

**DEPARTMENT OF EDUCATION  
MA SYLLABUS**

Code	Paper Title	Credit	Marks
<b>First Semester:</b>			
EDU-PG-C101	Philosophy of Education	4	100
EDU-PG-C102	Psychology of Education	4	100
EDU-PG-C103	Sociology of Education	4	100
EDU-PG-C104	Methodology of Educational Research	4	100
<b>Second Semester:</b>			
EDU-PG-C201	Curriculum Development & Institution	4	100
EDU-PG-C202	Development of Education in India	4	100
EDU-PG-C203	Educational Assessment & Evaluation	4	100
EDU-PG-C204	Environmental Education	4	100
<b>Third Semester:</b>			
EDU-PG-C301	Educational Technology	4	100
EDU-PG-C302	Value Education and Human Rights	4	100
EDU-PG-O303	Mental Health and Hygiene	4	100
EDU-PG-O304	Education for the Gifted and the Creative	4	100
EDU-PG-O305	Teacher Education	4	100
EDU-PG-O306	Educational Administration and Management	4	100
<b>Fourth Semester:</b>			
EDU-PG-C401	Higher Education	4	100
EDU-PG-D402	Dissertation	4	100
EDU-PG-O403	Adolescence Education	4	100
EDU-PG-O404	Guidance and Counselling	4	100
EDU-PG-O405	Open and Distance Learning	4	100
EDU-PG-O406	Inclusive Education	4	100

**EDU-PG-C101: PHILOSOPHY OF EDUCATION**

**Unit I: Introduction**

Concept, Nature and Scope of Philosophy of Education  
 Relationship between Education and Philosophy  
 Functions of Philosophy of Education  
 Aims of Education in Relation to Philosophy of Life

**Unit II: Indian and Western Schools of Philosophy**

Indian Schools of: Sankhya, Vedanta, Nyaya, Buddhism, Jainism and Islamic traditions with special reference to the concept of knowledge, reality and values and their educational implications for aims, curriculum and method of education.

Western Schools of Philosophy:

Idealism, Naturalism, Realism, Pragmatism, Existentialism, Marxism

### **Unit III: Modern Concept of Philosophy**

Process of building Theory: Concepts of Propositions, Assumptions and types of inferences, Logical Analysis

Logical Empiricism

Positive Relativism

### **Unit IV: Contribution of Educational thinkers**

Froebel, Pestalozzi, John Dewey, Ivon Illich, Paul Freuree, Vivekanand, Tagore, Aurobindo

### **Suggested Readings:**

1. Bramel, D. (1971); Patterns of Educational Policy, New York: Hold Rinehart & Winston
2. Brown, L.M. (1970); Aims of Education, New York: Teachers College Press.
3. Brubacher, R.S. (1955); Modern Philosophy of Education, Chicago: University Press
4. Lawton, D. (1975); Class, Culture and Curriculum, London: Routledge & Kegan Paul.
5. Moon Bob(Ed) (2000); International Companion to Education: London, Routledge.
6. Moris, V. (1966); Existentialism in Education, New York: Harper & Row.
7. Mukherjee, R.K. (1974); Ancient Indian Education, New Delhi: Motilal Banarasidas
8. Connor. J. (1995); An Introduction to the Philosophy of Education, Agra: Vinod Pustak Mandir
9. Chandra, S.S & Sharma, R.K. (1996); Principles of Education, New Delhi: Atalantic Publishers

## **EDU-PG-C102: PSYCHOLOGY OF EDUCATION**

### **Unit I: Psychology, Growth & Development**

Psychology as a Scientific Study of behaviour; relationship between Education and Psychology

Growth & Development: Principles, Stages & Determinants; Individual Differences.

Behavioural problems of Adolescents

### **Unit II: Intelligence & Its Measurement**

Intelligence: Meaning & Nature; Theories of Intelligence.

Guildford's Structure of Intellect Theory; Theory of Multiple intelligences: Howard Gardner

Creativity: Meaning, Nature & Development.

### **Unit III: Motivation and Learning**

Meaning, Factors and Role of Motivation

Atkinson's Theory of Achievement Motivation and Maslow's Self- Actualization Theory

Meaning, Nature & Scope of Learning; Factors affecting Learning

Pavlov's Classical; Skinner's Operant Conditioning; Kurt Lewin's Theory; Tolman's Theory and Gagne's Hierarchical Theory of Learning

#### **Unit IV: Personality and Adjustment**

Theories of Personality: Allport, Freud, Adler and Jung

Assessment of Personality

Mental Health & Hygiene

Adjustment mechanisms & implications for education.

#### **Suggested Readings:**

1. Atkinson, J.W & Feather, N.T. (1960); Theory of Achievement Motivation, New York: Wiley Publishers.
2. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
3. Bron, R.A & Allyn Bacon. (2002); Essentials of Psychology, Guwahati: Nibedita DK Distributors
4. Chand, T. (2002); Educational Psychology, Agra: Bhargava Book House
5. Crow, R.B & Crow, A (1964); Educational Psychology, New Delhi: Eurasia Publishing House
6. Gagne, R.M (1976); The Conditions of Learning (2nd Ed), New York: Rinehart & Winston
7. Guifford, J.P. (1967); The Nature of Human Intelligence, New York: McGraw Hill
8. Hall, C.S & Lindsey, G (1978); Theories of Personality (3rd Ed), New York: John Wiley
9. Hilgard, E.O (1976); Theories of Learning (4th Ed), New York: Appleton Century
10. Woodworth R.S. (1995); A Study of Mental Life, New York: Century.

### **EDU-PG-C103: SOCIOLOGY OF EDUCATION**

#### **Unit I: Sociology and Education**

Meaning and Nature of Sociology of Education and Educational Sociology

Education and Community with special reference to Indian Society

Relationship between Sociology and Education

Education as a Social Sub-system

#### **Unit II: Theories of Sociology of Education**

Marxist Perspectives on Education

Emile Durkheim's Theory of Education

G.H. Mead's Social Theory

Roger's Self Esteem Theory

#### **Unit III: Social Groups and Culture**

Social Group: Meaning, Characteristics, Nature & Types

Group Dynamics: Cohesion & Conflict; Conflict Resolution. Interpersonal Relationship in Class Rooms & Classroom Climate, Sociometry Technique

Culture: Meaning, Characteristics, Types, Role of Education in Cultural Context, Cultural determinants of Education.

#### **Unit IV: Social Stratification, Social Mobility and Social Change**

Social Stratifications: Concept and Educational Implications

Social Mobility: Meaning, Kinds & Importance

Social Change: concept and Education as an instrument of social change

Concept of Modernization, Urbanization, Westernization, Sanskritization with special reference to Indian Society and their educational implications

Social Inequality & Equity; Equality of Educational Opportunities and their impact on Social Development.

#### **Suggested Readings:**

1. Adiseshiah, W.T.V. & Pavansam, R. (1974); *Sociology in Theory and Practice*, New Delhi: Santhi Publishers.
2. Barry, H. & Johnson, L.V. (1964); *Classroom Group Behaviour: Group Dynamics in Education*, New York: John Wiley.
3. Blackledge, D & Hunt, B. (1985); *Sociological Interpretations of Education*, London: Croom Helm.
4. Chanda, S.S. & Sharma, R.K (2002); *Sociology of Education*, New Delhi: Atlantic Publishers.
5. Cook, L.A. & Cook, E. (1970); *Sociological Approach to Education*, New York: McGraw Hill.
6. Durkheim, E (1966); *Education & Sociology*, New York: Free Press.
7. Joyee, L.E. & Sanders, M.G. (2002); *School, Family & Community Partnership*, Guwahati: Nibedita Book Distributors.
8. Mohanty, J. (1982); *Indian Education in Emergency Society*, New Delhi: Sterling Publishers.
9. Shukla, S & K.Kumar (1985); *Sociological Perspective in Education*, New Delhi: Chanakya Publications.
10. UNESCO (1982); *Inequalities and Educational Development*, Paris: ANHEP Seminar.

### **EDU-PG-C104: METHODOLOGY OF EDUCATIONAL RESEARCH**

#### **Unit I: 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

Review of related literature-sources, purpose and need at different stages of research

#### **Unit II: Methods of Educational 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  
Qualitative Research: Phenomenological, Ethnomethodical and Naturalistic Enquiry.  
CAQDAS (Computer Assisted Qualitative Data Analysis Software)

### **Unit III: Sample & Research Tools**

Concept of population and sample  
Characteristics of a good sample.  
Techniques: (a) Probability sampling techniques & (b) Non-probability sampling techniques; Sampling errors and how to reduce them.  
Tools and Techniques of Data Collection: Observation; Interview; Questionnaire, Schedules, Rating Scales

### **Unit IV: Analysis and Interpretation of Data**

Nature of Education Data: Quantitative and Qualitative  
Organization and tabulation of data, Graphical Representation: Frequency polygon, Histogram, Ogive, Pie Chart  
NPC- Properties and uses, Skewness and Kurtosis  
Concept of Parameter and Statistics, Levels of Confidence, Degrees of freedom, Standard Error of Mean, one-tailed and two tailed tests  
Correlations: Product Moment, Partial and Multiple  
Hypothesis testing: Difference between means 't' ratio and One way ANOVA  
Writing of Research Report, APA Style Manual

### **Suggested Readings:**

1. Best, J.W & Kahn, J.V (1989); *Research in Education (6th ed)*, New Delhi: Prentice Hall.
2. Buch, M.B. (1974); *A survey of Research in Education*, Baroda: CASE, M.S. University.
3. Fox,D.J. (1969); *The Research Process in Education*, New York: Holt, Rhineheart & Winston Inc.
4. Garrett, H.E.(1973); *Statistics In Psychology and Education*. Bombay: Vakils, Feiffer & Simon.
5. Gay, L.R. (1976) *Educational Research: Competencies for Analysis and Application*. Merrill: Macmillan Publishing Company.

6. Kerlinger, F.N. (1978). *Foundations of Behavioural Research*. Bangalore: Harcourt Brace College Publishers.
7. Koul, L. (1990); *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Guilford, J.P. & Fruchter, B. (1974); *Fundamental Statistics in Psychology & Education*; New York: McGraw Hill.
9. Good, Barr & Scates (1962); *Methodology of Educational Research*; New York: Appleton Crofts.
10. Sax, G (1968); *Empirical Foundation of Educational Research*; New Jersey: Englewood Cliffs.

## **EDU-PG-C201: CURRICULUM DEVELOPMENT AND INSTRUCTION**

### **Unit I: Introduction and Curriculum Planning**

Meaning and Scope of Curriculum.

Basic Principles of Curriculum Planning.

Foundations of Curriculum Development: Philosophical, Socio-cultural and Psychological.

Models of Curriculum Planning and Development: (1) Technical-Scientific Models- Tyler Model; Taba Model (2) Non -Technical –Non Scientific Models- Inter personal relation (Carl roger’s) Model; Deliberation Model.

### **Unit II: Curriculum Design and Development**

Concept and criteria of Curriculum Development: Scope, Sequence and Continuity etc.

Curriculum Development: Steps and Process

Components and Types of Curriculum Design: Subject- Centred, Learner Centred, Activity- cum-Experience Centred.

Core Curriculum & Elements of Core Curriculum as per NPE’86

### **Unit III: Instructional Materials and Curriculum Transaction**

Textbook and Allied Instructional Materials

Analysis of Curricular Content-Designing Units, Suitable presentation modes

Instructional Planning for Effective Teaching

### **Unit IV: Curriculum Evaluation**

Need & Aspects of Curriculum Evaluation

Approaches of Curriculum Evaluation

Models of Curriculum Evaluation: Objectives-based Evaluation Model; Congruence-Contingency Model; Context-Input-Process-Product (CIPP) Model.

Factors Influencing Changes in Curriculum.

### **Suggested Readings:**

1. Aggarwal, J.C. (1990); Curriculum Reform in India, New Delhi: Doaba.
2. Brent, Allen. (1978); Philosophical Foundations for the Curriculum, Baston: Allen and Unwin.

3. Das, R.C. (1987); Curriculum and Evaluation, New Delhi, NCERT.
4. Dell, Ronald C.(1986); Curriculum Improvement: Decision, Making & Process;(6th Ed); London: Allyn & Bacon Inc.
5. Diamond, R.M (1989); Designing & Improving Courses & Curricula in Higher Education: A systematic Approach; California: Jossey Bass Inc Publishers.
6. English, F.W. (2000). Deciding What to Teach and Test. Thousand Oaks: Sage Publications.
7. Erickson, H.L.(2000); Concept Based Curriculum and Instruction. New Delhi: Sage Publications.
8. Ornestein A.C.& Hunkins, F.P.(2013); Curriculum: Foundations, Principals, and Issues;(6th Ed) Pearson Education Inc.
9. Saylor, J.G. & Alexander W.M.(1956); Curriculum Planning for Better Teaching and Learning: Rinehart& Company, Inc. New York.
10. Flinders, D.J (Ed) (1977); The Curriculum Studies; New Delhi: Atlantic Publishers.
11. NCERT (1984); Curriculum & Evaluation; New Delhi.
12. NCERT (1988); National Curriculum for Elementary & Secondary Education; New Delhi.

## **EDU-PG-C202: DEVELOPMENT OF EDUCATION IN INDIA**

### **Unit I: Historical Perspectives**

Silent Features of Vedic, Buddhists & Islamic Education.

Macaulay's Minutes (1835); Wood's Despatch (1854). Lord Curzon's education policy  
National Education Movement.

### **Unit II: Education Committees and Commissions in Pre-independent India**

Indian Education Commission (1882-83); Indian Universities Commission (1902);  
Calcutta University Commission (1917-19); Hartog Committee (1928-29); Zakir Hussain  
Committee (1938). Sargent Committee Report (1944).

### **Unit III: Education Commissions in Independent India**

Wardha Committee; University Education Commission(1948-49); Secondary Education  
Commission (1952-1954); Education Commission (1964-1966), NPE (1968, 1986 &  
1992); Programme of Action (1986 & 1992); Rammurthi Review Committee (1990) with  
respect to their Purpose, Silent Features and Recommendations.

### **Unit IV: Contemporary Issues and Problems in Education**

UEE; Education for Women Empowerment; Protection and Preservation of Environment;  
Human Rights Education; Equity & Equality in Education;  
Continuing Education and Formal Education; Teacher Education; Examination Reforms;  
National Organizations of Education: NUEPA, UGC, NCERT and NCTE with respect to  
their nature, objectives, Functions, Jurisdictions / Power

**Suggested Readings:**

1. Aggarwal, J.C. (2000); Landmark in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
2. Banerjee, J.P. (1994); Education in India Vol-I & II; Kolkata: Central Library.
3. Bhatia, R.L. (1993); Modern Indian education and its Problems. New Delhi: Surjeet Publications.
4. Mohanty, J.(1995); Modern Trends in Indian Education; New Delhi: Deep & Deep Publication.
5. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.

**EDU-PG-C203: EDUCATIONAL TESTING AND EVALUATION****Unit I: Educational Objectives and Educational Evaluation**

Meaning, Importance & Nature of Educational Objectives – Cognitive, Affective and Psychomotor Domains.

Concept of Test, Measurement and Evaluation

Functions of Evaluation and the basic principles of Evaluation

Internal Assessment, Grading & Question Bank

**Unit II: Validity and Reliability and Norms**

Validity and Reliability

Factors affecting Validity and Reliability & Relationship between Reliability and Validity

Meaning and Significance of Norms

Types of Norms: Age norms, Grade Norms, Percentiles, Z scores, T scores and Stanine Score

**Unit III: Achievement Tests and Attitude Scales**

Norm Reference Test and Criterion Reference Test

Construction and standardization of an achievement test

Construction of Attitude scales by Thurstone Method

Construction of Attitude Scales by Likert Method

**Unit IV: Statistical Analysis**

Scales of Measurement: Nominal, Ordinal, Interval and Ratio

Concept of Parametric & Non-parametric Test

Chi-square Test and its Uses

a) Test of Goodness of fit

b) Test of Independence

**Suggested Readings**

1. Anastasi, A. (1976); *Psychological Testing* (4th edition), New York: McMillan Pub Co.



2. Bloom B.S & Other (1976); *Handbook of Formative and Summative Evaluation of Student Learning*, New York: McGraw Hill Book Co.
3. Cronbach L.J. (1970); *Essentials of Psychological Testing*, New York: Harper and Row Publisher.
4. Cronbach L.J. (1964); *Essentials of Psychological Testing*, New York: Harper and Row Publisher.
5. Edwards, A.L. (1975); *Techniques of Attitude Scale Construction*, Bombay: Ferfter & Semens Pvt Ltd.
6. Harper (Jr.), A.F & Harper, E.S (1990); *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners*, New Delhi: Prentice Hall.
7. Linn, Robert L. (2000); *Measurement and Assessment in Teaching*. New Delhi: Pearson Education, Inc.
- 8 Singh (1990); ed. *Criterion Referenced Measurement (Selected Readings)*; New Delhi: NCERT.
9. Tenbrink, T.D. (1974); *Evaluation: A Practical Guide for Teachers*; New York: McGraw Hill.

## **EDU-PG-O204: ENVIRONMENTAL EDUCATION**

### **Unit I: Environmental Concepts**

Concept of Environment & Ecosystem

Natural System: Earth and Atmosphere, Abiotic and Biotic Components, Bio-diversity, Degradation of Resources

Human Systems: Human Beings as part of environment, Human Adaptation to Environment, Population and effect on Environment & Resources Technological System-Industrial Growth, Scientific and Technological inventions and their impact on the Environmental Systems.

### **Unit II: 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 III: Environmental Education**

Concept, Importance, and Scope of Environmental Education

Aims and Objectives of Environmental Education

Guiding Principles and Foundation of Environmental Education

Special Significance of Environmental Education for Sustainable Development

### **Unit IV: Approaches and Methods of Environmental Education**

Approaches to Environmental Education; interdisciplinary and Multidisciplinary

Methods: Discussion, Seminar, Workshop, Problem solving and Field survey, Projects,

Role Play.

### **Suggested Reading**

1. Agarwal S K Tiwari Swarnalatha, Dubey P.S (1996); Biodiversity and Environment, New Delhi: A.P.H Publishing.
2. Agarwal S.K (1991); Automobile Pollution, New Delhi: Ashish Publishing House.
3. Balla, G.S.(1986); Environment and Natural Resources , New Delhi: Jugmander Book Agency.
4. Botkin Daniel B & Keller Edward A (2000). Environmental Science, Earth a living Planet, New York: John Wiley & Sons Inc.
5. Chawan I.S & Chauhan Arun (1998); Environmental Degradation, Jaipur: Rawat Publications.
6. Dhyani S.N (1993); Management of Environmental Hazards, New Delhi: Vikas Publishing House Pvt. Ltd.
7. Garg M.R. (2000); Environmental Pollution and Protection, Guwahati: DVS Publication,
8. Gokulanathan Pai P.P(eds), (2000); Environmental Education, Shillong: NEHU Publication.
9. Gurcharan Singh, Agarwal S.K, Sethi Inderjee. (1993); Degrading Environment, New Delhi: Commonwealth Publisher.
10. Hussain Zahaid. (1996); Environmental Degradation and Conservation in North East India, New Delhi: Om sons Publications.

## **EDU-PG-C301: EDUCATIONAL TECHNOLOGY**

### **Unit I: Introduction to Educational Technology**

Meaning, nature, scope and significance of Educational Technology

Components of Educational Technology- hardware, software

Forms of Educational Technology

Historical development of Educational Technology –Programmed learning, Media Application and Computer application

### **Unit II: Behavioural and Instructional Technology**

Modification of Teaching Behaviour: Micro-teaching, Flender’s Interaction Analysis, Simulation

Models of Teaching- Concept, different families of teaching models

Programmed Instruction-origin, types; Linear and Branching, Development of programmed instruction material- Linear and Branching; Computer Assisted Instruction (CAI)

### **Unit III: Resources in Educational Technology and Communication**

Audio – Visual Media – Meaning, importance and forms

Video/Educational Television, CCTV in instruction

Teleconferencing/Videoconferencing countrywide classroom projects satellite based instruction

Resource Centre for Audio- Visual Media in Education – EDUSAT, CIET, Communication: Modes, Process & Barriers.

#### **Unit IV: ICT in Education**

Importance, Advantages and Limitation of ICT in Education

Information and Communication Technologies in Teaching – Learning

Need for ICT devices and their applications

Application of ICT in classroom for professional development and school management

Virtual reality

#### **Suggested Readings**

1. Mohanty, J. (2001); Educational Technology, New Delhi: Deep & Deep publication.
2. Sharma R. A. (1991); Technology of Teaching, Meerut: International Publishing House.
3. Skinner B. F (1968); The Technology of Teaching, New York: Appleton Century Croft.
4. Roy PKS (2006); Technology of Instructional Design, New Delhi: Dominant Publisher.
5. Vashist, S.R. (1997); Research in Educational Technology, Guwahati: Eastern Book House.

### **EDU-PG-C302A: MENTAL HEALTH AND HYGIENE**

#### **Unit I: Introduction to Mental Health and Hygiene**

Concept of Mental Health and Illness in historical perspective (Theogenic, Medical, Psychological, Psycho-social and current)

Integrated concept of mental health and illness, Korchin's five level of dysfunction.

Concept and objectives of Mental Hygiene

#### **Unit II: Normality and Abnormality**

Concept of Normality and Abnormality, Classification of Abnormal behaviour,

Criteria for a Mentally Healthy Person

Psychosis: Nature, Types, Symptoms and Causes

Neurosis: Nature, Types, Symptoms and Causes

Maladjustment (Social, Marital, and Occupational)

#### **Unit III: Psycho-Therapies**

Concept, goals, and approaches of Psychotherapies

Salient features of Psycho-analysis

Carl Roger's Humanistic Therapy

Kelly's Cognitive Psycho-therapy

Behaviour Therapies: Systematic Desensitization and Aversive Conditioning

#### **Unit IV: 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 (1940); The Psychodynamics of Abnormal Behaviour, New York: Mc Graw Hill Book Co.
2. Carroll, H.A. (1979); Mental Hygiene, New York: Prentice Hall.
3. Chauhan, J.C. (1986); Mental Hygiene, New Delhi: Allied Publisher.
4. Crow, I.D & Crow A. (1970); Mental Hygiene, New York: Mc Graw Hill Book Co.
5. Cyril M.F. (1969); Behaviour Therapy, New York: McGraw Hill Book.
6. Bhan. S. & Dutt, N.K, (1986); Mental Health through Education, New Delhi: Vision Books.
7. Jahada M. (1958); Current Concept of Positive Mental Health, New York: Basic Books Inc.
8. Klein D.B.(1956); Mental Hygiene, New York: Henery, Holt and Company.
9. Page. J.P (1970), Abnormal Psychology, New Delhi: Tata and McGraw Hill Publishers (Ind ed)
10. Rayan W. Carson (1970); Mental Health through Education, New Delhi: Commonwealth.

**EDU- PG-C303A: EDUCATION FOR THE GIFTED AND THE CREATIVE****Unit I: 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

**Unit II: Education of the Creative Children**

Creativity: Nature, Characteristics and Components of Creativity; Factors Fostering Creativity; Theories of Creativity.

Identification of the Creative Children, Different Measures of Creativity Test (Torrance, Baquer Mehdi, Passi's test)

Classroom Conditions for Nurturing and Stimulating Creativity

**Unit III: Approaches to Education of the Gifted and the Creative Children**

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

Curriculum Modifications for the Education of the Gifted and Creative.

**Unit IV: Special Education for the Gifted and the Under-achievers**

Under achievers: Their Characteristics, Causes and Remedial Programmes.

Remedial Programmes for the Gifted.

Role of Teachers, Parents and Community agencies in guiding the gifted and the creative children.

### **Suggested Readings**

1. Bruer, A.M & Shea, M.(1989); Teaching Exceptional Student in your Classroom, London: Allyn & Bacon .
2. Chauhan, S.S (1987); Education of Exceptional Children, New Delhi: Indus Publishing Company.
3. Cruick Shank M.M & Johnson (eds) (1975); Educational of Exceptional Children and Youth, London: McGraw Hill.
4. Desmukh. (1984); Creativity in Classrooms, New Delhi: S. Chand and Co .
5. Gallagher J.J (1975); Teaching the Gifted Child (2nd edition) Boston: Allyn and Bacon.
6. Hewett, F.M., (1977); Education of exceptional Learners, London: Allyn and Bacon Inc.
7. Kirik, S.& Gallalagher (1979); Education of the Exceptional Children, New Delhi: Oxford IBH.
8. Laycock, S.R. (1957); Gifted Children, Toronto: Copp Clark Publishers.
9. Lindsay M. (1980); Training Teachers of the Gifted and Talented, New York: Teachers College Press.
10. Maitra, K (1996); Giftedness in Action: Theory and Practice, New Delhi: Kanishka Publishers.
11. Perter, L. (2002); Education Young Children with Special Needs, New Delhi: Sage Publication

## **EDU-PG-C302B: TEACHER EDUCATION**

### **Unit I: Introduction to Teacher Education**

Meaning and Scope of Teacher Education

Need for Education of Teachers.

Aims and Objectives of Teachers education at Elementary ,Secondary and Higher Secondary levels

Development of Teacher Education in India before and after Independence

Role of UGC, NUEPA, NAAC, NCTE, NCERT, SIE.SCERT, DIET for the development and innovative approach in Teacher Education.

### **Unit II: Teacher Education Programmes**

Pre-service Teacher Education Organisation, types, National Curriculum Framework for Teacher Education

Objectives, Content, Methods and Evaluation at various levels

Comprehensive Teacher Education Programme

Integrated Teacher Education Programme

### **Unit III: Student Teaching and Selected Techniques of Teacher Education**

Role of student teaching in Teacher Education programme

Organisation of Students Teaching: various patterns: internship, integrating theory and practice; Supervision and Evaluation of student Teaching

Simulation & Programmed learning

#### **Unit IV: Professionalism in Teacher**

Teaching as a Profession, Professional Ethics of a Teacher  
Professional Organizations for various levels and their roles  
Performance Appraisal of Teachers  
Accountability of Teachers  
TQM in Teacher Education  
Issues, Concerns and Problems of Teacher Education in India.

#### **Suggested Readings:**

1. Anand, C.L. (1988); Aspects of Teacher Education. Delhi: S. Chand and Co.
2. Govt. of India (1966); Reports of the education Commission, 1963-1966, New Delhi: Ministry of Education, Govt. of India.
3. Mukerjee, S.N. (1988); Education of the Teacher in India, Vol. I & Vol. II, Delhi: S. Chand and Co.
4. NCTE (1978); Teacher Education Curriculum-A Framework, New Delhi: NCERT. 5. Panda, B.N & Tewari, A.D (1997); Teacher Education, New Delhi: A.P.H. Publishing Corporation.
6. Pareek, R. (1996); Role of Teaching Profession, Guwahati: Eastern Book House.
7. Passi, B. K. (1976); Becoming a Better Teacher, microteaching Approach, Amedabad: Sahitya Mudranalaya
8. Raina, V.T. (1998); Teacher Education: A Perspective, Guwahati: Eastern Book House.
9. Singh, L.C. (ed) (1990); Teacher Education In India- A Resource Book, New Delhi: NCERT.
10. Tibble, J.W. (ed) (1995); The future of Teacher Education, London: Routledge and Kegan Paul.
11. Ryans D.G.; Characteristics of Teachers, New York: MacMillan.

### **EDU-PG-C303B: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

#### **Unit I: Concept of Educational Administration and Management**

Concept, Nature, Objectives and Scope of Educational Administration.  
Basic Functions of Administration: Planning , Organizing, Directing and Controlling.  
Conceptual Framework of Educational Management as Inputs, Process and Products.  
Aspects of Educational Managements: Planning, Organising, Supervision and Control.  
Methods of Communication in Educational Administration.

#### **Unit II: Educational Management in India**

Role of Centre, State and Local bodies in Educational Administration  
Constitutional Provisions, Centre-State relations on Education  
Role of Private enterprises, their limitations and remedial measures.

#### **Unit III: Educational Administration in Sikkim**

Administrative Structure in Sikkim.

Control of School Education in Sikkim.

Functions and Problems in relation to Secondary School Administration.

Management of Schools by the Headmasters in Sikkim in Monitoring, Supervision, Evaluation, Motivation, Resolution of Inter-personal conflicts and Staff Development Programme

#### **Unit IV: Techniques in Educational Management**

Total Quality Management: Concept Features.

Programme Evaluation and Review Technique (PERT)

Planning , Programming, Budgeting System (PPBS)

Management by Objectives (MBO)

#### **Suggested Readings:**

1. Ananda W.P. Gurung (1984); General Principles of Management for Educational Planner and Administrators; Paris: UNESCO.
2. Bhagia, H.M .et. al (1990); Educational Administration in India and other Developing Countries, New Delhi: Common wealth Publication,
3. Goel, S.D.(1987); Modern Management for Results, New Delhi: Deep.
4. NUEPA (1971); Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. of Educational Planning and Administration.
5. NUEPA (1986); Educational Management in India, New Delhi: NUEPA.
6. Tanner, D. & Lawrel, T.(1987); Supervision in Education Problems and Practices; New York: McMillan
7. Thomas, J. Sergiovann, et.al (1987); Educational Governance and Administration; New Delhi: Prentice Hall.

### **EDU-PG-O304: VALUE EDUCATION AND HUMAN RIGHTS**

#### **Unit I: Meaning, Need and Importance of Value Education**

Need and Importance of Values

Indian Culture and Human Values

Moral Education vis- a-vis Religious Education

Methods of teaching Human Values: Direct and Indirect

#### **Unit II: Moral Development of the Child**

Concept of Moral development

Approaches to Moral Development

a) Psycho-Analytic Approach

b) Learning Theory Approach

c) Social Learning Theory Approach (Bandura)

d) Cognitive Learning Theory Approach (Piaget and Kohlberg)

#### **Unit III: Human Right and Human Rights Education**

Human Rights enshrined in Indian Constitution

Human Rights Education: Concept, objectives and importance

Dimensions of Human Rights Education  
Approaches to Teaching Moral and Human Rights Education

#### **Unit IV: Intervention Strategies for Moral Education**

Models of Moral Education: Rationale Building Model, Value-Classification Model, Social Action Model

Moral Learning inside and outside the School.

Assessment of Moral Maturity via Moral dilemma Resolutions

#### **Suggested Readings**

1. Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
2. Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton MifflinCom pany.
3. Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
4. Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology.* Delhi: Atlantic Publishers and Distributors.
5. Mangal, S.K.(2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.
6. McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice.* Allyn and Bacon Company.
7. Nanda, R.T. (1997); *Contemporary Approaches to value Education in India.* New Delhi: Regency Publications.
8. Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers.
9. Verma, Yoginder (2007); *Education in Human Values for Human Excellence.* New Delhi: Kanishka Publishers and Distributors.

### **EDU-PG-C401: HIGHER EDUCATION**

#### **Unit I: Introduction to Higher Education**

The Idea and Structure of Higher Education in India

Meaning and Goals of Higher Education

Policy Perspectives and Emerging Trends in Higher Education

Financing of Higher Education – Sources and Management

Comparative study of Higher Education in SAARC Countries.

#### **Unit II: Higher Education in Historical Perspective**

Modern Higher Education in India – The Despatch 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

Privatisation of Higher Education including self-finances

Community colleges and their significance, Institutions



### **Unit III: Research in Higher Education**

Study of research and dissertation abstracts of two years back issues published in any one National /International Journal.

Study of research trends in Indian Higher Education as depicted in surveys of Educational Research with intent to explore the issues investigated and the research gaps.

### **Unit IV: Management of Higher Education**

Ministry of Human Resources Development

University Grants Commission

Association of Indian Universities

IGNOU and its role in Open education

Management of Institution of Higher learning

Contemporary issues and problems: Autonomy, Accountability, Political interference, Discipline, Employability, Placement and Research outcome.

#### **Suggested Readings**

1. Akther, N. (2000); Higher Education for the Future, Jaipur: Rawat Publications.
2. Amrit Singh & Philip G.A. (1974); The Higher Learning in India, Delhi: Vikash Publishing House.
3. Amrit Lal Vohra & Sharma S.R.(1990); Management of Higher Education in India, New Delhi: Anmol Publications.
4. Chalam, K.S. (2005); Challenges of Higher Education, New Delhi: Anmol Publication.
5. Moonis Raza (ed) (1991); Higher Education in India, Retrospect and Reforms, New Delhi: Association of Indian Universities.
6. Naik, J.P. (1965); Education Planning in India, Bombay: Allied Publishers.
7. Narullah Syeed & Naik, J.P. (1972); A Student History of Education in India, Bombay: MacMillan.
8. Sharma, R.S. (1995); Higher Education, Scope & Development, New Delhi: Commonwealth Publishers.
9. Ram, A (1990); Higher Education in India, Issues & Perspectives, New Delhi: Mittal Publications.
10. Shukla, C. (2004); Financing of Higher Education, New Delhi: APH

## **EDU-PG -C402A: ADOLESCENCE EDUCATION**

### **Unit I: Adolescence and its Significance**

Meaning, Relevance and Modern Views of Adolescence, Science of Adolescence Development, Biological and Cognitive Development

Concerns of Contemporary Adolescents in Western Societies and India.

Authority vs. Adolescents, Teacher vs. Adolescents

Theories of Adolescence: Erick Erikson, Jean Piaget and Lev Vygotsky

### **Unit II: Adolescence Development and Social Processes**

Role of Family, Peer Group, School and Culture

Environmental/ Ecological Theories, Models of Interaction

Acculturation, Enculturation, Socialization, Bornferburner Ecological System Theory, Berry's Enculturation Model

**Unit III: Globalization, Social Change and Future of Adolescence**

Modernization and Adolescence Life

Macro-Structural Trend and Adolescence

Aging and Adolescence

**Unit IV: Delinquency Behaviour and Health in Adolescence Period**

Substance Use, and Crime against Adolescents

Sexuality and Reproductive Health and Nutritional Status of Adolescents

HIV/AIDS. Physical and mental Health of Adolescents

**Suggested Readings:**

1. Borman, K. (1998); *The Adolescent Years: Social Influences and Educational Challenges*. Chicago: University of Chicago Press.
2. Cobb, N.J. (2004); *Adolescent: Continuity, Change and Diversity* (5th Edition). New York: McGraw Hill.
3. Lightfoot, C. (1997); *The Culture of Adolescents Risk Raking*. New York: Guilford Press.
4. Mortimer, J.T. (1996); *Adolescents, Work and Family; an Intergenerational Development Analysis*. New York: Sage Publications
5. Murray, R.T. (2001); *Recent Theories of Human Development*. New York; Sage Publications.
6. Santrock, J.W. (2003); *Adolescence*. 9<sup>th</sup> Edition. Boston: McGraw Hill.
7. Steinberg, L.D.(1994); *Crossing Paths: How Your Child's Adolescence Triggers Your Own Crisis*. New York: Simon & Schuster.
8. Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development*. Delhi: McGraw Hill.

**EDU-PG- C403A: GUIDANCE AND COUNSELLING**

**Unit I: Introduction to Guidance**

Concept Nature, Need, Scope and Principles of Guidance

Types of Guidance: Educational, Vocational, and Personal with Special Reference to their Nature, Need and Scope

Individual and Group Guidance

**Unit II: Counselling**

Concept, Nature and Principles of Counselling.

Counselling Approaches: Directive, Non-Directive and Eclectic

Group Counselling vs. Individual Counselling

Characteristics of a Good Counsellor

### **Unit III: Techniques of Collecting Information for Guidance**

Types of tests used in Guidance

Test of Intelligence, Aptitude, Creativity, Interest and Personality along with its Uses and Limitation

Non-Testing Technique: Observation, Questionnaire, Rating Scales, Anecdotal Records, Cumulative Records, Case –Study and Interview

### **Unit IV: Guidance Services**

Concept of Guidance services and principles of organizing them.

Types of guidance service: Individual Information Service, Occupational Information Service, Placement Service.

Evaluation of a Guidance Programme and follow -up

### **Suggested Readings:**

1. Bhattacharya (1984); *Guidance and Counselling* , Bombay: Sheth Publications.
2. Bernard, H.W. & Fullner, D.W. (1987); *Principles of Guidance, A Basic Test (Indian Education)*, New Delhi: Allied publishers Pvt. Ltd.,
3. Jayaswal S. (1981); *Guidance and Counselling*, Lucknow: Prakashan Kendra.
4. Kochhar, S.K.(1979); *Guidance in Indian Eduacation*, New Delhi: Sterling Publisher Pvt.Ltd.
5. Mishra , R.C. (2005); *Guidance & Counselling* (2 vols); New Delhi: APH, Publishing Cooperation.
6. Nayak, A.K. (1997); *Guidance & Counsellling*, New Delhi: APH, Publishing Cooperation.
7. Safaya, Rai (2002); *Guidance and Counselling*, Chandigarh: Abhishek Publishers.
8. Sharma, A. (2006); *Guidance & Counselling*, Guwahati: DVS Publishers and Distributors.
9. Vashist, S.R. (2001); *Methods of Guidance*, New Delhi: Anmol Publishig,
10. Venkataiah, S. (2000); *Vocational Education*, New Delhi: Anmol Publishig.

## **EDU-PG-C402B: OPEN AND DISTANCE LEARNING**

### **Unit I: Distance Education and its Development**

Need, Characteristic and Features of Distance Education

Growth of Distance Education

Distinction between Open and Distance Learning.

Historical Development of Distance Education.

### **Unit II: Learning at a Distance**

Students support service in Distance Education and their Management

Technical, Vocational and Programmes for women in Distance Education

Distance Education and Rural Development

Distance dimensions in Open and Distance Learning promises for the future.

### **Unit III: Intervention Strategies in Distance Education**

ICT and their application in Distance Education  
Textual Material vis-a-vis Self Instructional Material (SIM).  
Designing and Developing SIM.  
Electronic material; for transaction of Curriculum.  
E-Learning and Teleconferencing (CAI, EDUSAT)

#### **Unit IV: Quality Enhancement and Programme Evaluation**

Programme Evaluation  
Quality assurance and Mechanism for maintenance of standards in Distance Education  
Cost Benefit Analysis in Distance Education: Its Concept, Need and processes.  
Various organizations of Open and Distance Learning in the country.

#### **Suggested Readings:**

1. Boot, R.L & Hodgesom, V.E.(1987). Open Learning: Meaning & Experience. In V.E. Hodgesom et.al Beyond Distance Teaching towards Open Learning. London: Croom Helm.
2. Carr, R.(1990); Open Learning: An Imprecise Term. ICDE Bulletin (22).pp.47-49
3. Chamberlain, M.N.(1977).; The Extension of Higher Education by Mass Media. In International Review of Education, Vol. XXIII. No. 2.1. 977.
4. Daniel, J. (1999); Distance Learning in the Era of Networks: What are the Key Technologies? Quoted by James C Taylor in his paper “New Millennium Distance Learning”; (The World of Open and Distance Learning, ed..Reddy,V.Venugopal et.al.; Viva Books.
5. Dutta, R.(1985); Distance Education in India; Journal of Higher Education; Vol.11. No. 1&2.
6. Helene, Hipp.(1997); Women Studying at a Distance: What do they Need to Succeed; Open Learning? Vol 12. No.2 pp.41-49
7. Holmberg, B.(1981); Status and Trends of Distance Education. London: Kogan.
8. Mukhopadhyaya Marmer (2000); Indian Open and Distance Learning Prospects (The World of Open and Distance Learning, ed. Reddy,V. Venugopal et.al.; Viva Books.
9. Roy PKS (2006); Technology of Instructional Design, New Delhi, Dominant Publisher. 10. Sharma, S.K (2004); Distance Education: The Quest for Academic Excellence, Chandigarh: Abhisek Publication.
10. Siddiqui, M.H (2007); Distance Education: theory and Research; New Delhi: APH Publishing Corp.
11. Srinivasascharyulu, G (1994); Use of Radio and Audio Visual Aids by Students at Dr. B.R.Ambedkar Open University; Media & Technology for Human Resource Development, 6 (3).

### **EDU-PG-C403B: INCLUSIVE EDUCATION**

#### **Unit I: Introduction to Inclusive Education**

Concept and Importance of Inclusive Education  
Historical Perspectives on Education of children with Diverse Needs.

Difference between Special Education, Integrated Education and Inclusive Education.  
Advantages of Inclusive Education for Education for all Children.

### **Unit II: Preparation for Inclusive Education**

Brief Account of existing Special, Integrated and Inclusive Education Services in India  
Building Inclusive Learning-friendly classroom, Overcoming Barriers for Inclusion.

Creating and Sustaining Inclusive Practices.

Role of Teachers, Parents and other Community Members for Supporting Inclusion of Children with Diverse Needs.

### **Unit III: Children with Diverse Needs**

Definition and Characteristics of children with Sensory, Hearing, Visual, Mental and Physical Impairment, Children gifted with high intellect & talents, and with Social and Emotional Problems.

Importance of Early Detention, Functional Assessment for Development of Compensatory Skills.

Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.

Role of Technology for Meeting Diverse Needs of Learners.

### **Unit IV: Utilization for Resources**

Concept and Importance of Human and Material Resources.

Creating Conducive Environment in Inclusive Schools, Material Resources and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.

Managerial Skills for Mobilizing appropriate Resources.

Identifying the required Resources for Children with Various Special Needs.

### **Suggested Readings:**

1. Ahuja, A., Jangira, N.K.(2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.
2. Ainscow, M. & Booth, T.(2003); The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
3. Jangira, A. Mani, M.N.G.(1990).; Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
4. Jha, M.(2002); Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
5. Sharma, P.L.(1990); Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications
6. Sharma, P.L.(2003); Planning Inclusive Education. Mysore: Regional Institute of Education Publications.

## **EDU-PG-C404: DISSERTATION**

The Dissertation shall be a compulsory paper for all the students and each student is required to select one problem for this from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiner and shall be based on the following principles. The dissertation shall either be a record of original work or an ordered and critical exposition of existing data base with regard to educational problem. The topic of the dissertation shall be approved by the faculty members where the student has to present the synopsis describing problem of the study, review of literatures, methodology to be adopted including hypothesis (if any), significance of the study and probable outcome of the study.