FOUR YEAR UNDERGRADUATE (FYUG) PROGRAMME
UNDER NEW EDUCATION POLICY, 2020

DEPARTMENT OF EDUCATION

Date of Approval by AC: 30th May and 21st June 2024

Preface

Education is the cornerstone of personal and societal growth, fostering the development of critical thinking, emotional intelligence, and social responsibility. The course structure detailed in this syllabus has been meticulously crafted to provide a comprehensive and multi-faceted education to students embarking on their academic journey. Each course has been carefully selected and sequenced to build on the knowledge and skills acquired in previous semesters, ensuring a coherent and progressive learning experience. Students will develop a robust understanding of educational and psychological principles, practical skills for personal and professional growth, and the ability to apply these concepts in real-world settings.

The curriculum employs a mix of lectures, seminars, group work, and practical sessions to cater to diverse learning styles and ensure an engaging educational experience. Assessment methods include exams, projects, presentations, and participation, with clear evaluation criteria to measure students' performance and progress effectively. Students will have access to essential textbooks, readings, online materials, and other necessary resources to support their learning. Academic advising, tutoring services, and office hours are available to provide additional support and guidance throughout the course.

Students are expected to actively participate, attend classes regularly, and engage in all course activities. Instructors/Faculty Members/Members will facilitate learning, provide feedback, and support students' academic growth. The curriculum includes opportunities for internships, fieldwork, community service, and research projects, allowing students to gain practical experience and apply their knowledge in real-world contexts. Hands-on learning through internships, apprenticeships, and community engagement ensures that students are well-prepared for professional challenges and equipped to make meaningful contributions to society.

The curriculum fosters holistic development by integrating emotional intelligence, critical thinking, and social responsibility. This comprehensive approach will prepare students to become proficient educators, researchers, and leaders. Upon completing 120 credits with a minimum GPA of 5.0, students earn a Bachelor's Degree in Single Major. This program ensures graduates possess the knowledge, skills, and practical experience necessary for success in the educational sector and beyond.

Programme Outcomes (POs)

After completing the programme in Education, Students will be acquainted with the following tenets of Education.

1. **Foundational Knowledge Mastery:** Equip students with a robust understanding of foundational educational theories, psychological principles, and historical perspectives on education, ensuring they can critically analyze and apply this knowledge to contemporary educational challenges.
2. **Applied Educational Theories:** Train students to effectively apply advanced educational theories and psychological insights in real-world teaching scenarios, thereby enhancing instructional strategies and improving student learning outcomes across diverse educational environments.
3. **Curriculum Development:** Prepare students to design and implement innovative and effective curricula that incorporate sustainable practices and inclusive education

strategies, meeting the needs of all learners and promoting environmental and social responsibility.

4. **Technology Integration:** Enable students to proficiently utilize educational technology and employ innovative teaching techniques that foster student engagement, facilitate differentiated instruction, and improve overall learning experiences.

5. **Research Competence:** Develop students' abilities to conduct rigorous educational research, equipping them to contribute valuable insights to the academic community, inform evidence-based practices, and address complex educational challenges through data-driven solutions.

6. **Leadership and Management:** Cultivate strong management and leadership skills in students, preparing them to lead educational institutions effectively, create supportive and growth-oriented environments, and drive continuous improvement for educators and students alike.

Course Structure of the Syllabus

Course Code	Course Title	Total Credit Hours			Total Contact Hours
		Theory	**Practical**	**Total**	
SEMESTER I					
EDN : 100	Introduction to Education (Major)	4	-	4	60
EDN: 100	Introduction to Education (Minor)	4	-	4	60
MDC: 117	Introduction to Psychology	3	-	3	45
AEC: 120…..129	Any of the available course as notified by the University from time to time	3	-	3	45
SEC :131	Motivation			3	45-90
VAC : 140….149	Environmental Science	3	-	3	45
				20	
SEMESTER II					
EDN : 150	Foundation to Education (Major)	4	-	4	60
EDN : 150	Foundation to Education (Minor)	4	-	4	60
MDC: 165	Introduction to Educational Psychology	3	-	3	45
AEC : 170…179	Any of the available course as notified by the University from time to time	3	-	3	45
SEC: 182	Any of the available course as notified by the University from time to time			3	45-90
VAC: 190…..199	Any of the available course as notified by the University from time to time	3	-	3	45
				20	
SEMESTER III					
EDN: 200	Development of Education in India-I(Pre-Independence Period) (Major)	4	-	4	60
EDN:201	Development of Education in India-II(Post--Independence Period) (Major)	4	-	4	60
MDC:210	Development of Education in North-East India	3	-	3	45
AEC:220 …229	Any of the available course as notified by the University from time to time	2	-	2	30
SEC:230 …239	Any of the available course as notified by the University from time to time			3	45-90
VTC: 240 ….249	Any of the available course as notified by the University from time to time	1	3	4	105
				20	
SEMESTER IV					
EDN: 250	Philosophical foundations of Education (Major)	4	-	4	60
EDN: 251	Sociological foundations of Education (Major)	4	-	4	60
EDN:252	Psychological foundations of Education (Major)	4	-	4	60
EDN: 253	Educational Technology (Major)	4	-	4	60
VTC: 260…..269	Any of the available course as notified by the University from time to time	1	3	4	105
				20	

SEMESTER V					
EDN:300	Educational Management (Major)	4	-	4	60
EDN:301	Curriculum Development (Major)	4	-	4	60
EDN: 302	Education for sustainable development (Major)	4	-	4	60
EDN: 302	Inclusive Education I (Minor)	4	-	4	60
Sub 303	Internship/Apprentice/ Community Engagement and Service field-based learning or minor project			4	120
				20	
SEMESTER VI					
EDN: 350	Introduction to Educational Research (Major)	4	-	4	60
EDN: 351	Methods & Techniques of Teaching (Major)	4	-	4	60
EDN: 352	Teaching-Learning Process (Major)	4	-	4	60
EDN: 353	Great Educators: Thoughts and Practices (Major)	4	-	4	60
VTC: 360….369	Any of the available course as notified by the University from time to time	1	3	4	105
				20	

Note:

1. For a 100 marks paper (4 credits), 25 marks will be assigned for Internal and 75 marks for end semester examination.
2. For a 75 marks paper (3 credits), 19 marks will be assigned for Internal and 56 marks for the end semester examination.
3. For a 50 marks paper (2 credits), 12.5 marks will be assigned for Internal and 37.5 Marks for the end semester examination

EDN-100: INTRODUCTION TO EDUCATION

(Contact Hours: 60, Credits: 4)

Objectives: This course will help the learners to develop a positive attitude towards Education. It will sensitize the students on the importance of Education as a discipline. It will also help learners to identify future job opportunities relating to Education as a discipline.

Learning Outcomes

At the end of the course students are able to:

1. demonstrate comprehensive knowledge and understanding in the academic field of study
2. assess learning experiences that will help instil deep interest in learning about the effects of mass media in Education
3. discover and contextualise knowledge and can engage themselves in developing a curriculum
4. adapt skills that are necessary for planning, organising and present a report on an activity

UNIT I   Concept of Education
- Meaning; Aims; Functions; Importance
- Principles of Education
- Types of Education
- Scope of Education

UNIT II   Mass Media in Education
- Meaning; Functions of Mass Media
- Structure of Mass Media
- Multi Media in Education
- Effects of Mass Media in Education

UNIT III   Concept of Curriculum
- Meaning; Characteristics; Need and Importance
- Principles of Curriculum Construction
- Types of Curriculum
- Factors Influencing Curriculum

UNIT IV   Co-curricular Activities
- Meaning and Importance of Co-Curricular
- Scope of Co-curricular Activities
- Types of Co-curricular Activities
- Benefits of Co-curricular Activities

Assignments   (Choose any one)
1. Prepare a plan for any one non-academic activity: Examples: Science quizzes; poetry competition; story writing competition; mathematics Olympiads; extempore; project exhibition, Essay competitions or Debate competition; poster drawing; folk art work; etc.
2. Prepare any one plan from the following, for organising: a Cultural event; scouting and guiding; celebrating cleanliness day; taking part in college councils; volunteering for social work; etc
3. Prepare, organise and report on any one recreational activity that you have performed: Example: Picnic; Mountain Hike; workshops; group games; industrial or factory visits; field visits; etc

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References

Aggarwal, J.C.(2018). *Curriculum Development Planning & Instruction*. Doaba House: India

Aggarwal, J.C.(2020). *Philosophical Foundations of Education*. Shri Vinod Pustak Mandir: India

Chawla,A.(2021). *Introduction to Mass Communication* | First Edition | By Pearson Education: India

Dutta, K. B. *Mass Media in India*. (2005). Akansha Publishing: India.

Ferguson. (2001). *Co-curricular Activities: A Pathway to Careers*. Facts On File Inc.

Egyankosh. (n.d.). *Co-Curricular Activities*. https://egyankosh.ac.in/bitstream/123456789/47006/1/Unit-13.pdf

KKHSOU. (n.d.). *Co-Curricular Activities*. https://kkhsou.ac.in/eslm/E-SLM_Main/5th%20Sem/Bachelor%20Degree/Education/Education%20Major/English%20medium/Educational%20Management%20English%20Medium/Block%202/Unit%20-12.pdf

Pandey, Jyoti. (2015). *Principles Of Education and Curriculum Development*. KSK: India.

Ravi, V. (2015). *Curriculum Development*. Lulu.com: India.

Sudhakara Reddy, T. J. & Bhaskara, Digumarti Rao. (2016). *Co-Curricular Activities*. APH Publishing Corporation: India.

Talla, Mrunalini. (2012).*Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India.

Venkateshwara Rao, N. (2020).*Introduction to Media and Mass Communication*. Kanishka Publishers: India.

EDN-150: FOUNDATION OF EDUCATION

(Contact Hours: 60, Credits: 4)

Objectives: This course will enable the students to deep knowledge and understanding of the philosophical, sociological, political and economic foundations of education. It will also develop in them the ability and commitment to engage in a critical analysis of educational issues and to apply the results of that analysis to educational reconstruction.

Learning Outcomes

At the end of the course, students are able to:

1. explain the concept and the need of Education
2. summarize the types of democracy related to education
3. examine the aims of education.

Unit I Concept of Education

- Meaning, Nature and Scope of Education
- Forms of Education:-Formal, Informal and Non-formal
- Distinction between Education and Literacy
- Role of Education in National Development

Unit II Aims of Education

- Need and Significance of Aims of Education
- Determinants of Educational Aims
- Type of Aims of Education
  i) Ultimate Proximate Aims of Education

  ii) Liberal and Vocational Aims of Education

- Democratic Citizenship as an Aims of Education

Unit III Freedom and Discipline in Education

- Meaning, Need and Importance of Freedom
- Meaning, Need and Importance of Discipline
- Relationship between Freedom and Discipline
- Role of Teachers in maintaining Discipline

Unit IV Democracy and Education

- Meaning, Types and Characteristics of Democracy
- Principles of Democracy

- Democracy in Education
- Role of Teachers in a Ddemocracy

Assignments   (Choose any one)
1. Challenges of the NEP-2020 in Higher Education
2. Rights and duties of a democratic citizen(Give a detailed report by consulting primary or secondary sources)
3. Multi Cultural Education: Issues and Challenges(Give a detailed report by consulting primary or secondary sources)

References

Dewey, J. (2009). *Democracy and Education.* Merchant Books Publication.

Gingell, J. & Winch, C. . (1999). *Key Concepts in the Philosophy of Education.* Taylor & Francis Ltd.

Latchanna, G. et al. (2016). *Foundations of Education.* Hyderabad: Neelkamal Publication.

Mishra, S. (2022). *Philosophy of Education.* Notion Press.

Mrunalini, T. et al. (2016). *Philosophical Perspectives of Education.* Hyderabad: Neelkamal Publication.

Pathak, R.P. (2019). *Philosophical and Sociological Foundations of Education.* Kanishka Publishers.

Ravi, S.S. (2015). *Philosophical and Sociological Bases of Education.* PHI Learning.

Saikia, P. (2019). *Sociological Foundations of Education.* DVS Publishers.

Singh, M. & Singh, U. (2011). *Sociological Foundations of Education.* Laxmi Publications.

Whitehead, A.N. (2022). *The Aims of Education.* Nation Press.

Course Code	: EDN 200
Course Title	: Development of Education in India I
Total Contact Hours	: 60
Total Credit	: 4
Total Marks	: 100

Course Objectives (COs)　　The course objectives are to enable students to:
1. analyse the development of education in India from ancient times to the British rule
2. compare and contrast educational practices and philosophies across different historical periods in India
3. evaluate the impact of ancient and British educational policies on contemporary Indian education
4. describe key concepts and significant events in the history of Indian education before Independence
5. assess the influence of historical educational developments on current educational systems and practices in India

Learning Outcomes (LOs)　　At the end of the course, students will be able to:
1. recognise the evolution of the ancient education system in India
2. describe the progress of medieval education system in India
3. identify the system of education in the colonial period
4. interpret the system of education under the colonial period

Unit I. Education in Ancient India (1500 BC – 600 BC)
- Vedic Education: Salient features, Aims, System of Education- Gurukuls
- Vedic Education: Curriculum, and Role of teachers, Merits and Demerits
- Buddhist Education: Salient features, Aims, System of education, educational organisations-monasteries
- Buddhist Education: Curriculum, and Role of teachers; Merits and Demerits

Unit II: Education in Medieval India (8th Century AD)
- Islamic Education: Salient features, Aims, System of Education
- Islamic Education: Curriculum, and Role of teachers; Merits and Demerits
- Educational organizations in Medieval India: Pathshalas, Vidyapeeths
- Educational organizations in Medieval India: Maktabs and Madrasas

Unit III. Education under the British RuleI (1600 AD – 1900)
- Charter Act of 1813
- Macaulay's Minute (1835)
- Wood's Despatch (1854)
- Hunter's Commission (1882)

Unit IV. Education under the British RuleII (1800-1947)
- Indian University Commission (1902)and Act (1904)
- Sadler's Commission (1917)
- Hartog Committee Report (1929)
- Sargent Report (1944)

Sessional Work

- Internal Test/Assignment/Seminar   - 25 marks

Activity(Any one)
1. Prepare an assignment on Brahmanic education.
2. Compare any two system of education and bring out their implications.
3. Present the relevance of any two system of education to the modern system of education.
4. Trace the history of education in India under the British rule.

Suggested Readings

1. Agrawal, A. K. (2000). Development of Educational System in India. Anmol Publications Pvt. Ltd.

2. Altekar, A.S. (2009). Education in Ancient India. Gyan Books.

3. Bareh, H. (1996). Progress of Education in Meghalaya. S. K. Enterprise.

4. Bhatnagar, S. & Saxena, A. (2003). Development of Education in India. R. Lall Book Depot.

5. Chaube, S. P. (1999). Education in Ancient and Medieval India. Vikas Publishing House.

6. Ghosh, Suresh Chandra. (2001). History of Education in Medieval India. Low Price Publications.

7. Nurulla, S. & Naik, J. P. (2016).A Student's History of Education in India (1800-1973). Macmillan Publishers.

8. NCERT. Education and National Development1964-65. NCERT.

9. Pandey, R. S. (2003). Development of Indian Education System. Vinod Pustak Mandir.

10. Pandey, R. S. (2008). Indian Educational System. Anubhav Publication House.

11. Prasad, K. (2021). Buddhist Education in Early Medieval India. Kaveri Books.

12. Rai, L. (2001). National Education in India. Bani Mandir.

13. Sharma, R. N. (2006). History and Problems of Education in India. Laxmi Narain Agrawal Publisher.

14. Singh, M. S. (2007). Educational Development in India. Anubhav Publication House.

Course Code	: EDN 201
Course Title	: Development of Education in India II
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives(COs)	The course objectives are to enable students to: 1. describe the development of education in India from the post-independence period 2. analyse the impact of various education commissions, constitutional provisions, and education policies on the Indian education system 3. evaluate the effectiveness of educational reforms and policies implemented in Meghalaya 4. compare and contrast educational developments across different regions and time periods within post-independence India
Learning Outcomes (LOs)	At the end of the course, students will be able to: 1. explain the development of the education system in India 2. outline the legal and Constitutional provision in education 3. evaluate the policies and commissions on education in India 4. identify the issues and problems of the current system of education in Meghalaya

Unit I. Development of Indian Education post-Independence period
- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Kothari Commission (1964-66)
- National Knowledge Commission (2007)

Unit II: Constitutional Provisions
- Constitutional provisions in relation to Education
- Education in the Union Territories
- Education in the Concurrent list
- Right to Education Act 2009

Unit III. National Policies
- National Policy on Education (1968) - Secondary Education
- National Policy on Education (1986) - Higher Education and
- POA (1992)

- National Education Policy (2020)

Unit IV. Education in Meghalaya
- Functions of DERT, DHTE, DSEL
- Education in Meghalaya
- Issues and problems of SchoolEducation in Meghalaya
- Issues and problems of Higher Education in Meghalaya

Sessional Work

- Internal Test/Assignment/Seminar/   25 marks

Activity(Any one)

1. Highlight the status of education in India.
2. Write a report on the present position of higher education in Meghalaya.
3. Enlighten the role of NEP 2020 in addressing the problems of quality education in India.

Suggested Readings

1. Basu, A. (2001). *Education in Modern India*. Rani Mandir.

2. Bhatnagar, S. & Saxena, A. (2003). *Development of Education in India*. R. Lall Book Depot.

3. Knowledge Commission Report. (2007). https://www.knowledgecommission.govt.in/ Ministry of Education. (1949). Report of the University Education Commission 1948-49.Ministry of Education, Government of India.

4. Ministry of Education. (1953). Report of the Secondary Education Commission 1952-53.Ministry of Education, Government of India.

5. Ministry of Education. (1985). Challenges of Eucation: A Policy Perspective. Ministry ofEducation, Government of India.

6. Mohanty, Jagannath. (2004). Modern Trends in India Education. Deep & Deep Publications.

7. NCERT. Education and National Development1964-65. NCERT.

8. National Policy of Education 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

9. Nurulla, S. & Naik, J. P. (2016).A Student's History of Education in India (1800-1973). Macmillan Publishers.

10. Pandey, R. S. (2003). Development of Indian Education System. Vinod Pustak Mandir.

11. Pandey, R. S. (2008). Indian Educational System. Anubhav Publication House.

12. Rai, L. (2001). National Education in India. Bani Mandir.

13. Shukla, P. D. Towards the New Pattern of Education in India. Sterling Publishers.

14. Sharma, R. N. (2006). History and Problems of Education in India. Laxmi Narain Agrawal Publisher.

15. Singh, M. S. (2007). Educational Development in India. Anubhav Publication House.

16. Srinivasa, M. V. (2019). Education in Contemporary India. Pearson Education.

Course Code	: EDN 250
Course Title	: Philosophical Foundations of Education
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs)	The course objectives are to enable students to: 1. describe the philosophical foundations of education 2. analyse the educational philosophies of key Indian and Western thinkers 3. compare and contrast different theories of knowledge. 4. evaluate the influence of various philosophical theories on contemporary educational practices.
Learning Outcomes (LOs)	At the end of the course the students will be able to: 1. recognise the concept of philosophy and its branches 2. explain the different schools of western thought and their educational implications 3. infer the importance of the Indian schools of thought and their influence in education 4. illustrate the concept and theories of knowledge

UNIT I: Philosophy and Education
- Concept, Scope and functions of Philosophy
- Concept, Scope and functions of Educational Philosophy,
- Relationship between Education and Philosophy
- Aims of Education in relation to philosophy of Life

UNIT II: Western Schools of Philosophy and their Educational Implications
- Idealism
- Realism
- Naturalism
- Pragmatism

UNIT III: Indian Schools of Philosophy and their Educational Implications
- Samkhya
- Vedanta
- Buddhism
- Jainism

 UNIT IV: Knowledge and its Theories
- Meaning and nature of knowledge

- Sources of Knowledge
- Types of knowledge
- Theories of Knowledge

Sessional work
- Internal Test and Assignment   25 Marks

Activity
 Choose any one of the following
1. A Write up on the Khasi philosophy
2. Seminar: "Values embedded in the philosophy of Indian Thinkers"
3. Project work: Explore the works of Indian thinkers and analyse their perspectives on ethical behaviour.

Suggested Readings

1. Butler,J.Donald. (1968). Four Philosophies and their Practice in Education andReligion. NewYork& London:Harper&Row.

2. Broudy,Harry. S. (1965). Building a Philosophy of education. New Delhi: Prentice Hall.

3. Dewey, John. (1966). Democracy and Education. New York: McMillan.

4. Durpis, A.M. (1972). Philosophy of Education in Historical Perspective. New Delhi: Thomason Press.

5. Hiriyana, M. (1995). The Essentials of Indian Philosophy. Delhi:

6. Mohanti,J.(1982).Indian Education in Emerging Society. Sterling.

7. Rousseau,J.J.(1914).Emile.London:Every Man's Library. Dent.

8. Russell,Bertrand. (1925). OnEducation.London:Unwin Paperbacks.

9. Russell,Bertrand. (1945). A History of Western Philosophy.

10. Sharma, P. (2005). Philosophy of Education. New Delhi: A.P.H. Publishing Corporation.

11. Sharma, R. N. (2004). Textbook of Educational Philosophy. (2nd ed.). New Delhi: Kanishka Publishers & Distributors.

12. Shrivastava, K.K. (2003). Philosophical Foundations of Education. New Delhi: Kanishka Publisher & Distributors.

13. Shukla, R. (2001). Philosophy of Education. Jaipur: Sublime Publications.

14. Siddiqui, M.H. (2009). Philosophical & Sociological Perspectives in Education. New Delhi: APH PublishingCorporation.

15. Taneja, V.R. & Taneja, S. (2006). Educational Thinkers. Atlantic.

Course Code	: EDN 251
Course Title	: Sociological foundations of Education
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs) The course objectives are to enable students to:
1. explain the foundational concepts of educational sociology.
2. analyse the dynamics of social change and mobility, and evaluate the role of education in promoting social change.
3. interpret the relationship between culture and education, and demonstrate how education serves as a tool for cultural transformation.
4. assess the processes of socialization and social stratification, and assess the impact of education on these processes.

Learning Outcomes (LOs) At the end of the course the students will be able to:
1. recall the concept of educational sociology
2. describe social change, social mobility, and the role of education in fostering social change
3. examine the concept, elements of culture and education as an instrument of cultural change.
4. interpret the meaning of socialization and stratification and the role of education in this regard.

UNIT I: Introduction to Educational Sociology
- Meaning nature and scope of Sociology
- Concept, scope and functions of Educational Sociology
- Relationship between Education and Sociology
- School as a social- subsystem

UNIT II: Social Change and Social Mobility
- Meaning of Social Change, Factors affecting Social Change
- Education as an instrument of Social change
- Education and Social mobility
- Education and Modernization

UNIT III: Education and Culture
- Meaning of Culture, Elements of Culture.
- Types of Culture, Cultural Lag
- Education and Cultural heritage of India: Preservation, Transformation and Advancement

- Education as an instrument of cultural change

UNIT IV: Socialization and Social Stratification
- Meaning and Nature of Socialization.
- Agents of Socialization
- Meaning, Nature and Types of Social Stratification
- Role of Education in Social Stratification

Sessional Work
- Internal Test and Assignment   25 Marks

Activity (Any one)
1. Engaging with diverse communities and writing a Report
2. A comparative study of traditional and modern culture. A Report
3. Seminar on any topic related to syllabus
4. Social Drama or Role Play
5. Any other

Suggested Readings

1. Aggarwal, D. (2022). Sociology, EBC webstore

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

3. Bhatia &Narang(2013): Philosophical and Sociological Bases of Education.LudhianaTandon Publications.

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

5. Myneni, S.R. (2022). Principles of sociology: Allahabad: Allahabad law Agency

6. Ogburn, W.F &Nimkoff, W.F (1966): A Handbook of Sociology. New Delhi: Eurasia publishing house (Pvt,)Ltd.

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

8. Rao Sankar, C.N. (2019). Principles of Sociology with an introduction to social thought. S Chand Publishers

9. Mathur. S.S. Sociological Approach to Indian Education

Course Code   : EDN 252

Course Title   : Psychological foundations of Education

Total Contact Hours : 60

Total Credits   : 4

Total Marks   :100

Course Objectives (COs) The course objectives are to enable students to:
1. identify and articulate the psychological foundations in education
2. explain and evaluate concepts of intelligence and creativity and their educational significance
3. analyse and discuss the principles of learning and motivation and their application in educational contexts
4. assess the concepts of personality and individual differences, and their implications for education

Learning Outcomes (LOs) The learners after the completion of the course they will be able to:
1. identify the fundamental principles of psychology as they relate to education
2. explain the concept of intelligence, theories of intelligence and the role of education in promoting creativity.
3. relate to the concept of learning, motivation and the theories associated herein.
4. illustrate the concept of personality, individual differences, and their educational implications.

Unit I: Introduction to Psychology and Education
- Meaning, Nature, Scope of Psychology
- Meaning, Nature, Scope of Educational Psychology
- Relationship between Psychology and Education
- Importance of Educational Psychology for a teacher.

Unit II Intelligence and Creativity
- Meaning, Nature of Intelligence
- Determinants of intelligence
- Theories of Intelligence: Spearman's two factor Theory, Thurstone's Multifactor Theory, Guilford's Structure of Intellect, Howard Gardner's Multiple Intelligence Theory.
- Meaning and Nature of Creativity, Role of Education in promoting Creativity.

Unit III: Learning and Motivation
- Concept of Learning and factors influencing Learning
- Theories of learning: Thorndike, Pavlov, Skinner, and Gestalt (Insightful learning) theories of learning

- Social Development theory: Vygotsky
- Concept of Motivation, and Maslow's Hierarchy of Needs

Unit IV: Personality and Individual differences
- Meaning, Nature and Determinants of Personality
- Measurement of Personality
- Theories of Personality: Allport, Cattell and Freud.
- Individual differences and its educational implications

Sessional Work

- Internal Test and Assignment   25 Marks

Activity: (Any one)
1. Assignment on any topic related to the syllabus.
2. Creation of a short video on Motivation
3. Administer a personality test on a subject and interpret.
4. Administer an intelligence test on a subject and interpret
5. Any other

Suggested Readings

1. Chauhan, S.S. (2003). Advanced Educational Psychology (Ed 6th). New Delhi, Vikas Publishing House

2. Houtz John C. (2002). The Educational Psychology of Creativity (Perspectives on Creativity Research). Hampton Press.

3. Krause, Kerri-Lee., Bochner, Sandra., & Duchesne, Sue. (2006). Educational Psychology for Learning and Teaching (2nd edition). Cengage Learning.

4. Mayer, Richard. E. &Alexander, Patricia. A. (Eds.). (2016). Handbook of Research on Learning and Instruction (Educational Psychology Handbook, 2nd edition.). Routledge.

5. Morris, E.E. (1972). Psychological Foundations of Education. New York, Holt, Rinchart

6. Rao, U. (2008). Advanced Educational Psychology (Ed 1st). Mumbai, Himalaya Publishing House

7. Zhang, Li-fang., & Sternberg, Robert. J. (Eds.). (2001). Perspectives on Thinking, Learning, and Cognitive Styles (Educational Psychology Series). Routledge.

Course Code	: EDN 253
Course Title	: Educational Technology
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs)   The course objectives are to enable students to:
1. recall and articulate the principles of Educational Technology
2. apply technology effectively in the teaching and learning process
3. analyse various types of communication and the fundamentals of teaching models
4. demonstrate and evaluate innovations in educational technology and their relevance to education

Learning Outcomes (LOs)   At the end of the course, the students will be able to:
1. indicate the concept of Educational Technology and its application to teaching – learning process
2. explain the communication process and the role of Information Communication Technology (ICT) in teaching-learning and instruction to design sound instructional system
3. classify the different models of teaching and teaching aids used in teaching – learning
4. compare the recent innovations in educational technology and their application

Unit-I:Understanding Educational Technology
- Educational Technology: Concept, scope and importance of Educational Technology
- Types of Educational Technology: Hardware and Software
- Systems approach to instruction
- Application of technology to teaching learning process

Unit-II: Communication Process
- Communication: Concept and Process
- Types of Communication
- Barriers of Classroom Communication
- Role of ICT in teaching and learning

Unit-III: Models of teaching and Teaching Aids
- Models of Teaching: Meaning and characteristics
- Fundamental elements of teaching models
- Models of Teaching: Information Processing, Computer Based teaching

- Teaching aids: Edgar Dale's Cone of experience

Unit-IV: Innovations in Educational Technology
- Social learning: Social networking sites, blogs, Chats, video conferencing, discussion forum
- Open Education Resources: Creative Commons, Massive Open Online Courses (MOOCs)
- e- Inclusion: Concept and application
- Ethical issues of e- learner and e-teacher

Sessional Work

- Internal Test/Assignment/Seminar/   25 marks

Activity (Any one)

1. Prepare a Power point presentation on any topic from the syllabus.
2. A review of an educational program presented through e-content.
3. Visit to any educational technology institute/centre.
4. Application and use of a recent technology tool in classroom activities.
5. Any other

SuggestedReading

1. Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.

2. Cheng, I., Safont, L.V. & Basu, A. (2009). Multimedia in Education: Adaptive Learning and Testing. New Jersey: World Scientific Pub Co Inc.

3. Collins, J., Hammond, M. & Wellington, J.J. (1997). Teaching and Learning with Multimedia. London: Routledge.

4. Dale, E. (1969). Audiovisual Methods in Teaching, New York: Dryden Press.

5. D'Antoni, S. & Savage, C. (2009). Open Educational Resources: Conversations in Cyberspace. New York: United Nations Educational, Scientific and Cultural Organization.

6. Jonassen, D.H. (2003). Learning to Solve Problems with Technology: A Constructivist Perspective.

7. Mayer, R.E. (2009). Multimedia Learning, New York: Cambridge University Press.

8. Mishra, S. & Sharma, R.C. (2005). Interactive Multimedia in Education and Training. London: Idea Group Inc (IGI).

9. OET (2000). E-learning: Putting a World-class Education at the Fingertips of all Children: The National Educational Technology Plan. Office of Educational Technology, US Department of Education. New York: DIANE Publishing.

10. Roblyer, M.D. (2007). Integrating Educational Technology into Teaching, (Edn 4). Delhi: Pearson Education India.

11. Solomon, G. & Schrum, L. (2007). Web 2.0: New Tools, New Schools. Washington: International Society for Technology in Education.

12. Spencer, K. (1991). The Psychology of Educational Technology and Instructional Media. Liverpool: United Writers Press.

13. Timothy J. N., Donald A. S., James D. L., James D. R. (2010). Educational Technology for Teaching and Learning, NOIDA: Pearson Education.

Course Code	: EDN 300
Course Title	: Educational Management
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs)

The course objectives are to enable students to:
1. describe the principles and practices of educational management
2. devise strategies for educational planning and assess its significance in the educational context
3. examine the relevance and application of management principles in the teaching-learning process
4. measure the impact of leadership in educational settings

Learning Outcomes (LOs)

At the end of the course, students will be able to:
1. explain the concept of Educational Management
2. describe educational planning and supervision
3. analyse the process of educational management
4. recognise the implications of leadership style and it impact on performance

Unit I. Introduction to Educational Management
- Educational Management: Concept, Need and Scope of Educational Management
- Types: Centralized and Decentralized, Authoritarian and Democratic
- Objectives and Principles of Management
- Role of Educational manager

Unit II: Educational Planning
- Educational Planning- Meaning, need and significance
- Aims and objectives of educational planning
- Types and Process of Educational planning
- Institutional Planning-Meaning, needs and importance

Unit III: Management of Teaching-Learning Process
- Management of Teaching-Learning Process- Planning, Organizing, Leading and Evaluating
- Managerial Skills for Teachers
- Concept of Organizational Behaviour
- Factors affecting Organizational Behaviour (Personal, Social, Cultural, Political and Institutions)

Unit IV: Leadership Behaviour and Supervision
- Concept of Leadership Behaviour
- Factors affecting Leadership Behaviour
- Leadership Styles- Autocratic, Democratic, Transformational, Transactional and Laissez- Faire
- Supervision – Concept, types, and principles of Supervision

Sessional Work
- Internal Test/Assignment   25 Marks

Activity(Any one)
1. Write a report on the process of educational management of any school.
2. Identify the roles of educational leaders to plan various institutional activities and write a report.
3. Identify the managerial skills for teachers in the classroomand write a report.
4. Role play on any one leadership styles
5. Any other

Suggested Readings

1. Aggarwal, J. C. (1994). Educational administration, management and supervision. Arya Book Depot.

2. Ahuja, A. K. (2007). Educational management, planning and finance. DVS Publishers & Distributors.

3. Ananda, W. P. G. (1984). General principles of management for educational planners and administrators. UNESCO.

4. Bhattacharya, S. (2012). Educational management: Theory and practice. EBH Publishers.

5. Bhatnagar. & Gupta. (2006). Educational management. R. Lall Book Depot.

6. Dennison, Bill (1987). Challenges in Educational Management Principles into Practice.London: Croom Helm Publishers.

7. Guruge, A. W. P. (1984). Principles and Problems of Educational Management. UNESCO, Paris.

8. Krishnamacharyulu, V. (2008). School management and system of education. Neelkamal Publications Pvt. Ltd.

9. Mathur. & Mathur. (2010). School organisation and management. Agrawal Publication.

10. Mohanty, J. (2008). Educational management, supervision, school organisation. DVS Publishers & Distributors.

11. Mukhopadhyay, B.(1994). Motivation In Educational Management: Issues And Strategies. New Delhi: Sterling Publishers.

12. NIEPA. (1986). Educational management in India. NIEPA.

13. Pareek, Udai. (1981). Handbook for Trainers in Educational Management: With Special Reference to countries in Asia and the Pacific. Bangkok: Unesco Regional Office for Education in Asia.

14. Report of the U.G.C. Committee: Towards New Educational Management (1990). New Delhi.

15. Sharma, R. N. (2010). Educational administration, management and organisation. Surjeet Publications.

16. Sidhu, I. S. (2012). Educational administration and management. Pearson India Publishers.

17. Singh, H. M. (1995). Fundamental of Educational Management. New Delhi: VikasPublication.

18. Taj, H. & Bhatnagar, P. (2012). Modern perspectives of organizational behaviour. Harprasad Institute of Behavioural Studies.

19. Tanner, D. &Lawrel, T. (1987). Supervision in education problems and practices. Macmillan Publication Co.

Course Code	: EDN 301
Course Title	: **Curriculum Development**
Total Contact Hours	: **60**
Total Credits	: **4**
Total Marks	:**100**

Course Objectives (COs)	The course objectives are to enable students to:
	1. demonstrate comprehensive understanding of the historical, philosophical, psychological, and social foundations that influence curriculum development
	2. apply essential principles and methodologies in designing and constructing
	3. practice skills to critically evaluate existing curricula, identifying strengths, weaknesses, and areas for improvement using appropriate assessment tools and techniques
	4. interpret the processes involved in curriculum reform, including the ability to design and implement innovative changes that address contemporary educational needs and standards

Learning Outcomes (LOs)	At the end of the course, students will be able to:
	1. develop an understanding about concept of curriculum construction.
	2. explain the concept of curriculum development.
	3. interpret the process of curriculum development.
	4. evaluate the curriculum.

Unit I: Introduction to Curriculum
- Curriculum: Meaning, characteristics and scope of curriculum
- Difference between - curriculum, syllabus & courses of study; curricular, co-curricular & extracurricular activities
- Basis/foundations of curriculum: philosophical, psychological, sociological& political.
- Types of curriculum -subject -centred, experience centred & child-centred based

Unit II: Curriculum Development
- Concept,need & objectives of curriculum development
- Basic elements of curriculum development
- Factors influencing curriculum development
- Principles of curriculum construction

Unit III: Process of curriculum development
* Diagnosing needs & formulating specific objectives
* Selecting & organising content
* Selecting & organising learning experiences
* Evaluating

Unit IV: Evaluation and Reform of curriculum
* Concept & objectives of curriculum evaluation
* Types of curriculum evaluation - formative & summative
* Curriculum reform - concept, need, factors & obstacles of curriculum
* National Curriculum Framework, 2005- Guiding principles & salient features

Sessional Work

* Internal Test/Assignment   25 Marks

Activity (Any One)
1. Compare the curriculum of any two school boards.
2. Write a report on the NEP 2020 curriculum structure of the UG level.
3. Write on the issues and challenges faced by teachers of your college on implementation of NEP 2020 curriculum.
4. Write on the issues and challenges faced by students of your college during classroom instruction
5. Any other

Suggested Readings

1. Beane, J.A.,Conrad, E.P. Jr. &Samuel JA, Jr. (1986). Curriculum planning and development. Boston: Allyn & Bacon.

2. Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall.

3. Doll, R.C. (1996).Curriculum development: Decision-making and process. Pearson; 9th Edition.

4. Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.

5. Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.

6. Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart& Winston.

7. Sharma R.A., Chaturvedi, Shikha., Singh, K.V. (2008), Curriculum Instruction & Evaluation. R.Lall Book Depot.

8. Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.

9. Tanner, D. & Tanner, L.(1975) Curriculum development- Theory and practice. New York: Macmillan Publishing Co. Inc.

10. Tyler, R.W.(1941). Basic principles of curriculum and instruction.Chicago: University of Chicago Press.

Course Code	: EDN 302
Course Title	: Education for Sustainable Development
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs)	The course objectives are to enable students to: 1. recall the principles, importance, and global context of Education for Sustainable Development, and how it integrates into the broader educational framework. 2. identify the United Nations Sustainable Development Goals, and discussing their significance, interconnections, and the role of education in achieving these goals. 3. design and implement effective educational strategies and practices that promote sustainability, fostering skills and attitudes necessary for sustainable development. 4. develop the ability to critically assess current ESD practices and curricula, identifying areas for improvement and proposing innovative solutions to enhance the effectiveness of sustainability education.
Learning Outcomes (LOs)	At the end of the course, students will be able to: 1. describe the concept of Sustainable development. 2. identify the Sustainable Development Goals (SDGs) 3. illustrate the role of education in attaining the Sustainable Development Goals (SDGs). 4. identify the strategies for promoting the Sustainable Development Goals (SDGs)

Unit I: Introduction to Sustainable Development
- Historical Perspectives on sustainability
- Concept, nature, and scope of sustainable development
- Need and importance of sustainable development
- Sustainable Development: World and Indian Perspectives

Unit II: Sustainable Development Goals
- Introduction to Sustainable Development Goals (SDGs)
- Challenges and strategies in attaining SDGs in developing countries with special reference to India
- SDG Index and its components
- Focus on SDG 4- Quality Education and its implementation in India

Unit III: Education for Sustainable Development
- Specific learning objectives for different SDGs
- Education as a key instrument to achieve SDGs
- Integrating ESD in the classroom and Eco feminism
- Berlin declaration 2021 on Education for Sustainable Development (ESD)

Unit IV: Educational Strategies for Sustainability
- Transforming the instructional approach for effective ESD dissemination.
- Teaching Techniques for ESD
- Assessment of ESD Learning Outcomes
- Role of educational institutions in achieving sustainability goals.

Sessional Work
- Internal Test/Assignment/Seminar/ 25 marks

Activity(Any one)
1. Case study on any topic that act as challenges for the promotion of SDGs.
2. Field Visits to exposure and identification of real-world challenges.
3. Identify innovative solutions to promote the Sustainable Development Goals.
4. Interactive Workshops for students to deliberate on problem-solving, leadership, and ethical reasoning as per NEP directives with reference to SDGs.
5. Any other

Suggested Readings

1. Beasy, K., Smith, C. & Watson, J. (Eds.). (2023). Education and the UN Sustainable Development Goals: Praxis Within and Beyond the Classroom. Springer.

2. Cabrera, A., & Cutright, D. (Eds.). (2023). Higher Education and SDG17: Partnerships for the Goals. Emerald Publishing Limited

3. Ferguson, T., Iliško, D., Roofe, C., & Hill, S. (2018).SDG4 - Quality Education: Inclusivity, Equity and Lifelong Learning for All, Emerald Publishing Limited.

4. Hopkins, B. (2022). Learning Strategies for Sustainable Organisations (Routledge Studies in Sustainable Development).Taylor & Francis Ltd; 1st edition.

5. Laurie, R.,Tarumi.,Y., Mckeown, R., &Hopkins,C.(2016) Contributions of Education forSustainable Development (ESD) to Quality Education.

6. Leicht, Heiss& Byun(2018). Issues and Trends in Education for Sustainable Development (Ed). UNESCO Publication.

7. Reimers, F. (2024). Quality Education for All for a Better World: Learning from the Sustainable Development Goals. Kindle Edition.

8. Rickards, L., & Steele, W.(2021). The Sustainable Development Goals in Higher Education: A Transformative Agenda Springer Nature Switzerland AG; 1st ed. 2021 edition

9. UNESCO. (2017) Education for Sustainable Development Goals: Learning Objectives. UNESCO.

Course Code	: EDN 302 (Minor)
Course Title	: Inclusive Education I
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs)	The course objectives are to enable students to: 1. describe the principles and importance of inclusive education, recognizing its role in fostering equitable learning environments for all students. 2. identify the Needs of Children with Special Needs including various disabilities and learning challenges, and how these needs can be effectively addressed in an inclusive educational setting. 3. examine the Role of Various Agencies and their contributions in promoting educational reforms and policies that support an inclusive society. 4. design, implement, and evaluate inclusive educational practices and strategies, ensuring that all students, regardless of their abilities, have access to quality education.
Learning Outcomes (LOs)	At the end of the course, students will be able to: 1. recognise the meaning of inclusion and exclusion 2. explain the concept of Inclusive Education 3. identify children with special needs 4. examine the educational reforms for inclusive society

Unit I: Foundations of Inclusive Education
- Introduction to Inclusive Education
- Concept, meaning, need and scope of Inclusive Education
- Objectives of Inclusive Education
- Adjustment, modification, diversification in inclusive Education

Unit II: Children with special needs (CWSN)
- Concept of Impairment, Disability and Handicap
- Meaning, Types, Identification, characteristics & curriculum for children with special needs (CWSN)
- Learning Disabilities - Definitions and their specific Problems
- General causes of disabilities

Unit III. Techniques and Aids for the Education of CWSN
- Techniques and Aids for Visual and hearing impaired
- Techniques and Aids for Speech and language impaired
- Building an Inclusive school - desired changes in System, Structure, Practice and Culture
- Role of school in creating a barrier free environment

Unit IV. Role of Agencies and Educational Reforms for Inclusive Society
- Person with Disabilities Act 1995-96
- Right of Person with Disabilities Act 2016 &amendments (RPWD)
- Rehabilitation Council of India (RCI), Role of Informal agencies (like mass media etc) in building an inclusive society
- Role of family, community in nurturingof children with special needs

Sessional Work

- Internal Test/Assignment/Seminar/ 25 marks

Activity(Any one)
1. Visit to a centre of students with special needs (special school/special institute). Observe the process of teaching learning and write a report.
2. Conducting interviews with peers/parents/siblings/teachers of children with disabilities and write a report.
3. Writing a description on the initiatives and provisions for CWSN under SSA and RMSA.
4. Case study of children with special needs.
5. Any other

Suggested Readings

1. Advani, Lal., & Chadha, A. (2003). You and Your Special Children. Noida: UBS Publishers Distributers Ltd.

2. Allur, M. (2002). Education of children with special needs from segregation to inclusion. New Delhi: Sage Publisher.

3. Aggarwal, Rashmi (2010). Education for disabled children. New Delhi: Vikas Publication House.

4. Bassa, Sayat (2017). Inclusive Education. New Delhi: N.D. Publisher.

5. Bartlett, L. D., &Weisentein, G. R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.

6. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.

7. Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.

8. Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.

9. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.

10. Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.

11. Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.

12. Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.

13. Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

14. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

15. King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.

16. Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.

17. Mangal, S.K. (2008). Educating of the Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India Learning Pvt. Ltd.

18. Mangal, S.K. (2015). Educating exceptional children. New Delhi: P.H.I. Learning Private Limited.

19. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

20. Panda, K. C. (1997). Education of the Exceptional Children. New Delhi: Vikas Publications Ltd.Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.

21. Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall.Inc

22. Udvari-Solner, A.,& Kluth, P. (2008). Joyful Learning: Active and collaborative learning in inclusive classrooms. Thousand Oaks, CA: Corwin Press.

Course Code	**: EDN 303**

Course Title   : **Internship/Apprenticeship/Community Engagement and Service/Field Based Learning/Minor Project**

Total Contact Hours   **: 60**

Total Credits   **: 4**

Total Marks   **:100**

Course Objectives (COs)	The course objectives are to enable students to:

1. internship/Apprenticeship Experience: Students will engage in real-world internships or apprenticeships to apply theoretical knowledge in practical settings, gaining hands-on experience and professional skills relevant to their field of study
2. community Engagement and Service Learning: Students will actively participate in community-based projects or service-learning initiatives, collaborating with local organizations or communities to address societal needs, while integrating academic learning with practical experience and civic responsibility
3. Field-Based Learning Opportunities: Students will have the opportunity to engage in field-based learning experiences, such as field trips, research expeditions, or outdoor activities, to deepen their understanding of course content, observe real-world phenomena, and develop field-specific skills in authentic settings
4. completion of a Minor Project: Students will undertake a minor project, allowing them to delve deeper into a specific topic or area of interest within their field of study. Through independent research, analysis, and presentation, students will demonstrate their ability to apply critical thinking, problem-solving, and creativity to produce scholarly work

Learning Outcomes (LOs)   At the end of the course, the students will be able to:
1. identify the task to be carried out
2. engage in the new task assigned
3. develop and create new skills in line with the task
4. apply the skills gathered from the course

Duration: 4 weeks (120 hours/30 hours per credit)
Supervisor: Teachers

- **Planning**: The students will identify the work, task, and topic (*Internship/Apprenticeship/ Community Engagement and Service/Field Based Learning/Minor Project*) that they will engage in the four weeks. They will need to make a broad plan, weekly plan, and daily plan and follow the blue print of the plan in

carrying out the task ahead.

- **Organizing:** The students will organize the work according to the plan. They will prepare/adopt tools to be used in the work/task and carry out the necessary steps.

- **Execution:** The actual work will be carried out in the field chosen by them to carry out the work/task. This will involve engagement of the students with field work and data collection.

- **Reporting:** The work that the student has engaged and carried out will be produced in a produced in the form of the report. The report will be submitted in an approved format and within a time frame.

Sessional Work
- Internal Test/Assignment/Seminar/   25 marks
- Submission of Report and Viva-voce   75 marks

Activity

(1) Preparation of a plan of the work to be carried out and getting approve from the concern supervisor.   (12.5 marks)

(2) Follow up and observation of the field work of the students.   (12.5 marks)

Suggested Readings

1. Foroux, Darius. (2020). Do It Today: Overcome procrastination, improve productivity and achieve more meaningful things. Penguin Random House India.

2. Glick, Ryan. D. (2019). Internship Mastery: The Technology Student's Guide to Crushing Your Internship and Launching Your Career. Glick Press.

3. Helyer, R. et. Al. (Eds.). (2020). The Work-Based Learning Student Handbook (3rd edition). Bloomsbury Academic.

4. Kalam, A. P. J. ABDUL. (2016). Learning How to Fly: Life Lessons for the Youth. Rupa Publications India.

5. Kalam, A. P. J. ABDUL. (2020). You Are Born to Blossom. Prabhat Prakashan Pvt. Ltd.

6. Labor, Saby. L. (2020). Student Internship Success Workbook (Student's Guide): 20+ Lessons and Activities for Student Intern Career Readiness. Independently Published.

7. Labor, Saby. L. (2020). Student Internship Success Workbook (Supervisor's Guide): 20+ Lessons and Activities for Student Intern Career Readiness. Independently Published.

8. Murphy, Joseph. (2014). Believe in Yourself. Manjul Publishing House.

9. Newman, Daniel. S. (2019). The School Psychology Internship: A Guide for Interns and Supervisors (2nd edition). Routledge.

10. Peale, Norman. Vincent. (2016). Power of Positive Thinking. RHUK.

11. Peale, Norman. Vincent. (2022). Positive Thinking Every day. Grapevine India Publishers Pvt Ltd.

12. Senapati, S. (2022). Work, Workmanship and Winning. Clever Fox Publishing.

13. Singh, Aniket. (2019). The Complete Book of International Internships: Intern Abroad This Summer. Notion Press.

14. Sunim, Haemin. (2018). The Things You Can See Only When You Slow Down. Penguin Life.

15. Yager, Jan. (2019). How To Finish Everything You Start. Jaico Publishing House.

Course Code	: EDN 350
Course Title	: Introduction to Educational Research
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100

Course Objectives (COs)   The course objectives are to enable students to:

1. Identify the various methods of acquiring knowledge and different forms of educational research, including historical, descriptive, experimental, and action research, along with their significance, scope, and steps involved.
2. Prepare research proposals, including conducting literature reviews, identifying research problems, formulating research questions and objectives, and addressing ethical considerations in research design and implementation.
3. Apply the principles of research design, including population and sample selection, sampling techniques, formulation of research questions and hypotheses, and selection and utilization of appropriate data collection tools and techniques, such as Likert scales, questionnaires, interviews, observations, and their respective applications.
4. Use Research Methods to design, conduct, and evaluate research studies relevant to educational settings, addressing real-world educational challenges and contributing to the advancement of educational knowledge and practices.

Learning Outcomes (LOs)   At the end of the course the students will be able to:

1. describe educational research and the types of research
2. explain the different methods that are applicable in research
3. prepare a research proposal and interpret the ethical considerations in research
4. outline the research design and the elements that are involved therein.

Unit I: Introduction
- Methods of Acquiring Knowledge
- Educational Research: Meaning, Nature and Scope
- Forms of Educational Research: Fundamental and Applied
- Variable: Meaning and types (Dependent and Independent, Continuous and Discrete)

Unit II: Methods of Research
- Historical Research: meaning, significance, scope and steps
- Descriptive Research: meaning, significance, scope and steps
- Experimental Research: meaning, significance, scope and steps
- Action Research: meaning, significance, scope and steps

Unit III: Research Proposal
- Review of related literature: Concept, Purpose and sources of review
- Identification of research problem (selection, definition and delimitation)
- Steps in formulating Research Proposal
- Ethical considerations in research (Informed consent, anonymity, and data safety)

Unit IV: Research Design
- Research Design: Population, sample, and sampling techniques
- Research Questions, Objectives and Hypotheses
- Tools for data collection (Likert's Scale, Questionnaire and interview schedule)
- Techniques of Data Collection – Observation and Interview

Sessional Work

- Test/Assignment   25 Marks

Activity (Any One)

1. Write a Research Proposal on any topic.
2. Prepare a Questionnaire/ an Interview Schedule for data collection.
3. Construct a Likert's Scale on any research topic
4. Prepare a review of related literature on any research topic
5. Any other

Suggested Readings

1. Creswell, J. W. (2015). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Pearson Education India.

2. Koul, Lokesh. (2020).Methodology of Educational Research (Fifth Edition).Vikas Publishing.

3. Mangal, S.K. (2013). Research Methodology in Behavioural Sciences. Prentice Hall India Learning Private Limited.

Course Code	: EDN 351

Course Title : Methods and Techniques of Teaching

Total Contact Hours : 60

Total Credits : 4

Total Marks :100 (Internal 25 & External 75)

Course Objectives (COs)

The course objectives are to enable students to:
1. develop a comprehensive understanding of diverse teaching methods and their practical applications in various educational settings.
2. ccquire proficiency in integrating technology effectively into teaching practices to enhance student engagement and learning outcomes.
3. cultivate essential skills in teaching, including lesson planning, classroom management, and assessment strategies, through hands-on experiences and reflective practices.
4. master the art of micro-teaching to refine teaching techniques, receive constructive feedback, and continuously improve instructional delivery for enhanced student success.

Learning Outcomes (LOs)

After the completion of the course the students will be able to:
1. describe various concepts related to teaching
2. illustrate the concept of instructional objectives and the approaches of writing objectives
3. relate to the methods of teaching and technology involved in teaching
4. interpret the concept of microteaching and the skills involved in teaching

Unit I: Introduction toTeaching
- Concept, functions and principles of teaching,Characteristics of effective teaching
- Maxims of Teaching
- Levels of Teaching: Memory, Understanding and Reflective Level
- Teaching Operations at Various Stages (Pre-Active; Interactive; Post-Active)

Unit II: Instructional Objectives
- Concept and importance of instructional objectives
- Bloom's Taxonomy of instructional objectives (original and revised)
- Miller's approach on writing instructional objectives
- 5 E approach of constructivism

Unit III: Teaching Methods and Teaching Technology
- Methods of Teaching: Lecture, Demonstration, Problem- Solving and Discussion
- Teaching Behaviour: Authoritarian, Democratic and Laissez-Faire
- Programmed Instruction: Concept, Principles and Steps of Programmed Instruction
- CAI: Concepts, modes and management of computer instruction

Unit IV: Skills of Teaching and Micro Teaching
- Micro Teaching: Concept, Micro teaching cycle and importance
- Flanders Interaction Analysis Category: Concept, Steps of analysis and importance
- Team Teaching: Concept, types and importance
- Simulated Social Skill Training (SSST): Concept, types and importance

Sessional Work

- Test/Assignment   25 Marks

Activity (Any one)

1. Write the educational objectives on any topic
2. Preparing of a micro-lesson on any one skill for any topic.
3. Prepare 5-E model lesson plan on any topic
4. Write the instructional objectives on any topic
5. Any other

Suggested Readings

1. Duran, Mesut. (2023).Learning Technologies: Research, Trends, and Issues in the U.S. Education System. Springer International Publishing AG.

2. Mangal, S.K. (2009).Essentials Of Educational Technology (Fourth edition).Prentice Hall India Learning Private Limited.

3. Shukla, Satish Prakash S. (2019). Information Communication and Educational Technology.Agrawal Publication.

Course Code	**: EDN 352**
Course Title	**: Teaching-Learning Process**
Total Contact Hours	**: 60**
Total Credits	**: 4**
Total Marks	**:100 (Internal 25 & External 75)**
Course Objectives (COs)	The course objectives are to enable students to: 1. develop a comprehensive understanding of the dynamics involved in the teaching-learning process, including the roles of teachers and learners, learning theories, and effective instructional strategies. 2. acquire knowledge and skills in classroom management techniques to create a conducive learning environment that fosters engagement, participation, and mutual respect among students. 3. explore the principles and practices of assessment and evaluation in education, including various assessment methods, techniques for designing valid and reliable assessments, and strategies for using assessment data to inform instruction and support student learning. 4. apply theoretical knowledge and practical insights gained throughout the course to critically analyse and address real-world challenges in teaching-learning contexts, demonstrating proficiency in effective teaching practices, classroom management strategies, and assessment and evaluation techniques.
Learning Outcomes (LOs)	At the end of the course the students will be able to: 1. describe about the differences in learners and the role of the teacher as a facilitator in learning 2. illustrate the different dimensions involved in the teaching-learning process. 3. explain classroom management and the role of teachers in managing a positive learning environment. 4. appraise the significance of assessment and evaluation in teaching – learning process

Unit I: Understanding the Learner
- Dimensions of differences in Learner: Physical, psychological, cognitive and language development
- Understanding diverse learners: Slow and gifted

- Understanding learners from the perspective of Gardner's Multiple Intelligence Theory
- Role of the teacher in facilitating learning

Unit II Teaching- Learning process
- Planning teaching- Learning
- Organizing teaching- learning
- Steps of teaching –learning
- Managing Classroom teaching- learning

Unit III: Classroom Management
- Classroom Management: Concept and principles of classroom management, discipline and indiscipline in the classroom, factors affecting classroom management
- Managing student behaviour: Understanding cognitive differences-slow and gifted learners; accommodating slow and gifted in the classroom
- Managing diversity: Concept of diversity, inclusion of diverse group in the classroom (language, gender, Minority groups)
- Role of teachers: Role of teachers in managing and establishing positive teaching-learning environment

Unit IV: Assessment and Evaluation
- Evaluation: Concept, objectives, principles and purpose of evaluation
- Types of Evaluation: Formative and Summative
- Assessment Designing: Process of setting question paper and assignment aligned with learning objectives
- Feedback: Constructive feedback and enhancing motivation in classroom

Sessional Work
- Internal test/ Assignment   25 Marks

Activity (Any one)
1. Critically analysis any one method of teaching
2. Discuss how gifted and slow learners be accommodated in the classroom
3. Prepare either formative or summative questions for assessing students' performance in the classroom
4. Prepare a question paper/ learning chart on any topic
5. Any other

Suggested Readings

1. Chan, Selena. (2021). Identity, Pedagogy and Technology-enhanced Learning: Supporting the Processes of Becoming a Tradesperson. Springer Verlag.

2. Chaturvedi, Shikha., & Sharma, R.A. (2023). Development of Learner and Teaching-Learning Process.R. Lall Publisher & Distributors.

3. Mukhopadhyay, Nimai. (n.d.). Teaching Learning Process (Pedagogy) Class Room and Academic Institution Management: Fundamental concepts on teaching learning process (pedagogy) class room and academic institution management. Kindle Edition.

4. Sharma, S. K., &Tomar, Monica. (2006). Learning and Teaching: Learning Process Hardcover.Isha Books.

Course Code	: EDN 353
Course Title	: **Great Educators: Thoughts and Practices**
Total Contact Hours	: 60
Total Credits	: 4
Total Marks	:100 (Internal 25 & External 75)

Course Objectives (COs)	The course objectives are to enable students to:

1. identify the influential figures in the history of education and their significant contributions to educational theory and practice.
2. explore the life stories, philosophies, and methodologies of renowned educators and thinkers, analysing how their ideas have shaped contemporary educational practices.
3. examine the educational principles and pedagogical approaches advocated by great thinkers, discerning their relevance and applicability in modern educational settings.
4. synthesize insights from the lives and works of prominent educators to inform personal pedagogical approaches, fostering critical reflection and professional growth in teaching practice.

Learning Outcomes (LOs)	After the completion of the course the students will be able to:

1. explain the philosophical perspectives of Indian thinkers during the period 1770-1950
2. illustrate the work of modern Indian thinkers and their educational implications.
3. infer on the contribution of western thinkers to the education system.
4. relate to the educational practices as propagated by the great educators.

Unit I: Indian Thinkers (1770-1950)
- Savitribai Phule
- Pandita Ramabai
- Rabindra Nath Tagore
- Sri Aurobindo

Unit II: Modern Indian Thinkers
- S. Radhakrishnan
- J. Krishnamurthy
- Maulana Abul Kalam Azad
- A. P. J. Abdul Kalam

Unit III: Western Thinkers
- JohnAmos Comenius
- Jean Jacques Rousseau -Wollstonecraft
- John Pestalozzi
- Bertrand Russell

Unit IV Educational Practices
- Froebel's Kindergarten (1782 - 1852)
- John Dewey (1859-1952)
- Mahatma Gandhi's Basic Education (1869 -1948)
- Montessori Method (1870- 1952)

Sessional Work

- Test/Assignment   25 Marks

Activity (Any one)
1. Give a write up on the educational practices of any eminent thinker at the state/national level.
2. Write a report on observance of National Education Day/Gandhi Jayanti in your institution.
3. Prepare a collage on contribution of any thinker based on a selected theme.
4. Visit a kindergarten/ crèche and write a report
5. Any other

Suggested Readings

1. Basu, Punam. (2012). Educational Thought and Practice. Saurabh Publishing House.

2. Palod, Sunita,&Lal, Raman Behari. (2014). Educational Thought and Practice. R. Lall Publisher & Distributors.

3. Taneja, V. R. (1995). Educational Thought and Practice. South Asia Books.

Course Code	: MDC 210-219

Course Code   : MDC 210-219

Course Title   : Development of Education in the North-East India

Total Contact Hours   : 60

Total Credits   : 4

Total Marks   :100 (Internal 25 & External 75)

Course Objectives (COs)   The course objectives are to enable students to:
1. assess the historical development and evolution of education in the North-East region of India, including key milestones, influences, and shifts in educational paradigms over time.
2. analyse the current status of education in the North-East region, identifying prevalent challenges, issues, and disparities in access, quality, and inclusivity.
3. explore the unique contributions of traditional knowledge systems and indigenous practices to education in the North-East, highlighting their cultural significance, pedagogical value, and potential for enriching contemporary educational approaches.
4. develop a critical perspective on the intersection of traditional and modern educational practices in the North-East, examining opportunities for synergy, innovation, and sustainable development in educational policy and practice within the region.

Learning Outcomes (LOs)   At the end of the course, students will be able to:
1. examine the evolution and status of education.
2. identify the problems and issues of education.
3. recall the traditional knowledge practices and their uses in education.
4. identify the issues and problems of the current system of education in Meghalaya.

Unit I: Evolution and Status of Education
- Evolution of education in pre-Independence India
- Role of Samagra Shiksha Abhiyan (SSA)
- Status of education in free India
- Present status of literacy and education in Meghalaya

Unit II: Problems and Issues of education
- Problems and Issues of education at the primary level
- Problems and Issues of education at the secondary level
- Problems and Issues of education at the higher education level
- Problems and Issues of technical and vocational education in Meghalaya

Unit III: Contribution of traditional knowledge and skills for Education

- Role of Traditional institutions in Education
- Indigenous Knowledge System according to NEP 2020-concept and features
- Traditional Knowledge practices and their uses in education
- Role of Education in the diverse culture of the regions in Meghalaya

Sessional Work

- Internal Test/Assignment/Seminar/   25 marks

Activity (Any one)

1. Write a report in the festivals of your state.
2. Assignment from any topic of the syllabus.
3. Create a short reel/video on the diverse traditional costumes of the people of North-East.
4. Assignment on the role of education in promoting traditional knowledge.

Suggested Reading

1. Bhatacharjee, J.B. Sequence o f Development in North-East-India. Anoniol publisher, New Delhi, 1989. Biswas. NB.. Education in Arunachal Prade.sh: A Historical Proli t. ArunachalReview.Vol-lYNo.7. 1992.

2. Bhagabati, N., & Goswami, D. (2010). Status of elementary teacher training in Assam. Paper presented in the Workshop jointly organized by UNICEF-i-CAT (IGNOU). Guwahati.

3. Goswami, D (ed).(2014). Education in North-East India. Guwahati: DVS Publication Guwahati Assam.

4. Goswami. D. Literacy and Development with Special Reference to North-East India. Guwahati : DVS Publication, Assam. 13. Goswami. D. (2011). Higher Education In India: Growth, Expansion & Issues. Guwahati : DVS Publication, Assam.

5. Konwar, S., & Gogoi, O. (2009). Impact of CPE (certificate in primary education) program on capacity building of elementary teachers in Assam. A report of SSA Axom sponsored study.

6. Homchoudhury, S. (2008). Teacher management issues in Mizoram. In P. Panda (Ed.), An article in teacher management. NUEPA, New Delhi (under print).

7. Lyndem, B., & Bhattacharjee, D. S. (2005). Elementary and mass education in north east India. Guwahati: DVS Publishers.

8. Mehta, A. C. (2010). Elementary education in India. Analytical Report 2007-2008. NUEPA, New Delhi.

9. North East India Education Society. Journal of the North East India Education Society. North East India Education Society. Proceedings of the Annual Conferences & Seminars.

10. Tiwari R.P. Problems of Education in North East India. Vikas Brothers, Ludhiana.