PROPOSED REVISED SYLLABUS
w.e.f. JULY 2020
EDUCATION (CORE and GENERAL)
of CONSTITUENT and AFFILIATED COLLEGES
UNDER MIZORAM UNIVERSITY

Programme Objectives of UG Bachelor of Arts (BA) in Education

1. To help students acquire extensive knowledge about educational concepts, ideas, methods and applications.

2. To help learners to have a deep understanding and insight about educational concepts, ideas, methods and applications.

3. To develop the higher cognitive abilities of students like logical and analytical reasoning abilities, etc and help them function at higher cognitive levels.

4. To develop and promote the different aspects of students' personality as well as helping them to have an integrated and balanced personality.

5. To enable students to apply their knowledge in real life situations in order to create new ideas, methods, techniques, innovations, etc in the field of education.

6. To promote scientific temper and research enthusiasm among students.

Programme Outcomes of UG Bachelor of Arts (BA) in Education

1. After completing a three year degree course in Education, students should be well acquainted with the basic tenets of Education. They should be fully aware of the concepts, ideas, laws and principles which form the foundation of Education.

2. Students should be able to understand the meaning of educational concepts and ideas and be able to explain ideas and concepts in their own words.

3. Students should be able to use their acquired knowledge for the purpose of creating new ideas, methods and solutions to problems.

4. Students should be able to use their analytical ability for in-depth/investigative studies.

5. Students should be able to make judgement about the value of educational ideas/methodologies and come up with appropriate suggestions and innovations.

B.A. EDUCATION
COURSE STRUCTURE

First Semester

Total Credit - 23

Sl. No	Course Code	Name of the Course	Marks	Credits	Distribution of Credits			Distributions of marks	
					L	T	P	Continuous Assessment	End Semester
1.	Eng/1/FC/1	English-1	100	5	4	2	-	25	75
2.	**UG/Edn/1/EC/01**	**Psychological Foundations of Education**	100	6	5	2	-	25	75
3.	Elective Core Subject-I	Course – I	100	6	5	2	-	25	75
4.	Elective Core Subject-II	Course – I	100	6	5	2	-	25	75
Total			**400**	**23**	**19**	**8**	**-**	**100**	**300**

Second Semester

Total Credit - 23

Sl. No	Course Code	Name of the Course	Marks	Credits	Distribution of Credits			Distributions of marks	
					L	T	P	Continuous Assessment	End Semester
1.	Eng/II/FC/2	English-II	100	5	4	2	-	25	75
2.	**UG/Edn/1I/EC/02**	**Philosophical and Sociological Foundations of Education**	100	6	5	2	-	25	75
3.	Elective Core Subject-I	Course – II	100	6	5	2	-	25	75
4.	Elective Core Subject-II	Course – II	100	6	5	2	-	25	75
Total			**400**	**23**	**19**	**8**	**-**	**100**	**300**

Third Semester

Total Credit - 23

Sl. No	Course Code	Name of the Course	Marks	Credits	Distribution of Credits			Distributions of marks	
					L	T	P	Continuous Assessment	End Semester
1.	MIL(ALT.English/Mizo/Hindi	MIL	100	5	4	2	-	25	75
2.	**UG/Edn/1II/EC/03**	**Development of Education in India**	100	6	5	2	-	25	75
3.	Elective Core Subject-I	Course – III	100	6	5	2	-	25	75
4.	Elective Core Subject-II	Course – III	100	6	5	2	-	25	75
Total			**400**	**23**	**19**	**8**	**-**	**100**	**300**

Fourth Semester
Total Credit - 23

Sl. No	Course Code	Name of the Course	Marks	Credits	Distribution of Credits			Distributions of marks	
					L	T	P	Continuous Assessment	End Semester
1.	Environmental Studies	Course - IV	100	5	4	2	-	25	75
2.	**UG/Edn/1V/EC/04**	**Issues and Trends in Contemporary Indian Education**	100	6	5	2	-	25	75
3.	Elective Core Subject-I	Course – IV	100	6	5	2	-	25	75
4.	Elective Core Subject-II	Course – IV	100	6	5	2	-	25	75
Total			**400**	**23**	**19**	**8**	**-**	**100**	**300**

Fifth Semester
Total Credit - 24

Sl. No	Course Code	Name of the Course	Marks	Credits	Distribution of Credits			Distributions of marks	
					L	T	P	Continuous Assessment	End Semester
1.	UG/Edn/V/EC/05	**Introduction to Research methodology and Statistics in Education**	100	6	5	-	1	25	75
2.	UG/Edn/VI/EC/06	**Early Childhood Care and Education**	100	6	5	2	-	25	75
3.	UG/Edn/VII/EC/07	**Educational Evaluation**	100	6	5	2	-	25	75
4.	**Optional (student has to opt for one paper i.e. A or B)**								
	a) **UG/Edn/VIII/EC/08 (A)**	**Educational Technology**	100	6	5	2	-	25	75
	b) **UG/Edn/VIII/EC/08 (B)**	**Educational Guidance and Counseling**	100	6	5	2	-	25	75
	Total		**400**	**24**	**20**	**8**	**1**	**100**	**300**

Sixth Semester

Total Credit - 24

Sl. No	Course Code	Name of the Course	Marks	Credits	Distribution of Credits			Distributions of marks	
					L	T	P	Continuous Assessment	End Semester
1.	UG/Edn/IX/EC/09	Development of Educational Thought	100	6	5	2	-	25	75
2.	UG/Edn/X/EC/10	Pedagogy	100	6	5	2	-	25	75
3.	UG/Edn/XI/EC/11	Special Education	100	6	5	2	-	25	75
4.	Optional (student has to opt for one paper i.e. A or B or C) a) UG/Edn/XII/EC/12(A)	Project Work	100	6	-	-	6	25	75
	b) UG/Edn/XII/EC/12 (B)	Educational Planning and Management	100	6	5	2	-	25	75
	c) UG/Edn/XII/EC/12 (C)	Curriculum Development	100	6	5	2	-	25	75
	Total		**400**	**24**	**20**	**8**	**6**	**100**	**300**

DETAILS OF COURSE CONTENTS

I Semester

Paper –I   **:**   Psychological Foundations of Education

II Semester

Paper – II   :   Philosophical and Sociological Foundations of Education

III Semester

Paper – III   **:**   Development of Education in India

IV Semester

Paper – IV   **:**   Issues and Trends in Contemporary Indian Education

V Semester

Paper – V   **:**   Introduction to Research Methodology and Statistics in Education
Paper – VI   :   Early Childhood Care and Education
Paper – VII   **:**   Educational Evaluation
Paper – VIII   **:**   **Optional (The student has to opt for one paper i.e. A or B)**
                                      A. Educational Technology
                                      B. Educational Guidance and Counseling

VI Semester

Paper – IX   **:**   Curriculum Development
Paper – X   **:**   Pedagogy
Paper – XI   **:**   Special Education
Paper – XII   **:**   **Optional (The student has to opt for one paper i.e. A or B or C)**
                                      A. Project Work
                                      B. Educational Planning and Management
                                      C. Development of Educational Thought.

Note: Core Papers I to IV will be Electives for students of other Disciplines

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives:

1. To enable the students to understand the structure and functions of higher mental processes
2. To enable the students to understand the meaning and scope of educational psychology.
3. To enable them to understand the dimensions of growth (i.e. social, emotional, creative and intellectual) and the causes of individual differences.
4. To enable them to understand different aspects of personality and means of developing an integrated personality.
5. To develop understanding of the process of learning and teaching and problems of learning.
6. To understand the role of the school, the teacher and the environment for the growth of children.
7. To understand the problems of adolescents and role of education in solving those problems.

Credits : 6

Unit	Content
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 - Areas of development – Social, Emotional and Intellectual during childhood and adolescence period - Piaget's theory of cognitive development and its educational implications.
Unit-II	**Individual Differences and Mental Health** - Meaning and causes of individual differences - Implications of understanding individual differences for teaching/learning process - Mental health and Hygiene; Concept, role of teachers - Characteristics of a mentally healthy individual. - Adjustment and Maladjustment; Meaning and Adjustment Mechanism.
Unit-III	**Intelligence and Creativity** - Meaning of intelligence, Concept if IQ - Theories of intelligence; Spearman and Thurstone - Meaning and characteristics of creativity

	- Role of education in promoting creativity - Difference between intelligence and creativity
Unit-IV	**Personality** - Meaning and nature of personality - Type approach to Personality - Trait approach to Personality - Assessment of personality: Rorschach Ink-blot Test, Thematic Apperception Test. - Factors affecting personality development.
Unit-V	**Learning** - Meaning, nature and factors affecting learning - Thordike's Theory of Learning and its educational contributions - Pavlov's Theory of Learning and its educational contributions - Skinner's Theory of Learning and its educational contributions - Kohler's Theory of learning and its educational contributions

Suggested Readings:

Mangal, S.K. (1985)   -   Educational Psychology, New Delhi: Prakash Brothers.

Dececee J.P. (1970)   -   The Psychology of Learning & Instruction: Prentice Hall.

Eysenck H.J. (1960)   -   The Structure of Personality, Methuen.

Guilford J.P. (1977)   -   Fields of Psychology, Van-Nostrand.

Hurlock E.B. (1972)   -   Child Development, Mc Grow Hill.

Skinner C.E. (1970)   -   Educational Psychology, Prentice Hall India.

Walla J.S. (1977)   -   Foundation of Educational Psychology, Jalandhar Publishing.

Mangal S.K. (1993)   -   Advanced Educational Psychology, New Delhi: Prentice Hall of India.

Sharma R.N. &   -   Advanced Educational Psychology, New Delhi: Atlantic Publishers Sharma R.K. (2006) Distributors.

Walter S. Monroe (2006)   -   Educational Psychology, New Delhi: Cosmo Publication.
Devors, J.C. & Reegan, G.W.

Roy, GK.S, Roy (2008)   -   A Textbook of Educational Psychology. N. Delhi: Manglam Publishers and Distributors.

Charles E. Skinner (2008)   -   Essentials of Educational Psychology, Delhi : Surjeet Publications.

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives

1. To develop an understanding of the roles of Philosophy and Sociology in Education
2. To develop an understanding of some major schools of philosophy and their contributions to educational theory and practice
3. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships
4. To develop understanding of some current problems relating to education.

Credits : 6

Unit	Content
Unit-I	**Introduction to Educational Philosophy** - Philosophy –definitions and meaning - Branches of philosophy - Relationship between philosophy and education - Educational philosophy – meaning and scope - Role of philosophy in determining – Aims of education, Curriculum, Methods of teaching and Role of a teacher.
Unit-II	**Some Major Schools of Philosophy** - Idealism ; Meaning, Aims of education, Curriculum, Method of teaching, and Contributions to present day Education - Realism ; Meaning, Aims of education, Curriculum, Method of teaching, and Contributions to present day Education - Naturalism ; Meaning, Aims of education, Curriculum, Method of teaching, and Contributions to present day Education - Pragmatism ; Meaning, Aims of education, Curriculum, Method of teaching, and Contributions to present day Education
Unit-III	**Introduction to Educational Sociology** - Sociology – meaning and definitions - Relationship between Sociology and education - Educational Sociology – meaning, nature and scope - Social stratification and social mobility - Need for sociological approach in education
Unit-IV	**Education and Change** - 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 - Social Groups – Primary and Secondary groups and their educational implications
Unit-V	**Current Social Problems Relating to Education in India** - Equalization of Educational Opportunities - Education of the Backward Classes - Gender equality and Equity - Human Rights Education - Peace Education

Suggested Readings:

Dash, BN (2005)   -   Philosophical and Sociological Basis Foundations of Education, Guwahati: DVS Publishers and Distributors.

Pathak, RP (2007)   -   Philosophical and Sociological Perspectives of Education. Guwahati: DVS Publishers and Distributors.

Biswal, UN (2005)   -   Philosophy of Education. Guwahati: DVS Publishers and Distributors.

Sharma, P (2005)   -   Philosophy of Education. Guwahati: DVS Publishers and Distributors.

Dhawan, ML (2004)   -   Philosophy of Education. Guwahati: DVS Publishers and Distributors.

Chandra, SS (2007)   -   Philosophy of Education. Guwahati: DVS Publishers and Distributors.

Singh, YK (2007)   -   Sociological Foundations of Education. Guwahati: DVS Publishers and Distributors.

Das, P (2007)   -   Sociological Foundations of Education. Guwahati: DVS Publishers and Distributors.

Taneja, VR (2005)   -   Socio-Philosophical Approach to Education. Guwahati: DVS Publishers and Distributors.

Aggarwal, S. (2007) - Philosophical Foundations of Education. Guwahati: DVS Publishers & Distributors.

Bhattacharya, (2006) - Philosophical Foundations of Education. Guwahati: DVS Publishers & Distributors.

Siddiqui, MH. (2008) - Philosophical and Sociological Foundations of Education. Guwahati: DVS Publishers & Distributors.

DEVELOPMENT OF EDUCATION IN INDIA

Course Objectives

1. To help students understand the development of education in India in historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint them with significant points of selected educational documents and reports of these periods.
4. To have adequate knowledge of the recommendations of various Commissions and committees on Indian education.
5. To help students understand the development of education in Mizoram in historical perspective.

Credits : 6

Unit	Content
Unit-I	**Education in Ancient India** - Vedic and Brahmanic Education – Aims of Education, Curriculum, Methods of Teaching and Educational Organization/ Institutions - Buddhist Education – Aims of Education, Curriculum, Methods of Teaching and Educational Organizations/Institutions. - Comparison between Brahmanic and Buddhist Education
Unit-II	**Education in Medieval India** - Salient features of Muslim/Islamic Education - Objectives and Curriculum - 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 Despatch – 1854
	- Hunter Commission – 1882
	- Lord Curzon's Policy – 1902 (University Education Commission of 1902)
	- Movement for compulsory education – Gokhale's Bill 1913 (Governmnent of India Resolution on Educational policy 1913)
Unit-IV	**Education in Post- Independent India**
	- University Education Commission 1948-49
	- Secondary Education Commission 1952-53
	- Education Commission 1964-66
	- National Policy on Education 1986 and its revised Formulation 1992
Unit-V	**Development of Education in Mizoram**
	- Indigenous education in Mizoram prior to arrival of Missionaries: Zawlbuk, Community, Family.
	- Contributions of Christian Missionaries for the introduction of formal education in Mizoram
	- Development of Elementary Education in Mizoram
	- Development of Secondary Education in Mizoram
	- Development of Higher Education in Mizoram.

Suggested Readings:

Mukhopadhyay, M. (2004)   -   Ancient Indian Education. Guwahati: DVS Publishers & Distributors.

Chand, J. (2007)   -   Education in Ancient and Medieval India. Guwahati: DVS Publishers & Distributors.

Chand, J. (2007)   -   Education in India during British Period. Guwahati: DVS Publishers & Distributors.

Chand, J. (2007)   -   Education in India after Independence. Guwahati: DVS Publishers & Distributors.

Pruthi, RK (2005)   -   Education in Modern India. Guwahati: DVS Publishers & Distributors.

Gupta, A. (2007)   -   Education in the 21st Century. Guwahati: DVS Publishers & Distributors.

Dash, BN. (2009)   -   Development of Educational System in India- Guwahati: DVS Publishers & Distributors.

Thakur, AS. (2008)   -   Development of Educational System in India- Guwahati: DVS Publishers & Distributors.

Pawar, NG. (2004)   -   Development of Educational System in India- Guwahati: DVS Publishers & Distributors.

Garg, B.R. (2004)   -   Educational Documents in Free India, Ambala Cantt: The Associated Publishers.

Dr. N. Chatterjee   -   Zawlbuk as a Social Institution in the Mizo Society, Tribal, Aizawl, Mizoram: Tribal Research Center.

Lewin, Thomas H.A (1977)   -   fly on the wheel or How I have to govern India, Aizawl: Firma KLM

Varghese C.G & Thanzawna R.L. -   A History of the Mizo. Vol-I, New Delhi : Vikas Publishing House.

Lalbiakthanga, (1978)   -   The Mizos- A Study in Racial Personality, Guwahati: United Publication.

Sangkima (2004)   -   Essays on the history of the Mizos, Gauhati: Spectrum Publication.

Agrawal, S.P (1993-94)   -   Development of Education in India: Select Documents

Govt. of India (1986)   -   New Education Policy.

ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION

Course Objectives

1. To develop in students an understanding of basic issues relating to early childhood, elementary, secondary and higher education.
2. To develop in students an understanding of the roles and functions of some organizations, regulating bodies etc. concerning elementary, secondary and higher education.
3. To develop in students an understanding of some important modern trends in education.

<div align="right">Credits : 6</div>

Unit	Content

Unit-I	**Early Childhood Education**
	    a) Concept and Objectives of Early Childhood Eucation
	    b) Needs for Early Childhood Education
	    c) Brief history of development of Early Childhood Education in India
	    d) Early Childhood Education Programmes in India – Nursery, Kindergarten, Anganwadi, Pre- School.

Unit-II	**Elementary Education**
	    - Universalization of Elementary Education
	    - Role / Functions of National Council of Educational Research and Training (NCERT)
	    - Role / Functions of Statel Council of Educational Research and Training (SCERT)
	    - Role / Functions of District Institute of Education and Training (DIET)
	    - Role / Functions of Sarva Shiksha Abhyian (SSA)

Unit-III	Secondary Education
	    - Problems of Secondary Education and their Solutions
	    - Role and Functions 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)
	    - Role and functions of RMSA

Unit-IV	**Higher Education**
	- Concept of General and Technical Education
	- Types of Universities – Central, State, Deemed, Private Universities and Institutes of National Importance.
	- Role / Functions of:
	  a) University Grants Commission (UGC)
	  b) All India Council for Technical Education (AICTE)
	  c) National Council for Teacher Education (NCTE)
	- Recommendations of National **Knowledge Commission (NKC)**

Unit-V	**Modern Trends in Education**
	- Concepts, Needs and Importance of:
	  a) Alternative Schooling –Non-formal education, National Adult Education Programme, and National Literacy Mission,
	  b) Population Education
	  c) Sex Education
	  d) Value-Oriented Education

Suggested Readings:

Rao, BB. (2008)   -   Elementary Education. Guwahati: DVS Publishers & Distributors

Krishnamacharyulu. (2008) -   Elementary Education 2 vols. Guwahati: DVS Publishers & Distributors

Mukhopadhyay, M. (2007) -   Education in India. Guwahati: DVS Publishers & Distributors

Dash, M. (2004)   -   Education in India- Problems and Perspectives. Guwahati: DVS Publishers & Distributors

Joshi, R. (2008)   -   Education in India- Scope and Scenario. Guwahati: DVS Publishers & Distributors

Tiwari, S. (2007)   -   Education in India- 4 vols. Guwahati: DVS Publishers & Distributors

Kumar, A. (2004)   -   Current Trends in Indian Education. Guwahati: DVS Publishers & Distributors

Rao, DB. (2003)   -   Current Trends in Indian Education. Guwahati: DVS Publishers & Distributors

Khan, IA. (2006)   -   Education in the Modern Indian Context. Guwahati: DVS Publishers & Distributors

Dash, BN. (2008)   -   School Organisation, Administration and Management. Guwahati: DVS Publishers & Distributors

Rao, DB. (2004)   -   School Education in India. Guwahati: DVS Publishers & Distributors

Sharma, RS. (2007)   -   Higher Education. Guwahati: DVS Publishers & Distributors

Tomar, M. (2004)   -   Secondary Education. Guwahati: DVS Publishers & Distributors

Chuaungo Lalhmasai & Others   -   Issues and Trends in Contemporary Indian Education (2016): Mizoram Educational Foundation Aizawl, Mizoram.

INTRODUCTION TO RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

Course Objectives

1. To develop an understanding among students about the concept and types of educational research
2. To acquaint them with the various steps of research, sampling designs, tools of data collection etc.
3. To acquaint the students with the basic statistics techniques
4. To develop ability to organize educational data and use various statistical measures in the analysis and interpretation of data
5. To develop the ability to interpret test results
6. To develop the ability to represent educational data through graphs and to develop skills in analyzing different descriptive measures.

Credits : 6

Unit	Content
Unit-I	**Fundamentals of Educational Research** - Meaning, Need and Scope of educational research - Types of educational research – Quantitative and Qualitative, Basic, Applied and Action Research - Steps in educational research – Identification of research problem, Formulation of objectives and hypothesis, Literature review, Methodology, Collection of Data, Analysis and interpretation. - Writing the Research Report. - Activities
Unit-II	**Population and Sample** - Meaning of Population and Sample - Need and Importance of Sampling - Principles of Sampling - Probability Sampling designs –Simple Random Sampling, Stratified Random Sampling, and Cluster Sampling. - Non-probability Sampling Designs - Purposive Sampling and Quota Sampling.

Unit-III	**Tools of Data Collection**
	- Observation – Meaning, Participant and Non-participant Observation, Advantages and Disadvantages of Observation
	- Questionairre – Meaning, Advantages and Disadvantages of Questionairre
	- Interview – Meaning, Advantages and Disadvantages of Interview.
	- Psychological Tests – Meaning and types.
	  1) Achievement Test
	  2) Intelligence Test
	  3) Aptitude Test
	  4) Interest Inventories
	  5) Personality Test

Unit-IV	**Fundamentals of Statistics**
	- Meaning and Importance of Statistics
	- Types of Statistics – Descriptive and Inferential Statistics
	- Frequency Distributions
	- Measures of Central Tendency
	  a) Mean
	  b) Median
	  c) Mode.

Unit-V	**Measures of Variability and Correlation** - Concept and Computation of Range, Average Deviation, Quartile Deviation, Standard Deviation. - Uses of Range – Average Deviation, Quartile Deviation and Standard Deviation. - Concept, types and uses of Correlation - Rank Difference method, Product Moment method and Interpretation of results.

Suggested Readings:

Best J.W & Kahn J.V. (1989)   -   Research in Education (6th Edition), New Delhi: Prentice Hall of India, Pvt. Ltd.

Sukhia S.P. & Others (1974)   -   Elements of Educational Research. Bombay: Allied Publishers

Kaul L. (1984) - Methodology of Educational Research. New Delhi: Vikash Publishers

Singh, A.K. (1986) - Testing, Measurement & Research Methods in Behavioural Sciences. New Delhi: Mc Grow Hill.

Wilkinson & Bhandarkar (1994) - Methodology & Techniques of Social Research. Bombay: Himalaya Publishing House

Good, Barr & Scates (1962) - Methodology of Educational Research. New York: Appleton Crofts

Best J.W & Kahn J.V. (1989) - Research in Education (6th Edition). New Delhi: Prentice Hall of India, Pvt. Ltd.

Fox D.J. (1969) - The Research Process in Education, New York: Holt Rinehart and Winston, Inc.

Van Dalen D.S. & Meyer W.J (1979)- Understanding Educational Research: An Introduction, New York: Mc Grow Hill Co.

Kerlinger F.N. (1978) - Foundations of Behavioral Research, Delhi : Surjeet Publications.

Sukia S.P. & Others (1974) - Elements of Educational Research, (3rd Revised Edition), Bombay: Allied Publishers

Koul L. (1984) - Methodology of Educational Research, New Delhi: Vikas Publishers, Meyer W.J.

Sax G. (1962) - Empirical Foundations of Educational Research, Englewood Cliffs, N.J.

Good, Barr and Scates (1962) - Methodology of Educational Research, New York: Appleton Crofts.

Buckman B.W (1978) - Analysing and Designing Educational Research, New York: Harcourt Brace Javanovich Inc.

Tuckman B.W (1979) - Conducting Educational Research, (2nd Edition), New York: Harcourt Brace Javanovich Inc.

Bruce, Tuchman (1978) - Conducational Research, New York: Harcourt Brace Inc.

Buch M.B. (1974)   -   Survey of Research in Education, Baroda: CASE, M.S. University.

Englehart, Max D. (1972)   -   Methods of Educational Research, Chicago: Rand Mc Nally Meyer W.J. and Co.

Wilkinson & Bhandarkar (1994)   -   Methodology & Techniques of Social Research. Bombay: Himalaya Publishing House

Singh, Arun Kumar (1986)   -   Tests, Measurement and Research Methods in Behavioural Sciences, New Delhi: Mc Grow Hill

Suter, W.N. (2006)   -   Introduction to Educational Research, New Delhi: Sage Publications

Garrett, H.E. (1966)   -   Statistics in Psychology and Education (6th Edition), Bombay: Vakils. Feffer & Simons, Ltd.

Mangal, S.K. (2004)   -   Statistics in Psychology and Education (2nd Edition), New Delhi: Prentice Hall of India, Pvt. Ltd.

Rajamanikar, M. (2001)   -   Statistical Methods in Psychological and Educational Research, New Delhi: Concept Publishing Co.

Cohen, L. & Holliday, M. (1979)   -   Statistics for Educational and Physical Education, London: Harper & Row Publishers

Garrett H.E. (1988)   -   Statistics in Psychology and Education, Bombay: Vakils, Feffer & Simons Ltd.

Kurtz A.K. & Mayo S.T. (1980)   -   Statistical Methods in Education and Psychology, New Delhi: Narosa Publishing House.

Blalock H.M. (1981)   -   Social Statistics, New York: McGrow Hill

Siegal, Sydney (1978)   -   Non-Parametric Statistics for Behavioural Science, New Delhi: Mc Grow Hill.

Bowley, A.L. (1937)   -   Elements of Statistics, 6th Edition, London: P.S. King and Staples Ltd.

Croxton, F. E, Cowden DJ & Klein, S. (1975)   -   Applied General Statistics, 3rd Ed. New Delhi: Prentice Hall of India Pvt. Ltd.

Fiebleman, J.K. (1972)   -   Scientific Method, Netherlands: Martinus Nijhoff, The Hague

Ghosh, B.N. (1982)   -   Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.

Guildford, J.P. (1954)   -   Psychometric Methods, New York: Mc Graw Hill, Inc.

Hollander, Myles and Wolfe, Douglas A. (1973)   -   Nonparametric Statistical Methods, New York: John Wiley

Karson, Marvin J. (1982)   -   Multivariate Statistical Methods, Ames, Iowa: The Iowa State University Press

Morrison, Donald F. (1967)   -   Multivariate Statistical Methods, New York: McGraw Hill

Roscoe, John T. (1969)   -   Fundamental Research Statistics for the Behavioral Sciences, New York: Holt, Rinehart and Winstons, Inc.

Runyon, Richard P. (1977)   -   Inferential Statistics, Phillipines: Addison-Wesley Publishing Company, Inc.

Siegel, S. (1956)   -   Nonparametric Statistics for the Behavioral Sciences, New York: Mc Graw- Hill Publishing Co, Inc.

Ullman, Neil R. (1978)   -   Elementary Statistics, New York: John Wiley & Sons, Inc.

EARLY CHILDHOOD CARE AND EDUCATION

Course Objectives

1. To enable students to have broad perspectives on early childhood care and education in India.
2. To acquaint Students with the understanding of basic types of early childhood care and education centres
3. To orient students on the art of establishing an early childhood care and education centre.
4. To develop in students the ability to make proper planning for early childhood care and education programme.
5. To develop in students the ability to organize activities successfully for realizing the objectives of early childhood care and education.

Credits : 6

Unit	Content
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	**Starting an Early Childhood Care and Education Centre** - General requirement for starting an ECCE centre: Premises/Locations; Physical facilities; Learning/play materials. - Personnel administration: Recruitment procedures; Maintenance of service record of teaching and non-teaching staff; New Pension Scheme for staff. - Financial administration: Bank loan facilities; Financial administration; Maintenance of simple cashbooks. - Registration and Permission.
Unit-IV	**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-V	**Play Activities for Realizing the Objectives of ECCE in a Centre** - Organization of activities for meeting basic personal needs of children - Organization of story-telling and nursery rhymes singing - Organization of activities and plays with materials - Organization of activities and plays without material

Suggested Readings :

Aggarwal, J.C. (2009), Early Childhood Care and Education. New Delhi : Neha Publishers & Distributors.

Bhatnagar, R. (2005). Little Steps. New Delhi : National Council for Educational Research and Training.

Kaul, V. (2010). Early Childhood Education Program. New Delhi : National Council for Educational Research and Training.

Mohanty, J., & Mohanty, B. (1994). Early Childhood Care and Education (ECCE). New Delhi : Deep & Deep Publications.

Muralidharan, R. & Banerji, U. (1969). A Guide for Nuraery School Teachers. New Delhi : NCERT.

Pankajam. G. (2005). Pre-Primary Education: Philosophy and Practice. New Delhi : Concept Publishing Company

Rao, V.K. (2004). Early Childhood Care and Education. New Delhi : Common Wealth Publications.

Shukla, R. P. (2008 reprint). Early Childhood Care and Education. New Delhi : Sarup and Sons.

Singh, B. (1997). Pre-school Education . New Delhi: APH Publications.

EDUCATIONAL EVALUATION

Course Objectives

1. To develop an understanding of the need and importance of Evaluation in Education
2. To develop an understanding of various types of measuring scales
3. To develop an understanding of the various characteristics of tests
4. To develop knowledge about the process of constructing different types of items for tests.
5. To develop understanding of the processes of standardizing the test.
6. To develop knowledge about the new trends in evaluation.

Credits : 6

Unit	Content
Unit-I	**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** - Types of Scale in Measurement – Nominal, Ordinal, Interval and Ratio - Validity – Concept, Types and Methods of determining Validity - Reliability – Concept, Types and determining Reliability - Objectivity – Meaning and importance of Objectivity
Unit-III	**Tests** - Classification of Test – Teacher Made and Standardised - Difference between Teacher Made Tests and Standardised Tests - Types of Items in a Test – Essay Types and Objective Types; Differnce between the two types of Items - General Principles of Constructing Essay Type Items - General Principles of Constructing Objective Type Items
Unit-IV	**Standardisation of Tests** - Steps in Standardisation of a Tests: - Planning the Test - Preparing the Test

	- Trying out the Test - Evaluating the Test
Unit-V	**New Trends in Evaluation** - Continuous and Comprehensive Evaluation – Concept, Importance, Advantages and Limitations - Grading – Concept, Advantages and Limitations - Question Bank – Concept, Need and Importance, Procedure of Developing a Question Bank. - Choice-based Credit System – Meaning, Objectives and types.

Suggested Readings:

Anastasi, A. (2010) - Psychological Testing (7th Edition), New Delhi: Eastern Economy Edition

Freeman F.S. (1976) - Theory & Practice of Psychological Testing, 3rd Edition, New Delhi: Oxford & IBH Pub. Co.

Edwards A.L. (1975) - Techniques of Attitude Scale Construction, Bombay: Vakils, Feffer & Simons Pvt. Ltd.

Tuckman B.W. (1975) - Measuring Educational Outcome: Fundamentals of Testing, New York: Harcourt Brace Jovanovich

Harper E.S. (1990) - Students and Examiners, New Delhi: Prentice Hall of India Pvt. Ltd.

Singh (Ed) (1990) - Criterion- Referenced Measurement, Selected Readings, New Delhi: NCERT.

Sax G. (1974) - Principles of Educational Measurement and Evaluation, California: Woodworth Publishing.

Gronbach, L.J. (1970) - Essentials of Psychological Testing, 3rd Edition, New York: Harper & Row Publishers

Tenbrink T.D. (1974) - Evaluation- A Practical Guide for Teachers, New York: McGraw Hill, Book Company

Ebel, R.L. & Frisbei, D.A. (1986) - Essentials of Educational Measurement, New Delhi: Prentice Hall

Thorndike R.L. & Hagen E.P. (1977)- Measurement and Evaluation in Psychology and Education, 4th Edition, New York: John Wiley and Sons.

Bloom, B.S. & Others (1971) - Handbook of Formative and Summative Evaluation of Student Learning, New York: Mc Graw Hill, Book Co.

Smith, D. (2005) - Theory of Educational Measurement, New Delhi: Commonwealth Publishers.

Singh, B. (2004) - Modern Educational Measurement and Evaluation System. New Delhi: Anmol Publications. Pvt. Ltd.

Gronlund, N.E.& Linn, R.L. (2000) - Measurement and Assessment in Teaching. Pearson Education, Delhi: Patparganj.

Singh, R.R. (2004) - Measurement Evaluation in Education, New Delhi: Shree Publishers and Distributors.

OPTIONAL-A : EDUCATIONAL TECHNOLOGY

Course Objectives

1. To enable the students to understand about the concept, nature and scope of Educational Technology
2. To expose the students to the basic developments in Educational Technology

Credits : 6

Unit	Content
Unit-I	**Introduction to Educational Technology** - Concept and Scope of Educational Technology - Types of Educational Technology (Teaching Technology, Instructional Technology) - Approaches to Educational Technology (Software, Hardware and Systems Approach)
Unit-II	**Communication in Teaching-Learning** - Meaning and Characteristics of Communication - Types of Communication (Verbal and Non Verbal) - Factors affecting Classroom Communication - Process of Communication - Barriers to Effective Communication
Unit-III	**Educational Objectives** - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - Instructional System Designing (Concept and Components) - Flander's Interaction Analysis
Unit-IV	**Innovations in Teaching-Learning Process** - Programmed Learning - Concept and Principles - Types of Programmed Learning – Linear and Branching - Personalised System of Instruction (PSI) – Concept and Nature - Micro Teaching – Meaning and Procedure
Unit-V	**Emerging Trends in Educational Technology** - Computer Assisted Instruction (CAI) - E-learning Resources

	- Smart Classroom
	- Tools of ICT in Teaching-Learning Process
	  a) Email (online tools)
	  b) Whatsapp (Social media)
	  c) PPT
	  d) Language Lab.

Suggested Readings:

Khanna, S.D. Saxena, V.K. (1688)   -   Technology of Teaching and Essentials of Teaching Learning (Educational Innovations), Delhi: Doaba House, (Four Authors) Nai Sarak, Lamba T.P., Murthy, V.

Bajpal, A.D. & Leedham J.F. (1970)   -   Aspects of Educational Objectives, New York: Part IV, Pitman Pub.

Bloom, B.S (1974)   -   Taxonomy of Educational Objectives, London: Handbook 1, Cognitive domain, Longman Group Ltd.

Chauhan S.S. (1978)   -   A textbook of Programmed Instruction, Delhi: Sterling Publishers Pvt. Ltd.

Deceeco, J.P. (1970)   -   The Psychology of Learning and Instructional Technology, New Delhi: Prentice Hall of India Pvt. Ltd.

Flanders N. (1971)   -   Analysing Teaching Behavior, London: Addison-Wesley Pub. Co.

Jose Chander N. (1991)   -   Management of Distance Education, London: Sterling Publishers

Joyce B. & Weil M. (1974)   -   Models of Teaching (4th Edition), London: Prentice Hall of India Pvt. Ltd.

Sharma R.A. (1982)   -   Programmed Instruction: An Instructional Technology International, Meerut: Publishing House

Sharman R.A. (1991)   -   Technology of Teaching, Meerut: International Publishing House

Skinner B.F. (1968)   -   The Technology of Teaching, New York: Appleton Century- Croft

Thiagara Jan R. (1984)   -   Computers for Beginners, New Delhi: Starling Publishers, Ltd.

Haseen Taj. (2009)   -   Educational Technology, Agra: Rakhi Prakashan

Anuradha Joshi (2009)   -   Models of Teachings, (Agra) Rakhi Prakashan

Prasad (2003)   -   Advanced Educational Technology, Guwahati: DVS Publishers

Sharma R.N. (2003)   -   Advanced Educational Technology (2 vols), Guwahati: DVS Publishers

Joyce et al (2009)   -   Models of Teaching 8th Edition, New Delhi: PHI Learning Pvt. Ltd., Connought Circus

Mangal & Mangal (2009)   -   Essentials of Educational Technology, New Delhi: PHI Learning Pvt. Ltd., Connought Circus

OPTIONAL – B : EDUCATIONAL GUIDANCE AND COUNSELING

Course Objectives
1. To help in understanding the meaning and importance of guidance and counseling
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses
3. To develop the ability to identify gifted children who need enrichment and to channelize their unique potentialities in a positive way through proper guidance
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships
6. To understand the qualities of an ideal counselor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life through proper counseling. To develop interest in one's own personal and professional growth.

Credits : 6

Unit	Content
Unit-I	**Concept and Types of Guidance** - Concept of guidance - Need and importance of Guidance. - Bases of Guidance: Philosophical, Psychological and Sociological - Principles of Guidance
Unit-II	**Educational, Vocational and Personal Guidance** - Meaning, purpose and functions of Educational Guidance - Meaning and needs of Vocational Guidance - Difference between Educational and Vocational Guidance - Meaning and importance of Personal Guidance
Unit-III	**Job Analysis and Occupational Information** - Job Analysis – meaning, needs, methods and limitations - Job Satisfaction – meaning and importance job satisfaction - Factors affecting Job satisfaction - Occupational Information Services – concept, needs, collection, maintenance and dissemination.

Unit-IV	**Students Appraisal**
	- Students Appraisal – Meaning, importance and Limitations in Guidance
	- Achievement test, Intelligence test, Aptitude test, Interest Inventory, Attitude test and Personality test – meaning, advantages and disadvantages.
	- Case Study as a technique for collecting data – meaning, importance and limitations.
	- Meaning, importance and uses of Cumulative Record Card.
Unit-V	**Counseling**
	- Meaning and importance of Counseling
	- Techniques of Counseling – Directive, Non-Directive and Eclectic
	- Communication Skills in Counseling
	- Role of Counselor in Secondary Schools.
	-

Suggested Readings:

Saxena, A. (2006)   -   An   Introduction   to   Education   and Vocational Guidance. Guwahati: DVS Publishers & Distributors

Allan, S. (2008)   -   Basic   of   Guidance   and   Councelling. Guwahati: DVS Publishers & Distributors

Bhatnagar, Dr. R.P. & Rani Seema (1997)   -   Guidance and Counseling in Education and Psychology, Meerut R. Lall Book Depot, Booksellers & Publishers

Sharma, Dr. Ram Nath (1999)   -   Guidance   and   Counseling,   Surjeet Publications, Delhi

Aggarwal, J.C. (1997)   -   Educational   Vocational   Guidance   & Counseling. Delhi, Doaba House, Booksellers & Publishers

Mittal, H.C. (1977)   -   Elements   of   Educational   Psychology   and Guidance, Delhi: Dhanpat Rai & Sons

Kochhar, S.K. (1999)   -   Guidance & Counseling in Colleges and Universities, New Delhi: Sterling Publishers Pvt. Ltd.

Pasricha, Prem (1976)   -   Guidance   &   Counseling   in   Indian Education, New Delhi: NCERT

Khanna, S.D., Lamba, T.P. & Steffire, Steward (1989) - Educational Vocational Guidance & Counseling. Delhi: Doaba Jones, House

Saxena, V.K., Murthy, V. (1979) - Principles of Guidance, 6th Edition, New Delhi: Tata McGraw Hill Publishing Co., Ltd.

Sharma, Ram Nath (1999) - Guidance & Counselling, New Delhi: Surjeet Publications

Shah Alam. (2008) - Basics of Guidance and Counseling. N. Delhi: Global Vision Publishing House.

Pandey, V.C. (2005) - Educational Guidance and Counseling. Delhi: Isha Books

Nibedita Dash & B.N. Dash (2009) - Career Information in Career Guidance & Counseling. New Delhi: Dominant Publishers and Distributors..

Sarla Gupta (2001) - Career and Counseling Educations. Delhi: Klpaz Publications.

DEVELOPMENT OF EDUCATIONAL THOUGHT

Course Objectives

1. To develop in students familiarity with the evolution of educational thought through the ages in important societies
2. To enable students to understand the development of educational thoughts and practices in global perspectives

<div align="right">Credits : 6</div>

Unit	Content
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	**Educational Thoughts of Indian Thinkers** - M.K. Gandhi - Rabindranath Tagore - Swami Vivekananda - Sri Aurobindo
Unit-IV	**Educational Thoughts of Western Thinkers** - Rousseau - Pestalozzi - Russell - Dewey

Unit-V	**Modern Educational Thoughts and Practices**
	- Open and Distance Education
	- Liberalization of Higher Education
	- Privatisation of Higher Education
	- Globalisation of Higher Education.

Suggested Readings:

Aggarwal, D.D. (2004)   -   Glimpses of World History of Education, 3 vols. Guwahati: DVS Publishers & Distributors

Aggarwal, J.C. (2006)   -   Great Philosophers and Thinkers on Education. Guwahati: DVS Publishers & Distributors

Joshi, S. (2006)   -   Great Indian Educational Thinkers. Guwahati: DVS Publishers & Distributors

Singh, M.K. (2008)   -   Gandhi on Education. Guwahati: DVS Publishers & Distributors

Mukalel, J.C. (2004)   -   Gandhian Education. Guwahati: DVS Publishers & Distributors

Pandey, R.S. (1997)   -   A Survey of Educational Thought, 1st Edition (1999). Allahabad: Horizon Publishers

Khanna, C.P. (1990)   -   Educational Thought and Philosophy of Great Men, 1st Edition. New Delhi: Siddhart Publications

Sharma, Yogendra K. (2002)   -   The Doctrines of Great Indian Educators, 1st Edition. New Delhi: Kanishka Publishers & Distributors

Rusk, Robert R. (1991)   -   The Doctrines of Great Educators, Revised Editions. New Delhi: Kanishka Publishers & Distributors

Sharma, Yogendra K. (2002)   -   The Doctrines of the Western Great Educations. New Delhi: Kanishka Publishers & Distributors

William Boyd & Edmub King. (1981)   -   History of Western Education. London: Adam & Charles Black

PEDAGOGY

Course Objectives

1. To develop understanding of various theories of teaching
2. To initiate students to the field of pedagogy
3. To develop the ability to analyse classroom teaching-learning, and the ability to observe classroom behavior, and group dynamics.
4. To develop positive attitude towards life and the teaching profession.

Credits : 6

Unit	Content
Unit-I	**Nature and Characteristics of Teaching** - Science of teaching - Relationship between teaching and learning - Factors affecting teaching - Levels of teaching - Principles of teaching
Unit-II	**Audio-Visual Aids** - Meaning and characteristics of audio-visual aids - Principles of selection of audio-visual aids - Different types of audio-visual aids - Advantaged and disadvantages of audio-visual aids
Unit-III	**Lesson Plan and Diagnostic Testing** - Meaning and importance of Lesson Plan - Micro-teaching ; concept and procedure - Nature and purposes of diagnostic testing - Meaning and importance of Remedial Teaching
Unit-IV	**Methods of Teaching** - Lecture methods - Demonstration Methods - Problem Solving Methods - Story telling Methods
Unit-V	**Role and Functions of a Teacher** - Meaning and characteristics of an 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.

Suggested Readings:

Babu, A.R. (2008)   -   Micro-teaching: Theory & Practice, 2 vols.
Guwahati: DVS Publishers & Distributors

Siddiqui, M.H. (2008)   -   Models of Teaching. Guwahati: DVS Publishers
and Distributors

Saxena, Swarup, N.R. (1996)   -   Techonology of Teaching. Meerut: R. Lall Book
Depot

Aggarwal, J.C. (1979)   -   Essentials of Educational Technology: Teaching
Learning- Innovations in Education. New Delhi: Vikas Publishing House Ptv. Ltd.

Chauhan, S.S. (1979)   -   Innovations in Teaching Learning Process. New
Delhi: Vikas Publishing House Pvt. Ltd.

Four Authors (1989)   -   Technology of Teaching and Essentials of Teaching
Learning (Educational Innovations). Delhi: Doaba House

Sharma, R.A (1991)   -   Technology of Teaching. Meerut: Loyal Book
Depot

Das, B.C. (1996)   -   Educational   Technology.   Ludhiana: Kalyani
Publishers

Kochhar, S.K. (1994)   -   Methods and Techniques of Teaching. Sterling
Publishers Pvt. Ltd.

Sharma, A.R. (1995)   -   Educational   Technology.   Agra: Vinod   Pustak
Mandir

Sharma, L.M. (1988)   -   Techniques of Teaching. Delhi: Dhanpat Rai &
Sons

Thomas, J. (1987)   -   Educational   Governance   and   Administration.
Prentice Hall, Sergiovann et al

NIEPA (1986)   -   Educational   Management in India. New Delhi:
NIEPA

Bhagia, H. M. et al (1990)   -   Educational Administration in India and Other Developing Countries. New Delhi: Commonwealth Publications

Singhal, R.P et al. (1986)   -   School Inspection System: A Modern Approach. Vikash Publishing House.

Tanner D. & Lawrel T. (1987)   -   Supervision in Education Problems and Practices. New York:Macmillan Publication Co.

Ananda, Gurugo W.P. (1984)   -   General Principles of Management for Educational Planners and Administrators. Paris: UNESCO

Meredydd Hughes et al. (Eds)(1985) -   Managing Education. Holt Rinehart

AIEPA (1971)   -   Modern Management Techniques in Educational Administration. New Delhi: Asian Ins. Of Ed. Planning and Administration

Hostrop R.W. (1975)   -   Managing Education for Results. ETC Publications

Ram Nath Sharma & Chandra, S.S.(2003)   -   Advanced Educational Technology. Atlantic Publishers and Distributors

Sampath, K., Pannerselvam, A. & Santhanam, S. (1998)   -   Introduction to Educational Technology. IV Revised Edition, Sterling Publishers Pvt. Ltd.

Ruhela, S.P. (2002)   -   Educational Technology. Delhi: Indian Publishers and Distributors

Joseph, Mukalel C. (1998)   -   Creative Approaches to Classroom Teaching. Discovery Publishing House, ND

Kumar, K.L. (2003)   -   Educational Technology. New Age International Publishers.

Yogendra K. Sharma (2002)   -   Fundamental Aspects of Educational Technology. New Delhi: Kanishka Publishers and Distributors,

SPECIAL EDUCATION

Course Objectives
1. To enable the students to understand the various types of disorders
2. To enable the students to understand the problems of challenged children
3. To enable the students to understand the process of educating challenged children
4. To enable the students to understand the nature and characteristics of gifted and creative children
5. To enable the students to know the educational provision for the gifted and creative children.

Credits : 6

Unit	Content
Unit-I	**Introduction to Special Education** - Meaning and importance of special education - Objectives of special education - Classification of exceptional children – positive and negative dimensions - Autism – meaning, characteristics and identification.
Unit-II	**Education for the Physically Challenged Children** - Visual disorders : 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 retarded children - Classification of mentally retarded children - Causes of mental retardation - Special educational scheme for mentally retarded children
Unit-IV	**Education for the Gifted** - Concept of Giftedness and characteristics of gifted children - Identification of gifted children - Needs and problems of gifted children - Education programmes for the gifted : enrichment, acceleration and segregation

Unit-V	**Education for the Creative** - Meaning of Creativity and characteristics of creative children - Identification of creative children - Needs and problems of creative children - Conditions for nurturing and stimulating creativity in the classroom.

Suggested Readings:

Kar Chintamani (1992) - Their Psychology and Education. New Delhi: Sterling Publishers Pvt. Ltd.

Bhargava Mahesh (1994) - Introduction to Exceptional Children- Their Nature & Educational Provisions. New Delhi: Sterling Publishers Pvt. Ltd.

Dash, B.N. (1992) - Education of Exceptional Children. Delhi: Ajanta Prakashan

Panda, K.C. (1999) - Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

Narang Dr. S.K. (1994) - The Bright and their Education. Delhi: Prime Publishers.

Maitra Krishna (1993) - Gifted and Talented- A Developmental Perspective. New Delhi: Discovery Publishing House

Tripati, S.N. (1996) - Talent and Creativity. Agra: National Psychological Corporation

Heward, William L.& Orlansky Michael, D.(1992) - Fourth Edition. New York: Merrill, an imprint of Macmillan Publishing Company

Schwartz Lita Linzer (1994) - Why Give Gifts to the Gifted- Investing in a National Resource. California: Corwin Press Inc.

Bhatt, B.D. & Sharma S.R. (1993) - Education of the Gifted and Talented Children. Delhi: Kanishka Publishing House

Sahu Binod Kumar (1990) - Education of the Exceptional Children. New Delhi: Kalayni Publishers

Reddy G. Lokanadha, Ramar R, Kusumar A. (2000)- Education of Children with Special Needs. New Delhi: Discovery Publishing House

Ysseldyke James E. & Algozzine Bob (1998) - Special Education- A Practical Approach for Teachers. New Delhi: Kanishka Publishers, Distributors

Ministry of Law, Justice and Company Affairs (1996)- The persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act 1995. New Delhi: The Gazette of India

Maitra Krishna (1996) - Parenting the Gifted. New Delhi: Discovery Publishing House

Whitmore Joanne Rand (1980) - Giftedness, Conflict, and Underachievement. USA: Allyn and Becon, Inc. Boston, Massachusetts

Sharma, R.A. (1995) - Fundamentals of Educational Psychology. Meerut: R. Lall Book Depot

Advani, Lal & Chadha, Anupriya (2003) - You & Your Special Child. New Delhi: UBS Publishers Distributors Pvt. Ltd.

Dash, M. (2003) - Education of Exceptional Children. New Delhi: Atlantic Publishers & Distributors.

OPTIONAL – A : PROJECT WORK

Course Objectives

1. To enable the students to have practical experience of applying the knowledge gained in theoretical paper
2. To develop understanding of the process of selecting a research project
3. To develop an understanding of the process of conducting a research project in the field of education
4. To acquaint the students with the process of selecting tools, collecting data, organizing data, analyzing data and interpreting data
5. To develop the skill of writing a report.

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. For timely completion of the project, the following guidelines need to be followed.

1. **Initiation and completion of the project:**
   a) Project work should be started in the beginning of VI Semester. Supervisor should be allotted by the Principal on the recommendation of the Head of Department of Education.
   b) The candidates have to complete the projects and will submit report (in duplicate) of not less than 50 pages (computerized) in the College within two weeks of the last theory examination. The College has to ensure that one copy of the report submitted by each candidate is sent to the University (Examination Department) within three weeks of the last theory examination of VI semester for evaluation by the external examiner 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.

Credits : 6

Chapter	Content

Chapter-I	**Introduction**
	    a) Conceptual Framework
	    b) Literature Review (if any)
	    c) Rationale of the project/study
	    d) Statement of the project
	    e) Objectives of the project
	    f) Hypotheses of the project (if any)
	    g) Delimitation of the project(Any other if relevant)

Chapter-II	**Procedure adopted/ Procedure followed/ Plan and Procedure**
	    a) Population and sample
	    b) Sources of data
	    c) Tools used (if any) along with the process of development of the tools
	    d) Collection of data
	    e) Organization of data
	    f) Analysis of data

Chapter-III	**Analysis and Interpretation of Data**
	    a) Analysis of data
	    b) Interpretation of data

Chapter-IV	**Results and Discussions**
	    a) Results
	    b) Discussion of results
	    c) Educational implications
	    d) Suggestions (if any) for improvement
	    e) 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 examination. 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: Incase of exigencies (transfer, accident etc.) the principal of the college may change the supervisor on the recommendation of HOD.

OPTIONAL – B : EDUCATIONAL PLANNING AND MANAGEMENT

Course Objectives

1. To develop knowledge and understanding of the Meaning, Scope, Process and Types of Management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities
3. To develop the ability of making objective decision in educational management

Credits : 6

Unit	Content
Unit-I	**Educational Planning** - Concept of Educational Planning - Need and importance of Educational Planning - Process Planning - Institutional Planning
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** - Concept of Leadership Behaviour - Factors affecting Leadership Behaviour - Leadership Styles

Unit-V	Supervision ‑ Concept and types of Supervision ‑ Supervisory Procedures ‑ Principles of Supervision.

Suggested Readings:

Ahuja, A.K. (2007)   -   Educational Management, Planning and Finance. Guwahati: DVS Publishers & Distributors

Mohanty, J. (2008)   -   Educational Management, Supervision, School Organisation. Guwahati: DVS Publishers & Distributors.

Aggarwal, J.C. (1994)   -   Educational Administration, Management and Supervision. New Delhi: Arya Book Depot

Chhabra, T.N. (1982)   -   Principles and Practice of Management, New Delhi: Dhanpat Rai & Sons

Rao, D.B. (2004)   -   Educational Administration, Discovery Publishing House

Thomas, J. (1987)   -   Educational Governance and Administration, Prentice Hall, Sergiovann et al

NIEPA (1986)   -   Educational Management in India. New Delhi: NIEPA

Bhagia, H.M. et al (1990)   -   Educational Administration in India and Other Developing Countries. New Delhi: Commonwealth Publications

Singhal R.P et al (1986)   -   School Inspection System: A Modern Approach. Vikash Publishing House

Tanner, D. and Lawrel, T. (1987)   -   Supervision in Education Problems and Practices. New York: Macmillan Publication Co.

Ananda, W.P. Gurugo (1984)   -   General Principles of Management for Educational Planners and Administrators. Paris: UNESCO

Meredydd Hughes et al (Eds)(1985) -   Managing Education. Holt Rinehart

AIEPA (1971)   -   Modern Management Techniques in Educational Administration. New Delhi: Asian Ins. Of Ed. Planning and Administration.

OPTIONAL – C : CURRICULUM DEVELOPMENT

Course Objectives

1. To understand the meaning, concept and scope of curriculum
2. To understand the bases of curriculum construction, transaction, evaluation and innovation.

Credit : 6

Unit	Content
Unit-I	**Concept and Functions of Curriculum** - Concept of curriculum - Functions of curriculum - Types of curriculum - 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 - Organisation of Content and Learning activities in Curriculum Construction
Unit-III	**Foundations of Curriculum** - Psychological Foundations - Sociological Foundations - Philosophical Foundations - Role of the foundations for developing curriculum.
Unit-IV	**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-V	**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.

Suggested Readings:

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Mrunalini, T. (2008) - Curriculum Development. Guwahati: DVS Publishers and Distributors

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Bront, Allen (1978)   -   Philosophical Foundations for the Curriculum. Boston: Allen & Unwin.