

A. Course for M.Phil and Ph.D

A - Course Work

Weightage : 300 Marks
No. of Courses : 3 (three)

Compulsory :

Edn : 101 – Research Methodology and Statistics in Education

Specialization :

Any two of the Following :

Edn : 111 - Educational Planning, Management and Finance

Edn : 112 - Early Childhood Education

Edn : 113 - Curriculum Development

Edn : 114 - Special Education.

B – Dissertation

Weightage : 300 Marks

Eligibility Criteria for Admission and Evaluation will be as per the Mizoram University Ordinance O.C. 5

Edn : 101 - RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

Unit – I : Educational Research as a Method of scientific and discipline inquiry :

- Science-concept, nature and functions. Aims of science and methods of scientific Inquiry.
- Education as a field of scientific inquiry and practice. Importance of educational research and limitations of educational research. Ethics of Educational Research and Legal Constraints.

Unit – II: Research Designs :

- Quantitative Research Designs – Experimental Research Designs - Pre experimental, True Experimental and Quasi Experimental designs. Single subject research designs. Non-experimental research designs – Descriptive Research, Correlational Research, Survey Research and Ex-post facto Research. Internal and External validity of quantitative designs.
- Qualitative Research Designs – Case Study, Ethnographic and Analytical (Historical and Legal) Research Designs. Internal and External Validity of Qualitative Designs.
- Evaluation and Policy Research Designs. Evaluation Research Design – purposes, roles, approaches and benefits; Policy Research Design – Characteristics, purposes and benefits.

Unit-III : Methods of Research :

- Functions of literature review, steps in literature review, abstracting and organizing the literature.
- Meta-analysis literature reviews.
- Preparation o research proposal, sampling methods and data collection techniques in quantitative, qualitative, and evaluation and policy research designs.
- Procedure of selecting, published tests and developing questionnaire, interview schedule, observation schedule and rating scale.
- Principles of administering tests and questionnaires and conducting interview, observation and rating.
- Organization and analysis of data, communicating research-general format and get up.

Unit-IV : Parametric Statistics :

- Test scales : standard scores, the T scale and T scaling of tests, the C scale and Stanines.
- Measures of relationship : concept and computation of co-efficient of correlation. Bi-serial, point bi-serial, Tetrachoric correlations and Phi coefficients. Multiple correlation involving three variables and Regression Equation and Prediction.

- Analysis of Variance (two way), and Analysis of co-variance – concept and computation. Post-hoc comparisons using Scheffe’s method, Tukey’s method, Newman-Keuls and Duncan’s multiple – range test.
- Factor analysis – nature and basic assumptions of factor analysis and its application (conceptual only).

Unit-V : Non-Parametric Statistics :

- Concept and computation of Sign Test, Sign-Rank Test of Differences, Median Test, Composite – Rank Method, K-S Test with small samples and large samples.

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. Analyzing the HSLC results of a particular year of six schools in terms gender and type of management.
3. Preparing a synopsis on a research proposal.
4. Finding out the relationship between internal and external assessment at any level of education.
5. Re-establishing the reliability of any psychological test and its interpretations.
6. Abstracting five research articles published in journals related to a specific area.
7. Preparing a consolidated chart/slide on Sampling Designs/Research Designs with all salient features.
8. Preparing references in APA 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 incharge recommends.

Suggested Readings :

1. Best J.W. and Kahn J.V. (1989). Research in education (Sixth edition) New Delhi: Prentice hall of India, Private Ltd.
2. Van Dalen D.S. & Meyer W.J.(1979). Understanding Educational Research : An introduction. New York : Mc Grow Hill Co.
3. Kerlinger F.N.(1978) : Foundations of Behavioral Research. Delhi : Surjeet Publications.
4. Sukia S.P. and others (1974). Elements of Educational Research. (3rd revised edition) Allied Publishers, Bombay.
5. Koul L. (1984). Methodology of Educational Research. New Delhi : Vikas Publishers, Meyer W.J.
6. Englehart, Max. D.(1972): Methods of Educational Research. Chicago : Rand Mc Nally Meyer W.J. and Co.
7. Wilkinson&Bhandarkar: Methodology and Techniques of Social Research. Bombay, Himalaya Publishing House, 1994.
8. N.E Gronlund (1981). Measurement and Evaluation in Teaching. Newyork : Mac Millan Publishing Co.inc.
9. Mac Millan,JH & Schumachers (1993) : Reseach in Education, A Conceptual Introduction, Newyork : Harper Collins College Publisher.
10. Mouly, G.J.(1964). The Science of Educational Research. New Delhi: Eurasia publishing house.
11. Garrett H.E. (1988). Statistics in Psychology and Education. Bombay : Vakils, Feffer and Simons Ltd.
12. Siegal, Sydney (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: Mc Grow Hill,.
13. Guilford J.P. & B. Fruchter : Fundamental Statistics in Psychology and Education, New York.
14. Ghosh, B.N. (1982). Scientific Methods and Social Research, New Delhi : Sterling Publishers Pvt. Ltd.,.
15. Guilford, J.P (1954). Psychometric Methods, New York : Mc Graw Hill, inc,
16. Hollander, Myles & Wolfe, Douglas A (1973). Non parametric Statistical Methods, New York : John Wiley,.
17. Runyon, Richard P (1977). Inferential Statistics, Philippines : Addison-Wesley Publishing Company, Inc.,.
18. Siegel, S (1956). Nonparametric Statistics for the Behavioral Sciences, New York : Mc Graw-Hill Publishing Co.,, Inc.
19. Ullman, Neil R (1978). Elementary Statistics. New York : John Wiley & Sons, Inc.,
20. Ferguson, G.A, and Takane, Y : Statistical Analysis in Psychology and Education, Singapore Mc Graw Hill Book Co-.

Edn : 111 - EDUCATIONAL PLANNING, MANAGEMENT AND FINANCE.

Unit – I : Educational Planning :

- Concept, types, characteristics, needs, principles and problems of educational planning.
- National, State and Local level planning in Education.
- Impact of Liberalisation, Privatization and Globalisation (LPG) on Educational Planning in India.
- Manpower Planning in Education : Concept, types, characteristics, needs, process and limitations.
- Impact of WTO and GATS on Educational Planning, Management and Finance in India.

Unit – II: Educational Management :

- Concept of Management, Evolution of Management Thought in Education, Need for Management in Education.
- Approaches to Management.
- Role and functions of Educational Managers.
- Management of Conflicts in Educational Organisations.

Unit – III : Management of Quality and Change :

- Concept of Total Quality Management (TQM), TQM Tools; Bench Marking, Quality Circles, Empowerment and Re-engineering.
- Organizational Change : Concept, types, process and strategies. Resistance to change and strategies to overcome resistance.
- Role of Educational Managers in Organisational Change.

Unit-IV : Educational Finance :

- Problems and Challenges of Financing Education in India. Role of centre, state and local level governments in financing education in India.
- Budgetary allocation to different sectors of education in five year plans in India.
- External financing of Education in India.
- Resource mobilizations.

Unit-V : Educational Leadership :

- Concept, functions, styles, and qualities of educational leaders.
- Theories of leadership : Trait theories, skill theories, philosophical theories, behavioural theories, path goal theories and situational theories.
- Leadership Development.

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 for the last two years.
2. Allocation of funds to different specific sector(s) of education at National Level.
3. Allocation of funds to different specific sectors(s) of education at State Level.
4. Present administrative structure and responsibilities of educational administrations at National and State Level.
5. Grant-in-Aid system at school level in Mizoram : existing rules, types of grants and grants released under different heads.
6. Grant-in-Aid system at higher education level in Mizoram : existing rules, types of grants and grants released under different heads.
7. Grant-in-Aid system at technical education level in Mizoram : existing rules, types of grants and grants released under different heads.
8. Existing rules and procedures for opening/granting recognition/provincialization of educational institutions in Mizoram.
9. Rules and regulations governing unaided private high schools in Mizoram.
10. Development of education in 5 year plans in India.
11. Any other activity that the course incharge recommends.

Suggested Readings :

1. Thakur, D and Thakur, D.N (2004). Educational planning and Administration, New Delhi : Deep and Deep Publications, Pvt. Ltd.
2. Choudhury, N.R. (2001). Management in Education, New Delhi : APH Publishing Corporation,.
3. Adam Jacob E.J. (2000). Taking Change of Curriculum, New York : Columbia University,
4. Belasen A.T. (2000). Leading the learning organization. New York : Albany State University, New York Press.
5. Delors Jacques (1998). Education for the Twenty First Century. Paris : Issues and prospects, UNESCO Publication.
6. Bhatnagar, R.P. and Aggarwal, V (2008). Educational Administration super vision, Planning and Financing, R. Lall. Book Depot, Mearut.
7. Sekaran, P.C. (1997). Educational Planning and Management, New Delhi :Sterling Publishers Pvt.Ltd.
8. Govt. of India (1986). Challenges in Education, National Policy on Education, Ministry of Education.
9. Ovens, R.G. (1987). Organisation Behaviour in Education, New York : Prentice Hall, International Education,.
10. Rao, V.S.P and and Hari Krishna, V. (2002). Management :Text and Cases, Excel Books.
11. Mishra, A.K. (2007). Human Resources Management. New Delhi : Shree Publishers and Distributors,.
12. Ghosh, B. (2005). Human Resources Development and Management, New Delhi : Vikas Publishing House Pvt.Ltd.
13. Prasad, L.M. (2003). Organisation Behaviour New Delhi : Sultan Chand and sons,
14. Aswathppa, K. and Reddy, G.S. (2008). Mumbai : Himalaya Publishing House Pvt. Ltd.,.
15. Robbins, S.P. (1995). Organisation Behaviour, New Delhi : Prentice Hall.
16. Pattanayak, B. (2003). Human Resource Management, New Delhi : Prentice Hall

Edn : 112 - EARLY CHILDHOOD EDUCATION.

Unit-I :Perspectives on Early Childhood Education (ECE)

- Concepts of ECE and ECCE.
- Significance of the early years and ECE.
- Historical perspectives (global, national and state)
- Coverage and access : public, private and NGO services for ECCE.

Unit-II : Developmental Theories of Early Childhood.

- Elizabeth Hurlock (physical)
- Kohlberg (moral)
- Piaget (cognitive)
- Erickson (socio-psychological)
- Sigmund Freud (psycho-sexual)

Unit-III : Planning, Organisation and Management of ECE.

- Principles of programme planning; stages of planning.
- Formulation of the whole year programme; formulation of weekly and daily schedules.
- Organization of indoor and outdoor space; equipment and play materials; workers in the centres; records and registers.
- Management of ECE programmes; obtaining funds and formulating a budget.

Unit-IV : Evaluation of ECE Programme and Minimum Specifications for Pre-schools.

- Physical structure and facilities
- Equipment and materials
- Safety precautions
- The pre-school staff
- Age for admission
- Admission procedure
- The pre-school programme
- Records and registers.

Unit-V : Assessment and Measures of Pre-School Children.

- Assessment of physical and motor development
- Assessment of language development
- Assessment of social & emotional development
- Assessment of cognitive development
- Measures of intellectual development : intelligence tests and ability scales.
- Measures of personality : projective tests
- Measures of creativity.

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 ECE.
2. Study of the role of DIETs and/or SSA in the promotion of ECCE in Mizoram.
3. A Case Study of Anganwadi Workers Training Centre or any ECE centre.
4. Examination at admission procedures in private preschools in Mizoram.
5. Preparation of profiles of principals/owners of pre-school institutions and pre-school teachers under different sectors in Mizoram.
6. Analysis of pre-school curriculum in Mizoram and development of a new curriculum.
7. Examination of time schedules of ECE centres and evaluation of teaching-learning process.
8. Comparison of existing norms and conditions in pre-school institutions in Mizoram with the minimum specifications.
9. Assessment of child development :
 - Physical and motor/language/social/emotional/cognitive/moral development.
10. Study of a pre-school child by any method studied under Unit-V.
11. Any other activity that the course incharge recommends.

Suggested Readings :

A. Core Readings

1. Bernard, spodek (ed). (1982). Handbook of Research in Early childhood education. New York: The Free Press.
2. Grewal, J.S. (1998 2nd ed). Early childhood education: Foundations and Practice.
3. Hurlock, E.B. (1972). Child Development, Mc Grow Hill.
4. Hurlock, E.B. (1980) Developmental Psychology-A life-Span Approach (5th Ed). New Delhi: TATA Mc Grow Hill Publishing Company Ltd.
5. Mangal, S.K.(2005)-Advanced Educational Psychology (2nd ed), New Delhi : Prentice Hall of India Pvt. Ltd.
6. NCERT (1996) Minimum Specifications for Pre-schools.
7. NCERT (2006). National Curriculum Framework-2005, Position paper national focus group on early childhood education.
8. Siddiqui, M.H. (2004). Early childhood education, New Delhi : APH Publishing Corporation.
9. Siddiqui, N.et al. (2005). Early childhood care and education-Book I (reprinted). Delhi: Doaba House
10. Waller, Tim (ed).(2006). An introduction to early childhood-A multidisciplinary approach London : Paul Chapman Publishing

B. Additional Readings.

1. Anning, A; Cullen J & Flear, M. (Eds) (2004). Early Childhood Education : Society & Culture. London : SAGE Publications.
2. Choudhary, S. (2006) Nursery Education-A Pre-school Challenge. New Delhi : Dominant Publishers & Distributors.
3. Mohanty, S.K. (2005). Early Childhood Education. Delhi : Gagandeep Publication.
4. Nutbrown, C. (2006). Key Concepts in Early Childhood Care and Education. London : Sage Publications.
5. Pandajam, G. (2005). Pre-primary Education-Philosophy and Practice. New Delhi : Concept Publishing company.
6. Sahu. B. (2004). Preschool Education and An Integrated Pre-school. Curriculum. New Delhi : Dominat Publishers & Distributorsl
7. Shukla, R.P. (2004). Early Childhood Care and Education. New Delhi : Sarup & Sons.

Suggested Readings :

1. Saylor, J. Galen; William (1980). Curriculum Planning for Better Teaching and Learning : (4 Alexander & Arthur J.Lewis New York : edition). Hold Renhart & Winston

2. Doll Ronald C. (1986). Curriculum Improvement : Decision Making and Process (6 edition), London, Allyn & Bacon, Inc.,
3. Diamond, Robert M. (1989). Designing & Improving Courses Curricular in Higher Education : A Systematic Approach, California : Jossey – Bass Inc. Publishers,.
4. Mamidi, Malla Reddy (1984). Curriculum Development & Educational Technology, & Ravishankar (eds) Technology, New Delhi, Sterling Publishers Pvt.,Ltd.,
5. Taba, Hilda (1962). Curriculum Development : Theory & Practice, New York : Harcourt Brace, Jovanovich Inc.,
6. Tyler, Ralph W. (1974). Basic Principles of curriculum & Instruction. Chicago : The University of Chicago Press,.
7. Oliva, Peter F. (1988). Developing the Curriculum (2 edition) Scott : Foresman & Co.
8. Whecker D.K. (1967). Curriculum Process, University of London, Press,.
9. Verduin J.R. (1967). Cooperative Curriculum Improvement. Prentice Hall.
10. Aggarwal J.C. (1990). Curriculum Reform in India : world Overviews, Doab World Education Series-3, Delhi : Doab House, Book Seller & Publishers,.
11. NCERT (1984). Curriculum and Evaluation, New Delhi, NCERT.
12. Trum J. Lloyd (1973). Secondary School Curriculum Improvement, Boston : allyn and Bacon Inc.
13. NCERT (1988). National Curriculum for Elementary & Secondary Education A Frame Work, New Delhi : NCERT
14. Yadav, S.K. (2003). Ten Years School Curriculum in India A Status Study. NCERT
15. Gov't. of India MHRD, Education and National Development Report of the Education Commission 1964-66, NCERT, New Delhi.
16. Govt. of India 1968. National Policy on Education-1968 Ministry Education, New Delhi
17. 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
18. Govt. of India (1988). National Policy on Education-1986 and Programme of Action-1968 Ministry of Human Resources Development, New Delhi.
19. 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 CAFE Committee on Policy. Ministry of Human resource Development. New Delhi, January 1991
20. Govt. of India (1992). National Policy on Education-1980 Ministry of Human Resource Development New Delhi.
21. Govt. of India (1993). Learning without Burden : Report of the National advisory Committee, Ministry of Human Resource Development, New Delhi.
22. NCERT (1975). The Curriculum for the Ten-year School - A Framework New Delhi
23. NCERT 1985. National Curriculum for Elementary and Secondary Education – A Framework, New Delhi.
24. NCERT (2000). National Curriculum Framework for School Education. New Delhi
25. GOI (1992). Report of the CAFE Committee on Policy. Ministry of Humane Resource Development. Department of Education
26. NCERT (1986). Evaluation of Textbooks from the Standpoint of National Integration Guidelines. National Council of Educational Research and Training, New Delhi
27. Lawton, D. et al (1978). Theory and Practice of Curriculum Studies. Routledge and Kegan Paul London
28. Goel, B.S. and Sharma, J-D. (1984). A Study of Evolution of the Textbook. National Council of Educational Research & Training, New Delhi.

Edn : 113 -CURRICULUM DEVELOPMENT

Unit-I : Concept of Curriculum

- Concept, Types and Functions of Curriculum
- Nature of Curriculum Development
- Curriculum Planning
- Curriculum Thought.

Unit-II : Curriculum Development and Foundations :

- Dimensions of Curriculum Development

- Process of Curriculum Development
- Models and structures of Curriculum Development
- Curriculum Development Team : Role of Different Specialists
- National and Local Influences on Curriculum Development
- Foundations of Curriculum : Historical and Linguistic.

Unit-III : Curriculum Politics in India :

- Centre State Relationship in Relation to Education
- Party Politics
- Religions Politics
- Regional Politics
- Linguistics Politics
- Class Politics.

Unit-IV : Curriculum Evaluation :

- Concept of Curriculum Change
- Evaluation of Text Books, Work Books, Teachers Guides.
- Instrument of Curriculum Evaluation
- Stages of Curriculum Evaluation
- Evaluation of Curriculum Purposes.

Unit-V : Curriculum Change and Reforms :

- Concept of Curriculum Change
- Elements of Curriculum Change
- Factors Affecting Curriculum Change
- Strategies and Approaches for Curriculum Change
- Participants in Curriculum Change
- Curriculum Reforms and Emerging Trends
- National Curriculum Frame Work (NCF) 2000 and 2005.

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/MCI/BCI/PCI/NCI in Curriculum Development.
3. Evaluation of Text Books/Work Books/Teachers' Guide.
4. Development of Work Books/Teachers' Guide.
5. Comparative analysis of MBSE, CBSE, and ICSE Curriculum.
6. Content Analysis of School Text Book.
7. Survey of Students opinions on various aspects of Curriculum.
8. Innovations in Curriculum.
9. Review of Research in Curriculum Development.
10. Any other activity that the course incharge recommends.

Edn : 114 - SPECIAL EDUCATION

Unit-I :Policies and Programmes :

- Constitutional Provisions
- Five Year Plans and the Disabled
- Policies for Education of Persons with Disabilities
 - (a) NPE 1986, 1992 and POA 1992
 - (b) PWD Act 1995
 - (c) National Policy for Persons with Disabilities 2006
- Implementation and Evaluation of Policies and Programmes.

Unit-II :Physically and Cognitively Challenged Children :

- The changing terminology
- Incidence of disabilities

- Assessment of children with special needs
- Curriculum and teaching approach for children with disabilities
- Special institutions for children with disabilities
- Role of government , NGOs, Communities etc.
- Teachers training for special education.

Unit-III :Gifted and Creative :

- Different terminologies
- Identification process
- Problems in developing educational programmes for the gifted
- National talent scheme
- National talent promotion scheme (2005-2006)
- Jawahar Navodaya Vidyalaya
- Existing provision in Mizoram for the education of the gifted and creative.

Unit-IV :Learning Disabilities :

- Concept of learning disabled
- Categories
- Assessment
- Dealing with children with learning disabilities
- Precautions for teachers and parents
- Development of diagnostic tools

Unit-V : Behaviour deviations :

- Basis for behavior deviation
- Emotionally disturbed
- Socially maladjusted
- Teaching strategies
- Parents and community responsibilities.

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 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.
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.
11. Any other activity that the course incharge recommends.

References :

1. Agrawal, Rashmi & Rao B.V.L.N. (2007) : Education for Disabled Children, Shipra Publications, Delhi.
2. Bhatt B.D. & Sharma S.R; (1993). Education of the Gifted and Talented Children Kanishka Publishing House; Delhi
3. Blackhurst A.Edward and Bendine William H (1981). An Introduction to Special Education; Little Brown and Company; Boston, Toronto.

4. Chauhan S.S. (1989). Education of Exceptional children' Indus Publishing company; New Delhi.
5. Cruickshank William M & Johnson G. Orville (1975). Education of Exceptional Children & Youth' Prentice Hall; Englewood cliffs; New Jersey.
6. Dash M (2003). Education of exceptional Children; Atlantic Publishers and Distributors; New Delhi.
7. Davis Gary A Rimm Sylvia B (1985). Education of te Gifted and Talented (Third edition); Allyn and Bacon; Boston.
8. Dunn Lloyd M (1963). Exceptional children in the schools, Holt, Rinehart and Winston, Inc, New York
9. Hallahan, Danniell P.& Kauffman, James M. (1991). Exceptional Children-Introduction to Special Education; Prentice Hall, Englewood Cliffs, New Jersey.
10. Heward, William L & Orlansky Michael D (1992). Exceptional Children – An introductory Survey of Special Education Fourth Edition; Merrill, an imprint of Macmillan Publishing company; New York.
11. Jayanthi Narayan, Dr. Intellectual impairment in India: Government Policies and Legislation; National Institute for the Mentally Handicapped; Secunderabad.
12. Kaur, Rajpal (2005) : Special Education – New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., New Delhi.
13. Kirk Samuel A (1962) : Educating Exceptional Children, Oxford & IBN Publication Co., New Delhi.
14. Lokanadha Reddy G, Ramar, A. Kusuma R; (2000) : Education of Children with Special Needs, Discovery Publication House; New Delhi.
15. Ministry of Law, Justice and Company Affairs (1996) : The Persons with Disabilities (equal opportunities, protection of rights and full participation) Act 1995; The Gazette of India; New Delhi.
16. Maitra Krishna (1993) : Gifted and Talented – a developmental perspective; Discovery Publication House; New Delhi.
17. Maitra Krishna (1996) : 'Parenting the Gifted', Discovery Publishing House; New Delhi.
18. National Information Centre on Disability & Rehabilitation (1998) : "Concessions/Facilities available to disabled through State/UT. Governments'; Ministry of Social Justice & Empowerment; Government of India.
19. Narang Dr. S.K. (1994) : 'The Bright and Their Education'; Prime Publishers; Delhi.
20. Nibedita Dash; (2003) : 'Integrated Education for Children with Special Needs'; Dominant Publishers and Distributors; New Delhi.
21. Panda K.C. (1997) : 'Education of Exceptional Children'; Vikas Publishing House Pvt. Ltd., New Delhi.
22. Pillai M.G. (2003) : 'Exceptional Children – Causes and Assessment'; Pointer Publishers; Jaipur.
23. Raj M Alice; Kumari D. Rita; Suguna Sundari; Digumarti Bhaskara Rao; (2004) : 'Special Education', Discovery Publishing House, New Delhi.
24. Schwartz Lita Linzer (1994) : 'Why Give Gifts to the Gifted? – investing in a national resource; Corwin Press, Inc; Calofornia.
25. Sen Anima (1988) : 'Psycho-social Integration of the handicapped (A challenge to the society); Mittal Publication, Delhi.
26. Sharma, Sunita (2007) : Education of the Gifted, Shipra Publications, Delhi.
27. Tiwari, Govind (1983) : 'Status of Indian Researches in Creativity'; Agra Psychological Research Cell, Agra.
28. Whitmore Joanne Rand (1980) : 'Giftedness, Conflict, and Underachievement' Allyn and Becon, Inc; Boston, Massachusetts, USA.
- Ysseldyke, James E & Algozzine Bob (1998) : 'Special Education – A Practical Approach for Teachers' Kanishka Publishers, Distributors, New Delhi.

1. Any other relevant information to be put in the website:

- a. The department has been taking up the work of Monitoring the implementation of Sarva Shiksha Abhiyan (SSA) in Mizoram since 2003 on behalf of Mizoram University. Every six months, the department covers two districts, conducts field studies and submits the monitoring report to Ministry of Human Resources Development (MHRD) New Delhi. Prof. R.P. Vadhera is Nodal Officer for the work.
- b. The department monitored the Implementation of Mid Day Meal (MDM) Programme in Mizoram in 2008-2009. It submitted monitoring reports on different districts of the state to the Nodal Officer for MDM, Directorate of School Education, Government of Mizoram.

- c. The Department took up a project on Average Attendance Rate in Primary and Upper Primary Schools in Mizoram funded by School Education Department, Government of Mizoram in 2006 and 2007
- d. The Department has been doing 5% sample checking of SEMIS data for Mizoram Sarva Shiksha Abhiyan (SSA) and 10% Post Enumeration Survey on DISE data for Mizoram State since the year 2007. Dr. Lalbiakdiki Hnamte, Asst. Professor in the Department is mainly entrusted to do the work.

ATTACHMENT-I

A. Refresher Course:

- i. A UGC-Sponsored Refresher Course in Education was organized from 11th to 31st March, 2004. It was Coordinated by Prof. R.S. Wangu, the then Head of Department and Co-coordinated by Ms. Lalbiakdiki Hnamte, Lecturer. A total of 29 participants from within and outside Mizoram attended the Course.
- ii. A UGC-Sponsored Refresher Course in Research Methodology in Social Sciences was organized from 3rd to 23rd March, 2006. It was Coordinated by Prof. R.P. Vadhera, Head of Department and Co-coordinated by Ms. Lalbiakdiki Hnamte, Lecturer.
- iii. The Department conducted Refresher Course in Education organized by UGC-ASC, MZU from 10th to 30th November, 2009. The Refresher Course was Coordinated by Dr. Lalhmasai Chuaungo, Head of Department and Co-coordinated by Dr. H.Malsawmi and Ms. Lalbiakdiki Hnamte.
- iv. The Department conducted Refresher Course in Education organized by UGC-ASC, MZU from 14th February to 5th March, 2011. The Course was Coordinated by Prof. B.B. Mishra, Head of Department and Co-coordinated by Dr. Lalhmasai Chuaungo and Dr. H.Malsawmi.

B. Seminar, Conference, Workshop etc. :

- i. The Department organized a two-day Orientation Programme on Revised Undergraduate Syllabus of Education from 12th – 13th September, 2006. The programme was coordinated by Prof. R.P. Vadhera, Head of Department and Director, College Development Council, Mizoram University, Aizawl.

- ii. The Department hosted the 15th Annual Conference cum Seminar of North East India Education Society (NEIES) at SCERT Auditorium, Aizawl from 26th to 27th October, 2006. Prof. R.P. Vadhera, Head of Department and Director, College Development Council, Mizoram University, Aizawl was Coordinator of the conference.
- iii. A Two-Day Orientation cum Workshop on Supervision of Project Work in Education was organized from 30th September to 1st October, 2008. It was Coordinated by Dr. Lalhmasai Chuaungo, Head of Department.
- iv. The Department under the headship of Dr. Lalhmasai Chuaungo, collaborated with Government Hrangbana College in organizing a UGC Sponsored National Workshop on Research Methodology and Preparation of Proposal from 9th to 11th June, 2010 in Aizawl, Mizoram.
- v. The MZU Education Department Cell for Parent-Teacher Interface organized the First Parent-Teacher Interface to facilitate interaction among the parents of students and teachers of the Department on 19th September, 2011 at Conference Hall of Mizoram University Guest House. Prof. B.B. Mishra was HOD & Convener and Dr. Lalhmasai Chuaungo Departmental Coordinator.
- vi. The Department under the headship of Prof. B.B. Mishra organized Orientation Programme for College Teachers on 4th November, 2011 at Guest House Conference Hall, Mizoram University, Aizawl.
- vii. The Department organized Sensitivity/Awareness/Motivation (SAM) Workshop (Residential) under UGC-Capacity Building of Women Managers in Higher Education at Tourist Lodge, Chaltlang, Aizawl from 28th November to 2nd December, 2011. Local Coordinator for the Workshop was Dr. H. Malsawmi who was assisted by Dr. Lynda Zohmingliani, Local Co-coordinator.
- viii. The Department organized A One Day Seminar on Human Rights Education Sponsored by National Human Rights Commission, New Delhi on 29th February, 2012 at MZU Guest House Conference Hall. Prof. B.B. Mishra, Head of Department was Coordinator and Prof. Lalhmasai Chuaungo Co-coordinator of the seminar.