

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 Le. 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

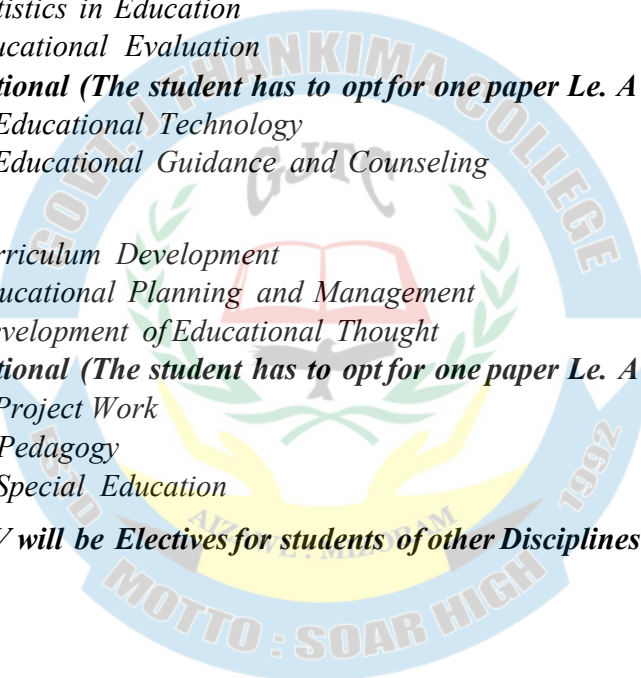
*Paper-XII **Optional (The student has to opt for one paper Le. A or B or***

A. Project Work

B. Pedagogy

C. Special Education

Sote: 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 - 1: 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: Prakasb Brotliers.
- Deceee J. P. (1970) *The Psychology of Learning & Instruction*: Prentice Hall.
- Eysenck H.J. (1960) *The Structure of Personality*, Methuen,
- Guilford J. P. (1911) *Fields of Psychology*, Van - Nostrand.
- Hilgard E.R. (1956) *Theories of Learning*, Appleton Century Crofts,
- Hurlock E.B.(1972) *Child Development*, Mc Grow Hill.
- Mis/ow A//.fl 1954) *Motivation of Personality*, Harper
- C.EH970) *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, 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.

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

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 Institution 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
- Vergheese 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 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*, 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(191%) *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(\ 994) *Methodology and Techniques of Social Research*, Bombay: Himalaya Publishing House.

S/rtg/i, A:w/war(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. & Holliday, M.(1979) *Statistics for Education and Physical Education*. London: 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.
- Siegel, 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,John 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 Mathematics)
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., (1988) *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 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 Instruction*, New 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 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 Instructional 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 (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.

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

- 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.(1919)*Principles of Guidance, 6th Edition*, New Delhi: Tata McGraw Hill Publishing Co, Ltd.,
- Sharma, Ram Nath(1999) *Guidance & Counseling*, New Delhi: Suijeet 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, 1 st 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., 1 st Edition,
- Venkataiah, N.(1993) *Curriculum Innovation for 2000 A.D.*, New Delhi: Published by APH Publishing Corporation
- Doll Ronald C.(1986) *Curriculum Improvement; Decision Making and Process (6 edition)*, London : Allyn & Bacon, Inc.
- Diamond, Robert M(1989) *Designing & Improving Courses & Curricular in Higher Education : A Systematic Approach*, California: Jossey Bass Inc. Publishers,.
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- Whecker D. K. (1967) *Curriculum Process*, University of London, Press
- Verduin J.R.(1967) *Cooperative Curriculum Improvement*: Prentice Hall.
- Aggarwal J. C. (1990) *Curriculum Reform in India : World Overviews, Doab World Education Series - 3*, Delhi: Doab House, Book Seller & Publishers,.
- NCERT(19M) *Curriculum and Evaluation*, New Delhi: NCERT
- Trum J. Lloyd(1912>.) *Secondary School Curriculum Improvement*, Boston: Allyn&Bacon Inc
- NCERT(mS) *National Curriculum for Elementary & Secondary Education A Frame Work*, New Delhi: NCERT,.
- Dewey, John(1966) *The Child and the Curriculum*, Chicago : The University of Chicago Press
- Dellay, A. V.(1911) *Curriculum - Theory & Practice*, New York: Harper and Row Pub.Inc.

UNESCO(1981)
Bront, Allen(1978)

Curriencia & Lifelong Education, Paris: UNESCO
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
Supervisor's Procedures
Principles of Democratic Supervision

Suggested Reading:

- Ahuja, AK.(2007) *Educational management, Planning and Finance*, Guwahati: DVS Publishers & Distributors
- Mohanty, J.(2008) *Educational 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,
- Rao, D.B.(2004) *Educational Administration*, Discovery Publishing House,

- Thomas J.(1987) *Educational Governance and Administration*, Prantice Hall, Sergiovann etal
- 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. ofEd. 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, 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, MK. (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: Siddarih 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.(20G2): *The Doctrines of the Western Great Educators*, New Delhi: Kanishka Publishers & Distributors
- William Boyd & Edmub King.(1^Q81): *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.

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 House Pvt.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,
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- Kochhar,S.K.(1994) *Methods and Techniques of Teaching*, Sterling Publishers Pvt.Ltd.
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- BhagiaJI M.etal(1990) *Educational Administration in India and Other Developing Countries*, New Delhi: Commonwealth Publications
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- 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 International 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:

- KarChintamani(1992): *Exceptional Children - their psychology and education'* New Delhi: Sterling Publishers Pvt. Ltd.
- BhargavaMahesh(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.
- MaitraKrishna(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) *'Exceptional Children' - An introductory Survey of Special Education 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;;.