

Course Code	Course Name	Credits
26ED101	EDUCATION IN NORTH EAST INDIA	04

Course Objectives

The course aims to,

- ✓ Describe the historical development of education in North East India
- ✓ Analyze socio-cultural and economic factors affecting education
- ✓ Examine educational policies and programmes in the region
- ✓ Apply concepts of inclusive and multicultural education
- ✓ Propose solutions to educational challenges in North East India

Learning Outcomes

After the completion of the course, the Learner will be able to,

- ❖ Demonstrate foundational knowledge of education and regional contexts
- ❖ Analyze educational issues and policies in North East India
- ❖ Apply educational concepts to local contexts
- ❖ Develop critical thinking and problem-solving skills
- ❖ Promote inclusive and culturally responsive education
- ❖ Engage in basic research and field-based learning

Unit 1 - Historical Development of Education in North East India (12 hours)

Indigenous education systems - Colonial influence and missionary contributions - Post-independence educational development - Growth of higher education institutions

Unit 2 – Socio-Cultural Context of Education (12 hours)

Cultural diversity and tribal communities - Language and multilingual education - Gender and education - Role of community and traditions

Unit 3 - Educational Policies and Programmes (12 hours)

National policies and their regional implications - NEP 2020 and North East India - Government schemes (SSA, RMSA, Samagra Shiksha) - Role of NGOs and civil society

Unit 4 - Issues and Challenges in Education (12 Hours)

Access, equity, and quality issues - Infrastructure and resource constraints - Teacher education and professional development - Digital divide and remote learning challenges

Unit 5 - Innovations and Future Directions (12 Hours)

Inclusive and multicultural education practices - ICT integration in education -Community participation and local governance -Sustainable development and education

Reference Books:

1. Aggarwal, J. C. (2010). Development of education system in India. Shipra Publications.
2. Government of India. (2020). National Education Policy 2020.
3. Govinda, R. (2011). Who goes to school in India? Oxford University Press.
4. Kumar, K. (2005). Political agenda of education. Sage Publications.
5. Nambissan, G. B., & Rao, S. (2013). Sociology of education in India. Oxford University Press.
6. Nongkynrih, A. K. (2016). Education and tribal development in North East India.

Alignment with NEP – 2020

The course **Advanced Sociology of Education (22ED503)** is designed in alignment with the transformative vision of the National Education Policy 2020, which emphasizes holistic, multidisciplinary, skill-based, and research-driven education. This course reflects NEP 2020 principles as follows:

1. Integrates history, sociology, culture, and policy, promoting NEP's vision of holistic and multidisciplinary education.
2. Emphasis on tribal communities, gender issues, and access reflects NEP's priority for Socially and Economically Disadvantaged Groups (SEDGs).
3. Inclusion of language and multilingual education aligns with NEP's three-language formula and mother tongue-based learning.
4. Indigenous education systems in Unit 1 support NEP's focus on preserving and promoting traditional knowledge.
5. Field-based learning and application-oriented outcomes reflect NEP's emphasis on experiential and local-context education.
6. ICT integration and digital divide discussions align with NEP's push for digital learning and blended education models.

COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED101

Course Outcomes	On successful completion of the course, the students will be able to	BTL
CO1	Remember and Understand Historical and policy knowledge	K1 & K 2
CO2	Apply educational principles in local contexts	K 3
CO3	Analyze Socio-cultural and policy issues	K 4
CO4	Evaluate educational challenges and reforms	K 5
CO5	Create Solutions and innovations	K 6

Bloom's Taxonomy Level (BTL):- K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

Relationship Matrix

Course Outcomes	Programme Outcomes (POs)								Programme Specific Outcomes (PSOs)							Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1	3	2	2	2	1	2	3	2	2	2	3	2	3	2	2	2.2
CO2	2	3	3	3	2	3	2	3	1	3	2	3	2	3	3	2.5
CO3	2	3	2	2	2	3	2	3	2	2	2	2	2	3	2	2.3
CO4	1	2	3	2	3	2	1	2	3	2	3	3	1	2	3	2.2
CO5	3	2	1	2	1	3	3	2	2	2	3	2	3	2	1	2.1
Total																2.3

Mean Score: 3- High, 2- Medium/Moderate, 1-Low

