

MNPE-09425068494

In Collaboration with

**Karnataka State Open
University**

Manasagangotri, Mysore-6

Syllabus

Master of Arts in Education

www.maarmadaedu.org

KARNATAKA STATE OPEN UNIVERSITY

M. A. (Education) Syllabus

The two year programme shall consist of Sixteen(16) Core Courses including Four (4) Elective Courses. Out of these Fourteen (14) courses will be of four credits while the remaining two(2) courses will be of Two credits leading to a total of Sixty (60) credits. However, every student admitted to M.A. Education will have to complete Seventy Two (72) credits to be eligible to receive the degree from the University. The Course will be offering four (4) open courses, two each in second as well as third semester leading to a total of Twelve (12) credits for the open courses. The Open courses will be available to all students of various departments of the University.

The Elective courses shall be offered at the 2nd Year in the following manner:

- (i) any one course can be chosen as an optional from Elective I (EDN.303)
Elective III (EDN:403)
- (ii) any one course can be chosen as an optional from Elective II (EDN:304).
- (iii) choice of an optional course from Elective IV (EDN: 404) shall depend on the choice of the course from Elective II (EDN: 304) exercised in the 2nd Year.
- (iv) The combinations of courses between Elective II and Elective IV are as follows:
 - (a) EDN 304.01 - Education for the Gifted and the Creative
EDN 404.01 - Education for the Physically and the Cognitively Challenged
 - (b) EDN.304.02 - Indian Educational Thought
EDN 404.02 - Western Educational Thought
 - (c) EDN 304.03 - Teacher Education
EDN 404.03 - Methods of Teaching at Tertiary level.

Course Structure for MA Education Under Choice Based Credit System (CBCS)

1st Year

COURSES	Core/Open	Credits	Contact Hours	Marks
EDNC: 101 Philosophy of Education.	Core	4	48	100
EDNC: 102 Psychology of Education	Core	4	48	100
EDNC: 103 Educational Management and Change	Core	4	48	100
EDNC: 104 Research Methodology in Education-I	Core	4	48	100
EDNC: 105 Research Methodology in Education-II	Core	2	24	50
EDNC: 201 Curriculum Development & Instruction	Core	4	48	100
EDNC: 202 Sociology of Education	Core	4	48	100
EDNC: 203 Educational Testing and Evaluation	Core	4	48	100
EDNO: 204 Environmental Education	Open	4	48	100
EDNO: 205 Mental Health Education	Open	2	24	50
	Total	36	432	900

2nd Year

COURSES	Core /Open	Credits	Contact Hours	Marks
EDNC: 301 Educational Technology	Core	4	48	100
EDNO: 302 Comparative Education	Open	4	48	100
EDNC: 303 Elective-I (any one of the following) 303.01 Mental Health and Hygiene 303.02 Early Childhood Education 303.03 Non-Formal and Adult Education	Core	4	48	100
EDNC: 304 Elective – II (any one of the following) 304.01 Education for the Gifted & the Creative 304.02 Indian Educational Thought 304.03 Teacher Education	Core	4	48	100
EDNO:305 Special Education	Open	2	24	50
EDNC: 401 Laboratory Practical	Core	4	48	100
EDNC: 402 Higher Education in India	Core	4	48	100
EDNC: 403 Elective –III (any one of the following) 403.01 Guidance and Counseling 403.02 Education for Empowerment of Women 403.03 Education for Rural Development 403.04 Experimental Education	Core	4	48	100
EDNC: 404 Elective –IV (any one of the following corresponding to the related course under 304 Elective-II) 404.01 Education for the Physically and the Cognitively Challenged 404.02 Western Educational Thought 404.03 Methods of Teaching at Tertiary Level	Core	4	48	100
EDNC:405 Economics of Education	Core	2	24	50
	Total	36	432	900
	Grand Total	72	864	1800

EDNC: 101. PHILOSOPHY OF EDUCATION**Unit 1. Introduction to Philosophy of Education**

- Relationship Between Education and Philosophy
- Meaning, Nature and Scope of Philosophy of Education
- Functions of Philosophy of Education
- Aims of Education in Relation to Philosophy of Life

Unit 2. Philosophical Approaches in Education

- Indian Philosophies of Education: Samkhya, Vedanta, and Buddhism.
- Western Philosophies of Education: Logical Positivism, Existentialism and Dialectical Materialism.

Unit 3. Knowledge, Values and Curriculum

- Meaning, Nature and Sources of knowledge
- Philosophical Bases of Curriculum
- Meaning and Hierarchies of Values
- Value Education

Unit 4. Social Philosophy of Education

- Democracy & Education
- Freedom & Authority in Education
- Equality vs Equity in Education

SUGGESTED READINGS

1. Bramel, D. *Patterns of Educational Policy*, New York, Hold Rinehart & Winston. 1971.
2. Brown, L. M. *Aims of Education*, New York, Teachers College Press. 1970.
3. Brubacher, R. S. *Modern Philosophies of Education*, Chicago, University Press. 1955.
4. Cohen, B. *Means and Ends in Education*, London, George Allen & Unwin. 1983.
5. Curren Randall (Edited) *A Companion to Philosophy of Education*, New York Blackwell Publishing. 2003.
6. Curtis, S.J. *Introduction to Philosophy of Education*, London, London University, Tutorial Press. 1968
7. Dewey, J. *Democracy and Education and Introduction into Philosophy of Education*, New York, The Free Press, 1966
8. Fitzgibbon, R. E. *Making Educational Decision: An introduction to Philosophy of Education*, New York, Harcourt Brace Jovanovich, 1981
9. Heyting, Frieda (Edited) *Methods in Philosophy of Education*, London, Routledge, 2001.
10. Kneller, G. F. *Introduction to Philosophy of Education*, New York, John Witty & Sons, 1971.
11. Lawton, D. *Class Culture and Curriculum*, London, Routledge & Regan Paul, 1975.
12. Luther, M.N. *Values and Ethics in School Education*, New Delhi, Tata McGraw Hill, 2001.
13. McChellan, J.E. *Philosophy of Education*, New Jersey, Prentice Hall Inc, 1976.
14. Moon, Bob (Edited) *International Companion to Education*, London, Routledge, 2000.
15. Morris, V. *Existentialism in Education*, New York, Harper & Row, 1966.
16. Mukherjee, R. K. *Ancient Indian Education*, Delhi, Motilal Banarasidas, 1974.
17. Narareth, M. P. *Education Goals, Aims and Objectives*, New Delhi, Vikash. 1984.
18. O'Connor. J. *An Introduction to the Philosophy of Education*, Agra, Vinod Pustak Mandir. 1995.
19. Pandey, R. S. *An Introduction to Major Philosophies of Education*, Agra, Vinod Pustak Mandir. 1996.

EDNC: 102. PSYCHOLOGY OF EDUCATION**Unit 1. Educational Psychology as Applied Field of Psychology**

- Psychology as Scientific Study of Behaviours
- Educational Psychology as Applied Field
- Scope and Nature of Educational Psychology

Unit 2. Intelligence and Creativity

- Theories of Intelligence: Guilford's Structure of Intellect; Cattell's Theory of Fluid and Crystallized Intelligence; Piaget's Theory of Cognitive Development
- Concept and Development of Creativity
- Relationship between Creativity and Intelligence

Unit 3. Motivation and Learning

- Meaning and Factors Affecting Motivation
- Role of Motivation in Learning
- Atkinson's Theory of Achievement Motivation
- Maslow's Self-actualization Theory.
- Meaning and Nature of Learning
- Tolman's Sign Gestalt Theory
- Gagne's Hierarchical Theory of Learning

Unit 4. Personality, Mental Health and Adjustment

- Theories of Personality: Psychoanalytical Theory (Freud and Jung), Carl Roger's Self Theory of Personality
- Role of Home, School and Society in Promoting Mental Health
- Adjustment Mechanism and Implications for Education

SUGGESTED READINGS

1. Atkinson, J.W. & Feather, N.T. *A Theory of Achievement Motivation*, New York, Wiley Publishers, 1960.
2. Bhatnagar S. *Advanced Educational Psychology*, Agra, Bhargava Book House, 2002.
3. Bron R.A. Allyn & Bacon *Essentials of Psychology*, Guwahati, Nivedita DK Distributors. 2002.
4. Chand T *Educational Psychology*, Agra, Bhargava Book House, 2002.
5. Crow, R.B. & Crow, A. *Educational Psychology*, New Delhi, Eurasia Publishing House, 1964.
6. Dececee, J. P. *The Psychology of Learning & Instruction*, New Delhi, Prentice Hall, 1970.
7. Dhir R.N. *Educational Psychology*, Chandigarh, Abhishek Publication, 2002.
8. Eysenck, H. J. *Dimensions of Personality*, London, Kegan Paul, 1947.
9. Gagne, R. M. *The Conditions of Learning* (2nd edition) New York, Rinehart & Winston, 1976.
10. Guilford, J.P. *The Nature of Human Intelligence*, New York, McGraw Hill, 1967.
11. Hall, C. S. & Lindsey, G. *Theories of Personality* (3rd Edition), New York, John Wiley, 1978.
12. Hilgard, E.O. *Theories of Learning* (4th Edition), New York. Appleton-Century Crgts, 1976.
13. Jitendra Mohan *Educational Psychology*, New Delhi. Wiley, 1993.
14. Judd C.H. *Educational Psychology*, Guwahati, Nivedita DK Distributors, 2002.
15. Kuppuswamy, B *Advanced Educational Psychology*, Jalandhar, Jalandhar University Publications, 1963.
16. Maslow, A. *Motivation and Personality*, New York, Harper & Raw, 1954.
17. Rathus S.P. *Essentials of Psychology*, Guwahati, Nivedita DK Distributors. 2002.
18. Sahoo F.M. *Psychology in Indian Context*, Agra, Bhargava Book House, 2002.
19. Sharma R.N. *Educational Psychology*, Guwahati, DVS Publication, 2002.
20. Woodworth, R.S *Psychology: A Study of Mental Life*, New York, Century, 1995.

EDNC: 103. EDUCATIONAL MANAGEMENT AND CHANGE

Unit 1. Organizations and their Management

- Organizations: meaning, types and characteristics of Educational Organizations
- Educational Management: development of management thought and practice with special reference to the contributions of Taylor and Fayol; principles of management
- Aspects of Educational Management: planning, organizing, supervising and controlling
- Leadership in Educational Organizations: meaning and nature, nature of Leadership
- Styles of Leadership and development of Leadership

Unit 2. Managing Change in Education

- Need for change- Population growth, technological & Scientific development, educational growth & diffusion of knowledge
- Planning for change: concept and objectives of planned change process
- Approaches to change: Need oriented, people oriented, and task oriented
- The stages of Change Process: awareness, interest, conviction, evaluation, trial, acceptance and adoption (Rogers, Ryan and Gross.)

Unit 3. Management of Resources in Educational Organization

- Meaning of Human Resource management in Educational Organizations
- Dynamics of Human Behaviour: interpersonal behaviour, behavioural norms: code of ethics of teachers
- Conflict management
- Professional growth of Educational Personnel: Concept of professional growth, factors facilitating professional growth, personnel services, evaluation of professional growth
- Financial Resources: Allocation and their efficient use-Budgeting: Concept, forms & process of budgeting.

Unit 4. Modern Techniques in Educational Management and their applications in Educational Organization

- Programme Evaluation and Review Technique (PERT)
- Planning Programming Budgeting System (PPBS)
- Management by Objectives (MBO)
- Total Quality Management (TQM)

SUGGESTED READINGS

1. Ananda W.P. Gurung *General Principles of Management for Educational Planner and Administrators*, Paris, UNESCO, 1984.
2. Bhagia, H.M. et.al *Educational Administration in India and Other Developing Countries*, New Delhi, Commonwealth Publication, 1990.
3. Flippo,E.B. *Personnel Management*, New York, McGraw Hill, (7th edition) 1984.
4. Fred Luthens *Organisational Behaviour*, Tokyo, McGraw Hill, International Book Co., 1996.
5. Goel, S.D. *Modern Management Techniques*, New Delhi, Deep and Deep, 1987.
6. Hostrop, R.W *Managing Education for Results*, New Delhi, ETC Publication, 1975.
7. Kumar A. *Personal Management, Theory and Practice*, Guwahati, DVS Publication, 2001.
8. NIEPA *Modern Management Techniques in Educational Administration*, New Delhi, Asian Inst. of Educational Planning and Administration, 1971.
9. NIEPA *Educational Management in India*, New Delhi, NIEPA, 1986.
10. Oberoi P *Organisation Development*, Guwahati, DVS Publication, 2002.
11. Tanner D. & Lawrel T *Supervision in Education Problems and Practices*, New York, McMillan Pub. Co., 1987.
12. Thomas, J. Sergiovann et.al *Educational Governance and Administration*, New Delhi, Prentice Hall, 1987.
13. Werral, N *People and Decision*, London, Longman, 1980.

EDNC: 104. RESEARCH METHODOLOGY IN EDUCATION-I

Unit 1. Educational Research, Problem and Proposal

- Methods of acquiring knowledge: tradition, experience, authority, reasoning (deductive and inductive), and scientific method.
- Meaning and scope of Educational Research
- Types of Educational Research: fundamental, applied, and action
- Formulation of research problem
- Hypothesis: characteristics, types, formulation and testing
- Preparation of research proposal

Unit 2. Research Tools & Sample

- Types of data: Qualitative and Quantitative
- Techniques and tools of data collection
 - (a) Documentary Sources
 - (b) Observation
 - (c) Questionnaires and Schedules
 - (d) Interview
 - (e) Rating Scales and Tests
- Sampling
 - (a) Population and Sample
 - (b) Methods:
 - (i) Probability Sampling - Random, Systematic, Stratified, Cluster
 - (ii) Non-Probability Sampling- Purposive, Incidental

Unit 3. Probability Distribution

- Concept of Probability
- Concept of Normal Probability Curve (NPC)
- Characteristics of Normal Probability Distribution
- Kurtosis and Skewness
- Applications of Normal Distribution

Unit 4: Correlation:

- Coefficient of Correlation by Pearson's Product Moment Method for Grouped and ungrouped data
- Partial & Multiple Correlation
- Regression and Prediction from Simple Regression Equation

SUGGESTED READINGS

1. Best, J.W. & Kahn, J.V. *Research in Education*, (6th edition) New Delhi, Prentice Hall, 1989.
2. Buch, M. B. *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974.
3. Fox, D. J. *The Research Process in Education*, New York. Holt Rhinehart and Winston, Inc. 1969.
4. Garrett. H.E. *Statistics in Psychology and Education*, Bombay. Vikils, Feiffer & Semen's Ltd, 1988.
5. Good, Barr & Scates *Methodology of Educational Research*, New York Appleton Crofts, 1962.
6. Guilford, J.P. & Fruchter, B. *Fundamental Statistics in Psychology & Education*, New York, McGraw Hill, 1974.
7. Kerlinger F.N. *Foundation of Behaviour Research*, Delhi, Surjeet Publications, 1978.
8. Koul, L. *Methodology of Educational Research*, New Delhi, Vikash Publications, 1998.
9. Kurtz, A. K. & Mayo, S.T. *Statistical Methods in Education and Psychology*, New Delhi, Narosa Publishing House, 1980.
10. Sax, G. *Empirical Foundation of Educational Research*, New Jersey, Englewood Cliffs, 1968.
11. Seigal, Sydne, Y. *Non-parametric Statistics for Behavioural Science*, New Delhi, McGraw Hill, 1978.
12. Singh, Arun Kumar *Test, Measurement and Research Methods in Behavioural Sciences*, New Delhi, Mc Graw Hill, 1986
13. Sukia S. .P, & Others *Elements of Educational Research*, (3rd edition), Bombay, Allied Publishers, 1974.
14. Tuckman, B.W. *Analysing and Designing Educational Research*, New York, Harcourt Brace Jovanovich, Inc., 1978.
15. Tuckman, B.W. *Conducting Educational Research* (2nd edition), New York, Harcourt Brace Javanovich, Inc., 1979.
16. Van Dalen, D.B & Meyer, W.J. *Understanding Educational Research*, New York, McGraw Hill C., 1979.

EDNC: 105. RESEARCH METHODOLOGY IN EDUCATION-II**Unit 1. Methods of Research**

Historical Research

- Need and significance
- Sources and collection of data
- Establishing Validity and Interpretation of data

Descriptive Research

- Need and Importance, steps and interpretation
- Survey studies
- Case study.
- Correlation studies

Experimental Research

- Nature & Procedure
- Validity-Internal & External
- Role of Control
- Expost Facto Research,
- Designs-Single Group and Parallel Group

Unit 2. Significance of Statistics

(a) Significance of Mean:

- Concept of Parameter and Statistics
- Sampling Distribution of Mean
- Standard Error of Mean
- Confidence Intervals and Levels of Confidence for the true mean for
 - (a) Large Sample
 - (b) Small Sample

(b) Significance of the difference between means (t test)

- (a) Means of two independent large samples
- (b) Means of two small independent samples
- (c) Two correlated means
- Concept of one-tailed and two tailed tests

SUGGESTED READINGS

1. Best, J.W. & Kahn, J.V. *Research in Education*, (6th edition) New Delhi, Prentice Hall, 1989.
2. Buch, M. B. *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974.
3. Fox, D. J. *The Research Process in Education*, New York. Holt Rhinehart and Winston, Inc. 1969.
4. Garrett. H.E. *Statistics in Psychology and Education*, Bombay. Vikils, Feiffer & Semen's Ltd, 1988.
5. Good, Barr & Scates *Methodology of Educational Research*, New York Appleton Crofts, 1962.
6. Guilford, J.P. & Fruchter, B. *Fundamental Statistics in Psychology & Education*, New York, McGraw Hill, 1974.
7. Kerlinger F.N. *Foundation of Behaviour Research*, Delhi, Surjeet Publications, 1978.
8. Koul, L. *Methodology of Educational Research*, New Delhi, Vikash Publications, 1998.
9. Kurtz, A. K. & Mayo, S.T. *Statistical Methods in Education and Psychology*, New Delhi, Narosa Publishing House, 1980.
10. Sax, G. *Empirical Foundation of Educational Research*, New Jersey, Englewood Cliffs, 1968.
11. Seigal, Sydne, Y. *Non-parametric Statistics for Behavioural Science*, New Delhi, McGraw Hill, 1978.
12. Singh, Arun Kumar *Test, Measurement and Research Methods in Behavioural Sciences*, New Delhi, Mc Graw Hill, 1986
13. Sukia S. .P, & Others *Elements of Educational Research*, (3rd edition), Bombay, Allied Publishers, 1974.
14. Tuckman, B.W. *Analysing and Designing Educational Research*, New York, Harcourt Brace Jovanovich, Inc., 1978.
15. Tuckman, B.W. *Conducting Educational Research* (2nd edition), New York, Harcourt Brace Javanovich, Inc., 1979.
16. Van Dalen, D.B & Meyer, W.J. *Understanding Educational Research*, New York, McGraw Hill C., 1979.

EDNC: 201. CURRICULUM DEVELOPMENT AND INSTRUCTION**Unit 1. Introduction and Curriculum Planning**

- Meaning and scope of Curriculum
- Basic Consideration of Curriculum Planning
- Models of Curriculum Planning
- Foundations of Curriculum Development: Philosophical, Socio-cultural and Psycho-linguistic.

Unit 2. Curriculum Design & Development

- Concept and Criteria of Curriculum Development: Scope, Sequence, Relevance etc
- Components of Curriculum Design
- Types of Curriculum Design
- Subject-Centred, Activity-cum-Experience Centred
- Undifferentiated and Differentiated
- Core Curriculum
- Curriculum Development: Steps and Process

Unit 3. Instructional Materials and Curriculum Transaction

- Text book and Allied Instructional Materials
- Preparation and Evaluation of Text Book
- Analysis of Curricular Content-Designing units, Suitable Presentation Modes
- Teacher as Curriculum Practitioner
- Instructional Planning for Effective Teaching

Unit 4. Curriculum Evaluation

- Need for Curriculum Evaluation
- Aspects of Curriculum Evaluation
- Models of Curriculum Evaluation
- Factors Influencing Change in Curriculum

SUGGESTED READINGS

1. Aggarwal. J. C1
 2. Brent, Allen
 3. Das, R.C.
 4. Dell, Ronald C.
 5. Diamond, Robert M.
 6. English, F.W,
 7. Erickson, H. L,
 8. Flinders D. J (Ed)
 9. Mamidi, Malla Reddey & Ravishankar(eds)
 10. NCERT
 11. NCERT
 12. Saylor J. Galen, William Alexander & Arthur J. Lewis
 13. Trum J. Lyod.
 14. Tyler, Ralp. W.
 15. Tyler, Ralp. W.
 16. UNESCO
 17. Wheeler D.K.
- Curriculum Reform in India:* Delhi, Doaba, 1990.
- Philosophical foundations for the Curriculum*, Boston, Allen and Unwin, 1978.
- Curriculum and Evaluation*, New Delhi. NCERT, 1987.
- Curriculum Improvement: Decision Making & Process*, (6th edition). London, Allyn & Bacon, Inc. 1986.
- Designing & Improving Courses & Curricula in Higher Education A systematic Approach*, California, Jossey Bass Inc. Publishers, 1989.
- Deciding What to Teach and Test*, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
- Concept based Curriculum and Instruction*, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
- The Curriculum Studies*, New Delhi, Atlantic Publishers, 1977.
- Curriculum Development & Educational Technology*, New Delhi, Sterling Publishers, 1984.
- Curriculum & Evaluation*, New Delhi, NCERT, 1984.
- National Curriculum for Elementary & Secondary Education, A Frame Work*, New Delhi, NCERT, 1988.
- Curriculum planning for Better Teaching & Learning* (4th edition), New York, Holt Rinehart & Winston, 1980.
- Secondary School Curriculum Improvement*, New York, Prentice Hall, 1967.
- Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc., 1962.
- Basic Principles of Curriculum & Instruction*, Chicago, The University of Chicago Press, 1974.
- Curricula & Lifelong Education*, Paris, UNESCO.1981
- Curriculum Process*, London, University of London Press, 1967.

EDNC: 202. SOCIOLOGY OF EDUCATION

Unit 1. Concept and Approaches

- Meaning, Scope and uses of Sociology of Education
- Sociological Approaches to Education and their Limitations
- Bandura Theory of Social Learning

Unit 2. Education and Socialisation

- Culture -Concept, Culture and Personality
- Agencies of Socialisation-family, peer group, community, institutions of formal education, and mass media
- Concept of Self, Development of Self and Theories of Self-Esteem (Cooley, Mead, Erickson and Rogers)

Unit 3. Social Groups and their Educational Implications

- Social groups –Nature and Types (Primary, Secondary and Tertiary, formal and informal; in-groups and out-groups); their Educational Relevance.
- Group dynamics- Cohesion and Conflict; Conflict Resolution.
- Interpersonal relationships in classrooms: Classroom Climate; Organizational Climate-type; dimensions and educational effects.
- Sociometry and Guest Who Technique

Unit 4. Education as Social System

- Education as a factor of Social stratification and Social Mobility
- Equality for Social Justice and Peace.
- Concept of Community, School-Community Relationships and their Educational Importance
- Social Change: Factors and Theories of Social Change
- Process of Social Change
 - (a) Structural Processes: Industrialisation, Urbanisation, Modernisation,
 - (b) Cultural Processes: Sanskritisation and Westernisation
- Role of Education in Modernisation and Social Change

SUGGESTED READINGS

1. Adisesiah, W.T.V. & Pavanasam. R. *Sociology in Theory and Practice*, New Delhi, Santhi Publishers, 1974.
2. Barry, H. & Johnson, L.V. *Classroom Group behaviour: Group Dynamics in Education*, New York, John Wiley & Sons, 1964.
3. Blackledge, D. & Hunt, Barry *Sociological Interpretations of Education*, London, Groom Helm, 1985.
4. Chanda S. S. & Sharma R.K. *Sociology of Education*, New Delhi, Atlantic Publishers, 2002.
5. Chandra S.S. *Indian Educational Development, Problems and Trends*, New Delhi, Kanishka Publishers, 2002.
6. Chandra, S.S. *Sociology of Education*, Guwahati, Eastern Book House, 1996.
7. Cook L, A. & Cook,E. *Sociological Approach to Education*, New York, McGraw Hill, 1970.
8. D'Souza A. A. *The Human Factor in Education*, New Delhi, Orient Longmans, 1969
9. Durkheim, E. *Education and Sociology*, New York, The Free Press, 1966.
10. Goode & Hatt *Methods in Social Research*, Japan, Mc Graw Hill, Kogakusha, Ltd.1952
11. Hemlata, T. *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002
12. Inkeles, A. & Smith *Becoming Modern*, New York, Hanoman, 1982.
13. Jayaram, *Sociology of Education*, New Delhi, Rawat, 1990.
14. Joyee. L. Epstein & Sanders M.G. *School, Family and Community partnership*, Guwahati, Nivedita Book Distributors, 2002.
15. Mishra. B.K. & Mohanty R. *Trends and issues in Indian Education*, New Delhi, Kanishka Publishers, 2002.
16. Mohanty, J. *Indian Education in Emergency Society*, New Delhi, Sterling Publishers, 1982.
17. Rogers B. *Classroom Behaviour*, Guwahati, Nivedita Book Distributors, 2002.
18. Shukla, S. & K. Kumar *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
19. Swift, D. F. *Basic Readings in the Sociology of Education*, London, Routledge and Kegan Paul, 1970.
20. UNESCO *Inequalities and Educational Development*, Paris, ANIIEP Seminar, UNESCO, 1982.

EDNC: 203. EDUCATIONAL TESTING AND EVALUATION**Unit 1. Educational Objectives and Educational Evaluation**

- Meaning, importance, Levels of Educational Objectives- Cognitive, Affective and Psychomotor Domains
- Concept of Test, Measurement and Evaluation
- Purposes of Evaluation
- Summative and Formative Evaluation, Internal Assessment, Grading, Question Bank

Unit 2. Validity, Reliability and Norms

- Validity and Reliability of Test
- Factors Affecting Reliability
- Relationship between Reliability and Validity
- Meaning and Significance of Norms
- Types of Norms
Age norms, Grade Norms,
Percentiles, z scores, T score, and stanine-score

Unit 3. Achievement Tests and Attitude Scales

- Construction and Standardization of an Achievement test
- Construction of Attitude Scales by Thurstone Method
- Construction of Attitude Scale by Likert Method

Unit 4. Statistical Analysis

- Concept of Parametric & Non-parametric Test
- Chi-square Test and its uses
 - (a) Test of Goodness of Fit
 - (b) Test of Independence
- Analysis of variance : Concept & Assumptions, One way Analysis of Variance (ANOVA)

SUGGESTED READINGS

1. Anastasi A. *Psychological Testing* (4th edition), New York, McMillan Pub Co, 1976.
2. Bloom B.S.& Others. *Handbook of Formative and Summative Evaluation of Student Learning*. New York, McGraw Hill Book Co., 1971.
3. Cronbach L J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970
4. Cronbach, Lee J. *Essentials of Psychological Testing*, New York, Harper and Row, International Education, 1964
5. Ebel R. L. & Frisbei D. A. *Essentials of Educational Measurement*, New Delhi, Prentice Hall, 1986
6. Edwards A. L. *Techniques of Attitude Scale Construction*, Bombay, Feiffer & Simens private Ltd, 1975.
7. Freeman F. S. *Theory and Practice of Psychological Testing*, (3rd edition), New Delhi, Oxford & IBH Pub. Co., 1976.
8. Harper (Jr.) A. E. & Harper E.S. *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*, New Delhi, Prentice Hall, 1990.
9. Sax G. *Principles of Educational Measurement and Evaluation*, California, Woodworth Publishing, 1974.
10. Singh (ed). *Criterion – Referenced Measurement*, (selected readings), New Delhi, NCERT, 1990.
11. Tenbrink T .D *Evaluation: A Practical Guide for Teachers*, New York, and McGraw Hill. 1974.
12. Thorndike R.L. & Hagen E. P. *Measurement and Evaluation in Psychology and Education*, (4th edition), New York, John Wiley & Sons, 1977.
13. Tuckman B.W. *Measuring Educational Outcome: Fundamental of Testing*, New York, Harcourt Brace Jovanovich, 1975
14. Varma, M. *An Introduction to Educational and Psychological Research*, New Delhi, Asia Publishing House, 1965
15. Vernon, P.E. *Personality Test and Assessment*, London, Methuen Co, 1962

EDN: 204. ENVIRONMENTAL EDUCATION**Unit 1. Environmental Concepts**

- Concept of Environment and Ecosystems.
- Natural System: Earth and Biosphere, Abiotic and Biotic Components, Bio-diversity, Degradation or Resource
- Human Systems: Human Beings as part of Environment, Human Adaptations to Environment, Population and its Effect on Environmental Resources.
- Technological Systems: Industrial Growth, Scientific and Technological Inventions and their Impact on the Environmental Systems.
- Practical work on Environmental Education

Unit 2. Environmental Degradation

- Environmental Pollution: Air, Water, Soil
- Extinction of Flora and Fauna, Deforestation.
- Global -Environmental Issues: Ozone Layer Depletion, Green House Effect, Acid Rain
- Need for Conservation and Protection of Rich Environmental Heritage

Unit 3. Environmental Education

- Concept, Importance, and Scope of Environmental Education
- Aims and Objectives of Environmental Education
- Distinction between Environmental Education & Environmental Science
- Guiding Principles and Foundations of Environmental Education
- Special Significance of Environmental Education for Sustainable Development

Unit 4. Approaches and Methods of Environmental Education

- Approaches to Environmental Education: Interdisciplinary and Multidisciplinary
- Methods: Discussion, Seminar, Workshop, Problem Solving and Field survey.

SUGGESTED READINGS

1. Agarwal S. K. Tiwari Swarnalatha, Dubey P.S.: *Biodiversity and Environment*, New Delhi, APH Publishing. 1996.
2. Agarwal S. K: *Automobile Pollution*, New Delhi, Ashish Publishing House 1991.
3. Agarwal. P & Rana S. *Environment and Natural Resources*, New Delhi, Jugmander Book Agency, 1986.
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20. Rao, V.K. *Environmental Education*, DVS Publishers and Distributors, Guwahati, 2004.
21. Satapathy Nityananda. *Sustainable Development*, Ahmedabad, Karnavati Publications, 1997.
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24. Sharma, V.S. *Environmental Education*, Anmol Publication, New Delhi, 2006
25. Sungoh, S.M. *Environmental Education*, Shillong, Ri Khasi Press. 2000
26. Trivedi, B. *Environmental Issues in India*, DVS Publishers and Distributors, Guwahati, 2007.

EDNO: 205 MENTAL HEALTH EDUCATION

Unit 1. Introduction to Mental Health and Hygiene

- Concept of Mental Health
- Concept and Objectives of Mental Hygiene
- Concept of Normality and Abnormality, Classification of Abnormal Behaviour
- Criteria for a Mentally Healthy Person

Unit 2. Education and Mental Health

- Concept, Goals, and Approaches of Psychotherapies
- Salient Features and Technique of Psycho-analysis
- Factors Affecting Mental Health
- Role of Home, Society and School in maintaining good Mental Health
- Principles of Good Mental Health

SUGGESTED READINGS

1. Brown, J. F. *The Psychodynamics of Abnormal Behaviour*, New York, Mc Graw Hill Book Co. 1940.
2. Carroll, H. A. *Mental Hygiene*, New York, Prentice Hall, 1979.
3. Chauhan, J.C. *Mental Hygiene*, New Delhi, Allied publisher, 1986.
4. Crow, I.D. & Crow A. *Mental Hygiene*, New York, McGraw Hill Book Co. 1970.
5. Cyril M.F. *Behavior Therapy*, New York, Mc Graw Hill Book. 1969.
6. Dollard J & Miller N.E. *Personality and Psychotherapy*, Chicago, Aldine, 1970.
7. Bhan, S. & Dutt, N.K. *Mental Health through Education*, New Delhi, Vision Books, 1986.
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9. Jahoda M. *Current Concepts of Positive Mental Health*, New York, Basic Books inc. 1958.
10. Klein, D.B. *Mental Hygiene*, New York, Henery, Holt and Company, 1956.
11. Korchin S.J. *Modern Clinical Psychology*, New Delhi, Indian Edition. CBS, Publishers 1986.
12. Maurus, J. *Mental Hygiene*, Allahabad, Better yourself Books, 1976.
13. Page, J.P. *Abnormal Psychology*, New Delhi, Tata Mc Crow Hill Publishers, Indian Edition, 1970.
14. Rayan W. Carson *Mental Health through Education*, New Delhi, Common wealth, 1970.

EDNC: 301. EDUCATIONAL TECHNOLOGY

Unit 1. Introduction to Educational Technology

- Meaning, nature, scope and significance of Educational Technology
- Components of Educational Technology -hardware, software
- Systems approach in Educational Technology
- Multimedia approach in Educational Technology

Unit 2. Communication Process and instructional system

- Concept of Communication Process
- Classroom Communication: verbal and non-verbal communication
- Factors affecting classroom communication
- Observation Schedules of Classroom Interaction
 - (a) Flanders's Interaction Analysis Categories System (FIACS)
 - (b) Equivalent Talk Categories (ETC)
 - (c) Reciprocal Category System (RCS)
 - Designing instructional strategies: lecture, team teaching, discussion, seminars, tutorials

Unit 3. Teaching

- Difference between teaching and instruction.
- Teaching at different levels: memory, understanding and reflective
- Modification of teaching behavior: microteaching and simulation.

Unit 4. Models of Teaching

- Concept of Models of Teaching
- Essential elements of four families of teaching Models
 - (a) The Social Interaction (Role Play)
 - (b) The Information-Processing model (Inquiry training)
 - (c) The Personal Models (Non-directive teaching.)

SUGGESTED READINGS

1. Bajpai A. D. & Leedham J.F *Aspects of Educational Technology Part IV*, New York, Pitman Pub. Co., 1970.
2. Bloom B. S.: *Taxonomy of Educational Objectives, Handbook 1, Cognitive domain*, London, Longman Group Ltd, 1974.
3. Chauhan S.S. *A Text Book of Programmed Instruction*, New Delhi, Sterling Publishers, 1978.
4. Deceeco J. P. *The Psychology of Learning and Instructional Technology*, New Delhi, Prentice Hall of India, 1970.
5. Flanders N. *Analysing Teaching Behaviour*, London, Addison Wesley Pub. Co., 1971.
6. Goel, A. & Goel S. L. *Distance Education in the 21st Century*. New Delhi, Deep & Deep Publication, 2000.
7. Jose Chander N. *Management of Distance Education*, New Delhi, Sterling Publishers, 1991.
8. Joyce B. & Weil M. *Models of Teaching* (4th edition), New Delhi, Prentice Hall of India Pvt. Ltd., 1992.
9. Mohanty, J. *Educational Technology*, New Delhi, Deep & Deep Publication, 2001.
10. Rastogi, S. *Educational Technology for Distance Education*, Guwahati, Eastern Book House, 1998.
11. Sampath K. *Instruction to Educational Technology*, (3rd revised Edition), New Delhi, Sterling Publishers, 1992.
12. Sharma R. A. *Technology of Teaching*, Meerut, International Publishing House, 1991.
13. Sharma R. A. *Programmed Instruction: An Instructional Technology*, Meerut, International Publishing House, 1982.
14. Skinner B. F. *The Technology of Teaching*, New York, Appleton Century Croft, 1968.
15. Vashist, S. R. *Research in Educational Technology*, Guwahati, Eastern Book House, 1997.

EDNO: 302. COMPARATIVE EDUCATION**Unit 1. Education and Development**

- Meaning and scope of Comparative Education
- Importance of the study of Educational Systems in a comparative perspective
- Education for Economic Development
- Education for Socio - Cultural Development
- Factors determining the Educational Systems of a Country

Unit 2. Systems of Education in Developed Countries and Third World Countries

- (A) Structure and distinctive features of the Systems of Education of Education in the following Countries:
- (a) U.K.,
 - (b) U. S .A.,
 - (c) China
 - (d) India

Unit 3. Education for Peace and Global Consciousness

- Educational for Global consciousness and development,
- Education for Environmental of Protection
- Role of UN and SAARC
- Education Programmes of UNESCO.

Unit 4 Problems Prevailing in Third World countries. Role of Education.

- Poverty and population Explosion
- Problems of Illiteracy
- Equalization of Educational Opportunities

SUGGESTED READINGS

1. Mishra, N *Poverty in South Asia*, Delhi, Authors Press Publishers, 2001.
2. Andreas, M.K. *Tradition and Change in Education: A Comparative Study*, London, Prentice Hall, Inc. 1965.
3. Bereday, G.Z.F. *Comparative Methods in Education*, New York, Oxford, 1967.
4. Cramer, J.F.& Browne, G.S. *Contemporary Education: A comprehensive study of National systems*, New York, Brace and World, Inc. 1965.
5. Devi, S. F. *Systems of Education*, New Delhi, Mittal Publication, 2002.
6. De Silva & Peirie *The University of Sri lanka* Macmillan India Ltd, New Delhi, 2008.
7. Dutta, B.S.V *Comparative Education-A Comparative Study of Educational Systems*. DVS, Publishers & Distributors Guwahati, 2004
8. Gezi, K.I. *Education in Comparative and International Perspective*, New York, Halt, Rinehart & Winston, Inc. 1971.
9. Hans Collins (ed) *Comparative Education*, London, Routledge and Kegan Paul Limited, 1964.
10. Kalil Gozel *Educational Comparative and International Perspective*, New York, Halt Rinehart & Winston, Inc., 1971.
11. Kaushik, V.K. *Comparative Education*, Anmol Publication, New Delhi, 2006.
12. Kandel, R. L. *Studies in Comparative Education*, Boston, Houghton Mifflin, 1933.
13. Kenneth, R. K. *Education in U.S.A*, London, Alwen Ltd., 1956.
14. Mishra, N. *Population in South Asia: Migration as a survival strategy*. Delhi, Authors Press Publishers, 2001.
15. Naik, S.P. *Perspective on Comparative Education* Anmol Publications, New Delhi, 2003.
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17. Purkait, B.R. *Modern Education in Japan*, Australia, Annol Publications pvt. Ltd. 1998.
18. Pandey, R.S. *Indian Educational System*, Eastern Book House, Guwahati, 2005
19. Pawar, N.G. *Development of Education, System in India*. Eastern Book House, Guwahati, 2004
20. Rao, V.K. *Education System*, Guwahati, Eastern Book House, 2003.
21. Rao, V.K. *Comparative Education. The Methods of Analysis and Enquiry* DVS, Publishers and Distributers Guwahati, 2004.
22. Rao, V.K. & Reddy, R.S. *Comparative Education*, New Delhi, Commonwealth Publishers, 1997.
23. Sheodore L. Repler & Edger L. Merphet *Comparative Educational Administration*, London, Prentice Hall, 1962.
24. Srivastave, S.K. *Comparative Education*, Anmol Publication, New Delhi, 2006
25. Sharma, Y.K. *Comparative Education – Comparative study of Educational Systems*. Eastern Book House, Guwahati, 2004.
26. Sharma R.S. *Comparative Perspective on Education* Eastern Book House, Guwahati, 2005
27. UNESCO *Growth and Change: Perspectives of Education in Asia*, New Delhi, Sterling Publishers, 1973.
28. UNESCO *International Year Book of education: Vol. XXXIII, 1981 and XXXV, Paris, UNESCO, 1983.*
29. UNESCO *World Problem in Education: A brief Analytical Survey*, Paris UNESCO, 1975.
21. Washist, S.R. *Teacher Education in the Third World Countries* (set of 2 Vols) Anmol Publication, New Delhi, 1992.

OP 303:01

MENTAL HEALTH AND HYGIENE

Unit 1. Introduction to Mental Health and Hygiene

- Concept of Mental Health and illness in historical perspective (Theogenic, Medical, Psychological, Psychosocial and Current)
- Integrated concept of Mental Health and illness, Korchin's five levels of dysfunction
- Concept and objectives of Mental Hygiene

Unit 2. Normality and Abnormality

- Concept of Normality and Abnormality, Classification of Abnormal Behaviour
- Criteria for a Mentally Healthy Person
- Psychoses: nature, types, symptoms and causes
- Neuroses: nature, types, symptoms and causes
- Maladjustment (social, marital, and occupational)

Unit 3. Psycho- Therapies

- Concept, goals, and approaches of Psychotherapies
- Salient features of Psycho-analysis
- Carl Roger's Humanistic Therapy
- Existential Psychotherapy
- Kelly's Cognitive Psychotherapy
- Behaviour Therapies: Systematic Desensitization and Aversive Conditioning

Unit 4. Education and Mental Health

- Factors affecting Mental Health (Home, Society and School Factors)
- Role of Home, Society and School in maintaining good Mental Health
- Principles of good Mental Health
- Relaxation and Meditation for maintaining good Mental Health

SUGGESTED READINGS

1. Brown, J. F. *The Psychodynamics of Abnormal Behaviour*, New York, Mc Graw Hill Book Co. 1940.
2. Carroll, H. A. *Mental Hygiene*, New York, Prentice Hall, 1979.
3. Chauhan, J.C. *Mental Hygiene*, New Delhi, Allied publisher, 1986.
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7. Bhan, S. & Dutt, N.K. *Mental Health through Education*, New Delhi, Vision Books, 1986.
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9. Jahoda M. *Current Concepts of Positive Mental Health*, New York, Basic Books inc. 1958.
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12. Maurus, J. *Mental Hygiene*, Allahabad, Better yourself Books, 1976.
13. Page, J.P. *Abnormal Psychology*, New Delhi, Tata Mc Crow Hill Publishers, Indian Edition, 1970.
14. Rayan W. Carson *Mental Health through Education*, New Delhi, Common wealth, 1970.

OP 303:02

EARLY CHILDHOOD EDUCATION**Unit 1. Introduction to Early Childhood Education**

- Need, importance and objectives
- Methods of Child Study
- Significance Child Rearing Practices & Learning
- Development of Pre-School Education in India

Unit 2. Contributions of Philosophers and Educationists to Pre-School Education

- | | |
|---------------------------------------|--------------|
| - 1. Jean Jacques Rousseau | - Pioneer |
| - 2. Frederich Wilhelm August Froebel | - KG |
| - 3. Mc.Milan Sisters | - Nussary |
| - 4. Maria Montessori | - Montessori |
| - 5. Mahatma Gandhi | - Basic |
| - 6. Tarabai Modak | - Balwadi |

Unit 3. Different Aspects of Child Development

- Physical Development
- Emotional Development
- Social Development
- Cognitive Development
- Language Development

Unit 4. Pre-School Education and its Agencies

- Activities and Programmes for Pre-School Education
- Characteristics of a balanced Pre-School Curriculum
- Anganwadi and Day Care Programmes.
- Evaluation of Pre-School Curriculum and its activities
- Agencies conducting Pre-Schools and their management (Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare etc)

SUGGESTED READINGS

1. Aggarwal, J.C. *Methods and materials of Nursery Education*, Delhi, Doaba House, 1990.
2. Burgers, E. & Locke, H.J. *The Family*, New York, American Book Co., 1953.
3. Cath Arnold *Child Development and Hearing 2-5 years- Georgia's story*, New Delhi, Sage Publication, 1999.
4. Day Barbara *Early Childhood Education: Organising Learning Activities*, New York, McMillan, 1983.
5. Dutt, N.K. *Psychological Foundations of Education*, Delhi, Doaba House, 1974.
6. English, H.B. *Dynamics of Child Development*, New York, Holt, Rinehart and Winston, 1961.
7. Grewal, J.S. *Early Childhood Education*, Agra, National Psychological Corporation, 1984.
8. Hurlock, E.B. *Developmental Psychology*, Bombay, Tata McGraw Hill Publishing Co., 1968.
9. Kendler, H.H. Kendler, T.S. *Basic Psychology*, New York, Appleton Century Crofts, 1971.
10. Margaret Edgington *The Nursery Teacher in Action*, New Delhi, Sage Publication, 1998.
11. Mollics Davies *Movement and Dance in Early Childhood*, New Delhi, Paul Chapman Publishing, Sage Publication.
12. Nedinnus, G.R. & Johnson, R.C. *Child Development and Personality*, New York, Harper and Row Publishers, 1974.
13. Pollard, M. B. & Geoghegan, B. *The Growing Child In Contemporary Society*, Milwaukee, The Bruce Publishing Co., 1969.
14. Riley J. *Learning in the Early Years, A guide for teachers*. New Delhi, Sage Publication. 2003.
15. Sebald, H. *Adolescence – A Social Psychological Analysis*, London, The McMillan Company, 1970.
16. Spoked, B. L. (Ed): *Handbook of Research in Early Childhood Education*, New York, The Free Press, 1982.
17. Stone, J.L.& Church, J. *Childhood and Adolescence*, New York, Random House, 1957.
18. Sue. C. Wort *Early Childhood Curriculum*, Guwahati, Nivedita Book Distributors, 2002.
19. Travers, J.E. *The Growing Child. Introduction to Child Development*, New York, John Kluey, 1977.
20. Winch, F.R. *The Modern Family*, New York: Holt, Rinehart and Winston Inc., 1971.

OP 303:03

NON-FORMAL AND ADULT EDUCATION

Unit I. Introduction to Nonformal and Adult Education

- Meaning, nature and scope of Non-formal Education and Adult Education
- Aims and Objectives of Non-formal and Adult Education

Unit 2. Curriculum Development for Non-formal and Adult Education

- Content and Materials for Non-formal and Adult Education
- Methods, Techniques and Strategies of Instruction
- Monitoring and Evaluation

Unit 3. Non-formal and Adult Education for Development

- Aspects of Development- Economic, Social and Cultural
- Agencies of Non-formal and Adult Education - Government and Non-Government
- Role of Universities
- Evaluation and Follow-up of Non-formal and Adult Education

Unit 4. Problems of Non-formal and Adult Education

- Materials
- Personnel and Motivational aspect
- Organisation and Administration

SUGGESTED READINGS

1. Bordia Anil (ed) *Adult Education in India*, New Delhi, Indian Adult Education Association, 1982.
2. Brookfield Stephen, D. *Training Education for Adults*, London, Routledge, 1988.
3. Chopra R. *Adult and Non-Formal Education*, New Delhi, International Book House, 1998.
4. Datta S.C. *Adult Education in Third World*, New Delhi, Criterion Publications, 1987.
5. Mohsini S.R. *Adult and Community Education*, New Delhi, Adult Association, 1973.
6. Mohsini S.R. *History of Adult Education in India*, New Delhi, Anmol Publication, 1989.
7. Pillai R. *Nonformal Education*, Agra, Bhargava Book House, 2002.
8. Prasad, P.S. *Adult Education*, New Delhi, Asian Publishing House, 1989.
9. Rao V.K & Reddy R.S. *Adult and Non-Formal Education*, Agra, Bhargava Book House, 1999.
10. Sharma R.P. *Non-Formal Education for Development*, Agra, Bhargava Book House, 2002.
11. Singh D.R. *Studies in Adult and Non-Formal Education*, (3 Vols) Agra, Bhargava Book House, 2001.
12. Smith R.M. *Handbook of Adult Education*, New York, McMillan Publishing, 1970.
13. Styler W.E. *Adult Education in India*, New York, Oxford University Press, 1966.
14. Townsend E.K. *Adult Education in Developing Countries*, (2nd Edition), New York, Pergamon Press, Oxford, 1977.
15. Youngman Frank *Adult Education and Socialist Pedagogy*, London Croom Helm, 1986.

Unit 1. Education of the Gifted.

- Concept of Giftedness, Types and characteristics of the Gifted
- Factors promoting giftedness and its development
- Identification of the gifted children, methods and techniques
- Problems related to social, emotional and educational adjustment

Unit 2. Education of the Creative

- Creativity, nature, characteristics and components of Creativity, factors fostering Creativity
- Theories of Creativity and Development of Creativity Models and Techniques
- Identification of the Creative Children, different measures of Creativity Test: (Torrance, Baquer Mehdi, and Passi's test)
- Factors fostering Creativity, classroom conditions for nurturing and stimulating Creativity

Unit 3. Approaches to Education of the Gifted and the Creativity

- Objectives of Special Education for the Gifted and the Creative
- Educational practices and approaches, Grouping, Acceleration, Enrichment- Individualized Instructions, motivating the gifted, self-learning and tutorials their merits and limitations
- Curricular Modifications for the Education of the Gifted and the Creative

Unit 4. Special Education for the Gifted and the Underachievers

- Bright Under Achievers their characteristics and causes and remedial programmes.
- Remedial Programmes for the Gifted and the Under Achievers
- Role of Teachers, Parents and Community Agencies in guiding the Gifted and the Creative

SUGGESTED READINGS

1. Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon, 1989.
2. Chauhan, S.S. *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1987.
3. Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975.
4. Desmukh. *Creativity in Classrooms*, New Delhi, S. Chand and Co. 1984.
5. Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn & Bacon, 1975.
6. Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953.
7. Hewett, F.M. *Education of Exceptional Learners*, London, Allyn and Bacon Inc. 1977.
8. Kirk, S. & Gallalagher. *Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979.
9. Laycock, S.R. *Gifted Children*, Toronto, Copp Clark Publishers, 1957.
10. Lindsay M. *Training Teachers of the Gifted and Talented*, New York, Teachers College Press, 1980.
11. Maitra, K *Giftedness in Action: Theory and Practices*, New Delhi, Kanishka Publishers, 1996.
12. Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication, 2002
13. Sumpton & Lucking. *Education of the Gifted*, New York, Ronald Press, 1960.
14. Torrance & Myers. *Creative Learning and Teaching*, New York, Dodd Mead Publications, 1970.
15. Torrance, E. P. *Guiding Creative Talent*, New Delhi, Prentice Hall, 1970.
16. Wards, V.S. *Educating the Gifted*, Ohio, Merrill Book Company, 1961.
17. Whitmore, J.R. *Giftedness, Conflict and Underachievement*, Boston, Allyn and Bacon, 1980.

OP 304:02

INDIAN EDUCATIONAL THOUGHT**Unit 1. Ancient Indian Educational Thought**

- Metaphysics, Epistemology, Axiology and its Pedagogical Implication with reference to Vedic, Brahmanical and Buddhist views

Unit 2. Medieval Indian Educational Thought

- Islamic thought and its implication in Education and Pedagogy
- Influence of Sufism in Education

Unit 3. Interrelationship of Indian and Western Education

- Indian and Western thoughts with regards to Aims of Education, Curriculum, method of teaching and Teacher Student Relationship.
- Influence of Western thought on Modern Indian Education
- Renaissance in Indian Educational Thought and Movements

Unit 4. Views on Education of the following Indian Educational Thinkers

- Raja Ram Mohan Roy.
- Vivekananda.
- Mahatma Gandhi
- J. Krishna Murthy
- Aurobindo Ghosh

SUGGESTED READINGS

1. Adhedananda. *Ideal of Education*, Calcutta, Ram Khrishna Vendan Publishers, 1945.
2. Aurobindo, S. *A System of National Education*, Calcutta, Arya Publishing House, 1946.
3. Bakshi, S.R.& Mahajan, L. *Education in Ancient India*, New Delhi, Deep and Deep Publications, Pvt. Ltd. 2000.
4. Balsara, M *Education Policy and Development*, New Delhi, Kanishka Publishers & Distributors, 1996.
5. Chaube, S.P. *Recent Educational Philosophies*, Agra, Vinod Pustak Mandir, 1972.
6. Chaube, S.P. *Education in Ancient and Medieval India*, New Delhi ,Vikas Publishing House, Pvt. Ltd..1999.
7. Dikshit, S.D. *Education, Nationalism and India*, Delhi, Sterling Publishers, 1966.
8. Dubey, S.N. *Education Scenario in India*, Delhi, Author Press, 2001.
9. Ghosh, S. *Education in Modern India*, New Delhi. Orient Longman Ltd, 1995.
10. Keay, F.E. *Ancient Indian Education*, New Delhi, Cosmos Publication, 1992.
11. Mookerji, R.K. *Ancient Indian Education (Brahmanical & Buddhist)*, Delhi, Motilal Banarsidas, Reprint 1974.
12. Ramchandani, S. *Great Thoughts on Education*, Guwahati, DVS, Publishers and Distributors, 2002.
13. Safaya, R.N. *Great Indian Educators*, Ambala, The Associated Publishers, Cantt. 1993.
14. Sharma, S.R. *Educational Development in India*, New Delhi, Anmol Publishers, 1990.
15. Ziauddin A.S.M. *Muslim Educational Thought in India*. New Delhi, Atlantic Publishers & Distributors, 1988.
16. Flung, B. P. *The Modern Condition of Educational Thought*, Guwahati, Book House, 2000.
17. Ahmed, Z *Islam and Muslim in South Asia*, Delhi, Authors Press Publishers, 2002.
18. Bharathy, D.V *Educational Philosophies of Vivekananda and John Dewey*, Guwahati, DVS Publishers, 2000.
19. Rao, D.B *Great Thoughts on Education*, Guwahati, DVS Publishers, 2000.
20. Ray, K *Educational in Medieval India*, Guwahati, Gyan Book, 1988.

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TEACHER EDUCATION**Unit 1. Introduction to Teacher Education**

- Meaning and Scope of Teacher Education
- Need for Education of Teachers.
- Aims and Objectives of Teacher Education at Elementary, Secondary and Higher Secondary levels.
- Development of Teacher Education in India before and after Independence
- Agencies of Teacher Education- NCTE, NCERT, SIE, SCERT, DIET

Unit 2. Teacher Education Programmes.

- Pre-service Teacher Education – organisation, types, NCTE curriculum framework objectives, content methods and evaluation at various levels.
- In-service Teacher Education – needs, objectives, types, organisation and evaluation.
- Comprehensive Teacher Education Programme.
- Integrated Teacher Education Programme.

Unit 3. Student Teaching and Selected Techniques of Teacher Education.

- Role of Student Teaching in Teacher Education Programme.
- Organisation of Student Teaching; various patterns: internship, integrating theory and practice.
- Supervision and Evaluation of Student Teaching
- Simulation,
- Programmed Learning

Unit 4. Professionalism in Teacher Education & Research in Teacher Education

- Teaching as a profession, professional ethics of a teacher.
- Professional Organizations for various levels and their roles.
- Performance Appraisal of Teachers.
- Trends of Research in Teacher Education in India

SUGGESTED READINGS

1. Anand, C.L. *Aspects of Teacher Education*, Delhi, S. Chand and Co., 1988.
2. Chaurasia, G. *Teacher Education and Professional Organisations*, Delhi, Authors Press, 2000.
3. Govt. of India. *Report of the Education Commission, 1963-1966*, New Delhi, Ministry of Education, Govt. of India, 1966.
4. Grower, R. & Walters S. *Teaching Practice Handbook*, London, ELBS, Heinemann Educational Books Ltd., 1987.
5. Meffit, John Clifton *In-service Education for Teachers*, Washington, Centre for Applied Research in Education, INC., 1983.
6. Mukherjee, S.N. *Admission and Organisation in Teacher Training Institutions*, New Delhi, NCERT, 1987.
7. Mukherjee, S.N.(ed) *Education of the Teacher in India*, Vol. I & Vol. II, Delhi, S. Chand and Co. 1988.
8. NCTE *Teacher Education Curriculum- A Framework*, New Delhi, NCERT, 1978
9. Panda, B.N. & Tewari, A.D. *Teacher Education*, New Delhi, A.P.H. Publishing Corporation, 1997.
10. Pareek, R. *Role of Teaching Profession*, Guwahati, Eastern Book House, 1996.
11. Passi, B.K. *Becoming a Better Teacher, Microteaching Approach*, Amedabad, Sahitya Nudranalaya, 1976.
12. Patil, V.T *Inservice Education for Teachers*, Delhi, Authors Press, 2001.
13. Raina, V.K. *Teacher Education: A Perspective*, Guwahati, Eastern Book House, 1998.
14. Silcork, P. Bruntland, M. *Achieving Competence, Success and Excellent in Teaching*, London, Routledge Falmer. 2002.
15. Singh, L.C. (ed) *Teacher Education In India- A resource Book*, New Delhi, NCERT, 1990.
16. Subramanyam, K. *Handbook for College and University Teachers*, Hyderabad. 1995.
17. Tibble, J.W.(ed) *The Future of Teacher Education*, London, Routledge and Kegan Paul, 1971.

EDN: 305 SPECIAL EDUCATION**Unit 1. Exceptional Children and Special Education:**

- Concept of Exceptional Children
- Classifications of Exceptional Children
- Meaning and Need of Special Education

Unit 2. Education of the Gifted and the Creative

- Concept of Giftedness, Identifying Characteristics of Gifted children
- Approaches to Special Education of the gifted
- Curricular modification for Education of the Gifted.
- Concept of Creativity, Characteristics of the Creative Child
- Factors Fostering Creativity
- Need of Special Education
- Educational Programmes for Creative Children

SUGGESTED READINGS

1. Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994.
2. Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon, 1989.
3. Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989.
4. Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 2005
5. Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975.
6. Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 2004
7. Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn & Bacon, 1975.
8. Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 2004
9. Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953.
10. Kirk, S. & Gallalagher *Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979.
11. Martens, D.M. & Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education* Corwin Press, Sage Publication 2005
12. Mishra, R.C. *Guidance & Counselling (2 Vols)* Eastern Book House, Guwahati, 2005
13. Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi 2003
14. Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication, 2002
15. Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 2003.
16. Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 2004
17. Sarsani, M.R *Creativity in Education, New Delhi, Sarup Publication, 2005*
18. Sarsani, M.R *Creativity in Schools, New Delhi, APH Publication, 2006*
19. Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Pres, Sage Publication, 2000.
20. Smith, D. *Working With Gifted and Talented Pupils in the Secondary Schools*, Paul Chapman Publishing, Sage publication, 2005
21. Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 2000.
22. Torrance & Myers *Creative Learning and Teaching, New York, Dodd Mead Publications, 1970.*
23. Torrance, E. P. *Guiding Creative Talent, New Delhi, Prentice Hall, 1970.*
24. Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 2005
25. Wall, K. *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing, 2003.
26. Wards, V.S. *Educating the Gifted, Ohio, Merrill Book Company, 1961*
27. Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981.

EDNC: 401. LABORATORY PRACTICAL

Minimum of 6 experiments and 6 tests to be completed:

Experiments	Tests
1. Learning	Creativity
2. Reaction Time	Intelligence
3. Attention	Interest
4. Concept Formation	Adjustment
5. Memory	Motivation
6. Association	Personality
7. Classroom Interaction	Aptitude
8. Sociometry	Attitude
9. Psycho-physical	Reading Comprehension
10. Sensation and Perception	Aspiration

Evaluation Scheme

Sessional = 25

Semester Exam = 75 (30 for Experiment & 30 for Test, 15 Viva Voce)

SUGGESTED READINGS

1. Anastasi, A. *Psychological Testing*, New York, Macmillan, 1976.
2. Collins Mary & Drever James *Experimental Psychology*, New Delhi, Gayatri Offset Press, 1976.
3. Cronbach L J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970.
4. Das, P.C. *Experiment and Measurement in Education and Psychology*, Guwahati, Gauhati University, 2000.
5. Ebel R. L. & Frisbei D. A. *Essentials of Educational Measurement*, New Delhi, Prentice Hall, 1986.
6. Fox Charles *A Textbook of Practical Psychology*, New Delhi, Akansha Publishing House, 2001.
7. Freeman, F.S. *Psychological Testing*, New York, Holt Rinehart, 1962.
8. McGuigan. *Experimental Psychology*, New Delhi, Prentice Hall of India, 1990.
9. Parameswaran *Experimental Psychology*, Bombay, Allied Publishers, 1984.
10. Postman Leo & Egan J.P *Experimental Psychology*, Ludhiana, Kalyani Publishers, 1949.
11. Saikia, Lutfun R. *Psychological and Statistical Experiments in Education*, Guwahati, Deptt of Education, Gauhati Univ. 1997.
12. Travers, R.M. *Educational Measurement*, New York, Macmillan, 1955.
13. Tuckman B.W. *Measuring Educational Outcome: Fundamental of Testing*, New York, Harcourt Brace Jovanovich, 1975.
14. Vernon, P.E. *Personality Test and Assessment*, London, Methuen Co, 1962.
15. Woodworth, R.S. *Experimental Psychology*, London, Methuen, 1945.

EDN: 402. HIGHER EDUCATION IN INDIA**Unit 1. Introduction to Higher Education**

- Meaning and Goals and Structure of Higher Education
- Policy perspectives and Emerging Trends in Higher Education
- Financing of Higher Education – Sources and Management of Finance

Unit 2. Higher Education in historical Perspective

- Modern Higher Education in India- The Dispatch of 1854 and subsequent development during the British Period
- Development of Higher Education in Free India- various Commission Reports.
- National Policy on Education (Higher Education)- 1986, 1992 (Revised)
- Higher Education and Socio-Economic Development

Unit 3. Curriculum in Higher Education

- Curriculum Planning
- Curriculum Development
- Curriculum Transaction
- Curriculum Evaluation

Unit 4. Management of Higher Education

- Ministry of Human Resource Development
- University Grants Commission
- Association of Indian Universities
- IGNOU and its role in Open Education
- Management of an Institution of Higher Learning
- Role of Teachers in Higher Education Institutions
- Quality and Quantity in Higher Education- Consideration

SUGGESTED READINGS

1. Akther, N. *Higher Education for the future*, Rawat Publications, Jaipur, 2000.
2. Amrik Singh & Philip G. A. *The Higher Learning in India*, Delhi, Vikash Publishing Home, 1974.
3. Amrit Lal Vohra & Sharma S.R. *Management of Higher Education in India*, New Delhi, Anmol Publications, 1990.
4. Bhatt *Higher Education Administration and Management*, DVS Publishers & Distributors, Guwanati, 2004.
5. Chalam, K.S. *Challenges of Higher Education*, Anmol Publications, New Delhi, 2005.
6. Dahiya, B.S *Higher Education in India: Some Reflection*, New Delhi Kanishka, 1997.
7. Dhir, R.N *Higher Education*, Chandigarh, Abhishek Publishers, 2002.
8. Dongerkery, S. R. *University Autonomy in India*, Bombay, 1967.
9. Dongerkery, S. R. *University Education in India*, Bombay, Manaktabs, 1967.
10. Garge, V. P. *Financing Higher Education, Scope & its Limits*, New Delhi, Radha Publication, 1976.
11. Machavan, K *Role of Distance Education in Developing Countries*, Guwahati, DVS Publishers, 2001.
12. Mathur, M. V. & Others *Indian University System-Revitalization and Reforms*, New Delhi, Wiley Eastern D Limited, 1994.
13. Moonis Raza (ed) *Higher education in India, Retrospect and Prospect*, New Delhi, Association of Indian Universities, 1991.
14. Naik, J. P. *Educational Planning in India*, Bombay, Allied Publishers, 1965.
15. Naruallah Syeed & Naik, J.P. *A Student History of Education in India*, Bombay, MacMillan, 1972.
16. Patnaiks *Higher Education in Information Age*, Guwahati, DVS Publishers, 2001.
17. Philip Altback *Comparative Perspective on the Academic Profession*, New York, Praeger, 1985
18. R. S. Sharma *Higher Education, Scope & Development*, New Delhi, Commonwealth Publishers, 1995.
19. Ram, A *Higher Education in India, Issues & Perspectives*, New Delhi, Mittal Publications, 1990.
20. Ranph G. Lewis & Douglas H. Smith *Total Quality in Higher Education*, New Delhi, Vanity book, International, 1998.
21. Ravi Mathai *The Rural University*, New Delhi, Popular, 1985.
22. Reddy, G.R. *Higher Education in India*, New Delhi, Sterling Publishers, 1995.
23. Reddy, M.G. *Higher Education in India*, APH Publications, New Delhi, 2000.
24. Shukla, C. *Financing of Higher Education*, APH Publications, New Delhi, 2004.
25. Swamy *Higher Education Administration and Management*, DVS Publishers & Distributors, Guwanati, 2006.
26. Sharma, R.S. *Higher Education Administration and Management*, DVS Publishers & Distributors, Guwanati, 2004.
27. Sharma, S. *History and Development of Higher Education in india (set 5 Vols)*, DVS Publishers & Distributors,(set 5 Vols) Guwanati, 2002.
28. UGC *Development of Indian Higher Education in India*, New Delhi. 1982.
29. Venkataiah, S. *Higher Education*, New Delhi, Anmol Publications, 2001.
30. Venkataiah,S *Management and Quality Educationa*, New Delhi, Anmol Publications, 2000.
31. Vohra, et al *Management of Higher Education in India*, (set of 2 vols) New Delhi, Anmol Publications, 1991.
32. Volra et al *Rural Higher Education (set of 2 Vols)*, New Delhi, Anmol Publications, 1998.

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GUIDANCE AND COUNSELLING

Unit 1. Introduction to Guidance

- Meaning, Nature and Scope of Guidance,
- Need of Guidance
- Principles of Guidance
- Nature, Needs, Scope of each of the following: -
- Educational Guidance,
- Vocational Guidance,
- Social Guidance
- Group Guidance.

Unit 2. Counselling

- Nature and Principles of Counselling
- Approaches to Counselling – directive, non-directive, eclectic, role and functions of Counsellor,
- Professional Education of the Counsellor

Unit 3. Techniques of collecting information for guidance

- Testing Techniques- types of tests used in Guidance
- Tests of Intelligence: Aptitude, Interest, Achievement and Personality
- Uses and limitations of testing techniques in Guidance
- Non-testing techniques: observation, questionnaire, rating scale, interview anecdotal cumulative record, case study

Unit 4. Guidance Service

- Meaning of Guidance Services, Principles of Organizing Guidance Services
- Individual Information service: types of data to be collected about the individual student, sources of information
- Occupational information service: types of information materials, sources, methods of classifying and disseminating occupational information
- Placement Service: Educational Placement, Vocational Placement
- Evaluation of Guidance Programme, Follow-up Service

SUGGESTED READINGS

1. Bengalee, M.D. *Guidance and Counselling*, Bombay, Sheth Publishers, 1984
2. Bhattacharya *Guidance In Education*, Bombay, Asian Publishing House, 1964.
3. Bernard, H. W. & Fullner, D.W. *Principles of Guidance, A Basic Test* (Indian Education), New Delhi, Allied Publishers Pvt.Ltd, 1987.
4. Chandra, R. *Guidance and Counselling*, New Delhi, Kalpaz Publishers, 2002.
5. Cronbach, Lee *Essentials of Psychological Testing*, London, Harper & Row, 1964.
6. Crow, L.D. & Crow, A. *An Introduction to Guidance*, New York, American Book, Co., 1951.
7. David, A. *Guidance & Counselling*, DVS Publishers and Distributors, Guwahati, 2004.
8. Fuster, J.M. *Psychological Counselling in India*, Bombay, McMillan and Co., Ltd., 1964.
9. Gururani, R. *Guidance & Counselling*, DVS Publishers and Distributors, Guwahati, 2005.
10. Gibson, D. *Introduction to Counselling and Guidance*, Pearson Education, New Delhi, 2007
11. Jayaswal S. *Guidance and Counselling*, Lucknow, Prakashan Kendra, 1981.
12. Kochhar, S.K. *Guidance in Indian Education*, New Delhi, Sterling Publishers Pvt.Ltd., 1979.
13. Mathewson, Robert, H. *Guidance Policy and Practice*, New York, Harper and Row, 1962.
14. Mishra, R.C. *Guidance & Counselling*(2 Vols) APH, Publishing Cooperation, New Delhi-2005.
15. Nayak, A.K. *Guidance & Counselling*, APH, Publishing Cooperation, New Delhi-1997.
16. Pasrisha Prem & Screck, Thomas C. *A Handbook for Developing Guidance Services in Secondary Schools*, Baroda, M.S. University, 1964.
17. Pasrisha Prem. *Guidance and Counselling in Indian Education*, New Delhi, NCERT, 1976.
18. Safaya, Rai *Guidance and Counselling*, Chandigarh, Abhishek Publishers, 2002.
19. Swamy R.V.(ed). *Guidance Service in Colleges and Universities*, Bangalore, Bangalore University and Directorate of Employment and Training, 1971.
20. Sharma, A. *Guidance & Counselling*, DVS Publishers and Distributors, Guwahati, 2006.
21. Vaugh, T. D. *Educational and Vocational Guidance Today*, London, Routledgeki and Kegar Paul, 1970.
22. Vashist, S.R. *Principles of Guidance*, Anmol Publishing, New Delhi-1994.
23. Vashist, S.R. *Methods of Guidance*, Anmol Publishing, New Delhi-2001
24. Venkataiah, S. *Vocational Education*, Anmol Publishing, New Delhi-2000
25. Wadhwa, Khurshid A & Rohela Pritam K. *Guidance Services in Schools*, New Delhi, Albio Press, 1964.
26. Williamson E.G. *Student Personnel Services in Colleges and Universities*, New York, McGraw Hill, Book, Co, Inc., 1961.
27. Yadav, S. *Guidance & Counselling*, Anmol Publishing, New Delhi-2005.

EDUCATION AND EMPOWERMENT OF WOMEN**Unit 1. Introduction**

- Concept of Women's Empowerment
- Women's Empowerment in Today's World
 - (a) Global Gender Gaps
 - (b) Women's Rights
 - (c) Women's Movements

Unit 2. Status of Women and Injustice

- Health conditions, Sex Ratio, Family Planning and Welfare
- Education: Literacy & Gender Bias
- Work Related Issues: Existing Prejudices, Sex Related Violence, Gender Discrimination
- Political participation: Lack of women's representation
- Economic Conditions: Prostitution
- Social Conditions: divorce, rape, domestic violence

Unit 3. Education for Women's Empowerment

- Approaches to Women's Education
- Education for achieving quality of life, equality of opportunities, and equity.

Unit 4. Role of Women in Development

- Women in developing countries with special reference to India
- Women in National Development
- Women in Decision Making

SUGGESTED READINGS

1. Agrawal, S.P *Women's Education in India*, Guwahati, Eastern Book House, 2001.
2. Andal, N. *Women and Indian Society: Options and Constraints*, Guwahati, DVS Publishers, 2002.
3. Arya Sadhna *Women, Gender Equality and the State*, New Delhi, Deep & Deep Publications, 1999.
4. Bakshi, S.R. *Empowerment of Women and Politics of Reservation*, Guwahati, DVS Publishers, 2002.
5. Dakshi, S.R. *Welfare and Development of Women*, New Delhi, Deep & Deep Publications, 1999.
6. Gupta Mukta. *Women and Educational Development*, Guwahati, DVS Publishers, 2000.
7. Gupta, N.L. *Women Education through ages*, Guwahati, Eastern Book House, 2000.
8. Jayapalan, N. *Women and Human Rights*, Guwahati, DVS Publishers, 2002.
9. Joshi, S.T *Women and Development: The changing scenario*, Guwahati, Nivedita Book Distributor, 2003.
10. Joshi, S.T. *Women and Development-The Changing Scenario*, New Delhi, Mittal Publications, 1999.
11. Kanhere U. S. *Women and Socialisation*, New Delhi, Mittal Publications, 1987.
12. Menon Latika. *Women Empowerment and Challenge of Change*, New Delhi, Kanishka Publishers, 1998.
13. Narasimhan Sakuntala. *Empowering Women*, New Delhi, Sage Publications, 1999.
14. Ranganathan Sarala *Women and Social order: A Profile of Major Indicators and Determinants*, New Delhi, Kanishka publishers, 1998.
15. Seth Mira. *Women and Development*, New Delhi, Sage Publications, 2001.
16. Singh, U.K. *Women Education*, Jaipur, Book Men Associates, 2000.
17. Suresh Dutt. *Women and Education*, New Delhi, Anmol Publications, 2000.
18. Walker Alexander *Women: Physiologically considered as to mind, morals, marriage, matrimony scenery, infidelity and divorce*, Guwahati, Nivedita Book Distributor, 2003.

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EDUCATION FOR RURAL DEVELOPMENT**Unit 1. Rural Education and Rural Development**

- Concept, need, importance and objective of Rural Education
- Types of Rural Education
- Programmes for Rural Development

Unit 2. Educational Programmes for Rural Development

- Basic Education
- Work Experience, Socially Useful Productive Work (SUPW)
- Vocational Education for rural areas
- Integrated Rural Development Programme (IRDP)
- Adult Education Programme

Unit 3. Role of Educational Institutions in Rural Development

- Schools, College and Universities
- Availability and accessibility of Schools in rural community
- Types of Schools (single teacher, two/three teacher Schools)
- Nature of rural school curriculum
- Co-curricular activities and its problems
- Schools as a community centre
- School teachers as rural leaders.
- Leadership training programme such as workshop forum, discussion, field trips.

Unit 4. Role of other agencies in Rural Development

- Role of voluntary organisation
- Role of local bodies in Education
- Non-formal Education programmes for rural areas
- Role of the various Mass Media promoting Education in rural areas: T. V., Radio, Movies, Theatre, Clubs, Exhibition, Newspapers, Periodicals and Magazines etc.

SUGGESTED READINGS

1. Chickermane, D. V. *Experiments in Rural Education*, Karnataka, Gokarne, 1978
2. Govinda, R. *School Education in Rural Areas, Society for Educational Research, and Development*, Baroda, 1987
3. Govindappa, K. *Adult Education; Impact of National Literacy Mission*, Guwahati, Eastern Book House, 1998
4. John, A. Dawson & John C. D. *Evaluating the Human Environment Essays in Applied Geography* London, 1985. (Reprint)
5. Lonis Malassis. *The Rural World, Education and Development*, Paris, UNESCO Press, 1976.
6. Lyer, G. *Rural Transformation in India*, Guwahati, DVS, 2001.
7. Maheshwari, S, *Rural Development in India. A Public Policy Approach, Centre for Political Approach*, New Delhi, Centre for Political and Administrative, 1995.
8. Mohsini, A. S. R. *Adult & Community Education: An Indian Experiment*, New Delhi, Indian Adult Education Association, 1973.
9. Moonis Raza. *Schooling and Rural Transformation*, New Delhi, NIEPA, 1990.
10. Seetharamu, A.S. *Education and Rural Development*, New Delhi, Prentice Hall, 1980.
11. Seetharamu, A.S. & Usha Devi *Education in Rural Areas, Constants and Prospects*, New Delhi, Prentice Hall, 1985.
12. Sharma, B. D. *Planning for Rural Development*, New Delhi, Prentice Hall, 1979.
13. Singh K.K. *Environmental Planning for Rural Development*. Guwahati, DVD, 2001.
14. Tandhyalaya & Tilak, B. G. *Education and Rational Development*, New Delhi, Prentices Hall, 1986.

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EXPERIMENTAL EDUCATION**Unit 1. Basic Concepts**

- Meaning of an Experiment in Education, Law of Single Variable
- Step of Experimental Method
- Mill's Experimental Inquiry: Method of Agreement, Difference, Residue Concomitant Variation & Joint method
- Meaning and Purpose of Experimental Design
- Basic Principles of Experimental Design (Manipulation, Randomization, Replication and Control.)
- Basic Experimental Errors (S-type, G-type and R-type.)
- Controlling Error Variance: Maximize Experimental Variance, Minimize error variance, Controlling Extraneous Variance ((Max-Min-Con).
- Criteria for selecting an experimental Design (Appropriateness, Adequacy of Control, Internal & External Validity.)

Unit 2. Types of Experimental Designs

Focus, layout, data analysis, advantages and limitations of the following designs

- One Group Pre-Test Post- Test design
- Post test only Equivalent Group Design
- Pretest Post Test Equivalent Group Design
- Quasi – Experimental Design

Unit 3. Lindquist's Basic Experimental Design

- Simple Randomized Design
- Level X Treatment Design
- Subject X Treatment Design
- Group Within Design
- Random Replication Design
- Factorial Design

Unit 4. Statistical Foundation

- Concept of Variance and Analysis of Variance
- Assumptions underlining ANOVA
- One Way Analysis of Variance (ANOVA)
- Two Way analysis of Variance
- One Way Analysis of Co-variance (ANCOVA)

SUGGESTED READINGS:

1. Best, J.W. & James V.K. *Research in Education*, New Delhi, Prentice Hall of India, 1992.
2. Bhatnagar, R.P. & Poonam Rajhans *Experimental Designs of Research in Behavioural Sciences*, Meerut, Bhatnagar Agencies, 1989.
3. Broota K.D. *Experimental Design in Behavioural Research*, New Delhi, Wiley Eastern, 1989.
4. Collins Mary & Drever James. *Experimental Psychology*, New Delhi, Gayatri Offset Press, 1976.
5. Cronbach, Lee J. *Essentials of Psychological Testing*, New York, Harper and Row, International Education, 1964.
6. Ferguson, G. *Statistical Analysis in Psychology and Education*, New York, McGraw Hill, 1966.
7. Garrett, H.E. *Statistics in Psychology and Education*, London, Holt Rinehart and Winston, 1969.
8. Guilford J.P. *Fundamental Statistics in Psychology and Education*, New York, McGraw Hill, 1965.
9. Kerlinger F.N. *Foundation of Behavioural Research*, Indian Edition, Delhi, Surjeet Publications, 2000.
10. Koul, Lokesh *Methodology of Educational Research*, New Delhi, Vikash Publishing House, 1997.
11. Linguist, E.F. *Design and Analysis of Experiments in Psychology and Education*, Boston, Houghton and Mifflin Company, 1963.
12. Ray, William S. *An Introduction to Experimental Design*, New York, The McMillan, 1960.
13. Rusk Robert R. *An Outline of Experimental Education*, New York, The McMillan, 1960.
14. Sharma R.A. *Fundamentals of Educational Research*, Meerut, Loyal Book Depot, 1984.
15. Winer, B.J. *Statistical Principles in Experimental Design*, London, McGraw Hill, 1971.

OP 404:01

EDUCATION FOR THE PHYSICALLY AND THE COGNITIVELY CHALLENGED

Unit 1. Exceptionality and Special Education

- Concept of Physically and Cognitively Challenged in the context of Exceptionality
- Treatment of Physically and Cognitively Challenged in historical perspective
- Recommendations of NPE 1986, POA 1992, CABE 1992, for Physically Challenged
- Current Status, Issues and Trends of Special Education for Physically and Cognitively Challenged

Unit 2. Physically Disabled

- Concept of Impairment, Disability and Handicap
- Types and characteristics of Physically Disabled (Visual, Hearing and Orthopedic)
- Assessment of Physically Disabled
- Education of the Physically Disabled

Unit 3. Mentally Disabled

- Concept of Mental Retardation, distinction between Mental Retardation and Mental Deficiency
- Causative factors of Mental Retardation
- Classification of Mentally Retarded Children and their identification
- Education of the Mentally Retarded

Unit 4 Special Education Programmes for the Physically and the Cognitively Challenged

- Nature, Objectives and Evaluation of Inclusive and Exclusive education
- Support Services, Guidance, Counselling, School Placement, Rehabilitation
- Curriculum Planning: Planning in Curricular Areas, Non-Curricular Activities, Pre-Vocational Skills and Vocational Skills
- Training of teachers and other school personnel for the Education of the Physically and the Cognitively Challenged

SUGGESTED READINGS

1. Alley, G. & Deshler, D. *Teaching the Learning Disabled Adolescent: Strategies and Methods*, Denver, L. Publishing Company, 1979.
2. Baine D. *Handicapped Children in Developing Countries: Assessment. Curriculum and Instruction*. Alberta, University of Alberta, 1988.
3. Baver, A.M.& Shea, M. *Teaching Exceptional Students in Your Classroom*, Boston, Allyn and Bacon, 1989.
4. Bender, W.N. *Differentiating Instruction for Students with Learning Disabilities*, California, Page Publication Company, 2002.
5. Bendor W. N. *Learning Disabilities: Characteristics, Identification and Teaching Strategies*, Boston, Allyn & Bacon, 1995.
6. Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994.
7. Bhatt, V. *The Physically Handicapped*, Bombay, Popular Prakashan, 1963.
8. Bos, C.S.& Vaughn, A. *Training Strategies for Teaching Students with Learning and Behavioural Problems*, Boston, Allyn & Bacon, 1991.
9. Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989.
10. Cruiek Shank, M.M & Johnson(ed) *Education of Exceptional Children & Youth*, London, McGraw Hill Publishers, 1975.
11. Kirk, S *Education of Exceptional Children*, New Delhi, Oxford IBH. 2003.
12. Lufting R.L *Teaching the Cognitively Retarded Children: Curriculum, Methods and Strategies*, New York, Oxford University Press, 1997.
13. Oliver Michael *Understanding Disabilities: From Theory To Practice*, London, MacMillan. 1996.
14. Pandey, R.S. & Advani, L. *Perspectives in Disability and Rehabilitation*, New Delhi, Vikas, 1995.
15. Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 2003.
16. Prasad, J. & Prakash, R. *Education of Handicapped Children, Problems and Solutions*, New Delhi, Kanishka Publishers & Distributors, 1996.
17. Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Pres, Sage Publication, 2000.
18. Wall, K. *Special Needs and Early Years-A Practioners Guide*, New Delhi, Paul Chapman Publishing, 2003.
19. Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981.

OP 404:02

WESTERN EDUCATIONAL THOUGHT

Unit 1. Ancient Greek and Roman Educational Thoughts

- Aims, methods, curricula and organisation of Spartan and Athenian systems of education.
- Views on Education the Greek classical Educational Theorists; Socrates, Plato and Aristotle.
- Contribution of Marcustullius Cicero and Marcus Fabius Quintilianus in Roman Education.

Unit 2. Christian Education Movement contribution of Tertullian, Clement and Origen, Franciscan and Dominican Education.

Unit 3. Educational trends during the Renaissance and Reformation period, their influence on Western Educational thought and practices.

Unit 4. Influences on Modern Education.

- The age of Industrialization.
- The beginnings of Mass Education with reference to English system: the Monitorial System and the Common School System
- De-schooling Movement in Education
- Views of Ivan Illich, Everest Rerneier, Paulo Freire, Paul Goodman.

SUGGESTED READINGS

1. Banner, Frauldin Z: *Main Currents of Western Thought, Readings in Western European Intellectual History from the Middle ages to the present*, New York, 1952.
2. Bowen James *A History of Western Education*, London, Mettmen & Co., 1972.
3. Curtis, S.J. & Boulwood M.E.A. *A Short History of Education Idea*, London, University Tutorial Press, 1953.
4. Dewey John *Democracy and Education*, New York, McMillan, 1916.
5. Eby, F & Arrow Wood, C.F *The Development of Modern Education*, New York, Prentice Hall Inc., 1934.
6. Eby, F & Arrow Wood, C.F *The History and Philosophy of Education, Ancient and Medieval*, New York, Prentice Hall Inc., 1940.
7. Flung, B.P. *The Modern Condition of Educational Thought*, Guwahati, Eastern Book House, 2000
8. Froebel, F. *The Education of Man*, New York, Appleton, 1892.
9. Froebel, F. *Pedagogues of the Kindergarten*, New York, Appleton, 1900.
10. Granes, F. P. *Great Educators of 3 Centuries*, New York, The MacMillan, 1912.
11. Green, J. A *Life and Work of Pestalozzi*, London, University Tutorial Press Ltd., 1913.
12. Gwynn A. *A Roman Education from Cicero to Quintilian*, Oxford, Clarendon, 1926.
13. Ivan Illich *Deschooling Society*, London, Penguin, 1970.
14. Meyer, A. E. *An Educational History of the Western World*, New York, McGraw Hill 1972.
15. Nettleship *The Theory of Education in Republic of Plato*, Chicago, The University Press, 1906.
16. Paulo Friere *Pedagogy of the Oppressed*, Penguin Books, 1982.(Reprint)
17. Rao, D.B *Great Thought on Education*, Guwahati, DVS Publishers, 2000.
18. Rusk, R.R
(Ruhela, S.P) Edited *The Doctrines of the Great Educators*, New Delhi, Kanishka Publishers, 2000.
19. Sharma, A. P *Development of Western Educational Thoughts*, Guwahati, Eastern Book House, 1997.

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METHODS OF TEACHING AT THE TERTIARY LEVEL**Unit 1. Learning and Instruction**

- Meaning of Learning and Instruction
- Concept of System- Systems Approach to Instruction
- Role of the Teacher in the Instructional System

Unit 2. Theories of Learning and Teaching

- Theories of Learning; Behaviourism and Cognitivism
- Developmental Theory of Learning (Jean Piaget)
- Discovery Approach to Learning (J.S. Bruner.)
- Meaningful Verbal Learning (David Ausubel.)

Unit 3. Teaching Competencies

- Concepts of Teaching, Teaching Effectiveness and Teacher Competencies
- Teaching Skills: Explaining, questioning, stimulus variation, reinforcement, achieving closure, etc. integration of different skills
- Teaching Strategies: autocratic style, permissive style

Unit 4. Methods of Teaching at the Tertiary Level

- Teacher Centred-lecture, demonstration, team-teaching
- Learner Centred – Programmed Learning, Personalized System of Instruction, Computer Assisted Instruction
- Other Methods – Seminar, Workshops, Tutorials, Group Discussion, Projects
- Types of Teaching Aids and their Value and Use in Classroom Instruction

SUGGESTED READINGS

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EDNC: 405 ECONOMICS OF EDUCATION**Unit 1. Introductory Concepts**

- Economic Thoughts on Education: Classical, Neo-Classical and Modern
- Concept, Need, and Scope of Economics of Education,
- Relationship between Education and Economics
- Education as an Economic Good, Education as Consumption and Investment
- Education as Industry: A critical analysis

Unit 2. Education, Economic Development and Cost-Benefit Analysis

- Concept and Importance of Human Capital, Education and Human Capital Formation
- Contribution of Education to Economic growth: Critical and Empirical Analysis
- Social and Private Cost, Opportunity Cost and Unit Cost
- Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)
- Cost Benefit Analysis of Education
- Criteria for Financing Education

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3. Blaug Mark *An Introduction to Economics of Education*, England, Penguin Books Ltd. 1980.
4. Garg, V.P. *The Cost Analysis in Higher Education*, New Delhi, Metropolitan Book Co., 1985.
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