

A FOUR-YEAR UNDER-GRADUATE PROGRAMME

(in line with NEP 2020)

COURSE STRUCTURE AND SYLLABUS EDUCATION



EFFECTIVE FROM: JULY, 2023

DEPARTMENT OF EDUCATION, MIZORAM UNIVERSITY

**SEMESTER-WISE COURSE, CREDIT AND MARK DISTRIBUTION OF
UNDERGRADUATE PROGRAMME IN EDUCATION**

FIRST SEMESTER						
Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 100	Psychological Foundations of Education	4	25	75	100
	EDU 101	Sociological Foundations of Education	4	25	75	100
Minor			4	25	75	100
Multi-disciplinary	EDU 102	Human Rights Education	3	25	75	100
Ability Enhancement Course			3	25	75	100
Value Added Course			2	25	75	100
			20	150	450	600

SECOND SEMESTER						
Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 103	Philosophical Foundations of Education	4	25	75	100
	EDU 104	Issues and Trends in Contemporary Indian Education	4	25	75	100
Minor			4	25	75	100
Multi-disciplinary	EDU 105	Peace Education	3	25	75	100
Skill Enhancement Course			3	25	75	100
Value Added Course			2	25	75	100
			20	150	450	600

Exit option with UG Certificate after securing 40 credits with additional 4 credits of work based on vocational course (s) offered during summer time along with entry option to second year or third semester.

THIRD SEMESTER						
Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 200	Curriculum Development	4	25	75	100
	EDU 201	Guidance and Counselling	4	25	75	100
Minor			4	25	75	100
Multi-disciplinary	EDU 202	Mental Health and Hygiene	3	25	75	100
Skill Enhancement Course			3	25	75	100
Value Added Course			2	25	75	100
			20	150	450	600

FOURTH SEMESTER

Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 203	Development of Educational Thought	4	25	75	100
	EDU 204	Early Childhood Care and Education	4	25	75	100
Minor			4	25	75	100
Ability Enhancement Course			3	25	75	100
Skill Enhancement Course			3	25	75	100
Value Added Course			2	25	75	100
			20	150	450	600

Exit option with UG Diploma after securing 80 credits with additional 4 credits of skill based vocational course (s) offered during the first year or second year summer term along with entry option to third year.

FIFTH SEMESTER

Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 300	Educational Technology	4	25	75	100
	EDU 301	Pedagogy	4	25	75	100
	EDU 302	Special Education	4	25	75	100
Minor			4	25	75	100
Ability Enhancement Course			2	25	75	100
Internship			2	25	75	100
			20	150	450	600

SIXTH SEMESTER

Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 303	Higher Education	4	25	75	100
	EDU 304	Educational Planning and Management	4	25	75	100
	EDU 305	Mental Health and Hygiene	4	25	75	100
	EDU 306	Life Skills Education	4	25	75	100
Minor			4	25	75	100
			20	125	375	500

Award of 3 Year Bachelor's Degree after completion of 120 credits with entry option to the 4 Year Bachelor's Degree for students who obtain a minimum CGPA of 7.5 in Bachelor's Degree Examination.

SEVENTH SEMESTER						
Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 400	Research Methodology in Education	4	25	75	100
	EDU 401	Educational Evaluation	4	25	75	100
	EDU 402	Development of Education in India	4	25	75	100
Minor			4	25	75	100
			4	25	75	100
			20	125	375	500

EIGHT SEMESTER						
Course Category	Course Code	Course Title	Credit	Distribution of Marks		
				Sessional	End Sem. Exam	Total
Major	EDU 403	Statistics in Education	4	25	75	100
	EDU 404	Human Rights Education	4	25	75	100
	EDU 405	Gender, Education and Society	4	25	75	100
	EDU 406	Progress of Education in Mizoram	4	25	75	100
	EDU 407	Peace Education	4	25	75	100
			20	125	375	500
GRAND TOTAL			160	1125	3375	4500
Award of Bachelor's degree (Honours) in relevant Discipline / Subject after completion of 160 credits without Research.						
OR						
Major	EDU 403	Statistics in Education	4	25	75	100
	EDU 404	Human Rights Education	4	25	75	100
Dissertation / Research Project	EDU 499	Dissertation/ Research Project	12	25	75	100
			20	75	225	300
GRAND TOTAL			160	1075	3225	4300
Award of Bachelor's Degree (Honours with Research) in relevant Discipline/Subject after completion of 160 credits with Research.						

Programme Objectives of UG Bachelor of Arts (BA) in Education

1. To help students acquire extensive knowledge about educational concepts, ideas, methods and applications.
2. To help learners to have deep understanding and insight about educational concepts, ideas, methods and applications.
3. To develop the higher cognitive abilities of students like logical and analytical reasoning abilities etc. and help them function at higher cognitive levels.
4. To develop and promote the different aspects of students' personality as well as helping them to have an integrated and balanced personality.
5. To enable students to apply their knowledge in real life situations in order to create new ideas, methods, techniques, innovations etc. in the field of education.
6. To promote scientific temper and research enthusiasm among students.

Programme Outcomes of UG Bachelor of Arts (BA) in Education

1. Students should be well acquainted with the basic tenets of Education. They should be fully aware of the concepts, ideas, laws and principles which form the foundation of Education.
2. Students should be able to understand the meaning of educational concepts and ideas and be able to explain ideas and concepts in their own words.
3. Students should be able to use their acquired knowledge for the purpose of creating new ideas, methods and solutions to problems.
4. Students should be able to use their analytical ability for in-depth investigative studies.
5. Students should be able to make judgement about the value of educational ideas/ methodologies and come up with appropriate suggestions and innovations.

EDU 100
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To enable the students to understand the structure and functions of higher mental processes
2. To enable the students to understand the meaning and scope of educational psychology
3. To enable them to understand the dimensions of growth and development
4. To enable them to understand different aspects of personality and means of developing an integrated personality
5. To develop understanding of learning and teaching and problems of learning
6. To develop the knowledge of the characteristics of intelligence and its theories, the role of education in promoting creativity and the difference between intelligence and creativity

Course Outcome

1. Students will be able to understand the structure and functions of higher mental processes
2. Students will understand the meaning and scope of educational psychology
3. Students will have the knowledge of the dimensions of growth and development
4. Students will understand personality and its approaches
5. Students will develop the knowledge of intelligence with its theories and creativity, the difference between intelligence and creativity

Unit -I: Educational Psychology and Development

- Meaning of Education and Psychology ; Meaning of Educational psychology
- Implications of Educational psychology in teaching and leaning
- Meaning and principles of growth and development
- Physical, Social and and intellectual development during adolescence

Unit-II: Intelligence and Creativity

- Meaning and characteristics of intelligence and creativity
- Theories of Intelligence; Spearman and Thurstone
- Role of education in promoting creativity
- Difference between intelligence and creativity

Unit -III: Personality

- Meaning and nature of personality
- Type and Trait approaches to personality
- Assessment of personality: Rorschach Ink-blot Test, Thematic Apperception Test
- Factors affecting personality development

Unit -IV: Learning

- Meaning, nature and factors affecting learning
- Thorndike's theory of learning and its educational implications
- Skinner's theory of learning and its educational implications
- Meaning and role of motivation in learning

Suggested Readings

- Decece, J. P. (1970). *The psychology of learning and instruction*. Prentice Hall India.
- Eysenck, H. J. (1960). *The structure of personality*. Methuen.
- Guilford, J. P. (1977). *Fields of psychology*. Van-Nostrand.
- Hurlock, E. B. (1972). *Child development*. Mc Grow Hill.
- Mangal, S. K. (1985). *Educational psychology*. Prakash Brothers.
- Mangal, S. K. (1993). *Advanced educational psychology*. Prentice Hall.
- Monroe, W. S., Devors, J. C., & Reegan, G. W. (2006). *Educational psychology*. Cosmo Publications.
- Roy, G. K. & Roy, S. (2008). *A textbook of educational psychology*. Manglam Publishers and Distributors.
- Sharma, R. N. & Sharma, R. K. (2006). *Advanced educational psychology*. Atlantic Publishers & Distributors.
- Skinner, C. E. (1977). *Educational psychology*. Prentice Hall India.
- Skinner, C. E. (2008). *Essentials of educational psychology*. Surjeet Publications.
- Walla, J. S. (1977). *Foundation of educational psychology*. Jalandhar Publishing.

EDU 101
SOCIOLOGICAL FOUNDATIONS OF EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the nature and scope of sociology of education
2. To develop an understanding of the meaning and process of socialization
3. To develop an understanding of the relationship between culture, society and education
4. To develop an understanding of the concept, nature and agencies of socialization
5. To develop an understanding of the relationship between education, social mobility and social stratification

Course Outcome

1. Students understand the nature and scope of sociology of education
2. Students understand the meaning and process of socialization
3. Students understand the relationship between culture, society and education
4. Students understand the concept, nature and agencies of socialization
5. Students understand the relationship between education, social mobility and social stratification

Unit -I: Society and Education

- Sociology: meaning and definitions, Relationship between Sociology and education
- Educational Sociology: meaning, nature and scope
- Need for sociological approach in education
- Society: Concept, Composition and Functions

Unit- II: Socialization

- Socialization: Concept, Nature and Process
- Agencies of Socialization - Family, School, Community, Peer Group
- Social groups – Primary Groups and Secondary Groups; their characteristics and educational implications
- Concept of Social Control; Role of education in social control

Unit -III: Social Stratification and Social Mobility

- Meaning of Social Stratification: Education as a Factor of Social Stratification
- Meaning of Social Mobility; Education as a Factor of Social Mobility
- Education as a Social Sub-system
- Educational Institutions as Social Organisations

Unit- IV: Education and Change

- Meaning of social change and Education as an instrument of Social Change
- Mass media as a means of Social Change
- Culture: concept of Culture, material culture and non-material culture, cultural lag
- Role of education in Cultural Change

Suggested Readings

- Adishesiah, W.T.V., & Pavanasam, R. (1974). *Sociology in theory and practice*. Santhi Publishers.
- Barry, H.A., & Johnson, L.V. (1964). *Classroom group behaviours: Group dynamics in education*. John Wiley & Sons.
- Bhat, M.S. (2013). *Educational sociology*. N.A.P.H. Publishing Corporation.
- Blackledge, D., & Hunt, B. (1985). *Sociological interpretations on education*. Groom Helm.
- Cook, L.A., & Cook, E.E.A. (1970). *Sociological approach to education*. Mc Graw Hill.
- D'Souza, A. (1969). *The human factor in education*. Orient Longmans.
- Durkheim, E. (1966). *Education and sociology*. The Free Press.
- Inkeles, A., & Smith. (1982). *Becoming modern*. New York.
- Jayaram, H. (1990). *Sociology of education*. Rawat.
- Mathur, S.S. (2000). *A sociological approach to Indian education*. Vinod Pustok Mandir.
- Mohanty, J. (1982). *Indian education in the emergency society*. Sterling Publishers.
- Pandit, K.L. (2003). *Educational sociology*. ABD Publishers.
- Pathak, R.P. (2007). *Philosophical and sociological perspective of education*. Atlantic Publishers.
- Prasad, J. (2004). *Education and society*. Kanishka Publishers.
- Rajendra, P. (1988). *Modernization and social change*. Criterion Publication.
- Shukla, S., & Kumar, K. (1985). *Sociological perspectives in education*. Chanakya Publication.
- Taneja, V.R. (2009). *Socio-philosophical approach to education*. Atlantic Publishers.
- UNESCO. (1982). *Inequalities in educational development*. ANIIEP UNESCO.

EDU 102 (MultiDisciplinary)
HUMAN RIGHTS EDUCATION

Credits : 3

Marks : 100

Course Objectives

1. To develop an understanding of the concepts of human rights and human rights education
2. To develop an understanding of the role of different bodies in the protection of human rights
3. To develop an understanding of their own rights as human beings

Course Outcome

1. Students understand the concepts of human rights and human rights education
2. Students understand the role of different bodies towards protection of human rights
3. Students are able to understand their own rights as human beings

Unit-I: Fundamentals of Human Rights

- Human Rights – Concept and History
- Universal Declaration of Human Rights
- Indian Constitution and Human Rights
- National Human Rights Commission

Unit-II: Education and Human Rights

- Human Rights Education – Meaning and History
- Aims and Objectives of Human Rights Education
- Need and Importance of Human Rights Education
- Principles of Human Rights Education

Unit-III: Issues, Movements and Promotion of Human Rights

- Human Rights of Children
- Human Rights of Women
- Human Rights of Minorities
- Human Rights of Disabled Persons

Suggested Readings

Aggarwal, J.C. (2005). *Values, education for environment and human rights*. Shipra Publication.

Andreopoulos, G. J., & Richard, P. C. (Eds.). (1997). *Human rights education for the twenty-first century*. University of Pennsylvania Press.

Chand, J. (2007). *Values, education for human rights*. Anshah Publishing House.

Chandra, P. (2010). *Fundamentals of human rights education and training*. Swastik Publications.

Chandra, A. (2000). *Human activism and role of NGOs*. Rajat.

Cook, R. (1994). *Human rights of women, national and international perspectives*. University of Pennsylvania Press.

Donnelly, J. (1989). *Universal human rights in theory and practice*. Cornell University Press.

Georgi, V. B., & Michael, S. (Eds.). (2004). *International perspectives in human rights education*. Bertelsmann Foundation Publishers.

Goet, A. & Goel, S.L. (2005). *Human values and education*. Deep & Deep

Publication. Mohanty, J. (2003). *Human rights education*. Deep & Deep Publication.

Naseema, C. (2002). *Human rights education- conceptual and pedagogical*. Kanishka Publishers & Distributors.

Shah, G., Bhargava, R., & Sharma, R. (2005). *Human rights: Free and equal*. Anmol Publications.

Sharma, Y.K. (2007). *Education for values, environment and human rights*. Deep & Deep Publication.

Singh, A. (2002). *Human rights and human rights Education*. Dr. B.B. Pandey Himalayan Publishers.

Tarrow, N. B. (Eds.). (1987). *Human rights and education*. Pergama Press Oxford.

UNESCO. (1997). *The human rights to peace: Declaration by the Director- General*. UNESCO.

Vadkar, P. (2000). *Concepts, theories and practice of human rights*. Rajat.

<http://www.unesco.org/cpp/www.humanrights.com>
<http://www.humanringths.or.jp>

EDU 103
PHILOSOPHICAL FOUNDATIONS OF EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the role of philosophy in education
2. To develop an understanding of some major schools of philosophy and their contributions to educational theory and practice.
3. To develop an understanding of the interdependence of philosophy and education, meaning and scope of educational philosophy

Course Outcome

1. Students will understand the role of philosophy in education
2. Students will understand some major schools of philosophy and their contributions to educational theory and practice
3. Students will understand the interdependence of philosophy and education and the development of humanity

Unit -I: Introduction to Educational Philosophy

- Philosophy - definitions, meaning and branches of Philosophy - Metaphysics, Epistemology, Axiology.
- Relationship between philosophy and education
- Educational philosophy - meaning and scope
- Knowledge – meaning and sources

Unit -II: Some Major Schools of Philosophy

- Idealism - Principles. aim of education, curriculum, method of teaching, role of teacher and discipline
- Realism - Principles, aim of education, curriculum, method of teaching, role of teacher and discipline
- Naturalism -Principles. aim of education, curriculum, method of teaching, role of teacher and discipline
- Pragmatism - Principles. aim of education, curriculum, method of teaching, role of teacher and discipline

Unit -III: Indian Schools of Philosophy

- Sankhya philosophy and its educational implications
- Vedanta philosophy and its educational implications
- Buddhism and its educational implications.
- Jainism and its educational implications.

Unit -IV: Educational Philosophies of Western and Eastern Thinkers

- JidduKrishnamurthi
- SarvapalliRadhakrishnan
- Immanuel Kant
- Karl Marx.

Suggested Readings

- Aggarwal, S. (2007). *Philosophical foundations of education*. DVS Publishers & Distributors.
- Bhattacharya. (2006). *Philosophical Foundations of Education*. DVS Publishers & Distributors.
- Biswal, U. N. (2005). *Philosophy of education*. DVS Publishers & Distributors.
- Brubacher, J. S. (2007). *Modern philosophies of education*. Surjeet Publications.
- Chandra, S. S. (2007). *Philosophy of Education*. DVS Publishers & Distributors.
- Dhawan, M. L. (2004). *Philosophy of education*. DVS Publishers & Distributors.
- Sachdeva, M. S., & Sharma, K. K. (2003). *A new approach to philosophical and sociological bases of education*. Bharat Book Centre.
- Sharma, P. (2005). *Philosophy of education*. DVS Publishers & Distributors.
- Sharma. (2004). *Philosophical foundations of education*. Lakshmi Narain Agarwal Educational Publishers.
- Siddiqui, M. H. (2008). *Philosophical and sociological foundations of education*. DVS Publishers & Distributors.

EDU 104
ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To develop in students an understanding of basic issues relating to elementary and secondary education
2. To develop in students an understanding of the roles and functions of some organizations, regulating bodies etc. concerning elementary, secondary education
3. To develop in students an understanding of some important modern trends in education

Course Outcome

1. Students will be able to describe the roles and functions of various organizations, regulating bodies etc. concerning elementary, secondary education
2. Students will be able to explain the basic issues relating to elementary and secondary education
3. Students will be able to elucidate the problems of secondary schools and their solutions
4. Students will be able to clarify the various modern trends in education

Unit- I: Elementary Education

- Universalization of Elementary Education
- Role of National Council of Educational Research and Training (NCERT)
- Role of District Institute of Education and Training (DIET)
- Role of SamagraShikshaAbhiyan (SMA)

Unit -II: Secondary Education

- Problem of Secondary Education and their Solutions
- Role of National University of Educational Planning and Administration (NUEPA)
- Role and functions of Central Board of Secondary Education (CBSE)
- Role and functions of Mizoram Board of School Education (MBSE)

Unit- III: Issues in Education

Meaning, Needs and Importance of

- Population Education
- Sex Education
- Environmental Education
- Value Oriented Education

Unit -IV: Modern Trends in Education

- Right to Education Act, 2009
- E-learning
- Vocational Education as initiate by NEP 2020
- Structure of Education at Schools & Higher Education according to NEP 2020

Suggested Readings

Chuaungo, L. (2016). *Issues and trends in contemporary Indian education*. Lengchhawn Offset.

Dash, B. N. (2008). *School organisation, administration and management*. DVS Publishers & Distributors.

Dash, M. (2004). *Education in India: Problems and perspectives*. DVS Publishers & Distributors.

Joshi, R. (2008). *Education in India: Scope and scenario*. DVS Publishers & Distributors.

Khan, I. A. (2006). *Education in the modern Indian context*. DVS Publishers &

Distributors. Krishnamacharyalu. (2008). *Elementary education (Vol. A)*. DVS Publishers & Distributors. Kumar, A. (2004). *Current trends in Indian education*. DVS Publishers & Distributors.

Mukhopadhyay, M. (2007). *Education in India*. DVS Publishers & Distributors.

Rao, B. B. (2008). *Elementary education*. DVS Publishers & Distributors.

Rao, D. B. (2003). *Current trends in Indian education*. DVS Publishers & Distributors.

Rao, D. B. (2004). *School education in India*. DVS Publishers & Distributors.

Tiwari, S. (2007). *Education in India (Vol.4)*. DVS Publishers & Distributors.

Course Objectives**EDU 105
(Multidis
ciplinary
) PEACE
EDUCA
TION****C****r****e****d****i****t****s****:****3****M****a****r****k****s****:****1****0****0**

1. To develop an understanding of the different types of peace and peace paradigms
2. To develop an understanding of peace education
3. To develop an understanding on the basic concept of conflict, conflict management strategies and role of education in conflict resolution
4. To develop an understanding of the role of social agencies and world organizations in promoting peace
5. To develop an understanding about the different methods of teaching peace education

Course Outcome

1. Students will be able to explain the different types of peace and peace paradigms
2. Students will be able to describe peace education
3. Students will be able to discuss the different types of peace education
4. Students will be able to discuss conflict management strategies and the role of education in conflict resolution

Unit- I: Introduction of Peace

- Peace- Concept, Need and significance
- Types of Peace: Positive and Negative
- Peace Theories - (Healthy Relationship and Connection theories, Individual Change Theory, Political Elite, The Economics Theory, The Root Causes/Justice Theory, The

Reduction of Violence Theory, The Withdrawal of the Resources for War Theory, The Grassroots Mobilization Theory, The Public Attitudes Theory)

- Peace Paradigms- Five Approaches to Peace (Power politics, World order, Conflict resolution, Nonviolence, Transformation)

Unit -II: Understanding Peace Education

- Peace Education- Concept, Origin and Aims
- Need for Peace in Human Life
- Types of Peace Education
- Role of Education in Promoting Peace

Unit- III: Conflicts Management

- Conflicts- Concept and Types (Intra personal, Interpersonal, Inter group, Inter Organizational Conflict)
- Bases of conflicts - (Information, Miscommunication, Resources, Relationships, Interests and Needs, Structures, Power, Governance, Rights, Culture, Ideology, Religion, Identity, Values)
- Conflict Management Strategies
- Role of Education in Conflict Resolution

Suggested readings

- Balvinder, K. (2006). *Peace education: New trends and innovations*. Deep & Deep Publications Pvt. Ltd.
- Barash, P. D. (2000). *Approaches to peace*. Oxford University Press.
- Bernard, H. W. (1951). *Towards personality adjustment*. McGraw Hill Book Co.
- Bernard, J. (1957). The sociological study of conflict. In International Sociological Association & UNESCO (Eds.), *The nature of conflict* (pp. 45-68). UNESCO.
- Biggs, D. (1995). *In our own backyard: A teaching guide for the rights of the child*. UNICEF.
- Blakeway, M. (1997). *Compilation of research materials*. National Institute for Dispute Resolution.
- Blalock, H. M. (1967). *Toward a theory of minority-group relations*. Wiley.
- Boulding, E. (1996). *Peace behaviors in various societies: From a culture of violence to a culture of peace, peace and conflict issues series*. UNESCO Publishing.
- Chetail, V. (ed.) (2009). *Post-Conflict Peace Building*. Oxford University Press.
- Dewey. (1969). *The school and society*. University of Chicago Press.
- Diamond, L., & McDonald, J. (1996). *Multi-track diplomacy: A systems approach to peace*. Kumarian Press.
- Featherstone, A. (2000). Peacekeeping, conflict resolution and peacebuilding: A reconsideration of theoretical frameworks. *International Peacekeeping*, 7(2), 47-63.
- Galtung, J (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. sage publication.
- Gandhi, M. K. (1944). *Non-violence in peace and war*. Navajivan publishing House.
- Kreidler, W. J. (1995). *Teaching, conflict resolution through children's literature*. Scholastic.
- Lederach, J. P. (1995). *Preparing for peace: conflict transformation across cultures*. Syracuse University Press.
- NCERT National curriculum Framework (2005). *National Focus Group on Education for peace*. NCERT.
- Reardon, B. (1988). *Comprehensive peace education: Educations for global responsibility*. Teachers College Press.
- Timpson, W. M. (2002). *Teaching and learning peace*. Atwood Publishing.

E

**DU 200
CURRICULUM
M
DEVELOPMENT**

Course Objectives**Credits : 4****Marks : 100**

1. To understand the meaning, concept and scope of curriculum
2. To understand the bases of curriculum construction, transaction, evaluation and innovation

Course Outcome

1. Students understand the meaning, concept and scope of curriculum
2. Students understand the bases of curriculum construction, transaction, evaluation and innovation

Unit-I: Concept and Functions of Curriculum

- Concept of curriculum and Functions of curriculum
- Types of curricula
- Meaning and importance of Co-curricular activities in curriculum
- Concept, needs and importance of Undifferentiated and Differentiated curriculum

Unit-II: Curriculum Construction

- Principles of Curriculum Construction; Situational Analysis in Curriculum Construction
- Selection of Objectives in Curriculum Construction
- Selection of Content in Curriculum Construction
- Organization of Content and Learning activities in Curriculum Construction

Unit-III: Curriculum Evaluation

- Concept, nature and needs of Curriculum Evaluation
- Instruments of Curriculum Evaluation
- Types of Curriculum Evaluation; Formative and Summative Evaluation
- Criteria of Evaluation of a textbook

Unit-IV: Curriculum Change

- Concept of Curriculum Change
- Elements of successful Curriculum Change
- Factors affecting Curriculum change
- Role of students, teachers and educational administrators in Curriculum Change.

Suggested Readings

- Aggarwal, D. (2006). *Curriculum Development: Concepts, methods and techniques*. DVS Publishers & Distributors.
- Aggarwal, J. C. (1990). *Curriculum reform in India: World Overview*. Doab House Bookseller & Publishers.
- Bhall, B. D., & Sharma, S. R. (1992). *Principles of curriculum construction*. Kanishka Publishing House.
- Bhalla, N. (2007). *Curriculum development*. DVS Publishers and Distributors.
- Dellay, A. V. (1977). *Curriculum: Theory & practice*. Harper and Row Pub. Inc.
- Dewey, J. (1966). *The child and the curriculum*. The University of Chicago Press.
- Diamond, R. M. (1989). *Designing & improving courses & curricular in higher education: A systematic approach*. Jossey Bass Inc. Publishers.
- Doll R. C. (1986). *Curriculum improvement: Decision making and process* (6th ed.). Allyn & Bacon, Inc.
- Kalram, R. M. & Singh, R. R. (1987). *Curriculum construction for youth development*. Sterling Publishers Pvt. Ltd.
- Mamidi, M. R., & Ravishankar. (eds) (1984). *Curriculum development & educational technology*. Sterling Publishers Pvt. Ltd.
- Mrunalini, T. (2008). *Curriculum Development*. DVS Publishers and Distributors.
- NCERT. (1984). *Curriculum and Evaluation*. NCERT.
- NCERT. (1988). *National curriculum for elementary & secondary education: A framework*. NCERT
- Oliva, P. F. (1988). *Developing the curriculum* (2nd ed.). Foresman & Co.
- Taba, H. (1962). *Curriculum development: Theory & practice*. Harcourt Brace Jovanovich Inc.
- Tyler, R. W. (1974). *Basic principles of curriculum & instruction*. The University of Chicago Press.
- UNESCO. (1981). *Curriculum & lifelong education*. UNESCO.
- Vashist S.R. (1994). *The theory of curriculum* (1st ed.). Onmol Publication Pvt. Ltd.
- Vashist, S. R. (1994). *Historical development of curriculum* (1st ed.). Onmol Publication Pvt. Ltd.
- Venkataiah, N. (1993). *Curriculum Innovation for 2000 A.D.* Asish Publishing House.

EDU 201
GUIDANCE AND COUNSELING
Credits : 4
Marks : 100

Course Objectives

1. To help in understanding the meaning of guidance and counseling
2. To develop the ability to identify gifted children who need enrichment and to channelize their unique potentialities in a positive way through proper guidance
3. To develop the ability to identify exceptional children who need special care and help, and to make such provisions for them
4. To understand the qualities of a counselor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life through proper counseling. To develop interest in one's own personal and professional growth

Course Outcome

1. Students will understand the meaning of guidance and counseling
2. Students will be able to know how to identify gifted children who need enrichment and how to channelize their unique potentialities in a positive way
3. Students will know how to identify exceptional children how to make provisions for them
4. Students will learn the qualities of a counselor and his/her role in helping and guiding adolescents through proper counseling

Unit- I: Introduction to Guidance

- Concept and Scope of Guidance
- Principles of Guidance
- Need and Importance of Guidance
- Philosophical, Psychological and Sociological bases of Guidance

Unit -II: Educational, Vocational and Personal Guidance

- Educational Guidance - meaning, needs and functions
- Vocational Guidance - meaning needs and functions
- Personal Guidance - meaning, needs and functions
- Difference between Educational, Vocational and Personal Guidance

Unit-III: Job Analysis

- Job Analysis – meaning, method and importance
- Uses and limitations of Job Analysis
- Job Satisfaction – meaning and importance
- Factors affecting Job satisfaction

Unit-IV: Counseling

- Meaning, importance and principles of Counseling
- Techniques of Counseling – Directive, Non-directive and Eclectic
- Skills needed for a counselor
- Uses of Tests and Techniques in Guidance and Counseling

Suggested Readings

Aggarwal, J.C. (1997). *Educational, vocational guidance and counseling*. Doaba House Booksellers & Publishers.

Alam, S. (2008). *Basics of guidance and counseling*. Global Vision Publishing House.

Allan, S. (2008). *Basic Guidance and Counseling in Education*. DVS Publishers & Distributors.

Bhatnagar, & Seema, R. (1997). *Guidance and Counseling in Education and Psychology*. R. Lall Booksellers & Publishers.

Dash, N., & Dash, B. N. (2009). *Career information in career guidance & counseling*. Dominant Publishers & Distributors.

Khanna, S.D., Lamba, T.P. & Steffire, S. (1989). *Educational vocational guidance and counseling*. Doaba Jones House.

Kochhar, S.K. (1999). *Guidance and counseling in colleges and universities*. Sterling Publishers Pvt. Ltd.

Mittal, H.C. (1977). *Elements of educational psychology and guidance*. Dhanpat Rai & Sons.

Pandey, V.C. (2005). *Educational guidance and counseling*. Isha Books.

Pasricha, Prem (1976). *Guidance and counseling in Indian education*. NCERT.

Saxena, A. (2006). *An Introduction to Education and Vocational Guidance*. DVS Publishers & Distributors.

Saxena, V.K., & Murthy, V. (1979). *Principles of Guidance* (6th ed.). Tata McGraw Hill Publishing Co., Ltd.

Sharma, R. N. (1999). *Guidance and Counseling*. Surjeet Publications.

Sharma, R. N. (1999). *Guidance and counseling*. Surjeet Publications.

EDU 202 (MultiDisciplinary)
MENTAL HEALTH AND
HYGIENE
Credits : 3
Marks ; 100

Course Objectives

1. To develop an understanding of the fundamentals of mental health and hygiene
2. To develop an understanding of the concept of mental conflict and maladjustment that will provide a roadmap for conflict resolution and adjusting to modern life
3. To gain knowledge to address the different abnormal personality

Course Outcome

1. Students understand the fundamentals of mental health and hygiene
2. Students gain knowledge about various mental health issues and how to address them

Unit-1: Introduction to Mental Health and Hygiene

- Concept of Mental health; Concept of Mental Hygiene
- Principles and objectives of Mental Hygiene
- Child rearing practices for mental health
- Psychological factors affecting mental health

Unit -II: Diagnostic and Remedial Techniques

- Concept of Wholesome and Abnormal Personality
- Classification of Abnormal Behaviour
- Criteria for a Mentally Healthy Person
- Therapies and their usefulness: Play therapy, Behaviour therapy, Counselling therapy

Unit -III: Adjustment

- Adjustment – Concept and meaning
- Maladjustment – Concept and Causes of maladjustment
- Adjustment mechanisms
- Mental conflict – Concept, Types and Causes and remedy

Suggested Readings

Akhilananda, S. (1951). *Mental health and Hindupsychology*. Harper.

Arkoff, A. (1968). *Adjustment and mental health*. McGraw Hill Company.

Auger, R. (2011). *The school counsellor's mental health sourcebook*. Sage India Pvt.Ltd.

- Bahadur, M. (1995). *Mental health in theory and practice*. V.V.R.I.
- Bernard, H. W.(1952). *Mental hygiene for class-room teachers*. McGraw Hill Book Co.
- Bhan, S., &Dutt, N.K. (1986).*Mental health through education*. Vision Books.
- Bonny, M.E.(1960).*Mental health in education*. Allyn and Bacon Inc.
- David & Gross, D. R. (1995).*Introduction to counselling*. Allyn and Bacon.
- Carroll, H. A. (1956). *Mental hygiene: The dynamic of adjustment* (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Crow, L. D., & Crow, A. (1952).*Mental hygiene*. McGraw Hill Book Company Inc.
- Dandapani,S. (2004). *A textbook of advanced educational psychology*. Anmol Publications Pvt. Ltd.
- Dash, M. &Dash, N. (2003).*Fundamentals of educational psychology*. Atlantic Publishers & Distributors.
- Dollard, J., & Miller, N.E. (1970).*Personality and psychotherapy*. Aldine.
- Garg, B.R. (2002). *An introduction to mental health*. Associate Publications.
- Kundu, C.L., &Tutoo, D.N. (2005).*Educational psychology*. Sterling Publishers Pvt. Ltd.
- Ranganathan, N. (2012). *Education for mental health*. Shipra.
- Sharma, R.A. (1995). *Fundamentals of educational psychology*. R. Lall Book Depot.
- Sharma, R. N. & Sharma R.K. (2006).*Advanced educational psychology*. Atlantic Publishers & Distributors.
- Sharma, Y. K. (2004). *Textbook of educational psychology*. Kanishka Publishers & Distributors.
- Sharma, B. (2004). *Psychological foundation of education*. Vohra Publishers & Distributors.

EDU 203
DEVELOPMENT OF EDUCATIONAL THOUGHT
Credits : 4
Marks : 100

Course Objectives

1. To develop in students familiarity with the evolution of educational thought through ages in important societies
2. To enable students to understand the development of educational thoughts and practices in global perspectives

Course outcome

1. Students will understand the evolution of educational thought in some important societies
2. Students will have the knowledge of how educational thoughts and practices have developed in global perspectives

Unit -I: Educational Thought and Practices in Ancient Important Societies

- Greece – Spartan
- Greece – Athenian
- Rome – up to 275 BC
- Rome – between 275 BC and 529 AD

Unit -II: Educational Thought and Practices in Medieval Europe

- Monastic system of Education
- Scholastic system of Education
- University Education
- Education for Chivalry

Unit –III: Indian Thinkers and their contributions to Modern Indian Education

- ZakirHussain
- Mohammad Iqbal
- Aurobindo
- Swami Vivekananda

Unit -IV: Western Thinkers and their contributions to Modern Education

- Rousseau
- Herbert Spencer
- Russell
- Whitehead

Suggested Readings

Aggarwal, D. D. (2004). *Glimpses of world history of education* (Vol. 4). DVS Publishers & Distributors.

Aggarwal, J. C. (2006). *Great philosophers and thinkers on education*. DVS Publishers & Distributors.

Joshi, S. (2006). *Great Indian educational thinkers*. DVS Publishers & Distributors.

Khanna, C. P. (1990). *Educational thought and philosophy of great men* (1st Ed.). Siddhart Publications.

Mukalel, J. C. (2004). *Gandhian education*. DVS Publishers & Distributors.

Pandey, R. S. (1997). *A Survey of educational thought* (1st Ed.). Horizon Publishers.

Rusk, R. R. (1991). *The doctrines of great educators* (Ed.). Kanishka Publishers & Distributors.

Sharma, Y. K. (2002). *The doctrines of great Indian educators* (1st Ed.). Kanishka Publishers & Distributors.

Sharma, Y. K. (2002). *The doctrines of the western great educators*. Kanishka Publishers & Distributors

Singh, M. K. (2008). *Gandhi on education*. DVS Publishers & Distributors.

William, B. & Edmub, K. (1981). *History of western education*. Adam & Charles Black.

EDU 204
EARLY CHILDHOOD CARE AND EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To enable students to have broad perspectives on early childhood care and education in India
2. To acquaint students with the understanding of basic types of early childhood care and education centres
3. To develop in students the ability to make proper planning for early childhood care and education programme
4. To develop in students the ability to organize activities successfully for realising the objectives of early childhood care and education

Course Outcome

1. Students will be able to understand the different types of early childhood care and education centres
2. Students will be able to plan programmes for early childhood care and education programme
3. Students will be able to organize successfully activities to realize the objectives of early childhood care and education

Unit- I: Perspectives on Early Childhood Care and Education (ECCE) in India

- Concept and objectives of Early Childhood Care and Education (ECCE)
- Recommendations of National Policy on Education 1986 and Yash Pal Committee on ECCE
- Programmes and Services for children in early childhood period in India
- Role and functions of ICCW and CSWB in ECCE

Unit -II: Types of Early Childhood Care and Education Programmes/ Centres

- Nursery
- Kindergarten
- Montessori
- Anganwadi

Unit -III: Programme Planning for ECCE Centre

- Principles of programme planning
- Preparation of long-term planning
- Preparation of theme-based short-term planning
- Preparation of play materials out of low cost, no cost and waste materials

Unit -IV: Play Activities for Realising the objectives of ECCE in a centre

- Organization of activities for meeting basic personal needs of children
- Organization of storytelling and nursery rhymes singing
- Organization of activities and plays with materials
- Organization of activities and plays without materials

Suggested Readings

- Aggarwal, J. C. (2009). *Early childhood care and education*. Neha Publishers & Distributors. Bhatnagar, R. (2005). *Little Steps*. National Council for Educational Research and Training.
- Kaul, V. (2010). *Early childhood education program*. National Council for Educational research and Training.
- Mohamty, J., & Mohanty, B. (1994). *Early childhood care and education (ECCE)*. Deep & Deep Publications.
- Muralidharan, R. & Banerji, U. (1969). *A guide for nursery school teachers*. NCERT.
- Pankajam, G. (2005). *Pre-primary education: Philosophy and practice*. Concept Publishing Company.
- Rao, V. K. (2004). *Early childhood care and education*. Common Wealth Publications. Shukla, R. P. (2008). *Early childhood care and education*. Sarup and Sons.
- Singh, B. (1997). *Pre-school Education*. APH Publications.

EDU 300
EDUCATIONAL TECHNOLOGY
Credits : 4
Marks : 100

Course Objectives

1. To enable the students to understand about the concept, nature and significance of educational technology and its important components in terms of hardware and software
2. To expose the students to the basic developments in educational technology
3. To acquaint the students with the emerging trends in educational technology

Course Outcome:

1. Students will understand the concept, nature and significance of educational technology and its components in terms of hardware and software
2. Students will be exposed to the basic developments and the emerging trends in educational technology

Unit -I: Introduction to Educational Technology

- Concept and Characteristics of Educational Technology
- Need and Importance of Educational Technology
- Types of Educational Technology (Teaching Technology and Instructional Technology)
- Approaches of Educational Technology (Hardware Approach, Software Approach and System Analysis)

Unit-II: Communication in Teaching-Learning

- Meaning and Characteristics of Communication
- Types of Communication (Verbal and Non-Verbal)
- Factors affecting Communication
- Barriers of Communication

Unit-III: Educational Objectives, Instructional and Training Technology

- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)
- Programmed Learning – Concept and Types (Linear and Branching)
- Instructional System Designing – Concept and Components
- Flanders's Interaction Analysis

Unit-IV: Innovations in Teaching-Learning

- Personalized System of Instruction (PSI) – concept and features
- Computer Assisted Instruction (CAI) - concept and features
- Informatics – concept, advantages and disadvantages
- Role of Artificial Intelligence (AI) in teaching and learning – advantages and disadvantages

Suggested Readings

Sharma, R.A. (2013). *Educational technology*. R. Lall Book Depot.

Dahiya, S. S. (2007). *Educational technology: Towards better teacher performance*. Shipra Publications.

Saxena, N.R.S. & Oberoi S.C. (2009). *Essentials of educational technology and management*. R. Lall Book Depot.

Khanna, S. D., Saxena, V. K., Lamba, T. P. & Murthi, V. (2002). *Technology of teaching and essentials of teaching learning*. Doaba House.

Mangal, S.K. (2001). *Foundations of educational technology*. Tandon Publications.

Singh, C. (n.d.). *Educational technology*. Agrawal Publications.

Sharma, R.A. (1993). *Advanced educational technology*. Eagle Books International.

Bhatnagar, A.B. & Bhatnagar, A. (2015). *Technology of Teaching*. R. Lall Book Depot.

Sharma, R.A. (2009). *Essentials of pedagogical analysis and critical pedagogy: Pedagogy as a process of teaching & critical pedagogy as an approach of teaching*. Surya Publication.

EDU 301
PEDAGOG
Y
Credit : 4
Marks : 100

Course Objectives

1. To initiate students of the field of pedagogy.
2. To develop understanding of various theories of teaching.
3. To develop the ability to analyze classroom teaching-learning, and the ability to observe classroom behavior, and group dynamics.
4. To develop positive attitude towards life and the teaching profession.

Course Outcome

1. Students will be introduced to the field of pedagogy
2. Students will understand the various theories of teaching
3. Students will be able to analyse classroom teaching-learning and observe classroom behaviour and group dynamics
4. Students will develop positive attitude towards life and the teaching profession

Unit-I: Nature of Teaching

- Concept of Teaching and its Relationship with Learning
- Factors Affecting Teaching
- Level of Teaching
- Principles and Maxims of Teaching

Unit-II: Audio-Visual Aids

- Meaning and Characteristics of Audio-Visual Aids
- Principles of Selection of Audio-Visual Aids
- Types of Audio-Visual Aids
- Advantages and Disadvantages of Audio-Visual Aids

Unit-III: Planning and Methods of Teaching

- Meaning and Importance of Lesson Plan
- Micro-Teaching – Concept and Procedure
- Skills of Teaching
- Problem Solving Method and Story Telling Method of Teaching (concept, advantages and disadvantages)

Unit-IV: Role and Functions of a Teacher

- Meaning and Characteristics of Effective Teacher
- Role of a Teacher as a Planner and Facilitator of Learning
- Role of a Teacher as a Counselor and Evaluator
- Meaning and Significance of Professional Ethics for a Teacher

Suggested Readings

Bhatnagar, A. B. & Bhatnagar, A. (2015). *Technology of teaching*. R. Lall Book Depot.

Dahiya, S. S. (2007). *Educational technology: Towards better teacher performance*. Shipra Publications

Khanna, S. D., Saxena, V. K., Lamba, T. P. & Murthi, V. (2002). *Technology of teaching and essentials of teaching learning*. Doaba House.

Mangal, S. K. (2001). *Foundations of educational technology*. Tandon Publications.

Mangal, S. K. (2005). *School management and pedagogics of education*. Tandon Publications.

Sachdeva, M. S. (2004). *School management & pedagogics of education*. Tandon Publications.

Saxena, N. R. S. & Oberoi, S. C. (2009). *Essentials of educational technology and management*. R. Lall Book Depot.

Sharma, R. A. (1993). *Advanced educational technology*. Eagle Books International.

Sharma, R. A. (2009). *Essentials of pedagogical analysis and critical pedagogy: Pedagogy as a process of teaching & critical pedagogy as an approach of teaching*. Surya Publication.

Sharma, R. A. (2013). *Educational technology*. R. Lall Book Depot.

Singh, C. (n.d.). *Educational technology*. Agrawal Publications.

EDU 302
SPECIAL EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To enable the students to understand the various types of disorders
2. To enable the students to understand the problems of challenged children
3. To enable the students to understand the nature and characteristics of gifted and creative children
4. To enable the students to know the educational provision for the gifted and creative children

Course Outcome

1. Students will have the knowledge and understanding of the types of disorders
2. Students will be able to know the nature, characteristics and differences of gifted and creative children
3. Students will have the knowledge of educational provision for gifted and creative children.

Unit -I: Introduction to Special Education

- Meaning and importance of special education
- Objectives of special education
- Classification of exceptional children – positive and negative dimensions
- Right to PWD Act 2016 – salient features

Unit -II: Education for the physically challenged children

- Visual disorder: characteristics, causes, identification and their education
- Hearing impaired: characteristics, causes, identification and their education
- Speech defective: characteristics, causes, identification and their education
- Orthopedically handicapped: characteristics, causes, identification and their education

Unit-III: Education for the Mentally Challenged Children

- Meaning and characteristics of mentally challenged children
- Classification of mentally challenged children
- Causes of mental disorder
- Special educational scheme for mentally challenged children

Unit -IV: Education for the Gifted and Creative Children

- Concept and characteristics of gifted and creative children
- Identification of gifted and creative children
- Needs and problems of gifted and creative children
- Education programmes for the gifted and creative children

Suggested Readings

Advani, L. & Chadha, A. (2003). *You & your special child*. UBS Publishers & Distributors Pvt. Ltd.

Bhargava, M. (1994). *Introduction to exceptional children: Their nature & educational provisions*. Sterling Publishers Pvt. Ltd.

Bhatt, B. D. & Sharma, S. R. (1993). *Education of the gifted and talented children*. Kanishka Publishing House.

Dash, B. N. (1992). *Education of exceptional children*. Ajanta Prakashan.

Dash, M. (2003). *Education of exceptional children*. Atlantic Publishers &

Distributors. Kar, C. (1992). *Their psychology and education*. Sterling Publishers Pvt.

Ltd.

Lokanadha, R. G., Ramar, R., & Kusumar, A. (2000). *Education of children with special needs*. Discovery Publishing House.

Maitra, K. (1993). *Gifted and talented: A developmental perspective*. Discovery Publishing House.

Maitra, K. (1996). *Parenting the gifted*. Discovery Publishing House.

Ministry of Law, Justice and Company Affairs. (1996). *The persons with disabilities (Equal opportunities, Protection of Rights and Full participation) Act 1995*. The Gazette of India.

Narang, S. K. (1994). *The bright and their education*. Prime Publishers.

Panda, K. C. (1999). *Education of exceptional children*. Vikas Publishing House Pvt. Ltd.

Sahu, B. K. (1990). *Education of the exceptional children*. Kalayni Publishers.

Schwartz, L. L. (1994). *Why give gifts to the gifted: Investing in a national resource*. Corwin Press Inc.

Sharma, R. A. (1995). *Fundamentals of educational psychology*. R. Lall Book

Deot. Tripathi S. N. (1996). *Talent and creativity*. National Psychological corporation.

Whitmore, J. R. (1980). *Giftedness, conflict and underachievement*. Allyn and Becon, Inc.

Ysseldyke, J. E. & Algozzine, B. (1998). *Special education: A practical approach for teachers*. Kanishka Publishers & Distributors.

Course Objectives

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DU
303
HIGH
ER
EDU
CATI
ON

Credits : 4

Marks : 100

1. To help the students understand the system of higher education in India
2. To develop the ability to evaluate the roles and functions of important national bodies in the planning, management and control of higher education
3. To help the students to be able to comprehend the emerging issues and developments in higher education in India
4. To develop the ability to evaluate the status of higher education in the country

Course Outcome

On completion of this course, the students will be able to:

1. understand system of higher education in India and its historical development
2. evaluate the role and functions of important national bodies in the planning, management and control
3. comprehend emerging issues and developments in higher education in India
4. evaluate the status of higher education in the country

Unit-I: Higher Education in India

- Meaning and Structure of Higher Education
- Objectives and Goals of Higher Education
- Types of Universities in India
- Constitutional Provisions Regarding Higher Education

Unit-II: New Trends in Higher Education in India

- Internationalization in Higher education
- Autonomy in higher education
- Innovative features in higher education proposed by NEP 2020
- LPG in higher education.

Unit-III: Planning and Management of Higher Education in India

- Role and Functions of University Grants Commission (UGC)
- Role and Functions of National Assessment and Accreditation Council (NAAC)
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
- Higher Education in NEP 2020

Unit-IV: Problems of Higher Education in India

- Problems related to Access and Equity
- Problems related to Quality and Excellence

- Higher Education and Growing Unemployment
- Resource Crunch in Higher Education

Suggested Readings

- Altback, P. (1987). *Comparative perspective on the academic profession*. Preeger.
- Begi, J. (2003). *Dynamics of higher education*. Commonwealth Publishers.
- Chakravarti, B.K. (2005). *A Text book of comparative education*. Dominant Publishers & Distributors.
- Chalam, K.S. (2005). *Challenges of higher education*. Anmol Publications Pvt. Ltd.
- Deka, B. (2000). *Higher education in India: Development and problems*. Atlantic Publishers.
- Goel, A. & Goel, S.L. (2005). *Encyclopaedia of higher education in the 21st century*. Deep and Deep Publications Pvt. Ltd.
- Harry, K. (1999). *Higher education through open learning and distance mode*. Routledge.
- Jha, P. K. (2005). *Assessment and evaluation in higher education*. Vista International Publishing House.
- Mohanty, J. (2003). *Current trends in higher education*. Deep and Deep Publications Pvt. Ltd.
- Narain, I. (1990). *Pages from a Vice Chancellor's diary*. Chanakya Publications.
- Panday, V.C. (2005). *Higher education in a globalising world*. Isha Book Publications.
- Powar, K.B. (2002). *Indian higher education*. Concept Publishing Company.
- Rao, D. B. (2005). *Globalization and living together*. Discovery Publishing Home.
- Ram, M. (2004). *Universalisation of higher education*. Sarup and Sons Publications.
- Raza, M. (Ed.). (1991). *Higher education in India: Retrospect and prospect*. Association of Indian Universities.
- Sani, P.L. (2005). *World higher education*. ABD Publishers.
- Singh, V. & Sharma, N. (2008). *Development of higher education in India*. Alfa Publications.
- Thakur, D. & Thakur, D.N. (2004). *Higher education and employment* (2nd ed.). Deep and Deep Publications.
- Vohra, A. L. & Sharma, S.R. (1990). *Management of higher education in India*. Anmol Publications.

EDU 304
EDUCATIONAL PLANNING AND MANAGEMENT
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the basic concept and importance of educational planning
2. To enable the students to understand the concept of educational management
3. To enable the students to know about the financial resources and financial management in education
4. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities
5. To develop the ability of making objective decision in educational management

Course outcomes

1. Students will acquire a deep understanding of planning and management in education.
2. Students will be equipped with the skills needed to effectively plan and manage educational programmes.
3. It will facilitate in students sound financial decision-making, financial management and stability.
4. Students will gain knowledge about best practices in educational planning and management and its application to their own work.
5. Students will be aware of effective leadership and its impact on the school community.

Unit-I: Educational Planning

- Concept of Educational Planning
- Importance of Educational Planning
- Process Planning
- Institutional Planning: Concept and steps

Unit-II: Educational Management

- Concept of Educational Management
- Principles of Management
- Characteristics of Management
- Types of Management;
 - a) Centralised and Decentralised Management
 - b) Autocratic and Democratic Management

Unit-III: Financial Management

- Concept of Financial Management
- Source of Income of Educational Organizations
- Problem of Financing Educational Institutions
- Factors affecting Financial Allocations

Unit-IV: Leadership Behaviour and Supervision

- Concept of Leadership Behaviour
- Factors affecting Leadership Behaviour
- Leadership Styles
- Supervision – Concept, types and principles of Supervision

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

EDU 305
MENTAL HEALTH AND HYGIENE
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the fundamentals of mental health and hygiene
2. To develop an understanding of the role of agencies of education in mental health
3. To develop an understanding of the concept of mental conflict and maladjustment that will provide a roadmap for conflict resolution and adjusting to modern life
4. To gain knowledge to address the different abnormal personality

Course Outcome

1. Students understand the fundamentals of mental health and hygiene
2. Students understand the role played by agencies of education in mental health
3. Students gain knowledge about various mental health issues and how to address them

Unit-1: Introduction to Mental Health and Hygiene

- Concept of Mental health; Concept of Mental Hygiene
- Principles and objectives of Mental Hygiene
- Child rearing practices for mental health
- Psychological factors affecting mental health

Unit-II: Diagnostic and Remedial Techniques

- Concept of Wholesome and Abnormal Personality
- Classification of Abnormal Behaviour
- Criteria for a Mentally Healthy Person
- Therapies and their usefulness: Play therapy, Behaviour therapy, Counselling therapy

Unit-III: Adjustment

- Adjustment – Concept and meaning
- Maladjustment – Concept and Causes of maladjustment
- Adjustment mechanisms
- Mental conflict – Concept, Types and Causes and remedy

Unit-IV: Education and Agencies of Mental Health

- Role of home in mental health
- Role of school in mental health
- Role of community in mental health
- Role of media in mental health

Suggested Readings

- Akhilananda, S. (1952). *Mental health and Hindu psychology*. Harper.
- Arkoff, A. (1968). *Adjustment and mental health*. McGraw Hill Company.
- Auger, R. (2011). *The school counsellor's mental health sourcebook*. Sage India Pvt.Ltd.
- Bahadur, M. (1995). *Mental health in theory and practice*. V.V.R.I.
- Bernard, H. W. (1952). *Mental hygiene for class-room teachers*. McGraw Hill Book Co.
- Bhan, S., & Dutt, N. K. (1986). *Mental health through education*. Vision Books.
- Bonny, M. E. (1960). *Mental health in education*. Allyn and Bacon Inc.
- Carroll, H. A. (1956). *Mental hygiene: The dynamic of adjustment (3rd ed.)*. Prentice Hall, Inc.
- Crow, L. D., & Crow, A. (1952). *Mental hygiene*. McGraw Hill Book Company Inc.
- Dandapani, S. (2004). *A textbook of advanced educational psychology*. Anmol Publications Pvt. Ltd.
- Dash, M. & Dash, N. (2003). *Fundamentals of educational psychology*. Atlantic Publishers & Distributors.
- David. & Gross, D. R. (1995). *Introduction to counselling*. Allyn and Bacon.
- Dollard, J., & Miller, N. E. (1970). *Personality and psychotherapy*. Aldine.
- Garg, B. R. (2002). *An introduction to mental health*. Associate Publications.
- Kundu, C. L., & Tutoo, D. N. (2005). *Educational psychology*. Sterling Publishers Pvt. Ltd.
- Ranganathan, N. (2012). *Education for mental health*. Shipra.
- Sharma, B. (2004). *Psychological foundation of education*. Vohra Publishers & Distributors.
- Sharma, R. A. (1995). *Fundamentals of educational psychology*. R. Lall Book Depot.
- Sharma, R. N. & Sharma, R. K. (2006). *Advanced educational psychology*. Atlantic Publishers & Distributors.
- Sharma, Y. K. (2004). *Textbook of educational psychology*. Kanishka Publishers & Distributors.

Course Objectives**E
D
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3
0
6****LIFE
SKILLS
EDUCAT
ION****Credits :****4****Marks :****100**

1. To equip students with essential life skills necessary for their personal and professional growth.
2. To develop competencies that will help students navigate challenges in various aspects of their lives
3. To provide students with the necessary skills and tools to plan and manage their career path.
4. To be familiar with the process of measuring Life Skills

Course outcomes

1. Students will be able to explain the essential life skills needed for their own progress
2. Students will be able to exhibit their ability to face different problems
3. Students will be able to display their skills to manage their course of career
4. Students will be able to assess their own life skills

Unit-1: Introduction to Life Skills Education

- Definition and concept of life skills, ten core life skills laid down by WHO
- Factors that influence life skills development; Importance of life skills for personal and professional growth
- Theoretical frameworks for life skills education
- Assessment of students' current life skills competencies

Unit-II: Various thinking Skills and its development

- Meaning and importance of self-awareness, Strategies for developing self-awareness
- Meaning and significance of problem solving skills, Essential steps in problem solving
- Meaning and importance of critical thinking skills, Significance of identifying assumptions, biases, and fallacies, Strategies for developing critical thinking skills
- Creative thinking skills – Meaning and importance, creative process, Methods of enhancing creative thinking skills

Unit-III: Development of Social and Emotional Skills

- Meaning, Importance, Components and types of interpersonal relationship
- Meaning and importance of Effective communication, Understanding different communication styles
- Meaning and importance of empathy, Strategies for applying empathy in romantic, family, and professional relationships, Barriers to empathy and strategies for overcoming them
- Meaning and significance of stress and emotion, Impact of stress and emotion on physical and mental health, Techniques for managing stress and emotions

Unit-IV: Career Planning skills

- Meaning and importance of career planning, Assessing strengths, interests, skills and values for career planning
- Different Career options, Skill of identifying potential career paths
- Skill of creating an effective resume and cover letter for job application
- Different types of interviews and their purpose, Strategies for interview preparation, Importance of professional attire and body language, Effective Communication during Interviews

Suggested Readings

Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2001). *Interplay: The process of interpersonal communication*. Oxford University Press.

Amabile, T. M. (1998). How to kill creativity. *Harvard Business Review*, 76(5), 76-87.

Aryana, M. A., & Ismael, A. (2015). The effect of life skills training on increasing self-esteem and reducing depression in divorced women. *International Journal of Psychology and Behavioral Sciences*, 5(4), 126-132.

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Bolton, R. (1986). *People skills: How to assert yourself, listen to others, and resolve conflicts*.

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Clark, S. C. (2003). Work/family border theory: A new theory of work/family balance. *Human Relations*, 56(8), 747-770.

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Row.

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Gordon, W. J. J. (1961). *Synectics: The development of creative capacity*. Harper & Row.

- Greenberg, L. S., & Padesky, C. A. (1995). *Mind over mood: A cognitive therapy treatment manual for clients*. Guilford Press.
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- Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delta.
- Leary, T. (1957). *Interpersonal diagnosis of personality*. Ronald Press.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122.
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- Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). Guilford Press.
- Lipman, M. (2003). *Thinking in education* (2nd ed.). Cambridge University Press.
- McEwen, B. S. (1998). Stress, adaptation, and disease: Allostasis and allostatic load. *Annals of the New York Academy of Sciences*, 840(1), 33-44.
- Mohammadi, S., Nakhaee, N., & Babaei H. A. (2016). The effectiveness of life skills training on emotional intelligence of the female high school students. *Iranian Journal of Health Education and Promotion*, 4(3), 1-10.
- Osborn, A. F. (1957). *Applied imagination: Principles and procedures of creative thinking*. Scribner.
- Patton, W., & McMahon, M. (2006). *Life design counseling manual*. Australian Academic Press.
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-103.
- Rokeach, M. (1973). *The nature of human values*. The Free Press.
- Savickas, M. L. (2002). Career construction: A developmental theory of vocational behavior. In D. Brown (Ed.), *Career choice and development* (4th ed., pp. 149-205). Jossey-Bass.
- UNICEF. (2012). *Life skills: What are they, why do they matter, and how are they taught?* United Nations Children's Fund.
- Van Damme, J., & Vervaeke, M. (2013). Life skill education in schools: A literature review. *International Journal of Humanities and Social Science Research*, 2(1), 35-42.
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EDU 400
RESEARCH METHODOLOGY IN EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To help students to develop an understanding about the concept and types of educational research
2. To help students to acquaint themselves with the various steps of research, sampling designs, tools of data collection and report writing

Course Outcome

1. Students understand the fundamentals of educational research
2. Students understand the basics of conducting research

Unit-1: Fundamentals of Educational Research

- Meaning, Characteristics and Scope of Educational Research
- Objectives, Need of Educational Research
- Types of Research: a) Fundamental, Applied and Action b) Quantitative and Qualitative
- Steps in Writing a Research Report

Unit-II: Population and Sample

- Meaning and Importance of Population and Sample
- Meaning and Principles of Sampling
- Probability Sampling designs – Simple Random, Stratified Random, and Clustered Sampling designs
- Non-probability Sampling Designs - Purposive, Convenient and Quota Sampling designs

Unit-III: Variables Hypotheses, Literature Review and Research project

- Variables - Concept and Types
- Hypotheses - Meaning, Characteristics and Types
- Literature review - Concept, purposes and sources
- Research project – Concept and importance

Unit-IV: Tools of Data Collection

- Observation – Meaning, types, Advantages and Disadvantages
- Questionnaire – Meaning, types, Advantages and Disadvantages
- Interview – Meaning, types, Advantages and Disadvantages
- Psychological Tests – Meaning and types: Achievement Test, Intelligence Test, Aptitude Test, Interest Inventories, Personality Test

Suggested Readings

Best, J.W., & Kahn, J.V. (1989). *Research in education*(6th ed.). Prentice Hall of India Private Ltd.

Buckman, B.W. (1978). *Analysing and designing educational research*.Harcourt Brace Javanovich Inc.

Bruce, T. (1978). *Conducationalresearch*. Harcourt Brace Inc.

Buch, M.B. (1974). *Survey of research in education*.CASE, M.S.University.

Englehart, M. D. (1972). *Methods of educational research*.Rand McNally Meyer W.J.and

Co. Fox, D.J. (1969). *The research process in education*.Holt Rinehart and Winston, Inc.

Good, B.& Scates. (1962). *Methodology of educational research*. Appleton Crofts.

Kerlinger, F.N. (1978). *Foundations of behavioralresearch*.Surjeet Publications.

Koul, L. (1984). *Methodology of educational research*. Vikas Publishers.

Mcmillan, J. H., & Schumacher, S. (1993).*Research in education* (3rd ed.).Harper and Collins College Publishers.

Sax, G. (1962). *Empirical foundations of educational research*. Englewood Cliffs, N.J.

EDU 401
EDUCATIONAL EVALUATION

Credits : 4

Marks : 100

Course Objectives

1. To develop an understanding of the need and importance of evaluation in education
2. To develop an understanding of the various types of measuring scales
3. To develop an understanding of the classification of tests
4. To develop an understanding of the processes of standardizing the test
5. To develop knowledge about the new trends in evaluation

Course Outcome

1. Students will be able to explain the concept, relationship and functions of measurement and evaluation in education
2. Students will be able to explain the various types of measuring scales
3. Students will be able to classify the different types of tests
4. Students will understand the process of standardizing the test
5. Students will be able to discuss the new trends in evaluation

Unit-1: Measurement and Evaluation

- Concept of Measurement and evaluation
- Relationship between measurement and evaluation
- Need and importance of evaluation in education
- Functions of evaluation in education: placement, formative, diagnostic and summative

Unit -II: Measuring Instruments

- Scale of measurement- nominal, ordinal, interval and ratio
- Validity - meaning, types and methods of determining validity
- Reliability - meaning, types and methods of determining reliability
- Objectivity - meaning and importance

Unit- III: Tests

- Classification of test - teacher made and standardized
- Steps in standardization of a test: Planning, Preparing, Trying out, Evaluating
- General Principles of constructing essay type test
- General principles of constructing objective type test

Unit -IV: New Trends in Evaluation

- Continuous and Comprehensive Evaluation - Concept, importance, advantages and limitations
- Grading - Concept, advantages, and limitations
- Academic Bank of Credit (ABC) according to NEP 2020
- Choice based credit system - meaning, objectives and types

Suggested Readings

Anastasi, A. (2010). *Psychological Testing* (7th Ed.). Eastern Economy Edition.

Bloom, B. S. (1971). *Handbook of formative and summative evaluation of student learning*. McGraw Hill, Book Co.

Edwards, A. L. (1975). *Techniques of attitude scale construction*. Vakils, Feffer & Simons Pvt. Ltd.

Freeman, F. S. (1976). *Theory and practice of psychological testing* (3rd Ed.). Oxford & IBH Pub. Co.

Gronbach, L. J. (1970). *Essentials of psychological testing* (3rd Ed.). Harper & Row Publishers.

Gronlund, N. E. & Linn, R. L. (2000). *Measurement and assessment in teaching*. Patparaganj.

Harper, E. S. (1990). *Students and examiners*. Prentice Hall of India Pvt. Ltd.

Sax, G. (1974). *Principles of educational measurement and evaluation*. Woodworth Publishing.

Singh, B. (2004). *Modern educational measurement and evaluation system*. Anmol Publications Pvt. Ltd.

Singh, R. R. (2004). *Measurement and evaluation in education*. Shree Publishers & Distributors.

Singh. (Ed.). (1990). *Criterion- referenced measurement: Selected readings*. NCERT.

Thorndike, R. L. & Hagen E. P. (1977). *Measurement and evaluation in psychology and education* (4th Ed.). John Wiley & Sons.

Tuckman, B.W. (1975). *Measuring educational outcome: Fundamentals of testing*. Harcourt Brace Jovanovich.

EDU 402
DEVELOPMENT OF EDUCATION IN INDIA
Credits : 4
Marks : 100

Course Objectives

1. To help students understand the development of education in India in historical perspective
2. To understand the salient features of education in ancient, medieval and British India
3. To acquaint them with significant points of selected educational documents and reports of these periods
4. To have adequate knowledge of the aims and recommendations of various Commissions and committees on Indian education

Course outcomes

1. Students will gain insights into how education system evolved over time, and the factors that influenced its development
2. Students will obtain deep understanding of how Indian education is shaped by religious, cultural and social factors
3. Students will acquire knowledge about the strengths and weaknesses of different approaches to education

Unit-I: Education in Ancient India

- Vedic and Brahmanic Education (Aim, Curriculum, Teaching Method and Educational Institutions)
- Contributions of Vedic education to Modern Indian Education
- Buddhist Education (Aims, Curriculum, Teaching Method and Educational Organizations/Institutions)
- Comparison between Brahmanic and Buddhist Education

Unit-II: Education in Medieval India

- Salient features of Muslim/Islamic Education
- Objectives, Curriculum and Types of Educational Institutions
- State Patronage in Educational Endeavour
- Salient features of Hindu Education

Unit-III: Growth of Modern system of Education in India

- The Charter Act -1813, Anglicist and Orientalist Controversy, Downward Filtration Theory, Macaulay's Minute - 1835
- Wood's Education Dispatch – 1854 and Hunter Commission – 1882
- Lord Curzon's Policy – 1902 (University Education Commission of 1902)
- Movement for compulsory education – Gokhale's Bill 1913 (Government of India Resolution on Educational policy 1913)

Unit-IV: Education in Post- Independent India

- University Education Commission 1948-49 (Major aims and recommendations)
- Secondary Education Commission 1952-53 (Major aims and recommendations)
- Education Commission 1964-66 (Major aims and recommendations)
- National Policy on Education 1986 (Major aims and recommendations)

Suggested Readings

Chand, J. (2007) *Education in India after Independence*. DVS Publishers & Distributors.

Chand, J. (2007). *Education in ancient and medieval India*. DVS Publishers & Distributors.

Chand, J. (2007). *Education in India during British period*. DVS Publishers & Distributors.

Dash, B. N. (2009). *Development of educational system in India*. DVS Publishers & Distributors.

Gupta, A. (2007). *Education in the 21st Century*. DVS Publishers & Distributors.

Mukhopadhyay, M. (2004). *Ancient Indian education*. DVS Publishers & Distributors.

Pawar, N. G. (2004). *Development of educational system in India*. DVS Publishers & Distributors.

Pruthi, R. K. (2005). *Education in modern India*. DVS Publishers & Distributors.

Thakur, A. S. (2008) *Development of educational system in India*. DVS Publishers & Distributors.

EDU 403
STATISTICS IN EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the meaning, need and uses of statistics in educational research
2. To enable the students to understand descriptive and inferential statistics
3. To develop an understanding of the basics of frequency distribution
4. To enable the students to represent educational data through graphs
5. To develop the ability to apply the measures of central tendency and variability in description of data
6. To enable the students to compute the rank difference method and product moment correlation
7. To enable the students to differentiate between parametric and non-parametric statistics
8. To develop knowledge on when and where to use parametric and non-parametric statistics
9. To develop an understanding of the concept and uses of 't' test and compute 't' test
10. To understand the concept and uses of ANOVA (One Way)

Course Outcome

1. The students will understand the basic concepts, types and uses of statistics
2. The students will understand the frequency distribution
3. The students will be able to apply the measures of central tendency and variability
4. The students will be able to compute measures of central tendency and variability
5. The students will be able to compute rank difference method and product moment method
6. The students will be able to differentiate between parametric and nonparametric statistics.
7. The students will understand the concept and uses of 't' test and will be able to compute 't' test
8. The students will understand the concept and uses of ANOVA (One Way)

Unit -I: Fundamentals of Statistics

- Meaning, Need and Uses of Statistics in Educational Research.
- Types of Statistics – Descriptive and Inferential Statistics.

- Frequency Distribution, Graphical Representation of Data – Bar Diagram, Histogram, Frequency Polygon
- Measures of Central Tendency - Concept, and Computation of - Mean, Median and Mode.

Unit-II: Measures of Variability

- Concept and Computation of Range.
- Concept and Uses of Average Deviation,
- Concept and Uses of Quartile Deviation.
- Concept, Uses and Computation of Standard Deviation (grouped and ungrouped)

Unit-III: Correlation

- Concept and Types of Correlation
- Uses of Correlation
- Computation of Rank Difference Method
- Computation of Product Moment Correlation

Unit-IV: Parametric and Non-Parametric Statistics

- Concept of Parametric and Non-Parametric Statistics
- When and where to use Parametric and Non-Parametric Statistics
- Concept, Computation and Uses of ‘t’ Test (Independent)
- Concept and Uses of ANOVA (One Way)

Suggested Readings

Garrett, H. E. (1988). *Statistics in psychology and education*. Vakils, Feffer and Simons Ltd.

Gupta, S.P. (2014). *Statistical methods*. Sultan Chand & Sons.

Hollander, M. & Wolfe, D. A. (1973). *Non parametric statistical methods*. John Wiley.

Kurtz, A. K., & Mayo, S. T. (1980). *Statistical methods in education and psychology*. Narosa Publishing House.

Mangal, S. K. (2002). *Statistics in psychology and education*. PHI Learning Private Limited.

EDU 404
HUMAN RIGHTS EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the concepts of human rights and human rights education
2. To develop an understanding of the role of different bodies in the protection of human rights
3. To acquaint students on how to teach human rights at different levels of education
4. To develop an understanding of their own rights as human beings

Course Outcome

1. Students understand the concepts of human rights and human rights education
2. Students understand the role of different bodies towards protection of human rights
3. Students understand the basics of human rights transaction to students
4. Students are able to understand their own rights as human beings

Unit -1: Fundamentals of Human Rights

- Human Rights – Concept and History
- Universal Declaration of Human Rights
- Indian Constitution and Human Rights
- National Human Rights Commission

Unit-II: Education and Human Rights

- Human Rights Education – Meaning and History
- Aims and Objectives of Human Rights Education
- Need and Importance of Human Rights Education
- Principles of Human Rights Education

Unit-III: Issues, Movements and Promotion of Human Rights

- Human Rights of Children
- Human Rights of Women
- Human Rights of Minorities
- Human Rights of Disabled Persons

Unit-IV: Transaction of Human Rights

- Role of Teacher in Human Rights
- Problems Faced by Teachers in Teaching of Human Rights and Their Solutions
- Human Rights Education at Different Levels of Education
- Methods of Teaching Human Rights - Drama and Role Play, Brainstorming, Lecture, Discussion, Seminars and Workshops, and Projects

Suggested Readings

Aggarwal, J.C. (2005). *Values, education for environment and human rights*. Shipra Publication.

Andreopoulos, G. J., & Richard, P. C. (Eds.). (1997). *Human rights education for the twenty-first century*. University of Pennsylvania Press.

Chand, J. (2007). *Values, education for human rights*. Anshah Publishing House.

Chandra, P. (2010). *Fundamentals of human rights education and training*. Swastik Publications.

Chandra, A. (2000). *Human activism and role of NGOs*. Rajat.

Cook, R. (1994). *Human rights of women, national and international perspectives*. University of Pennsylvania Press.

Donnelly, J. (1989). *Universal human rights in theory and practice*. Cornell University Press.

Georgi, V. B., & Michael, S. (Eds.). (2004). *International perspectives in human rights education*. Bertelsmann Foundation Publishers.

Goet, A. & Goel, S.L. (2005). *Human values and education*. Deep & Deep

Publication. Mohanty, J. (2003). *Human rights education*. Deep & Deep Publication.

Naseema, C. (2002). *Human rights education: Conceptual and pedagogical*. Kanishka Publishers & Distributors.

Shah, G. (2005). *Human rights: Free and equal*. Anmol.

Sharma, Y.K. (2007). *Education for values, environment and human rights*. Deep & Deep Publication.

Singh, A. (2002). *Human rights and human rights education*. Dr. B.B. Pandey Himalayan Publishers.

Tarrow, N. B. (Eds.). (1987). *Human rights and education*. Pergama Press Oxford.

UNESCO. (1997). *The human rights to peace: Declaration by the Director- General*. UNESCO.

Vadkar, P. (2000). Concepts, theories and practice of human rights. Rajat. <http://www.unesco.org/cpp>.

EDU 405
GENDER, EDUCATION AND SOCIETY
Credits : 4
Marks : 100

Course Objectives

1. To help the students understand the concept and the psychological and sociological perspectives of sex and gender
2. To help the students know the social construction of gender with special reference to family
3. To help the students have knowledge about the various factors leading to inequalities in schooling and help them identify gender roles through textbooks and curriculum
4. To help the students understand the concept of women empowerment and the roles of women in sustainable development

Course Outcome

At the end of the course the students will –

1. Understand the concepts of sex and gender
2. Understand the psychological and sociological perspectives of sex and gender
3. Know the social construction of gender with special reference to family
4. Identify gender roles in textbooks and curriculum
5. Know the various factors leading to inequalities in schooling
6. Understand the concept of women empowerment
7. Know the various roles of women in sustainable development

Unit -I: Gender and Sex

- Concept of Gender and Sex, Difference between Gender and Sex
- Gender roles and identity – nature and determinant factors
- Gender socialisation – agents of gender socialisation
- Transgender – concept, representation of transgender in society.

Unit -II: Gender and Society

- Gender as determiner of self-concept
- Gender discrimination in the society – meaning and nature
- Areas and causes of gender socialisation
- Gender discrimination at different levels of social institution – family, society, religious and political institutions

Unit-III: Gender and Education

- Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities and reinforcing gender parity
- Gender issues in the aspects of a curriculum, gender and equal curriculum
- Gender stereotypes in school – gender focus and sensitisation in school, gender roles and responsibilities assigned in schools and classrooms

- Gender concerns related to Access, Enrolment, Retention, Participation and Achievement

Unit-IV: Gender Inequality and Equality

- Gender parity in Education – access and participation of girls/women in Education, MahilaSamakhya, Kasturba Gandhi Balika Vidyalaya(KGBV), National Programme for Education of Girls at Elementary Level (NPEGEL), Women education and law, Gender Budget Cell, Gender Audit, Scholarships for girls
- Safety of girls in school – sexual abuse and violence in school (verbal, non-verbal, mental and physical), role of education in preventing them, meaning and concept of body objectification, combating female body objectification – role of teachers and parents
- Introduction to laws related to women – dowry, remarriage, divorce, property inheritance, trafficking, rape, domestic violence and exploitation at workplace
- Empowerment of women – concept of women empowerment, different dimensions of women empowerment

Suggested Readings

- Aggarwal, N. (2002). *Women and law in India*. New century Publication.
- Agne, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. Oxford University Press.
- Bordia, A. (2000). Education for gender equity: The LokJumbish experience. *Prospects*, 30, 313-329.
- Chatterji, S.A. (1993). *The Indian women in perspective*. Vikas Publishing.
- Conway, J. K., Bourque. S. C., & Scott, J. W. (1987). *Introduction: The concept of gender*. MIT Press.
- Devendra, K. (1994). *Changing status of women in India*. Vikas Publishing.
- Gooneseke, S. (Ed.) (2004). *Violence, law and women's right in South Asia*. Sage Publications.
- Ganesh, K. (1999). Patrilineal structure and agency of women : Issues in gendered socialisation. In T. S. Saraswathi(Ed), *Culture, socialisation and human development*. Sage Publication India Pvt. Ltd.
- Government of India. (1975). *Towards equality: Report of the committee on the status of women in India*. Department of Social Welfare.
- Gupta, A.K. (1986). *Women and society*. Sterling Publications.
- Maswood, S. (2004). *Law relating to women*. Orient Law House.
- Ministry of Education (1959). *Report of national committee of women's education*. Ministry of Education.
- NCERT. (2006). *Gender issues in Education*. Publications Division.
- Ruhel, S. (1988). *Understanding the Indian women today*. Indian Publishers Distributors.
- Sen, S. (2013). *Women rights and empowerment*. Astha Publishers.
- Siddiqi, F.E. & Raganathan, S. (2001). *Handbook on women and human rights*. Kanishka Publishers.
- Thakur, H.A. (1988). *Women and development planning: Case study of Nauhattablock*. Vikas Publishing House.//

EDU 406
PROGRESS OF EDUCATION IN MIZORAM
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the indigenous education of Mizoram
2. To acquaint the students with the knowledge of the contributions of Christian missionaries for the development of education in Mizoram
3. To enable the students to have a broad perspective on the education of Mizoram from the grass-root level to university level
4. To develop knowledge on the theological, technical, and professional education in Mizoram

Course Outcome

1. Students will understand the indigenous education of Mizoram
2. Students will have the knowledge about the contributions of Christian Missionaries for the progress of education in Mizoram
3. Students will be enabled to have a broad perspective on the education of Mizoram at all levels
4. Students will have the knowledge on theological, technical and professional education in Mizoram

Unit-I: Indigenous Education in Mizoram

- Zawlbuk
- Family
- Community
- Role of YMA in the development of Mizoculture

Unit-II: Educational Contributions of Christian Missionaries and the Churches in Mizoram

- Contribution of Christian missionaries in introducing formal education
- Initiatives taken by the Presbyterian Church and the Baptist Church in the development of education in the state of Mizoram
- Role of Roman Catholic Church, Seventh Day Adventist, United Pentecostal Church and the Salvation Army in the development of education in Mizoram
- Theological education and its impact on social progress in Mizoram

Unit-III: Development of Early Childhood Education and School Education in Mizoram

- Anganwadi
- Pre-school

- Elementary education
- Secondary and Higher Secondary education

Unit-IV: Development of Higher Education in Mizoram

- Undergraduate/ College education
- University education
- Technical education
- Professional education

Suggested Readings

Directorate of Social Welfare. (n.d.). *Pre-primary school kaihhruaina*. Anganwadi Training Centre, Directorate of Social Welfare.

Dokhuma, J. (1992). *Hmanlai Mizokalphung*. JD Press.

Hluna, J. V. (1992). *Education and missionaries in Mizoram*. Spectrum Publications.

Lalhluna, R. K. (2020). *Mizo history kamkeuna: An introduction to Mizo History*. Mizoram Publication Board.

Lallianpuii, E. (2022). *Development of education in Mizoram*. Loisbet Print & Publication.

Lalthangliana, B. (2001). *India, Burma & Bangladesh-a Mizochanchin*. Remkungi.

Lianzawna, C. (1996). *Mizora education chanchin*. Lengchhawn Press.

Lloyd, J.M. (1991). *History of the church in Mizoram (Harvest in the hills)*. Synod Publication Board.

Malsawmdawnga. & Rohmingmawii. (2015). *Mizo narratives: Accounts from Mizoram*. Bhabani Offset Pvt Ltd.

Malsawmi, H. (2010). *Progress and expansion of education in Mizoram-an analysis*. J.P. Offset Printers & Publishers.

Pachau, R. (2009). *Mizoram a study in comprehensive geography*. Northern Book Centre

Right to Food Campaign. (2007). *Anganwadis for all: A primer*. Secretariat, Right to Food Campaign

EDU 407
PEACE EDUCATION
Credits : 4
Marks : 100

Course Objectives

1. To develop an understanding of the different types of peace and peace paradigms
2. To develop an understanding of peace education
3. To develop an understanding on the basic concept of conflict, conflict management strategies and role of education in conflict resolution
4. To develop an understanding of the role of social agencies and world organizations in promoting peace
5. To develop an understanding about the different methods of teaching peace education

Course Outcome

1. Students will be able to explain the different types of peace and peace paradigms
2. Students will be able to describe peace education
3. Students will be able to discuss conflict management strategies and the role of education in conflict resolution
4. Students will be able to understand the role of social agencies and world organizations in promoting peace
5. Students will be able to learn different methods of teaching peace education

Unit -I: Introduction of Peace

- Peace- Concept, Need and significance
- Types of Peace: Positive and Negative
- Peace Theories - (Healthy Relationship and Connection theories, Individual Change Theory, Political Elite, The Economics Theory, The Root Causes/Justice Theory, The Reduction of Violence Theory, The Withdrawal of the Resources for War Theory, The Grassroots Mobilization Theory, The Public Attitudes Theory)
- Peace Paradigms- Five Approaches to Peace- (Power politics, World order, Conflict resolution, Nonviolence, Transformation)

Unit -II: Understanding Peace Education

- Peace Education- Concept, Origin and Aims
- Need for Peace in human life
- Types of Peace Education
- Role of education in Promoting Peace

Unit-III: Conflicts Management

- Conflicts- concept and types (Intra personal, Interpersonal, Inter group, Inter Organizational Conflict)
- Bases of Conflicts - (Information, Miscommunication, Resources, Relationships, Interests and Needs, Structures, Power, Governance, Rights, Culture, Ideology, Religion, Identity, Values)
- Conflict Management Strategies
- Role of Education in Conflict Resolution

Unit-IV: Peace Education- Strategies and Agencies

- Role of Social Agencies in Promoting Peace : Family, Mass Media, Community, School,
- Role of World Organizations in Promoting Peace - United Nations, UNICEF (with special references to Delors Commission report), United Nations Human Rights Council
- Approaches to Peace Education at Various Education: Early Childhood, Elementary Education, Secondary Education, Higher Education, Adult Education
- Methods of Teaching Peace Education: (Cooperative learning, group discussion, role play, peer teaching, brainstorming, storytelling, inquiry based learning and teaching)

Suggested readings

- Balvinder, K. (2006). *Peace education: New trends and innovations*. Deep & Deep Publications Pvt. Ltd.
- Barash, P. D. (2000). *Approaches to peace*. Oxford University Press.
- Bernard, H. W. (1951). *Towards personality adjustment*. McGraw Hill Book Co.
- Biggs, D. (1995). *In our own backyard: A teaching guide for the rights of the child*. UNICEF.
- Blakeway, M. (1997). *Compilation of research materials*. National Institute for Dispute Resolution.
- Blalock, H. M. (1967). *Toward a theory of minority-group relations*. Wiley.
- Boulding, E. (1996). *Peace behaviors in various societies: From a culture of violence to a culture of peace, peace and conflict issues series*. UNESCO.
- Chetail, V. (ed.). (2009). *Post-conflict peace building*. Oxford University Press.
- Dewey. (1969). *The school and society*. University of Chicago Press.

- Diamond, L., McDonald, J. (1996). *Multi-track diplomacy: A systems approach to peace*. Kumarian Press.
- Featherstone, A. (2000). *Peacekeeping, conflict resolution and peace building: A reconsideration of theoretical frameworks*. International Peacekeeping.
- Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. International Peace research institute of Oslo and Sage Publication.
- Gandhi, M. K. (1944). *Non-violence in peace and war*. Navajivan publishing House.
- International sociological Association. (1957). *The Nature of Conflict: Studies on the sociological aspects of international tensions*. UNESCO.
- Kreidler, W. J. (1995). *Teaching, conflict resolution through children's literature*. Scholastic.
- Lederach, J. P. (1995). *Preparing for peace: Conflict transformation across cultures*. Syracuse University Press.
- NCERT. (2005). *National curriculum Framework: Position paper, national focus group on education for peace*. NCERT.
- Reardon, B. (1988). *Comprehensive peace education: Educations for global responsibility*. Teachers College Press.
- Timpson, W. M. (2002). *Teaching and learning peace*. Atwood Publishing.

EDU 499
DISSERTATION / RESEARCH
PROJECT

Credits : 12

Marks : 100

Course Objectives

1. To enable the students to have practical experience of applying the knowledge gained in theoretical paper
2. To develop understanding of the process of selecting a research project
3. To develop an understanding of the process of conducting a research project in the field of education
4. To acquaint the students with the process of selecting tools, collecting data, organising data, analysing data and interpreting data
5. To develop the skill of writing report

Course Outcome

1. The students will know how to apply their knowledge they have gained in theoretical paper
2. The students will understand the process of selecting a research project, and how to conduct a research project in the field of education
3. They will be acquainted with the process selecting tools, collecting, organizing, analysing and interpreting data
4. They will develop the skill of writing report

Research Project

Each candidate has to undertake one project of theoretical / empirical nature related to any of the courses having educational significance under the guidance of a faculty member from the department of education.

1. Initiation and Completion of the Project:

- a) Research Project should be started in the beginning of VIII semester. Supervisor should be allotted by the Principal on the recommendation of the Head of Department (HOD) of Education.
- b) The candidates have to complete the projects and will submit report (in duplicate) of not less than 50 pages (computerised) in the College within two weeks of the last theory examinations. The College has to ensure that one copy of the report submitted by each candidate is sent to the University Examinations Department within three weeks of the last theory examinations of VIII semester for evaluation by the external examiners appointed by the University.

2. General Structure of the Report (If justified, there may be change in the structure):

Cover Page : It should contain the title of the project, name and Roll No. of the student, name of the supervisor, name of the college, year of the examination.

Content Page : Details of the content and page numbers, list of titles and list of figures, if any.

Chapter Content

Chapter – I: Introduction

- Conceptual framework
- Literature review (if any)
- Rationale of the project
- Statement of the project
- Objectives of the project
- Hypotheses of the project (if any)
- Delimitation of the project (if any)

Chapter - II: Procedure followed

- Population and sample
- Sources of data
- Tools used (if any) along with the process of development of the tools
- Collection of data
- Organisation of data

Chapter - III: Analysis and Interpretation of Data

- Analysis of data
- Interpretation of data

Chapter – IV: Results and Discussions

- Results
- Discussion of results
- Educational implications
- Suggestions (if any) for improvement
- Limitations of the project
- Summary

References

Evaluation of the Project:

Evaluation of the project will be done internally and externally

1. Internal Evaluation: 25 marks

The project reports of all candidates of a college are to be evaluated by a committee consisting of all supervisors of the college on a scheduled date (recommended by HOD) within three weeks of the last theory examinations. The date should be notified by the Principal before 10 days of the scheduled date of

evaluation. Viva –voce should be conducted. The marks to be rewarded are :- i) 10 marks by the Supervisor ii) 15 marks by the evaluation committee on Viva-voce.

2. External Evaluation : 75 marks

All the project reports sent by the colleges will be evaluated by one external examiner (s) appointed by the University.

Note: In case of exigencies (transfer, accident etc.), the Principal of the college may change the Supervisor on the recommendation of HOD.

Dissertation

1. Each candidate is required to select one problem for dissertation from his/her area of interest or specialization under the guidance of a faculty member of the Department of Education of the College.
2. Each candidate shall submit a dissertation on an educational problem under the guidance or supervision of a faculty member of the Department of Education of the College. Four copies of the dissertation typed on one side only and duly certified by the Supervisor or Guide shall be submitted by the end of the VIII Semester.
3. The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem
4. The candidate shall not be permitted to submit a dissertation on a topic for which a degree /diploma / certificate has already been conferred on him/her or anyone else by Mizoram University or any other University or Institution.