## EDUCATION

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

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
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:
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:**

**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:
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:
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:


Singh (Ed) (1990)  *Criterion-Referenced Measurement, (Selected readings*, New Delhi: NCERT


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**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., Bajpal A.D. &
Bloom B.S. (1974)
Chauhan S.S. (1978)
Deceeco J.P. (1970)
Flanders N. (1971)
Jose Chander N. (1991)
Joyce B and
Skinner B.F. (1968)
Haseen Taj. (2009)
Anuradha Joshi (2009)
Prasad (2003)
Sharma RN. (2003)
Joyce et al (2009)
Mangal & Mangal (2009)

Technology of Teaching and Essentials of Teaching Learning (Educational Innovations) Delhi: Doaba House, (Four Authors) Nai Sarak,
Aspects of Educational technology, New York: Part IV, Pitman Pub.
Taxonomy of Educational Objectives, London: Handbook 1, Cognitive domain, Longman Group Ltd.,
A textbook of Programmed Intrauction, New Delhi: Sterling Publishers Pvt., Ltd.
The Psychology of Learning and Instructional Technology, New Delhi: Prentice-Hall of India, Pvt. Ltd.,
Management of Distance Education, London: Sterling Publishers
Programmed Instruction: An Instructional Technology International, Meerut: Publishing House
Technology of Teaching, Meerut: International Publishing House
The Technology of Teaching, New York: Appleton Century- Croft,
Computers for Beginners, New Delhi: Starling Publishers, Ltd.
Educational Technology, Agra: Rakhi Prakashan,
Models of Teaching, (Agra) Rakhi Prakashan,
Advanced Educational Technology, Guwahati: DVS Publishers
Advanced Educational Technology (2vols.), Guwahati: DVS Publishers,
Connought Circus
Essentials of Educational Technology, New Delhi: PHI Learning Pvt. Ltd,
Connought circus.
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
- Communication Skills in Counseling
- Role of Counselor in Secondary Schools

Suggested Reading:
Bhatnagar, Dr. R.P. & Rani Seema(1997) Guidance and Counseling in Education and Psychology, Meerut
Rani Seema(1997) R. Lall Book Depot, Booksellers & Publishers,
Sharma, Dr. Ram Nath(1999) Guidance and Counseling, Surjeet Publications, Delhi,
Mittal, H.C. (1977) Elements of Educational Psychology and Guidance, Delhi: Dhanpat Rai & Sons
Pasricha, Prem(1976) Guidance & Counseling in Indian Education, New Delhi: NCERT,
Nibedita Dash & Career Information in Career Guidance & Counselling, New Delhi:

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:
Vashist, S.R.
Venkataiah, N. (1993)
Doll Ronald C. (1986)
Diamond, Robert M (1989)
Taba, Hilda (1962)
Tyler, Ralph W. (1974)
Olive, Peter F. (1988)
Whecker D.K. (1967)
Verduin J.R. (1967)
Aggarwal J.C. (1990)
NCERT (1984)
Trum J. Lloyd (1973.)
NCERT (1988)
Dewey, John (1966)
Dellay, A.V. (1977)

Curriculum Development. Guwahati: DVS Publishers & Distributors
Curriculum Development. Guwahati: DVS Publishers & Distributors
Principle of Curriculum Construction. New Delhi: Published by Kanishka Publishing House, 1st Edition,
Curriculum Construction for Youth Development. New Delhi: Published by Sterling Publishers Pvt. Ltd.,
Historical Development of Curriculum, New Delhi: Published by Onmol Publication Pvt. Ltd., 1st Edition (1994),
The theory of Curriculum, New Delhi: by Onmol Publication Pvt. Ltd., 1st Edition,
Curriculum Innovation for 2000 A.D., New Delhi: Published by APH Publishing Corporation
Designing & Improving Courses & Curricular in Higher Education : A Systematic Approach, California : Jossey Bass Inc. Publishers,
Basic Principles of Curriculum & Instruction, Chicago: The University of Chicago Press,
Developing the Curriculum (2 edition), Scott : Foresman & Co.,
Curriculum Process, University of London, Press
Cooperative Curriculum Improvement : Prentice Hall.
Curriculum Reform in India : World Overvies, Doab World Education Series - 3, Delhi : Doab House, Book Seller & Publishers,
Curriculum and Evaluation, New Delhi : NCERT
Secondary School Curriculum Improvement, Boston: Allyn&Bacon Inc
National Curriculum for Elementary & Secondary Education A Frame Work, New Delhi : NCERT,
The Child and the Curriculum, Chicago : The University of Chicago Press
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:


NIEPA (1986) *Educational Management in India*, New Delhi : NIEPA,


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,


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**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**


William Boyd& Edmub King (1981):

**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:
Aggarwal, J.C.(1979):
Chauhan, S.S.(1979):
Four Authors(1989)
Das, B.C.(1996)
Sharma, A.R(1995)
Thomas J.(1987)
NIEPA(1986)
Bhagia,H.M.etal(1990)
Singhal R.P.etal(1986)
Tanner D&Lawrel T(1987)
Mercedydd Hughes et al(Eds)( 1985)
AIEPA(1971)

Hostrop R.W.(1975)
Ruhela, S.P.( 2002.)

 Technology of Teaching and Essentials of Teaching Learning (Educational Innovations). Delhi: Doaba House
 Technology of Teaching; Meerut: Loyal Book Depot,
 Educational Technology. Ludhiana: Kalyani Publishers
 Methods and Techniques of Teaching. Sterling Publishers Pvt. Ltd.
 Educational Technology. Agra: Vinod Pustak Mandir,
 Techniques of Teaching, Delhi: Dhanpat Rai & Sons,
 Educational Governance and Administration, Prantice Hall, Sergioann et al.
 Educational Management in India, New Delhi: NIEPA,
 Educational Administration in India and Other Developing Countries,
 New Delhi: Commonwealth Publications
 School Inspection System. A Modern approach, Vikash Publishing House,
 General Principles of Management for Educational Planners and Administrators, Paris: UNESCO,
 Managing Education, Holt Rinehart,

 Modern Management Techniques in Educational Administration. New Delhi : Asian Inst. of Ed. Planning and Administration
 Managing Education for Results, ETC Publications.
 Advanced Educational Technology. Atlantic Publishers and Distributors,

 Educational Technology. Delhi : Indian Publishers, Distributors
 Creative Approaches to Classroom Teaching. Discovery Publishing House, ND.
 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

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