

EDU 100
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Credits: 4

Marks: 100

Unit -I: Educational Psychology and Development

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

Unit-II: Intelligence and Creativity

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

Unit -III: Personality

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

Unit -IV: Learning

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

EDU 101
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credits: 4

Marks: 100

Unit -1: Society and Education

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

Unit- 2: Socialization

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

Unit -3: Social Stratification and Social Mobility

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

Unit- 4: Education and Change

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

EDU 102 (Multidisciplinary)
HUMAN RIGHTS AND PEACE EDUCATION

Credits: 3

Marks: 100

Unit-1: Education and Human Rights

- Human Rights – Meaning and History
- Aims and Objectives of Human Rights Education
- Needs and Importance of Human Rights Education
- Principal of Human Rights Education

Unit-2: Issues, Movements and Promotion of Human Rights

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

Unit-3: Understanding Peace Education

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

EDU 160
PHILOSOPHICAL FOUNDATIONS OF EDUCATION
Credits: 4
Marks: 100

Unit -I: Introduction to Educational Philosophy

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

Unit -II: Some Major Schools of Philosophy

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

Unit -III: Indian Schools of Philosophy

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

Unit -IV: Educational Philosophies of Western and Eastern Thinkers

- Jiddu Krishnamurthi
- Sarvapalli Radhakrishnan
- Immanuel Kant
- Karl Marx.

EDU 161

ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION

Credits: 4

Marks: 100

Unit- I: Elementary Education

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

Unit -II: Secondary Education

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

Unit- III: Issues in Education

Meaning, Needs and Importance of

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

Unit -IV: Modern Trends in Education

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

EDU 200
CURRICULUM DEVELOPMENT
Credits: 4
Marks: 100

Unit-I: Concept and Functions of Curriculum

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

Unit-II: Curriculum Construction

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

Unit-III: Curriculum Evaluation

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

Unit-IV: Curriculum Change

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

EDU 201
GUIDANCE AND COUNSELLING
Credits: 4
Marks: 100

Unit- I: Introduction to Guidance

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

Unit -II: Educational, Vocational and Personal Guidance

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

Unit-III: Job Analysis

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

Unit-IV: Counseling

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

EDU 260
DEVELOPMENT OF EDUCATIONAL THOUGHT

Credits: 4

Marks: 100

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

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

Unit -II: Educational Thought and Practices in Medieval Europe

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

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

- ZakirHussain
- Mohammad Iqbal
- Aurobindo
- Swami Vivekananda

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

- Rousseau
- Herbert Spencer
- Russell
- Whitehead

EDU 261
EARLY CHILDHOOD CARE AND EDUCATION

Credits: 4

Marks: 100

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

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

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

- Nursery
- Kindergarten
- Montessori
- Anganwadi

Unit -III: Programme Planning for ECCE Centre

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

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

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

EDU 300
EDUCATIONAL TECHNOLOGY
Credits: 4
Marks: 100

Unit -I: Introduction to Educational Technology

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

Unit-II: Communication in Teaching-Learning

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

Unit-III: Educational Objectives, Instructional and Training Technology

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

Unit-IV: Innovations in Teaching-Learning

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

EDU 301
PEDAGOGY
Credit: 4
Marks: 100

Unit-I: Nature of Teaching

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

Unit-II: Audio-Visual Aids

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

Unit-III: Planning and Methods of Teaching

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

Unit-IV: Role and Functions of a Teacher

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

EDU 302
SPECIAL EDUCATION
Credits: 4
Marks: 100

Unit -I: Introduction to Special Education

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

Unit -II: Education for the physically challenged children

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

Unit-III: Education for the Mentally Challenged Children

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

Unit -IV: Education for the Gifted and Creative Children

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

EDU 303
HIGHER EDUCATION
Credits: 4
Marks: 100

Unit-I: Higher Education in India

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

Unit-II: New Trends in Higher Education in India

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

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

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

Unit-IV: Problems of Higher Education in India

- Problems related to Access and Equity
- Problems related to Quality and Excellence
- Higher Education and Growing Unemployment
- Resource Crunch in Higher Education

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

Unit-I: Educational Planning

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

Unit-II: Educational Management

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

Unit-III: Financial Management

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

Unit-IV: Leadership Behaviour and Supervision

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

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

Unit-1: Introduction to Mental Health and Hygiene

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

Unit-II: Diagnostic and Remedial Techniques

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

Unit-III: Adjustment

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

Unit-IV: Education and Agencies of Mental Health

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

EDU 306
LIFE SKILLS EDUCATION
Credits: 4
Marks: 100

Unit-1: Introduction to Life Skills Education

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

Unit-II: Various thinking Skills and its development

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

Unit-III: Development of Social and Emotional Skills

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

Unit-IV: Career Planning skills

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

EDU 400
RESEARCH METHODOLOGY IN EDUCATION
Credits: 4
Marks: 100

Unit-1: Fundamentals of Educational Research

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

Unit-II: Population and Sample

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

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

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

Unit-IV: Tools of Data Collection

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

EDU 401
EDUCATIONAL EVALUATION
Credits: 4
Marks: 100

Unit-1: Measurement and Evaluation

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

Unit -II: Measuring Instruments

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

Unit- III: Tests

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

Unit -IV: New Trends in Evaluation

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

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

Unit-I: Education in Ancient India

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

Unit-II: Education in Medieval India

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

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

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

Unit-IV: Education in Post- Independent India

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

EDU 403
STATISTICS IN EDUCATION
Credits: 4
Marks: 100

Unit -I: Fundamentals of Statistics

- Meaning, Need and Uses of Statistics in Educational Research.
- Types of Statistics – Descriptive and Inferential Statistics.
- Frequency Distribution, Graphical Representation of Data – Bar Diagram, Histogram, Frequency Polygon
- Measures of Central Tendency - Concept, and Computation of - Mean, Median and Mode.

Unit-II: Measures of Variability

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

Unit-III: Correlation

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

Unit-IV: Parametric and Non-Parametric Statistics

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

EDU 404
HUMAN RIGHTS EDUCATION
Credits: 4
Marks: 100

Unit -1: Fundamentals of Human Rights

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

Unit-II: Education and Human Rights

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

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

- Understanding Human Rights of children
- Understanding Human Rights of women
- Understanding Human Rights of minorities
- Understanding Human Rights of homosexuals

Unit-IV: Transaction of Human Rights

- Role of teacher in human rights
- Problems faced by teachers in teaching of human rights and their solutions
- Human rights education at different levels of education
- Methods of Teaching Human Rights - Drama and Role Play, Brainstorming, Lecture, Discussion, Seminars and Workshops, and Projects

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

Unit -I: Gender and Sex

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

Unit -II: Gender and Society

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

Unit-III: Gender and Education

- Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities and reinforcing gender parity
- Gender issues in the aspects of a curriculum, gender and equal curriculum
- Gender stereotypes in school – gender focus and sensitisation in school, gender roles and responsibilities assigned in schools and classrooms
- Gender concerns related to Access, Enrolment, Retention, Participation and Achievement

Unit-IV: Gender Inequality and Equality

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

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

Unit-I: Indigenous Education in Mizoram

- Zawlbuk
- Family
- Community
- Role of YMA in the development of Mizo culture

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

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

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

- Anganwadi
- Pre-school
- Elementary education
- Secondary and Higher Secondary education

Unit-IV: Development of Higher Education in Mizoram

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

EDU 407
PEACE EDUCATION
Credits: 4
Marks: 100

Unit -I: Introduction of Peace

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

Unit -II: Understanding Peace Education

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

Unit-III: Conflicts Management

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

Unit-IV: Peace Education- Strategies and Agencies

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

EDU 499
DISSERTATION / RESEARCH PROJECT
Credits: 12
Marks: 100

Research Project

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

1. Initiation and Completion of the Project:

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

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

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

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

Chapter Content

Chapter – I: Introduction

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

Chapter - II: Procedure followed

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

Chapter - III: Analysis and Interpretation of Data

- Analysis of data
- Interpretation of data

Chapter – IV: Results and Discussions

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

References

Evaluation of the Project:

Evaluation of the project will be done internally and externally

1. Internal Evaluation: 25 marks

The project reports of all candidates of a college are to be evaluated by a committee consisting of all supervisors of the college on a scheduled date (recommended by HOD) within three weeks of the last theory examinations. The date should be notified by the Principal before 10 days of the scheduled date of evaluation. Viva –voce should be conducted. The marks to be rewarded are :- i) 10 marks by the Supervisor
ii) 15 marks by the evaluation committee on Viva-voce.

2. External Evaluation : 75 marks

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

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

Dissertation

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