

Bodoland University, Kokrajhar

New Syllabus

B.A. Honors Course (Education)

Semester	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE(4)	Elective: Generic (GE) (4)
I	C-1: Introduction to Education	(English/Hindi/MIL Communication)			GE-1: Introduction to Education
	C-2: Philosophical and Sociological Foundation of Education				
II	C-3: Development of Education in India	Environmental Science			GE-2: Philosophical and Sociological Foundation of Education
	C-4: Issues and Trends in Contemporary Indian Education				
III	C-5: Teacher Education		SEC-1: Value Education		GE-3: Educational Psychology
	C-6: Educational Measurement & Educational Statistics				
	C-7: Educational Guidance and Counseling				
IV	C-8: Educational Technology		SEC-2 Method and Techniques of Teaching		GE-4: Environmental and Population Education
	C-9: Educational Psychology				
	C-10: Educational Thoughts and Practices				

V	C-11: Educational Management and Administration			DSE-1: Child psychology	
	C-12: Psychological Practical			DSE-2 Continuing Education and Distance Education (Group-A, B)	
VI	C-13: Environmental and Population Education			DSE-3 Special Education	
	C-14: Project Work			DSE-4 Abnormal Psychology	

Abbreviation Terms:

C = Core

AECC = Ability Enhancement Compulsory Course

SEC = Skill Enhancement Course

DSC = Discipline Specific Core Course

DSE = Discipline Specific Elective

GE = Generic Elective

Outline of the Course

SEMESTER - I		
Course Code	Course Title	Credit
C-1	Introduction to Education	6
C-2	Philosophical and Sociological Foundation of Education	6
GE-1	Introduction to Education	6
SEMESTER - II		
C-3	Development of Education in India	6
C-4	Issues and Trends in Contemporary Indian Education	6
GE-2	Philosophical and Sociological Foundation of Education	6

SEMESTER-III		
C-5	Teacher Education	6
C-6	Educational Measurement & Educational Statistics	6
C-7	Educational Guidance & Counselling	6
GE-3	Educational Psychology	6
SEC-1	Value Education	2
SEMESTER-IV		
C-8	Educational Technology	6
C-9	Educational Psychology	6
C-10	Educational Thoughts and Practices	6
GE-4	Environmental and Population Education	6
SEC-2	Methods and Techniques of Teaching	2
SEMESTER-V		
C-11	Educational Management and Administration	6
C-12	Psychological Practical	6
DSE-1	Child Psychology (Optional)	6
DSE-2	Continuing Education and Distance Education (Optional)	
SEMESTER-VI		
C-13	Environmental and Population Education	6
C-14	Project Work	6
DSE-3	Special Education (Optional)	6
DSE-4	Abnormal Psychology (Optional)	6

SEMESTER- I

C-1: INTRODUCTION TO EDUCATION

CREDIT: 6

Objectives:

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education. Knowledge about the concept of freedom and discipline.

UNIT I: CONCEPT OF EDUCATION

1. Education- Meaning, definition, functions and scope
2. Aims of Education- Individual, Social, Vocational and Culture
3. Aims of Education in Democratic country
4. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

UNIT II: COMPONENTS OF EDUCATION

1. Components of Education and their mutual relationship
 - Pupils
 - Teacher
 - Curriculum
 - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction
4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

1. The concept of freedom and discipline
2. Discipline and Order
3. The interrelation between discipline, liberty and democracy
4. Importance of discipline in social life

REFERENCES

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
 2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
 3. Das, P & Goswami. Theories and Principles of Education.
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SEMESTER- I

C-2: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

CREDIT: 6

Objectives:

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and better understanding of the process of education
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better

UNIT I: INTRODUCTION TO EDUCATION

1. Concept of education
 - Education as a Science.
 - Education as a social process
 - Education as human resource development
2. Aims of education
 - Purpose, goals, aims and objectives of education at different levels starting from primary to higher education
3. The functions of Education
 - Individual development (Development of skill, basic knowledge, interest and appreciation)
 - Acquaintance with heritage, (preservation and transmission)
 - Development of human values, (Social, moral and Aesthetic)
 - Acquisition of skills leading to self-actualization and successful living
 - Social cohesion and social progress

UNIT II: PHILOSOPHY AND EDUCATION

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

UNIT III: EDUCATION AND SOCIOLOGY

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

REFERENCE

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
 2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
 3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
 4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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SEMESTER- I

GE- 1: INTRODUCTION TO EDUCATION

CREDIT: 6

Objectives:

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education.

UNIT I: CONCEPT OF EDUCATION

1. Education- Meaning, definition, functions and scope
2. Aims of education- Individual, Social, Vocational and Culture
3. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

UNIT II: COMPONENTS OF EDUCATION

1. Components of Education and their mutual relationship
 - Pupils
 - Teacher
 - Curriculum
 - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction

4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

1. The concept of freedom and discipline
2. The interrelation between discipline, liberty and democracy
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1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
 2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
 3. Das, P & Goswami. Theories and Principles of Education.
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SEMESTER- II

C-3: DEVELOPMENT OF EDUCATION IN INDIA

CREDIT: 6

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 with significant points of selected educational documents and reports of these periods.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
5. To compare the different features of education systems of ancient Indian with those present system of education.

GROUP- A

EDUCATION IN ANCIENT AND MEDIEVAL INDIA

UNIT I: EDUCATION IN ANCIENT INDIA

1. Vedic Education: Aims of Education, process of education, curriculum and organization
2. Buddhist Education: Aims of Education, curriculum, Relevance of concepts like Madhyama Pratipada, Pratityasumutpad, the four eternal truth

UNIT II: EDUCATION IN MEDIEVAL INDIA

- Medieval education: Types of Educational Institutions, State patronage in Educational Endeavour, Islamic education, its salient features, objectives and curriculum

GROUP- B

EDUCATION DURING BRITISH INDIA AND POST-INDEPENDENCE PERIOD

UNIT III: EDUCATION DURING BRITISH PERIOD

1. Indigenous Education in India at the beginning of the 18th century
2. Growth of modern system of education upto 1947 A.D
3. Charter Act, Adam's Report, Macaulay's Minutes, Wood's Education Despatch, Report of Hunter's Commission, Movement for Compulsory Education, Gokhale's Bill, University Education Commission 1902, Calcutta University Commission 1917, Hartog Committee Report 1929, National Education Movements towards development of a national system of education, Gurukul Kangri, Jamia Milla Islamia, National Council of Education, Gujarat Vidyapith, Basic Education, Visva-Bharati

UNIT IV: EDUCATION DURING POST-INDEPENDENCE PERIOD

1. Development of Indian education during the post-independence period with special reference to secondary education commission 1952. Kothari commission report- 1964-66, National Policy on Education 1986 and its revised formulation of 1992
2. Comparative study with education during Ancient period

REFERENCES

1. Aggarwal, J.C. Development of Education in India, Shirpa Publication.
2. Aggarwal, S.P. Development of Education in India: A Historical Survey of Educational Documents Before & After Independence.

SEMESTER- II

C-4: ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION

CREDIT: 6

Objectives:

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attentions on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology/mass media in spreading education among the masses.

5. To develop understanding of the alternative systems/modes of education and their implications in the Indian scenario.

GROUP – A

CONVENTIONAL MODE

UNIT I: ELEMENTARY EDUCATION

1. Elementary Education – Aims and objectives, Universalisation of elementary education, girls' education, problems of non-involvement and non-retention
2. Functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme
3. Reports of Committee/Commissions since independence. National policies of Education- their implications.

UNIT II: SECONDARY EDUCATION

1. Secondary Education – Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE
2. Reports of Committees/Commissions since independence. – National policies of education – their implications
3. Higher education – General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. Types of universities and equivalent Institutes of Higher learning

GROUP - B

ALTERNATIVE SCHOOLINGS

UNIT III: ELEMENTARY

1. Elementary – Non-formal, National Adult Education Programme (NAEP), National Literacy Mission (NLM), TLC, PLC, JSN, Sarva Shiksha Abhiyan
2. Adult Education – Literacy Education and Further Education (Global and Indian context)
3. Continuing Education
 - General/Liberal Education through open learning system
 - Technical/Vocational Education
4. Life Long Education
 - Re-channeling to Formal Education
 - Liberal Education through enrichment and informal exposure of all sorts for all clientele

UNIT IV: ISSUES IN EDUCATION

1. Educational finances in Grant-in-aid system
2. Population education, family life and sex education
3. Value oriented education, work experience & SUPW

4. Environmental education
5. Education of Women
6. Education of Minority Community with reference to their aims and objectives, method and problems

REFERENCES

1. Bhattacharya Srinivibas. Foundation of Education.
 2. R.N. Safaya. Development, Planning & Problems of Indian Education
 3. V.K. Kohli. Indian Education & its Problems
 4. Ram Ahuja. Social Problems of India Today
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SEMESTER- II

GE-2: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

CREDIT: 6

Objectives:

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
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 - Acquisition of skills leading to self-actualization and successful living

- Social cohesion and social progress

UNIT II: PHILOSOPHY AND EDUCATION

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

UNIT III: EDUCATION AND SOCIOLOGY

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
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 4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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SEMESTER- III

C-5: TEACHER EDUCATION

CREDIT: 6

Objectives:

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.

5. To acquaint the learner with different organizations involved in teacher education.

UNIT I: CONCEPT OF TEACHER EDUCATION

1. Teacher education – concept, aims and scope
2. Objectives of teacher education
3. History and development of teacher education in India

UNIT II: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

1. Concept of pre-service and in- service teacher education
2. Need and importance of in-service teacher education
3. Teacher education for different levels of education- pre-primary, primary and secondary

UNIT III: PROBLEMS OF TEACHER EDUCATION

1. A critical appraisal of the present system of teacher education in India a study of the various Policies and practices in teacher education in post-independence era
2. Present causes and problems of teacher education and suggestions for solution

UNIT IV: TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY

1. Skill-based and Competency based teacher education
2. Interaction analysis – Flanders interaction analysis
3. Simulated Social Skill Training (SSST)

UNIT V: ORGANISATIONS FOR TEACHER EDUCATION

1. District education for Education and Training (DIET)
2. State Council for Educational Research and Training (SCERT)
3. National Council for Educational Research and Training (NCERT)
4. National Council for Teacher Education (NCTE)
5. Central Institution of Educational Technology (CIET)
6. National University of Educational Planning and Administration (NUEPA)
7. Regional College of education in India and their functions

REFERENCES

1. Sharma, Sashi Prabha. Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
2. Fhanders, Ned, A. Analysing Teacher Behaviour London, Wesly Publishing Company.
3. Gurry, P. Education and the training of Teachers, London Longmans, Green and Company.
4. Mukherjee, S.N. Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
5. Bhargava, M. and Saikia, L. Rasul—Teacher in 21st Century Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.

SEMESTER- III

C-6: EDUCATIONAL MEASUREMENT AND EDUCATIONAL STATISTICS

CREDIT: 6

Objectives:

1. To help the students to acquire knowledge of the concept of measurement and evaluation in education.
2. To develop an understanding of different types of educational tests and their uses.
3. To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests
4. To help the students to be acquainted with the concept and application of statistics in Education.

UNIT I: CONCEPT OF MEASUREMENT AND EVALUATION

1. Meaning, Nature and Needs of Measurement in Education
2. Concept of Evaluation in Education
3. Relation between Measurement and Evaluation, Norm Referenced and Criterion Referenced Tests

UNIT II: TOOLS OF MEASUREMENT

1. Measuring Instruments and their Classification; Errors in Measurement; Types of Scales in Educational Measurement
2. Characteristics of a Good Measuring Instrument – Validity, Reliability and Objectivity and their Methods of Determination
3. General principles of test Construction and Standardization.
4. Scoring of student Achievement, Methods of Interpreting Test scores. Reporting test results – Cumulative Record card.

UNIT III: MEASURING HUMAN ABILITIES AND POTENTIALITIES

1. Intelligence Test- Meaning, Classification, Uses
2. Educational Achievement Test- Meaning, Classification, Uses
3. Personality Test-Meaning, Classification
4. Aptitude Test -Meaning, Type, Uses
5. Attitude Scale and Interest Inventory – Meaning.

UNIT IV: EDUCATIONAL STATISTICS

1. Meaning, Nature and Scope and Use of Educational Statistics. Sources of educational Data and Difference between Statistic and Parameter

2. Measures of Central Tendency – Its uses and limitations–Mean from ungrouped data and grouped data (Long and Short method)
3. Measures of variability – its use and limitations
4. Concept of Normal Distribution – Properties and uses of Normal Probability curve in Interpretation of Test scores. Divergence from normality – Skewness and Kurtosis, Derived scores: Linear and Normalized – their uses

UNIT V: GRAPH & VARIABLE DISTRIBUTION

1. Concept of Variable. Types of data– Grouped and Ungrouped data
2. Graphical Representation of data– Pie-diagram, Histogram, Frequency polygon, Cumulative Frequency Graph – Ogive and their uses
3. Bivariate distribution: Scatter gram, Correlation, computation of Coefficients of Correlation by Rank difference, Product moment method, interpretation of coefficients of Correlations
4. Application of Computer in Data processing

REFERENCES

1. Binod, K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
2. Garrett, H.E. – Statistics in Psychology and Education, Mumbai – Vakils, Feffer and Simons Pvt. Ltd.
3. Mangal, S.K. – Statistics in Psychology and Education, New Delhi – Prentice Hall of India.
4. Asthana, Bipin – Measurement and Evaluation in Psychology and Education, Agra – Vinod Pustak Mandir.
5. Ebel, L. Robert and David, A Frisline – Essentials of Educational Measurement, New Delhi– Prentice Hall of India Private Limited.
6. Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.

SEMESTER- III

C-7: EDUCATIONAL GUIDANCE AND COUNSELING

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, nature, scope, need and importance of guidance.
2. To enable the students to understand the meaning, purpose and functions of different types of guidance.
3. To enable the students to understand about the different types of guidance programmes and their organization.

4. To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counseling.
5. To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.

UNIT I: CONCEPT OF GUIDANCE

1. Meaning, nature & scope of guidance
2. Philosophical, psychological and sociological bases of guidance
3. Need and importance of educational guidance services in schools

UNIT II: CONCEPT OF VOCATIONAL GUIDANCE

1. Vocational guidance: Meaning, nature and scope
2. Purpose and functions of vocational guidance
3. Relationship between educational and vocational guidance, relationship between vocational guidance and work education
4. Job analysis and occupational information services

UNIT III: EDUCATIONAL GUIDANCE

1. Educational Guidance Meaning purpose and functions
2. Guidance in Elementary School
3. Guidance in Secondary School
4. Basic data necessary for educational guidance – pupils’ abilities, aptitudes, interests and attitudes, educational attainments and personality traits
5. Construction, administration and interpretations of- cumulative record cards, individual inventories.

UNIT IV: CONCEPT OF COUNSELING

1. Meaning, nature and scope, needs and importance, different type of counseling
2. Various steps and techniques of counseling
3. Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching
4. Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children

UNIT V: Organization of Guidance Programmes

1. Principles of organization
2. Group guidance
3. Individual inventory
4. Information orientation service

5. Placement services and
6. Follow up services

REFERENCES

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
 2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
 3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
 4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
 5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
 6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
 7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R. W.
 8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
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SEMESTER- III

GE- 3: EDUCATIONAL PSYCHOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health

UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education

4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology
6. Application of Educational Psychology in classroom teaching.

UNIT II: DEVELOPMENTAL PSYCHOLOGY

1. Physical, Mental, Social and Emotional Development at various stages: Infancy, Childhood, Adolescence
2. Factors affecting development: Home, School, Society
3. Role of Heredity and Environment and its developmental implications

UNIT III: LEARNING

1. Meaning and nature of learning
2. Learning and Maturation
3. Factors Affecting Learning: Home, School, Mass Media, Intelligence
4. Domains of Learning: Cognitive, Affective, Psycho- motor
5. Motivation and Learning
6. Role of Attention and Interest in learning

UNIT IV: MEMORY AND FORGETTING

1. Meaning, Factors & Types of Memory
2. Meaning & Causes of Forgetting
3. Measures to improve Memory

UNIT V: PERSONALITY

1. Meaning, Definition and Characteristics of personality
2. Theories of Personality: Type Theory- Seldon and Jung, Trait Theory- Adler and Roger, Psycho- Analytic Theory- Freud
3. Concept of balanced mature personality
4. Instincts and Emotions: Meaning and Characteristics
5. Relation between Instinct and Emotion.

REFERENCES

1. Skinner, Charles E. – Educational Psychology
2. Hunt, M.P. – Psychological Foundations of Education.
3. Whittakar – Introduction to Psychology.
4. Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology

SEC- 1: VALUE EDUCATION

CREDIT: 2

UNIT I: CONCEPTS AND APPROACHES

1. Meaning, needs, importance & types of value education
2. Development of value education
3. Value of education for human development
4. Approaches to value education

UNIT II: IMPARTING VALUES INTO THE CURRICULUM

1. Value-oriented education
2. Teaching value through core subject
3. Value development through co-curricular/co-scholarstic activities
4. Methods of imparting value education at primary & secondary education
5. Teacher as value facilitator

UNIT III: SCHOOL SPACES AND ENVIRONMENT

1. Value and the school environment
2. Home-school-community partnerships
3. Values through partnership
4. Learning from people, events and stories prayer and songs in value education

REFERENCES

1. Bhatia, K.K., Principles and Practice of Education
 2. Raymot, T. The Principles of Education
 3. Agarwalla, S. Foundation of Educational Theories and Principles
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SEMESTER- IV

C-8: EDUCATIONAL TECHNOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, scope and objectives of Educational Technology.
2. To acquaint the students about teaching technology, behavioural technology and instructional technology.
3. To make the students understand about communication, process, teaching aids, system approach and use of computer and internet in educational technology.

4. To acquaint the students with innovations in Education through Educational Technology Team Teaching, E-Learning and E-Library

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

1. Meaning, Nature and, Scope of Educational Technology.
2. Objectives of educational technology at macro level
3. Importance and needs of educational technology
4. Types of Educational technology

UNIT II: COMMUNICATION AND INTERACTION

1. Meaning, Nature and purpose of Communication
2. Types of Communication: Verbal and Non-Verbal
3. Class Room Communication its barriers and solutions

UNIT III: TEACHING TECHNOLOGY

1. Meaning and nature of teaching technology
2. Operation of teaching phases - pre-active, interactive and post active phases

UNIT IV: BEHAVIOURAL TECHNOLOGY

1. Behavioural technology- meaning and nature
2. Micro teaching-meaning and objectives
3. Different phases of micro-teaching
4. Merits and demerits of micro-teaching

UNIT V: INSTRUCTIONAL TECHNOLOGY

1. Instructional technology– meaning and nature
2. Programmed instruction – meaning, nature and principles
3. Types of Programmed instruction – Linear Branching, mathematics and others
4. Merits and demerits of Programmed instruction
5. Personalized system of instruction, computer assisted instruction, simulated teaching team-teaching

UNIT VI: TEACHING AIDS

1. Educational Technology and Teaching aids, importance and classification of Teaching aids
2. Principles of Selection and uses of teaching aids
3. Multimedia in education - approach in education

UNIT VII: SYSTEM APPROACH

1. System approach in educational technology – meaning and definition
2. Procedural steps in the system approach in educational technology

UNIT VIII: COMPUTER IN EDUCATION

1. Meaning and history of computer
2. Different types of computer
3. Role of computer in modern education
4. Advantages and disadvantages of Computer, Computer Assisted Instruction
5. Internet-its role in education

REFERENCES

1. Kulkarni, S.S. Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
 2. Das, R.C. Educational Technology, New Delhi Sterling Publishers.
 3. Sharma, R.A. Technology of Teaching, Meerut – International Publishing House
 4. Skinner, B.F. The Technology of Teaching, New York – Appleton
 5. Barbora, R.D. & Goswami, Deepali. Educational Technology
 6. Goswami Meena, Kumari. Educational Technology
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SEMESTER- IV

C-9: EDUCATIONAL PSYCHOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health.

UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education
4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology

6. Application of Educational Psychology in classroom teaching

UNIT II: DEVELOPMENTAL PSYCHOLOGY

1. Physical, Mental, Social and Emotional Development at various stages: Infancy, Childhood, Adolescence
2. Factors affecting development: Home, School, Society
3. Role of Heredity and Environment and its developmental implications

UNIT III: LEARNING

1. Meaning and nature of learning
2. Learning and Maturation
3. Factors Affecting Learning: Home, School, Mass Media, Intelligence
4. Domains of Learning: Cognitive, Affective, Psycho- motor
5. Motivation and Learning
6. Role of Attention and Interest in learning

UNIT IV: MEMORY AND FORGETTING

1. Meaning, Factors &Types of Memory
2. Meaning & Causes of Forgetting
3. Measures to improve Memory

UNIT V: PERSONALITY

1. Meaning, Definition and Characteristics of personality
2. Theories of Personality: Type Theory- Seldon and Jung, Trait Theory- Adler and Roger, Psycho- Analytic Theory- Freud
3. Concept of balanced mature personality
4. Instincts and Emotions: Meaning and Characteristics
5. Relation between Instinct and Emotion

REFERENCES

1. Skinner, Charles E. – Educational Psychology
2. Hunt, M.P. – Psychological Foundations of Education
3. Whittakar. Introduction to Psychology
4. Safaya, R.N, Shukla, C.S and Bhatia, B.D. Modern Educational Psychology

SEMESTER- IV

C-10: EDUCATIONAL THOUGHTS AND PRACTICES

CREDIT: 6

Objectives:

1. To enable the students to understand the philosophy of life of different educational thinkers and their contribution to present day educational thought.
2. To enable the students to learn about the views of the Western and Indian thinkers on aim, curriculum, method of teaching, discipline and role of teacher

UNIT I: ROUSSEAU

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

UNIT II: JOHN DEWEY

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
3. Significant contribution to present day educational thought - an appraisal

UNIT III: JOHN HENRICH PESTALOZZI

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

UNIT IV: MAHATMA GANDHI

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

UNIT V: SWAMI VIVEKANANDA

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

UNIT VI: RABINDRANATH TAGORE

1. Philosophy of life

2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
3. Significant contribution to present day educational thought - an appraisal

REFERENCES

1. Mukherjee, K.K. – Some Great Educators
 2. Rusk, R – Doctrines of the Great Educators, Mc Millian
 3. Chaube, S.P. – Ideals of the Great Western Educators, Neelkamal Publications.
 4. Goswami, M.K. — Educational thoughts and Essays, New Delhi, Asian Book Pvt. Ltd
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SEMESTER- IV

GE- 4: ENVIRONMENTAL AND POPULATION EDUCATION

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, scope and importance of environmental education.
2. To enable the students to understand the programmes of environmental education at different levels of education.
3. To make the students aware of environmental stressors and knowledge on disaster management education.
4. To enable the students to understand the effect of population growth on poverty, health and hygiene
5. To enable the students to understand the importance of population education in school levels

UNIT I: ENVIRONMENT AND ITS DEGRADATION

1. Concept and Definition of Environment
2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

UNIT II: ENVIRONMENTAL EDUCATION

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development
3. Environmental Education at Different Levels—Primary, Secondary and Higher
4. Role of Informal Education Agencies in Environment Protection

UNIT III: ENVIRONMENTAL AWARENESS

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education

3. Role of NGO

UNIT IV: CONCEPT OF POPULATION EDUCATION

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

UNIT V: POPULATION AND QUALITY OF LIFE

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

UNIT VI: POPULATION EDUCATION IN SCHOOL

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

REFERENCES

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
 2. Mahapatra, D – Environmental Education – Kalyani Publishers
 3. Rao, D.G. – Population Education, Sterling Publishers
 4. Kuppaswami B, Population Education, Asia Publishing House
 5. Baldev, K.P. – Population Crisis in India, National
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SEMESTER- IV

SEC - 2: METHODS AND TECHNIQUES OF TEACHING

CREDIT: 2

Objectives:

1. To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching.
2. To develop an understanding of the principles of teaching, various devices and styles of teaching.
3. To understand about teaching effectiveness and classroom management.
4. To acquaint with the lesson planned preparation.

UNIT I: FUNDAMENTAL CONCEPTS OF TEACHING AND LEARNING

1. Meaning and nature of teaching
2. Marks of good teaching
3. Nature of teaching
4. Maxims of teaching

UNIT II: METHODS OF TEACHING

- Effectives teaching methods for classrooms: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming

UNIT III: USES OF TEACHING AIDS

1. Importance of teaching aids in classroom
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector

UNIT IV: LESSON PLANNING

1. Meaning and characteristics of a good lesson plan
2. Knowledge lesson, skill lesson and appreciation lesson
3. Preparation of a lesson plan (any method subject)

REFERENCES

1. Adam, J. Modern developments in educational practices. London: University of London press
 2. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi
 3. Kocchar, S.K. Methods and Techniques of teaching, Sterling publishers Pvt. Ltd
 4. Panton, J.H. Modern teaching; Practice and Techinques, London, Longmans.
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SEMESTER- V

C-11: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

CREDIT: 6

Objectives:

1. To enable the students to understand the basic concepts of management, organization and administration
2. To provide knowledge on Types, Principles and Functions of Educational Management
3. To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

UNIT I: EDUCATIONAL MANAGEMENT

1. Concept of Educational Management: Meaning, Nature, Need and Scope
2. Difference between educational management, administration and school organization
3. Educational administration vs. school administration
4. Characteristics of successful Educational management
5. Types of Educational Management: Centralized and Decentralized, External and Internal. Authoritarian/Autocratic and Democratic, Dynamic/Creative and Laissez-faire.

UNIT II: FUNCTIONS OF EDUCATIONAL MANAGEMENT

1. Functions of Educational Management- Planning, Organization, Directing and Controlling
2. Role of Head of the institution and teacher in Management

UNIT III: EDUCATIONAL SUPERVISION

1. Meaning and Definitions of Educational Supervision
2. Features of Educational Supervision
3. Objectives and Principles of Educational Supervision
4. Functions of Educational Supervision.

UNIT IV: INSTITUTIONAL PLANNING

1. Institutional Planning – meaning, nature and characteristics
2. Types of Institutional Planning
3. Steps in Institutional Planning
4. Importance of Institutional Planning
5. Educational planning – School Time table and co-curricular activities

UNIT V: ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA AND ASSAM

1. Educational structure of education in the Central Government- role of MHRD
2. Central –State relation in Education in India Statutory/Autonomous Organization
3. Some problems of Educational Administration
4. Administration of School Education in Assam

REFERENCES

1. Krishnamacharyulu, V. School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad
2. Sharma, R.A. Educational Administration and Management Meerut, Surya Publication
3. Aggarwal, J.C. Educational Technology and Management, Agra, Vinod Pustak Mandir
4. Harold, J & Elsbree Willard, S. Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd
5. Mukherji, S.N. Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda

SEMESTER- V

C-12: PSYCHOLOGICAL PRACTICAL

CREDIT: 6

The candidates will be required to perform at least 12 laboratory experiments. Marks for practical examination will be distributed as:

- A. Psychological practical without apparatus = 20
- B. Psychological practical with apparatus = 20
- C. Continuous evaluation = 20
- D. Viva-voce = 20
- E. Note Book (2x 10) = 20

Total 100

(Persons involved in evaluation: 1. External examiner 2. Internal examiner

A. (PSYCHOLOGICAL PRACTICAL WITHOUT APPARATUS)

UNIT I: MEMORY- Immediate memory span

UNIT II: ATTENTION- Division of attention

UNIT III: LEARNING- Whole versus Part Learning

UNIT IV: IMAGINATION- Ink Blot Test

UNIT V: ASSOCIATION- Free Association Test, Controlled Association test, Free Vs
Controlled Association Test

UNIT VI: MOTIVATION- Knowledge of result on performance

UNIT VII: FATIGUE- Mental work and fatigue

UNIT VIII: PERSONALITY- Personality test for introversion and extroversion

B. (PSYCHOLOGICAL PRACTICAL WITH APPARATUS)

UNIT XI: MIRROR DRAWING APPARATUS- Trial and Error learning and Bilateral transfer

UNIT X: PUNCH BOARD MAZE OR OTHER MAZE- Maze learning

UNIT XI: TACHISTOSCOPE- Spans of Attention, Span of Apprehension

UNIT XII: MEMORY DRUM- Memorization between meaningful materials and nonsense materials

REFERENCES

1. Woods Worth R.S. and Schlosberg, H. Experimental Psychology, London, Methuen
2. Postman, L and Egan, J.P. Experimental Psychology, Ludhiana, Harper and Row, Kalyani Publishers
3. Postman Egan. Experimental Psychology – An Introduction Ludhiana, Kalyani Publishers
4. Das, P.C. Experiment and Measurement in Education and Psychology, Guwahati, ABD
5. Saikia, L.R. Psychological and Statistical Experiment in Education, Guwahati
6. Meguigam, F.J. Experimental Psychology, New Delhi, Prentice Hall of India

7. Fox, Charles. A Text Book of Practical Psychology, New Dehli, Akansha publishing house
 8. Nataraj, P. Manuals of Experiments in Psychology, Mysore, Srinivasa Publications
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SEMESTER- V

DSE-1: CHILD PSYCHOLOGY (OPTIONAL)

CREDIT: 6

Objectives:

1. To enable the students to understand the importance of child psychology and the need of guidance for child development.
2. To have an understanding about children and new insight about them.
3. To develop a sensitivity towards the needs and rights of children.
4. To understand the importance of play in child development.

UNIT I: HISTORICAL DEVELOPMENT OF CHILD PSYCHOLOGY

1. Meaning, Nature and Scope of Child Psychology
2. Historical perspective of development of knowledge of child Psychology
3. Methods used in Child Psychology
4. Significance of Child Psychology

UNIT II: GROWTH & DEVELOPMENT DURING EARLY CHILDHOOD

1. Pre-natal, Neo-natal & Post-natal
2. Development Patterns during early childhood
 - Physical
 - Emotional
 - Social
 - Language
3. Early Socialization Process
4. Role of Play in early childhood

UNIT III: SOME COMMON CHILDHOOD PROBLEMS

1. Problems of discipline
 - Behaviours and adjustment problems (anger, aggression, truancy)
2. Deficiency & deprivations during childhood
 - Natural
 - Physiological

- Socio-economic
 - Social adjustment problem (shyness, hesitation, jealousy)
3. Prevention & correction of these problems, Role of Education.

UNIT IV: FACTORS AFFECTING CHILD DEVELOPMENT

1. Home/family: parental attitude towards a child: Acceptance & Rejection Problems of children of working mothers
2. School: Peer-group influences, Teacher-and-taught relations, School environment, Effects of reward and punishment
3. Society: Influence of mass media: Radio, TV, Computer, Internet

REFERENCES

1. Chaube, S.P. Child psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra
 2. Chauhan, S.S. Advanced Educational Psychology, Vikash Publishing House, New Delhi
 3. Goswami, G. Child Development and Child Care, Arun Prakashan, Guwahati
 4. Kale, S.V. Child Psychology & child Guidance, Himalaya Publishing House, Mumbai
 5. Kumar, L.N. Development Psychology, Agarwal Educational Publishers, Agra-
 6. Thompson, G. Child Psychology, 2nd Edition, Surajeet Publication, 1981
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SEMESTER- V

DSE-2: CONTINUING EDUCATION AND DISTANCE EDUCATION (OPTIONAL)

GROUP- A

CONTINUING EDUCATION

Objectives:

1. To enable the students to understand the concept of continuing education and its relevance to the changing society
2. To acquaint the students with methods and techniques of continuing education
3. To make the students understand the development of Adult Education in India, Kinds of Adult Education Programme in India and the major problems conforming adult education
4. To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India
5. To acquaint the students with the different forms of instructional strategies in distance education along with the distance mode of learning

UNIT 1: CONTINUING EDUCATION

1. Continuing Education- its meaning and scope
2. Different aspects of continuing Education – Fundamental Education, Adult Education, Social Education and Extension Education – their meaning and nature.
3. Agencies of Continuing Education
4. Role of University in adult/continuing education
5. Significance / importance of Continuing Education

UNIT II: CONTINUING EDUCATION METHODOLOGIES

1. Different methods of Continuing Education
2. Role of Mass Media in Continuing Education
3. Strategies and devices of Continuing Education
4. Methods of Teaching Adults

UNIT III: ADULT EDUCATION

1. Development of Adult Education in India
2. Kinds of adult education programme in India
3. Functional Literacy programme — Role of National Literacy Mission (NLM) Total Literacy Programme / Campaign
4. Planning adult education programme in India for rural women
5. Problems of Adult Education in post independent India and their solutions

GROUP-B

DISTANCE EDUCATION

UNIT IV: DISTANCE EDUCATION AND ITS DEVELOPMENT

1. Distance Education-meaning, Characteristics and teaching –learning components
2. Distinction Education open learning and distance education.
3. Need and importance of distance education
4. Structures of IGNOU's distance learning programmes
5. Growth of distance education Distance teaching- learning system in India
6. Distance education and the goals of equality of opportunity
7. Merits and demerits of distance education

UNIT V: INSTRUCTIONAL STRATEGIES IN EDUCATION

1. Different forms of instructional materials in Distance Education
2. Non print media- Radio and Television

3. Information and Communication Technology (ICT) and their application in Distance Education

UNIT VI: DISTANCE MODE OF LEARNING

1. The content, methodology of design of student support services in distance education and their management
2. Distance Education and rural development
3. Role of distance education in teacher training programme
4. Role of distance Education in the promotion of women education.

REFERENCES

1. Styler, W.E. — Adult Education in India, London Oxford University Press
2. Rogers, Alam — Teaching Adults, Sterling Publishers Pvt. Ltd.
3. Thakur, Devendra — Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications
4. Sharma, Madhulika — Distance Education, Concepts and Principles, New Delhi, Kanishka Publishers
5. Pramji, S — Distance Education, New Delhi, Sterling Publishers Pvt. Ltd.
6. Ansari, N.A — Adult Education in India, New Delhi, S. Chand and Company Ltd.
7. Saiyadin, M.S. – Challenges in Adult Educations, New Delhi, Macmillian India Ltd.
8. Mohanty, S.B. — Life Long and Adult Education, New Delhi, Ashish Publishing House
9. S Goswami, D — Literacy and Development, Guwahati, DVS Publishers

SEMESTER-VI

C-13: ENVIRONMENTAL AND POPULATION EDUCATION

CREDIT: 6

Objectives:

1. To enable the students to understand the meaning of environment.
2. To enable the students to understand the components of environment and the effects of its degradation, the importance of environmental education and sustainable development.
3. To enable the students to know about population growth and its adverse effects.
4. To enable the students to realize the importance of population education in different level at school.

UNIT I: ENVIRONMENT AND ITS DEGRADATION

1. Concept and Definition of Environment

2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

UNIT II: ENVIRONMENTAL EDUCATION

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development
3. Environmental Education at Different Levels—Primary, Secondary and Higher
4. Role of Informal Education Agencies in Environment Protection

UNIT III: ENVIRONMENTAL AWARENESS

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education
3. Role of NGO

UNIT IV: CONCEPT OF POPULATION EDUCATION

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

UNIT V: POPULATION AND QUALITY OF LIFE

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

UNIT VI: POPULATION EDUCATION IN SCHOOL

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

REFERENCES

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
2. Mahapatra, D – Environmental Education – Kalyani Publishers
3. Rao, D.G. – Population Education, Sterling Publishers
4. Kuppuswami B, Population Education, Asia Publishing House
5. Baldev, K.P. – Population Crisis in India, National

SEMESTER-VI

C-14: PROJECT WORK

CREDIT: 6

Each student has to complete one project related to any area having educational significance to be evaluated by- Head or nominee of HoD, External examiner and Supervisor jointly through viva-voice test).

The project work will have to be completed according to following steps :

- Selection of the Topic
- Introduction
- Educational importance of the selected topic
- Location of the selected topic
- Delimitation of the study
- Objectives of the study
- Collection of data with proper tools
- Organization of data, analysis and drawing conclusions with findings
- Writing the report

MARKS DISTRIBUTION

- PROJECT REPORT: 40 (EXTERNAL ONLY)
- VIVA-VOCE ON THE PROJECT REPORT: 20 (EXTERNAL EXAMINER)
- CONTINUOUS EVALUATION: 20 (SUPERVISOR ONLY)
- PROJECT REPORT : 20 (Head or Nominee of HoD & supervisor)

SEMESTER-VI

DSE-3: SPECIAL EDUCATION (OPTIONAL)

CREDIT: 6

OBJECTIVES:

1. To help the students to understand the meaning and importance of special education.
2. To acquaint the students with the different government policies and legislations regarding persons with disabilities
3. To familiarise the students with the different types of special children with their behavioural characteristics.
4. To enable the students to know about the different issues, education provisions and support services of special children.

UNIT I: SPECIAL EDUCATION

1. Special Education-Meaning, scope and objectives

2. Basic principles of Special Education
3. Importance of Special Education
4. Special Education Services
5. Development of Special Education with reference to India

UNIT II: GOVERNMENT POLICIES AND PROGRAMMES AND SPECIAL EDUCATION

1. Objectives of education for challenged children in the International year of Disabled Persons, 1981 with specific reference to India
2. National Policy on Education 1986
3. The Integrated Education Scheme 1992 for the Mildly Challenged
4. Human Rights as per the UN Standard Rules 1994
5. The Persons with Disabilities (PWD) Act 1995

UNIT III: PHYSICALLY CHALLENGED CHILD

1. Physically Challenged Child-Definitions and types
2. Psychological and Behavioural Characteristics
3. Educational programmes

UNIT IV: MENTALLY RETARDED AND EMOTIONALLY DISTURBED CHILD

1. Mentally Retarded-Definitions and types
2. Psychological and Behavioural Characteristics
3. Educational Programmes
4. Emotionally Disturbed Child-Definitions and Types

UNIT V: CHILD WITH LEARNING DISABILITY

1. Child with learning Disability-- Definitions and types
2. Psychological and behavioural characteristics
3. Educational programmes

UNIT VI: EDUCATIONAL INTERVENTION AND ISSUES IN SPECIAL EDUCATION

1. Nature and objectives of special schools
2. Support services provided in these schools
3. Concept of remedial teaching (for LD children)
4. Role of school, family and community in educating exceptional child
5. Teacher Education for special schools
6. Concept of mainstreaming, Labeling Integrated schools, inclusive education, De-institutionalization

REFERENCES

1. Bhargava, M — Exceptional Children, Agra H.P. Bhargava Book House

2. Chapman, E.K. — Visually Handicapped Children and Young People, London, Routhedga and Kegan Paul.
 3. Kotwal, P. — Special Education, Delhi – Authors Press.
 4. Mangal, S.K. — Educating Exceptional Children – An Introduction to Special Education, New Delhi, PHI Pvt. Ltd.
 5. Kar, Chintamani — Exceptional Children – Their Psychology and Education, New Delhi, Sterling Publishing Pvt. Ltd.
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SEMESTER-VI

DSE-4: ABNORMAL PSYCHOLOGY (OPTIONAL)

CREDIT: 6

OBJECTIVES:

1. To enable students to know about Meaning and Concept of abnormal psychology
2. To enable to know about the process of adjustment and mental health
3. To provide knowledge about incidence and hospitalization

UNIT I: ABNORMAL BEHAVIOUR

1. Meaning of abnormal behaviour
2. Popular beliefs and misconception of abnormal behaviour
3. Concept of abnormality
4. Classification of the abnormal behaviours
5. General causes of abnormal behaviour

UNIT II: ADJUSTMENT PROCESS

1. Meaning of adjustment process
2. Concept of frustration and conflict
3. Reaction to frustration
4. Problems of personal adjustment
5. Adjustment with self and situations prevailing at home, school and environment

UNIT III: MENTAL HEALTH AND HYGIENE

1. Concept of mental health and hygiene
2. Scope of mental hygiene
3. Mental health and hygiene
4. Mental deficiency

5. Anti social activity

UNIT IV: PSYCHONEUROSIS AND PSYCHOSES

1. Meaning of psychoneurosis and psychoses
2. Hysteria
3. Anxiety
4. Obsessive compulsive neurosis
5. Phobias
6. Manic depressive psychoses

UNIT V: INCIDENCE AND CARE OF MENTAL PATIENT

1. Hospitalisation and treatment
2. Psycho therapy hypnosis and psycho analysis

REFERENCES

1. S.K. Mangal: Abnormal psychology
 2. S.P. Chaube: Abnormal psychology
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