DEPARTMENT OF EDUCATION

RABINDRANATH TAGORE UNIVERSITY

HOJAI, ASSAM

SYLLABUS

Ph.D. COURSE WORK

AS PER (AWARD OF Ph.D. DEGREE) UGC REGULATIONS, 2022

2023

OBJECTIVES

The course is designed with the following objectives:

To acquaint the students with research methodology in education and help them understand different research methods, relevant tools and techniques, data collection and analysis and use of conceptual understanding in practical research work and writing a research report. To let the students know research and publication ethics and to enable the students apply their knowledge in writing research proposals, reports and articles for publication. To acquaint the students with statistical data analysis and enable them to apply statistics in data analysis and interpretation.

LEARNING OUTCOMES

1. Demonstrate a thorough knowledge of the literature and a comprehensive understanding of methods and techniques applicable to their own research

2. Discover, interpret, and communicate new knowledge through original research of publishable quality which satisfies peer review

3. Apply a significant range of advanced and specialized skills and be able to act autonomously in the planning and implementation of research

4. Practice a proactive, self-critical, and self-reflective approach based on research and develop professional relationships with others where appropriate

5. Demonstrate leadership and originality in tackling and resolving problems and issues, through communication and working effectively with others

6. Present and defend original research outcomes which extend the forefront of a discipline or relevant area of professional practice

7. Critically and creatively evaluate current issues, research, and advanced scholarship in the discipline

8. Manage complex ethical and professional issues and make informed judgments on ethical codes and practices, and

9. Work collaboratively with all stakeholders to create, develop, and exchange research knowledge to influence and benefit society and the economy

COURSE STRUCTURE

SL. NOS	COURSE CODE	COURSE NAME	MARKS	CREDITS	INTERNAL	EXTERNAL
COMPULSORY	EDUCP:01	Research Methodology in Education	100	4	40	60
	EDUCP:02	Research and Publication Ethics	100	4	40	60
ANY TWO PAPERS	EDUOP:01	Educational Statistics	100	4	40	60
	EDUOP:02	Educational Planning, Management and Finance	100	4	40	60
	EDUOP:03	Curriculum Development	100	4	40	60
	EDUOP:04	Teacher Education	100	4	40	60
	EDUOP:05	Early Childhood Care and Education	100	4	40	60
	EDUOP:06	Special Education	100	4	40	60
	EDUOP:07	Educational Planning, Management and Finance	100	4	40	60

Ph.D.-EDUCP: 01
RESEARCH METHODOLOGY IN EDUCATION
(4 Credits)
Marks - 100

Course Objectives
After completing this course, the scholars will be able to:
- understand the nature, objectivity and ethical concerns in educational research
- acquaint with different approaches to Research: Qualitative and Quantitative
- identify and select suitable research problem and provide justification
- understand and apply various methods , tools and techniques of Educational research.

Unit-I: Educational Research
- Science-Concept, Nature and Functions
- Aims of Science and Methods of Scientific Inquiry
- Education as a field of Scientific Inquiry and Practice
- Importance and Limitations of Educational Research
- Ethics of Educational Research
- Legal Constraints in Conducting Educational Research

Unit-II: Quantitative Research Designs
- Experimental Research Designs - Pre experimental, True Experimental and Quasi Experimental designs
- Single Subject Research Designs
- Non-experimental Research Designs – Descriptive Research, Co-relational Research, Survey Research and Ex-post facto Research
- Internal and External Validity of Quantitative Research Designs
- Evaluating Quantitative Research

Unit-III: Qualitative Research Designs
- Case Study, Ethnographic and Analytical (Historical and Legal) Research Designs
- Evaluation Research Design – purposes, roles, approaches and benefits
- Policy Research Design – Characteristics, purposes and benefits
- Internal and External Validity of Qualitative Research Designs
- Evaluating Qualitative Research

Unit-IV: Methods of Research
- Functions of literature review, steps in literature review, abstracting and organizing the literature
- Meta-analysis literature reviews
- Preparation of research proposal
- Procedure of selecting, published tests
- Procedure for Development of Questionnaire, Interview Schedule, Observation Schedule, Attitude Scale (Likert and Thurstone) and Rating Scale
- Principles of Administering Tests and Questionnaires and Conducting Interview, Observation and Rating.
- Communicating research- Writing the Thesis/ Dissertation/ Report and Article (general guidelines)

Activities: Each Scholar has to undertake at least two of the following activities; prepare reports and present the reports in seminars.

1. Review of researches in a particular area based on the abstracts of surveys of Research in Education.
2. Preparing a synopsis on a research proposal.
3. Finding out the relationship between internal and external assessment at any level of education.
4. Re-establishing the reliability of any psychological test and its interpretations.
5. Abstracting five research articles published in journals related to a specific area.
6. Preparing a consolidated chart/slide on Sampling Designs/Research Designs with all salient features.
7. Preparing references in APA (Latest Edition) style on three each on the following an analytical report regarding the variations in them.
    a) Single author book
    b) Books with two and more authors
    c) Books on subsequent edition
    d) Edited books
    e) Books with no author
    f) Books published by corporate/associations
    g) Chapters in edited books
    h) Journal article
    i) Unpublished papers presented in seminars
    j) Unpublished theses/presentations/manuscripts.
9. Conducting a detailed survey on educational status of a street/village of not less than 50 households.
10. Conducting case studies of five slow learners/problem children.
11. Any other activity that the course in-charge recommends.

Suggested Readings:
- Best J.W. and Kahn J.V. (1989). Research in education (Sixth edition) New Delhi: Prentice hall of India, Private Ltd.
- Van Dalen D.S. & Meyer W.J. (1979). Understanding Educational Research: An introduction. New York: Mc Grow Hill Co.
- Kerlinger F.N.(1978) : Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Sukia S.P. and others (1974). Elements of Educational Research. (3rd revised edition) Allied Publishers, Bombay.
- Koul L. (1984). Methodology of Educational Research. New Delhi: Vikas Publishers, Meyer W.J.
- Englehart, Max. D.(1972): Methods of Educational Research. Chicago: Rand Mc Nally Meyer W.J. and Co.
- Wilkinson& Bhandarkar: Methodology and Techniques of Social Research. Bombay, Himalaya Publishing House, 1994.
- N.E Gronlund (1981). Measurement and Evaluation in Teaching. New York: Mac Millan Publishing Co.inc.
- Mac Millan,JH & Schumachers (1993) : Reseach in Education, A Conceptual Introduction, Newyork : Harper Collins College Publisher.

- Mouly, G.J.(1964). The Science of Educational Research. New Delhi: Eurasia publishing house.
- Garrett H.E. (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Siegal, Sydney (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: Mc Grow Hill,.
- Guilford J.P. & B. Fruchter : Fundamental Statistics in Psychology and Education, New York.
- Ghosh, B.N. (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.
- Guilford, J.P (1954). Psychometric Methods, New York : Mc Graw Hill, inc,
- Hollander, Myles & Wolfe, Douglas A (1973). Non parametric Statistical Methods, New York: John Wiley
- Runyon, Richard P (1977). Inferential Statistics, Philippines: Addison-Wesley Publishing Company, Inc,
- Siegel, S (1956). Nonparametric Statistics for the Behavioral Sciences, New York : Mc Graw-Hill Publishing Co.,, Inc.
- Ullman, Neil R (1978). Elementary Statistics. New York : John Wiley & Sons, Inc.,
- Ferguson, G.A, and Takane, Y: Statistical Analysis in Psychology and Education, Singapore Mc Graw Hill Book Co-.

Ph.D.-EDUCP:02
RESEARCH AND PUBLICATION ETHICS
(4 Credits)
Marks – 100

Course Objectives

After completing this course, the scholars will be able to:
- understand the basic philosophy of ethics and research integrity
- identify research misconduct and predatory publications
- acquaint with indexing and citation database.
- Apply the plagiarism tools

Unit-1:   Philosophy and Ethics (3 Hrs.)
- Introduction to philosophy: definition, nature and scope, concept, branches
- Ethics: definition, moral philosophy, nature of moral judgements and reactions

Unit-II: Scientific Conduct (5 hrs.)
- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

Unit-III: Publication Ethics (7 Hrs.)
- Publication ethics: definition, introduction and importance
- Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc
- Conflicts of interest
- Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
- Violation of publication ethics, authorship and contributors hip

- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

PRACTICE
Unit -IV: Open Access Publishing (4 hrs.)
- Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies, Software tool to identify predatory publications developed by SPPU
- Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Unit-V: Publication Misconduct (4 Hrs.)
    A. Group Discussions (2 hrs.)
- Subject specific ethical issues, FFP, authorship, Conflicts of interest
- Complaints and appeals: examples and fraud from India and abroad

    B. Software tools (2 hrs.)
Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit-VI: Databases and Research Metrics (7 Hrs.)
- Indexing databases, Citation databases: Web of Science, Scopus, etc.
- Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
- Metrics: h-index, g index, i10 index, altimetric

Suggested Readings
APA course http://www.apa.org/education/ce/4210701.aspx $80
    https://owl.english.purdue.edu/owl/resource/560/01/
    everything you need to know in manageable chunks, by topic
    https://owl.english.purdue.edu/owl/resource/560/24/APA 6th edition changes
    https://karenbrooks.wikispaces.com/file/view/APA+6th+Edition+Tutorial+from+Purdue+Owl.pdf –Ppt on APA formatting and style

Plagiarism   http://www.youtube.com/watch?v=EF5eFeJMplA
    https://owl.english.purdue.edu/owl/resource/589/1/
    http://www.youtube.com/watch?v=9z3EHIoa9HI

Paraphrasing http://www.youtube.com/watch?v=sgMJ16WUEPg
    http://www.youtube.com/watch?v=nSGzuxbdheI
    https://owl.english.purdue.edu/owl/resource/619/1/

Citation Style https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf

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Ph.D.-EDUOP:01
EDUCATIONAL STATISTICS
(4 Credits)
Marks – 100

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Course Objectives
After completing this course, the scholars will be able to:
- understand the role and use of statistics in educational research.
- select the appropriate statistical methods in educational research.

- develop ability to use statistical methods for analysis of research data.
- use computers for data analysis

Unit-I: Data Analysis
- Concepts and uses of various statistical techniques of data analysis:
- Measures of Central tendency, Measures of variability
- NPC- Properties and uses, Skewness and Kurtosis
  Co-efficient of correlation, Product moment, Biserial, Point Biserial, Tetra-choric, Phi-coefficient, Partial correlation, Multiple correlation, and Regression Equation and Prediction

Unit-II: Inferential Statistics
- Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
- 't' Test F-test, Z-test and P -test : Type-I and Type –II Error, One Tailed and Two Tailed test
- Analysis of Variance (ANOVA)
- Analysis of Co-variance (ANCOVA)

Unit-III: Other Non-Parametric Methods and Regression Analysis
- Sign Tests
- Mann Whitney U test
- Simple linear regression model
- Multiple linear Regression Model
- Factor analysis and Chi-square Test

Unit-IV: Computer Application
- Application of MS-Office: Basics of MS-Word, MS-Excel and MS-PowerPoint;
- Computer Assisted Qualitative Data Analysis Software: ATLAS.ti and NVivo
- Data analysis using computers – EXCEL/SPSS

Activities: Each Scholar has to undertake at least one of the following activities; prepare reports and present the reports in seminars.
1. Analysing the HSLC results of a particular year of six schools in terms gender and type of management.
2. Use of Computer for Data analysis – Different types of software for statistical analysis, preparing research report – Excel.
3. Apply t -test in a study
4. Applying ANOVA for analysis of data

Suggested Readings
- Best John, W., Research in Education, Prentice Hall of India, 1986.
- Bloomer, P. and Lindquist, Elementary Statistical Methods, Houghton Miffm.Millman, Handbook of Teacher Evaluation, Saga Publications.
- Edwards. A.L., Experimental Designs in Psychological Research, Henry Hort Co. New York, 1960.
- Garret Henry, E., Statistics in Psychology and Education, Eiffer&Simens (O) Ltd., Bombay, 1981.

- Good, V., Methodology of Educational Research, Appleton Century Crafts, Inc. New York, 1972.
- Guilford, J.P., Fundamental Statistics in Psychology and Education, McGraw Hill, New York, 1958.
- Kothari C. R& Garag Gaurav, Research Methodology Methods and Techniques, New age International Publishers, New Delhi
- Lindquest, E.F., Statistical Analysis in Educational Research, Houghton Miffin Co, Boston.
- Naidu, C.S., Research in Education – Report of the First Conference of Training Colleges in India, Indian Institute of Education, Bombay.
- Rough Pauline, V., Scientific Social Survey and Research, Asia pub. House Bombay, 1960.
- Sheadelore, G.W., Statistical Methods, Town State College, 1957.

Ph.D.-EDUOP:02
EDUCATIONAL PLANNING, MANAGEMENT AND FINANCE
(4 Credits)
Marks: 100
Exam Time: 3 Hours

Course Objectives:
On completion of this course the students will be able to
- understand the various concepts, principles, approaches and role of agencies involved in educational planning.
- acquaint with tools and strategies of management of quality and change in educational organisations.
- develop educational leadership qualities.
- critically analyse the issues and challenges in financing of education in India.

Unit-I: Educational Planning
- Concept, Types and Characteristics of Educational Planning
- Importance, Principles and Problems of Educational Planning
- Approaches to Educational Planning: Social Demand, Social Justice, Man Power Planning, Cost-Benefit
- National, State and Local Level Planning in Education- Importance and Processes
- Impact of Liberalisation, Privatisation and Globalisation (LPG) and GATS on Educational Planning in India
- Roles of World Bank and WTO on Educational Planning, Management and Finance in India

Unit-II: Educational Management
- Concept of Management, Evolution of Management Thought in Education and its
- Importance
- Approaches to Management: Bureaucratic Vs. Technocratic, Democratic Vs. Autocratic
- Role and Functions of Educational Managers
- Conflicts in Educational Organisations: Nature and Management

Unit-III: Management of Quality and Change
- Concept of Total Quality Management (TQM), TQM Tools- Bench Marking,

- Quality Circles, Empowerment and Re-Engineering
- Organisational Change: Concept, Types, Process and Strategies; Resistance to
- Change and Strategies to Overcome Resistance
- Role of Educational Managers in Organisational Change

Unit-IV: Educational Leadership and Finance
- Concept, Functions, Styles and Qualities of Educational Leadership
- Theories of Leadership: Trait, Skill, Philosophical, Behavioural, Path Goal and Situational
  Leadership Development
- Financing of Education in India: Role of Centre, State and Local Level Government, Problems and Challenges
- External Financing of Education in India

Activities:
Each scholar has to undertake at least two of the following activities; prepare reports and present the reports in seminar.
1. Structure and function of State Planning Board of Mizoram.
2. Allocation of funds to different sectors of education at national/state level.
3. Present administrative structure for educational administrations at national/state/institutional level.
4. Grant-in-aid system at school level in Mizoram: Existing rules, types of grants and grants released under different heads.
5. Grant-in-aid system at higher education level in Mizoram: Existing rules, types of grants and grants released under different heads.
6. Grant-in-aid system at technical education level in Mizoram: Existing rules, types of grants and grants released under different heads.
7. Exiting rules and procedures for opening/granting recognition/provincialisation of educational institutions in Mizoram.
8. Rules and regulations governing unaided private high schools in Mizoram.
9. Review of researches in educational planning/administration/management/financing.
10. Preparation of annual work plan and budget under SSA/RMSA/Samagra Shiksha Abhiyan/RUSA.
11. Any other activities recommended by the course teacher.

Suggested Readings:
- Belasen, A.T. (2000). *Leading the Learning Organisation*. New York: Albany State University, New York Press.
- Bhatnagar, R.P. and Aggarwal, V. (2008). *Educational Administration Supervision, Planning and Financing*. R.Lall Book Depot, Meerut.
- Bray, M. and N.V. Varghese (eds.) (2011). *Directions in Educational Planning: International Experiences and Perspectives*. IIEP: Paris.
- Choudhury, N.R. (2001). *Management in Education*. New Delhi: APH Publishing Corporation.
- Coombs, P.H. (1969). *What is Educational Planning?* PInternational Institute of Educational Planning (IIEP), Paris.
- Gabriel, C. (2010). *Strategic Planning: Techniques and Methods*. IIEP Working Paper 3, IIEP: Paris.
- Ghosh, B. (2005). *Human Resources Development and Management*. New Delhi: Vikas Publishing House Pvt. Ltd.

- Govt. of India (1986). *Challenges in Education, National Policy on Education.* Ministry of Education.
- Jacob, A.E.J. (2000). *Taking Change of Curriculum*. New York: Columbia University.
- Jacquas, D. (1998). *Education for the Twenty First Century: Issues and Prospects*. UNESCO Publication, Paris.
- MHRD (2011), *Framework for Implementation of Sarva Shiksha Abhiyan.* Department of School Education and Literacy, Government of India, New Delhi.
- MHRD (2011). *Sarva Shiksha Abhiyan: A Framework for Implementation. Department of School Education and Literacy,Government of India.* New Delhi.
- MHRD (2014). New RMSA Guidelines, Government of India, http://mhrd.gov.in/sites/upload_files/ mhrd/files/Framework_Final_RMSA_3.pdf
- Mishra, A.K. (2007). *Human Resources Management*. New Delhi: Shree Publishers and Distributers.
- Ovens, R.G. (1987). *Organisation Behaviour in Education.* New York: Prentice Hall, International Education.
- Psacharopolous, G. et.al. (1983). *Manpower Issues in Educational Investments: A Consideration of Planning Processes and Techniques.* World Bank, Washington.
- Rao, V.S.P. and Krishna, H.V. (2002). *Management: Text and Cases.* Excel Books.
- Sekaran, P.C. (1997). *Educational Planning and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Thakur, D and Takur, D.N. (2004). *Educational Planning and Adminsitratio*n. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Tilak, J.B.G. (1977). Approaches to educational planning and their applications in India, *Indian Economic Journal, 24* (3).
- UNDP (2009). *Handbook on Planning, Monitoring and Evaluating for Development Result*. New York, USA. Handbook Website: http://www.undp.org/eo/handbook
- UNESCO (1984). *Economic and Social Aspects of Educational Planning.* UNESCO, Paris.
- UNESCO (2016). *Designing Effective Monitoring and Evaluation of Education Systems for 2030: A global synthesis of policies and practice.*
- Varghese, N. V. (1996). Decentralization of educational planning in India: The case of district primary education programme, *International Journal of Educational Development*, Vol. 16 (4): 355-365.
- Varghese, N.V. (Ed.) (1997). *Modules on District Planning in Education*, NIEPA: New Delhi.
- Woodhall, M. (2004). *Cost-Benefit Analysis in Educational Planning*. Paris: IIEP, available at: http:// unesdoc.unesco.org/images/0013/001390/139042e.pdf

Ph.D.-EDUOP:03
CURRICULUM DEVELOPMENT
(4 Credits)
Marks – 100

Course Objectives
After completing this course, the scholars will be able to:
- understand curriculum in a wider perspective
- understand curriculum foundations and ideologies relating to curriculum
- become acquainted with the levels and approaches to curriculum design
- comprehend different models of curriculum

- develop and evaluate curriculum
- bring reforms in curriculum

Unit-I: Introduction to Curriculum
- Meaning, Concept, Types and Functions of Curriculum
- Concept of undifferentiated and differentiated curriculum
- Relationship between National Curriculum Framework, Curriculum and Syllabus
- Translation of Syllabus into textbooks
- Centre-State partnership in making of Curriculum

Unit-II: Curriculum Foundations and Ideologies
- History of Curriculum as field of study
- Broad Foundations of Curriculum
- Philosophical foundation, Psychological foundation, Socio-cultural foundation
- Curriculum Ideologies: Scholar Academic, Social Efficiency, Learner Centered & Social Reconstruction Ideology

Unit-III: Curriculum Design and Models
- Concept of a Curriculum Design, Emergence of a Curriculum Design: Broad level (Subject, Society & Student) and Specific Level (Curriculum Elements) Decisions
- Approaches to Curriculum Designs: Core, Broad Field, Problem centred and Activity centred & Learner centred curriculum, Eclectic Approach to curriculum designing
- Curriculum Models: Inductive & Deductive, Top-down & Bottom-up, Technical & Non-Technical Models

Unit-IV: Curriculum Development
- Concept and Nature of Curriculum Development
- Principles of Curriculum Development
- Processes of Curriculum Development: Situational Analysis, Selection of Objectives, Selection of Content & Learning Activities, Organisation of Content and Learning Activities and Evaluation
- Levels of Curriculum Decision Making: Academic, Societal, Formal, Institutional, Instructional, Operational, Experiential
- Levels of Teachers' Participation in Curriculum Development: Imitative Maintenance, Mediative and Generative Creative
- Curriculum Development Team : Role of Different Specialists
- Role of headmasters, teachers and students in curriculum planning, development, transaction, evaluation and modification.

Activities: Each scholar has to undertake at least two of the following activities; prepare reports and present the reports in Seminars.
1.   Collection, classification and analysis of definitions of curriculum.
2.   Role of UGC/NCERT/SCERT/ NCTE in Curriculum Development
3.   Development of a Work Book/Teachers' Guide.
4.   Comparative analysis of MBSE, CBSE, and ICSE Curriculum.
5.   Content analysis of a school text book.
6.   Survey of teachers opinions on various aspects of curriculum
7.   Survey of students opinions on various aspects of curriculum

8. Writing of a report on the status of implementation of a innovation in curriculum
9. Critical analysis of existing elementary/secondary/ higher secondary school curriculum
10. Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual
11. Evaluation of school text-books/work-books/ teachers' hand-book/ manuals
12. Status of social studies, languages, science and mathematics education in NCF-2000, and NCF-2005.
13. Conducting of a survey to assess the status of implementation of a particular innovation in curriculum field
14. Identification of co-curricular activities
15. Critical analysis of exercises given in text-books and work books
16. Development of work book and teachers guide for One Unit/Chapter in a text-book
17. Review of Research in Curriculum Development
18. Identification of common core curriculum in various sub-disciplines of a Discipline(Languages/ Mathematics/ Science/ Social Science)
19. Designing an Activity-cum-experience curriculum for any subject of elementary stage
20. Any other activity that the course in-charge recommends

Suggested Readings:

- Aggarwal J.C. (1990). Curriculum Reform in India : world Overvies, Doab World Education Series-3, Delhi : Doab House, Book Seller & Publishers,.
- Diamond, Robert M. (1989). Designing & Improving Courses Curricular in Higher Education : A Systematic Approach, California : Jossey – Bass Inc. Publishers,.
- Doll Ronald C. (1986). Curriculum Improvement : Decision Making and Process (6 edition), London, Allyn & Bacon, Inc.,
- Goel, B.S. and Sharma, J-D. (1984). A Study of Evolution of the Textbook. National Council of Educational Research & Training, New Delhi.
- GOI (1992). Report of the CABE Committee on Policy. Ministry of Humane Resource Development. Department of Education
- Govt. of India (1977). Report of the Review committee on the Curriculum for the Ten-Year School (Ishwarbhai Patel Committee), Ministry of Education and social Welfare, New Delhi
- Govt. of India (1988). National Policy on Education-1986 and Programme of Action-1968 Ministry of Human Resources Development, New Delhi.
- Govt. of India (1992). National Policy on Education-1980 Ministry of Human Resource Development New Delhi.
- Govt. of India (1993). Learning without Burden : Report of the National advisory Committee, Ministry of Human Resource Development, New Delhi.
- Govt. of India 1968. National Policy on Education-1968 Ministry Education, New Delhi
- Govt. of India 1990. Towards an Enlightened and Humane Society : Report of the Committee for Review of National Policy on Education. 1990 (Acharya Ramamurti Committee. Ministry of Human Resource Development. New Delhi. December 1990 3rd ed. Govt. of India (1992), Report of the CABE Conmittee on Policy. Ministry of Human resource Development. New Delhi, January 1991
- Govt't. of India MHRD, Education and National Development Report of the Education Commission 1964-66, NCERT, New Delhi.
- Lawton, D. et al (1978). Theory and Practice of Curriculum Studies. Routledge and Kegan Paul London.
- Mamidi, Malla Reddy (1984). Curriculum Development & Educational Technology, & Ravishankar (eds) Technology, New Delhi, Sterling Publishers Pvt.,Ltd.,

- NCERT (1975). The Curriculum for the Ten-year School - A Framework New Delhi
- NCERT (1984). Curriculum and Evaluation, New Delhi, NCERT.
- NCERT (1986). Evaluation of Textbooks from the Standpoint of National Integration Guidelines. National Council of Educational Research and Training, New Delhi
- NCERT (1988). National Curriculum for Elementary & Secondary Education A Frame Work, New Delhi : NCERT
- NCERT (2000). National Curriculum Framework for School Education. New Delhi
- NCERT (1985). National Curriculum for Elementary and Secondary Education – A Framework, New Delhi.
- Nicholls, A & Nicholls, H (1978). Developing a Curriculum. London: Unwin Education Books
- Oliva, Peter F. (1988). Developing the Curriculum (2 edition) Scott : Foresman & Co.
- Saylor, J. Galen; William (1980). Curriculum Planning for Better Teaching and Learning : (4 Alexander & Arthur J.Lewis New York : edition). Hold Renhart & Winston
- Schiro, M, S. (2013). Curriculum Theory: Conflicting visions and enduring concerns(2nd Ed.). Sage publication: Thousand Oaks, California.
- Taba, Hilda (1962). Curriculum Development : Theory & Practice, New York : Harcourt Brace, Jovanovich Inc.,

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Ph.D.-EDUOP:04
TEACHER EDUCATION
(4 Credits)
Marks - 100

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Objectives
On completion of this course, the researchers will be able to:
- understand teacher education policies in India
- understand the concept of professional growth and development of teachers through different means
- identify the current strategies being followed for the professional development of teachers
- understand different modes of INSET- traditional and technology based ICT
- understand different models of pre-service and in-service teacher education programme
- understand the Project formulation, implementation and evaluation

Unit-I: Teacher Education: Policy Perspectives
- Teacher education concept, nature, aims and scope
- Teacher education in post- independence period (policy perspectives, recommendations of various commissions and committees and NPE 1986)
- Institutions and agencies of teacher education (MHRD, UGC, NCTE , SCERT and NCERT), and centrally sponsored schemes in teacher education
- Approaches to teacher education: consecutive Vs. integrated; face to face Vs. distance   mode; initial Vs. continuum

Unit-II: Professional Preparation of Teachers
- Concept of Profession; Teaching as a profession.
- Concept, nature and scope of professional development of teachers
- Professional ethics for teachers

- Organization of pre-service teacher education-need and relevance
- Training Approaches- system approach; constructivist approach; Portfolio assessment and mentoring
- Problems and issues in professional preparation of teachers
- Concept of Career Development and Staff Development: its distinction from professional development.
- Factors influencing professional development of teachers

Unit-III: Professional Growth and Development
- Professional training of privately managed and minority controlled schools
- Bringing theory into practice- illustrative case studies
- Professional training for teachers/teacher educators in curriculum development and evaluation procedures
- Professional training for teachers of vocational subjects and orientation to new areas of special and inclusive education concepts
- Production of educational technology materials in learning to teach Collaboration between voluntary bodies and government agencies in the professional training through need based INSET programmes

Unit-IV: Models and Issues of Teacher Education
- Use of technology, media in teacher education
- Centrally sponsored scheme for the reconstructing and strengthening of teacher
- Teacher Education: roles and functions of IASEs, CTE, DIETs'.
- Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Teacher education curriculum at different stages
- National Curriculum Frameworks for Teacher Education, 2009
- Models of pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode.
- Issues, concerns and problems of pre-service teacher education

Activities: Two activities to be selected/assigned and the same should be presented in the form of a seminar paper.
1. Design, implementation and evaluation of a training input in any one course of pre-service teacher education-mentored practicum.
2. Analysis of in-service teacher education programmes under SSA/RMSA.
3. Writing of a critical report on the role of NCERT/SCERT in the in-service training of elementary/secondary school teachers.
4. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes –document analysis
5. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs
6. A study of attitude of Prospective Teachers/Teacher Educators towards Two Year B.Ed./ M.Ed. Programmes.
7. A study on the recommendations of various commissions/committees on the duration of Teacher Education Programmes.
8. A comparative study on the duration of teacher education programmes in USA, UK, China, and Japan
9. A critical analysis of provisions and conditions in NCTE Regulation 2014.

10. A critical analysis of NCFTE-2009.
11. Writing of a critical report on NCTE Curriculum Framework for Two Year B.Ed./ M.Ed. Programme.
12. Writing of a critical report on the teacher education in India/Mizoram/any other state.
13. Any other relevant activity considered appropriate by the teacher.

Suggested Readings:

- Bose, K. and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India. Allahabad : Chug Publication.
- Byrne, H.R. (1961). Primary Teacher Training. London : Oxford University Press.
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- Epstein, H.T. (1970). A strategy for Education. London : Oxford University Press.
- Gillian Trorey & Cedric Cullingford (2002). Professional Development and Institutional Needs.
- Hillard, F.H. (1971). Teaching the Teachers. Trends in Teacher Education, London: George Allen and unwin Ltd.□
- Jangira, N.K. (1978). An Experiment in Teacher Education and Teacher Effectiveness. Delhi:Frank Brothers and Co.
- John, M.N. (1971). Towards Accountable Teachers, their appraisal and Improvement. New York : Holt, Rine Hart and Winston.
- John West Burnham & Fergus O'sullim (2000). Leadership and Professional Development in Schools- How to Promote Technique for Effective Professional Learning.
- Karen F. Osterman & Robert B. Kottkamp (1993). Reflective Practice for Educators Improving Schooling Through Professional Development.
- Kinney, L.B. (1964). Certification in Education, London : Englewood Cliffs.
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- NCERT (1991). Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.
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- NCTE Publication (1998). Policy perspectives in Teacher Education: critique and documentation, NCTE, New Delhi
- Noville Bennet & Clive Carre (1993). Learning to Teach. Routledge. London.
- Pires, E. A. (1959).. Better Teacher Education. New Delhi : University Press.
- Rao, D. (2002). Teacher Education in India, New Delhi : Discovery Publishing House.
- Rao, D. (2003). Teachers in a changing world. New Delhi : Discovery Publishing House.
- Rao, R. (2004). Methods of Teacher Training. New Delhi. Discovery Publishing House.

Ph.D.-EDUOP:05
EARLY CHILDHOOD CARE AND EDUCATION
(4 Credits)
Marks - 100

Course Objectives

After completing this course, the scholars will be able to:

- know and differentiate between Early Childhood Care and Education(ECCE) and Early Childhood Education (ECE)
- understand principles of early learning and development
- plan ECCE programmes and assess children's development and learning
- understand different types of ECCE programmes prevalent in our country
- understand some government's policies and strategies for ECCE
- evaluate ECCE centres in our country based on quality standards for ECCE

Unit-I: Foundation of Early Childhood Care and Education (ECCE)
- Concepts of ECCE and ECE, Objectives of ECCE
- Principles of Early Learning and Development and its Implications for Practice
- Curricular Issues and Concerns: Harms of Early Formal Instruction, Preparing ECCE Teachers/Caregivers and School Readiness
- Domains of Development

Unit-II: Programme Planning, Practices and Assessment in Early Childhood Care and Education
- Programme Planning: Pedagogical Approaches to Principles
- Guiding Principles of Programme Planning: Suggestive Developmentally Appropriate Practices for Birth to Three years and Three to Six Years
- Planning Early Learning Environment and Essential Learning and Play Material
- Assessing Children's Development and Learning

Unit-III: Types of ECCE Programme and their Activities

- Nursery
- Kindergarten
- Montessori
- Anganwadi

Unit-IV: Policies and Strategies for Early Childhood Care and Education (ECCE)
- Recommendations of Twelfth Five Year Plan (2012-17) on ECCE
- Vision and Key Areas of National ECCE Policy 2013
- Key Standards of Quality for ECCE
- ECCE in National Education Policy 2019

Activities : Each scholar has to undertake at least two of the following activities; prepare reports and present the reports in Seminars:
1. Review of Researches in ECCE.
2. Planning of ECCE programmes for different age groups of children
3. A study of the implementation of National ECCE Policy in Mizoram.
4. Evaluation of ECCE curricula implemented in Mizoram in the light of ECCE curriculum framework .
5. Analysis of pre-school curriculum in Mizoram and development of a new curriculum.
6. Assessment of pre-school institutions/classes or ECCE centres in Mizoram in the light of quality standards for ECCE.
7. Analysis of Nurseries, Kindergartens, Montessoris and Anganwadies in Mizoram.
8. A Case Study of Anganwadi Workers Training Centre or any ECCE centre.
9. Examination of time schedules of ECE centres and evaluation of teaching-learning process.
10. Assessment of development and learning of preschool children.
11. Any other activity that the course incharge recommends.

Suggested Readings:

A. Core Readings
- Bernard, spodek (ed). (1982). *Handbook of research in early childhood education*. New York: The Free Press.
- Grewal, J.S. (1998 2nd ed). *Early childhood education: Foundations and Practice.*
- Mangal, S.K.(2005). *Advanced educational psychology (2nd ed)*. New Delhi : Prentice Hall of India Pvt. Ltd.
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- Ministry of Women and Child Development, MHRD, GOI. (2014). *National early childhood care and education (ecce) curriculum framework.* New Delhi. Author.
- Ministry of Women and Child Development, MHRD, GOI. (2013). *National early childhood care and education policy.* New Delhi. Author.
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- Siddiqui, M.H. (2004). *Early childhood education.* New Delhi : APH Publishing Corporation.
- Siddigi, N., Bhatia, S., & Biswas, S. (2005 reprint). *Early childhood care and education.* Delhi: Doaba House.
- Waller,Tim (ed). (2006). *An introduction to early childhood-A multidisciplinary approach.* London : Paul Chapman Publishing.

B. Additional Readings.
- Anning, A; Cullen J & Fleer, M. (Eds) (2004). *Early childhood education* : *Society & culture*. London: SAGE Publications.
- Choudhary, S. (2006). *Nursery education - A pre-school challenge*. New Delhi : Dominant Publishers & Distributors.
- Mohanty, S.K. (2005). *Early childhood education*. Delhi: Gagandeep Publication.
- Nutbrown, C. (2006). *Key concepts in early childhood care and education*. London: Sage Publications.
- Pankajam, G. (2005). *Pre-primary education-Philosophy and practice*. New Delhi : Concept Publishing company.
- Sahu. B. (2004). *Preschool education and an integrated pre-school curriculum*. New Delhi : Dominat Publishers & Distributors
- Shukla, R.P. (2004). *Early childhood care and education*. New Delhi : Sarup & Sons

Ph.D.-EDUOP:06
SPECIAL EDUCATION
(4 Credits)
Marks: 100
Exam Time: 3 Hours

Course objective:
After completing this course, the scholars will be able to:
- Know the concept and features of physically challenged children
- Understanding the different aspect of cognitive disabilities.
- Comprehend positive deviation and provision for their development
- Analyze significant policies and legislations laid down by the Government

Unit-I: Learning Disabilities and Behaviour Deviations
- Concept, types and assessment of learning disabled
- Teaching strategies for children with learning disabilities
- Causes of emotionally disturbed and socially maladjusted children
- Dealing with children with behavior deviations
- Responsibilities of teachers and communities

Unit-II: Physically and Cognitively Challenged Children
- Definitions, types, characteristics, causes, assessment and identification, treatment, curriculum and teaching approaches for:
  - Mental retardation - mild, moderate, severe and profound
  - Visually impaired – blindness and low vision
  - Hearing impaired
  - Loco-motor impaired
- Special institutions for children with disabilities
- Role of government, NGO's, Communities
- Teachers training for special education

Unit-III: Gifted and Creative Children

- Gifted children: Concept, characteristics, identification, problems and their education
- Creative children: Meaning, characteristics of a creative person, components of creativity, creativity test, education for stimulation creativity
- National talent scheme
- Jawahar Navodaya Vidyalaya
- Existing provision in Mizoram for the education of the gifted and creative

Unit-IV: Policies and Legislations for Special Education and Development of Special Education
- Paradigm shift from charity through medical and social to right based approach
- National Legislations:
  - RCI Act 1992. PWD Act 1995, National Trust Act 1999, RTE (2009)
  - RPWD Act 2016,
  - National Policies: NPE & POA 1992,SSA,RMSA,RUSA

Activities: Each scholar has to undertake at least two of the following activities; prepare reports and present the reports in Seminars:
1. Review of researches conducted in India and /or abroad on a specific type of challenged people and revealing the research gap.
2. Analysis of all / definite five year plans and preparation of report there on related to disabled.
3. Preparation of paper on the recommendations of a specific commission / committee / education policies on differently challenged students.
4. Study of specific education centre meant for differently abled students and making a report on the centre's historical base and activities during the last five years.
5. Study of teacher training programmes available for special education teachers in the state and preparation of report on how training is organized.
6. Identification of a gifted / creative child from a Middle / High School and preparation of report on his/her personal characteristics.
7. Documentation of suitable psychological tests of different ages which can be administered to various types of challenged children.
8. Investigation of all the existing provisions offered by the state for encouraging the gifted and creative in developing their talents and preparation of report.
9. Preparation of paper on how far the state has implemented the 'Persons with Disability Act' 1995.
10. A case study on emotionally disturbed children and preparation of report.
11. Any other relevant topic

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- Bhatt B.D & Sharma S.R; (1993) *'Education of the Gifted and Talented Children'* Kanishka Publishing House; Delhi.
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- Maitra Krishna (1996) '*Parenting the Gifted'*; Discovery Publishing House; New Delhi.
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- Nibedita Dash; (2003)*'Integrated Education for Children with Special Needs'*; Dominant Publishers and Distributors; New Delhi.
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- Raj M Alice; Kumari D.Rita; Suguna Sundari; Digumarti Bhaskara Rao; (2004)'*Special Education'*; Discovery Publishing House; N.Delhi;
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