

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
HQS: LUMAMI**



**4TH YEAR UG PROGRAMME
EDUCATION (HONOURS)
SYLLABUS
2025**

The following are the papers to be offered for **4th year UG programme Education (Honours)**

| Paper Code | Course Code | Title of the Paper | Total Credits |
|-------------------------|--------------------|---|----------------------|
| SEVENTH SEMESTER | | | |
| C-16 | EDN C-16 | Philosophy of Education (<i>Minor</i>) | 4 |
| C-17 | EDN C-17 | Advanced Educational Psychology | 4 |
| C-18 | EDN C-18 | Teacher Education | 4 |
| C-19 | EDN C-19 | Research Methodology in Education | 4 |
| | Minor C-16 | | 4 |
| | | | 20 |
| EIGHTH SEMESTER | | | |
| C-20 | EDN C-20 | Sociology of Education (<i>Minor</i>) | 4 |
| C-21 | EDN C-21 | Comparative Education/ Research Project/ Dissertation | 4 |
| C-22 | EDN C-22 | Value Education and Human Rights Education/Research Project/ Dissertation | 4 |
| C-23 | EDN C-23 | Technology of Education/ Research Project/ Dissertation | 4 |
| | Minor C-20 | | 4 |
| | | | 20 |

COURSE OBJECTIVES

To enable the students to understand the following concepts and theories

1. Fundamentals of Philosophy, Education and Knowledge
2. Various Indian & Western schools of philosophy and their implications
3. Contribution of various Philosophers and Thinkers.
4. Concepts related to social philosophy and national values.

COURSE CONTENTS

- UNIT- I: **Education, Philosophy and Knowledge**
- Meaning, Nature and Scope of Philosophy of Education
 - Theories of Knowledge Construction in the 21st century
 - Functions and Implications of Philosophy of Education
 - Relation between Philosophy and Education
- UNIT- II: **Indian & Western School of Philosophy**
- Vedanta & Sankhya
 - Buddhism & Islamic Traditions
 - Realism & Marxism
 - Logical Positivism & Existentialism
- With special reference to their educational implications
- UNIT- III: **Contributions of Philosophers and their Educational Thought**
- Rousseau
 - Pestalozzi
 - Vivekananda
 - Aurobindo
- UNIT- IV: **Social Philosophy and National Values of Education**
- Freedom and Equality
 - Democracy and Citizenship
 - National values and the constitution of India
 - Education and its role in developing National Values

Practicum:

Presentations on different schools of philosophy and their educational implications

Suggested Readings

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Bhat M.S. Educational Sociology, APH Publications, New Delhi.
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Krieger.
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Dewey, John (1966) Democracy and Education, New York: Mc Millan
- Fitzgibbons, R.E. (1981): Making Educational Decisions: An Introduction to Philosophy of Education, New York: Harcourt Brace Joranson.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.
- Hiriyana, M. (2000). Outline of Indian Philosophy, SBD Publisher
- Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1982). An Introduction to Major Philosophies of Education: Vinod Pustak Mandir, Agra, 1982.
- Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Sindia, Judunath (2000). Outline of Indian Philosophy, Motilal Barnasidass Publisher.
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

COURSE OBJECTIVES

To develop in the students an understanding about;

1. The main features and contribution of the different schools of psychology to education
2. Theories of development and its implication to teaching learning process.
3. Meaning and factors influencing learning, relationship between motivation & learning
4. Theories of learning and motivation.
5. The meaning, measurement and theories of personality.

COURSE CONTENTS**UNIT- I: Schools of psychology & developmental psychology**

- **Features and contribution of the following school of psychology to education-** Behaviourism, Gestalt, Psycho-analytical & Constructivism
- **Theories on human development and its implication to teaching learning**
 - o Erickson's theory of psycho social development
 - o Havighurst Developmental task theory

UNIT- II: Learning and Motivation

- Meaning and factors affecting learning
- Theories of learning- Skinner's Operant Conditioning & Bruner's theory of teaching
- Meaning and role of motivation in learning
- Theories of Motivation- Maslow's Self Actualization theory & Atkinson's theory of Achievement motivation

UNIT- III: Personality- Theories and measurement

- Allport trait theory & Roger's Self theory of personality
- Big Five Factor theory
- Measurement of Personality- Subjective, Objective and Projective techniques

UNIT- IV: Mental Health and adjustment

- Concept of Mental health & adjustment
- Characteristics of a mentally healthy person
- Threats to mental health & adjustment- conflict, frustration, anxiety & complexes
- Role of schools in enhancing mental health and adjustment among students
- Adjustment mechanism & its types

Practicum: The students may be engaged for presentation on;

- The schools of psychology & their relevance in the present day education.
- Theories of learning, motivation etc.& their educational implications

Suggested Reading:

1. Atkinson, J.W. & Feather, N.T- A Theory of Achievement Motivation, 1960
2. Bhatnagar S., - Advanced Educational Psychology, 2002
3. Beller R. - Theory of motivation
4. Bernard - Mental health in the classroom.
5. Bigge & Hunt - Psychological foundation of education, 1968.
6. Bolles R.C. - Theory of motivation, 1975
7. Cronbach - Educational psychology, 1973.
8. Decece, J.P., - The Psychology of Learning and Instruction, 1970
9. Ellis - Educational psychology, 1970
10. Hall, C.S., & Lindsey, G. - Theories of personality, 1978
11. Handley - Personality, learning & teaching, 1978.
12. Hoskovity & Ozgel - General psychology.
13. Hilgard E.R & Bower G.H. - Theories of learning
14. Kelesnik B. - Educational psychology, 1962.
15. Lingen - Educational psychology in the classroom, 1971.
16. Mangal, S.K., - Advanced Educational Psychology, 2008
17. Maslow, A. - Motivation and Personality, 1954
18. McLaughlin B. - Learning & social behavior, 1971
19. Reilly - Educational psychology, 1983.
20. Woodworth, R.S - Psychology: A Study of Mental Life, 1995

COURSE OBJECTIVES

On completion of the course, it is expected that the students will be able to:

1. Describe the holistic perspective of teacher education and its historical perspective.
2. Analyse the current pre-service and in-service teacher education programmes in terms of various policy documents
3. Describe on the need and modalities for continuing professional development of a teacher.
4. Critically analyse research trends and innovations in the field of teacher education

Course Contents**Unit I: Introduction to Teacher Education**

- Meaning, Nature and Scope of Teacher Education
- Historical Development of Teacher Education in India-Pre Independence and Post Independence Period
- Objectives of Teacher Education - Elementary, Secondary and Hr. Secondary levels

Unit II: Teacher Education Programmes and Agencies

- Pre-Service Teacher Education- Meaning, Need and Objectives, Types
- In Service Teacher Education- Meaning, Need and Objectives, Types
- Teacher Education by Distance Learning Mode
- Agencies of Teacher Education- NCTE, NCERT, SCERT, RCI, Samagra Shiksha.

Unit III: Student Teaching

- Student Teaching- Concept and Objectives and organization
- Organization of Student Teaching-Internship, Final Practice Teaching
- Core teaching Skills, Reflective Teaching and its Strategies
- Evaluation of Student Teaching Programmes

Unit IV: Trends and Innovations in Teacher Education

- Preparing Teachers for 21st Century
- ITEP-NEP 2020
- Research and Innovation in Teacher Education
- Constructivism- Concept, Features & 5E Model

Practicum

Demonstration of Teaching Skills

Suggested Readings:

1. GOI : Report of Education Commission 1964-66, Managers of Publications New Delhi, 1966.
2. GOI : National Policy on Education 1986 and 1992 and POA 1986 and 1992.
3. Kauts, A. : Quality Concerns in Teacher Education. Patiala: 21st Century Publications, 2013.
4. Kothari, R. G. and Patel, J, B : In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher,2011.
5. Mukherjee, S.N. : Education of Teachers in India Vol. I & II, S.Chand & Co.New Delhi, 1966.
6. NCTE : Norms and standards for Teacher Education Institutions, NCTE, New Delhi, 2014.
7. NCTE : Curriculum Framework for Quality Teacher Education, NCTE, New Delhi, 1998.
8. NCTE : Assessment and Evaluation in Teacher Education, NCTE, New Delhi, 1998
9. Rao, R :Methods of Teacher Training. New Delhi. Discovery Publishing House, 2004.
10. Sharma, R.A. : Teacher Education, International Publication House, Meerut, 2002.

LEARNING OUTCOMES OF THE COURSE:

Upon course completion, students will achieve the following learning outcomes:

1. Explain the scope and significance of educational research, and differentiate betvarious types of research and research methodologies.
2. identify and formulate a research problem, and apply statistical concepts to make informed decisions in educational research.
3. Design and implement effective data collection strategies for primary and secondary data, and apply ethical principles to ensure the integrity and validity of the data.
4. Analyse and interpret both qualitative and quantitative data using various techniques, to draw meaningful conclusions and inform educational decisions.

COURSE CONTENT**Unit-I: Basics of Educational Research**

- 1.1 Meaning and Scope of Educational Research
- 1.2 Scientific Method: Meaning, steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony)
- 1.3 Types of research (Fundamental, Applied and Action)
- 1.4 Qualitative and Quantitative research in education

Unit-II: Research Basics: Problem Formulation to Decision Making

- 2.1 Research Problem: Selection Criteria & Characteristics
- 2.2 Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)
- 2.3 Concepts of Universe, population, Sample, Variables
- 2.4 Decision making (Type I and Type II errors), tailed tests, levels of significance, and effect size.

Unit-III: Data Collection in Educational Research

- 3.1 Collection of primary data
- 3.2 Collection of Secondary data
- 3.3 Qualitative data collection techniques
- 3.4 Ethics in data collection for research

Unit-IV: Qualitative, Quantitative Data Analysis & interpretation

- 4.1 Data Analysis: Concept & Purpose
- 4.2 Frequency, Percentage, Content Analysis and interpretation
- 4.3 Quantitative Data analysis: Concept & procedure
- 4.4 Descriptive and inferential analyses & interpretation

Practicum

Review of literature on various topics

Suggested Readings:

1. Aggarwal, Y.P. (2013). The Science of Educational Research. Delhi: Nirmal Book Agency.
2. Best J.W. and Kahn J.V. (1989). Research in Education (sixth edition) New Delhi: Prentice Hall of India, Private Ltd.
3. Garrett H.E. (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer
4. John W. Creswell (2009): Research Design (Qualitative, Quantitative, and Mixed Methods Approaches) (3rd Edition). California: Sage Publication
5. John W. Creswell (2012): Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition), New Delhi: PHI learning Private limited.
6. Koul.L.(1984): Methodology of Educational Research. New Delhi: Vikas Publishers.
7. Louis Cohen, Lawrence Manion and Keith Morrison (2007): Research Methods in Education, (6th Edition). London: Routledge Publications

COURSE OBJECTIVES

To enable the students to understand about:

1. Meaning and approaches to sociology of education and social organizations.
2. Social change, social movement and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernization, Westernization and socialization.
4. The concept and theories of social movement.
5. Role of community in education and the communitization process in Nagaland.
6. Various social factors and their impact on education.

COURSE CONTENTS**UNIT- I : Sociology of Education and its approaches**

- Sociological determinants of education
- Education as a process of Socialization
- Concept of Organisational Climate and its dimensions
- Approaches to sociology of education- Symbolic interaction theory, functionalist theory and conflict theory

UNIT- II : Culture and Education

- Meaning and Types of Culture and Cultural Lag, multiculturalism in education
- Concept of Folkways, Mores and Custom
- Indigenous Education in Naga Society
- Role of Education in Cultural Context

UNIT- III: Social Change and Social process

- Concept & Factors of Social Change – Demography, Technology, education etc.
- Social stratification and its educational implications
- Concept, characteristics and educational Implications of Urbanisation, Modernisation and Westernisation with special reference to Indian Society
- Concept and theories of social movement- Deprivation theory, New social movement theory

UNIT- IV: Community and Education

- Meaning and nature of Community
- Role of Community in Education
- Communitization of Elementary Education in Nagaland-Status, initiation & challenges
- Community projects and success stories in education
- Concept and principles of Andragogy in education

Practical activities

The students may be engaged in Projects on different aspects of their own culture.

Suggested readings

1. Events Julia, - The sociology of educational ideas.
2. Cook, L.A & Cook E.E.A., (1970) Sociological approached to education, New York: Mc Graw Hill.
3. Core, M.S. - Education and modernization in India
4. King, 1983 - The sociology of school organization
5. Klauss, - International communication in organizations
6. Mathur, S.S (2000) - A Sociological Approach to Indian Education. Vinod Pustok Mandir, Agra-2
7. Mohanty, - Indian education and emerging society
8. Morrish Ivor, - Aspect of educational change
9. Musgrove, PM, - The sociology of education
10. NCERT, - Field studies in the sociology of education
11. Sharma Motilal - School in context
12. Sieber, Sam D, - The school and society
13. Singhi Narendra K. - Education and social change, 1979
14. Swift, D.F - Basic reading in the sociology of education
15. Zigner, - Socialization and personality development.
16. Rao, C.N. Shankar - Sociology: Primary Principles –S.Chand & Company Ltd. 7361, Ram Nagar, New Delhi – 110055. 2003.
17. Johnson, Harry M. - Sociology: A systematic Introduction, Allied Publishers Pvt. Limited, New Delhi, 2003.

LEARNING OUTCOMES OF THE COURSE:

Upon course completion, students will achieve the following learning outcomes:

1. To comprehend the meaning, scope, and importance of comparative education, and its various methods and approaches.
2. To analyse the current educational scenario in India and globally, with a focus on NEP 2020 and the role of international bodies in education.
3. To identify and address the various factors and issues affecting comparative education, and to develop innovative educational solutions to combat societal challenges.
4. To conduct a comparative analysis of educational systems in India and other countries.

COURSE CONTENT**Unit –I: Understanding Comparative Education**

- 1.1 Meaning and Scope of Comparative Education
- 1.2 Need and Importance of Comparative Education
- 1.3 Methods of Comparative Education: Juxtaposition, Area Study, Inter Educational Analysis
- 1.4 Comparative Education Approaches: Historical, Descriptive, Scientific & Cross-disciplinary approach of Comparative Education

UNIT – II: Educational Scenario: India & Global

- 2.1 Overview of the major educational development in India with focus on NEP 2020
- 2.2 Internationalization of Education
- 2.3 Role of International Bodies in Education (UNO, ASEAN)

Unit –III: Comparative Education Factors, Issues and Research

- 3.1 Factors affecting Comparative Education - Geographical, Historical, Economic, Philosophical, Sociological, Linguistic Factors
- 3.2 Addressing educational challenges in developing countries, specifically India,
- 3.3 Developing innovative educational solutions to combat pressing societal issues (Illiteracy, Unemployment, Poverty, Population Explosion, Political Instability, and Economic Underdevelopment)
- 3.4 Research and Comparative Education

Unit –IV: Comparative study of educational systems

- 4.1 Primary Education: India - USA
- 4.2 Secondary Education: UK - India
- 4.3 Higher Education: USA - India
- 4.4 Vocational Education: South Korea - India

Practicum:

Presentations on any topic

Suggested Readings:

1. Bereday, G.Z.F. (1967). *Comparative Methods in Education*, New York: Oxford.
2. Bhatnagar, B.P. & IB Varma. I.B. (1978). *Educational Administration*, Meerut: Loyal Book Depot, Meerut.
3. Biswas, A. & Aggarwal, J.C. (1998): *Comparative Education*, Arya Book Depot, New Delhi. Prakashan
Kendra, Aminabad, Lucknow
4. Carlton, R., Colley and Machinnon. (1977). *Educational change and Society*. Toronto: Gage Educational Publishing.
5. Chaube, S.P(1993). *Comparative Education*, Vikas Publishing House Pvt. Ltd. New Delhi.
6. Dutta, B.S.V. (2004). *Comparative Education-A Comparative Study of Educational Systems*. Guwahati: Publishers & Distributors.
7. Gezi, K.I. (1971). *Education in Comparative and International Perspective*, New York: Halt, Rinehart & Winston, Inc.
8. Hans Collins (ed) (1964). *Comparative Education*, London, Routledge and Kegan Paul Limited.
9. Holmas, B. (1965): *Problems in Education: A Comparative Approach*, London; Rutledge and Keegan Paul.
10. Mishra, N. (2004). *Poverty in South Asia*, Delhi: Authors Press Publishers.
11. Naik, S.P. (2003). *Perspective on Comparative Education*, New Delhi: Anmol Publications.
12. Philip. H. John (1971). *Comparative Education, Purpose and Methods*, Australia, University of Greenland Press.
13. Sodhi, T.S. (1993). *A text book of Comparative Education*, New Delhi: Vikas Publishing House Pvt Ltd.
14. Watson K. & Wilson, R. (1985): *Contemporary Issues in Comparative Education*, London; Croon & Helm.

COURSE OBJECTIVES

To enable the students to understand;

1. The concept and types of values, need and importance of value education
2. The various national values and the importance of indigenous knowledge and values
3. The concept of human rights and the education for human rights.
4. The process of moral development vis-à-vis their cognitive and social development
5. The various intervention strategies for moral education and conversion of moral learning to moral education

COURSE CONTENTS**UNIT- I: Education and Value**

- Concept, types and sources of values
- Concept, aims and objectives of value education
- Need for value education in the contemporary society
- Role of education in preserving value
- Role of parents, peer group & society in fostering values

UNIT- II: National values

- Indian culture and human values
- Indigenous knowledge and values
- National values and Indian constitution in relation to Democracy, Socialism, Secularism, Equality, Justice and Freedom
- Concept of Global citizenship education

UNIT- III: Human Rights and Education

- Concept of human rights, historical development of human rights
- Fundamental rights and Indian constitution with emphasis on
 - o Right to life, liberty and dignity
 - o Right to equality
 - o Right against exploitation
 - o Cultural and educational rights
 - o Economic, social and political rights
- Education for human rights

UNIT- IV: Moral development & moral learning

- Psycho-analytical approach to moral development
- Cognitive development approach- Piaget and Kohlberg (Stages of moral development and its characteristic features)
- Child rearing practices and moral learning
- Moral learning via imitation
- Media and moral learning
- Moral learning inside the school- Curriculum, Teachers & School Environment

Practicum

The students may carry out a project on the Indigenous knowledge & values.

Suggested readings

1. Bhyrappa S.L. : Values in modern Indian Edl. Thought, NCER, New Delhi.
2. Gupta, N.L. : Human values in Education. SAGE publication
3. Heneny, S.R. Kao : Management & cultural values. SAGE
4. Kohiliergh, R.L. : Moralization research- the cognitive development approach, New Turiel, E. (Eds) York, Holt Rhinehart Winston.
5. Meera, Panigrahi : Humanism and culture. SAGE Publication.
6. Mehta, P.L. : Human Rights under the Indian constitution. Deep & Deep publication
7. Mohanty, J. : Human Rights Education. Deep & Deep publication
8. Piaget, J. : Moral judgement of the child, Glencoe, III. Free Press, 1918.
10. Singh Sehgal, B.P : Human Rights in India: Problems and perspectives. Deep & Deep publication
11. Stephens, M : Human rights: concepts & Perspectives, SAGE Publication.
12. Vidyalkankar A : High-level seminar on moral education (Simla 1981). Deptt. of ESSH, NCERT, New Delhi.

COURSE OBJECTIVES

1. To enable the students to understand about the concept of Educational Technology and its approaches
2. To acquaint students with learning theories and their implications
3. To help the students understand different approaches to instructional design and design a sound instructional system.
4. To develop an understanding of the levels, strategies and models of teaching.

COURSE CONTENT**UNIT - I : Concept of Educational Technology**

- Concept of Educational Technology and its significance; Educational Technology and Instructional Technology
- Psychological Bases for the Use of Hardware and Software Technologies; Edgar Dale's Cone of Experiences
- Mass Media Approach in Educational Technology

UNIT-II : Theories and strategies of Teaching

- Nature, need and scope of theory of teaching
- Types of teaching theories
- Relationship between Learning Theories and Instructional Strategies
- Teaching strategies – Features and types

UNIT- III: Systems Approach to Instructional Design

- Learning Objectives and outcomes
- Development of Instructional Design (ADDIE, ASSURE, Dick and Carey's, Mason's Models)
- Gagne's Hierarchical Theory of Instruction

UNIT- IV: Teaching & Models of Teaching

- Concept of teaching; Phases of teaching
- Teaching at Memory, Understanding and Reflective Levels
- Models of Teaching: Meaning, Nature, Functions and Types ; Families of teaching models- (Information processing Family, Social Interaction Family, Behavioural Family, Personal Family)
- Description of some models of teaching – Concept Attainment, Role Playing , Social Learning, Non-Directive Teaching, Advance Organizer)

Practicum (any one)

- Development of multimedia presentations on any topic in the course
- Design an instruction on any topic using a model discussed above
- Demonstration of any model of teaching

Suggested reading

1. Bajpal A.D.& Leedham J.F. Aspects of Educational technology Part IV,Pitman Pub., New York,1970.
2. Balaguruswamy E and Sharma K.D. Computers in Education and Training.
3. Berlo D.K. The Process of Communication.
4. Bloom B.S. Taxonomy of Educational Objectives; Handbook 1, Cognitive domain, Longman Group Ltd.,London, 1974.
5. Chauhan S.S. A textbook of Programmed Instruction, Sterling Publishers Pvt Ltd, New Delhi-1978.
6. Deceeco J.P. Educational Technology Readings in Programmed Instruction.
7. Deceeco J.P. The Psychology of Learning and Instructional Technology, Prentice-Hall of India, Pvt.Ltd, New Delhi, 1970.
8. Flanders N. Analysing Teaching Behaviour, Addison-Wesley Pub.Co, London, 1971.
9. Jose Chander N. Management of distance Education, Sterling Publishers Pvt.Ltd, London, 1991.
10. Joyce B and Weil M. Models of Teaching (4th edition) Prentice Hall of India Pvt. Ltd London, 1974.
11. Joyce,B., Weil,M and Calhoun, E. Models of Teaching (8th edition) Prentice Hall of India, Pvt.Ltd., Delhi,2013
12. Mangal, S.K. and Mangal, U. Essentials of Educational Technology, PHI Learning Private Limited, Delhi, 2014
12. Sharma,R.A. Programmed Instruction : An Instructional Technology International Publishing House, Meerut,1982.
13. Sharma, R.A. Technology of Teaching, International Publishing House, Meerut 1991.
14. Skinner, B.F. The Technology of Teaching, Appleton Century-Croft, New York, 1968.
15. Thiagarajan, R. Computers for Beginners, Starling Publishers, Ltd, New Delhi, 1984.
16. Dasgupta,D.N Communication and Education, Pointer Publishers, Jaipur, 2002.
- 17.French, D., Hale, C. Johnson, C. and Farr, G. (eds) Internet-based Learning: An introduction framework for higher education and business, London: Kogan page, 1999
18. Krushnamurthy, R.C. Educational Technology: Expanding our vision. . New Delhi: Authors Press. 2003
19. Sharma,B.M. Net-oriented Education, Akansha Publishing House, New Delhi, 2004.