

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 to VIII

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
JULY, 2025**

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1. SEMESTER – I (ACADEMIC LEVEL – 100)

1.1 SYLLABUS FOR FYUP EDUCATION (THEORY)

- Major/Minor: MJC45EDN101(T)25: **MAJOR 1 & MNC45EDN101(T)25: MINOR 1: INTRODUCTION TO EDUCATION – I (3 Credit)**

1.2 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)**

1.3 SYLLABUS FOR FYUP EDUCATION (SEC – Theory & Practical)

- SEC45EDN101a(T)25 and SEC45EDN101a(P)25 **RHYMES – LITERACY AND NUMERACY**
- SEC45EDN101b(T)25 and SEC45EDN101b(P)25 **DEVELOPMENT OF EDUCATIONAL TOYS**
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- MDC45EDN101(T)25 and MDC45EDN101(P)25: **GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)**

2. SEMESTER – II (ACADEMIC LEVEL – 100)

2.1 SYLLABUS FOR FYUP EDUCATION (THEORY)

- Major/ Minor: MJC45EDN102(T)25: **MAJOR 2 & MNC45EDN102(T)25: MINOR 2: INTRODUCTION TO EDUCATION – II (3 Credit)**

2.2 SYLLABUS FOR FYUP EDUCATION (PRACTICAL)

- MJC45EDN102(P)25: **MAJOR 2: PRACTICUM- INTRODUCTION TO EDUCATION – II (1 Credit)**

- MNC45EDN102(P)25: **MINOR 2: PRACTICUM- INTRODUCTION TO EDUCATION – II (1 Credit)**

2.3 SYLLABUS FOR FYUP EDUCATION (SEC (SKILL ENHANCEMENT COURSE) – II Theory & Practical)

- SEC45EDN102a(T)25 and SEC45EDN102a(P)25: **ICT TOOLS AND SKILLS**
- SEC45EDN102b(T)25 and SEC45EDN102b(P)25: **EDUCATIONAL PODCAST**
- SEC45EDN102c(T)25 and SEC45EDN102c(P)25: **AI IN EDUCATION**

2.4 SYLLABUS FOR FYUP EDUCATION MULTI-DISCIPLINARY COURSE – II (Theory and Practical)

- MDC45EDN102(T)25 and MDC45EDN102(P)25: **AI TRENDS IN MODERN EDUCATION (THEORY & PRACTICAL)**

3. SEMESTER – III (ACADEMIC LEVEL – 200)

3.1 SYLLABUS FOR FYUP EDUCATION (MAJOR)

- Major – 3 (4) (Level 200) 3. EDUCATIONAL PHILOSOPHY (Theory)
- Major – 4 (4) (Level 200) 4. EDUCATIONAL SOCIOLOGY (Theory and Practical)

4. SEMESTER – IV

- 4 Major – 5 (4) (Level 200) 5. **EDUCATIONAL PSYCHOLOGY** (Theory and Practical)
- 4 Major – 6 (4) (Level 200) 6. **EDUCATIONAL ADMINISTRATION & MANAGEMENT** (Field Work)
- 4Major – 7 (4) (Level 200) 7. **DEVELOPMENT & CONTEMPORARY INDIAN EDUCATION** (Field work)
- 4 Major – 8 (4) (Level 200) 8. **POLITICS AND CURRICULUM DEVELOPMENT** (Theory)

5. SEMESTER – V (ACADEMIC LEVEL – 300)

- 5 Major – 9 (4) (Level 300) 9. EDUCATIONAL TECHNOLOGY (Theory and Practical)
- 5 Major – 10 (4) (Level 300) 10. EDUCATIONAL ASSESSMENT (Theory and Practical)
- 5 Major – 11 (4) (Level 300) 11. EDUCATIONAL STATISTICS (Theory)

6. SEMESTER – VI

- 6 Major – 12 (4) (Level 300) 12. ADVANCED EDUCATIONAL GUIDANCE AND COUNSELLING (Theory and Practical)
- 6 Major – 13 (4) (Level 300) 13. ECONOMICS OF EDUCATION (Field work)
- 6 Major – 14 (4) (Level 300) 14. INCLUSIVE EDUCATION (Field work)
- 6 Major – 15 (4) (Level 300) 15. EDUCATIONAL RESEARCH (Theory)

7. SEMESTER – VII (ACADEMIC LEVEL – 400)

- 7Major – 16 (4) (Level 400) 16. GLOBAL (COMPARATIVE) EDUCATION (Theory)
- 7Major – 17 (4) (Level 400) 17. PARENTING AND CHILD CARE EDUCATION (Field Work)
- 7 Major – 18 (4) (Level 400) (RM) 18. ADVANCED EDUCATIONAL RESEARCH (Theory)

8. SEMESTER – VIII

- 8 Major – 19 (4) (Level 400) 19. DATA ANALYSIS AND INTERPRETATION
- 8 Major – 19 (4) (Level 400) 19. ACADEMIC PAPER WRITING AND RESEARCH TOOLS

9. MINOR PAPER SEMESTER (I– VIII)

- *Minor 1: Introduction to Education – I*
- Minor – 2: INTRODUCTION TO EDUCATION – II (Theory and Practical)
- Minor – 3: EDUCATIONAL IDEOLOGIES AND SOCIOLOGICAL PERSPECTIVE (Theory and Practical)
- Minor – 4: INDIAN EDUCATION SYSTEM (Field Work)
- Minor – 5: ADVANCED EDUCATIONAL PSYCHOLOGY (Theory and Practical)
- Minor – 6: EDUCATIONAL ORGANIZATION (Theory and Practical)
- Minor – 7: EDUCATIONAL ASSESSMENT AND STATISTICS (Theory)
- Minor – 8: RESEARCH METHODOLOGY (Theory)

10.MDC PAPER SEMESTER (I–III)

- *MDC 1: GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)*
- *MDC 2: AI TRENDS IN MODERN EDUCATION (THEORY & PRACTICAL)*
- *MDC – III: Mental Health and Social Media (Theory and Practical)*

11.SEC PAPER SEMESTER (I– III)

- SEC 1: RHYMES – LITERACY AND NUMERACY
- SEC 1: DEVELOPMENT OF EDUCATIONAL TOYS
- SEC 1: TEACHING AND TESTING SKILLS FOR EFFECTIVE CLASSROOM

11.1 SEC (SKILL ENHANCEMENT COURSE) – II(Theory and Practical)

- ICT TOOLS AND SKILLS
- EDUCATIONAL PODCAST
- AI IN EDUCATION

11.2 SEC (SKILL ENHANCEMENT COURSE) - III

- Campus Aesthetics skills
- New Age Life Skills
- Carrer and Educational Planning Skills

12.DSE PAPER SEMESTER (VII– VIII)

12.1 SEMESTER VII

12.1.1 DISCIPLINE SPECIFIC ELECTIVE(DSE-I) Level 300

- DSE60EDN401a(T)25: Human Rights Education (Theory)
- DSE60EDN401b(T)25: Gender Education (Theory)
- DSE60EDN401c(T)25: Educational Thinkers (Theory)
- DSE60EDN401d(T)25: Lifelong Learning (Theory)
- DSE60EDN401e(T)25: Education in Manipur (Theory)
- DSE60EDN401f(T)25: Adolescent Education (Theory)
- DSE60EDN401g(T)25 & DSE60EDN401g(P)26 : Psychology of Adjustment (Theory & Practical)

12.2 SEMESTER VIII

12.2.1 DISCIPLINE SPECIFIC ELECTIVE(DSE-II) Level 400

- DSE60EDN402a(P)25: Experimental Education (Practical)

- DSE60EDN402b(T)25: Mental Health Education (Theory)
- DSE60EDN402c(T)25: Arts and Aesthetic Education (Theory)
- DSE60EDN402d(T)25: Environmental Education (Theory)
- DSE60EDN402e(T)25: Pedagogy of Education (Theory)
- DSE60EDN402f(T)25: Politics in Education (Theory)
- DSE60EDN402g(T)25: Teacher Education (Theory)

12.3 SEMESTER VIII

12.3.1 DISCIPLINE SPECIFIC ELECTIVE (DSE-III) Level 400

- DSE60EDN403a(T)25: Population Education (Theory)
- DSE60EDN403b(T)25: Teaching Aptitude and Reasoning (Theory)
- DSE60EDN403c(T)25: Open and Distance Education (Theory)
- DSE60EDN403d(T)25: Value Education (Theory)
- DSE60EDN403e(T)25: Non-Formal Education (Theory)
- DSE60EDN403f(T)25: Special Education (Theory)
- DSE60EDN403g(T)25: Indian Knowledge System (Theory)

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 5th 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 social 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

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 2 nd 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 3 rd 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

[illegible]

SEMESTER – I
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.

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.

[illegible]

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 1 st 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 1 st , 2 nd and 3 rd 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

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.

Multidisciplinary Course (MDC -I)
Manipur University
Academic Level 100 and Semester -I
Syllabus for MDC-1
GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)

Nature of Course	MDC – I				
Course Code	MDC45EDN101(T)25 and MDC45EDN101(P)25				
Course Title	GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	-	1	30 (L)+30(P) hrs/Week
Course Audience	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.				
Proposed by	Department of Education, School of Education, Manipur University				
Associated Theory Courses	Foundations of Educational Psychology – Covers learner development, motivation, behavior, and mental health concepts relevant to counselling. Introduction to Development Psychology – Explores physical, emotional, cognitive, and social development, essential for effective counselling strategies. Sociological Perspectives on Education and Inclusion – Examines social structures, diversity, marginalization, and inclusion principles which are key to ethical and multicultural counselling.				
Skill Training Required	Communication and Interpersonal Skills – Active listening, empathy, feedback, paraphrasing, and rapport-building techniques. Life Skills Facilitation – Training in facilitating modules on self-awareness, decision-making, emotional regulation, stress management, etc.				
Pre-Requisite Course Required	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.				
Faculty Eligibility and Specialization (if any)	Master's Degree in Psychology, Education, Social Work, Human Development, or Allied Fields.				

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)25: MAJOR 2 & MNC45EDN102(T)25: 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.
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	Applies criteria like reliability and

Code	Learning Outcome	NHEQF Descriptor
	tools and describe new assessment trends.	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)25: MAJOR 2: PRACTICUM
INTRODUCTION TO EDUCATION – II (1 Credit)**

**MNC45EDN102(P)25: 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
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

Code	Learning Outcome	Assessment	Technology	Statistics
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)

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

- Installation of Statistical software – Jamovi, BlueSky, R-Studio, Python, MS-Excel, etc.
- Installation of plugin for data analysis in the statistical software
- Demonstrate the data entry in the statistical software
- Demonstration of data analysis like – frequency, range, mean, median, mode, range, standard deviation, etc. and its interpretation
- Demonstrate the graphical representation like – Histogram, bar chart, pie chart, etc. using statistical software and plugins

D. TEST CONSTRUCTION

- Construction of Multiple-Choice Question (MCQ) following standardization rules
- 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)25 and SEC45EDN102a(P)25				
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)25 and SEC45EDN102b(P)25				
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)25 and SEC45EDN102c(P)25				
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)25 and MDC45EDN102(P)25				
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	4. 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. 5. 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

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 – III

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER – III

Major – 3 (4) (Level 200) 3. EDUCATIONAL PHILOSOPHY (Theory)

Nature of Course	Major				
Course Code	MJC50EDN203(T)25: MAJOR 3				
Course Title	EDUCATIONAL PHILOSOPHY				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course provides an advanced understanding of educational philosophy by examining its fundamental elements, philosophical traditions, constitutional values, influential thinkers, and knowledge systems. It begins with the nature of educational philosophy through the study of metaphysics, epistemology, axiology, logic, and philosophical methods, highlighting their implications for educational aims, knowledge, values, and teaching practices. The course further explores major Eastern and Western philosophical traditions, including Indian schools of thought, Asian philosophies such as Confucianism and Taoism, and Western philosophical perspectives such as Idealism, Naturalism, Realism, Pragmatism, and Existentialism. It also examines constitutional values such as socialism, secularism, justice, equality, liberty, and democracy and their significance in shaping educational ideals and practices. Contributions of major educational thinkers are analysed alongside the concept of disciplinarity and the processes of knowledge creation. Finally, the course emphasizes diverse knowledge systems, including Indian epistemological traditions and regional indigenous knowledge practices, highlighting their relevance for contemporary education and culturally responsive pedagogy.				

- LO1:** Explain the nature and key elements of educational philosophy—metaphysics, epistemology, axiology, logic, and philosophical methods—and analyse their implications for educational aims, curriculum, values, and teaching methods.
- LO2:** Compare and interpret major Eastern and Western philosophical traditions, including Indian, Asian, and Western schools of thought, with reference to their views on reality, knowledge, values, logic, and ethics in education.
- LO3:** Evaluate the significance of constitutional values such as socialism, secularism, justice, equality, liberty, and democracy and examine their educational implications for building an equitable and democratic society.
- LO4:** Analyse the educational ideas and contributions of major thinkers—Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore, Paulo Freire, John Dewey, Nel Noddings, and Savitribai Phule—in relation to educational aims, curriculum, teacher–student relationships, values, and teaching methods.
- LO5:** Examine Indian and regional knowledge systems, including traditional epistemological methods and indigenous educational practices, and relate their relevance to contemporary education, disciplinarity, and culturally responsive pedagogy.

UNIT 1: EDUCATIONAL PHILOSOPHY – NATURE & ELEMENTS

- *Metaphysics* (Ontology and Mereology) and its educational implication
- *Epistemology* (Rationalism and Empiricism) and its educational implication
- *Axiology* (Ethics and Aesthetics) and its educational implication
- *Logic* (Deductive and Inductive) and its educational implication.
- *Methods* (dialogue and critical) and its educational implication

UNIT 2: EDUCATIONAL PHILOSOPHY - EASTERN & WESTERN

- *Indian Educational Philosophy* - Carvaka, Buddhism, Nyaya, and Sankhya with references to reality, knowledge, value, logic and ethics.
- *Asian Educational Philosophy* - Confucian (Good Person and Good Society), Taoist (Yin and Yang), Mencius (Nature is Good; Nature and Heaven).
- *Western Educational philosophy* - Idealism, Naturalism, Realism, Pragmatism and Existentialism with references to reality, knowledge, value, logic and ethics.

UNIT 3: EDUCATIONAL PHILOSOPHY - CONSTITUTIONAL VALUES

- *Socialism*: meaning, concept, equal access to learning opportunities and discourages commercialization of education
- *Secularism*: meaning, concept, and promotes scientific temper without a particular religion.
- *Justice and Equality*: meaning, concept, instrument of social transformation, equal opportunity and protection of rights
- *Liberty*: meaning, concept, nurturing autonomy, creativity, and allow learners freedom within a framework of responsibility.
- *Democracy*: meaning, concept, prepares responsible citizens, and educational implications

UNIT 4: EDUCATIONAL PHILOSOPHY – THINKERS & DISCIPLINARITY

- **Contribution of Thinkers:** *Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore, Paulo Freire, John Dewey, Nel Noddings and Savitribai Phule* with references to Aims (Metaphysics), Curriculum (Epistemology), Values (Axiology), Ethics (Teacher and Students relationship) and Methods of teaching
- **Contribution of Disciplinarity:** meaning, characteristics of academic discipline, types of disciplinarity (Inter, multi, trans-disciplinarity), sources and ways of acquiring knowledge (intuition, authority, tenacity, reason, empiricism, revelation, faith), creation of disciplinarity, and the relationship between academic discipline and school subjects.

UNIT 5: EDUCATIONAL PHILOSOPHY - KNOWLEDGE SYSTEM

- **Indian Knowledge System:** Ways of knowing - *Pratyaksha* (Perception), *Anumana* (Inference), *Upamana* (Comparison), *Shabda* (Verbal testimony), *Arthapatti* (Implication) and *Anupalabddhi* (Non-apprehension) with references to Schools of Indian Philosophy (*Carvaka, Jaina, Buddha, Nyaya, Vaisesika, Sankhya, Yoga, Mimamsa and Vedanta*)
- **Regional contribution to knowledge system:** Philosophy of building a house (*Yumsharol* – as moral philosophy), *Silyel* as skill-based knowledge system (aim, content, method and its implications in modern education), Indigenous models of education (*Pacha, dormitory – Khangchu, Luchu, Longka, etc.*)

SUGGESTED BOOKS AND REFERENCES

1. Bhatt, S. R. (2018). *Philosophical foundations of education: Lessons for India*. New Delhi, India: Routledge India.
2. Chatterjee, S., & Datta, D. M. (2016). *An introduction to Indian philosophy*. Delhi, India: Motilal Banarsidass Publishers.
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5. Park, J. (1961). *The philosophy of education*. New York, NY: Rinehart & Winston.

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9. Varzi, A. C. (2019). Mereology. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Spring 2019 ed.). Stanford, CA: Stanford University.
10. Wingo, G. M. (1975). *Philosophical bases of education: An introduction*. New Delhi, India: Sterling Publishers.
11. Indramani, N. (1995). *Yumsharaol (written in bangali script)*. Digital library of India
12. Robert Frodeman (2010). *The Oxford Handbook of Interdisciplinarity*. OUP Oxford.

3 Major – 4 (4) (Level 200) 4. EDUCATIONAL SOCIOLOGY (Theory and Practical)

Nature of Course	Major				
Course Code	MJC50EDN204(T)25: MAJOR 4 & MJC50EDN204(P)25				
Course Title	EDUCATIONAL SOCIOLOGY				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	3	-	1	45 (L)+30(P)
Course Audience	This course is intended for undergraduate students in Education, teacher trainees, and learners in social science disciplines who seek to understand the relationship between education and society. It is particularly relevant for students preparing for teaching, educational research, curriculum development, and policy studies. The course helps learners examine social structures, institutions, and interactions that influence educational processes and outcomes. By studying agencies of socialization, social change, and sociological approaches, students develop the ability to analyse educational issues within broader social contexts. The course also benefits future educators, administrators, and community leaders who aim to promote inclusive, socially responsive, and culturally informed educational practices in contemporary society.				

LO1: Explain the nature and elements of educational sociology and analyse the relationship between sociology and education in understanding social structures, culture, stratification, and social transformation.

LO2: Identify and examine the agencies of educational sociology and analyse patterns of social interaction such as communication, cooperation, competition, and conflict within educational settings.

LO3: Analyse the role of education in maintaining and transforming social processes, traditions, and social capital, and apply sociological tools such as sociometry, social distance scale, scalogram, and Johari Window in educational contexts.

LO4: Evaluate the processes of cultural, educational, social, and political change and interpret sociological perspectives such as Durkheim's moral density, Simmel's social interaction, Cooley's looking-glass self, Gramsci's hegemony and praxis, and the Dunning–Kruger effect.

LO5: Compare major sociological approaches and theories of social movements and apply them to understand educational issues, social justice, and local community-based movements.

UNIT I: EDUCATIONAL SOCIOLOGY – NATURE & ELEMENTS

Nature - theoretical process (*Sociology of Education*), Practical application (*Educational Sociology*) and Relationship between Sociology and Education

Elements of *Educational sociology* – family, culture, stratification, mobility, cultural-lag, Modernization, Westernization, Sanskritization, Marginalization, and Transformation.

UNIT II: EDUCATIONAL SOCIOLOGY – AGENCIES AND INTERACTION

Agencies of educational sociology- *Socialization* (family, school, peer group, mass media, state), *Institutions* (social, cultural, economic, political), *organizations* (voluntary, community, virtual-digital)

Interaction in educational sociology – *communication* (oral & formal transmission of knowledge), *co-operation* (team, group, self-awareness), *competition* (Individual, face-to-face, group), *conflict* (structural – inequalities such as caste, class, status, group- between two or more, institutional – rule, regulations, discipline, misunderstanding and pressure)

UNIT III: EDUCATIONAL SOCIOLOGY – ROLE AND TOOLS

Role of education in building - tradition (*assimilation and transmission*), social capital, social patterns, social process, and constructing social trust

Tools of educational sociology – Moreno *sociometry* (measures social relationship and group dynamics, and structure in classroom), Bogardus *Social distance* (social acceptance and rejection), Guttman *Scalogram* (cumulative attitudes or social behaviour patterns) and Johari *Window* (identifies individual and social places in communication and interaction)

UNIT IV: EDUCATIONAL SOCIOLOGY – CHANGE AND RESPONSIBILITY

Changes – Culture, educational, social, and political (meaning, types, characteristics, factors, significance and implications).

Responsibility – Durkheim's *moral density*, Simmel's *Social interaction and geometry*, Cooley's *looking-glass self*, Gramsci's *hegemony and praxis* (the linking of thought and action), Dunning-Kruger *ability effect* (subjective vs objective)

UNIT V: EDUCATIONAL SOCIOLOGY – APPROACHES AND MOVEMENTS

Approaches - emic and etic (insider-outsider), symbolic interaction, structural functionalism, Conflict theory and Critical approach (liberate oppression and promote social justice).

Movements - Concept of Social Movements, theories of Social Movements (*Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory*) teach learners with local exemplar and case studies.

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

- 1 Conduct a classroom **communication interaction study**. Observe and record oral and formal communication between teacher and students for one class period and analyse the pattern of knowledge transmission.
- 2 Design an **observation schedule** to examine how communication occurs in classroom discussions and identify dominant and passive participants.
- 3 Organise a **group task activity** and study how **co-operation** develops among students working in teams. Prepare a report on group participation and shared responsibility.
- 4 Conduct a **self-awareness and teamwork experiment** by assigning collaborative tasks to students and analyse the level of cooperation using a checklist.
- 5 Design an experiment to compare **individual competition and group competition** in classroom activities. Record differences in motivation and performance.
- 6 Conduct a **face-to-face competitive quiz** among students and analyse the effect of competition on participation and learning outcomes.
- 7 Identify an instance of **structural conflict** (such as inequality based on status or group differences) in an educational setting and analyse its causes and effects through field observation.
- 8 Conduct a **case study of institutional conflict** in a school (rules, discipline, misunderstanding or pressure) and propose educational strategies for resolution.
- 9 Design a **mini research activity** to study how education helps in the **transmission of tradition and cultural values** among students.
- 10 Conduct a survey among students to examine how schooling contributes to **building social capital and trust** within peer groups.

- 11 Apply **Moreno's Sociometry technique** in a classroom to identify friendship choices and group dynamics. Prepare a sociogram showing group structure.
- 12 Conduct a **Bogardus Social Distance Scale** survey to measure students' attitudes toward different social groups and interpret the level of acceptance or rejection.
- 13 Construct a **Guttman Scalogram** to measure cumulative attitudes toward a specific social issue in education and analyse the scale reproducibility.
- 14 Use the **Johari Window model** in a classroom activity to analyse communication openness, hidden self, blind spots and unknown aspects among students.
- 15 Conduct an interaction mapping exercise using **Simmel's concept of social geometry** to examine patterns of dyads, triads and group relations in a classroom.
- 16 Design a reflective activity to study **Cooley's Looking-Glass Self**, where students describe how others' perceptions influence their self-concept. Analyse the responses.
- 17 Conduct a critical discussion session applying **Gramsci's concept of hegemony** to examine how dominant ideas influence students' thinking in education.
- 18 Develop a classroom project linking **Gramsci's praxis** by encouraging students to connect theoretical knowledge with social action or community engagement.
- 19 Conduct a small experiment to examine the **Dunning-Kruger Effect** by comparing students' self-assessment of ability with their actual test performance.
- 20 Design a classroom research activity to analyse the **relationship between subjective confidence and objective competence**, interpreting results using the Dunning-Kruger framework.

SUGGESTED BOOKS AND REFERENCES

1. Bhatiya, K. and Bhatiya, B. (1993) The Philosophical and Sociological Foundations of Education, Doaba House.
2. Blackledge, D. and Hunt, B. (1985) Sociological Interpretations of Education. Groom Helm.
3. Brown, F.J. (1961) Educational Sociology, New York: Prentice Hall Inc.
4. Cook, L.A. and Cook, E.E.A. (1970) Sociological Approach to Education, Mc Graw Hill.
5. Durkheim, E. (1966) Education and Sociology, New York: The Free Press.
6. Mathur, S.S. (1965) A Sociological Approach to Indian Education, Vinod Pustak Mandir.
7. Ottaway, A.K.C. (1955) Education and Society, London: Routledge and Kegan Paul.
8. Ruhela, S.P. and Vyas, K.C. (1970) Sociological Foundations of Education in contemporary India, Dhanpar Rai and Sons.
9. Saxena, N.R.S. (2004) Philosophical and Sociological Foundation of Education, R. Lall Book
10. George Ritzer, (2018). Sociological Theory. Tata McGraw Hill.

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 – IV

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER – IV

4 Major – 5 (4) (Level 200) 5. EDUCATIONAL PSYCHOLOGY (Theory and Practical)

Nature of Course	Major				
Course Code	MJC50EDN205(T)25: MAJOR 5 & MJC50EDN205(P)25				
Course Title	EDUCATIONAL PSYCHOLOGY				
Course Level	Level 200				
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 undergraduate students of Education, teacher trainees, and learners in psychology and social sciences who seek to understand the psychological foundations of teaching and learning. It equips future educators with knowledge of human growth and development, learning theories, intelligence, personality, and psychological systems that influence educational processes. The course helps students analyse learner behaviour, cognitive and emotional development, and classroom interactions. It is particularly useful for prospective teachers, educational researchers, and counsellors who aim to apply psychological principles to improve teaching, learning, and student well-being.				

- LO1:** Explain the stages and principles of human growth and development and analyse cognitive, language, emotional, and moral development theories and their implications for education.
- LO2:** Examine major psychological systems and theoretical contributions to understanding human behaviour, motivation, thinking, reasoning, and learning processes in educational contexts.
- LO3:** Analyse classical and contemporary learning theories and models of teaching and apply them to improve instructional practices and classroom learning environments.
- LO4:** Evaluate concepts and theories of intelligence and personality, including their assessment and implications for creativity, problem-solving, and mental health in learners.
- LO5:** Apply psychological research methods and classical experiments in educational psychology to understand human behaviour, perception, memory, and learning processes.

UNIT I: EDUCATIONAL PSYCHOLOGY – GROWTH AND DEVELOPMENT

Growth and Development- meaning, stages, principle and differences.

Cognitive: Piaget's cognitive development and Vygotsky's social development.

Language: *Nativist perspective* (Language acquisition device-LAD, Broca's and Wernicke's area) and *Interactionist perspective* (cooing, babbling, proto-declarative, proto-imperative, supporting early language learning), under-extensions and over-extensions.

Emotional: Functions of emotions, emotional expressions, self-regulation, basic emotions, empathy and sympathy, and measuring- temperament, attachment, depression.

Moral: Rooted in Human Nature, Adoption of societal Norms, Piaget's theory and Kohlberg's theory on moral development.

UNIT II: EDUCATIONAL PSYCHOLOGY – SYSTEMS AND CONTRIBUTION

Systems – *Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalysis, humanist and constructivism* with reference to exponents, purpose, components, criticism, merits and behavioural process to education.

Contributions – Understanding *psyche* (Id, ego, superego,) *libido* (life and death instincts), *archetypes* (root - mother, father, hero; persona; anima; shadow), *motivation* (needs, drives, incentives, motive), *thinking* (concrete, abstract, reflective, creative, critical, associative, meta and deep), *reasoning* (deductive, inductive, conditioned, categorical, linear), *association* (stimulus-response, whole-part, active-responsive).

UNIT III: EDUCATIONAL PSYCHOLOGY – LEARNING AND TEACHING

Learning – Thorndike's *Trial and error*, Pavlov's *Classical Conditioning*, Watson's *Little Albert*, Skinner's *Operant Conditioning*, Tolman's *Sign Learning*, Kohler's *Gestalt Theory*, Lewin's *Field Theory*, Bandura's *Social Learning*, Kolb's *experiential learning*, Siemens *Connectivism (digital learning)* with reference to *objectives, stages, process and implications*.

Teaching – sides of teaching (styles, models, diversity), models of teaching (*information processing* – inductive thinking, concept attainment, scientific inquiry, mnemonics, synectics and advance organizers; *social family* – partners in learning, group investigation, role playing and jurisprudential inquiry; *personal family* - nondirective teaching, self-concept; *behavioural systems* - mastery learning, direct instruction, simulations) with references to *syntax, phase, social system, principles of reaction, support system and application*

UNIT III: EDUCATIONAL PSYCHOLOGY – INTELLIGENCE AND PERSONALITY

Intelligence - Unitary to Multiple, types - multiple, emotional, spiritual, Theories of Intelligence (Sternberg and Gardner), Assessment & measurement of Intelligence, Problem Solving, Critical thinking, Metacognition and Creativity.

Personality - meaning, definitions, nature (type and trait theory), measurement of personality and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Big 5 personality test, mental health and mental hygiene.

UNIT V: EDUCATIONAL PSYCHOLOGY – METHODS AND EXPERIMENTS

Methods – *experimental (in lab: trial & test, out lab: single-group, control-group, multiple-group), differential* (correlation, field survey, longitudinal, cross-sectional), *clinical* (check-up, case history, interview, direct observation, testing and measuring), *psycho-physical* (methods of limits, methods of constant stimuli, method of average error).

Experiments – Weber's and Fechner's law and the equation on stimulus, Cattell's studies of reaction time, Binet and the individual intelligence test, Feleky's Experiment on Judging Emotions from Facial Expressions, and Ebbinghaus's studies in memory and forgetting.

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Conduct a classroom observation to identify different emotional expressions (*happiness, anger, fear, sadness, surprise and disgust*) among learners and record how these emotions influence learning behaviour.
2. Design a small activity to examine the functions of emotions in motivation and decision-making among students. Present the findings in a brief report.
3. Prepare a short questionnaire to assess self-regulation of emotions among adolescents and analyse the results.
4. Conduct a role-play activity to demonstrate the difference between empathy and sympathy in interpersonal interaction. Record participants' responses.
5. Administer a basic temperament scale to a small group of students and interpret the results.
6. Conduct a case study to identify attachment patterns (secure, anxious, avoidant) in early childhood behaviour.
7. Use a standardized screening tool to examine symptoms of depression among adolescents and discuss ethical considerations in reporting results.
8. Analyze a short story or real-life incident and identify examples of life instinct (Eros) and death instinct (Thanatos) in human behaviour.
9. Interpret characters from a story or film using Carl Jung's archetypes (mother, father, hero, persona, anima, shadow).
10. Design activities to demonstrate different types of thinking (concrete, abstract, reflective, creative, critical, associative, metacognitive, deep thinking) in problem-solving situations.
11. Conduct a simple experiment to show stimulus–response association learning using word or picture associations.
12. Administer Multiple Intelligences test using classroom students as sample.
13. Administer a short intelligence test or problem-solving task and interpret the results in terms of analytical, creative, and practical intelligence.
14. Conduct a group activity to evaluate students' critical thinking and creativity in solving a real-life problem.
15. Administer the Personality Test to a group of participants and analyze the dominant personality traits.
16. Conduct a small survey to study mental health and mental hygiene practices among college students and suggest improvement strategies.
17. Perform and report the experiments of Weber's Law and Fechner's Law (stimulus–sensation relation).
18. Perform and report the experiments of Cattell's Reaction Time experiment.
19. Perform and report the experiments of Feleky's Facial Expression Judgement
20. Perform and report the experiments of Ebbinghaus's Memory and Forgetting.

BOOKS AND REFERENCES

1. Garrett, H. E. (1980). Great Experiments in Psychology. Irvington Publishers.
2. Mangal, S. K. (2018). Advanced Educational Psychology. PHI Learning.
3. Ormrod, J. E., Anderman, E. M., Anderman, L. (2016). Educational Psychology: Developing Learners. Pearson.
4. Joyce, B. R., Weil, M., Calhoun, E. (2009). Models of Teaching. Pearson.
5. Berk, L. (2015). Child Development. Pearson.
6. Ross, J. S. (1972). Groundwork of Educational Psychology, Oxford Univ. Press
7. Chauhan, S. S. (1993) Advanced Educational Psychology, Vikas Publishing House.
8. Kuppaswamy, B. (1964). Advanced Educational Psychology, D.U. Publishers,
9. Hurlock, E.B. (1992) Child Growth and Development, Tata McGraw Hill
10. Hurlock E.B. (1994). Developmental Psychology: A life span Approach. Tata McGraw Hill
11. Berk, L. E. (2018). Development Through the Lifespan. Pearson

4 Major – 6 (4) (Level 200) 6. EDUCATIONAL ADMINISTRATION & MANAGEMENT
(Field Work)

Nature of Course	Major				
Course Code	MJC50EDN206(T)25: MAJOR 6				
Course Title	EDUCATIONAL ADMINISTRATION AND MANAGEMENT				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is intended for undergraduate students of Education, teacher trainees, and learners interested in educational leadership, management, and institutional development. It is particularly relevant for future teachers, school administrators, educational planners, and policy analysts who seek to understand the principles and practices of educational administration. The course provides conceptual and analytical understanding of management theories, leadership models, quality assurance, and educational planning. It equips learners with the ability to manage educational institutions effectively, promote organizational development, and ensure quality standards in education in accordance with national and international frameworks.				

- LO1: Explain the concepts, principles, and functions of educational management and administration and analyse organizational processes such as POSDCORB, SWOT analysis, and management systems in educational institutions.
- LO2: Examine various leadership theories, approaches, and models and evaluate their application in educational administration and institutional leadership.
- LO3: Analyse the concept of quality in education and interpret national and international perspectives on quality assurance, including Total Quality Management and related quality frameworks.
- LO4: Evaluate strategies of educational change management and apply concepts of educational planning, finance, and cost analysis in improving institutional effectiveness.
- LO5: Assess the concept of educational standardization and examine the roles of national and international quality assurance agencies in maintaining and improving educational standards.

UNIT I: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human Relations approach to Administration, Organisational compliance, Organisational development, and Organisational climate

UNIT II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION

Meaning and Nature of leadership, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

UNIT III: CONCEPT OF QUALITY AND QUALITY IN EDUCATION

Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

UNIT IV: EDUCATIONAL CHANGE MANAGEMENT

Meaning, Need for Planned change, Three Step - Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Types and approaches to educational planning, educational finance: concept, meaning, principles and importance

UNIT V: EDUCATIONAL STANDARDIZATION

Components of school plant, Guidelines for planning and designing school building, campus, concept of educational standardization and agencies in NEP 2020, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

A field visit to educational administrative unit such as DUHE, SCERT, Council, Board, and University, interaction with administrator(s) and preparation of a field report as per APA guideline. The field report must be an internal part of Internal assessment. Admissible fee amount for field visit must be collected at the time of admission as per university or directorate fee guidelines.

BOOKS AND REFERENCES

1. Aggarwal, J. C. (2015). *Educational planning, budgeting and financing in India*. New Delhi, India: Arya Book Depot.
2. Ahuja, A. K. (2007). *Educational management, planning and finance*. New Delhi, India: Authors Press.
3. Bhatnagar, R. P., & Aggarwal, V. (2009). *Educational planning and finance*. Meerut, India: R. Lall Book Depot.
4. Bhatnagar, S. S., & Gupta, K. K. (2006). *Educational administration and management*. Meerut, India: Surya Publications.
5. Mohanty, J. (2016). *Educational management, supervision and school organization*. New Delhi, India: Neelkamal Publications.
6. Nehru, S. S. (2013). *Educational administration, management and planning*. New Delhi, India: APH Publishing Corporation.
7. Sharma, R. A. (2006). *Educational administration and management*. Meerut, India: R. Lall Surya Publications.
8. GOI. (2020). National Education Policy. GOI

4Major – 7 (4) (Level 200) 7. DEVELOPMENT & CONTEMPORARY INDIAN
EDUCATION (Field work)

Nature of Course	Major				
Course Code	MJC50EDN207(T)25: MAJOR 7				
Course Title	DEVELOPMENT & CONTEMPORARY INDIAN EDUCATION				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in understanding the historical development and contemporary structure of the Indian education system. It is particularly useful for prospective teachers, educational planners, and researchers who seek to analyse the evolution of educational policies, commissions, and reforms from ancient times to the present. The course also benefits students preparing for careers in teaching, administration, and policy studies by providing critical insights into educational institutions, programmes, and emerging trends in Indian and regional education, with special reference to Manipur.				

- LO1:** Explain the historical development of education in India from ancient, medieval, and colonial periods and analyse the contributions of major educational policies, commissions, and reforms.
- LO2:** Examine major post-independence educational commissions, national policies, and curriculum frameworks and evaluate their impact on the development of the Indian education system.
- LO3:** Analyse the structure, achievements, and challenges of contemporary Indian school and higher education, including major schemes, programmes, and educational agencies.
- LO4:** Evaluate key issues and emerging trends in modern education such as policy implementation, sustainable development, value education, digital learning, and the integration of Indian knowledge systems.
- LO5:** Assess the historical development, progress, and challenges of education in Manipur, including the role of educational institutions, policies, and regulatory bodies in the growth of school and higher education.

UNIT- I DEVELOPMENT OF EDUCATION

Ancient system of education (Vedic and Buddhist: salient features), Medieval system of education (Islamic: salient features, women education), Western Missionaries Education in India (1700-1813), Educational Policy of East India Company, Charter Act of 1813 (Anglicist and classicist controversy), Macaulay Minutes 1835, Wood's Despatch-1854, Hunter Commission, Gokhale Bill 1911, Curzon's Educational Policies, Wardha Scheme of Education-1937

UNIT- II: EDUCATION AFTER INDIAN INDEPENDENCE

Salient features and reforms of Educational Commissions (*Radhakrishnan, Mudaliar, Kothari, Pitroda*), Major reforms from National Policies on Education: (1964, 1986, 2020) Major changes in Curriculum Framework: (1975, 1988, 2000, 2005, 2009, 2022, 2023),

Major recommendations of Educational Committee – Durgabai Deshmukh Committee (1958), Learning without Burden (1992), Yashpal Committee (2009), and Justice Verma Committee (2012)

UNIT- III: CONTEMPORARY INDIAN EDUCATION

Understanding School Education - meaning, progress, achievements, problems with reference to COBSE, SSA-MDM, RTE Act 2009, Girls' Education, RMSA, KGBV, Samagra Shiksha Abhiyan, NIPUN, DIKSHA, PM-SHRI, NEP-2020 on School Education

Understanding Higher Education - meaning, progress, achievements, problems with reference to RUSA, PM-USHA, PMMMNMTT, SWAYAM, NIRF, NAD, PM eVidya, NEP-2020 on Higher Education

Understanding educational agencies - National Translation Mission, AIU, UGC, NCTE, NCERT, SCERT, ASCs-HRDC-MMTTC, NAAC and IQAC, ODL, Adult and Continuing Education, Saakshar Bharat Mission, NIOS and IGNOU, Digital University, HEFA, and HECI

UNIT- IV: ISSUES AND TRENDS IN MODERN EDUCATION

Issues in modern education - between Policies and implementation, Policy and Development, Poshan Tracker, NEP-tracker, Analysis evaluation, assessment, planning, impact and subsequent policy cycles of the existing situation

Trends in modern education - Sustainable Development, Environmental Change, Peace Education and Value Education, Adolescent Education, Fundamental Life Skills and Women Education, AI and digital education, data science, Indian knowledge system.

UNIT V: DEVELOPMENT OF EDUCATION IN MANIPUR

Ancient education system in Manipur, education during the pre-independence periods, education during the post-independence periods, Progress and problems of school and higher education. Development of Teacher education, vocational, professional, technical education - its progress and problems. Manipur Education Code 1982, Report of the Manipur State Higher Education Commission, 2003, Role of BOSEM, COHSEM, and SCERT, universities in Manipur (public and private).

A field visit to educational institute of national importance or state importance and preparation of a field report as per APA guideline. The field report must be an internal part of Internal assessment. Admissible fee amount for field visit must be collected at the time of admission as per university or directorate fee guidelines.

BOOKS AND REFERENCES

1. Dash, B. N. (1982). *Principles of education and education in emerging Indian society*. Delhi, India: Ajanta Prakashan.
2. Government of India. (1973). *Report of the Secondary Education Commission (1952–53)*. New Delhi, India: Controller of Publications.
3. Government of India. (1986). *National policy on education, 1986*. New Delhi, India: Ministry of Human Resource Development.
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6. Government of India. (2007). *Environmental education: A resource book for teacher educators (Levels 1–3)*. Ahmedabad, India: Centre for Environment Education.
7. Government of India. (1993). *Vocationalisation of first degree education*. New Delhi, India: Educational Consultants India / University Grants Commission.
8. Mukherjee, S. N. (1975). *History of education in India*. Baroda, India: Acharya Book Depot.
9. Naik, J. P., et al. (1974). *A student's history of education in India*. New Delhi, India: Macmillan.
10. Rao, V. K. (2004). *Population education*. New Delhi, India: APH Publishing Corporation.
11. Singh, R. P. (1987). *Non-formal education: An alternative approach*. New Delhi, India: Sterling Publishers.
12. Talukdar, B. K. (1993). *Adult education: Concepts and methods*. Gauhati, India: Bina Library.
13. Devi, J. C. (1989). *Education in Manipur*. Imphal, India: Raipravina Bros & Sons.
14. Government of Manipur. (1973). *Report of the comprehensive survey of education in Manipur*. New Delhi, India: NCERT.
15. Government of Manipur. (1992). *Report of the education commission of Manipur (Vols. I–II)*. Imphal, India: Government of Manipur.
16. Shanti, M. (2001). *Development of education in Manipur*. Imphal, India: Publication Division.
17. Tewari, R. P. (1978). *Development and problems of education in North Eastern Region of India*. Shillong, India: Akashi Depot.

4 Major – 8 (4) (Level 200) 8. POLITICS AND CURRICULUM DEVELOPMENT
(Theory)

Nature of Course	Major				
Course Code	MJC50EDN208(T)25: MAJOR 8				
Course Title	POLICIES AND CURRICULUM DEVELOPMENT				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, curriculum developers, and learners interested in understanding the relationship between politics, curriculum development, and educational policy. It provides conceptual and analytical knowledge of how political ideologies and governance influence curriculum planning, organization, and evaluation. The course is particularly relevant for future teachers, educational administrators, and researchers who aim to participate in curriculum design, implementation, and reform. It also equips learners with the ability to analyse curriculum models, instructional systems, and evaluation approaches in order to improve the quality and relevance of educational programmes.				

- LO1:** Explain the relationship between politics and education and analyse different perspectives and approaches to the politics of education and political socialization.
- LO2:** Examine the concept, principles, and foundations of curriculum development and evaluate the role of national statutory bodies and institutions in curriculum planning.
- LO3:** Compare traditional and contemporary models of curriculum design and interpret their application in educational programmes and instructional planning.
- LO4:** Analyse the organization of curriculum through instructional systems, media, techniques, and taxonomy-based learning outcomes for effective curriculum transaction.
- LO5:** Evaluate curriculum using different evaluation models and analyse processes of curriculum alignment, research, and change for improving educational programmes.

UNIT I: INTRODUCTION TO POLITICS AND EDUCATION

Relationship Between Politics and Education, Perspectives of Politics of Education: Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralist, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

UNIT II: CURRICULUM DEVELOPMENT

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

UNIT III: CURRICULUM DESIGN

Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model (Context, Input, Process, Product Model))

UNIT IV: CURRICULUM ORGANIZATION

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Writing and Classification of Taxonomy of Instructional Objectives (Cognitive, Affective, Psychomotor, Technology), Learning Outcome, Programme Outcome, Principles and criteria for developing learning experiences, Selection and organization of learning experiences, Curriculum organization - Articulate, Balance and Continuity.

UNIT V: CURRICULUM EVALUATION AND ALIGNMENT

Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Stufflebeam model, Scriven's model, Kirkpatrick's Model, Scope of curriculum research and Types of Research in Curriculum Studies, Meaning of Curriculum Alignment, Porter Alignment Index (PAI), Calculation of PAI, Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Methods and Techniques of Curriculum Transaction, Role of Teachers in Curriculum Transaction

BOOKS AND REFERENCES

1. R.A. Sharma et al: Curriculum Instructions & Evaluations, R. Lall Book Depot, 2014.
2. S.K. Mangal and Uma Mangal: Curriculum and School Management, Tandon Publications, Ludhiana, 2015.
3. Chandra A: Curriculum Development and Evaluation in Education, 1973.
4. NCTE : Curriculum Framework for quality teacher education, NCTE, New Delhi, 1999.
5. NCERT: National Curriculum Framework, NCERT, New Delhi, 2005
6. Tyler, Ralph W. Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc., 1962.
7. Tyler, Ralph W. Basic Principles of Curriculum & Instruction, Chicago, Chicago Press, 1974.
8. UNESCO Curricula & Lifelong Education, Paris, UNESCO.1981
9. Taylor, P. H., Richards, C. M. (2018). An Introduction to Curriculum Studies. United Kingdom: Taylor & Francis.
10. Pinar, W. F. (1995). Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses. Austria: P. Lang.

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 – V

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER – V

5 Major – 9 (4) (Level 300) 9. EDUCATIONAL TECHNOLOGY (Theory and Practical)

Nature of Course	Major				
Course Code	MJC55EDN309(T)25: MAJOR 9 & MJC55EDN309(P)25				
Course Title	EDUCATIONAL TECHNOLOGY				
Course Level	Level 300				
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 undergraduate students of Education, teacher trainees, and learners interested in integrating technology into teaching and learning processes. It provides an understanding of educational technology, instructional techniques, and digital innovations that support effective teaching. The course is particularly useful for future teachers, instructional designers, and educational researchers who aim to use computers, artificial intelligence, and digital learning platforms to enhance classroom interaction, curriculum delivery, and assessment. It also equips learners with the knowledge and skills required to apply emerging technologies and modern instructional strategies in contemporary educational environments.				

- LO1:** Explain the concept, scope, and approaches of educational technology and analyse the components and application of the system approach in education.
- LO2:** Examine the role of artificial intelligence, computers, and the internet in education and apply digital tools for lesson planning, interactive learning, and assessment.
- LO3:** Analyse different instructional techniques, including mass and personalized instruction, and interpret the significance of teaching models in the teaching–learning process.
- LO4:** Evaluate innovations in educational technology such as programme learning, micro-teaching, collaborative learning, blended learning, online learning, and learning management systems.
- LO5:** Assess emerging trends in educational technology including AI-assisted learning, TPACK integration, generative AI applications, gamification, and their implications for modern teaching and learning.

UNIT-I: INTRODUCTORY CONCEPT

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

UNIT II: USE OF AI & COMPUTER IN EDUCATION

- AI and its role in education – creating lesson plan, course content, strategies
- Role of computer and internet in education
- Communication and classroom interaction- concept, element and process
- Inter active video role in teaching learning, Edpuzzle, H5P for interactive video
- Use of secure browser for assessment and examination

UNIT III: INSTRUCTIONAL TECHNIQUES

- Mass instructional technique: Characteristics and types

- Personalized instructional techniques: Characteristics and types
- Difference between teaching and instruction
- Models of teaching: Concept, components and significance

UNIT IV: INNOVATIONS IN EDUCATIONAL TECHNOLOGY

- Learning technologies: Programme Learning, Micro-Teaching, Simulated Teaching, Collaborative learning (concept and significance), blended learning, Flip-learning and Online learning
- Moodle: open-source Learning Management Systems and its implication
- Using Notebook LM for content creation, mind map, audio-video book

UNIT V: NEW TRENDS IN EDUCATIONAL TECHNOLOGY

- Understanding bloom 2 sigma problem, its solution with AI
- Creating TPACK using AI: Content knowledge, Technological knowledge and Pedagogical knowledge
- Using Custom GPT, GEM or Generative AI for of teaching and learning
- Gamification – meaning, concept and application, free software for gamification in teaching-learning

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Use an AI tool (e.g., ChatGPT or Gemini) to generate a lesson plan for a selected topic and analyse its usefulness for classroom teaching.
2. Use generative AI to create multiple types of questions (MCQ, short answer, higher-order questions) based on Bloom's taxonomy.
3. Generate teaching notes using AI and compare them with textbook content to evaluate accuracy and relevance.
4. Prepare a digital presentation using a computer application (PowerPoint/Google Slides) to explain a classroom concept.
5. Identify and curate educational resources from the internet (open educational resources, videos, e-books) for a selected lesson.
6. Observe and record communication patterns in a classroom or online session and identify elements of communication (sender, message, channel, feedback).
7. Conduct a micro-class and analyse the communication process between teacher and students using interaction models.
8. Develop an instructional video and add questions or reflections using Edpuzzle to promote student engagement.
9. Create an interactive video using H5P with embedded quizzes, links, and feedback.
10. Install and demonstrate the use of a secure browser (such as Safe Exam Browser) for conducting an online examination.
11. Analyse and demonstrate mass instructional techniques such as television-based instruction, radio instruction, or MOOCs.
12. Design a small learning module using personalized instruction techniques (self-paced learning or programmed instruction).
13. Develop a programmed learning module consisting of frames and test it with learners for immediate feedback.

14. Conduct a micro-teaching session focusing on a specific teaching skill (e.g., questioning, reinforcement).
15. Perform simulated teaching using peer learners and analyse teaching behaviour through feedback.
16. Design and implement a collaborative learning activity for a group of students and observe group interaction.
17. Create a basic course page in Moodle including course content, assignments, and quizzes.
18. Use NotebookLM to generate teaching materials such as summaries, mind maps, and audio explanations for a topic.
19. Compare learning outcomes between traditional teaching and AI-supported individualized learning resources.
20. Design a gamified classroom activity using free software (e.g., Kahoot, Quizizz, or Wordwall) and evaluate student engagement.

SUGGESTED READINGS:

1. Agrawal Reshmi (2009) Educational Technology Management & Evaluation. Shipra publication
2. Allen Louis. (1950). Management and Organisation, Tata McGraw Hill.
3. Chauhan, S.S. (1982). A textbook of Programmed Instruction, Starling Publishers,
5. Sampath et al. (1984) Introduction to Educational Technology. Sterling Publisher
6. Sharma, R.A. (1993). Advanced Educational Technology. R. Lall Book Depot.
7. Skinner, B.F. (1967). The Technology of Teaching, Appliton Century.
8. Anderson, T. (Ed.). (2008). The theory and practice of online learning (2nd ed.). Edmonton, Canada: AU Press.
9. Clark, R. C., & Mayer, R. E. (2016). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (4th ed.). Hoboken, NJ: Wiley.
10. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Boston,
11. Koehler, M. J., & Mishra, P. (2014). Handbook of technological pedagogical content knowledge (TPACK) for educators (2nd ed.). New York, NY: Routledge.
12. Luckin, R. (2018). Machine learning and human intelligence: The future of education for the 21st century. London, UK: UCL Institute of Education Press.
13. Selwyn, N. (2016). Education and technology: Key issues and debates (2nd ed.). London, UK: Bloomsbury Academic.
14. Staker, H., & Horn, M. B. (2012). Classifying K–12 blended learning. San Mateo, CA: Innosight Institute.

5 Major – 10 (4) (Level 300) 10. EDUCATIONAL ASSESSMENT
(Theory and Practical)

Nature of Course	Major				
Course Code	MJC55EDN310(T)25: MAJOR 10 & MJC55EDN310(P)25				
Course Title	EDUCATIONAL ASSESSMENT				
Course Level	Level 300				
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 undergraduate students of Education, teacher trainees, and learners interested in understanding the principles and practices of educational measurement and evaluation. It is particularly relevant for future teachers, curriculum developers, and educational researchers who need to design, administer, and interpret various assessment tools in educational settings. The course develops competencies in constructing tests, analysing student performance, and applying modern evaluation techniques including digital assessment and data-based decision making. It also prepares learners to use technology-supported assessment systems to improve the quality, fairness, and effectiveness of evaluation in teaching–learning processes.				

- LO1:** Explain the concepts, scope, and principles of educational measurement and evaluation and analyse their relationship in assessing learning outcomes.
- LO2:** Examine recent trends in educational evaluation such as grading systems, credit systems, semester systems, and continuous and comprehensive evaluation, including the use of digital tools.
- LO3:** Develop and apply various tools and techniques of educational evaluation such as tests, questionnaires, inventories, performance assessments, portfolios, and rubrics.
- LO4:** Analyse the characteristics of a good measuring instrument, including reliability, validity, objectivity, norms, and usability in educational assessment.
- LO5:** Evaluate modern assessment approaches such as computer-based testing, e-portfolios, learning analytics, and AI-assisted assessment systems in contemporary education.

UNIT I: EDUCATIONAL MEASUREMENT AND EVALUATION

- Concept, meaning, scope, and need of educational measurement and evaluation
- Levels of educational measurement (nominal, ordinal, interval, and ratio levels)
- Functions and basic principles of educational evaluation
- Interrelationship between educational measurement and educational evaluation

UNIT II: RECENT TRENDS IN EDUCATIONAL MEASUREMENT AND EVALUATION

- Grading system: concept and significance
- Credit system (Credit in hours), SGPA, and CGPA
- Semester system and annual system of examination
- Continuous and Comprehensive Evaluation (CCE)
- Use of computers and digital tools in educational evaluation

UNIT III: TOOLS AND TECHNIQUES OF EDUCATIONAL EVALUATION

- Essay type tests and objective type tests
- Questionnaire and schedule
- Inventories
- Performance tests
- Portfolio assessment

- Rubrics in assessment
- Competency-based assessment

UNIT IV: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

- Reliability: meaning and types
- Validity: meaning and types
- Objectivity
- Norms
- Usability and practicality

UNIT V: MODERN TOOLS AND TECHNIQUES OF ASSESSMENT

- Digital assessment and online testing tools
- Computer-based testing (CBT)
- E-portfolio and digital documentation of learning
- Data analytics and learning analytics in assessment
- AI-assisted assessment and automated feedback systems

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Prepare one technological-content-pedagogical report explaining the concept, scope, and need of educational measurement and evaluation with suitable classroom examples.
2. Identify a set of classroom data and classify it according to the levels of educational measurement (nominal, ordinal, interval, ratio).
3. Conduct a classroom survey and explain the functions and principles of educational evaluation using collected data.
4. Prepare a diagrammatic presentation showing the relationship between measurement, assessment, and evaluation in education.
5. Analyse the grading system used in a university or school and prepare a report explaining its advantages and limitations.
6. Calculate SGPA and CGPA for a hypothetical student using a given set of grades and credits.
7. Compare the semester system and annual examination system by collecting information from a selected institution.
8. Study the implementation of Continuous and Comprehensive Evaluation (CCE) in a school and prepare an observation report.
9. Demonstrate the use of computer software (Excel/SPSS/Jamovi or similar tool) for recording and analysing student assessment scores.
10. Construct an essay type test with at least five questions for a selected subject topic.
11. Develop an objective type test (MCQ, true-false, matching) consisting of at least 15 items for classroom assessment.
12. Design a questionnaire or schedule to collect information on students' learning attitudes.
13. Prepare a simple inventory to measure students' study habits or interests or any psychological test.
14. Design a performance test for assessing a practical skill (e.g., laboratory activity, teaching skill, or presentation).
15. Develop a portfolio assessment format to evaluate students' learning progress in a specific subject.
16. Construct a rubric for evaluating a classroom presentation or project work.
17. Prepare a competency-based assessment task aligned with specific learning outcomes.
18. Select a test instrument and analyse its reliability and validity using sample data.
19. Examine a test paper and evaluate its objectivity, norms, and usability, and present the findings in a report.
20. Design a digital assessment activity using an online tool (Google Forms, Moodle quiz, or similar platform) and demonstrate its use in evaluating learners.

Suggested Readings

1. Adams, G.K. (1965): Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P. (1998): Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983): Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982): Psychological Testing, New York MacMillan.
5. Ebel, R.L. and Frisbel, D.A. (1990): Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981): Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P. (1980): Fundamental statistics in Education and Psychology, New York Holt, Rinehart and Winston.
9. Mehrens, W.A. and Lehmann, I.J. (1984): Measurement and Evaluation in Education and psychology, NY
10. Thorndike, R.L. and Hagen, E. (1970): Measurement and Evaluation in Psychology and Evaluation, N Y Wiley

5 Major – 11 (4) (Level 300) 11. EDUCATIONAL STATISTICS (Theory)

Nature of Course	Major				
Course Code	MJC55EDN311(T)25: MAJOR 11 & MJC55EDN311(P)25				
Course Title	EDUCATIONAL STATISTICS				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners involved in educational research who require a foundational understanding of statistical methods used in educational data analysis. It helps students develop the ability to organize, analyse, and interpret educational data for research, assessment, and decision-making. The course is particularly useful for future teachers, researchers, and educational planners who need to apply statistical techniques in evaluating student performance and conducting educational studies using statistical software such as Excel, SPSS, or similar tools.				

- LO1:** Explain the nature, scope, and importance of statistics in education and organize educational data through classification, tabulation, and graphical representation using statistical software.
- LO2:** Compute and interpret measures of central tendency and dispersion to analyse variability and patterns in educational data.
- LO3:** Apply parametric and non-parametric statistical tests such as t-test, correlation, and chi-square test in hypothesis testing and educational research.
- LO4:** Analyse the concept and applications of the Normal Probability Curve and interpret standard scores in educational measurement and evaluation.
- LO5:** Interpret deviations from normal distribution using measures of skewness and kurtosis and utilize statistical software for advanced data analysis and reporting in educational research.

UNIT I: FOUNDATIONS OF STATISTICS IN EDUCATION

- Meaning, nature, and scope of statistics
- Concept of educational statistics and its importance in educational research and evaluation
- Types of data: quantitative and qualitative data
- Sources and collection of educational data
- Classification and tabulation of data
- Organization and graphical representation of data (bar diagram, histogram, frequency polygon, ogive) using computer tools such as MS Excel, SPSS, or similar software

UNIT II: MEASURES OF CENTRAL TENDENCY AND DISPERSION

- Concept and significance of statistical measures in educational analysis
- Measures of central tendency: Mean, Median, and Mode (concept, computation, and interpretation)
- Measures of dispersion: Range, Quartile Deviation, Average Deviation, Variance, and Standard Deviation
- Comparison and interpretation of variability in educational data
- Application of these measures in analysing student performance and educational research data

UNIT III: PARAMETRIC AND NON-PARAMETRIC TESTS

- Concept of statistical testing and hypothesis testing in education
- Parametric tests:
 - t-test (independent and paired sample)
 - Pearson's Product Moment Correlation
 - Rank Difference Correlation (Spearman's method)
- Non-parametric tests:
 - Chi-square test: concept, computation, and educational applications
- Interpretation of statistical results in educational research

UNIT IV: NORMAL PROBABILITY CURVE

- Concept and meaning of normal distribution
- Characteristics and properties of the Normal Probability Curve (NPC)
- Educational significance and applications of NPC in measurement and evaluation
- Standard scores and their interpretation
- Uses of NPC in grading, test interpretation, and standardization

UNIT V: NORMALITY AND ADVANCED DATA INTERPRETATION

- Concept of deviation from normal distribution
- Measures of skewness: meaning, computation, and interpretation
- Measures of kurtosis: meaning, types, and interpretation
- Importance of skewness and kurtosis in educational data analysis
- Application of statistical interpretation in educational research and decision making
- Use of statistical software (Excel/SPSS/R) for analysis and reporting of educational data

SUGGESTED READINGS

1. Aggarwal, Y.P. (1998): Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
2. Ferguson, George A (1976): Statistical Analysis in Psychology and Education, McGraw Hill, New York
3. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
4. Guilford, J.P. (1980): Fundamental statistics in Education and Psychology, New York Holt, Rinehart and Winston.
5. Kutz, A.K. and Mayo S.T. (1980): Statistical Qualitative and Psychology, Naroda, New Delhi.
6. Mangal, S.K. (1992): Statistics in Psychology and Education, Tata McGraw Hill Publishing Company Ltd., New Delhi.
7. Minium, E.W., King M.B. and Bear G. (1993): Statistical Reasoning in Psychology and Education, John Wiley and Sons, Pvt. Ltd, Singapur.
8. P.C. Das and Bhabhagrahi Biswal (2015): Statistics in Education and psychology, Black Prints, New Delhi.
9. Roscoe, John T (1969): Fundamental Research Statistics for the Behavioral Sciences, New York: Holt Rinehart and Winston, Inc.
10. Yamene, T (1973): Statistics: An Introductory Analysis, Harper and Row, New York

**FOUR YEAR UNDERGRADUATE PROGRAMME
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2020)*



SEMESTER – VI

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER – VI

6 Major – 12 (4) (Level 300) 12. ADVANCED EDUCATIONAL GUIDANCE AND COUNSELLING (Theory and Practical)

Nature of Course	Major				
Course Code	MJC55EDN312(T)25: MAJOR 12 & MJC55EDN312(P)25				
Course Title	ADVANCED EDUCATIONAL GUIDANCE AND COUNSELLING				
Course Level	Level 300				
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 undergraduate students of Education and learners interested in understanding the principles and practices of guidance and counselling in educational settings. It is particularly relevant for future teachers, school counsellors, and educational administrators who need to support students' academic, personal, social, and vocational development. The course develops competencies in understanding learner behaviour, identifying psychological and adjustment problems, and applying counselling techniques to support student well-being. It also prepares learners to promote mental health, ethical practices, and inclusive counselling services in schools and educational institutions.				

- LO1:** Explain the concept, scope, objectives, and functions of guidance and counselling and analyse their role in educational institutions and student development.
- LO2:** Examine the psychological bases of guidance and apply methods for collecting and analysing student data for effective guidance services.
- LO3:** Analyse different types and areas of guidance, including educational, vocational, personal, and social guidance, and their applications in school programmes.
- LO4:** Apply counselling approaches, processes, and basic counselling skills to address students' academic, emotional, and behavioural concerns while understanding common mental health conditions.
- LO5:** Evaluate coping strategies, ethical standards, and inclusive counselling practices to support student well-being and address diverse learner needs in educational settings.

UNIT I: GUIDANCE AND COUNSELLING IN EDUCATION

- Meaning, concept, scope, objectives, and functions of guidance and counselling
- Relationship between education, psychology, and guidance services
- Historical development of the guidance movement in India and globally
- Need and significance of guidance and counselling in contemporary education
- Multidisciplinary perspectives of guidance (psychology, sociology, education, and health sciences)
- Role of teachers, counsellors, parents, and institutions in the guidance process

UNIT II: PSYCHOLOGICAL BASES AND BASIC DATA FOR GUIDANCE

- Psychological foundations of guidance: intelligence, abilities, aptitudes, interests, attitudes, and personality traits
- Methods of collecting guidance data: cumulative record card, anecdotal records, and case history
- Individual inventories and standardized tools for guidance and counselling
- Concept of adjustment and adaptability in education

- Maladjustment and problem behaviours among adolescents: aggressiveness, delinquency, substance abuse, and nomophobia (smartphone addiction)
- Educational implications of psychological assessment in guidance services

UNIT III: TYPES AND AREAS OF GUIDANCE

- Educational guidance: meaning, scope, objectives, and functions at different stages of education
- Vocational guidance: meaning, scope, objectives, and relationship with educational guidance
- Personal and social guidance: meaning, need, and aims
- Life skills education and its role in student development
- Behavioural problems of adolescents and counselling support in schools
- School guidance programmes: organization, services, and activities

UNIT IV: COUNSELLING PROCESS, APPROACHES, AND MENTAL HEALTH

- Meaning, nature, objectives, and principles of counselling
- Relationship between guidance and counselling
- Counselling approaches: directive, non-directive, and eclectic counselling
- Individual and group counselling methods
- Counselling process: rapport building, assessment, intervention, termination, and follow-up
- Basic counselling skills: empathy, active listening, questioning, paraphrasing, and feedback
- Multi-axial classification of mental disorders (DSM–5 overview: Sections I, II, and III)
- Brief overview of common mental health conditions: schizophrenia, anxiety disorder, depressive disorder, and personality disorders
- Introduction to therapeutic approaches: psychoanalysis, behaviour therapy, cognitive therapy, and humanistic therapy

UNIT V: COPING STRATEGIES, ETHICS, AND CONTEMPORARY APPLICATIONS

- Stress and stressors in educational settings
- Personal and environmental sources of stress among students
- Coping strategies and resilience-building for stressful situations
- Counselling interventions for maladjusted individuals
- Techniques for mental well-being: relaxation, meditation, and yoga in counselling
- Ethical standards in counselling: confidentiality, informed consent, and professional responsibility
- Cultural sensitivity and inclusive counselling practices for diverse learners (children with special needs, gender minorities, and marginalized groups)
- Case study approach in educational counselling and decision-making

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Conduct a role-play demonstrating the stages of an individual counselling session (rapport, problem identification, intervention, and closure).
2. Demonstrate basic counselling skills such as empathy, active listening, questioning, and paraphrasing through peer practice.
3. Prepare a case study report of a student with academic or behavioural adjustment problems and suggest guidance strategies.

4. Design a guidance programme for a secondary school addressing academic, vocational, and personal development.
5. Construct and administer a simple interest inventory or aptitude checklist for students.
6. Prepare and analyze a cumulative record card for a hypothetical student including academic and personal data.
7. Develop a life skills education module (e.g., decision making, stress management, or self-awareness) for adolescents.
8. Conduct a mock group counselling session on issues such as examination anxiety or peer pressure.
9. Observe a counselling video session and prepare a reflective report identifying techniques used.
10. Prepare a career guidance brochure for school students explaining career options and educational pathways.
11. Design a checklist to identify adjustment or behavioural problems among adolescents.
12. Demonstrate stress management techniques such as relaxation exercises, breathing techniques, or meditation.
13. Prepare a case analysis of an ethical dilemma in counselling and propose an appropriate solution.
14. Design an inclusive counselling plan for learners with special educational needs.
15. Conduct a survey on student stressors and analyse coping strategies used by learners.
16. Prepare a comparative analysis of directive, non-directive, and eclectic counselling approaches through simulated cases.
17. Develop a career counselling session plan using aptitude and interest test results.
18. Analyse a case of adolescent maladjustment (e.g., aggression, delinquency, or smartphone addiction) and recommend interventions.
19. Design a school guidance service model including orientation, counselling, and follow-up services.
20. Write a reflective journal on counselling practice, highlighting personal learning, ethical issues, and professional responsibilities.

SUGGESTED READING:

1. Aggarwal, J. C. (2008). *Educational and vocational guidance and counselling*. Delhi, India: Doaba House.
2. Agarwal, L. P. (2015). *Elementary guidance and counselling*. New Delhi, India: Black Prints.
3. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. Upper Saddle River, NJ: Pearson Education.
4. Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. New Delhi, India: Thomson Wadsworth.
5. Chauhan, S. S. (1982). *Principles and techniques of guidance*. New Delhi, India: Vikas Publishing House.
6. Goswami, M. (2016). *Essentials of guidance and counselling*. New Delhi, India: Lakshi Publishers and Distributors.
7. Hariharan, M., & Rath, R. (2008). *Coping with life stress: The Indian experience*. New Delhi, India: Sage Publications.
8. Kochhar, S. K. (1990). *Educational and vocational guidance in secondary schools*. New Delhi, India: Sterling Publishers.
9. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling Publishers.
10. Multiaxial classification of child and adolescent psychiatric disorders: The ICD-10 classification of mental and behavioural disorders in children and adolescents. (1996). Cambridge, UK: Cambridge University Press.

11. Narayana Rao, S. (2013). *Counselling and guidance*. New Delhi, India: McGraw Hill Education.
12. Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. New Delhi, India: Atlantic Publishers & Distributors.
13. Weiten, W., & Lloyd, M. A. (2006). *Psychology applied to modern life: Adjustment in the 21st century* (8th ed.). Belmont, CA: Thomson Wadsworth.

6 Major – 13 (4) (Level 300) 13. ECONOMICS OF EDUCATION (Field work)

Nature of Course	Major				
Course Code	MJC55EDN313(T)25: MAJOR 13				
Course Title	ADVANCED EDUCATIONAL GUIDANCE AND COUNSELLING				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education and learners interested in understanding the economic dimensions of education and its role in national development. It provides insights into how education contributes to human capital formation, economic productivity, and social mobility. The course is particularly relevant for future educators, educational planners, policymakers, and researchers who seek to analyse educational investments, financing systems, and policy decisions using economic perspectives. It also helps learners understand contemporary issues such as privatization, globalization, and technological transformation in education.				

- LO1:** Explain the meaning, scope, and perspectives of the economics of education and analyse education as a public good, private good, and investment in human development.
- LO2:** Examine the concepts of human capital and human resource development and evaluate the role of education in skill development, employability, and national productivity.
- LO3:** Analyse cost structures and economic evaluation methods in education, including cost–benefit and cost-effectiveness analysis, for educational planning and decision-making.
- LO4:** Evaluate the sources and mechanisms of financing education and interpret the concepts of rates of return, efficiency, and labour market outcomes related to educational investment.
- LO5:** Assess contemporary issues and trends in the economics of education, including equity, privatization, globalization, digital education, and policy implications for national development.

UNIT I: PERSPECTIVES OF ECONOMICS OF EDUCATION

- Meaning, nature, scope, and interdisciplinary character of Economics of Education
- Education as a public good, private good, and merit good
- Education as capital formation and investment in human development
- Classical and modern economic perspectives on education (Adam Smith, Schultz, Becker, and contemporary theories)
- Role of economics in educational planning, policy formulation, and development
- Emerging trends in economics of education: knowledge economy, digital economy, and global educational markets

UNIT II: HUMAN CAPITAL AND HUMAN RESOURCE DEVELOPMENT

- Concept and dimensions of Human Resource Development (HRD)
- Human capital theory and its relevance to educational planning
- Education as an investment: concept, strategies, and socio-economic significance
- Demand and supply of education in the labour market
- Human capital formation and manpower planning
- Skill development, employability, and workforce readiness in the knowledge economy
- Role of education in sustainable development and national productivity

UNIT III: COST ANALYSIS AND ECONOMIC EVALUATION OF EDUCATION

- Concept and importance of cost analysis in education
- Input–output relationship in educational systems
- Taxonomy of educational costs: direct, indirect, social, private, opportunity costs
- Taxonomy of benefits of education: private, social, economic, and non-economic benefits
- Cost–benefit analysis and cost-effectiveness analysis in education
- Economic evaluation of educational programmes and policies
- Application of economic analysis in educational decision-making

UNIT IV: FINANCING EDUCATION AND RETURNS TO INVESTMENT

- Sources of financing education: public, private, and international funding
- Role of central government, state governments, and educational institutions in financing education
- Public expenditure on education and budgeting processes
- Concept of returns to education: private and social rates of return
- Methods of calculating rates of return in education
- Internal and external efficiency in educational systems
- Age–education–earning profile and labour market outcomes

UNIT V: ISSUES AND TRENDS IN ECONOMICS OF EDUCATION

- Economics of equity, access, and inclusion in education
- Education, poverty reduction, and socio-economic mobility
- Economics of higher education and privatization
- Education financing reforms: public–private partnerships (PPP) and alternative funding models
- Economics of digital education and technological transformation
- Globalization and internationalization of education markets
- Educational policy analysis and economic implications for national development

A field visit to educational institution or college to calculate cost effectiveness of the different courses and preparation of a field report as per APA guideline. The field report must be an internal part of Internal assessment. Admissible fee amount for field visit must be collected at the time of admission as per university or directorate fee guidelines.

SUGGESTED READINGS

1. Azad, J. L. (1975). *Financing of higher education in India*. Sterling Publishers.
2. Hansome, E., & Bemback, C. (1966). *Education and development of nations*. Rinehart & Winston.
3. Harbison, F., & Myers, C. A. (1964). *Education, manpower, and economic growth*. Tata McGraw-Hill.
4. Hough, J. R. (1987). *Education and the national economy*. Groom Helm.
5. Misra, A. (1967). *The financing of Indian education*. Asia Publishing House.
6. Natarajan, S. (1990). *Introduction to economics of education*. Sterling Publishers.
7. Pandit, H. N. (1969). *Measurement of cost productivity and efficiency of education*. NCERT.

8. Panchamukhi, P. R. (Ed.). (1989). *Economics of education finance*. Himalayan Publishing House.
9. Rao, V. K. R. V. (1966). *Education and human resource development*. Allied Publishers.
10. UNESCO. (1971). *Readings in economics of education*. Paris, France: UNESCO.
11. Vaizey, J. (1973). *The economics of education*. Macmillan.

6 Major – 14 (4) (Level 300) 14. INCLUSIVE EDUCATION (Field work)

Nature of Course	Major				
Course Code	MJC55EDN314(T)25: MAJOR 14				
Course Title	INCLUSIVE EDUCATION				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in understanding inclusive education and the educational needs of diverse learners. It is particularly useful for future teachers, special educators, and educational administrators who aim to create inclusive and equitable learning environments. The course provides knowledge about identification of children with special needs, inclusive pedagogical strategies, assistive technologies, and supportive policies. It also equips learners to address social, psychological, and educational barriers to inclusion and to promote collaborative practices among schools, families, and communities for effective inclusive education.				

- LO1:** Explain the concept, philosophy, and historical development of inclusive education and analyse its role in promoting equity, social justice, and human rights in education.
- LO2:** Identify and describe different categories of children with special needs and analyse their characteristics, educational needs, and psycho-social implications in school settings.
- LO3:** Apply inclusive teaching strategies, differentiated instruction, and assistive technologies to support the learning needs of diverse learners.
- LO4:** Examine national and international policies, legal frameworks, and institutional support systems that promote inclusive education.
- LO5:** Evaluate inclusive school practices and contemporary issues in inclusive education and develop strategies to create supportive, barrier-free, and socially inclusive learning environments.

UNIT I: FOUNDATIONS OF INCLUSIVE EDUCATION

- Concept, meaning, and philosophy of inclusive education
- Historical development of inclusive education: segregation, integration, and inclusion
- Principles, objectives, and scope of inclusive education
- Need and significance of inclusive education in contemporary society
- Inclusive education in relation to equity, social justice, and human rights
- Role of schools, teachers, and educational systems in promoting inclusive practices

UNIT II: CWSN: IDENTIFICATION AND CHARACTERISTICS

- Concept and classification of Children with Special Needs (CWSN)
- Identification, screening, and early detection of learning and developmental difficulties
- Characteristics and educational needs of:
 - Children with physical disabilities
 - Children with visual impairment
 - Children with hearing impairment
 - Children with speech and language disorders
 - Children with intellectual disabilities

- Gifted and talented learners and their educational needs
- Psycho-social and educational implications of disability in school settings

UNIT III: PEDAGOGICAL TECHNIQUES AND ASSISTIVE TECHNOLOGIES

- Inclusive teaching strategies and differentiated instruction
- Universal Design for Learning (UDL) and learner-centered approaches
- Classroom adaptations and curriculum modifications for CWSN
- Assistive devices and educational aids for:
 - Visual impairment (Braille, screen readers, tactile materials)
 - Hearing impairment (hearing aids, sign language, captioning tools)
 - Speech and language impairment (communication aids and therapy-based interventions)
- Use of digital technologies and ICT tools in inclusive classrooms
- Role of individualized education plans (IEP) and collaborative teaching

UNIT IV: POLICIES AND SUPPORT SYSTEMS FOR INCLUSIVE EDUCATION

- National and international perspectives on inclusive education
- Persons with Disabilities Act, 1995
- Rights of Persons with Disabilities (RPWD) Act, 2016
- Inclusive education provisions under the Right to Education (RTE) Act, 2009 and NEP 2020
- Role of government agencies, NGOs, and support services in inclusive education
- Role of family, community, and local institutions in nurturing children with special needs

UNIT V: INCLUSIVE SCHOOL PRACTICES AND CONTEMPORARY ISSUES

- Creating inclusive school environments and barrier-free infrastructure
- Classroom management and collaboration among teachers, parents, and specialists
- Inclusive assessment and evaluation practices for diverse learners
- Social inclusion, peer support, and cooperative learning strategies
- Addressing stigma, discrimination, and attitudinal barriers
- Emerging trends in inclusive education: assistive technology, inclusive policy reforms, and community-based rehabilitation

A field visit for Identification of Divyang (CWSN) from local area or adopted village(s) of the college or from neighbouring school and preparation of a field report as per APA guideline. The field report must be an internal part of Internal assessment. Admissible fee amount for field visit must be collected at the time of admission as per university or directorate fee guidelines.

SUGGESTED READINGS

1. Ainscons, M. and Booth, T. (2003). The Index for Inclusion: Developing learning and Participation in Schools. Bristol: Centre of Studies in Inclusive Education.
2. Baquer, A and Sharma A. (1998) Disability: Challenges Vs. Responses, New Delhi: Can Publishes.
3. Jha, M. (2002) Inclusive Education for All School without walls, Chennai: Heinemann Educational Publishers, Multivista Global Ltd.
4. NCERT (2006). National Focus Groups – Position papers: Education of Children with Special needs, NCERT, New Delhi.
5. Sharma, P.L. (1990). Teachers Handbook on IED – Helping Children with Special needs, New Delhi: NCERT Publications.
6. Sharma, P.L. (2003). Planning Inclusive Education in Schools. Mysore: RIE, The Persons with Disabilities.
7. UNESCO (2009). Policy Guidelines on Inclusion in Education.
8. Wade, S.E. (2000). Preparing Teachers for Inclusive Education: Case Pedagogies and curricula for Teacher Educators. London: Lewrence Erlbaum Associates Publishers.
9. Walkins, A (Editor) (2007). Assessment in Inclusive Settings: Key issues for policy and practice, Odense, Denmark: European Agency

6 Major – 15 (4) (Level 300) 15. EDUCATIONAL RESEARCH (Theory)

Nature of Course	Major				
Course Code	MJC55EDN315(T)25: MAJOR 15				
Course Title	EDUCATIONAL RESEARCH				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in developing foundational competencies in educational research. It is particularly useful for students who intend to conduct academic research, prepare research proposals, or engage in evidence-based educational practices. The course equips learners with knowledge of research design, sampling techniques, data collection tools, and methods of data analysis. It also prepares students to use digital research tools and statistical software for analysing educational data and writing research reports while maintaining ethical standards in research.				

LO1: Explain the nature, purpose, and types of educational research and evaluate ethical principles guiding research in education and social sciences.

LO2: Identify and formulate research problems, conduct systematic reviews of related literature, and develop research questions, hypotheses, and variables.

LO3: Analyse different research designs and sampling techniques and develop research proposals for educational studies.

LO4: Develop and apply appropriate tools and techniques for data collection while ensuring reliability, validity, and ethical considerations in research.

LO5: Analyse and interpret quantitative and qualitative data using statistical methods and software and prepare structured research reports following academic standards.

UNIT I: FOUNDATIONS OF EDUCATIONAL RESEARCH

- Meaning, nature, and characteristics of scientific research
- Concept and scope of educational research
- Purposes and significance of research in education and social sciences
- Types of research: basic, applied, action research, evaluative research, and developmental research
- Quantitative, qualitative, and mixed-method research approaches
- Ethical principles in educational research (academic integrity, consent, confidentiality, plagiarism prevention)

UNIT II: PROBLEM, REVIEW AND RESEARCH GAP IDENTIFICATION

- Identification and formulation of research problems in education
- Criteria of a good research problem and feasibility considerations
- Selection and delimitation of research topics
- Review of related literature: sources, methods, and synthesis
- Use of digital databases and reference management tools (Google Scholar, ERIC, Zotero, Mendeley)
- Research questions and hypothesis formulation
- Types of variables: independent, dependent, intervening, and control variables

UNIT III: RESEARCH DESIGN AND SAMPLING TECHNIQUES

- Concept and importance of research design
- Types of research designs: descriptive, experimental, quasi-experimental, correlational, and survey research
- Qualitative research designs: case study, ethnography, phenomenology, and grounded theory
- Mixed-method research design and triangulation
- Population and sampling: probability and non-probability sampling techniques
- Sampling errors and sample size determination
- Development of research proposals and research planning

UNIT IV: TOOLS, TECHNIQUES, AND DATA COLLECTION METHODS

- Tools and techniques of data collection in educational research
- Tests, questionnaires, schedules, interviews, and observation techniques
- Rating scales, checklists, and inventories
- Development and standardization of research instruments
- Reliability and validity of research tools
- Use of digital tools for data collection (Google Forms, online surveys, learning analytics)
- Ethical considerations in data collection and participant protection

UNIT V: DATA ANALYSIS, INTERPRETATION, AND RESEARCH REPORTING

- Quantitative and qualitative data analysis techniques
- Descriptive statistics: mean, median, mode, standard deviation, and graphical representation
- Inferential statistics: t-test, correlation, chi-square, and basic regression concepts
- Qualitative data analysis: coding, categorization, thematic analysis, and narrative interpretation
- Use of statistical software for data analysis (SPSS, PSPP, Jamovi, R, and Microsoft Excel)
- Interpretation of research findings and drawing conclusions
- Writing research reports, thesis structure, and academic referencing (APA style)
- Use of plagiarism detection tools and AI-assisted research support

Suggested Reading

1. Anderson, G. J. (1998). *Fundamentals of Educational Research*. United Kingdom: Falmer.
2. Mangal, S.K. (2013). *Research Methodology in Behavioural Sciences*. PHI Learning.
3. Best, John W. (1978). *Research in Education*. Prentice Hall Inc.
4. Padua, R. N. (1998). *Fundamentals of Educational Research and Data Analysis: A PAFTE Textbook and Development Project*. Philippines: Katha.
5. Kaul, Lokesh (1997). *Methodology of Educational Research*, Vikash Publishing
6. Kulbir S. S. (1997). *Methodology of Educational Research*, Sterling publishing.
7. Lodico, M. G., Spaulding, D. T., Voegtke, K. H. (2010). *Methods in Educational Research: From Theory to Practice*. Spain: Wiley.
8. Harper, B. E., Tuckman, B. W. (2012). *Conducting Educational Research*. Rowman & Littlefield Publishers.
9. Good, C. V. (1966). *Essentials of Educational Research: Methodology and Design*. United States: Appleton-Century-Crofts.

10. Johnson, R. B., Christensen, L. B. (2024). Educational Research: Quantitative, Qualitative, and Mixed Approaches. Germany: SAGE Publications.
11. Zedeck, S. (2014). APA Dictionary of Statistics and Research Methods. United States: American Psychological Association.
- Publication Manual of the American Psychological Association: The Official Guide to APA Style. (2019). United States: American Psychological Association

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 – VII

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER – VII

7Major – 16 (4) (Level 400) 16. GLOBAL (COMPARATIVE) EDUCATION (Theory)

Nature of Course	Major				
Course Code	MJC60EDN416(T)25: MAJOR 16				
Course Title	Global (Comparative) Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education at Level 400, and learners interested in understanding global educational systems through comparative analysis. It is particularly useful for students preparing for careers in teaching, educational planning, policy analysis, and international education studies. The course enables learners to examine school, higher, research, and technical education systems across different countries using global indicators such as the Education Index and other international benchmarks. It also equips students with the analytical skills required to understand global educational trends, policy transfer, and innovations that influence educational development and reform in national contexts.				

- LO1:** Explain the concept, scope, and development of comparative education and analyse factors influencing educational systems across different countries.
- LO2:** Examine major theoretical approaches and methodologies used in comparative education and interpret global education indicators such as the Education Index.
- LO3:** Compare the aims, structure, curriculum, and instructional practices of primary and secondary education systems in different countries.
- LO4:** Analyse higher education, research, and technical education systems across countries and evaluate their contributions to innovation, economic development, and global competitiveness.
- LO5:** Evaluate global educational trends, policy transfer, and international benchmarks and assess their implications for educational reforms and policy development.

UNIT I: FOUNDATIONS AND METHODS OF COMPARATIVE EDUCATION

- Concept, meaning, aims, and scope of comparative education
- Evolution and historical development of comparative education
- Comparative education as a scientific field of educational research
- Methods of comparative study: descriptive, analytical, and comparative methods
- Factors influencing educational systems (Political, Economic, Cultural and social, Technological and demographic)
- Global educational indicators and indices used in comparative studies (Human Development Index, Education Index, Global Education Monitoring Indicators, Sustainable Development Goal SDG-4)

UNIT II: APPROACHES OF COMPARATIVE EDUCATION

- Philosophical, historical, and sociological approaches to comparative education
- Problem approach and cross-national comparative analysis
- Systems approach to comparative education
- Quantitative indicators and benchmarking in global education systems

- Universalization of education and global equity frameworks
- Comparative education in the era of globalization, digital transformation, and knowledge economies
- International educational organizations and their influence: UNESCO, OECD, World Bank, and UNICEF

UNIT III: COMPARATIVE ANALYSIS OF SCHOOL EDUCATION

(India, United Kingdom, United States, China, Finland, and Singapore based on Education Index indicators)

Primary Education

- Structure and organization of primary education
- Educational aims and philosophy
- Curriculum design and content
- Teaching methods and instructional practices
- Teacher preparation and professional standards
- Universal access and learning outcomes

Secondary Education

- Structure and diversification of secondary education
- Curriculum frameworks and subject specialization
- Vocational and technical integration in secondary education
- Assessment and certification systems
- Educational equity and inclusion across countries
- Comparative analysis using education performance indicators

UNIT IV: COMPARATIVE ANALYSIS OF HIGHER EDUCATION

(India, United Kingdom, United States, China, Finland, and Singapore based on Education Index indicators)

Higher Education

- Structure of university systems and governance models
- Academic programmes, credit systems, and degree structures
- Research universities and innovation ecosystems
- Global rankings and quality assurance frameworks
- Internationalization of higher education

Research and Technical Education

- Organization of research institutions and doctoral education
- Funding models for research and innovation
- Vocational and Technical education systems
- Industry–academia collaboration and innovation systems
- Comparative analysis using research productivity and innovation indicators

UNIT V: TRENDS AND EVALUATION OF COMPARATIVE EDUCATION

- Globalization and internationalization of education
- Cross-national policy borrowing and educational reforms
- Education Index comparison and global benchmarking
- Digital transformation in education and global learning networks
- Comparative study of teacher education systems across countries
- Global educational challenges: equity, sustainability, AI in education, and lifelong learning
- Implications of comparative education for educational reforms in India

SUGGESTED READING:

1. Bray, M., Adamson, B., & Mason, M. (2014). *Comparative education research: Approaches and methods* (2nd ed.). Hong Kong: Springer.
2. Cowen, R., & Kazamias, A. M. (Eds.). (2009). *International handbook of comparative education*. Dordrecht, Netherlands: Springer.
3. Epstein, E. H., & Ochs, K. (2008). *Comparative education: Global perspectives*. New York, NY: Routledge.
4. Hallinger, P., & Walker, A. (2017). *Leading educational change in East Asia*. Singapore: Springer.
5. Mundy, K., Green, A., Lingard, B., & Verger, A. (Eds.). (2016). *The handbook of global education policy*. Oxford, UK: Wiley-Blackwell.
6. Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice* (2nd ed.). London, UK: Bloomsbury Academic.
7. Postlethwaite, T. N. (Ed.). (2004). *The encyclopedia of comparative education and national systems of education*. Oxford, UK: Pergamon Press.
8. Spring, J. (2015). *Globalization of education: An introduction* (2nd ed.). New York, NY: Routledge.
9. UNESCO. (2023). *Global education monitoring report*. Paris, France: UNESCO Publishing.
10. World Bank. (2020). *World development report 2020: Learning to realize education's promise*. Washington, DC: World Bank.
11. Bereday, G. Z. F. (1964). *Comparative Method in Education*. India: Holt, Rinehart and Winston.
12. Cramer, I.F. & Brown, G.S. (1965) *Contemporary Education: A Comparative Study of National System*. New York Harcourt Brace & Company.
13. Denis Lawten (1986): *School Curriculum Planning*, London Hodder and Stoughton
14. Hans, Nicholas (1961): *Comparative Education*, London Routledge and Kegan Paul
15. Cramer, J. F., & Browne, G. S. (1965). *Contemporary education; a comparative study of national systems* (2d ed.). Harcourt, Brace & World.

Major – 17 (4) (Level 400) 17. PARENTING AND CHILD CARE EDUCATION
(Field Work)

Nature of Course	Major				
Course Code	MJC60EDN417(T)25: MAJOR 17				
Course Title	Parenting and Child Care Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course explores the foundations and advanced understanding of parenting, early childhood care, and developmental processes. It examines biological, psychological, and social dimensions of parenting, child health, developmental milestones, and child protection. The course integrates theoretical perspectives and applied practices for parents, educators, and caregivers, emphasizing the role of parenting in shaping children's physical, cognitive, emotional, and social development. Parenting is considered the central pathway through which children's development and adjustment occur, influencing their health, competence, and well-being in society.				

LO1. Explain concepts and theoretical foundations of parenting and child development.

LO2. Analyze biological, psychological, and social factors affecting parenting practices.

LO3. Evaluate child health, nutrition, and early childhood care practices.

LO4. Assess developmental milestones and individual differences among children.

LO5. Apply knowledge of parenting to support children's physical, emotional, and social development.

UNIT 1: INTRODUCTION TO PARENTHOOD

Concept of Parent and Parenting - nurture, guide, and socialize children, responsibility for the physical, psychological, and social development of children.

Characteristics of Parenting- caregiving, emotional support, socialization, and education, protection, nurture, and guidance, adapt to their social and cultural environment.

Parenting Rights and Responsibilities - education, health care, and moral guidance of children, promoting children's well-being, discipline, and development.

Prenatal and Postnatal Care- preparing for childbirth and understanding biological and emotional aspects of pregnancy, focuses on nurturing infants and promoting healthy development.

Factors Affecting Physical and Mental Development - Genetic, biological, social, and environmental factors influence parenting and child development. Family systems, socioeconomic conditions, and cultural values shape parenting practices.

Role of Parents in Child Care Education - collaborate with educational and care institutions such as daycare centers, Anganwadi centers, and early childhood programs to support children's cognitive and social learning.

UNIT 2: UNDERSTANDING EARLY CHILDHOOD

Nutrition and Health Care of Infants -Proper nutrition during infancy is essential for brain development, immunity, and growth. Parents must ensure balanced feeding practices.

Vaccination and Immunization - Preventive health care such as immunization protects infants from infectious diseases and supports long-term health outcomes.

Diet of Nursing Mother and Infant - Maternal nutrition directly affects infant health, especially through breastfeeding and early feeding practices.

Feeding and Weaning - Feeding practices influence physical development and learning behaviors. Gradual weaning supports the child's nutritional independence.

Common Childhood Diseases - Early detection and proper care help prevent long-term health complications and support healthy growth.

Government Healthcare Schemes - Public health programs and community services assist families in providing nutrition, immunization, and health monitoring.

UNIT 3: UNDERSTANDING CHILD CARING EDUCATION

Factors Affecting Early Childhood Foundation - Early childhood development is shaped by family environment, parental interaction, cultural practices, and socioeconomic status.

Child-Rearing Practices - Parenting practices include nurturing, discipline, communication, and guidance that shape children's personality and behavior.

Effects of Parental Loss - Loss through death or divorce can affect emotional security and psychological development, requiring supportive caregiving and counseling.

Child Abuse and Neglect - maltreatment includes physical, emotional, and psychological abuse. Preventive measures include parental education and legal protection.

Child Rights and Protection - Children have rights to safety, education, health, and dignity. Parents and institutions share responsibility for protecting these rights.

UNIT 4: DEVELOPMENTAL STAGES OF CHILDREN

Developmental Milestones (Birth to 5 Years) - Children progress through predictable developmental stages involving physical, cognitive, language, and social growth.

Fine Motor Development - Skills involving hand-eye coordination, manipulation of objects, and early writing abilities.

Speech and Language Development - Language development occurs through interaction with parents and environment, supporting communication and cognitive growth.

Emotional Development - Emotional regulation and attachment develop through parental support and nurturing relationships.

Social Development - Social skills emerge through interaction with parents, peers, and caregivers.

Individual Differences - Children differ in temperament, abilities, and developmental pace due to biological and environmental influences.

Pediatric Knowledge and First Aid - Basic pediatric knowledge helps caregivers respond to emergencies, injuries, and health issues in early childhood.

UNIT 5: ADVANCED PARENTING PRACTICES AND CHILD DEVELOPMENT

Parenting and Child Cognitive Development - Parents promote cognitive abilities through language interaction, play, and learning environments.

Parenting and Emotional Regulation - Parenting practices help children develop self-control, resilience, and emotional stability.

Parenting and Moral Development - Parents guide children in understanding values, discipline, and ethical behavior.

Parenting and Education - Collaboration between parents and educational institutions supports children's academic motivation and learning.

Parenting and Social Relationships - Parents influence children's peer relationships, social skills, and community participation.

A field visit to Rural or Urban Health Care centre for collecting data related to immunization and their schemes, and preparation of a field report as per APA guideline. The

field report must be an internal part of Internal assessment. Admissible fee amount for field visit must be collected at the time of admission as per university or directorate fee guidelines.

SUGGESTED READING:

1. Bornstein, M. H. (Ed.). *Handbook of Parenting*, Vol.1: Children and Parenting.
2. Bornstein, M. H. (Ed.). *Handbook of Parenting*, Vol.2: Biology and Ecology of Parenting.
3. Bornstein, M. H. (Ed.). *Handbook of Parenting*, Vol.3: Being and Becoming a Parent.
4. Bornstein, M. H. (Ed.). *Handbook of Parenting*, Vol.4: Social Conditions and Applied Parenting.
5. Bornstein, M. H. (Ed.). *Handbook of Parenting*, Vol.5: Practice of Parenting
6. Spock, D.B.G.(2012). Dr. Spock's Baby & Childcare in India. Simon & Schuster.
7. Meek, J. Y. (2012). New Mother's Guide to Breastfeeding. AAP.
8. World Health Organization. (1988). Weaning from Breast Milk to Family Food. A Guide for Health and Community Workers. Switzerland:
9. Mitchell J. E. (1995). Baby & Child Emergency First-aid Handbook. Hachette Books.
10. Hurlock, E. B. (1978). Child Growth and Development. India: McGraw-Hill Education.
11. Asma Shah, et al. (2021). Oxford Handbook of Paediatrics 3e. Oxford University Press.
12. Geme, J., Kliegman, R. M. (2019). Nelson Textbook of Pediatrics. Elsevier

7 Major – 18 (4) (Level 400) (RM) 18. ADVANCED EDUCATIONAL RESEARCH
(Theory)

Nature of Course	Major				
Course Code	MJC60EDN418(T)25: MAJOR 18				
Course Title	Advanced Educational Research				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for advanced undergraduate students of Education at Level 400, and learners preparing for academic research, postgraduate studies, and professional research careers. It is particularly relevant for students who aim to develop strong competencies in scientific inquiry, advanced research design, and data analysis in educational research. The course equips learners with the ability to formulate research problems, construct hypotheses, design complex research studies, and analyse quantitative and qualitative data using rigorous scientific methods. It also prepares students to conduct interdisciplinary and mixed-method research to address complex educational issues and contribute to evidence-based educational policy and practice.				

- LO1:** Analyse advanced principles of scientific inquiry and research paradigms and apply them to investigate complex educational problems.
- LO2:** Develop conceptual frameworks and formulate strong research hypotheses by operationalizing variables and constructing theoretical models.
- LO3:** Design advanced research studies using appropriate research designs and sampling strategies and prepare comprehensive research proposals.
- LO4:** Apply advanced quantitative data analysis techniques and statistical tests to interpret educational data and evaluate research findings.
- LO5:** Conduct qualitative and mixed-method research by applying appropriate designs, analytical procedures, and triangulation to generate comprehensive educational insights.

UNIT I: ADVANCED SCIENTIFIC INQUIRY IN EDUCATIONAL RESEARCH

- Scientific reasoning and advanced applications of the scientific method in educational research
- Core characteristics of scientific inquiry: replicability, precision, falsifiability, and parsimony
- Types of scientific inquiry: exploratory, explanatory, and descriptive research approaches
- Research as a scientific activity: problem solving, theory construction, prediction, and knowledge generation
- Contemporary paradigms of educational research: positivist, interpretivist, critical, and pragmatic paradigms
- Role of advanced research designs in addressing complex educational problems

UNIT II: ADVANCED HYPOTHESES DEVELOPMENT

- Conceptual framework development in educational research
- Concepts, constructs, and operationalization of variables
- Advanced classification of variables: independent, dependent, extraneous, intervening, moderator, and control variables
- Hypothesis formulation in advanced research
- Sources and types of hypotheses: research, directional, non-directional, and null hypotheses

- Criteria and characteristics of a strong hypothesis
- Development of theoretical and conceptual models in educational research

UNIT III: RESEARCH DESIGN AND SAMPLING STRATEGIES

- Advanced research design strategies in education
- Complex research designs: descriptive, experimental, quasi-experimental, and historical research designs
- Population, universe, and sampling frame in educational studies
- Characteristics of a representative sample
- Probability sampling techniques (simple random, stratified, systematic, cluster sampling)
- Non-probability sampling techniques (purposive, quota, snowball, convenience sampling)
- Advanced procedures in preparing research proposals and research protocols

UNIT IV: ADVANCED QUANTITATIVE DATA ANALYSIS

- Measurement theory in educational research
- Levels of measurement: nominal, ordinal, interval, and ratio scales and their implications for analysis
- Development and standardization of research instruments
- Reliability, validity, and standardization procedures in measurement
- Advanced quantitative data analysis techniques:
 - Descriptive statistics (measures of central tendency, variability, and graphical representation)
 - Hypothesis testing: Type I and Type II errors, level of significance, statistical power, and effect size
 - Parametric statistical techniques: correlation, t-test, z-test, ANOVA
 - Non-parametric statistical techniques: chi-square tests and related methods
- Conditions for the use of parametric statistical tests
- Interpretation of statistical results in educational research

UNIT V: QUALITATIVE AND MIXED METHODS RESEARCH

- Advanced qualitative data analysis: data reduction, coding, categorization, and thematic analysis
- Analytical induction and constant comparative method
- Concept and application of triangulation in research
- Qualitative research designs:
 - Grounded theory: meaning, types, procedures, strengths, and limitations
 - Narrative research: characteristics and research procedures
 - Case study research: types, components, procedures, strengths, and limitations
 - Ethnographic research: assumptions, fieldwork procedures, and writing ethnographic accounts
- Mixed methods research: characteristics and significance
- Types of mixed-method designs: triangulation, explanatory, and exploratory designs
- Procedures for conducting mixed-method research and integration of qualitative and quantitative findings

Suggested Reading

12. Anderson, G. J. (1998). Fundamentals of Educational Research. United Kingdom: Falmer.
13. Mangal, S.K. (2013), Research Methodology in Behavioural Sciences. PHI Learning.
14. Best, John W. (1978). Research in Education. Prentice Hall Inc.
15. Padua, R. N. (1998). Fundamentals of Educational Research and Data Analysis: A PAFTE Textbook and Development Project. Philippines: Katha.
16. Kaul, Lokesh (1997). Methodology of Educational Research, Vikash Publishing

17. Kulbir S. S. (1997). *Methodology of Educational Research*, Sterling publishing.
18. Lodico, M. G., Spaulding, D. T., Voegtle, K. H. (2010). *Methods in Educational Research: From Theory to Practice*. Spain: Wiley.
19. Harper, B. E., Tuckman, B. W. (2012). *Conducting Educational Research*. Rowman & Littlefield Publishers.
20. Good, C. V. (1966). *Essentials of Educational Research: Methodology and Design*. United States: Appleton-Century-Crofts.
21. Johnson, R. B., Christensen, L. B. (2024). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Germany: SAGE Publications.
22. Zedeck, S. (2014). *APA Dictionary of Statistics and Research Methods*. United States: American Psychological Association.
- Publication Manual of the American Psychological Association: The Official Guide to APA Style. (2019). United States: American Psychological Association.

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 – VIII

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER – VIII

8 Major – 19 (4) (Level 400) 19. DATA ANALYSIS AND INTERPRETATION

Nature of Course	Major				
Course Code	MJC60EDN419(P)25: MAJOR 19				
Course Title	Advanced Data analysis and Interpretation				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	-	-	4	120 (P)
Course Audience	This course is designed for undergraduate students of Education at Level 400 (NHEQF Level 6) who are preparing for advanced academic research, postgraduate studies, and professional research careers. It is particularly useful for students, researchers, and educational analysts who need to develop advanced competencies in statistical data analysis using software such as SPSS, Jamovi, and other statistical software. The course focuses on applying statistical methods to real educational datasets, interpreting research results, and producing evidence-based conclusions. Through both theoretical understanding and laboratory-based practical work, learners will develop skills in data management, hypothesis testing, parametric and non-parametric statistical analysis, and research reporting using statistical software.				

- LO1:** Explain advanced concepts of statistical data analysis and manage educational datasets using statistical software such as SPSS, Jamovi, and other statistical software.
- LO2:** Perform data screening, reliability testing, validity testing, and assumption testing using statistical software and interpret the results for educational research.
- LO3:** Apply parametric statistical techniques such as t-tests, ANOVA, correlation, and regression using SPSS and interpret their outputs for research decision-making.
- LO4:** Conduct non-parametric statistical analyses including Chi-square, Mann–Whitney, Wilcoxon, and Kruskal–Wallis tests and interpret their implications in education.
- LO5:** Analyse complex educational datasets using advanced statistical procedures and prepare structured research reports with appropriate statistical interpretation.
- LO6 (Practical Skill Outcome):** Demonstrate practical competence in using SPSS and related statistical software to manage data, perform statistical tests, generate graphical outputs, and present findings according to academic research standards.

UNIT I: ADVANCED STATISTICAL SOFTWARE AND DATA MANAGEMENT

- Advanced statistical skills for educational research and data-driven decision making
- Overview of statistical software in educational research: python, Jamovi, SPSS, and R ecosystem
- Installation, configuration, and environment setup for python, Jamovi, and SPSS
- Data entry, coding, labelling, transformation, and recoding of variables
- Importing and exporting data from Excel, CSV, and database formats
- Handling missing data, outliers, and data cleaning procedures
- Installation and use of SPSS plug-ins and extensions using GitHub and SPSS Extension Hub
- Data visualization and dashboard creation for educational data analysis
-

UNIT II: DATA SCREENING, ASSUMPTION TESTING AND VALIDATION

- Preliminary data screening techniques
- Testing normality (Kolmogorov–Smirnov, Shapiro–Wilk tests) and graphical diagnostics
- Testing homogeneity of variance (Levene’s Test)
- Multicollinearity and independence of observations
- Reliability analysis using Cronbach’s Alpha, Split-Half reliability, and Inter-rater reliability
- Construct validity and factor validity using Exploratory Factor Analysis (EFA)
- Data reduction techniques and dimensionality testing
- Interpretation of reliability and validity outputs in SPSS

UNIT III: ADVANCED PARAMETRIC STATISTICAL ANALYSIS

- Descriptive statistical analysis: frequency distribution, mean, median, mode, variance, standard deviation, skewness, kurtosis
- Graphical representation of data: histograms, boxplots, scatter plots, probability plots
- Independent sample t-test and paired sample t-test
- One-way ANOVA and post-hoc comparisons (Tukey, Bonferroni)
- Correlation analysis (Pearson correlation) and interpretation
- Linear regression and multiple regression analysis
- Effect size estimation and interpretation in educational research
- Interpretation and reporting of statistical outputs in SPSS

UNIT IV: ADVANCED NON-PARAMETRIC STATISTICAL ANALYSIS

- Concept and significance of non-parametric statistics in educational research
- Chi-square test of independence and goodness-of-fit
- Median test and its interpretation
- Wilcoxon Signed-Rank Test for paired samples
- Mann–Whitney U Test for independent samples
- Kruskal–Wallis Test for comparing multiple groups
- Spearman Rank Correlation for ordinal data
- Interpretation of non-parametric test outputs using SPSS

UNIT V: MULTIVARIATE ANALYSIS AND RESEARCH REPORTING

- Introduction to multivariate statistical techniques
- Factor analysis and principal component analysis (PCA)
- Cluster analysis for educational data classification
- Logistic regression and predictive modelling
- Data interpretation and advanced visualization techniques
- Reporting statistical findings using APA format
- Integration of statistical outputs into research reports and academic publications
- Ethical use of statistical software and responsible data analysis practices

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 towards a problem. Students must complete at least **18 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Install SPSS, Jamovi, and python, R and configure the software environment for educational data analysis.
2. Create a dataset in SPSS and demonstrate procedures for coding, labeling, and transforming variables.

3. Import educational survey data from Excel into SPSS and perform data cleaning and missing value treatment.
4. Generate descriptive statistics and graphical representations for a dataset using SPSS.
5. Conduct a normality test (Shapiro–Wilk or Kolmogorov–Smirnov) and interpret
6. Test the reliability of a questionnaire using Cronbach’s Alpha and interpret
7. Perform exploratory factor analysis (EFA) to test construct validity of a scale.
8. Compute measures of central tendency and dispersion using SPSS and interpret
9. Perform an independent sample t-test and interpret the statistical output.
10. Conduct a paired sample t-test using pre-test and post-test data.
11. Perform a one-way ANOVA and interpret post-hoc test results.
12. Conduct Pearson or spearman correlation analysis and explain the relationship between variables. Show when to perform Pearson or Spearmen.
13. Perform simple linear regression and interpret regression coefficients and model fit.
14. Perform multiple regression analysis using SPSS and interpret the predictors.
15. Conduct a Chi-square test of independence and interpret its significance.
16. Apply the Mann–Whitney U test to compare two independent groups.
17. Conduct the Wilcoxon Signed-Rank Test for paired observations.
18. Apply the Kruskal–Wallis test to compare more than two groups.
19. Perform factor analysis or principal component analysis (PCA) to identify underlying dimensions.
20. Prepare a statistical analysis report using SPSS outputs and present the findings following APA reporting standards.

SUGGESTED READINGS

1. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. SAGE Publications.
2. Cronk, B. C. (2017). *How to Use SPSS®: A Step-By-Step Guide to Analysis and Interpretation*. Taylor & Francis.
3. Mwavita, M., Strunk, K. K. (2021). *Design and Analysis in Educational Research Using Jamovi: ANOVA Designs*. United Kingdom: Taylor & Francis.
4. Richardson, P., Machan, L. (2021). *Jamovi for Psychologists*. Macmillan Education.
5. Cunningham, J. B., Aldrich, J. O. (2012). *Using SPSS: An Interactive Hands-On Approach*. United Kingdom: SAGE Publications.
6. Aldrich, J. O. (2018). *Using IBM SPSS Statistics: An Interactive Hands-On Approach*. United States: SAGE Publications.
7. Grolemond, G. (2014). *Hands-On Programming with R*. United States: O'Reilly Media.
8. Salcedo, J., McCormick, K., Peck, J., Wheeler, A. (2017). *SPSS Statistics for Data Analysis and Visualization*. Germany: Wiley.
9. Okoye, K., Hosseini, S. (2024). *R Programming: Statistical Data Analysis in Research*. Germany: Springer Nature Singapore.
10. Rasch, D., Kubinger, K., Yanagida, T. (2011). *Statistics in Psychology Using R and SPSS*. United Kingdom: Wiley.

8 Major – 19 (4) (Level 400) 19. Academic Paper Writing and Research Tools

Nature of Course	Major				
Course Code	MJC60EDN420(P)25: MAJOR 20				
Course Title	Academic Paper Writing and Research Tools				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	-	-	4	120 (P)
Course Audience	This course is designed for Level 400 undergraduate students of Education (NHEQF Level 6) who are preparing for advanced academic research, scholarly writing, and publication. It is particularly relevant for students pursuing honours research, dissertation work, or postgraduate studies. The course equips learners with advanced competencies in identifying research gaps, exploring international research databases, conducting systematic literature reviews, and analysing research impact using bibliometric tools. Using modern research technologies such as Publish or Perish, Research Rabbit, AI-assisted academic writing tools, and reference management systems, students develop practical skills in academic writing, research analytics, and scholarly communication. The practical component focuses on producing a publishable-quality research paper through systematic use of digital research tools and academic publishing practices.				

- LO1:** Analyse scholarly literature using advanced search strategies across international research databases and identify research gaps in educational studies.
- LO2:** Apply bibliometric and citation analysis tools such as Publish or Perish and Research Rabbit to evaluate research trends, authorship networks, and academic impact.
- LO3:** Develop structured research papers using AI-assisted writing tools while maintaining academic integrity and ethical standards in scholarly communication.
- LO4:** Apply reference management systems and academic writing standards to organize literature, generate citations, and format research manuscripts according to APA guidelines.
- LO5:** Evaluate journal quality, peer-review processes, and publication ethics to prepare manuscripts suitable for submission to indexed academic journals.
- LO6 (Practical Skill Outcome):** Demonstrate practical competence in conducting systematic literature reviews, bibliometric analysis, AI-assisted academic writing, and preparation of a complete research paper ready for academic publication using modern research tools and databases.

UNIT I: FOUNDATIONS OF ACADEMIC WRITING

- Nature and purpose of academic writing in educational research
- Types of academic publications: journal articles, review papers, conference papers, policy briefs, and book chapters
- Structure of a research paper (IMRD: Introduction, Methods, Results, and Discussion)
- Identifying research problems and formulating research questions
- Understanding research gaps and novelty in research
- Academic integrity, plagiarism, and ethical scholarly communication
- Understanding impact factor, citation index, h-index, and journal quality indicators

UNIT II: RESEARCH DATABASES AND LITERATURE REVIEW

- Major academic research databases - (Google Scholar, Scopus, Web of Science, ERIC, JSTOR, Dimension.ai)
- Searching strategies for scholarly literature
- Use of keywords, Boolean operators, citation chaining, and filters
- Identifying highly cited papers and influential authors
- Citation analysis and bibliometric indicators
- Using Publish or Perish for citation analysis and research impact evaluation
- Organizing and managing literature using reference managers such as Zotero and Mendeley

UNIT III: IDENTIFYING RESEARCH GAPS AND LITERATURE MAPPING

- Concept and methods of identifying research gaps in literature
- Systematic literature review and scoping review methods
- Citation mapping and network visualization – VOS viewer, Gephi, ScientoPy
- Use of AI-powered literature discovery tools - Research Rabbit, Connected Papers, Litmaps
- Research trend analysis and topic mapping
- Developing conceptual frameworks from literature review
- Writing literature review sections for research papers

UNIT IV: AI-ASSISTED TOOLS FOR ACADEMIC RESEARCH

- Role of artificial intelligence in academic writing and research support
- Using AI tools for generating research ideas, outlines, and drafts
- AI-assisted writing platforms such as ChatGPT, Gemini, and Elicit
- AI tools for summarizing and synthesizing research papers
- Paraphrasing and academic writing improvement tools
- Ethical use of AI in academic writing and avoiding AI-generated plagiarism
- Writing abstracts, keywords, and research highlights using AI support

UNIT V: PUBLISHING RESEARCH PAPERS AND COMMUNICATION

- Selecting appropriate journals for publication
- Understanding peer-review processes and editorial decision-making
- Preparing manuscripts for submission according to journal guidelines
- Formatting research papers using citation styles (APA, MLA, Chicago)
- Using plagiarism detection tools such as Turnitin and iThenticate
- Responding to reviewers and revising manuscripts
- Avoiding predatory journals and understanding journal indexing systems
- Strategies for increasing citation impact and research visibility
- Academic networking platforms such as ResearchGate and ORCID

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 towards a problem. Students must complete at least **18 out of 30** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

- 1 Create and optimize a **researcher identity profile** using ORCID, Google Scholar, and ResearchGate and analyse citation metrics (h-index, i10-index).
- 2 Use **Publish or Perish** to conduct citation analysis for a selected research topic and generate bibliometric indicators (h-index, g-index, citation counts).
- 3 Perform **advanced literature search** in databases such as Google Scholar, ERIC, Scopus, or Web of Science using Boolean operators and keyword strategies.
- 4 Construct a **systematic literature search protocol** and document the process of article selection.

- 5 Develop a **PRISMA-based systematic literature review flow diagram** for identifying and screening research articles.
- 6 Create a **literature review matrix** analysing objectives, methods, results, and research gaps from at least 20 scholarly articles.
- 7 Use **Research Rabbit** to explore citation networks and identify influential authors, journals, and emerging research clusters.
- 8 Generate a **citation network map** using tools such as Connected Papers or Litmaps to identify research trends and relationships.
- 9 Conduct a **bibliometric analysis of a research topic** and identify leading journals, institutions, and countries contributing to the field.
- 10 Use reference management tools such as **Zotero or Mendeley** to create a structured digital library and automatically generate citations and references.
- 11 Prepare an **annotated bibliography of at least 20 peer-reviewed research articles** related to a selected research topic.
- 12 Identify a **clear research gap** from the reviewed literature and prepare a 300–400 word research justification.
- 13 Use **AI research tools (ChatGPT, Gemini, or Elicit)** to generate research questions, hypotheses, and a structured outline for a research paper.
- 14 Use AI tools to **summarize and synthesize multiple research articles** and prepare a coherent literature review section.
- 15 Develop a **conceptual or theoretical framework diagram** based on analysed literature.
- 16 Write the **introduction section of a research paper** including background, research problem, objectives, and significance.
- 17 Prepare the **methodology section** including research design, sampling strategy, and data collection procedures.
- 18 Use **SPSS, Jamovi, or similar software** to analyse sample research data using descriptive statistics and inferential techniques.
- 19 Conduct **correlation, regression, or comparative statistical analysis** and interpret results for research reporting.
- 20 Generate **tables, charts, and graphical visualizations** suitable for academic publication.
- 21 Write the **results and discussion section** based on analysed data and relevant literature.
- 22 Use academic writing tools such as **Grammarly or QuillBot** to improve language clarity, coherence, and paraphrasing quality.
- 23 Evaluate a research manuscript using **plagiarism detection tools** (Turnitin or equivalent) and interpret similarity reports.
- 24 Format a complete manuscript according to **APA (7th edition) guidelines** including citations, references, tables, and headings.
- 25 Analyse the **quality and indexing status of academic journals** and identify predatory journals using established criteria.
- 26 Prepare a **journal selection strategy** identifying suitable indexed journals for publishing a research article.
- 27 Write a **research abstract and keywords** following journal publication standards.
- 28 Prepare a **journal submission package** including cover letter, manuscript, and supplementary files.
- 29 Simulate the **peer-review process** by evaluating a research paper and responding to reviewer comments.
- 30 Prepare and present a **complete research paper ready for submission** including title, abstract, literature review, methodology, results, discussion, and references.

SUGGESTED READINGS

1. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). Chicago, IL: University of Chicago Press.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.
3. Hart, C. (2018). *Doing a literature review: Releasing the research imagination* (2nd ed.). London, UK: Sage Publications.

4. Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd ed.). Thousand Oaks, CA: Sage Publications.
5. Murray, R. (2017). *Writing for academic journals* (4th ed.). London, UK: Routledge.
6. Belcher, W. L. (2019). *Writing your journal article in twelve weeks* (2nd ed.). Chicago, IL: University of Chicago Press.
7. Harzing, A. W. (2016). *Publish or perish: Using citation metrics to evaluate research performance*. Melbourne, Australia: Tarma Software Research.
8. Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). *How to conduct a bibliometric analysis: An overview and guidelines*. Journal of Business Research.
9. Passas, I. (2024). *Bibliometric analysis: The main steps*. MDPI.
10. Chen, C. (2016). *CiteSpace: A practical guide for mapping scientific knowledge*.
11. Kumar, Rahul. (2025). Bibliometric Analysis: Comprehensive Insights into Tools, Techniques, Applications, and Solutions for Research Excellence. Spectrum of Engineering and Management Sciences. 3. 45-62. 10.31181/sems31202535k.
12. Li H, Wu H, Zhang C. (2024). A pocket practical guide on bibliometric analysis: bridging informatics with science in a rapid manner. Ann Med Surg (Lond). 86(10):6344-6345. doi: 10.1097/MS9.0000000000002436. PMID: 39359855; PMCID: PMC11444603

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)*



**MINOR PAPER
SEMESTER (I– VIII)**

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

Minor 1: Introduction to Education – I

Nature of Course	Minor				
Course Code	MNC45EDN101(T)25: MINOR 1 & MNC45EDN101(P)25				
Course Title	INTRODUCTION TO EDUCATION – I				
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 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.				

- LO1 Define and explain the meaning, types, and processes of education with global and Indian perspectives.
- LO2 Analyze the interrelationship between philosophy and education, and identify how different philosophical ideas influence aims, curriculum, and methods of teaching.
- LO3 Interpret the role of social institutions and societal ideals in shaping the education system.
- LO4 Identify and describe key psychological concepts relevant to learning and learner diversity.
- LO5 Examine the role of education in economic development and analyze its function as human capital.
- LO6 Apply basic educational principles through practicum-based tasks involving observation and reflection.

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

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.
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14. Demonstrate the use of Primary colour mixer and its application in educational setting.

Apparatus:	PASCO Color Mixer & Accessory	1 Apparatus for 15 Students
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15. Demonstrate line illusion concepts using Muller-Lyer its application in Education

Apparatus:	Muller Lyre Illusion with Stand Scale	1 Apparatus for 15 Students
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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.*

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
6. Kuppaswamy, B. (1954). Elementary Experiments in Psychology. Oxford Univ. Press
7. Mohsin, S.M. (1991). Experiments in Psychology. Motilal Banarsidass. New Delhi
8. Frank S. Freeman (1962). Theory and Practice of Psychological Testing. Oxford Univ. Press.

Minor – 2: INTRODUCTION TO EDUCATION – II (Theory and Practical)

Nature of Course	Minor				
Course Code	MNC45EDN102(T)25 & MNC45EDN102(P)25: 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.				

- LO1 Describe the aims, content, and teaching methods of Vedic, Buddhist, Indigenous, and Madrasa systems of education.
- LO2 Examine major colonial education reforms and their impact on Indian education.
- LO3 Critically analyze post-independence education commissions and policies.
- LO4 Define and distinguish educational management, administration, planning, supervision, and finance.
- LO5 Identify the roles of educational managers, administrators, planners, and supervisors.
- LO6 Analyze the role of educational finance in resource allocation and budgeting.
- LO7 Explain the evolution of educational technology and differentiate ‘technology of’ vs ‘technology in’
- LO8 Use ICT tools, LMS platforms, and emerging technologies in education.
- LO9 Assess ethical concerns such as cyber safety, plagiarism, and the digital divide.
- LO10 Define and differentiate assessment, evaluation, and measurement.
- LO11 Identify and apply various types of assessments and their corresponding tools.
- LO12 Evaluate the quality of assessment tools and describe new assessment trends.
- LO13 Understand the nature of educational statistics and types of data series.
- LO14 Organize and display data using tables and graphs (histogram, bar chart, pie chart).
- LO15 Compute central tendency and dispersion and use software tools for analysis.
- LO16 Apply basic educational principles through practicum-based tasks involving field visit, observation and reflection.

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.*

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. 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.

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.*

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

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. 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,
12. Henry E. Garrett (2012). Statistics in Psychology and Education. Surjeet Publication,
13. Wesley Null (2011). Curriculum: From Theory to Practice. Rowman & Littlefield.
14. Dvorak, R. (2011). Moodle For Dummies. Germany: Wiley.
15. Frank S. Freeman (1962). Theory and Practice of Psychological Testing. Oxford Univ.
16. Downing & Haladyna (2011). Handbook of Test Development. LEA publishers.
17. Rupert. (2025). *Learning statistics with Jamovi: A Tutorial for Beginners in Statistical Analysis*. Open Book Publishers.
18. <https://docs.jamovi.org/>
19. <https://moodle.academy/>
20. <https://docs.moodle.org/dev/Tutorial>
21. https://docs.moodle.org/501/en/Main_page

Minor – 3: EDUCATIONAL IDEOLOGIES AND SOCIOLOGICAL PERSPECTIVE
(Theory and Practical)

Nature of Course	Minor				
Course Code	MNC50EDN203(T)25: MINOR 3 & MNC50EDN203(P)25				
Course Title	EDUCATIONAL IDEOLOGIES AND SOCIOLOGICAL PERSPECTIVE				
Course Level	Level 200				
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 undergraduate students of Education, trainees, and learners interested in understanding the philosophical and sociological foundations of education. It provides a comprehensive understanding of how philosophical ideas, knowledge systems, and sociological perspectives shape educational aims, curriculum, values, and teaching practices. The course is particularly relevant for future teachers, educational researchers, and policy practitioners who seek to analyse education in relation to society, culture, and constitutional values. It also equips learners to interpret educational processes through interdisciplinary perspectives and to appreciate indigenous and global knowledge traditions in contemporary educational contexts.				

- LO1:** Explain the nature and elements of educational philosophy and analyse how metaphysics, epistemology, axiology, logic, and philosophical methods influence educational aims, curriculum, and pedagogy.
- LO2:** Compare Eastern and Western philosophical traditions and evaluate the educational implications of constitutional values such as socialism, secularism, justice, equality, liberty, and democracy.
- LO3:** Analyse the contributions of major educational thinkers and examine the role of knowledge systems and disciplinarity in shaping educational theory and practice.
- LO4:** Examine the sociological foundations of education and analyse the role of family, culture, institutions, and social processes in shaping educational experiences.
- LO5:** Apply sociological tools and theoretical approaches to understand social change, social movements, and contemporary educational issues within local and global contexts.

UNIT I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

- Nature and meaning of educational philosophy
- Fundamental elements of philosophy and their educational implications, **Metaphysics** – Ontology and Mereology, **Epistemology** – Rationalism and Empiricism, **Axiology** – Ethics and Aesthetics, **Logic** – Deductive and Inductive reasoning, **Philosophical Methods** – Dialogue and Critical methods in education
- Role of philosophy in shaping educational aims, curriculum, values, and pedagogy
- Relationship between philosophy and education in contemporary society

UNIT II: PHILOSOPHICAL TRADITIONS AND CONSTITUTIONAL VALUES

- **Eastern philosophical perspectives in education**
 - Indian philosophies: Carvaka, Buddhism, Nyaya, and Sankhya
 - Asian philosophies: Confucianism (Good Person and Good Society), Taoism (Yin–Yang), Mencius (Nature and Heaven)
- **Western philosophical traditions in education**
 - Idealism, Naturalism, Realism, Pragmatism, and Existentialism with reference to reality, knowledge, values, logic, and ethics
- **Constitutional values in education**
 - Socialism, Secularism, Justice, Equality, Liberty, and Democracy
- Educational implications of constitutional values for social transformation and responsible citizenship

UNIT III: KNOWLEDGE SYSTEMS, THINKERS, AND DISCIPLINARITY

- Contributions of major educational thinkers: Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore, Paulo Freire, John Dewey, Nel Noddings, and Savitribai Phule
- Philosophical contributions in terms of educational aims (metaphysics), Curriculum (epistemology), Values and ethics (axiology), Teacher–student relationship and methods of teaching.
- **Concept of disciplinarity**- Meaning and characteristics of academic disciplines, Types: inter-disciplinary, multi-disciplinary, and trans-disciplinary approaches
- Relationship between academic disciplines and school subjects
- **Indian and regional knowledge systems**, Indian epistemological methods: Pratyaksha, Anumana, Upamana, Shabda, Arthapatti, and Anupalabdhi, Indigenous knowledge practices such as Yumsharol, Silyel, and traditional community-based education models

UNIT IV: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

- Nature of educational sociology and its relationship with sociology of education
- Elements of educational sociology:
 - Family, culture, social stratification, and social mobility
 - Cultural lag, modernization, westernization, Sanskritization
 - Marginalization and social transformation
- Agencies of educational sociology:
 - Socialization agents (family, school, peer group, mass media, and state)
 - Social institutions (social, cultural, economic, and political)
 - Organizations (voluntary, community, and digital organizations)
- Interaction processes in education: communication, cooperation, competition, and conflict

UNIT V: SOCIOLOGICAL TOOLS, AND CONTEMPORARY MOVEMENTS

- Role of education in shaping social processes and building social capital
- Sociological tools used in educational analysis - Moreno Sociometry, Bogardus Social Distance Scale, Guttman Scalogram and Johari Window model
- Social and educational change: cultural, educational, social, and political change
- Approaches to educational sociology: emic–etic perspectives, symbolic interactionism, structural functionalism, conflict theory, and critical approach
- Social movements and education: concept and theories of social movements (Relative Deprivation, Resource Mobilization, Political Process Theory, and New Social Movement Theory) with local and contextual examples

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

- 1 Conduct a classroom **communication interaction study**. Observe and record oral and formal communication between teacher and students for one class period and analyse the pattern of knowledge transmission.
- 2 Design an **observation schedule** to examine how communication occurs in classroom discussions and identify dominant and passive participants.
- 3 Organise a **group task activity** and study how **co-operation** develops among students working in teams. Prepare a report on group participation and shared responsibility.
- 4 Conduct a **self-awareness and teamwork experiment** by assigning collaborative tasks to students and analyse the level of cooperation using a checklist.

- 5 Design an experiment to compare **individual competition and group competition** in classroom activities. Record differences in motivation and performance.
- 6 Conduct a **face-to-face competitive quiz** among students and analyse the effect of competition on participation and learning outcomes.
- 7 Identify an instance of **structural conflict** (such as inequality based on status or group differences) in an educational setting and analyse its causes and effects through field observation.
- 8 Conduct a **case study of institutional conflict** in a school (rules, discipline, misunderstanding or pressure) and propose educational strategies for resolution.
- 9 Design a **mini research activity** to study how education helps in the **transmission of tradition and cultural values** among students.
- 10 Conduct a survey among students to examine how schooling contributes to **building social capital and trust** within peer groups.
- 11 Apply **Moreno's Sociometry technique** in a classroom to identify friendship choices and group dynamics. Prepare a sociogram showing group structure.
- 12 Conduct a **Bogardus Social Distance Scale** survey to measure students' attitudes toward different social groups and interpret the level of acceptance or rejection.
- 13 Construct a **Guttman Scalogram** to measure cumulative attitudes toward a specific social issue in education and analyse the scale reproducibility.
- 14 Use the **Johari Window model** in a classroom activity to analyse communication openness, hidden self, blind spots and unknown aspects among students.
- 15 Conduct an interaction mapping exercise using **Simmel's concept of social geometry** to examine patterns of dyads, triads and group relations in a classroom.
- 16 Design a reflective activity to study **Cooley's Looking-Glass Self**, where students describe how others' perceptions influence their self-concept. Analyse the responses.
- 17 Conduct a critical discussion session applying **Gramsci's concept of hegemony** to examine how dominant ideas influence students' thinking in education.
- 18 Develop a classroom project linking **Gramsci's praxis** by encouraging students to connect theoretical knowledge with social action or community engagement.
- 19 Conduct a small experiment to examine the **Dunning–Kruger Effect** by comparing students' self-assessment of ability with their actual test performance.
- 20 Design a classroom research activity to analyse the **relationship between subjective confidence and objective competence**, interpreting results using the Dunning–Kruger framework.

SUGGESTED BOOKS AND REFERENCES

1. Bhatiya, K., & Bhatiya, B. (1993). *The philosophical and sociological foundations of education*. Delhi, India: Doaba House.
2. Bhatt, S. R. (2018). *Philosophical foundations of education: Lessons for India*. New Delhi, India: Routledge India.
3. Brown, F. J. (1961). *Educational sociology*. New York, NY: Prentice Hall.
4. Chatterjee, S., & Datta, D. M. (2016). *An introduction to Indian philosophy*. Delhi, India: Motilal Banarsidass.
5. Cook, L. A., & Cook, E. E. A. (1970). *Sociological approach to education*. New York, NY: McGraw-Hill.
6. Frodeman, R. (Ed.). (2010). *The Oxford handbook of interdisciplinarity*. Oxford, UK: Oxford University Press.
7. Indramani, N. (1995). *Yumsharaol* (written in Bengali script). Digital Library of India.
8. Kneller, G. F. (1964). *Introduction to the philosophy of education*. New York, NY: John Wiley & Sons.
9. Konsam, M. (2012). *Loiyumba Silyel*. Digital Library of India.

10. Mathur, S. S. (1965). *A sociological approach to Indian education*. Agra, India: Vinod Pustak Mandir.
11. Rainey, L. D. (2010). *Confucius and Confucianism: The essentials*. Oxford, UK: Wiley-Blackwell.
12. Ritzer, G. (2018). *Sociological theory* (10th ed.). New Delhi, India: Tata McGraw-Hill.
13. Saxena, N. R. S. (2004). *Philosophical and sociological foundations of education*. Meerut, India: R. Lall Book Depot.
14. Sen, S. (1992). *Tribes and castes of Manipur: Description and select bibliography*. New Delhi, India: Mittal Publications.
15. Wingo, G. M. (1975). *Philosophical bases of education: An introduction*. New Delhi, India: Sterling Publishers.

Minor – 4: INDIAN EDUCATION SYSTEM (Field Work)

Nature of Course	Minor				
Course Code	MNC50EDN204(T)25: MINOR 4				
Course Title	INDIAN EDUCATION SYSTEM				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in understanding the historical development and contemporary structure of the Indian education system. It is particularly useful for prospective teachers, educational planners, and researchers who seek to analyse the evolution of educational policies, commissions, and reforms from ancient times to the present. The course also benefits students preparing for careers in teaching, administration, and policy studies by providing critical insights into educational institutions, programmes, and emerging trends in Indian and regional education, with special reference to Manipur.				

- LO1:** Explain the historical development of education in India from ancient, medieval, and colonial periods and analyse the contributions of major educational policies, commissions, and reforms.
- LO2:** Examine major post-independence educational commissions, national policies, and curriculum frameworks and evaluate their impact on the development of the Indian education system.
- LO3:** Analyse the structure, achievements, and challenges of contemporary Indian school and higher education, including major schemes, programmes, and educational agencies.
- LO4:** Evaluate key issues and emerging trends in modern education such as policy implementation, sustainable development, value education, digital learning, and the integration of Indian knowledge systems.
- LO5:** Assess the historical development, progress, and challenges of education in Manipur, including the role of educational institutions, policies, and regulatory bodies in the growth of school and higher education.

UNIT- I DEVELOPMENT OF EDUCATION

Ancient system of education (Vedic and Buddhist: salient features), Medieval system of education (Islamic: salient features, women education), Western Missionaries Education in India (1700-1813), Educational Policy of East India Company, Charter Act of 1813 (Anglicist and classicist controversy), Macaulay Minutes 1835, Wood's Despatch-1854, Hunter Commission, Gokhale Bill 1911, Curzon's Educational Policies, Wardha Scheme of Education-1937

UNIT- II: EDUCATION AFTER INDIAN INDEPENDENCE

Salient features and reforms of Educational Commissions (*Radhakrishnan, Mudaliar, Kothari, Pitroda*), Major reforms from National Policies on Education: (1964, 1986, 2020) Major changes in Curriculum Framework: (1975, 1988, 2000, 2005, 2009, 2022, 2023), Major recommendations of Educational Committee – Durgabai Deshmukh Committee (1958), Learning without Burden (1992), Yashpal Committee (2009), and Justice Verma Committee (2012)

UNIT- III: CONTEMPORARY INDIAN EDUCATION

Understanding School Education - meaning, progress, achievements, problems with reference to COBSE, SSA-MDM, RTE Act 2009, Girls' Education, RMSA, KGBV, Samagra Shiksha Abhiyan, NIPUN, DIKSHA, PM-SHRI, NEP-2020 on School Education

Understanding Higher Education - meaning, progress, achievements, problems with reference to RUSA, PM-USA, PMMMNMTT, SWAYAM, NIRF, NAD, PM eVidya, NEP-2020 on Higher Education

Understanding educational agencies - National Translation Mission, AIU, UGC, NCTE, NCERT, SCERT, ASCs-HRDC-MMTTC, NAAC and IQAC, ODL, Adult and Continuing Education, Saakshar Bharat Mission, NIOS and IGNOU, Digital University, HEFA, and HECI

UNIT- IV: ISSUES AND TRENDS IN MODERN EDUCATION

Issues in modern education - between Policies and implementation, Policy and Development, Poshan Tracker, NEP-tracker, Analysis evaluation, assessment, planning, impact and subsequent policy cycles of the existing situation

Trends in modern education - Sustainable Development, Environmental Change, Peace Education and Value Education, Adolescent Education, Fundamental Life Skills and Women Education, AI and digital education, data science, Indian knowledge system.

UNIT V: DEVELOPMENT OF EDUCATION IN MANIPUR

Ancient education system in Manipur, education during the pre-independence periods, education during the post-independence periods, Progress and problems of school and higher education. Development of Teacher education, vocational, professional, technical education - its progress and problems. Manipur Education Code 1982, Report of the Manipur State Higher Education Commission, 2003, Role of BOSEM, COHSEM, and SCERT, universities in Manipur (public and private).

A field visit to educational institute of national importance or state importance and preparation of a field report as per APA guideline. The field report must be an internal part of Internal assessment. Admissible fee amount for field visit must be collected at the time of admission as per university or directorate fee guidelines.

BOOKS AND REFERENCES

18. Dash, B. N. (1982). *Principles of education and education in emerging Indian society*. Delhi, India: Ajanta Prakashan.
19. Government of India. (1973). *Report of the Secondary Education Commission (1952–53)*. New Delhi, India: Controller of Publications.
20. Government of India. (1986). *National policy on education, 1986*. New Delhi, India: Ministry of Human Resource Development.
21. Government of India. (1986). *Programme of action, 1986*. New Delhi, India: Ministry of Human Resource Development.
22. Government of India. (2007). *Environmental education: A resource book for teacher educators (Levels 1–3)*. Ahmedabad, India: Centre for Environment Education.
23. Government of India. (1993). *Vocationalisation of first degree education*. New Delhi, India: Educational Consultants India / University Grants Commission.
24. Mukherjee, S. N. (1975). *History of education in India*. Baroda, India: Acharya Book Depot.
25. Naik, J. P., et al. (1974). *A student's history of education in India*. New Delhi, India: Macmillan.
26. Rao, V. K. (2004). *Population education*. New Delhi, India: APH Publishing Corporation.
27. Singh, R. P. (1987). *Non-formal education: An alternative approach*. New Delhi, India: Sterling Publishers.
28. Talukdar, B. K. (1993). *Adult education: Concepts and methods*. Gauhati, India: Bina Library.
29. Devi, J. C. (1989). *Education in Manipur*. Imphal, India: Raipravina Bros & Sons.
30. Government of Manipur. (1973). *Report of the comprehensive survey of education in Manipur*. New Delhi, India: NCERT.
31. Government of Manipur. (1992). *Report of the education commission of Manipur (Vols. I–II)*. Imphal, India: Government of Manipur.

32. Shanti, M. (2001). *Development of education in Manipur*. Imphal, India: Publication Division.
33. Tewari, R. P. (1978). *Development and problems of education in North Eastern Region of India*. Shillong, India: Akashi Depot.

Minor – 5: ADVANCED EDUCATIONAL PSYCHOLOGY (Theory and Practical)

Nature of Course	Minor				
Course Code	MNC55EDN205(T)25: MINOR 5 & MNC55EDN205(P)26				
Course Title	ADVANCED EDUCATIONAL PSYCHOLOGY				
Course Level	Level 200				
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 undergraduate students of Education, teacher trainees, and learners in psychology and social sciences who seek to understand the psychological foundations of teaching and learning. It equips future educators with knowledge of human growth and development, learning theories, intelligence, personality, and psychological systems that influence educational processes. The course helps students analyse learner behaviour, cognitive and emotional development, and classroom interactions. It is particularly useful for prospective teachers, educational researchers, and counsellors who aim to apply psychological principles to improve teaching, learning, and student well-being.				

- LO1:** Explain the stages and principles of human growth and development and analyse cognitive, language, emotional, and moral development theories and their implications for education.
- LO2:** Examine major psychological systems and theoretical contributions to understanding human behaviour, motivation, thinking, reasoning, and learning processes in educational contexts.
- LO3:** Analyse classical and contemporary learning theories and models of teaching and apply them to improve instructional practices and classroom learning environments.
- LO4:** Evaluate concepts and theories of intelligence and personality, including their assessment and implications for creativity, problem-solving, and mental health in learners.
- LO5:** Apply psychological research methods and classical experiments in educational psychology to understand human behaviour, perception, memory, and learning processes.

UNIT I: EDUCATIONAL PSYCHOLOGY – GROWTH AND DEVELOPMENT

Growth and Development- meaning, stages, principle and differences.

Cognitive: Piaget's cognitive development and Vygotsky's social development.

Language: *Nativist perspective* (Language acquisition device-LAD, Broca's and Wernicke's area) and *Interactionist perspective* (cooing, babbling, proto-declarative, proto-imperative, supporting early language learning), under-extensions and over-extensions.

Emotional: Functions of emotions, emotional expressions, self-regulation, basic emotions, empathy and sympathy, and measuring- temperament, attachment, depression.

Moral: Rooted in Human Nature, Adoption of societal Norms, Piaget's theory and Kohlberg's theory on moral development.

UNIT II: EDUCATIONAL PSYCHOLOGY – SYSTEMS AND CONTRIBUTION

Systems – *Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalysis, humanist and constructivism* with reference to exponents, purpose, components, criticism, merits and behavioural process to education.

Contributions – Understanding *psyche* (Id, ego, superego,) *libido* (life and death instincts), *archetypes* (root - mother, father, hero; persona; anima; shadow), *motivation* (needs, drives, incentives, motive), *thinking* (concrete, abstract, reflective, creative, critical, associative, meta and deep), *reasoning* (deductive, inductive, conditioned, categorical, linear), *association* (stimulus-response, whole-part, active-responsive).

UNIT III: EDUCATIONAL PSYCHOLOGY – LEARNING AND TEACHING

Learning – Thorndike's *Trial and error*, Pavlov's *Classical Conditioning*, Watson's *Little Albert*, Skinner's *Operant Conditioning*, Tolman's *Sign Learning*, Kohler's *Gestalt Theory*, Lewin's *Field Theory*, Bandura's *Social Learning*, Kolb's *experiential learning*, Siemens *Connectivism (digital learning)* with reference to *objectives, stages, process and implications*.

Teaching – sides of teaching (styles, models, diversity), models of teaching (*information processing* – inductive thinking, concept attainment, scientific inquiry, mnemonics, synectics and advance organizers; *social family* – partners in learning, group investigation, role playing and jurisprudential inquiry; *personal family* - nondirective teaching, self-concept; *behavioural systems* - mastery learning, direct instruction, simulations) with references to *syntax, phase, social system, principles of reaction, support system and application*

UNIT III: EDUCATIONAL PSYCHOLOGY – INTELLIGENCE AND PERSONALITY

Intelligence - Unitary to Multiple, types - multiple, emotional, spiritual, Theories of Intelligence (Sternberg and Gardner), Assessment & measurement of Intelligence, Problem Solving, Critical thinking, Metacognition and Creativity.

Personality - meaning, definitions, nature (type and trait theory), measurement of personality and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Big 5 personality test, mental health and mental hygiene.

UNIT V: EDUCATIONAL PSYCHOLOGY – METHODS AND EXPERIMENTS

Methods – *experimental* (*in lab*: trial & test, *out lab*: single-group, control-group, multiple-group), *differential* (correlation, field survey, longitudinal, cross-sectional), *clinical* (check-up, case history, interview, direct observation, testing and measuring), *psycho-physical* (methods of limits, methods of constant stimuli, method of average error).

Experiments – Weber's and Fechner's law and the equation on stimulus, Cattell's studies of reaction time, Binet and the individual intelligence test, Feleky's Experiment on Judging Emotions from Facial Expressions, and Ebbinghaus's studies in memory and forgetting.

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

21. Conduct a classroom observation to identify different emotional expressions (*happiness, anger, fear, sadness, surprise and disgust*) among learners and record how these emotions influence learning behaviour.

22. Design a small activity to examine the functions of emotions in motivation and decision-making among students. Present the findings in a brief report.
23. Prepare a short questionnaire to assess self-regulation of emotions among adolescents and analyse the results.
24. Conduct a role-play activity to demonstrate the difference between empathy and sympathy in interpersonal interaction. Record participants' responses.
25. Administer a basic temperament scale to a small group of students and interpret the results.
26. Conduct a case study to identify attachment patterns (secure, anxious, avoidant) in early childhood behaviour.
27. Use a standardized screening tool to examine symptoms of depression among adolescents and discuss ethical considerations in reporting results.
28. Analyze a short story or real-life incident and identify examples of life instinct (Eros) and death instinct (Thanatos) in human behaviour.
29. Interpret characters from a story or film using Carl Jung's archetypes (mother, father, hero, persona, anima, shadow).
30. Design activities to demonstrate different types of thinking (concrete, abstract, reflective, creative, critical, associative, metacognitive, deep thinking) in problem-solving situations.
31. Conduct a simple experiment to show stimulus-response association learning using word or picture associations.
32. Administer Multiple Intelligences test using classroom students as sample.
33. Administer a short intelligence test or problem-solving task and interpret the results in terms of analytical, creative, and practical intelligence.
34. Conduct a group activity to evaluate students' critical thinking and creativity in solving a real-life problem.
35. Administer the Personality Test to a group of participants and analyze the dominant personality traits.
36. Conduct a small survey to study mental health and mental hygiene practices among college students and suggest improvement strategies.
37. Perform and report the experiments of Weber's Law and Fechner's Law (stimulus-sensation relation).
38. Perform and report the experiments of Cattell's Reaction Time experiment.
39. Perform and report the experiments of Feleky's Facial Expression Judgement
40. Perform and report the experiments of Ebbinghaus's Memory and Forgetting.

BOOKS AND REFERENCES

12. Garrett, H. E. (1980). *Great Experiments in Psychology*. Irvington Publishers.
13. Mangal, S. K. (2018). *Advanced Educational Psychology*. PHI Learning.
14. Ormrod, J. E., Anderman, E. M., Anderman, L. (2016). *Educational Psychology: Developing Learners*. Pearson.
15. Joyce, B. R., Weil, M., Calhoun, E. (2009). *Models of Teaching*. Pearson.
16. Berk, L. (2015). *Child Development*. Pearson.
17. Ross, J. S. (1972). *Groundwork of Educational Psychology*, Oxford Univ. Press
18. Chauhan, S. S. (1993) *Advanced Educational Psychology*, Vikas Publishing House.
19. Kuppaswamy, B. (1964). *Advanced Educational Psychology*, D.U. Publishers,
20. Hurlock, E.B. (1992) *Child Growth and Development*, Tata McGraw Hill
21. Hurlock E.B. (1994). *Developmental Psychology: A life span Approach*. Tata McGraw Hill
22. Berk, L. E. (2018). *Development Through the Lifespan*. Pearson

Minor – 6: EDUCATIONAL ORGANIZATION (Theory and Practical)

Nature of Course	Minor				
Course Code	MNC55EDN206(T)25: MINOR 6				
Course Title	EDUCATIONAL ORGANIZATION				
Course Level	Level 200				
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 undergraduate students of Education, teacher trainees, and learners interested in understanding the organization, administration, and leadership of educational institutions along with student support systems. It is particularly relevant for future teachers, school administrators, and educational planners who need to manage institutional processes, curriculum implementation, and technology-enabled learning environments. The course also introduces the principles of guidance and counselling, enabling learners to support students' academic, personal, and social development. It equips learners with the knowledge and skills required to manage educational organizations effectively while promoting student well-being and inclusive educational practices.				

- LO1:** Explain the concepts, principles, and functions of educational administration and management and analyse organizational processes and management tools used in educational institutions.
- LO2:** Examine leadership approaches, change management strategies, and educational technologies and evaluate their role in improving institutional effectiveness and teaching–learning practices.
- LO3:** Analyse the relationship between educational organization and curriculum development, including instructional systems, learning outcomes, curriculum alignment, and curriculum change.
- LO4:** Explain the foundations of guidance and counselling and analyse psychological factors influencing student development, behaviour, and adjustment in educational settings.
- LO5:** Apply counselling approaches, mental health strategies, and ethical practices to design effective school guidance programmes and support student well-being in diverse educational contexts.

UNIT I: EDUCATIONAL ORGANIZATION – ADMINISTRATION & MANAGEMENT

- Meaning, nature, principles, functions, and importance of educational management and administration
- Educational administration as a process and as a bureaucratic system
- Management as a system in educational institutions
- Institutional building and organizational effectiveness
- Administrative theories and approaches: Taylorism and Human Relations approach
- Administrative functions: POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting)
- Management tools and techniques: SWOT analysis, CPM (Critical Path Method), and PERT (Program Evaluation Review Technique)
- Organizational behaviour: organizational compliance, organizational development, and organizational climate

UNIT II: EDUCATIONAL ORGANIZATION - LEADERSHIP & TECHNOLOGY

- Leadership approaches: Trait theory, Transformational, Value-based, Cultural, Psychodynamic, and charismatic leadership
- Educational change management: meaning and need for planned change
- Lewin's Three-Step Model of Change (Unfreezing, Moving, Refreezing)
- Japanese models of organizational improvement: Just-in-Time and Poka-Yoke
- Learning technologies: Programme Learning, Micro-Teaching, Simulated
- Teaching, Collaborative learning (concept and significance), blended learning, Flip-learning and Online learning
- Moodle: open-source Learning Management Systems and its implication

- Using Notebook LM for content creation, mind map, audio-video book

UNIT III: EDUCATIONAL ORGANIZATION AND CURRICULUM

- Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction,
- Writing and Classification of Taxonomy of Instructional Objectives (Cognitive, Affective, Psychomotor, Technology), Learning Outcome, Programme Outcome
- Principles and criteria for developing learning experiences, Selection and organization of learning experiences, Curriculum organization - Articulate, Balance and Continuity.
- Meaning of Curriculum Alignment, Porter Alignment Index (PAI), Calculation of PAI
- Meaning and types of Curriculum change, Factors affecting curriculum change,
- Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement,
- Methods and Techniques of Curriculum Transaction, Role of Teachers in Curriculum Transaction

UNIT IV: FOUNDATIONS OF GUIDANCE AND COUNSELLING IN EDUCATION

- Meaning, concept, scope, objectives, and functions of guidance and counselling
- Relationship between education, psychology, and guidance services
- Historical development of the guidance movement in India and globally
- Multidisciplinary perspectives of guidance: psychology, sociology, education,
- Psychological bases of guidance: intelligence, abilities, interests, attitudes
- Methods of collecting guidance data: record card, anecdotal, case and inventories
- Adjustment and maladjustment among adolescents: aggression, delinquency, substance abuse, and nomophobia
- Educational implications of psychological assessment in guidance services

UNIT V: COUNSELLING PROCESS, MENTAL HEALTH AND WELL-BEING

- Types and areas of guidance: educational, vocational, personal, and social guidance
- School guidance programmes: organization, services, and activities
- Counselling process and approaches: directive, non-directive, and eclectic counselling
- Individual and group counselling methods
- Counselling skills: empathy, active listening, questioning, paraphrasing, and feedback
- Overview of mental health issues among students: anxiety, depression, personality disorders, and behavioural problems
- Therapeutic approaches: psychoanalysis, behaviour therapy, cognitive therapy, and humanistic therapy
- Coping strategies for stress and resilience building among students
- Techniques for mental well-being: relaxation, meditation, and yoga
- Ethical standards in counselling: confidentiality, informed consent, and professional responsibility
- Inclusive and culturally sensitive counselling practices for diverse learners
- Case study approach in educational counselling and decision-making

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 towards a problem. Students must complete at least **10 out of 20** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Conduct a role-play demonstrating the stages of an individual counselling session (rapport, problem identification, intervention, and closure).
2. Demonstrate basic counselling skills such as empathy, active listening, questioning, and paraphrasing through peer practice.
3. Prepare a case study report of a student with academic or behavioural adjustment problems and suggest guidance strategies.
4. Design a guidance programme for a secondary school addressing academic, vocational, and personal development.
5. Construct and administer a simple interest inventory or aptitude checklist for students.
6. Prepare and analyze a cumulative record card for a hypothetical student including academic and personal data.
7. Develop a life skills education module (e.g., decision making, stress management, or self-awareness) for adolescents.
8. Conduct a mock group counselling session on issues such as examination anxiety or peer pressure.
9. Observe a counselling video session and prepare a reflective report identifying techniques used.
10. Prepare a career guidance brochure for school students explaining career options and educational pathways.
11. Design a checklist to identify adjustment or behavioural problems among adolescents.
12. Demonstrate stress management techniques such as relaxation exercises, breathing techniques, or meditation.
13. Prepare a case analysis of an ethical dilemma in counselling and propose an appropriate solution.
14. Design an inclusive counselling plan for learners with special educational needs.
15. Conduct a survey on student stressors and analyse coping strategies used by learners.
16. Prepare a comparative analysis of directive, non-directive, and eclectic counselling approaches through simulated cases.
17. Write a reflective journal on counselling practice, highlighting personal learning, ethical issues, and professional responsibilities.
18. Create a basic course page in Moodle including course content, assignments, and quizzes.
19. Use NotebookLM to generate teaching materials such as summaries, mind maps, and audio explanations for a topic.
20. Compare learning outcomes between traditional teaching and AI-supported individualized learning resources.

BOOKS AND REFERENCES

1. Ahuja, A. K. (2007). *Educational management, planning and finance*. New Delhi, India: Authors Press.
2. Bhatnagar, S. S., & Gupta, K. K. (2006). *Educational administration and management*. Meerut, India: Surya Publications.
3. Sharma, R. A. (2006). *Educational administration and management*. Meerut, India: R. Lall Surya Publications.
4. Aggarwal, J. C. (2008). *Educational and vocational guidance and counselling*. Delhi, India: Doaba House.
5. Agarwal, L. P. (2015). *Elementary guidance and counselling*. New Delhi, India: Black Prints.
6. Chauhan, S. S. (1982). *Principles and techniques of guidance*. New Delhi, India: Vikas Publishing House.

7. Goswami, M. (2016). *Essentials of guidance and counselling*. New Delhi, India: Lakshi Publishers and Distributors.
8. Narayana Rao, S. (2013). *Counselling and guidance*. New Delhi, India: McGraw Hill Education.
9. Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. New Delhi, India: Atlantic Publishers & Distributors.
10. Weiten, W., & Lloyd, M. A. (2006). *Psychology applied to modern life: Adjustment in the 21st century* (8th ed.). Belmont, CA: Thomson Wadsworth.
11. Tyler, Ralph. W. *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc., 1962.
12. Tyler, Ralph. W. *Basic Principles of Curriculum & Instruction*, Chicago, Chicago Press, 1974.
13. UNESCO (1981). *Curricula & Lifelong Education*, Paris, UNESCO.
14. Taylor, P. H., Richards, C. M. (2018). *An Introduction to Curriculum Studies*. United Kingdom: Taylor & Francis.
15. Pinar, W. F. (1995). *Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses*. Austria: P. Lang.

Minor – 7: EDUCATIONAL ASSESSMENT AND STATISTICS (Theory)

Nature of Course	Minor				
Course Code	MNC60EDN307(T)25: MINOR 7				
Course Title	EDUCATIONAL ASSESSMENT AND STATISTICS				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, trainees, and learners interested in understanding the principles and practices of educational measurement, assessment, and basic statistical analysis. It is particularly relevant for future teachers, educational researchers, and assessment practitioners who need to design reliable and valid evaluation tools and interpret educational data. The course develops competencies in test construction, modern assessment practices, and statistical techniques used in educational evaluation. It also equips learners with the ability to organize, analyse, and present educational data using digital tools such as MS Excel, SPSS, or similar statistical software.				

- LO1:** Explain the concepts, scope, and principles of educational measurement and evaluation and analyse their relationship in assessing learning outcomes.
- LO2:** Examine contemporary trends in educational assessment, including grading systems, credit systems, semester-based evaluation, and technology-supported assessment methods.
- LO3:** Develop and apply various tools and techniques of assessment such as tests, questionnaires, inventories, performance assessments, portfolios, and rubrics while ensuring reliability and validity.
- LO4:** Explain the foundations of statistics in education and organize educational data using classification, tabulation, and graphical representation.
- LO5:** Compute and interpret measures of central tendency and dispersion and apply them to analyse student performance and educational research data.

UNIT I: EDUCATIONAL MEASUREMENT AND EVALUATION

- Concept, meaning, scope, and need of educational measurement and evaluation
- Levels of educational measurement (nominal, ordinal, interval, and ratio levels)
- Functions and basic principles of educational evaluation
- Interrelationship between educational measurement and educational evaluation

UNIT II: TRENDS IN EDUCATIONAL ASSESSMENT

- Grading system: concept and significance
- Credit system (Credit in hours), SGPA, and CGPA
- Semester system and annual system of examination
- Continuous and Comprehensive Evaluation (CCE)
- Use of computers and digital tools in educational evaluation

UNIT III: TOOLS AND TECHNIQUES OF ASSESSMENT

- Essay type tests and objective type tests, Questionnaire and schedule, Inventories
- Performance tests, Portfolio assessment, Rubrics in assessment
- Competency-based assessment
- Characteristics of a good tool – Reliability, Validity, Objectivity, Norms, Usability and practicality

UNIT IV: FOUNDATIONS OF STATISTICS IN EDUCATION

- Meaning, nature, and scope of statistics
- Concept of educational statistics and its importance in educational research and evaluation
- Types of data: quantitative and qualitative data
- Sources and collection of educational data
- Classification and tabulation of data

- Organization and graphical representation of data (bar diagram, histogram, frequency polygon, ogive) using computer tools such as MS Excel, SPSS, or similar software

UNIT V: MEASURES OF CENTRAL TENDENCY AND DISPERSION

- Concept and significance of statistical measures in educational analysis
- Measures of central tendency: Mean, Median, and Mode (concept, computation, and interpretation)
- Measures of dispersion: Range, Quartile Deviation, Average Deviation, Variance, and Standard Deviation
- Comparison and interpretation of variability in educational data
- Application of these measures in analysing student performance and educational research data

SUGGESTED READINGS

1. Ferguson, George A (1976): Statistical Analysis in Psychology and Education, McGraw Hill,
2. Guilford, J.P. (1980): Fundamental statistics in Education and Psychology, New York Holt, Rinehart and Winston.
3. Mangal, S.K. (1992): Statistics in Psychology and Education, Tata McGraw Hill Publishing Company Ltd., New Delhi.
4. Yamene, T (1973): Statistics: An Introductory Analysis, Harper and Row, New York
5. Adams, G.K. (1965): Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
6. Aggarwal, Y.P. (1998): Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
7. Ebel, R.L. and Frisbel, D.A. (1990): Essentials of Educational Measurement, New Delhi Prentice Hall.
8. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
9. Gronlund, N.E. (1981): Measurement and Evaluation in Teaching, New York Mac Millan.
10. Thorndike, R.L. and Hagen, E. (1970): Measurement and Evaluation in Psychology and Evaluation, N Y Wiley.

Minor – 8: RESEARCH METHODOLOGY (Theory)

Nature of Course	Minor				
Course Code	MNC60EDN308(T)25: MINOR 8				
Course Title	RESEARCH METHODOLOGY				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (L)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in developing foundational competencies in educational research. It is particularly useful for students who intend to conduct academic research, prepare research proposals, or engage in evidence-based educational practices. The course equips learners with knowledge of research design, sampling techniques, data collection tools, and methods of data analysis. It also prepares students to use digital research tools and statistical software for analysing educational data and writing research reports while maintaining ethical standards in research.				

LO1: Explain the nature, purpose, and types of educational research and evaluate ethical principles guiding research in education and social sciences.

LO2: Identify and formulate research problems, conduct systematic reviews of related literature, and develop research questions, hypotheses, and variables.

LO3: Analyse different research designs and sampling techniques and develop research proposals for educational studies.

LO4: Develop and apply appropriate tools and techniques for data collection while ensuring reliability, validity, and ethical considerations in research.

LO5: Analyse and interpret quantitative and qualitative data using statistical methods and software and prepare structured research reports following academic standards.

UNIT I: FOUNDATIONS OF EDUCATIONAL RESEARCH

- Meaning, nature, and characteristics of scientific research
- Concept and scope of educational research
- Purposes and significance of research in education and social sciences
- Types of research: basic, applied, action research, evaluative research, and developmental research
- Quantitative, qualitative, and mixed-method research approaches
- Ethical principles in educational research (academic integrity, consent, confidentiality, plagiarism prevention)

UNIT II: PROBLEM, REVIEW AND RESEARCH GAP IDENTIFICATION

- Identification and formulation of research problems in education
- Criteria of a good research problem and feasibility considerations
- Selection and delimitation of research topics
- Review of related literature: sources, methods, and synthesis
- Use of digital databases and reference management tools (Google Scholar, ERIC, Zotero, Mendeley)
- Research questions and hypothesis formulation

- Types of variables: independent, dependent, intervening, and control variables

UNIT III: RESEARCH DESIGN AND SAMPLING TECHNIQUES

- Concept and importance of research design
- Types of research designs: descriptive, experimental, quasi-experimental, correlational, and survey research
- Qualitative research designs: case study, ethnography, phenomenology, and grounded theory
- Mixed-method research design and triangulation
- Population and sampling: probability and non-probability sampling techniques
- Sampling errors and sample size determination
- Development of research proposals and research planning

UNIT IV: TOOLS, TECHNIQUES, AND DATA COLLECTION METHODS

- Tools and techniques of data collection in educational research
- Tests, questionnaires, schedules, interviews, and observation techniques
- Rating scales, checklists, and inventories
- Development and standardization of research instruments
- Reliability and validity of research tools
- Use of digital tools for data collection (Google Forms, online surveys, learning analytics)
- Ethical considerations in data collection and participant protection

UNIT V: DATA ANALYSIS, INTERPRETATION, AND RESEARCH REPORTING

- Quantitative and qualitative data analysis techniques
- Descriptive statistics: mean, median, mode, standard deviation, and graphical representation
- Inferential statistics: t-test, correlation, chi-square, and basic regression concepts
- Qualitative data analysis: coding, categorization, thematic analysis, and narrative interpretation
- Use of statistical software for data analysis (SPSS, PSPP, Jamovi, R, and Microsoft Excel)
- Interpretation of research findings and drawing conclusions
- Writing research reports, thesis structure, and academic referencing (APA style)
- Use of plagiarism detection tools and AI-assisted research support

Suggested Reading

23. Anderson, G. J. (1998). Fundamentals of Educational Research. United Kingdom: Falmer.
24. Mangal, S.K. (2013), Research Methodology in Behavioural Sciences. PHI Learning.
25. Best, John W. (1978). Research in Education. Prentice Hall Inc.
26. Padua, R. N. (1998). Fundamentals of Educational Research and Data Analysis: A PAFTE Textbook and Development Project. Philippines: Katha.

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28. Kulbir S. S. (1997). Methodology of Educational Research, Sterling publishing.
29. Lodico, M. G., Spaulding, D. T., Voegtle, K. H. (2010). Methods in Educational Research: From Theory to Practice. Spain: Wiley.
30. Harper, B. E., Tuckman, B. W. (2012). Conducting Educational Research. Rowman & Littlefield Publishers.
31. Good, C. V. (1966). Essentials of Educational Research: Methodology and Design. United States: Appleton-Century-Crofts.
32. Johnson, R. B., Christensen, L. B. (2024). Educational Research: Quantitative, Qualitative, and Mixed Approaches. Germany: SAGE Publications.
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34. Publication Manual of the American Psychological Association: The Official Guide to APA Style. (2019). United States: American Psychological Association.

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)*



**MDC PAPER
SEMESTER (I–III)**

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

MDC 1: GUIDANCE AND COUNSELLING (THEORY & PRACTICAL)

Nature of Course	MDC - I				
Course Code	MDC45EDN101(T)25 and MDC45EDN101(P)25				
Course Title					
Course Level	Level 300				
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 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.				
Proposed by	Department of Education, School of Education, Manipur University				
Associated Theory Courses	6. Foundations of Educational Psychology – Covers learner development, motivation, behavior, and mental health concepts relevant to counselling. 7. Introduction to Development Psychology – Explores physical, emotional, cognitive, and social development, essential for effective counselling strategies. 8. Sociological Perspectives on Education and Inclusion – Examines social structures, diversity, marginalization, and inclusion principles which are key to ethical and multicultural counselling.				
Skill Training Required	3. Communication and Interpersonal Skills – Active listening, empathy, feedback, paraphrasing, and rapport-building techniques. 4. Life Skills Facilitation – Training in facilitating modules on self-awareness, decision-making, emotional regulation, stress management, etc.				
Pre-Requisite Course Required	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.				
Faculty Eligibility and Specialization (if any)	Master's Degree in Psychology, Education, Social Work, Human Development, or Allied Fields.				

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.

- 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.

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:

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

SUGGESTED READING:

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

MDC 2: AI TRENDS IN MODERN EDUCATION (THEORY & PRACTICAL)

Nature of Course	Multi-Disciplinary Course – II				
Course Code	MDC45EDN102(T)25 and MDC45EDN102(P)25				
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				

LO1: Explain the foundational concepts of Artificial Intelligence in education, including its meaning, scope, types (AI, Machine Learning, and Generative AI), and its emerging role, opportunities, and challenges within the Indian educational context.

- LO2: Demonstrate the principles of prompt engineering by identifying types of prompts, explaining their importance, and constructing effective prompts while recognizing common prompt errors and limitations.
- LO3: Design AI-supported prompts for teaching tasks, including lesson planning, formulation of teaching-learning objectives, development of classroom activities, and creation of questions based on Bloom's Taxonomy to support inclusive and learner-centered pedagogy.
- LO4: Develop prompts for educational assessment and evaluation, including the generation of MCQs, short-answer and essay questions, rubric construction, formative and summative assessment tools, and automated feedback mechanisms while maintaining academic integrity.
- LO5: Apply ethical principles and responsible practices in the use of AI for education, including addressing issues of bias, hallucination, data privacy, learner safety, and ethical prompt design.

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:

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

SUGGESTED REFERENCE & 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

MDC – III: Mental Health and Social Media (Theory and Practical)

Nature of Course	Multi-Disciplinary Course – III				
Course Code	MDC50EDN203(T)25 and MDC50EDN203(P)25				
Course Title	MENTAL HEALTH AND SOCIAL MEDIA (THEORY & PRACTICAL)				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	3	2	-	1	30 (L)+30(P) hrs
Course Audience	This course examines the relationship between mental health and the use of social media in contemporary society. It explores psychological, social, and educational dimensions of digital engagement, focusing on both the benefits and risks associated with social media platforms. The course also emphasizes responsible digital behaviour, mental well-being, ethical use of technology, and practical strategies for educators and learners to promote healthy digital habits in the undergraduate college environment				
Proposed by	Department of Education, School of Education, Manipur University				
Associated Theory Courses	1. Social Comparison Theory: Individuals evaluate their abilities, achievements, and social status by comparing themselves with others. On social media platforms, users frequently compare their lives, appearance, and achievements with curated posts of others. This comparison can influence self-esteem, body image, anxiety, and depression among youth and students. 2. Cognitive Behavioral Theory: Psychological distress is influenced by negative thought patterns and beliefs that shape emotions and behaviour. Social media content can trigger negative automatic thoughts such as inadequacy, fear of missing out, or rejection. Understanding cognitive distortions helps learners develop healthy thinking patterns and manage emotional responses to online interactions				
Faculty Eligibility and Specialization (if any)	Master's Degree in Education				

- LO1: Explain the fundamental concepts of mental health and psychological well-being** and describe the role of social media and digital environments in shaping contemporary social interactions and communication.
- LO2: Analyze the psychological and behavioral impacts of social media use on mental health**, including issues such as anxiety, depression, loneliness, stress, FOMO, cyberbullying, and the effects of excessive screen time.
- LO3: Examine the influence of social media on identity formation and youth development**, including online self-presentation, peer influence, body image perceptions, and the role of digital influencers.
- LO4: Evaluate the educational potential of social media platforms** for collaborative learning, academic engagement, and the development of supportive digital learning communities while maintaining mental well-being.
- LO5: Apply principles of digital well-being and responsible social media use** by demonstrating strategies for healthy digital habits, ethical online behavior, privacy protection, and balanced technology use in educational and social contexts.

UNIT I: FOUNDATIONS OF MENTAL HEALTH IN THE DIGITAL AGE

- Concept and meaning of mental health and psychological well-being
- Dimensions of mental health: emotional, cognitive, social, and behavioural well-being
- Digital society and the emergence of online communities
- Concept of social media: definition, types, and characteristics
- Patterns of social media usage among youth and students
- Positive contributions of social media to communication, learning, and social connection

UNIT II: IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH

- Psychological theories explaining media influence (Social comparison theory, Cognitive-behavioral perspective)
- Social media and emotional well-being
- Issues related to anxiety, depression, loneliness, and stress
- Fear of Missing Out (FOMO) and online validation seeking
- Cyberbullying and digital harassment
- Effects of excessive screen time on sleep, attention, and self-esteem

UNIT III: SOCIAL MEDIA, IDENTITY, AND YOUTH DEVELOPMENT

- Identity formation in the digital age
- Online self-presentation and digital identity
- Peer influence and online communities
- Social media and body image concerns
- Influence of influencers and online trends
- Social media and academic behavior

UNIT IV: SOCIAL MEDIA FOR LEARNING AND EDUCATIONAL WELL-BEING

- Educational uses of social media platforms
- Social media as collaborative learning tools
- Digital communities for academic support
- Balancing educational benefits with mental well-being
- Digital well-being strategies for learners
- Role of teachers and institutions in guiding responsible use

UNIT V: DIGITAL WELL-BEING AND RESPONSIBLE SOCIAL MEDIA USE

- Concept of digital well-being
- Strategies for maintaining healthy digital habits
- Time management and screen-time regulation
- Digital detox and mindful technology use
- Online safety, privacy, and ethical behavior
- Role of families, schools, and communities in promoting mental well-being

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 practicals** in their notebook:

1. **Social Media Usage Audit:** Students record their daily social media usage for one week (time spent, platforms used, purpose of use). They analyze the data and prepare a short report on how their usage patterns influence mood, productivity, and sleep.
2. **Mental Health Reflection Journal:** Students maintain a reflective journal for seven days documenting their emotional responses before and after using social media. They analyze patterns and discuss how digital interactions affect psychological well-being.
3. **Case Study Analysis on Cyberbullying:** Students examine real or hypothetical cases of cyberbullying. They identify causes, psychological impacts, and propose preventive strategies and supportive responses.
4. **Digital Identity Mapping Exercise:** Students create a visual map comparing their **offline identity** and **online identity** (interests, values, behavior, communication style). They reflect on how social media shapes personal identity and self-presentation.
5. **Screen-Time and Sleep Relationship Study:** Students collect data on their screen time and sleep duration for one week. They prepare a simple analysis showing the relationship between late-night social media use and sleep quality.
6. **Social Media Content Analysis:** Students analyze selected social media posts from influencers or public pages. They evaluate the messages related to body image, lifestyle, or success and discuss potential psychological effects on young audiences.
7. **Designing a Digital Well-being Plan:** Students create a personal digital well-being plan including screen-time limits, mindful usage strategies, and scheduled offline activities to maintain mental balance.
8. **Educational Social Media Campaign:** Students design a small awareness campaign (poster series, short video, or infographic) promoting **healthy social media habits and mental health awareness** among peers.
9. **Peer Survey on Social Media and Mental Health:** Students conduct a small survey among classmates about social media habits, stress levels, and digital well-being practices. They summarize findings using simple charts and interpret the results.
10. **One-Day Digital Detox Experiment:** Students voluntarily avoid social media for 24 hours and document their experiences, emotions, productivity levels, and social interactions. They present reflections on the benefits and challenges of digital detox.

SUGGESTED REFERENCE & RESOURCES LINKS:

1. Haidt, J. (2024). *The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness*. Penguin Press.
2. Primack, B. A. (2021). *You are what you click: How being selective, positive, and creative can transform your social media experience*. Chronicle Prism.
3. Harrison, V., Collier, A., & Adelsheim, S. (Eds.). (2019). *Social media and youth mental health*. American Psychiatric Association Publishing.
4. Keles, B., McCrae, N., & Grealish, A. (2020). *A systematic review: The influence of social media on depression, anxiety and psychological distress in adolescents*. Taylor & Francis.
5. Maheu, M. M., et al. (2020). *Tele behavioural health foundations in theory and practice for graduate learners*. Cognella Academic Publishing.

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)*



**SEC PAPER
SEMESTER (I– III)**

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEC 1: RHYMES – LITERACY AND NUMERACY:

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
	3	2		1	30 (L) +30 (P)
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.				

- 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.

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

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

SEC 1: DEVELOPMENT OF EDUCATIONAL TOYS

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
	3	2		1	30 (L) +30 (P)
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.				

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.

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:

6. NCERT (2022). *Toys based Pedagogy*. New Delhi
7. Malhotra & Uniyal. (2023). *Toys Integrated Pedagogy*. DIET, New Delhi
8. UNICEF (2018). *Learning through Play*. New York, USA
9. Bureau of Indian Standards. (2023). *Indian Standards on Toys*. India
10. 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
	3	2		1	30 (L) +30 (P)
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.				

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.

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:

19. Prepare one lesson plan using the Herbartian model for a selected primary school subject.
20. Develop a second lesson plan using the 5E instructional model for a science or EVS topic.
21. Demonstrate simulated teaching using teacher-controlled instruction before a peer group.
22. Conduct a learner-controlled instructional session using story-telling or guided discovery.
23. Facilitate a group-controlled learning session using role play or cooperative learning strategies.
24. Use a standard lesson plan template to integrate learning objectives, activities, and assessments.
25. Incorporate appropriate teaching-learning materials (TLMs) in your simulated teaching session.
26. Record peer feedback using structured observation rubrics during simulated teaching.
27. Reflect on your teaching experience through a daily reflective journal/logbook.
28. Analyze your teaching approach and suggest improvements based on peer and mentor feedback.
29. Construct objective-type test items (MCQ, true/false, matching) for the 'knowledge' domain.
30. Write descriptive test items assessing 'understanding' and 'application' for primary subjects.
31. Use an item construction worksheet to document item format, objective, and scoring criteria.
32. Design a unit test blueprint aligning test items with content areas and learning outcomes.
33. Prepare a terminal assessment blueprint using weightage distribution (objectives, content, types).
34. Select a standardized achievement test (e.g., SCERT/NCERT) and critique its structure and relevance.

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

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

SUGGESTED READINGS:

8. Aggarwal, J.C. (2009). *Essentials of Educational Technology*
9. Aggarwal, J.C. (2011). *Principles, Methods and Techniques of Teaching*, Publishing House, Delhi
10. Aggarwal, J.C. (1997). *Essentials of Examination System Evaluation, Tests and Measurement*, Vikas New Delhi
11. IGNOU Curriculum and Instruction. ES-331B.Ed. Course IGNOU Study Materials
12. Gronlund N. E.& Linn, L. R. (1985) *Measurement and Evaluation in Teaching*, Macmillan Publishing Company, New York
13. 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.
14. 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 (SKILL ENHANCEMENT COURSE) - II
(Theory and Practical)

Nature of Course	SEC (Skill Enhancement Course) – II				
Course Code	SEC45EDN102a(T)25 and SEC45EDN102a(P)25				
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:

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

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

SUGGESTED READINGS & RESOURCES:

6. UNESCO, (2018) ICT Competency Framework for Teachers. UNESCO
7. 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
8. Creative Commons Licensing and Open Educational Resources (OER Commons)
9. Neetu Gaikwad and Shweta Agarwal (2022). Study guide CCC- Course on Computer Concepts. Arihant, New Delhi
10. OBS Help Guide (2022). Open Broadcaster Software Studio ver.28

Nature of Course	SEC (Skill Enhancement Course) - II				
Course Code	SEC45EDN102b(T)25 and SEC45EDN102b(P)25				
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:

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

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

SUGGESTED READINGS & RESOURCES:

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

Nature of Course	SEC (Skill Enhancement Course) - II				
Course Code	SEC45EDN102c(T)25 and SEC45EDN102c(P)25				
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:

7. Write five clear and structured prompts for different teaching tasks such as explanation, questioning, summarization, and feedback.
8. Design role-based prompts assigning AI the role of a teacher, mentor, evaluator, or curriculum designer.
9. Develop subject-specific prompts for primary, secondary, and higher secondary levels.
10. Refine poorly written prompts and compare outputs before and after revision.
11. Generate two complete lesson plans using AI tools for different subjects or levels.
12. Align AI-generated lesson plans with Bloom's Taxonomy and revise where necessary.
10. Create a set of 10 MCQs using AI and review them for clarity, difficulty level, and distractor quality.
11. Generate short-answer and worksheet questions using AI, followed by manual correction.

12. Prepare an answer key and marking scheme for AI-generated assessment items.
13. Analyze AI-generated content for factual accuracy by cross-verifying with textbooks or reliable sources.
14. Identify bias or stereotyping in AI outputs and suggest corrective modifications.
15. Evaluate readability level of AI-generated material and adapt it for age-appropriate learners.
15. Design an AI-supported differentiated instruction plan for diverse learners.
16. Prepare a micro-teaching script using AI prompts and present it before peers.
17. Develop a mini project on AI integration in a lesson or unit plan, highlighting objectives, tools, and outcomes.
18. Create a comparative report on traditional lesson planning versus AI-assisted lesson planning.
19. Draft a responsible AI usage checklist for school context, addressing privacy, plagiarism, and ethical concerns.
20. 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

SEC (SKILL ENHANCEMENT COURSE) - III

Nature of Course	SEC (Skill Enhancement Course) - III				
Course Code	SEC50EDN203a(T)25 and SEC50EDN203a(P)25				
Course Title	Campus Aesthetics skills				
Course Level	Level 200				
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 and postgraduate students in Education, particularly those preparing for careers in teaching, educational management, and institutional planning. It is also suitable for teacher trainees, prospective educators, school administrators, and educational planners who seek to understand how campus design, aesthetics, and effective management contribute to meaningful learning environments. The course benefits students who participate in student councils, campus development initiatives, or institutional improvement projects by equipping them with practical knowledge and skills to create inclusive, eco-friendly, and aesthetically enriching educational spaces while understanding the basic principles of school organization and management.				

LO1: Identify and analyse aesthetic elements that influence the learning environment.

LO2: Apply design-thinking and eco-aesthetic principles to beautify and optimize educational spaces.

LO3: Demonstrate basic operational skills such as scheduling, resource mapping, and logistics in a school setup.

LO4: Conduct a campus audit to evaluate both visual and functional aspects of an institution.

LO5: Collaborate on institutional projects aimed at improving campus aesthetics and operational efficiency.

UNIT I: AESTHETIC FOUNDATIONS OF LEARNING ENVIRONMENTS

Meaning of aesthetics in education

Role of school architecture and visual harmony

Impact of colour, light, and natural elements on learning

Artistic expression and student engagement through environment

UNIT II: ECO-FRIENDLY AND INCLUSIVE CAMPUS DESIGN

Green campus principles: plantations, waste management, water use

Accessibility and inclusion: ramps, signages, tactile markers

Murals, creative corners, and student-led beautification projects

UNIT III: FUNDAMENTALS OF MANAGEMENT IN SCHOOLS

Institutional planning and organizational hierarchy

School calendar and time-table creation

Infrastructure, facilities, and inventory management

Emergency preparedness and safety planning

UNIT IV: CAMPUS AS A LEARNING RESOURCE

Using walls, corridors, and outdoor spaces for pedagogy
Creation of learning zones and interactive installations
Student councils and participatory planning

UNIT V: FIELD-BASED PROJECT AND PRACTICUM

Campus aesthetic audit
Operational workflow simulation (e.g., mock scheduling)
Design and execution of a mini-campus improvement project
Reflective journals and group presentations

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. **Campus Aesthetic Observation:** Conduct a guided walk around the campus to identify elements of aesthetics such as colour schemes, lighting, open spaces, and natural elements that influence the learning environment.
2. **Classroom Colour Impact Study:** Observe classrooms with different colour settings and discuss how colour may influence mood, concentration, and learning engagement.
3. **Natural Elements Mapping:** Prepare a campus map identifying trees, gardens, water bodies, and natural learning spaces.
4. **School Architecture Documentation:** Document architectural features such as corridors, open spaces, ventilation, and seating arrangements that contribute to visual harmony.
5. **Design a Creative Learning Wall:** Create a concept design for an educational wall displaying diagrams, motivational messages, or learning charts.
6. **Green Campus Survey:** Conduct a survey to evaluate eco-friendly practices such as waste management, water conservation, and plantation efforts.
7. **Accessibility Audit:** Examine campus facilities for accessibility features including ramps, signboards, tactile markers, and barrier-free entry.
8. **Student-led Beautification Plan:** Develop a proposal for murals, creative corners, or student artwork to improve campus aesthetics.
9. **Campus Waste Management Study:** Observe and report existing waste disposal systems and suggest improvements for sustainable practices.
10. **School Organizational Structure Mapping:** Prepare a chart showing the institutional hierarchy and roles of administrative staff.
11. **School Calendar Design:** Develop a model academic calendar including academic activities, holidays, examinations, and co-curricular events.
12. **Time-table Preparation Exercise:** Prepare a sample weekly timetable for a school considering teacher workload and subject distribution.
13. **Infrastructure and Facility Audit:** Assess classrooms, laboratories, playgrounds, and libraries to evaluate adequacy and maintenance.
14. **Safety and Emergency Planning Exercise:** Develop a basic emergency preparedness plan including evacuation routes and safety protocols.
15. **Learning Space Design Project:** Design a concept for interactive learning zones such as reading corners, science corners, or outdoor learning spaces.

16. **Educational Corridor Development Plan:** Propose ways to use corridors for displaying student work, concept charts, or informational panels.
17. **Student Council Simulation:** Conduct a mock student council meeting to discuss campus improvement ideas.
18. **Campus Aesthetic Audit Report:** Conduct a structured audit assessing aesthetic quality, greenery, infrastructure, and learning spaces.

SUGGESTED REFERENCES

1. Woolner, P. (2010). *The design of learning spaces*. Continuum International Publishing Group.
2. Samier, E. A., & Bates, R. J. (2006). *The aesthetic dimensions of educational administration and leadership*. Routledge.
3. Kochhar, S. K. (2011). *School administration and management*. Sterling Publishers.
4. Sudarshan, M. (2022). *Educational administration and management*. Ashok Yakkaldevi Publications.

SEC (SKILL ENHANCEMENT COURSE) - III

Nature of Course	SEC (Skill Enhancement Course) - III				
Course Code	SEC50EDN203b(T)25 and SEC50EDN203b(P)25				
Course Title	New Age Life Skills				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours
	3	2		1	30 (L) +30 (P)
Course Audience	This course focuses on developing essential life skills required for individuals to navigate the challenges of contemporary society. Based on the ten core life skills identified by the World Health Organization (WHO) , the course aims to strengthen personal, social, and cognitive competencies that support mental well-being, responsible decision-making, and positive interpersonal relationships. The course integrates practical activities, reflective learning, and real-life applications to help learners develop adaptive and productive behaviors in personal, academic, and professional contexts.				

- LO1: Explain the concept and importance of life skills and describe the ten core life skills identified by the World Health Organization in relation to personal and social development.
- LO2: Apply cognitive life skills such as critical thinking, creative thinking, decision-making, and problem-solving to analyze real-life situations and develop effective solutions.
- LO3: Demonstrate personal and emotional competencies including self-awareness, emotional regulation, and stress management for maintaining mental well-being.
- LO4: Practice effective communication and interpersonal relationship skills to promote empathy, collaboration, and constructive interaction in diverse social contexts.
- LO5: Utilize life skills for responsible citizenship and personal growth, including ethical decision-making, leadership, adaptability, and responsible behavior in digital and social environments.

UNIT I: FOUNDATIONS OF LIFE SKILLS IN THE MODERN WORLD

- Concept and meaning of life skills
- Importance of life skills in the 21st century
- WHO framework of ten core life skills
- Relationship between life skills, mental health, and well-being
- Role of education in developing life skills
- Life skills for personal development and social responsibility

UNIT II: COGNITIVE LIFE SKILLS

- Critical thinking: analyzing information and evaluating arguments
- Creative thinking: innovation, imagination, and problem exploration
- Decision-making: evaluating alternatives and consequences
- Problem-solving: identifying problems and generating solutions
- Application of cognitive skills in academic and everyday contexts

UNIT III: PERSONAL AND EMOTIONAL LIFE SKILLS

- Self-awareness: understanding strengths, weaknesses, and values
- Coping with emotions: emotional regulation and emotional intelligence
- Coping with stress: stress management techniques and resilience
- Mindfulness and mental well-being
- Building self-confidence and positive self-concept

UNIT IV: SOCIAL AND INTERPERSONAL LIFE SKILLS

- Effective communication: verbal and non-verbal communication skills
- Active listening and constructive feedback
- Interpersonal relationship skills: cooperation, empathy, and trust
- Empathy and understanding diverse perspectives
- Conflict resolution and negotiation skills

UNIT V: LIFE SKILLS FOR DIGITAL AND SOCIAL RESPONSIBILITY

- Life skills in the digital age: digital citizenship and responsible online behavior
- Ethical decision-making and social responsibility
- Leadership, teamwork, and collaboration
- Adaptability and resilience in changing environments
- Application of life skills in education, career, and community life

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. **Self-awareness Exercise:** Identify your personal strengths, weaknesses, interests, and values. Prepare a self-reflection report explaining how self-awareness can influence personal growth.
2. **Decision-making Scenario:** Analyze a real-life situation where an important decision must be made. List possible alternatives, evaluate consequences, and justify the final decision.
3. **Problem-solving Activity:** Select a common problem faced by students (e.g., time management, exam stress). Apply a step-by-step problem-solving process to propose practical solutions.
4. **Critical Thinking Analysis:** Examine a news article or social media post and evaluate its credibility, bias, and reliability using critical thinking principles.
5. **Creative Thinking Task:** Design an innovative idea or solution to improve student well-being or campus life using creative thinking techniques.
6. **Communication Skills Role Play:** Demonstrate effective verbal and non-verbal communication through a role-play situation involving peer interaction or group discussion.
7. **Active Listening Exercise:** Conduct a paired activity where one student shares a personal experience while the other practices active listening and provides constructive feedback.

8. **Empathy Development Activity:** Observe or analyze a situation involving emotional distress in others and explain how empathy can help in responding appropriately.
9. **Interpersonal Relationship Reflection:** Describe the qualities of a healthy interpersonal relationship and discuss strategies to maintain positive relationships in academic or social settings.
10. **Stress Management Plan:** Prepare a personal stress management strategy including relaxation techniques, time management, and healthy coping methods.
11. **Emotional Regulation Exercise:** Identify situations that trigger strong emotions and explain strategies to manage these emotions constructively.
12. **Conflict Resolution Simulation:** Participate in a simulated conflict situation and demonstrate methods of negotiation, compromise, and peaceful resolution.
13. **Digital Citizenship Case Study:** Analyze a scenario related to responsible or irresponsible online behavior and suggest appropriate digital citizenship practices.
14. **Leadership and Teamwork Activity:** Participate in a group activity requiring teamwork and leadership. Reflect on the roles played by group members and the effectiveness of collaboration.
15. **Time Management Activity:** Prepare a weekly schedule balancing academic work, personal activities, and rest. Evaluate how time management improves productivity.
16. **Ethical Decision-making Case Study:** Examine a situation involving ethical dilemmas and discuss how life skills can guide responsible decision-making.
17. **Adaptability Exercise:** Describe a situation where you had to adapt to change. Analyze the strategies used to cope with the change effectively.
18. **Community Life Skills Project:** Plan and present a small community-based activity (e.g., awareness campaign, teamwork initiative) demonstrating the application of life skills in real-life contexts.

SUGGESTED REFERENCES

1. World Health Organization. (2020). *Life skills education school handbook: Prevention of noncommunicable diseases*. World Health Organization.
2. Rao, K. R., & Rao, P. (2017). *Life skills education*. Neelkamal Publications.
3. A comprehensive textbook explaining the development of personal, social, and emotional competencies through life skills education.
4. UNICEF. (2019). *Comprehensive life skills framework*. UNICEF.
5. Rawat, H., Aijaz, A., Singh, J., & Mascarenhas, R. (2018). *Handbook of activities on life skills*. American India Foundation.
6. WHO, United Nations Children's Fund, & United Nations Educational, Scientific and Cultural Organization. (1999). *Partners in life skills education: Conclusions from a United Nations inter-agency meeting*. World Health Organization.

SEC (SKILL ENHANCEMENT COURSE) - III

Nature of Course	SEC (Skill Enhancement Course) - III				
Course Code	SEC50EDN203c(T)25 and SEC50EDN203c(P)25				
Course Title	Carrer and Educational Planning Skills				
Course Level	Level 200				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/ Week	Total Hours
	3	2		1	30 (L) +30 (P)
Course Audience	This course introduces learners to the concept of Multiple Intelligences and its application in identifying individual strengths for informed career choices. Based on Howard Gardner's theory of Multiple Intelligences , the course focuses on understanding different types of intelligence, administering and interpreting multiple intelligence tests, and applying the results in career planning and personal development. The course emphasizes practical skill development in assessment, interpretation, counselling, and career guidance. This course is intended for undergraduate students, particularly those pursuing education, psychology, career counselling, or skill development programs. It is suitable for learners who wish to explore their personal abilities and identify potential career pathways based on their cognitive and personal strengths. The course is also beneficial for teacher trainees, aspiring counsellors, and educators interested in using multiple intelligence assessment as a tool for career guidance and student development. By integrating theory with practical testing and interpretation, the course helps learners develop competencies in self-assessment, career planning, and educational guidance.				

- LO1: Explain the concept of intelligence and the theory of Multiple Intelligences, including its relevance to education, personal development, and career choices.
- LO2: Identify and analyse individual intelligence profiles to understand personal strengths, abilities, and learning preferences.
- LO3: Administer and score multiple intelligence tests using appropriate procedures and ethical guidelines.
- LO4: Interpret multiple intelligence assessment results and relate them to potential career paths and educational opportunities.
- LO5: Develop a personalized career plan based on intelligence strengths, demonstrating the application of multiple intelligence testing in career guidance and decision-making.

UNIT I: FOUNDATIONS OF MULTIPLE INTELLIGENCE

- Concept of intelligence and traditional views of intelligence
- Howard Gardner's theory of Multiple Intelligences
- Types of intelligences: linguistic, logical–mathematical, spatial, bodily–kinesthetic, musical, interpersonal, intrapersonal, naturalistic
- Importance of multiple intelligences in education and career development
- Relationship between intelligence, aptitude, and career potential

UNIT II: MULTIPLE INTELLIGENCE AND PERSONAL POTENTIAL

- Understanding individual differences in intelligence
- Strength-based learning and personal development
- Multiple intelligence and learning styles
- Identifying personal talents and abilities
- Role of self-awareness in career planning

UNIT III: MULTIPLE INTELLIGENCE TESTING METHODS

- Introduction to psychological testing and assessment
- Standardized and non-standardized multiple intelligence tests
- Procedures for administering multiple intelligence assessments
- Ethical considerations in psychological testing
- Recording and scoring of intelligence profiles

UNIT IV: INTERPRETATION OF MULTIPLE INTELLIGENCE PROFILES

- Analysis and interpretation of intelligence test results
- Identifying dominant intelligence patterns
- Linking intelligence profiles with career interests and abilities
- Strength-based career counseling
- Using multiple intelligence results for academic planning

UNIT V: CAREER GUIDANCE USING MULTIPLE INTELLIGENCE

- Concept and importance of career guidance
- Mapping intelligences to career fields and professions
- Designing personal career pathways based on intelligence strengths
- Practical career planning and goal setting
- Developing portfolios and career action 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. **Self-Assessment of Multiple Intelligences:** Administer a Multiple Intelligence inventory and prepare a profile showing dominant and weaker intelligences.
2. **Personal Strength Identification Exercise:** List personal abilities, talents, and interests and relate them to different types of intelligences.
3. **Career Interest Survey:** Conduct a career interest survey using a structured questionnaire and interpret the results.
4. **Educational Goal Setting Activity:** Prepare short-term and long-term educational goals aligned with personal abilities and interests.
5. **Career Mapping Exercise:** Develop a chart linking types of intelligences with suitable career options.

6. **Learning Style Identification:** Identify personal learning styles and analyze how they influence educational and career development.
7. **SWOT Analysis for Career Planning:** Conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for personal career development.
8. **Career Information Collection:** Collect detailed information about a chosen career including qualifications, skills required, and employment opportunities.
9. **Educational Pathway Design:** Design an educational pathway (courses, training, certifications) required to reach a selected career.
10. **Role Model Analysis:** Study a successful professional in a chosen career field and identify the intelligences and skills that contributed to their success.
11. **Decision-Making Case Study:** Analyze a case involving career choice dilemmas and propose appropriate decisions based on intelligence strengths.
12. **Personal Career Portfolio Development:** Prepare a portfolio including personal profile, educational achievements, skill records, and career aspirations.
13. **Career Counselling Simulation:** Conduct a simulated counselling session where students advise peers based on intelligence profiles.
14. **Skill Development Plan:** Develop a personal plan to improve skills required for a desired career path.
15. **Job Market Trend Analysis:** Analyze current employment trends and identify careers aligned with specific intelligences.
16. **Time Management for Career Preparation:** Prepare a weekly or monthly study and skill development schedule for career preparation.
17. **Educational Institution Study:** Identify institutions offering courses related to a selected career and compare admission requirements.
18. **Career Action Plan Preparation:** Prepare a structured career action plan outlining educational steps, skill development, and career goals.

SUGGESTED REFERENCES

1. Howard Gardner. (2011). *Frames of mind: The theory of multiple intelligences* (3rd ed.). Basic Books.
2. Howard Gardner. (2006). *Multiple intelligences: New horizons in theory and practice*. Basic Books.
3. Shearer, C. B. (2004). *Multiple intelligences developmental assessment scales (MIDAS)*. MI Research and Consulting.
4. Armstrong, T. (2018). *Multiple intelligences in the classroom* (4th ed.). ASCD.
5. Sternberg, R. J., & Zhang, L. F. (2014). *Perspectives on thinking, learning, and cognitive styles*. Routledge.

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)*



**DSE PAPER
SEMESTER (VII– VIII)**

**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR
2026**

SEMESTER VII
DISCIPLINE SPECIFIC ELECTIVE
(DSE-I) Level 300

1. DSE60EDN401a(T)25: Human Rights Education (Theory)
2. DSE60EDN401b(T)25: Gender Education (Theory)
3. DSE60EDN401c(T)25: Educational Thinkers (Theory)
4. DSE60EDN401d(T)25: Lifelong Learning (Theory)
5. DSE60EDN401e(T)25: Education in Manipur (Theory)
6. DSE60EDN401f(T)25: Adolescent Education (Theory)
7. DSE60EDN401g(P)25: Psychology of Adjustment (**Practical**)

8. SEMESTER VII (DSE-1)

Nature of Course	DSE				
Course Code	DSE60EDN401a(T)25				
Course Title	Human Rights Education				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	This course is designed for undergraduate students in Education and Social Sciences, particularly those pursuing BA/B.Ed. or FYUP programmes, who require foundational knowledge of human rights, constitutional values, and educational rights. The course is suitable for learners preparing for teaching, social work, public administration, community development, and civil services, as it develops awareness of human rights principles, national and international human rights frameworks, and their relevance to education and society. It also aims to sensitize students to issues of social justice, equality, dignity, and democratic responsibility in contemporary society.				

- LO1 Explain the meaning, concepts, and classifications of human rights and duties.
- LO2 Analyze the relationship between rights and duties in a democratic society.
- LO3 Describe the historical evolution and international development of human rights.
- LO4 Discuss major international human rights instruments such as the Universal Declaration of Human Rights and international covenants.
- LO5 Explain the roles and functions of international and national agencies involved in promoting human rights.
- LO6 Examine major human rights movements in India and Manipur and their contributions to social justice.
- LO7 Analyze constitutional provisions and policies that promote human rights and educational opportunities in India.
- LO8 Demonstrate awareness and sensitivity towards human rights issues related to gender, children, marginalized groups, and persons with disabilities.
- LO9 Evaluate the role of education in promoting human rights, equality, and democratic citizenship.
- LO10 Apply human rights principles to understand social issues and promote responsible civic participation.

UNIT I: INTRODUCTION TO HUMAN RIGHTS

Human Rights – meaning, concepts, and classifications of rights and duties
Relationship between rights and duties, importance of human rights and duties
Sensitizing human – fundamental rights and fundamental duties
Role of Human Rights Commissions - National and State level

UNIT II: DEVELOPMENT OF HUMAN RIGHTS

Evolution of human rights and duties - United Nations Charter and the development of human rights Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966

UNIT III: AGENCIES OF HUMAN RIGHTS

Agencies – UNESCO, WHO, ILO, IMF, with respect to its functions and duties.

Instruments – elimination of discrimination, crime against women, persons with disabilities, against torture, rights of children

UNIT IV: HUMAN RIGHTS MOVEMENT

Human Rights movements in India - National freedom movement, social movements, Political movement, Dalit movements, Women's movements, Environmental movements. Human Rights Movement in Manipur – movement against AFSPA, crime against child and women

UNIT V: HUMAN RIGHTS AND EDUCATIONAL OPPORTUNITIES

Promoting constitutional provisions – Article 14, 15, 16, 17, 21A, 23 24, 29 and 30, and 51A Educational opportunities - Directive Principles of State Policy, free and compulsory education for children, prohibits punishment and mental harassment Power and Functions of the Constitution to make laws for education

BOOKS AND REFERENCES:

1. Bhanot, Astha. (2012). Human Rights and Indian Constitution. New Delhi: Raj Publications.
2. Chokalingam, K. Kumar, C Raj. (2012). Human Right, Justice, and Constitutional Empowerment. New Delhi: Oxford University Press.
3. Das Basu, Durga. (2008). Introduction to the Constitution of India. Nagpur: Lexis Nexis .
4. Ghosh, Peu. (2012). Indian Government and Politics. Prentice Hall of India
5. Saksena, K.P. (2003). Human Rights and the Constitution: Vision and Reality. New Delhi: Gyan Publishing House.
1. Agarwal, H.O (2006). International Law and Human Rights. Allahabad: Central Law Publications
2. Alston, Phillip. (1992). The United Nations and Human Rights: A Critical Appraisal. Michigan: Oxford University Press.
3. Joshi, K.C. (2006). International Law and Human Rights. Lucknow: Eastern BK Company.

DSE 1: Gender Education

Nature of Course	DSE				
Course Code	DSE60EDN401b(T)25				
Course Title	Gender Education				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	Students will develop an understanding of gender concepts, gender issues, and gender equality in education and society. They will examine the role of socialization, schooling, and educational interactions in shaping gender identities and attitudes. The course will also enable students to analyse major theoretical perspectives on gender, evaluate national educational policies and programmes related to women's education, and develop awareness of gender-sensitive practices in education and social life.				

- LO1 Explain the key concepts of gender, gender issues, gender bias, gender stereotyping, and sexuality education.
- LO2 Distinguish between sex and gender and analyze the role of socialization in shaping gender roles and identities.
- LO3 Examine the role of schools, teachers, and peer interactions in promoting gender equality in educational settings.
- LO4 Compare major theoretical perspectives on gender and evaluate their applications in education.
- LO5 Analyze national educational policies and programmes aimed at promoting women's education and gender equality.

UNIT 1: INTRODUCTION TO GENDER ISSUES AND KEY CONCEPTS

- Meaning and concept of gender, gender-based issues, gender equality, and gender education
- Distinction between sex and gender: biological and socio-cultural perspectives
- Concept of gender bias and its implications in society and education
- Gender stereotyping: causes, forms, and consequences
- Sexuality and sexuality education: meaning, importance, and role in education and personal development

UNIT 2: GENDER AND SOCIALIZATION

- Concept and meaning of socialization
- Functions and stages of socialization
- Agents of socialization: family, school, peer group, media, and community
- Role of students and youth in the socialization process
- Influence of socialization on gender roles, identity, and behaviour

UNIT 3: GENDER AND SCHOOLING

- Role and importance of schools in promoting gender equality
- School environment and gender sensitivity
- Gender dynamics in classroom interaction
- Gender relations in playgrounds and co-curricular activities

- Interaction between teachers and students and among pupils themselves and their influence on gender attitudes

UNIT 4: THEORIES ON GENDER AND EDUCATIONAL APPLICATIONS

- Socialization theory and its explanation of gender roles
- Gender difference theory: biological and psychological perspectives
- Structural theory: social structure, power relations, and gender inequality
- Educational implications of gender theories
- Comparative analysis of major theories on gender and education

UNIT 5: NATIONAL EDUCATIONAL POLICIES AND GENDER ISSUES

- Nationalization of women's education: historical context and objectives
- NEP (2020) and its provisions for women's education and gender equality
- National Curriculum Framework (2005) and gender-sensitive curriculum reforms
- Beti Bachao Beti Padhao: objectives, strategies, and educational implications
- Role of educational policies and programmes in promoting gender equality and empowerment through education

SUGGESTED READINGS:

1. Basin, K. (2000). Understanding Gender, New Delhi: Kali for Women.
2. Chakravarti, U. (2003), Gendering Caste Through a Feminist Lens.
3. Chana, K. (1996). Gender Inequality in Primary Schooling in India: The Human Rights Perspective. Journal of Educational Planning and Administration, 10 (4), 361-81.
4. Desai, N, & Thakkar, U. (2001). Women in Indian Society, New Delhi: national Book Trust.
5. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
6. Government of India, (1986). National Policy on Education, New Delhi: Ministry of Human Resource Development.
7. Krishna, R. & Maithreyi (1986). Women's Studies in India: Some Perspective. Bombay Popular Prakashan.
8. MHRD (2000) Bringing Girls Centre Stage: Strategies and Interventions for girl's Education in DPEP. MHRD: New Delhi.

DSC60EDN301C(T)26: Educational Thinkers

Nature of Course	DSE				
Course Code	DSE60EDN401c(T)25				
Course Title	Educational Thinkers				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	This course is designed for undergraduate students of Education, trainees, and learners interested in understanding the educational philosophies of influential thinkers who have shaped modern educational thought and practice. The course introduces the ideas of Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Jean Jacques Rousseau, and John Dewey with reference to their views on the aims of education, curriculum, teaching methods, discipline, and educational institutions. It is particularly relevant for future teachers and educational practitioners who wish to understand philosophical foundations of education and apply the insights of these thinkers to contemporary educational contexts, value education, and learner-centred teaching practices.				

- LO1: Explain the educational philosophy of Rabindranath Tagore and analyse the significance of Shantiniketan and Visva-Bharati in promoting holistic education.
- LO2: Examine the educational ideas of Swami Vivekananda and evaluate their relevance for character building and value-oriented education.
- LO3: Analyse Mahatma Gandhi's philosophy of education, particularly the concept of Basic Education (Nai Talim), and assess its implications for contemporary education.
- LO4: Explain Jean Jacques Rousseau's naturalistic philosophy and evaluate its influence on child-centred education and modern pedagogical approaches.
- LO5: Analyse John Dewey's pragmatic philosophy and assess its contribution to experiential learning, democratic education, and modern teaching practices.

UNIT I: RABINDRANATH TAGORE AND HIS EDUCATIONAL PHILOSOPHY

- Tagore's educational philosophy and aims of education
- Tagore's views on curriculum and methods of teaching
- Tagore's perspective on religious and spiritual education
- Educational ideals reflected in **Shantiniketan and Visva-Bharati University**
- Contribution of Tagore to modern Indian education

UNIT II: SWAMI VIVEKANANDA AND EDUCATIONAL IDEALS

- Educational ideas and philosophy of Swami Vivekananda
- Aims of education according to Vivekananda
- Views on curriculum, character formation, and methods of teaching
- Concept of religious and value-based education
- Critical evaluation of Vivekananda's philosophy of education

UNIT III: MAHATMA GANDHI AND BASIC EDUCATION

- Educational ideas and philosophy of Mahatma Gandhi

- Aims of education in Gandhian philosophy
- Concept of **Nai Talim (Basic Education)**
- Gandhian views on curriculum, craft-centred learning, and teaching methods
- Evaluation and relevance of Gandhian educational philosophy in modern education

UNIT IV: JEAN JACQUES ROUSSEAU AND NATURALISTIC EDUCATION

- Rousseau's educational philosophy and concept of naturalism
- Aims of education according to Rousseau
- Views on child-centred curriculum and natural methods of teaching
- Rousseau's concept of freedom, discipline, and stages of development
- Contribution of Rousseau to educational theory and practice

UNIT V: JOHN DEWEY AND PRAGMATIC EDUCATION

- Dewey's philosophy of education and pragmatism
- Aims of education in Dewey's philosophy
- Dewey's views on curriculum, experience-based learning, and teaching methods
- Concept of discipline and democratic education
- Dewey's contribution to modern educational thought and practice

SUGGESTED READINGS

1. Aggarwal J.C. (2010). Theory and Principles of education, Vikas Publishing House.
2. Chaube, S.P. (1995). Indian and Western Educational philosophies, Vinod Pustak.
3. Kabir, H. (1964). Indian Philosophy of Education, Asia Publishing House.
4. Fifty Major Thinkers on Education: From Confucius to Dewey. (2002). Taylor & Francis.
5. Chaube, A. (2002). Western Educational Thinkers. India: Concept Publishing Company.

DSC60EDN301D(T)26: Lifelong Learning

Nature of Course	DSE				
Course Code	DSE60EDN401d(T)25				
Course Title	Lifelong Learning				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	This course is designed for undergraduate students of Education, trainees, and learners interested in adult education and lifelong learning systems. It is particularly useful for educators, community workers, and programme coordinators involved in literacy campaigns, continuing education programmes, and skill development initiatives. The course provides knowledge about adult learning principles, literacy movements, open and distance learning systems, and the planning of continuing education programmes. It also equips learners with the skills required to design and implement effective adult education and lifelong learning initiatives in community and institutional settings.				

- LO1:** Explain the concept, objectives, and importance of continuing education and lifelong learning in contemporary society.
- LO2:** Examine adult literacy programmes and national initiatives aimed at promoting literacy and lifelong learning.
- LO3:** Analyse the role of various resources and institutions, including open and distance education systems, in promoting continuing education.
- LO4:** Apply the principles of andragogy and adult learning strategies to design effective literacy and adult education programmes.
- LO5:** Evaluate planning strategies, technological support systems, and skill development initiatives for promoting continuing education and lifelong learning.

UNIT I: FOUNDATIONS OF LIFELONG LEARNING

- Meaning, concept, scope, objectives, and importance of continuing education
- Concept and significance of lifelong learning
- Priorities and dimensions of learning in adult education
- Characteristics and learning needs of adult learners

UNIT II: ADULT LITERACY AND NATIONAL LITERACY PROGRAMMES

- Concept and significance of adult literacy
- Adult learning centres and community-based education programmes
- National literacy initiatives: **Padhna Likhna Abhiyan** and **Saakshar Bharat Mission**
- Role of literacy programmes in social and economic development

UNIT III: RESOURCES AND MODES OF CONTINUING EDUCATION

- Identification, mobilization, and organization of adult learners
- Role and responsibilities of **Preraks (motivators)** in adult education programmes
- Distance education, extension education, and open education systems
- Role of virtual universities and distance universities in continuing education
- Contribution of **Indira Gandhi National Open University (IGNOU)** and other open universities

UNIT IV: PRINCIPLES AND APPROACHES OF ANDRAGOGY

- Concept, characteristics, and importance of andragogy
- Principles of adult learning and adult education practices
- Approaches and strategies for basic literacy programmes
- Self-directed learning and guided learning in adult education

UNIT V: SUPPORT SYSTEMS OF LIFELONG LEARNING

- Planning and organization of Lifelong learning programmes
- Role of technology in adult and lifelong education
- Continuing education for school dropouts and disadvantaged groups
- Vocational education and skill development through lifelong education programmes
- Support systems for sustainable lifelong learning initiatives

SUGGESTED READING:

1. Aggarwal C.J (2008): Adult Education; Doaba House, New Delhi.
2. Abdar, R (1966): An Enquiry into the Problem of Motivation in Adult Literacy, Jamia Milia Islamia, New Delhi.
3. Brookfield D. Stephen (1999): Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices, Jossey-Bass.
4. Carroll E. Kasworm, Amy D. Rose (2010): Handbook of Adult and Continuing Education; Sage Publications Inc.
5. Edelson Jay Paul & Malone L. Patricia (1999): Enhancing Creativity in Adult and Continuing Education: Innovative Approaches, Methods and Ideas; Jossey Bass.
6. Jovita M. Ross-Gordon (2016): Foundations of Adult and Continuing Education 1st Edition; Sage Publications Inc.
7. Merriam B. Sharan (2013): Adult Learning: Linking Theory and Practice. Jossey Bass
8. Parashar P B (2005): A Textbook of Adult Education. Dominant Publishers
9. Pillai, K.S (1993): ABC of Non-Formal Education, Indian Adult Education Association.
10. Pillai Ramachandra (2012): Non-Formal Education; Neelkamal Publications.
11. Reddy, G. Ram. (ed.). (1988). Open Universities, The Ivory Towers Thrown Open, Sterling publishers.

DSC60EDN301E(T)26: Education in Manipur

Nature of Course	DSE				
Course Code	DSE60EDN401e(T)25				
Course Title	Education in Manipur				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	This course is designed for undergraduate students of Education, trainees, and learners interested in understanding the historical development and contemporary structure of education in Manipur. It is particularly useful for future teachers, educational planners, and researchers who seek to analyse the growth of school and higher education in the state. The course also helps learners understand issues related to access, equity, vocational education, and inclusive educational practices, enabling them to contribute to the development and improvement of the educational system in Manipur.				

- LO1: Explain the historical development of education in Manipur from the pre-independence period to the present and analyse the role of socio-cultural and institutional factors in shaping the education system.
- LO2: Examine the growth, structure, and challenges of school education in Manipur, including pre-primary, elementary, secondary, and higher secondary education.
- LO3: Analyse the development of collegiate and university education in Manipur and evaluate the major issues and challenges faced by higher education institutions.
- LO4: Examine the role of vocational, technical, and professional education in skill development and regional educational advancement.
- LO5: Evaluate issues of equity, inclusion, and access in education for marginalized groups and propose strategies for improving educational opportunities in Manipur.

UNIT I: HISTORICAL DEVELOPMENT OF EDUCATION IN MANIPUR

- Emergence of socio-educational systems in Manipur
- Indigenous forms of education and community-based learning traditions
- Development of education during the pre-independence period (before 1947)
- Educational reforms and developments after independence (1947 onwards)
- Role of government and social institutions in shaping the education system in Manipur

UNIT II: DEVELOPMENT OF SCHOOL EDUCATION IN MANIPUR

- Growth and progress of school education in Manipur
- Structure of school education:
 - Pre-primary education
 - Elementary education (primary and upper primary)
 - Secondary and higher secondary education
- Educational administration and regulatory bodies in school education
- Major issues and challenges in school education in Manipur

UNIT III: DEVELOPMENT OF HIGHER EDUCATION IN MANIPUR

- Growth and development of collegiate (undergraduate) education in Manipur
- Expansion of university education and postgraduate programmes
- Role of universities and higher education institutions in academic development
- Issues and challenges in higher education and possible strategies for improvement

UNIT IV: VOCATIONAL, TECHNICAL AND PROFESSIONAL EDUCATION

- Development of vocational education in Manipur
- Technical and professional education institutions and programmes
- Role of skill development and workforce education in regional development
- Challenges in vocational, technical, and professional education systems

UNIT V: EQUITY, INCLUSION, AND CONTEMPORARY CHALLENGES

- Educational opportunities for marginalized groups: SC, ST, OBC, women, and persons with disabilities
- Policies and initiatives for inclusive and equitable education in Manipur
- Gender issues and women's education
- Challenges of access, quality, and equity in education
- Strategies for inclusive and sustainable educational development in the state

SUGGESTED READINGS

1. Jamini Devi. (2006). Education in Manipur. India: RaiPravina Brothers.
2. Devi, Leisangthem Binita (2017). Development of Higher Education in Manipur. India: Astral International Pvt. Limited.
3. Shanti Devi, M. (2001). Development of Education in Manipur. India: Rajesh Publications.
4. Education in Manipur: Towards a New Education Order - Report 1. (1992).: State Education Commission, Manipur.
5. Valui, R. Wonkhuimi. (2012). Hundred Years of Education in Manipur, 1896-1996. India: Akansha Publishing House.
6. Singh, Th. Mangoljao. (1967). *Manipur da Nongchup lomgi Shikha* (Western Education in Manipur). Vol. I&II, Imphal, Students Store.

DSC60EDN301F(T)26: Adolescent Education

Nature of Course	DSE				
Course Code	DSE60EDN401f(T)25				
Course Title	Adolescent Education				
Course Level	Level 300				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60(L)
Course Audience	This course is designed for undergraduate students of Education, psychology, and social sciences who seek to understand the developmental characteristics and challenges of adolescence. It is particularly useful for future teachers, counsellors, and educational practitioners who work with adolescents in schools and community settings. The course provides knowledge about adolescent physical, psychological, and social development and helps learners understand issues related to identity formation, family relationships, health, sexuality, and behavioural problems. It prepares educators to support adolescents through appropriate guidance, counselling, and educational interventions.				

- LO1:** Explain the nature, characteristics, and developmental transitions of adolescence, including physical and psychological changes during puberty.
- LO2:** Analyse factors influencing adolescent health and well-being, including nutrition, exercise, sleep, and emotional development.
- LO3:** Examine the development of self-concept, identity, and achievement motivation during adolescence and their implications for education.
- LO4:** Analyse the role of family relationships, parenting styles, and peer interactions in shaping adolescents' social development.
- LO5:** Evaluate issues related to adolescent sexuality, behavioural problems, and mental health, and suggest preventive and supportive strategies in educational settings.

UNIT I: FOUNDATIONS AND NATURE OF ADOLESCENCE

- Meaning and concept of adolescence
- Historical perspectives of adolescence:
 - Hall's **Storm and Stress** view
 - Mead's **Socio-cultural** view of adolescence
- Nature of development: developmental processes and developmental periods
- Developmental transitions during adolescence
- Physical development and puberty: determinants of puberty, sexual maturation, and psychological dimensions of puberty

UNIT II: HEALTH AND WELL-BEING IN ADOLESCENCE

- Adolescent health and lifestyle
- Importance of nutrition, exercise, and sleep for adolescent development
- Physical and psychological challenges during adolescence
- Role of schools, family, and community in promoting adolescent health and well-being

UNIT III: SELF, IDENTITY, AND ACHIEVEMENT IN ADOLESCENCE

- Concept of self: self-understanding, self-esteem, and self-concept
- Identity development in adolescence
- Erikson's theory of identity development
- Developmental changes in identity formation
- Achievement in adolescence: achievement motivation, goal setting, time management, and mentoring

UNIT IV: SOCIAL RELATIONSHIPS IN ADOLESCENCE

- Adolescent social world and peer influence
- Family processes: reciprocal socialization and family as a system
- Parent–adolescent relationships and emerging adulthood
- Parenting styles, parenting and co-parenting
- Parent–adolescent conflict and its management
- Sibling relationships, sibling rivalry, and birth order influences

UNIT V: ADOLESCENT SEXUALITY AND BEHAVIOURAL CHALLENGES

- Sexual culture and development of sexual identity
- Sexual attitudes and behaviours among adolescents
- Contraceptive awareness, sexually transmitted infections (STIs), and sources of sex information
- Major adolescent problems: drug use, delinquency, depression, suicide, and self-harm
- Issues related to media and technology use
- Prevention strategies and guidance for healthy adolescent development

SUGGESTED READINGS:

1. Collins- Donnelly, K (2012): Starming the anger gremlin: A cognitive behavioural therapy workbook on Anger management for young people, USA, Trafford publishing.
2. Garner, H. Davies, K.(2014): The app generation: How today's youth navigate Identity, intimacy and imagination a digital World, USA: Yale University press.
3. Madeline, L (2008). The price of Privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids, New York, Harper Collins publisher.
4. Shaffer, D.R. &Kipp, K.(2008) Developmental psychology childhood & Adolescence, USA Thomson Learning Pvt. Ltd.
5. Schab, L.M.(2013): The Self steem workbook for teens: Activities to help you build confidence & achieve your goals, USA, New Harbinger publication, Inc.
6. Scrafini, T.,B.J.Draydale, M (2008). Taking sides: Clashing views in adolescence USA: Mc.Graw Hill.
7. Thamarassiri, I (2016) Adolescence Education, New Delhi: Dominant publisher

DSC60EDN301G(P)26: Psychology of Adjustment (Practical)

Nature of Course	DSE				
Course Code	DSE60EDN401g(T)25 & DSE60EDN401g(P)25				
Course Title	Psychology of Adjustment				
Course Level	Level 300				
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 undergraduate students of Education, psychology learners, and trainees who seek to understand mental health, adjustment issues, and behavioural problems among learners. It is particularly useful for future teachers, counsellors, and educational practitioners who work with adolescents and young adults in educational settings. The course provides knowledge about psychological adjustment, stress management, mental disorders, and counselling interventions, enabling learners to identify behavioural problems and support students' mental well-being through appropriate educational and counselling strategies.				

- LO1:** Explain the concepts of adjustment, adaptability, and psychological well-being and analyse factors influencing adjustment in educational settings.
- LO2:** Identify causes and characteristics of maladjustment and evaluate behavioural problems such as aggression, delinquency, substance abuse, and technology addiction.
- LO3:** Describe the classification of mental disorders according to DSM–5 and explain major psychological disorders and therapeutic approaches.
- LO4:** Analyse sources of stress and apply coping strategies such as relaxation, meditation, and yoga for stress management.
- LO5:** Apply educational counselling strategies and case study methods to support maladjusted individuals and promote mental health in educational institutions.

UNIT I: ADJUSTMENT AND PSYCHOLOGICAL WELL-BEING

- Concept and meaning of adjustment, adaptability, and psychological well-being
- Psychodynamic concept of adjustment
- Criteria and indicators of good adjustment in individuals
- Role of family, school, and society in promoting adjustment
- Adjustment in adolescence and educational settings

UNIT II: MALADJUSTMENT AND PROBLEM BEHAVIOUR

- Concept and characteristics of maladjustment
- Causes and factors influencing maladjustment (personal, family, social, and environmental)
- Problem behaviours among adolescents: aggressiveness, delinquency, substance abuse, and nomophobia (smartphone addiction)
- Impact of maladjustment on academic performance and social relationships
- Prevention and early identification of maladjustment in educational institutions

UNIT III: MENTAL HEALTH AND MENTAL DISORDERS

- Concept of mental health and mental hygiene
- DSM–5 classification of mental disorders: Section I, Section II, and Section III
- Overview of common psychological disorders: schizophrenia, anxiety disorders, depressive disorders, and personality disorders
- Introduction to therapeutic approaches: psychoanalysis, behaviour therapy, cognitive therapy, and humanistic therapy
- Educational implications of mental health awareness

UNIT IV: STRESS AND COPING MECHANISMS

- Meaning and concept of stress and stressors
- Personal and environmental sources of stress
- Psychological and physiological effects of stress
- Coping strategies for managing stress in educational settings
- Techniques for stress management: relaxation, meditation, and yoga

UNIT V: INTERVENTION AND COUNSELLING FOR MALADJUSTMENT

- Role of teachers and counsellors in dealing with maladjusted individuals
- Educational counselling and institutional support systems
- Inclusive strategies for supporting students with psychological difficulties
- Case study approach in identifying and supporting maladjusted individuals
- Field exposure and observation in mental health and counselling settings

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 towards a problem. Students must complete at least **15 out of 30** experiments. Viva-voce will be conducted based on the practical completed and submitted Note Book.

1. Report a case study of a student showing signs of adjustment difficulties.
2. Observe behavioural patterns of adolescents in a classroom and identify indicators of adjustment or maladjustment.
3. Prepare a checklist to assess adjustment levels among school students.
4. Analyse a real-life case of adolescent aggression and suggest counselling interventions.
5. Conduct a survey on smartphone addiction (nomophobia) among college students and interpret the findings.
6. Prepare a psychological profile of an adolescent with behavioural problems using observation and interview techniques.
7. Develop a stress assessment questionnaire for students and administer it to a small group.
8. Analyse sources of stress among higher secondary students through a short survey.
9. Demonstrate relaxation techniques for stress management and evaluate their effectiveness.
10. Prepare a report on the role of meditation in improving mental health among students.
11. Conduct a group discussion with students on coping strategies for examination stress and document the outcomes.
12. Develop a counselling plan for a student suffering from anxiety related to academic performance.
13. Observe the counselling process in an educational institution and write a reflective report.

14. Prepare a comparative chart explaining major mental disorders described in DSM–5.
15. Analyse the symptoms of depression among adolescents through case-based discussion.
16. Conduct a role-play demonstrating counselling techniques such as empathy and active listening among the college students.
17. Prepare a stress management module for adolescents in schools or college.
18. Develop a guidance brochure on substance abuse prevention among students.
19. Observe family or peer interactions influencing adolescent behaviour and prepare a report.
20. Conduct a small field survey on common behavioural problems among adolescents.
21. Prepare a report on therapeutic approaches such as behaviour therapy and cognitive therapy in educational settings.
22. Visit a psychology or counselling department and document the services offered to students.
23. Visit a mental health clinic or hospital or health centre (if available) and prepare an observational report on mental health services.
24. Prepare a case analysis of a student facing academic and emotional stress.
25. Develop a workshop plan on mental health awareness for school students.
26. Conduct an interview with a counsellor or psychologist and summarize their professional practices for the last five years with ethical code.
27. Prepare a reflective journal on personal coping strategies for stress.
28. Create an awareness poster or digital presentation on mental health and adjustment among adolescents.
29. Analyse the role of yoga in improving emotional regulation among students.
30. Prepare a comprehensive report on counselling interventions used for maladjusted learners in educational institutions.

SUGGESTED READINGS

1. Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India.
2. Baumgardner, S. & Crothers, M. (2009). *Positive Psychology*. Pearson Education
3. Brannon, L. & Feist J. (2007). *Introduction to Health Psychology*. Thomson Wadworth. New Delhi: Indian edition
4. Greenberg, J. S. (2008). *Comprehensive Stress Management*. (10th ed). McGraw Hill publications
5. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India
6. Schafer, W. (2002). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India.
7. *Multiaxial Classification of Child and Adolescent Psychiatric Disorders: The ICD-10 Classification of Mental and Behavioural Disorders in Children and Adolescents*. (1996). United Kingdom: Cambridge University Press.
8. Taylor S. E. (2003). *Health Psychology* (5th Ed). McGraw Hill Higher Education. International Edition.
9. Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life - Adjustment in the 21st century*. (8th ed.) Cengage Learning India
10. Robin Murray (2008) *Essential Psychiatry*. Cambridge University Press.

SEMESTER VIII
DISCIPLINE SPECIFIC ELECTIVE
(DSE-II) Level 400

1. DSE60EDN402a(P)25: Experimental Education (**Practical**)
2. DSE60EDN402b(T)25: Mental Health Education (Theory)
3. DSE60EDN402c(T)25: Arts and Aesthetic Education (Theory)
4. DSE60EDN402d(T)25: Environmental Education (Theory)
5. DSE60EDN402e(T)25: Pedagogy of Education (Theory)
6. DSE60EDN402f(T)25: Politics in Education (Theory)
7. DSE60EDN402g(T)25: Teacher Education (Theory)

DSC60EDN401A(P)26: Experimental Education (Practical)

Nature of Course	DSE				
Course Code	DSE60EDN402a(P)25				
Course Title	Experimental Education (Practical)				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	-	-	4	120(P)
Course Audience	This course aims to develop advanced experimental and analytical skills in psychology through systematic laboratory investigations of sensation, perception, attention, emotion, and cognitive processes. It enables students to design and conduct controlled psychological experiments, use modern laboratory instruments and digital tools, collect and analyse behavioural data, and interpret results scientifically. The course also emphasizes the application of statistical methods, ethical research practices, and scientific report writing to strengthen students' competencies in empirical psychological research at an advanced undergraduate level (NHEQF Level 400).				

Students performing these experiments should be able to:

- Design psychological experiments with controlled variables
- Use psychological laboratory instruments and digital tools
- Record quantitative and qualitative data
- Perform statistical analysis (mean, SD, correlation, t-test)
- Interpret psychological processes through empirical evidence
- Write APA-style experimental reports

UNIT I: EXPERIMENTS ON VISUAL SENSATION AND PERCEPTION

1. Verification of the Laws of Colour Mixture using a digital colour mixer and RGB simulation.
2. Mapping the Distribution of Colour Sensitivity on the Retina (Campimetry experiment).
3. Study of Visual After-Images and their duration under different illumination conditions.
4. Experimental Analysis of Visual Contrast using contrast illusion stimuli.
5. Investigation of Optical Illusions (Müller-Lyer, Ponzo, Poggendorff) and measurement of perceptual error.
6. Experimental Study of Depth Perception using stereoscopic images and VR-based stereoscope.

UNIT II: EXPERIMENTS ON AUDITORY SENSATION

7. Measurement of Difference Threshold for Pitch Discrimination using tuning forks or digital sound generators.
8. Study of Auditory Beats and Interference through dual-frequency sound waves.
9. Investigation of Combination Tones in Auditory Perception.
10. Experimental Study of Tonal Fusion and Harmony Perception.
11. Localization of Sound Sources using binaural auditory perception tasks.
12. Experimental Analysis of Rhythm Perception using metronome-based timing tasks.

UNIT III: EXPERIMENTS ON CUTANEOUS AND ORGANIC SENSATIONS

13. Identification of Temperature Spots on the Skin using thermodes.
14. Mapping Pressure Sensitivity across Skin Regions using an aesthesiometer.
15. Experimental Study of Pain Threshold using controlled pressure stimulation.
16. Measurement of Two-Point Threshold for Tactile Discrimination.
17. Study of Muscular Sensation during Voluntary Contraction using a dynamometer.
18. Investigation of Kinesthetic Awareness in Limb Movement.

UNIT IV: EXPERIMENTS ON GUSTATORY AND OLFACTORY SENSATION

19. Mapping Taste Sensitivity across Tongue Regions for sweet, salty, bitter, sour stimuli.
20. Measurement of Taste Discrimination Thresholds.
21. Experimental Study of Taste Contrast and Adaptation.
22. Identification of Olfactory Sensitivity Zones in the nasal cavity.
23. Study of Olfactory Adaptation and Fatigue.
24. Experiment on Olfactory Mixture Perception and Odour Identification.

UNIT V: EXPERIMENTS ON ATTENTION, EMOTION AND ASSOCIATION

25. Measurement of Simple Reaction Time using computerized chronoscope tasks.
26. Choice Reaction Time Experiment for stimulus discrimination.
27. Experimental Study of Attention Span and Selective Attention using Stroop tasks.
28. Measurement of Affective Responses using Physiological Indicators (pulse rate, grip strength, facial EMG).
29. Study of Ideational Types (Visual, Auditory, Motor Imagery) using imagery tests.
30. Experiment on Association of Ideas using word association techniques and response latency measurement.

SUGGESTED READINGS

1. Agrawal, Y. P. (1990). *Statistical methods: Concepts, applications and computerization*. New Delhi, India: Sterling Publishers.
2. Chakraborty, S., & Chakraborty, D. (1978). *Statistics in educational psychology and mental measurement*. Calcutta, India: Book Syndicate.
3. Titchener, E. B. (1906). *Experimental Psychology: A Manual of Laboratory Practice*. United Kingdom: Macmillan.
4. Garrett, H. E. (1969). *Statistics in psychology and education*. Bombay, India: Vakils, Feffer and Simons.
5. Guilford, J. P. (1956). *Fundamental statistics in psychology and education*. New York, NY: McGraw-Hill.
6. Jalota, S. (1976). *Student's manual of experimental psychology*. Bombay, India: Asia Publishing House.
7. Kuppaswamy, B. (1954). *Elementary experiments in psychology*. Mysore, India: Wesley Press.
8. Mohsin, S. M. (1976). *Experiments in psychology*. Bombay, India: Orient Longman.
9. Woodworth, R. S., & Schlosberg, H. (1971). *Experimental psychology*. Calcutta, India: Oxford & IBH Publishing.

DSC60EDN401B(T)26: Mental Health Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN402b(T)25				
Course Title	Mental Health Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course aims to develop comprehensive understanding of mental health education with emphasis on prevention, promotion, and intervention strategies in educational institutions. It equips learners with knowledge of psychological well-being, mental disorders, and coping mechanisms across developmental stages. The course also examines suicide prevention in higher education, national policies, and government initiatives addressing student mental health. Through theoretical understanding of counselling approaches, institutional support systems, and public health strategies, the course prepares learners to promote mentally healthy educational environments and contribute to mental health awareness and prevention programmes.				

- LO1:** Explain the concepts, principles, and determinants of mental health and mental health education, and analyze their significance in educational institutions and society.
- LO2:** Examine developmental and psychological perspectives of mental health, including emotional development, identity formation, and mental health challenges among adolescents and youth.
- LO3:** Identify and analyze common mental health disorders, behavioural problems, and psychological distress among learners using basic diagnostic frameworks and educational perspectives.
- LO4:** Evaluate suicide risk factors in higher education and apply preventive strategies, institutional support systems, and crisis intervention approaches for student well-being.
- LO5:** Assess national policies, government initiatives, and institutional programmes related to mental health promotion, counselling services, and suicide prevention in educational settings.

UNIT I: FOUNDATIONS OF MENTAL HEALTH EDUCATION

- Concept, meaning, scope, and objectives of mental health and mental health education
- Historical development of the mental health movement globally and in India
- Characteristics of a mentally healthy individual
- Relationship between mental health, psychology, education, and social well-being
- Determinants of mental health: biological, psychological, social, cultural, and environmental factors
- Role of educational institutions, families, and communities in promoting mental well-being
- Mental health education as a preventive and promotive strategy in educational institutions

UNIT II: DEVELOPMENTAL AND PSYCHOLOGICAL PERSPECTIVES

- Mental health across stages: childhood, adolescence, adulthood, and old age
- Emotional development and psychological needs of learners
- Identity formation, self-concept, and self-esteem in adolescence and youth
- Mental health challenges in educational settings: academic stress, anxiety, fear, frustration, and low self-confidence
- Influence of family environment, parenting styles, peer relationships, and social media on mental health
- Role of life-skills education, emotional intelligence, and resilience in promoting psychological well-being

UNIT III: MENTAL HEALTH DISORDERS AND PROBLEMS

- Concept and classification of mental disorders
- Overview of DSM-5 classification framework
- Common mental health disorders among youth and students - Anxiety disorders, Depressive disorders, Personality disorders, Schizophrenia and related disorders
- Behavioural problems among students: substance abuse, delinquency, digital addiction, and nomophobia
- Causes, symptoms, and early warning signs of mental health disorders
- Educational implications and early identification of psychological distress in learners
- Role of universities in implementing mental-health policies and creating supportive campus environments

UNIT IV: SUICIDE PREVENTION IN HIGHER EDUCATION

- Concept, meaning, and risk factors of suicide among youth and students
- Psychological, social, and academic factors contributing to suicide rate in higher education institutions
- Early identification of suicidal behaviour and crisis intervention strategies
- Institutional responsibilities in suicide prevention and mental health support
- National Task Force on Student Mental Health and Suicide Prevention in Higher Education Institutions: objectives, functions, and policy recommendations.
- Develop comprehensive measures to address student mental health concerns and prevent suicides in universities and colleges.
- Supreme Court and policy directions for universities to establish mental-health support systems, counselling services, and crisis referral protocols.
- Institutional frameworks for suicide prevention: campus mental-health cells, counselling centres, peer-support programmes, and helpline services

UNIT V: INITIATIVES, POLICIES AND COMMUNITY INTERVENTIONS

- National Suicide Prevention Strategy - objectives, action areas, and target of reducing suicide mortality.
- Government initiatives for student mental health and suicide prevention: Manodarpan Initiative – psychological support for students, teachers, and families, Tele-MANAS and national mental-health helplines for crisis intervention, KIRAN Mental Health Helpline (24×7 national helpline), UGC mental health guidelines for higher educational institutions emphasizing psychosocial support systems and institutional accountability.
- Community mental-health programmes and collaboration with NGOs and health agencies

- Ethical considerations in mental health education: confidentiality, sensitivity, stigma reduction, and responsible counselling practices

SUGGESTED READINGS

1. Wilson, J. (2017). Education and the Concept of Mental Health. United Kingdom: Taylor & Francis.
2. Multiaxial Classification of Child and Adolescent Psychiatric Disorders: The ICD-10 Classification of Mental and Behavioural Disorders in Children and Adolescents. (1996). United Kingdom: Cambridge University Press.
3. Taylor S. E. (2003). Health Psychology (5th Ed). McGraw Hill Higher Education. International Edition.
4. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21st century. (8th ed.) Cengage Learning India
5. Robin Murray (2008) Essential Psychiatry. Cambridge University Press.
6. Bhat, N. M. (2011). Mental Health Education. India: discovery publishing.
7. Cavanagh, J. R., McGoldrick, J. B. (1966). Fundamental Psychiatry. Bruce Publishing.
8. Danuta Wasserman. (2021). Suicidology and Suicide Prevention. Oxford University Press.
9. Hatton, C. L., Valente, S. M., Rink, A. (1977). Suicide: Assessment and Intervention. United Kingdom: Appleton-Century-Crofts.
10. GOI. (2021). National Suicide Prevention Strategy. MHFW
11. GOI. (2017). Mental Healthcare Act. MHFW.
12. GOI (2014). New pathways New Hope: National Mental Health Policy of India. MHFW

DSC60EDN401C(T)26: Arts and Aesthetic Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN402c(T)25				
Course Title	Arts and Aesthetic Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in understanding the role of art and aesthetic education in child development and school learning. The course helps future teachers appreciate the importance of visual and performing arts in fostering creativity, imagination, emotional expression, and cultural awareness among learners. It also introduces the use of art as a tool for psychological understanding and child-centred teaching practices, enabling educators to integrate aesthetic experiences into teaching and learning processes effectively.				

- LO1:** Explain the concepts, scope, and historical development of art and aesthetic education and analyse their role in holistic education.
- LO2:** Examine the importance of visual and performing arts in school education and evaluate their contribution to creativity, cultural awareness, and learner development.
- LO3:** Analyse children's artistic expressions and stages of artistic development to understand emotional and cognitive aspects of child development.
- LO4:** Apply art-based techniques such as drawing tests for understanding emotional states and psychological tendencies in children.
- LO5:** Design and apply creative teaching methods such as storytelling, picture completion, and activity-based approaches to promote aesthetic imagination and artistic learning.

UNIT I: FOUNDATIONS OF ART AND AESTHETIC EDUCATION

- Concept, meaning, aims, and scope of art and aesthetic education
- Nature and characteristics of aesthetic experience
- Historical development of art and aesthetics in education
- Philosophical perspectives of art and aesthetics in education
- Types of art education: visual arts, performing arts, literary arts, and crafts
- Role of art and aesthetics in holistic education and creativity development

UNIT II: ART AND AESTHETIC EDUCATION IN SCHOOL CURRICULUM

- Need and importance of art education at the elementary level
- Role of visual arts in developing creativity, imagination, and expression
- Role of performing arts (music, dance, drama) in emotional and social development
- Integration of art and craft in school education
- Art-integrated learning and its role in multidisciplinary education
- Contribution of art education in value development and cultural awareness

UNIT III: UNDERSTANDING CHILDREN'S ART AND CREATIVE EXPRESSION

- Concept and nature of children's artistic expression
- Stages of artistic development in children
- Psychological interpretation of children's drawings

- Role of art in emotional expression and communication
- Art as a tool for creativity and personality development

UNIT IV: ART IN PSYCHOLOGICAL ASSESSMENT AND THERAPY

- Role of drawing in psychotherapy and emotional assessment
- Projective techniques using drawings
- Draw-a-Person Test (DAP): procedure and interpretation
- Tree Drawing Test and its use in screening emotional and depressive tendencies
- Ethical considerations in interpreting children's drawings
- Educational implications of art-based psychological assessment

UNIT V: METHODS FOR TEACHING ART AND AESTHETIC EDUCATION

- Aesthetic imagination and creative thinking in teaching art
- Story-telling method in aesthetic and art education
- Picture completion and visual interpretation method
- Activity-based and experiential approaches in art education
- Use of art for inclusive and child-centred teaching-learning processes
- Role of teachers in nurturing creativity and aesthetic sensitivity

SUGGESTED READINGS

1. Goodenough, F. L. (1926). *Measurement of Intelligence by Drawings*. United Kingdom: World Book Company.
2. Naglieri, J. A. (1988). *DAP, Draw a Person: A Quantitative Scoring System*. United States: Psychological Corporation.
3. Daniel, A. K. (2013). *Storytelling Across the Primary Curriculum*. United Kingdom: Taylor & Francis.
4. Egan, K. (1989). *Teaching as Story Telling: An Alternative Approach to Teaching and Curriculum in the Elementary School*. United States: University of Chicago Press.
5. The Storytelling Handbook: A Guide for Primary Teachers of English. (1991). United Kingdom: Penguin Books.
6. Cupchik, G. (2016). The aesthetic imagination. In *The Aesthetics of Emotion: Up the Down Staircase of the Mind-Body* (Studies in Emotion and Social Interaction, pp. 153-175). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139169301.010
7. Hu Y., Chen J. (2012). Application of projective tree drawing test in adolescents with depression. *Chin. J. Clin. Psychol.* 20-2 185–187. 10.16128/j.cnki.1005-3611.2012.02.041
8. Ji Y. (2011). *Tree Personality Projection Test*. Chongqing publishing group.
9. NCERT: *Kit on Arts and Aesthetic Education*: New Delhi

DSC60EDN401D(T)26: Environmental Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN402d(T)25				
Course Title	Environmental Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for undergraduate students of Education, teacher trainees, and learners interested in understanding environmental issues and the role of education in promoting environmental awareness and sustainable development. The course enables learners to develop knowledge about environmental hazards, conservation practices, and environmental policies while equipping them with pedagogical approaches and evaluation methods for teaching environmental education effectively in schools and communities.				

LO1: Explain the concept, objectives, and importance of environmental education and analyse the relationship between humans and the environment.

LO2: Identify major environmental issues and hazards and evaluate their causes, impacts, and preventive strategies.

LO3: Examine environmental education programmes and policies at district, state, and national levels and analyse their role in environmental protection.

LO4: Apply various approaches and teaching methods for promoting environmental awareness and sustainable practices through education.

LO5: Design and use appropriate tools and techniques for evaluating environmental education programmes and assessing environmental awareness among learners.

UNIT I: FOUNDATIONS OF ENVIRONMENTAL EDUCATION

- Concept, meaning, and objectives of environmental education
- Scope and importance of environmental education in contemporary society
- Relationship between humans and the environment
- Role of environmental education in sustainable development
- Environmental awareness and environmental ethics

UNIT II: ENVIRONMENTAL ISSUES AND HAZARDS

- Major environmental issues: climate change and global warming
- Types of environmental hazards: air pollution, water pollution, land degradation, and noise pollution
- Environmental degradation and biodiversity loss
- Extinction of flora and fauna, deforestation, and soil erosion
- Causes, consequences, and preventive measures for environmental hazards

UNIT III: ENVIRONMENTAL POLICIES AND EDUCATIONAL PROGRAMMES

- Environmental education programmes at district, state, and national levels
- Role of government initiatives and environmental policies in promoting environmental education
- National and international environmental awareness programmes
- Role of educational institutions and communities in environmental protection
- Environmental campaigns and public participation in environmental conservation

UNIT IV: APPROACHES AND METHODS OF ENVIRONMENTAL EDUCATION

- Approaches to environmental education: Separate subject approach, Integrated approach, Interdisciplinary approach
- Teaching methods in environmental education: discussion, seminar, workshop, project work, and field survey
- Experiential learning and outdoor environmental education
- Role of mass media (print, electronic, and digital media) in environmental awareness and education

UNIT V: EVALUATION AND ASSESSMENT IN ENVIRONMENTAL EDUCATION

- Concept and objectives of evaluation in environmental education
- Assessment of environmental awareness, attitudes, and behaviours
- Tools and techniques of evaluation: observation, questionnaire, project reports, and field assessment
- Role of environmental reports, surveys, and periodicals in environmental assessment
- Use of environmental indicators and monitoring systems in evaluating environmental programmes

SUGGESTED READINGS:

1. Bakshi, T.S. & Naveh, Z. (1980) Environmental Education: Principles, Methods and Applications, New York.
2. James, A.S. & Strapp, W.B. (1974) Environmental Education. John Wiley.
3. Nasrin (1999) Environmental Education, A.P.M. publishing corporation.
4. Prabhakar, V.K. 2001 Environmental Education, Aimol publication.
5. Srinivasan, P & Singh D.P. (2002) Environmental Education. Aimol Publication.
6. Sujata, A. (2004). Environmental Education. Kilaso books.

DSC60EDN401E(T)26: Pedagogy of Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN402e(T)25				
Course Title	Pedagogy of Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for undergraduate students of Education and trainees who aim to understand the theoretical foundations of teaching, learning, and educational taxonomies. The course equips learners with knowledge of learning domains, psychological theories of learning, and taxonomy frameworks used in curriculum design and instructional planning. It helps future educators develop skills in formulating learning objectives, aligning instruction with assessment, and integrating technology in teaching to enhance effective and outcome-based learning experiences.				

LO1: Explain the different domains of teaching and learning and analyse their significance in educational practice.

LO2: Examine major psychological theories of learning and evaluate their applications in classroom teaching and learning.

LO3: Apply educational taxonomies to formulate learning objectives and design instructional strategies across cognitive, affective, psychomotor, and technology domains.

LO4: Analyse the structure and principles of the revised Bloom's taxonomy and evaluate its role in aligning learning, instruction, and assessment.

LO5: Design teaching-learning activities and assessment strategies using taxonomy frameworks to promote outcome-based and competency-based education.

UNIT I: DOMAINS OF TEACHING AND LEARNING

- Concept and meaning of domains of teaching
- Cognitive domain: definition, concepts, theories, and applications in teaching
- Affective domain: definition, concepts, theories, and applications in teaching
- Psychomotor domain: definition, concepts, theories, and applications in teaching
- Technology domain: concept, role, and applications of technology in teaching and learning
- Interrelationship among cognitive, affective, psychomotor, and technology domains in teaching

UNIT II: PSYCHOLOGICAL FOUNDATIONS OF LEARNING

- Concept and meaning of learning in educational psychology
- Behaviourism: principles, major theorists, and applications in teaching and learning
- Cognitivism: cognitive processes, theories, and implications for learning
- Humanism: learner-centred perspectives and humanistic approaches to education
- Technologism: role of technology and digital learning environments in modern learning processes
- Comparative analysis of learning theories and their applications in classroom teaching

UNIT III: EDUCATIONAL TAXONOMIES AND LEARNING OBJECTIVES

- Concept and significance of educational taxonomies in teaching and assessment
- Taxonomy of the cognitive domain: levels, action verbs, and formulation of learning objectives
- Taxonomy of the affective domain: levels, action verbs, and formulation of learning objectives
- Taxonomy of the psychomotor domain: levels, action verbs, and formulation of learning objectives
- Taxonomy of the technology domain: levels, action verbs, and formulation of learning objectives
- Role of taxonomies in curriculum design, instruction, and evaluation

UNIT IV: REVISED BLOOM'S TAXONOMY AND INSTRUCTIONAL ALIGNMENT

- Concept and structure of the revised Bloom's taxonomy
- Categories of the knowledge dimension: factual, conceptual, procedural, and metacognitive knowledge
- The cognitive process dimension: remembering, understanding, applying, analysing, evaluating, and creating
- Revisited taxonomy table: relationship between learning, instruction, and assessment
- Alignment questions in curriculum planning and instructional design
- Major changes in revised taxonomy: emphasis, terminology, and structural changes

UNIT V: APPLICATION OF TAXONOMY

- Designing learning outcomes using taxonomy frameworks
- Alignment of learning objectives, teaching strategies, and assessment methods
- Developing instructional activities for different learning domains
- Integration of technology and digital tools in taxonomy-based teaching
- Use of taxonomy in competency-based and outcome-based education
- Role of teachers in implementing taxonomy-based instruction and evaluation

SUGGESTED READINGS

1. Bloom, B. S. (1972). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Germany: D. McKay Company.
2. Airasian, P., Pintrich, P., Wittrock, M., Raths, J., Mayer, R., Cruikshank, K., Bloom, B. S. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Spain: Longman.
3. Tomei, L. A. (2005). *Taxonomy for the Technology Domain*. United States: Information Science Pub.
4. *The New Taxonomy of Educational Objectives*. (2006). United States: SAGE Publications.
5. Krathwohl, D. R., Furst, E. J., Engelhart, M. D., Hill, W. H. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Cognitive domain ; by a committee of college and university examiners; Benjamin S. Bloom, editor* United Kingdom: Longman.

DSC60EDN401F(T)26: Politics in Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN402f(T)25				
Course Title	Politics in Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for undergraduate students of Education and trainees who wish to understand the role of education in developing political awareness, critical thinking, and social responsibility. The course introduces learners to the principles of political literacy, critical pedagogy, and humanistic education. It enables future educators to examine how education can challenge oppressive structures, promote democratic participation, and empower learners to become active agents of social transformation through dialogue, reflection, and critical consciousness.				

- LO1:** Explain the concept of political literacy and analyse the role of education in promoting democratic awareness and civic participation.
- LO2:** Examine the concept of conscientization and evaluate how education can develop critical awareness and social responsibility among learners.
- LO3:** Analyse the principles of critical pedagogy, including ideology, knowledge forms, discourse, and power relations in educational contexts.
- LO4:** Apply humanistic and dialogical approaches in teaching to foster critical thinking, participation, and reflective learning.
- LO5:** Evaluate the role of education in liberation and social transformation by critiquing traditional “banking” models of education and promoting emancipatory learning practices.

UNIT I: FOUNDATIONS OF POLITICAL LITERACY IN EDUCATION

- Concept and meaning of political literacy in education
- The process of knowing and knowledge construction
- Education as a means of developing political awareness and democratic participation
- Domesticating and liberating modes of education
- Role of education in promoting political consciousness and civic responsibility

UNIT II: CONSCIENTIZATION AND CRITICAL AWARENESS

- Concept of conscientization and its significance in education
- Stages of critical awareness and social awakening
- Education as a process of developing critical thinking and social awareness
- Relationship between education, power structures, and social transformation
- Role of educators in fostering critical consciousness among learners

UNIT III: CRITICAL PEDAGOGY AND PRAXIS

- Concept and principles of critical pedagogy
- Ideology (metaphysical perspectives), forms of knowledge (epistemology), and ethical issues in education
- Power relations, prejudice, and discourse in educational contexts
- The concept of praxis: reflection and action in education
- Understanding the praxis cycle and its role in transformative education

UNIT IV: HUMANISTIC EDUCATION AND DIALOGICAL LEARNING

- Concept and principles of humanistic education
- Problem-posing education and dialogical methods of teaching
- Dialogue as a tool for learning, reflection, and cultural action
- Development of critical consciousness through dialogue
- Role of teachers and learners in participatory and democratic education

UNIT V: EDUCATION FOR LIBERATION AND SOCIAL TRANSFORMATION

- Concept of liberation in education
- Critique of the “banking model” of education and its dehumanizing elements
- Education for empowerment, freedom, and social justice
- Role of education in promoting equality, dignity, and democratic values
- Educational implications of liberation pedagogy for contemporary society

SUGGESTED READINGS

1. David H. Kahl, 2013 : Critical communication pedagogy and assessment: reconciling two seemingly incongruous ideas. *International Journal of Communication*, 7 (2013), 2610-2630, 19328036/20130005.
2. Paulo Freire, 1998. *Pedagogy of freedom, Ethics, Democracy and Civic courage*, Rowman & Littlefield, Maryland, USA.
3. R.D. Glass, T. Ball, R. Crain. 2008. Freire and Vygotsky: Praxis and the politics of knowledge, American Educational Research Association Annual Meeting, New York.
4. Paulo Freire (1985) *The Politics of Education: Cultural Power and Education*. Bergin & Garvey, London
5. Paulo Freire, 2005. *Pedagogy of Oppressed*. Continuum, New York.
6. Paulo Freire, 2005. *Education for critical consciousness*, Continuum, New York.
7. Paulo Freire, 2005. *Pedagogy of the Heart*, Continuum, New York.

DSC60EDN401G(T)26: Teacher Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN402g(T)25				
Course Title	Teacher Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is intended for undergraduate students of Education and trainees who seek to understand the development, policies, and contemporary challenges of teacher education in India. It helps learners explore historical perspectives, policy reforms, and professional aspects of teaching while developing awareness of teacher competencies and professional responsibilities. The course also prepares future educators to engage in continuous professional development, adopt innovative teaching practices, and address emerging challenges in teacher education and school systems.				

- LO1: Explain the historical development of teacher education in India and analyse the contributions of major commissions and policies.
- LO2: Examine contemporary reforms and policy initiatives in teacher education, particularly under NEP 2020 and integrated teacher education programmes.
- LO3: Analyse the aims, objectives, and levels of teacher education and evaluate their role in preparing competent teachers for different stages of schooling.
- LO4: Evaluate teaching as a profession and examine the role of professional organizations, performance appraisal, and professional development programmes for teachers.
- LO5: Analyse emerging issues and challenges in teacher education and propose strategies for strengthening teacher competencies, school-teacher education linkages, and digital professional development.

UNIT I: HISTORICAL DEVELOPMENT OF TEACHER EDUCATION IN INDIA

- Concept and evolution of teacher education in India
- Teacher education in ancient, medieval, and colonial periods
- Development of teacher education after independence
- Role of various commissions and committees in teacher education reforms
- Policies on Education (1964, 1986, 2020) in teacher education

UNIT II: POLICIES AND REFORMS IN TEACHER EDUCATION

- Vision and reforms of teacher education under **NEP 2020**
- Structure and transformation of teacher education programmes
- Integrated Teacher Education Programme (ITEP)
- Multidisciplinary institutions and teacher education
- Role of regulatory bodies in teacher education (NCTE, UGC, NCERT)
- Teacher education for quality and inclusive education

UNIT III: AIMS, OBJECTIVES, AND LEVELS OF TEACHER EDUCATION

- Aims and objectives of teacher education
- Teacher preparation across different stages of schooling: Foundational stage, Preparatory stage, Middle stage and Secondary stage

- Professional competencies required for teachers
- Role of teacher education in developing pedagogical knowledge, skills, and values
- Teacher education for reflective practice and professional growth

UNIT IV: TEACHING AS PROFESSIONAL DEVELOPMENT

- Concept and characteristics of teaching as a profession
- Professional organizations and associations for teachers and their roles
- Performance appraisal and professional accountability of teachers
- Pre-service and in-service teacher education programmes
- Orientation programmes, refresher courses, and faculty development programmes
- Continuous professional development (CPD) and lifelong learning for teachers

UNIT V: ISSUES AND CHALLENGES IN TEACHER EDUCATION

- Problems and challenges in teacher education in India
- Relationship between teacher education institutions and practising schools
- School internship and practice teaching
- Open Educational Resources (OER) and networking among teachers
- Competency, commitment, and performance standards for teachers
- Technology integration and digital professional development in teacher education

SUGGESTED READINGS:

1. Anand, C. L. (1988). *Aspects of teacher education*. New Delhi, India: S. Chand & Company.
2. Anand, C. L., et al. (1983). *The teacher and education in emerging Indian society*. New Delhi, India: National Council of Educational Research and Training (NCERT).
3. Chaurasia, G. (1967). *New era in teacher education*. New Delhi, India: Sterling Publishers.
4. Government of India. (1966). *Report of the Education Commission (1964–1966)*. New Delhi, India: Ministry of Education, Manager of Publications.
5. Government of India. (1986). *National policy on education, 1986 (Modified in 1992)*. New Delhi, India: Ministry of Human Resource Development, Department of Education.
6. Government of India. (1986/1992). *Programme of action: National policy on education 1986*. New Delhi, India: Ministry of Human Resource Development.
7. Mukherjee, S. N. (1966). *Education of teachers in India* (Vols. 1–2). New Delhi, India: S. Chand & Company.
8. National Council of Educational Research and Training. (1963). *Survey of teacher education in India*. New Delhi, India: NCERT.
9. National Council for Teacher Education. (1995). *Norms and standards for teacher education institutions*. New Delhi, India: NCTE.
10. National Council for Teacher Education. (1998). *Curriculum framework for quality teacher education*. New Delhi, India: NCTE.
11. National Council for Teacher Education. (1999a). *A handbook of educational research*. New Delhi, India: NCTE.
12. National Council for Teacher Education. (1999b). *Competency-based and commitment-oriented teacher education for quality school education*. New Delhi, India: NCTE.

SEMESTER VIII
DISCIPLINE SPECIFIC ELECTIVE
(DSE-III) Level 400

1. DSE60EDN403a(T)25: Population Education (Theory)
2. DSE60EDN403b(T)25: Teaching Aptitude and Reasoning (Theory)
3. DSE60EDN403c(T)25: Open and Distance Education (Theory)
4. DSE60EDN403d(T)25: Value Education (Theory)
5. DSE60EDN403e(T)25: Non-Formal Education (Theory)
6. DSE60EDN403f(T)25: Special Education (Theory)
7. DSE60EDN403g(T)25: Indian Knowledge System (Theory)

DSC60EDN402A(T)26: Population Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403a(T)25				
Course Title	Population Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for undergraduate students of Education and trainees who aim to understand the concepts, issues, and implications of population education in relation to social, economic, and environmental development. The course helps learners develop awareness about population growth, demographic trends, and responsible citizenship. It also prepares future educators to integrate population education into school curriculum and promote awareness through educational institutions, media, and community participation.				

- LO1:** Explain the concept, objectives, and significance of population education and analyse its role in social and national development.
- LO2:** Identify key demographic concepts and factors influencing population growth and interpret their implications for society.
- LO3:** Analyse the relationship between population growth, quality of life, and human resource development.
- LO4:** Evaluate the role of family, gender equality, and environmental responsibility in population stabilization and sustainable development.
- LO5:** Design strategies for promoting population awareness through schools, teachers, media, and youth participation.

UNIT I: FOUNDATIONS OF POPULATION EDUCATION

- Concept, meaning, and objectives of population education
- Historical development of population education
- Scope and importance of population education in modern society
- Relationship between population, development, and quality of life
- Need for population education in the context of national and global development

UNIT II: DEMOGRAPHIC CONCEPTS AND DETERMINANTS OF POPULATION

- Basic demographic concepts: birth rate, death rate, fertility, mortality, infant mortality, morbidity, and migration
- Population growth patterns and demographic transition
- Factors influencing population growth: sociological, economic, political, biological, and psychological factors
- Population distribution and density
- Population trends and demographic changes in India and the world

UNIT III: POPULATION GROWTH AND DEVELOPMENT

- Population growth and its impact on quality of life
- Concept and meaning of quality-of-life indicators
- Population growth and human resource development
- Relationship between population, economic development, and social development
- Population education programmes and policies in India
- Problems of population growth and possible preventive measures

UNIT IV: POPULATION, FAMILY, AND ENVIRONMENTAL RESPONSIBILITY

- Concept of family size and family welfare
- Role and responsibilities of family members in population control
- Female education and status of women in population stabilization
- Population growth and environmental sustainability
- Population pressure and natural resources
- Responsible parenthood and family planning

UNIT V: POPULATION EDUCATION AND EDUCATIONAL INSTITUTIONS

- Scope and integration of population education in school curriculum
- Role of teachers in creating awareness about population issues
- Methods and strategies for teaching population education in schools
- Role of mass media (newspapers, radio, television, and digital media) in population awareness
- Role of youth and community participation in population education programmes
- Population education as a tool for sustainable development and responsible citizenship

SUGGESTED READING

1. Aggarwal, J. C. (2009). *Population education*. New Delhi, India: Shipra Publications.
2. Bhide, A. A., & Kanitkar, T. (1996). *Principles of population studies*. Mumbai, India: Himalaya Publishing House.
3. Chawla, S. P. (1978). *Coordination between education and population policies: A case study of India*. New Delhi, India: National Council of Educational Research and Training (NCERT).
4. Mehta, T. S., et al. (Eds.). (1971). *Plug points for population education in school curriculum*. New Delhi, India: National Council of Educational Research and Training (NCERT).
5. National Council of Educational Research and Training. (2000). *Population education in vocational training programme (Part 3): Handbook for trainees*. New Delhi, India: Directorate General of Employment and Training, Ministry of Labour, Government of India.
6. Raina, B. L. (1988). *Population policy*. Delhi, India: B.R. Publishing Corporation.
7. Rao, D. G. (1981). *A decade of population education research*. New Delhi, India: National Council of Educational Research and Training (NCERT).

DSC60EDN402B(T)26: Teaching Aptitude and Reasoning (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403b(T)25				
Course Title	Teaching Aptitude and Reasoning				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for postgraduate and advanced undergraduate learners preparing for academic careers and competitive examinations such as UGC NET. It focuses on the fundamental concepts of teaching, communication, and logical reasoning required for effective teaching in higher education. The course enables learners to understand teaching-learning processes, learner characteristics, digital teaching methods, communication skills, and evaluation systems. It also develops logical reasoning and argument analysis skills essential for research, teaching, and academic problem-solving in higher education institutions.				

LO1: Explain the concept, objectives, and levels of teaching and analyse their significance in higher education.

LO2: Examine learner characteristics and individual differences and evaluate their implications for effective teaching and learning.

LO3: Analyse different teaching methods, digital platforms, and teaching support systems used in higher education institutions.

LO4: Demonstrate understanding of communication processes and evaluation systems and apply strategies to enhance classroom communication and assessment.

LO5: Apply logical reasoning techniques to analyse arguments, evaluate deductive and inductive reasoning, and determine the validity of arguments using logical tools such as Venn diagrams.

UNIT I: FOUNDATIONS OF TEACHING IN HIGHER EDUCATION

- Concept, meaning, and objectives of teaching
- Nature and characteristics of effective teaching
- Levels of teaching: Memory level, Understanding level, and Reflective level
- Basic requirements of effective teaching in higher education
- Teaching as a professional and reflective practice
- Role of teaching in knowledge construction and intellectual development

UNIT II: FACTORS AFFECTING TEACHING

- Characteristics of adolescent and adult learners: Academic characteristics, Social characteristics, Emotional characteristics, Cognitive characteristics
- Individual differences among learners and their implications for teaching
- Factors affecting teaching and learning processes: Teacher-related factors, Learner-related factors, Support materials and instructional resources, Instructional facilities and infrastructure, Learning environment and institutional context

UNIT III: TEACHING METHODS AND SUPPORT SYSTEMS

- Methods of teaching in institutions of higher learning
- Teacher-centred methods vs learner-centred methods
- Offline and online teaching methods in higher education
- Digital and open learning platforms: SWAYAM, SWAYAM PRABHA, MOOCs, and other e-learning systems
- Teaching support systems: traditional, modern, and ICT-based teaching tools
- Integration of technology in teaching and learning

UNIT IV: COMMUNICATION AND EVALUATION IN TEACHING

- Concept, meaning, types, and characteristics of communication
- Effective communication in teaching: Verbal and non-verbal communication, Intercultural communication, Group communication, Classroom communication
- Barriers to effective communication and strategies for improvement
- Role of mass media in education and society
- Evaluation systems in higher education: Concept, elements, and types of evaluation, Evaluation under the Choice Based Credit System (CBCS), Computer-based testing and online assessment, Innovations and reforms in evaluation systems

UNIT V: LOGICAL REASONING AND ARGUMENTATION

- Structure and forms of arguments
- Structure of categorical propositions
- Mood and figure in categorical syllogism
- Formal and informal fallacies in reasoning
- Uses of language: denotation and connotation of terms
- Classical square of opposition
- Deductive and inductive reasoning: concept and evaluation
- Analogical reasoning and logical comparisons
- Use of Venn diagrams in testing the validity of arguments

SUGGESTED READINGS:

1. Madaan, K. V. S. (2025). *NTA UGC NET/SET/JRF: Teaching and Research Aptitude (Paper-1)*. New Delhi: Pearson Education.
2. Karwa, A. (2025). *Courseware on UGC NET Paper 1: Teaching and Research Aptitude* (2nd ed.). New Delhi: McGraw Hill Education.
3. Arihant Experts. (2023). *UGC NET/JRF/SET General Paper-1: Teaching and Research Aptitude*. New Delhi: Arihant Publications.
4. Gagan, M., & Kumar, S. (2019). *Trueman's UGC NET/SET General Paper-1*. New Delhi: Danika Publishing Company.
5. Kaur, H. (2019). *NTA UGC NET/SET/JRF (Paper-1): Teaching and Research Aptitude*. New Delhi: Oxford University Press.

DSC60EDN402C(T)26: Open and Distance Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403c(T)25				
Course Title	Open and Distance Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is intended for undergraduate students of Education, trainees, and learners interested in understanding the principles, structure, and practices of open and distance education systems. The course helps learners examine the role of open learning in expanding access to education, promoting lifelong learning, and supporting flexible learning opportunities. It also prepares learners to understand the integration of ICT, multimedia technologies, and institutional frameworks in distance education and to address emerging challenges in open and distance learning systems.				

LO1: Explain the concept, objectives, and characteristics of open and distance education and analyse its significance in expanding access to education.

LO2: Examine the strategies and instructional approaches used in open and distance education and evaluate their relationship with non-formal and correspondence education.

LO3: Analyse the role of ICT, multimedia technologies, and digital learning platforms in enhancing open and distance learning systems.

LO4: Evaluate the growth, status, and institutional framework of open and distance education in India and its contribution to higher education.

LO5: Identify barriers to open and distance education and propose measures and innovations for improving the quality and effectiveness of distance learning systems.

UNIT I: FOUNDATIONS OF OPEN AND DISTANCE EDUCATION

- Concept, meaning, and objectives of open and distance education (ODE)
- Historical development of open and distance education globally and in India
- Philosophy and principles of open learning systems
- Characteristics and salient features of open and distance education
- Role of open education in expanding access, equity, and lifelong learning

UNIT II: STRUCTURE AND STRATEGIES OF ODE

- Modes and strategies of open and distance learning systems
- Instructional design and self-learning materials in ODE
- Relationship between non-formal education, correspondence education, open education, and distance education
- Learner support services in open and distance education
- Flexible learning pathways and credit transfer systems

UNIT III: ICT AND MULTIMEDIA IN OPEN AND DISTANCE LEARNING

- Role of Information and Communication Technology (ICT) in open and distance education
- E-learning, online learning, and blended learning in ODE systems
- Application of multimedia technologies: audio, video, interactive media, and digital learning resources
- Learning management systems (LMS) and digital platforms in distance education
- MOOCs, virtual classrooms, and open educational resources (OER) in distance learning

UNIT IV: INSTITUTIONAL FRAMEWORK OF ODE

- Growth and development of open and distance education in India
- Major institutions and agencies involved in ODE in India
 - Indira Gandhi National Open University (IGNOU)
 - State Open Universities
 - National Institute of Open Schooling (NIOS)
 - Distance Education Bureaus and regulatory bodies
- Role of open universities in democratizing higher education
- Global trends and international practices in open and distance learning

UNIT V: PROSPECTS OF OPEN AND DISTANCE EDUCATION

- Barriers to open and distance education in India: technological, administrative, financial, and socio-cultural challenges
- Quality assurance and accreditation in distance education
- Measures for overcoming barriers and improving access and quality
- Role of digital technologies and innovations in strengthening ODE
- Prospects of open and distance education in lifelong learning and knowledge society

SUGGESTED READING

1. Chander, N. J. (1991). *Management of distance education*. New Delhi, India: Sterling Publishers.
2. Chander, K., & Sugharam, S. (1985). *Drop-outs in the system of distance education* (Project report). Trivandrum, India.
3. Gupta, R. K. (1978). *Correspondence education in Australia*. New Delhi, India: National Council of Educational Research and Training (NCERT).
4. Paranjpe, S. (1984). *Distance education*. New Delhi, India: Sterling Publishers.
5. Reddy, G. R. (1982). *Open university system in India: Its policies and potentials*. Hyderabad, India: Andhra Pradesh Open University.
6. Reddy, G. R. (1988). *Open universities: The ivory towers thrown open*. New Delhi, India: Sterling Publishers.

DSC60EDN402D(T)26: Value Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403d(T)25				
Course Title	Value Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is intended for undergraduate students of Education and teacher trainees who seek to understand the ethical foundations of human behaviour and the role of value education in shaping responsible citizens. The course enables learners to examine the concepts of ethics, morality, and human values while understanding their significance in educational contexts. It also prepares future educators to integrate value-based education in teaching-learning processes and promote ethical awareness, social responsibility, and moral development among learners.				

LO1: Explain the concept, nature, and approaches of ethics and analyse their relevance in personal and professional life.

LO2: Examine the concept of morality and analyse the stages of moral development with reference to Kohlberg's theory.

LO3: Analyse the concept and significance of values and value education in promoting ethical behaviour and social responsibility.

LO4: Evaluate the importance of human values and their relationship with educational values in individual and societal development.

LO5: Design strategies for integrating value-based education in teaching-learning processes to promote ethical awareness and responsible citizenship.

UNIT I: FOUNDATIONS OF ETHICS

- Concept, definition, meaning, and nature of ethics
- Scope and areas of ethics: personal, social, professional, and educational ethics
- Major approaches to ethics: deontological, teleological, virtue and applied ethics
- Relationship between ethics, morality, and values
- Importance of studying ethics in contemporary society and education

UNIT II: MORALITY AND MORAL DEVELOPMENT

- Concept and characteristics of morality
- Characteristics of morally educated persons
- Foundations of ethical human conduct
- Moral judgement, moral action, and moral responsibility
- Development of moral reasoning: Lawrence Kohlberg's stages of moral development
- Moral and spiritual values in human life

UNIT III: CONCEPT AND NATURE OF VALUE EDUCATION

- Concept, definition, and nature of values

- Meaning and objectives of value education
- Need and importance of value education in modern society
- Sources of values: family, society, religion, culture, and education
- Content and process of value education in schools and higher education

UNIT IV: HUMAN VALUES AND EDUCATIONAL VALUES

- Meaning, nature, and scope of human values
- Objectives and importance of human values in personal and social life
- Types of human values: social, moral, cultural, and universal values
- Relationship between human values and educational values
- Role of education in developing human values among learners

UNIT V: VALUE-BASED EDUCATION AND CONTEMPORARY SOCIETY

- Role of educational institutions in promoting ethical and value-based education
- Value education for peace, democracy, and social harmony
- Integration of value education in curriculum and teaching-learning processes
- Role of teachers, parents, and community in value formation
- Contemporary challenges in value education: materialism, globalization, and cultural change

SUGGESTED READING:

1. Aggarwal, J. C. (2014). *Education for values, environment and human rights* (3rd ed.). New Delhi, India: Shipra Publications.
2. Halstead, J. M., & Taylor, M. J. (2000). *Learning and teaching about values: A review of recent research*. Cambridge, UK: Cambridge University Press.
3. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York, NY: Bantam Books.
4. Sharma, R. N. (2015). *Moral and value education*. New Delhi, India: Surjeet Publications.
5. R.P Shukla, (2004) *Value Education and Human Rights*, Sarup& Sons Publishers.
6. R.S Naagarazan. (2006) *A text book on Professional ethics and Human Values*, New age International Limited Publishers, New Delhi.
7. Sharma, R.A. (2011) *Human Values and Education*, Meerut (UP): R.Lall Book Depot.

DSC60EDN402E(T)26: Non-Formal Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403e(T)25				
Course Title	Non-Formal Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is intended for undergraduate and postgraduate learners in Education who wish to understand the philosophy, structure, and practice of non-formal and adult education systems. The course equips learners with knowledge of adult literacy programmes, non-formal learning strategies, and community-based education initiatives. It also enables students to analyse policies and programmes related to adult education in India and explore the local context of non-formal education in Manipur, thereby preparing them to contribute to community development, lifelong learning, and inclusive educational practices.				

LO1: Explain the concepts, objectives, and characteristics of adult and non-formal education and analyse their role in social and economic development.

LO2: Evaluate various methods and strategies used in non-formal education and adult literacy programmes.

LO3: Analyse the forms, administrative structures, and implementation processes of adult education programmes.

LO4: Examine national policies, agencies, and programmes related to adult education in India and evaluate their effectiveness.

LO5: Assess the local context of non-formal education in Manipur and propose strategies to strengthen community-based learning and literacy initiatives.

UNIT I: FOUNDATIONS OF NON-FORMAL AND ADULT EDUCATION

- Concept, meaning, and objectives of adult education
- Importance of adult education for economic, social, and political development
- Concept and characteristics of non-formal education
- Differences between formal, non-formal, and informal education
- Factors leading to the emergence and expansion of non-formal education
- Role of non-formal education in lifelong learning and human development

UNIT II: METHODS AND STRATEGIES OF NON-FORMAL EDUCATION

- Methods of non-formal education: campaign method, centre method, individual method, residential method, and mass communication method
- Meaning, scope, and importance of adult literacy
- Difference between literacy and functional literacy
- Methods of imparting literacy to adult learners
- Follow-up programmes in adult education: types, needs, and significance
- Role of community participation and participatory learning methods

UNIT III: FORMS AND ADMINISTRATION OF ADULT EDUCATION

- Forms of adult education: remedial education, continuing education, workers' education, and mass media education
- Teaching methods in adult education: teacher-dominated method, cooperative method, and participatory approaches
- Administrative structure of adult education programmes
- Organization of adult education programmes at field level
- Training of adult education functionaries and facilitators
- Role of adult education in skill development and lifelong learning

UNIT IV: POLICIES, AGENCIES, AND PROGRAMMES OF ADULT EDUCATION

- Government and non-government agencies in adult and non-formal education
- National Literacy Mission and its objectives
- Adult education initiatives under Policies on Education (1964, 1986, 2020)
- Status of adult education in India
- Role of NGOs, community organizations, and voluntary agencies in promoting adult literacy
- Adult education as a tool for social empowerment and inclusive development

UNIT V: NON-FORMAL EDUCATION IN MANIPUR

- Historical development of adult and non-formal education in Manipur
- Literacy programmes and community-based education initiatives in Manipur
- Role of local institutions, NGOs, and community organizations in adult education
- Indigenous knowledge systems and community learning traditions in Manipur
- Challenges of adult literacy and continuing education in the region
- Strategies for strengthening non-formal education and lifelong learning in Manipur

SUGGESTED READING

1. Bhola, H. S. (1979). *Evaluating functional literacy*. Buckinghamshire, UK: Hulton Educational Publications.
2. Bordia, A., Kidd, J. R., & Draper, J. (1977). *Adult education: A book of readings*. New Delhi, India: Indian Adult Education Association.
3. Chandra, A., & Shah, A. (1986). *Non-formal education for all*. New Delhi, India: Sterling Publishers.
4. Grover, R. P., & Chopra, R. (1998). *Adult education in India*. New Delhi, India: Indian Publishers.
5. Kundu, C. L. (1986). *Adult education: Principles, practice and prospects*. New Delhi, India: Continental Book Company.
6. Mohanty, B. B. (1998). *Adult and non-formal education*. New Delhi, India: Continental Book Company.
7. Nanda, V. K. (1998). *Adult education and human resource development*. New Delhi, India: Anmol Publications.
8. Rai, N. R. (1970). *Adult education in India and abroad*. New Delhi, India: S. Chand & Company.
9. Singh, R. (1991). *Balag sikhiya*. Patiala, India: Punjabi University.
10. Sodhi, T. S. (1987). *Adult education: A multidisciplinary approach*. Ludhiana, India: Kataria Publications.

DSC60EDN402F(T)26: Special Education (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403f(T)25				
Course Title	Special Education				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course is designed for undergraduate and postgraduate learners in Education who aim to understand the principles, practices, and challenges of special and inclusive education. The course enables learners to study the characteristics and educational needs of diverse learners, including children with intellectual, sensory, physical, and learning disabilities as well as gifted and creative learners. It also provides insights into inclusive educational practices and examines the local context of special education in Manipur to promote equitable and accessible education for all learners.				

- LO1:** Explain the concept, nature, and historical development of special education and analyse its objectives and scope in inclusive education.
- LO2:** Examine the characteristics, causes, and educational needs of children with intellectual disabilities and apply appropriate teaching strategies and remedial programmes.
- LO3:** Analyse the educational needs and support systems for learners with visual, hearing, and physical disabilities.
- LO4:** Evaluate educational approaches for gifted, creative, and learning-disabled children and design appropriate enrichment or remedial programmes.
- LO5:** Assess the status and challenges of special education in Manipur and propose strategies for inclusive education and rehabilitation of learners with special needs.

UNIT I: FOUNDATIONS OF SPECIAL AND INCLUSIVE EDUCATION

- Concept, meaning, and nature of special education
- Objectives and scope of special education
- Historical development of special education globally and in India
- Types and categories of special educational needs
- Concept of integrated education and inclusive education
- Rights-based approaches and educational provisions for children with special needs

UNIT II: EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES

- Concept and characteristics of children with intellectual disabilities
- Levels of intellectual disability and educable mentally disabled learners
- Etiology and prevention of intellectual disabilities
- Teaching strategies and classroom adaptations
- Remedial programmes and individualized educational planning
- Role of mental hygiene and supportive educational environments

UNIT III: CHILDREN WITH SENSORY AND PHYSICAL DISABILITIES

- *Education of the Visually Impaired* : Characteristics and educational needs, Degrees of visual impairment, Causes, prevention, and early identification, educational programmes and assistive technologies
- *Education of the Hearing Impaired*: Characteristics and types of hearing impairment, Degrees of hearing loss, Causes and prevention, Educational programmes, communication methods, and support services
- *Education of Orthopaedically Challenged Learners*: Types of physical disabilities, Characteristics and challenges in education, Educational programmes and support systems

UNIT IV: EDUCATION OF GIFTED, CREATIVE, AND DISABLED CHILDREN

- Concept and characteristics of gifted and creative children
- Identification of giftedness and creativity
- Educational programmes and enrichment strategies for gifted learners
- Concept and characteristics of children with learning disabilities
- Identification and assessment of learning difficulties
- Educational interventions and remedial programmes

UNIT V: SPECIAL EDUCATION IN MANIPUR

- Status of special and inclusive education in Manipur
- Educational facilities and institutions for children with special needs in Manipur
- Role of government programmes, NGOs, and community organizations
- Issues and challenges faced by children with disabilities in the region
- Education of juvenile delinquents and learners with behavioural problems
- Educational programmes for rehabilitation, social inclusion, and community participation in Manipur

SUGGESTED READING:

1. Sahu, S. M. (2005). *Education Of Children with Special Needs*. India: Anmol Publications.
2. Dash, M. (2006). *Education of exceptional children*. New Delhi, India: Atlantic Publishers.
3. Hallahan, D. P., Kauffman, J. M., Pullen, P. C. (2019). *Exceptional Learners: An Introduction to Special Education*. United Kingdom: Pearson.
4. Kirk, S. A., Gallagher, J. J., Coleman, M. R., & Anastasiow, N. J. (2015). *Educating exceptional children* (14th ed.). Boston, MA: Cengage Learning.
5. Sharma, R. A. (2010). *Fundamentals of special education*. Meerut, India: R. Lall Book Depot.

DSC60EDN402G(T)26: Indian Knowledge System (Theory)

Nature of Course	DSE				
Course Code	DSE60EDN403g(T)25				
Course Title	Indian Knowledge System				
Course Level	Level 400				
Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours
	4	4	-	-	60 (P)
Course Audience	This course aims to develop a comprehensive understanding of the philosophical foundations, textual traditions, disciplinary contributions, and contemporary relevance of Indian Knowledge Systems (IKS). It enables learners to explore classical and indigenous knowledge traditions, examine scientific and cultural contributions of India, and understand traditional methodologies used in knowledge creation and transmission. The course also encourages learners to analyse the role of IKS in sustainable development, cultural preservation, and modern education, thereby promoting interdisciplinary research and the application of traditional knowledge to contemporary societal challenges.				

LO1: Explain the concept, classifications, and philosophical foundations of Indian Knowledge Systems and their role in promoting social harmony and human development.

LO2: Analyse the major textual sources of IKS, including foundational literature, classical knowledge texts, manuscript traditions, and indigenous oral knowledge systems.

LO3: Examine the contributions of Indian Knowledge Systems across scientific, health, and cultural disciplines such as mathematics, astronomy, medicine, arts, and linguistic sciences.

LO4: Apply traditional research methodologies and interdisciplinary approaches to interpret classical texts and document indigenous knowledge systems.

LO5: Evaluate the contemporary relevance of Indian Knowledge Systems in sustainable development, ecological knowledge, cultural heritage preservation, and innovation in modern education.

UNIT I. FOUNDATIONS OF INDIAN KNOWLEDGE SYSTEMS

- Concept and meaning of Indian Knowledge Systems
- Knowledge classifications
- Knowledge as a means of social harmony and human development

UNIT II. LITERATURE OF INDIAN KNOWLEDGE SYSTEMS

- Foundational literature
- Classical knowledge texts
- Manuscript traditions and commentarial traditions
- Indigenous oral traditions and community knowledge systems

UNIT III. DISCIPLINARY STREAMS OF INDIAN KNOWLEDGE SYSTEMS

- Scientific knowledge: Arithmetic (decimal system, zero, combinatorics), Astronomy and calendar systems, metallurgy and engineering, architecture and town planning
- Health and Life Sciences: Indigenous health practices, medicinal practices

- Arts and Humanities: aesthetics and performing arts, Classical literature and Linguistic.

UNIT IV. METHODOLOGY AND RESEARCH APPROACHES IN IKS

- Concept of systematized knowledge
- Traditional research methodologies
- Indigenous scientific methods
- Interpretation of classical texts
- Interdisciplinary approach to Knowledge System
- Documentation of traditional knowledge

UNIT V. CONTEMPORARY CONTEXT AND APPLICATIONS IN IKS

- IKS and sustainable development
- Traditional ecological knowledge
- Indigenous agriculture and water management
- Cultural heritage and community knowledge
- Revival of traditional sciences
- Role of IKS in modern education and innovation

Note: *The teaching of Indian Knowledge Systems should adopt a contextual and inquiry-based approach. Educators should integrate local examples, indigenous knowledge practices, and regional manuscript traditions to help learners connect theoretical concepts with their immediate social, cultural, and environmental contexts. Teachers should facilitate learning through guided discussions, case studies, and field-based observations that encourage students to critically examine local knowledge systems and environmental phenomena. By scaffolding learners with reflective questioning, analytical thinking, and research-oriented activities, educators should motivate students to document, interpret, and further investigate traditional knowledge within the framework of the outlined units of Indian Knowledge Systems.*

SUGGESTED READING:

1. UGC.(2023). Guidelines for Incorporating Indian Knowledge in Higher Education Curricula. UGC. New Delhi
2. Anish Gupta, Shubham Sharma, Vishnu Achutha Menon (2025). Essays on the Indian Knowledge System. Cambridge Scholars Publishing.
3. Priya, Yadav, A.K., Reeba, D. (2024). Indian Knowledge System: Uttkarsh Prakashan.
4. Singh, A.K. (2025). Indian Knowledge System: Principles and Practices. Readers Paradise.
5. Jatinder, B.S. and Sangeeta, D. (2024) Indian Knowledge System. The Readers Paradise.