

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

MASTERS OF ARTS (EDUCATION)

*(Two Year Postgraduate Programme to be Offered from 2023-24 Academic
Session in UGC-CBCS Mode)*



Submitted to
UNIVERSITY GRANTS COMMISSION
NEW DELHI

Submitted by
K. K. HANDIQUI STATE OPEN UNIVERSITY
GUWAHATI, ASSAM

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY (KKHSOU)

PROGRAMME PROJECT REPORT

MA IN EDUCATION FOR THE ACADEMIC SESSION 2022-23

1.1 PROGRAMME'S MISSION AND OBJECTIVES:

1.1.1 Mission and Vision of K. K. Handiqui State Open University:

- i. The motto of the university is to make education beyond barriers and provide the educational opportunity to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.
- ii. It is also providing education to the housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- iii. This university provides the opportunities of higher education to those who remain deprived of higher education for other reasons.
- iv. The mission and vision of the university is to enhance the capabilities of learners, particularly women learners, who want to get empowered with higher order of required education and necessary professional skills.
- v. To provide social justice to all the stakeholders is the prime focus of the university.

1.1.2 Mission and Objectives of the MA Programme in Education, KKHSOU

The University proposes to offer Education as one of the subjects in Masters level with a view to fulfil the following mission and objectives:

- i. The M.A. in Education Programme is a programme, which would provide learners a multifaceted liberal exposure to the disciplinary domain of Education and would accommodate a wide variety of learner needs. The learner needs may cover from understanding the

concept of education to knowing how knowledge gets generated in the area of education to acquiring higher level of specialisation in specific aspects of education.

- ii. Critically contribute to the continuing education efforts of the University, through active engagement in capacity enhancement of professionals from the Government and other non-governmental organisations and producing a team of well-trained individuals knowledgeable in education and its various dimensions for effective participation in educational actions in different areas of education.
- iii. Provide learning-experience on discipline of education to those learners who wish to pursue Education as a subject at Masters level, which will enable them to understand and appreciate knowledge structures and paradigms of education.
- iv. Create a community of scholars adequately equipped for participation in educational discourse.
- v. To help the learners to adjust with the community, society, nation or the world as a whole and participate in the development process of the society and the country.
- vi. It aims to develop a holistic and multidimensional understanding of the topics.
- vii. It attempts to approach new areas of learning, develop competencies in the learners.
- viii. It aims in opening various avenues for self-discovery, academic understanding and employment

1.2 RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:

The relevance of the MA Programme in Education with KKHSOU's missions and goals are as follows:

- i. The programme provides opportunities for life-long learning to the learners by giving them a flexible entry and exit point of learning without any bar on age. This also signifies equity and access in the field of higher education.

- ii. Ensure in preserving societal values by incorporating units like value education in the curriculum.
- iii. The programme helps those learners who aspire to become teachers and also for those who are being involved in the teaching profession. Education as a subject helps them in acquiring/enhancing the necessary knowledge and skills of teaching by introducing courses like methods of teaching, educational technology and psychological practical etc. in the programme.
- iv. Education is a multidisciplinary subject which provides ample scope for the learners to understand the interrelationship among the different branches of knowledge and help the learners to perceive the reality of his or her surroundings.

1.3 NATURE AND PROSPECTIVE TARGET GROUP OF LEARNERS:

- i. Qualified graduates in any stream from any recognized University who wish to grow their career in teaching and training.
- ii. Persons who are not able to pay higher fees in regular mode (Affordable Fee structure).
- iii. Home makers who want to enhance their career.
- iv. Teachers, educational administrators, educational practitioners, instructors, counsellors, social workers etc. who wish to enhance their knowledge and skills in the domain of education.
- v. Social Workers and NGO's workers who involved in education and training.
- vi. Those who wish to undertake research in the area of education field in future.
- vii. Anyone who wish to acquire knowledge on the various aspects in education discipline.

1.4 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

Through this programme, learners will acquire specific knowledge, skills and competence essential to work as a practitioner in the field of education or as a learner acquires the requisite

knowledge, skills and competence to understand or to participate the discourse of education. Through ODL mode, the learner scan learn at their own workplace and improve their knowledge and skills which will further help them to become better professionals or better human beings. The following are the specific skills that can be acquired by the learners through the programme:

- i. Pedagogical Skills
- ii. Organisational skills for educational activities
- iii. Research & Reflective Skills
- iv. Social Entrepreneurs Skills in the field of education
- v. Analytical and Critical Thinking Skills
- vi. Guidance and Counselling Skills
- vii. Leadership qualities development
- viii. Communication skills
- ix. Life skills and personal skills
- x. Skills for Community Mobilization etc.

1.5 INSTRUCTIONAL DESIGN:

For the Programme to be conducted by the university in MA level, there are some instructional designs and procedures that have to be followed for making the learning effective through ODL mode. The delivery mechanism of the programme is divided into print form, video form, online and LMS based system.

1.5.1 Design of the Course content

For conducting the Programme of MA in Education, course contents are designed in such a manner that they are relevant and contextual in the present day world so as to help the learners to become educated in the true sense of the term. The syllabus is as per UGC-CBCS guidelines in terms of its credits. Besides, it is revised and prepared in accordance with the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulation 2020. The syllabus for MA in Education has been prepared with the help of the Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from reputed Universities of the region have designed the Programmes and the detailed syllabi. The updated and revised syllabus was placed in the Schools of

Studies and after getting due recommendation from it subsequently the syllabus was approved in the Academic Council of the University.

1.5.2 Course Structure and duration of the Programme

For MA in Education, learners have to complete the programme within a minimum period of 2 years and the maximum 4 years. The programme is divided into a total of 4 semesters. There will be total 5 courses in each of the semester and the programme consists of 20 courses with 88 credits. The details of Programme structure is given in *Annexure I*. The detailed course wise syllabus of the MA in Education programme is given in *Annexure II*.

1.5.3 Definition of Credit Hours: The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at their respective study centres.

1.5.4 Faculty and support staff requirement: There are 6 faculty members in the Indira Miri School of Education out of which, 5 (five) full time Assistant Professors and 1 (One) full time Associate Professor in the discipline of Education of the University. Along with the faculty members of the headquarters, the academic counsellors of different LSCs also help the learners in the learning process. Besides this, there are adequate numbers of support staff available in the University headquarters, regional centres and different LSCs.

1.5.5 Identification of media –print, audio or video, online, computer aided: All the learners are provided with Self Learning Materials, which is comprehensive in terms of contents in the syllabi. These learning resources are prepared with the help of resource persons across the state. Senior Professors from different Universities of the region are engaged as Editors of the SLMs. Apart from the Print Self Learning Materials, audio and video materials on certain modules would also be offered to the learners. In addition, certain topics are also covered through community radio programmes broadcast through the *90.0Jnan Taranga* Community Service Station of the University. Most of the Audio-Video programmes are also made available online through You Tube videos. Of late, the University has been started Facebook Live counselling for learners and also being developed an institutional Learning Management System (LMS)- *eBidya* featuring all four quadrants of online learning for the learners.

1.5.6 Learner Support Services: The student support services available in the University would be extended to the learners of all academic programmes. All these support services would help the learners to imbibe the required knowledge and skills; to seek avenues in employment; to go for higher studies; and to know about the subject in an in depth manner. Learner support services include the following among others.

- a) **KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programmes are centrally organised from city campus.
- b) **Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provides training for coordinators, counsellors, and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.
- c) **Study Centres:** Study centres are the backbone of an open and distance learning institution. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Self Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centres throughout the state handle these affairs on behalf of the University.
- d) **Pre-enrollment Counselling:** In cooperation with study centres, the university provides pre-enrollment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc. Moreover, programme specific pre-enrollment counselling is also organised.
- e) **Sikshartha Mitra:** A few employees of the University have been engaged as Sikshartha Mitra in order to provide better technical support and assistance to the candidates during online admission process.

- f) **Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter. ([http://kkhsou.in/web_new/viewDocumentPdf.php?pdf=pdf/student/Standee%204%20Assameseconverted\(1\).pdf&q=Learners%27%20Charter](http://kkhsou.in/web_new/viewDocumentPdf.php?pdf=pdf/student/Standee%204%20Assameseconverted(1).pdf&q=Learners%27%20Charter))
- g) **Handbook/SOP:** The University has brought out a Handbook for the Study Centres and a Standard Operating System (SOP) of Examination.
http://kkhsou.in/web_new/ugcinfo-2018/SOP%201-32.pdf
- h) **Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.
- i) **Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email.
- j) **Face to face and Walk-in Counselling:** All the academic programme learners will receive face-to-face counselling from study centres. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centre located at the city campus on Sundays or weekdays.
- k) **ICT Support:** ICT support is a major component of any ODL system of education. Some of the ICT-based support systems provided by the university, which can be availed by the learners of MA in Education Programme are listed below:
- **Website:** The University has developed a full-fledged official website www.kkhsou.in for learners and the general public. The website has a dedicated Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to

social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos (web link: <https://www.youtube.com/user/kkhsou>)

- **Community Radio Service:** Jnan Taranga (90.0 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, and talk shows. Links: <http://jnantaranga.kkhsou.in/index.php>
- **e-Bidya:** As part of its ongoing attempts to enhance student learning, the university has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. Learners can interact with experts in the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The same facilities are being imparted for the MA in Education programme as well.
- **Open Access Journals Search Engine (OAJSE):** The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter.
- **KKHSOU Mobile App:** The university has developed a mobile application "KKHSOU" that allows students to access the university website 24x7.

DownloadLink:

[https://play.google.com/store/apps/details?id=soft.bdeka.kkhsou.androidapp
&hl=en_IN](https://play.google.com/store/apps/details?id=soft.bdeka.kkhsou.androidapp&hl=en_IN)

- **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.
- **E-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram App/WhatsApp, helps learners acquire all the characteristics of open and distance learners, so that they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimize personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.
http://www.kkhsou.in/web_new/pdf/learners/lmentoring.pdf
- **E-mail:** Learners can also write emails to any officials'/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Concerns raised through email to this email address are addressed by the University's relevant officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well.
- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platform like Zoom, Google Meet, Cisco Webex and Facebook etc. in addition to regular counseling sessions in study centers. It provides direct interaction of learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.
- **KKHSOU in Social Media:** KKHSOU has incorporated social media sites like Facebook pages, Whatsapp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) that enables sharing and interaction

with the students' community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/groups/272636986264210/>

1.6 PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION:

1.6.1 Procedure for Admission: Generally, learners who want to get enrolled in MA level in KKHSOU, the time for admission begins in the month of July of each year. A Bachelor's Degree in any discipline with or without a Degree in Education from a recognized university can get admission in the MA in Education programme in KKHSOU.

1.6.2 Fee Structure

The fee structure of the MA programme in Education is as follows:

Semester-wise Fee Structure

Semester	Fee (In Rupees)
First	5000.00
Second	5000.00
Third	5000.00
Fourth	5000.00
Total	20,000.00

The detail break-up of fee would be made available in the Prospectus also.

1.6.3 Curriculum Transaction: In terms of curriculum transaction, firstly, the syllabus is prepared in consultation with the Committee for Courses and Syllabus in the respective field. After that the syllabus is placed in the School of Studies meeting. The School of Studies after due scrutiny forwarded the same to the Academic Council for approval of the syllabus. The SLMs are then prepared by the faculty members of the concerned discipline following the convergence approach; the preparation of the SLMs is teamwork. Secondly, after the preparation of the SLMs, they are sent to the study centres. The learners are given the opportunity of counselling classes in the study centres where they are enrolled. Apart from these, learners may get knowledge and access information on their own with the help of various supports services either online or offline, LMS and community radio programmes, which are developed and run by the University.

1.6.4 Evaluation:

1.6.4.1 For assessing the performance of the learners as well as get feedback from the learners in relation to the programmes they pursue, the University follows some uniform evaluation procedures. Through the Self-Assessment Questions or Check Your Progress Questions which are put in the SLM, a learner can assess himself or herself. There is a provision to assess the learners by formative and summative evaluation. Formative evaluation is conducted by giving course wise different assignments to learners during a semester and formative evaluation is conducted at the end of a semester which is known as Term End examination. For overall evaluation of a course, the University follows the two types of evaluation:

Continuous Evaluation (Assignments)	: Weightage assigned 30%.
Term End Evaluation (Semester-end Examinations)	: Weightage assigned 70%.

For this MA Programme in Education, the general guidelines of the University will be followed. Vide a resolution of the 33rd Meeting of the Academic Council and the subsequent approval of the Board of Management and as per UGC regulation (04-09-2020) Clause 15, KKHSOU has decided that the Total Marks for Internal (Formative) Assessment will be 30%, and that for Summative Assessment will be maximum 70% i.e. 30 marks and 70 marks out of Total 100 marks. The University has adopted Letter Grades and Grade Points as per the latest UGC Curriculum and Credit Framework. The summative assessment is conducted in those examination centres where the UGC recommended facilities are available. While setting the Question Papers and evaluating the Answer Sheets, the learning outcomes of the Programme and the Courses would be considered. Examination monitoring is an essential feature in conducting the examination processes. The University appoints Supervisory Officers, Examination Monitoring Officers and Examination Squads on a regular basis for smooth conduct of examinations. Some details of examination processes which would be applicable for this MA in Education Programme are presented below.

i. **Continuous and Comprehensive Formative Assessment:** Continuous and comprehensive evaluation is an important component of the total assessment process in KKHSOU. There is provision for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a mix of various flexible methods.

Considering the practical limitations of the learners and the difficulty of administering, the University has adopted the formative assessment mechanism with the following in view. The learners are communicated about the details through the university website,

official notifications, study centres and social media. The formative assessment has the following break-up

- a. MCQ/Written test/Quiz/Viva etc. = 10 marks
- b. Attendance/Participation in the Personal Contact Programmes* = 5 marks
- c. HA submission (at study centre) = 10 Marks
- d. Participation in Extension activities (Environment related/workshop etc.)/ Additional Home Assignment = 3 marks.
- e. Timely submission of Assignment etc. as mentioned in (c) above = 2 marks (Submission after due time = 1 mark; Non-submission = 0 mark).

The concerned study centres will organize MCQ based test (online/offline) for the learners of that particular study centre and if required they may conduct alternative arrangements like written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Assignments for total 13 marks will be administered course-wise comprising three assignments (5 marks + 5 marks + 3 marks) by the concerned discipline of the University asking the learners to submit hard copies to the concerned study centre. Out of the three assignments, one will be closed-ended assignment directly from the course or SLM (5marks), one will be open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one will be on Environmental/Community work (3 marks) related to issues/topics which will be activity based. Concerned study centres will arrange Personal Contact Programmes (Online or Offline) and the learners need to attend the same, as per UGC Guidelines. The learner will be awarded marks by the concerned study centres accordingly as per the breakup given for total 30 marks. The coordinators of the study centres will submit the marks after assessments, through the Home Assignment portal of the University.

Seminar/Presentation/Project Report/Community Engagement: A learner has to prepare a dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester IV of this Programme. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php

For Psychological Practical, evaluation comprises learners' performance in Writing Practical Notebook (carry 40 marks), Conducting Psychological Experiments (3 experiments) during Examination (carry 45 marks @ 15 marks per experiment) and Viva-voce (carry 15 marks).

For dissertation course, evaluation comprises learners' performance both in dissertation (carry 80 marks) and Viva-voce (carry 20 marks).

1.6.4.2 The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for mark sheets and certificates. Moreover, use of interactive kiosk at study centres for issue of admits cards and modification of the existing EDPS system for quick publication of results of examinations are also being planned. Similarly, introduction of biometric identity of learners is also being planned.

1.7 REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES:

- i. For conducting the MA in Education, there is a requirement of a psychological laboratory in the study centre. Therefore, the programme is permitted in those study centres (mostly conventional University affiliated provincialised colleges) only which have already run this subject for the Major students in conventional system and have good psychology laboratory facilities. Besides, the University also provides the required instruments to the study centres for conducting the practical course of the learners in the 3rd Semester of the MA programme in Education.
- ii. Library services are offered to the learners of KKHSOU through physical library facilities in its recognized study centres and also through the central library, set up by the University at its city campus. Reference books are suggested by the faculty of the respective Disciplines/Schools of the University and also by the SLM writers. The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to the different academic programmes. The central library KKHSOU is well-stocked with 19135 print books, 36 print journals on various disciplines and 8 Newspapers (as on 28-02-2023). The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well.
- iii. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are all made accessible to the learners. The learners are communicated once the subscriptions are made to the

programme specific journals. The library is fully computerized with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the MA Education Programme can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including the KKHSOU learners. Beyond the physical boundary the library of KKHSOU has been maintained a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

- iv. The University has an OER Policy (<http://dlkkhsou.inflibnet.ac.in:8080/jspui/handle/123456789/831>) which spells out the learning material released by the university in physical or digital format. KKHSOU has signed Content Partner Agreement with National Digital Library of India to share its Digital Resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners community of KKHSOU can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).
- v. The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter. Online subscriptions of reputed journals and databases are regularly made. The learners would be communicated once the subscriptions are made to the programme specific journals. The digital version of the University Central Library, KKHSOU is also available on the website: <http://www.kkhsou.in/library/> which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to

the global community. On this website the entire catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to this particular course and the Open Access Journals Search Engine (OAJSE) which is a gateway to over 4,500 e-journals including those in Education and allied areas can be accessed among others

1.8 COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the MA Programme in Education.

1.8.1 Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following.

a. SLM Development Cost for Master Degree Programme:

English medium per Unit Rs. 7,600/-

Assamese medium per Unit Rs. 8000/-

A course normally has 14/15 Units. In two-year PG Programme on Education, there will be 24 Courses.

b. Printing Cost per SLM Rs. 69/-

(However, this also depends on the print number as scale related advantage of cost is normally availed.)

1.8.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 15 kgs of study materials per student. The

cost of SLM delivery on an average of 2.2 kg per learner per semester is Rs.60. Accordingly, depending upon the number of candidates; the cost for the MA Programme in Education will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 240.00.

1.8.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Master Degree programmes per student is Rs. 1750.00.

The figures as indicated above will be applicable for the MA Programme in Education of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

1.9 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

1.9.1 For quality assurance mechanism in the University of KKHSOU, there is CIQA (Centre for Internal Quality Assurance) cell. There are contemplated measures of SLM Audit, Stakeholders' Meetings, Counsellors' workshops, feedback share workshops etc. which would also help in enhancing quality of the MA Programme in Education. Besides, at the discipline level also, the feedback mechanisms would be adopted to collect necessary information from learners, counsellors, officials, educationists, industrialists, etc. to ensure quality and relevance of the MA Programme in Education.

With regard to quality assurance of all the Programmes of the University including the Programme on MA in Education, the University is involved in the following activities:

- The programme design and structure is decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.
- The university has a SLM Policy which is followed in development of SLM. SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly in academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, e-SLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.
- CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - Counsellors' workshops
 - Stakeholders' meetings
 - Feedback responses from the learners from various programmes
 - SLM Audit
- In order to keep the programme on MA in Education updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above. Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out. (http://kkhsou.in/web_new/learner_feedback_all.php)

1.9.2 The outcomes of the MA Programme in Education as envisaged are as follows:

- i. Learners after successful completion of our programmes will develop the vision, social concern, and motivation to create a basis for education action. They will develop as confident professionals who can meaningfully contribute in the education sector.
- ii. Producing quality educational practitioners having sound knowledge of various dimensions of education who will take up roles such as Curriculum designer, Policy maker, School Leader, Teacher Educator, Designer of learning materials, Researcher in education, Program Manager of educational interventions etc.
- iii. Producing efficient and effective leaders in the field of teaching and educational administration.
- iv. Preparing the learners for different competitive examinations etc.
- v. Producing community leaders for educational and other developments of the masses.
- vi. Ensuring lifelong learning for the educational personnel in specific and common people in general.
- vii. Shall acquire skills and competency to undertake professional job as per demands and requirements of Industry/Educational Institutions or Research Centres.

Annexure 1

Programme Structure for M.A. in Education (Semester Courses)

Title of Course	SLM code	Course Code	Semester	Credits
Philosophical Foundations of Education	PGED S1 01	PHE	1 st	4
Psychological Foundation of Education	PGED S1 02	PSE	1 st	4
Sociological Foundation of Education	PGED S1 03	SFE	1 st	4
Distance Education	PGED S1 04	DE	1 st	4
Developmental Psychology(Elective-1)	PGED S1 05	DP	1 st	4
Environmental & Population Education (Elective-2)	PGED S1 06	EPE	1 st	4
History of Education in India	PGED S2 01	HCE	2 nd	4
Measurement and Evaluation in Education	PGED S2 02	MEE	2 nd	4
Educational Management	PGED S2 03	EM	2 nd	4
Educational Technology	PGED S2 04	ET	2 nd	4
Guidance and Counselling in Schools or Academic Writing (<i>Both Courses from SWAYAM as Value Added Courses</i>) or Life Skills (Choose any one from the above three)	PGED S2 05	LS	2 nd	4
Educational Research and Statistics(AEC)	PGED S3 01	ERS	3 rd	4
Review of Literature and Synopsis Preparation	PGED S3 02	RLSP	3 rd	2+2*
Methods and Techniques of Teaching	PGED S3 03	MTT	3 rd	4
Mental Health and Hygiene in Education (Elective-3) or Teacher Education(Elective-4) (Choose any one)	PGED S3 04	MHH	3 rd	4
	PGED S3 05	TE	3 rd	4
Psychological Testing and Experiment	PGED S3 06	PTE	3 rd	4**
Curriculum Development	PGED S3 07	CD	3 rd	4

Inclusive Education	PGED S4 01	IE	4 th	4
Current trends in Education	PGED S4 02	CTE	4 th	4
Cyber Security (AEC)	PGED S4 03	CS	4 th	4
Comparative Education (Elective-5) or Economics of Education (Elective-6) (Choose any one)	PGED S4 04 PGED S4 05	CED EED	4 th	4
Dissertation	PGED S4 06	DSR	4 th	8***

** PGED S3 06:40% Practical Note Book, 45% Experiments, 15% Viva

*** PGED S4 06: 20% for Viva and 80% for dissertation

This is to be noted that the students of MA 1st, 3rd and 4th semester will have to select one elective paper each out of two options. Moreover, in 2nd Semester as a part of Value Added Courses, learners have to opt anyone of the MOOCs courses from the SWAYAM Platform.

MAPPING OF THE COURSES WITH PROGRAMME OUTCOMES

Course Code	Course Title	PO(i)	PO(ii)	PO(iii)	PO(iv)	PO(v)	PO(vi)	PO(vii)
PHE	Philosophical Foundations of Education	Y			Y		Y	
PSE	Psychological Foundation of Education	Y	Y	Y			Y	
SFE	Sociological Foundation of Education	Y		Y	Y		Y	
DE	Distance Education	Y		Y	Y		Y	Y
DP	Developmental Psychology(Elective-1)	Y	Y				Y	
EPE	Environmental & Population Education (Elective-2)	Y	Y			Y	Y	
HCE	History of Education in India	Y			Y			
MEE	Measurement and Evaluation in Education	Y		Y	Y			Y
EM	Educational Management	Y	Y	Y				
ET	Educational Technology	Y		Y		Y		Y
MOOCs	Guidance and Counselling in Schools or Academic Writing (Courses from SWAYAM) or Life Skills (VAC)	Y						Y
ERS	Educational Research and Statistics(AEC)	Y			Y			Y
RLSP	Review of Literature and Synopsis Preparation	Y			Y			Y
MTT	Methods and Techniques of Teaching	Y		Y	Y			Y
MHH	Mental Health and Hygiene in Education (Elective-3)	Y		Y		Y		
TE	Teacher Education(Elective-4)	Y	Y	Y				
PTE	Psychological Testing and Experiment	Y	Y					Y
CD	Curriculum Development	Y	Y	Y			Y	Y
IE	Inclusive Education	Y	Y	Y			Y	Y
CTE	Current trends in Education	Y		Y		Y		
CS	Cyber Security							
CED	Comparative Education (Elective-5)	Y	Y	Y				
EED	Economics of Education (Elective-6)	Y	Y			Y		
DSR	Dissertation	Y	Y		Y			Y

Annexure II

Detailed syllabus of MA in Education Programme

Course-1: Philosophical Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Aspects of Philosophy of Indian and Global context.
2. Impact of schools of philosophy on modern Indian educational thoughts.
3. Contribution of the great Indian and Western thinkers and their bearing on Education.

Course Contents

Unit 1: **Philosophy and Education**

Nature and scope of philosophy, basic branches of philosophy, Relationship between philosophy and science, philosophy and education, functions of educational philosophy.

Unit 2: **Vedic Philosophy**

Samkhya, Vedanta and Nyaya- its concept and educational implications

Unit 3: **Buddhism and Jainism philosophy**

Concept, main principles and educational implications

Unit 4: **Islamic philosophy**

Concept, main principles and educational implications

Unit 5: **Idealism as School Philosophy**

Concept of Idealism, Metaphysics, epistemology and axiology and their educational implications.

Unit 6: Naturalism as school philosophy

Concept of Naturalism, metaphysics, epistemology and axiology and their educational implications.

Unit 7: Pragmatism as school philosophy

Concept of Pragmatism, metaphysics, epistemology and axiology and their educational implications.

Unit 8: Existentialism as school philosophy

Concept of Existentialism, metaphysics, epistemology and axiology and their educational implications.

Unit 9: Froebel and his educational thought

Contribution of Froebel to educational thought and practice.

Unit 10: John Henrick Pestalozzi and his educational thought

Contribution of John Henrick Pestalozzi to educational thought and practice.

Unit 11: Montessori and her educational thought

Contribution of Montessori to educational thought and practice.

Unit 12: Swami Vivekananda and his educational thought

Contribution of Swami Vivekananda to educational thought and practice.

Unit 13: Aurobindo Ghosh and his educational thought

Contribution of Aurobindo Ghosh to educational thought and practice.

Unit 14: Mahatma Gandhi and his educational thought

Mahatma Gandhi Contribution of Mahatma Gandhi to educational thought and practice.

Unit 15: Sankardeva and his educational thought

Contribution of Sankardeva to educational thought and practice.

References:

1. Bhatia, Kamala & Bhatia, Baldev: *Philosophical and Sociological Foundation of Education*, Doaba House, 1999
2. Brubachar, JS: *Modern Philosophies of Education*. Mc. Graw hill, NC 4th Edition 1969.
3. Chaube, Dr. S.P. & Chaube, Dr.A :*Philosophical and Sociological Foundation of Education*, Vinod PustakMandir, Agra-2
4. Pandey, R.S.: *An Introduction to Major Philosophies of Education*, Agra Vinod PustakMandir, 1996.

Course: PGED Paper-1: Philosophical Foundation of Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y					Y	
2	Y			Y		Y	
3	Y					Y	

Course-2: Psychological Foundation of Education**Course Objectives:**

To enable the learners to develop an understanding about the

1. Nature, scope and methods of educational psychology.
2. Stages of growth and development.

3. Different theories of learning, intelligence, motivation, transfer of learning, creativity and mental health and hygiene as a whole.

Course Content:**Unit 1: Educational psychology**

Meaning, nature and scope. Methods of educational psychology: - experimental method, introspection, observation method and case study method and its implications in classroom practices. .

Unit 2: Growth and Development

Meaning of Growth and Development, different stages of development, principles of development and its educational implications.

Unit 3: Learning

Meaning and Nature of Learning, learning and maturation, types of learning and theories of learning: connectionism, conditioning, gestalt theory and constructivism.

Unit 4: Transfer of Learning

Meaning of transfer of learning, types of transfer, theories of transfer of learning and its educational implications.

Unit 5: Motivation

Meaning of motivation, techniques of motivation, factors affecting motivation, role of motivation in learning, Maslow's Self-actualization theory.

Unit 6: Intelligence

Meaning, concept and theories of intelligence, role of heredity and environment upon intelligence, Binet-Simon Scale, Classification of Intelligence test.

Unit 7: Creativity

Meaning and nature of creativity, development of creative thinking abilities, relationship between creativity and intelligence.

Unit 8: Memory and Forgetting

Meaning of memory and forgetting, types of memory and forgetting, training in memory, theories of forgetting.

Unit 9: Reasoning and Problem Solving

Meaning and nature of reasoning and problem solving, types of reasoning, factors affecting problem solving, strategies for effective problem solving.

Unit 10: Personality

Personality, development and change, theories of personality, measurement of personality, personality adjustment, defence mechanism.

Unit 11: Educating Exceptional children

Concept of Exceptional Children- gifted, mentally retarded, and backward.

Unit 12: Mental Health and Hygiene

Concept of Mental health and hygiene, ways for maintaining health and hygiene in schools, role of home, school and society in promoting mental health and hygiene.

Unit 13: Adjustment

Meaning of adjustment, characteristics of a well-adjusted person, methods of adjustment, concept of maladjustment, causes of maladjustment.

Unit 14: Aptitudes

Meaning and nature of aptitude, aptitude testing, utility of aptitude test.

Unit 15: Juvenile delinquency-

Meaning, nature, causes of juvenile delinquency, prevention.

References:

1. Bhatia, B.D. and Safaya R.N.: *Educational Psychology and Guidance*, Dhanpat Rai & Sons, Delhi
2. Kuppuswamy, B: *Advanced Educational Psychology*, Jalandhar University Publication 1963
3. Mangal, S.K. *Essential of Educational Psychology*, Prentice hall of India, 2007
4. Rathore, S.P. *Essential of Psychology*, Guwahati, Nivedita DK Distributors.2002

Course: PGED Paper-2: Psychological Foundation of Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y						
2	Y	Y	Y				
3	Y					Y	

Course-3: Sociological Foundation of Education**Course Objectives:**

To enable the learners to develop an understanding about the

1. Concept and theoretical approaches of sociology of education and their implications for education system in India.
2. Role of education in social processes (social stratification, social mobility and social change)
3. Social problems in India.

Course Contents:

- Unit 1: Introduction to Educational Sociology**
Concept and scope of educational sociology, relationship between educational sociology and Anthropology, History, Political Science.
- Unit 2: Socialization**
Meaning of socialization, processes of socialization-cooperation, competition, conflict, accommodation, assimilation, social interactions and their educational implications.
- Unit 3: Agents of socialization**
Family, School, Community, Religion and State.
- Unit 4: Social organization and Social disorganization**
Concept and factors influencing social organization and social disorganization, Role of education in the prevention and control of social disorganization.
- Unit 5: Social Group**
Meaning and types of social group and inter-group relationship and group dynamics.
- Unit 6: Social stratifications-**
Concepts and factors of social stratifications, education and social stratification.
- Unit 7: Modernization**
Concept, Modernization vs. Westernization, role of Education in modernizing the Indian society.
- Unit 8: Social Mobility**
Meaning and nature of Social Mobility, types of social mobility, factors affecting social mobility, education and Social Mobility.
- Unit 9: Social Change**
Meaning, factors, constraints on Social Change-Caste, Class, Language, Religion, population and regionalism, education and social change.
- Unit 10: Social control**
Meaning, types, Agencies of social control, role of education in social control.

Unit 11: Culture

Meaning and nature of culture, cultural lag, cultural diffusion, education and cultural change.

Unit 12: Democracy

Meaning of democracy, principles for success of democracy, role of formal, informal and non-formal agencies for democratic education.

Unit 13: Equality of Educational Opportunity

Concept, Constitutional provisions for social equity and equality of educational opportunities.

Unit 14: Education for socially and economically disadvantaged sections of the society

Problems of socially and economically disadvantaged Sections of Society and role of Education.

Unit 15: Social problems relating to education in India

Delinquency, child labour, drug abuse, poverty, unemployment, cybercrime

References:

1. Ogburn , W.F. & Nimkoff: *A Handbook of Sociology*, Eurasia Publishing House. N.D. 1964
2. Rao, C.N. Shankar: *Sociology, Primary Principles*, S. Chand & Company Ltd. 2001
3. Srinivas, M.N.: *Social Change in Modern India*, oriental Longman 2006.
4. Shah B.V, Shah K.V, "Sociology of Education", 1965.

Course: PGED Paper-3: Sociological Foundation of Education Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y		Y	
2	Y		Y	Y		Y	
3	Y			Y		Y	

Course-4 Distance Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Nature and need of Distance Education in the present day Indian society.
2. Different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. Various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Contents:

Unit1: Concept of Distance Education

Meaning of distance education, growth and significance of distance education, agencies of distance education.

Unit2: Learner-support service

Meaning of Learner Support Services, different learner support services.

Unit3: Self Learning Material

Factors to be considered for development of materials, designing principles and mechanism for text preparations, problems in designing the text.

Unit4: Study Skills

Concept of Study Skills, strategies for developing study skills, significance of Study Skills in distance learning.

Unit5: Curriculum

Concept of curriculum, major approaches of curriculum development, need of curriculum evaluation, aspects of curriculum evaluation.

Unit6: Distance Education and Administration

Administrative set-up and organization of distance education system.

Unit7: ICT and Distance Education

Information and communication technologies and their application in distance education.

- Unit8: New approaches in distance education**
E-learning, Blended learning, OER, MOOCs.
- Unit 9: Quality Assurance in distance education**
Quality enhancement, monitoring, evaluation and feedback, Role of CIQA in open and distance learning.
- Unit10: Distance education and community development**
Technical, professional, vocational and entrepreneurship courses.
- Unit11: Role of distance education**
Distance education for rural development, women empowerment and teacher training programme.
- Unit12: Problems and Prospects of Distance Education**
Challenges and prospects of distance education, future road map.
- Unit13: Dual mode and Single Mode University**
Differences between Dual Mode University and Single Mode University system, Challenges faced by ODL in dual mode and single mode university system.
- Unit14: Assessment in distance education**
An overview on assessment, purposes of assessment, assessment in ODL.
- Unit15: Evaluation**
Overview on evaluation, differences between assessment and evaluation, purposes of evaluation, evaluation in an Educational Programme (EIEP) and Evaluation of an Education Programme (EOEP), Evaluation in Open and Distance education.

References:

1. Aggarwal, D.D. *Future of Distance Education*, Sarup & Sons, New Delhi, 2007
2. Bansal, Aarti: *Distance Education in 21st Century*, Sublime Publications, Jaipur, 2004
3. Rao, V.K.: *Distance Education*, APH Publishing Corporation, New Delhi, 2007
4. Siddiqui, Mujibul Hasan: *Distance Education, Theory and Research*, A.P.H. Publishing Corporation, Ansari Road, New Delhi, 2007
5. Shardindu: *Open and Dual Mode University System in India*, Vani Prakasan, New Delhi, 2008

Course: PGED Paper-4: Distance Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y		Y	
2			Y	Y			Y
3				Y			Y

Optional Papers:

Course-5 Developmental Psychology

Course Objectives:

To enable the learners to develop an understanding about the

1. Basic concepts relating to development
2. General principles of development.
3. Developmental aspects during infancy, childhood and adolescence.

Course Contents

Unit 1: Developmental Psychology

Concept, Meaning and scope of developmental psychology.

Unit 2: History of Developmental Psychology

Definition of childhood, definition of lifespan, stages of life span.

Unit 3: Methods of Studying Development-I

Cross sectional method, longitudinal method and co-relational method.

Unit 4: Methods of Studying Development-II

Experimentation method, case-studies method and observation method.

Unit 5: Pre-Natal Development

Concept of pre-natal development, conditions affecting pre-natal development, actions and reactions of the Neo-Nate.

Unit 6: Development of New Born Infant

Concept of the development of new born infant, sensations and perceptions, physical skills, early cognitive skills

Unit 7: Development through the First Year

Principles of physical development, development of imitation and cognition, social development, attachment and separation.

Unit 8: Development in the Toddler

Physical changes, development of language, cognitive development, social development and the importance of family and peers.

Unit 9: Development in the Pre-School Child

Cognitive development, social development

Unit 10: Development in the School Age Child

Cognitive development, social development.

Unit 11: Role of Home for Personality Development:

Influence of home on personality development of children, developmental hazards during childhood.

Unit 12: Role of School for Personality Development:

Influence of school on personality development of children, developmental hazards during childhood.

Unit 13: Development in the Adolescent

Cognitive development, social development, identity development, physical development.

Unit 14: Personality Development during Adolescence-

Meaning of personality development, personality deviation, self concept, self esteem, influence of family and peers in the personality development,

Unit 15: Juvenile Delinquency

Concept, causes, remedial measures

Reference Books:

1)Goswami, G (2008) –Child Development and Child Care, Guwahati, ArunPrakashan.

2)Hurlock, E.B. —Developmental Psychology –A life span approach, Tata Mc Graw Hill

Publishing Com. Ltd.

3)Thompson, G.G. —Child Psychology, Bombay, The Times of India Press (Indian reprint)

4)Hurlock, E.B —Child Development, Tata Mc. Graw Hill Publishing Com. Ltd.

Course: PGED Paper-5: Developmental Psychology							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y					Y	
2						Y	
3		Y				Y	

Course-6 Environment and Population Education

Course Objectives:

To enable the learners to develop an understanding about the

1. environmental problems and to familiarize them with the concept and importance of environmental education.
2. various mechanisms of environmental protection and promotion.
3. basic concept of population education and the consequences and effects of population growth and strategies of population control

Course Contents:

Unit1: Environmental education

Meaning, nature and scope of environmental education, methods of environmental education at different stages-primary, secondary and higher.

Unit2: Perspective of Environmental Education

Ecological and Psychological Perspectives of man and his environment.

Unit3: Environmental Degradation

Causes and steps for preventions, man-made disaster, education for environmental awareness and attitudinal change.

Unit4: Environmental Pollutions

Air, Water, Land, Noise and radio-active pollution.

Unit5: Programme of Environmental Education

Programme of Environmental Education at different levels of Education-primary, secondary, higher.

Unit4: Conservation and Protection of Environment

Meaning, need, importance, its legal and constitutional provisions, role or individual and society towards environmental conservation.

Unit5: Agencies of Environmental Education-

Formal, non-formal, government, non-government agencies.

Unit6: Media of Environmental Education-

Concept of Instructional Media, Magazine, Seminar, workshop, exhibitions, models, audio-visual aids.

Unit7: Challenges and Environmental Education

Environmental education-its problems and prospects with special reference to Assam.

Unit8: Population education

Meaning, nature and Scope, Dynamics of population growth.

Unit9: Population Explosion-

Nature, meaning, factors and problems, steps for checking population explosion.

Unit10: Methods of Population Education

Observation, Self-study, discussion, lecture, project method, assignment, field-study.

Unit11: Population and Quality of Life

Concept of small family norms and family planning.

Unit12: Population Education for Population Control

Population in high school curriculum, role of media, NGO's in population control. Instructional material and teaching aids in population control.

Unit13: Role of Mass-Media in Population Control

Role of mass media, various means of mass media, (newspaper, radio, t.v, audio-visual aids)

Unit14: Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Non-formal Education and Population Education.

Unit15: Population and Literacy Campaign in India

Role of TLC, NLM, ICDS, SSA for literacy campaign to control population growth in India.

Reference Books:

- 1.R.C.Sarma: *Environmental Education*, Surya Publication, Meerat, 1997
- 2.R.A.Sharma: *Environmental Education*, Metro Politary Book Co.Pvt.Ltd, NewDelhi, 2012.
3. Rao, D.G.: *Population Education*, Sterling, 1974
4. Kuppuswami, B: *Population Education*, AsiaPublishing, 1971
5. Bahadur K.P: *Population Crisis in India*, National Publishing House, New Delhi, 1977.

Course: PGED Paper-6: Environmental and Population Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y			Y	Y	
2		Y			Y	Y	
3		Y			Y	Y	

2nd Semester

Course-7: History of Education in India

Course Objectives:

To enable the learners to develop an understanding about the

1. Recommendation of different education Commissions and Committees and its implications in Indian education system.
2. Historical insight into the development of Education in pre-independence in India.
3. Development of Education in free India.

Course Contents:

Education during Pre-Independence Period

Unit 1: Education in Ancient and Medieval India

Vedic, Buddhist and Muslim Period.

Unit 2: Education in British India-I

Charter Act of 1813, Controversies between Anglicist and Classicist, Macaulay's Minute, Wood Despatch of 1854-its effect on Indian education.

Unit 3: Education in British India-II

Hunter Commission of 1882-its recommendations on Primary and Secondary Education

Unit 4: Education in British India-III

Lord Curzon's Educational Policy on Primary, Secondary and University education.

Unit 5: Education in British India-IV

Gokhale's Bill on Primary Education- resolution of 1913.

Unit 6: Education in British India-V

Sadler Committee of Education in 1917.

Unit 7: Education in British India-VI

Hartog Committee in 1929 and its effect on Education, Wardha Scheme of Education-1937 and Sargent Plan 1944-45, its effect on Education

Education in Independent India

Unit 8: Development of Education in India since Independence – I

The University Education Commission of 1948-49 and its recommendations

Unit 9: Development of Education in India since Independence – II

The Secondary Education Commission of 1952-53 and its recommendations

Unit 10: Development of Education in India since Independence – III

Education Commission of 1964-66 and National Policy on Education 1968-Objectives and Educational Structure.

Unit 11: Development of Education in India since Independence – IV

National Policy on Education 1986-Objectives, recommendation on Elementary, Secondary and University education, Programme of Action, 1992.

Unit 12: Development of Education in India since Independence – V

National Knowledge Commission, Janardhan Reddy Commission, Yaspal Committee Report, NEP 2020

Unit 13: Development of Education in Assam

Primary stage, Secondary stage and Higher Stage of Education, Women education.

Unit 14: New Initiatives for Universalization of Education

SSA, RMSA, RUSA.

Unit 15: Distance Education in Assam

Growth and present status of distance education in Assam

References:

1. Ghosh, SC: *History of Education in India*, Rawat Publications, 2007
2. JatinBaruah: *Education in Assam*
3. Nurullah, Syed, & Naik J.P.; *A Students' History of Education in India*, Macmillan, 1964.
4. P.L. Rawat: *History of Education in India*
5. Saikia, Dr. Siddheswar: *History of Education in India*, Mani Manik Prakash, 1998.
6. S.N. Mukherjee: *History of Education in India*
7. Sen, J.M.: *History of Elementary Education in India*, The Book Co. Ltd. 1941.

Course: PGED Paper-7: History and Contemporary Issues of Education in Modern India							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y			
2	Y			Y			
3	Y			Y			

Course-8: Measurement and Evaluation in Education

Course Objectives:

To enable the learners to develop an understanding about the

1. basic concepts and practices adopted in educational measurement and evaluation.
2. Preparation of various tests for measuring and evaluating education.
3. Principles of test construction both educational and psychological.

Course Contents:

Unit 1: Educational Measurement

Meaning and nature of Educational Measurement. Scales of Measurement.

Unit 2: Psychological Test

Meaning, nature, functions and uses of psychological test.

Unit 3: Evaluation in Education

Meaning, nature and principles of evaluation, tools and techniques of evaluation, types of evaluation.

Unit 4: Test Construction and its Standardization

Meaning and Nature, Principles and Methods of Test construction and standardization.

Unit 5: Procedure of test construction.

Planning, preparing, trying out and evaluation of a test

Unit 6: Test Items

Analysis and Selection of Test Items, Preparing different Types of Tests Items.

Unit 7: Validity

Meaning and characteristics, factors effecting validity of a test, measurement of validity.

Unit 8: Reliability

Meaning and characteristics, various methods for measurement of reliability.

Unit 9: Educational Achievement and its Measurement

Objectives of Achievement Tests. Diagnostic test, Performance Test, Essay and Objective type tests.

Unit 10: Intelligence test and its measurement

Measurement of intelligence, construction of an intelligence test, types of intelligence test- verbal and non-verbal test, group test of intelligence.

Unit 11: Measurement of Aptitude

Meaning, nature and measurement of aptitude.

Unit 12: Measurement of Attitude

Meaning, nature, classification, and measurement of attitude.

Unit 13: Measurement of Interest

Meaning, nature and measurement of interest.

Unit 14: Measurement of Personality

Meaning of personality, Personality measurement- Subjective, Objective and Projective Techniques.

Unit 15: Measurement of Creativity

Meaning, nature of creativity, criteria of creative personality, measurement of creative thinking, measurement of creative thinking for different levels of students.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod PustakMandir, Agra-2,2000
2. Anastasi, A (ed).: *Psychological Testing*, Macmillan, Lond.1968
3. Crow, L.D. & Crow, A.: *Educational Psychology*, Eurasia Publishing, N/D. 1963.

4. S K Mangal (1993) *Advanced Educational Psychology*, New Delhi, Prentice Hall of India
5. Stanley, J.C. & Hopkins, K.D.: *Educational and Psychological Measurement*, Prentice Hall of India, ND, 1972.

Course: PGED Paper-8: Measurement and Evaluation in Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y			Y
2	Y			Y			Y
3	Y		Y	Y			Y

Course-9: Educational Management

Course Objectives:

To enable the learners to develop an understanding about the

1. basic concepts of educational management.
2. meaning, nature and functions of supervision and educational leadership and as a process.
3. meaning, nature and significance of educational planning and also to acquaint them with manpower forecasting, manpower planning, human capital formation, perspective planning and institutional planning.

Course Contents

Unit1: Educational Management

Concept, nature, scope and importance of Educational Management.

Unit2: Components of Educational Management

Planning, organizing, directing and controlling.

Unit3: Institutional Planning

Concept, need and importance, steps of Institutional planning.

Unit4: Approaches of Planning

Meaning and importance of educational planning, Goals of educational planning. Approaches of educational planning-Social demand approach, Rate of return approach, Manpower requirement approach.

Unit5: School Management

Meaning, objectives, scope, principles and factors influencing school management.

Unit6: Management and Resources

Human resources, material resources and financial resources.

Unit7: Classroom Management

Concept, classroom management and its objectives, functions, teacher as a manager, strategies for improving the classroom management.

Unit8: Concept of Quality Education

Concept of Quality Education, Total Quality Management in Education (TQM)

Unit9: Educational Supervision

Meaning, importance, needs and functions of Educational Supervision.

Unit10: Educational Leadership

Concept of Educational Leadership, types of leadership (academic, administrative, community and student-centered), leadership skills.

Unit11: Communication

Meaning, role of communication in effective management and administration, methods, barriers and solutions for effective communication in educational administration.

Unit 12: Inter-personal Conflict

Concept of inter-personal conflict, management of inter-personal conflicts, stress management.

Unit 13: Educational Administration

Educational administration in State, functions of state government at different levels of education.

Unit-14: Professional Ethics of Teacher and Educational Management

Demands of teaching profession, professional ethics in educational management.

Unit 15: Challenges of Educational Administration

Problems of educational administration in India and their solutions

References:

1. Arnold, H.J. & Feldman, D.C. (1988): *Organisational Behaviour*, Mc Graw Hill, 1988
2. Bhatnagar, Dr. SS & Gupta, Dr. P.K: *Educational Management*, R. Lall Book Deopt, Meerut, 2003
3. Gupta, K.: *School Management*, PHI, New Delhi, 2007
4. Goel, OP: *School Organisation and Management*, PHI, New Delhi, 2005
5. IGNOU: *Planning and Management of Higher Education*, Es-304, New Delhi, Indira Gandhi national Open University.
6. Khan, Mohd. Sharif & Khan, Mohd. Saleem: *Educational Administration*, APH Publishing Corporation, New Delhi, 2007
7. Mishra, R.C.: *School Administration & Organisation*, PHI, New Delhi, 2007

Course: PGED Paper-9: Educational Management							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y	Y				
2	Y	Y	Y				
3	Y	Y	Y				

Course-10: Educational Technology

Course Objectives

To enable the learners to develop an understanding about the

1. Nature, scope and theoretical base of educational technology.
2. Role and relevance of educational technology.
3. Different approaches of educational technology towards teaching learning process.

Course Contents

Unit 1: Educational Technology

Meaning, nature, types, scope and its significance and components.

Unit 2: Instructional Objectives

Meaning and Taxonomy of Instructional Objectives.

Unit 3: Instructional Technology

Meaning, nature, features, aims and objectives, difference with educational technology, methods of instructional technology.

Unit 4: Teaching Aids in Educational Technology

Meaning, nature and Types of Teaching Aids, Projected and non-projected aids, significance of teaching aids in modern education.

Unit 5: Teaching strategies

Meaning, nature, objectives, and types, models of teaching-(Concept Attainment Model, Enquiry Training Model, reflective model).

Unit 6: Communication and Instruction

Concept, communication cycle and different phases of teaching- pre-active, interactive and post active teaching, teaching machines

Unit 7: Mass media approach in Educational Technology

Meaning, Broadcasting, TV and SITE (Satellite Instructional Television Experiment).

Unit 8: Emerging Trends in Educational Technology

EDUSAT, Teleconferencing system in Education, Computer assisted instruction (C.A.I.) and its use.

Unit 9: Micro Teaching

Concept; importance, different teaching skills, microteaching cycle, advantages and limitations.

Unit 10: Flanders's Interaction Analysis and Simulation

Meaning, Nature, Procedure, advantages and limitations.

Unit 11: Programmed Instruction

Meaning, nature, principles, types, merits and demerits.

Unit 12: Internet

Meaning, nature, function, uses, and its harmful effects.

Unit 13: Language Laboratory

Meaning, characteristics, advantage, limitations, equipments or instruments of a language laboratory.

Unit 14: Distance Education and Technology

Educational Technology –its role in the field of Distance Education.

Unit 15: Systems Approach in Educational Technology

Definition of system, components of instructional system, role of teacher in the system approaches.

References:

1. Aggarwal ,J.C.: *Essentials of Educational Technology*
2. Kochar ,S.K.: *Methods and Techniques of Teaching*
3. Mangal, Dr. S,K: *Foundation of Educational Technology*, Tendon Publications, Ludhiana, 2001
4. Sankhala, D.P.: *Education Technology*, Satritha 2006
5. Sharma, R.A.; *Technology of Teaching*: International Publishing House, Meerut, 2002.
6. Sampath, K. etal : *Introduction to Educational technology*
7. Sarma ,Dr. A.K.: *Educational Techonology*

Course: PGED Paper-10: Educational Technology							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y				Y		Y
2	Y						Y
3	Y		Y				Y

Course-11 Courses from MOOCs, SWAYAM Platform (VAC)

Course Objectives

To enable the learners to develop an understanding about the

1. Different aspects of guidance and counselling in schools.
2. Benefits of academic writing.
3. Different skills require to completion of online course.

SWAYAM Course on Guidance and Counselling in Schools

https://onlinecourses.swayam2.ac.in/nou23_ed11/preview

or

SWAYAM Course on Academic Writing

https://onlinecourses.swayam2.ac.in/cec22_ge44/preview?

or

Course 11 Life Skills

Course Objectives

1. Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
2. Increase emotional competency and emotional intelligence at the place of study/work
3. Provide the opportunity for realizing self-potential through practical examples
4. Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

1. Gain Self-competency and Confidence
2. Gain Emotional Competency
3. Gain Intellectual Competency
4. Gain an Edge through Professional Competency

5. Aim for a High Sense of Social Competency
6. Imbibe the attributes of an Integral Human Being

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR

concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like

Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurships, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

References:

1. Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
2. Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
3. EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
4. Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
5. Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
6. Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
7. McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham
8. Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin

9. Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
10. Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
11. Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
12. Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

Course: PGED Paper-11: Courses from MOOCs, SWAYAM Platform (VAC)							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y						Y
2	Y						Y
3	Y						Y

3rd Semester

Paper-12 Educational Research and Statistics

First half consists of Research Methodology. (50Marks)

Second half consists of Educational Statistics. (50 Marks)

Course Objectives

To enable the learners to develop an understanding about the

1. Concept of educational research, its needs and importance
2. Various methods of educational research and statistics.
3. Source for obtaining the data, analysis and drawing for solving an educational problem.

Course Contents:**First Half: Research Methodology in Education****Unit 1: Educational Research**

Meaning, nature, Scope and types of Educational Research.

Unit 2: Areas of Educational Research

Philosophical, Psychological, and Sociological.

Unit 3: Hypothesis

Its meaning and nature and types, sources of hypothesis, need for hypothesis formulation.

Unit 4: Approaches and methods of educational research

Qualitative and Quantitative approach. Historical, Survey, and Experimental method. Ethnographic and Case Study.

Unit 5: Tools of Educational Research

Types of tools and their uses: Observations Schedule, Questionnaire, Interview, Socio-Metric technique, Attitude Scale.

Unit 6: Sampling

Concept, types and techniques of sample selection.

Unit 7: Action Research

Meaning, nature, need, scope, steps of Action Research.

Unit 8: Research Proposal

Steps for preparing a research proposal, Significance of preparation of Research Report, Format and Style of Research Report.

Second Half: Statistics**Unit 9: Educational Statistics**

Meaning and importance, descriptive and inferential statistics, organization and tabulation of data, frequency distributions.

Unit 10: Normal Probability Curve

Meaning, characteristics, divergence in Normal Probability and its uses.

Unit 11: Measures of central tendency

Mean, Median, Mode and their uses.

Unit 12: Measures of Variability

Average deviation, quartile deviation, standard deviation and their uses.

Unit 13: Correlation

Product movement method, Rank difference method, Phi-coefficient, Bi-serial correlation and point bi-serial correlation.

Unit 14: Regression and prediction

Concept of Regression, Meaning of Regression and Prediction, linear regression and Prediction, uses and advantages of regression and prediction

Unit 15: Chi Square, t-Test and ANOVA

Application of the Chi-square test, t-test and ANOVA(one way and two ways).

References:

1. Best, J.W. & Khan, J.V.: *Research in Education*, (6th Edition) New Delhi, Prentice Hall, 1989.
2. Buch, M.B.: *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974
3. Garrett, H.E. *Statistics in Psychology and Education*, Bombay, Vikils, Feiffer & Semen's Ltd. 1988.
4. Good, Barr & Scates *Methodology of Educational Research*, New York Appletion Crofts, 1962.
5. Koul, L: *Methodology of Educational Research*, New Delhi, Vikas Publications, 1998.
6. Rubin, Herbert J: *Qualitative Interviewing: The Art of Hearing Data*, Sage Publication, 1995
7. Silverman, David (ed): *Qualitative research: Theory, Method and Practice*, Sage Publications, 2006

8. Singh, Arun Kumar: *Test, Measurement and Research Methods in behavioural Sciences*, New Delhi, Mc Graw Hill, 1986.

Course: PGED Paper-12 Educational Research and Statistics (AEC)							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y			Y
2	Y			Y			Y
3	Y			Y			Y

Paper-13: Review of Literature and Synopsis Preparation

Course Objectives

To enable the learners to develop an understanding about the

1. Key components of a research proposal and review writing.
2. Writing skills by writing, a clear, concise research proposal with scientifically defensible objectives.
3. Concepts and principles of misconduct and plagiarism in Research.

This part of the paper is related with the first paper of this semester. Here a learner has to make a Review of Related Literature on any topic for future research and prepare a Research synopsis. It will help the learners to explore the research methodologies and outline a research plan for the work to be undertaken by them in mere future and will help in preparing dissertation in the next semester. The learners are supposed to develop a research proposal under the guidance of their

counsellors in their respected Study Centres. After discussion and deliberations, the proposal will be enriched and will be finalized to be conducted in the fourth semester.

Course: PGED Paper-13: Review of Literature and Synopsis Preparation							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y			Y
2	Y			Y			Y
3	Y			Y			Y

Paper 14: Methods and Techniques of Teaching

Course Objectives:

To enable the learners to develop an understanding about the

1. Various teaching methods and teaching skills
2. Ways to prepare lesson plans for various subjects like Mathematics, English, Social Studies and Physical Sciences.
3. Implementation of Modern trends for effective teaching and learning into a classroom setting.

Course Contents:

Unit 1: Teaching Principles

Concept, objectives, levels of teaching, general principles of teaching, marks of good teaching, factors influencing learning, professional ethics of a teacher.

Unit 2: Learning

Concept and nature, Levels of learning (Cognitive, Affective and Psychomotor)

Unit 3: Bloom's Taxonomy

Taxonomy of educational objectives-Cognitive, affective, Psycho-motor.

Unit 4: Teaching-Learning Process

Components of Teaching-Learning Process; Phases of teaching (Pre-active, Interactive and Post-active phases of teaching)

Unit 5: Teaching Techniques

Concept, need and importance, Maxims of teaching

Unit 4: Teaching devices

Explanation, Exposition, description, Questioning, Answering, Illustration, Narration and Demonstration.

Unit 5: Fixing Devices

Drill, review, asking questions, describing outstanding problem.

Unit 6: Teaching Aids

Concept, various kinds of teaching aids and their educational implications

Unit 7: Lesson Plan

Essential of a good lesson plan, steps, types of lesson-skill, knowledge and appreciation.

Unit 8: Approaches and methods of teaching

Methods and approaches of teaching and learning in Institutions of higher learning: Teacher centred vs. Learner centred methods Off-line vs. On-line approaches, (Swayam, Swayamprabha, MOOCs, Google Classroom etc., Blended learning and Flipped Classroom) Collaborative and Cooperative teaching.

Unit 9: Learning Approaches

Learning approaches: Think-pairshare, Jigsaw, Reverse Jigsaw, Inside-Outside Circle, Reciprocal Teaching, Alternative ways of learning –Listening community, interpreting narratives, participating group and community activities.

Unit 10: Programmed Instruction

Concept, styles of programming, steps in programme instruction, advantages and its disadvantages.

Unit 11: Simulation

Meaning of Simulation, procedure, use of simulation technique, activities in simulation, advantages and disadvantages in simulation.

Unit 12: Team Teaching

Concept, guiding principles of team teaching, patterns of team teaching, advantages of team teaching.

Unit 13: Different methods of teaching

Kindergarten Method, Montessori Method, Project Method, Dalton Plan, Heuristic Method, Problem-Solving Method.

Unit 14: Methods of teaching in different subjects

Language, Mathematics, General Science and Social Science.

Unit 15: Diverse issues in teaching-learning

Use of ICT in teaching learning process, language laboratory, Socialized Classroom Techniques.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod PustakMandir, Agra-2
2. Bhatia, K & Bhatia B.D.: *Principles and methods of Teaching*. Doaba House 1988. Naisarak Delhi 1959.
3. Barnard, HC: *An Introduction to Teaching*. London University Press. Lond 1961.
4. Kochar, S.K. *Methods and Techniques of Teaching*, Sterling
5. Ryburn, W.H. *Principles of Teaching*, Oxford University Press

Course: PGED Paper 14: Methods and Techniques of Teaching							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y		Y	Y			
2	Y		Y	Y			
3	Y		Y	Y			Y

Paper- 15: Mental Health and Hygiene in Education (Optional Paper)

To enable the learners to develop an understanding about the

1. need and importance of the concepts of mental health and hygiene in the emerging society. people having psychological and maladjustment problems.
2. role of different agencies of society and their impacts on the development of an individual's personality.
3. integrate yoga in their day-to-day lives for holistic health.

Unit 1: Introduction to Mental Health

Concept of Mental health, history and evaluation of Mental Health, Criteria of a Mentally Healthy Person.

Unit 2: An Overview of Mental Hygiene

Meaning, nature and significance of mental hygiene, functions of mental hygiene, relationship between mental health and hygiene.

Unit 3: Education and Mental Health

Factors affecting mental health of students, role of schools in protecting mental health, mental health hazards.

Unit 4: Community and Personal Hygiene

Environmental Sanitation and Sanitation in Public places, Accredited Social Health Activist (ASHA); Village Health Sanitation and Nutrition Day.

Unit 5: Mental Health Concerns

Frustration, conflict: Sources and Management, Development of Life Skills.

Unit 6: Stress Management

Meaning, nature and types of stress, factors influencing stress, causes and remedial measures of stress.

Unit 7: Mental Health and Yoga

Concept of Yoga, importance of Yoga for physical and mental health, pranayama and meditation for promoting mental health.

Unit 8: Adjustment Mechanisms-I

Concept, needs and areas of adjustment, mechanisms of adjustment, role of family and school in effective adjustment.

Unit 9: Adjustment Mechanisms-II

Meaning and definition of maladjustment, causes of maladjustment, different forms of maladjustment, role of family and schools in remedial measures.

Unit 10: Abnormal Behaviour

Meaning, nature and causes of abnormal behaviour, remedial measures of abnormal behaviour.

Unit 11: Social Issues in Mental Health

Influence of Media and technology on mental health, Contemporary lifestyles and related issues of mental health.

Unit 12: Mental Health and Home

Home and mental Health, Qualities of healthy home environment, child rearing practices and personality development at home.

Unit-13: Health Policies and Health Organizations

Health Indicators and National Health Policy of Govt. of India-2017; Functioning of various nutrition and health organizations in India viz., NIN (National Institution of Nutrition), FNB (Food and Nutrition Board), ICMR (Indian Council of Medical Research), IDA (Indian Dietetics Association), WHO-India, UNICEF-India National

Health Mission: National Rural Health Mission (NRHM) Framework, National Urban Health Mission (NUHM) Framework, NEP 2020.

Unit 14: Women and Child Health Care Schemes

Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+); Janani Shishu Suraksha Karyakaram (JSSK); Rashtriya Bal Swasthya Karyakram(RBSK); India Newborn Action Plan (INAP); Adolescent Health- Rashtriya Kishor Swasthya Karyakram (RKSK).

Unit 15: Public Awareness of Mental Health and Hygiene through Digital Media

An Introduction to Mobile Apps of Government of India: NHP, Swasth Bharat, No More Tension, Pradhan Mantri Surakshit Mantritva Abhiyan (PM Suman Yojana), My Hospital (Mera aspaatal), India fights Dengue, JSK Helpline, Ayushman Bhava, Arogya Setu, Covid 19AP

References:

1. Aggarwal, J. C. (2011). Essentials of Edu. Psychology. New Delhi: Vikas Pub. House.
2. Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd.
3. Chauhan, S. S. (1998). Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd.
4. Dandapani, S. (2010). Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd. Lindzey, G., Hall, O.S. (2012). Theories of Personality. London: Wiley India Pvt. Ltd.
5. Mangal, S. K. (2015). Advanced Educational Psychology. New Delhi.

Course: PGED Paper- 15: Mental Health and Hygiene in Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y		Y				
2	Y		Y				
3	Y		Y		Y		

Paper-16: Teacher Education (Optional Paper)

Course Objectives:

To enable the learners to develop an understanding about the

1. The meaning, scope, objectives of teacher education and its development in India.
2. Various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. Various aspects of student-teaching programmes, prevailing in the country.

Course Contents:

Unit 1: Introduction to Teacher Educations

Meaning, Scope, need and significance of Teacher Education, development of teacher education in India.

Unit 2: Teacher Education for different levels of Education

Preparation of Teacher for pre-primary, primary and secondary stages.

Unit 3: In-service Training Programmes

Concept, objectives, needs and importance, types, organization and evaluation.

Unit 4: Techniques of Teacher Training

Micro-teaching, simulation, programmed instruction, team teaching, interaction analysis.

Unit 5: Skills of Teaching

Probing Questions, lecturing, discussion, demonstration, illustration, explanation, stimulus variation.

Unit 6: Research in Teacher Education

Trend Analysis in research in teacher education and their outcomes.

Unit 7: Innovation in Teacher Education

Innovative Practices in Teacher Education, ICT for Teacher Education.

Unit 8: Organizations for Teacher Education

NCERT, NCTE, SCERT, CIET, DIET, NUEPA, Regional colleges of education, RIE.

Unit 9: Distance Education and Teacher Education

Role of Distance Education in Teacher Education in India, New innovations (MOOCs, OERs) for continuing professional development of teachers.

Unit 10: Teacher Education in Assam

Growth and development of Teacher Education in Assam, problems and prospects of teacher education in Assam.

Unit 11: Teaching as a Profession

Meaning, qualities of a teacher, professional ethics and accountability of a teacher.

Unit 12: Teacher's Role

Role of teacher as facilitator of learning, in transaction of curriculum, as a link between school and community, role expectations of teachers in the 21st Century.

Unit 13: Professional Development Programmes for teachers in Higher Education

Role of Academic Staff College, Refresher courses, Orientation courses for the college and university teachers.

Unit 14: Policies and Practices and Quality Assurance in teacher Education

Policies and practices in teacher education, Ways and Means for maintaining Quality in teacher education.

Unit 15: Challenges of Teacher Education

Problems and solutions of teacher education in India, CWSN, Digital learning.

References:

1. American Council on Education, *the Improvement of Teacher Education*, 1946.
2. *Education Policy* of 1986.
3. Farooqi, F.J.: *Teacher Education*, PHI, New Delhi, 2006
4. Mukherjee, S.N.(ed) *Education of Teachers in India*, Vol.I& II, S. Chand, ND, 1968.
5. NCERT, ND, *Directory of Training College in India*, 1963.
6. *Policy Perspectives in Teacher Education*-NCTE 1998.
7. Singh, YK: *Teacher Education*, PHI, New Delhi, 2005.
8. Sarma, T.C.: *Teaching Learning Theory & Teachers Education*, PHI, New Delhi, 2005
9. *Teacher Education in Assam, Meghalaya, Mizoram and Tripura*-NCTE.

Course: PGED Paper-16: Teacher Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y					
2	Y	Y					
3	Y	Y	Y				

Paper-17: Psychological Testing and Experiments (Total marks =100)

a) Practical Notebook=40 marks (5 experiments with apparatus carry 5x4=20marks)

(4 experiments without apparatus carry 4x3=12 marks)

(3 Physiological experiments carry 8 marks)

b) Psychological Experiments during examination 15x3= 45 marks

3 experiments are to be performed in examination- One with apparatus, one without apparatus and one Physiological.

c) Viva Voce= 15 marks

Course Objectives:

To enable the learners to develop an understanding about the

1. application of Psychological testing in field of education
2. types, problems of administration and ethics of psychological testing and experiments
3. demonstration of the apparatus of various psychological testing and prepare report of psychological test and experiments

Course Contents:**Unit1. Learning**

- (i) mirror learning
- (ii) maze learning
- (iii) mass and space learning

Unit2.Memory and forgetting

- (i) recall-recognition
- (ii) immediate memory span
- (iii) retroactive and prohibit inhibition.

Unit3.Attention

- (i) span of attention
- (ii) span of apprehension
- (iii) division of attention.

Unit4.Personality

- (i) Inkblot test
- (ii) Free association and controlled association
- (iii) Thematic Apperception test (TAT).

Unit5.Motivation and learning

- (i) Level of aspiration
- (ii) Effect of knowledge of result on performance

Unit6.Problem solving: Set in problem solving**Unit7.Psychological drawing and labeling:**

- (i) Human brain
- (ii) Human eye
- (iii) Human ear.

References:

1. R.S. Woodworth: Experimental psychology
2. S M Mohsin: Experiments in Psychology
3. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
4. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.

Course: PGED Paper-17: Psychological Testing and Experiments							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y					
2	Y	Y					
3	Y	Y					Y

4th Semester

Paper-18: Curriculum Development

Course Objectives:

After going through this paper, the learners will able to

1. Understand the concept, scope and significance of curriculum.
2. Acquaint learners with curriculum construction and its principles.
3. Enable learners to know about different models of curriculum construction and importance of curricular and co-curricular activities.

Unit 1: Conceptual Framework of Curriculum

Meaning, definition and characteristics of curriculum, Need for curriculum development, Principles of curriculum construction.

Unit 2: Determinants of Curriculum

National aspirations and needs, culture, social change and value system.

Unit 3: Philosophical Foundations of Curriculum

Idealism and curriculum, Naturalism and curriculum, Pragmatism and curriculum, Realism and curriculum, Existentialism and curriculum.

Unit 4: Sociological Foundations of Curriculum

Role of society, education and school, Social change and curriculum.

Unit 5: Psychological Foundations of Curriculum

Mental discipline, behaviouristic, role of Gestalt in curriculum development.

Unit 6: Types of Curriculum

Meaning, subject centered curriculum, activity centered curriculum, work and experience based curriculum, co-related curriculum, core curriculum.

Unit 7: Curriculum Design

Curriculum Planning, curriculum designing, steps in curriculum design.

Unit 8: Types of Curriculum Design

Subject design, societal activities and problem design, specific competencies design, human traits/process design, individual needs and interest design.

Unit 9: Curriculum Change and Development

Concept of curriculum change, curriculum development, importance of curriculum development, factors influencing change, enhancing curriculum change, removing barriers to development and implementation.

Unit 10: Approaches to Curriculum Development

Subject centered approach, Broad- field approach, social problem approach, learner centered approach.

Unit 11: Curriculum Transaction

Concept and Strategies for curriculum transaction, ways for improving quality of curriculum transaction, resources for curriculum transaction.

Unit 12: Models of Curriculum Development and Transaction

Hilda Taba Model, Inquiry training model, Carl Roger's model, Eclectic model of curriculum.

Unit 13: National Curriculum Framework

NCF 2005, NCF in context of NEP 2020.

Unit 14: Evaluation of Curriculum

Meaning and sources of curriculum evaluation, process of curriculum evaluation, outcome of curriculum evaluation.

Unit 15: Integration of ICT with Curriculum Development

Artificial intelligence in education, different forms of instructions through computer, web based learning, instructional games, computer simulations.

References:

1. Aggarwal, J.C.(1990) : Curriculum Reforms In India. New Delhi, Doaba House.
2. Bruner, J.S. (1977): The Process of Education. Harvard University Press.
3. Dash, B.N. (2007): Curriculum Planning and Development, New Delhi, Doaba House.
4. NCERT, (2005): National Curriculum Framework. New Delhi.
5. NEP 2020 Draft.

Course: PGED Paper-18: Curriculum Development							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y				Y	
2	Y	Y				Y	
3	Y	Y	Y			Y	Y

Paper-19: Inclusive Education

Course Objectives:

After going through this paper, the learners will able to

1. explain the concept of special education, integrated education, and inclusive education.
2. discuss the global and national commitments towards the education of children with diverse needs.
3. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.

4. analyse critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.

Unit 1: An Overview of Inclusive Education

Concept, principles, scope and significance of inclusive education.

Unit 2: Philosophical Perspectives of Inclusive Education

Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.

Unit 3: National policies, programmes and Acts for inclusive Education

NPE-1986, Policies guidelines on Inclusive Education, UNESCO, National Legislations- RCI Act 1992, PWD Act- 1995, National Trust Act-1999, RTE Act—2009, NEP 2020.

Unit 4: Nature and Needs of the Individuals having Physical Disabilities

Concept of Physical Disability, Types of Physically Disabled Children – Visually Impaired Children, Children with Hearing Impairment, Children with Speech Impairment, Orthopedically Handicapped Children, teaching strategies for Physically Disabled Children.

Unit 5: Nature and Needs of the Individuals having Intellectual Disabilities

Definitions of Intellectually Disabled Children, Characteristics of Intellectually Disabled, Teaching Strategies for Mentally Challenged children.

Unit 6: Nature and Needs of the Individuals having Learning Disabilities

Concept of Learning Disabilities Causes of Learning Disability, Common Signs of Learning Disabilities, Teaching Strategies for Children with Learning Disabilities.

Unit-7 Barriers in Inclusive Learning

Concept of barriers in Inclusive Learning, physical barriers, psychological barriers, socio-cultural barriers, instructional barriers, institutional/systematic barriers.

Unit 8: Inclusive Classroom

Inclusive classroom- concept and definition, nature of inclusive classroom, assessment for inclusive learning-diagnostic, formative, planning assessment and Instruction.

Unit-9: Teaching Strategies for Inclusive Classroom

Collaborative Learning, Active Learning in large and small classes, Experiential Learning, Co-teaching method, peer- mediated Instructions.

Unit 10: Role of ICT in Inclusive Classroom

Use of ICT in Inclusive Classroom, ICT devices for making education accessible to students with various disabilities, Ways to overcome barriers and provide inclusive education.

Unit 11: Inclusive Educational Practices in India

Origin of inclusive education, Concept of Whole School Approaches (WSA) in Inclusive Education, developing inclusive culture, Professional development of teachers and staff towards Inclusive Education.

Unit 12: Inclusive School Teacher

The inclusive class teacher, attitude needed inclusive school teacher, the role of the teacher in an inclusive class.

Unit 13: Role of Sarva Shiksha Abhiyan (SSA) in Inclusive Education

SSA's Policy on inclusion, provisions for CWSN under SSA, Efforts of SSA and the challenges.

Unit 14: Building Inclusive Community

Concept of inclusive community/society, awareness programmes for inclusive community, community based activity to promote inclusion (including recreation and sports).

Unit 15 Current trends and future perspectives

Concept of curriculum adaptations for children with diverse needs, need of curriculum adaptations for children with diverse needs, Curricular and Co-curricular activities for meeting diverse needs of children.

References:

1. Maclett R. and Katherine R. C. (2014). Approaching Disability- Critical issues and perspectives, Routledge Taylor and Francis Group, London.
2. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice), Routledge Taylor and Francis Group, London.
3. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India (Pvt.) Ltd. New Delhi.
4. Panda, K.C. (2008): Education of Exceptional Children, Vikash Publishing House, New Delhi.
5. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.

Course: PGED Paper-19: Inclusive Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y				Y	
2	Y	Y				Y	
3	Y	Y	Y			Y	Y

Paper-20: Current Trends in Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Various issues and problems of Modern Indian Education.
2. Policy perspectives and emerging trends in education.
3. Strategies for solving educational problems.

Course Contents:

Unit 1. Education and Indian Constitution

Provisions of education in the Indian Constitution and their implementations.

Unit 2. Primary Education

Problems related to primary education-Universalisation of primary education. Right to Education Act 2009

Unit 3. Secondary Education

Problems of Secondary education, vocationalisation of secondary education and medium of instruction.

Unit 4. Higher Education

Policy perspectives and emerging trends in higher education, problems of higher education, problems of finance. National Knowledge Commission and Yashpal Report on higher education.

Unit 5. Educational Autonomy

Meaning of Educational Autonomy and its effects in Indian education system.

Unit 6. Education in New Era

Liberalization, privatization and globalization (LPG) and its impact on higher education.

Unit 7. Women Education

Problems of women education and education for women empowerment.

Unit 8. Value Education

Meaning of Value education, reasons for value crisis, solution and role of teachers towards value education.

Unit 9. Peace Education

Concept and need of peace education, obstacles to peace, role of education promoting peace, basic principles to promote peace in classrooms.

Unit 10. Education for rural development

Meaning of rural development, Education and rural development Problems and prospects.

Unit 11. Distance education

Meaning and importance of distance education, its problems and solution with reference to India.

Unit 12. Teacher education

Meaning, objectives, importance, problems and its prospects.

Unit 13. Adult Education

Meaning, importance, problems and its prospects.

Unit 14. Student Unrest

Concept, problems and remedies.

Unit 15. Gender equity

Meaning, reasons for gender disparities in India, ways for meeting the challenges.

References:

1. Kocher, S.K.: Pivotal Issues in Indian Education, Sterline Publishers, ND. 1981.

2. Kohle, V.K. Current Problems of Indian Education , Krishna Bros Jalandhar
3. Mukherjee, S.N. : Education in India Today and Tomorrow. Acharya Books Depot, Boroda.

Course: PGED Paper-20: Current Trends in Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y						
2	Y						
3	Y		Y		Y		

Paper 21: Cyber Security

Course Objectives

1. Learn the foundations of Cyber security and threat landscape
2. To equip students with the technical knowledge and skills needed to protect and defend against cyber threats
3. To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets
4. To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
5. To expose students to responsible use of online social media networks
6. To systematically educate the necessity to understand the impact of cybercrimes and threats with solutions in a global and societal context
7. To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

1. On completion of this course, the learners will be able to understand the cyber security threat landscape
2. Develop a deeper understanding and familiarity with various types of cyber-attacks, cybercrimes, vulnerabilities and remedies thereto
3. Analyse and evaluate existing legal framework and laws on cyber security
4. Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
5. Analyse and evaluate the importance of personal data its privacy and security.
6. Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media. • Analyse and evaluate the cyber security risks.
7. Based on the Risk assessment, plan suitable security controls, audit and compliance.
8. Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.
9. Increase awareness about cyber-attack vectors and safety against cyber-frauds.
10. Take measures for self-cyber-protection as well as societal cyber-protection.

Unit 1: Introduction to cyber space

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

Unit 2: Introduction to internet and cyber security

Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

Unit 3: Cybercrime 1

Classification of cyber-crimes, Common cybercrimes- cybercrime targeting computers and mobiles, cybercrime against women and children.

Unit 4: Cybercrime 2

Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

Unit 5: Cyber law

Cybercriminals modus-operandi, reporting of cybercrimes, Remedial and mitigation measures, Legal perspective of cybercrime, IT Act 2000 and its amendments, Cybercrime and offences, Organisations dealing with Cybercrime and Cyber security in India, Case studies

Unit 6: Introduction to social media

Introduction to Social networks, Types of Social media, Social media platforms

Unit 7: Handling social media

Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

Unit 8: Security issues in social media

Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

Unit 9: Introduction to e-commerce

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

Unit 10: Introduction to digital payments

Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

Unit 11: Security aspects in digital payments

Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

Unit 12: Digital devices security

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

Unit 13: Digital devices security

Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

Unit 14: Wi-Fi security

Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Paper-22 Comparative Education (Optional Paper)**Course Objective**

To enable the learners to develop an understanding about the

1. comparative education as an emerging discipline of education
2. educational systems in terms of factors and approaches of comparative education.
3. prevailing problems of education in India through the discipline of education.

Course Contents

Unit 1. Introduction to Comparative Education

Meaning, nature, purpose and scope

Unit 2: Methods of comparative Education

Descriptive method, historical method, psychological method, Societal method, scientific method and Statistical method

Unit 3. Historical Development of Comparative Education

Background of comparative education, need of study.

Unit 4. Factors of Comparative Education

Geographical, economical, cultural, sociological, linguistic, and historical.

Unit 5: Approaches of Comparative Education

Cross and multi approaches of comparative study of education.

Unit 6: National System of Education

Determinants of National System of Education.

Unit 7: Education in India-I

Historical background, features of Education, educational administration, primary, secondary, higher education

Unit 8: Education in India-II

Historical background and features of teacher education, administration of teacher education in India.

Unit 9. Education in the UK

Historical background, features of Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in UK.

Unit 10. Education in the USA

Historical background, features of American Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in USA.

Unit 11. Education in Japan

Historical background, features of Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in Japan.

Unit 12. Education in Germany

Historical background, features of Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in Germany.

Unit 13. Education for Peace

Global Consciousness and development for peace, role of UN and SAARC, Educational Programmes of UNESCO.

Unit 14. Problems of the Third World Countries

Poverty and population explosion, illiteracy, equalization of educational opportunities.

Unit 15: Role of Education and the UNO

Role of the U.N.O. in improving educational opportunities among the member countries, various official organisation of the U.N.O. and their educational activities.

References:

1. Armfelt & Ashraf: *New Structure of Education in England, Soviet Education*, Sterling Publishers 1970.
2. *Comparative Education*, Oxford University (Periodical)
3. *Comparative Education Review* NY (periodical)
4. Hans, N.: *Comparative Education, London, United Kingdom, 2014*.
5. *International Review of Education*, Hamburg (periodical)
6. Ka-ho-Mok: *Education Reform and Education Policy in East Asia*, Routledge, 2005.
7. Millinsan Vernon: *An Introduction to the Study of Comparative Education*, Heinemann Educational, London.
8. Peter Cave: *Primary School in Japan, Self, Individuality and Learning in Elementary Education*, Routledge, 2009

Course: PGED Paper-22 Comparative Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y						
2	Y						
3	Y	Y	Y				

Paper 23: Economics of Education (Optional)

Course Objectives:

To enable the learners to develop an understanding about the

1. meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. concept and relationship between input and output of education.

Course Contents:

Unit 1: Economics of Education

Concept, scope and significance.

Unit 2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Education as a Public Good

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

Unit 5: Human Capital Formation

Concept, Human capital Approaches to education

Unit 6: Education and Manpower Planning

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

Unit 7: Financing in Elementary Education

Pattern of financing, need of financing, financial policy for primary education in India

Unit 8: Financing in Secondary Education

Pattern of financing, need of financing, financial policy for secondary education in India

Unit 9: Financing in Higher Education and Technical Education

Pattern of financing, need of financing, financial policy for higher and technical education in India

Unit 10: Public Subsidies in Education

Concept of subsidies, need of public subsidies in education in India

Unit 11: Livelihood, Labour Market and Labour Mobility

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 12: Education and Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 13: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 14: Self-Financing and Fund Mobilization in the Educational Institutions

Fund mobilization in the educational institution.

References:

1. Hunter, W.W.: *Economic History of India*, Vols.2, Cosmo Publication, 2008
2. Habison & Myers: *Education, Manpower and Economic Growth*
3. Peer,M: *Higher Education and Employment*, Rawat Publications, 2007-08
4. Rao, P: *Economics of Primary Education*, Rawat Publication, 1998.
5. Rajaiah, B: *Economics of Education*
6. Singh, R.P.: *Educational Finance and the Planning Challenge*, Eastern Book House, 2008

7. Shuukla, P.D.: *New Education Policy in India*.
8. Psachupouls, Y: *Economics of Education*

Course: PGED Paper 23: Economics of Education							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y						
2	Y	Y					
3	Y	Y			Y		

Paper-24 Dissertation

To enable the learners to develop an understanding about the

1. Design of a research plan.
2. Execution of the research plan into action
3. Skills to prepare the research tools and apply those in the real field.

The learners would be required to submit a Dissertation Report for 100 marks comprising of 4 credits based on a relevant topic in respect of their areas of study. The Dissertation Report will carry 80 marks and the corresponding Viva will carry 20 marks. Detailed information regarding the Dissertation would be provided to the learners regarding the modalities through the University website(www.kkhsou.in) from time to time, by SMS alert services and the designated study centres.

References:

1. Lichtman, M (2013): *Qualitative Research in Education-A User guide*, 3rd (Ed.), Sage, India.

2. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
3. Chohan,L., Manion, L.& Morrison ,K. (2007) Research method in education (6th edition) Routledge ,London.
4. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

Course: PGED Paper-24 Dissertation							
Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y		Y			
2	Y	Y		Y			
3	Y	Y		Y			Y

SEMESTER WISE COURSE CO-ORDINATOR:

Course co-ordinators decided for MA Education Programme are as follows.

1st SEMESTER

COURSE	COURSE CO-ORDINATORS
PGED S1 01: Philosophical Foundation of Education	Dr. Pranab Saikia
PGED S1 02: Psychological Foundation of Education	Dr. Indrani Kalita
PGED S1 03: Sociological Foundation of Education	Dr. Arunima Borah

PGED S1 04: Distance Education	Dr. Ritimoni Bordoloi
PGED S1 05: Developmental Psychology (Elective 1)	Dr. Archana Adhikary
PGED S1 06: Environmental & Population Education (Elective 2)	Dr. Devajani Duara

2nd SEMESTER

COURSE	COURSE CO-ORDINATORS
PGED S2 01: History of Education in India	Dr. Devajani Duara
PGED S2 02: Measurement and Evaluation in Education	Dr. Archana Adhikary
PGED S2 03: Educational Management	Dr. Ritimoni Bordoloi
PGED S2 04: Educational Technology	Dr. Arunima Borah
PGED S2 05: Guidance and Counselling in Schools or Academic Writing, Courses from MOOCs, SWAYAM (VAC) or Life Skills	Dr. Pranab Saikia Dr. Indrani Kalita Prof. N.N Sarma & Dr. Chayanika Senapati

3rd SEMESTER

COURSE	COURSE CO-ORDINATORS
PGED S3 01: Educational Research and Statistics	Dr. Ritimoni Bordoloi
PGED S3 02: Review of Literature and Synopsis Presentation	Dr. Pranab Saikia
PGED S3 03: Methods and Techniques of Teaching	Dr. Indrani Kalita
PGED S3 04: Mental Health and Hygiene in Education (Elective 3)	Dr. Arunima Borah

PGED S3 05: Teacher Education(Elective 4)	Dr. Indrani Kalita
PGED S3 06: Psychological Testing and Experiment	Dr. Archana Adhikary (Practicals to be conducted by all faculty members of IMSE)
PGED S3 07: Curriculum Development	Dr. Devajani Duara

4th SEMESTER

COURSE	COURSE CO-ORDINATORS
PGED S4 01: Inclusive Education	Dr. Archana Adhikary
PGED S4 02: Current Trends in Education	Dr. Pranab Saikia
PGED S4 03: Cyber Security	Faculty from Computer Science
PGED S4 04: Comparative Education	Dr. Arunima Borah
PGED S4 05: Economics of Education	Dr. Ritimoni Bordoloi
PGED S4 06: Dissertation	All Faculty members of IMSE

**Common Basket of Ability Enhancement Courses (AECs) and
Value Added Courses (VACs) for PG Programmes**

Semester	Course Type	Name of the Course
I	AEC (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	VAC (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	AEC (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objective

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ৰবিধি আৰু ষত্ৰবিধি

অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৩: প্ৰত্যয় আৰু বিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাবাচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিঙ্গৰ সংজ্ঞা, লিঙ্গৰ ভাগ, লিঙ্গবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্ৰীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাব সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্ৰণালী

ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্ৰেণীবিভাগ

অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসজ্জত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ ৰচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভঙ্গী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; ৰৈখিক আৰু অ-ৰৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমার্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Reading List

Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash

Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library

Bora Satyanath (1998); *Bohol Byakoron*; Guwahati

Anker.S(1998); *Real Writing*, Boston:Bedford Books

Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan

Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

UNIT 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

UNIT 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi

Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi

Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi

Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi

Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi

Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK

Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi

Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

Syllabus

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Readings List

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a

career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service

and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives

The course aims at providing the learners

- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes

After undergoing the course, learners will

- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT 1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Reading List

Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.

Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.

Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.

Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.

Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.

Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.

Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurettes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA

Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Column writing, Science write- up, Press Release

UNIT 9: EDITING

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Reading List

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
 Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
 Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
 Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
 Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
 Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

VAC 101 Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Reading list

- S.P. Sharma: *Nature and Scope of Ethics*
 Ravi, I: *Foundations of Indian Ethics*
 J.N. Sinha: *A Manual of Ethics*
 J.N. Mohanty: *Classical Indian Philosophy*
 I.C. Sharma: *Ethical Philosophies of India*
 J.N. Mohanty: *Explorations in Philosophy*
 P. Benn: *Ethics: Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution

Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Reading List

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

Syllabus

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাসাশ্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকািকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকাৰ্ণায়, প্ৰকামকামৰূপম্, অবিলাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Reading List

Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers
Publication

VAC 104 English Communication Skills

Learning Objectives

The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes

After going through the course, the learner will be able to:

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT 1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media - Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Reading List

- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
 Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
 Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
 Vijaya, N. (1988), Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Reading List

- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.
- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.
- O’guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New Delhi : Cengage Learning.

AEC 202 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news, cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Reading List

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd

Information Warfare and Security by Dorothy F. Denning, Addison Wesley

Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform

Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press

Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication

Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning