

**Syllabus for**  
**Bachelor's degree with Honours in Education**

in view of  
National Educational Policy 2020, Government of India  
and  
the University Grants Commission's Guidelines for the  
Learning Outcomes-based Curriculum Framework (LOCF)  
under the Choice Based Credit System(CBCS).



**DEPARTMENT OF EDUCATION,  
ORIENTAL COLLEGE (AUTONOMOUS) IMPHAL.**

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## **1. PREAMBLE**

### **1.1 Duration of Bachelor's Degree with Honours in Education:**

As per the guidelines of the NEP 2020, & CBSC under UGC, the duration of Bachelor's Degree with honours in Education will be of four years. It consists of eight semesters. It also envisages multiple and exit points and re-entry options, thus creating new possibilities for life-long learning. The pedagogy will have an increased emphasis on Communication, discussion, debate, research and opportunities for cross disciplinary and interdisciplinary thinking.

### **1.2 Types of Qualifications and Qualification title:**

Four types of certificates/ qualifications will be awarded at the successful completion of each year in the four year degree course. They are:

- a) Bachelor's Certificate in Education after completing of first year (Two Semesters) equal to minimum 45 credits.
- b) Bachelor's Diploma in Education upon the successful completion of the second year (Four Semesters) equal to minimum 96 credits.
- c) Bachelor's Degree in Education at the successful completion of three year (Six Semesters) equal to minimum 140 credits.
- d) Bachelor's Degree with Honours in Education at the successful completion of four year (Eight Semesters) equal to minimum 182 credits.

### **1.3 The course components of B.A. (Hons.) Education:**

The undergraduate programme in education contain the following course components:

- a) Core Course (CC)
- b) Discipline Specific elective (DSE)
- c) Generic Elective Course (GEC)
- d) Skill Enhancement Course (SEC)
- e) Ability Enhancement Compulsory Course (AECC)
- f) Value Addition Course (VAC)

#### **1.3(a) Core Course:**

There are a total of eighteen Education Core courses for 108 credits which is to be compulsorily studied by a student of education as core requirement. Core courses contain two components. Theory and tutorial. Theory component shall carry 5 credits and tutorial component carries 1 credit. The ways of studying the 18 core courses/papers in the 4 years UG Programme varied and distinct. A student has to study only two core courses each in the 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> semesters. However, in the 3<sup>rd</sup> and 4<sup>th</sup> semesters, a student has to study three papers each. It is shown in the course structure.

#### **1.3(b) Discipline Specific Elective (DSE):**

In addition to the core courses in education, a student of BA (Hons) Education will choose 4 (four) Discipline Specific Elective Courses of 24 credits in the last four undergraduate programme namely the fifth, sixth, seventh and eight semesters. These courses are to advance knowledge and skill in the core domain. Each of the DSE courses shall contain two components .Theory and tutorial. The theory component shall carry 5 credits and tutorial components shall

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carry 1 credit. There is a special DSE paper entitle Dissertation/ Project/ Internship which is to be introduced in the 8<sup>th</sup> semester. It has three options. Students may select any one option. This paper is special because it involves the application of knowledge in solving/ analyzing/ exploring a real life situation/ difficulty problems.

**1.3(c) Generic Elective Course (GEC):**

It is an elective Course for those students who are not offering education as core subject. It is introduced with an intention to increase wide knowledge. A student has to opt and study 6 (six) GE courses from 3<sup>rd</sup> semester to 8<sup>th</sup> semester comprising of a total of 36 credits. Each of GEC courses shall contain two components .Theory and tutorial. The theory component shall carry 5 credits and tutorial component shall carry 1 credit.

**1.3(d) Skill Enhancement Course (SEC):**

It is a course designed to provide skill based/ value based knowledge and contain both theory and practical. The main purpose of these courses is to provide students with life skills in the hands on mode/ training to increase their employability. A student has to study 2 (two) courses: SEC-1 in 1<sup>st</sup> Semester and SEC-2 in 2<sup>nd</sup> semester comprising of 8 (eight) credits (4 credits each)

**1.3(e) Ability Enhancement Compulsory Course (AECC):**

It is mandatory for all students. It has two papers of 4 credits each. A student has to study AECC-1 in the 1<sup>st</sup> semester and AECC-2 in the 2<sup>nd</sup> semester. The AECC two mandatory courses are (i) English/ MIL and (ii) Environmental Science

**1.3(f) Value Addition Course (VAC):**

Value-Added Courses are part of the curriculum designed to provide necessary skills to increase the employability quotient and equipping the students with essential skills to succeed in life. A student has to study 8 (eight) courses for 16 credits from 1<sup>st</sup> semester to 6<sup>th</sup> (six semester).

**1.4 Programme learning outcomes relating to Bachelor Degree in Education:**

Expected Learning Outcome areas of an undergraduate student after completing Bachelor's Degree programme in Education are as follows:

- i) Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more discipline that form a part of an undergraduate programme of study.
- ii) Communication skills: Ability to express thoughts and ideas effectively in writing and orally.
- iii) Critical thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, argument, and claims beliefs on the basis of empirical evidence.
- iv) Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non- familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- v) Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flows and holes in the arguments of others; analyse and synthesis data from a

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variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

vi) Research related skills: Ability to recognise cause and effect relationships, define problems, formulate hypothesis, test hypothesis, analyse, interpret and draw conclusions from data.

vii) Cooperation/ Team work: Ability to work effectively and respectfully with diverse teams, facilitate cooperative or co-ordinated effort on the part of a group and act together as a group or a team in the interest of a common cause and work efficiently as a member of a team.

viii) Scientific reasoning: Ability to analyse, interpret and draw conclusions from quantitative/ qualitative data; and critically evaluate ideas, evidence and experiences from an open minded and reasoned perspective.

ix) Reflective thinking: Critical sensibility to lived experiences with self-awareness and reflexivity of both self and society.

x) Information/ digital literacy: Capacity to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

xi) *Self-directed learning*: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

xii) *Multicultural competence*: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

xiii) *Moral and ethical awareness/reasoning*: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

xiv) *Leadership readiness/qualities*: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

xv) *Lifelong learning*: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development,

### **1.5 Methods of Teaching:**

- Lecture
- Seminar
- Debate and Discussion
- Project Work

- Observation
- Home Assignment
- Case Study

### 1.6 Course Code Used:

1	AE	Ability Enhancement Compulsory Course
2.	SE	Skill Enhancement Course
3.	HE	Discipline Specific Elective Course
4.	HG	Generic Elective Course
5.	VAC	Value Addition Course
6.	HC	Core Course
7.	Edn	Education

### 1.7. Definition of Key words:

1. Academic Year: Two consecutive (one odd + one even) semesters, (odd semesters usually held in July to December and Even Semesters in January to June) constitute one academic year.
2. Semester: Each semester will consists of 15-16 weeks of academic work equivalent to 90 actual teaching days (excluding of End examination days)
3. Credit: Credit defines the quantum of workload for a course. Generally, one hour of theory or one hour of tutorial or two hours of laboratory work per week for a duration of a semester results in the award of one credit. Credits for internship shall be one credit per week of internship, subject to a maximum of six credits.
4. Grade Point: It is a numerical weight allotted to each letter grade on a 10 point scale.
5. Letter Grade: It is an index of the performance of students in a course. Grades are denoted by the letters O (outstanding), A+ (excellent), A (very good), B+ (good), B (Above average), C-(average) P (pass) F (Fail) and AB (absent).
6. Credit Point: It is the product of grade point and the number of credits for a course.
7. Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester to the total course credits taken during that semester. It shall be expressed up to two decimal places.
8. Cumulative Grade Point Average (CGPA): It is a measure of the overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters to the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
9. Graduate: A person who has been awarded a qualification by an authorized organisation.
10. Continuous Internal assessment (CIA): It comprises (i) Unit tests (ii) Home Assignments (iii) Seminars (iv) Project Works (v) Quiz (vi) Group Discussions. The total weightage of CIA shall be 40% of the total marks of the courses
11. Semester End Examination (SEE): The weightage of semester end examination comprising of objective, very short, short and essay type questions shall be 60% of the total mark

## **2. COURSE STRUCTURE**

Year I (Level 5) Total Credits : 2 Sem. X 24 = 48						
Sem	CC (18 courses x 6 credit each)	DSEC(4 courses x 6 credit each)	GEC (6 courses x 6 credit each)	SEC (2 courses x 4 credit each)	AECC (2 courses x 4 credit each)	VAC (8 courses x 2 credit each)
1	Edn –HC 501			Edn-SE 501	GEN-AE1/MAN-AE-1	VAC 1
	Edn-HC502					VAC2
2	Edn –HC 503			Edn-SE 502	EVS-AE 2	VAC 3
	Edn-HC504					VAC4
Year II (Level 6) Total Credits : 2 Sem. x 26 = 52						
3	Edn –HC 601		Edn-HG 601			VAC 5
	Edn-HC 602					
	Edn-HC 603					
4	Edn –HC 604		Edn-HG 602			VAC 6
	Edn –HC 605					
	Edn –HC 606					
Year III (Level 7) Total Credits: 2 Sem. x 26 = 52						
5	Edn-HC 701	Edn-HE 701//	Edn-HG 701			VAC 7
	Edn-HC 702					
6	Edn-HC 703	Edn-HE 702/	Edn-HG 702			VAC 8
	Edn-HC 704					
Year IV (Level 8) Total Credits : 2 Sem. x 24 = 48						
7	Edn-HC 801	Edn-HE 801/	Edn-HG 801			
	Edn-HC 802					
8	Edn-HC 803	Edn-HE 802	Edn-HG 802			
	Edn-HC 804	Dissertation				
TOTAL : CC 18 courses for 108 credits; DSEC: 4 courses for 24 credits; GEC: 6 courses for 36 credits; SEC: 2 courses for 8 credits; AECC: 2 courses for 8 credits; VAC: 8 courses for 16 credits (altogether 40 courses/ papers & 200 Credits)						

## **3. COURSE CONTENTS WITH CREDITS**

### **3.1 CORE COURSE (18 Courses)**

Year	Sem	Course Code	Title of the Paper	Credits
1 <sup>st</sup> Year	I	Edn-HC- 501	Principles of Education	6 = (5 Theory,1Tutorial)
	I	Edn-HC-502	Educational Philosophy	6 = (5 Theory,1Tutorial)
	II	Edn-HC-503	Educational Sociology	6 = (5 Theory,1Tutorial)
	II	Edn-HC-504	Educational Psychology	6 = (5 Theory,1Tutorial)
2 <sup>nd</sup> Year	III	Edn-HC-601	Development of Education in India	6 = (5 Theory,1Tutorial)
	III	Edn-HC-602	Educational Management	6 = (5 Theory,1Tutorial)
	III	Edn-HC-603	Guidance and Counseling in Education	6 = (5 Theory,1Tutorial)
	IV	Edn-HC-604	Educational Technology	6 = (5 Theory,1Tutorial)

	IV	Edn-HC-605	Education for Curriculum Development	6 = (5 Theory,1Tutorial)
	IV	Edn-HC-606	Inclusive Education	6 = (5 Theory,1Tutorial)
3 <sup>rd</sup> Year	V	Edn-HC-701	Educational Evaluation	6 = (5 Theory,1Tutorial)
	V	Edn-HC-702	Educational Statistics	6 = (5 Theory,1Tutorial)
	VI	Edn-HC-703	Psychology of Adjustment	6 = (5 Theory,1Tutorial)
	VI	Edn-HC-704	Early Childhood Care & Education	6 = (5 Theory,1Tutorial)
4 <sup>th</sup> Year	VII	Edn-HC-801	Comparative Education	6 = (5 Theory,1Tutorial)
	VII	Edn-HC-802	Educational Thinkers	6 = (5 Theory,1Tutorial)
	VIII	Edn-HC-803	Trends and Issues in Indian Education	6 = (5 Theory,1Tutorial)
	VIII	Edn-HC-804	Educational Research	6 = (5 Theory,1Tutorial)

### 3.2 DISCIPLINE SPECIFIC ELECTIVE (4 Courses)

Year	Sem	Course Code	Title of the Paper	Credits
3 <sup>rd</sup> Year	V	Edn.-HE-701 Edn.-HE-701 Edn.-HE-701	<u>Choose any one:</u> Adolescent Education Continuing Education Economics of Education	6 = (5 Theory,1Tutorial) 6 = (5 Theory,1Tutorial) 6 = (5 Theory,1Tutorial)
	VI	Edn.-HE-702 Edn.-HE-702 Edn.-HE-702	<u>Choose any one:</u> Education in Manipur Elementary Education Environmental Education	6 = (5 Theory,1Tutorial) 6 = (5 Theory,1Tutorial) 6 = (5 Theory,1Tutorial)
4 <sup>th</sup> Year	VII	Edn.-HE-801 Edn.-HE-801 Edn.-HE-801	<u>Choose any one:</u> Gender Education Value Education Population Education	6 = (5 Theory,1Tutorial) 6 = (5 Theory,1Tutorial) 6 = (5 Theory,1Tutorial)
4 <sup>th</sup> Year	VIII	Edn.-HE-802	Dissertation/Project/Internship	6



### 3.3 GENERIC ELECTIVE COURSES (6 Courses)

Year	Sem	Course Code	Title of the Paper	Credit
2 <sup>nd</sup> Year	III	Edn.-HG-601	Philosophical and Sociological foundations of Education	6 = (5 Theory,1Tutorial)
	IV	Edn.-HG-602	Educational Psychology And Pedagogy	6 = (5 Theory,1Tutorial)
3 <sup>rd</sup> Year	V	Edn.-HG-701	Development of Education in India	6 = (5 Theory,1Tutorial)
	VI	Edn.-HG-702	Issues and trends in contemporary Indian Education	6 = (5 Theory,1Tutorial)
4 <sup>th</sup> Year	VII	Edn.-HG-801	Educational Evaluation and Statistics	6 = (5 Theory,1Tutorial)
	VIII	Edn.-HG-802	Educational Management and Educational Technology	6 = (5 Theory,1Tutorial)

### 3.4 SKILL ENHANCEMENT COURSE (2 Courses)

Year	Sem	Course Code	Title of the Paper	Credits
1 <sup>st</sup> Year	I	Edn. –SE-501	Guidance and Counselling	4=(3Theory,1Practical)
	II	Edn. –SE-502	Pre-School Management	4=(3Theory,1Practical)

## **4. DETAILS OF CORE COURSES**

### **Edn-HC-501: PRINCIPLES OF EDUCATION**

**6 CREDITS (5 Theory, 1 Tutorial)**

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

- 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**

**12 Lec. 20 Marks**

- 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 11: FACTORS OF EDUCATION-1**

**12 Lec. 20 Marks**

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.

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**UNIT 111: FACTORS OF EDUCATION-II** **12 Lec. 20 Marks**

- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

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**UNIT IV: AGENCIES OF EDUCATION** **12 Lec. 20Marks**

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

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**UNIT V: CHILD CENTRICISM AND PLAY-WAY IN EDUCATION** **12 Lec. 20 Marks**

- 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

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**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 Shaيدا, B.D. : Principles and Techniques of Education, Dhanpat Rai & Sons, Delhi, 1978
8. Ross, J. S. (1962). Groundwork of Educational Theory. United Kingdom: Harra

**Edn-HC-502: EDUCATIONAL PHILOSOPHY 6 CREDITS (5Theory, 1Tutorial)****Expected Learning Outcomes:-**

- 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

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**UNIT 1: PHILOSOPHY AND EDUCATION** **15 Lec. 26Marks**

- Meaning, Nature, Functions, Scope of Educational Philosophy
- Relationship between Philosophy and Education.
- Branches of Philosophy and their Educational Implications – Metaphysics, Epistemology and Axiology.

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**UNIT11: EASTERN EDUCATIONAL PHILOSOPHY –I** **8 Lec. 10Marks**

- Indian Educational Philosophy of Carvaka, Buddhism, Nyaya, and Sankhyawith references to reality, knowledge, value, logic and ethics.

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**UNIT 111: EASTERN EDUCATIONAL PHILOSOPHY –II** **7 Lec. 10 Marks**

- Asian Educational Philosophy of Confucian (Good Person and Good Society), Taoist (Yin and Yang), Mencius (Nature is Good; Nature and Heaven).

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**UNIT IV: WESTERN EDUCATIONAL PHILOSOPHY** **15 Lec. 28 Marks**

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

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**UNIT V: NATIONAL VALUES AS ENSHRINED IN INDIAN CONSTITUTION****15 Lec. 26 Marks****Concept, meaning and educational implications of:**

- Socialism,
- Secularism,
- Justice,
- Liberty
- Equality and
- Democracy

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**SUGGESTED READING**

1. Archibalt, 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: MotilalBanarsidass 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: Rinchart 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

**Edn-HC-503: EDUCATIONAL SOCIOLOGY****6 CREDITS (5Theory 1Tutorial)****Expected Learning Outcomes:-**

- Understand meaning, 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** **12 Lec. 20 Marks**

- 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** **12 Lec 20 Marks**

- 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** **12 Lec 20 Marks**

- 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** **12Lec 20 Marks**

- Culture: meaning, types, characteristics &significance
- Factors responsible for cultural change
- Impact of Education & culture
- Social change and educatio

**UNIT-V: SOCIAL CONTROL AND EDUCATION** **12Lec 28 Marks**

- Meaning, definition and nature of social control
- Purpose of social control
- Role of social control by education

**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): Vinod PustakMandir.
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:Dhanpar Rai and Sons.
9. Saxena, N.R.S. (2004) Philosophical and Sociological Foundation of Education, Meerut: R. Lall Book Depot.

**Expected learning outcomes:**

- 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, and concept of multiple intelligence.
- Acquainted with different types of personality and the adjustment mechanism

**UNIT I: PSYCHOLOGY AND EDUCATION****15 Lec 25 Marks**

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

**UNIT II: INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT****7 Lec 12 Marks**

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

**UNIT III: INTRODUCTION TO LEARNING THEORIES****15 Lec 25 Marks**

- 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 IV: INTRODUCTION TO INTELLIGENCE AND ITS THEORIES****8 Lec, 12 Marks**

- Meaning ,nature,and the theories of intelligence
- Gardner's theory of Multiple Intelligence, Emotional Intelligence

**UNIT V: INTRODUCTION TO CREATIVITY AND PERSONALITY 15Lec, 26 Mark**

- Creativity: concept, characteristics and stages of creativity
- Personality: meaning, nature and theories (Type and trait theory)

**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. 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 : 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.

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**Edn-HC-601: DEVELOPMENT OF EDUCATION IN INDIA****6CREDITS****(5Theory, 1 Tutorial)****Expected Learning Outcomes:-**

- 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- I ANCIENT SYSTEM OF EDUCATION****8 Lec 12 Marks**

- Salient features of Vedic education
- Salient features of Buddhist education

**UNIT- II MEDIEVAL SYSTEM OF EDUCATION****7 Lec 12 Marks**

- Salient features of Islamic education
- Western missionaries education in India (1700-1813)

**UNIT- III EDUCATION BEFORE INDIAN INDEPENDENCE****15 Lec 25 Marks**

- 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- IV EDUCATION AFTER INDIAN INDEPENDENCE****15 Lec 25 Marks**

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

**UNIT-V: DEVELOPMENT OF EDUCATION IN MANIPUR 1CREDITS****15 Lec 26 Marks**

- 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

**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

## **Edn-HC-602: EDUCATIONAL MANAGEMENT**

**6 CREDITS**  
**(5 Theory 1 Tutorial)**

### **Expected Learning Outcomes:**

- 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 12 Lec. 20 Marks**

- 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 12 Lec. 20 Marks**

- Meaning, nature and significance of educational planning
- Types and approaches to educational planning

### **UNIT- III: EDUCATIONAL FINANCE 12 Lec. 20 Marks**

- Educational finance: concept, meaning, principles, importance, sources and problems of educational finance.

### **UNIT-IV: EDUCATIONAL ORGANIZATION 12 Lec. 20 Marks**

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

### **UNIT-V: EDUCATIONAL SUPERVISION 12 Lec. 20 Marks**

- Educational supervision: meaning, nature and scope
- Functions of educational supervision
- Supervisory programmes: Principles & Types

### **Suggested Readings**

1. Aggarwal J.C: Educational Planning, Budgeting and Financing in India, Arya Book Department
2. Ahuja A Kumar: Educational Management, Planning and Finance, Author Press Delhi 2007
3. Bhatnagar R. P& Aggarwal Vidya, Meerut, Planning and Finance, R.Lall Book Depot 2009
4. Bhatnagar SS & Gupta KK: Educational Administration and Management, Surya Publication, Meerut 2006

5. MohantyJaganath: Educational Management, Supervision School Organization, Neelkamal Publications, New Delhi 2016
6. Nehru S.S. Educational Administration, Management & Planning, APH Publishing Corporation, New Delhi 2013
7. Sharma R. A.: Educational Administration and Management, R. Lall Surya Publication, Meerut 2006

**Edn-HC-603: GUIDANCE AND COUNSELLING IN EDUCATIO                      6 CREDITS**  
**(5Theory 1Tutorial)**

**Expected Learning Outcomes:**

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

<b>UNIT I- GUIDANCE IN EDUCATION</b>	<b>15 Lec. 25 Marks</b>
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- Meaning, Scope, Objectives and Functions
- The Relation between Education and Guidance
- Need and Importance of Guidance in Education
- Guidance Movement in India

<b>UNIT II- BASIC DATA NECESSARY FOR GUIDANCE</b>	<b>15 Lec. 25 Marks</b>
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- Intelligence, Abilities, Aptitudes, Interests, Attitudes and Personality Traits
- Cumulative Record Card
- Individual Inventories

<b>UNIT III- EDUCATIONAL AND VOCATIONAL GUIDANCE</b>	<b>7 Lec. 12 Marks</b>
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- Educational: Meaning, Scope and Function at different stages of Education
- Vocational: Meaning, Scope, Objective and Relationship between Educational Guidance and Vocational Guidance

<b>UNIT IV- PERSONAL GUIDANCE IN EDUCATION</b>	<b>8 Lec. 12 Marks</b>
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- Meaning, Need and Aims of Personal Guidance. Behavioral Problems of Students in Adolescents Periods.
- Role of teachers and parents in personal guidance

<b>UNIT V- COUNSELING IN EDUCATION</b>	<b>15 Lec. 26 Marks</b>
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- Meaning, Nature, Objectives and Principles
- Relationship between Guidance and Counseling
- Types of Counseling- Directive, Non-directive and Eclectic
- Individual and Group Counseling



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**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

**Edn-HC-604: EDUCATIONAL TECHNOLOGY****6 CREDITS  
(5 Theory 1Tutorial)****Expected Learning Outcomes:**

- 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****8 Lec. 15 Marks**

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

**Unit II: Computer in Education****8 Lec. 10 Marks**

- Computer and its role in education
- Role of computer network and internet in education

**UNIT: III Communication and Classroom Interaction****8 Lec. 15 Marks**

- Communication and classroom interaction- concept, element and process
- Barriers to communication
- Factors effecting communication

**Unit IV: Instructional techniques****18 Lec. Marks**

- 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 V: Innovations in Educational technology****18 Lec. 30 Marks**

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

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**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

**Edn-HC-605: EDUCATION FOR CURRICULUM DEVELOPMENT 6 CREDITS  
(5 Theory, 1Tutorial)****Expected Learning Outcomes:-**

- 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.

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**UNIT I: INTRODUCTORY CONCEPT****15 Lec. 25 Marks**

- 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

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**UNIT II: CURRICULUM DESIGN****15 Lec.25 Marks**

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

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**UNIT III: CURRICULUM ORGANIZATION****8 Lec. 12 Marks**

- Principles and criteria for developing learning experiences
- Selection and organization of learning experiences

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<b>UNIT IV: CURRICULUM TRANSACTION</b>	<b>8 Lec. 12 Marks</b>
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- Meaning, Methods and Techniques of Curriculum Transaction
- Role of Teachers in Curriculum Transaction

<b>UNIT V: EVALUATION &amp; REFORM OF CURRICULUM</b>	<b>15 Lec.26 Marks</b>
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- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation – formative & summative
- Models of evaluation – Stufflebeam & Taylor
- Curriculum reform – factors & obstacle

<b>Suggested Readings:</b>
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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, The University of Chicago Press, 1974.
8. UNESCO Curricula & Lifelong Education, Paris, UNESCO.1981

## **Edn-HC-606: INCLUSIVE EDUCATION**

**6 CREDITS**  
**(5 Theory 1 Tutorial)**

### **Expected Learning Outcomes:**

- 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.

<b>UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION</b>	<b>15 Lec. 26 Marks</b>
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- Concept and meaning of Inclusive Education
- Need and Importance of Inclusive Education.
- Objectives of Inclusive Education

<b>UNIT II: CHILDREN WITH SPECIAL NEEDS (CWSN)</b>	<b>15 Lec. 25 Marks</b>
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- Meaning, Types, Identification and characteristics of children with Special Needs (CWSN)
- Physically, Visually and Mentally Challenged.
- Speech, Hearing and Language Impaired.

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**UNIT III: TECHNIQUES AND AIDS FOR THE EDUCATION OF CWSN** **8 Lec. 12 Marks**

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

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**UNIT IV: TEACHING STRATEGIES OF INCLUSIVE EDUCATION** **15 Lec.25 Marks**

- Use of multimedia and computer assisted instruction
- Team Teaching
- Cooperative learning
- Peer tutoring

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**UNIT V: POLICIES AND PROGRAMS OF INCLUSION** **8 Lec. 12 Marks**

- 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

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**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: Lewrence 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.

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**Edn-HC-701: EDUCATIONAL EVALUATION**

**6 CREDITS**  
**(5 Theory 1 Tutorial)**

**Expected Learning Outcomes:-**

- 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.

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**UNIT I: EDUCATIONAL MEASUREMENT AND EVALUATION** 12 Lec. 20 Marks

- 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**

12 Lec. 20 Marks

- 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**

12 Lec. 20 Marks

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

**UNIT IV: PLANNING AND PREPERATION OF TEST**

12 Lec. 20 Marks

- Weightage given to the objectives
- Weightage given to the content
- Making blueprint

**UNIT V: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENTS**

12 Lec. 20Marks

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

**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, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E. (1970): Measurement and Evaluation in Psychology and Evaluation, N Y Wiley.

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## **Edn-HC-702: EDUCATIONAL STATISTICS**

**6 CREDITS**  
**(5 Theory, 1Tutorial)**

### **Expected Learning Outcomes:-**

- Compute different types of Statistical Measures.
- Practical orientation involving selection of appropriate data analysis techniques.
- Understand and apply various statistical techniques to field-based educational data.
- 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)

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### **UNIT I: STATISTICS IN EDUCATION**

**12 Lec. 20 Marks**

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

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### **UNIT II: STATISTICAL MEASURES -I**

**13 Lec. 20 Marks**

- Measures of Central Tendency: Definition, objectives and characteristics of central tendency.
- -Mean, Median and Mode from ungrouped and grouped data with their uses and limitations.

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### **UNIT III: STATISTICAL MEASURES- II**

**15 Lec. 30 Marks**

- Measures of Dispersion: Definition, objectives, and characteristics of a good measure of dispersion
- -Range, Quartile Deviation, Average Deviation, Standard deviation and the Variance with their uses and limitations.

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### **UNIT IV: PARAMETRIC AND NON-PARAMETRIC TESTS**

**12 Lec. 20 Marks**

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

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### **UNIT V: NORMAL PROBABILITY CURVE**

**8 Lec. 10 Marks**

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

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### **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

## **Edn-HC-703: PSYCHOLOGY OF ADJUSTMENT**

**6 CREDITS**  
**(5Theory 1Tutorial)**

### **Expected Learning Outcomes:-**

- 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 I: INTRODUCTION TO PSYCHOLOGY OF ADJUSTMENT 12 Lec.20 Marks**

- Meaning, Definition &Criteria of good adjustments
- Role of teachers in the process of adjustments
- Adjustment mechanism

### **UNIT II: INTRODUCTION TO MALADJUSTMENT AND PROBLEM BEHAVIOUR**

**12 Lec. 20 Marks**

- Meaning,Definition,Symptoms and causes of maladjustment
- Problem,Behaviour-Aggressiveness , delinquency, substance abuse, Nomophobia(Smartphone addiction)

### **UNIT III: MULTI-AXIAL CLASSIFICATION OF MENTAL DISORDERS 12Lec.20Marks**

- 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 IV: COPING STRATEGIES FOR STRESSFUL SITUATION 12Lec. 20Marks**

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

### **UNIT V: MALADJUSTED INDIVIDUAL AND THEIR EDUCATION 12 Lec.20Marks**

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

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## Suggested Readings

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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 Wadworth. 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.

### **Edn-HC-704: EARLYCHILDHOOD CARE& EDUCATION**

**6 CREDITS**  
(5Theory, 1Tutorial)

#### **Expected Learning Outcomes:-**

- Understand the concept of early childhood care and education
- Know the role of heredity and environment in the development of children
- 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

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#### **UNIT I: INTRODUCTION TO EARLY CHILDHOOD CARE-I**

**8 Lec. 12 Marks**

- Meaning, nature, significance and objectives of early childhood care and education.
- Role of heredity and environment in the development children.
- Importance of early childhood years.

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#### **UNIT II: INTRODUCTION TO EARLY CHILDHOOD CARE-II**

**7 Lec. 12 Marks**

- 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)

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#### **UNIT III: UNDERSTANDING EARLY CHILDHOOD**

**15 Lec .26 Marks**

- 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



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**UNIT IV: UNDERSTANDING CHILD CARING EDUCATION****15 Lec. 25 Marks**

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

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**UNIT V: UNDERSTANDING THE DEVELOPMENT STAGES OF CHILDREN****15 Lec. 25 Marks**

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

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**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.

**Edn-HC-801: COMPARATIVE EDUCATION****6 CREDITS  
(5Theory1Tutorial)****Expected Learning Objectives:-**

- 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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**UNITI: INTRODUCTION TO COMPARATIVE EDUCATION****12 Lec. 20 Marks**

- 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** **12 Lec. 20 Marks**

- 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****12 Lec. 20 Marks**

- 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** **12 Lec. 20 Marks**

- Higher Education: Aims, contents, methods and instruction in India, UK, USA and China

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**UNIT V: DISTANCE EDUCATION****12 Lec. 20 Marks**

- Distance Education; Its needs and various concepts with reference to UK, USA and China.

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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.

**Edn-HC-802: EDUCATIONAL THINKERS****6 CREDITS**  
**(5Theory, 1Tutorial)****Expected Learning Outcomes:-**

- 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.

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**UNIT-I: RABINDRANATH TAGORE****12 Lec. 20 Mark**

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

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**UNIT-II: SWAMI VIVEKANANDA****12 Lec. 20 Mark**

- His educational ideas, aims of education
- Curriculum, methods of teaching, religious education
- Evaluation of Vivekananda's philosophy of education
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<b>UNIT -III: A.P.J ABDUL KALAM</b>	<b>12 Lec. 20 Mark</b>
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- Brief life sketch and philosophy of life
- Views of Kalam on Educational philosophy and practices
- Kalam's Education Model for the 21<sup>st</sup> Century

<b>UNIT-IV: JEAN JAQUES ROUSSEAU</b>	<b>12 Lec. 20 Mark</b>
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- His educational philosophy, aims of education
- Views on Curriculum, methods of teaching
- Contribution to educational theory and practice

<b>UNIT-V: JOHN DEWEY</b>	<b>12 Lec. 20 Mark</b>
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- His philosophy of education, aims of education
- Dewey's concept of Discipline, Curriculum, methods of teaching
- Contribution to modern education

<b>Suggested Readings</b>
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1. Aggarwal J.C: Theory and Principles of education, Vikas Publishing House. 2010
2. Chaube, SP: Indian and Western Educational philosophies, Vinod Pustakmandir 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.

## **Edn-HC-803: TRENDS AND ISSUES IN INDIAN EDUCATION**

**6 CREDITS (5 Theory 1 Tutorial)**

### **Expected Learning Outcomes:-**

- Understand of Universal Elementary Education (UEE) and Universal Secondary Education (USE) with special reference to SSA-SSM, RTE Act 2009, DPEP, RMSA, Samagra Shiksha Abhiyan
- 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

<b>UNIT-I: ISSUES OF UNIVERSALIZATION OF ELEMENTARY EDUCATION</b>
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<b>8 Lec. 12 Marks</b>
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- 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

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**UNIT-II: ISSUES OF UNIVERSALIZATION OF SECONDARY EDUCATION****8 Lec. 12 Marks**

- Issues of Universalization of Secondary Education- meaning, objectives, progress, issues and trends with reference to RMSA, Samagra Shiksha Abhiyan, NEP 2020 on Secondary Education

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**UNIT-III: ISSUES OF HIGHER AND UNIVERSITY EDUCATION 15 Lec. 26 Marks**

- 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.

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**UNIT-IV: ISSUE OF ALTERNATIVE EDUCATION AND ODLS 15 Lec. 25 Marks**

- 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

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**UNIT-V: SOME MAJOR ISSUES AND TRENDS IN EDUCATION 15 Lec. 25 Marks**

- 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

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**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.

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**Edn-HC-804: EDUCATIONAL RESEARCH 6 CREDITS (5 Theory 1Tutorial)****Expected Learning Outcomes:-**

- 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 research report

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

**12 Lec. 20 Marks**

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

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

**12 Lec. 20 Marks**

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

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

**12 Lec .20 Marks**

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

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

**12 Lec. 20 Marks**

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

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### **UNIT V: WRITING RESEARCH REPORT**

**12 Lec. 20 Marks**

- General format of the research report
- Style and format of writing
- Typing of the research report
- Proof reading of the final draft of the research report.
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### **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 Publish.

## **5. DETAILS OF DISCIPLINE SPECIFIC ELECTIVES**

### **Edn-HE-701: ADOLESCENT EDUCATION**

**6 CREDITS (5 Theory, 1Tutorial)**

#### **Expected Learning Outcomes:-**

- 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**

**12 Lec. 20 Marks**

- 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**

**12 Lec.20 Marks**

- 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**

**12 Lec. 20 Marks**

- 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**

**12 Lec. 20 Marks**

- The Sexual culture and developing a sexual identity.
- Sexual Attitudes and Behaviour: Self stimulation, contraceptive use. Sexually transmitted Infections, Sources of sex Information.

#### **UNIT V: PROBLEMS OF ADOLESCENT**

**12 Lec. 20 Marks**

- Problems in Adolescence and prevention: Drug use, Delinquency, Depression, Suicide and self-harm, problems related to media and Technology.

#### **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 esteem 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.

## **Edn-HE-701: CONTINUING EDUCATION**

**6 CREDITS**  
**(5 Theory 1 Tutorial)**

### **Expected Learning Outcomes:-**

- 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.

<b>UNIT-I: INTRODUCTION TO CONTINUING EDUCATION-I</b>	<b>7 Lec. 12 Marks</b>
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- Meaning, concept scope, objectives and importance of continuing education

<b>UNIT-II: INTRODUCTION TO CONTINUING EDUCATION-II</b>	<b>8 Lec. 12 Marks</b>
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- Life-long learning, Priorities of learning, characteristics of adult learners.
- Adult literacy, adult learning centre, Padhna Likhna Abhiyan, Sakshaar Bharat Mission

<b>UNIT-III: RESOURCES OF CONTINUING EDUCATION</b>	<b>15 Lec. 25 Marks</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.

<b>UNIT-IV: ANDRAGOGY</b>	<b>15 Lec. 25 Marks</b>
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- Concept, characteristic, importance and principles of andragogy
- Approaches and strategies for basic literacy
- Self-directed learning and guided learning

<b>UNIT-V: SUPPORT SYSTEM OF CONTINUING EDUCATION</b>	<b>15 Lec. 26 Marks</b>
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- Planning of continuing education programmes
- Relevance with dropouts and technology,
- Vocational courses, skill development.

<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 Millia Islamia, New Delhi.
3. Brookfield D. Stephen (1999): Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices, Jossey-Bass.

4. Caroll 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,

## **Edn-HE- 701: ECONOMICS OF EDUCATION**

**6 CREDITS  
(5Theory 1Tutorial)**

### **Expected Learning Outcomes:-**

- 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**

**15 Lec. 26 Marks**

- 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)**

**15 Lec. 25 Marks**

- 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**

**15 Lec. 25 Marks**

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



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<b>UNIT IV: RESOURCES IN EDUCATION</b>	<b>8 Lec. 12 Marks</b>
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- Sources of income
- Role of the Centre, States and Institutions for financing education.

<b>UNIT V: RATE OF RETURN IN EDUCATION</b>	<b>7 Lec. 12 Marks</b>
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- Concept of returns in Education, Calculation of rates of return.
- Internal efficiency and rate of return.
- Age Education Earning profile.

<b>SUGGESTED READINGS</b>
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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.

## **Edn-HE-702: EDUCATION IN MANIPUR**

**6 CREDITS  
(5Theory 1Tutorial)**

### **Expected Learning Outcomes:-**

- 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 trends and problems of Education in Manipur

<b>UNIT I: EDUCATION DURING PRE AND POST INDEPENDENCE PERIOD IN MANIPUR</b>	<b>12 Lec. 20 Marks</b>
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- Emergence of Socio-education system in Manipur
- Development of Education during pre-Independence (before 1947)
- Development of Education after Independence (1947 onwards)

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**UNIT II: DEVELOPMENT OF SCHOOL EDUCATION IN MANIPUR1****12Lec.20 Marks**

- 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

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**UNIT III: DEVELOPMENT OF COLLEGIATE AND UNIVERSITY EDUCATION IN MANIPUR****12 Lec. 20 Marks**

- 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)

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**UNIT IV: DEVELOPMENT OF FEMALE EDUCATION IN MANIPUR****12 Lec. 20 Marks**

- Education of women in ancient Manipur
- Progress of women's education after independence
- Problems and remedial measures of women education in Manipur

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**UNIT V: DEVELOPMENT OF DIFFERENT TRADES AND PROBLEMS OF EDUCATION****12 Lec.20 Marks**

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

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**SUGGESTED READINGS**

1. Jamini Devi. (2006). Education in Manipur. India: Rai Pravina 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.

**Edn-HE-702: ELEMENTARY EDUCATION****6 CREDITS  
(5 Theory 1Tutorial)****Expected Learning Outcomes:-**

- 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

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<b>UNIT I: INTRODUCTION TO ELEMENTARY EDUCATION</b>	<b>15 Lec. 26 Marks</b>
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- Aims, practices and perspective of elementary education
- Elementary education as a constitutional provision
- Changing Pattern of elementary education as per NEP 2020

<b>UNIT II: ORGANIZATION OF ELEMENTARY EDUCATION</b>	<b>8 Lec. 12 Marks</b>
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- Role of local bodies, school management and development committee, parents-teachers unit

<b>UNIT III: SCHEMES OF ELEMENTARY EDUCATION</b>	<b>7 Lec. 12 Marks</b>
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- SarvaShikshaAbhiyan (SSA)- Objectives, implementation and quality of the schemes
- Mid Day Meal (MDM)- Objectives, Salient features , implementation and quality of the scheme

<b>UNIT IV: FRAMEWORK OF ELEMENTARY EDUCATION</b>	<b>15 Lec. 25 Marks</b>
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- 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)

<b>UNIT V: PEDAGOGY AND INCLUSIVENESS AT THE ELEMENTARY LEVEL</b>
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<b>15 Lec.25 Marks</b>
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- 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

<b>SUGGESTED READINGS</b>
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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.

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**Edn-HE-702: ENVIRONMENTAL EDUCATION****6 CREDITS  
(5Theory 1Tutorial)****Expected Learning Outcomes:-**

- 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.
- Aware of how far this environmental education is effective by conducting assessment.

**UNIT I: INTRODUCTORY CONCEPT OF ENVIRONMENTAL EDUCATION****15 Lec. 26 Marks**

- 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-I****8 Lec. 12 Marks**

- Environmental Issues (climate change & Global warming)
- Environmental hazards- air, water, land and noise.

**UNIT III: ENVIRONMENTAL HAZARD AND EDUCATIONAL PROGRAMME-II****7 Lec. 12 Marks**

- Extinction of Flora and Fauna, Deforestation and soil erosion
- Environmental educational programme at district, state and national level

**UNIT IV: APPROACHES & METHODS OF ENVIRONMENTAL EDUCATION****15 Lec. 25 Marks**

- 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 V: EVALUATION OF ENVIRONMENTAL EDUCATION 15 Lec. 26 Marks**

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

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**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 Wiley.
3. Nasrin (1999) Environmental Education, New Delhi: A.P.M. publishing corporation.
4. Prabhakar, V.K. (2001) Environmental Education, New Delhi: Aimol publication.
5. Srinivasan, P & Singh D.P. (2002) Environmental Education, New Delhi: Aimol Publication.
6. Sujata A (2004) Environmental Education: a key to effective teaching, New Delhi: Kilaso books.

**Edn-HE-801: GENDER EDUCATION****6 CREDITS  
(5 Theory 1 Tutorial)****Expected Learning Outcomes:-**

- 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 I: GENDER ISSUES: KEY CONCEPTS –I** **8 Lec. 12 Marks**

- Meaning of gender, gender based, gender issue, gender education.
- gender bias- concept and its meaning, gender stereotyping

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**UNIT II: GENDER ISSUE: KEY CONCEPTS-II** **7 Lec. 12 Marks**

- Sexuality- importance of sexuality in education
- basic distinction- sex and gender

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**UNIT III: GENDER AND SCHOOLING** **15 Lec. 25 Marks**

- 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 IV: THEORIES ON GENDER AND EDUCATIONAL APPLICATIONS** **15 Lec. 25 Marks**

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

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**UNIT V: NATIONAL EDUCATIONAL POLICIES AND GENDER ISSUES****15 Lec. 26Marks**

- Nationalization of Woman Education
- National Educational Policy 1986
- National Curriculum Framework 2005
- Beti Bachao Beti Padoo

**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.

**Edn-HE-801: VALUE EDUCATION****6 CREDITS  
(5 Theory 1Tutorial)****Expected Learning Objectives:-**

- 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
- Understand how values can be fostered by parents, teachers, religion, and mass media

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**UNIT I: INTRODUCTION TO ETHICS****12 Lec. 20 Marks**

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

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**UNIT II: MORALITY AND MORAL EDUCATION****12 Lec. 20 Marks**

- 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 III: CONCEPT OF VALUE AND VALUE EDUCATION** **12 Lec. 20 Marks**

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

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**UNIT IV: HUMAN VALUES** **12 Lec. 20 Marks**

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

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**UNIT V: FOSTERING VALUES IN SOCIETY** **12 Lec. 20 Marks**

- Roles of Parents, teachers, religions, mass media, voluntary organizations and government

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**SUGGESTED READING:**

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.

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**Edn.-HE-801: POPULATION EDUCATION**

**6 CREDITS**  
**(5Theory 1Tutorial)**

**Expected Learning Outcomes:-**

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

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**UNIT I: CONCEPT OF POPULATION EDUCATION-I** **8 Lec. 12 Marks**

- Meaning and objectives of population Education,
- Factors influencing population – Sociological, economic, political, Biological and Psychological

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**UNIT II: CONCEPT OF POPULATION EDUCATION-II** **7 Lec. 12 Marks**

- Concepts related to population education – Birth rate, Death rate, Fertility, Infant mortality, morbidity and migration.
- Need for population Education.

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**UNIT III: POPULATION GROWTH AND ITS IMPACT** **15 Lec. 26 Marks**

- Quality of life – concept and meaning
- Human Resource Development (Concept).

- Population Education programmes in India.
- Problems of population Education and its suggestive measures.

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**UNIT IV: POPULATION GROWTH AND RESPONSIBILITIES** **15 Lec. 25 Marks**

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

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**UNIT V: POPULATION EDUCATION AND SCHOOL** **15 Lec. 25 Marks**

- 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.

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**Suggested Readings:**

1. Aggarwall, J.C. : Population Education, Shipra publications ,II 5-A, Shakarpur, Delhi-110092, 2009.
2. Asha A.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.

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**Edn-HE-802: DISSERTATION/PROJECT/INTERNSHIP **6 CREDITS****

(A student must select any one from the following courses)

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**A. DISSERTATION**

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

(i)	Dissertation	75 Marks.
(ii)	Viva-voce	25 Marks.
	Total	100 Marks.

The students offering dissertation will have to submit their dissertations before the theory examination fixed by the college 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 College Department shall appoint one external supervisor for Viva-voce.



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## **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 = 25 Marks.

Total = 100 Marks

The College Department shall appoint one external supervisor for Viva-voce.

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## **C. INTERNSHIP**

Candidate may opt Internship for Practice Teaching in any one of the selected school(s) by the department. 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 college department 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 |

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## **6 .DETAILS OF GENERIC ELECTIVE COURSES**

### **Edn-HG-601: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION      6 CREDITS (5Theory 1Tutorial)**

#### **Expected Learning Outcomes:-**

- 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**

**15 Lec. 26 Marks**

- 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-I**

**15 Lec. 25 Marks**

- Science of Education and Philosophy of education
- Idealism, Naturalism, Realism and Pragmatism- their contribution to present day education.

#### **UNIT III:ROLE OF PHILOSOPHY IN EDUCATION-II**

**15 Lec.25 Marks**

- Educational thought of Plato, Aristotle, Rousseau, Froebel and Dewey.

#### **UNIT IV: FREEDOM AND DISCIPLINE**

**8 Lec. 12 Marks**

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

#### **UNIT V: SOCIOLOGY AND EDUCATION**

**8 Lec. 12 Marks**

- 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

#### **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, Canculla, 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.

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## **Edn-HG-602: EDUCATIONAL PSYCHOLOGY AND PEDAGOGY**

**6 CREDITS (5Theory, 1Tutorial)**

### **Expected Learning Outcomes:-**

- 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**

**15 Lec. 25 Marks**

- 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 TRAITS**

**15 Lec. 25 Marks**

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

### **UNIT III: LEARNING -I**

**8 Lec. 12 Marks**

- Meaning, nature and factors of learning
- Learning and motivation
- Important techniques of motivation in classroom

### **UNIT IV: LEARNING -II**

**8 Lec. 12 Marks**

- Theories of learning (Thorndike and Skinner)
- Insightful learning.

### **UNIT V: PEDAGOGY AND ITS IMPLICATIONS**

**15 Lec. 26 Marks**

- 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

### **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. 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.: Educationa Psychology, Prentice Hall, New Delhi, 1970.
8. Yaokam& Simson: Modern methods and techniques of teaching.

## **Edn-HG-701: DEVELOPMENT OF EDUCATION IN INDIA**

**6 CREDITS (5Theory, 1Tutorial)**

### **Expected Learning Outcomes:-**

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

### **UNIT I: EDUCATION IN ANCIENT INDIA-I**

**8 Lec. 12 Marks**

- Vedic education: aims of education, process of education, curriculum and organization.

### **UNIT II: EDUCATION IN ANCIENT INDIA-II**

**8 Lec. 12 Marks**

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

### **UNIT III: EDUCATION IN MEDIEVAL INDIA**

**8 Lec. 12 Marks**

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

### **UNIT IV: EDUCATION IN BRITISH INDIA**

**18 Lec. 33 Marks**

- 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.

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**UNIT V: DEVELOPMENT OF INDIAN EDUCATION IN THE POST-INDEPENDENCE PERIOD** **18 Lec. 31 Marks**

- Recommendations of University Education Commission 1948-49
- Secondary Education Commission 1952-53
- Kothari Commission 1964-66
- NPE 1986
- POA 1992
- NEP 2020

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**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.

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**Edn-HG-702: ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION**

**6 CREDITS (5Theory, 1Tutorial)**

**Expected Learning Outcomes:-**

- 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

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**UNIT I: ELEMENTARY EDUCATION-I**

**8 Lec. 12 Marks**

- Aims and objectives
- Universalization
- Girl's education
- Problems of non-retention

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**UNIT II: ELEMENTARY EDUCATION-II** **8 Lec. 12 Marks**

- Functions of DIETS, NCERT, SCERT
- Operation Black Board
- District Primary Education programmes
- SSA

**UNIT III: SECONDARY EDUCATION** **18 Lec. 31 Marks**

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

**UNIT IV: ALTERNATIVE SCHOOLING** **18 Lec. 33 Marks**

- 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 V: CONTINUING EDUCATION** **8 Lec. 12 Marks**

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

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**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, New Delhi, 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, New Delhi, 1987.
8. Talukdar, B.K.: Adult Education: Concepts and Methods, Bina Library, Gauhati 1993.

**Expected Learning Outcomes:-**

- 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****8 Lec. 12 Marks**

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

**UNIT II: TYPES OF EVALUATION****8 Lec. 12 Marks**

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

**UNIT III: MEASURING INSTRUMENTS AND THEIR CLASSIFICATION****8 Lec. 12 Marks**

- 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-I****18 Lec. 31 Marks**

- Nature and scope of educational statistics
- Measures of central tendency- mean, median and mode

**UNIT V: STATISTICS IN EDUCATION-II****18 Lec. 33 Marks**

- Measures of variability- Range, Quantile deviation(Q), Average Deviation (AD), Standard Deviation (SD)

**SUGGESTED READING**

1. Aggrawal, R.L. and V. Asthana: Educational Measurement and evaluation, Vinod PustakMandir, 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.

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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.

**Edn-HG-802: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY 6 CREDITS (5Theory, 1Tutorial)**

**Expected Learning Outcomes:-**

- 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

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**UNIT I: EDUCATIONAL MANAGEMENT 12 Lec. 20 Marks**

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

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**UNIT II: FINANCIAL MANAGEMENT 12 Lec. 20 Marks**

- Pattern and plan and non-plan expenditure
- Management of state educational finance

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**UNIT III: MANAGERIAL BEHAVIOUR IN EDUCATIONAL MANAGEMENT 12 Lec. 20 Marks**

- Personal, social, cultural, political and institutional factors affecting managerial behaviour

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**UNIT IV: EDUCATIONAL PLANNING 12 Lec. 20 Marks**

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

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**UNIT V: EDUCATIONAL TECHNOLOGY 12 Lec. 20 Marks**

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

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**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 CABE 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.

## **7 . DETAILS OF SKILL ENHANCEMENT COURSE**

**Edn-SE-501: GUIDANCE AND CONSELLING**

**4 CREDITS  
(3 Theory 1Practical)**

**Expected Learning Outcomes:-**

- Understand the concept of educational, vocational and personal guidance.
- Understand the meaning, purpose and steps, directive and non-directive theories of counseling
- Learn how to organize guidance service at Elementary and Secondary level.

**THEORY**

**Unit I: Guidance and Counseling**

**18 Lec. 40 Marks**

**Guidance**

- Concept, Type - Educational, Vocational, personal.
- Aims and Basic principles

**Counseling**

- Meaning. Purpose and Steps.
- Directive and non-directive theories of counseling.

**Unit II: Organization of Guidance Service**

**12 Lec. 35 Marks**

- Purpose of Organization
- Guidance services at Elementary level.
- Guidance service at Secondary level

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**PRACTICAL -25Marks**

**A) Case study of any Exceptional child:**

- i) Gifted
- ii) Slow Learner
- iii) Delinquent
- iv) Creative

**B) Counseling of any Exceptional Child:**

- i) Slow Learner
- ii) Delinquent
- iii) Shy
- iv) Under Achiever

**Suggested reading:**

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

**Edn.-SE-502: PRE SCHOOL MANAGEMENT**

**4 CREDITS  
(3Theory, 1Practical)**

**Expected Learning Outcomes:-**

- Study the aims and objectives of ECCE.
- Learn the concept of Day care center, Creche, Kindergarten.
- Familiarize the students how to organize preschool.
- Enable the students to understand curriculum activities, Nutritional requirements of early childhood years.

**THEORY**

**UNIT-I: Principles and Organization of a Pre-School Centre**

**18 Lec. 40 Marks**

- Early Childhood Care and Education (ECCE)- Aims and objectives
- Meaning and concept of - Day care centre, Creche, Kindergarten.
- Organization of a pre-school centre -
- Building, Location & Site, Size of the class.
- Staff, Curriculum, Supervision and Evaluation
- Equipment, Educational materials and Aids.
- Maintaining records & reports. Parent teacher meeting and its importance.

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<b>UNIT-II:Curriculum, Activities and Nutritional Requirements of Early Childhood (0-6) Years</b>	<b>12 Lec. 35 Marks</b>
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- Elementary principles of Nutrition (0-6 years) - Nutritional requirement in early years, balanced diet, deficiency diseases, malnutrition.
- Activities for -Physical development, Healthful living Social, emotional and Cognitive development.
- Use of play material - Games & play, Story-telling, Songs, music and dance, Drawing & painting, Clay modelling and Nature study

**PRACTICAL -25 Marks**

- Planning and execution of activities to enhance physical, motor, cognitive and speech development in infants (0-02 years) using indigenous material.
- Planning and execution of activities to enhance physical, motor, cognitive and speech development in pre-scholars (02-06 years) using indigenous material.
- Planning of parent teacher meet.
- Methods and tools to assess progress of children.

**RECOMMENDED READINGS:**

1. Aggarwal, J. C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra: New Delhi.
2. Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.
3. Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep and Deep Publication, New Delhi.
4. Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
5. Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education*. M. S. Swaminathan Research Foundation. Swaminathan, M. (1998). *The First five Years*. Sage Publication.