EDUCATION

Course Structure

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

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

Paper-I : 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 (e.g. 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.

Unit – I: Educational Psychology and Development
- Meaning of Educational Psychology; Relationship between Psychology and Education
- Implications of Educational Psychology in teaching and learning
- Meaning and principles of growth and development
- Areas of development – Social, Emotional and Intellectual during early childhood, later 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 parents and teachers
- Adjustment: Meaning and Defense/Adjustment Mechanisms

Unit – III: Intelligence and Creativity
- Meaning and types of intelligence, Concept of IQ
- Theories of intelligence: Spearman and Thurstone
- Meaning and characteristics of creativity
- Role of education in promoting creativity
- Relationship between intelligence and creativity

Unit – IV: Personality
- Meaning and nature of personality
- Approaches to personality: Type and Trait
- Assessment of personality: Case history, Interview, Observation, Rating scales, Rorschach Ink-blot Test and Thematic Apperception Test

Unit – V: Learning
- Meaning and nature of learning
- Theories of Learning and their educational implications
    (a) Trial and Error theory of learning
    (b) Pavlov's Classical Conditioning
    (c) Skinner's Operant Conditioning
    (d) Kohler's insightful learning
- Thorndike's Laws of learning
- Factors affecting Learning

Suggested Reading:

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.
Hilgard E.R.(1956)	-	*Theories of Learning*, Appleton Century Crofts,
Hurlock E.B.(1972)	-	*Child Development*, Mc Grow Hill.
Maslow A.H.(1954)	-	*Motivation of Personality*, Harper
Skinner C.E.(1970)	-	*Educational Psychology*, Prentice Hall India
Torrance E.P.(1963)	-	*Gifted Children & The Classroom*, Mc Millan Co.
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, G.K.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.

Paper- II: 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 social problems relating to education.

Unit-I: **Introduction to Educational Philosophy**
- Philosophy – meaning and definitions
- 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 and their Contributions to present day Education**
- Idealism
- Realism
- Naturalism
- Pragmatism

Unit-III: **Introduction to Educational Sociology**
- Sociology – meaning and definitions
- Relationship between Sociology and Education
- Educational Sociology – meaning, nature and scope
- Need for Sociological approach in education

37

Unit-IV: **Education and Change**
-   Education as an instrument of Social Change
-   Mass media as a means of Social Change
-   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
-   Literacy and Girls' Education
-   Freedom and Discipline

Suggested Reading:

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

Paper - III: 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.
1.   To have an adequate knowledge of the recommendations of various Commissions and Committees on Indian Education.
2.   To help students understand the development of education in Mizoram in historical perspective.

Unit-I: **Education in Ancient India**
-   Vedic and Brahmanic Education-Aims of Education, Curriculum, Methods of Teaching and Educational Organisation / Institutions

- Buddhist Education – Aims of Education, Curriculum and Educational Organisations / Institutions

Unit-II: Education in Medieval India
- Salient Features of Muslim / Islamic Education
- Objectives and Curriculum
- Types of Educational Institutions
- State Patronage in Educational Endeavour

Unit-III: Education in British India
- Indigenous Education in India at the beginning of the 19th Century
- Growth of Modern System of Education up to 1947 AD
  i) The Charter Act-1813
  ii) Downward Filtration Theory
  iii) Macaulay's Minutes 1835
  iv) Wood's Education Despatch 1854
  v) Hunter Commission 1882
  vi) Lord Curzon's Policy 1902 (University Education Commission of 1902)
  vii) Movement for compulsory Education-Gokhale's Bill 1913 (Govt. of India Resolution on Educational Policy 1913)

Unit-IV: Education in Independent India up to 1960s
- Development of Indian Education during the Post-Independence period with special reference to major recommendations of:
  i) University Education Commission 1948-49
  ii) Secondary Education Commission 1952-53
  iii) Education Commission 1964-66

Unit-V: Education in Independent India after 1960s and Development of Education in Mizoram
- Development of Indian Education during the post Independence period with special reference to major recommendations of : National Policy on Education 1986 and its revised formulation 1992
- Development of Education in Mizoram :
  (a) Zawlbuk as a centre of Learning,
  (b) Brief introduction of Elementary Education in Mizoram

Suggested Reading:

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 Instution in the Mizo Society, Tribal, Aizawl, Mizoram:* Tribal Research Centre.
Lewin, Thomas H.A*(1977)*	*fly on the wheel or How I have to govern India,* Aizawl: Firma KLM
Verghese 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,* Guahati: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.*

Paper-IV: Issues and Trends in Contemporary Indian Education

Course Objectives:

1. To develop in students understanding of basic aspects and problems relating to elementary, secondary and higher education and the role or functions of various organizations in education at different stages.
2. To enable students to understand the initiatives and actions taken by Government of India in providing alternatives for schooling.
3. To help students understand some important modern trends in education.

Unit-I: Elementary Education

- Universalisation of Elementary Education.
- Role/Functions of :
  - a) National Council of Educational Research & Training (NCERT)
  - b) State Council of Educational Research & Training (SCERT)
  - c) District Institute of Education & Training (DIET)
  - d) Sarva Shiksha Abhiyan (SSA)

Unit-II: Secondary Education.

- Problems of Secondary Education and their Solutions.
- Role/Functions of :
  - a) National University of Educational Planning and Administration (NUEPA)
  - b) Central Board of Secondary Education (CBSE)
  - c) National Council of Educational Research & Training (NCERT)
  - d) State Council of Educational Research & Training (SCERT)

Unit-III: Higher Education

- General and Technical Education.
- Types of Universities.
- Role/Functions of :
  - a) University Grants Commission (UGC)
  - b) All India Council for Technical Education (AICTE)
  - c) National Council of Teacher Education (NCTE)

      -    Recommendations of National Knowledge Commission (NKC) on Higher Education

Unit-IV: **Alternative Schooling**
- Non-Formal Education (NFE)
- Adult Education – Global and Indian Context
- National Adult Education Programme (NAEP) 1978
- National Literacy Mission (NLM) 1988
- Use of Mass-Media in Non-Formal and Continuing Education

Unit-V: **Modern Trends in Education.**
- Population Education
- Sex Education
- Value Oriented Education
- Work-Experience and SUPW

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 and Distributors.

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

Sharma, RS (2007).   *Higher Education.* Guwahati: DVS Publishers and Distributors

Tomar, M (2004).   *Secondary Education.* Guwahati: DVS Publishers and Distributors

Paper - V: Research Methodology 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 methods of research, sampling designs, tools of data collection and report writing etc.

Unit-I: **Fundamentals of Educational Research**
- Meaning, Need and Scope of Educational Research
- Types of Educational research (Concept only) – Qualitative and Quantitative; Basic, Applied and Action Research
- Steps in Educational Research (concept only) – Identifying a Problem, Formulating Objectives and Hypotheses, Deciding the method of research, Collecting the data, Analysing

and Interpreting the data and Writing the Report

Unit-II: **Variables, Hypotheses and Literature Review**
- Variables – Concept and Types of Variables
- Hypotheses – Meaning, Types, Characteristics and Importance of Hypotheses
- Literature Review – Concept, Purposes and Sources

Unit-III: **Sampling**
- Concept of Population and Sampling
- Advantages of Sampling
- Principles of Sampling
- Important Sampling Designs – Simple Random, Stratified Random, Cluster and Purposive

Unit-IV: **Tools of Data Collection**
- Observation
- Questionnaire
- Interview and
- Psychological Tests

Unit-V: **Research Project**
- Concept and Importance of Conducting Projects
- Types of Project
- Writing the report

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: Himallaya Publishing House.

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

Best J.W.&Kahn J.V.(1989) *Research in Education (Sixth edition),* New Delhi: Prentice Hall of India, Private Ltd.

Fox D.J. (1969) *The Reasearch 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,* Delh: 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 and 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,

Paper –VI: Statistics in Education

Course Objectives:
1. To acquaint the students with the basic statistic techniques.
2. To develop ability to organise educational data and use various statistical measures in the analysis and interpretation of data.
3. To develop the ability to interpret test results.
4. To develop the ability to represent educational data through graphs and to develop skills in analysing different descriptive measures.

Unit-I: Fundamentals of Statistics
- Meaning and definition of Statistics
- Advantages and Limitations of Statistics
- Types of Statistics – Descriptive and Inferential Statistics
- Frequency Distribution
- Graphical Presentation of Data : Histogram, Frequency Polygram, Pie gram

Unit-II: Measures of Central Tendency
- Mean : Concept, Definition and Computation (from ungrouped and grouped Data)
- Median : Concept, Definition and Computation (from ungrouped and grouped Data)
- Mode : Concept, Definition and Computation (from ungrouped and grouped Data)
- Uses of Mean, Median and Mode

Unit-III: Measures of Variability
- Range – Concept
- Average Deviation (AD) Concept and Computation (from ungrouped and grouped Data)
- Quartile Deviation (QD) Concept and Computation (from ungrouped and grouped Data)
- Standard Deviation (SD) Concept and Computation (from ungrouped and grouped Data)
- Uses of Range, AD, QD & SD

Unit-IV: Normal Distribution
- Concept of Normal Distribution and Characteristics of Normal Distribution Curve
- Concept and Computation of Skewness & Kurtosis
- Applications of Normal Distribution (concept only without computation)

Unit-V: Correlation
-     Concept, Types and Uses of Correlation
-     Computation of Correlation: Rank Difference Method and Product Moment Method (ungrouped data only) and interpretation of results

Suggested Reading:

Garrett, H.E.(1966)	*Statistics in Psychology and Education* (Sixth Edition), Bombay: Vakils, Feffer & Simons, Ltd.,
Mangal, S.K.(2004)	*Statistics in Psychology and Education,* (Second 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. &	*Statistics for Education and Physical Education.* London:
Holliday, M.(1979)	Harper & Row Publishers
Garrett H.E.(1988)	*Statistics in Psychology and Education,* Bombay: Vakils, Feffer and 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: Mc Grow Hill.
Siegal, Sydney (1978)	*Non - Parametric Statistics for Behavioral Science,* New Delhi: Mc Grow Hill.
Bowley, A.L.(1937)	*Elements of Statistics, 6th ed.* 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.,.
Guilford, 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,J ohn T(1969)	*Fundamental Research Statistics for the Behavioral Sciences,*New York: Holt, Rinehart and Winston,Inc,
Runyon, Richard P(1977)	*Inferential Statistics,* Philippines: 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.,

PAPER – VII: 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 process of standardizing the test.
6. To develop knowledge about the new trends in evaluation.

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
- Measuring Instruments and their Classification
- Characteristics of Good Measuring Instrument :
  i) Validity-Concept, Types and Methods of Determining Validity
  ii) Reliability-Concept, Types and Methods of Determining Reliability
  iii) 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. Difference 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 Test:
- 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

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 private 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. and 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 & Other(1971)	*Handbook of Formative and Summative Evaluation of Student Learning*, New York: Mc Grow 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,

Paper- VIII -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.

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

Unit-III: **Educational Objectives**
- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective & Psychomotor)
- Instructional System Designing (Concept & Components)
- Developing Physical and Human Resources

Unit-IV: Programmed Learning
- Concept and Development of Programmed Learning
- Principles of Programmed Learning
- Types of Programmed Learning (Linear, Branching and Mathetics)
- Advantages and Disadvantages of Programmed Learning

Unit-V: Emerging Trends in Educational Technology
- Personalised System of Instruction : Concept and Nature
- Computer Assisted Instruction
- Simulated Teaching
- Distance Teaching

Suggested Readings:

Khanna, S.D.,Saxena, V.K.,(1688) Lamba, T.P., Murthy,V.,	*Technology of Teaching and Essentials of Teaching Learning (Educational Innovations)* Delhi: Doaba House,(Four Authors) Nai Sarak,
Bajpal A.D. & Leedham J.F.(1970)	*Aspects of Educational technology*, 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 Intruction*, New Delhi: Sterling Publishers Pvt.,Ltd.
Deceeco J.P(1970)	*The Psychology of Learning and Instructional Technology*, New Delhi:Prentice-Hall of India, Pvt. Ltc.,
Flanders N.(1971)	*Analysing Teaching Behaviour*, London:Addison - Wesley Pub. Co.,
Jose Chander N (1991)	*Management of Distance Education*, London:Sterling Publishers
Joyce B and Weil M.(1974)	*Models of Teaching(4th ed)* London: Prentice Hall of India Pvt. Ltd.
Sharma R.A.(1982)	*Programmed Instruction; An Intructional Technology International*, Meerut:Publishing House
Sharma 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 Teaching*, (Agra) Rakhi Prakashan,
Prasad(2003)	*Advanced Educational Technology*,Guwahati: DVS Publishers
Sharma RN.(2003)	*Advanced Educational Technology (2vols)*, 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.

Paper VIII- 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.

Unit – I   Concept and Types of Guidance
- Concept 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 limitation
- Job satisfaction – Meaning and factors affecting job satisfaction
- Occupational information services – concept, needs, collection, maintenance and dissemination

Unit – IV   Student's Appraisal
- Achievement test, Ability test, Aptitude test, Interest inventory, Attitude test and Personality test - meaning, importance, and limitations in guidance
- Case Study as a technique for collecting data
- Meaning 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 Reading:

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

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

48

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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.
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Khanna, S.D.,Lamba, T.P.& Steffire, Steward(1989)	*Educational Vocational Guidance & Counseling* Delhi: Doaba Jones, House,
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Sharma, Ram Nath(1999)	*Guidance & Counseling,* New Delhi: Surjeet Publications
Shah Alam.(2008)	*Basics of Guidance and Counselling.* N. Delhi :Global Vision Publishing House.
Pandey, V.C.(2005)	*Educational Guidance and Councelling.* Delhi : Isha Books,
Nibedita Dash & B.N. Dash(2009)	*Career Information in Career Guidance & Counselling.* New Delhi: Dominant Publishers and Distributors.
Sarla Gupta(2001)	*Career and Counselling Education.* Delhi: Klpaz Publications.

Paper – IX: Curriculum Development

Course Objectives:
1. To understand the meaning, concept and scope of curriculum.
2. To understand the basis of curriculum construction, transaction, evaluation and   innovation.

Unit-I: Concept and Functions of Curriculum
- Concept of Curriculum
- Functions of Curriculum
- Types of Curriculum
- Importance of Co-curricular Activities in Curriculum
- Concept, needs and importance of Undifferentiated and Differentiated Curriculum

Unit-II: Curriculum Construction
- Process of Curriculum Construction :
  a)   Situational Analysis
  b)   Selection of Objectives
  c)   Selection of Content
- Principles of Curriculum Construction

Unit-III: Foundations of Curriculum
- Psychological foundations
- Sociological Foundations
- Philosophical Foundations

Unit-IV: Curriculum Evaluation
- Concept and Nature of Curriculum Evaluation
- Needs of Curriculum Evaluation
- Types of Curriculum Evaluation : Formative and Summative Evaluation
- Criteria of Evaluation of a Text Book

Unit-V: Curriculum Change
- Concept of Curriculum Change
- Need of Curriculum change
- Factor Affecting Curriculum Change

Suggested Reading:

Bhalla, N. (2007). *Curriculum Development.* Guwahati: DVS Publishers & Distributors

Mrunalini, T. (2008). *Curriculum Development.* Guwahati: DVS Publishers & Distributors

Aggarwal, D. (2006). *Curriculum Development- Concepts, Methods and Techniques.* Guwahati: DVS Publishers & Distributors

Bhall, B.D. & Sharma, S.R.(1992) *Principle of Curriculum Construction,* New Delhi: Published by Kanishka Publishing House,1st Edition,

Kalra, R.M., & Singh, R.R.(1987) *Curriculum Construction for Youth Development,* New Delhi:,Published by Sterling Publishers Pvt. Ltd.,

Vashist, S.R. *Historical Development of Curriculum,* New Delhi: Published by Onmol Publication Pvt. Ltd., 1st Edition (1994),

Vashist, S.R.(1994) *The theory of Curriculum,* New Delhi: by Onmol Publication Pvt. Ltd., 1st Edition,

Venkataiah, N.(1993) *Curriculum Innovation for 2000 A.D.,* New Delhi: Published by APH Publishing Corporation

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Tyler, Ralph W.(1974) *Basic Principles of Curriculum & Instruction,* Chicago: The University of Chicago Press,.

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Aggarwal J.C.(1990) *Curriculum Reform in India : World Overvies, Doab World Education Series - 3,* Delhi : Doab House, Book Seller & Publishers,.

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Dellay, A.V.(1977) *Curriculum - Theory & Practice,* New York: Harper and Row Pub.Inc.

UNESCO(1981)   *Currienla & Lifelong Education,* Paris: UNESCO
Bront, Allen(1978)   *Philosophical Foundations for the Curriculum, Boston:* Allen & Unwin,.

Paper – X: 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

Unit-I: Educational Planning
- Concept of Educational Planning
- Need and importance of Educational Planning
- Process of Planning
- Institutional Planning

Unit-II: Educational Management
- Concept of Educational Management
- Principles of Management
- Aspects of Management
- Types of Management : Centralized and Decentralized, Bureaucratic and Technocratic 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: Managerial Behaviour
- Concept of Managerial Behaviour
- Factors affecting Managerial Behaviour
- Leadership Styles

Unit-V: Supervision
- Concept and Types of Supervision
- Supervisory Procedures
- Principles of Democratic Supervision

Suggested Reading:

Ahuja, AK(2007)   *Educational management,Planning and Finance,*Guwahati: DVS Publishers & Distributors
Mohanty, J.(2008)   *Rducational Management,Supervision,School Organization,* Guwahati: DVS Publishers & Distributors
Agarwal, 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,
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Thomas J.(1987)	*Educational Governance and Administration*, Prantice 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 ,
Hostrop R.W. (1975)	*Managing Education for Results,* ETC Publications,

Paper XI: 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 perspective.

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

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

Unit-IV: **Educational Thoughts of Western Thinkers**
- Rousseau
- Dewey

Unit-V: **Modern Educational Thoughts and Practices**
- Open and Distance Education
- Globalization of Education

Suggested Readings
Aggarwal, DD. (2004).   *Glimpes of World History of Education, 3 vols.* Guwahati: DVS Publishers & Distributors

Aggarwal, JC. (2006).	*Great Philosophers and Thinkers onEducation*. Guwahati: DVS Publishers & Distributors
Joshi, S. (2006).	*Great Indian Educational Thinkers*. Guwahati: DVS Publishers & Distributors
Singh, MK. (2008).	*Gandhi on Education.* Guwahati: DVS Publishers & Distributors
Mukalel, JC. (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 : Siddarth Publication,
Sharma, Yogendra K.(2002):	*The Doctrines of The Great Indian Educators, 1st edition* New Delhi: Kanishka Publishers & Distributors
Rusk, Robert R.(1991):	*The Doctrines of Great Educators, Revised Edition,* New Delhi: Kanishka Publishers & Distributors,
Sharma, Yogendra K.(2002):	*The Doctrines of the Western Great Educators,* New Delhi: Kanishka Publishers & Distributors
William Boyd& Edmub King.(1981):	*History of Western Education,* London: Adam & Charles Black,

Paper – XII - Optional (A): Project Work

Course Objectives:
1. To enable the students to have practical experience of applying the knowledge gained in theoretical papers.
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. Supervisors should be allotted by the Principal on the recommendation of 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.

53

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 Pages: Details of the content and page nos., list of titles and list of figures, if any.

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 –

3. **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 the 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 awarded 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.

Paper XII- Optional (B): 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 analyze classroom teaching-learning, and the ability to observe classroom behaviour; and group dynamics.
4. To develop a positive attitude towards life and the teaching profession.

Unit-I: Nature and Characteristics of Teaching
- Science of teaching
- Relationship between teaching and learning
- Factors affecting teaching
- Levels of teaching
- Phases 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
- Different types of audio-visual aids
- Advantages and disadvantages of audio-visual aids

Unit-III: Lesson Plan and Diagnostic Testing
- Meaning and importance of Lesson plan
- Lesson plan and teaching objectives
- Micro-teaching : concept and procedure
- Nature and purposes of diagnostic testing
- Various forms of remedial teaching

Unit-IV: Models and Methods of Teaching
- Essential elements of
  - (a) Social interaction models
  - (b) Personal models
- Different Methods of Teaching and their merits and demerits:
  - (a) Lecture Methods
  - (b) Demonstration Methods
  - (c) Problem Solving Methods
  - (d) 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, Facilitator, Counselor and Evaluator
- Meaning, needs and significance of Professional ethics for a teacher

Suggested Reading:

Babu, AR (2008):   *Micro-teaching- Theory & Practice 2 vols.* Guwahati: DVS Publishers and Distributors

Siddiqui, MH (2008):   *Models of Teaching.* Guwahati: DVS Publishers and Distributors

Saxena,Swarup N.R.(1996): *Technology of Teaching,* Meerut: R. Lall Book Depot;

Aggarwal, J.C.(1979):	*Essentials of Educational Technology: Teaching Learning – Innovations in Education,* New Delhi: Vikas Publishing HousePvt.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 PublishersPvt.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,* Prantice Hall, Sergiovann et al.
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AIEPA(1971)	*Modern Management Techniques in Educational Administration.* New Delhi : Asian Inst. of Ed. Planning and Administration
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Sampath, K., Pannerselvam, A.& Santhanam,S.(1998)	*Introduction to Educational Technology. IV Revised Edition,* Sterling Publishers Private Ltd.
Ruhela, S.P.(2002.)	*Educational Technology,* Delhi : Indian Publishers, Distributors
Joseph, Mukalel C.(1998)	*Creative Approaches to Classroom Teaching.* Discovery Publishing House, ND.
Kumar, K.L. (2003)	*Educational Technology.* New Age Internantional Publishers.
Yogendra K. Sharma(2002)	*Fundamental Aspects of Educational Technology.* N. Delhi: Kanishka Publishers and Distributors,

Paper XII- Optional (C): 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.

Unit-I: **Introduction to Special Education**
- Meaning and importance of special education
- Objectives of special education
- History of special education
- Classification of exceptional children – positive and negative dimensions

Unit-II: **Education for the Physically Challenged Children**
- Visual disorders: characteristics, identification, and their education
- Hearing impaired: characteristics, identification, and their education
- Speech Defective: characteristics, identification, and their education
- Orthopedically handicapped: characteristics, 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 schemes for mentally retarded children

Unit-IV: **Education for the Gifted**
- Definition 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 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): *Exceptional Children – 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;;

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Sharma S.R(1993) Publishing House;;.

Sahu Binod Kumar(1990): *'Education of the Exeptional Children'* New Delhi : Kalyani Publishers.

Reddy G.Lokanadha, Ramar R, Kusuma 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.

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Bhambri, C.P. *Administration in a Changing Society: Bureaucracy and Politics in India.* Delhi: Vikas, 1991.
Bhattacharya, M. *Public Administration: Structure, Process and Behaviour.* Calcutta: The World Press, 1991.
_____, *Restructuring Public Administration: Essays in Rehabilitation,* New Delhi, Jawahar, 1999.
Chakrabarthy and Bhattacharya. *Public Administration – A Reader.,* New Delhi: OUP, 2004.
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Jain, R.B. *Public Administration in India – 21st Century Challenges for Good Governance.* Guwahati: DVS Publishers, 2004.
Maheshwari, S.R. *Administrative Theories.* New Delhi: Allied, 1994.
Nigam, S.R. *Principles of Public Administration.* Allahabad: Kitab Mahal, 1980.
Nigro, F.A. and L.S. Nogro. *Modern Public Administration.* New York: Harper and Row, 1984.
Prasad & Prasad. *Administrative Thinkers.* New Delhi: Sterling Publishers Private Limited,2000.
Rathod, P.B. *Personnel Administration – Dynamics & Dimensions.* Guwahati: DVS Publishers, 2004.
Sharma, M.P. *Public Administration.* Guwahati: DVS Publishers, 2004.

Paper VIII (a)

Human Rights

Units Approved

I   Human Rights – Meaning, Scope and Importance

II   Human Rights & the United Nations Universal Declaration of Human Rights.

III   Group Human Rights: Rights of Women, Children, Minorities, Disabled and Old Age.Role of International NGO in the Protection of Human Rights - Amnesty International

IV   International Instruments of Human Rights : Civil, Political, Social & Economic Rights.Third Generation of Human Rights: Right to Development.

V   Human Rights Provisions under the Indian Constitution.National Human Rights Commission in India.

Suggested Readings
Buergenthal, Thomas (ed.). *International Human Rights.* Bombay:Allied, 1979.
Carey, J. *U.N. Protection if Civil and Political Rights.* New York: 1970.
Chakravorty, R. *Human Rights and the United Nations.* Calcutta: Progressive Publishers, 1958.
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Iyer, V.R.K. *Human Rights and the Law.* Indore: Vedpal Lane House, 1984.
Kashyap, S.C. *Human Rights and Parliament.* New Delhi: Metropolitan, 1978.
Luard, E. (ed.). *The International Protection to Human Rights.* New York: 1967.
Meron, Theodore. *Human Rights in International Law.* Oxford Clarendon Press, 1984.