

NAGALAND UNIVERSITY
Department of Education, Kohima Campus: Meriema
EDUCATION SYLABI FOR BA HONOURS AND GENERAL 2012

General information:

1. All papers are of 100 marks: External Examination 70 marks and Internal Assessment: 30 marks
2. For Internal Assessment: Programs/activities such as assignments, class tests and group activity in terms of seminars/debate/quiz may be taken up. At least two programs/activities shall be mandatory.
3. There will be fourteen papers in all for honours and six for pass/general students. Each paper will comprise of five units. Each unit will be of 14 marks (14x5 units = 70 marks). Out of the 70 marks, 45 marks shall be for descriptive questions and 25 for objective type/short descriptive questions in case of general course.
4. For General papers the teacher will be required to set 5 essay type questions of 9 marks each with internal option (9x5=45), 1 short answer question of 3 marks each one from each unit (3x5) and two extra questions from any unit (total 7 questions) and 10 multiple type questions of 1 mark each (1x10) two from each unit i.e., (9+3+2=14 marks per unit).
5. For Honours there should be 5 essay type questions with internal options (14 x5=70)
6. Care should be taken to see to it that every unit is covered whether it is in the essay type or short questions.
7. Honours students may opt for a Project work of 100 marks in the sixth semester in lieu of one paper i.e., 604 or 605.
8. Credits: Every paper has a value of 4 credits each for electives and Honours except in the 6th semester where the last optional paper or project work is of 5 credits as illustrated below.

List of papers for BA in Education (General & Honours) spread over six semesters:

<i>Course No & Code</i>	<i>Course title</i>	<i>Contact hour/no of lectures</i>	<i>Weightage marks</i>	<i>credits</i>
Semester 1			14x5=70	
Gen/Hons BA/EDN-101	Psychological bases of education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
2.Hons BA/EDN- 102	Pedagogy	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Semester II			14x5=70	
Gen/Hons BA/EDN-201	Sociological Foundations of Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-202	Educational Management	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Semester III			14x5=70	
Gen/Hons BA/EDN-301	Development of Education in	4 hours per week x 17	14 marks per unit	4x1

	India –	weeks/semester		
Hons BA/EDN-302 (optional)	- Trends & Issues in Indian Education or Structure	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA EDN-303 (optional)	Issues of Education in Contemporary India	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Semester IV			14x5=70	
Gen/Hons BA/EDN-401	Philosophical Foundations of Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-402	Educational Measurement & Evaluation	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Semester V			14x5=70	
Gen/Hons BA/EDN-501	Education in Modern India	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-502	Statistics in Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
BA/EDN- 503 or	Educational Thoughts & Practices or	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
BA/EDN-504	Peace & Human Rights Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Semester VI			14x5=70	
Gen/Hons BA/EDN-601	Educational Technology	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN 602 or	Guidance and Counseling in Education or	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN 603	Inclusive Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-604 or (optional)	Curriculum Development & Construction or	4 hours per week x 17 weeks/semester	14 marks per unit	5x1
Hons BA/EDN- 605	Education in the Northeast India	4 hours per week x 17 weeks/semester	14 marks per unit	5x1
Project work in lieu of 604 or 605 in 6 th semester.	Project work on any relevant topic	4 hours per week x 17 weeks/semester	100	5x1

COURSE CODE – BA/EDU -101
SEMESTER I
PSYCHOLOGICAL BASES OF EDUCATION

Course Objectives

1. To enable the students to understand the meaning and concept of Psychology.
2. To enable them to understand the dimensions of Growth and Development.
3. To familiarize students with knowledge of Learning and Motivation.
4. To acquaint them with the knowledge of Intelligence and Creativity.
5. To enable them to understand the different aspects of personality and means of developing an integrated personality.

Course Contents

- UNIT I Concept of Educational Psychology**
- a. Concept of Psychology and Educational Psychology
 - b. Methods of Educational Psychology - Experimental, Differential & Clinical
 - c. Application of Educational Psychology in teaching-learning process.
- UNIT II Meaning of Growth and Development**
- a. Principles of Development
 - b. Stages of Development with special reference to adolescence period – physical, social, emotional and intellectual
 - c. Concept of individual difference – aptitude, interest and attention
- UNIT III Intelligence and Creativity: Concept and Theories**
- a. Meaning and Characteristics of Intelligence and Creativity
 - b. Concept of IQ & Factors of Creativity
 - c. Theories of Intelligence- Two factor theory, Group Factor Theory and Structure of Intellect (SoI)
- UNIT IV Theories of learning**
- a. Meaning and Nature of Learning
 - b. Factors affecting Learning.
 - c. Theories of Learning- Trial and Error, Insightful Learning, Transfer of Learning.
- UNIT V Personality and its nature, determinants and approaches**
- a. Meaning and Nature of Personality.
 - b. Determinants of Personality Development (Home & School).
 - c. Type and Trait approaches of Personality (Jung and Cattell).
 - d. Freud's theory of Personality.

Suggested Readings

1. Educational Psychology – S.K.Mangal, Prakash Brothers Educational Publishers.
2. Advanced Educational Psychology- S.S.Chauhan, Vikas Publishing House.
3. Essentials of Educational Psychology- J.C.Aggarwal, Vikas Publishing House.

COURSE CODE – BA/EDU- 102
SEMESTER I

PEDAGOGY

Course Objectives

1. To initiate the concept of Pedagogy and familiarize with the educational process.
2. To develop the ability to analyze classroom teaching-learning and the ability to observe classroom behavior.
3. To develop a positive attitude towards life and the teaching profession.

Course Contents

UNIT I Conceptual background on Pedagogy

- a. Concept & meaning of pedagogy
- b. Definition, nature & characteristics of teaching
- c. Relationship between teaching and learning

UNIT II General principles of Teaching

- a. General principles of teaching
- b. Factors affecting teaching: Input and Output Variables.
- c. Characteristics of a good teacher

UNIT III Classroom Teaching

- a. Observation of classroom behaviour
- b. Flanders Interaction Analysis
- c. Concept & difference between traditional, macro & micro Teaching.

UNIT IV Teaching Methods and Skills

- a. Teaching Methods- Lecture, demonstration, problem solving, programme instruction and Story telling
- b. Teaching skills – use of blackboard, introducing a lesson, stimulus variation, probing questions, reinforcement

UNIT V Functions of a Teacher

- a. Functions of a teacher as a
 - Planner
 - Facilitator
 - Counselor
 - Researcher

Suggested Readings

1. Essentials of Educational Technology: Teaching learning, Innovation in Education – J.C.Agarwal, Delhi Vikas Publishing House Pvt. Ltd.
2. Technology of Teaching – N.R. Swarup Saxena, Surya Publications, Meerut-250001.

COURSE CODE-BA/EDU-201
SEMESTER-II

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives

1. To develop an understanding of the role of sociology in education
2. To acquaint with the sociological foundations of education
3. To understand the role of education in relation to social change, social interaction and culture
4. To understand and appreciate the role of community in resolving social issues and educational inequalities

Course Contents

UNIT-I Introduction

- a. Meaning of Educational Sociology & Sociology of Education
- b. Relationship between Sociology and Education
- c. Sociological determinants of education

UNIT-II Social Change

- a. Meaning of social change.
- b. Factors affecting social change (Political, Educational and Technological)
- c. Education as an instrument of social change.

UNIT-III Education and Social Group

- a. Primary and Secondary groups
- b. Social interaction and its educational implications
- c. Concept & forms of social stratification

UNIT-IV Education and Culture

- a. Concept & components of culture
- b. Role of education in preservation and transmission of culture
- c. Cultural heritage of India with special reference to Nagaland

UNIT-V Current Social Problems in India with special reference to North-East

- a. Equalization of educational opportunities
- b. Role of community in solving social problems in the field of education
- c. Concept of Communitization of elementary education in Nagaland

Suggested Readings

1. C. N Shankar Rao. Sociology. 1995. S Chand & Company Ltd. New Delhi
2. S.S Mathur. Sociological Approach to Indian education.
3. S.S Chandra.2002. Sociological Foundation of Education.
4. N.R Saxena. Philosophical & Sociological Foundations of Education.
5. Yogendra K Sharma. Sociological Philosophy of Education.

COURSE CODE-BA/EDU-202
SEMESTER-II

EDUCATIONAL MANAGEMENT

Course Objectives

1. To develop knowledge and understanding of the nature, 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 enhance the ability of decision making in educational management.

Course Contents

UNIT I Educational Management

- a. Meaning, nature, scope and need
- b. Types of Educational Management - Centralized and Decentralized, Authoritative/Autocratic and Democratic, Dynamic/Creative and Laissez faire

UNIT II Personnel Management

- a. Meaning of Management
- b. Leadership – meaning & nature, effective leadership
- c. Factors affecting managerial behavior - Personal, Social, Cultural, Political, Institutional

UNIT III Management of Teaching-Learning Process

- a. Concept of teaching-learning process
- b. Steps of managing teaching-learning (planning, organizing, leading, and controlling)
- c. Teacher as a manager

UNIT IV Institutional Planning & Management

- a. Institutional planning – concept, need & importance
- b. Curricular and Co-curricular programs, timetable
- c. School Plant including - equipments and assets
- d. Institutional climate and discipline

UNIT V Educational Planning

- a. Meaning, need & significance
- b. Types & strategies of educational planning
- c. Steps in educational planning

Suggested Readings

1. J. C Agarwal. Educational Administration and Management
2. R.N Sharma. Educational Administration and Management.

COURSE CODE-BA/EDU-301
SEMESTER-III

DEVELOPMENT OF EDUCATION IN INDIA

Course Objectives

1. To understand the historical development of education in India
2. To understand the salient features of ancient & medieval education
2. To acquaint with the genesis of the Modern Indian Education

Course Contents

UNIT-I Ancient India

- a. Vedic Education: aims, curriculum and organization of education.
- b. Buddhist Education: aims, curriculum and organization.

UNIT-II Medieval India

- a. Islamic Education: its salient features, objectives and curriculum.
- b. State patronage in education.

UNIT-III Education in British India

- a. Contributions of Christian Missionaries for the development of education in India.
- b. Significance of Charter Act of 1813.

UNIT-IV Growth of Modern System of Education

- a. Macaulay's Minutes, 1835.
- b. Wood's Despatch, 1854.
- c. Hunter Commission, 1882.

UNIT-V Movement for Compulsory Education in India

- a. Gokhale's Bill, 1910.
- b. Calcutta University Commission, 1917.
- c. Hartog Committee Report, 1929.
- d. Basic Education, 1937.

Suggested Readings

1. J.C Agarwal. Landmarks in the History of Modern Indian Education.
2. Lal and Sinha. Development of Indian Education and its Problem.
3. S.P. Chaube. History and Development of Indian Education.
4. J.C. Agarwal. Landmark in the History of Modern Indian education

COURSE CODE-BA/EDU-302
SEMESTER-III

TRENDS & ISSUES OF COMTEMPORARY INDIAN EDUCATION

Course Objectives

1. To develop understanding of significant trends and issues in contemporary education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

Course Contents

UNIT I Continuing Education

- a. Concept of Adult, Continuing and Lifelong Education
- b. Efforts on Adult Education/Literacy- NAEP, NLM & Sakshar Bharat
- c. General/ Liberal Education through open learning system
- d. Technical/Vocational Education

UNIT II Population Education

- a. Significance, need & objectives of Population Education
- b. Problems of Population Education
- c. Relation between Population Education & Sex Education
- d. National Population Policy 2000

UNIT III Education of Women and Girls

- a. Concept and need of prioritizing education for women & girls
- b. Promoting gender equality
- c. Schemes of the Government of India for promoting girls' education
- d. Problems and remedial measures

UNIT IV Value Education

- a. Meaning & significance of Value Education
- b. Modern & Traditional Values
- c. Role of education in inculcation of values
- d. Programs/methods for development of value

UNIT V Open & Distance Education

- a. Concept, need and scope of distance education
- b. Modes of DE – correspondence education & open learning system
- c. Merits & limitations of Open & Distance Education

Suggested Readings

1. S.K Kochhar. Pivotal Issues in Indian Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.P. Pathak. History, Development & Contemporary Problems of Indian Education.

COURSE CODE-BA/EDU-303
SEMESTER-III

STRUCTURE & ISSUES OF COMTEMPORARY EDUCATION IN INDIA

Course Objectives

1. to understand the structure education in contemporary India.
2. to develop understanding of the objectives & aims at various level of education
3. to provide information on the important regulatory institution/bodies and their role in education.

Course Contents

UNIT I Early Childhood Care & Education

- a. Concept, need & relevance of ECCE in the context of universalization of elementary education (UEE)
- b. ECCE & District Primary Education Program
- c. Challenges & priority task

UNIT II Elementary Education

- a. Aims & objectives
- b. Concept of UEE
- c. Promotion of UEE through Sarva Shiksha Abhiyan (SSA)
Right to Education Act 2009
- d. Concept of Continuous Comprehensive Evaluation (CCE)

UNIT III Secondary Education

- a. Aims & objectives
- b. Vocationalization of secondary education
- c. Universalization of secondary education and the role of Rashtriya Madhymik Shiksha Abhiyan (RMSA)
- d. Problems and remedial measures

UNIT IV Higher Education

- a. Aims & objectives
- b. Types of universities
- c. Quality control of higher education and National Accreditation and Assessment Council (NAAC)
- d. Autonomy & accountability in higher education

UNIT V Regulatory and Training Institution/Bodies

- a. NCERT, SCERT, National Council of Teacher Education (NCTE), College of Teacher Education (CTE), District Institute of Education & Training (DIET)
- b. UGC, AICTE, ICSSR & CSIR

Suggested Readings

1. J.C. Agarwal. Development and Planning of Modern Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.S. Pandey. Development of Indian System of Education.
4. Ministry of Education. New Delhi. Challenges of Education: A Policy Perspective 1985.

COURSE CODE-BA/EDU-401
SEMESTER-IV

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives

1. To understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint with the philosophical foundations of education.

Course Contents

UNIT-I Introduction

- a. Meaning of Educational Philosophy
- b. Relationship between Philosophy and Education
- c. Aims of education: Individual, Social, Vocational

UNIT-II Functions of Education

- a. Self-actualization
- b. Human Resource Development
- c. National integration and International understanding

UNIT-III Some Major Schools of Philosophy

- a. Idealism, Naturalism and Pragmatism
- b. Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

UNIT-IV Development of Values

- a. Meaning of values
- b. Classification of values (Social, Moral and Aesthetic)
- c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

UNIT-V Freedom and Discipline

- a. Meaning of Freedom and Discipline
- b. Types of discipline
- c. Importance of discipline in social life

Suggested Readings

1. B.N Dash- Principles of Education and Education in the Emerging Indian Society. Ajanta Prakashan, 2768, Gali Samaj Bazar Sita Ram, Delhi-110006.
2. V. R Taneja. Educational Thought & Practices.
3. A.S Thakur. The Philosophical Foundations of Education.

COURSE CODE-BA/EDU-402
SEMESTER-IV

EDUCATIONAL MEASUREMENT & EVALUATION

Course Objectives

1. To develop understanding of the concepts of measurement and evaluation in the field of education
2. To acquaint with different types of measuring instruments and their uses
3. To acquaint with the principals of test construction both educational and psychological
4. To develop understanding of a good measuring instrument and their importance in educational measurement

Course Contents

Unit I Educational Measurement and Evaluation

- a. Meaning & nature of educational measurement
- b. Need for measurement in education
- c. Concept of evaluation in education
- d. Relation between measurement and evaluation

Unit II Tools used in Educational Measurement

- a. Measuring instrument and their classification
- b. Types of scales in educational measurement
- c. Norm referenced and criterions referenced test
- d. Types of Examination – Objective & Essay/Descriptive Type

Unit III Measuring instruments

- a. Characteristics of a good measuring instrument
Validity, Reliability, Objectivity

Unit IV Measurement of Attitude, Personality and Creativity

- a. Measurement of attitude (Likert), personality (Rorschach-Ink Blot), creativity (Baquer Medhi)

Unit V Test Construction and Standardization

- a. General principles of test construction and standardization
- b. Scoring of students achievement
- c. Reporting test results & cumulative record card

Suggested Readings

1. Marami Goswami. 2003. Measurement and Evaluation in Psychology and Education.
2. Bepin Asthana. Measurement and Evaluation in Psychology and Education.
3. S.M. Sungoh. Educational Evaluation & Testing.

**COURSE CODE-BA/EDU-501
SEMESTER-V**

EDUCATION IN MODERN INDIA

Course Objectives

1. To acquire adequate knowledge of the recommendations of various education commissions
2. To understand the issues and problems of education at various levels of education

Course Contents

UNIT-I Development of Indian Education post Independence period with special reference to :

- a. University Education Commission (1948-49)
- b. Secondary Education Commission (1952-53).
- c. Kothari Commission (1964-66).

UNIT-II National Policy on Education (NPE 1986) and its revised formation 1992

UNIT III Educational Provisions

- a. Constitutional provisions in relation to Education
- b. Right to Education 2009
- c. Provisions for education of the disabled children with special reference to the Integrated Education for Disabled Children

UNIT-IV Studies on some national commissions relevant to education

- a. National Knowledge Commission, 2006 (Sam Pitroda) with special reference to Higher Education
- b. Salient Features of Yash Pal Committee Report.

UNIT-V Studies on Regulatory Bodies and training Institutions, Literacy status and problems of education

- a. Functions of University Grants Commission, National Council of Educational Research and Training, National Assessment and Accreditation Council
- b. Literacy status of India and Nagaland
- c. Problems of primary, secondary and higher education in the North-East with special reference to Nagaland.

Suggested Readings

1. S.P Chaube. History and Development of Indian Education
2. J. C Aggarwal. Landmark in the History of Modern Indian Education.
3. ---- Development & Planning of Modern Education
4. R.S Pandey. Development of Indian System of Education.
5. Ministry of Education, New Delhi. Challenges of Education. A Policy Perspective 1985.

**COURSE CODE-BA/EDU-502
SEMESTER-V**

STATISTICS IN EDUCATION

Course Objectives

1. To develop the ability to use various statistics measures in analysis and interpretation of educational data.
2. To develop the ability to organize relevant educational data
3. To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.

Course Contents

Unit I - Introduction to Educational Statistics

- a. Meaning, nature, scope & use of educational statistics
- b. Sources of educational data and use of educational statistics
- c. Importance of statistics in education

Unit II Central Tendencies & Variability

- a. Measures of central tendencies – mean, median and mode
- b. Measures of variability – Standard Deviation

Unit III Normal Probability

- a. Concept of normal probability
- b. Properties and uses of normal probability curve in interpretation of test scores
- c. Divergence from normality- skewness & kurtosis

Unit IV Measures of Correlation

- a. Concept and kinds of correlation
- b. Computation of coefficient of correlation by rank difference & product moment method

Unit V Representation of Data

- a. Concept of variable
- b. Types of data – grouped and ungrouped
- c. Graphical presentation of data – pie diagram, histogram, frequency polygon
- d. Cumulative frequency, graph - ogive and its uses
- e. Application of computer in data processing

Suggested Readings

1. Garrett H.E. Woodworth R.S. 1979. Statistics in Psychology and Education.
2. Kothari C. R. 2005. Research Methodology.
3. Best John W., and Kahn, James V.1986. Research in Education
4. S.K. Mangal. Statistics in Psychology and Education.

**COURSE CODE-BA/EDU-503
SEMESTER-V**

EDUCATIONAL THOUGHTS & PRACTICES

Course Objectives

1. To develop an understanding of educational ideas of Indian and western educators
2. To obtain knowledge of pedagogical concepts given by various educators
3. To understand and appreciate scientific approach to the study of some educational problems

Course Contents

- Unit I Contributions of some prominent Indian Philosophers to Education**
- a. Critical study of the contribution of Acharya Vinobha Bhave to the field of education
 - b. Mahatma Gandhi's contribution to the field of education
- Unit II Educational Thought and practice**
- a. Rabindranath Tagore's idea on education with special reference to *Shantiniketan/Vishva Bharti University*
 - b. Contribution of Radhakhrisnan to the field of higher education
- Unit III Ideas on education of some western philosophers**
- a. Educational thoughts of Bertrund Russell
 - b. John Dewey's idea on education with special reference to project method
- Unit IV Contributions of some Western Thinkers to Education**
- Educational Philosophy of JJ Rousseau
- Contribution of Paulo Friere to the field of education of the oppressed
- Unit V Views and ideas of some prominent Ancient Greek philosophers on Education**
- a. Views and ideas of Socrates and Plato on education

Suggested Readings

1. V. R Taneja.2005. Educational Thought and Practice.
2. A Biswas and J.C Aggarwal. Seven Indian Educationists
3. S. P. Chaube. Some Great Western Educators.

COURSE CODE-BA/EDU- 504
SEMESTER-V
PEACE & HUMAN RIGHTS EDUCATION

Course Objectives

1. To understand the need and significance of peace education in conflict ridden society
2. To acquaint of the dimension of peace education and the efforts made by the various commissions/committees on peace & human rights
3. To learn to live in peace & harmony with others
4. Enforcement agencies & organizations on peace & human rights

Course Contents

UNIT 1 Concept, objectives & dimensions of peace education

- a. Concept of peace education
- b. Aims and objectives
- c. Dimensions of peace education

UNIT II Learning to Live Together

- a. Concept of learning to live together
- b. Characteristics of learning to live together
- c. Learning to live together in schools

UNIT III Commissions & Committees on Peace Education

- a. Delor's Commission 1996
- b. UNESCO's Conference for Peace & International Understanding, Tokyo 1999
- c. Global Campaign for Peace Education 1999

UNIT IV Concept of Human Rights

- a. Universal Declaration of Human Rights 1948
- b. Fundamental rights and fundamental duties under Indian Constitution
- c. Directive Principles of State Policy

UNIT V Enforcement Agencies of Human Rights Education

- a. Role of National Human Rights Commission & State Human Rights Commission and Judiciary
- b. Role of Civil Society Organizations
- c. Mass Media - print & electronics

Suggested Readings

1. NCERT, Peace Education: Self Instructional Package for Teacher Education, NCERT, New Delhi 2004
2. NCERT, National Curriculum Framework, New Delhi 2005
3. NCERT, NCF 2005 Position Paper, National Focus Groups on Education for Peace, New Delhi 2006
4. Delor Jacques. Learning the Treasures Within. UNESCO Publishing, Paris 1996
5. Agarwal, H.D. Implementation of Human Rights Contents with special reference to India. D.K Publishers 1993
6. Bhalle, S.L. Human Rights: An Institutional Framework for Implementation. D.K. Publishers New Delhi 1993

**COURSE CODE-BA/EDU-601
SEMESTER-VI**

EDUCATIONAL TECHNOLOGY

Course Objectives

1. To understand the meaning, nature and scope of educational technology
2. Create an understanding of the application of basics of technology in the process of education
3. To familiarize with the technological advances made and to develop a positive attitude toward the use of ICT in the educational process.

Course Contents

UNIT I Educational Technology

- a. Meaning, nature and scope
- b. Types - Hardware and software

UNIT II Communication Process

- a. Meaning & nature
- b. Process & components
- c. Types of classroom communication
- d. Mass media approach in educational technology

UNIT III System Approach & Instructional System

- a. Systems Approach to instructional process
- b. Instructional system designing - concept, component, physical & human resources

UNIT IV Innovation in Educational Technology

- a. Programmed learning
- b. Micro and macro teaching
- c. Team teaching

UNIT V Personalized System of Instruction (PSI)

- a. Computerized Assisted Instruction
- b. Simulated Teaching
- c. Information Communication Technology (ICT) in distance education

Suggested Readings

1. R. A Sharma. Advanced Educational Technology.
2. J. Mohanty. Educational Technology.
3. S.K Mangal. Educational Technology.

COURSE CODE – BA/EDU- 602
SEMESTER VI

GUIDANCE & COUNSELLING IN EDUCATION

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 students' strengths and weaknesses.
3. To acquaint the students to various approaches in organizing vocational guidance.
4. To help in understanding the importance of job analysis and occupational information services.

Course Contents

UNIT I Introduction to Guidance

- a. Concept of Guidance
- b. Meaning, nature and scope
- c. Principles of guidance
- d. Philosophical, psychological & social bases of guidance

UNIT 2 Educational Guidance

- a. Meaning, need and importance of educational guidance
- b. Principles of educational guidance
- c. Basic data necessary for educational guidance: Pupils' abilities, aptitudes, personality, interest and attitudes

UNIT 3 Vocational Guidance

- a. Meaning and objectives
- b. Vocational guidance at the secondary stage
- c. Job analysis & job satisfaction

UNIT 4 Concept of Counseling

- a. Meaning, nature, scope & types
- b. Various steps and techniques
- c. Relationship between guidance & counseling
- d. Important qualities of a good Counselor

UNIT 5 Career Counseling

- a. Meaning and importance
- b. Career counseling with college students, adults & women
- c. Various approaches in organizing career guidance & counseling - Career corner, career talk, career conference, simulated interview

Suggested Readings

1. Indira Madhukar. Guidance and Counselling . Authors Press Publishers of Scholarly Books, New Delhi.
2. Sitaram Jaiswal. Principles of Guidance and Counselling.
3. J.C.Aggarwal, Doaba. Educational Vocational Guidance and Counselling . House Booksellers & Publishers, 1688, Nai Sark, New Delhi-110006.
4. Rashmi Agarwal. Educational Vocational Guidance & Counselling: Principles, Techniques & Programmes. Shipra Publication, New Delhi-110092.

COURSE CODE-BA/EDU-603
SEMESTER-VI

INCLUSIVE EDUCATION

Course Objectives

1. To introduce the concept of Inclusive Education
2. To understand the different categories of children with special needs
3. To understand and appreciate the needs of such children in the society

Course Contents

UNIT I Introduction to Inclusive Education

- a. Concept and meaning of Inclusive Education
- b. Need and importance
- c. Objectives of Inclusive Education

UNIT II Children with special needs (CWSN)

- a. Types and characteristics of children with special needs (CWSN)
Visual and hearing impaired
Speech and language impaired
Orthopaedically challenged
Children with learning disabilities
Socially disadvantaged

UNIT III Policies and Programs of Inclusion

- People with Disabilities Act 1995-96
- Convention on the Rights of Children (CRC)
- National Commission for Protection of Child Rights

UNIT IV Techniques and Aids for the Education of Children with Special Needs

- a. Techniques and Aids for the Education of Children with Special Needs-
Visual and hearing impaired
Speech and language impaired
Orthopaedically challenged
Children with learning disabilities
Socially disadvantaged

UNIT V Role of Family and Community and NGOs

- a. Role of family & community in the nurturance of children with special needs
- b. Role of NGOs in providing for the CWSNs
- c. Inclusive Education under Sarva Shiksha Abhiyan (SSA)

Suggested Readings

1. Advani Lal & Chadha A.2003. You and Your Special Children.
2. Panda K. C. 1997. Education of the Exceptional Children.
3. S.K Mangal.2008. Educating of the Exceptional Children: An Introduction to Special Education

COURSE CODE – BA/EDU - 604
SEMESTER VI

CURRICULUM DEVELOPMENT & CONSTRUCTION

Course Objectives

1. To understand the meaning, types and importance of Curriculum.
2. To understand the basics of Curriculum Construction, Transaction and Evaluation
3. To acquaint with the national policies on Curriculum

Course Contents

UNIT I Introduction

- a. Meaning, need and importance of curriculum
- b. Aims and objectives of curriculum and its relation to different domains of personality
- c. Determinants of curriculum
- d. Core curriculum and Co-curricular activities

UNIT 2 Curriculum Framework, Construction and Transaction

- a. Curriculum Framework at Different Levels of Education
- b. Principles of curriculum construction.
- c. Construction of a balanced curriculum.
- d. Process of curriculum transaction.

UNIT 3 Curriculum Development

- a. Its process – steps in curriculum development, mechanics and model of curriculum development
- b. Evaluation of Curriculum – meaning, need and aspects

UNIT 4 Types of Curriculum

- a. Traditional
- b. Activity
- c. Experience-centred.

UNIT 5 National Curriculum in India

- a. Reform in Curriculum (Indian Education Commission 1966)
- b. Salient features of the National Curriculum Framework 2005

Suggested Readings

1. Janardhan Prasad Vijay Kumari. Advanced Curriculum Construction. Kanishka Publishers & Distributors, 4697/5-21A, Ansari Road, Daryanganj New Delhi-110002.
2. Maitreya Bolsara. Principles of Curriculum Construction. Kanishka Publishers & Distributors, 4697/5-21A, Ansari Road, Daryanganj, New Delhi-110002.
3. R.K.Safaya & B.D.Shaida. Development of Educational Theory and Practice

COURSE CODE-BA/EDU-605
SEMESTER-VI

DEVELOPMENT OF EDUCATION IN NORTH-EAST OF INDIA

Course Objectives

1. To trace the growth and development of education in the North East of India
2. To understand some issues & problems of education - elementary, secondary and higher education in the North-East of India
3. To understand the status and types of teacher education in the NE
4. To acquaint with educational administration and management in the context of Nagaland

Course Contents

UNIT I Education in the North East Indian Region

- a. History of Education in N-E India
- b. A background of the region and its people
- c. Education in the Pre-Independence period
- d. Development of education in Independent India

UNIT II **Elementary Education in the North-East Region**

- e. Structure and pattern of elementary education
- f. Steps taken to achieve the target of universalization of elementary of education (UEE)
- g. Problems of elementary education

UNIT III **Secondary Education**

- h. Review of the development of secondary education in the North-East
- i. Problems of secondary education
- j. Vocationalization of secondary education

UNIT IV **Higher Education**

- k. Development of higher education in the North-East
- l. Technical education
- m. University education
- n. Issues of higher education in the North-East

UNIT V **Teacher Education and Educational Administration**

- o. Status of teacher education in the North-East
- p. Types of teacher education institutions
- q. Agencies for in-service education of teachers
- r. Educational administration and management with special reference to Nagaland

Suggested Readings

1. R.P Tiwari. Problems of Education in North East India. Vikas Brothers, Ludhiana.
2. North East India Education Society. North East Education. Journal of the North East India Education Society.
3. North East India Education Society. Proceedings of the Annual Conferences & Seminars.

Project work:

Honours students may undertake a Project Work of 100 marks on any educational topic in the VIth semester in lieu of the last theory paper (Paper No.604 or 605). The size of the project work should be substantial enough and the number of pages may be between 60-70 pages. Space of 1.5mm in between lines may be maintained and font size should be 14. For evaluation of project work out of 100 marks 70 are reserved for project report and 30 marks for presentation and viva voce. Project work shall be jointly evaluated by external and internal evaluator (70 for external and 30 for internal).

NAGALAND UNIVERSITY
DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA.

NO.NU/EDN-22/BUGS/95-

DATED: 28.05.12.

To

Prof. Lanunungsang
Prof. & Dean
School of Social Sciences
Nagaland University,
Campus Lumami.

Sub: Education syllabi for B.A honours and general

Sir,

Please find enclosed the Education syllabi for B.A Honors & General worked out as per semester system for your perusal and feedback. While all care has been taken to adhere to the guidelines provided, some changes have been necessitated.

Any feedback/corrections/changes would be welcomed.

Yours faithfully,

Dr Lungsang Zeliang
HoD in Charge
Department of education
Nagaland University

Copy to:

1. The Dean, School of Humanities & Education, NU Kohima Campus, Meriema.
2. All members of BUGS
3. Office copy

(Dr. Lungsang Zeliang)
HoD in Charge