



# ST. JOSEPH'S COLLEGE (AUTONOMOUS) JAKHAMA-NAGALAND

## SYLLABUS (Outcome Based Education)

### CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES (NEP-2020)



**DEPARTMENT OF EDUCATION**

*With effect from the Academic Year 2023-2024  
(1<sup>st</sup> to 4<sup>th</sup> FYUGP)*

## B.A. EDUCATION

### PROGRAMME OUTCOMES (POs)

The Four-Year Undergraduate Programme (FYUGP) of Education Honours, St. Joseph's College (Autonomous), Jakhama is designed to offers a wide range of courses with a strong theoretical background of educational aspects blended with practical experience, innovative pedagogic methods, learning by doing through extension programmes like community outreach, project, field work and research work. As per the directives given in NEP 2020, this programme aims to enrich the students with multiple courses i.e. discipline specific courses to develop and explore one's own academic specialisation, multi-disciplinary courses of their choices to develop holistic perspectives and integrate various knowledge with ability and skill enhancement courses, value added course and hands-on experiences so that at each exit stage, students will be able to achieved and exhibit integrated skills necessary for induction in any career choices. Therefore, upon the completion of B.A. Education programme the graduates will be able to reflect how the whole courses has shape their current perspectives and choices.

### The Programme Specific Outcomes (PSOs) for each exit point are enlisted below:

**PSO 1:** Upon completion of the **UG Certificate** programme, students will be able to:

<b>PSO 1.1:</b>	Critically examine the bases of education
<b>PSO 1.2:</b>	Analyse the role and importance of education in social change and diverse social context
<b>PSO 1.3:</b>	Explore innovative ideas and thoughts through the application of theoretical knowledge of educational management
<b>PSO 1.4:</b>	Develops insights on pedagogic processes and practices
<b>PSO 1.5:</b>	Demonstrate understanding of social skills and thinking skills

**PSO 2:** Upon completion of **UG Diploma** programme, students will be able to:

<b>PSO 2.1:</b>	Identify and summarize the importance of effective use and utilization of ICT resources
<b>PSO 2.2:</b>	Demonstrate the knowledge of educational assessment and evaluation
<b>PSO 2.3:</b>	Conceptualise leadership, recognise and integrate their lived experiences into leadership development process
<b>PSO 2.4:</b>	Identify and develop coping skills
<b>PSO 2.5:</b>	Critically examine the psychological bases of learner and learning process
<b>PSO 2.6:</b>	Recall theoretical principles and practical processes of guidance and counselling and apply in professional areas
<b>PSO 2.7:</b>	Demonstrate knowledge of curriculum development
<b>PSO 2.8:</b>	Recognise the importance of financial education and demonstrate knowledge of basic financial management
<b>PSO 2.9:</b>	Demonstrate life skills to meet the challenges

**PSO 3:** Upon completion of **3-year UG Degree** programme, students will be able to:

<b>PSO 3.1:</b>	Identify and analyse the needs and importance of special education
<b>PSO 3.2:</b>	Identify and summarize the important features of history of education in pre-independence and post-independence
<b>PSO 3.3:</b>	Develop and analyse a holistic understanding of Indian educational thoughts and practices and western educational thoughts and practices
<b>PSO 3.4:</b>	Conceptualise statistics in education and develop the skills in computation with descriptive measures
<b>PSO 3.5:</b>	Recognise the values and career choices
<b>PSO 3.6:</b>	Assess and demonstrate the steps necessary to reach career goals
<b>PSO 3.7:</b>	Develop civic responsibility and apply practical knowledge for career advancement

**PSO 4:** Upon completion of **4-year UG Degree (Honours)** programme, students will be able to:

<b>PSO 4.1:</b>	Recognise and summarise the important features of education in North-East India and examine development of education in Nagaland
<b>PSO 4.2:</b>	Critically assess the contemporary issues and concerns in Indian education
<b>PSO 4.3:</b>	Examine gender and education
<b>PSO 4.4:</b>	Conceptualise research methods in education
<b>PSO 4.5:</b>	Critically evaluate the concepts of comparative education and understand the perspectives of education of various parts of the world
<b>PSO 4.6:</b>	Examine the trends and issues of teacher education
<b>PSO 4.7:</b>	Conceptualise and examine peace and human rights education

**PSO 5:** Upon completion of **4-year UG Degree (Honours with Research)** programme, students will be able to:

<b>PSO 5.1:</b>	Recognise and summarise the important features of education in North-East India and examine development of education in Nagaland
<b>PSO 5.2:</b>	Critically assess the contemporary issues and concerns in Indian education
<b>PSO 5.3:</b>	Examine gender and education
<b>PSO 5.4:</b>	Conceptualise research methods in education
<b>PSO 5.5:</b>	Demonstrate knowledge and competencies in organizing, implementing, interpreting and analysing of research
<b>PSO 5.6:</b>	Produce a piece of original research work relevant to the subject or field

## B.A. EDUCATION COURSE STRUCTURE

Semester	Discipline Specific Course (DSC) / Major Course (4 Credits)	Inter-Disciplinary Minor (4 Credits)	Multi-Disciplinary/ Introductory Course (4 Credits)	Ability Enhancement Course (AEC) (2 Credits)	Skill Enhancement Course (SEC) (2 Credits)	Community Outreach (2 Credits)	Value Addition Course (VAC) (2 Credits)	Total Credits
<b>I</b>	<b>EDC 1.1</b> Basics in Education	<b>EDM 1</b> Basics in Education	<b>MDC 1</b> Environmental Studies	<b>AEC 1</b> English Communication	<b>EDS 1</b> Life Skills I: Social Skills		<b>VAC 1</b> Constitutional Values	<b>22</b>
	<b>EDC 1.2</b> Educational Planning, Administration and Management							
<b>II</b>	<b>EDC 2.1</b> Sociology of Education	<b>EDM 2</b> Sociology of Education	<b>MDC 2</b> Life Science	<b>AEC 2</b>	<b>EDS 2</b> Life Skills II: Thinking Skills		<b>VAC 2</b> Consumer Rights	<b>22</b>
	<b>EDC 2.2</b> Educational Pedagogy							
<i>Students on exit shall be awarded Undergraduate Certificate</i>								<b>Total= 44 Credits</b>
<b>III</b>	<b>EDC 3.1</b> Technology and Innovations in Education	<b>EDM 3</b> Technology and Innovations in Education	<b>MDC 3</b> Intellectual Property Rights (IPR)		<b>EDS 3</b> Life Skills III: Coping Skills			<b>22</b>
	<b>EDC 3.2</b> Educational Assessment and Evaluation							
	<b>EDC 3.3</b> Leadership Education							
<b>IV</b>	<b>EDC 4.1</b> The Learner and Learning Process	<b>EDM 4</b> The Learner and Learning Process		<b>AEC 3</b>	<b>EDS 4</b> Financial Education		<b>VAC 3</b> Work Ethics	<b>22</b>
	<b>EDC 4.2</b> Guidance and Counselling							
	<b>EDC 4.3</b> Curriculum Development							
<i>Students on exit shall be awarded Undergraduate Diploma</i>								<b>Total= 44 Credits</b>
<b>V</b>	<b>EDC 5.1</b> Special Education-I	<b>EDM 5</b> Special Education-I		<b>AEC 4</b>	<b>EDS 5</b> Employability Skills		<b>VAC 4</b> India Through the Ages	<b>22</b>

	<b>EDC 5.2</b> History of Education in India (Pre-Independence)							
	<b>EDC 5.3</b> Indian Educational Thoughts and Practices							
<b>VI</b>	<b>EDC 6.1</b> Special Education-II	<b>EDM 6</b> Special Education-II				<b>Community Outreach</b>		<b>22</b>
	<b>EDC 6.2</b> History of Education (Post-Independence)							
	<b>EDC 6.3</b> Western Educational Thoughts and Practices							
	<b>EDC 6.4</b> Statistics in Education							
<i>Students on exit shall be awarded UG Degree</i>								<b>Total= 44 Credits</b>
<b>VII</b>	<b>EDC 7.1</b> Education in North East India	<b>EDM 7</b> Education in North East India					Research Dissertation will start	<b>20</b>
	<b>EDC 7.2</b> Gender and Education							
	<b>RM</b> Introduction to Educational Research	<b>EDM 8</b> Gender and Education						
<b>VIII</b>	<b>EDC 8.1</b> Contemporary Concerns in Indian Education	<b>EDM 9</b> Contemporary Concerns in Indian Education					Dissertation on Major (12 Credits)	<b>20</b>
	<b>EDC 8.2</b> Comparative Education (Optional Paper)							
	<b>EDC 8.3</b> Teacher Education (Optional Paper)							
	<b>EDC 8.4</b> Peace and Human Rights Education (Optional Paper)							
<i>Students on exit shall be awarded UG Degree (Honours with Research)</i>								<b>Total= 40 Credits</b>
<i>Students on exit shall be awarded UG Degree (Honours with Research)</i>								<b>Total = 172 Credits</b>

(1) Core Course/Major (20×4)	=	80 Credits
(2) Minor (9×4)	=	36 Credits
(3) Research Methodology	=	04 Credits
(4) Multi-disciplinary (4×3)	=	12 Credits
(5) Ability Enhancement Course	=	08 credits
(6) Skill Enhancement Course (6×2)	=	12 Credits
(7) Value Added Course	=	08 Credits
(8) Dissertation on Major	=	12 Credits

**\*Note: Honours Students not undertaking research project will do three theory courses (Optional Papers) for 12 credits in lieu of a research project/dissertation.**

# DISCIPLINE SPECIFIC COURSE (DSC)

## SEMESTER - I

**NAME OF THE PAPER (CODE) : BASICS IN EDUCATION (EDC 1.1)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Basics in Education**:

<b>CO 1:</b>	To understand and comprehend the meaning, Nature and aims of Education
<b>CO 2:</b>	To create an understanding among the students on the various aims of education
<b>CO 3:</b>	To enable students to know about the functions of education
<b>CO 4:</b>	To familiarise the students with the various factors involved in the educational process
<b>CO 5:</b>	To understand and appreciate the various agencies responsible for imparting education

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	1. Meaning, Nature and scope of education 2. Aims of education- social, individual, vocational and democratic.	<b>CSO 1.1:</b> To create an understanding on the meaning and concept of education. (U) <b>CSO 1.2:</b> To explain the nature and characteristics pertaining to education. (U) <b>CSO 1.3:</b> To determine the range and influence of education. (A) <b>CSO 1.4:</b> To elaborate on the aims, objectives and the expected outcomes of education. (U) <b>CSO 1.5:</b> To determine the role of education in social progress and development. (A) <b>CSO 1.6:</b> To understand role of education in the development of physical, mental, social, emotional, psychological and intellectual aspect of an individual. (U) <b>CSO 1.7:</b> To explain the role of education in developing the skills, vocational efficiency and its importance. (U)	12	20	

		<p><b>CSO 1.8:</b> To determine the role of education in inculcating democratic values and outlook in the individuals. (A)</p> <p><b>CSO 1.9:</b> To understand the importance of education in the development of the individuals and social progress. (U)</p>			
<p><b>UNIT 2</b> <b>Bases</b> <b>of</b> <b>Education</b></p>	<ol style="list-style-type: none"> <li>1. Philosophical- Rousseau, John Dewey:</li> <li>2. Educational Psychology- meaning, aims and significance</li> <li>3. Sociological foundations of education- overview</li> </ol>	<p><b>CSO 2.1:</b> To understand the contributions of philosophy in educational process. (U)</p> <p><b>CSO 2.2:</b> To explain the contributions of Rousseau to modern day teaching learning process. (U)</p> <p><b>CSO 2.3:</b> To explain the contributions of John Dewey to modern day teaching learning process. (U)</p> <p><b>CSO 2.4:</b> To explain the meaning of psychology and its role in the teaching learning process. (U)</p> <p><b>CSO 2.5:</b> To understand the importance of educational psychology. (U)</p> <p><b>CSO 2.6:</b> To determine the significance of the application of psychological principles to the teaching learning process. (A)</p> <p><b>CSO 2.7:</b> To understand education from sociological perspective. (U)</p> <p><b>CSO 2.8:</b> To understand the role of education and its influence towards social growth. (U)</p> <p><b>CSO 2.9:</b> To analyse the impacts and influence of society on the educational</p>	12	20	

		structure and functioning. (A)			
<b>UNIT 3 Functions of Education</b>	1. Self actualisation – 2. Human Resource Development 3. National Integration and International Understanding	<p><b>CSO 3.1:</b> To understand the meaning and concept of self-actualisation given by Abraham Maslow. (U)</p> <p><b>CSO 3.2:</b> To identify the various stages of the hierarchy in achieving self-actualisation. (K)</p> <p><b>CSO 3.3:</b> To examine the role of education in achieving self-actualisation. (A)</p> <p><b>CSO 3.4:</b> to define the meaning and concept of human resource development. (K)</p> <p><b>CSO 3.5:</b> to discuss the importance of human resource development. (U)</p> <p><b>CSO 3.6:</b>to examine the role of education in human resource development. (A)</p> <p><b>CSO 3.7:</b> to create an understanding on the meaning of national integration and international understanding. (U)</p> <p><b>CSO 3.8:</b> to discuss the importance of national integration and international understanding. (U)</p> <p><b>CSO 3.9:</b> to determine the role of education in achieving national integration and international understanding. (A)</p>	12	20	
<b>UNIT 4 Factors of Education</b>	1.The learner 2.The teacher/ educator 3. Curriculum 4. Society	<p><b>CSO 4.1:</b> To know about the factors involved in the educational process. (K)</p> <p><b>CSO 4.2:</b> To define who is a learner, its nature, characteristics and purpose. (K)</p>	12	20	

		<p><b>CSO 4.3:</b> To explain the role and responsibilities of a teacher. (U)</p> <p><b>CSO 4.4:</b> To understand the nature and characteristics of a good teacher. (U)</p> <p><b>CSO 4.5:</b> To understand what is a curriculum. (U)</p> <p><b>CSO 4.6:</b> To define the role of curriculum in effective teaching learning outcome. (K)</p> <p><b>CSO 4.7:</b> To explain the importance of a flexible curriculum in modern day educational set up. (U)</p> <p><b>CSO 4.8:</b> To understand the role of society in educational system. (U)</p> <p><b>CSO 4.9:</b> To examine how society influence the type of educational system. (A)</p> <p><b>CSO 4.10:</b> To explain how education influence the progress and development of a society. (U)</p>			
UNIT 5 Agencies of Education	<p>1. Formal Agencies - schools, colleges universities</p> <p>2. Informal Agencies- family peer groups, society</p> <p>3. Non-Formal Agencies- correspondence courses, distance education, adult education, mass education</p>	<p><b>CSO 5.1:</b> To understand the various agencies responsible for imparting education. (U)</p> <p><b>CSO 5.2:</b> To explain the type education imparted in schools. (U)</p> <p><b>CSO 5.3:</b> To define the role of colleges in imparting education. (K)</p> <p><b>CSO 5.4:</b> To explain the role of universities in imparting education. (U)</p> <p><b>CSO 5.5:</b> To understand how family plays an important part in in the educational process of a child. (U)</p> <p><b>CSO 5.6:</b> To discuss the role of peer groups in the development of a child.</p>	12	20	

		<p>(U)  <b>CSO 5.7:</b> To explain how society influence the growth and development of a child. (U)  <b>CSO 5.8:</b> To explain how non-formal agencies cater to the needs of different people seeking education. (U)  <b>CSO 5.9:</b> To discuss the role of correspondence courses, distance education, adult education and mass education in imparting education to different people with different needs. (U)</p>			
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**Suggested Readings:**

1. Bhatia K.K (2011) Philosophical and Sociological Foundations of Education, New Delhi, Kalyan Publishers.
2. Chaube S.P and Chaube A, (2009) Foundations of Education, New Delhi, Vikash Publishing House, Pvt Ltd.
3. Taneja, V.R (2000) Educational thoughts and Practice, New Delhi, Sterling University of London Press Ltd.

## SEMESTER – I

**NAME OF THE PAPER (CODE) : EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT (EDC 1.2)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Educational Planning, Administration and Management:**

<b>CO 1:</b>	To develop knowledge and understanding of educational planning
<b>CO 2:</b>	To acquaint the students with the knowledge of educational administration
<b>CO 3:</b>	To develop understanding and knowledge on managing educational institution
<b>CO 4:</b>	To develop an understanding of economics in education
<b>CO 5:</b>	To acquaint the students with the agencies of financing in education

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Educational Planning</b>	1. Concept of educational planning 2. Nature and scope of educational planning 3. Types and strategies of educational planning 4. Steps in educational planning: a) Diagnosis of educational development b) Plan formulation c) Plan implementation d) Monitoring e) Evaluation	<b>CSO 1.1:</b> To discuss the concept of educational planning (U) <b>CSO 1.2:</b> To discuss the nature and scope of educational planning (U) <b>CSO 1.3:</b> To identify different types and strategies of educational planning (K) <b>CSO 1.4:</b> To elaborate on the different steps in educational planning (U) <b>CSO 1.5:</b> To examine the need for diagnosis of educational development (A) <b>CSO 1.6:</b> To examine the need for plan formulation (A) <b>CSO 1.7:</b> To explain to the learner how to properly implement the plans (U) <b>CSO 1.8:</b> To discuss the need for monitoring (U) <b>CSO 1.9:</b> To discuss the need for evaluation (U)	12	20	
<b>UNIT 2 Educational Administration</b>	1. Concept and objectives of educational	<b>CSO 2.1:</b> To discuss the concept of educational administration (U)	12	20	

	<p>administration</p> <p>2. Scope of educational administration</p> <p>3. Basic functions of administration:</p> <p>a) Planning</p> <p>b) Organizing</p> <p>c) Directing</p> <p>d) Controlling</p> <p>4. Functions of state level educational bodies:</p> <p>a. SCERT</p> <p>b. Board of School Education(BSE)</p>	<p><b>CSO 2.2:</b> To discuss the objective of educational administration (U)</p> <p><b>CSO 2.3:</b> To discuss the various scope educational administration (U)</p> <p><b>CSO 2.4:</b> To examine the role of administration in planning (A)</p> <p><b>CSO 2.5:</b> To discuss the role of administration in organizing (U)</p> <p><b>CSO 2.6:</b> To outline the role of administration in directing (K)</p> <p><b>CSO 2.7:</b> To out line the role of administration in controlling (K)</p> <p><b>CSO 2.8:</b> To acquaint students with the knowledge of basic functions of administration (K)</p> <p><b>CSO 2.9:</b> To examine the various functions of state level educational bodies (A)</p> <p><b>CSO 2.10:</b> To examine functions of SCERT (A)</p> <p><b>CSO 2.11:</b> To discuss the functions of Boards of School Education (U)</p>			
<b>UNIT 3 Educational Management</b>	<p>1. Meaning and nature of educational management</p> <p>2. Scope of educational management</p> <p>3. Types of educational management:</p> <p>a) Centralized and decentralized</p> <p>b) Authoritarian and democratic</p> <p>c) Dynamic/creative and Laissez Faire</p>	<p><b>CSO 3.1:</b> To discuss the meaning of educational management (U)</p> <p><b>CSO 3.2:</b> To discuss the nature of educational management(U)</p> <p><b>CSO 3.3:</b> To discuss the scope of educational management (U)</p> <p><b>CSO 3.4:</b> To discuss the types of educational management (U)</p> <p><b>CSO 3.5:</b> To discuss the centralized and decentralized management (U)</p> <p><b>CSO 3.6:</b> To discuss the authoritarian and</p>	12	20	

		<p>democratic management (U)</p> <p><b>CSO 3.7:</b> To examine the dynamic / creative and laissez faire management (A)</p> <p><b>CSO 3.8:</b> To examine the ability of the students in the functioning of educational management (A)</p> <p><b>CSO 3.9:</b> To support the students to gain the ability to manage educational institutions in the future (A)</p>			
<b>UNIT 4 Economics of Education</b>	<p>1. Cost of education</p> <p>a) The current cost and capital cost of education</p> <p>b) The direct and indirect cost of education</p> <p>c) The private cost, social cost and unit cost of education</p> <p>2. Educational expenditure as investment</p>	<p><b>CSO 4.1:</b> To discuss the various costs in Education (U)</p> <p><b>CSO 4.2:</b> To examine the current and capital cost of Education (A)</p> <p><b>CSO 4.3:</b> To outline the direct and indirect cost of education (K)</p> <p><b>CSO 4.4:</b> To discuss the private, social and unit cost of education (U)</p> <p><b>CSO 4.5:</b> To discuss educational expenditure (U)</p> <p><b>CSO 4.6:</b> To discuss educational expenditure as a form of investment (U)</p> <p><b>CSO 4.7:</b> To examine how funds are used to manage educational institutions (A)</p>	12	20	
<b>UNIT 5 Financing of Education</b>	<p>1. Agencies of financing education</p> <p>2. Financing of education by parents</p> <p>3. Financing of education by employers</p>	<p><b>CSO 5.1:</b> To discuss the various agencies of financing in education (U)</p> <p><b>CSO 5.2:</b> To outline the role of the Government in financing education (K)</p> <p><b>CSO 5.3:</b> To outline the role of Central Government in financing education (K)</p> <p><b>CSO 5.4:</b> To outline the</p>	12	20	

		<p>role of State Government in financing education (K)</p> <p><b>CSO 5.5:</b> To outline the role of parents in financing education (K)</p> <p><b>CSO 5.6:</b> To examine the role of employers in financing education (A)</p> <p><b>CSO 5.7:</b> To examine the role of private bodies in financing education (A)</p> <p><b>CSO 5.8:</b> To examine the role of public bodies in financing education (A)</p>			
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**Suggested Readings:**

1. Shukla, C.S. (2008) Essentials Educational Technology and Management, New Delhi, Dhanpat Rai Publishing Co (P) Ltd
2. Shantanu Bhattacharya (2012) Educational Management, Guwahati, EBH Publishers.
3. Shukla, SP, (2005) Educational Administration, Agra, Vinod Pustak Mandir
4. Singh, B (1983) Economics of Indian Education, New Delhi, Meenakshi Prakashan
5. UNESCO, (1968) Readings in Economics of Education, Vermont, NA.

## SEMESTER - II

**NAME OF THE PAPER (CODE) : SOCIOLOGY OF EDUCATION  
(EDC 2.1)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Education**:

<b>CO 1:</b>	To understand the concept of educational sociology
<b>CO 2:</b>	To comprehend the relationship education and society
<b>CO 3:</b>	To appreciate the importance of education for social change
<b>CO 4:</b>	To understand the importance of upholding culture through education
<b>CO 5:</b>	To analyse the cultural diversity of Northeast India

### COURSE SPECIFIC OBJECTIVES (CSOs)

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Education al Sociology</b>	<ol style="list-style-type: none"><li>1. Definition of educational sociology</li><li>2. Aims of educational sociology</li><li>3. Scope of educational sociology</li></ol>	<b>CSO 1.1:</b> To describe the concept of education (K) <b>CSO 1.2:</b> To define the meaning of sociology (K) <b>CSO 1.3:</b> To explain the meaning of educational sociology (U) <b>CSO 1.4:</b> To identify the aims of education sociology (K) <b>CSO 1.5:</b> To explore the scope of educational sociology (A) <b>CSO 1.6:</b> To generalize the relationship between sociology and education (A) <b>CSO 1.7:</b> To list out the impact of education on individual (U)	12	20	
<b>UNIT 2 Education and Society</b>	<ol style="list-style-type: none"><li>1. Impact of education on society</li><li>2. Impact of society on education</li><li>3. Duties of education towards society</li><li>4. Duties of society towards education</li></ol>	<b>CSO 2.1:</b> To describe the influence of education on society (K) <b>CSO 2.2:</b> To describe the influence of society on education (K) <b>CSO 2.3:</b> To familiarize with the duties of education towards society (U) <b>CSO 2.4:</b> To familiarize	12	20	

		<p>with the duties of society towards education (U)</p> <p><b>CSO 2.5:</b> To assess the cultural political, political and economic factors that influence the education system (A)</p> <p><b>CSO 2.6:</b> To examine how society shapes education and how in turn education shapes the society (A)</p> <p><b>CSO 2.7:</b> To identify social problems in education (K)</p> <p><b>CSO 2.8:</b> To analyse the educational policies and reforms that impact educational practices and outcomes (A)</p> <p><b>CSO 2.9:</b> To enumerate the influence of social structure in education (U)</p> <p><b>CSO 2.10:</b> To explore strategies for fostering inclusive educational practices</p>			
<b>UNIT- 3 Social Change and Education</b>	<ol style="list-style-type: none"> <li>1. Concept of social change</li> <li>2. Factors of social change</li> <li>3. Factors resisting social change</li> <li>4. Education as an instrument of social change</li> </ol>	<p><b>CSO 3.1:</b> To comprehend the concept of social change (U)</p> <p><b>CSO 3.2:</b> To identify the factors that lead to social change (K)</p> <p><b>CSO 3.3:</b> To identify the factors resisting to social change (K)</p> <p><b>CSO 3.4:</b> To acquaint with the concept of how education plays an important role in bringing social change (U)</p> <p><b>CSO 3.5:</b> To cite the role of education in creating social change (U)</p> <p><b>CSO 3.6:</b> To analyse and challenge social inequalities within the education system (A)</p> <p><b>CSO 3.7:</b> To assess the</p>	12	20	

		impact of educational policies on social change (A)			
<b>UNIT 4 Education and Culture</b>	<ol style="list-style-type: none"> <li>1. Concept of culture</li> <li>2. Characteristics and types of culture</li> <li>3. Cultural lag and acculturation</li> <li>4. Role of education in cultural change</li> </ol>	<p><b>CSO 4.1:</b> To comprehend the concept of culture (U)</p> <p><b>CSO 4.2:</b> to identify the distinctive features and types of culture (A)</p> <p><b>CSO 4.3:</b> To develop the ability to identify, explain social problems, and incorporate the values, beliefs, language, customs and mannerism of the new country maintaining one's identity and culture (A)</p> <p><b>CSO 4.4:</b> To analyze the importance role of education in cultural change (A)</p> <p><b>CSO 4.5:</b> To understand the concept of cultural lag. (U)</p> <p><b>CSO 4.6:</b> To identify the causes of cultural lag (K)</p> <p><b>CSO 4.7:</b> To discuss the effect of cultural lag (U)</p> <p><b>CSO 4.8:</b> To understand the meaning of acculturation (U)</p> <p><b>CSO 4.9:</b> To discuss the characteristics of acculturation (U)</p>	12	20	
<b>UNIT 5 Culture of Northeast India</b>	<ol style="list-style-type: none"> <li>1. Cultural factors of Northeast India with special reference to the cultures and traditions of Nagaland</li> </ol>	<p><b>CSO 5.1:</b> To explore the unique cultural and ethnic heritage of northeast</p> <p><b>CSO 5.2:</b> To enumerate the cultural factors of Northeast India (A)</p> <p><b>CSO 5.3:</b> To discuss the distinct cultural characteristics of Northeast India (U)</p> <p><b>CSO 5.4:</b> To examine the culture of Nagaland (A)</p>	12	20	

		<p><b>CSO 5.5:</b> To explore the impact of globalization and modernization on the cultural identify of Nagaland (A)</p> <p><b>CSO 5.6:</b> To foster cultural sensitivity and respect (A)</p> <p><b>CSO 5.7:</b> To explore the culture and tradition the culture and traditions of Nagaland (A)</p> <p><b>CSO 5.8:</b> To discuss the Morung system of education (U)</p> <p><b>CSO 5.9:</b> To illustrate the Naga community and family life (A)</p>			
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**Suggested Readings:**

1. Abraham,M.F(2008). Contemporary sociology. New Delhi: Oxford University press
2. Anand, C.L., et.al. (Ed.) (1983). Teacher and Education in emerging Indian society. New Delhi: NCERT.
3. Dewey, John (1973). The school and society, Chicago: university of Chicago press.
4. Mathur. S.S-(1966). A sociological Approach to Indian education
5. NCERT (1983). Teacher and Education in emerging Indian Society New Delhi
6. Ottaway, A.K.C (1966). Education and Society. London: Rootlodge and Kegan Paul

## SEMESTER - II

**NAME OF THE PAPER (CODE) : EDUCATIONAL PEDAGOGY (EDC 2.2)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Educational Pedagogy:**

<b>CO 1:</b>	To conceptualise pedagogy and familiarise with the educational process
<b>CO 2:</b>	To develop an understanding of the principles and factors of teaching and learning
<b>CO 3:</b>	To understand the role of teacher as planner, facilitator, counsellor and researcher
<b>CO 4:</b>	To develop the ability to analyse classroom teaching learning and the ability to observe teacher's behaviour
<b>CO 5:</b>	To acquaints students with the various teaching methods and skills

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Conceptual Background on Pedagogy</b>	<ol style="list-style-type: none"><li>1. Concept of pedagogy.</li><li>2. Definition, nature and characteristics of teaching.</li><li>3. Relationship between teaching and learning.</li></ol>	<p><b>CSO 1.1:</b> To understand the meaning and concept of pedagogy. (U)</p> <p><b>CSO 1.2:</b> To explain the definition of pedagogy. (U)</p> <p><b>CSO 1.3:</b> To create an understanding of the nature and characteristics of pedagogy. (U)</p> <p><b>CSO 1.4:</b> To discuss on what is teaching. (U)</p> <p><b>CSO 1.5:</b> To explain what is meant by learning. (U)</p> <p><b>CSO 1.6:</b> To examine the relationship between teaching and learning. (A)</p> <p><b>CSO 1.7:</b> To develop an understanding on the principles involved in teaching. (U)</p> <p><b>CSO 1.8:</b> To determine the principles involved in the learning process. (A)</p> <p><b>CSO 1.9:</b> To determine the objectives of teaching and learning. (A)</p>	12	20	

<p><b>UNIT 2</b> <b>Principles of Teaching</b></p>	<ol style="list-style-type: none"> <li>1. General principles of teaching.</li> <li>2. Factors affecting teaching.</li> <li>3. Input variables and output variables.</li> <li>4. Characteristics of a good teacher.</li> </ol>	<p><b>CSO 2.1:</b> To understand the general principles involved in the teaching process. (U)  <b>CSO 2.2:</b> To explain the various factors that leads to teaching. (U)  <b>CSO 2.3:</b> To determine the various factors that defines good teaching outcomes. (A)  <b>CSO 2.4:</b> To develop an understanding of the various input variables leading to teaching. (U)  <b>CSO 2.5:</b> To examine the quality of input variables and how it impacts the teaching outcome. (A)  <b>CSO 2.6:</b> To determine the relationship between input and output variables. (A)  <b>CSO 2.7:</b> To understand how differences in various input variables causes differences in output variables. (U)  <b>CSO 2.8:</b> To develop an understanding on the various characteristics that makes a good teacher. (U)  <b>CSO 2.9:</b> To determine remedial measures to ensure quality teaching. (A)</p>	12	20	
<p><b>UNIT 3</b> <b>Ideology of Pedagogy</b></p>	<ol style="list-style-type: none"> <li>1. Progressivism and humanism.</li> <li>2. Perennialism and critical pedagogy.</li> </ol>	<p><b>CSO 3.1:</b> To understand the meaning and concept of progressivism. (U)  <b>CSO 3.2:</b> To determine the significance and advantages of progressivism. (U)  <b>CSO 3.3:</b> To understand the influence of progressivist ideology in teaching. (U)  <b>CSO 3.4:</b> To define the</p>	12	20	

		<p>meaning and concept of humanism. (K)</p> <p><b>CSO 3.5:</b> To understand the advantages and significance of humanism. (U)</p> <p><b>CSO 3.6:</b> To understand the influence of humanist ideology on pedagogy. (U)</p> <p><b>CSO 3.7:</b> To understand the meaning and concept of perennialism. (U)</p> <p><b>CSO 3.8:</b> To discuss the influence of perennialism in pedagogy. (U)</p> <p><b>CSO 3.9:</b> To enable students to understand the meaning and concept of critical pedagogy and its importance in classroom environment. (U)</p>			
<b>UNIT 4 Classroom Teaching</b>	<ol style="list-style-type: none"> <li>1. Observation of classroom behaviour.</li> <li>2. Flanders Interaction Analysis.</li> <li>3. Behaviourists and Constructivists approach to teaching.</li> </ol>	<p><b>CSO 4.1:</b> To create an understanding of the teaching and learning environment in the classroom. (U)</p> <p><b>CSO 4.2:</b> To define the techniques and methods employed in the teaching process. (K)</p> <p><b>CSO 4.3:</b> To explain the various principles involved in Flanders interaction analysis. (U)</p> <p><b>CSO 4.4:</b> To understand the various activities that takes place inside the classroom under Flanders interaction analysis. (U)</p> <p><b>CSO 4.5:</b> To know the concept of behaviourists approach to teaching. (K)</p> <p><b>CSO 4.6:</b> To understand the importance of behaviourists ideology</p>	12	20	

		<p>of teaching. (U)</p> <p><b>CSO 4.7:</b> To explain the concept of constructivists approach to teaching. (U)</p> <p><b>CSO 4.8:</b> To understand the importance of constructivists ideology of teaching. (U)</p> <p><b>CSO 4.9:</b> To examine the contributions of these two approaches to teaching. (A)</p>			
<p><b>UNIT 5</b> <b>Innovations</b> <b>in</b> <b>Teaching</b> <b>Strategies</b></p>	<p>1. Teaching methods - lecture</p> <ul style="list-style-type: none"> <li>- demonstration</li> <li>- problem solving</li> <li>- program instruction and</li> <li>- story telling</li> </ul> <p>1. Macro teaching</p> <p>2. Teaching skills</p> <ul style="list-style-type: none"> <li>- use of blackboard</li> <li>- introducing a lesson</li> <li>- stimulus variation</li> <li>- probing questions and</li> <li>- reinforcement</li> </ul>	<p><b>CSO 5.1:</b> To understand the various teaching methods and strategies employed in a classroom. (U)</p> <p><b>CSO 5.2:</b> To understand what is lecture method, when and where it is employed. (U)</p> <p><b>CSO 5.3:</b> To discuss what is demonstration, when and how it can be employed. (U)</p> <p><b>CSO 5.4:</b> To understand the methods and principles of program learning. (U)</p> <p><b>CSO 5.5:</b> To know what is storytelling and where it is used. (K)</p> <p><b>CSO 5.6:</b> To create an understanding of what is macro teaching. (U)</p> <p><b>CSO 5.7:</b> To determine the steps and principles involved in macro teaching. (A)</p> <p><b>CSO 5.8:</b> To understand various teaching skills and techniques involved. (U)</p> <p><b>CSO 5.9:</b> To explain steps involved and how various teaching skills such as use of blackboard, introducing a lesson, stimulus</p>	12	20	

		variation, probing questions and reinforcement are employed. (U)			
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**Suggested Readings:**

- Aggarwal J.C, (2014) Essentials of educational technology, innovations in teaching and learning.
- Dr.Arulsamy, Z. Zayaprassaran (2016). Teaching skills and strategies.
- Dr. Bhatia S.K and Dr. Jindal Sonia, (2016) A textbook of curriculum, pedagogy and evaluation.

### SEMESTER – III

**NAME OF THE PAPER (CODE) : TECHNOLOGY AND INNOVATIONS  
IN EDUCATION (EDC 3.1)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Technology and Innovations in Education**:

<b>CO 1:</b>	To understand the concept of technology in education and technology of education
<b>CO 2:</b>	To enable them to understand the importance of technology in the communication process
<b>CO 3:</b>	To enable them to understand the systematic application of educational technology
<b>CO 4:</b>	To familiarize with the innovation in educational technology
<b>CO 5:</b>	To create an understanding of the application of technological advances and the use of ICT in the educational process

#### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Educational Technology</b>	1. Meaning, nature and scope of educational Technology 2. Types – Hardware and Software	<b>CSO 1.1:</b> To define the basic concept of educational technology (K) <b>CSO 1.2:</b> To comprehend the nature of educational technology (U) <b>CSO 1.3:</b> To identify the scope of educational technology (A) <b>CSO 1.4:</b> To assess the application of Hard ware and software technology in education process (A) <b>CSO 1.5:</b> To define the basic principles and theories of educational technology (K)	10	18	
<b>UNIT 2 Communicati on Process</b>	1. Meaning, nature, process and components of communication process 2. Types of classroom communication 3. Mass media approach in educational technology	<b>CSO 2.1:</b> To define the meaning of communication (K) <b>CSO 2.2:</b> to identify the nature of communication (K) <b>CSO 2.3:</b> To explore the components of communication (A) <b>CSO 2.4:</b> To familiarize with the process of	22	14	

		<p>communication (U)</p> <p><b>CSO 2.5:</b> To acquaint with the types of classroom communication (U)</p> <p><b>CSO 2.6:</b> To determine the role of mass media in instructional process (U)</p> <p><b>CSO 2.7:</b> To develop effective verbal and non-verbal communication skills (A)</p>			
<p><b>UNIT 3</b></p> <p><b>System Approach and Instructional System</b></p>	<ol style="list-style-type: none"> <li>1. System approach to instructional process</li> <li>2. Instructional system designing – concept, components, steps in instructional system designing</li> </ol>	<p><b>CSO 3.1:</b> To comprehend the system Approach to teaching and learning process (A)</p> <p><b>CSO 3.2:</b> To acquaint them with the designing and steps of instructional process (K)</p> <p><b>CSO 3.3:</b> To define the concept of instructional system designing (A)</p> <p><b>CSO 3.4:</b> To discuss the components of instructional system (U)</p> <p><b>CSO 3.5:</b> To discuss the interconnectedness of different components within the educational technology system (U)</p> <p><b>CSO 3.6:</b> To identify the complex factors influencing educational technology</p> <p><b>CSO 3.7:</b> To explain various components within the educational system</p>	20	12	
<p><b>UNIT 4</b></p> <p><b>Innovation in Educational Technology</b></p>	<ol style="list-style-type: none"> <li>1. Micro and Macro-Teaching</li> <li>2. Team Teaching</li> <li>3. Simulated Teaching</li> </ol>	<p><b>CSO 4.1:</b> To discuss about the use micro teaching (U)</p> <p><b>CSO 4.2:</b> To discuss about the use macro teaching (U)</p> <p><b>CSO 4.3:</b> To analyze the practice of Team Teaching (A)</p> <p><b>CSO 4.4:</b> To analyze the practice of simulated teaching (A)</p> <p><b>CSO 4.5:</b> To explore the</p>	20	12	

		<p>latest trends and innovations in educational technology (A)</p> <p><b>CSO 4.6:</b> To analyse the benefits and challenges of implementing educational technology innovations (A)</p> <p><b>CSO 4.7:</b> To develop innovative educational technology solutions</p>			
<p><b>UNIT 5</b> <b>Personalized System of Instruction</b></p>	<p>1. Computer Assisted Instruction</p> <p>2. Programmed Learning</p> <p>3. Information communication Technology (ICT) in distance Education</p>	<p><b>CSO 5.1:</b> To state the beneficial and advantages of CAI (K)</p> <p><b>CSO 5.2:</b> To illustrate the beneficial and advantages of programme learning (A)</p> <p><b>CSO 5.3:</b> To develop a positive attitude towards the use of ICT in the educational process (A)</p> <p><b>CSO 5.4:</b> To enhance students engagement and motivation through personalized learning experiences</p> <p><b>CSO 5.5:</b> To explore the use of ICT in distance education (A)</p>	20	12	

**Suggested Readings:**

1. Sharma, R.A. (2015). Technological Foundation of Education. Meerut: R Lall Book Depot
2. S.K Mangal and Uma Mangal (2014). Essentials of Educational Technology. Delhi: PHI Learning private Ltd.
3. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep publication

### SEMESTER - III

**NAME OF THE PAPER (CODE) : EDUCATIONAL ASSESSMENT AND EVALUATION (EDC 3.2)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Educational Assessment and Evaluation:**

<b>CO 1:</b>	To enable the students, develop an understanding of the relationship between measurement, assessment and evaluation
<b>CO 2:</b>	To instill knowledge of the various techniques of assessment
<b>CO 3:</b>	To enable the students to know about the principles of test construction
<b>CO 4:</b>	To enable the students to know the characteristics of a good test
<b>CO 5:</b>	To enable the students to know about the trends in examination reforms

#### COURSE SPECIFIC OBJECTIVES (CSOs)

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Assessment &amp; Evaluation in Education</b>	1. Understanding the meaning of test, measurement evaluation and assessment 2. Scales of measurement 3. Types of measurement, norm referenced and criterion referenced 4. Procedure of evaluation - placement, formative, diagnostic and summative 5. Concept of continuous and comprehensive evaluation (CCE)	<b>CSO 1.1:</b> To discuss the concept of test (U) <b>CSO 1.2:</b> To discuss the concept of measurement (U) <b>CSO 1.3:</b> To discuss the concept of evaluation (U) <b>CSO 1.4:</b> To discuss the concept of assessment (U) <b>CSO 1.5:</b> To discuss the types of measurement (U) <b>CSO 1.6:</b> To examine norm referenced test (A) <b>CSO 1.7:</b> To examine criterion referenced test (A) <b>CSO 1.8:</b> To examine the procedure of evaluation (A) <b>CSO 1.9:</b> To discuss the concept of placement, formative, diagnostic and summative evaluation (U) <b>CSO 1.10:</b> To discuss the concept of Continuous and comprehensive evaluation (U)	12	20	
<b>UNIT 2 Techniques of Assessment</b>	1. Observation 2. Interview 3. Rating scale 4. Checklist 5. Concept Mapping	<b>CSO 2.1:</b> To discuss the concept of evaluation (U) <b>CSO 2.2:</b> To discuss the advantages of evaluation (U) <b>CSO 2.3:</b> To discuss the disadvantages of evaluation	12	20	

		<p>(U)  <b>CSO 2.4:</b> To discuss the concept of interview (U)  <b>CSO 2.5:</b> To examine the advantages of interview (A)  <b>CSO 2.6:</b> To examine the disadvantages of interview (A)  <b>CSO 2.7:</b> To examine the concept of rating scale (A)  <b>CSO 2.8:</b> To examine the advantages of rating scale (A)  <b>CSO 2.9:</b> To outline the disadvantages of rating scale (K)  <b>CSO 2.10:</b> To outline the concept of checklist (K)  <b>CSO 2.11:</b> To outline advantages of checklist (K)  <b>CSO 2.12:</b> To outline the disadvantages of checklist (K)  <b>CSO 2.13:</b> To discuss the concept of concept mapping (U)  <b>CSO 2.14:</b> To discuss the advantages of concept mapping (U)  <b>CSO 2.15:</b> To discuss the disadvantages of concept mapping (U)</p>			
<b>UNIT 3 Test Constructions</b>	<p>1. Teacher made test vs. standardization  2. General principles of test construction and standardization: planning, preparing, trying out &amp; evaluating</p>	<p><b>CSO 3.1:</b> To discuss the concept of teacher made test (U)  <b>CSO 3.2:</b> To discuss students to understand the advantages of teacher made test (U)  <b>CSO 3.3:</b> To discuss students to understand the disadvantages of teacher made test (U)  <b>CSO 3.4:</b> To discuss the concept of standardised test (U)  <b>CSO 3.5:</b> To discuss the advantages of standardised test (U)  <b>CSO 3.6:</b> To discuss the disadvantages of standardised test (U)  <b>CSO 3.7:</b> To examine the general principles of test</p>	12	20	

		<p>construction (A)</p> <p><b>CSO 3.8:</b> To examine the general principles of standardisation (A)</p> <p><b>CSO 3.9:</b> To examine how to plan a test (A)</p> <p><b>CSO 3.10:</b> To examine how to prepare a test (A)</p> <p><b>CSO 3.11:</b> To examine how to tryout a test (A)</p> <p><b>CSO 3.12:</b> To examine how to evaluate a test (A)</p>			
<b>UNIT 4 Test Constructions</b>	<ol style="list-style-type: none"> <li>1. Reliability - concept and method</li> <li>2. Validity - concept, type and methods of validation</li> <li>3. Objectivity - concept, type and factors</li> </ol>	<p><b>CSO 4.1:</b> To discuss the concept of reliability (U)</p> <p><b>CSO 4.2:</b> To examine the methods of testing reliability of a test (A)</p> <p><b>CSO 4.3:</b> To outline the concept of validity (K)</p> <p><b>CSO 4.4:</b> To examine the types of validity (A)</p> <p><b>CSO 4.5:</b> To examine understand the methods of testing reliability (A)</p> <p><b>CSO 4.6:</b> To outline the concept of objectivity (K)</p> <p><b>CSO 4.7:</b> To examine the types of objectivity (A)</p> <p><b>CSO 4.8:</b> To examine the factors of validity (A)</p>	12	20	
<b>UNIT 5 Trends in Examination Reforms</b>	<ol style="list-style-type: none"> <li>1. Grading</li> <li>2. Semester System</li> <li>3. Internal Assessment</li> </ol>	<p><b>CSO 5.1:</b> To discuss the concept of grading (U)</p> <p><b>CSO 5.2:</b> To examine the advantages of grading (A)</p> <p><b>CSO 5.3:</b> To examine the disadvantages of grading (A)</p> <p><b>CSO 5.4:</b> To discuss the concept of semester system (U)</p> <p><b>CSO 5.5:</b> To examine the advantages of semester system (A)</p> <p><b>CSO 5.6:</b> To examine the disadvantages of semester system (A)</p> <p><b>CSO 5.7:</b> To discuss the concept of internal assessment (U)</p> <p><b>CSO 5.8:</b> To examine the advantages of internal assessment (A)</p>	12	20	

		<b>CSO 5.9:</b> To examine the disadvantages of internal assessment (A)			
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**Suggested Readings:**

1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd
2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon
3. Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Greenand Company

### SEMESTER – III

**NAME OF THE PAPER (CODE) : LEADERSHIP EDUCATION (EDC 3.3)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Leadership Education**:

<b>CO 1:</b>	To enable students to understand the basic knowledge of leadership
<b>CO 2:</b>	To familiarize the students on the basic skills of leadership
<b>CO 3:</b>	To acquaint the students with the different styles of leadership
<b>CO 4:</b>	To enable them to understand the importance of group and team building
<b>CO 5:</b>	To acquaint the students with the strategic way of leadership

#### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Leadership</b>	1. Definition, characteristics and function of leadership 2. Values, traits and ethics of leadership 3. Leadership behaviour and modification	<b>CSO 1.1:</b> To state the definition of leadership (K) <b>CSO 1.2:</b> To discuss the characteristics of leadership (U) <b>CSO 1.3:</b> To examine the function of leadership (A) <b>CSO 1.4:</b> to identify the value of leadership (A) <b>CSO 1.5:</b> To discuss the traits and ethics of leadership (U) <b>CSO 1.6:</b> To state the basic ideas, features of leadership (K) <b>CSO 1.7:</b> To examine the essential trait, qualities and values of leadership (A) <b>CSO 1.8:</b> To examine the leadership behaviour and modification (U)	12	20	
<b>UNIT 2 Leadership Skills</b>	1. Basic skills of leadership 2. Learning from experience 3. Communication, listening, assertiveness, providing constructive feedback	<b>CSO 2.1:</b> To define the basic skills of leadership (K) <b>CSO 2.2:</b> To identify the techniques and methods of leadership skills (K) <b>CSO 2.3:</b> To comprehend the effective process of leadership skills (U) <b>CSO 2.4:</b> To develop effective verbal	12	20	

		communication skills, including clarity, conciseness, and articulation (A) <b>CSO 2.5:</b> To enhance interpersonal communication skills, including building rapport, empathy, and trust (A)			
<b>UNIT 3 Leadership Styles</b>	1. Authoritarian 2. Democratic/participative 3. Delegative /laissez-faire	<b>CSO 3.1:</b> To characterize the autocratic style of leadership (U) <b>CSO 3.2:</b> To characterize the democratic style of leadership (U) <b>CSO 3.3:</b> To characterize the delegative style of leadership (U) <b>CSO 3.4:</b> To develop an understanding of various leadership styles and their applications in different situations (A)	12	20	
<b>UNIT4 Team Building</b>	1. Definition of Team building 2. Stages of Team formation 3. Common Team problem and Steps to Team problem solving	<b>CSO 4.1:</b> To acquaint with the basic idea of Team building (K) <b>CSO 4.2:</b> To examine the methods and approach of Team building (A) <b>CSO 4.3:</b> To analyze the problems and steps to solving problems (A) <b>CSO 4.4:</b> To develop an understanding of the importance and benefits of team building (U) <b>CSO 4.5:</b> To explore strategies for building trust and fostering positive relationships within a team (A) <b>CSO 4.6:</b> To develop problem-solving and decision-making skills within a team setting (A)	12	20	
<b>UNIT 5 Strategic Leadership</b>	1. Importance of strategic leadership 2. Elements of strategic leadership	<b>CSO 5.1:</b> To define the importance of strategic leadership (K) <b>CSO 5.2:</b> To analyse the	12	20	

	3. Importance of networking	strategic nature of leadership (A) <b>CSO 5.3:</b> To develop an understanding of importance of networking(U) <b>CSO 5.4:</b> To explore the role of innovation and creativity in strategic leadership			
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**Suggested Readings:**

1. CY Charney. (2008). The Leader's Tool kit. Prentice Hall of India Private Limited New Delhi-11001
2. Robert N. Lussier.(2007). Effective leadership (third edition). Ph.D. Springfield College and Chistopher F. Achua, D.B.A. University of Virginia college at wise,

## SEMESTER – IV

**NAME OF THE PAPER (CODE) : THE LEARNER AND LEARNING PROCESS (EDC 4.1)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **The Learner and Learning Process**:

<b>CO 1:</b>	To enable the learner to understand the basic concept of psychology
<b>CO 2:</b>	To familiarise them with the concept and theories of learning and motivation
<b>CO 3:</b>	To acquaint the learner with the concept and theories of personality
<b>CO 4:</b>	To enable the learner to develop knowledge on intelligence
<b>CO 5:</b>	To equip the learner with the knowledge on mental health and hygiene

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	1. Psychology – concept of psychology, relationship between psychology and education 2. Meaning and scope of educational psychology 3. Application of educational psychology in teaching learning process 4. Stages of growth and development of adolescence	<b>CSO 1.1:</b> To define psychology (K) <b>CSO 1.2:</b> To recall the background of psychology (K) <b>CSO 1.3:</b> To explain the goals of psychology (U) <b>CSO 1.4:</b> To examine the relationship between psychology and education (A) <b>CSO 1.5:</b> To define educational psychology (K) <b>CSO 1.6:</b> To explain the scope of educational psychology (U) <b>CSO 1.7:</b> To evaluate the application of educational psychology for teacher in teaching learning process (A) <b>CSO 1.8:</b> To evaluate the application of educational psychology for learners in teaching learning process (A) <b>CSO 1.9:</b> To characterise the stages of growth and development of adolescence (U)	15	23	

<p><b>UNIT 2</b> <b>Learning and Motivation</b></p>	<ol style="list-style-type: none"> <li>1. Meaning, nature and factors of learning</li> <li>2. Types of Learning (Gagne)</li> <li>3. Concept and types of motivation</li> <li>4. Maslow's theory of motivation</li> <li>5. Role of motivation in learning</li> </ol>	<p><b>CSO 2.1:</b> To define learning (K)  <b>CSO 2.2:</b> To explain the nature of learning (U)  <b>CSO 2.3:</b> To examine the factors of learning (A)  <b>CSO 2.4:</b> To explain the types of learning given by Gagne. (U)  <b>CSO 2.5:</b> To define motivation (K)  <b>CSO 2.6:</b> To explain the types of motivation (U)  <b>CSO 2.7:</b> To explain Maslow's theory of motivation (U)  <b>CSO 2.8:</b> To examine the role of motivation in learning (A)</p>	<p>13</p>	<p>21</p>	
<p><b>UNIT 3</b> <b>Personality</b></p>	<ol style="list-style-type: none"> <li>1. Personality-meaning, characteristics</li> <li>2. Determinant of personality development</li> <li>3. Theories of personality (Sigmund Freud)</li> </ol>	<p><b>CSO 3.1:</b> To define personality (K)  <b>CSO 3.2:</b> To explain the characteristics of personality (U)  <b>CSO 3.3:</b> To assess the determinant of personality development (A)  <b>CSO 3.4:</b> To recall the background of Sigmund Freud (K)  <b>CSO 3.5:</b> To explain the components of mental structure (Conscious, Preconscious and Unconscious) of Freud's theory (A)  <b>CSO 3.6:</b> To examine the personality structure (Id, Ego, Superego) of Freud's theory (A)  <b>CSO 3.7:</b> To define conflicts and anxiety (Freud's Theory) (K)  <b>CSO 3.8:</b> To define defence mechanisms (Freud's Theory) (K)  <b>CSO 3.9:</b> To explain different kinds of defence mechanisms (U)</p>	<p>9</p>	<p>17</p>	

		<b>CSO 3.10:</b> To explain psychosexual stages of development of Freud's theory (U)			
<b>UNIT 4 Intelligence</b>	<ol style="list-style-type: none"> <li>1. Intelligence - meaning and characteristics</li> <li>2. Spearman's Two Factor Theory</li> <li>3. Gardner's Theory of Multiple Intelligences</li> <li>4. Emotional Intelligence- meaning, characteristics and importance</li> </ol>	<b>CSO 4.1:</b> To define intelligence (K) <b>CSO 4.2:</b> To explain the characteristics of intelligence (U) <b>CSO 4.3:</b> To explain Spearman's two factor theory of intelligence (U) <b>CSO 4.4:</b> To explain Gardner's theory of multiple intelligences (U) <b>CSO 4.5:</b> To define emotional intelligence (K) <b>CSO 4.6:</b> To explain the characteristics of emotional intelligence (U) <b>CSO 4.7:</b> To analyse the importance of emotional intelligence (A)	14	22	
<b>UNIT 5 Mental Health and Hygiene</b>	<ol style="list-style-type: none"> <li>1. Meaning of mental health and hygiene</li> <li>2. Characteristics of mental health</li> <li>3. Mental health and adjustment- conflict, frustration and anxiety</li> <li>4. Defence mechanism</li> </ol>	<b>CSO 5.1:</b> To define mental health (K) <b>CSO 5.2:</b> To define mental hygiene (K) <b>CSO 5.3:</b> To explain the characteristics of mental health (U) <b>CSO 5.4:</b> To determine mental health and adjustment (A) <b>CSO 5.5:</b> To define conflict (K)  <b>CSO 5.6:</b> To describe frustration (K)  <b>CSO 5.7:</b> To define anxiety (K)  <b>CSO 5.8:</b> To explain defence mechanisms (U)	9	17	

**Suggested Readings:**

1. Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
2. DR.S.K.Mangal(2014). Educational Psychology. Tandon Publications, Ludhiana. Printed by Bright Printers, Jalandhar City.
3. Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.
4. Kuppuswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
5. Chauhan, S.S.(1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.
6. Choube, S. P. &Choube. (1996). Educational Psychology and Experiments. Himalayas Publishing House New Delhi.

## SEMESTER – IV

**NAME OF THE PAPER (CODE) : GUIDANCE AND COUNSELLING  
(EDC 4.2)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Guidance and Counselling**:

<b>CO 1:</b>	To help in understanding the meaning and importance of guidance and counselling
<b>CO 2:</b>	To acquaint the students with the knowledge guidance services
<b>CO 3:</b>	To develop an understanding about techniques of collecting information for guidance
<b>CO 4:</b>	To develop an understanding the concept of counselling
<b>CO 5:</b>	To acquaint the students with the concept of career counselling

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Guidance</b>	<ol style="list-style-type: none"> <li>1. Concept of guidance-meaning, nature and principle of guidance</li> <li>2. Educational guidance-purpose and principles</li> <li>3. Educational guidance with reference to pupils' abilities, aptitude, interest, and attitude</li> </ol>	<p><b>CSO 1.1:</b> To describe the concept of guidance (K)</p> <p><b>CSO 1.2:</b> To describe the nature of guidance (K)</p> <p><b>CSO 1.3:</b> To elaborate on the principles of guidance (U)</p> <p><b>CSO 1.4:</b> To describe the concept of educational guidance (K)</p> <p><b>CSO 1.5:</b> To describe the concept of educational guidance (K)</p> <p><b>CSO 1.6:</b> To elaborate on the principles educational guidance (U)</p> <p><b>CSO 1.7:</b> To explore the pupil's abilities (A)</p> <p><b>CSO 1.8:</b> To explore the pupil's interests (A)</p> <p><b>CSO 1.9:</b> To explore the pupil's interests (A)</p>	12	20	
<b>UNIT 2 Guidance Services</b>	<ol style="list-style-type: none"> <li>1. Types of guidance services - individual information services, occupational</li> </ol>	<p><b>CSO 2.1:</b> To elaborate on the types of guidance services (U)</p> <p><b>CSO 2.2:</b> To elaborate</p>	12	20	

	<p>information service, placement services</p> <p>2. Role of principals and teachers in school guidance program</p>	<p>on individual information services (U)</p> <p><b>CSO 2.3:</b> To elaborate on occupational information services (U)</p> <p><b>CSO 2.4:</b> To elaborate on placement services (U)</p> <p><b>CSO 2.5:</b> To discuss the role of principals in school guidance program (U)</p> <p><b>CSO 2.6:</b> To discuss the role of teachers in school guidance program (U)</p> <p><b>CSO 2.7:</b> To discuss the role of teachers in guiding student progression (U)</p>			
<p><b>UNIT 3</b></p> <p><b>Techniques of Collecting Information for Guidance</b></p>	<p>1. Types of tests used in guidance</p> <p>2. Testing techniques of students' appraisal: intelligence, personality, aptitude and interest</p> <p>3. Non - testing techniques of student's appraisal: interview, observation, case study and cumulative record</p>	<p><b>CSO 3.1:</b> To classify the types of tests used in guidance (K)</p> <p><b>CSO 3.2:</b> To classify the types of testing techniques used in students' appraisal (K)</p> <p><b>CSO 3.3:</b> To explain the role of intelligence in student's appraisal (K)</p> <p><b>CSO 3.4:</b> To explain the role of personality in student's appraisal (K)</p> <p><b>CSO 3.5:</b> To explain the role of aptitude in student's appraisal (K)</p> <p><b>CSO 3.6:</b> To explain the role of interest in student's appraisal (K)</p> <p><b>CSO 3.7:</b> To classify the types of non- testing techniques used in students' appraisal (K)</p> <p><b>CSO 3.8:</b> To explain how interview helps in student's appraisal (K)</p>	12	20	

		<p><b>CSO 3.9:</b> To explain how observation helps in student's appraisal (K)</p> <p><b>CSO 3.10:</b> To explain how case study helps in student's appraisal (K)</p> <p><b>CSO 3.11:</b> To explain how cumulative record helps in student's appraisal (K)</p>			
<b>UNIT 4 Counselling</b>	<p>1. Concept of counselling - meaning and nature</p> <p>2. Counselling approaches: directive, non - directive and eclectic</p> <p>3. Techniques of Counselling - Group counselling vs individual counselling</p> <p>4. Characteristics of a good counsellor</p>	<p><b>CSO 4.1:</b> To describe the concept of counselling (K)</p> <p><b>CSO 4.2:</b> To describe the meaning of counselling (K)</p> <p><b>CSO 4.3:</b> To elaborate on the nature of counselling (U)</p> <p><b>CSO 4.4:</b> To describe the principles of counselling (K)</p> <p><b>CSO 4.5:</b> To describe the different counselling approaches (K)</p> <p><b>CSO 4.6:</b> To elaborate on the directive approach to counselling (U)</p> <p><b>CSO 4.7:</b> To elaborate on the non- directive approach to counselling (U)</p> <p><b>CSO 4.8:</b> To elaborate on the eclectic approach to counselling (U)</p> <p><b>CSO 4.9:</b> To elaborate on the techniques of counselling (U)</p> <p><b>CSO 4.10:</b> To elaborate on the characteristics of good counsellor (U)</p>	12	20	
<b>UNIT 5 Career Counselling</b>	<p>1. Career counselling- meaning and importance of career counselling with college students</p> <p>2. Career conference</p>	<p><b>CSO 5.1:</b> To describe the concept of career counselling (K)</p> <p><b>CSO 5.2:</b> To describe the meaning of career</p>	12	20	

	and simulated interview	counselling (K) <b>CSO 5.3:</b> To elaborate on the nature of career counselling (U) <b>CSO 5.4:</b> To describe the principles of career counselling (K) <b>CSO 5.5:</b> To describe the concept of career conference (K) <b>CSO 5.6:</b> To describe the advantages of career conference (K) <b>CSO 5.7:</b> To describe the disadvantages of career conference (K) <b>CSO 5.8:</b> To describe the concept of simulated interview (K)			
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**Suggested Readings:**

1. Anthony, D. John. (2011). Types of Counselling. Guru Publications.
2. Crow, Lester. (2009). Introduction to Guidance. Surjeet Publications.
3. Rao, Nageswara. (2004). Guidance and Counselling. Discovery Publishing House.

## SEMESTER - IV

**NAME OF THE PAPER (CODE) : CURRICULUM DEVELOPMENT  
(EDC 4.3)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Curriculum Development:**

<b>CO 1:</b>	To enable the students to define and explain the concept of curriculum
<b>CO 2:</b>	To develop an understanding on the different types of Curriculum
<b>CO 3:</b>	To acquaint the students with bases of curriculum such as philosophical, psychological and sociological
<b>CO 4:</b>	To acquaint the students with the principles and procedures involved in curriculum construction
<b>CO 5:</b>	To enable them to understand the concept and its importance of co-curricular activities

### COURSE SPECIFIC OBJECTIVES (CSOs)

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction</b>	<ol style="list-style-type: none"><li>1. Concept of curriculum.</li><li>2. Aims and objectives of curriculum.</li><li>3. Factors influencing curriculum</li></ol>	<p><b>CSO 1.1:</b> To understand the meaning and concept of curriculum. (U)</p> <p><b>CSO 1.2:</b> To explain the various aims and objectives of curriculum. (U)</p> <p><b>CSO 1.3:</b> To create an understanding on the expected outcomes as students undergoes the curriculum. (U)</p> <p><b>CSO 1.4:</b> To elaborate on the social factors and how it influences curriculum development. (U)</p> <p><b>CSO 1.5:</b> To elaborate on how economic factor influence curriculum development. (U)</p> <p><b>CSO 1.6:</b> To understand how political factor influence curriculum development. (U)</p> <p><b>CSO 1.7:</b> To understand how demographic factor influence curriculum development. (U)</p>	12	20	

<p><b>UNIT 2</b> <b>Types of Curriculum</b></p>	<p>1. Child centred curriculum. 2. Traditional (subject centred) curriculum. 3. Experience/ activity centred curriculum.</p>	<p><b>CSO 2.1:</b> To know about the different types of curriculum in an educational setup. (K) <b>CSO 2.2:</b> To explain how different curriculum employs different techniques and methods in the teaching learning process. (U) <b>CSO 2.3:</b> To understand the meaning and concept of child centred curriculum. (U) <b>CSO 2.4:</b> To describe the nature and characteristics of child centred curriculum. (K) <b>CSO 2.5:</b> To elaborate on the merits and demerits of child centred curriculum. (U) <b>CSO 2.6:</b> To explain the meaning and concept of subject centred curriculum. (U) <b>CSO 2.7:</b> To understand the nature and characteristics of subject centred curriculum. (U) <b>CSO 2.8:</b> To know about the merits and demerits of subject centred curriculum. (K) <b>CSO 2.9:</b> To explain the meaning and concept of experience centred curriculum. (U) <b>CSO 2.10:</b> To understand the nature and characteristics of experience centred curriculum. (U) <b>CSO 2.11:</b> To determine on the merits/demerits and outcome of experience centred curriculum. (A)</p>	<p>12</p>	<p>20</p>	
<p><b>UNIT 3</b></p>	<p>1. Bases of</p>	<p><b>CSO 3.1:</b> To explain</p>	<p>12</p>	<p>20</p>	

<p><b>Curriculum Development</b></p>	<p>curriculum-</p> <ol style="list-style-type: none"> <li>a. Philosophical.</li> <li>b. Psychological and</li> <li>c. Sociological.</li> </ol>	<p>how curriculum is based from different areas. (U)  <b>CSO 3.2:</b> To know the meaning and concept of philosophy. (K)  <b>CSO 3.3:</b> To explain how curriculum construction uses the principles of different schools of philosophy. (U)  <b>CSO 3.4:</b> To explore the application of philosophical principles to curriculum construction. (A)  <b>CSO 3.5:</b> To know the meaning and concept of psychology. (K)  <b>CSO 3.6:</b> To explain how psychological knowledge are employed in the curriculum construction. (U)  <b>CSO 3.7:</b> To know the meaning and concept of sociology. (K)  <b>CSO 3.8:</b> To understand how society influence the construction of a curriculum. (U)</p>			
<p><b>UNIT 4 Curriculum Construction</b></p>	<ol style="list-style-type: none"> <li>1. Principles of curriculum construction.</li> <li>2. Procedures of curriculum construction.</li> <li>3. Core curriculum.</li> <li>4. Construction of a balanced curriculum.</li> </ol>	<p><b>CSO 4.1:</b> To determine the key factors and methods involved in the curriculum construction. (A)  <b>CSO 4.2:</b> To explain on how different principles and followed and employed in creating an effective curriculum. (U)  <b>CSO 4.3:</b> To discuss the importance of engaging different principles in the creation of an effective curriculum. (U)  <b>CSO 4.4:</b> To determine the different procedures followed in the curriculum construction.</p>	<p>12</p>	<p>20</p>	

		<p>(A)</p> <p><b>CSO 4.5:</b> To elaborate on the importance of engaging a systematic procedure in curriculum construction. (U)</p> <p><b>CSO 4.6:</b> To explain the meaning and concept of core curriculum. (U)</p> <p><b>CSO 4.7:</b> To discuss the significance and importance of core curriculum. (U)</p> <p><b>CSO 4.8:</b> To elaborate on what is a balanced curriculum. (U)</p> <p><b>CSO 4.9:</b> To examine the importance of a balanced curriculum. (A)</p> <p><b>CSO 4.10:</b> To explain the methods and process of constructing a balanced curriculum. (U)</p>			
<p><b>UNIT 5</b> <b>Co-curricular</b> <b>Activities</b></p>	<ol style="list-style-type: none"> <li>1. Meaning and concept of co-curricular activities.</li> <li>2. Importance of co-curricular activities.</li> <li>3. Principles involved in organising co-curricular activities.</li> </ol>	<p><b>CSO 5.1:</b> To understand the meaning and concept of co-curricular activities. (U)</p> <p><b>CSO 5.2:</b> To explain the importance of co-curricular activities. (U)</p> <p><b>CSO 5.3:</b> To discuss how inclusion of co-curricular activities leads to overall growth and development of an individual. (U)</p> <p><b>CSO 5.4:</b> To understand the principles involved in organising co-curricular activities. (U)</p> <p><b>CSO 5.5:</b> To determine the importance of employing different kinds of co-curricular activities at different stages of education. (A)</p>	12	20	

**Suggested Readings:**

1. Sharma, R.A, Curriculum development and instruction. R. Lall Book depot
2. Beane, Conrad, Jr EP and Jr JA Samuel (1986), Curriculum planning and development. Allyn Bacon, Boston.
3. Kumari Vijay Janardhan Prasad, Advanced curriculum construction. Kanishka publishers and Amp.

## SEMESTER – V

**NAME OF THE PAPER (CODE) : SPECIAL EDUCATION - I (EDC 5.1)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Special Education - I:**

<b>CO 1:</b>	To familiarise the students with special education
<b>CO 2:</b>	To acquaint the students with different types of special children
<b>CO 3:</b>	To enable them to know about gifted children and the problems faced by them
<b>CO 4:</b>	To acquaint students with the concept of creativity and the problems creative children face
<b>CO 5:</b>	To acquaint students with the different kinds of instructions and approaches needed to deal with special children

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	<ol style="list-style-type: none"><li>1. Special education- meaning, needs and objective of special education.</li><li>2. Types of special education- special schools, integrated schools, mainstreaming, inclusive education.</li><li>3. Laws and policies governing special education- PWD Act 2006, NEP 2020.</li></ol>	<p><b>CSO 1.1:</b> To understand the meaning and concept of special education. (U)</p> <p><b>CSO 1.2:</b> To explain the needs and importance of special education. (U)</p> <p><b>CSO 1.3:</b> To understand the aims, objectives and expected outcomes of special education. (U)</p> <p><b>CSO 1.4:</b> To discuss the different types of special education prevailing in the country. (U)</p> <p><b>CSO 1.5:</b> To understand what is special schools and the type of education provided by special schools. (U)</p> <p><b>CSO 1.6:</b> To examine integrated schools and how it caters to the needs of special children. (A)</p> <p><b>CSO 1.7:</b> To understand what is mainstreaming and how it deals with special children. (U)</p> <p><b>CSO 1.8:</b> To explain what is inclusive education and how it</p>	12	20	

		caters to the needs of special children. (U) <b>CSO 1.9:</b> To discuss on the different constitutional laws and policies pertaining to children with special needs with special reference to PWD Act 2006 and NEP 2020. (U)			
<b>UNIT 2 Types of Disabilities- Meaning, Nature and Identification</b>	1. Intellectual disabilities. 2. Learning disabilities. 3. Emotional and behavioural disorders.	<b>CSO 2.1:</b> To know the meaning and concept of disabilities. (K) <b>CSO 2.2:</b> To explain the nature and characteristics of intellectual disabilities. (U) <b>CSO 2.3:</b> To discuss on the process of identifying intellectual disability. (U) <b>CSO 2.4:</b> To explain the meaning and concept of learning disabilities. (U) <b>CSO 2.5:</b> To understand the nature and characteristics of learning disabilities. (U) <b>CSO 2.6:</b> To explain the identification process of learning disabilities. (U) <b>CSO 2.7:</b> To understand the meaning and concept of emotional and behavioural disorders. (U) <b>CSO 2.8:</b> To understand the nature and characteristics of emotional and behavioural disorders. (U) <b>CSO 2.9:</b> To discuss the identification process of emotional and behavioural disorders. (U)	12	20	

<p><b>UNIT 3 Giftedness</b></p>	<ol style="list-style-type: none"> <li>1. Concept of giftedness.</li> <li>2. Identification of gifted children.</li> <li>3. Education for gifted children.</li> </ol>	<p><b>CSO 3.1:</b> To understand the meaning and concept of giftedness. (U)  <b>CSO 3.2:</b> To identify the type of children falling under the category of gifted children. (K)  <b>CSO 3.3:</b> To explain to discuss on the different types of giftedness. (U)  <b>CSO 3.4:</b> To explain on the needs of gifted children. (U)  <b>CSO 3.5:</b> To discuss the identification process of children falling under the category of giftedness. (U)  <b>CSO 3.6:</b> To explain the methods and process of identifying gifted children. (U)  <b>CSO 3.7:</b> To discuss on how gifted children and categorised based on their differences. (U)  <b>CSO 3.8:</b> To explain the type of education provided for gifted children. (U)  <b>CSO 3.9:</b> To understand how classroom environment and modification of teaching methods plays an important role in dealing with the needs of gifted children. (U)</p>	<p>12</p>	<p>20</p>	
<p><b>UNIT 4 Creativity</b></p>	<ol style="list-style-type: none"> <li>1. Creativity-concept and characteristics of creativity.</li> <li>2. Factors fostering creativity.</li> <li>3. Comparative study of creative and gifted children- their problem.</li> </ol>	<p><b>CSO 4.1:</b> To explain the meaning and concept of creativity. (U)  <b>CSO 4.2:</b> To understand the nature and characteristics of creativity. (U)  <b>CSO 4.3:</b> To discuss the different factors responsible for fostering creativity. (U)  <b>CSO 4.4:</b> To examine on</p>	<p>12</p>	<p>20</p>	

		<p>the role of different external and internal factors that fosters creativity. (A)</p> <p><b>CSO 4.5:</b> To understand the difference and similarities between gifted and creative children. (U)</p> <p><b>CSO 4.6:</b> To explain the problems faced by gifted and creative children in a normal classroom. (U)</p> <p><b>CSO 4.7:</b> To examine the remedial measures to cater to the needs of gifted and creative children. (A)</p>			
<p><b>UNIT 5</b> <b>Instructional Strategies and Accommodations</b></p>	<ol style="list-style-type: none"> <li>1. Differentiated instructions.</li> <li>2. Assistive technology and adaptive materials.</li> <li>3. Behavioural interventions and supports for emotionally disturbed children</li> </ol>	<p><b>CSO 5.1:</b> To understand the different instructional strategies employed in dealing with special children. (U)</p> <p><b>CSO 5.2:</b> To explain the accommodation and remedial measures for special children. (U)</p> <p><b>CSO 5.3:</b> To discuss the application of technology in catering to the needs of special children. (U)</p> <p><b>CSO 5.4:</b> To discuss on the different teaching learning materials utilised to meet the needs of special children. (U)</p> <p><b>CSO 5.5:</b> To examine the role of experts and specialists in assisting special children to develop to their fullest potentialities. (A)</p> <p><b>CSO 5.6:</b> To explain the various form of assistance and support provided for special children. (U)</p>	12	20	

**Suggested Readings:**

1. Gupta P.K, Education for Creativity
2. Bhargava Mahesh, Introduction to Exceptional children: their nature and educational provision.
3. Kar Chintamani, Exceptional Children, Their Psychology and education.

**SEMESTER – V**

**NAME OF THE PAPER (CODE) : HISTORY OF EDUCATION IN INDIA (PRE-INDEPENDENCE) (EDC 5.2)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **History of Education in India (Pre-Independence)**:

<b>CO 1:</b>	To enable the students to examine the development of education in India from historical perspective (ancient period)
<b>CO 2:</b>	To help students understand the development of education in India from historical perspectives (medieval period)
<b>CO 3:</b>	To have an adequate knowledge of the recommendations of various commissions and committees of Indian education during British India up to 1882
<b>CO 4:</b>	To have an adequate knowledge of the recommendations of various commissions and committees of Indian education during British India up to 1944
<b>CO 5:</b>	To acquaint the students with education in British India

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Ancient India</b>	1. Vedic Education - aims, curriculum and organization of education 2. Buddhist Education - aims, curriculum and organization., the four eternal truths	<b>CSO 1.1:</b> To elaborate on the system of education in the Vedic period (U) <b>CSO 1.2:</b> To elaborate on the aims of Vedic education (U) <b>CSO 1.3:</b> To elaborate on the curriculum of Vedic education (U) <b>CSO 1.4:</b> To elaborate on how education was organised in the Vedic age (U) <b>CSO 1.5:</b> To elaborate on the role of teachers in Vedic system of education (U) <b>CSO 1.6:</b> To elaborate on the aims of Buddhist education (U) <b>CSO 1.7:</b> To elaborate on the curriculum of Buddhist education (U) <b>CSO 1.8:</b> To elaborate on how education was organised in the Buddhist age (U)	12	20	

		<b>CSO 1.9:</b> To elaborate on the role of teachers in Buddhist system of education (U)			
<b>UNIT 2 Medieval India</b>	<ol style="list-style-type: none"> <li>1. Islamic Education- its salient features, objectives and curriculum</li> <li>2. State patronage of educational endeavour</li> <li>3. Other educational institutions of medieval India.</li> </ol>	<b>CSO 2.1:</b> To describe the system of education in the Medieval period(K) <b>CSO 2.2:</b> To describe the objectives of Islamic education (K) <b>CSO 2.3:</b> To describe the curriculum of Islamic education (K) <b>CSO 2.4:</b> To describe how education was organised in the Islamic system of education (K) <b>CSO 2.5:</b> To describe the role of teachers in Islamic system of education (K) <b>CSO 2.6:</b> To describe the role of the State in enabling education in Medieval India (K) <b>CSO 2.7:</b> To describe the curriculum of Buddhist education (K)	12	20	
<b>UNIT 3 Education in British India (Phase1)</b>	<ol style="list-style-type: none"> <li>1. Educational activities of missionaries towards Indian education</li> <li>2. Significance of Charter Act of 1813</li> <li>3. Macaulay's Minute (1835)</li> <li>4. Wood's Despatch (1854)</li> <li>5. Hunter's Commission (1882)</li> </ol>	<b>CSO 3.1:</b> To elaborate on the contribution of Christian Missionaries towards spreading education in India (U) <b>CSO 3.2:</b> To elaborate on the importance of the Charter Act of 1813 (U) <b>CSO 3.3:</b> To elaborate on the importance of Macaulay's Minute (U) <b>CSO 3.4:</b> To elaborate on the importance of Wood's Despatch (U) <b>CSO 3.5:</b> To elaborate on the importance of Hunter's Commission (U) <b>CSO 3.6:</b> To elaborate on the advantages of various commissions (U) <b>CSO 3.7:</b> To elaborate on the disadvantages of	12	20	

		various commissions (U) <b>CSO 3.8:</b> To elaborate on the impact of various commissions in the development of education in India (U)			
<b>UNIT 4 Education in British India (Phase2)</b>	<ol style="list-style-type: none"> <li>1. National Education Movement</li> <li>2. Curzon's Educational Policy Calcutta University Commission (1917)</li> </ol>	<b>CSO 4.1:</b> To elaborate on National Education Movement (K) <b>CSO 4.2:</b> To enable students to know about the impact of National Education Movement (K) <b>CSO 4.3:</b> To enable students to know about the disadvantages of National Education Movement (U) <b>CSO 4.4:</b> To enable students to know about the criticisms of National Education Movement (K) <b>CSO 4.5:</b> To enable students to know about Curzon's Educational Policy (U) <b>CSO 4.6:</b> To enable students to know the purpose and aims of Curzon's Educational Policy (U) <b>CSO 4.7:</b> To enable students to know about the criticisms of Curzon's Educational Policy (K) <b>CSO 4.8:</b> To enable students to know about Calcutta University Commission (U) <b>CSO 4.9:</b> To enable students to know about the aims and purpose Calcutta University Commission (U) <b>CSO 4.10:</b> To enable students to know about the impact of Calcutta University Commission (U) <b>CSO 4.11:</b> To enable students to know about the criticisms of Calcutta	12	20	

		University Commission (K)			
<b>UNIT 5 Education in British India (Phase 3)</b>	1. Basic Education 1937 2. Hartog Committee (1929) 3. Sargent Report (1944)	<b>CSO 5.1:</b> To discuss about Basic Education Scheme (K) <b>CSO 5.2:</b> To examine the impact of Basic Education Scheme (A) <b>CSO 5.3:</b> To examine the disadvantages of Basic Education Scheme (A) <b>CSO 5.4:</b> To examine the criticisms of Basic Education Scheme (A) <b>CSO 5.5:</b> To examine Hartog's Committee (A) <b>CSO 5.6:</b> To discuss the purpose and aims of Hartog Committee (K) <b>CSO 5.7:</b> discuss the criticisms of Hartog Committee (K) <b>CSO 5.8:</b> To discuss about Sargent Report (K) <b>CSO 5.9:</b> To examine the aims and purpose Sargent Report (A) <b>CSO 5.10:</b> To examine the impact of Sargent Report (A) <b>CSO 5.11:</b> To examine the criticisms of Sargent Report (A)	12	20	

**Suggested Readings:**

1. Chaube SP. 2003. History and Development of Modern Indian Education. Agra: Vinod Pustak Mandir.
2. Aggarwal JC. 2013. Landmark in History of Modern Indian Education. Vikas Publishing House.
3. Rawat P L. 2011. History of Education in India
4. Laland Sinha. 2002 Development and Problems of Indian Education

## SEMESTER - V

<b>NAME OF THE PAPER (CODE)</b>	<b>: INDIAN EDUCATIONAL THOUGHTS AND PRACTICES (EDC 5.3)</b>
<b>Number of Credit</b>	<b>04</b>
<b>Number of Hours of Lecture</b>	<b>60</b>

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Indian Educational Thoughts and Practices**:

<b>CO 1:</b>	To narrate the concept of education in the context of Indian heritage
<b>CO 2:</b>	To learn about the life and teaching of great personality
<b>CO 3:</b>	To familiarize with the Islamic philosophy
<b>CO 4:</b>	To analysis the different philosophical approach
<b>CO 5:</b>	To examine the contribution of Indian philosophers towards education

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT Indian Schools of Philosophy</b>	1. Vedic philosophy of education 2. Indian school of philosophy with special reference to the concept of knowledge, reality and values and their educational implications for aims, curriculum and methods of education	<b>CSO 1.1:</b> To define the concept of Vedic philosophy (U) <b>CSO 1.2:</b> To discuss the aims of Vedic philosophy <b>CSO 1.3:</b> To describe the educational implication of Vedic philosophy (U) <b>CSO 1.4:</b> To discuss the wisdom and knowledge of ancient Indian schools of philosophy (U) <b>CSO 1.5:</b> To apply the knowledge of ancient Indian in the present context (A) <b>CSO 1.6:</b> To contemplate the concept of knowledge and their aims, curriculum and methods of education (A) <b>CSO 1.7:</b> To contemplate the concept of reality and their aims, curriculum and methods of education (A) <b>CSO 1.8:</b> To contemplate the value and their implications for aims, curriculum and	12	20	

		methods of education (A) <b>CSO 1.9:</b> To explore the Indian schools of philosophy (A)			
<b>UNIT 2 Heterodox Schools of Indian Philosophy</b>	1. Buddhism 2. Jainism	<b>CSO 2.1:</b> To comprehend the impact of the Buddhist philosophy in education (U) <b>CSO 2.2:</b> To acquaint with the teaching of Jainism (U) <b>CSO 2.3:</b> To define the concept of Buddhist philosophy (K) <b>CSO 2.4:</b> To examine the features of Buddhist philosophy (U) <b>CSO 2.5:</b> To analyse the impact of Buddhism on different aspects of education (A) <b>CSO 2.6:</b> To define the concept of Jainism (K) <b>CSO 2.7:</b> To examine the fundamental features of Jainism (U) <b>CSO 2.8:</b> To discuss the educational implication of Jainism (U)	12	20	
<b>UNIT 3 Islamic Philosophy of Education</b>	1. Concept, feature and education implication of Islamic philosophy	<b>CSO 3.1:</b> To familiarize with the believes and pillars of Islamic philosophy (U) <b>CSO 3.2:</b> To define the concept of Islamic philosophy (K) <b>CSO 3.3:</b> To discuss the fundamental features of Islamic philosophy (A) <b>CSO 3.4:</b> To explore the educational implication of Islamic philosophy (A)	12	20	
<b>UNIT4 Educational Thoughts</b>	1. Rabindranath Tagore 2. Swami	<b>CSO 4.1:</b> To explore Tagore's philosophical perspective (A)	12	20	

<p style="text-align: center;"><b>of Indian Thinkers</b></p>	<p style="text-align: center;">Vivekanand</p>	<p><b>CSO 4.2:</b> To elaborate Tagore’s aims of education (U)  <b>CSO 4.3:</b> To explain the philosophy and educational implication of Rabindranath Tagore (U)  <b>CSO 4.4:</b> To explore Tagore’s curriculum and methods of teaching (A)  <b>CSO 4.5:</b> To discuss Tagore’s Educational philosophy through Shantiniketan (A)  <b>CSO 4.6:</b> To discuss the educational philosophy and Swami Vivekananda (U)  <b>CSO 4.7:</b> To discuss Vivekananda’s philosophy of education (K)  <b>CSO 4.8:</b> To examine Vivekananda’s curriculum and methods of teaching  <b>CSO 4.9:</b> To explore the relevance or contribution of Vivekananda’s ideas in modern Education (A)</p>			
<p style="text-align: center;"><b>UNIT 5 Contribution of Educational Thinkers</b></p>	<p>1. Mahatma Gandhi 2. Sri Aurobindo</p>	<p><b>CSO 5.1:</b> To discuss the Gandhiji’s philosophy of education (U)  <b>CSO 5.2:</b> To explore Gandhiji’s curriculum and methods of teaching (A)  <b>CSO 5.3:</b> To recall Gandhiji’s concept of women’s education (K)  <b>CSO 5.4:</b> To describe Gandhiji’s basic education (U)  <b>CSO 5.5:</b> To analyse Gandhi’s idea of education as a means of liberation and empowerment (A)</p>	12	20	

		<p><b>CSO 5.6:</b> To Analyze the philosophy and teachings of Sri Aurobindo regarding education (U)</p> <p><b>CSO 5.7:</b> To examine educational philosophy of Aurobindo (A)</p> <p><b>CSO 5.8:</b> To define Aurobindo's concept of true education (K)</p> <p><b>CSO 5.9:</b> To explore the relevance and contributions of Sri Aurobindo to the modern system of education</p>			
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### **SUGGESTED READINGS**

1. Chatterji S.S & Data D.(2012). An introduction to Indian philosophy
2. Mrunalini T. (2008). Philosophical Foundation of Education, Agra: VinodpustakMandir
3. Radhakrishna S. (2008). Indian Philosophy (02 Volume), Oxford India paperbacks
4. Radhakrishnan, S. (2004) UddeshyapurnaJeevan, New Delhi, Hind pocket books.,P.110.
5. Sharma , Y.K. (2002) The Doctrines of the Great Indian Educators, New Delhi, Kanishka publishers, P.371.
6. Radhakrishna, S. (2004) HamariVirasat, New Delhi, Hind Pocket Books.,P.98.

## SEMESTER – VI

**NAME OF THE PAPER (CODE) : SPECIAL EDUCATION - II (EDC 6.1)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Special Education - II:**

<b>CO 1:</b>	To introduce the concept of special Education
<b>CO 2:</b>	To understand the different kinds of disabilities prevailing among individuals
<b>CO 3:</b>	To enable students to know the classroom management techniques of dealing with special children
<b>CO 4:</b>	To acquaint students with the current trends and issues in special education
<b>CO 5:</b>	To enable students to understand the role of family and community in dealing with special children

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Special Education</b>	<ol style="list-style-type: none"> <li>1. Definition and importance of special education.</li> <li>2. Laws and policies governing special education- RCI, National Policy for Persons with Disabilities.</li> <li>3. Role of special education teachers and related professionals.</li> </ol>	<p><b>CSO 1.1:</b> To discuss the various definitions on special education. (U)</p> <p><b>CSO 1.2:</b> To understand the need and importance of special education. (U)</p> <p><b>CSO 1.3:</b> To explain the role of RCI towards special education. (U)</p> <p><b>CSO 1.4:</b> To discuss the provisions given by National Policy for Persons with Disability 2006 towards special children. (U)</p> <p><b>CSO 1.5:</b> To understand who are special education teachers. (U)</p> <p><b>CSO 1.6:</b> To discuss the role of special education teachers towards special children. (U)</p> <p><b>CSO 1.7:</b> To explain the role of professionals in dealing with children falling under special children categories. (U)</p>	12	20	
<b>UNIT 2 Types of</b>	<ol style="list-style-type: none"> <li>1. Speech and language</li> </ol>	<p><b>CSO 2.1:</b> To understand the meaning and concept</p>	12	20	

<p><b>Disabilities- Meaning, Characteristics and Identification</b></p>	<p>impaired. 2. Orthopedically challenged. 3. Visual and hearing impaired.</p>	<p>of speech and language impaired. (U) <b>CSO 2.2:</b> To explain the nature and characteristics of language and speech impaired. (U) <b>CSO 2.3:</b> To discuss on the identification process of speech and language impaired persons. (U) <b>CSO 2.4:</b> To understand the meaning and concept of orthopaedically challenged persons. (U) <b>CSO 2.5:</b> To explain the nature and characteristics of orthopaedically challenged persons. (U) <b>CSO 2.6:</b> To discuss on the identification process of orthopaedically challenged persons. (U) <b>CSO 2.7:</b> To understand the meaning and concept of visual and hearing impaired. (U) <b>CSO 2.8:</b> To explain the nature and characteristics of hearing and visually impaired persons. (U) <b>CSO 2.9:</b> To examine on the identification process of hearing and visually impaired persons. (A)</p>			
<p><b>UNIT 3 Classroom Management</b></p>	<p>1. Creating a positive and inclusive classroom environment. 2. Behavioural management techniques. 3. Addressing challenging behaviours. 4. Classroom routine and procedures.</p>	<p><b>CSO 3.1:</b> To understand the importance of managing as classroom in a way that welcome special children and provide room for their growth and development. (U) <b>CSO 3.2:</b> To define what is inclusive classroom. (K) <b>CSO 3.3:</b> To discuss on the need of positive and inclusive classroom for special children. (U)</p>	<p>12</p>	<p>20</p>	

		<p><b>CSO 3.4:</b> To understand the technique for behavioural management. (U)</p> <p><b>CSO 3.5:</b> To know on the concept of challenging behaviour. (K)</p> <p><b>CSO 3.6:</b> To explain the methods and techniques of addressing challenging behaviours. (U)</p> <p><b>CSO 3.7:</b> To understand how modification of classroom environment and technique cater to the problems of challenging behaviour. (U)</p> <p><b>CSO 3.8:</b> To explain the importance of modification of classroom routine and procedure in addressing the needs of special children. (U)</p>			
<p><b>UNIT 4</b> <b>Current Issues and Trends in Special Education</b></p>	<ol style="list-style-type: none"> <li>1. Early intervention.</li> <li>2. Assisting technology advancements.</li> <li>3. Promoting inclusive practices within the classroom and schools.</li> <li>4. Inclusive vs separate education.</li> </ol>	<p><b>CSO 4.1:</b> To discuss on the current issues and trends in special education. (U)</p> <p><b>CSO 4.2:</b> To explain what is early intervention towards special children. (U)</p> <p><b>CSO 4.3:</b> To understand the importance of early intervention towards special children. (U)</p> <p><b>CSO 4.4:</b> To examine what is inclusive practice in schools. (U)</p> <p><b>CSO 4.5:</b> To understand the utilisation of technology in enhancing the education of special children. (U)</p> <p><b>CSO 4.6:</b> To understand the importance of inclusive environment in teaching learning situations. (U)</p> <p><b>CSO 4.7:</b> To explain the</p>	12	20	

		<p>concept of inclusive and separate education. (U)</p> <p><b>CSO 4.8:</b> To discuss on the differences and similarities between inclusive and separate education. (U)</p> <p><b>CSO 4.9:</b> To know about the different roles played by inclusive and separate education. (K)</p>			
<p><b>UNIT 5</b> <b>Role of Family and Community</b></p>	<ol style="list-style-type: none"> <li>1. Role of family and community in the nurturance of children with special needs</li> <li>2. Role of NGOs in providing for the CSWNs</li> <li>3. Role of peers in the education of special child.</li> </ol>	<p><b>CSO 5.1:</b> To discuss on the role of family and community in addressing the needs of special children. (U)</p> <p><b>CSO 5.2:</b> To understand the importance of the intervention of family and community in the nurturance of special needs children. (U)</p> <p><b>CSO 5.3:</b> To explain what is an NGO.(U)</p> <p><b>CSO 5.4:</b> To discuss how the NGOs plays an important role in addressing the needs of special children. (U)</p> <p><b>CSO 5.5:</b> To discuss who are peer groups. (U)</p> <p><b>CSO 5.6:</b> To explain the influence and impact of peer in the development of special child. (U)</p> <p><b>CSO 5.7:</b> To explain the role of peers in the education of children with special needs. (U)</p>	12	20	

**Suggested Readings:**

1. Panda K.C (1997), An Introduction to Special Education.
2. Mangal S.K (2008), Education of the Exceptional Children: An Introduction to Special Education.
3. Advani, Lal and Chadha. A, (2003) You and Your Special Children.

## SEMESTER – VI

**NAME OF THE PAPER (CODE) : HISTORY OF INDIAN EDUCATION  
(POST-INDEPENDENCE (EDC 6.2))**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **History of Indian Education (Post-Independence)**:

<b>CO 1:</b>	To understand the recommendations of various commissions and national policies
<b>CO 2:</b>	To examine the various changes and modifications brought about in the educational system in India
<b>CO 3:</b>	To examine the recommendations of National Knowledge Framework (2005) and National Curriculum Framework (2005)
<b>CO 4:</b>	To define the various issues and problems of education in modern India
<b>CO 5:</b>	To understand the constitutional provisions on Right To education (2009)

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Development of Indian Education (Post Independence Period)</b>	<ol style="list-style-type: none"> <li>1. University Education Commission (1948-49).</li> <li>2. Secondary Education Commission (1952-53).</li> <li>3. Kothari Commission (1964-66).</li> </ol>	<p><b>CSO 1.1:</b> To explain the problems and challenges of higher education post-independence. (U)</p> <p><b>CSO 1.2:</b> To create an understanding on the aims and objectives of university education commission (1948-49). (U)</p> <p><b>CSO 1.3:</b> To discuss on the recommendations given by university education commission. (U)</p> <p><b>CSO 1.4:</b> To define the aims and objectives of university education commission. (K)</p> <p><b>CSO 1.5:</b> To discuss the problems and challenges of secondary education in India. (U)</p> <p><b>CSO 1.6:</b> To define the aims and objectives of secondary education commission. (K)</p> <p><b>CSO 1.7:</b> To explain the</p>	12	20	

		<p>recommendations given by the commission towards secondary education. (U)</p> <p><b>CSO 1.8:</b> To explain the aims and objectives of Kothari commission. (U)</p> <p><b>CSO 1.9:</b> To examine the recommendations made by Kothari Commission. (A)</p>			
<b>UNIT 2 Educational Provisions</b>	<ol style="list-style-type: none"> <li>1. National policy in education.</li> <li>2. National system of education.</li> <li>3. Education for equality and equity.</li> </ol>	<p><b>CSO 2.1:</b> To discuss on the defects and problems faced by education sector prior to 1986. (U)</p> <p><b>CSO 2.2:</b> To explain what is national policy of education 1986. (U)</p> <p><b>CSO 2.3:</b> To elaborate on the various recommendations and suggestions given by NPE 1986. (U)</p> <p><b>CSO 2.4:</b> To explain what is national system of education. (U)</p> <p><b>CSO 2.5:</b> To discuss on the various changes and modifications suggested under national system of education. (U)</p> <p><b>CSO 2.6:</b> To define what is education for equality and equity. (K)</p> <p><b>CSO 2.7:</b> To examine the various suggestions and recommendations in bringing about equality and equity in education. (A)</p>	12	20	
<b>UNIT 3 Educational Commissions</b>	<ol style="list-style-type: none"> <li>1. National knowledge commission (NCK) 2005- its focus areas, recommendations on higher education and vocational</li> </ol>	<p><b>CSO 3.1:</b> To define what is national knowledge commission (NCK) 2005. (K)</p> <p><b>CSO 3.2:</b> To understand the recommendations of NCK towards higher education. (U)</p> <p><b>CSO 3.3:</b> to examine the</p>	12	20	

	<p>education.</p> <p>2. National curriculum framework (NCF) 2005.</p> <p>3. NEP 2020 on higher education.</p>	<p>recommendations of NCK towards vocational education. (A)</p> <p><b>CSO 3.4:</b> to explain what is national curriculum framework (NCF) 2005. (U)</p> <p><b>CSO 3.5:</b> To elaborate the recommendations and suggestions given by NCF 2005. (U)</p> <p><b>CSO 3.6:</b> To explain the aims and objectives of NCF 2005. (U)</p> <p><b>CSO 3.7:</b> To explain what is NEP 2020. (U)</p> <p><b>CSO 3.8:</b> To examine the different recommendations brought about by NEP 2020 towards higher education. (A)</p> <p><b>CSO 3.9:</b> To elaborate on the aims and objectives of NEP 2020 towards higher education. (U)</p>			
<p><b>UNIT 4</b></p> <p><b>Challenges to Education in India</b></p>	<p>1. Gender disparity.</p> <p>2. Vocational education.</p> <p>3. Quality of education.</p> <p>4. Access to education.</p>	<p><b>CSO 4.1:</b> To explain what is gender disparity. (U)</p> <p><b>CSO 4.2:</b> To explain the problems of women towards educational access. (U)</p> <p><b>CSO 4.3:</b> To examine the cause of gender disparity. (A)</p> <p><b>CSO 4.4:</b> To explain what is vocational education. (U)</p> <p><b>CSO 4.5:</b> To examine the challenges and problems in vocational education. (A)</p> <p><b>CSO 4.6:</b> To understand what is quality education. (U)</p> <p><b>CSO 4.7:</b> To determine the challenges and obstacles towards achieving quality education. (A)</p>	12	20	

		<p><b>CSO 4.8:</b> To define causes for lack of quality education. (U)</p> <p><b>CSO 4.9:</b> To understand the problems and challenges in regard to educational access among the masses. (U)</p> <p><b>4.10:</b> To examine the causes of inaccessibility to education. (A)</p>			
<p><b>UNIT 5</b> <b>Right to Education 2009</b></p>	<p>1. Constitutional provision in relation to RTE 2009- education for all.</p> <p>2. Problems of education in Nagaland with special references to RTE 2009.</p>	<p><b>CSO 5.1:</b>To explain what is RTE 2009. (U)</p> <p><b>CSO 5.2:</b>To examine the different provisions for students under RTE 2009. (A)</p> <p><b>CSO 5.3:</b>To elaborate on the various schemes under RTE 2009. (U)</p> <p><b>CSO 5.4:</b>To define the aims and objectives of RTE 2009. (U)</p> <p><b>CSO 5.5:</b>To examine the application of RTE in Nagaland. (A)</p> <p><b>CSO 5.6:</b> To explain the problems of education in Nagaland with special references to RTE 2009. (U)</p> <p><b>CSO 5.7:</b> To examine the causes of educational problems in Nagaland with special references to RTE 2009. (A)</p>	12	20	

**Suggested Readings:**

1. Aggarwal, J.C, (2010). Landmarks in the history of modern Indian education. Vikash publishing house.
2. SenAmartya and Jean Dreze, (1997). Education and development in India.
3. National knowledge commission, Higher education in India; Vision and action plan.

## SEMESTER – VI

**NAME OF THE PAPER (CODE) : WESTERN EDUCATIONAL THOUGHTS AND PRACTICES (EDC 6.3)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Western Educational Thought and Practices:**

<b>CO 1:</b>	To familiarize with the students the educational thoughts of ancient thinkers
<b>CO 2:</b>	To expose the students with the educational thoughts and practices of western thinkers
<b>CO 3:</b>	To develop an understanding of the role western schools of philosophy in education
<b>CO 4:</b>	To acquaint with the western philosophical perspective
<b>CO 5:</b>	To familiarize the students with the educational thoughts and practices of contemporary western thinker

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Foundational Western Schools of Philosophy</b>	1. Idealism 2. Naturalism	<b>CSO 1.1:</b> To familiarize with the educational thoughts and practices of Ancient Greece and Romans (K) <b>CSO 1.2:</b> To define the life philosophy of ancient Greeks (U) <b>CSO 1.3:</b> To discuss educational thoughts and practices in Ancient Greek (A) <b>CSO 1.4:</b> To explore Spartan and Athenian system of education (A) <b>CSO 1.5:</b> To discuss the impact of Roman civilization in the world (U) <b>CSO 1.6:</b> To examine the life philosophy of Ancient Rome (A) <b>CSO 1.7:</b> To discuss the educational thoughts and practices of ancient Rome (A)	12	20	
<b>UNIT 2</b>	1. Idealism	<b>CSO 2.1:</b> To define the	12	20	

<b>Foundational Western Schools of Philosophy</b>	2. Naturalism	<p>meaning of Idealism (K)  <b>CSO 2.2:</b> To examine the educational implication of idealism (A)  <b>CSO 2.3:</b> To define idealism and aim of education (U)  <b>CSO 2.4:</b> To evaluate the merits of idealism (A)  <b>CSO 2.5:</b> To evaluate the demerits of idealism (A)  <b>CSO 2.6:</b> To assess the role ideas and concepts in shaping of the reality (A)  <b>CSO 2.7:</b> To define the expression of creativity in the nature (U)  <b>CSO 2.8:</b> To define the meaning of naturalism (K)  <b>CSO 2.9:</b> To examine the educational implication of naturalism (U)  <b>CSO 2.10:</b> To discuss the merits and contribution of naturalism (A)</p>			
<b>UNIT 3 Fundamental Western Schools of Philosophy</b>	1. Realism 2. Pragmatism	<p><b>CSO 3.1:</b> To comprehend the present world with the ideology of realism (U)  <b>CSO 3.2:</b> To develop a practicability , utility and action oriented attitude (A)    <b>CSO 3.3:</b> To define the meaning of realism (U)  <b>CSO 3.4:</b> To examine the education implication of realism (A)  <b>CSO 3.5:</b> To assess the principles and characteristics of realism (A)  <b>CSO 3.6:</b> To discuss the realism's aims of</p>	12	20	

		<p>education (U)</p> <p><b>CSO 3.7:</b> To examine the realism’s methods of teaching (A)</p> <p><b>CSO 3.8:</b> To evaluate the merits and demerits of realism (A)</p> <p><b>CSO 3.9:</b> To recall the meaning of pragmatism (U)</p> <p><b>CSO 3.10:</b> To examine the educational implication of pragmatism (A)</p> <p><b>CSO 3.11:</b> To assess the curriculum and method of pragmatism (A)</p> <p><b>CSO 3.12:</b> To evaluate the merits and demerits of pragmatism (A)</p>			
<p><b>UNIT5</b> <b>Other Western Schools of Philosophy</b></p>	<p>1. Existentialism 2. Marxism</p>	<p><b>CSO 4.1:</b> To define the meaning of Existentialism (K)</p> <p><b>CSO 4.2:</b> To examine the postulates of the philosophy (A)</p> <p><b>CSO 4.3:</b> To analyze the beliefs of existentialism (A)</p> <p><b>CSO 4.4:</b> To examine the educational implication of existentialism (A)</p> <p><b>CSO 4.5:</b> To assess the merits and demerits of the existential philosophy (A)</p> <p><b>CSO 4.6:</b> To comprehend the individuality to build a strong character (U)</p> <p><b>CSO 4.7:</b> To define the meaning of communism (K)</p> <p><b>CSO 4.8:</b> To recall the period of communism (K)</p> <p><b>CSO 4.9:</b> To discuss about Karl Marx and his</p>	12	20	

		<p>communist manifesto (U)</p> <p><b>CSO 4.10:</b> To discuss the how communism turned into dictatorship (U)</p> <p><b>CSO 4.11:</b> To examine the beliefs and successful ideas that the world has borrowed from communism (A)</p> <p><b>CSO 4.12:</b> To develop in them the understanding of class struggle (U)</p>			
<p><b>UNIT 5</b></p> <p><b>Contribution of Western Educational Thinkers</b></p>	<p>1. Jean Jacque Rousseau</p> <p>2. John Henrich Pestalozzi</p>	<p><b>CSO 5.1:</b> To familiarize with the educational philosophy of Jean Jacques Rousseau (U)</p> <p><b>CSO 5.2:</b> To examine Rousseau’s positive and negative education (A)</p> <p><b>CSO 5.3:</b> To discuss the Emile as a treatise of education (U)</p> <p><b>CSO 5.4:</b> To examine the Rousseau’s curriculum and methods of teaching (A)</p> <p><b>CSO 5.5:</b> To familiarize with the educational philosophy of John Henrich Pestalozzi (U)</p> <p><b>CSO 5.6:</b> To enumerate educational philosophy of Pestalozzi (U)</p> <p><b>CSO 5.7:</b> To examine the curriculum and methods of teaching (A)</p> <p><b>CSO 5.8:</b> To discuss the contribution of Pestalozzi to modern education</p>	12	20	

**Suggested Readings:**

1. Rusk, R.R. (1928) The philosophical Bases of Education, Lodon, University of Lodon press Ltd.,P.310.
2. Rusk, R.R. and Scotland, j. (1979) Doctrines of the Great Educators, (Fifth Edition), New York, The Macmillan Press Ltd.,P.310.
3. John Dewey (1963) Democracy of education, Mac Millian, New York

## SEMESTER – VI

**NAME OF THE PAPER (CODE) : STATISTICS IN EDUCATION (EDC 6.4)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Statistics in Education**:

<b>CO 1:</b>	To enable the learner to understand the concept of statistics
<b>CO 2:</b>	To familiarise them with graphical representations of data
<b>CO 3:</b>	To acquaint the learner with measures of central tendencies and dispersion
<b>CO 4:</b>	To enable them to comprehend the measures of correlation
<b>CO 5:</b>	To equip the learner with the knowledge of normal probability distribution

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Concept of Statistics</b>	<ol style="list-style-type: none"> <li>1. Meaning and characteristics of statistics</li> <li>2. Types of data – grouped and ungrouped</li> <li>3. Scales of measurement</li> <li>4. Frequency distribution</li> </ol>	<b>CSO 1.1:</b> To define statistics (K) <b>CSO 1.2:</b> To explain the characteristics of statistics <b>CSO 1.3:</b> To explain group data (U) <b>CSO 1.4:</b> To explain ungrouped data (U) <b>CSO 1.5:</b> To explain the scales of measurement (U) <b>CSO 1.6:</b> To construct frequency distribution (A)	13	20	
<b>UNIT 2 Graphical Representations of Data</b>	<ol style="list-style-type: none"> <li>1. Histogram</li> <li>2. Frequency polygon</li> <li>3. Pie-diagram</li> <li>4. Cumulative frequency</li> <li>5. Ogive</li> </ol>	<b>CSO 2.1:</b> To recall general principles of graphic representations (K) <b>CSO 2.2:</b> To define histogram (K) <b>CSO 2.3:</b> To identify advantages and disadvantages of histogram (K) <b>CSO 2.4:</b> To plot histogram (A) <b>CSO 2.5:</b> To define frequency polygon (K) <b>CSO 2.6:</b> To identify the	10	18	

		<p>advantages and limitations of frequency polygon (U)</p> <p><b>CSO 2.7:</b> To identify the uses of frequency polygon (U)</p> <p><b>CSO 2.8:</b> To plot frequency polygon (A)</p> <p><b>CSO 2.9:</b> To define pie diagram (K)</p> <p><b>CSO 2.10:</b> To construct a pie diagram (A)</p> <p><b>CSO 2.11:</b> To define cumulative frequency (K)</p> <p><b>CSO 2.12:</b> To plot cumulative frequency (A)</p> <p><b>CSO 2.13:</b> To define ogive (K)</p> <p><b>CSO 2.14:</b> To state the uses of ogive (K)</p> <p><b>CSO 2.15:</b> To plot ogive (A)</p>			
<p><b>UNIT 3</b> <b>Measures of Central Tendency and Dispersion</b></p>	<p>1. Measures of central tendencies - Mean - Median - Mode</p> <p>2. Measures of dispersion - concept &amp; types</p> <p>3. Computation of Standard Deviation</p>	<p><b>CSO 3.1:</b> To understand the measures of central tendencies (K)</p> <p><b>CSO 3.2:</b> To define mean (U)</p> <p><b>CSO 3.3:</b> To calculate mean (A)</p> <p><b>CSO 3.4:</b> To define median (K)</p> <p><b>CSO 3.5:</b> To calculate median (A)</p> <p><b>CSO 3.6:</b> To define mode (K)</p> <p><b>CSO 3.7:</b> To calculate mode (A)</p> <p><b>CSO 3.8:</b> To understand measures of dispersion (U)</p> <p><b>CSO 3.9:</b> To identify the types of dispersion (K)</p> <p><b>CSO 3.10:</b> To compute standard deviation (A)</p>	15	25	
<p><b>UNIT 4</b> <b>Measures of Correlation</b></p>	<p>1. Concept of correlation</p> <p>2. Kinds of</p>	<p><b>CSO 4.1:</b> To familiarise the concept of correlation (K)</p>	13	20	

	<p>correlation</p> <p>3. Computation of coefficient of correlation with rank difference method</p> <p>4. Computation of coefficient of correlation with product moment method</p>	<p><b>CSO 4.2:</b> To explain the kinds of correlation (U)</p> <p><b>CSO 4.3:</b> To compute coefficient of correlation with rank difference method (A)</p> <p><b>CSO 4.4:</b> To compute coefficient of correlation with product moment method (A)</p>			
<p><b>UNIT 5</b></p> <p><b>Normal Probability Distribution</b></p>	<p>1. Concept and characteristics of normal probability curve</p> <p>2. Uses of normal probability curve</p> <p>3. Divergence from normality</p> <ul style="list-style-type: none"> <li>- Skewness</li> <li>- Kurtosis</li> </ul>	<p><b>CSO 5.1:</b> To define normal probability curve (K)</p> <p><b>CSO 5.2:</b> To explain the characteristics of normal probability curve (U)</p> <p><b>CSO 5.3:</b> To examine the uses of normal probability curve (A)</p> <p><b>CSO 5.4:</b> To understand divergence from normality (U)</p> <p><b>CSO 5.5:</b> To define skewness (K)</p> <p><b>CSO 5.6:</b> To explain the types of skewness (U)</p> <p><b>CSO 5.7:</b> To define kurtosis (K)</p> <p><b>CSO 5.8:</b> To explain the types of kurtosis (U)</p>	9	17	

### Suggested Readings:

1. Koul, Lokesh (1988) Methodology of Educational Research, Vikash Publishing House New Delhi
2. Ferguson, G.A. (1971). Statistical Analysis in Psychology and Education. Kogakusha,
3. Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon
4. Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-
5. Nanda G.C. & Khato, P.K. (2005), Fundamentals of Educational Research and Statistics, Cuttack: Kalyani Publisher.
6. Rathore. J.M. & Mishra D.C. (2011), Foundations of Statistics in Education, Bhubaneswar: gyanajuga Publication. Sharma, R.A. (2000), Advanced Statistics in Education and Psychology, Meerut: Surya Publisher.
7. Swain, S.K. & Pradha, China & Khato, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.

## SEMESTER – VII

**NAME OF THE PAPER (CODE) : EDUCATION IN NORTH EAST INDIA (EDC 7.1)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper

### EDUCATION IN NORTHEAST INDIA

<b>CO 1:</b>	To appreciate the history of education in NE India
<b>CO 2:</b>	To familiarize with elementary education in NE India
<b>CO 3:</b>	To familiarize with secondary education in NE India
<b>CO 4:</b>	To develop knowledge of higher education in NE India
<b>CO 5:</b>	To develop knowledge of teacher education in NE India

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 History of Education in NE India</b>	1. A background of the region and its people 2. Education in pre-independent NE 3. Development of education in independent NE India	<b>CSO 1.1:</b> To discuss the history of the region (U) <b>CSO 1.2:</b> To discuss the culture of the region (U) <b>CSO 1.3:</b> To discuss contributing factors for development of education in NE India (U) <b>CSO 1.4:</b> To discuss the problems for development of education in NE India (U) <b>CSO 1.5:</b> To examine the status of education in pre-independent NE India (A) <b>CSO 1.6:</b> To discuss the development of education in pre-independent NE India (U) <b>CSO 1.7:</b> To examine the status of education in independent NE India (A)	12	20	

		<b>CSO 1.8:</b> To examine the development of education in independent NE India (A)			
<b>UNIT 2 Elementary Education in North-East Region</b>	<ol style="list-style-type: none"> <li>1. Structure and pattern of elementary education</li> <li>2. Steps taken to achieve the target of universalization of elementary education</li> <li>3. Problems of elementary education in NE region</li> </ol>	<p><b>CSO 2.1:</b> To outline the structure of elementary education (K)</p> <p><b>CSO 2.2:</b> To discuss the pattern of elementary education (U)</p> <p><b>CSO 2.3:</b> To discuss the steps taken for universalisation of elementary education (U)</p> <p><b>CSO 2.4:</b> To examine the problems in the way of universalisation of elementary education (A)</p> <p><b>CSO 2.5:</b> To outline the SSA program towards the cause of universalisation of elementary education (K)</p> <p><b>CSO 2.6:</b> To examine the success rate of SSA program (A)</p> <p><b>CSO 2.7:</b> To examine problems of SSA program (A)</p> <p><b>CSO 2.8:</b> To outline the criticisms of SSA program (K)</p> <p><b>CSO 2.9:</b> To discuss the status of elementary education in the region (U)</p>	12	20	

<p><b>UNIT 3 Secondary Education</b></p>	<ol style="list-style-type: none"> <li>1. Review of the Development of secondary education in NE India</li> <li>2. Problems of secondary education</li> <li>3. Vocationalisation of secondary education</li> </ol>	<p><b>CSO 3.1:</b> To outline the development of Secondary Education in the region (K)  <b>CSO 3.2:</b> To discuss the contributing factors for the development of Secondary Education in the region (U)  <b>CSO 3.3:</b> To outline the problems of Secondary Education in the region (K)  <b>CSO 3.4:</b> To examine the status of Secondary Education in the region (A)  <b>CSO 3.5:</b> To discuss the constitutional provisions for Secondary Education in the region (U)  <b>CSO 3.6:</b> To discuss the vocationalisation of Secondary Education (U)  <b>CSO 3.7:</b> To discuss the problems of vocationalisation of Secondary Education (U)  <b>CSO 3.8:</b> To examine the success of vocationalisation of Secondary Education (A)</p>	<p>12</p>	<p>20</p>	
<p><b>UNIT 4 Higher Education</b></p>	<ol style="list-style-type: none"> <li>1. Review of the Development of higher education in NE India</li> <li>2. Technical education</li> <li>3. University education</li> <li>4. Issues of higher education in NE India</li> </ol>	<p><b>CSO 4.1:</b> To discuss the development of Higher Education in the region (U)  <b>CSO 4.2:</b> To examine the contributing factors for the development of Higher Education</p>	<p>12</p>	<p>20</p>	

		<p>in the region (A)</p> <p><b>CSO 4.3:</b> To discuss the problems of Higher Education in the region (U)</p> <p><b>CSO 4.4:</b> To examine the development of Technical Education in the region (A)</p> <p><b>CSO 4.5:</b> To examine the contributing factors for the development of Technical Education in the region (A)</p> <p><b>CSO 4.6:</b> To outline the problems of Technical Education in the region (K)</p> <p><b>CSO 4.7:</b> To examine the development of University Education in the region (A)</p> <p><b>CSO 4.8:</b> To examine the contributing factors for the development of University Education in the region (A)</p> <p><b>CSO 4.9:</b> To outline the problems of University Education in the region (K)</p>			
<b>UNIT 5 Development of Education in Nagaland</b>	<ol style="list-style-type: none"> <li>1. Traditional Education System of Nagaland</li> <li>2. Modern System of Education in Nagaland</li> <li>3. Morung Concept of Education-KGBU and NSCBA</li> </ol>	<p><b>CSO 5.1:</b> To examine the traditional education system of Nagaland (A)</p> <p><b>CSO 5.2:</b> To discuss the advantages of traditional education system of Nagaland (U)</p>	12	20	

		<p><b>CSO 5.3:</b> To discuss the disadvantages traditional education system of Nagaland (U)</p> <p><b>CSO 5.4:</b> To outline the aims of traditional education system of Nagaland (K)</p> <p><b>CSO 5.5:</b> To examine the organisation of traditional education system of Nagaland (A)</p> <p><b>CSO 5.6:</b> To examine the modern education system of Nagaland (A)</p> <p><b>CSO 5.7:</b> To discuss the advantages of modern education system of Nagaland (U)</p> <p><b>CSO 5.8:</b> To discuss the disadvantages of modern education system of Nagaland (U)</p> <p><b>CSO 5.9:</b> To discuss the aims of modern education system of Nagaland (U)</p> <p><b>CSO 5.10:</b> To discuss the organisation of modern education system of Nagaland (U)</p>			
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**Suggested Readings:**

1. Tiwari, R.P. Problems of Education in North East India. Vikas Brothers, Ludhiana.
2. Biswas, N.B. (2008) Education in North East India, New Delhi : Shipra Publications.
3. Pallab Jyoti Boruah. Problems and Future Prospects of Higher Education in North East India, IJHSSI.
4. Lyndern, Biloris and Kumar DE Utpal (2004) Education in North East India ( Experience and Challenges), New Delhi : Concept Publishing Company.

## SEMESTER – VII

**NAME OF THE PAPER (CODE) : GENDER AND EDUCATION (EDC 7.2)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Gender and Education**:

<b>CO 1:</b>	To understand the gender concepts
<b>CO 2:</b>	To develop an understanding on gender and education
<b>CO 3:</b>	To enable students to understand the gender differences in various aspects of life
<b>CO 4:</b>	To enable them to comprehend gender socialisation
<b>CO 5:</b>	To enable students to understand about the importance and efforts in bringing about gender justice and women empowerment

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Gender Concepts</b>	1. Concept of gender 2. Difference between sex and gender 3. Need for gender sensitization	<b>CSO 1.1:</b> To define gender (K) <b>CSO 1.2:</b> To define sex (K) <b>CSO 1.3:</b> To define gender(K) <b>CSO 1.4:</b> To differentiate between sex and gender (A)	12	20	
<b>UNIT 2 Understanding Gender and Education</b>	1. Gender gap in education 2. Exploring gender identity in education 3. Gender and leadership in education	<b>CSO 2.1:</b> To identify gender gap in education (K) <b>CSO 2.2:</b> To explore gender identity in education (A) <b>CSO 2.3:</b> To examine gender and leadership in education (A)	12	20	
<b>UNIT 3 Gender Gap</b>	1. Social 2. Political 3. Economic 4. Health	<b>CSO 3.1:</b> To examine about the different gender gaps prevailing in different aspects of life (A) <b>CSO 3.2:</b> To identify gender gaps in social aspects (K) <b>CSO 3.3:</b> To identify	12	20	

		gender gap in political aspects <b>CSO 3.4:</b> To identify gender gap in of economic aspects <b>CSO 3.5:</b> To identify gender gap in the aspects of health			
<b>UNIT 4 Gender Socialization</b>	1. Gender socialization 2. Gender Issues in the family and school 3. Educational goals from gender perspectives	<b>CSO 4.1:</b> To familiarize on gender socialisation (K) <b>CSO 4.2:</b> To explain the kinds of correlation (U) <b>CSO 4.3:</b> To examine gender issues faced in schools (A) <b>CSO 4.4:</b> To examine gender issues faced in family (A) <b>CSO 4.5:</b> To identify educational goals from gender perspectives (K)	12	20	
<b>UNIT 5 Gender Justice and Women Empowerment</b>	1. Women's Rights in India and its obstacles 2. Social legislation - constitutional provisions for women in India 3. Education as a tool for women empowerment	<b>CSO 5.1:</b> To describe women's rights in India (K) <b>CSO 5.2:</b> To explain women's rights and its obstacles (U) <b>CSO 5.3:</b> To identify the different constitutional provisions regarding gender disparity (KI) <b>CSO 5.4:</b> To examine education as a tool for women empowerment (A)	12	20	

### Suggested Readings:

1. Nagendra Shilaja (2006). Women and Human rights. Jaipur India, ABD Publishers.
2. Rao, D.B and D.P Rao (1999). Women, Education and Empowerment. New Delhi. Discovery Publishing House.
3. Rege, Sharmila. Sociology of Gender (2003), New Delhi. Sage Publications.
4. Ali Lokman (2022) Advanced Sociology of Education. Global Net Publication, New Delhi.



		system of Early Childhood care and Education (U) <b>CSO 1.9:</b> To discuss the Constitutional Provisions for Early Childhood care and Education (K)			
<b>UNIT 2 Elementary Education</b>	<ol style="list-style-type: none"> <li>1. Universalization of elementary education</li> <li>2. Right of Children to Free and Compulsory Education (RCFCE) Act 2009</li> <li>3. Quality concerns in elementary education</li> <li>4. Sarva Sikshya Abhiyan (SSA) &amp; District Primary Education Project (DPEP)</li> </ol>	<b>CSO 2.1:</b> To discuss the structure of elementary education (U) <b>CSO 2.2:</b> To discuss the pattern of elementary education (U) <b>CSO 2.3:</b> To examine the Right of Children to Free and Compulsory Education (RCFCE) Act 2009 (A) <b>CSO 2.4:</b> To discuss the quality concerns of elementary education (U) <b>CSO 2.5:</b> To examine the SSA program towards the cause of universalisation of elementary education (A) <b>CSO 2.6:</b> To enable students to know about the hindrances of SSA program <b>CSO 2.7:</b> To elaborate on the criticisms of SSA program (U) <b>CSO 2.8:</b> To outline the criticisms of SSA program (K) <b>CSO 2.9:</b> To discuss the District Primary Education Program (DPEP) (U)	12	20	
<b>UNIT 3 Secondary and Higher Education</b>	<ol style="list-style-type: none"> <li>1. Challenges and problems of secondary education</li> <li>2. Rashtriya Madhyamik Sikshya Abhiyan (RMSA)</li> <li>3. Challenges in higher education: expansion, quality &amp;</li> </ol>	<b>CSO 3.1:</b> To discuss the development of Secondary Education (U) <b>CSO 3.2:</b> To examine the contributing factors for the development of Secondary Education (A) <b>CSO 3.3:</b> To examine the problems of Secondary Education (A) <b>CSO 3.4:</b> To discuss the constitutional provisions for Secondary Education in the region (U)	12	20	

	<p>inclusiveness</p> <p>4. RUSA</p>	<p><b>CSO 3.5:</b> To outline the impact of RMSA (K)</p> <p><b>CSO 3.6:</b> To examine the problems of RMSA (A)</p> <p><b>CSO 3.7:</b> To examine the criticisms of RMSA (A)</p> <p><b>CSO 3.8:</b> To examine the impact of RUSA (A)</p> <p><b>CSO 3.9:</b> To discuss the problems of RUSA (U)</p> <p><b>CSO 3.10:</b> To discuss the criticisms of RUSA (U)</p>			
<p><b>UNIT4</b></p> <p><b>Social</b></p> <p><b>Commitments</b></p> <p><b>In Education</b></p>	<p>1. Gender issues in Indian education</p> <p>2. Equalization of educational opportunity</p> <p>3. Constitutional provisions for education</p>	<p><b>CSO 4.1:</b> To discuss the issues of Gender in Indian Education (U)</p> <p><b>CSO 4.2:</b> To elaborate on the steps taken to tackle the issues of Gender in Indian Education (U)</p> <p><b>CSO 4.3:</b> To examine the issues of equilisation of educational opportunity (A)</p> <p><b>CSO 4.4:</b> To examine the steps taken to tackle the issues of equilisation of educational opportunity (A)</p> <p><b>CSO 4.5:</b> To discuss about Constitutional Provisions for education (U)</p> <p><b>CSO 4.6:</b> To examine the role of State in providing education (A)</p> <p><b>CSO 4.7:</b> To outline the role of local bodies in providing education (K)</p>	12	20	
<p><b>UNIT 5</b></p> <p><b>Emerging</b></p> <p><b>Concerns</b></p>	<p>1. Value education, Peace Education and Human Rights Education</p> <p>2. Adolescent Education</p> <p>3. Life skills education</p>	<p><b>CSO 5.1:</b> To discuss the concept of value education (U)</p> <p><b>CSO 5.2:</b> To examine the need for value education (A)</p> <p><b>CSO 5.3:</b> To examine the scope of value education (A)</p> <p><b>CSO 5.4:</b> To explore the concept of peace education (A)</p> <p><b>CSO 5.5:</b> To discuss the</p>	12	20	

		concept of human rights education (U) <b>CSO 5.6:</b> To explain the concept of adolescent education (U) <b>CSO 5.7:</b> To outline the need for adolescent education (K) <b>CSO 5.8:</b> To examine the scope of adolescent education (A) <b>CSO 5.9:</b> To discuss the concept of life skills education (U) <b>CSO 5.10:</b> To explore the need for life skills education (A) <b>CSO 5.11:</b> To discuss the scope of life skills education (U)			
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### Suggested Readings:

1. Aggarwal, J.C (2010). The Progress of Education in Free India. New Delhi: Arya and Rejuvenation of Higher Education'. New Delhi: Author.
2. Bhatnagar, T.N (1995) Teacher Education in India. New Delhi: NCERT. Book Depot.
3. Walia, J.S (2004). Modern Indian Education and Its Problems. Punjab: Paul Publications
4. Dr. Taj, Haseen (2016) Current Challenges in Education. New Delhi: Neelkamal Publications Pvt. Ltd.

**OPTIONAL PAPERS FOR HONOURS STUDENTS NOT UNDERTAKING  
RESEARCH PROJECT**

**SEMESTER – VIII**

**NAME OF THE PAPER (CODE) : COMPARATIVE EDUCATION  
(EDC 8.2)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **COMPARATIVE EDUCATION**

<b>CO 1:</b>	To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education
<b>CO 2:</b>	To acquaint the students with the pioneers of comparative education
<b>CO 3:</b>	To acquaint the students with educational systems in terms of factors and approaches of comparative education
<b>CO 4:</b>	To compare the structure, curriculum and evaluation system of India with that of U.K, USA
<b>CO 5:</b>	To compare the structure, curriculum and evaluation system of India with that of china, Japan

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction to Comparative Education</b>	1. Definition and scope of comparative education 2. Purpose of comparative education 3. Methods of comparative education	<ul style="list-style-type: none"> <li>• <b>CSO 1.1:</b> To define the meaning of comparative education (U)</li> <li>• <b>CSO 1.2:</b> To comprehend the purpose of comparative education (U)</li> <li>• <b>CSO 1.3:</b> To acquaint them with the method of (U) comparative education</li> <li>• <b>CSO 1.4:</b> To explore the scope of comparative education (A)</li> <li>• <b>CSO 1.5:</b> To identify the strength and weaknesses of different educational systems and how they affect student learning outcomes (K)</li> </ul>	12	20	
<b>UNIT 2 Pioneers of</b>	1. First pioneers of comparative education	<ul style="list-style-type: none"> <li>• <b>CSO 2.1:</b> To familiarize with the pioneers of comparative education</li> </ul>	12	20	

<b>comparative Education</b>	2. Other subsequent comparative studies 3. Area studies: Description and interpretation	(K) • <b>CSO 2.2:</b> To familiarize with other subsequent comparative study (K) • <b>CSO 2.3:</b> To orient the students with the areas studies of comparative education (K) • <b>CSO 2.4:</b> To develop skills in researching and critically evaluating educational systems and practices through comparative analysis (A) • <b>CSO 2.5:</b> To analyse the social factors that affect the education system (A)			
<b>UNIT 3 Comparative Education Factors and Approaches</b>	1. Comparative Education Factors 2. Comparative education Approaches	• <b>CSO 3.1:</b> To enumerate the factors of comparative education (U) • <b>CSO 3.2:</b> To acquaint the students with the Approaches of comparative education (K) • <b>CSO 3.3:</b> To assess the historical, social, economic, and cultural factors that shape educational practices in various contexts (A) • <b>CSO 3.4:</b> To examine educational reforms and initiatives in different countries and their impact on educational outcomes (A) • <b>CSO 3.5:</b> To discuss on the influences of globalization on education and challenges and opportunities it presents (U)	12	20	
<b>UNIT4 Systems of</b>	1. U.K - Characteristic, structure, curriculum and evaluation	• <b>CSO 4.1:</b> To develop a comprehensive understanding of U.K	12	20	

<b>Education</b>	<p>system</p> <p>2. U.S.A - Characteristic, structure, curriculum and evaluation system</p>	<p>system of education (U)</p> <ul style="list-style-type: none"> <li>• <b>CSO 4.2:</b> To identify the characteristics of U.K education system (K)</li> <li>• <b>CSO 4.3:</b> To study the structure of U.K education system (K)</li> <li>• <b>CSO 4.4:</b> To examine the curriculum of U.K education system (A)</li> <li>• <b>CSO 4.4:</b> To assess the evaluation system of U.K education (A)</li> <li>• <b>CSO 4.6:</b> To develop a comprehensive understanding of U.S.A system of education (U)</li> <li>• <b>CSO 4.7:</b> To identify the characteristics of U.S.A education system (K)</li> <li>• <b>CSO 4.8:</b> To analyse the structure of U.S.A education system (A)</li> <li>• <b>CSO 4.9:</b> To examine the curriculum of U.S.A education system (A)</li> <li>• <b>CSO 4.10:</b> To assess the evaluation system of U.S.A education (A)</li> </ul>			
<b>UNIT 5 System of Education</b>	<p>1. China - characteristic, structure, curriculum and evaluation system</p> <p>2. Japan - characteristic, structure, curriculum and evaluation system</p>	<ul style="list-style-type: none"> <li>• <b>CSO 5.1:</b> To develop a comprehensive understanding of China system of education (U)</li> <li>• <b>CSO 5.2:</b> To identify the characteristics of China education system (K)</li> <li>• <b>CSO 5.3:</b> To examine the structure of China education system (A)</li> <li>• <b>CSO 5.4:</b> To examine the curriculum of China education system (A)</li> <li>• <b>CSO 5.5:</b> To assess the evaluation system of China education (A)</li> <li>• <b>CSO 5.6:</b> To develop a comprehensive</li> </ul>	12	20	

		<p>understanding of Japan system of education (U)</p> <ul style="list-style-type: none"> <li>• <b>CSO 5.7:</b> To identify the characteristics of Japan education system (K)</li> <li>• <b>CSO 5.8:</b> To study the structure of Japan education system (K)</li> <li>• <b>CSO 5.9:</b> To examine the curriculum of Japan education system (A)</li> <li>• <b>CSO 5.10:</b> To assess the evaluation system of Japan education (A)</li> </ul>			
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**Suggested Readings:**

1. John, Francis, Grammer and George- contemporary education: A comprehensive study of national system 1965, Brace and world, Inc, New York.
2. Kalil Gezi- Education in comparative and international perspective, 1971, Holt, Rinehartand Wiston, Inc, New York
3. Harris Colin (ED)- World perspective, 1974, Allied publication

## SEMESTER – VIII

**NAME OF THE PAPER (CODE) : TEACHER EDUCATION (EDC 8.3)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Teacher Education:**

<b>CO 1:</b>	To understand the meaning, nature, aims, scope and importance of teacher education
<b>CO 2:</b>	To define teacher education for different levels of education
<b>CO 3:</b>	To know about the institutions and organisations associated with teacher education
<b>CO 4:</b>	To examine the problems pertaining to teacher education
<b>CO 5:</b>	To understand the various aspects of teacher education in North East India

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	<ol style="list-style-type: none"> <li>1. Meaning, nature of teacher education.</li> <li>2. Scope of teacher education.</li> <li>3. Aims and objectives of teacher education.</li> <li>4. Needs and importance of teacher education: needs and importance of teacher education.</li> </ol>	<p><b>CSO 1.1:</b> To explain the meaning and concept of teacher education. (U)</p> <p><b>CSO 1.2:</b> To define the nature and characteristics of teacher education. (K)</p> <p><b>CSO 1.3:</b> To examine the scope of teacher education. (A)</p> <p><b>CSO 1.4:</b> To define the aims and objectives of teacher education. (K)</p> <p><b>CSO 1.5:</b> To define the importance of teacher to ensure imparting of quality education. (K)</p> <p><b>CSO 1.6:</b> To examine the needs of teacher education. (A)</p> <p><b>CSO 1.7:</b> To define the role of teacher educational institutes in providing quality education. (K)</p>	12	20	

<p><b>UNIT 2</b> <b>Teacher Education for different levels of education.</b></p>	<ol style="list-style-type: none"> <li>1. Teacher education for pre-primary level.</li> <li>2. Teacher education for primary level.</li> <li>3. Teacher education at secondary level.</li> </ol>	<p><b>CSO 2.1:</b> To understand institutes providing teacher education for pre-primary level. (U)  <b>CSO 2.2:</b> To define the type of training provided at such institutes. (K)  <b>CSO 2.3:</b> To determine the aims and objectives of teacher education for pre-primary level. (A)  <b>CSO 2.4:</b> To understand organisations and institutes that provides teacher education for primary levels. (U)  <b>CSO 2.5:</b> To understand the type of training provided at such institutes. (U)  <b>CSO 2.6:</b> To explain the aims and objectives of teacher education for primary level. (U)  <b>CSO 2.7:</b> To explain organisations and institutes responsible for providing teacher education for secondary level. (U)  <b>CSO 2.8:</b> To explain the type of training provided at such institutes. (U)  <b>CSO 2.9:</b> To discuss the aims and objective of teacher education for secondary level. (U)</p>	12	20	

<p style="text-align: center;"><b>UNIT 3 Institutions/ Organisations/ Associated With Teacher Education</b></p>	<ol style="list-style-type: none"> <li>1. The University Grants Commission (UGC).</li> <li>2. National council of Educational Research and Training (NCERT) 1961.</li> <li>3. National Council of Teacher Education (NCTE) 1973.</li> <li>4. District Institute of Education and Training.</li> </ol>	<p><b>CSO 3.1:</b> To explain what is UGC. (U)</p> <p><b>CSO 3.2:</b> To understand the role of UGC in providing teacher education. (U)</p> <p><b>CSO 3.3:</b> To explain the functions of NCERT. (U)</p> <p><b>CSO 3.4:</b> To explain the role of NCERT in providing teacher education. (U)</p> <p><b>CSO 3.5:</b> To explain the function of NCTE 1973. (U)</p> <p><b>CSO 3.6:</b> To understand the role of NCTE in providing teacher education. (U)</p> <p><b>CSO 3.7:</b> To explain the functions of DIET. (U)</p> <p><b>CSO 3.8:</b> To examine the role of DIET in providing teacher education. (A)</p>	12	20	
<p style="text-align: center;"><b>UNIT 4 Problems of Teacher Education</b></p>	<ol style="list-style-type: none"> <li>1. Measures/suggestions for solving the problems of teacher education</li> <li>2. Recommendations of secondary Education Commission (1952-53).</li> <li>3. Recommendations of Kothari Commission (1964-65).</li> </ol>	<p><b>CSO 4.1:</b> To identify the various issues and challenges pertaining to teacher education. (K)</p> <p><b>CSO 4.2:</b> To examine the different measures and suggestions in solving problems of teacher education. (A)</p> <p><b>CSO 4.3:</b> To explain</p>	12	20	

	4. Recommendations of NCTE (1973).	<p>what is Secondary education Commission (1952-53). (U)</p> <p><b>CSO 4.4:</b> To explain the recommendation of secondary education commission toward teacher education. (U)</p> <p><b>CSO 4.5:</b> To explain what is Kothari commission. (U)</p> <p><b>CSO 4.6:</b> To understand the recommendation of Kothari commission toward teacher education. (U)</p> <p><b>CSO 4.7:</b> To explain the recommendation of NCTE toward teacher education. (U)</p>			
<p align="center"><b>UNIT 5</b> <b>Teacher Education in North-East India</b></p>	<ol style="list-style-type: none"> <li>1. History of teacher education in North east India.</li> <li>2. Types of teacher education institutions (DIETs, CTEs, IASEs) in North East India.</li> <li>3. Problems of teacher education in North east India.</li> <li>4. Remedial measures.</li> </ol>	<p><b>CSO 5.1:</b> To define the practice of teacher education in North East India. (K)</p> <p><b>CSO 5.2:</b> To explain the inception and history of teacher education in North East India. (U)</p> <p><b>CSO 5.3:</b> To examine the different types of teacher education institutes in North east India. (A)</p> <p><b>CSO 5.4:</b> To explain the role of DIET in North East India. (U)</p> <p><b>CSO 5.5:</b> To examine the role of CTEs in North East India. (A)</p> <p><b>CSO 5.6:</b> To explain the role of IASEs in North East India. (U)</p> <p><b>CSO 5.7:</b> To identify problems of teacher education and its</p>	12	20	

		causes in North East India. (K) <b>CSO 5.8:</b> To identify remedial measures to solve problems of teacher education in North east India. (K)			
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**Suggested Readings:**

1. Aggarwal P (2010). Teacher Education. New Delhi: Saurabh Publishing House.
2. Mohanty J. (1998). Modern Trends in Indian Education, New Delhi: Deep and Deep Publications.
3. Sharma, ShashiPrabha (2004) Teacher Education in India, New Delhi: Vikash Publications.

## SEMESTER - VIII

**NAME OF THE PAPER (CODE) : PEACE AND HUMAN RIGHTS  
EDUCATION (EDC 8.4)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Peace and Human Rights Education**:

<b>CO 1:</b>	To understand the need and significance of peace education in conflict ridden society
<b>CO 2:</b>	To understand the concept of learning to live together
<b>CO 3:</b>	To acquaint of the dimension of peace education and the efforts made by the various commissions/committees on peace & human rights
<b>CO 4:</b>	To learn to live in peace & harmony with others
<b>CO 5:</b>	To learn about the Enforcement agencies & organizations on peace & human rights

### **COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1</b>  <b>Concept, objectives &amp; dimensions of peace education</b>	<ol style="list-style-type: none"> <li>1. Concept of peace education</li> <li>2. Aims and objectives</li> <li>3. Dimensions of peace education</li> </ol>	<p><b>CSO 1.1:</b> To discuss the concept of peace education (U)</p> <p><b>CSO 1.2:</b> To discuss need for peace education (U)</p> <p><b>CSO 1.3:</b> To discuss aims of peace education (U)</p> <p><b>CSO 1.4:</b> To elaborate on the objectives of peace education (K)</p> <p><b>CSO 1.5:</b> To elaborate on the importance of peace education (K)</p> <p><b>CSO 1.6:</b> To discuss the scope of peace education (U)</p> <p><b>CSO 1.7:</b> To examine the constitutional provisions for peace education (A)</p> <p><b>CSO 1.8:</b> To discuss dimensions of peace education (U)</p> <p><b>CSO 1.9:</b> To elaborate on the international laws for peace (U)</p>	12	20	

<p><b>UNIT 2</b> <b>Learning to Live Together</b></p>	<ol style="list-style-type: none"> <li>1. Concept of learning to live together</li> <li>2. Characteristics of learning to live together</li> <li>3. Learning to live together in schools</li> </ol>	<p><b>CSO 2.1:</b> To discuss the concept of learning to live together (U)  <b>CSO 2.2:</b> To examine the effect of peace education on society (A)  <b>CSO 2.3:</b> To discuss the effect of peace education on international society (U)  <b>CSO 2.4:</b> To examine how peace education will effect international relations (A)  <b>CSO 2.5:</b> To examine how peace education will affect global harmony (A)  <b>CSO 2.6:</b> To examine how peace education will create harmonious school environment (A)</p>	<p>12</p>	<p>20</p>	
<p><b>UNIT 3</b> <b>Commissions &amp; Committees on Peace Education</b></p>	<ol style="list-style-type: none"> <li>1. Delor's Commission 1996</li> <li>2. UNESCO's Conference for Peace &amp; International Understanding</li> <li>3. Tokyo 1999</li> <li>4. Global Campaign for Peace Education 1999</li> </ol>	<p><b>CSO 3.1:</b> To discuss about Delor's Commission (U)  <b>CSO 3.2:</b> To examine the impact of Delor's Commission (A)  <b>CSO 3.3:</b> To discuss the aims of Delor's Commission (U)  <b>CSO 3.4:</b> To examine the criticisms of Delor's Commission (A)  <b>CSO 3.5:</b> To discuss the importance of international organisations fostering peace (U)  <b>CSO 3.6:</b> To discuss about UNESCO (U)  <b>CSO 3.7:</b> To examine UNESCO's conference for Peace and International Understanding (A)  <b>CSO 3.8:</b> To elaborate on the Global campaign</p>	<p>12</p>	<p>20</p>	

		for Peace Education (U) <b>CSO 3.9:</b> To examine the implications of the Global campaign for Peace Education (A)			
<b>UNIT 4</b> <b>Concept of Human Rights</b>	<ol style="list-style-type: none"> <li>1. Universal Declaration of Human Rights 1948</li> <li>2. Fundamental Rights and Fundamental Duties under Indian Constitution</li> <li>3. Directive Principles of State Policy</li> </ol>	<b>CSO 4.1:</b> To discuss the Universal Declaration of Human Rights (U) <b>CSO 4.2:</b> To discuss the aims of the Universal Declaration of Human Rights (U) <b>CSO 4.3:</b> To discuss the impact of the Universal Declaration of Human Rights (U) <b>CSO 4.4:</b> To examine the success of the Universal Declaration of Human Rights (A) <b>CSO 4.5:</b> To examine the scope of the Universal Declaration of Human Rights (A) <b>CSO 4.6:</b> To examine the Fundamental duties under the Indian Constitution (A) <b>CSO 4.7:</b> To examine the Fundamental Rights under the Indian Constitution (A) <b>CSO 4.8:</b> To discuss the Directive Principles of State Policy (U)	12	20	
<b>UNIT 5</b> <b>Enforcement Agencies of Human Rights Education</b>	<ol style="list-style-type: none"> <li>1. Role of National Human Rights Commission &amp; State Human Rights Commission and Judiciary</li> <li>2. Role of Civil Society Organizations</li> <li>3. Mass Media -</li> </ol>	<b>CSO 5.1:</b> To examine the National Human Rights Commission (A) <b>CSO 5.2:</b> To discuss the role National Human Rights Commission (U) <b>CSO 5.3:</b> To discuss the aims National Human Rights Commission (U) <b>CSO 5.4:</b> To discuss the State Human Rights Commission (U)	12	20	

	print & electronics	<b>CSO 5.5:</b> To examine the role State Human Rights Commission (A) <b>CSO 5.6:</b> To outline the aims State Human Rights Commission (K) <b>CSO 5.7:</b> To outline the role of Civil Society Organisations (K) <b>CSO 5.8:</b> To outline the role of mass media in fostering peace (K)			
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**Suggested Readings:**

1. Gandhi, Marg. (2007). Peace Education. Gandhi Marg Karnataka
2. George, Paul. (2018). Heart and Mind: A Book on Life Skills and Value Education. Marina Publications.
3. Santosh Menezes. (2009). Value Education.

**RESEARCH METHODOLOGY  
SEMESTER - VII**

**NAME OF THE PAPER (CODE) : RESEARCH METHODS IN EDUCATION  
(RM)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Research Methods in Education**:

<b>CO 1:</b>	To familiarise the students on the concept of research
<b>CO 2:</b>	To enable the students to understand and identify the types of research in education
<b>CO 3:</b>	To acquaint the students with research design
<b>CO 4:</b>	To develop an understanding of data analysis and interpretation
<b>CO 5:</b>	To familiarise with writing of research proposal and report

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction to Research</b>	1. Meaning and characteristics of research 2. Basic, Applied and action research 3. Quantitative and Qualitative Research 4. Nature of Educational Research	<b>CSO 1.1:</b> To define research (K) <b>CSO 1.2:</b> To explain the characteristics of research (K) <b>CSO 1.3:</b> To define basic research (K) <b>CSO 1.4:</b> To define applied research (K) <b>CSO 1.5:</b> To define action research <b>CSO 1.6:</b> To explain the characteristics of action research <b>CSO 1.7:</b> To distinguish between basic, applied and action research (A) <b>CSO 1.8:</b> To understand the concept of quantitative research (U) <b>CSO 1.9:</b> To understand the concept of qualitative research (U) <b>CSO 1.10:</b> To distinguish between quantitative and qualitative research (A) <b>CSO 1.11:</b> To explain the nature of educational	13	20	

		research (U)			
<b>UNIT 2 Types of studies in Educational Research</b>	<ol style="list-style-type: none"> <li>1. Descriptive Research</li> <li>2. Experimental Research</li> <li>3. Historical Research</li> </ol>	<p><b>CSO 2.1:</b> To define descriptive research (K)</p> <p><b>CSO 2.2:</b> To explain the characteristics of descriptive survey (U)</p> <p><b>CSO 2.3:</b> To illustrate the steps of descriptive survey (A)</p> <p><b>CSO 2.4:</b> To explain the types of descriptive survey (U)</p> <p><b>CSO 2.5:</b> To define experimental research</p> <p><b>CSO 2.6:</b> To explain the characteristics of experimental research (U)</p> <p><b>CSO 2.7:</b> To enumerate the steps in experimental research (K)</p> <p><b>CSO 2.8:</b> To characterise validity of experimentation (U)</p> <p><b>CSO 2.9:</b> To define historical research (K)</p> <p><b>CSO 2.10:</b> To explain the types of historical research (U)</p> <p><b>CSO 2.11:</b> To illustrate the steps in historical research (A)</p>	13	20	
<b>UNIT 3 Research Design</b>	<ol style="list-style-type: none"> <li>1. Identification of problem and formulation of Research question</li> <li>2. Hypothesis: Meaning and types</li> <li>3. Sampling: Concept, types and purpose</li> <li>4. Tools of data collection: Questionnaire, Rating scale, Attitude scale and checklist</li> <li>5. Techniques of data collection: Interview and</li> </ol>	<p><b>CSO 3.1:</b> To understand the identification of research problem (U)</p> <p><b>CSO 3.2:</b> To understand formulation of research question(U)</p> <p><b>CSO 3.3:</b> To define hypothesis (K)</p> <p><b>CSO 3.4:</b> To explain the types of hypothesis (U)</p> <p><b>CSO 3.5:</b> To define sampling (K)</p> <p><b>CSO 3.6:</b> To explain the types of sampling (U)</p> <p><b>CSO 3.7:</b> To understand the purpose of sampling</p>	16	26	

	observation	(U)			
<b>UNIT 4 Data Analysis and Interpretation</b>	1. Analysis of Quantitative Data (Descriptive Statistical Measure) 2. Analysis of Qualitative Data	<b>CSO 4.1:</b> To familiarize the analysis of quantitative data (A) <b>CSO 4.2:</b> To explain the various methods of descriptive measures (U) <b>CSO 4.3:</b> To examine the analysis of qualitative data (A) <b>CSO 4.4:</b> To explain the methods for analysis of quantitative data (A)	9	17	
<b>UNIT 5 Research Proposal and Report</b>	1. Research proposal / synopsis - concept 2. Review of related literature 3. Research report	<b>CSO 5.1:</b> To describe synopsis (K) <b>CSO 5.2:</b> To understand the process of research proposal (U) <b>CSO 5.3:</b> To understand review of related literature(U) <b>CSO 5.4:</b> To acquaint with the process of writing research report (A)	9	17	

**Suggested Readings:**

1. Ary, D., Jacobs, L. (2002). Introduction to Research in Education.
2. Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India.
3. Borg, W.R. & Gall, M.D.( 1 989). Educational Research: An Introduction. New York: Longman.
4. Creswell, J.W. (2007). Qualitative Inquiry and Research Design
5. Koul, Lokesh (1988)Methodology of Educational Research, Vikash Publishing House New Delhi

## INTER-DISCIPLINARY MINOR (IDM)

### SEMESTER - I

**NAME OF THE PAPER (CODE) : BASICS IN EDUCATION (EDM 1)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Basics in Education:**

<b>CO 1:</b>	To understand and comprehend the meaning, Nature and aims of Education
<b>CO 2:</b>	To create an understanding among the students on the various aims of education
<b>CO 3:</b>	To enable students to know about the functions of education
<b>CO 4:</b>	To familiarise the students with the various factors involved in the educational process
<b>CO 5:</b>	To understand and appreciate the various agencies responsible for imparting education

#### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	1. Meaning, Nature and scope of education 2. Aims of education- social, individual, vocational and democratic.	<b>CSO 1.1:</b> To create an understanding on the meaning and concept of education. (U) <b>CSO 1.2:</b> To explain the nature and characteristics pertaining to education. (U) <b>CSO 1.3:</b> To determine the range and influence of education. (A) <b>CSO 1.4:</b> To elaborate on the aims, objectives and the expected outcomes of education. (U) <b>CSO 1.5:</b> To determine the role of education in social progress and development. (A) <b>CSO 1.6:</b> To understand role of education in the development of physical, mental, social, emotional, psychological and intellectual aspect of an individual. (U) <b>CSO 1.7:</b> To explain the role of education in developing the skills,	12	20	

		<p>vocational efficiency and its importance. (U)</p> <p><b>CSO 1.8:</b> To determine the role of education in inculcating democratic values and outlook in the individuals. (A)</p> <p><b>CSO 1.9:</b> To understand the importance of education in the development of the individuals and social progress. (U)</p>			
<p><b>UNIT 2</b> <b>Bases</b> <b>of</b> <b>Education</b></p>	<p>1. Philosophical- Rousseau, John Dewey: 2. Educational Psychology- meaning, aims and significance 3. Sociological foundations of education- overview</p>	<p><b>CSO 2.1:</b> To understand the contributions of philosophy in educational process. (U)</p> <p><b>CSO 2.2:</b> To explain the contributions of Rousseau to modern day teaching learning process. (U)</p> <p><b>CSO 2.3:</b> To explain the contributions of John Dewey to modern day teaching learning process. (U)</p> <p><b>CSO 2.4:</b> To explain the meaning of psychology and its role in the teaching learning process. (U)</p> <p><b>CSO 2.5:</b> To understand the importance of educational psychology. (U)</p> <p><b>CSO 2.6:</b> To determine the significance of the application of psychological principles to the teaching learning process. (A)</p> <p><b>CSO 2.7:</b> To understand education from sociological perspective. (U)</p> <p><b>CSO 2.8:</b> To understand the role of education and its influence towards social growth. (U)</p> <p><b>CSO 2.9:</b> To analyse the</p>	12	20	

		impacts and influence of society on the educational structure and functioning. (A)			
<b>UNIT 3 Functions of Education</b>	<ol style="list-style-type: none"> <li>1. Self-actualisation</li> <li>2. Human Resource Development</li> <li>3. National Integration and International Understanding</li> </ol>	<p><b>CSO 3.1:</b> To understand the meaning and concept of self-actualisation given by Abraham Maslow. (U)</p> <p><b>CSO 3.2:</b> To identify the various stages of the hierarchy in achieving self-actualisation. (K)</p> <p><b>CSO 3.3:</b> To examine the role of education in achieving self-actualisation. (A)</p> <p><b>CSO 3.4:</b> to define the meaning and concept of human resource development. (K)</p> <p><b>CSO 3.5:</b> to discuss the importance of human resource development. (U)</p> <p><b>CSO 3.6:</b> to examine the role of education in human resource development. (A)</p> <p><b>CSO 3.7:</b> to create an understanding on the meaning of national integration and international understanding. (U)</p> <p><b>CSO 3.8:</b> to discuss the importance of national integration and international understanding. (U)</p> <p><b>CSO 3.9:</b> to determine the role of education in achieving national integration and international understanding. (A)</p>	12	20	
<b>UNIT 4 Factors of Education</b>	<ol style="list-style-type: none"> <li>1. The learner</li> <li>2. The teacher / educator</li> <li>3. Curriculum</li> </ol>	<p><b>CSO 4.1:</b> To know about the factors involved in the educational process. (K)</p> <p><b>CSO 4.2:</b> To define who</p>	12	20	

	4. Society	<p>is a learner, its nature, characteristics and purpose. (K)</p> <p><b>CSO 4.3:</b> To explain the role and responsibilities of a teacher. (U)</p> <p><b>CSO 4.4:</b> To understand the nature and characteristics of a good teacher. (U)</p> <p><b>CSO 4.5:</b> To understand what is a curriculum. (U)</p> <p><b>CSO 4.6:</b> To define the role of curriculum in effective teaching learning outcome. (K)</p> <p><b>CSO 4.7:</b> To explain the importance of a flexible curriculum in modern day educational set up. (U)</p> <p><b>CSO 4.8:</b> To understand the role of society in educational system. (U)</p> <p><b>CSO 4.9:</b> To examine how society influence the type of educational system. (A)</p> <p><b>CSO 4.10:</b> To explain how education influence the progress and development of a society. (U)</p>			
<p><b>UNIT 5</b> <b>Agencies</b> <b>of</b> <b>Education</b></p>	<ol style="list-style-type: none"> <li>1. Formal Agencies - schools, colleges universities</li> <li>2. Informal Agencies- family peer groups, society</li> <li>3. Non-Formal Agencies- correspondence courses, distance education, adult education, mass education</li> </ol>	<p><b>CSO 5.1:</b> to understand the various agencies responsible for imparting education. (U)</p> <p><b>CSO 5.2:</b> to explain the type education imparted in schools. (U)</p> <p><b>CSO 5.3:</b> to define the role of colleges in imparting education. (K)</p> <p><b>CSO 5.4:</b> to explain the role of universities in imparting education. (U)</p> <p><b>CSO 5.5:</b> to understand how family plays an important part in in the educational process of a</p>	12	20	

		<p>child. (U)</p> <p><b>CSO 5.6:</b> to discuss the role of peer groups in the development of a child. (U)</p> <p><b>CSO 5.7:</b> to explain how society influence the growth and development of a child. (U)</p> <p><b>CSO 5.8:</b> to explain how non-formal agencies cater to the needs of different people seeking education. (U)</p> <p><b>CSO 5.9:</b> to discuss the role of correspondence courses, distance education, adult education and mass education in imparting education to different people with different needs. (U)</p>			
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**Suggested Readings:**

1. Bhatia K.K (2011) Philosophical and Sociological Foundations of Education, New Delhi, Kalyan Publishers.
2. Chaube S.P and Chaube A, (2009) Foundations of Education, New Delhi, Vikash Publishing House, Pvt Ltd.
3. Taneja, V.R (2000) Educational thoughts and Practice, New Delhi, Sterling University of London Press Ltd.

## SEMESTER - II

**NAME OF THE PAPER (CODE) : SOCIOLOGY OF EDUCATION (EDM 2)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Education**:

<b>CO 1:</b>	To understand the concept of educational sociology
<b>CO 2:</b>	To comprehend the relationship education and society
<b>CO 3:</b>	To appreciate the importance of education for social change
<b>CO 4:</b>	To understand the importance of upholding culture through education
<b>CO 5:</b>	To analyze the cultural diversity of Northeast India

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Educational Sociology</b>	<ol style="list-style-type: none"> <li>1. Definition of educational sociology</li> <li>2. Aims of educational sociology</li> <li>3. Scope of educational sociology</li> </ol>	<p><b>CSO 1.1:</b> To describe the concept of education (K)</p> <p><b>CSO 1.2:</b> To define the meaning of sociology (K)</p> <p><b>CSO 1.3:</b> To explain the meaning of educational sociology (U)</p> <p><b>CSO 1.4:</b> To identify the aims of education sociology (K)</p> <p><b>CSO 1.5:</b> To explore the scope of educational sociology (A)</p> <p><b>CSO 1.6:</b> To generalize the relationship between sociology and education (A)</p> <p><b>CSO 1.7:</b> To list out the impact of education on individual (U)</p>	12	20	
<b>UNIT 2 Education and Society</b>	<ol style="list-style-type: none"> <li>1. Impact of education on society</li> <li>2. Impact of society on education</li> <li>3. Duties of education towards society</li> <li>4. Duties of society towards education</li> </ol>	<p><b>CSO 2.1:</b> To describe the influence of education on society (K)</p> <p><b>CSO 2.2:</b> To describe the influence of society on education (K)</p> <p><b>CSO 2.3:</b> To familiarize with the duties of education towards society (U)</p> <p><b>CSO 2.4:</b> To familiarize with</p>	12	20	

		<p>the duties of society towards education (U)</p> <p><b>CSO 2.5:</b> To assess the cultural political, political and economic factors that influence the education system (A)</p> <p><b>CSO 2.6:</b> To examine how society shapes education and how in turn education shapes the society (A)</p> <p><b>CSO 2.7:</b> To identify social problems in education (K)</p> <p><b>CSO 2.8:</b> To analyse the educational policies and reforms that impact educational practices and outcomes (A)</p> <p><b>CSO 2.9:</b> To enumerate the influence of social structure in education (U)</p> <p><b>CSO 2.10:</b> To explore strategies for fostering inclusive educational practices</p>			
<b>UNIT- 3 Social Change and Education</b>	<ol style="list-style-type: none"> <li>1. Concept of social change</li> <li>2. Factors of social change</li> <li>3. Factors resisting social change</li> <li>4. Education as an instrument of social change</li> </ol>	<p><b>CSO 3.1:</b> To comprehend the concept of social change (U)</p> <p><b>CSO 3.2:</b> To identify the factors that lead to social change (K)</p> <p><b>CSO 3.3:</b> To identify the factors resisting to social change (K)</p> <p><b>CSO 3.4:</b> To acquaint with the concept of how education plays an important role in bringing social change (U)</p> <p><b>CSO 3.5:</b> To cite the role of education in creating social change (U)</p> <p><b>CSO 3.6:</b> To analyse and challenge social inequalities within the education system (A)</p> <p><b>CSO 3.7:</b> To assess the impact of educational policies on social change (A)</p>	12	20	
<b>UNIT 4 Education and</b>	<ol style="list-style-type: none"> <li>1. Concept of culture</li> <li>2. Characteristics and types of culture</li> </ol>	<p><b>CSO 4.1:</b> To comprehend the concept of culture (U)</p> <p><b>CSO 4.2:</b> to identify the</p>	12	20	

<b>Culture</b>	<p>3. Cultural lag and acculturation</p> <p>4. Role of education in cultural change</p>	<p>distinctive features and types of culture (A)</p> <p><b>CSO 4.3:</b> To develop the ability to identify, explain social problems, and incorporate the values, beliefs, language, customs and mannerism of the new country maintaining one's identity and culture (A)</p> <p><b>CSO 4.4:</b> To analyze the importance role of education in cultural change (A)</p> <p><b>CSO 4.5:</b> To understand the concept of cultural lag. (U)</p> <p><b>CSO 4.6:</b> To identify the causes of cultural lag (K)</p> <p><b>CSO 4.7:</b> To discuss the effect of cultural lag (U)</p> <p><b>CSO 4.8:</b> To understand the meaning of acculturation (U)</p> <p><b>CSO 4.9:</b> To discuss the characteristics of acculturation (U)</p>			
<b>UNIT 5 Culture of Northeast India</b>	<p>1. Cultural factors of Northeast India with special reference to the cultures and traditions of Nagaland</p>	<p><b>CSO 5.1:</b> To explore the unique cultural and ethnic heritage of northeast</p> <p><b>CSO 5.2:</b> To enumerate the cultural factors of Northeast India (A)</p> <p><b>CSO 5.3:</b> To discuss the distinct cultural characteristics of Northeast India (U)</p> <p><b>CSO 5.4:</b> To examine the culture of Nagaland (A)</p> <p><b>CSO 5.5:</b> To explore the impact of globalization and modernization on the cultural identify of Nagaland (A)</p> <p><b>CSO 5.6:</b> To foster cultural sensitivity and respect (A)</p> <p><b>CSO 5.7:</b> To explore the culture and tradition the culture and traditions of Nagaland (A)</p> <p><b>CSO 5.8:</b> To discuss the Morung system of education (U)</p>	12	20	

		<b>CSO 5.9:</b> To illustrate the Naga community and family life (A)			
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**Suggested Readings:**

1. Abraham, M.F(2008). Contemporary sociology. New Delhi: Oxford University press
2. Anand, C.L., et.al. (Ed.) (1983). Teacher and Education in emerging Indian society. New Delhi: NCERT.
3. Dewey, John (1973). The school and society, Chicago: university of Chicago press.
4. Mathur. S.S-(1966). A sociological Approach to Indian education
5. NCERT (1983). Teacher and Education in emerging Indian Society New Delhi
6. Ottaway, A.K.C (1966). Education and Society. London: Rootlodge and Kegan Paul

### SEMESTER – III

**NAME OF THE PAPER (CODE) : TECHNOLOGY AND INNOVATIONS  
IN EDUCATION (EDM 3)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

#### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Technology and Innovations in Education**:

<b>CO 1:</b>	To understand the concept of technology in education and technology of education
<b>CO 2:</b>	To enable them to understand the importance of technology in the communication process
<b>CO 3:</b>	To enable them to understand the systematic application of educational technology
<b>CO 4:</b>	To familiarize with the innovation in educational technology
<b>CO 5:</b>	To create an understanding of the application of technological advances and the use of ICT in the educational process

#### **COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Educational Technology</b>	<ol style="list-style-type: none"> <li>1. Meaning, nature and scope of educational Technology</li> <li>2. Types – Hardware and Software</li> </ol>	<p><b>CSO 1.1:</b> To define the basic concept of educational technology (K)</p> <p><b>CSO 1.2:</b> To comprehend the nature of educational technology (U)</p> <p><b>CSO 1.3:</b> To identify the scope of educational technology (A)</p> <p><b>CSO 1.4:</b> To assess the application of Hard ware and software technology in education process (A)</p> <p><b>CSO 1.5:</b> To define the basic principles and theories of educational technology (K)</p>	10	18	
<b>UNIT 2 Communicati on Process</b>	<ol style="list-style-type: none"> <li>1. Meaning, nature, process and components of communication process</li> <li>2. Types of classroom communication</li> <li>3. Mass media approach in educational</li> </ol>	<p><b>CSO 2.1:</b> To define the meaning of communication (K)</p> <p><b>CSO 2.2:</b> to identify the nature of communication (K)</p> <p><b>CSO 2.3:</b> To explore the components of communication (A)</p>	22	14	

	technology	<p><b>CSO 2.4:</b> To familiarize with the process of communication (U)</p> <p><b>CSO 2.5:</b> To acquaint with the types of classroom communication (U)</p> <p><b>CSO 2.6:</b> To determine the role of mass media in instructional process (</p> <p><b>CSO 2.7:</b> To develop effective verbal and non-verbal communication skills (A)</p>			
<b>UNIT 3 System Approach and Instructional System</b>	<ol style="list-style-type: none"> <li>1. System approach to instructional process</li> <li>2. Instructional system designing – concept, components, steps in instructional system designing</li> </ol>	<p><b>CSO 3.1:</b> To comprehend the system Approach to teaching and learning process (A)</p> <p><b>CSO 3.2:</b> To acquaint them with the designing and steps of instructional process (K)</p> <p><b>CSO 3.3:</b> To define the concept of instructional system designing (A)</p> <p><b>CSO 3.4:</b> To discuss the components of instructional system (U)</p> <p><b>CSO 3.5:</b> To discuss the interconnectedness of different components within the educational technology system (U)</p> <p><b>CSO 3.6:</b> To identify the complex factors influencing educational technology</p> <p><b>CSO 3.7:</b> To explain various components within the educational system</p>	20	12	
<b>UNIT4 Innovation in Educational Technology</b>	<ol style="list-style-type: none"> <li>1. Micro and Macro-Teaching</li> <li>2. Team Teaching</li> <li>3. Simulated Teaching</li> </ol>	<p><b>CSO 4.1:</b> To discuss about the use micro teaching (U)</p> <p><b>CSO 4.2:</b> To discuss about the use macro teaching (U)</p> <p><b>CSO 4.3:</b> To analyze the practice of Team Teaching (A)</p> <p><b>CSO 4.4:</b> To analyze the practice of simulated</p>	20	12	

		<p>teaching (A)</p> <p><b>CSO 4.5:</b> To explore the latest trends and innovations in educational technology (A)</p> <p><b>CSO 4.6:</b> To analyse the benefits and challenges of implementing educational technology innovations (A)</p> <p><b>CSO 4.7:</b> To develop innovative educational technology solutions</p>			
<p><b>UNIT 5</b></p> <p><b>Personalized System of Instruction</b></p>	<p>1. Computer Assisted Instruction</p> <p>2. Programmed Learning</p> <p>3. Information communication Technology (ICT) in distance Education</p>	<p><b>CSO 5.1:</b> To state the beneficial and advantages of CAI (K)</p> <p><b>CSO 5.2:</b> To illustrate the beneficial and advantages of programme learning (A)</p> <p><b>CSO 5.3:</b> To develop a positive attitude towards the use of ICT in the educational process (A)</p> <p><b>CSO 5.4:</b> To enhance students engagement and motivation through personalized learning experiences</p> <p><b>CSO 5.5:</b> To explore the use of ICT in distance education (A)</p>	20	12	

**Suggested Readings:**

1. Sharma, R.A. (2015). Technological Foundation of Education. Meerut: R Lall Book Depot
2. S.K Mangal and Uma Mangal (2014). Essentials of Educational Technology. Delhi: PHI Learning private Ltd.
3. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep publication

## SEMESTER - IV

**NAME OF THE PAPER (CODE) : THE LEARNER AND LEARNING PROCESS (EDM 4)**

**Number of Credit 04**

**Number of Hours of Lecture 60**

### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **The Learner and Learning Process**:

<b>CO 1:</b>	To enable the learner to understand the basic concept of psychology
<b>CO 2:</b>	To familiarise them with the concept and theories of learning and motivation
<b>CO 3:</b>	To acquaint the learner with the concept and theories of personality
<b>CO 4:</b>	To enable the learner to develop knowledge on intelligence
<b>CO 5:</b>	To equip the learner with the knowledge on mental health and hygiene

### **COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction</b>	<ol style="list-style-type: none"> <li>1. Psychology – concept of psychology, relationship between psychology and education</li> <li>2. Meaning and scope of educational psychology</li> <li>3. Application of educational psychology in teaching learning process</li> <li>4. Stages of growth and development of adolescence</li> </ol>	<p><b>CSO 1.1:</b> To define psychology (K)</p> <p><b>CSO 1.2:</b> To recall the background of psychology (K)</p> <p><b>CSO 1.3:</b> To explain the goals of psychology (U)</p> <p><b>CSO 1.4:</b> To examine the relationship between psychology and education (A)</p> <p><b>CSO 1.5:</b> To define educational psychology (K)</p> <p><b>CSO 1.6:</b> To explain the scope of educational psychology (U)</p> <p><b>CSO 1.7:</b> To evaluate the application of educational psychology for teacher in teaching learning process (A)</p> <p><b>CSO 1.8:</b> To evaluate the application of educational psychology for learners in teaching learning process (A)</p> <p><b>CSO 1.9:</b> To characterise the stages of growth and</p>	15	23	

		development of adolescence (U)			
<b>UNIT 2 Learning and Motivation</b>	<ol style="list-style-type: none"> <li>1. Meaning, nature and factors of learning</li> <li>2. Types of Learning (Gagne)</li> <li>3. Concept and types of motivation</li> <li>4. Maslow's theory of motivation</li> <li>5. Role of motivation in learning</li> </ol>	<p><b>CSO 2.1:</b> To define learning (K)</p> <p><b>CSO 2.2:</b> To explain the nature of learning (U)</p> <p><b>CSO 2.3:</b> To examine the factors of learning (A)</p> <p><b>CSO 2.4:</b> To explain the types of learning given by Gagne. (U)</p> <p><b>CSO 2.5:</b> To define motivation (K)</p> <p><b>CSO 2.6:</b> To explain the types of motivation (U)</p> <p><b>CSO 2.7:</b> To explain Maslow's theory of motivation (U)</p> <p><b>CSO 2.8:</b> To examine the role of motivation in learning (A)</p>	13	21	
<b>UNIT 3 Personality</b>	<ol style="list-style-type: none"> <li>1. Personality-meaning, characteristics</li> <li>2. Determinant of personality development</li> <li>3. Theories of personality (Sigmund Freud)</li> </ol>	<p><b>CSO 3.1:</b> To define personality (K)</p> <p><b>CSO 3.2:</b> To explain the characteristics of personality (U)</p> <p><b>CSO 3.3:</b> To assess the determinant of personality development (A)</p> <p><b>CSO 3.4:</b> To recall the background of Sigmund Freud (K)</p> <p><b>CSO 3.5:</b> To explain the components of mental structure (Conscious, Preconscious and Unconscious) of Freud's theory (A)</p> <p><b>CSO 3.6:</b> To examine the personality structure (Id, Ego, Superego) of Freud's theory (A)</p> <p><b>CSO 3.7:</b> To define conflicts and anxiety (Freud's Theory) (K)</p> <p><b>CSO 3.8:</b> To define defence mechanisms (Freud's Theory) (K)</p>	9	17	

		<p><b>CSO 3.9:</b> To explain different kinds of defence mechanisms (U)</p> <p><b>CSO 3.10:</b> To explain psychosexual stages of development of Freud's theory (U)</p>			
<b>UNIT 4 Intelligence</b>	<ol style="list-style-type: none"> <li>1. Intelligence - meaning and characteristics</li> <li>2. Spearman's Two Factor Theory</li> <li>3. Gardner's Theory of Multiple Intelligences</li> <li>4. Emotional Intelligence- meaning, characteristics and importance</li> </ol>	<p><b>CSO 4.1:</b> To define intelligence (K)</p> <p><b>CSO 4.2:</b> To explain the characteristics of intelligence (U)</p> <p><b>CSO 4.3:</b> To explain Spearman's two factor theory of intelligence (U)</p> <p><b>CSO 4.4:</b> To explain Gardner's theory of multiple intelligences (U)</p> <p><b>CSO 4.5:</b> To define emotional intelligence (K)</p> <p><b>CSO 4.6:</b> To explain the characteristics of emotional intelligence (U)</p> <p><b>CSO 4.7:</b> To analyse the importance of emotional intelligence (A)</p>	14	22	
<b>UNIT 5 Mental Health and Hygiene</b>	<ol style="list-style-type: none"> <li>1. Meaning of mental health and hygiene</li> <li>2. Characteristics of mental health</li> <li>3. Mental health and adjustment - conflict, frustration and anxiety</li> <li>4. Defence mechanism</li> </ol>	<p><b>CSO 5.1:</b> To define mental health (K)</p> <p><b>CSO 5.2:</b> To define mental hygiene (K)</p> <p><b>CSO 5.3:</b> To explain the characteristics of mental health (U)</p> <p><b>CSO 5.4:</b> To determine mental health and adjustment (A)</p> <p><b>CSO 5.5:</b> To define conflict (K)</p> <p><b>CSO 5.6:</b> To describe frustration (K)</p> <p><b>CSO 5.7:</b> To define anxiety (K)</p> <p><b>CSO 5.8:</b> To explain defence mechanisms (U)</p>	9	17	

### **Suggested Readings:**

1. Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
2. DR.S.K.Mangal(2014). Educational Psychology. Tandon Publications, Ludhiana. Printed by Bright Printers, Jalandhar City.
3. Sharma R.N. (2010) Educational Psychology, Delhi, Surjeet Publications.
4. Kuppaswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
5. Chauhan, S.S.(1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.
6. Choube, S. P. &Choube. (1996). Educational Psychology and Experiments. Himalayas Publishing House New Delhi.

## SEMESTER – V

**NAME OF THE PAPER (CODE) : SPECIAL EDUCATION - I (EDM 5)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Special Education - I:**

<b>CO 1:</b>	To familiarise the students with special education
<b>CO 2:</b>	To acquaint the students with different types of special children
<b>CO 3:</b>	To enable them to know about gifted children and the problems faced by them
<b>CO 4:</b>	To acquaint students with the concept of creativity and the problems creative children face
<b>CO 5:</b>	To acquaint students with the different kinds of instructions and approaches needed to deal with special children

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	<ol style="list-style-type: none"> <li>Special education- meaning, needs and objective of special education.</li> <li>Types of special education- special schools, integrated schools, mainstreaming, inclusive education.</li> <li>Laws and policies governing special education- PWD Act 2006, NEP 2020.</li> </ol>	<p><b>CSO 1.1:</b> To understand the meaning and concept of special education. (U)</p> <p><b>CSO 1.2:</b> To explain the needs and importance of special education. (U)</p> <p><b>CSO 1.3:</b> To understand the aims, objectives and expected outcomes of special education. (U)</p> <p><b>CSO 1.4:</b> To discuss the different types of special education prevailing in the country. (U)</p> <p><b>CSO 1.5:</b> To understand what is special schools and the type of education provided by special schools. (U)</p> <p><b>CSO 1.6:</b> To examine integrated schools and how it caters to the needs of special children. (A)</p> <p><b>CSO 1.7:</b> To understand what is mainstreaming and how it deals with special children. (U)</p> <p><b>CSO 1.8:</b> To explain what is inclusive</p>	12	20	

		education and how it caters to the needs of special children. (U) <b>CSO 1.9:</b> To discuss on the different constitutional laws and policies pertaining to children with special needs with special reference to PWD Act 2006 and NEP 2020. (U)			
<b>UNIT 2 Types of Disabilities- Meaning, nature and identification</b>	1. Intellectual disabilities. 2. Learning disabilities. 3. Emotional and behavioural disorders.	<b>CSO 2.1:</b> To know the meaning and concept of disabilities. (K) <b>CSO 2.2:</b> To explain the nature and characteristics of intellectual disabilities. (U) <b>CSO 2.3:</b> To discuss on the process of identifying intellectual disability. (U) <b>CSO 2.4:</b> To explain the meaning and concept of learning disabilities. (U) <b>CSO 2.5:</b> To understand the nature and characteristics of learning disabilities. (U) <b>CSO 2.6:</b> To explain the identification process of learning disabilities. (U) <b>CSO 2.7:</b> To understand the meaning and concept of emotional and behavioural disorders. (U) <b>CSO 2.8:</b> To understand the nature and characteristics of emotional and behavioural disorders. (U) <b>CSO 2.9:</b> To discuss the identification process of emotional and behavioural disorders. (U)	12	20	

<p><b>UNIT 3 Giftedness</b></p>	<ol style="list-style-type: none"> <li>1. Concept of giftedness.</li> <li>2. Identification of gifted children.</li> <li>3. Education for gifted children.</li> </ol>	<p><b>CSO 3.1:</b> To understand the meaning and concept of giftedness. (U)  <b>CSO 3.2:</b> To identify the type of children falling under the category of gifted children. (K)  <b>CSO 3.3:</b> To explain to discuss on the different types of giftedness. (U)  <b>CSO 3.4:</b> To explain on the needs of gifted children. (U)  <b>CSO 3.5:</b> To discuss the identification process of children falling under the category of giftedness. (U)  <b>CSO 3.6:</b> To explain the methods and process of identifying gifted children. (U)  <b>CSO 3.7:</b> To discuss on how gifted children and categorised based on their differences. (U)  <b>CSO 3.8:</b> To explain the type of education provided for gifted children. (U)  <b>CSO 3.9:</b> To understand how classroom environment and modification of teaching methods plays an important role in dealing with the needs of gifted children. (U)</p>	12	20	
<p><b>UNIT 4 Creativity</b></p>	<ol style="list-style-type: none"> <li>1. Creativity-concept and characteristics of creativity.</li> <li>2. Factors fostering creativity.</li> <li>3. Comparative study of creative and gifted children- their problem.</li> </ol>	<p><b>CSO 4.1:</b> To explain the meaning and concept of creativity. (U)  <b>CSO 4.2:</b> To understand the nature and characteristics of creativity. (U)  <b>CSO 4.3:</b> To discuss the different factors responsible for fostering creativity. (U)</p>	12	20	

		<p><b>CSO 4.4:</b> To examine on the role of different external and internal factors that fosters creativity. (A)</p> <p><b>CSO 4.5:</b> To understand the difference and similarities between gifted and creative children. (U)</p> <p><b>CSO 4.6:</b> To explain the problems faced by gifted and creative children in a normal classroom. (U)</p> <p><b>CSO 4.7:</b> To examine the remedial measures to cater to the needs of gifted and creative children. (A)</p>			
<p><b>UNIT 5</b> <b>Instructional Strategies and Accommodations</b></p>	<ol style="list-style-type: none"> <li>1. Differentiated instructions.</li> <li>2. Assistive technology and adaptive materials.</li> <li>3. Behavioural interventions and supports for emotionally disturbed children</li> </ol>	<p><b>CSO 5.1:</b> To understand the different instructional strategies employed in dealing with special children. (U)</p> <p><b>CSO 5.2:</b> To explain the accommodation and remedial measures for special children. (U)</p> <p><b>CSO 5.3:</b> To discuss the application of technology in catering to the needs of special children. (U)</p> <p><b>CSO 5.4:</b> To discuss on the different teaching learning materials utilised to meet the needs of special children. (U)</p> <p><b>CSO 5.5:</b> To examine the role of experts and specialists in assisting special children to develop to their fullest potentialities. (A)</p> <p><b>CSO 5.6:</b> To explain the various form of assistance and support</p>	12	20	

		provided for special children. (U)			
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**Suggested Readings:**

1. Gupta P.K, Education for Creativity
2. Bhargava Mahesh, Introduction to Exceptional children: their nature and educational provision.
3. KarChintamani, Exceptional Children, Their Psychology and education.

## SEMESTER – VI

**NAME OF THE PAPER (CODE) : SPECIAL EDUCATION - II (EDM 6)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Special Education - II:**

<b>CO 1:</b>	To introduce the concept of special Education
<b>CO 2:</b>	To understand the different kinds of disabilities prevailing among individuals
<b>CO 3:</b>	To enable students to know the classroom management techniques of dealing with special children
<b>CO 4:</b>	To acquaint students with the current trends and issues in special education
<b>CO 5:</b>	To enable students to understand the role of family and community in dealing with special children

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Special Education</b>	<ol style="list-style-type: none"> <li>1. Definition and importance of special education.</li> <li>2. Laws and policies governing special education- RCI, National Policy for Persons with Disabilities.</li> <li>3. Role of special education teachers and related professionals.</li> </ol>	<p><b>CSO 1.1:</b> To discuss the various definitions on special education. (U)</p> <p><b>CSO 1.2:</b> To understand the need and importance of special education. (U)</p> <p><b>CSO 1.3:</b> To explain the role of RCI towards special education. (U)</p> <p><b>CSO 1.4:</b> To discuss the provisions given by National Policy for Persons with Disability 2006 towards special children. (U)</p> <p><b>CSO 1.5:</b> To understand who are special education teachers. (U)</p> <p><b>CSO 1.6:</b> To discuss the role of special education teachers towards special children. (U)</p> <p><b>CSO 1.7:</b> To explain the role of professionals in dealing with children falling under special children categories. (U)</p>	12	20	
<b>UNIT 2 Types of</b>	<ol style="list-style-type: none"> <li>1. Speech and language</li> </ol>	<p><b>CSO 2.1:</b> To understand the meaning and concept</p>	12	20	

<p><b>Disabilities- Meaning, Characteristics and Identification</b></p>	<p>impaired. 2. Orthopaedically challenged. 3. Visual and hearing impaired.</p>	<p>of speech and language impaired. (U) <b>CSO 2.2:</b> To explain the nature and characteristics of language and speech impaired. (U) <b>CSO 2.3:</b> To discuss on the identification process of speech and language impaired persons. (U) <b>CSO 2.4:</b> To understand the meaning and concept of orthopaedically challenged persons. (U) <b>CSO 2.5:</b> To explain the nature and characteristics of orthopaedically challenged persons. (U) <b>CSO 2.6:</b> To discuss on the identification process of orthopaedically challenged persons. (U) <b>CSO 2.7:</b> To understand the meaning and concept of visual and hearing impaired. (U) <b>CSO 2.8:</b> To explain the nature and characteristics of hearing and visually impaired persons. (U) <b>CSO 2.9:</b> To examine on the identification process of hearing and visually impaired persons. (A)</p>			
<p><b>UNIT 3 Classroom Management</b></p>	<p>1. Creating a positive and inclusive classroom environment. 2. Behavioural management techniques. 3. Addressing challenging behaviours. 4. Classroom routine and procedures.</p>	<p><b>CSO 3.1:</b> To understand the importance of managing as classroom in a way that welcome special children and provide room for their growth and development. (U) <b>CSO 3.2:</b> To define what is inclusive classroom. (K) <b>CSO 3.3:</b> To discuss on the need of positive and inclusive classroom for special children. (U) <b>CSO 3.4:</b> To understand</p>	<p>12</p>	<p>20</p>	

		<p>the technique for behavioural management. (U)</p> <p><b>CSO 3.5:</b> To know on the concept of challenging behaviour. (K)</p> <p>CSO 3.6: To explain the methods and techniques of addressing challenging behaviours. (U)</p> <p>CSO 3.7: To understand how modification of classroom environment and technique cater to the problems of challenging behaviour. (U)</p> <p><b>CSO 3.8:</b> To explain the importance of modification of classroom routine and procedure in addressing the needs of special children. (U)</p>			
<p><b>UNIT 4</b> <b>Current Issues and Trends in Special Education</b></p>	<ol style="list-style-type: none"> <li>1. Early intervention.</li> <li>2. Assisting technology advancements.</li> <li>3. Promoting inclusive practices within the classroom and schools.</li> <li>4. Inclusive vs separate education.</li> </ol>	<p><b>CSO 4.1:</b> To discuss on the current issues and trends in special education. (U)</p> <p><b>CSO 4.2:</b> To explain what is early intervention towards special children. (U)</p> <p><b>CSO 4.3:</b> To understand the importance of early intervention towards special children. (U)</p> <p><b>CSO 4.4:</b> To examine what is inclusive practice in schools. (U)</p> <p><b>CSO 4.5:</b> To understand the utilisation of technology in enhancing the education of special children. (U)</p> <p><b>CSO 4.6:</b> To understand the importance of inclusive environment in teaching learning situations. (U)</p> <p><b>CSO 4.7:</b> To explain the concept of inclusive and separate education. (U)</p>	12	20	

		<p><b>CSO 4.8:</b> To discuss on the differences and similarities between inclusive and separate education. (U)</p> <p><b>CSO 4.9:</b> To know about the different roles played by inclusive and separate education. (K)</p>			
<p><b>UNIT 5</b> <b>Role of Family and Community</b></p>	<p>1. Role of family and community in the nurturance of children with special needs</p> <p>2. Role of NGOs in providing for the CSWNs</p> <p>3. Role of peers in the education of special child.</p>	<p><b>CSO 5.1:</b> To discuss on the role of family and community in addressing the needs of special children. (U)</p> <p><b>CSO 5.2:</b> To understand the importance of the intervention of family and community in the nurturance of special needs children. (U)</p> <p><b>CSO 5.3:</b> To explain what is an NGO. (U)</p> <p><b>CSO 5.4:</b> To discuss how the NGOs plays an important role in addressing the needs of special children. (U)</p> <p><b>CSO 5.5:</b> To discuss who are peer groups. (U)</p> <p><b>CSO 5.6:</b> To explain the influence and impact of peer in the development of special child. (U)</p> <p><b>CSO 5.7:</b> To explain the role of peers in the education of children with special needs. (U)</p>	12	20	

**Suggested Readings:**

1. Panda K.C (1997), An Introduction to Special Education.
2. Mangal S.K (2008), Education of the Exceptional Children: An Introduction to Special Education.
3. Advani, Lal and Chadha. A, (2003) You and Your Special Children.

## SEMESTER - VII

**NAME OF THE PAPER (CODE) : EDUCATION IN NORTHEAST INDIA (EDM 7)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Education in North East India**:

<b>CO 1:</b>	To appreciate the history of education in NE India
<b>CO 2:</b>	To familiarize with elementary education in NE India
<b>CO 3:</b>	To familiarize with secondary education in NE India
<b>CO 4:</b>	To develop knowledge of higher education in NE India
<b>CO 5:</b>	To develop knowledge of teacher education in NE India

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 History of Education in NE India</b>	<ol style="list-style-type: none"> <li>1. A background of the region and its people</li> <li>2. Education in pre-independent NE</li> <li>3. Development of education in independent NE India</li> </ol>	<p><b>CSO 1.1:</b> To discuss the history of the region (U)</p> <p><b>CSO 1.2:</b> To discuss the culture of the region (U)</p> <p><b>CSO 1.3:</b> To discuss contributing factors for development of education in NE India (U)</p> <p><b>CSO 1.4:</b> To discuss the problems for development of education in NE India (U)</p> <p><b>CSO 1.5:</b> To examine the status of education in pre-independent NE India (A)</p> <p><b>CSO 1.6:</b> To discuss the development of education in pre-independent NE India (U)</p> <p><b>CSO 1.7:</b> To examine the status of education in</p>	12	20	

		independent NE India (A) <b>CSO 1.8:</b> To examine the development of education in independent NE India (A)			
<b>UNIT 2 Elementary Education in North-East Region</b>	<ol style="list-style-type: none"> <li>1. Structure and pattern of elementary education</li> <li>2. Steps taken to achieve the target of universalization of elementary education</li> <li>3. Problems of elementary education in NE region</li> </ol>	<b>CSO 2.1:</b> To outline the structure of elementary education (K) <b>CSO 2.2:</b> To discuss the pattern of elementary education (U) <b>CSO 2.3:</b> To discuss the steps taken for universalisation of elementary education (U) <b>CSO 2.4:</b> To examine the problems in the way of universalisation of elementary education (A) <b>CSO 2.5:</b> To outline the SSA program towards the cause of universalisation of elementary education (K) <b>CSO 2.6:</b> To examine the success rate of SSA program (A) <b>CSO 2.7:</b> To examine problems of SSA program (A) <b>CSO 2.8:</b> To outline the criticisms of SSA	12	20	

		program (K) <b>CSO 2.9:</b> To discuss the status of elementary education in the region (U)			
<b>UNIT 3 Secondary Education</b>	<ol style="list-style-type: none"> <li>1. Review of the Development of secondary education in NE India</li> <li>2. Problems of secondary education</li> <li>3. Vocationalisation of secondary education</li> </ol>	<b>CSO 3.1:</b> To outline the development of Secondary Education in the region (K) <b>CSO 3.2:</b> To discuss the contributing factors for the development of Secondary Education in the region (U) <b>CSO 3.3:</b> To outline the problems of Secondary Education in the region (K) <b>CSO 3.4:</b> To examine the status of Secondary Education in the region (A) <b>CSO 3.5:</b> To discuss the constitutional provisions for Secondary Education in the region (U) <b>CSO 3.6:</b> To discuss the vocationalisation of Secondary Education (U) <b>CSO 3.7:</b> To discuss the problems of vocationalisation	12	20	

		of Secondary Education (U) <b>CSO 3.8:</b> To examine the success of vocationalisation of Secondary Education (A)			
<b>UNIT 4 Higher Education</b>	<ol style="list-style-type: none"> <li>1. Review of the Development of higher education in NE India</li> <li>2. Technical education</li> <li>3. University education</li> <li>4. Issues of higher education in NE India</li> </ol>	<b>CSO 4.1:</b> To discuss the development of Higher Education in the region (U) <b>CSO 4.2:</b> To examine the contributing factors for the development of Higher Education in the region (A) <b>CSO 4.3:</b> To discuss the problems of Higher Education in the region (U) <b>CSO 4.4:</b> To examine the development of Technical Education in the region (A) <b>CSO 4.5:</b> To examine the contributing factors for the development of Technical Education in the region (A) <b>CSO 4.6:</b> To outline the problems of Technical Education in the region (K) <b>CSO 4.7:</b> To examine the	12	20	

		<p>development of University Education in the region (A)</p> <p><b>CSO 4.8:</b> To examine the contributing factors for the development of University Education in the region (A)</p> <p><b>CSO 4.9:</b> To outline the problems of University Education in the region (K)</p>			
<p><b>UNIT 5</b> <b>Development of Education in Nagaland</b></p>	<ol style="list-style-type: none"> <li>1. Traditional Education System of Nagaland</li> <li>2. Modern System of Education in Nagaland</li> <li>3. Morung Concept of Education- KGBU and NSCBA</li> </ol>	<p><b>CSO 5.1:</b> To examine the traditional education system of Nagaland (A)</p> <p><b>CSO 5.2:</b> To discuss the advantages of traditional education system of Nagaland (U)</p> <p><b>CSO 5.3:</b> To discuss the disadvantages traditional education system of Nagaland (U)</p> <p><b>CSO 5.4:</b> To outline the aims of traditional education system of Nagaland (K)</p> <p><b>CSO 5.5:</b> To examine the organisation of traditional education system of Nagaland (A)</p> <p><b>CSO 5.6:</b> To</p>	12	20	

		<p>examine the modern education system of Nagaland (A)</p> <p><b>CSO 5.7:</b> To discuss the advantages of modern education system of Nagaland (U)</p> <p><b>CSO 5.8:</b> To discuss the disadvantages of modern education system of Nagaland (U)</p> <p><b>CSO 5.9:</b> To discuss the aims of modern education system of Nagaland (U)</p> <p><b>CSO 5.10:</b> To discuss the organisation of modern education system of Nagaland (U)</p>			
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**Suggested Readings:**

1. Tiwari, R.P. Problems of Education in North East India. Vikas Brothers, Ludhiana.
2. Biswas, N.B. (2008) Education in North East India, New Delhi : Shipra Publications.
3. Pallab Jyoti Boruah, Problems and Future Prospects of Higher Education in North East India, IJHSSI.
4. Lyndern, Biloris and Kumar DE Utpal (2004) Education in North East India (Experience and Challenges), New Delhi: Concept Publishing Company.

## SEMESTER – VII

**NAME OF THE PAPER (CODE) : GENDER AND EDUCATION (EDM 8)**  
**Number of Credit 04**  
**Number of Hours of Lecture 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Gender and Education**:

<b>CO 1:</b>	To understand the gender concepts
<b>CO 2:</b>	To develop an understanding on gender and education
<b>CO 3:</b>	To enable students to understand the gender differences in various aspects of life
<b>CO 4:</b>	To enable them to comprehend gender socialisation
<b>CO 5:</b>	To enable students to understand about the importance and efforts in bringing about gender justice and women empowerment

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Gender Concepts</b>	1. Concept of gender 2. Difference between sex and gender 3. Need for gender sensitization	<b>CSO 1.1:</b> To define gender (K) <b>CSO 1.2:</b> To define sex (K) <b>CSO 1.3:</b> To define gender (K) <b>CSO 1.4:</b> To differentiate between sex and gender (A)	12	20	
<b>UNIT 2 Understanding Gender and Education</b>	1. Gender gap in education 2. Exploring gender identity in education 3. Gender and leadership in education	<b>CSO 2.1:</b> To identify gender gap in education (K) <b>CSO 2.2:</b> To explore gender identity in education (A) <b>CSO 2.3:</b> To examine gender and leadership in education (A)	12	20	
<b>UNIT 3 Gender Gap</b>	1. Social 2. Political 3. Economic 4. Health	<b>CSO 3.1:</b> To examine about the different gender gaps prevailing in different aspects of life (A) <b>CSO 3.2:</b> To identify gender gaps in social aspects (K) <b>CSO 3.3:</b> To identify	12	20	

		gender gap in political aspects <b>CSO 3.4:</b> To identify gender gap in of economic aspects <b>CSO 3.5:</b> To identify gender gap in the aspects of health			
<b>UNIT 4 Gender Socialization</b>	1. Gender socialization 2. Gender Issues in the family and school 3. Educational goals from gender perspectives	<b>CSO 4.1:</b> To familiarize on gender socialisation (K) <b>CSO 4.2:</b> To explain the kinds of correlation (U) <b>CSO 4.3:</b> To examine gender issues faced in schools (A) <b>CSO 4.4:</b> To examine gender issues faced in family (A) <b>CSO 4.5:</b> To identify educational goals from gender perspectives (K)	12	20	
<b>UNIT 5 Gender Justice and Women Empowerment</b>	1. Women's Rights in India and its obstacles 2. Social legislation - constitutional provisions for women in India 3. Education as a tool for women empowerment	<b>CSO 5.1:</b> To describe women's rights in India (K) <b>CSO 5.2:</b> To explain women's rights and its obstacles (U) <b>CSO 5.3:</b> To identify the different constitutional provisions regarding gender disparity (KI) <b>CSO 5.4:</b> To examine education as a tool for women empowerment (A)	12	20	

### Suggested Readings:

1. Nagendra Shilaja (2006). Women and Human rights. Jaipur India, ABD Publishers.
2. Rao, D.B and D.P Rao (1999). Women, Education and Empowerment. New Delhi. Discovery Publishing House.
3. Rege, Sharmila. Sociology of Gender (2003), New Delhi. Sage Publications.
4. Ali Lokman (2022) Advanced Sociology of Education. Global Net Publication, New Delhi.



		<p><b>CSO 1.8:</b> To explain the system of Early Childhood care and Education (U)</p> <p><b>CSO 1.9:</b> To discuss the Constitutional Provisions for Early Childhood care and Education (K)</p>			
<b>UNIT 2 Elementary Education</b>	<p>1. Universalization of elementary education</p> <p>1. Right of Children to Free and Compulsory Education (RCFCE) Act 2009</p> <p>2. Quality concerns in elementary education</p> <p>3. Sarva Shiksha Abhiyan (SSA) &amp; District Primary Education Project (DPEP)</p>	<p><b>CSO 2.1:</b> To discuss the structure of elementary education (U)</p> <p><b>CSO 2.2:</b> To discuss the pattern of elementary education (U)</p> <p><b>CSO 2.3:</b> To examine the Right of Children to Free and Compulsory Education (RCFCE) Act 2009 (A)</p> <p><b>CSO 2.4:</b> To discuss the quality concerns of elementary education (U)</p> <p><b>CSO 2.5:</b> To examine the SSA program towards the cause of universalisation of elementary education (A)</p> <p><b>CSO 2.6:</b> To enable students to know about the hindrances of SSA program</p> <p><b>CSO 2.7:</b> To elaborate on the criticisms of SSA program (U)</p> <p><b>CSO 2.8:</b> To outline the criticisms of SSA program (K)</p> <p><b>CSO 2.9:</b> To discuss the District Primary Education Program (DPEP) (U)</p>	12	20	
<b>UNIT 3 Secondary and Higher Education</b>	<p>1. Challenges and problems of secondary education</p> <p>2. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)</p> <p>3. Challenges in higher education:</p>	<p><b>CSO 3.1:</b> To discuss the development of Secondary Education (U)</p> <p><b>CSO 3.2:</b> To examine the contributing factors for the development of Secondary Education (A)</p> <p><b>CSO 3.3:</b> To examine the problems of Secondary Education (A)</p> <p><b>CSO 3.4:</b> To discuss the constitutional provisions</p>	12	20	

	<p>expansion, quality &amp; inclusiveness</p> <p>4. RUSA</p>	<p>for Secondary Education in the region (U)</p> <p><b>CSO 3.5:</b> To outline the impact of RMSA (K)</p> <p><b>CSO 3.6:</b> To examine the problems of RMSA (A)</p> <p><b>CSO 3.7:</b> To examine the criticisms of RMSA (A)</p> <p><b>CSO 3.8:</b> To examine the impact of RUSA (A)</p> <p><b>CSO 3.9:</b> To discuss the problems of RUSA (U)</p> <p><b>CSO 3.10:</b> To discuss the criticisms of RUSA (U)</p>			
<p><b>UNIT 4</b></p> <p><b>Social Commitments in Education</b></p>	<p>1. Gender issues in Indian education</p> <p>2. Equalization of educational opportunity</p> <p>3. Constitutional provisions for education</p>	<p><b>CSO 4.1:</b> To discuss the issues of Gender in Indian Education (U)</p> <p><b>CSO 4.2:</b> To elaborate on the steps taken to tackle the issues of Gender in Indian Education (U)</p> <p><b>CSO 4.3:</b> To examine the issues of equalisation of educational opportunity (A)</p> <p><b>CSO 4.4:</b> To examine the steps taken to tackle the issues of equalisation of educational opportunity (A)</p> <p><b>CSO 4.5:</b> To discuss about Constitutional Provisions for education (U)</p> <p><b>CSO 4.6:</b> To examine the role of State in providing education (A)</p> <p><b>CSO 4.7:</b> To outline the role of local bodies in providing education (K)</p>	12	20	
<p><b>UNIT 5</b></p> <p><b>Emerging Concerns</b></p>	<p>1. Value education, Peace Education and Human Rights Education</p> <p>2. Adolescent Education</p> <p>3. Life skills education</p>	<p><b>CSO 5.1:</b> To discuss the concept of value education (U)</p> <p><b>CSO 5.2:</b> To examine the need for value education (A)</p> <p><b>CSO 5.3:</b> To examine the scope of value education (A)</p> <p><b>CSO 5.4:</b> To explore the concept of peace education</p>	12	20	

		<p>(A)</p> <p><b>CSO 5.5:</b> To discuss the concept of human rights education (U)</p> <p><b>CSO 5.6:</b> To explain the concept of adolescent education (U)</p> <p><b>CSO 5.7:</b> To outline the need for adolescent education (K)</p> <p><b>CSO 5.8:</b> To examine the scope of adolescent education (A)</p> <p><b>CSO 5.9:</b> To discuss the concept of life skills education (U)</p> <p><b>CSO 5.10:</b> To explore the need for life skills education (A)</p> <p><b>CSO 5.11:</b> To discuss the scope of life skills education (U)</p>			
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#### **Suggested Readings:**

1. Aggarwal, J.C (2010).The Progress of Education in Free India. New Delhi: Aryaand Rejuvenation of Higher Education'. New Delhi: Author.
2. Bhatnagar, T.N (1995) Teacher Education in India. New Delhi: NCERT. Book Depot.
3. Walia, J.S(2004).Modern Indian Education and Its Problems. Punjab : Paul Publications
4. Dr. Taj, Haseen (2016) Current Challenges in Education. New Delhi: Neelkamal Publications Pvt. Ltd.

**EDUCATION: SKILL ENHANCEMENT COURSE (SEC)****SEMESTER - I**

**NAME OF THE PAPER (CODE) : LIFE SKILLS - I: SOCIAL SKILLS (EDS 1)**

**Number of Credit 02**

**Number of Hours of Lecture 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Life Skills - I: Social Skills**:

<b>CO 1:</b>	To familiarise the students with the fundamental knowledge of life skills
<b>CO 2:</b>	To enable the students to understand self-awareness and empathy
<b>CO 3:</b>	To acquaint the students with effective communication and interpersonal relationship (IPR)

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction</b>	1. Concept and definition of life skills 2. Categories of life skills 3. Importance of life skills education	<b>CSO 1.1:</b> To define life skills (K) <b>CSO 1.2:</b> To describe the concept of life skills (K) <b>CSO 1.3:</b> To differentiate the categories of life skills (A) <b>CSO 1.4:</b> To identify the categories of social skills (A) <b>CSO 1.5:</b> To identify the categories of thinking skills (A) <b>CSO 1.6:</b> To identify the categories of coping skills (A) <b>CSO 1.7:</b> To explain the importance of life skills (U)	6	10	
<b>UNIT 2 Self-Awareness &amp; Empathy</b>	1. Meaning and importance of Self-Awareness 2. Techniques used for self-awareness: SWOT analysis & Johari Window 3. Concept and	<b>CSO 2.1:</b> To define self-awareness (K) <b>CSO 2.2:</b> To understand the importance of self-awareness (U) <b>CSO 2.3:</b> To demonstrate the techniques of SWOT analysis for self-awareness (A)	12	20	

	importance of empathy	<p><b>CSO 2.4:</b> To demonstrate the techniques of Johari Window for self-awareness (A)</p> <p><b>CSO 2.5:</b> To define empathy (K)</p> <p><b>CSO 2.6:</b> To understand the concept of empathy (U)</p> <p><b>CSO 2.7:</b> To explain the importance of empathy (U)</p>			
<p><b>UNIT 3</b> <b>Effective Communication &amp; Interpersonal Relationship (IPR)</b></p>	<ol style="list-style-type: none"> <li>1. Definition, components and process of effective communication</li> <li>2. Barriers and importance of effective communication</li> <li>3. Meaning, definition and importance of IPR</li> <li>4. Factors affecting relationship</li> </ol>	<p><b>CSO 3.1:</b> To define effective communication (K)</p> <p><b>CSO 3.2:</b> To identify the components of effective communication (K)</p> <p><b>CSO 3.3:</b> To explain the process of effective communication (U)</p> <p><b>CSO 3.4:</b> To analyse the barriers of effective communication (A)</p> <p><b>CSO 3.5:</b> To explain the importance of effective communication (U)</p> <p><b>CSO 3.6:</b> To describe the meaning of interpersonal relationship (K)</p> <p><b>CSO 3.7:</b> To explain the importance of IPR (U)</p> <p><b>CSO 3.8:</b> To examine the factors affecting relationship (A)</p>	12	20	

**Suggested Readings:**

1. Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
2. Rahman Sajidur, (2023). Life Skill Education, Global Net Publication, New Delhi
3. Thomas Gracious (2006). Life Skill Education and Curriculum, Shipra Publications
4. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edition.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi
5. DeJaeghere Joan, Graham Erin Murphy (2021). Life Skills Education for Youth: A Critical Perspectives, Springer Cham.

## SEMESTER - II

**NAME OF THE PAPER (CODE) : LIFE SKILLS - II: THINKING SKILLS (EDS 2)**  
**Number of Credit 02**  
**Number of Hours of Lecture 30**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Life Skills - II: Thinking Skills**:

<b>CO 1:</b>	To familiarise the students with the basic concept of thinking skills
<b>CO 2:</b>	To acquaint the students with creative and critical thinking
<b>CO 3:</b>	To acquaint them with decision making and problem solving

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	1. Nature & elements of thought 2. Types of thinking 3. Concept formation and reasoning	<b>CSO 1.1:</b> To explain the nature of thought (U) <b>CSO 1.2:</b> To describe the elements of thought (K) <b>CSO 1.3:</b> To explain the types of thinking (U) <b>CSO 1.4:</b> To explain concept formation (U) <b>CSO 1.5:</b> To define reasoning (K)	6	10	
<b>UNIT 2 Creative and Critical Thinking</b>	1. Meaning, nature and stages of creative thinking 2. Meaning, nature and stages of critical thinking	<b>CSO 2.1:</b> To define creative thinking (K) <b>CSO 2.2:</b> To explain the nature of creative thinking (U) <b>CSO 2.3:</b> To illustrate the stages of creative thinking (A) <b>CSO 2.4:</b> To define critical thinking (K) <b>CSO 2.5:</b> To explain the nature of critical thinking (U) <b>CSO 2.6:</b> To illustrate the stages of critical thinking (A)	12	20	
<b>UNIT 3 Decision Making and</b>	1. Decision making - meaning, process and need 2. Problem solving -	<b>CSO 3.1:</b> To define decision making (K) <b>CSO 3.2:</b> To explain the	12	20	

<b>Problem Solving</b>	meaning, steps in problem solving 3. Factors influencing problem solving	process of decision making (U) <b>CSO 3.3:</b> To examine the need of decision making (A) <b>CSO 3.4:</b> To define problem solving (K) <b>CSO 3.5:</b> To illustrate the steps in problem solving (A) <b>CSO 3.6:</b> To analyse the factors influencing problem solving (A)			
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**Suggested Readings:**

1. Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
2. Rahman Sajidur, (2023). Life Skill Education, Global Net Publication, New Delhi
3. Thomas Gracious (2006). Life Skill Education and Curriculum, Shipra Publications
4. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edition.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi
5. DeJaeghere Joan, Graham Erin Murphy (2021). Life Skills Education for Youth: A Critical Perspectives, Springer Cham.

### SEMESTER - III

**NAME OF THE PAPER (CODE) : LIFE SKILLS - III: COPING SKILLS (EDS 3)**  
**Number of Credit 02**  
**Number of Hours of Lecture 30**

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Life Skills - III: Coping Skills**:

<b>CO 1:</b>	To enable the students to gain insights on coping with emotions
<b>CO 2:</b>	To familiarise the students on coping with stress
<b>CO 3:</b>	To acquaint students with coping as essential life skills

#### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Coping with Emotions</b>	<ol style="list-style-type: none"> <li>1. Meaning, characteristics and types of emotions</li> <li>2. Coping strategies of negative emotions</li> <li>3. Cultivating positive emotions</li> </ol>	<p><b>CSO 1.1:</b> To define emotions (K)</p> <p><b>CSO 1.2:</b> To explain the characteristics of emotions (U)</p> <p><b>CSO 1.3:</b> To explain the types of emotions (U)</p> <p><b>CSO 1.4:</b> To identify coping strategies of negative emotions (A)</p> <p><b>CSO 1.5:</b> To explore ways to cultivate positive emotions (A)</p>	11	17	
<b>UNIT 2 Coping with Stress</b>	<ol style="list-style-type: none"> <li>1. Meaning and types of stress</li> <li>2. Sources, signs and symptoms of stress</li> <li>3. Coping strategies of stress</li> </ol>	<p><b>CSO 2.1:</b> To define stress (K)</p> <p><b>CSO 2.2:</b> To explain the types of stress (U)</p> <p><b>CSO 2.3:</b> To examine the sources of stress (A)</p> <p><b>CSO 2.4:</b> To assess signs and symptoms of stress (A)</p> <p><b>CSO 2.5:</b> To identify coping strategies of stress (A)</p>	11	17	

<p><b>UNIT 3</b> <b>Coping as essential life skills</b></p>	<p>1. Need and importance of coping skills 2. Role of teacher in imparting life skills 3. Methods of teaching life skills</p>	<p><b>CSO 3.1:</b> To explain the need and importance of coping skills (U) <b>CSO 3.2:</b> To analyse the role of teacher in imparting life skills (A) <b>CSO 3.3:</b> To identify the methods of teaching life skills (K)</p>	8	16	
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**Suggested Readings:**

1. Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
2. Rahman Sajidur, (2023). Life Skill Education, Global Net Publication, New Delhi
3. Thomas Gracious (2006). Life Skill Education and Curriculum, Shipra Publications
4. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edition.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi
5. DeJaeghere Joan, Graham Erin Murphy (2021). Life Skills Education for Youth: A Critical Perspectives, Springer Cham.

## SEMESTER - IV

**NAME OF THE PAPER (CODE) : FINANCIAL EDUCATION (EDS 4)**  
**Number of Credit 02**  
**Number of Hours of Lecture 30**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Financial Education**:

<b>CO 1:</b>	To understand the skills of managing personal finances and making informed financial decisions
<b>CO 2:</b>	To acquaint students with the basic knowledge and skills necessary for effective financial management
<b>CO 3:</b>	To acquaint students with the knowledge of banking and savings

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Financial education</b>	<ol style="list-style-type: none"><li>1. Meaning and importance of financial education.</li><li>2. Basic concept of personal finance.</li><li>3. Understanding the financial system.</li></ol>	<b>CSO 1.1:</b> To explain the meaning and concept of financial education. (U) <b>CSO 1.2:</b> To understand the needs and importance of financial education. (U) <b>CSO 1.3:</b> To discuss on the basic concept of personal finance. (U) <b>CSO 1.4:</b> To understand the importance of maintaining personal finance. (U) <b>CSO 1.5:</b> To understand how financial system works. (U)	8	16	
<b>UNIT 2 Budgeting and Financial Planning</b>	<ol style="list-style-type: none"><li>1. Creating a personal budget.</li><li>2. Tracking expenses and managing cash flows.</li><li>3. Setting financial goals.</li></ol>	<b>CSO 2.1:</b> To understand the meaning and concept of personal budget. (U) <b>CSO 2.2:</b> To identify the procedures of creating a personal budget. (K) <b>CSO 2.3:</b> To explain the importance of creating a personal budget. (U) <b>CSO 2.4:</b> To explain what is tracking of expenses and cash flows. (U) <b>CSO 2.5:</b> To understand the methods of tracking expenses and managing cash flows. (U)	11	17	

		<p><b>CSO 2.6:</b> To explain the importance of tracking expenses and managing cash flows. (U)</p> <p><b>CSO 2.7:</b> To explain the importance of setting financial goals. (U)</p> <p><b>CSO 2.8:</b> To determine the process and methods of setting financial goals. (A)</p>			
<b>UNIT 3 Banking and Savings</b>	<ol style="list-style-type: none"> <li>1. Introduction to different types of bank accounts.</li> <li>2. Managing and maximising savings account.</li> <li>3. Developing savings plans</li> </ol>	<p><b>CSO 3.1:</b> To identify the different types of bank accounts. (K)</p> <p><b>CSO 3.2:</b> To examine the different services provided by different bank accounts. (A)</p> <p><b>CSO 3.3:</b> To discuss explain what is savings account. (U)</p> <p><b>CSO 3.4:</b> To understand the methods and procedures of managing and maximising savings account effectively. (U)</p> <p><b>CSO 3.5:</b> To understand what is a savings plan. (U)</p> <p><b>CSO 3.6:</b> To explain the benefits of setting up a savings plan. (U)</p> <p><b>CSO 3.7:</b> To determine the process of setting up a savings plan. (A)</p>	11	17	

**Suggested Readings:**

- Milling, B.E (2003). The Basics of Finance: Financial tools for non-financial managers. Indiana: Universe Company.
- Kothari, R. (2010). Financial Services in India- Concept and Application. New Delhi: Sage Publications India Pvt Ltd.

## SEMESTER - V

**NAME OF THE PAPER (CODE) : EMPLOYABILITY SKILLS (EDS 5)**  
**Number of Credit 02**  
**Number of Hours of Lecture 30**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Employability Skills**:

<b>CO 1:</b>	To acquaint the students the importance of developing employability
<b>CO 2:</b>	To realize the importance of developing soft skills
<b>CO 3:</b>	To understand the importance of self-management

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Employability Skills</b>	<ol style="list-style-type: none"> <li>Importance of employability skills in today's job market</li> <li>Overview of key skills needed for employability</li> <li>Setting personal goals and objectives</li> </ol>	<p><b>CSO 1.1:</b> To develop the skills required in today's job market (A)</p> <p><b>CSO 1.2:</b> To develop a strong understanding of the job market (A)</p> <p><b>CSO 1.3:</b> To familiarize broadly key skills needed for employability (U)</p> <p><b>CSO 1.4:</b> To explain the importance of setting personal goals and objectives (U)</p> <p><b>CSO 1.5:</b> To develop networking and job search strategies (A)</p>	9	15	
<b>UNIT 2 Soft Skills</b>	<ol style="list-style-type: none"> <li>Communication skills, Problem-solving skills,</li> <li>Team-work and collaboration, Adaptability and flexibility</li> </ol>	<p><b>CSO 2.1:</b> To develop effective communication skills (A)</p> <p><b>CSO 2.2:</b> To enhance problem solving and critical thinking skills (U)</p> <p><b>CSO 2.3:</b> To determine working in the groups effectively (A)</p> <p><b>CSO 2.4:</b> To cultivate adaptability and flexibility (A)</p> <p><b>CSO 2.5:</b> To outline self-management and organizational skills (K)</p>	9	15	
<b>UNIT 3</b>	1. Self-motivation	<b>CSO 3.1:</b> To cultivate	12	20	

<p><b>Self-Management Skills</b></p>	<p>and self-discipline, Building self-confidence and assertiveness</p> <p>2. Managing emotion and stress, developing resilience and perseverance</p>	<p>self-motivation (A)</p> <p><b>CSO 3.2:</b> To build self-confidence (A)</p> <p><b>CSO 3.3:</b> To cultivate self-discipline (A)</p> <p><b>CSO 3.4:</b> To demonstrate resilience, perseverance in the workplace (A)</p> <p><b>CSO 3.5:</b> To identify the factors of managing stress and emotion</p>			
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**Suggested Readings:**

1. Employability skills: A practical guide. John smith
2. Skills for learning (2018) Employability skills from referencing and IT. Wolverhampton: University of Wolverhampton

## SEMESTER – VI

### COMMUNITY OUTREACH PROGRAMME

<b>Number of Credit</b>	<b>: 02</b>
<b>Number of Contact Hours</b>	<b>: 30</b>
<b>Full Marks</b>	<b>: 50</b>

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the **Community Outreach Programme**:

<b>CO 1:</b>	To enable the students to be sensitive of the social issues and problems
<b>CO 2:</b>	To enable the students to experience hands on learning
<b>CO 3:</b>	To develop in the students a sense of civic responsibility
<b>CO 4:</b>	To integrate academic learning with real life situations
<b>CO 5:</b>	To strengthen the community by engaging the students in social services

#### Lists of projects under Community Outreach Programme:

<b>1.</b>	Visit to orphanages/old age home
<b>2.</b>	Create awareness program among the school going children on any relevant social issues (e.g. substance abuse)
<b>3.</b>	Visit to Anganwadi centre / pre-school
<b>4.</b>	Cleanliness drive (Sanitation and hygiene practices)
<b>5.</b>	Tutoring services for social disadvantaged children
<b>6.</b>	Visit to any types of universities/distance education centre and prepare a report on its administrative structure.
<b>7.</b>	Visit any one Distance Education centre and one regular educational institution and compare it.
<b>8.</b>	Volunteering with any NGO's or local organisations
<b>9.</b>	Coach a sports team of young children
<b>10.</b>	Volunteer as a peer counsellor

#### General Guidelines for Conducting Community Outreach Programme

1. In the starting of the semester, the students must enroll themselves in any of the projects listed above. Once the enrolment is done, deadline will be given for the project.
2. It will be the responsibility of the students to record the contact hours and also monitor the progress of their projects along with the faculty in-charge.
3. Each student must prepare a detail report and submit on the projects undertaken by them.
4. Written examination will not be there. Evaluation will be done on the basis of the project report by an evaluation committee, comprising of Head of the Department and faculty in-charge of the student.

## **RESEARCH DISSERTATION (EDUCATION)**

**Number of Credit** : 12  
**Full Marks** : 300

### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the **Research Dissertation**:

<b>CO 1:</b>	To enable the students to understand the theoretical bases of dissertation or research study
<b>CO 2:</b>	To acquaint them with preparation of research proposal/synopsis
<b>CO 3:</b>	To develop an understanding to prepare effective research report
<b>CO 4:</b>	To enable the students to produce an original research work

### **Course Contents**

#### **1. Theory**

- a) Concept of a dissertation
- b) Characteristics of a good dissertation
- c) Steps in conducting a dissertation
- d) Report writing
- e) APA format of writing and citation

#### **2. Preparation of Research Proposal/Synopsis**

- a) Steps for writing research proposal
- b) Review of related literature

#### **3. Preparation of Research Report**

- a) Outline for writing research report:
  - Title of the study
  - Introduction
  - Need and importance of the study
  - Objectives of the study
  - Review of related literature
  - Method and procedure of the study
  - Data analysis and interpretation
  - Findings and Suggestions
  - Conclusions
  - Bibliography

### **GENERAL GUIDELINES**

1. Students will conduct research study under the supervision of a teacher in the department
2. The report should be written in APA Style with proper cover page format and submit in a hard bound with black jacket.
3. Final assessment i.e. Dissertation report and Viva Voce must be carried out by a team of at least two examiners.

## ASSESSMENT GUIDELINES

<b>Sl.no</b>	<b>Assessment Criteria</b>	<b>Marks Allocation</b>
1	Attendance	<b>15</b>
2	Sessional tests on theory	<b>45</b>
3	Preparation and Presentation of research proposal	<b>60</b>
4	Dissertation Report	<b>100</b>
5	Viva Voce	<b>80</b>
Total		<b>300</b>