology	25	10	75	30	100	40	6

**SCHEME OF EVALUATION:** Examination Regulations for 4-Year Undergraduate Programmes in Science, Arts, Commerce and other Streams, 2022 shall be followed

## CORE PAPERS

Year	Sem	Core (Credit)	Topic/Paper	Sem. End Exam	Int. Sem	Total
1 <sup>st</sup> Year	I	Core-1(6)	Introduction to Education	75	25	100
	I	Core-2 (6)	Introduction to Educational Philosophy	75	25	100
	II	Core-3 (6)	Introduction to Educational Sociology	75	25	100
	II	Core-4 (6)	Introduction to Educational Psychology	75	25	100
2 <sup>nd</sup> Year	III	Core-5 (6)	Development of Education in India	75	25	100
	III	Core-6 (6)	Educational Management	75	25	100
	III	Core-7 (6)	Guidance and Counselling in Education	75	25	100
	IV	Core-8 (6)	Educational Technology	75	25	100
	IV	Core-9 (6)	Education for Curriculum Development	75	25	100
	IV	Core-10 (6)	Inclusive Education	75	25	100
3 <sup>rd</sup> Year	V	Core-11 (6)	Educational Evaluation	75	25	100
	V	Core-12 (6)	Educational Statistics	75	25	100
	VI	Core-13 (6)	Psychology of Adjustment	75	25	100
	VI	Core-14 (6)	Parenting and Child Care Education	75	25	100
4 <sup>th</sup> Year	VII	Core-15 (6)	Fundamentals of Educational Research	75	25	100
	VII	Core-16 (6)	Educational Thinkers	75	25	100
	VIII	Core-17 (6)	Contemporary Trends and Issues in Indian Education	75	25	100
	VIII	Core-18 (6) (Choose only ONE)	EDN818C(a):Dissertation	100	-	100
		EDN818C(b):Project				
		EDN818C(c):Internship				

# CORE PAPER 1: INTRODUCTION TO EDUCATION

6 CREDITS

## Expected paper learning outcomes:-

### The expected paper level learning outcomes of this paper are as follows:

- Understand the meaning, nature, scope and aims of education.
- Acquire knowledge of education and their interrelationship.
- Acquire knowledge of different agencies of education that influence education.
- Acquainted with the concept of child-centricism and play-way in education

### UNIT 1: CONCEPT OF EDUCATION

1 CREDIT

- Narrow and broader concepts of education
- Meaning, nature, scope and functions of education
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

### UNIT 2: FACTORS OF EDUCATION

1 CREDIT

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

### UNIT 3: AGENCIES OF EDUCATION

1 CREDIT

- Home
- School
- State
- Mass-media(television, radio, cinema and newspaper)

### UNIT 4: CHILD CENTRICISM AND PLAY-WAY IN EDUCATION

1 CREDIT

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.
- Freedom and Discipline

### PRACTICUM / ACTIVITIES

2 CREDITS

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### SUGGESTED READING

1. Aggarwal, J. C. (2008). Education in the Emerging Indian Society. India: Shipra Publications
2. Bhatt, S. R. (2018). Philosophical Foundations of Education: Lessons for India. Germany: Springer Singapore
3. Fröbel, F. (1887). The Education of Man. United Kingdom: D. Appleton.
4. Dr. Syed Noor ul Amin (2017) An Introduction to Education. Educreation Publishing.
5. Delors, J. (1998). Learning: The Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century. France: Renouf Publishing
6. NCERT (2014) Basics in Education. New Delhi
7. Safaya, R.N. and Shaida, B.D. : Principles and Techniques of Education, Dhanpat Rai & Sons, Delhi, 1978
8. Ross, J. S. (1962). Groundwork of Educational Theory. United Kingdom: Harrap.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Introduce the general foundations of Philosophy and Education.
- Emphasis on how philosophical ideas about education are built up.
- Develop how ideas have influenced mankind in ways of life and their advancement
- Develop ideas about education and provide thinking tools from the philosophy and education.

**UNIT 1: PHILOSOPHY AND EDUCATION****1 CREDIT**

- Meaning, Nature and Scope of Educational Philosophy
- Functions of Educational Philosophy (Speculative, Normative and Critical)
- Metaphysics, Epistemology (Rationalism and Empiricism), Axiology, Logic and Ethics in relation to Education.

**UNIT 2: EASTERN EDUCATIONAL PHILOSOPHY****1 CREDIT**

- Indian Educational Philosophy of Carvaka, Buddhism, Nyaya, and Sankhya with references to reality, knowledge, value, logic and ethics.
- Asian Educational Philosophy of Confucian ( Good Person and Good Society), Taoist (Yin and Yang), Mencius (Nature is Good; Nature and Heaven).

**UNIT 3: WESTERN EDUCATIONAL PHILOSOPHY****1 CREDIT**

- Idealism, Naturalism, Pragmatism, Realism and Existentialism.
- Mereology as the root of educational philosophy.
- Logical Positivism and Positive Relativism

**UNIT 4: NATIONAL VALUES AS ENSHRINED IN INDIAN CONSTITUTION****1 CREDIT**

- Concept, meaning and educational implications :
  - Socialism,
  - Secularism,
  - Justice,
  - Liberty
  - Equality and
  - Democracy

**Practicum / Activities****2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READING**

1. Archibald, Reginald (1947), Philosophical Analysis and Education, New Delhi : Oxford University Press, New Delhi..
2. Brubacher, John S (1971), Modern Philosophies of Education, New Delhi: Tata McGraw
3. Bhatt, S. R. (2018). Philosophical Foundations of Education: Lessons for India.
4. Datta, D. M., Chatterjee, S. (2016). An Introduction to Indian Philosophy. India: Motilal Banarsidass Publishers Private Limited.
5. Kneller G.F. (1964): Introduction to Philosophy of Education, John Welley, New York.
6. Lee Dian Rainey (2010) Confucius and Confucianism: The Essentials. United Kingdom: Wiley.
7. Park J. (1961), The Philosophy of Education : New York: Rinehart and Winston..
8. Rusk, Robert, R (1962) Philosophical Basis of Education, Warwick Square, University of London.
9. Varzi, Achille, "Mereology", The Stanford Encyclopedia of Philosophy (Spring 2019 Edition), Edward N. Zalta (ed.)
10. Wingo, G. Max (1975) Philosophical basis of Education, An Introduction: New Delhi : Sterling Publishers Pvt. Ltd

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Understand meaning and importance of Sociology, Relationship between Sociology and Education, concept and scope of educational sociology and sociology of education
- Study about social institutions like Social group, family and schools, and to understand problem and remedial measures of Educations of under privilege sections.
- Understand relationship between Educational and society and to analyze about school and mass media as a social sub-system.
- Develop an understanding about meaning, significant, kinds of culture and inter-relationship between education and culture.

**UNIT I: SOCIOLOGY AND EDUCATION****1 CREDIT**

- Meaning and importance of Sociology
- Relationship between Sociology and Education
- Concepts and Scopes of Sociology of Education and educational sociology

**UNIT II: EDUCATION AND SOCIETY****1 CREDIT**

- Relationship between education and society
- Impact of education on society; and Society towards education
- Social mobility and social stratification

**UNIT III: SOCIAL GROUP AND SOCIAL INTERACTION****1 CREDIT**

- Social groups: meaning, types and its educational values
- Family as a social institution
- Social interaction in Schools

**UNIT IV: CULTURE AND SOCIAL CHANGE IN EDUCATION****1 CREDIT**

- Culture: meaning, types, characteristics &significance
- Factors responsible forcultural change
- Impact of Education & culture
- Social change and education

**Practicum / Activities****2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READINGS:-**

1. Bhatiya, K. and Bhatiya, B. (1993) The Philosophical and Sociological Foundations of Education, Delhi:Doaba House.
2. Blackledge, D. and Hunt, B. (1985) Sociological Interpretations of Education, London: Groom Helm.
3. Brown, F.J. (1961) Educational Sociology, New York: Prentice Hall Inc.
4. Cook, L.A. and Cook, E.E.A. (1970) Sociological Approach to Education, New York: Mc Graw Hill.
5. Durkheim, E. (1966) Education and Sociology, New York: The Free Press.
6. Mathur, S.S. (1965) A Sociological Approach to Indian Education, Agra-2 (UP): VinodPustakMandir.
7. Ottaway, A.K.C. (1955) Education and Society, London: Routledge and Kegal Paul.
8. Ruhela, S.P. and Vyas, K.C. (1970) Sociological Foundations of Education in contemporary India, Delhi:DhanparRai and Sons.
9. Saxena, N.R.S. (2004) Philosophical and Sociological Foundation of Education, Meerut: R. Lall Book Depot.

**Expected paper learning outcomes:-**

The expected paper level learning outcomes of this paper are as follows:

- Make the students understand the relationship between education and psychology.
- Explain the need of educational psychology in the teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand intelligence, its theories, measurement, concept of Multiple intelligence.
- Acquainted with different types of personality and the adjustment mechanism.

**UNIT 1: PSYCHOLOGY AND EDUCATION****1 CREDIT**

- Meaning of Psychology and its relation to Education
- Concept, Nature and scope of Educational Psychology
- Methods of Educational Psychology

**UNIT 2: INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT****1 CREDIT**

- Meaning, stages and Principle of Growth and Development (educational implications)
- Developmental theories : Piaget's cognitive development theory; Vygotsky's social development theory

**UNIT 3: INTRODUCTION TO LEARNING THEORIES****1 CREDIT**

- Concept, characteristics and factors of learning
- Gagne's conditions of learning
- Learning Theories: Connectionism , Conditioning (classical and operant), Gestalt
- Laws of learning and its educational implications

**UNIT 4: INTELLIGENCE, CREATIVITY AND PERSONALITY****1 CREDIT**

- Intelligence: Meaning, nature and theories of Intelligence
- Gardner's theory of Multiple Intelligence, Emotional Intelligence
- Creativity: concept, characteristics and stages of creativity
- Personality: meaning, nature and theories (Type and trait theory)

**Practicum/ Activity****2 CREDITS**

- Administration of Psychological Tests: Each students is to administer a psychological test (**Intelligence,emotionalintelligene,creativity, personality**) and interpret the score and prepare a report of it
- Seminar presentation
- Book Review

**SUGGESTED READING**

1. Bhatia &Bhatia : The principles and methods of teaching, Doaba House, Delhi, 1966.
2. Bhatnagar, S. : Advanced Educational Psychology, R. Lall Book Depot, Meerut, 1995.
3. Ross, J. S. : Groundwork of Educational Psychology, Oxford Univ. press, Calcutta, 1972.
4. Chauhan, S. S. : Advanced Educational Psychology, Vikas Publishing House, N.D., 1993.
5. Kuppuswamy, B. : Advanced Educational Psychology, D.U. Publishers, Delhi-1964
6. Sharma, R. A. : Fundamentals of Educational Psychology, R. Lall Book Depot, Meerut, 1976
7. Skinner, Charles E : educational psychology, Prentice Hall, New Delhi, 1970.
8. Yaokam& Simson : Modern methods and techniques of teaching.
9. Erikson, E.M. : Childhood and society. Norton, New York, 1950.
10. Helen, B. & Denise, B. : The developing child, Pearson Education, Delhi, 2004.
11. Hurlock, E.B. : Child Growth and Development, Tata McGraw Hill, New Delhi, 1992,
12. Hurlock E.B. : Developmental Psychology : A life span Approach, Tata McGraw Hill, New Delhi, 1994
13. Berk, L. (2015). Child Development. Australia: Pearson Australia.
14. Berk, L. E. (2018). Development Through the Lifespan. United Kingdom: Pearson.



**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Acquaint the students with the ancient and medieval system of education in India.
- Understand the development of education in India during the British Period.
- Acquaint the students with the development of education in India during pre, post-independence period.
- Acquaint the students with the development of education in our regional context.

**UNIT- 1 ANCIENT AND MEDIEVAL SYSTEM OF EDUCATION****1 CREDIT**

- Ancient system of education (Vedic and Buddhist: salient features)
- Medieval system of education (Islamic: salient features, women education)
- Western Missionaries Education in India (1700-1813)

**UNIT- 2 EDUCATION BEFORE INDIAN INDEPENDENCE****1 CREDIT**

- Educational Policy of East India Company.
- Charter Act of 1813 (Anglicist and classicist controversy)
- Macaulay Minutes 1835,
- Wood's Despatch-1854
- Hunter Commission
- Gokhale Bill 1911
- Curzon's Educational Policies
- Wardha Scheme of Education-1937

**UNIT- 3: EDUCATION AFTER INDIAN INDEPENDENCE****1 CREDIT**

- Salient features of Educational Commissions (Radhakrishnan, Mudaliar and Kothari)
- National Policy on Education 1986 and its POA 1992
- National Education Policy, 2020

**UNIT-4: DEVELOPMENT OF EDUCATION IN MANIPUR****1 CREDIT**

- Education during the pre-independence periods
- Education during the post-independence periods
- Progress and problems of elementary, secondary and higher education
- Development of vocational, professional, technical education - its progress and problems

**PRACTICUM/ ACTIVITY****2 CREDITS**

- A field visit to educational institutions or universities of state/national importance and submit a report on its development
- Compulsory Educational Study Tour to an Institutes of National Importance and submit a report
- Seminar presentation
- Book Review

**SUGGESTED READING**

1. Altekar, A.S.: Education in ancient India, Nabakishore & Bros, Banaras. 1948.
2. Devi, Jamini. Ch: Education in Manipur, Raipravina Bros & sons, Imphal, 1989.
3. Naik, J.P. (et.al): A student's History of Education in India, Macmillan and Co., New Delhi 1974.
4. Mukherjee, S.N. : History of Education in India, Acharya Book Depot, Baroda, 1975.
5. Govt. of Manipur : Report of the comprehensive survey of Education in Manipur, NCERT, 1973.
6. Govt. of Manipur : Report of the Education Commission Report I & II, Imphal, 1992.
7. Tewari, R.P.: Development and Problems of Education in NER, India, Akashi Depot, Shillong, 1978.
8. Govt. of India : Vocationalisation of First Degree Education, UGC, Sept. 1993, Educational consultants India, New Delhi, 1993.
9. Shanti, M(2001): Development of Education in Manipur, Publications

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Develop an understanding of the concept of educational management and administration.
- Enable the students to understand the essentials of educational planning and educational finance.
- Enable the students to understand the essentials of educational organization and supervision.

**UNIT-I: EDUCATIONAL MANAGEMENT AND ADMINISTRATION 1 CREDIT**

- Educational Management: concept, meaning and principles
- Types and functions of educational management
- Educational administration: concept, meaning, nature and scope
- Management and Administration

**UNIT-II: EDUCATIONAL PLANNING AND FINANCING 1 CREDIT**

- Meaning, nature and significance of educational planning
- Types and approaches to educational planning
- Educational finance: concept, meaning, principles and importance

**UNIT-III: EDUCATIONAL ORGANIZATION 1 CREDIT**

- Meaning and characteristics of educational organization
- School plant: meaning, needs and characteristics
- Components of school plant
- Guidelines for planning and designing school building

**UNIT-IV: EDUCATIONAL SUPERVISION 1 CREDIT**

- Educational supervision: meaning, nature and scope
- Functions of educational supervision
- Supervisory programmes: principles & types

**Practicum/ Activity 2 CREDITS**

- A visit to educational administrative unit such as DHE, SCERT, Council, Board, and University, interaction with administrator(s) and preparation of a report.
- Seminar presentation
- Book Review

**Suggested Readings**

- Aggarwal J.C: Educational Planning, Budgeting and Financing in India, Arya Book Department
- Ahuja A Kumar: Educational Management, Planning and Finance, Author Press Delhi 2007
- Bhatnagar R. P& Aggarwal Vidya, Meerut, Planning and Finance, R.Lall Book Depot 2009
- Bhatnagar SS & Gupta KK: Educational Administration and Management, Surya Publication, Meerut 2006
- Mohanty Jaganath: Educational Management, Supervision School Organization, Neelkamal Publications, New Delhi 2016
- Nehru S.S. Educational Administration, Management & Planning, APH Publishing Corporation, New Delhi 2013
- Sharma R. A.: Educational Administration and Management, R. Lall Surya Publication, Meerut 2006

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Help the students understand the concept, needs and importance of guidance and counselling.
- Enable the students to know the different approaches to guidance and counselling.
- Familiarize the students with the significance of guidance and counselling.

**UNIT 1- GUIDANCE IN EDUCATION****1 CREDIT**

- Meaning, Scope, Objectives and Functions
- The Relation between Education and Guidance
- Need and Importance of Guidance in Education
- Guidance Movement in India

**UNIT 2- BASIC DATA NECESSARY FOR GUIDANCE****1 CREDIT**

- Intelligence, Abilities, Aptitudes, Interests, Attitudes and Personality Traits
- Cumulative Record Card
- Individual Inventories

**UNIT 3-, EDUCATIONAL, VOCATIONAL AND PERSONAL GUIDANCE****1 CREDIT**

- Educational: Meaning, Scope and Function at different stages of Education
- Vocational: Meaning, Scope, Objective and Relationship between Educational Guidance and Vocational Guidance
- Personal: Meaning, Need and Aims of Personal Guidance. Behavioural Problems of Students in Adolescents Periods.

**UNIT 4- COUNSELING IN EDUCATION****1 CREDIT**

- Meaning, Nature, Objectives and Principles
- Relationship between Guidance and Counselling
- Types of Counselling- Directive, Non-directive and Eclectic
- Individual and Group Counselling

**Practicum/ Activity****2 CREDITS**

- Conduct a psychological test based on Intelligence, Abilities, Aptitudes, Interest, Attitudes or personality and preparation of a report.
- Seminar presentation
- Book Review

**Suggested reading:**

1. Goshwami M. (2016)- Essentials of Guidance and counselling. Lakshi Publishers and Distributors- New Delhi.
2. Agarwal L. P. (2015)- Elementary Guidance and Counselling. Black Prints, New Delhi.
3. Sharma R.A. (2008)- Fundamentals of Guidance and Counselling. R. Lall Book Depot, Meerut.
4. Aggarwal J.C. (2008) Educational and Vocational Guidance and Counselling. Daoba House: Delhi.
5. Kocchar S.K. (1990) Educational and Vocational Guidance in Secondary school. Sterling Publisher, New Delhi.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Develop an understanding the concepts and approaches to Educational Technology
- Develop an understanding of the use of computer in education and communications
- Acquainted with the instructional techniques and different models of teaching
- Develop an understand the innovation of Educational Technology

**Unit-I: Introductory Concept****1 CREDIT**

- Concept, need, scope of Educational Technology
- Approaches of Educational Technology: Hardware, software, & System
- Classification and components of system approach

**Unit II: Computer in Education and Communicator****1 CREDIT**

- Computer and its role in education
- Role of computer network and internet in education
- Communication and classroom interaction- concept, element and process

**Unit III: Instructional techniques****1 CREDIT**

- Mass instructional technique: Characteristics and types
- Personalized instructional techniques: Characteristics and types
- Difference between teaching and instruction
- Models of teaching: Concept, components and significance

**Unit IV: Innovations in Educational technology****1 CREDIT**

- Learning technologies: Programme Learning, Micro-Teaching, Simulated Teaching, Collaborative learning (concept and significance)
- Moodle: open source Learning Management Systems and its implication

**Practicum/ Activity****2 CREDITS**

- Compulsory Creation of one courses using Moodle LMS:
  - Creating course(s)
  - Adding user,
  - Making Cohort,
  - Uploading study materials
  - Giving assignment
  - Marking attendance
- Seminar presentation
- Book Review

**Suggested Readings:**

1. Agrawal Reshmi: Educational Technology Management and Evaluation
2. Allen Louis: Management and Organisation, McGraw Hill Book Co. NY (1950)
3. Chauhan, S.S.: A textbook of Programmed Instruction, Starling Publishers, New Delhi, 1982
4. Mathur, S.S: Educational Administration. Principles and Practices. Krishna Press. Jullunder. (1969)
5. Mehra,Bandana : Educational Technology
6. Sampath et al. Introduction to Educational Technology. Sterling Publisher, New Delhi. (1984)
7. Sharma, R.A: Advanced Educational Technology. R. Lall Book Depot, Meerut, 1993
8. Skinner, B.F. The Technology of Teaching, Appliton Century Crafts. New York, 1967

## **CORE PAPER 9: EDUCATION FOR CURRICULUM DEVELOPMENT 6 CREDITS**

### **Expected paper learning outcomes:-**

#### **The expected paper level learning outcomes of this paper are as follows:**

- Develop an understanding about concept, nature and scope of curriculum.
- Analyse the different bases of curriculum.
- Critically evaluate the national curriculum frameworks and discuss on role of local, State and national agencies in curriculum development.
- Identify the criteria for organization and transaction of curriculum.
- Develop insight into issues connected to Evaluation & reform of curriculum

### **UNIT I : INTRODUCTORY CONCEPT**

**1 CREDIT**

- Meaning, nature and scope of Curriculum
- Curriculum development and its process
- Principles of curriculum construction
- Bases of Curriculum: Philosophical, Psychological and Sociological and Technological
- Factors of Curriculum development

### **UNIT II: CURRICULUM DESIGN**

**1 CREDIT**

- Meaning and types of Curriculum Designs
- Role of State and National agencies in curriculum development
- National Curriculum Framework

### **UNIT III: CURRICULUM ORGANIZATION AND TRANSACTION**

**1 CREDIT**

- Principles and criteria for developing learning experiences
- Selection and organization of learning experiences
- Meaning, Methods and Techniques of Curriculum Transaction
- Role of Teachers in Curriculum Transaction

### **UNIT IV: EVALUATION & REFORM OF CURRICULUM**

**1 CREDIT**

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation – formative & summative
- Models of evaluation – Stufflebeam & Taylor
- Curriculum reform – factors & obstacles

### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **Suggested Readings:**

1. R.A. Sharma et al: Curriculum Instructions & Evaluations, R. Lall Book Depot, 2014.
2. S.K. Mangal and Uma Mangal: Curriculum and School Management, Tandon Publications, Ludhiana, 2015.
3. Chandra A: Curriculum Development and Evaluation in Education, 1973.
4. NCTE : Curriculum Framework for quality teacher education, NCTE, New Delhi, 1999.
5. NCERT: National Curriculum Framework, NCERT, New Delhi, 2005
6. Tyler, Ralph. W. Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc., 1962.
7. Tyler, Ralph. W. Basic Principles of Curriculum & Instruction, Chicago, Chicago Press, 1974.
8. UNESCO Curricula & Lifelong Education, Paris, UNESCO.1981

## CORE PAPER 10 INCLUSIVE EDUCATION

6 CREDITS

### Expected paper learning outcomes:-

#### The expected paper level learning outcomes of this paper are as follows:

- Understand the concept, nature and scope of Inclusive Education.
- Understand the different types of disabilities.
- Identify criteria for inclusion in different spheres.
- Develop insight into Divyang (CWSN) & reforms of the policies

### UNIT 1: INTRODUCTION TO INCLUSIVE EDUCATION

1 CREDIT

- Concept and meaning of Inclusive Education
- Need and Importance of Inclusive Education.
- Objectives of Inclusive Education

### UNIT 2: CHILDREN WITH SPECIAL NEEDS (CWSN)

1 CREDIT

- Meaning, Types, Identification and characteristics of children with Special Needs (CWSN)
- Physically, Visually and Mentally Challenged.
- Speech, Hearing and Language Impaired.

### UNIT 3: TECHNIQUES AND AIDS FOR THE EDUCATION OF CWSN

1 CREDIT

- Techniques and Aids for the Education of Children with Special Needs (CWSN)
- Visual and Hearing Impaired
- Speech and Language Impaired

### UNIT 4: POLICIES AND PROGRAMS OF INCLUSION

1 CREDIT

- Person with Disabilities Act 1995-96
- Right of Person with Disabilities Act 2016
- Role of family & community in the nurturance of children with Special Needs

### Practicum / Activities

2 CREDITS

- Identification of Divyang (CWSN) from local area or adopted village(s) of the college or from neighboring school and prepare a report on it
- Seminar presentation
- Book Review

### Suggested Readings:

1. Ainscons, M. and Booth, T. (2003). The Index for Inclusion: Developing learning and Participation in Schools. Bristol: Centre of Studies in Inclusive Education.
2. Baquer, A and Sharma A. (1998) Disability: Challenges Vs. Responses, New Delhi: can Publishes.
3. Jha, M. (2002) Inclusive Education for All School without walls, Chennai: Heinemann Educational Publishers, Multivista Global Ltd.
4. NCERT (2006). National Focus Groups – Position papers: Education of Children with Special needs, NCERT, New Delhi.
5. Sharma, P.L. (1990). Teachers Handbook on IED – Helping Children with Special needs, New Delhi: NCERT Publications.
6. Sharma, P.L. (2003). Planning Inclusive Education in Schools. Mysore: RIE, The Persons with Disabilities.
7. UNESCO (2009). Policy Guidelines on Inclusion in Education.
8. Wade, S.E. (2000). Preparing Teachers for Inclusive Education: Case Pedagogies and curricula for Teacher Educators. London: Lawrence Erlbaum Associates Publishers.
9. Walkins, A (Editor) (2007). Assessment in Inclusive Settings: Key issues for policy and practice, Odense, Denmark: European Agency for Development in Special Needs Education.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation
- Orient the students with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

**UNIT I: EDUCATIONAL MEASUREMENT AND EVALUATION****1 CREDIT**

- Concept, Scope and Needs
- Levels of Educational Measurement
- Functions and Basic Principles of Educational Evaluation
- Inter-relationship between Educational Measurement and Educational Evaluation

**UNIT II: NEW TRENDS IN EDUCATIONAL MEASUREMENT AND EVALUATION** **1 CREDIT**

- Grading System
- Credit, CGPA and SGPA system
- Semester and Annual System
- Continuous and Comprehensive Evaluation (CCE)
- Use of Computer in Educational Evaluation

**UNIT III: TOOLS AND TECHNIQUES OF EDUCATIONAL EVALUATION****1 CREDIT**

- Essay Type Tests, Objective Tests
- Questionnaire and Schedule
- Inventories
- Performance Tests
- Portfolio assessment

**UNIT IV: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENTS****1 CREDIT**

- Reliability
- Validity:
- Objectivity:
- Norms and
- Usability

**PRACTICUM / ACTIVITY****2 CREDITS**

- Preparing items of achievement test in any school subject from class V to Class VIII
- Testing of items/questionnaire, schedule using software
- Seminar presentation
- Book Review

**Suggested Readings**

1. Adams, G.K. (1965): Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P. (1998): Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983): Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982): Psychological Testing, New York MacMillan.
5. Ebel, R.L. and Frisbel, D.A. (1990): Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981): Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P. (1980): Fundamental statistics in Education and Psychology, New York Holt, Rinehart and Winston.
9. Mehrens, W.A. and Lehmann, I.J. (1984): Measurement and Evaluation in Education and psychology, NY
10. Thorndike, R.L. and Hagen, E. (1970): Measurement and Evaluation in Psychology and Evaluation, N Y Wiley.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Compute different types of Statistical Measures.
- Understand and apply various statistical techniques to field-based educational data.
- Practical orientation involving selection of appropriate data analysis techniques.
- Explain and illustrate the concept and application of measures of central tendency dispersion and relative positions.
- Describe the meaning, assumptions, computations and uses of some tests of significance
- Illustrate the meaning and significance of Normal Probability Curve (NPC)

**UNIT I: STATISTICS IN EDUCATION****1 CREDIT**

- Meaning and Concepts of Statistics and Educational Statistics
- Quantitative and Qualitative Data,
- Organization and Graphical Representation of Data using Computer

**UNIT II: STATISTICAL MEASURES****1 CREDIT**

- Measures of Central Tendency (Mean, Median and Mode)
- Measures of Dispersion (Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance)

**UNIT III: PARAMETRIC AND NON-PARAMETRIC TESTS****1 CREDIT**

- Parametric Tests (t-test, Product Moment Correlation and Rank Difference Methods)
- Non-Parametric Tests (Chi-Square test and its computation and uses)

**UNIT IV: NORMAL PROBABILITY CURVE****1 CREDIT**

- The Normal distribution: Meaning, Significance, Characteristics and Applications of Normal Probability Curve (NPC)
- Divergence from Normality: Measures of Skewness and Kurtosis and their importance

**PRACTICUM / ACTIVITY****2 CREDIT**

- Graphical Representation of Data using Computer (Excel/spreadsheet/ any open source software)
- Seminar presentation
- Book Review

**Suggested Readings**

1. Aggarwal, Y.P. (1998): Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
2. Ferguson, George A (1976): Statistical Analysis in Psychology and Education, McGraw Hill, New York
3. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
4. Guilford, J.P. (1980): Fundamental statistics in Education and Psychology, New York Holt, Rinehart and Winston.
5. Kutz, A.K. and Mayo S.T. (1980): Statistical Qualitative and Psychology, Naroda, New Delhi.
6. Mangal, S.K. (1992): Statistics in Psychology and Education, Tata McGraw Hill Publishing Company Ltd., New Delhi.
7. Minium, E.W., King M.B. and Bear G. (1993): Statistical Reasoning in Psychology and Education, John Wiley and Sons, Pvt. Ltd, Singapur.
8. P.C. Das and BhabhagrahiBiswal (2015): Statistics in Education and psychology,Black Prints, New Delhi.
9. Roscoe, John T (1969): Fundamental Research Statistics for the Behavioral Sciences, New York: Holt Rinehart and Winston, Inc.
10. Yamene, T (1973): Statistics: An Introductory Analysis, Harper and Row, New York



# CORE PAPER 13 PSYCHOLOGY OF ADJUSTMENT

6 Credits

## Expected paper learning outcomes:-

### The expected paper level learning outcomes of this paper are as follows:

- Understand the concept of adjustment, maladjustment and some commonly found problem behavior.
- Know the multi-axial classification of mental disorders.
- Aware about different coping strategies for stressful situation.
- Know the administration, scoring and interpretation of the psychological tests.

### UNIT 1: ADJUSTMENT, MALADJUSTMENT AND PROBLEM BEHAVIOUR

1 CREDIT

- Concept of adjustment, adjustment and adaptability
- Psychodynamic Concept of adjustment, criteria of good adjustment
- Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse, Nomophobia(Smartphone addiction)

### UNIT 2: MULTI-AXIAL CLASSIFICATION OF MENTAL DISORDERS

1 CREDIT

- DSM – 5 : Section 1, Section II and Section III
- Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)

### UNIT 3: COPING STRATEGIES FOR STRESSFUL SITUATION

1 CREDIT

- Stress and Stressors
- Personal and environmental stress
- Coping strategies for stress

### UNIT 4: MALADJUSTED INDIVIDUAL AND THEIR EDUCATION

1 CREDIT

- Dealing with Maladjusted individual
- Relaxation and Meditation
- Yoga
- Educational counselling and provisions

### PRACTICUM /ACTIVITY

2 CREDITS

- Identify any type of maladjusted person and prepare a report (Observation; case study)
- Visit the library of department of clinical psychology (RIMS/ JINMS)
- Visit a ward of mental health hospital and prepare a report
- Seminar presentation
- Book Review

### Suggested Readings

1. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
2. Baumgardner, S. & Crothers, M. (2009). Positive Psychology. Pearson Education
3. Brannon, L. & Feist J. (2007). Introduction to Health Psychology. Thomson Wadsworth. New Delhi: Indian edition
4. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). McGraw Hill publications 12
5. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
6. Schafer, W. (2002). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
7. Multiaxial Classification of Child and Adolescent Psychiatric Disorders: The ICD-10 Classification of Mental and Behavioural Disorders in Children and Adolescents. (1996). United Kingdom: Cambridge University Press.
8. Taylor S. E. (2003). Health Psychology (5th Ed ). McGraw Hill Higher Education. International Edition.
9. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21st century. (8th ed.) Cengage Learning India
10. Robin Murray (2008) Essential Psychiatry. Cambridge University Press.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Introduce the concept of parenthood
- Understand the role of parents in bringing up their children
- Understand the role of nursing mother and its educational implications
- Understand child-rearing practices and child rights and their protection
- Understand the developmental age of children

**UNIT 1: INTRODUCTION TO PARENTHOOD****1 CREDIT**

- Concept of parent, parenting and their characteristics, parenting rights
- Prenatal and Postnatal care: factors affecting physical and mental
- Role of parents in child development and child care Education (Anganwadi, Kids centre, Day Care Centre, Creche)

**UNIT 2: UNDERSTANDING EARLY CHILDHOOD****1 CREDIT**

- Nutrition and health care of the infants
- Importance of vaccination and immunization of prenatal and postnatal
- Diet of nursing mother and the infant
- Feeding and weaning its educational implications
- Common childhood diseases
- Popular healthcare schemes of government

**UNIT 3: UNDERSTANDING CHILD CARING EDUCATION****1 CREDIT**

- Factors affecting early child's foundation
- Child-rearing practices
- Affects of parental loss; death and divorce
- Child abuse and Child rights and protection

**UNIT 4: UNDERSTANDING THE DEVELOPMENT STAGES OF CHILDREN****1 CREDIT**

- Developmental milestones (birth to 5 years)
- Development: Finemotor, Speech, emotional and social
- Individual differences in development
- Pediatric knowledge and first aid care

**PRACTICUM /ACTIVITY****2 CREDITS**

- Visiting Rural and Urban Health Care centre for collecting data related to immunization and their schemes
- Conducting Draw a Person Test, Storytelling, Picture-Completion Test from children from your locality and preparing a report on it
- Seminar presentation
- Book Review

**Suggested Readings**

1. Spock, D.B.G.(2012). Dr. Spock's Baby & Childcare in India, United kingdom: Simon & Schuster Limited.
2. Needlman, R., Spock, B. (2012). Dr. Spock's Baby and Child Care: 9th Edition. United States: Gallery Books.
3. Meek, J. Y. (2012). New Mother's Guide to Breastfeeding. United States: American Academy of Pediatrics.
4. Weaning from Breast Milk to Family Food: A Guide for Health and Community Workers. (1988). Switzerland: World Health Organization.
5. Baby & Child Emergency First-aid Handbook: Step-by-step Instructions for the Most Common Childhood Emergencies. (2011). United States: Meadowbrook Press.
6. Pediatric First Aid for Caregivers and Teachers: Dedicated to the Health of All Children. (2013). United States: Jones & Bartlett Learning.
7. Hurlock, E. B. (1978). Child Growth and Development. India: McGraw-Hill Education.
8. Oxford Handbook of Paediatrics 3e. (2021). United Kingdom: Oxford University Press.
9. St. Geme, J., Kliegman, R. M. (2019). Nelson Textbook of Pediatrics. United States: Elsevier Health Sciences.
10. Drawings in Assessment and Psychotherapy: Research and Application. (2013). United Kingdom: Taylor & Francis.

## **CORE PAPER 15: FUNDAMENTALS OF EDUCATIONAL RESEARCH 6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Make understand concepts of research and educational research
- Learn basic knowledge of conducting a research
- Understand the procedural steps and research design to be followed
- Enable how to write a research proposal or synopsis
- Understand the nature of analysis and interpretation of collected data
- Learn how to make writing report

### **UNIT I: CONCEPT OF RESEARCH AND EDUCATIONAL RESEARCH 1 CREDIT**

- Meaning, characteristics of research
- Types of Research and Educational Research
- Need of Research in Education
- Nature and Scope of Educational Research

### **UNIT II: BASICS OF EDUCATIONAL RESEARCH 1 CREDIT**

- Selection and formulation of research Problem
- Criteria of Good Research
- Review of related literatures, Selection of Research Topic
- Research Hypothesis and Variables

### **UNIT III: RESEARCH DESIGN AND RESEARCH PROPOSAL 1 CREDIT**

- Methods of Educational Research
- Population and Sampling
- Tools and Techniques for Data Collection
- Preparation of Research Proposal

### **UNIT IV: PROCEDURES OF DATA ANALYSIS AND INTERPRETATION 1 CREDIT**

- Qualitative and Quantitative Data Analysis
- Statistical Application in Data Analysis
- Computer Data Analysis (SPSS, PSPP, Jamovi, Microsoft Excel)
- Writing Research Report

### **PRACTICUM /ACTIVITY 2 CREDITS**

- Prepare a synopsis and submit it
- Prepare a questionnaire and proceed it for standardization and submit it
- Testing of hypotheses using different dataset provided by the department
- Seminar presentation
- Book Review

### **Suggested Reading**

1. Singh, A. K. (1986). Tests, Measurements and Research Methods in Behavioural Sciences. India: Tata McGraw-Hill.
2. Mangal, S.K.(2013), Research Methodology in Behavioural Sciences. India: PHI Learning.
3. Best, John W: Research in Education, Prentice Hall Inc., 1978
4. Kaul, Lokesh: Methodology of Educational Research, Vikash Publishing House Pvt. Ltd., New Delhi, 1997.
5. Kulbir Singh Shishu: Methodology of Educational Research, Sterling publishing Pvt. Ltd, New Delhi, 1997.
6. Monly George: The Science of Educational research, Eurasia Publishing House, New Delh
7. Garrett, Henry E: Statistics in Psychology and Education, VakilsFeffer and Simons Ltd., Bombay.
8. Harper, B. E., Tuckman, B. W. (2012). Conducting Educational Research. United States: Rowman & Littlefield Publishers.

## CORE PAPER 16: EDUCATIONAL THINKER

6 CREDITS

### Expected paper learning outcomes:-

#### The expected paper level learning outcomes of this paper are as follows:

- Familiarize the students with different educational philosophies of various thinkers.
- Enable the students to understand the contribution of various educational thinkers in the field of education.

#### UNIT-I: RABINDRANATH TAGORE

1 CREDIT

- Educational Philosophy, aims of education
- Tagore's view on curriculum, methods of teaching, religious education
- Tagore's Shantiniketan and Visva Bharati

#### UNIT-II: SWAMI VIVEKANANDA

1 CREDIT

- His educational ideas, aims of education
- Curriculum, methods of teaching, religious education
- Evaluation of Vivekananda's philosophy of education

#### UNIT-III: JEAN JAQUES ROUSSEAU

1 CREDIT

- His educational philosophy, aims of education
- Views on Curriculum, methods of teaching
- Contribution to educational theory and practice

#### UNIT-IV: JOHN DEWEY

1 CREDIT

- His philosophy of education, aims of education
- Dewey's concept of Discipline, Curriculum, methods of teaching
- Contribution to modern education

#### PRACTICUM / ACTIVITIES

2 CREDITS

- Assignment Writing based on any of the four units/local/regional educational thinkers
- Seminar presentation
- Book Review

#### Suggested Readings

1. Aggarwal J.C: Theory and Principles of education, Vikas Publishing House. 2010
2. Chaube, SP: Indian and Western Educational philosophies, VinodPustakmandir Agra. 1995
3. Kabir H: Indian Philosophy of Education, Asia Publishing House, New Delhi. 1964
4. Fifty Major Thinkers on Education: From Confucius to Dewey. (2002). Taylor & Francis.
5. Chaube, A. (2002). Western Educational Thinkers. India: Concept Publishing Company.

## **CORE PAPER 17: CONTEMPORARY ISSUES AND TRENDS IN INDIAN EDUCATION 6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Understand of Universal Elementary Education (UEE) and Universal Secondary Education (USE) with special reference to SSA-SSM, RTE Act 2009, DPEP, RMSA, SamagraShikshaAbhiyan
- Understand of Higher Education with special references to RUSA, NAAC, UGC, NTA, PPP Model, National Knowledge Commission, NEP 2020 on Higher Education
- Understand the need for Alternative Education and Schooling, Open and Distance Learning System (ODLS), Virtual Education, Life-long learning, Continuing Education
- Understand the some major issues and trends in contemporary Indian education

### **UNIT-1: ISSUES OF UNIVERSALIZATION OF EDUCATION**

**1 CREDIT**

- Universalization of Elementary Education -meaning, progress, achievements, problems, issues and trends with reference to SSA-SSM, RTE Act 2009, DPEP, Girls' Education, NEP 2020 on Elementary Education
- Issues of Universalization of Secondary Education- meaning, objectives, progress, issues and trends with reference to RMSA, SamagraShikshaAbhiyan, NEP 2020 on Secondary Education

### **UNIT-2: ISSUES OF HIGHER AND UNIVERSITY EDUCATION**

**1 CREDIT**

- Higher and University Education - meaning, objectives, functions and role, problems with special reference to Autonomy, Lead University, RUSA, PPP Model, National Knowledge Commission, National Translation Mission, AIU, UGC, ASCs, NAAC and IQAC, SWOC, Autonomy, Access, Equity and Excellence Issues, NEP 2020 on Higher Education.

### **UNIT-3: ISSUE OF ALTERNATIVE EDUCATION AND ODLS**

**1 CREDIT**

- Alternative Education and Schooling - Non-formal, Adult and Continuing Education, Saakshar Bharat Mission
- Open and Distance Learning System, role of NIOS and IGNOU, Virtual Mode Learning, ICT in education, On-line learning

### **UNIT-4: SOME MAJOR ISSUES AND TRENDS IN EDUCATION**

**1 CREDIT**

- Education for Sustainable Development
- Environmental Education and Climate Change
- Peace Education and Value Orientated Education
- Adolescent Education and Sex Education
- Fundamental Life Skills
- Gender-Based Education

### **PRACTICUM / ACTIVITIES**

**2CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review
- Discussion- Symposium

### **Suggested Readings**

1. Dash, B.N.: Principles of Education and Education in Emerging Indiansociety, Ajanta Prakashan, Delhi 1982.
2. GOI: Environmental Education : A Resource Book for teacher Educators ( level1,2 and 3), CEE, Ahmedabad, 2007.
3. GOI : Report of Secondary Education Commission, 1952-53, Controller of Publications, New Delhi, 1973.
4. GOI: National policy on Education 1986 (Modifications made in 1992), Manager of publications, New Delhi 1986
5. GOI :Programme of Action 1986 and 1992, Manager of publications. New Delhi 1986 and 1992.
6. Rao, V.K.: Population education. APH Publishing Corporation, New Delhi. 2004.
7. Singh, R.P. : Non-formal Education : An Alternative Approach, SterlingPublishers, New Delhi, 1987.
8. Talukdar, B.K. : Adult Education : Concepts and Methods, Bina Library, Gauhati 1993.

## CORE PAPER 18: DISSERTATION/PROJECT/INTERNSHIP 6 CREDITS

(A student must select any **ONE** from the following for fulfillment of Core Paper 18)

### A. DISSERTATION:

The marks of the dissertation will be distributed in the following break-up:

(i)	Dissertation	75 Marks.
(ii)	Viva-voce	<u>25 Marks.</u>
	Total	100 Marks.

The students offering dissertation will have to submit their dissertations before the theory examination fixed by the university so that the announcement of the result should not be delayed. They will have to submit 3 (three) copies of their printed dissertations for evaluation by the examiners – internal and external.

The University shall appoint one external supervisor for Viva-voce.

### B. PROJECT REPORT/FIELD SURVEY AND REPORT WRITING:

- To explore their surroundings and study the prevailing educational system, existing culture and traditional practices, gender equality, social relationship, etc. in order to identify any existence of problems that requires to be solve.
- To develop solutions to solve any existing problem by performing research work based on existing theories, principles, knowledge acquired and filed work.
- To Write report based on the outcomes of the field work and research performed as an individual or as a member of the team set up to perform the research.
- To utilize computer with appropriate software or any information technology tools while writing the report or outcomes of the research.
- To prepare a suitable power-point presentation and deliver effective presentation on the research findings with recommendations based on appropriate model or theory.

The marks will be distributed in the following break-up :

(i) Field Work/Field Survey and Report Writing	= 75 Marks.
(ii) Viva-voce	= <u>25 Marks.</u>
	Total = 100 Marks

The University shall appoint one external supervisor for Viva-voce.

### C. INTERNSHIP

The candidate who took '**Method of Teaching**' as Discipline Specific Elective (DSE) may opt Internship for Practice Teaching in any one of the adopted school(s) of the college. The candidate must prepare at least 25 (twenty-five) lesson plans with regard to a portion of any school subject and conduct 25 (twenty-five) practice-teaching classes under the supervision of departmental teachers.

The University shall appoint one external supervisor for the final Practice Teaching and Viva-voce.

Marks in the practice teaching examination will be distributed as follows:-

(a) 25 Lesson Plan(s) and 25 Practice teaching	25+25=50
(b) Final Lesson Plan and Teaching Demonstration	10+15=25
(c) Teaching Aids, Materials and Viva-Voce	10+15=25

# DISCIPLINE SPECIFIC ELECTIVE (EDUCATION)

Year	Sem	DSE (Credit)	Topic/Paper
3 Year	V	DSE -1 (6-Credits) (Choose any one for DSE)	ADVANCED EDUCATIONAL STATISTICS * ADOLESCENT EDUCATION ART AND AESTHETIC EDUCATION COMPARATIVE EDUCATION CONTINUING EDUCATION
	VI	DSE -2 (6-Credits) (Choose any one for DSE)	DIGITAL EDUCATION * ECONOMICS OF EDUCATION EDUCATION IN MANIPUR EXPERIMENTAL EDUCATION AND STATISTICS* ELEMENTARY EDUCATION
4 Year	VII	DSE -3 (6-Credits) (Choose any one for DSE)	ENVIRONMENTAL EDUCATION GENDER EDUCATION VALUE EDUCATION METHODS OF TEACHING OPEN AND DISTANCE EDUCATION
	VIII	DSE -4 (6-Credits) (Choose any one for DSE)	PEDAGOGY OF EDUCATION POLITICS IN EDUCATION POPULATION EDUCATION TEACHER EDUCATION

\*There shall be no internal assessment (25 marks) for papers marks as practical papers. External Semester examination shall be conducted by the university as practical paper consisting of 2 parts practical and viva-voce. External examiner appointed by university will conduct viva-voce.

# 3<sup>rd</sup> Year

## Semester V

Year	Sem	DSE (Credit)	Topic/Paper
3 Year	V	DSE -1 (6-Credits) (Choose any one for DSE)	ADVANCED EDUCATIONAL STATISTICS ADOLESCENT EDUCATION ART AND AESTHETIC EDUCATION COMPARATIVE EDUCATION CONTINUING EDUCATION



Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Introduce the skill of analysis using statistical software
- Understand the normality, reliability and validity testing of data sets
- Understand the procedure of testing parametric and non-parametric tests

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**Unit I: Introduction to Statistical Software****1 Credit**

- Statistical Skills
- PSPP: Installation, data entry and calculation
- Jamovi: Installation, data entry and uses of Module library
- SPSS: Installation, data entry and uses of GitHub for plug-in installation

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**Unit II: Testing of data using software****1 Credit**

- Testing of normality and its interpretation
- Testing of reliability and its interpretation
- Testing of validity and its interpretation

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**Unit III: Parametric Test using software****1 Credit**

- Tabulating Frequency, Mean, Median, Mode, Standard Deviation, Variance, Minimum Value, Maximum Value, Range, Skewness and kurtosis, and Probability Curve
- t-test, F-test (one-way ANOVA) and its interpretation
- Correlation and regression and its interpretation

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**Unit IV: Non-Parametric Test using software****1 Credit**

- Chi-square test and its interpretation
- Median test and Wilcoxon Signed rank test,
- Kruskal-wallis test and Mann-whitney test,

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**PRACTICUM / ACTIVITIES****2 CREDITS**

- Practical demonstration based on any of the four units
- Seminar presentation
- Book Review

\* **Scheme of Examination:** This paper Advanced Educational Statistics (Discipline Specific Elective) shall be a practical paper. The external examination shall be conducted by the university as practical paper consisting of 2 parts

**a) Practical: 75 marks**

Questions shall be provided as 'data sets' in .xls or .xlsx or .CSV format.

College/Institution shall provide computer with statistical software.

**b) viva-voce: 25 marks**

External examiner appointed by university will conduct viva-voce.

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**Suggested Readings**

1. Field, A. (2017). Discovering Statistics Using IBM SPSS Statistics. United Kingdom: SAGE Publications.
2. Cronk, B. C. (2017). How to Use SPSS®: A Step-By-Step Guide to Analysis and Interpretation. United Kingdom: Taylor & Francis.
3. Mwavita, M., Strunk, K. K. (2021). Design and Analysis in Educational Research Using Jamovi: ANOVA Designs. United Kingdom: Taylor & Francis.
4. Richardson, P., Machan, L. (2021). Jamovi for Psychologists. United Kingdom: Macmillan Education UK.
5. Halter, C. P. (2021). The PSPP Guide: An Introduction to Statistical Analysis. (n.p.): Independently Published.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Develop knowledge of major concepts and trends in adolescent education.
- Understand and apply psychological principles to different areas of adolescent life.
- Identify the problems occurring in adolescence with a focus on prevention.

**UNIT I : NATURE OF ADOLESCENCE****1 Credit**

- The Historical perspectives: Hall's Storm and stress view, Head's Socio-cultural view of adolescence.
- The Nature of Development: Processes and Periods, Developmental Transitions.
- Puberty: Determinants of Puberty, Sexual maturation, Psychological Dimensions of puberty.
- Adolescence Health: Nutrition, Exercise and Sleep.

**UNIT II: UNDERSTANDING THE SELF IN ADOLESCENCE****1 Credit**

- The Self :Self understanding, Self Esteem and Self concept.
- Identity : Erickson's ideas on Identity, Developmental changes in Identity.
- The importance of Achievement in Adolescence. Achievement Motivation process, Time Management and Mentoring.

**UNIT III: THE ADOLESCENT'S SOCIAL WORLD.****1 Credit**

- Family processes : Reciprocal Socialization and the family as a system.
- Adolescent's and Emerging Adult's Relationship with parents, parenting style, Parenting and co-parenting and Parent- adolescent conflict.
- Sibling Relationship, Sibling Rates and birth Order

**UNIT IV: ADOLESCENT SEXUALITY AND OTHER PROBLEMS****1 Credit**

- The Sexual culture and developing a sexual identity.
- Sexual Attitudes and Behaviour: Self stimulation, contraceptive use. Sexually transmitted Infections, Sources of sex Information.
- Problems in Adolescence and prevention : Drug use, Delinquency, Depression, Suicide and self-harm, problems related to media and Technology.

**PRACTICUM / ACTIVITIES****2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**Suggested Readings :**

1. Collins- Donnelly, K (2012):Starming the anger gremlin : A cognitive behavioural therapy workbook on Anger management for young people, USA, Trafford publishing.
2. Garner, H. Davies, K.(2014): The app generation: How today's youth navigate Identity, intimacy and imagination a digital World, USA: Yale University press.
3. Madeline, L (2008) : The price of Privilege : How parental pressure and material advantage are creating a generation of disconnected and unhappy kids, New York,Harper Collins publisher.
4. Shaffer, D.R. &Kipp, K.(2008) Developmental psychology childhood & Adolescence, USA Thomson Learning Pvt. Ltd.
5. Schab, L.M.(2013): The Self steem workbook for teens: Activities to help you build confidence & achieve your goals, USA, New Harbinger publication, Inc.
6. Scrafini, T.,B.J.Draydale, M (2008). Taking sides:Clashing views in adolescence USA: Mc.Graw – Hill Higher Education.
7. Thamarassiri,I (2016) Adolescence Education, New Delhi: Dominant publisher & Distributors Pvt. Ltd.

# DSE1: ART AND AESTHETIC EDUCATION

6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Understand the concepts of arts and aesthetics in education
- Explore the need and importance of arts and aesthetic education at the elementary level
- Understanding children art as a way of psychotherapy and screening depressive disorders
- Explore different methods of teaching related to arts and aesthetic

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## UNIT I: INTRODUCTION TO ART AND AESTHETIC. 1 CREDIT

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- Concept, aim and scope of Art and Aesthetic
- History and developmental Art and aesthetic
- Types of art and aesthetic education

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## UNIT II: ART AND AESTHETIC EDUCATION AT ELEMENTARY LEVEL 1 CREDIT

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- Need and importance of visual arts
- Need and importance of performing arts
- Relationship of art and craft with elementary education

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## UNIT III: UNDERSTANDING CHILDREN ART 1 CREDIT

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- Use of drawing in psychotherapy
- Draw a Person Test and its interpretation
- Tree Drawing Test and its Screening of Depressive Disorders

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## UNIT IV: METHODS OF TEACHING 1 CREDIT

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- Aesthetic Imagination
- Story-telling method
- Picture-completion-method

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## PRACTICUM / ACTIVITIES 2 CREDITS

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- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

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## Suggested readings

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1. Goodenough, F. L. (1926). *Measurement of Intelligence by Drawings*. United Kingdom: World Book Company.
2. Naglieri, J. A. (1988). *DAP, Draw a Person: A Quantitative Scoring System*. United States: Psychological Corporation.
3. Daniel, A. K. (2013). *Storytelling Across the Primary Curriculum*. United Kingdom: Taylor & Francis.
4. Egan, K. (1989). *Teaching as Story Telling: An Alternative Approach to Teaching and Curriculum in the Elementary School*. United States: University of Chicago Press.
5. *The Storytelling Handbook: A Guide for Primary Teachers of English*. (1991). United Kingdom: Penguin Books.
6. Cupchik, G. (2016). The aesthetic imagination. In *The Aesthetics of Emotion: Up the Down Staircase of the Mind-Body* (Studies in Emotion and Social Interaction, pp. 153-175). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139169301.010
7. Hu Y., Chen J. (2012). Application of projective tree drawing test in adolescents with depression. *Chin. J. Clin. Psychol.* 20-2 185–187. 10.16128/j.cnki.1005-3611.2012.02.041
8. Ji Y. (2011). *Tree Personality Projection Test*. Chongqing: Chongqing publishing group.
9. NCERT: *Kit on Arts and Aesthetic Education*: New Delhi

# DSE1: COMPARATIVE EDUCATION

6 CREDITS

**Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Acquaint the student with educational systems in terms of factors and approaches of comparative education
- Orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries
- Create a perspective in the students about the implications of education for solving the prevailing problems of education in india

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**UNIT I: INTRODUCTION TO COMPARATIVE EDUCATION.**

**1 CREDIT**

- Concept, aim and scope of comparative education
- History and developmental stage of comparative education
- Factors influencing the system of education of different countries

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**UNIT II: APPROACHES TO COMPARATIVE EDUCATION**

**1 CREDIT**

- Historical and philosophical approaches to comparative education
- Sociological and problem approaches to comparative education
- Concept of universalization, its implications for Indian education.

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**UNIT III: PRIMARY & SECONDARY EDUCATION IN INDIA, UK, USA AND CHINA. 1 CREDIT**

- Primary Education: Aims, content, methods and instruction in India, U.K, USA and China
- Secondary Education: Aims, content, methods, instruction and vocationalization in India, U.K, USA and China

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**UNIT IV : HIGHER EDUCATION IN INDIA, UK, USA AND CHINA**

**1 CREDIT**

- Higher Education: Aims, contents, methods and instruction in India, UK, USA and China
- Distance Education: Its needs and various concepts with reference to UK and India

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**PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

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**SUGGESTED READINGS**

1. Bereday, G. Z. F. (1964). Comparative Method in Education. India: Holt, Rinehart and Winston.
2. Cramer. I.F. & Brown, G.S. (1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company.
3. Denis Lawten (1986): School Curriculum Planning, London Hodder and Stoughton
4. Hans, Nicholas (1961): Comparative Education, London Routledge and Kegan Paul
5. John Francis G and Brown G.S.: Contemporary Education: A comprehensive study of National systems, 1965.

# DSE1: CONTINUING EDUCATION

6 CREDITS

Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Understand the concept, importance and the value of continuing education.
- Describe the various system of continuing education in relation to future perspectives.
- Identify the continuing education system through NGO, post-graduate and college in formal lectures and various module.

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<b>UNIT-I: INTRODUCTION TO CONTINUING EDUCATION</b>	<b>1 CREDIT</b>
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- Meaning, concept scope, objectives and importance of continuing education
- Life-long learning, Priorities of learning, characteristics of adult learners.
- Adult literacy, adult learning centre, PadhnaLikhnaAbhiyan, Sakshaar Bharat Mission

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<b>UNIT-II: RESOURCES OF CONTINUING EDUCATION</b>	<b>1 CREDIT</b>
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- Identification, mobilization and organization of adult learners, Prerak's Role
- Distance education, extension education, open education
- Virtual university, Distance University, IGNOU-Open University.

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<b>UNIT-III: ANDRAGOGY</b>	<b>1 CREDIT</b>
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- Concept, characteristic, importance and principles of andragogy
- Approaches and strategies for basic literacy
- Self-directed learning and guided learning

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<b>UNIT-IV: SUPPORT SYSTEM OF CONTINUING EDUCATION</b>	<b>1 CREDIT</b>
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- Planning of continuing education programmes
- Relevance with dropouts and technology,
- Vocational courses, skill development.

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<b>PRACTICUM / ACTIVITIES</b>	<b>2 CREDITS</b>
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- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

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<b>Suggested Reading:</b>
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1. Aggarwal C.J (2008): Adult Education; Doaba House, New Delhi.
2. Abdar, R (1966): An Enquiry into the Problem of Motivation in Adult Literacy, Jamia Milia Islamia, New Delhi.
3. Brookfield D. Stephen (1999): Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices, Jossey-Bass.
4. Carroll E. Kasworm, Amy D. Rose (2010): Handbook of Adult and Continuing Education; Sage Publications Inc.
5. Edelson Jay Paul & Malone L. Patricia (1999): Enhancing Creativity in Adult and Continuing Education: Innovative Approaches, Methods and Ideas; Jossey Bass.
6. Jovita M. Ross-Gordon (2016): Foundations of Adult and Continuing Education 1st Edition; Sage Publications Inc.
7. Merriam B. Sharan (2013): Adult Learning: Linking Theory and Practice; JosseyBass; 1st Edition.
8. Parashar P B (2005): A Textbook of Adult Education; Dominant Publishers and Distributors.
9. Pillai, K.S (1993): ABC of No-Formal Education, Indian Adult Education Association, New Delhi.
10. Pillai Ramachandra P (2012): Non-Formal Education; Neelkamal Publications, New Delhi.
11. Reddy, G. Ram : (ed.): Open Universities, The Ivory Towers Thrown Open, Sterling publishers, New Delhi, 1988.
12. Rathord, M.C.S.: A Critical Evaluation of the systems adopted for the management of teaching and learning in the existing correspondence Institutes in India, NEIPA,

# 3<sup>rd</sup> Year

## Semester VI

Year	Sem	DSE (Credit)	Topic/Paper
3 Year	VI	DSE -2 (6-Credits) (Choose any one for DSE)	DIGITAL EDUCATION ECONOMICS OF EDUCATION EDUCATION IN MANIPUR ELEMENTARY EDUCATION EXPERIMENTAL EDUCATION AND STATISTICS

## DSE-2: DIGITAL EDUCATION

6 CREDITS

### Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Understand the components of computers and its applications in education,
- Acquire skills in Word Processing, spreadsheet and presentation and its features.
- Know about security features its network from attacks, maintenance and troubleshooting
- Understand world of internet, its advantage and understand the Internet as a powerful tool.

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### UNIT I – INTRODUCTION TO COMPUTER & BASIC CONCEPTS

1 CREDIT

- Computer: Characteristics, its applications in education;
- Processing, control Unit, Keyboard, mouse and VDU, Memory;
- Concept of Hardware, Software and firmware,
- Popular operating system: DOS, LINUX, WINDOWS
- File Management: Types, Naming conventions, File Extensions, file size (bytes, kilo, mega, giga, tera.)

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### UNIT II: – WORD PROCESSING AND DATA MANAGEMENT

1 CREDIT

- Word Processing: Opening, Save and Save as, Page Setup, Print Preview, Printing of Documents; Cut, Copy and Paste, Spell check, Thesaurus, Font and Size selection, Alignment of Text, Paragraph Indenting, Bullets and Numbering, Changing case; Drawing Table, Delete / Insertion of row and column Border and shading, insert symbols and special characters, adding a watermark;
- Spread Sheet: Opening, Addressing of Cells, Printing of Spread Sheet, Saving Workbooks; Entering Text, Numbers and Dates, Data Series, Editing Data, Inserting and Deleting Rows, Column, Changing Cell Height and Width; Using Formulas, Function, basic mathematical operators, using AutoSum etc.,

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### UNIT III – PRESENTATION

1 CREDIT

- Presentation: Using PowerPoint, Opening, Saving; Creating and Editing Text, Inserting/Deleting Slides, Inserting Table or Excel Worksheet, Inserting Objects, its Resizing and Scaling. Font size, background colour etc.
- Presentation of Slides: Viewing, Set Up, Printing Slides And Handouts;
- Running a Slide Show, Transition and Slide Timings, Automating a Slide Show.
- Screen Recording using OBS, Bandicam,etc.,

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### UNIT IV – CYBER SECURITY AND INTERNET

1 CREDIT

- Basic concepts of threats and risk; Security and protection, creating strong passwords; Private Browsing, clear cookies; threats: viruses, worms, Trojan horses, spyware, malware;
- Basics of Software Licensing, Open-Source and understanding of IT Act 2000.
- Computer Networks: LAN, WAN, Wi-Fi, Broadband, Bluetooth;
- Internet: Applications of Internet, troubleshooting TCP/IP, DNS, Search Engine; switch, router, gateway; Internet protocols (TCP/IP, FTP and HTTP); Internet Service Provider (ISP), Uniform Resource Locator (URL), hyperlink;
- Use of Social Networking Sites, Facebook, Twitter etc.;
- Network troubleshooting: IPv4 and IPv6 networks;

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### PRACTICUM / ACTIVITIES

2 CREDITS

- Practical demonstration on all the four units
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

\* **Scheme of Examination:** This paper Digital Education (Discipline Specific Elective) shall be a practical paper. The external examination shall be conducted by the university as practical paper consisting of 2 parts

**a) Practical: 75 marks**

Practical Questions shall be provided based on the four units .  
College/Institution shall provide computer with MS office.

**b) viva-voce: 25 marks**

External examiner appointed by university will conduct viva-voce.

**SUGGESTED READINGS :**

1. Bansal, S.K.: E-mail in a Nutshell, APH Publishing Corporation, New Delhi, 2004.
2. Balaguruswamy E and Sharma, K.D. (Eds.): Computer in Education and Training.
3. Gave, R and Greedon, G : Computer in the classroom : Publication and Book Learning with Computers, Prentice Hall of India, New Delhi, 1985.
4. Reddy, R.J.: Management Information systems & computer Applications, APH Publishing Corporation, New Delhi, 2004.
5. Ramanujam, V.P. : Computer Education, Mittal Publication, New Delhi, 2001.
6. Rajaram, V. : Fundamentals of Computers, Prentice Hall of India, New Delhi, 1985.
7. Sharma P : Compute Networking, APH Publishing Corporation, New Delhi, 2004.
8. Sharma, P. : E-Governance, APH Publishing Corporation, New Delhi, 2004.
9. Scindal R.J. and Rubin B.L. (Eds.) : Computer and Communication : Implication for Education, Academic Press, 1977.
10. Shelley, J and Henney R.: Computer Studies, First Ccourse, .H. Wheeler & Co., Delhi 1986.
11. Subramaniam A and Menon A.K.S. : System Analysis and data processing, A.M. Wheeler and Co., Delhi, 1984.
12. Shelly, J and Hunt, R. : Computer and Commonsense, Prentice Hall of India, New Delhi 1991.
13. Jhiagarajan R : Computer for Beginners, Sterling Publishers, New Delhi, 1984.
14. Woodhouse, D and Caugall, M.C. : Computer Promises and Challenges in Education.



## DSE-2: ECONOMICS OF EDUCATION

6 CREDITS

### Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Introduce the concept of economics in education and its contribution
- Develop the concept of resource and its significance
- Introduce the concept of cost benefit analysis in education
- Develop knowledge of how to calculate the rate of return in education

### UNIT I : CONCEPT, SCOPE AND STATUS OF ECONOMICS OF EDUCATION 1 CREDIT

- Meaning and scope of Economics of Education.
- Concept of Education as Capital and Investment.
- Contributions of Economics to Education.
- Recent trends in Economics of Education.

### UNIT II : HUMAN RESOURCE DEVELOPMENT (HRD) 1 CREDIT

- Concept of Human Resource Development.
- Concept of Human capital and HRD.
- Education as investment : concept, strategies and significance.
- Concepts of Demand and Supply.
- Human Capital formation and Manpower Planning.

### UNIT III : COST BENEFIT ANALYSIS IN EDUCATION 1 CREDIT

- Input-Output analysis and relationship.
- Taxonomy of the cost of Education.
- Taxonomy of benefits of Education.
- Interpretation and Evaluation.

### UNIT IV : RESOURCES AND RETURN IN EDUCATION 1 CREDIT

- Sources of income
- Role of the Centre, States and Institutions for financing education.
- Concept of returns in Education, Calculation of rates of return.
- Internal efficiency and rate of return.
- Age Education Earning profile.

### PRACTICUM / ACTIVITIES 2 CREDITS

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### SUGGESTED READINGS

1. Azad, J.L. : Financing of Higher Education in India, Sterling publishers, New Delhi, 1975.
2. Hansome and Bemback : Education and Development of the Nations, Holt Rinchart and Winston, New York, 1966.
3. Harbison & Meyers : Education, Manpower and Economic Growth. McGraw Hill, 1964.
4. Hough, J.R. : Education and National Economy, Groom Helm, London 1987.
5. Misra, Atmanand : The financing of India Education, Asia publishing House, New Delhi 1967.
6. Natarajan, S. : Introduction to Economics of Education, Sterling Publishers, New Delhi, 1990.
7. Pandit H.N. : Measurement of cost productivity and efficiency of Education, NCERT, ND, 1969.
8. Panchamukhi, P.R. (Ed.): Economics of Education finance, Himalayan Publishing House, , 1989.
9. Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, Bombay, 1966.
10. Vaizey, John : The Economics of Education, Macmillan, London, 1973.
11. UNESCO : Reading in Economics of Education, UNESCO, Paris, 1971.

## **DSE-2: EDUCATION IN MANIPUR**

**6 CREDITS**

### **Expected paper learning outcomes:-**

#### **The expected paper level learning outcomes of this paper are as follows:**

- Impart knowledge of pre-post independence period in Manipur
- Impart knowledge of development of school education in Manipur
- Impart knowledge of development of Collegiate and University Education in Manipur
- Impart knowledge of development of different trades and problems of Education in Manipur

### **UNIT I: EDUCATION DURING PRE AND POST INDEPENDENCE PERIOD IN MANIPUR**

- Emergence of Socio-education system in Manipur
- Development of Education during pre-Independence (before 1947)
- Development of Education after Independence (1947 onwards)

### **UNIT II: DEVELOPMENT OF SCHOOL EDUCATION IN MANIPUR**

- Growth and Progress of School Education in Manipur
- Pre-Primary, Elementary (Primary, Upper Primary) Education in Manipur
- Secondary and Higher Secondary (High and Higher Secondary Schools) Education
- Problems of Schools Education in Manipur

### **UNIT III: DEVELOPMENT OF COLLEGIATE AND UNIVERSITY EDUCATION IN MANIPUR**

- Growth and Progress of Collegiate (under graduate) education in Manipur
- Growth and Progress of University (Post-Graduate) education
- Problems and Remedies of Higher Education (Collegiate & University level)

### **UNIT IV: DEVELOPMENT OF DIFFERENT TRADES AND PROBLEMS OF EDUCATION**

- Vocational, Technical and Professional Education and their problems
- Problems of Education of SC/ST, OBC, Disabled and Women

### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **SUGGESTED READINGS**

1. Jamini Devi. (2006). Education in Manipur. India: RaiPravina Brothers.
2. Devi, LeisangthemBinita (2017). Development of Higher Education in Manipur. India: Astral International Pvt. Limited.
3. Shanti Devi, M. (2001). Development of Education in Manipur. India: Rajesh Publications.
4. Education in Manipur: Towards a New Education Order - Report 1. (1992).: State Education Commission, Manipur.
5. Valui, R. Wonkhuimi. (2012). Hundred Years of Education in Manipur, 1896-1996. India: Akansha Publishing House.
6. Singh, Th. Mangoljao. (1967). ManipurdaNongchuplomgiShikha (Western Education in Manipur). Vol. I&II, Imphal, Students Store.

## DSE-2: ELEMENTARY EDUCATION

6 CREDITS

### Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Understanding of elementary education as a specific stage of education
- Orienting the learners to the organizational structure, policy and practices of elementary education
- Guide and make them aware the functions of elementary education
- Sensitise the students about decentralisation of authority, budget and expansion of elementary education

### UNIT I: INTRODUCTION TO ELEMENTARY EDUCATION

- Aims, practices and perspective of elementary education
- Elementary education as a constitutional provision
- Changing Pattern of elementary education as per NEP 2020

### UNIT II: ORGANIZATION OF ELEMENTARY EDUCATION

- Role of local bodies, school management and development committee, parents-teachers unit
- Sarva Shiksha Abhiyan (SSA)- objectives, implementation and quality of the schemes
- Mid Day Meal (MDM)- objectives, implementation and quality of the scheme
- Right to Education Act, 2009

### UNIT III: FRAMEWORK OF ELEMENTARY EDUCATION

- National Curriculum Framework-2005: mother tongue education, learning to read and write, vision of mathematics, habitat and learning, and curricular areas that cannot be tested for marks towards children
- National Curriculum Framework 2022: Objectives, structure, content and the 4 phase approaches to developing the NCF for school system (5+3+3+4)

### UNIT IV: PEDAGOGY AND INCLUSIVENESS AT THE ELEMENTARY LEVEL

- Child-Centric pedagogy: Holistic, integrated, inclusive, enjoyable and engaging
- Integrated education to inclusive education: bringing all children to school
- Assessment at elementary stages: CCE and portfolio

### PRACTICUM / ACTIVITIES

2 CREDITS

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### SUGGESTED READINGS

1. Prakash, V (1997) Teacher empowerment and school effectiveness at primary stage. NCERT
2. NEUPA (2014) India: Education for All – Towards Quality with Equity. MHRD New Delhi
3. Govt. of India (2005): National Plan of Action for Children, Depart of Women and Child Development, New Delhi
4. National Curriculum Framework on School Education, 2005
5. NCERT: Mandate Document: Guidelines for the development of the National Curriculum Framework, April 2022. New Delhi
6. Department of School Education and Literacy (Ministry of Education) 2021: SARTHAQ: I and II
7. Ravi Kumar (2006): The Crisis of Elementary Education in India. (2006). India: SAGE Publications.
8. Aggarwal, D. D. (2002). History and Development of Elementary Education in India. India: Sarup& Sons.
9. Mehta, A. C. (2005). Elementary Education in India. India: NIEPA.

**Expected paper learning outcomes:-**

The expected paper level learning outcomes of this paper are as follows:

- Impart experimental knowledge of educational psychology
- Impart knowledge of test construction and its standardization process
- Impart the role and uses of statistics in educational psychology

**FIRST HALF: EXPERIMENTAL WORK & TEST ADMINISTRATION.****3 CREDITS****Distribution of marks:**

Experiments and Test Administration:	20
Note Book	15
<u>Viva-Voce</u>	<u>15</u>
	50 marks

**List of Experiments:**

1. Memory :
  - (a) Immediate memory span
  - (b) Immediate recall and recognition
2. Learning :
  - (a) Maze/Mirror learning
  - (b) Part and whole learning
3. Fatigue :
  - (a) Physical Fatigue
  - (b) Mental Fatigue
4. Attention
  - (a) Span of Attention

**List of Tests :**

1. General Mental Ability :
  - (a) Verbal Test
  - (b) Non-verbal Test
  - (c) Performance Test.
2. Personality :
  - (a) Inventory/Checklist
  - (b) Thematic Apperception Test/Inkblot Test.
  - (c) Attitude scale/values test.
3. Achievement : Preparation of an achievement test of 50 items of five types on a school subject. This will be an exercise in test construction and standardization.

**SECOND HALF: TEST DEVELOPMENT AND STATISTICAL INDICES. 3 CREDITS****Distribution of marks:**

Test construction & standardization:	20
Note Book	15
<u>Viva-Voce</u>	<u>15</u>
	50 marks

**Test Development:**

1. Item preparation, revision and analysis - Index of difficulty, Index of discrimination.
2. Test reliability and its determination.
3. Test validity and its determination.

**Statistical Measures and Calculation:**

1. Norms and their calculation/computation.
2. Sociometry and its application/use in classroom management.
3. Determination of association among two variable - Rank-difference and product moment coefficients of correlation and their calculation and interpretation.

\* **Scheme of Examination:** This paper **Experimental Education and Statistics**(Discipline Specific Elective) shall be a practical paper. The external examination shall be conducted by the university as practical paper consisting of 2 parts

**a) Experimental work & Test Administration: 50 marks**

**b) Test Development and statistical indices: 50 marks**

External examiner appointed by university will conduct viva-voce.

1. Students should be prompted to prepare their own test materials/tools of assessment appraisal and evaluation as far as possible.
2. The record of experiments/practical work/statistical exercises should be maintained in a practical Note-Book prepared by each student which may be regularly/duly inspected and scanned by the concerned teacher throughout the academic session.
3. The final year - end examination will be conducted by an external examiner appointed by university in collaboration with the internal examiner, a senior qualified teacher of the subject, Education or Psychology.

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### **SUGGESTED READINGS**

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1. Agrawal, Y.P.: Statistical methods : Concept, applications and computerization, Sterling Publishers, New Delhi, 1990.
2. Chakraborty and Chakraborty, : Statistics in Educational Psychology and mental measurement, Book Syndicate, Calcutta, 1978.
3. Kuppaswamy, B. : Elementary experiments in Psychology, Wesley press, Mysore. 1954.
4. Jalota, S : Students Manual of experimental Psychology, Asia Publication, Bombay 1976.
5. Mohsin, S.M. : Experiments in Psychology, Orient Longman, Bombay, 1976.
6. Garrett, HE: Statistics in Psychology & Education, Vakilsfeffer and simson, Bombay, 69.
7. Guilford, J.P. : Fundamental Statistics in Psychology and Education, McGraw Hill, NY 1956.
8. Woodworth R.S. and Schlosberg H : Experimental psychology Oxford and IBH publishers, Calcutta, 1971
9. Chandra, S.P. : Experimental Psychology, VinodPustakMandir Agra.

# 4<sup>th</sup> Year

## Semester VII

Year	Sem	DSE (Credit)	Topic/Paper
4 Year	VII	DSE -3 (6-Credits) (Choose any one for DSE)	ENVIRONMENTAL EDUCATION GENDER EDUCATION VALUE EDUCATION METHODS OF TEACHING OPEN AND DISTANCE EDUCATION

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Acquainted with concept, objectives, scope and importance of environmental education, and relationship between human and environment.
- Develop an understanding of environmental hazards, existing of flora and Fauna & environmental education programme taken up at district, state and national level.
- Understand the strategies/approaches and methods in regarding the awareness of environmental education.
- Become aware of how far this environmental education is effective by conducting assessment.

**UNIT I : INTRODUCTORY CONCEPT OF ENVIRONMENTAL EDUCATION 1 CREDIT**

- Concept and objectives of environmental education.
- Scope and importance of environmental education
- Relationship between human and environment education.

**UNIT II : ENVIRONMENTAL HAZARD AND EDUCATIONAL PROGRAMME 1CREDIT**

- Environmental Issues (climate change & Global warming)
- Environmental hazards- air, water, land and noise.
- Extinction of Flora and Fauna, Deforestation and soil erosion
- Environmental educational programme at district, state and national level

**UNIT III: APPROACHES & METHODS OF ENVIRONMENTAL EDUCATION 1 CREDIT**

- Approaches : Separate subject, integrated and interdisciplinary approaches
- Methods : Discussion, seminar, workshop and field survey.
- Role of mass media, (Print and electronic media) in environmental education.

**UNIT IV: EVALUATION OF ENVIRONMENTAL EDUCATION 1 CREDIT**

- Concept and Objectives of evaluation in environmental education
- Tools and Techniques of evaluations of Environmental Education
- Importance of periodicals and reports of environmental assessment

**PRACTICUM / ACTIVITIES 2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READINGS:**

1. Bakshi, T.S. &Naveh,Z. (1980) Environmental Education: Principles, Methods and Applications, New York.
2. James, A.S. &Strapp, W.B(1974) Environmental Education, New York :John Willey.
3. Nasrin (1999) Environmental Education, New Delhi: A.P.M. publishing corporation.
4. Prabhakar, V.K. 2001Environmental Education,NewDelhi:Aimol publication.
5. Srinivasan, P & Singh D.P. (2002) Environmental Education,New Delhi: Aimol Publication.
6. Sujata A (2004)Environmental Education: akey to effective teaching,NewDelhiKilaso books.

## **DSE -3: GENDER EDUCATION**

**6 CREDITS**

**Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Understand meaning of Gender school, Society, importance of Sexuality Education, basic distinction and gender bias, stereotyping distinction between sex and gender.
- Develop the socialization of the student in the school and playgrounds, interaction between teacher and students between pupils themselves.
- Understand the theories of Gender and its application
- Develop National policies and Gender issues in relation to education.

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### **UNIT 1: GENDER ISSUES: KEY CONCEPTS**

**1 CREDITS**

- meaning of gender, gender based, gender issue, gender education.
- gender bias- concept and its meaning, gender stereotyping
- Sexuality- importance of sexuality in education
- basic distinction- sex and gender

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### **UNIT 2: GENDER AND SCHOOLING**

**1 CREDITS**

- Socialization: concept and functions, Students role in Socialization
- Importance of Schools
- Physical Interaction- classroom and playgrounds
- Interaction between teachers and students, pupils themselves

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### **UNIT 3: THEORIES ON GENDER AND EDUCATIONAL APPLICATIONS**

**1 CREDITS**

- Socialization theory
- Gender difference theory
- Structural theory
- Theories on gender and education: a comparative analysis

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### **UNIT 4: NATIONAL EDUCATIONAL POLICIES AND GENDER ISSUES**

**1 CREDITS**

- Nationalization of Woman Education
- National Educational Policy 1986
- National Curriculum Framework 2005
- BetiBachaoBetiPadao

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### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

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### **SUGGESTED READINGS:**

1. Basin,K. (2000). Understanding Gender, New Delhi: Kali for Women.
2. Chakravarti, U. (2003), Gendering Caste Through a Feminist Lens.
3. Chana, K. (1996). Gender Inequality in Primary Schooling in India: The Human Rights Perspective. Journal of Educational Planning and Administration, 10 (4), 361-81.
4. Desai, N, & Thakkar, U. (2001). Women in Indian Society, New Delhi: national Book Trust.
5. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
6. Government of India, (1986). National Policy on Education, New Delhi: Ministry of Human Resource Development.
7. Krishna, R. &Maithreyi (1986). Women's Studies in India: Some Perspective. Bombay Popular Prakashan.
8. MHRD (2000) Bringing Girls Centre Stage: Strategies and Interventions for girl's Education in DPEP. MHRD: New Delhi.



## **DSE -3: VALUE EDUCATION**

**6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Understand meaning and nature of ethics
- Study moral judgement and moral action
- Study value education and need for value education
- Know the meaning, nature and scope of human values

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### **UNIT : 1: INTRODUCTION TO ETHICS**

**1 CREDIT**

- Definition, meaning and nature of ethics
- Areas of Ethics
- Different approaches of Ethics
- Importance of studying ethics

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### **UNIT : 2: MORALITY AND MORAL EDUCATION**

**1 CREDIT**

- Concept of morality and characteristics of morally educated persons
- The basics for ethical human conduct
- Moral judgement and moral action
- Development of moral reasoning: Lawrence Kohlberg
- Moral values and Spiritual Values

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### **UNIT: 3: CONCEPT OF VALUE AND VALUE EDUCATION**

**1 CREDIT**

- Concept, definition and nature of value
- Value education
- Need for value education
- The content and process of value education

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### **UNIT :4: HUMAN VALUES**

**1 CREDIT**

- Meaning, nature and scope of human values
- Objectives of human values
- Importance of human values
- Human values Vs Educational values

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### **PRACTICUM / ACTIVITIES**

**2 CREDITS**

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### **Suggested Readings:**

1. R.P Shukla, Value Education and Human Rights, Sarup& Sons Publishers, New Delhi, 2004.
2. R.S Naagarazan( 2006) A text book on Professional ethics and Human Values, New ageInternational Limited Publishers, New Delhi.
3. Sharma, R.A. (2011) Human Values and Education, Meerut(UP): R.Lall Book Depot.

## DSE -3: METHODS OF TEACHING

6 CREDITS

### Expected paper learning outcomes:-

#### The expected paper level learning outcomes of this paper are as follows:

- Study the concept of teaching and instruction, aims and objectives of teaching, nature of classroom teaching, teaching-learning process and thereby propose a system that will maximize learning.
- Gain knowledge and demonstrate the elements of effective teaching, general maxims of teaching, characteristics of good and effective teaching.
- Critically assess the different types of teaching techniques, procedures, narration, description, explanation, demonstration, questioning and illustration to apply them in and outside the classroom.
- Learn the importance of lesson plan, types of lesson plans and the various approaches of lesson planning.

#### **Unit-I: Teaching-learning process**

1 Credit

- Concept of teaching and instruction.
- Aims and objectives of teaching.
- Writing instructional objectives and its action verbs (Cognitive, affective, Skills, Technology)

#### **Unit-II: Elements of Effective Teaching**

1 Credit

- General maxims of teaching.
- Marks of good teaching.
- Characteristics of effective teaching.

#### **Unit-III: Teaching Techniques and Procedures**

1 Credit

- Narration, description and explanation
- Micro-Teaching Steps
- Herbertian steps, 5E Model, ICON Model

#### **Unit-IV: Lesson Plan**

1 Credit

- Concept of lesson plan and unit plan.
- Types of lesson plans – knowledge, skill and appreciation lesson.
- Various approaches of lesson planning and uses of teaching aids

#### **PRACTICUM / ACTIVITIES**

2 CREDITS

- Compulsory demonstration of Micro-Teaching skills
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

#### **SUGGESTED READINGS:-**

1. Barnard H.C. : An Introduction to teaching, Univ, Press, London, 1961.
2. Bolm, B.S. : Taxonomy of Educational Objectives, The classification of educational books, , Vol. I & II, Longman Green & Co., New York, 1956.
3. Bhatia K, & Bhatia, B.D. : Principles and Methods of teaching, Doaba House, Delhi, 1986.
4. Cohen, L & Manion, L.A. :A Guide to teaching practice, Methuen, London, 1977.
5. Kochar, S.K. : Methods and Techniques of teaching, Sterling Publishers, New Delhi, 1986.
6. Mohanty, S.B. : Students Teaching, Ashsish publishing House, New Delhi, 1987.
7. Panton, J.H. : Modern Teaching Practice and Techniques, Longman Green, Toronto, 1986.
8. Passi , B.K. : Becoming better Teacher, Micro-teaching approach : SahityaMudranalaya, Allahabad, 1976.
9. Tomei, L. A. (2005). Taxonomy for the Technology Domain. United States: Information Science Pub.

## DSE -3: OPEN AND DISTANCE EDUCATION

6 CREDITS

### Expected paper learning outcomes:-

#### The expected paper level learning outcomes of this paper are as follows:

- Understand the concept, objectives, characteristics, advantages & disadvantages of open and distance education.
- Know about the strategies and modes of open and distance education, relationship among non-formal, correspondence, and open and distance education.
- Give information in relation to status of and applications of multi-media in open and distance education.
- Develop the understanding of agencies, barriers and remedies of open & distance education.

#### UNIT I : OPEN & DISTANCE EDUCATIONS AND ITS SALIENT FEATURES: 1 CREDIT

- Concept and objectives of open and distance education
- Characteristic features of open and distance education
- Advantages and disadvantages of open and distance education

#### UNIT II: ADOPTED STRATEGIES OF OPEN AND DISTANCE EDUCATION: 1 CREDIT

- Modes and strategies of open and distance education
- Relationship among non-formal, correspondence, open and distance education
- ICT and its roles in open and distance education

#### UNIT III : STATUS & APPLICATIONS OF OPEN AND DISTANCE EDUCATION 1 CREDIT

- Status of open education
- Status of distance education
- Application of multi-media in open and distance education

#### UNIT IV : MEASURES OF OPEN AND DISTANCE EDUCATION IN INDIA 1 CREDIT

- Agencies of open and distance education in India.
- Barriers of open and distance education in India.
- Remedial measures of the barriers of Open and distance education in India.

#### PRACTICUM / ACTIVITIES 2 CREDITS

- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

#### SUGGESTED READINGS:

- Chander, N.J. (1991) Management of Distance Education, New Delhi: Sterling publishers.
- Chander, Kevin & Sugharan (1985) Drop-outs in the System of Distance Education, Trivandrum: (A Project Report).
- Gupta, R.K. (1978) Correspondence Education in Australia, New Delhi: NCERT.
- Prmji, S. (1984) Distance Education, New Delhi: Sterling publishers.
- Reddy, G. Ram (1988) Open Universities, The Ivory Towers Thrown Open, New Delhi Sterling Publishers.
- Reddy, G. Ram (1982) Open University System in India : Its policies and potentials, Andhra Pradesh Open University, Hyderabad.
- Rathord, M.C.S. (1991) A critical Evaluation of the Systems Adopted for the Management of Teaching and Learning in the existing correspondence Institutes in India, NEIPA.

# 4<sup>th</sup> Year

## Semester VIII

Year	Sem	DSE (Credit)	Topic/Paper
4 Year	VIII	DSE -4 (6-Credits) (Choose any one for DSE)	PEDAGOGY OF EDUCATION POLITICS IN EDUCATION POPULATION EDUCATION TEACHER EDUCATION

## DSE-4: PEDAGOGY OF EDUCATION

6 CREDITS

### Objectives:

- Impart the idea of revising the taxonomy of education and its application
- Impart the essence of teaching in the different domains of education
- Impart techniques associated with technologies in teaching-learning
- Impart that changes in education occurs in emphasis, terminology, and structure

### UNIT I: DOMAINS OF TEACHING

1 CREDIT

- Cognitive domain: definition, concepts, theories and their applications for teaching
- Affective domain: definition, concepts, theories and their applications for teaching
- Psychomotor domain: definition, concepts, theories and their applications for teaching
- Technology domain: definition, concepts, theories and their applications for teaching

### UNIT II: PSYCHOLOGIES OF LEARNING

1 CREDIT

- Behaviorism: definition, concept, theories and their application for learning
- Cognitivism: definition, concept, theories and their application for learning
- Humanism: definition, concept, theories and their application for learning
- Technologism: definition, concept, theories and their application for learning

### UNIT III: TAXONOMIES OF EDUCATION

1 CREDIT

- Taxonomies for the cognitive domain: levels, action verbs, learning objectives
- Taxonomies for the affective domain: levels, action verbs, learning objectives
- Taxonomies for the psychomotor domain: levels, action verbs, learning objectives
- Taxonomies for the technology domain: levels, action verbs, learning objectives

### UNIT IV: REVISED TAXONOMY STRUCTURE

1 CREDIT

- Categories of the knowledge dimension
- Revisited taxonomy table- learning, instruction, assessment and alignment questions
- Four major changes in – emphasis, terminology, and structure

### PRACTICUM / ACTIVITIES

2 CREDITS

- Critically examine any school syllabus and identify the domains of education and submit a report on it
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

### Suggested Readings

1. Bloom, B. S. (1972). Taxonomy of Educational Objectives: The Classification of Educational Goals. Germany: D. McKay Company.
2. Airasian, P., Pintrich, P., Wittrock, M., Raths, J., Mayer, R., Cruikshank, K., Bloom, B. S. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Spain: Longman.
3. Tomei, L. A. (2005). Taxonomy for the Technology Domain. United States: Information Science Pub.
4. The New Taxonomy of Educational Objectives. (2006). United States: SAGE Publications.
5. Krathwohl, D. R., Furst, E. J., Engelhart, M. D., Hill, W. H. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. Cognitive domain ; by a committee of college and university examiners ; Benjamin S. Bloom, editor United Kingdom: Longman.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Study ideology, form of knowledge, ethics, logic, culture and critical pedagogy.
- Discuss and analyze problem posing dialogical method, dialogue and cultural action, dialogue and critical consciousness.
- Give attention about dehumanizing element of banking education, praxis in Freirean pedagogy and education for conscientization.

**UNIT-I: THE PROCESS OF POLITICAL LITERACY.****1 CREDIT**

- The process of knowing
- Domesticating and liberating modes of education
- Education for political literacy
- The process of conscientization

**UNIT II: CRITICAL PEDAGOGY****1 CREDIT**

- Ideology (metaphysics), forms of knowledge (epistemology), prejudice – power relations (ethics) of critical pedagogy, discourse (logic),
- Understanding the praxis cycle.

**UNIT-III: HUMANISTIC EDUCATION****1 CREDIT**

- Realizing a theme through problem posing dialogical method.
- Dialogue and cultural action.
- Dialogue and critical consciousness.

**UNIT-IV: EDUCATION AND LIBERATION.****1 CREDIT**

- Dehumanizing elements of banking education.
- Education for Liberation.
- Education for conscientization.

**PRACTICUM / ACTIVITIES****2 CREDITS**

- Critically examine to identify any theme of your local needs and interest and submit a report on it
- Prepare a conscientization framework on the identified theme based on your local need and interest.
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**SUGGESTED READINGS:-**

1. David H. Kahl, 2013 : Critical communication pedagogy and assessment: reconciling two seemingly incongruous ideas. International Journal of Communication, 7 (2013), 2610-2630, 19328036/20130005.
2. Paulo Freire, 1998. Pedagogy of freedom, Ethics, Democracy and Civic courage, Rowman & Littlefield, Maryland, USA.
3. R.D. Glass, T. Ball, R. Crain. 2008. Freire and Vygotsky: Praxis and the politics of knowledge, American Educational Research Association Annual Meeting, New York.
4. Paulo Freire (1985) The Politics of Education: Cultural Power and Education. Bergin & Garvey, London
5. Paulo Freire, 2005. Pedagogy of Oppressed. Continuum, New York.
6. Paulo Freire, 2005. Education for critical consciousness, Continuum, New York.
7. Paulo Freire, 2005. Pedagogy of the Heart, Continuum, New York.

**Expected paper learning outcomes:-****The expected paper level learning outcomes of this paper are as follows:**

- Know the concept of Population Education.
- Understand population growth and its impact and responsibilities.
- Understand population education and role of School.

**UNIT I : CONCEPT OF POPULATION EDUCATION****1 CREDIT**

Meaning and objectives of population Education, Factors influencing population – Sociological, economic, political, Biological and Psychological concepts related to population Education – Birth rate, Death rate Fertility, Infant mortality, Morbidity and migration. Need for population Education.

**UNIT II : POPULATION GROWTH AND ITS IMPACT.****1 CREDIT**

- Quality of life – concept and meaning
- Human Resource Development (Concept).
- Population Education programmes in India.
- Problems of population Education and its suggestive measures.

**UNIT III: POPULATION GROWTH AND RESPONSIBILITIES.****1 CREDIT**

- Size of Family
- Role and responsibilities of family members.
- Female Education and status.
- Growth of Population and Environment.

**UNIT IV: POPULATION EDUCATION AND SCHOOL.****1 CREDIT**

- Scope of population Education in schools.
- Teachers' role in creating awareness of population problems.
- Role of Mass media – (Newspaper, Radio, T.V.)
- Role of youth in population Education.

**PRACTICUM / ACTIVITIES****2 CREDITS**

- Collect Household data from your locality/adopted village
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

**Suggested Readings:**

1. Aggarwall, J.C. : Population Education, Shipra publications ,II 5-A, Shakarpur, Delhi-110092, 2009.
2. AshaA.Bhinde Tara Kanitkar : Principles of population Studies, Himalaya Publishing House, Mumbai, 1996.
3. Chawla,SP : Coordination between Education and Population policies : A case study of India, NCERT, New Delhi, 1978.
4. Mehta T.S. et.al (Eds) Plug points for population Education in School Curriculum, NCERT, New Delhi, 1971.
5. NCERT Population Education – In vocational Training programme part 3 : Handbook of Trainees, New Delhi, Directorate General of Employment and Training, Ministry of labour, GOI, (2000).
6. Raina, B.L. : Population Policy, Delhi, BR, publishing Corporation (1988).
7. Rao D. Gopal : A decade of population Education Research, NCERT, New Delhi, 1981.

## DSE-4: TEACHER EDUCATION

6 CREDITS

### Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Impart knowledge about historical perspective on teacher education
- Impart knowledge about different aims and objectives of teacher education
- Impart knowledge about teaching as a profession and its organizational structure
- Explore different problems of teacher education at different levels

<b>UNIT I : TEACHER EDUCATION IN HISTORICAL PERSPECTIVE</b>	<b>1 CREDIT</b>
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- Development of teacher Education in India.
- Recommendations of various commissions on teacher Education.
- Kothari Commission, NPE 1986 and 1992, POA 1986 and 1992, NEP, 2020

<b>UNIT II : AIMS AND OBJECTIVES OF TEACHER EDUCATION.</b>	<b>1 CREDIT</b>
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- Foundational , Preparatory, Middle and Secondary Level
- Integrated Teacher Education Programme
- Multidisciplinary College Level.

<b>UNIT III : TEACHING AS A PROFESSION AND ITS TYPES</b>	<b>1 CREDIT</b>
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- Professional Organizations for various levels of teachers and their role.
- Performance appraisal for teachers.
- Faculty improvement programmes for teacher Education
- In-service vsPre service teacher Education.
- Orientation and Refresh Courses

<b>UNIT IV : PROBLEMS OF TEACHER EDUCATION.</b>	<b>1 CREDIT</b>
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- Teacher Education and Practicing schools.
- OER and Networking of teachers.
- Competency, commitment and performance areas of teachers.

<b>PRACTICUM / ACTIVITIES</b>	<b>2 CREDITS</b>
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- Collect Household data from your locality/adopted village
- Assignment Writing based on any of the four units
- Seminar presentation
- Book Review

<b>SUGGESTED READINGS :</b>
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1. Anand, C.L. et.al. : The teacher and education in emerging India society, NCERT, New Delhi, 1983.
2. Anand, C.L. : Aspects of teacher Education, S.Chand& Co., New Delhi, 1988.
3. Chaurasia, G : : New Era in teacher Educationm, Sterling Publishers, New Delhi, 1967.
4. GOI : Report of the Education Commission, 1964-66 ,Managers of publications, New Delhi 1966.
5. GOI : National Policy on Education, 1986 ( Modifications made in 1992) Managers of publications New Delhi 1986-92.
6. GOI :Programmes of action 1986 & 1992, Managers of publications, New Delhi 1986-1992.
7. Mukherjee, S.N. : Education of teachers in India, Vol. I & II, S.hand& Co. New Delhi , 1966.
8. NCERT : Survey of teacher education in India, New Delhi 1963.
9. NCTE : Norms and Standards for teacher education institutions, NCTE, New Delhi, 1995.
10. NCTE : Curriculum framework for quality teacher education, NCTE, New Delhi, 1998.
11. NCTE : A handbook of educational research, NCTE, New Delhi 1999.
12. NCTE : Competency based and commitment oriented teacher education for quality school education, NCTE, 1999.



## GENERIC ELECTIVE COURSES

Year	Sem	GEC (Credit)	Subject Code	Topic/Paper	Sem. End Exam	Int. Sem.	Total
2 <sup>nd</sup> Year	III	GEC -1 (6-Credits)	EDN601G	Philosophical and Sociological foundations of Education	75	25	100
	IV	GEC -2 (6-Credits)	EDN602G	Educational Psychology And Pedagogy	75	25	100
3 <sup>rd</sup> Year	V	GEC -3 (6-Credits)	EDN703G	Development of Education in India	75	25	100
	VI	GEC -4 (6-Credits)	EDN704G	Issues and trends in contemporary Indian Education	75	25	100
4 <sup>th</sup> Year	VII	GEC -5 (6-Credits)	EDN805G	Educational Evaluation and Statistics	75	25	100
	VIII	GEC -6 (6-Credits)	EDN806G	Educational Management and Educational Technology	75	25	100

# **GEC-1: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION**

## **6 CREDITS**

### **Expected paper learning outcomes:-**

**The expected paper level learning outcomes of this paper are as follows:**

- Understand and explain concept of philosophical and sociological education
- Analyse the role of philosophy in education
- Understand the meaning, concept, importance of freedoms and discipline

### **UNIT I: CONCEPT, SCOPE, AIMS AND FUNCTIONS OF EDUCATION 1 CREDIT**

- Education as a science, social process and human resource development.
- Individual and social aims of education.
- Development of basic knowledge, interest, appreciation leading to self-actualization and successful living.
- Development of social, moral and spiritual values.

### **UNIT II: ROLE OF PHILOSOPHY IN EDUCATION 1 CREDIT**

- Science of Education and Philosophy of education
- Idealism, Naturalism, Realism and Pragmatism- their contribution to present day education.
- Educational thought of Plato, Aristotle, Rousseau, Froebel and Dewey.

### **UNIT III: FREEDOM AND DISCIPLINE 1 CREDIT**

- The concept of Freedom and discipline
- Relationship between Discipline, Liberty and Democracy.
- Importance of discipline in social life.

### **UNIT IV: SOCIOLOGY AND EDUCATION 1 CREDIT**

- Nature and scope of educational sociology
- Need for sociological approach in education
- Education as an agency of social change
- School as a social sub-system
- Mass media as a social means

### **PRACTICUM/ ACTIVITIES**

**2 CREDIT**

- Assignment based on any four unit
- Seminar presentation
- Book Review

### **SUGGESTED READINGS:**

1. Brown, F.J.: Educational Sociology, Prentice Hall Inc. New York, 1961.
2. Brubacher, J.S.(Ed); Modern Philosophy of Education, Chicago Press Chicago, 1956.
3. Curties, S.J.: Philosophy of Education, Univ. Tutorial Press, London, 1968.
4. McIver and Page: Society: an Introductory Analysis, McMillan, Madras, 1988.
5. Ross, J.S. Groundwork of Educational Theory, Oxford University Press, Cunculla, 1972.
6. Ruhwla, S.P. and Vyas, K.C.: Sociological Foundations of Education in Contemporary India, Dhanpatrainadsons, Delhi, 1970.
7. Setharam, A.S.: Philosophy of Education, Ashis, New Delhi, 1978.
8. Wingo, G.M.: Philosophies of Education, Sterling Publishers, New Delhi, 1975.

# GEC 2: EDUCATIONAL PHILOSOPHY AND PEDAGOGY

6 CREDITS

## Expected paper learning outcomes:-

The expected paper level learning outcomes of this paper are as follows:

- Understand and explain the meaning, scope of education and psychology, relationship between education and psychology
- Study the development of learning and personality of human according to psychologists and summarise them in writing with their personal views.
- Analyse the pedagogy and its implications of teaching learning process in educational psychology.

### UNIT I: EDUCATIONAL PSYCHOLOGY

1 CREDIT

- Definition of Psychology
- Relationship between Psychology and Education
- Nature, scope and methods of educational Psychology
- Applications of educational psychology in teaching- learning and understanding individual's behaviour
- Psychological Basis of mental life
- Social, moral and intellectual development
- Individual difference and creativity.

### UNIT II: PERSONALITY, ITS TYPES AND TRIATS

1 CREDIT

- Definition, meaning and nature
- Theories of personality (Freudian)
- Determinants of personality
- Types and traits of personality

### UNIT III: LEARNING 1 CREDIT

- Meaning, nature and factors
- Learning and motivation
- Theories of learning (Thorndike and Skinner)
- Insightful learning.

### UNIT IV: PEDAGOGY AND ITS IMPLICATIONS

1 CREDIT

- Science of teaching-relationship between teaching and learning
- Factors affecting teaching-learning process
- Input and Output variables
- General principles of teaching, maxims of teaching, fundamentals of teaching

### PRATICUM/ ACTIVITIES

2 CREDIT

- Administration of psychological test: Each student is to administer a psychological test (intelligence Quotient, personality) and interpret the score and prepare a record for it
- Seminar presentation
- Book Review

### SUGGESTED READINGS:

1. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi, 1966.
2. Bhatnagar, S.: Advanced Educational Psychology, R Lall Book Depot, Meerut, 1995.
3. Ross, J.S.: Groundwork of Educational Psychology, Oxford Univ. press, Calcutta, 1972.
4. Chauahan, S.S.: Advanced Educational Psychology, Vikas Publishing House, N.D. 1992.
5. Kuppaswamy, B.: Advanced Educational Psychology, D.U Publishers, Delhi-1964.
6. Sharma, R.A.: Fundamentals of Educational Psychology, R Lall Book Depot, Meerut 1976.
7. Skinner, Charles E.: Educationa Psychology, Prentice Hall, New Delhi, 1970.

# **GEC-3 DEVELOPMENT OF EDUCATION IN INDIA 6 CREDITS**

## **Expected paper learning outcomes:-**

### **The expected paper level learning outcomes of this paper are as follows:**

- Analyse the education system of ancient India in accordance with aims, curriculum of Buddhist and Vedic education.
- Understand the types, objectives and curriculum Islamic education
- Study the development of education in Manipur.

#### **UNIT I: EDUCATION IN ANCIENT INDIA 1 CREDIT**

- Vedic education: aims of education, process of education, curriculum and organization.
- Buddhist education: aims of education, curriculum and the four eternal truths.

#### **UNIT II: EDUCATION IN MEDIEVAL INDIA 1 CREDIT**

- Types of educational institutions, state patronage in educational endeavour.
- Islamic education: its salient features, objectives and curriculum.

#### **UNIT III: EDUCATION IN BRITISH INDIA 1 CREDIT**

- Indigenous education in India at the beginning of the 18<sup>th</sup> century
- The Charter Act 1813
- Macauley's minute 1835
- Wood's dispatch 1854
- Report of Hunter Commission 1882
- Gokhale's bill for compulsory education
- University Education Commission 1917
- Hartong Committee Report 1929.

#### **UNIT IV: DEVELOPMENT OF INDIAN EDUCATION IN THE POST-INDEPENDENCE PERIOD 1 CREDIT**

- Recommendations of University Education Commission 1948-49
- Secondary Education Commission 1952-53
- Kothari Commission 1964-66
- NPE 1986
- POA 1992

#### **PRATICUM/ ACTIVITIES 2 CREDIT**

- A field visit to educational institutions/ Universities of State/ national importance and submit a report on its development.
- Compulsory education study tour to an institution of National importance and submit a report
- Seminar presentation
- Book Review

#### **SUGGESTED READINGS**

1. Altekar, A.S.: Education in ancient India, Nabakishore & Bros, Banaras, 1948.
2. Devi, Jamini, Ch: Education in Manipur, Raipravina Bros & Sons, Imphal, 1989.
3. Naik, J.P.(et.al): A student's History of Education in India, Macmillan and Co. New Delhi, 1974.
4. Mukherjee, S.N.: History of Education in India, Acharya Book Depot, Baroda, 1975.
5. Govt. of Manipur.: Report of the Comprehensive survey of Education in Manipur, NCERT, 1973.
6. Govt. of Manipur.: Report of the Education Commission Report I & II, Imphal, 1992
7. Tewari, R.P.: Development and Problems of Education in NER, India, Akashi Depot, Shillong, 1978.
8. Govt. of India.: Vocationalisation of First-Degree Education, UGC. Sept, 1993, Educational consultants India, New Delhi, 1993.

# **GEC-4: ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION**

## **6 CREDITS**

### **Expected paper learning outcomes:-**

#### **The expected paper level learning outcomes of this paper are as follows:**

- Understand aims and objectives, functions of DIETS, NCERT, SCERT, primary education programmes and SSA.
- Study the Secondary education of NCERT, SCERT, CBSE, BOSEM and COHSEM
- Understand the meaning of population education, value education and work experience

### **UNIT I: ELEMENTARY EDUCATION**

**1 CREDIT**

- Aims and objectives
- Universalization
- Girl's education
- Problems of non-retention
- Functions of DIETS, NCERT, SCERT
- Operation Black Board
- District Primary Education programmes
- SSA

### **UNIT II: SECONDARY EDUCATION**

**1 CREDIT**

- Aims and objectives of general and vocational secondary education
- Role of NCERT, SCERT, NUEPA, CBSE, BOSEM & COHSEM

### **UNIT III: ALTERNATIVE SCHOOLING**

**1 CREDIT**

- Elementary
- Non-formal
- National Adult Education programme
- Mass programme of Functional Literacy
- National Literacy Mission
- Total Literacy Campaign
- Post- Literacy Campaign
- Jana Shiksha Nilayam

### **UNIT IV: CONTINUING EDUCATION**

**1 CREDIT**

- Open Learning System- general and liberal
- Mass Media, Communication process

### **PRACTICUM/ ACTIVITIES**

- Assignment writing based on any of four units
- Seminar presentation
- Book Review

### **SUGGESTED READINGS**

1. Dash, B.N.: Principles of Education and Education in Emerging India Society, Ajanta Prakashan, Delhi 1982.
2. GOI: Environmental Education: A Resource Book for teacher Educators (level 1,2 and 3) CEE, Ahemadabad, 2007.
3. GOI: Report of Secondary Education Commission, 1952-53, Controller of Publications, ND,1973.
4. GOI: National Policy on Education 1986 (Modification made 1992), Manager of publication, New Delhi 1986 and 1992.
5. GOI: Programme of Action 1986 and 1992, Manager of publication, New Delhi 1986 and 1992.
6. Rao, R.P.: Population education: APH publishing Corporation, New Delhi, 2004.
7. Singh, R.P.: Non-formal Education: An Alternative Approach, Sterling Publishers, ND, 1987.
8. Talukdar,B.K.: Adult Education: Concepts and Methods, Bina Library, Gauhati 1993.

# GEC-5: EDUCATIONAL EVALUATION AND STATISTICS

6 CREDITS

## Expected paper learning outcomes:-

### The expected paper level learning outcomes of this paper are as follows:

- Study and explain the concept, needs, types of measurement and evaluation and their relationship.
- Understand the measuring instruments and their classifications of measurement and evaluation.
- Understand the types of data and variate distribution of statistics in education.

#### **UNIT I: EDUCATIONAL EVALUATION**

**1 CREDIT**

- Concepts of measurement and Evaluation
- Need for educational measurement and Evaluation
- Relationship between measurement and evaluation

#### **UNIT II: TYPES OF EVALUATION**

**1 CREDIT**

- Placement evaluation
- Diagnostic evaluation
- Continuous and comprehensive evaluation
- Formative and Summative evaluation

#### **UNIT III: MEASURING INSTRUMENTS AND THEIR CLASSIFICATION**

**1 CREDIT**

- Types of scales in Educational Measurement
- General principles of test constructivism and standardization
- Methods of determining reliability, validity and objectivity

#### **UNIT IV: STATISTICS IN EDUCATION**

**1 CREDIT**

- Nature and scope of educational statistics
- Measures of central tendency- mean, median and mode
- Measures of variability- Range, Quantile deviation(Q), Average Deviation (AD), Standard Deviation (SD)

#### **PRACTICUM/ ACTIVITIES**

**2 CREDIT**

- Assignment writing based on unit I – III in any unit
- Graphical representation of data using computer (Excel/ Spreadsheet/ any open software)
- Seminar presentation
- Book Review

#### **SUGGESTED READING**

1. Aggrawal, R.L. and V. Asthana: Educational Measurement and evaluation, VinodPustakMandir, Agra, 1983.
2. Chakraborty and Chakraborty: Statistics in Educational Psychology and Mental measurement, Book Syndicatam Calcutta, 1978.
3. Ebel, R.L. and Frisbel, D.A.: Essentials of Educational Measurement, Prentice Hall, New Delhi, 1981.
4. Freeman, F.S.: Theory and practices of psychological testing, Oxford & IBM publishing Company, Calcutta, 1968.
5. Garrett H.E.: Statistics in psychology and education, Vikils, Feffer and Simsons, Bombay, 1969.
6. Guilford, J.P.: Fundamental statistics in psychology and education, McGraw Hill Book Co., New York, 1956.
7. Lindquist, F.F.: Statistical Analysis in Educational Research, Oxford & IBF Co., Calcutta, 1970.
8. Thorndike R.L. and Hagel, E.: Measurement and Evaluation in Psychology and Education, Willy Eastern, New Delhi, 1970.

# **GEC-6: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY**

## **6 CREDITS**

### **Expected paper learning outcomes:-**

#### **The expected paper level learning outcomes of this paper are as follows:**

- Understand meaning, nature, scope, types of educational management
- Analyse the financial and educational planning of educational management
- Study system approach to instruction, programme learning and computer assisted instruction of educational technology

#### **UNIT I: EDUCATIONAL MANAGEMENT**

**1 CREDIT**

- Meaning, nature, scope and need of educational management
- Types of educational management- centralized and decentralized, external and internal, authoritarian and democratic

#### **UNIT II: FINANCIAL MANAGEMENT AND MANAGERIAL BEHAVIOUR**

**1 CREDIT**

- Pattern and plan and non-plan expenditure
- Management of state educational finance
- Personal, social, cultural, political and institutional factors affecting managerial behaviour

#### **UNIT III: EDUCATIONAL PLANNING**

**1 CREDIT**

- Concept, need and importance of educational planning
- Strategies of educational planning
- Steps in educational planning at various levels

#### **UNIT IV: EDUCATIONAL TECHNOLOGY**

**1 CREDIT**

- Nature and scope of Educational Technology
- Theory, concept and components of communication process
- Mass media in Educational Technology

#### **PRACTICUM/ ACTIVITIES**

**2 CREDIT**

- Assignment writing based on any four units
- Seminar presentation
- Book Review

#### **SUGGESTED READINGS**

1. Allen, L.: Management and Organisation, McGraw Hill Book Co. New York, 1950.
2. Chauhan, SS.: A Text-book of programmed instruction, Sterling Publishers, New Delhi, 1982.
3. Koontz, H. and O'Donnel, C.: Principles of management, McGraw Hill Book Co. New York, 1979.
4. Mathur, SS.: Educational Administration, Principles and practices, Krishna Press, Jullunder, 1969.
5. Mukherjee, S.N.: Administration of Education( Theory and Practice), Acharya Book Depot, Baroda, 1970.
6. Newman, W.H.: The patterns of management, Prentice Hall of India, New Delhi, 1976
7. GOI: Report of the CUBE Committee on the Decentralized management of Education, MHRD, New Delhi, 1993.
8. Sampathic. et. al.: Introduction to Educational technology, Sterling publishers, New Delhi, 1984.
9. Sharma, R.A.: Advanced Educational technology, R Laall Book Depot, Meerut, 1993.

## **SKILL ENHANCEMENT COURSE**

Year	Sem	GEC (Credit)	Subject Code	Topic/Paper	Theory	Practical	Total
1 <sup>st</sup> Year	I	SEC -1 (4-Credits) (Choose only ONE)	EDN501S(a)	Nursery Rhymes	50	EDN501SP(a): 50	100
			EDN501S(b)	Teaching and Testing Skills	50	EDN501SP(b): 50	
	II	SEC -2 (4-Credits)	EDN502S:	ICT Tools and Skills	50	EDN502SP: 50	100



SKILL ENHANCEMENT COURSE  
**EDN501S(a): NURSERY RHYMES**

**4-CREDITS (Theory 2 , Practical 2)**

**Theory 30 Hours**

**Practical 60 Hours**

**The main objectives of the course are to impart the following skills to the learners:**

- How to Develop phonemic awareness, listening skills, and building memory
- How to provide oral support to children and aid in their development of hearing awareness.
- How to provide children's foundational literacy and numeracy skills through activity
- How to develop educational toys and their uses in learning activity for Balvatika stage

**The expected learning outcomes of this course are as follows:**

- Introductory level of Child Care Education
- Introductory knowledge towards Educational Toys and its development
- Understanding foundational literacy and numeracy towards NIPUN Bharat
- Ready to develop new rhymes for preschool learners and teach them through their mother tongue or regional language

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**THEORY:**

**2 CREDITS (50 MARKS)**

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**Module 1: Basic of Child Psychology 1 credit (15 hour)**

- Understanding Developmental Stage (Physical, Socio-Emotional and Ethical, Cognitive, Language and Literacy, Aesthetic and Cultural)
- Understanding Children's Play (Meaning, characteristics, contributions, techniques, stages)
- Competencies based teaching - knowledge, attitude and aptitude

**Module 2: Activity Oriented Rhymes Skills 1 credit (15 hour)**

- Educational toys (toy, games and play)
- Indigenous toys (games and puppets)
- Mapping of toys (development, pedagogy-how and where to use it)

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**PRACTICAL/PRACTICUM 2 CREDITS (50 MARKS)**

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**1. DEVELOPMENT OF EDUCATIONAL TOYS (20 hours)**

Students have to develop any **TWO** of the following toys and write short notes on how to use the toys in Child Care Education:

- a) Animal toys      b) Plant toys      c) Cause and effect toys      d) Puzzle toys  
e) Fidget Toys      f) Oral Motor Stimulators      g) Sensor Toys

**2. DEVELOPMENT OF RHYMES (20 hours)**

Students have to develop the following rhymes based on foundational literacy and numeracy

- a) Rhymes based on local or regional language  
b) Rhymes based on Hindi or English language

Students should submit the **transcript and their own voice record** of the developed rhymes. The concerned department or institution should maintain record of the transcripts and voice records.

**3. CLASSROOM SIMULATION (20 hours)**

Students have to make presentation in front of a simulated classroom on **a) educational toys** and **b) rhymes** developed by them

**Reading Materials:**

1. NCERT (2022) National Curriculum Framework for Foundational Stage. NCERT: ND.
2. Elizabeth Hurlock (2002) Child Development. Tata McGraw: ND
3. NCERT (2022) Toy-Based Pedagogy: A handbook Learning for fun, Joy and Holistic Development Part-I. NCERT: ND
4. Ministry of Education, GOI (2021) Nipun Bharat: Guidelines for Implementation. A National Mission on Foundational Literacy and Numeracy. Department of School Education & Literacy: ND

SKILL ENHANCEMENT COURSE  
**EDN501S(b): TEACHING AND TESTING SKILLS**

4-Credits (Theory – 2, Practical -2)

Theory 30 Hours

Practical 60 Hours

**Learning Objectives**

- To understand the meaning and classifications of teaching skills
- To train skills associated with Teacher-Controlled Instructions
- To train skills associated with Group-Controlled Instructions and Learner-Controlled Instruction
- To prepare testing and evaluating skills of students

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**THEORY      2 CREDITS (50 Marks)**

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**Module I: Understanding Teaching Skills**

**Credit 1 (15 hour)**

- Meaning of Skills and Teaching Skills
- Classifications of Teaching Skills
- Core Teaching Skills, Specific Teaching Skills, Target Group Teaching Specific Skills,
- Teacher Centred, Learner Controlled Instruction (LCI) and Group Controlled Instruction (GCI)

**Module II: Understanding Testing and Evaluating Skills      Credit 1 (15 hour)**

- Meaning of Test, Assessment, Measurement and Evaluation and Testing Skills
- Criteria of measuring tools
- Standardised Test and Teacher Made Test
- Item Revision, Item Analysis and discriminating indices

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**PRACTICAL / SKILL DEVELOPMENT      2 CREDITS (50 Marks)**

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*Students have to prepare records and maintain **Notebook** for the following activities*

**1. Teaching skill development related to teacher, learner and group centred**

- Preparation of 2 Lesson Planning in Primary School Subjects (Herbartian/5E model)
- Conducting Teacher-Controlled Instruction (simulated teaching)
- Conducting 1 each of LCI and GCI

**2. Skill development related to testing and evaluation**

- Item Preparation of different types based on Knowledge, Understanding and Application
- Preparation of Blueprint of Formative and Summative Assessments (Unit test and Terminal Examination)
- Standardised Achievement Test of Primary School Subjects

**REFERENCES:**

1. IGNOU Curriculum and Instruction. ES-331B.Ed. Course IGNOU Study Materials
2. Jaiswal L.C. Curriculum and Development, Doaba Book House, Delhi
3. Chandra A. (1973) Curriculum Development and Evaluation in Education,
4. Aggarwal, J.C (2011) Principles, Methods and Techniques of Teaching, Publishing House, Delhi
5. Bhatia & Bhatia (1994) –The Principles and Methods of Teaching, Doaba House New Delhi
6. Aggarwal, J.C. (1997)Essentials of Examination System Evaluation, Tests and Measurement, Vikas New Delhi
7. Gronlund N. E.& Linn, L. R. (1985) Measurement and Evaluation in Teaching, Macmillan Publishing Company, New York

SKILL ENHANCEMENT COURSE  
**EDN502S: ICT TOOLS AND SKILLS**

4-CREDITS (Theory – 2, Practical-2)

Theory 30 Hours

Practical 60 Hours

**Learning outcomes: -**

The expected paper level learning outcomes of this paper are as follows:

- Practical skills of ICT Tools for using workspace and streaming.
- Practical skills for managing e-documents, e-books, and e-files.
- Practical skills for troubleshooting connectivity,
- Practical skills for using Learning Management System (LMS)
- Practical skills for producing digital stories, videos and short animations

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**THEORY**

**2 Credits (50 Marks)**

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**Module – I: Understanding ICT Tools and Skills 1 Credit (15 hour)**

- Workspace: Google Form, Sheet, Doc, Slides, Sites, Maps, Translate, and Earth.
- Streaming: OBS studio, Google Meet, YouTube Live, Audio books and Podcasts
- e-document: Creation, Editing, Merging, Compressing, Combining, Protecting, and e-Form
- e-books: Creating, Editing, Publishing, Copyright, and Digital Identification, ISSN and ISBN
- e-files: Conversion (PDF, EPUB, MOBI), plagiarism checking, file management, etc.

**Module - II. Teaching - Learning using ICT Tools and Skills 1 Credit (15 hour)**

- Troubleshooting Connectivity: Internet connection, Wifi, hotspot, WIFI direct, Bluetooth
- Learning Management System: Moodle, Google Classroom, and Teachmint.
- Browser Add-on and Plugins: Grammarly, Zotero, QuillBot, iZotope, AI plugins, etc.
- Basic concept of animation and photo editing
- Use of software for animation and audio mixing
- Creating digital stories using animation and audio mixing

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**PRACTICAL 2 Credits (50 Marks)**

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Students should submit reports on any **TWO** activities from the given list for fulfilling the skill enhancement course in ICT Tools and Skills:

1. Conduct a live streaming for departmental seminar, or lecture series, or any educational activities conducted in the institution.
2. Prepare YouTube Channel of the department or institute and upload - audio books, digital stories or other digital media related to educational studies.
3. Prepare e-document or e-magazine or e-journal with ISSN or ISBN as applicable and upload in the institutional website
4. Prepare one Online Learning Module on any subject using Moodle LMS
5. Create a digital story or short animation or rhymes not less than 3 min
6. Create two audio books (Preferable regional language)

**Reading Materials**

1. Neetu Gaikwad and Shweta Agarwal (2022). Study Guide CCC: Course on Computer Concepts. Arihant: ND
2. OBS Help Guide (2022) Open Broadcaster Software Studio (Multiplatform) ver. 28
3. Douglas E. Comer (2006) The Internet Book. Pearson: NJ