COURSE STRUCTURE AND SYLLABUS FOR

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUP) IN EDUCATION

(*Under the guidelines of the Ordinance for Manipur University Ordinance for Four Year Undergraduate Programme (FYUP), 2025 based on NEP 2020*)

SEMESTER – I

DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
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QUALIFICATION LEVELS AND CREDIT REQUIREMENT

In accordance with UGC nomenclature, the qualification titles for undergraduate programmes such as Bachelor's Certificate, Bachelor's Diploma, Bachelor's Degree and Bachelor's Degree (Honours/Honours with Research) are structured in a series of ascending levels, as outlined below:

National Higher Education Qualification Framework (NHEQF) Levels	Qualification Title	Minimum Credit Requirement
Level 4.5	Bachelor's Certificate	40
Level 5.0	Bachelor's Diploma	80
Level 5.5	Bachelor's Degree	120
Level 6.0	Bachelor's Degree (Honours/Honours with Research)	160

LEVELS OF THE COURSES

Undergraduate courses are designed and assigned codes that reflect the progression in learning levels. The coding structure for undergraduate courses, in alignment with the level of learning, is as follows:

Level 0–99 (Pre-requisite courses): These courses are designed to prepare students for introductory courses. These are non-credit, pass/fail courses that will replace the current informal bridge courses offered by some colleges and universities.

Level 100 (Foundations and Introductory): The courses at this level are designed to provide students with basic knowledge and an initial understanding of various subjects, enabling them to identify areas of interest for further study. They may also serve as prerequisites for courses in the major discipline. The focus is on foundational theories, concepts, perspectives, principles, methods, and critical thinking skills, laying a broad base for more advanced learning.

Level 200 (Intermediate): The courses at this level are subject-specific and are intended to fulfill credit requirements for major or minor areas of study. They build upon foundational knowledge and may serve as prerequisites for higher-level major courses. These courses deepen conceptual understanding and begin to introduce discipline-specific applications.

Level 300 (Higher Level): The courses at this level are core requirements for students pursuing a major in a disciplinary or interdisciplinary area of study. They offer more specialized knowledge and skills necessary for the attainment of a degree and often include application-oriented content.

Level 400 (Advanced Level): The courses at this level are advanced and involve intensive academic engagement. They typically include lecture-based components alongside practicum, seminar discussions, term papers, research methodology, advanced laboratory or software training, research projects, hands-on training, and internship or apprenticeship work. They are designed to prepare students for research, professional practice, or postgraduate study.

ELIGIBILITY OF THE FYUP IN EDUCATION

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate, obtained upon successful completion of Grade 12 or its equivalent, shall correspond to Level 4 and serves as the minimum eligibility qualification for admission to Semester I of the four-year undergraduate programme in Education (FYUP in Education).

COURSE CATEGORIES

The following types of courses and activities shall constitute the programme of study, each requiring a defined number of hours for classroom instruction, academic guidance, laboratory/studio/workshop sessions, field-based learning or projects, internships, and community engagement or service.

Lecture courses: Courses involving structured lectures delivered by experts or qualified personnel in a specific field of learning, work/vocation, or professional practice.

Tutorial courses: Courses involving guided problem-solving, discussion, and clarification of concepts under the supervision of qualified personnel in the relevant field.

Practicum or Laboratory work: Courses requiring students to engage in practical, project-based, or laboratory activities that apply previously acquired theoretical knowledge, supervised by qualified experts.

Seminar: Courses requiring active student participation in structured discussions, debates, or presentations based on assigned readings, current issues, or shared experiences, guided by an expert in the discipline.

Internship: Courses involving supervised work-based learning experiences with external organizations—such as industry, government, or NGOs—intended to induct students into real-world professional settings.

Studio activities: Courses focused on creative or artistic expression where students actively engage in visual, performance, or design-based tasks to produce specific creative outcomes.

Field practice/projects: Courses involving experiential learning through fieldwork or projects carried out under expert supervision, often in real-world or community settings.

Community engagement and service: Courses involving student participation in community-based projects designed to address social or economic issues, integrating theoretical learning with hands-on experience in solving real-life problems under appropriate guidance.

Dissertation/Research Project: A final-year requirement involving independent research under faculty supervision. The component includes identification of a research problem, review of literature, design and execution of methodology, data analysis, and presentation of results in a structured report, demonstrating academic rigour and relevance to the discipline.

CREDIT HOURS PER COMPONENT

Credit is a unit that quantifies the academic workload and instructional time required for coursework. Credits reflect the total instructional time and academic effort required by both students and teachers to complete the learning process. All contact hours involving direct engagement with teachers are translated into academic credits.

The allocation of credits is based on the nature and duration of engagement, as outlined below.

The credit allocations are defined as follows

1 Credit = 1 hour of Theory per week over a semester (totaling 15 hours per semester).

1 Credit = 1 hour of Tutorial per week over a semester (totaling 15 hours per semester).

1 Credit = 2 hours of Practical per week over a semester (totaling 30 hours per semester).

1 Credit = 3 hours of experiential learning per week. *Thus, internship, community engagement, apprenticeship, Project, Dissertation and similar activities including both on-site engagement and related academic activities will take 45 hours per semester.*

A course may include a combination of lecture, tutorial, and practicum components.

4-credit course (with practicum) = 3 credits for lectures + 1 credit for practicum → 45 hours (lectures) + 30 hours (practicum)

4-credit course (without practicum) = 3 credits for lectures + 1 credit for tutorial → 45 hours (lectures) + 15 hours (tutorial)

3-credit course (with practicum) = 2 credits for lectures + 1 credit for practicum → 30 hours (lectures) + 30 hours (practicum)

3-credit course (without practicum) = 2 credits for lectures + 1 credit for tutorial → 30 hours (lectures) + 15 hours (tutorial).

4-credit course (only practicum) = 120 hours of practical/lab work per semester.

CURRICULAR COMPONENTS OF THE FYUP IN EDUCATION

The curriculum comprises *major stream courses*, *minor stream courses* - courses from other disciplines, along with *language courses*, *skill enhancement courses*, and a set of *value-based* contemporary subjects such as Environmental Education, Understanding India, Digital and Technological Solutions, Health and Wellness, Yoga Education, and Sports and Fitness. The minor stream may include vocational courses designed to equip students with job-oriented skills, thereby enhancing their employability and practical competence.

Disciplinary major (60/80 credits): The major enables students to pursue in-depth study in a specific discipline. Students may change their major within the broad disciplinary area at the end of the second semester, after exploring interdisciplinary courses in the first year. In the fourth year, students will undertake advanced-level courses, including Research Methodology, and will engage in seminar presentations during the year. Students enrolled in the Honours with Research track are required to work on a research project or dissertation, which must be completed and submitted within the same year. The dissertation may focus on a topic within the major discipline or an interdisciplinary area aligned with the programme's objectives.

***Discipline Specific Elective*:** DSEs are courses that form part of the major discipline. Students choose them from a pool of specialised courses offered within their subject area. In the fourth year, DSEs are often opted in lieu of a dissertation, allowing students to broaden and deepen their knowledge through coursework if they choose not to undertake a research project.

Interdisciplinary minors (24/32 credits): Students may pursue disciplinary or interdisciplinary Minors, as well as skill-based courses aligned with a vocational stream of their interest. Upon earning the required number of approved credits outside their Major, they become eligible to declare a Minor, at the end of the second semester. Minor stream courses shall be at the 300 level or higher. At least 50% of the total credits for a Minor must be earned within the relevant discipline, while the remaining may be drawn from other disciplines, based on the student's academic plan and subject to institutional approval.

Vocational Education and Training: Vocational Education and Training will be an integral part of the undergraduate programme, combining practical skills with theoretical knowledge. A minimum of 12 credits may be allocated to the '*Minor'* stream relating to *Vocational Education and Training* and these can be related to the major or minor discipline or choice of the student. These courses aim to enhance employability, especially for students who exit early, by providing job-relevant skills and experience.

Courses from Other Disciplines (Multidisciplinary) (9 credits): All undergraduate students must complete three introductory-level courses from the broad disciplines listed below to enhance intellectual breadth as part of a liberal arts and sciences education. Courses already studied at the 12th-grade (higher secondary school) level in the intended major or minor cannot be selected.

Ability Enhancement Courses (AEC) (08 credits): The Modern Indian Language (MIL) and English courses aim to develop students' proficiency through critical reading, academic writing, and effective communication. Emphasis is placed on expressing ideas clearly, understanding the role of language in shaping knowledge and identity, and engaging with cultural and literary traditions. These courses also build skills in discussion, debate, and reflective interpretation to enhance overall linguistic competence. As part of these courses, students will take two papers: (a) Language and Communication Skills in either MIL or English in the first semester, and (b) Linguistics, Academic Writing and Professional Communication in either MIL or English in the second semester.

Skills Enhancement Courses (SEC) (09 credits): These courses are designed to provide practical skills, hands-on training, and soft skills to enhance students' employability. Manipur University will develop and offer such courses based on student needs and the available resources and will revise them from time to time to ensure continued relevance and effectiveness. Such courses or qualifications should be aligned with either the NHEQF or the NSQF.

Value-Added Courses (VAC) Common to All UG Students (6 credits)

(a) **Understanding India**: This course aims to provide students with a comprehensive understanding of contemporary India, rooted in its historical evolution, national development goals, and constitutional framework. It emphasizes constitutional values, fundamental rights and duties, and the founding ideals of the Indian republic. The course deepens students' understanding of the freedom struggle and the diverse contributions of various regions and communities, fostering appreciation of constitutional values and preparing them for active, responsible citizenship in a democratic society.

(b) **Environmental science/education**: This course equips students with the knowledge, skills, values, and attitudes necessary to address environmental challenges such as pollution, climate change, and biodiversity loss. It emphasizes sustainable development, waste management, conservation of natural resources, and forest and wildlife protection. Students will also gain a holistic understanding of India's environment, its interactive ecological processes, and the long-term implications for quality of life and environmental sustainability.

(c) **Digital and technological solutions**: This component introduces students to emerging and high-impact technologies such as Artificial Intelligence (AI), machine learning, big data analytics, 3D machining, drone technology, and deep learning. These courses aim to integrate such technologies into undergraduate education, enhancing students' practical knowledge and employability, particularly in domains related to health, environment, and sustainable living.

(d) **Health & Wellness**, **Yoga education, sports, and fitness**: This course includes components of yoga, sports, and fitness aimed at holistic development. Yoga education covers physical postures, breathing techniques, and meditative practices to cultivate discipline and awareness. Sports and fitness modules,

conducted beyond regular class hours, focus on developing physical and skill-related fitness—such as strength, endurance, speed, flexibility, and coordination—as well as fundamental motor and tactical skills. The course also includes training in essential life skills related to stress management and everyday functioning.

(e) **Indian Knowledge Systems**: This course is designed to acquaint students with India's rich cultural, philosophical, scientific, and technological heritage, fostering an appreciation for traditional knowledge systems and their relevance in contemporary contexts.

(f) **Contemporary Social Issues and Ethics**: This course explores key contemporary social issues to foster critical awareness, ethical reasoning, and responsible citizenship. Topics may include human rights, social ethics, gender equity, sustainable development, financial literacy, civic education, substance abuse, and social norms. Students will examine how these issues intersect in daily life and develop the analytical skills to engage with them constructively, promoting dialogue, empathy, and a commitment to an inclusive and sustainable society.

From time to time, Manipur University (MU) will introduce innovative, value-added courses, which may be discipline-specific or common to all undergraduate programmes.

Experiential Learning Components (4 Credits)

The undergraduate curriculum integrates experiential learning to connect theory with practice. Through internships or apprenticeships, community engagement, and field-based projects, students gain practical skills, professional exposure, and a deeper understanding of societal contexts, enhancing their academic learning and career readiness. Students can take any of the following:

(a) Summer Internship /Apprenticeship: A key feature of the new undergraduate programme is the integration of real-world experience through internships or apprenticeships. During the summer term, students may undertake work-based learning in approved firms, industries, or research institutions across sectors such as healthcare, governance, media, and local industries. A 4 -credit internship is mandatory for students exiting after the 1st year (Bachelor's Certificate) or 2nd year (Bachelor's Diploma). In the 5^{th} semester, a 4-credit internship is compulsory for all students. All host institutions providing internship must be approved by Manipur University to ensure quality and credibility.

(b) Community engagement and service: This curricular component aims to expose students to real-world socio-economic issues, enabling them to apply theoretical knowledge to practical situations and contribute to solving real-life problems. Community engagement and service may be undertaken as part of the summer term activity or integrated into a major or minor course, depending on the student's chosen discipline.

(c) Field-based learning/minor project: This component is designed to provide students with first-hand exposure to diverse socio-economic contexts through field-based learning or minor projects. It aims to deepen their understanding of development-related issues in both rural and urban settings. Students will observe and study real-world situations, gaining insights into the policies, regulations, organizational structures, and programmes that shape the development process. Through direct engagement, students will explore

complex community-level socio-economic challenges and examine innovative practices for addressing them. This project may be undertaken during the summer term or integrated into a major or minor course, depending on the student's area of study.

Research Project / Dissertation (12 credits): Students pursuing the 4-Year Bachelor's degree (Honours with Research) are required to undertake a research project under the supervision of a regular faculty member. The project must be completed in the eighth semester. Research outcomes are encouraged to publish in peer-reviewed journals, presented at conferences/seminars, or considered for patenting.

CURRICULUM STRUCTURES AND PROGRAMME OUTCOME:

The undergraduate programme aims to equip students with competencies across the arts, humanities, languages, natural sciences, and social sciences; foster a strong ethic of socia l engagement; and develop essential soft skills such as complex problem-solving, critical and creative thinking, and effective communication—alongside rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

1st Year (Semesters 1 & 2): During the first two semesters, students will study courses in four broad areas: a major, a minor, and two multidisciplinary disciplines, such as Natural Sciences, Commerce, or Social Sciences. This structure offers foundational knowledge across fields and allows students to retain or revise their major and minor choices at the end of the second semester. They will also take courses in Ability Enhancement (language), Skill Enhancement, and Value-Added categories based on their interests.

Change of Major: At the end of the second semester, students may change their Major based on academic interest and performance, including switching the first-year Minor to the new Major, with all earned credits retained and the previous Major becoming the Minor. Students may also change their Major within the same broad major and minor. To support this flexibility, **HEIs shall create 10% additional seats beyond the sanctioned intake.** Vacant seats may also be utilized. Preference will be given to students with the highest CGPA and no arrears.

Programme Outcomes (POs) – B.A. Education Level 100 (4.5 Credit) with NHEQF Tags

Code	Programme Outcome	NHEQF Link
PO1	Acquire foundational knowledge of educational concepts, principles, and theories in multidisciplinary contexts.	Knowledge and understanding
PO2	Demonstrate procedural and theoretical understanding of foundational education practices.	Knowledge and understanding
PO3	Apply basic cognitive and technical skills to identify, analyze, and synthesize educational information.	General, Technical, and Professional Skills
PO4	Select and use appropriate tools and methods to solve problems in educational settings.	Application of Knowledge and Skills
PO5	Communicate effectively—both orally and in writing—educational concepts to diverse groups.	Generic Learning Outcomes
PO6	Engage in self-directed learning to update and upgrade professional and academic knowledge.	Self-learning Capability

Code	Programme Outcome	NHEQF Link
PO7	Demonstrate critical thinking and evidence-based decision-making in educational problem-solving.	Analytical and Critical Thinking
PO8	Practice ethical, constitutional, and humanistic values in personal and professional educational settings.	Constitutional, Humanistic, Ethical, and Moral Values
PO9	Display employability skills, group collaboration, and leadership to engage with education-related work.	Employability and Job-ready Skills

Programme Specific Outcomes (PSOs) – B.A. Education Level 100 (4.5 Credit) with NHEQF Tags

Code	Programme Specific Outcome	NHEQF Link
PSO1	Explain basic educational theories, philosophies, and models from Indian and global perspectives.	Knowledge and understanding
PSO2	Analyze the aims, processes, and functions of education in relation to society, culture, and learners.	Cognitive Skills; Generic Learning Outcomes
PSO3	Demonstrate ability to use classroom teaching methods such as lecture, discussion, and storytelling.	Application of Knowledge and Skills
PSO4	Use ICT tools and foundational digital platforms to create, present, and manage educational content.	General, Technical, and Professional Skills
PSO5	Identify social, ethical, and constitutional concerns in education and offer informed responses.	Ethical Values and Critical Reasoning
PSO6	Evaluate educational scenarios using basic research skills and data interpretation (qualitative/quantitative).	Analytical and Critical Thinking
PSO7	Design small-scale teaching-learning activities and reflective journals using foundational pedagogies.	Application of Knowledge; Employability
PSO8	Demonstrate openness to continuous learning and feedback in academic and practical learning environments.	Self-directed Learning and Lifelong Learning

CURRICULUM STRUCTURE (SINGLE MAJOR SCHEME – FYUP EDUCATION SEMESTER I & II)

Year	Semester	Major (Credit)	Minor (Credit)	MDC (Credit)	AEC (Credit)	SEC (Credit)	Experiential Learning (Credit)	VAC (Credit)	Total Credits	Additional Summer Internship
I	I	Major – 1 (4) (Level 100)	Minor – 1 (4) (Level 100)	MDC - 1 (3)	AEC – 1 (Communication Skills) (4)	SEC – 1 (3)		VAC – 1 (2)	20	Additional for Bachelor's Certificate (4)
	II	Major – 2 (4) (Level 100)	Minor – 2 (4) (Level 100)	MDC – 2 (3)	AEC – 2 (Academic Writing) (4)	SEC – 2 (3)		VAC – 2 (2)	20	
							I Year Credit		**40**	

Students exiting at 1 Year will be awarded **Bachelor's Certificate** after earning minimum credit in the concerned discipline provided the student earned additional **4 credits** in work-based vocational courses offered during the Summer internship or apprenticeship.

CREDIT ALLOCATION: The standard distribution of credits among various categories of courses across all semesters is as follows:

Course Type	Details	Credits allotted		Remarks
		3-Year	4-Year	
Major	Discipline Specific Courses to be specified by the concerned Board of Studies of the University	60	80	
Minor (Stream can be 2)	Discipline Specific Courses to be specified by the concerned Board of Studies of the University	24	32	May include skill based courses
Multidisciplinary Courses	Courses to be proposed by the Dean of Undergraduate Studies in consultation with relevant BoS	09	09	
Ability Enhancement Course	Courses to be specified by the BoS of Management Studies and Language Departments of the University	08	08	
Value Added Course	Courses to be specified by various BoS and moderated by the Dean of Undergraduate Studies	06	06	
Skill Enhancement Course	Discipline-specific, major-oriented courses specified by the concerned BoS	09	09	Employability Skills, Soft Skills, or Life Skills
Internship	Supervised internship or field-based learning component	04	04	
Dissertation/DSE	DSE courses specified by the concerned BoS; Dissertation topics to be peer-reviewed by expert panel.		12	
Total		**120**	**160**	

MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS AND CERTIFICATIONS

In alignment with the National Education Policy (NEP) 2020 and the guidelines of the University Grants Commission (UGC), Manipur University and its affiliated colleges shall implement the Multiple Entry and Multiple Exit (MEME) scheme in their undergraduate programmes. This flexible framework allows students to enter, exit, and re-enter the programme at designated stages, with each stage linked to a corresponding academic certification, as per the prescribed credit requirements:

Programme Exit	Minimum Credits Requirement	Additional Requirement	Certification	Re-entry Options
After 1st Year	40 Credits	Earning a 4-credit vocational course, internship, or apprenticeship (in addition to 6 credits from skill-based courses) during the summer internship of the 1st year.	Bachelor's Certificate	Within three years from exit
After 2nd Year	80 Credits	Earning a 4-credit vocational course, internship, or apprenticeship (in addition to 6 credits from skill-based courses) during the summer internship of the 1st or 2nd year.	Bachelor's Diploma	Within three years of exit
After 3rd Year	120 Credits	Earning the minimum prescribed credits as per the programme structure.	Bachelor's Degree	Within three years of exit
Completion of 4 Year Courses	160 Credits	Earning the minimum prescribed credits as per the programme structure.	Bachelor's Degree (Honours/ Honours with Research)	NA

A student enrolled in the Four-Year UG Programme in EDUCATION, as per the existing ordinance, shall be eligible for the following certifications based on the point of exit or upon successful completion, whichever is applicable

Bachelor's Certificate: Students who choose to exit after the successful completion of the first year and have earned a minimum of 40 credits shall be awarded a UG Certificate, provided they also complete a vocational course of 4 credits during the summer vacation following the first year. Such students may re-enter the degree programme within a period of three years.

Bachelor's Diploma: Students who choose to exit after the successful completion of the second year and have earned a minimum of 80 credits (40 from 1st Year and 40 from 2nd year) shall be awarded a UG Diploma, provided they also complete a vocational course of 4 credits during the summer vacation following the second year. Re-entry into the programme shall be permitted within three years.

Three-Year Bachelor's Degree: Students who complete three years of study, earn a minimum of 120 credits, and meet the minimum credit requirements in the major discipline shall be awarded a UG Degree in the respective major upon exit.

Four-Year Bachelor's Degree (Honours): A Four-Year UG Honours Degree in the major discipline shall be awarded to students who complete four years of study, earn a minimum of 160 credits, and fulfill the prescribed credit requirements. Students who do not undertake a research project/dissertation must complete three additional theory courses totaling 12 credits in lieu of the research component.

Four-Year Bachelor's Degree (Honours with Research): Students who secure 7.5 CGPA over the previous six semesters and choose to pursue research in the fourth year shall undertake a research project or dissertation under the supervision of a faculty member of the College. The research work must be within the major discipline. Students who complete 160 credits, including 12 credits from the research project/dissertation, shall be awarded a UG Degree (Honours with Research).

UG Programme with Single Major: To be awarded a Bachelor's Degree with a single major, a student must earn at least 50% of the total required credits from the major discipline.

- For a 3-year UG programme (120 credits), a minimum of 60 credits must be from the major discipline.
- For a 4-year UG programme (160 credits), a minimum of 80 credits must be from the major discipline.

  For example, a student of Education earning the required minimum credits in the major will be awarded a Bachelor's Degree in Education (Honours or Honours with Research, as applicable) with a single major.

Illustration: The following illustration outlines the certification a student may receive based on the credit requirements fulfilled in different subjects during the programme duration.

Credit Requirement and Selection of Courses	**Name of the Certification**
60 Credit in Education in 3-Year Programme	Major in Education
80 Credit in Education in 4-Year Programme	Honours in Education
80 Credit in Education with 12 credit Research Project in 4-Year Programme	Honours with Research in Education

RECOGNITION OF PRIOR LEARNING (RPL) POLICY:

Manipur University will adopt the Recognition of Prior Learning (RPL) framework as recommended by the University Grants Commission (UGC), in accordance with the *Guidelines for Implementation of Recognition of Prior Learning in Higher Education* and the *UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025*. RPL will enable the recognition of learning outcomes acquired outside formal education, including those gained through workplace training, professional experience, or community engagements, based on validation and assessment of the prior learning achievements. A dedicated RPL Committee constituted by Manipur University will formulate the detailed procedure, policy framework, validation criteria, assessment mechanisms, and guidelines for effective implementation of RPL in FYUP EDUCATION.

DURATION OF THE FYUP IN EDUCATION:

Every student admitted to an undergraduate programme leading to a qualification from Level 4.5 to Level 6 shall be required to complete the whole programme within a maximum period of seven (7) years from the date of admission to the first semester.

If a student wishes to exit after a qualification level (Level 4.5 to Level 6), he/she shall be required to complete the programme within a period of 2 (two) years from the date of admission to the programme of each qualification level

The illustration below depicts the permissible timeline for course completion under the multiple entry and exit framework.

Exit Point	**Completion Limit from Entry**	**Permissible Year for Re-entry**	**Completion Time After Re-entry**		
			1 Year After Exit	**2 Years After Exit**	**3 Years After Exit**
After Year 1	7 years from Entry 1	Within 3 years from exit* (by Year 4)	–	–	–
After Year 2	6 years from Entry 2	Within 3 years from exit (by Year 5)	5 years	4 years	3 years
After Year 3	5 years from Entry 3	Within 3 years from exit (by Year 6)	4 years	3 years	2 years
After Year 4	4 years from Entry 4	Within 3 years from exit (by Year 7)	3 years	2 years	1 year

** The total duration for programme completion shall not exceed 7 years from the date of first admission (i.e., start of 1st semester).*

SCHEME OF EXAMINATION COURSE STRUCTURE FOR FYUP EDUCATION SEMESTER I

Course	Code (Level)	Title	Credit (Theory)	Credit (Practical)	Total Credit	IA	EA	Total
Major - I	MJC45EDN101(T)25 (Level – 100)	INTRODUCTION TO EDUCATION – I	3	-	4	30	70	100
	MJC45EDN101(P)25 (Level – 100)	INTRODUCTION TO EDUCATION – I	-	1		-	100	100
Minor - I	To be taken from other interdisciplinary subjects				4			100
MDC - I	Choose any one MDC - I as approved by the University				3			100
AEC – I	Select either MIL or English				4			100
SEC – I	SEC45EDN101a(T)25 (Level – 100)	RHYMES – LITERACY AND NUMERACY	2	-	3	30	70	100
	SEC45EDN101b(T)25 (Level – 100)	DEVELOPMENT OF EDUCATIONAL TOYS						
	SEC45EDN101c(T)25 (Level – 100)	TEACHING AND TESTING SKILLS FOR EFFECTIVE CLASSROOM						
	SEC45EDN101a(P)25 (Level – 100)	RHYMES – LITERACY AND NUMERACY	-	1		-	100	100
	SEC45EDN101b(P)25	DEVELOPMENT OF EDUCATIONAL TOYS						
	SEC45EDN101c(P)25 (c) (Level – 100)	TEACHING AND TESTING SKILLS FOR EFFECTIVE CLASSROOM						
VAC – I	Choose any one VAC - I as approved by the University				2	30	70	100
				Total	**20**			**800**
Additional Summer Internship for Bachelor's Certificate (4 Credit)								

MANIPUR UNIVERSITY

ACADEMIC LEVEL - 100 AND SEMESTER I

SYLLABUS FOR FYUP EDUCATION (THEORY)

Nature of Course	Major/ Minor				
Course Code	MJC45EDN101(T)25: **MAJOR 1 &**MNC45EDN101(T)25: **MINOR 1**				
Course Title	**INTRODUCTION TO EDUCATION – I**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	-	1	45 (L)+8(P)/Week
Course Audience	This course is designed for undergraduate students enrolled in the 4-Year Education Programme (FYUP) under Manipur University. It is intended for learners at the foundational level (NHEQF Level 4.5), particularly those who are beginning their academic journey in the field of education, including prospective learners, and individuals interested in understanding the foundational principles, concepts, and interdisciplinary nature of education.				

The course *"**Introduction to Education – I**"* [MJC45EDN101(T)25 or MNC45EDN101(T)25] offers a comprehensive foundation in understanding education through multiple disciplinary lenses. It begins with the basics of education, covering its meaning, aims, types, processes, and diverse perspectives from Indian, Western, and Asian traditions. The philosophical foundations explore how educational aims, curriculum, methods, and values are shaped by metaphysics, epistemology, axiology, and ethics. The sociological foundations examine the relationship between education and society, including the roles of social institutions, the family, and national ideals such as justice, equality, and democracy. The psychological foundations introduce learners to key concepts such as motivation, perception, intelligence, and personality, which are essential to understanding learning and learner diversity. Finally, the economic foundations highlight education as an economic investment and a form of human capital, focusing on its role in development, demand-supply dynamics, and internal and external benefits. Together, these five units provide students with a holistic understanding of education, aligning with the NHEQF Level 4.5 to build foundational knowledge, critical thinking, and practical awareness. The CO and LO are stated as follows -

Code	Course Objective
CO1	To introduce learners to the foundational concepts, aims, and scope of education from diverse perspectives.
CO2	To develop understanding of the philosophical principles and their relevance in educational contexts.
CO3	To explore the sociological dimensions of education in relation to society, institutions, and national ideals.
CO4	To familiarize students with psychological concepts and their implications for learners and teaching.
CO5	To explain the role of economics in education and how educational decisions are influenced by economic principles.

Learning Outcomes (LOs) (Aligned with NHEQF Level 4.5 descriptors)

Code	Learning Outcome	NHEQF Mapping
LO1	Define and explain the meaning, types, and processes of education with global and Indian perspectives.	Knowledge of basic facts, principles, and theories related to education.
LO2	Analyze the interrelationship between philosophy and education, and identify how different philosophical ideas influence aims, curriculum, and methods of teaching.	Conceptual understanding of educational philosophy and value-based learning.
LO3	Interpret the role of social institutions and societal ideals in shaping the education system.	Understanding of social structures, roles, and responsibilities in education.
LO4	Identify and describe key psychological concepts relevant to learning and learner diversity.	Cognitive skills to recognize and explain basic psychological principles.
LO5	Examine the role of education in economic development and analyze its function as human capital.	Awareness of the contribution of education to economic planning and development.
LO6	Apply basic educational principles through practicum-based tasks involving observation and reflection.	Practical and field-based skills at an introductory level; basic research orientation.

Detailed Syllabus Content

UNIT I: BASICS OF EDUCATION

Education - Etymological Meaning and Functions
Aims and goals (Individual vs Social, Narrow vs Broader, Delor's *four pillars of learning*)
Concept and views (Indian, Western and Asian)
Scopes, Types (*Formal, Informal, Non-formal*) and Process (*Natural vs Social*) of Education

UNIT II: PHILOSOPHICAL FOUNDATIONS

Philosophy – Meaning and its applications in Education
Functions of Educational Philosophy (Speculative, Normative and Critical)
Aims (Metaphysics), *Curriculum* (Epistemology), *Methods* (Inquiry and observation)
Values (Axiology) and *Ethics* (Teacher and Students relationship)

UNIT III: SOCIOLOGICAL FOUNDATIONS

Sociology – Meaning and its applications in Education
Difference between *Educational Sociology* and *Sociology of Education*
Family as the basic unit of learning
Social institutions – meaning, types and functions in education
Societal aspiration – vision and ideals of Indian people (*Nationalism, Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality, and Fraternity*)

UNIT IV: PSYCHOLOGICAL FOUNDATIONS

Psychology – Meaning and its applications in Education
Educational Psychology - *Concept, Nature, Scope* and *Methods* (Introspection and Observation)
Basic concepts of psychological terms: a) *Attention, Interest and Motivation b) Sensation, Perception, and Conception c), Attitude and Aptitude, d) Memory and Forgetting, e) Intelligence and Creativity* and f) *Personality and traits*

UNIT V: ECONOMICAL FOUNDATIONS

Economics – Meaning and its applications in Education
Economics of Education – Meaning, scope and contributions
Education as Human capital, investment, Demand and Supply, Input – Output relationship
Benefits of Economics of Education – Internal and external benefits

PO-CO Mapping Matrix at Level 100

CO \ PO	PO1(*Foundational knowledge*)	PO2(*Understanding of practices*)	PO3(*Cognitive and technical skills*)	PO4(*Application of knowledge*)	PO5(*Communication skills*)	PO6(*Self-learning*)	PO7(*Critical thinking*)	PO8(*Ethical and human values*)	PO9(*Employability skills*)
CO1	✓	✓			✓	✓		✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓

COURSE TEACHING-LEARNING PROCESS

The important relevant teaching and learning processes involved in this course are: *Class lectures, Seminars, Group discussions, Question framing – MCQ (Simple, Complex, Column, Assertion and reasoning), SAQ, LAQ etc. Quizzes and Presentations.*

SUGGESTED READING

1. NCERT (2014). Basics of Education. NCERT, New Delhi.
2. Delors, J. (1998). *Learning: The Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*. France: Renouf Publishing
3. B.N. Dash. (2010) Theories of Education and Education in Emerging Indian Society. Dominant Publishers and Distributors, New Delhi
4. N.R. Swaroop Saxena (2024). Philosophical and Sociological Foundation of Education. Surya Publisher, New Delhi
5. Sharma, S.C. (2021) Education and Economic development. Discovery Publishing House, New Delhi

MANIPUR UNIVERSITY

ACADEMIC LEVEL - 100 AND SEMESTER I

SYLLABUS FOR FYUP EDUCATION (PRACTICAL)

MJC45EDN101(P)25: **MAJOR 1- PRACTICUM: INTRODUCTION TO EDUCATION – I (1 Credit)**
MNC45EDN101(P)25: **MINOR 1- PRACTICUM: INTRODUCTION TO EDUCATION – I (1 Credit)**

GENERAL INSTRUCTION:

The practicum component complements the major paper [**MJC45EDN101(T)25** and **MNC45EDN101(T)25]** theoretical understanding by engaging students in hands-on activities/practical to explore core sociological and psychological constructs relevant to education. All practical experiments must be demonstrated, conducted, and recorded in a standard practical record book under teacher supervision. Students must complete at least **7 out of 18** experiments selecting one each from the Groups (A-G). Viva-voce will be conducted on the basis of the experiments completed and submitted Note Book. Ethical guidelines for conducting psychological experiments, especially involving human participants, must be strictly followed. All recorded experiments, performed activities and Notebook must be kept under the supervision of the HOD of the department. Accuracy of observation, proper use of apparatus, and interpretation of results will be key components of assessment. Student must relate each test to educational implications and learner diversity in real-life classroom settings.

COURSE OBJECTIVES (COS):

By the end of this practicum course, students will be able to:

Code	Course Objective
CO1	Understand and apply basic sociological and psychological principles through experimental tools, activities and test.
CO2	Develop skills in administering, scoring, and interpreting psychological tests.
CO3	Identify the relationship between cognitive, affective, and psychomotor variables and learning processes.
CO4	Analyse individual differences through standardized tools and apply findings to educational contexts.
CO5	Demonstrate ethical handling of sociological activities and psychological tests and apparatus in an educational setting.

Learning Outcomes (LOs):

By the end of the course, learners will be able to:

Code	Learning Outcome	Related CO
LO1	Operate and manage basic psychological apparatus (e.g., Memory Drum, Ergograph, Mirror Drawing)	CO1
LO2	Administer memory, attention, intelligence, and personality tests with accuracy and care	CO2
LO3	Analyse the results of experimental tools and interpret implications for learners	CO3
LO4	Reflect on how individual differences impact learning and performance in educational environments	CO4
LO5	Maintain ethical standards in psychological experimentation and participant handling	CO5

The list of experiment given below is for indicative practice. Students should be encouraged to do more practice and experiment. Emphasis should be given to assess student's ability to formulate an experiment on sociological or psychological problem.

Indicative practices and experiments along with the apparatus, tools and students' size, tests and scale guideline are listed below for references:

List of the experiments:

A. ATTENTION & FATIGUE TEST

1. Conduct a psychological attention assessment to measure the Span of Attention
   Apparatus: Tachistoscope (Fall Door Type). 1 Apparatus for 15 Students.
2. Determine the effect of meaning upon perception from 3 to 7 letters non-sense combination
   Apparatus: Tachistoscope (Fall Door Type). 1 Apparatus for 15 Students
3. Drawing circles with the dominant hand and triangles with the non-dominant hand.
   Apparatus: Division of Attention Board (Electrical) 1 Apparatus for 5 Students.
4. Demonstrate the effects of grip strength among students and their fatigue
   Apparatus: Ergograph Hand Grip Model 1 Apparatus for 15 Students

B. INTELLIGENCE TEST

5. To test an individual's intelligence by means of a scale of performance test
   Scale: Alexander scale of performance test - a) Pass-along test with designs; b) Koh's block design test with design, c) Cube cone construction test or Any Standardized Intelligence test approved by Agency.
6. To test an individual's intelligence by means of group verbal test
   Scale: A standard group verbal test like - Terman's Test, Spearman's Test, Ballard Chelsea Test or Any Standardized Intelligence test approved by Agency.

C. LEARNING TEST

7. To study the establishment of a new spatially co-ordinated activity and learning
   Apparatus: Mirror Drawing Apparatus (Simple) 1 Apparatus for 5 Students
   Mirror Drawing Electronics 1 Apparatus for 10 Students
   (Digital Reset Error Counter & Timer)

8. To observed how previously learned habits affect the learning of new similar habits.
   Apparatus: Habit Interference Board 1 Apparatus for 5 Students

9. To evaluate the relationship between learning and problem-solving skills
   Apparatus: Human Maze Learning Electronics 1 Apparatus for 20 Students
   (Digital Reset Error Counter & Timer)

D. MEMORY TEST

10. To determine the immediate memory span of an individual using 3 to 5 digits in numbers
    Apparatus: Memory Drum (Hand Operated) 1 Apparatus for 5 Students
    Apparatus: Memory Drum (Electrical) 1 Apparatus for 20 Students

11. To determine the immediate memory span of an individual using 3 to 5 letters in words
    Apparatus: Memory Drum (Hand Operated) 1 Apparatus for 5 Students
    Apparatus: Memory Drum (Electrical) 1 Apparatus for 20 Students

E. PERSONALITY TEST

12. To determine the personality on an individual and its traits
    Scale: Any standardised scale from any agency

F. SENSATION – PERCEPTION TEST

13. Demonstrating depth perception concepts and principles in perception and sensation.
    Apparatus: Depth Perception Apparatus. 1 Apparatus for 15 Students.
14. Demonstrate the use of Primary colour mixer and its application in educational setting.
    Apparatus: PASCO Color Mixer & Accessory 1 Apparatus for 15 Students
15. Demonstrate line illusion concepts using Muller-Lyer its application in Education
    Apparatus: Muller Lyre Illusion with Stand Scale 1 Apparatus for 15 Students

G. SOCIOMETRY TEST

16. To exercise the use of Sociometric understanding of social relationship within a group
    Scale: Any standardised sociometry scale to measure social connections within a group.
17. To demonstrate self-awareness and position of the self in a social institution
    Scale: The Johari Window or any other scale for assessing the self in an institution
18. To study the characterization of an individual in a group
    Scale: The Johari Window or any other scale for assessing the self in an institution

Note: The design for recording the experiment in the Notebook should include the following – a) Name of the Experiment, b) Date, Time and Lab Number, c) Supervisor Name and Signature d) Statement of the Problem, e) Materials, f) Procedure, g) Results, h) Alternative Procedure (if any), i) Table of the recorded data j) Ethical code of conduct or *follow a standard procedure recommended by APA (American Psychological Association) 6 or 7 standard.*

READING REFERENCES:

1. Kuppuswamy, B. (1954). Elementary Experiments in Psychology. Oxford Univ. Press
2. Mohsin, S.M. (1991). Experiments in Psychology. Motilal Banarsidass. New Delhi
3. Frank S. Freeman (1962). Theory and Practice of Psychological Testing. Oxford Univ. Press.

MANIPUR UNIVERSITY

ACADEMIC LEVEL - 100 AND SEMESTER I

SYLLABUS FOR FYUP EDUCATION (SEC – Theory & Practical)

Nature of Course	SEC (Skill Enhancement Course) - I				
Course Code	SEC45EDN101a(T)25 and SEC45EDN101a(P)25				
Course Title	**RHYMES – LITERACY AND NUMERACY**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours/ Week
	3	2		1	30 (L) +30 (P)/Week
Course Audience	This course aims to equip students with the skills and understanding necessary to design, select, adapt, and perform rhymes for enhancing foundational literacy and numeracy among children aged 3–8 years. Rooted in the joyful learning philosophy of NIPUN Bharat, the course emphasizes the role of music, rhythm, and storytelling in early learning. The course will combine theoretical insights with hands-on practice, enabling students to integrate rhymes into ECCE pedagogy effectively.				
Faculty Specialization	Faculty with basic knowledge of Early Child Care Education and Rhymes.				

Course Objectives (CO)

Code	Course Objective
CO1	To understand the pedagogical significance of rhymes in foundational literacy and numeracy.
CO2	To identify and classify different types of rhymes and their intended learning outcomes.
CO3	To develop skills in composing and adapting rhymes to support language and numeracy learning.
CO4	To perform and assess rhymes using child-centered approaches rooted in the Panchakosha Vikas model.
CO5	To integrate rhymes meaningfully in classroom routines and theme-based activities of the foundational stage.

Learning Outcomes (LO)

Upon completion of this course, learners will be able to:

Code	Learning Outcome
LO1	Explain how rhymes contribute to the development of foundational literacy and numeracy.
LO2	Categorize rhymes based on learning domains (sound recognition, counting, pattern, vocabulary, etc.).
LO3	Create and adapt age-appropriate rhymes in local and regional languages.
LO4	Perform rhymes using gestures, visual aids, musical instruments, and multimedia.
LO5	Design a rhyme-based lesson plan integrating learning outcome from the NIPUN Bharat FLN matrix.

Detailed Syllabus Content

UNIT I: UNDERSTANDING RHYMES

- Concept and importance of rhymes in the foundational years
- Role of rhythm, repetition, and gestures in learning
- Literacy skills through rhymes: phonemic awareness, vocabulary, comprehension
- Numeracy skills through rhymes: counting, shapes, patterns, quantities
- NIPUN Bharat guidelines and Learning Outcomes in Literacy and Numeracy

UNIT II: TYPES AND SELECTION OF RHYMES

- Traditional, Folk, and Contemporary Rhymes
- Action rhymes, finger play rhymes, counting rhymes, story rhymes
- Criteria for selecting: age-appropriateness, cultural relevance, linguistic diversity
- Multilingual and local rhymes integration (NEP 2020 focus on mother tongue)

UNIT III: RHYME COMPOSITION AND ADAPTATION

- Techniques to compose original rhymes for literacy/numeracy
- Adapting rhymes from other languages or themes
- Using rhymes to introduce letter-sound, number-symbol relationships
- Creating multilingual rhymes for inclusive classrooms

UNIT IV: PERFORMANCE AND PUBLISHING

- Performing rhymes with audio-visual aids, puppets, body movements
- Using digital tools: recording, editing, publishing rhyme
- Peer performance and reflection
- Rhyme journal/digital portfolio creation

UNIT V: ASSESSMENT BASED ON FLN -MISSION

- Preparation of Rhymes based lesson plan
- Assessment based on Observation
- Assessment based on Artefacts
- Assessment based on rubrics

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. Emphasis should be given to assess student's ability to demonstrate the practical wisdom of using rhymes in teaching learners at the foundational stage at school or at home as an early child care giver. The list are as follows and students should record **7 out of 18 practical** in their notebook:

1. Identify and categorize 10 rhymes (5 each) into literacy and numeracy types.
2. Perform five selected rhymes (minimum two in local language) in a classroom setting using appropriate voice modulation and gestures.
3. Compose one original rhyme for literacy addressing key foundational skills (e.g., phonemic awareness, vocabulary).
4. Compose one original rhyme for numeracy focusing on number sense, shapes, or counting.
5. Present and explain your original rhymes to peers, highlighting the intended learning outcomes with audio and video recording from camera or mobile phone. Screen shot or illustrate the steps for presentation in the notebook.

6. Create a rhyme-based lesson plan that integrates NIPUN Bharat Learning Outcomes and appropriate teaching-learning materials (TLMs).
7. Demonstrate the use of a rhyme as a warm-up activity for developing phonological awareness.
8. Translate or adapt two rhymes into a local language, ensuring cultural and linguistic relevance. Write the original and the adapted rhymes in two columns for references.
9. Facilitate a group activity using rhymes and record student participation through a checklist or activity sheet.
10. Record a group rhyme performance using OBS Studio or mobile phone, ensuring proper visual and audio framing.
11. Reflect in writing on the engagement level and learning response of children during rhyme performance sessions.
12. Design 5 flashcards that visually support the rhyme content for better comprehension.
13. Conduct peer feedback sessions by performing rhymes and receiving input on delivery, clarity, and engagement strategies. Report the rhymes in the notebook.
14. Integrate rhymes into a story or theme-based learning unit (e.g., "Seasons," "My Family," "Shapes").
15. Develop a week-long activity plan that embeds one rhyme per day aligned with literacy or numeracy goals.
16. Create a digital repository of 10 rhymes with appropriate tags for skill focus and learning indicators. (Department may create repositories)
17. Annotate two rhymes with synopsis in the digital repository with relevant Learning Indicators (LIs) from NIPUN Bharat.
18. Evaluate two rhyme-based lessons using a reflection to assess their effectiveness in promoting learning outcomes.

SUGGESTED READINGS

1. DSEL. (2021). NIPUN Bharat Guidelines**.** Ministry of Education, GoI
2. NCERT. (2022). National Curriculum Framework for Foundational Stage, National Steering Committee for National Curriculum Frameworks. NCERT, New Delhi
3. Jennifer M. Edwards (2013). 101 Nursery Rhymes & Sing-Along Songs for Kids. Smashwords Edition.
4. Sara Inskeep. (2016). Writing Rhymes and Poems: Language arts Reproducibles. Lorenz Educational Press.
5. UNICEF (2009) Activity guide for Early Childhood Development Kit: A treasure Box of Activities. UNICEF House, NY, USA
6. NCERT (2022). Toys based Pedagogy. New Delhi

Nature of Course	SEC (Skill Enhancement Course) - I				
Course Code	SEC45EDN101b(T)25 and SEC45EDN101b(P)25				
Course Title	**DEVELOPMENT OF EDUCATIONAL TOYS**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours/ Week
	3	2		1	30 (L) +30 (P)/Week
Course Audience	This course aims to equip students with the skills and understanding necessary to design, select, adapt, and develop educational toys for enhancing foundational stage among children aged 3–8 years. Rooted in the joyful learning, the course emphasizes the role of using educational toys and its corresponding occupation in early learning. The course will combine theoretical insights with hands-on practice, enabling students to develop toys into ECCE pedagogy effectively.				

Course Objectives (CO):

CO1: To introduce the concept and pedagogical role of educational toys in child development.

CO2: To explore the categories, materials, and design principles of educational toys.

CO3: To develop skills in creating low-cost/no-cost educational toys for foundational and preparatory stages.

CO4: To integrate educational toys effectively in classroom pedagogy across literacy, numeracy, and life skills.

CO5: To promote safety, inclusivity, and sustainability in toy design.

Learning Outcomes (LO):

After completing this course, learners will be able to:

LO1: Identify and classify educational toys based on developmental domains.

LO2: Analyze how toys support learning in early childhood and primary education.

LO3: Design, create, and test low-cost educational toys using local materials.

LO4: Integrate toy-based pedagogy in teaching literacy, numeracy, and cognitive skills.

LO5: Evaluate educational toys based on pedagogical value, age-appropriateness, and safety.

Detailed Syllabus Content

UNIT I: FOUNDATIONS OF EDUCATIONAL TOYS

- Definition and characteristics of educational toys
- Historical overview: Froebel gifts, Montessori materials, Indigenous toys
- Cognitive, motor, language, and emotional development through toys
- Types of play

UNIT II: CLASSIFICATION AND PEDAGOGICAL VALUE

- Types of toys: manipulative, sensory, constructional, symbolic, digital
- Curriculum-aligned toys for foundational literacy, numeracy, and values
- Age-appropriateness and cultural relevance
- Case studies of toy use in ECCE classrooms

UNIT III: DESIGN PRINCIPLES AND SAFETY STANDARDS

- Material selection (wood, paper, fabric, recycled items)
- Hygiene and toy safety standards (ISI, BIS)
- Gender-neutral and inclusive design
- Sustainable and eco-friendly toy practices

UNIT IV: TOY DESIGN AND DEVELOPMENT

- Toy ideation and prototyping
- Pop-up Books, Low-cost/No-cost educational toy making
- Indigenous toy traditions and local craft integration
- 3D Printing, 3D papers crafts, puzzles, puppet toys

UNIT V: TOY-BASED PEDAGOGY AND ASSESSMENT

- Integrating toys in lesson plans through mapping (literacy & numeracy)
- Learning outcomes through toy use
- Observation and assessment tools for toy-based learning
- Digital toys and educational apps – benefits and cautions

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. Emphasis should be given to assess student's ability to demonstrate the practical wisdom of using rhymes in teaching learners at the foundational stage at school or at home as an early child care giver. The list are as follows and students should record **7 out of 18 practical** in their notebook:

1. Collect educational toys related to Froebel gifts, Montessori materials, and indigenous toy traditions with visuals and brief descriptions.
2. Identify toys that support cognitive, motor, emotional, and language development through observation in ECCE centres or Angawandi.
3. Demonstrate the types of play (constructive, pretend, physical, etc.) using examples of actual toys.
4. Create comparison between modern and traditional toys in terms of developmental benefits.
5. Categorize at least 10 toys into manipulative, sensory, symbolic, constructional, and digital types with explanations.
6. Design two toy-based activities for foundational literacy and numeracy.
7. Evaluate toy appropriateness for three age groups (3–4, 4–5, 5–6 years) focusing on cultural relevance.
8. Analyze a case study of toy use in a real ECCE classroom and suggest improvements.
9. Create a toy mapping showing alignment with early childhood learning outcomes and domains.
10. Collect and categorize toy materials (wood, paper, cloth, recycled plastic) and assess their safety and sustainability.
11. Design a gender-neutral and inclusive toy using low-cost materials and explain the process.
12. Prepare a checklist to evaluate hygiene and safety features of toys in ECCE centres.
13. Conduct a peer activity to brainstorm eco-friendly toy ideas and present a prototype plan.
14. Create a pop-up book with 10 leaves and potential learning objectives.
15. Construct one indigenous or traditional toy integrating local craft or cultural elements.

16. Design and build one pop-up book or 3D puzzle toy for foundational stage learners.
17. Create one toy using 3D printed components or 3D paper crafts demonstrating interdisciplinary learning.
18. Host a mini-toy fair or classroom exhibition showcasing prototypes toys with documented learning benefits.

TOOLS AND MATERIALS:

- Paper, cardboard, clay, fabric, beads, thread, wood scraps
- Basic stationery (glue, scissors, staplers, rulers)
- Mobile camera, audio recorder for classroom simulation
- ICT tools (Canva, PPT, short video clips for toy demonstration)
- 3D Printer for Printing 3D toys parts.

SUGGESTED READINGS:

1. NCERT (2022). *Toys based Pedagogy. New Delhi*
2. Malhotra & Uniyal. (2023). Toys Integrated Pedagogy. DIET, New Delhi
3. UNICEF (2018). Learning through Play. New York, USA
4. Bureau of Indian Standards. (2023). Indian Standards on Toys. India
5. Web portals: India Toy Fair, Toycathon, NIPUN Bharat Learning Resources

Nature of Course	SEC (Skill Enhancement Course) - I				
Course Code	SEC45EDN101c(T)25 and SEC45EDN101c(P)25				
Course Title	**TEACHING AND TESTING SKILLS FOR EFFECTIVE CLASSROOM**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours/ Week
	3	2		1	30 (L) +30 (P)/Week
Course Audience	This course is intended for undergraduate students enrolled in education programmes, particularly those pursuing an Education Major under the Four-Year Undergraduate Programme (FYUP). It is designed for education majors, and aspiring students who seek to develop essential teaching and testing competencies. The course will also benefit individuals preparing for careers in school-level instruction, curriculum planning, educational assessment, or those aiming to enhance their practical and reflective pedagogical skills for classroom application.				

Course Objectives (CO):

CO1: To understand the concept, components, and classification of teaching and testing skills.

CO2: To develop core and specific teaching skills across varied instructional strategies.

CO3: To acquire foundational knowledge of testing, measurement, assessment, and evaluation techniques.

CO4: To construct and analyze various types of test items and assessment tools for school-level learners.

CO5: To promote reflective practices through hands-on teaching and testing experiences.

Learning Outcomes (LO):

Upon completion of this course, learners will be able to:

LO1: Distinguish between types of teaching skills and apply them in diverse instructional contexts.

LO2: Prepare lesson plans using teacher-centered, learner-controlled, and group-controlled strategies.

LO3: Understand the principles of evaluation and design effective classroom assessments.

LO4: Construct, revise, and analyze test items based on educational objectives.

LO5: Prepare, implement, and evaluate assessment blueprints for school subjects.

Details of the course

UNIT I: UNDERSTANDING TEACHING SKILLS

- Meaning and scope of teaching skills
- Classification: Core, Specific, Target Group-specific
- Instructional approaches: Teacher-Centered, Learner Controlled (LCI), Group Controlled (GCI)
- Models of lesson planning: Herbartian, 5E (Engage, Explore, Explain, Elaborate, Evaluate)

UNIT II: PRACTICING TEACHING SKILLS

- Simulated teaching and micro-teaching
- Strategies for LCI and GCI
- Planning for diverse learners and contexts
- Reflective teaching practice and feedback mechanism

UNIT III: FUNDAMENTALS OF TESTING AND EVALUATION

- Concepts: Test, Assessment, Measurement, Evaluation
- Characteristics of good tools: Reliability, Validity, Usability
- Teacher-made vs. Standardized Tests
- Types of items: Objective, Subjective, Knowledge, Understanding, Application-based

UNIT IV: DESIGNING EVALUATION TOOLS

- Construction and classification of test items
- Item writing principles and common errors
- Blueprint development for unit test and terminal examination
- Basics of item analysis and discriminating index

UNIT V: LINKING TEACHING WITH ASSESSMENT

- Integrating evaluation with instructional goals
- Formative and summative assessment strategies
- Continuous and Comprehensive Evaluation (CCE) principles
- Role of assessment in competency-based education

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. Emphasis should be given to assess student's ability to demonstrate the practical wisdom of using teaching and testing at the foundational, preparatory and middle stage at school. The list are as follows and students should record **7 out of 18 practical** in their notebook:

1. Prepare one lesson plan using the Herbartian model for a selected primary school subject.
2. Develop a second lesson plan using the 5E instructional model for a science or EVS topic.
3. Demonstrate simulated teaching using teacher-controlled instruction before a peer group.
4. Conduct a learner-controlled instructional session using story-telling or guided discovery.
5. Facilitate a group-controlled learning session using role play or cooperative learning strategies.
6. Use a standard lesson plan template to integrate learning objectives, activities, and assessments.
7. Incorporate appropriate teaching-learning materials (TLMs) in your simulated teaching session.
8. Record peer feedback using structured observation rubrics during simulated teaching.
9. Reflect on your teaching experience through a daily reflective journal/logbook.
10. Analyze your teaching approach and suggest improvements based on peer and mentor feedback.
11. Construct objective-type test items (MCQ, true/false, matching) for the 'knowledge' domain.
12. Write descriptive test items assessing 'understanding' and 'application' for primary subjects.
13. Use an item construction worksheet to document item format, objective, and scoring criteria.

14. Design a unit test blueprint aligning test items with content areas and learning outcomes.

15. Prepare a terminal assessment blueprint using weightage distribution (objectives, content, types).

16. Select a standardized achievement test (e.g., SCERT/NCERT) and critique its structure and relevance.

17. Adapt a standardized test tool for a specific grade and context in primary education.

18. Conduct basic item analysis using the discrimination index in MS Excel or Google Sheets.

SUGGESTED READINGS:

1. Aggarwal, J.C. (2009). *Essentials of Educational Technology*
2. Aggarwal, J.C. (2011). Principles, Methods and Techniques of Teaching, Publishing House, Delhi
3. Aggarwal, J.C. (1997). Essentials of Examination System Evaluation, Tests and Measurement, Vikas New Delhi
4. IGNOU Curriculum and Instruction. ES-331B.Ed. Course IGNOU Study Materials
5. Gronlund N. E.& Linn, L. R. (1985) Measurement and Evaluation in Teaching, Macmillan Publishing Company, New York
6. Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Vol. Handbook I: Cognitive domain. New York: David McKay Company.
7. Anderson, Lorin W., Krathwohl, David R., eds. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

SEC – I : PO-CO Mapping Matrix at Level 100

CO\ PO	PO1(*Foundational knowledge*)	PO2(*Understanding of practices*)	PO3(*Cognitive and technical skills*)	PO4(*Application of knowledge*)	PO5(*Communication skills*)	PO6(*Self-learning*)	PO7(*Critical thinking*)	PO8(*Ethical and human values*)	PO9(*Employability skills*)
CO1	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓

ANNEXURE I Curriculum Structure (Single Major Scheme)

Year	Semester	Major (Credit)	Minor (Credit)	MDC (Credit)	AEC (Credit)	SEC*/ Dissertation (Credit)	Experiential Learning (Credit)	VAC (Credit)	Total Credits	Additional Summer Internship
I	I	Major – 1 (4) (Level 100)	Minor – 1 (4) (Level 100)	MDC - 1 (3)	AEC – 1 (Communication Skills) (4)	SEC – 1 (3)		VAC – 1 (2)	20	Additional for Bachelor's Certificate (4)
	II	Major – 2 (4) (Level 100)	Minor – 2 (4) (Level 100)	MDC – 2 (3)	AEC – 2 (Academic Writing) (4)	SEC – 2 (3)		VAC – 2 (2)	20	
							I Year Credit		**40**	
Students exiting at 1 Year will be awarded **Bachelor's Certificate** after earning minimum credit in the concerned discipline provided the student earned additional **4 credits** in work-based vocational courses offered during the Summer internship or apprenticeship.										
II	III	Major – 3 (4) (Level 200) Major – 4 (4) (Level 200)	Minor – 3 (4) (Level 200 & above)	MDC – 3 (3)		SEC – 3 (3)		VAC – 3 (2)	20	Additional for Bachelor's Diploma, if not done in 1st Year (4)
	IV	Major – 5 (4) (Level 200) Major – 6 (4) (Level 200) Major – 7 (4) (Level 200) Major – 8 (4) (Level 200)	Minor – 4 (4) (Level 200 & above)						20	
							II Year Credit		**80**	
Students exiting at 2 Year will be awarded **Bachelor's Diploma** after earning minimum credit in the concerned discipline provided the student earned additional **4 credits** in work-based vocational courses offered during first year or second year summer internship or apprenticeship.										
III	V	Major – 9 (4) (Level 300) Major – 10 (4) (Level 300) Major – 11 (4) (Level 300)	Minor - 5 (4) (Level 200 & above)				Internship/ Community engagement and service/ Field Project (4)		20	
	VI	Major – 12 (4)	Minor - 6 (4)						20	

Year	Semester	Major (Credit)	Minor (Credit)	MDC (Credit)	AEC (Credit)	SEC*/ Dissertation (Credit)	Experiential Learning (Credit)	VAC (Credit)	Total Credits	Additional Summer Internship
		(Level 300) Major – 13 (4) (Level 300) Major – 14 (4) (Level 300) Major – 15 (4) (Level 300)	(Level 200 & above)							
	Total	**60 Credits**	**24 Credits**	**9 Credits**	**8 Credits**	**9 Credits**	**4 Credits**	**6 Credits**	**120**	
Students who want to exit at 3-year will be awarded **Bachelor's Degree** in the relevant Discipline /Subject upon earning the required credit of 120 from 1st, 2nd and 3rd year.										
IV	VII	Major – 16 (4) (Level 400) Major – 17 (4) (Level 400) **Major – 18 (4)** **(Level 400)** **(RM)**	Minor – 7 (4) (Level 300 & above)			For Honours with Research **Dissertation Part 1 (4 Credits)** For Honours students **DSE-1** (4) (Level 300)** in lieu of Dissertation.			20	
	VIII	Major – 19 (4) (Level 400) Major – 20 (4) (Level 400)	Minor – 8 (4) (Level 300 & above)			For Honours with Research **Dissertation Part 2 (8 Credits)** For Honours students **DSE-2** (4) (Level 400)** **DSE-3** (4) (Level 400)** in lieu of Dissertation.			20	
	Total	**80 Credits**	**32 Credits**	**9 Credits**	**8 Credits**			**6 Credits**	**160**	
Students will be awarded **Bachelor's Degree (Honours/Honours with Research)** in the relevant discipline after earning 160 credits										

*SEC should be major oriented.

**DSE should be major oriented. These courses are offered in lieu of the Dissertation/Project.

Major-18 is Research Methodology, which is mandatory for both Honours and Honours with Research.

A minimum of 12 credits may be allocated to vocational education and training as part of the minor course component

Annexure – II

Guidelines for Internship

Internship Report: Upon completion of the internship, each student is required to submit a comprehensive report detailing observations, tasks undertaken, and learning outcomes from the training period. In consultation with the Organizational Supervisor and Faculty Mentor, students may be assigned specific topics or problem areas to focus on in their report. A daily diary must be maintained throughout the internship, documenting activities and reflections. The final report must be signed by the Organizational Supervisor, the Faculty Mentor, and the Head of the Institution.
The Internship Report will be evaluated based on the following criteria:

1. Originality of content
2. Relevance and clarity of write-up
3. Organization, structure, presentation (including drawings/sketches, formatting, and language)
4. Breadth and relevance of learning experiences
5. Practical applications and integration with theoretical concepts taught in the programme

Monitoring and Evaluation of Internship

Internship performance will be assessed in **three stages**:

1. **Evaluation by the Host Organization:** The host organization will assess the student based on the following:
   - Punctuality and attendance
   - Enthusiasm and willingness to learn
   - Maintenance of the daily diary
   - Skills demonstrated
   - General remarks or observations
2. **Monitoring by the Faculty Mentor:** The Faculty Mentor or Head of Institution may conduct an unannounced visit or call to the internship site to verify the student's attendance and engagement.
   - Unauthorized absence will lead to cancellation of the internship.
   - Students must notify both the Faculty Mentor and Organizational Supervisor at least one day in advance by email if they intend to take leave.
3. **Seminar Presentation and Viva Voce at the HEI:** Students must present their internship experience before an **expert committee** constituted by the department. The evaluation will consider:
   - Quality of content presented
   - Planning and organization of the presentation
   - Effectiveness of delivery
   - Depth of knowledge and skills demonstrated

Submission Guidelines

- Students must submit five (5) copies of the Internship Report, each duly signed by the Organizational Supervisor, Faculty Mentor, and Head of the Institution.
- The internship certificate, supervisor's certificate, and institution head's certification must be included in the final report.
- A declaration of originality signed by the student must also be attached.
- The college shall forward a duly authenticated copy of the report to the Controller of Examinations, in compliance with university notification.

Annexure III

Multidisciplinary Course (MDC -I)

Manipur University

Academic Level 100 and Semester -I

Syllabus for MDC-1

GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)

<table>
<tr><td>Nature of Course</td><td colspan="5">MDC - I</td></tr>
<tr><td>Course Code</td><td colspan="5">MDC45EDN101(T)25 and MDC45EDN101(P)25</td></tr>
<tr><td>Course Title</td><td colspan="5">GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)</td></tr>
<tr><td>Course Level</td><td colspan="5">Level 100</td></tr>
<tr><td rowspan="2">Credit Details</td><td>Total Credit</td><td>Lecture/ Week</td><td>Tutorial/ Week</td><td>Practical/Week</td><td>Total Hours/ Week</td></tr>
<tr><td>3</td><td>2</td><td>-</td><td>1</td><td>30 (L)+30(P) hrs/Week</td></tr>
<tr><td>Course Audience</td><td colspan="5">This course is designed for undergraduate students from multidisciplinary backgrounds such as Liberal Arts and Humanities, Skill-based Programmes. It is particularly suited for students aspiring to become teachers, trainers, youth workers, NGO workers, or para-counsellors.</td></tr>
<tr><td>Proposed by</td><td colspan="5">Department of Education, School of Education, Manipur University</td></tr>
<tr><td>Associated Theory Courses</td><td colspan="5">1. Foundations of Educational Psychology
– Covers learner development, motivation, behavior, and mental health concepts relevant to counselling.
2. Introduction to Development Psychology
– Explores physical, emotional, cognitive, and social development, essential for effective counselling strategies.
3. Sociological Perspectives on Education and Inclusion
– Examines social structures, diversity, marginalization, and inclusion principles which are key to ethical and multicultural counselling.</td></tr>
<tr><td>Skill Training Required</td><td colspan="5">1. Communication and Interpersonal Skills
– Active listening, empathy, feedback, paraphrasing, and rapport-building techniques.
2. Life Skills Facilitation
– Training in facilitating modules on self-awareness, decision-making, emotional regulation, stress management, etc.</td></tr>
<tr><td>Pre-Requisite Course Required</td><td colspan="5">This course is designed as a foundational course. However, the following – Familiarity with psychological terms, processes, and functions enhances counselling readiness.
– Offers basic understanding of how education systems function within a societal framework.</td></tr>
<tr><td>Faculty Eligibility and Specialization (if any)</td><td colspan="5">Master’s Degree in Psychology, Education, Social Work, Human Development, or Allied Fields.</td></tr>
</table>

Course Description:

This foundational course introduces learners to the essential concepts, types, and processes of guidance and counselling within a multidisciplinary framework. It explores the significance of counselling in educational, personal, vocational, and social contexts, equipping students with the basic knowledge, values, and interpersonal skills required to support individuals across various life domains. Emphasis is placed on understanding the stages of counselling, ethical and inclusive practices, and the development of life skills. Through experiential learning, role-play, and case analysis, students will be able to apply elementary counselling strategies in diverse settings such as schools, community centres, and youth organisations. The course fosters self-awareness, empathy, and reflective thinking while highlighting the importance of mental health and well-being for holistic development. It is suitable for students from backgrounds in education, psychology, social work, health sciences, and liberal studies.

Course Objectives (CO)

Code	Course Objectives
CO1	To introduce the foundational concepts of guidance and counselling and its multidisciplinary significance.
CO2	To identify and classify types of guidance and counselling in educational, vocational, personal and psychosocial contexts.
CO3	To develop basic skills and attitudes necessary for an empathetic counsellor.
CO4	To examine ethical principles, multicultural awareness, and inclusive practices in guidance and counselling.
CO5	To apply counselling techniques for life skills education, career development, and emotional wellbeing.

Learning Outcomes (LOs)

Code	Learning Outcomes
LO1	Describe the scope and relevance of guidance and counselling across disciplines.
LO2	Distinguish among various types and approaches of counselling (directive, non-directive, eclectic).
LO3	Demonstrate basic interpersonal, reflective listening, and communication skills in role-play sessions.
LO4	Analyze ethical issues and cultural competence in counselling practices.
LO5	Apply counselling strategies to resolve case-based issues in personal, academic, and vocational areas.

Details of course structure

UNIT I: INTRODUCTION TO GUIDANCE AND COUNSELLING

Guidance and Counselling - meaning, need, and scope; multidisciplinary nature
historical perspectives of guidance and counselling
Relationship with education and psychology.

UNIT II: TYPES OF GUIDANCE AND COUNSELLING

Educational, vocational, personal-social
individual vs group guidance
preventive, developmental, and remedial counselling.

UNIT III: THE COUNSELLING PROCESS AND SKILLS

counselling stages (rapport, assessment, intervention, termination, follow-up)
basic counselling skills: empathy, listening, questioning, paraphrasing.

UNIT IV: ETHICS, DIVERSITY, AND INCLUSION

Ethical standards (confidentiality, informed consent); cultural sensitivity;
inclusive counselling for children with special needs,
gender minorities, and marginalized groups.

UNIT V: APPLICATION AREAS AND CASE ANALYSIS

Life skills guidance
career counselling tools (interest inventories, aptitude tests)
school guidance programme
case study-based applications.

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. Emphasis should be given to assess student's ability to demonstrate the practical wisdom of performing guidance and counselling. The list are as follows and students should record **2 out of 10 practical** in their notebook:

1. **Perform a role-play** of a basic individual counselling session applying the key stages: rapport building, problem identification, response, and closure.
2. **Demonstrate reflective listening**, paraphrasing, and questioning skills in pairs using simulated real-life student or adolescent concerns.
3. **Create a case profile** of a student with adjustment issues (academic, emotional, or social) and suggest appropriate counselling strategies.
4. **Develop and present a life skills education module** (e.g., self-awareness, stress management, decision-making) for school students using participatory methods.
5. **Write a reflective journal** after observing a counselling video or live session, noting key techniques used, ethical considerations, and personal learning.
6. **Design a guidance leaflet** or brochure for school-going adolescents on vocational/career planning with available resources and counselling tips.
7. **Conduct a mock group counselling session** on a common issue (e.g., exam anxiety, peer pressure) using group facilitation techniques and feedback.
8. **Analyze a real or simulated counselling** ethical dilemma case and provide a decision with justification based on professional ethics and inclusivity.
9. **Prepare an inclusive counselling plan** for diverse learners (e.g., gender identity, special needs, marginalised backgrounds) focusing on accessibility and empathy.
10. **Create a checklist-based observation tool** to identify counselling needs in school or community settings and apply it in a simulated environment.

PO-CO Mapping Matrix at Level 100

CO\ PO	PO1(*Foundational knowledge*)	PO2(*Understanding of practices*)	PO3(*Cognitive and technical skills*)	PO4(*Application of knowledge*)	PO5(*Communication skills*)	PO6(*Self-learning*)	PO7(*Critical thinking*)	PO8(*Ethical and human values*)	PO9(*Employability skills*)
CO1	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓

SUGGESTED READING:

1. Kochhar, S.K., (1984). Guidance and Counselling in Colleges and Universities, Sterling Publishers
2. Gibson, R. L., Mitchell, M. (1986). Introduction to Counseling and Guidance. United Kingdom: Macmillan.
3. Narayana Rao, S. (2013). Counselling and Guidance. India: McGraw Hill Education.
4. Chauhan, S. S. (1982). Principles and Techniques of Guidance. India: Vikas Publishing House Private, Limited.
5. Sharma, R. N., Sharma, R. (2004). Guidance and Counselling in India. India: Atlantic Publishers & Distributors.

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUP) IN EDUCATION

(*Under the guidelines of the Ordinance for Manipur University Ordinance for Four Year Undergraduate Programme (FYUP), 2025 based on NEP 2020*)

SEMESTER – II

DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026

SEMESTER II FYUP IN EDUCATION

Nature of Course	Major/ Minor				
Course Code	MJC45EDN102(T)26: **MAJOR 2** & MNC45EDN102(T)26: **MINOR 2**				
Course Title	**INTRODUCTION TO EDUCATION – II**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	3	-	1	45 (L)+30(P)
Course Audience	This course is designed for first-year undergraduate students enrolled in the Four-Year Undergraduate Programme (FYUP) with Education as either a major or minor subject. It is particularly suited for learners who seek a foundational understanding (NHEQF Level 4.5) of the key domains in education, including its historical evolution, principles of educational management and administration, the integration of technology in teaching and learning, assessment practices, and basic statistical tools used in educational research. The course is ideal for students aspiring to pursue careers in teaching, curriculum development, educational administration, or education-related research. It also caters to those preparing for competitive examinations such as NET, or entrance to other higher education programmes in education. Furthermore, it supports interdisciplinary learning and helps students acquire conceptual clarity and practical skills necessary for analysing and applying educational theories, policies, and data in structured academic and real-world contexts. The course aligns with the vision of the National Education Policy (NEP) 2020 by nurturing foundational competencies essential for learning and professional growth in the field of education.				

The course ***Introduction to Education – II*** [MJC45EDN102(T)26 for Major 2 or MNC45EDN102(T)26 for Minor 2] at Level 100 is designed to provide foundational insights into five key domains of the educational discipline. Spanning a total of 4 credits, the course aims to deepen students' conceptual and analytical understanding of education through 45 hours of theoretical engagement and 8 hours of practical work. It begins with the **Historical Foundations** of education, examining the aims, content, and pedagogical methods of ancient, medieval, colonial, and post-independence periods, including significant reforms and commissions. The **Management Foundations** unit introduces the essential components of organizing education systems—management, administration, planning, supervision, and finance. The **Technological Foundations** unit explores the evolution and application of educational technology, with an emphasis on ICT tools, digital platforms, and ethical use of technology. The **Curriculum** foundations introduce the concepts of Meaning, Concept and Type of Curriculums, Development and its Process. It also highlights the principle of curriculum construction and the different factors of curriculum development. The **Assessment Foundations** segment focuses on core concepts, tools, types, and trends in educational evaluation and measurement. Lastly, the **Statistical Foundations** unit provides learners with basic statistical knowledge and techniques, including data representation, computation, and software-based analysis, all essential for interpreting educational data. This integrated approach prepares learners for advanced study and professional engagement in the field of education.

The CO and LO are stated as follows –

Code	Course Objective
CO1	To introduce students the historical evolution of education systems in India, analysing their aims, methods, and reforms across different periods.
CO2	To develop an understanding of educational management, administration, planning, supervision, and finance as foundational domains in organizing education.
CO3	To acquaint learners with the basics of educational technology, ICT tools, and digital resources for effective teaching and learning.
CO4	To equip students with foundational concepts and practices in educational assessment, including tools, techniques, and evaluation trends.
CO5	To develop students' abilities to understand and apply basic statistical tools and techniques relevant to educational data interpretation.

Learning Outcomes (LOs) (Aligned with NHEQF Level 4.5 descriptors)

Code	Learning Outcome	NHEQF Descriptor
LO1.1	Describe the aims, content, and teaching methods of Vedic, Buddhist, Indigenous, and Madrasa systems of education.	Demonstrates understanding of foundational educational systems and communicates comparisons across traditions.
LO1.2	Examine major colonial education reforms and their impact on Indian education.	Identifies and analyses historical policies (Charter Act, Macaulay's Minute, etc.) and articulates their educational impact.
LO1.3	Critically analyze post-independence education commissions and policies.	Explains and evaluates national reforms (e.g., NEP 2020) and connects them to modern educational contexts.
LO2.1	Define and distinguish educational management, administration, planning, supervision, and finance.	Understands and classifies core concepts and roles within education systems.
LO2.2	Identify the roles of educational managers, administrators, planners, and supervisors.	Connects theory with practice through understanding administrative and supervisory functions.
LO2.3	Analyze the role of educational finance in resource allocation and budgeting.	Applies principles of planning and demonstrates awareness of efficient and ethical resource management in education.
LO3.1	Explain the evolution of educational technology and differentiate 'technology of' vs 'technology in'	Conceptually analyses the history and categories of educational technology.
LO3.2	Use ICT tools, LMS platforms, and emerging technologies in education.	Demonstrates basic technological skills and applies digital tools (Moodle, SWAYAM).
LO3.3	Assess ethical concerns such as cyber safety, plagiarism, and the digital divide.	Understands digital ethics and advocates responsible and inclusive technology use.
LO4.1	Define and differentiate assessment, evaluation, and measurement.	Explains fundamental assessment concepts used in educational settings.

Code	Learning Outcome	NHEQF Descriptor
LO4.2	Identify and apply various types of assessments and their corresponding tools.	Selects appropriate tools for formative, summative, and diagnostic evaluations.
LO4.3	Evaluate the quality of assessment tools and describe new assessment trends.	Applies criteria like reliability and validity; reflects on modern practices like CCE and digital testing.
LO5.1	Understand the nature of educational statistics and types of data series.	Defines and classifies data types relevant to education.
LO5.2	Organize and display data using tables and graphs (histogram, bar chart, pie chart).	Applies statistical representation methods and communicates results visually.
LO5.3	Compute central tendency and dispersion and use software tools for analysis.	Performs basic data analysis and interprets educational data using digital tools effectively.
LO6	Apply basic educational principles through practicum-based tasks involving field visit, observation and reflection.	Practical and field-based skills at an introductory level; basic research orientation.

The integrated approach prepares learners for advanced study and professional engagement in the field of education with the following detailed content

UNIT 1: HISTORICAL FOUNDATIONS

Ancient & Medieval (*aims, content, methods of teaching*) - Vedic vs Buddhist, Madrasas vs Indigenous.

Colonial Education (*Major reforms and criticism*) - Charter Act (1813), Macaulay's Minute (1835), Wood's Dispatch (1854), and Hunter Commission (1882), Calcutta University Commission (1917)

Post-Independence Education (*Major reforms and criticism*) - Radhakrishnan Commission (1948-49), Mudaliar Commission (1952-1953) Kothari Commission (1964-66), NEP -1986, POA 1992, National Education Policy 2020

UNIT 2: MANAGEMENT FOUNDATIONS

Educational Management - Meaning, Nature, Types and Scope
Educational Administration - Meaning, Nature, Types and Scope
Educational Supervision – Meaning, Nature, Types and Scope
Educational Planning – Meaning, Nature, Types and Scope
Educational Finance – Meaning, Nature, Types and Scope

UNIT 3: TECHNOLOGICAL FOUNDATIONS

Educational Technology – Meaning, Concept, and Approaches.
Evolution – Technology of Education vs Technology in Education
ICT in Education -Meaning and importance, Role of Internet,
Learning Management System (Moodle, Google Classroom),
Resources (e-books, SWAYAM), Use of AI in education
Ethical Use of Technology - Digital literacy, Cyber safety, and Plagiarism

UNIT 4: CURRICULUM FOUNDATIONS

Meaning, Concept and Type of Curriculums
Curriculum Development and its Process
Principle of curriculum construction
Factors of curriculum development
Bases of Curriculum-*Philosophical, Psychological, Sociological and Technological.*

UNIT 5: ASSESSMENT AND STATISTICAL FOUNDATIONS

Meaning and Purpose of *Assessment*, *Evaluation*, and *Measurement*
Scales of Measurement - *Nominal, Ordinal, Interval, Ratio*
Types of Assessment - *Formative, Summative, Diagnostic and Prognostic*
Tools and Techniques – *Tests* (Oral, Written, Practical), *Observation, Checklist* & *Scale*
Educational Statistics – Meaning, Importance and Scope
Graphical Presentation of Data - Frequency distribution, Graphs (Histogram, Bar, Pie Chart)
Measures of Central Tendency - Mean, Median, Mode, Range, Standard Deviation

COURSE TEACHING-LEARNING PROCESS

The important relevant teaching and learning processes involved in this course are: *Class lectures, Seminars, Group discussions, field visit of institutions, Question framing – MCQ (Simple, Complex, Column, Assertion and reasoning), SAQ, LAQ etc. Quizzes and Presentations.*

SUGGESTED READING

1. Mookerji, R. (2024). Ancient Indian Education: Brahmanical and Buddhist. India: Gyan.
2. Naik, J. P., Nayaka, J. P., Nurullah, S. (1974). A Students' History of Education in India (1800-1973). India: Macmillan.
3. Ministry of Human Resource Development. (1986). National Policy on Education 1986: POA. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
4. National Policy on Education 1986 Programme of Action 1992. (n.d.). In Ministry of Human Resource Development, Ministry of Human Resource Development Department of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf
5. Ministry of Human Resource Development, Government of India. (n.d.). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6. Bhatnagar, R. P., Agarwal, V. (1986). Educational Administration: (planning & Supervision). India: Anupama Publ. Distributors.
7. Mangal, S. K., Mangal, U. (2019). Essentials of Educational Technology. India: PHI Learning.
8. K.L. Kumar (1996). Educational Technology. India: New Age International Limited.
9. Thorndike, R. M. (1997). Measurement and Evaluation in Psychology and Education. United Kingdom: Merrill.
10. Ebel, R.L. (1972). Essentials of Educational Measurement. New Jersey: Englewood Cliff.
11. Grunlund, N.E. (1971). Measurement and Evaluation in Teaching. McMillan Publishing, Delhi
12. Henry E. Garrett (2012). Statistics in Psychology and Education. Surjeet Publication, Delhi
13. Wesley Null (2011). Curriculum: From Theory to Practice. Rowman & Littlefield Publishers.

MJC45EDN102(P)26: **MAJOR 2: PRACTICUM**
INTRODUCTION TO EDUCATION – II (1 Credit)

MNC45EDN102(P)26: **MINOR 2: PRACTICUM**
INTRODUCTION TO EDUCATION – II (1 Credit)

GENERAL INSTRUCTION:

This practicum course is designed to provide students with essential hands-on experience in utilizing digital and statistical tools for educational purposes. Serving as a practical extension of the theory papers MJC45EDN102(T)26 and MNC45EDN102(T)26, the course emphasizes individual performance through task-based learning. Students are required to perform and record a minimum of **7 out of the 18 listed experiments**, with each task documented through screenshots, links, reports, or OBS Studio screen recordings that include the student's name, computer number, date, and time. All practical work must be submitted via the designated Learning Management System (LMS) or as directed by the instructor. Regular attendance, active participation, and timely submission are mandatory, and each student must maintain a digital portfolio of their work. The ICT Lab computers must be equipped with OBS Studio to ensure proper documentation of the practical. Adherence to ethical guidelines, especially during technological or human-related tasks, is compulsory. Final assessment will include a viva-voce based on completed experiments and submitted notebooks, evaluated on the accuracy of observation, proper software use, interpretation of results, and educational applicability. Emphasis will also be placed on connecting practical work to real-life classroom situations and addressing learner diversity. All recorded data must be supervised and archived under the Head of the Department.

COURSE OBJECTIVES (COS):

Code	Course Objective
CO1	To develop foundational digital literacy for educational communication and professional presence using online platforms.
CO2	To familiarize students with open-source Learning Management Systems like Moodle for teaching-learning processes.
CO3	To provide hands-on skills in using basic statistical software for educational data entry, analysis, and representation.
CO4	To build competence in constructing and administering standardized online assessment tools and checklists.

LEARNING OUTCOMES (LO)

Upon successful completion of the course, the learner will be able to:

Code	Learning Outcome	Assessment	Technology	Statistics
LO1	Create and customize a Moodle LMS account with integrated teaching tools like Google Meet, and manage resources.	Task-based Moodle usage (e.g., upload video/audio, join a course)	Moodle LMS, Google Meet plugin	-
LO2	Demonstrate installation, data entry, and basic descriptive analysis in statistical software (e.g., Jamovi, JASP, R, etc.).	Lab demonstration & output file submission	Free statistical software (Jamovi, R, Python, etc.)	Frequency, Mean, SD, Median, Mode, Range

Code	Learning Outcome	Assessment	Technology	Statistics
LO3	Produce graphical data representations such as histograms and pie charts using installed statistical software.	Graph generation from sample data	Jamovi, R	Histogram, Bar Chart, Pie Chart
LO4	Construct standardized MCQs, checklists, and formative assessments using Google Forms for educational evaluation.	Online test construction and checklist creation	Google Forms	Descriptive stats via Google Form and quiz analytics

Suggested Tools & Software:

Domain	Tools/Software
LMS	Moodle (Open source), Google Meet Plugin, Plugin upload
Statistics	Jamovi, R-Studio, Python, Bluesky, MS- Excel
Assessment	Google Forms, Google Sheets, Rubrics creation using AI

The list of experiment given below is for indicative practice. Students should be encouraged to do more practice and experiment. Emphasis should be given to assess student's ability to formulate or demonstrate educational assessment, technology and application of statistics towards a problem.

List of the experiments:

A. LEARNING MANAGEMENT SYSTEM (MOODLE)

1. Create a Moodle Account and Course
   Software: Free Open software Moodle LMS Tools: Moodle login Portal
2. Updating Personal Profile, Preferences and adding user in Moodle course
   Software: Free Open software Moodle LMS Tools: Moodle Dashboard
3. Upload a Video/Audio tutorials from Moodle Account
   Software: Free Open software Moodle LMS Tools: Moodle plugin
4. Integrating online conferencing link as Classroom via URL link
   Software: Free Open software Moodle LMS Tools: Google plugin
5. Create a reading material as e-book resources and upload into a course
   Software: Free Open software Moodle LMS Tools: Moodle plugin
6. Create assignment of a course
   Software: Free Open software Moodle LMS Tools: Moodle plugin
7. Create assessment using rubrics of a course
   Software: Free Open software Moodle LMS Tools: Moodle plugin
8. Create online discussion and feedback section in a course
   Software: Free Open software Moodle LMS Tools: Moodle plugin

B. INTRODUCTION TO STATISTICAL SOFTWARE

(Affiliated College/Department/Institutions are encourage to install free open software)

9. Installation of Statistical software – Jamovi, BlueSky, R-Studio, Python, MS-Excel, etc.
10. Installation of plugin for data analysis in the statistical software
11. Demonstrate the data entry in the statistical software

12. Demonstration of data analysis like – frequency, range, mean, median, mode, range, standard deviation, etc. and its interpretation
13. Demonstrate the graphical representation like – Histogram, bar chart, pie chart, etc. using statistical software and plugins

D. TEST CONSTRUCTION

14. Construction of Multiple-Choice Question (MCQ) following standardization rules
15. Construction of online test using google form for formative or summative assessment
16. Construct real-time test using google form and reporting in secure way.
17. Construction of Short-Answer Question and Response Analysis using rubrics
18. Construction of Essay-Answer Question and Response Analysis using rubrics

Note: The design for recording the experiment in the Notebook should include the following – a) Name of the Experiment, b) Date, Time and Lab Number, c) Supervisor Name and Signature d) Statement of the Problem, e) Materials, f) Procedure, g) Results, h) Alternative Procedure (if any), i) Table of the recorded data j) Ethical code of conduct or *follow a standard procedure recommended by APA (American Psychological Association) 6 or 7 standard.*

READING REFERENCES:

1. Dvorak, R. (2011). Moodle For Dummies. Germany: Wiley.
2. Frank S. Freeman (1962). Theory and Practice of Psychological Testing. Oxford Univ. Press.
3. Downing & Haladyna (2011). Handbook of Test Development. LEA publishers.
4. Rupert. (2025). *Learning statistics with Jamovi:* A Tutorial for Beginners in Statistical Analysis. Open Book Publishers.
5. https://docs.jamovi.org/
6. https://moodle.academy/
7. https://docs.moodle.org/dev/Tutorial
8. https://docs.moodle.org/501/en/Main_page

SEC (SKILL ENHANCEMENT COURSE) - II
(Theory and Practical)

Nature of Course	SEC (Skill Enhancement Course) - II				
Course Code	SEC45EDN102a(T)26 and SEC45EDN102a(P)26				
Course Title	**ICT TOOLS AND SKILLS**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours
	3	2		1	30 (L) +30 (P)
Course Audience	This course is intended for undergraduate students of Education, who aim to integrate digital tools into their teaching-learning practices. It is also suitable for learners who aim to become teacher educators, academic mentors, and curriculum developers seeking to design and implement tech-enhanced learning experiences. School administrators and ICT coordinators who manage digital classrooms and Learning Management Systems (LMS) will find the course particularly relevant. Additionally, educational technology facilitators and instructional designers interested in creating e-documents, e-books, and multimedia content for educational use will benefit from the course. By covering tools such as Google Workspace, OBS Studio, Moodle, and animation/audio editing software, the course serves a wide audience committed to adopting 21st-century digital skills for classroom innovation, content delivery, and learner engagement.				

Course Objectives (CO):

- **CO1:** To familiarize learners with essential digital tools for documentation, presentation, data handling, and content creation.
- **CO2:** To develop skills in using collaborative platforms and streaming technologies for teaching-learning processes.
- **CO3:** To enable learners to manage e-documents, e-books, and digital file formats.
- **CO4:** To train learners in troubleshooting connectivity and using Learning Management Systems (LMS).
- **CO5:** To introduce creative tools for animation, audio mixing, and digital storytelling in education.

Learning Outcomes (LO):

Upon completion of this course, learners will be able to:

- **LO1:** Create, manage, and collaborate using Google Workspace tools.
- **LO2:** Conduct live sessions and content streaming using OBS Studio and YouTube Live.
- **LO3:** Generate, edit, and convert e-documents, e-books, and multimedia resources.
- **LO4:** Manage digital classroom tools like Moodle, and Google Classroom.
- **LO5:** Create simple animations, audio mixes, and digital stories for educational use.

Details of the course structure

UNIT I: GOOGLE WORKSPACE AND CLOUD TOOLS

Google Docs, Sheets, Slides: Creation, formatting, sharing
Google Forms: Surveys, quizzes, assessments
Google Sites: Designing basic educational websites
Google Maps, Translate, Earth: Classroom integration and exploration activities

UNIT II: STREAMING AND CONTENT DELIVERY TOOLS

OBS Studio: Screen recording, live broadcasting
Google Meet & YouTube Live: Live classes and webinars
Notebook LM: Content creation and educational use

UNIT III: E-DOCUMENTS AND E-BOOKS

Editing, merging, compressing, securing pdfs and docs
E-Form creation (fillable forms, auto-collect tools)
E-Book tools: Designing, editing, publishing with ISBN/ISSN
Copyright and Creative Commons licensing

UNIT IV: FILE FORMATS, PLAGIARISM AND CONNECTIVITY

E-File conversion: PDF, EPUB, MOBI
Plagiarism tools (Quillbot, Grammarly, Turnitin alternatives)
Connectivity & Troubleshooting: Wifi, Direct Wifi, Bluetooth & Hotspot

UNIT V: MULTIMEDIA TOOLS

Basics of animation: gifs, storyboards, Powtoon, Canva
Audio editing and mixing tools: Audacity, bandlab, izotope
Digital storytelling using animation and voice-over
Integration of multimedia in lesson plans

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. The list is as follows and students should record **7 out of 18 practical** in their notebook:

1. Prepare a Portfolio using google forms for assessment of 50 students
2. Develop lesson notes in Google Docs using generated content and refine them for pedagogical accuracy.
3. Design a slide presentation in Google Slides based on assisted prompts aligned with learning outcomes.
4. Construct an online assessment using Google Forms with generated MCQs and short-answer questions.
5. Create a student performance record in Google Sheets using formulas for automatic score calculation and analysis.
6. Prepare a live teaching script using for introduction, explanation, questioning, and conclusion.
7. Demonstrate an online lesson using OBS Studio with screen sharing, audio narration, and visual aids.
8. Conduct live teaching using Google Meet or YouTube Live for a duration of 10–15 minutes.
9. Record and review the live teaching session to identify strengths and areas for improvement in any areas of educational activities or topic
10. Publish all teaching resources through a Google Site and organize them as a mini digital course.
11. Generate learning materials and compile them into multiple digital documents.
12. Merge, compress, password-protect, and convert educational documents into appropriate digital formats.

13. Design an e-form for learner feedback or assessment and test its functionality.
14. Prepare a 5–10-page educational e-book on a selected topic.
15. Design the e-book cover page, table of contents, and references, and include basic publishing metadata (ISBN/ISSN practice).
16. Convert the e-book into PDF or EPUB format suitable for online distribution.
17. Write a digital story book based on an educational theme aligned with curriculum objectives.
18. Create a digital story book by integrating animation and audio narration, and present it as a short educational audio-video book.

SUGGESTED READINGS & RESOURCES:

1. UNESCO, (2018) ICT Competency Framework for Teachers. UNESCO
2. COLEHART, A. (2025). The Complete Guide to Google Workspace: "A Step-by-Step Guide to Leveraging Google's Suite of Tools for Success". Amazon Digital Services
3. Creative Commons Licensing and Open Educational Resources (OER Commons)
4. Neetu Gaikwad and Shweta Agarwal (2022). Study guide CCC- Course on Computer Concepts. Arihant, New Delhi
5. OBS Help Guide (2022). Open Broadcaster Software Studio ver.28

Nature of Course	SEC (Skill Enhancement Course) - II				
Course Code	SEC45EDN102b(T)26 and SEC45EDN102b(P)26				
Course Title	**EDUCATIONAL PODCAST**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours
	3	2		1	30 (L) +30 (P)
Course Audience	This course is intended for FYUP Level 100 undergraduate learners, particularly pre-service teachers, student-teachers, and students of Education, Arts, Social Sciences, Humanities, and allied disciplines, who wish to develop creative and pedagogical skills in digital storytelling. It is suitable for learners with no prior experience in media production, aiming to build foundational understanding of the meaning, scope, and educational significance of digital storytelling; its elements and models such as Joe Lambert's 7 Elements framework; and its alignment with NEP 2020 and creative digital pedagogy. The course supports students in planning and scripting educational stories, designing visual and audio components, and using accessible tools such as Canva, Powtoon, Audacity, BandLab, and OBS Studio to create meaningful digital stories. It is especially relevant for learners preparing for teaching, instructional design, digital content creation, inclusive education, and communication roles, enabling them to integrate storytelling into subject-based teaching, apply peer feedback and evaluation, publish learning artifacts through digital platforms, and create culturally responsive and inclusive educational narratives.				

Course Objectives (CO):

- **CO1:** To understand the concept, elements, and educational value of digital storytelling.
- **CO2:** To explore tools and techniques for creating multimedia-rich narratives.
- **CO3:** To develop skills in scriptwriting, visual design, voiceover, and digital editing.
- **CO4:** To integrate digital storytelling in pedagogy across subjects and learning levels.
- **CO5:** To foster creativity, communication, and collaboration among learners using digital stories.

Learning Outcomes (LO):

By the end of the course, learners will be able to:

- **LO1:** Define and explain the process of digital storytelling in an educational context.
- **LO2:** Plan and script educational narratives aligned with learning outcomes.
- **LO3:** Create multimedia digital stories using text, images, voice, music, and animation.
- **LO4:** Use digital storytelling tools such as Canva, Powtoon, Audacity, and OBS Studio.
- **LO5:** Apply digital storytelling techniques in classroom instruction and assessment.

Course Modules:

UNIT I: INTRODUCTION TO DIGITAL STORYTELLING

- Meaning, scope, and educational significance
- Traditional vs. Digital storytelling
- Elements: characters, setting, conflict, resolution, and message
- 7 Elements Model (Joe Lambert's framework)
- NEP 2020 and creative digital pedagogy

UNIT II: STORY PLANNING AND SCRIPTWRITING

- Identifying the purpose and audience
- Writing scripts for educational themes
- Visual storyboarding techniques
- Tone, pace, and emotional appeal in storytelling
- Story types: personal, historical, scientific, instructional

UNIT III: VISUAL AND AUDIO DESIGN (6 HOURS)

- Choosing and editing images, infographics, and icons
- Background music, sound effects, and voice recording
- Photo and audio editing basics
- Copyright, fair use, and Creative Commons resources

UNIT IV: TOOLS AND TECHNOLOGIES FOR DIGITAL STORYTELLING

- Canva and Powtoon: drag-and-drop video creation
- Audacity and bandlab: voice recording and sound editing
- OBS Studio: live narration, screen capture, and mixing
- Other tools: Animaker, Storyboard That, Clipchamp

UNIT V: PEDAGOGICAL INTEGRATION AND EVALUATION

- Using digital stories in subject-based teaching (Language, Science, Social Science)
- Assessing learning through storytelling
- Peer feedback and iterative improvement
- Publishing stories on youtube, Google Drive, or e-Portfolios
- Creating inclusive and culturally responsive stories

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. The list is as follows and students should record **7 out of 18 practical** in their notebook:

1. Write one short subject-based educational script (150–200 words) suitable for digital storytelling.
2. Develop a second script on a different topic focusing on concept explanation or value education.
3. Identify learning objectives and target learners for the selected digital story.
4. Convert the approved script into a scene-wise storyboard showing visuals, text, and narration.
5. Design visual frames for the storyboard using sketches or digital templates.
6. Select appropriate images, icons, and animations aligned with the storyboard plan.
7. Create a 2–3 minute digital story using Canva or Powtoon based on the approved storyboard.
8. Apply design principles such as readability, visual balance, and sequencing in the digital story.
9. Write a narration script for voiceover with appropriate tone, pace, and clarity.
10. Record voice narration using Audacity with clear pronunciation and noise control.
11. Edit the recorded audio by trimming, noise reduction, and volume normalization.
12. Synchronize voiceover audio with visuals and animations accurately.

13. Add background music or sound effects ensuring they do not distract from learning content.
14. Export the final digital story video in a suitable format (MP4).
15. Present the completed digital story before the class as a story showcase activity.
16. Participate in peer review by giving and receiving structured feedback.
17. Revise the digital story based on peer and teacher feedback for quality improvement.
18. Maintain a reflective journal documenting planning, challenges, learning outcomes, and skill development.

SUGGESTED READINGS & RESOURCES:

1. Lambert, Joe (2013). Digital Storytelling: Capturing Lives, Creating Community
2. Ohler, Jason (2013). Digital Storytelling in the Classroom. Sage publications
3. NCERT (CIET) resources on storytelling and ICT in education

Nature of Course	SEC (Skill Enhancement Course) - II				
Course Code	SEC45EDN102c(T)26 and SEC45EDN102c(P)26				
Course Title	**AI IN EDUCATION**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours
	3	2		1	30 (L) +30 (P)
Course Audience	This course is designed for FYUP Level 100 undergraduate learners across Education, Arts, Science, Social Sciences, and allied disciplines, particularly pre-service teachers, student-teachers, and early-stage university students who are new to Artificial Intelligence and its educational applications. It is suitable for learners with no prior technical background, aiming to build foundational understanding of the meaning, evolution, and scope of AI; key types such as Narrow AI, General AI, and Generative AI tools (including ChatGPT, Gemini, Claude, and Copilot); and the working of GPT and large language models. The course supports learners who wish to practically use AI assistants for teaching, learning, assessment, and content creation—such as lesson planning, differentiation, worksheets, quizzes, multimedia materials, feedback, and progress tracking—while developing critical awareness of limitations, errors, bias, and ethical concerns. It is especially relevant for students preparing for teaching, educational technology, curriculum design, digital content creation, and academic support roles, and for those seeking responsible, ethical, and policy-aligned use of AI in education in accordance with national and global frameworks such as UNESCO AI Ethics and NCERT's AI curriculum.				

COURSE OBJECTIVES (CO):

- **CO1:** To understand the fundamentals of Artificial Intelligence (AI) and its educational implications.
- **CO2:** To explore GPT-based AI tools (e.g., ChatGPT) as personal teaching and learning assistants.
- **CO3:** To build practical skills for using generative AI for lesson planning, assessment design, and content creation.
- **CO4:** To develop awareness of ethical, privacy, and safety considerations in AI tool usage.
- **CO5:** To integrate AI tools meaningfully into classroom instruction, curriculum development, and learner support.

Learning Outcomes (LO):

By the end of the course, learners will be able to:

- **LO1:** Describe the basic functioning of AI and GPT models in the educational context.
- **LO2:** Use ChatGPT and similar tools for generating teaching content, explanations, and classroom activities.
- **LO3:** Design lesson plans, quizzes, worksheets, and rubrics using generative AI tools.
- **LO4:** Critically evaluate AI-generated outputs for accuracy, bias, and pedagogical alignment.
- **LO5:** Apply AI tools responsibly with awareness of ethical and copyright concerns.

Course Modules:

UNIT I: INTRODUCTION TO AI IN EDUCATION

Meaning, evolution, and scope of Artificial Intelligence
Types: Narrow AI vs. General AI; Generative AI (ChatGPT, Gemini, Claude, Copilot)
Role of AI in education: personalization, automation, assistance
Introduction to GPT and how large language models work

UNIT II: WORKING WITH CHATGPT AND AI ASSISTANTS

ChatGPT Interface: prompts, conversations, prompt tuning
Use cases for teachers: explanation, storytelling, translation, simplification
Use cases for students: research assistance, idea generation, study tips
Limitations and potential errors in AI-generated content

UNIT III: AI FOR TEACHING, LEARNING AND CONTENT CREATION

Lesson plan generation and differentiation
Creating worksheets, quizzes, and flashcards using AI
Designing multimedia content: slides, scripts, case studies
Support for inclusive education and multilingual translation

UNIT IV: AI FOR ASSESSMENT AND FEEDBACK

AI-based rubric creation and formative assessment tools
Generating sample answers and grading guides
Writing reflective questions, case-based problems, and MCQs
Using AI for feedback and learner progress tracking

UNIT V: ETHICAL USE OF AI IN EDUCATION

Digital ethics: plagiarism, misinformation, bias, hallucination
Privacy and data safety in AI usage
Responsible AI use: attribution, fact-checking, and moderation
National and global frameworks (e.g., UNESCO AI Ethics, NCERT's AI curriculum)

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. The list is as follows and students should record **7 out of 18 practical** in their notebook:

1. Write five clear and structured prompts for different teaching tasks such as explanation, questioning, summarization, and feedback.
2. Design role-based prompts assigning AI the role of a teacher, mentor, evaluator, or curriculum designer.
3. Develop subject-specific prompts for primary, secondary, and higher secondary levels.
4. Refine poorly written prompts and compare outputs before and after revision.
5. Generate two complete lesson plans using AI tools for different subjects or levels.
6. Align AI-generated lesson plans with Bloom's Taxonomy and revise where necessary.
7. Create a set of 10 MCQs using AI and review them for clarity, difficulty level, and distractor quality.
8. Generate short-answer and worksheet questions using AI, followed by manual correction.
9. Prepare an answer key and marking scheme for AI-generated assessment items.
10. Analyze AI-generated content for factual accuracy by cross-verifying with textbooks or reliable sources.

11. Identify bias or stereotyping in AI outputs and suggest corrective modifications.
12. Evaluate readability level of AI-generated material and adapt it for age-appropriate learners.
13. Design an AI-supported differentiated instruction plan for diverse learners.
14. Prepare a micro-teaching script using AI prompts and present it before peers.
15. Develop a mini project on AI integration in a lesson or unit plan, highlighting objectives, tools, and outcomes.
16. Create a comparative report on traditional lesson planning versus AI-assisted lesson planning.
17. Draft a responsible AI usage checklist for school context, addressing privacy, plagiarism, and ethical concerns.
18. Maintain a reflective journal documenting learning experiences, prompt improvements, and ethical considerations.

SUGGESTED RESOURCES LINKS:

1. Swayam Central Courses on AI in Education
2. NCERT YouTube Link on Empowering Teachers with AI
3. Corbeil and Corbeil (2025). Teaching and Learning in the age of Generative AI. Routledge.
4. Lydia Evelyn. (2025). Making ChatGPT work for You. Apress.
5. Guy Hart Davis. (2023). Killer ChatGPT Prompts. Wiley
6. Jens Belner. (2023). Mastering ChatGPT. TJ. Books

MULTI-DISCIPLINARY COURSE - II

(Theory and Practical)

Nature of Course	Multi-Disciplinary Course - II				
Course Code	MDC45EDN102(T)26 and MDC45EDN102(P)26				
Course Title	**AI TRENDS IN MODERN EDUCATION (THEORY & PRACTICAL)**				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	3	2	-	1	30 (L)+30(P) hrs
Course Audience	This Multidisciplinary Course (MDC-II) is designed for undergraduate learners from diverse disciplines—including Education, Arts, Science, Commerce, Social Sciences, and professional programmes—who seek foundational knowledge and practical skills in Artificial Intelligence for academic and professional contexts. It is suitable for students with no prior technical background who wish to understand the meaning and scope of AI, distinguish between Artificial Intelligence, Machine Learning, and Generative AI, and explore the role of AI in teaching, learning, and assessment within the Indian educational landscape. The course is particularly beneficial for pre-service teachers, aspiring educators, researchers, content creators, and students interested in educational technology, as it develops competencies in prompt engineering for lesson planning, classroom activities, assessment design, and feedback generation. Learners will also gain critical awareness of ethical issues such as bias, data privacy, plagiarism, and responsible AI use, while engaging in hands-on practical work to design AI-assisted lessons or assessments. Overall, the course is intended for students who aim to integrate AI tools effectively,				
Proposed by	**Department of Education, School of Education, Manipur University**				
Associated Theory Courses	1. **Foundations of Educational Technology** The course aligns with constructivist principles by encouraging learners to actively construct knowledge through hands-on prompt design, experimentation with AI tools, reflection, and project-based learning, where understanding emerges from interaction, problem-solving, and iterative refinement rather than passive consumption. 2. **Cognitive Apprenticeship Theory** The structured progression from basic AI concepts to advanced prompt engineering and real-world projects reflects cognitive apprenticeship, where learners observe, practice, receive feedback, and gradually gain autonomy in complex skills such as AI-assisted teaching, assessment design, and ethical decision-making.				
Faculty Eligibility and Specialization (if any)	Master's Degree in Education (Specialized in Educational Technology) Master's Degree in Information Technology or Prompt Engineering				

Course Rationale

This course introduces undergraduate learners to Artificial Intelligence in Education (AIED) with a strong skills orientation. It focuses on prompt engineering as a foundational digital skill for effective use of AI tools in teaching, learning, assessment, content creation, and academic research, aligned with NEP 2020 and employability needs.

Course Objectives

After completing the course, learners will be able to:

CO1. Understand basic concepts of AI and Generative AI in education.

CO2. Design effective prompts for educational tasks.

CO3. Use AI tools ethically for teaching, learning, and assessment.

CO4. Create AI-assisted educational content and learning materials.

Learning Outcomes (Level 100 – Skill-based)

Learners will demonstrate the ability to:

LO1. Write clear, structured, and task-specific prompts.

LO2. Generate lesson plans, quizzes, rubrics, and learning resources using AI.

LO3.Evaluate AI-generated outputs for accuracy, bias, and relevance.

LO4. Apply academic integrity and ethical guidelines while using AI tools.

Course Structure

UNIT I: FOUNDATIONS OF AI IN EDUCATION

Meaning and scope of Artificial Intelligence

AI vs Machine Learning vs Generative AI

Role of AI in teaching, learning, and assessment

Opportunities and challenges of AI in Indian education

UNIT II: INTRODUCTION TO PROMPT ENGINEERING

Meaning and importance of prompts

Types of prompts (Instructional prompts, Question-based prompts, Role-based prompts and Output-format prompts)

Characteristics of an effective prompt

Common prompt errors and limitations

UNIT III: PROMPT ENGINEERING FOR TEACHING TASKS

Designing prompts for -Lesson planning, Teaching-learning objectives, Classroom activities and Bloom's Taxonomy-based questions

Prompting AI for inclusive and learner-centered teaching

Differentiated instruction using AI prompts

UNIT IV: PROMPT ENGINEERING FOR ASSESSMENT & EVALUATION

Creating prompts for - MCQs, short-answer, and essay questions

Creating prompts for Rubric construction, Formative and summative assessment

Creating prompts for Feedback generation

Academic integrity and plagiarism concerns

UNIT V: ETHICS AND RESPONSIBLE USE OF AI

Ethical issues in AI uses

Data privacy and learner safety

Bias and hallucination in AI outputs

Responsible prompt design for education

SUGGESTED PRACTICAL ACTIVITIES

The practical lists given below is for indicative practice. Students should be encouraged to do more practice and activities. Emphasis should be given to assess student's ability to demonstrate the practical wisdom of performing guidance and counselling. The list are as follows and students should record **2 out of 15 practical** in their notebook:

1. Design a mini project on prompt engineering basics by creating a portfolio of instructional, question-based, role-based, and output-format prompts for one school subject.
2. Undertake a project to analyze effective and ineffective prompts, comparing AI outputs and documenting improvements made through prompt refinement.
3. Prepare a lesson-planning project using AI, where at least two lesson plans are generated through prompts and pedagogically reviewed.
4. Develop a project on learning outcomes generation, using AI prompts aligned with Bloom's Taxonomy for a selected unit.
5. Design a classroom activity bank using AI prompts, focusing on learner engagement and active learning strategies.
6. Prepare a project on inclusive and learner-centered teaching, demonstrating how AI prompts can support diverse learners.
7. Develop an assessment design project using AI to generate MCQs, short-answer, and essay questions for a selected topic.
8. Prepare a rubric development project, where analytic rubrics are created using AI prompts and evaluated for reliability and clarity.
9. Design a formative assessment project, showing how AI-generated activities can support continuous assessment.
10. Create a feedback generation project, using AI prompts to generate constructive feedback for sample student responses.
11. Prepare a comparative project on AI-based vs traditional assessment design, highlighting advantages and limitations.
12. Conduct a project on academic integrity in AI use, analyzing plagiarism risks in AI-generated content and proposing safeguards.
13. Undertake a bias and hallucination analysis project, identifying errors in AI-generated educational outputs and suggesting corrective prompt strategies.
14. Prepare a project on ethical issues in AI usage, focusing on fairness, transparency, and accountability in education.
15. Design a responsible prompt design handbook for teachers, including ethical guidelines and best practices.

SUGGESTED RESOURCES LINKS:

1. Swayam Central Courses on AI in Education
2. NCERT YouTube Link on Empowering Teachers with AI
3. Corbeil and Corbeil (2025). Teaching and Learning in the age of Generative AI. Routledge.
4. Lydia Evelyn. (2025). Making ChatGPT work for You. Apress.
5. Guy Hart Davis. (2023). Killer ChatGPT Prompts. Wiley
6. Jens Belner. (2023). Mastering ChatGPT. TJ. Books