DEPARTMENT OF EDUCATION, NEHU, SHILLONG

M. A. Syllabus (Under CBCS)

The two year programme spread over Four Semesters 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 the department will have to complete Seventy Two (72) credits to be eligible to receive the degree from the University. The department 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 students will have the choice to pick up Open courses for the remaining twelve credits from any department of the University. The Open courses will be available to all students of various departments of the University.

The Elective courses shall be offered at the 3rd and the 4th semesters in the following manner:
(i) any one course can be chosen as an optional from Elective I (EDN.303) at the 3rd Semester and Elective III (EDN:403) at the 4th Semester;
(ii) any one course can be chosen as an optional from Elective II (EDN:304) at the 3rd Semester.
(iii) choice of an optional course from Elective IV (EDN: 404) at the 4th Semester shall depend on the choice of the course from Elective II (EDN: 304) exercised at the 3rd Semester.
(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)

Semester I

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Core/Open</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Marks</th>
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<tbody>
<tr>
<td>EDNC: 101 Philosophy of Education.</td>
<td>Core</td>
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<td>EDNC: 102 Psychology of Education</td>
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<td>EDNC: 103 Educational Management and Change</td>
<td>Core</td>
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<td>EDNC: 104 Research Methodology in Education-I</td>
<td>Core</td>
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<tr>
<td>EDNC: 105 Research Methodology in Education-II</td>
<td>Core</td>
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Semester II

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<th>Credits</th>
<th>Contact Hours</th>
<th>Marks</th>
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<tbody>
<tr>
<td>EDNC: 201 Curriculum Development &amp; Instruction</td>
<td>Core</td>
<td>4</td>
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<td>EDNC: 202 Sociology of Education</td>
<td>Core</td>
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<tr>
<td>EDNC: 203 Educational Testing and Evaluation</td>
<td>Core</td>
<td>4</td>
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<tr>
<td>EDNO: 204 Environmental Education</td>
<td>Open</td>
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<td>EDNO: 205 Mental Health Education</td>
<td>Open</td>
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### Semester III

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<tr>
<td>EDNC: 301 Educational Technology</td>
<td>Core</td>
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<td>EDNO: 302 Comparative Education</td>
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<tr>
<td>EDNC: 303 Elective-I (any one of the following)</td>
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<tr>
<td>303.01 Mental Health and Hygiene</td>
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<tr>
<td>303.02 Early Childhood Education</td>
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<tr>
<td>303.03 Non-Formal and Adult Education</td>
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<td>304.01 Education for the Gifted &amp; the Creative</td>
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<tr>
<td>304.02 Indian Educational Thought</td>
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<tr>
<td>304.03 Teacher Education</td>
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<tr>
<td>EDNO:305 Special Education</td>
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### Semester IV

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<th>COURSES</th>
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<th>Credits</th>
<th>Contact Hours</th>
<th>Marks</th>
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<td>EDNC: 402 Higher Education in India</td>
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<tr>
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<td>403.01 Guidance and Counseling</td>
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<tr>
<td>403.02 Education for Empowerment of Women</td>
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<td>403.03 Education for Rural Development</td>
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<tr>
<td>403.04 Experimental Education</td>
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<tr>
<td>EDNC: 404 Elective –IV (any one of the following corresponding to the related course under 304 Elective-II)</td>
<td>Core</td>
<td>4</td>
<td>48</td>
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<tr>
<td>404.01 Education for the Physically and the Cognitively Challenged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>404.02 Western Educational Thought</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>404.03 Methods of Teaching at Tertiary Level</td>
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<tr>
<td>EDNC:405 Economics of Education</td>
<td>Core</td>
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<td>Grand Total</td>
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</table>
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
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

**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

**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)
8. NIEPA *Modern Management Techniques in Educational Administration*, New Delhi, Asian Inst. of Educational Planning and Administration, 1971.
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

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.  

2. Buch, M. B.  
   *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974.

3. Fox, D. J.  

4. Garrett, H.E.  

5. Good, Barr & Scates  

6. Guilford, J.P. & Fruchter, B.  

7. Kerlinger F.N.  

8. Koul, L.  


10. Sax, G.  

11. Seigal, Sydne, Y.  

12. Singh, Arun Kumar  

13. Sukia S., P & Others  

14. Tuckman, B.W.  

15. Tuckman, B.W.  

16. Van Dalen, D.B & Meyer, W.J.  
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. C.  
   *Curriculum Reform in India*: Delhi, Doaba, 1990.

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  


14. Tyler, Ralp. W.  

15. Tyler, Ralp. W.  

16. UNESCO  
    *Curricula & Lifelong Education*, Paris, UNESCO.1981

17. Wheeler D.K.  
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
- 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

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)
1. Anastasi A.  

2. Bloom B.S. & Others.  

3. Cronbach L J.  

4. Cronbach, Lee J.  

5. Ebel R. L. & Frisbei D. A.  
   *Essentials of Educational Measurement*, New Delhi, Prentice Hall, 1986

6. Edwards A. L.  

7. Freeman F. S.  

8. Harper (Jr.) A. E. & Harper E.S.  

9. Sax G.  

10. Singh (ed).  
    *Criterion – Referenced Measurement*, (selected readings), New Delhi, NCERT, 1990.

11. Tenbrink T.D  

12. Thorndike R.L. & Hagen E. P.  

13. Tuckman B.W.  

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
Unit 1. **Environmental Concepts**
- Concept of Environment and Ecosystems.
- Natural System: Earth and Biosphere, Abiotic and Biotic Components, Bio-diversity, Degradation or Resource
- 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

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

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’ Interaction Analysis Categories System (FLACS)
  (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

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 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  

2. Andreas, M.K.  

3. Bereday, G.Z.F.  


5. Devi, S. F.  

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.  

9. Hans Collins (ed)  

10. Kalil Gozel  

11. Kaushik, V.K.  
    *Comparative Education,* Anmol Publication, New Delhi, 2006.

12. Kandel, R. L  
    *Studies in Comparative Education,* Boston, Houghton Mifflin, 1933.


14. Mishra, N  

15. Naik, S.P.  
    Perspective on Comparative Education Anmol Publications, New Delhi, 2003.

16. Philip. H. John  
    *Comparative Education, Purpose and Methods,* Australia, University of Greenland Press, 1971.

17. Purkait, B.R.  

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.  

21. Rao, V.K.  

22. Rao, V.K. & Reddy, R.S.  

23. Sheodore L. Repler & Edger L. Merphet  

24. Srivastave, S.K.  
    *Comparative Education,* Anmol Publication, New Delhi, 2006

25. Sharma, Y.K.  

26. Sharma R.S.  
    *Comparative Perspective on Education* Eastern Book House, Guwahati, 2005

27. UNESCO  

28. UNESCO  

29. UNESCO  

21. Vashist, S.R.  
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  
2. Caroll, H. A.  
3. Chauhan, J.C.  
   Mental Hygiene, New Delhi, Allied publisher, 1986.
4. Crow, I.D. & Crow A.  
5. Cyril M.F.  
6. Dollard J & Miller N.E.  
7. Bhan, S. & Dutt, N.K.  
8. Enelow Allen J.  
9. Jahoda M.  
10. Klein, D.B.  
11. Korchin S.J.  
12. Maurus, J  
13. Page, J.P.  
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
- 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

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


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
2. Chauhan, S.S.
3. Cruick Shank M.M. and Johnson (eds)
4. Desmukh.
   *Creativity in Classrooms*, New Delhi, S. Chand and Co. 1984.
5. Gallagher J.J.
6. Heck, A.O.
7. Hewett, F.M.
9. Laycock, S.R.
10. Lindsay M.
11. Maitra, K
12. Perter, L.
    *Educating Young Children with Special Needs*, New Delhi, Sage Publication, 2002
15. Torrance, E. P.
16. Wards, V.S.
17. Whitemore, J.R.
    *Giftedness, Conflict and Underachievement*, Boston, Allyn and Bacon, 1980.
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

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

8. NCTE Teacher Education Curriculum- A Framework, New Delhi, NCERT, 1978
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
<table>
<thead>
<tr>
<th>SUGGESTED READINGS</th>
</tr>
</thead>
</table>
| 1. Bhargava, M.  
| 2. Bruer, A.M. & Shea, M.  
| 3. Chauhan, S.S.  
| 4. Dubey, M.N.  
*Gifted and Talented Education*, New Delhi, Mittal Publication, 2005.                                                              |
| 5. Cruick Shank M.M. and Johnson (eds)  
| 6. Farwel, M.  
| 7. Gallagher J.J.  
| 8. Gupta P.K.  
*Education for Creativity* Cosmo publication, New Delhi 2004.                                                                         |
| 9. Heck, A.O.  
| 10. Kirk, S. & Gallalagher  
| 12. Mishra, R.C.  
| 13. Parker, B.N.  
| 14. Perter, L.  
| 15. Porter, L  
| 16. Reddy, G.L.  
| 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  
| 20. Smith, D.  
| 21. Sukumaran, P.S.  
| 22. Torrance & Myers  
| 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.  
| 26. Wards, V.S.  
*Educating the Gifted, Ohio, Merrill Book Company, 1961*                                                                                |
| 27. Wehman, P. & Melaughlin, P.T.  
EDNC: 401. LABORATORY PRACTICAL

Minimum of 6 experiments and 6 tests to be completed:

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<td>4. Concept Formation</td>
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<td>Motivation</td>
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<td>6. Association</td>
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<td>7. Classroom Interaction</td>
<td>Aptitude</td>
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<td>8. Sociometry</td>
<td>Attitude</td>
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<td>9. Psycho-physical</td>
<td>Reading Comprehension</td>
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<td>10. Sensation and Perception</td>
<td>Aspiration</td>
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Evaluation Scheme

Sessional = 25

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

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

11. Machavan, K "Role of Distance Education in Developing Countries," Guwahati, DVS Publishers, 2001.
28. UGC "Development of Indian Higher Education in India," New Delhi, 1982.
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

- 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

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
<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Agrawal, S.P</td>
<td>Women’s Education in India</td>
<td>Guwahati, Eastern Book House</td>
<td>2001</td>
</tr>
<tr>
<td>2</td>
<td>Andal, N.</td>
<td>Women and Indian Society: Options and Constraints</td>
<td>Guwahati, DVS Publishers</td>
<td>2002</td>
</tr>
<tr>
<td>3</td>
<td>Arya Sadhna</td>
<td>Women, Gender Equality and the State</td>
<td>New Delhi, Deep &amp; Deep Publications</td>
<td>1999</td>
</tr>
<tr>
<td>4</td>
<td>Bakshi, S.R.</td>
<td>Empowerment of Women and Politics of Reservation</td>
<td>Guwahati, DVS Publishers</td>
<td>2002</td>
</tr>
<tr>
<td>7</td>
<td>Gupta, N.L.</td>
<td>Women Education through ages</td>
<td>Guwahati, Eastern Book House</td>
<td>2000</td>
</tr>
<tr>
<td>8</td>
<td>Jayapalan, N.</td>
<td>Women and Human Rights</td>
<td>Guwahati, DVS Publishers</td>
<td>2002</td>
</tr>
<tr>
<td>9</td>
<td>Joshi, S.T.</td>
<td>Women and Development: The changing scenario</td>
<td>Guwahati, Nivedita Book Distributor</td>
<td>2003</td>
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<td>10</td>
<td>Joshi, S.T.</td>
<td>Women and Development-The Changing Scenario</td>
<td>New Delhi, Mittal Publications</td>
<td>1999</td>
</tr>
<tr>
<td>11</td>
<td>Kanhere U. S.</td>
<td>Women and Socialisation</td>
<td>New Delhi, Mittal Publications</td>
<td>1987</td>
</tr>
<tr>
<td>13</td>
<td>Narasimhan Sakuntala.</td>
<td>Empowering Women</td>
<td>New Delhi, Sage Publications</td>
<td>1999</td>
</tr>
<tr>
<td>14</td>
<td>Ranganathan Sarala</td>
<td>Women and Social order: A Profile of Major Indicators and Determinants</td>
<td>New Delhi, Kanishka publishers</td>
<td>1998</td>
</tr>
<tr>
<td>15</td>
<td>Seth Mira.</td>
<td>Women and Development</td>
<td>New Delhi, Sage Publications</td>
<td>2001</td>
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<td>17</td>
<td>Suresh Dutt.</td>
<td>Women and Education</td>
<td>New Delhi, Anmol Publications</td>
<td>2000</td>
</tr>
<tr>
<td>18</td>
<td>Walker Alexander</td>
<td>Women: Physiologically considered as to mind, morals, marriage, matrimony scenery, infidelity and divorce</td>
<td>Guwahati, Nivedita Book Distributor</td>
<td>2003</td>
</tr>
</tbody>
</table>
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

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:

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
- 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


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, Foranciscan 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 Reneier, Paulo Freire, Paul Goodman.
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.


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
<table>
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<tr>
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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 fro Financing Education
SUGGESTED READINGS


***************
DEPARTMENT OF EDUCATION
NEHU, SHILLONG

TIME TABLE
(Open Courses to be served during II Semester)

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EDNO:205  Mental Health Education (PKG)
MEdO:202  Educational Testing (RSW/PKG/BBR)
MEdO:205  Mental Health Education (PKG)

(R.S. Wangu)
Head

18.12.08