REVISED M.Ed COURSES STRUCTURE

M.Ed Syllabus (Under 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>MEdC: 101 Foundation of Education</td>
<td>C</td>
<td>4</td>
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<tr>
<td>MEdC: 102 Educational Psychology</td>
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<td>MEdC: 103 Research Methods -I</td>
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<td>MEdC: 104 Research Methods -II</td>
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<td>MEdC: 105 System of Teacher Education in India</td>
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Total: 18 credits

Semester - II

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<tr>
<th>COURSES</th>
<th>Core/Open</th>
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<tbody>
<tr>
<td>MEdC: 201 Theory &amp; Practice of Teaching</td>
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<td>MEdO: 202 Educational Testing</td>
<td>O</td>
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<td>MEdC: 203 Dissertation</td>
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<td>MEdC: 204 Option (Any one of the following)</td>
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<tr>
<td>204:1 Science Education</td>
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<td>204:2 Environmental Education</td>
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<td>204:3 Pre - School Education</td>
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<td>204:4 Experimental Education</td>
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<td>204:5 Educational Administration and Management</td>
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<td>204:6 Educational Planning and Finance</td>
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<td>204:7 Special Education for Gifted and Mentally Challenged</td>
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<td>204:8 Economics of Education</td>
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<td>204:9 Curriculum Development</td>
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<td>204:10 Educational and Vocational Guidance</td>
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<tr>
<td>MEdO: 205 Mental Health Education</td>
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Total: 18 credits

One year programme leading to award of M.Ed (Master of Education) degree of the university shall consist of eight (8) core courses and two(2) open courses. Every student will complete Eighteen (18) credits in each semester leading to a total of 36 credits. The open course of six (6) credits will be available only during the second semester and students will have the choice of offering open courses in any department of the University.
Unit I. **Philosophical Foundations**
- Nature of Philosophy and its Relationship with Education
- Meaning & Scope of Philosophy of Education
- Functions of Philosophy of Education
- Aims of Education in Relation to Philosophy Life

Unit II. **Schools of Educational Philosophy**
Philosophy & Educational Implications of the following Schools:
- Indian Schools: Vedanta, Samkhya, & Buddhism,
- Western Schools: Existentialism, Dialectic Materialism, Logical Positivism

Unit III. **Knowledge, Values and Education**
- Concept and Sources of Knowledge
- Philosophical Bases of Curriculum
- Concept and Heirarchi of Values
- Theories of Values: Subjective & Objective
- Role of Education in Values Formation

Unit IV. **Sociological Foundations and Development**
- Education as a Factor of Social Stratification and Social Mobility
- Education as a Process of Enculturation
- Concept & Impact of Sanskritization, Westernization and Globalization on Education
- Education as an Instrument of Social Change and Modernization
- Role of Education in Social, Political and Economic Development
- Equality Vs Equity in Education
<table>
<thead>
<tr>
<th>SUGGESTED READINGS</th>
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<tbody>
<tr>
<td>1. Arkara Jacob</td>
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</tbody>
</table>
Unit I. **Introduction to Educational Psychology and Human Development**
- Educational Psychology: Concept and Scope
- Human Development: Principles of Growth and Development,
- Piaget’s Theory of Cognitive Development.

Unit II. **Learning and Creativity**
- Concept and Kinds of Learning, Gagne’s Hierarchy of Learning,
  Tolman’s Sign-Significate Theory,
- Motivation and Motivators in Learning
- Creativity Meaning, Process and problems

Unit III. **Intelligence**
- Intelligence: Meaning and Development,
- Spearman’s Two-Factor Theory; Structure of Intellect by Guilford,
  Emotional Intelligence:

Unit IV. **Personality, Adjustment and Group Dynamics**
- Personality: Determinants of Personality,
  Psycho-Analytical Theories of Personality (Freud, Jung & Adler)
  Personality and Behaviour of Teacher in the Classroom
- Adjustment: Concept and Causes of Maladjustment; Mechanisms of Adjustment
- Group Dynamics: Group Process, Interpersonal Relations
- Social – Emotional Climate of the Classroom

**Practicals** (To be evaluated internally)
(Select atleast two)
- Mirror Drawing
- Maze Learning
- Span of Attention
- Span of Memory
SUGGESTED READINGS

1. Benthann Susan  
   *Psychology and Education, Rautledge Publication, New York, 2002*

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.  

7. Dhir R.N.  
   *Educational Psychology, Chandigarh, Abhishek Publication, 2002.*

8. Elliet, Knatochwill Trauvers, Cook L  
   *Educational Psychology: Effective Teaching, Effective Learning, McGrow-Hill, 2000*

9. Gagne, R. M.  

10. Guilford, J.P.  

11. Hall, C. S. & Lindsey, G.  

12. Hilgard, E.O.  

13. Judd C.H.  
    *Educational Psychology, Guwahati, Nivedita DK Distributors, 2002.*

14. Kuppuswamy, B  
    *Advanced Educational Psychology, Jalandhar, Jalandhar University Publications, 1963.*

15. Long Martyn  

    *Educational Psychology APH, Publishing Cooperation, New Delhi 2002*

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. Sharma Yogendra  
    *Textbook of Educational Psycholog, Kanishka Publication, New Delhi, 2004*

21. Sharmila P  
    *Educational Psycholog, A.P.H. Publication, New Delhi, 2005*

22. Woolfolk, Anita  
    *Educational Psychology, Pearsm Educaion Pvt. Ltd. Delhi, 2004*

23. Woodworth, R.S  
M.EdC: 103 RESEARCH METHODS - I

Unit I. **Elements of Educational Research**
- Methods of Acquiring Knowledge: Experience, Traditions, Authority, Logical and Scientific Method of Inquiry
- Meaning and Scope of Educational Research
- Types of Educational Research: Fundamental, Applied & Action Research
- Formulation of Research Problem: Identification & Selection, Defining and Delimitation
- Hypothesis: Characteristics, Types, Formulation and Testing
- Preparation of Research Proposal

Unit II. **Sampling & Tools of Data Collection**
- Sampling : Population & Sample, Sample Size
- Methods of Sampling
  (i) Probability Sampling: Random, Systematic, Stratified & Cluster
  (ii) Non- Probability Sampling : Purposive, Quota and Incidental
- Tools of Data Collection:
  Questionnaire, Observation, Interview
  Rating Scales, Schedule, Standardized Tests

Unit III. **Normal Probability Curve**
- Concept of Probability & Binomial Distribution
- Concept & Characteristics of Normal Probability Curve
- Testing Normality: Kurtosis and Skewness
- Applications of Normal Probability Curve

Unit IV **Correlational Analysis**
- Product movement Correlation for grouped data
- Partial & Multiple Correlation
- Concept of Regression & Prediction from Simple Regression Equation

Practicum (To be evaluated internally)

Any one of the following
- Preparing a Research Proposal on a Topic of your choice
- Preparing a Review of Related Literature on a Topic
SUGGESTED READINGS


Unit I. **Methods of Research**

- Historical Method: Sources of Data Collection, External and Internal Criticism, Interpretation of Data
- Descriptive Method: Survey Studies, Correlational Studies
- Experimental Method: Procedure, Internal & External Validity, Methods of Control, Single Group & Parallel Group Design

Unit II. **Significance of Statistics**

- Significance of mean
  (i) Concept of Statistics & Parameter, Confidence Interval & Level of Significance
  (ii) Sampling Distribution of Mean and Standard Error of Mean
  (iii) Significance of Mean for Large & Small Sample

- Testing the significance of difference between means
  (i) Concept of Degree of Freedom, Critical Ratio and t-Ratio
  (ii) Concept of One Tailed & Two Tailed Tests
  (iii) Test of Significance for Two Independent and Correlated Sample (Large and Small)
SUGGESTED READINGS


M.EdC: 105  SYSTEM OF TEACHER EDUCATION IN INDIA

Unit I.  Basic Concepts
- Concept of Training and Teacher Education
- Need and Scope of Teacher Education Programme (Pre-Service and In-Service)
- Objectives of Teacher Education at Pre-Primary, Elementary, Secondary and Higher Secondary Levels

Unit II.  Structure and Development of Teacher Education
- Structure of Teacher Education in India (Pre-Service and In-Service)
- A Brief Review of the Historical Development of Teacher Education in India during Post- Independence Period

Unit III.  Models of Teacher Education
- Social Oriented Progressive Model
- Competency Based Model
- Academic Orientation Model

Unit IV.  Agencies and Curriculum of Teacher Education
- Agencies of Teacher Education: NCERT, SCERT/DERT and DIET
- Curriculum for Teacher Education at Pre-Primary, Elementary, Secondary, Higher and Secondary Levels as per NCTE National Framework (2005)
- Performance Appraisal of Teachers
1. Attekar, A.S.  
   *Education in Ancient India* Nand Kishore Bros, Banaras 1951

2. Buch M.B and Palasane M.M.  
   *Reading in Inservice Education* Sardar Patel University 1947

3. Basu A.N.  
   *Education in Modern India* Orient Book Co, Calcutta 1947

4. Brunar, J.S.  
   *Towards a Theory of instruction* the Battanap Press, Massachusetts 1966

5. CERT  

6. Chaurasia G  
   *Teacher Education and Professional Organization, Authors press* Delhi 2000

7. Chaurasia G  
   *New Era in Teacher Education*, Sterling Publication, Delhi 1967

8. Chaurasia G  

9. Dev Gowda A.C.  
   *Teacher Education in India*, Bangalore Book Bureau, Bangalore 1973

10. Ebel, R.L. (ED)  
    *Teacher Education, American Association of Colleges for Teacher Education* Queenta 1956.

11. Jangira N.K.  
    *Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education*, National Publication House, Delhi, 1984

12. Mukherjee, S.N. (ED)  
    *Evaluation of Teacher of India (Vol-I)* S. Chand & Co, Delhi, 1968

12. NCTE  

13. Sharma, S.P.  

14. Tuckman B.W.  
Unit I. **Basic Concepts**
- Concept and Principles of Teaching
- Levels of Teaching: Memory, Understanding and Reflective
- Process of Teaching: Planning, Organizing, Leading and Controlling

Unit II. **Theories and Models of Teaching**
- Herbarts Communication Theory,
- Gagne’s Hierarchical Theory of Instruction,
- Gage’s Cognitive Theory,
- Bruner’s Concept Attainment model and Elements of Teaching Model
- Suchman’s Inquiry Training Model

Unit III. **Student Teaching**
- Concept and Scope of Student Teaching
- Organization and Supervision of Teaching Practice
- Lesson Planning: Concept & Herbart’s Steps
- Teaching of Concepts and Problem Solving

Unit IV. **Modification of Teacher Behaviour**
- Competencies of Teaching
- Teaching Skills: Introducing a Lesson, Questioning, Stimulus Variation, Explaining
- Reinforcement and Integrations of Different Skills
- Micro Teaching: Concept and Technique
- Evaluation of Teaching – Flander’s Interactional Analysis Category System (FIACS)

**Practical** *(To be evaluated internally)*
- Demonstration Lesson
- Observation of Teaching Practice and Feedback

The practical under this paper will comprise of a demonstration lesson to be given by all the students before their class fellows on one of the school teaching subjects.

The students who will be observing the demonstration will have to record observations of atleast five demonstration lessons and provide feedback to the student giving the demonstration.
SUGGESTED READING

1. Allen D.W. *Micro Teaching: A Description*; California: Standford University, 1966


5. Chaurasis G *Teacher Education and Professional Organizations*, Delhi, Authors Press. 2000


10. Mukherjee, S.N. *Admission and Organization in Teacher Training Institutions*, New Delhi, NCERT 1987


Unit I. Basic Concepts
- Concept of Test, Measurement & Evaluation in Education, classification of Tests
- Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scale
- Process & Purpose of Evaluation, Formative and Summative Evaluation
- Norm-Referenced vs Criterion-Referenced Testing.

Unit II. Test Indices
- Reliability: Concept, Methods and Factors Affecting Reliability.
- Validity: Concept, Methods and Factors Affecting Validity
- Relationship Between Reliability & Validity.
- Norms: Concept and Types (Age, Grade, Percentile, Z-score, T-score, Stannine).

Unit III. Test Construction & Standardization
- Testing by Objective: Bloom’s Taxonomy of Educational Objectives
- Principles of Test Construction
- General Steps of Test Construction & Standardization with special reference to Achievement Test: Planning, Blue Print, Item writing, Item Analysis and Standardization
- Construction of Attitude scale by Thurston and Likert’s Method

Unit IV. Statistical Analysis
- Concept of Parametric and Non-Parametric Test
- Concept of Analysis of Variance
  One Way Analysis of Variance (ANOVA)
- Chi-Square Test and its Uses
  (i) Test of Goodness of Fit
  (ii) Test of Independence

Practical Work (To be evaluated internally)
- At least two of the following tests
  (i) Intelligence Test
  (ii) Personality Test
  (iii) Adjustment Inventory
  (iv) Interest Inventory
SUGGESTED READINGS


M.EdC: 203 DISSERTATION

The Dissertation will be offered as an optional paper under M.Ed 204 (Option-II). The evaluation of this paper will be done by an External Examiner out of 75 marks and by internal Examiner (supervisor) out of 25 marks at the end of the second semester.

It will be mandatory for the students offering Dissertation in second semester to finalize their research proposal as a part of the Practicum during the First Semester under M.Ed:103 (Research Methodology of Education).

The last date for the submission of Dissertation will be the date of the University Examination for the first paper of M.Ed. Second Semester Examination.
Option -I

M.EdC: 204.1  SCIENCE EDUCATION

Unit I.  Theoretical Background
- Historical Development of Science: Pre-Scientific Era and Emergence of Modern Science
- Major Contribution of Science to Mankind
- Need and Scope of Science Education

Unit II.  Scientific Inquiry
- Nature of Science: Observation, Reasoning and Experimentation
- Nature of Scientific Knowledge: Hypothesis, Postulate, Theory and Law
- Scientific Method: Concept & Process
- Scientific Attitude : Concept & Development

Unit III.  Policy & Curriculum in Science Education
- Criteria of Validity for an Ideal Science Curriculum
- Science Curriculum at Different Stages: Objectives, Content, Pedagogy and Assessment as per National Curriculum Framework (2005)

Unit IV.  Pedagogical Bases of Science Education
- Theory of Constructivism and its Implications for Science Teaching
- Contributions of Jean Piaget and Bruner
- Instructional Design in Science Education: Taba’s Inductive Thinking, Suchman’s Inquiry Training
- Principles of Science Learning
SUGGESTED READINGS


11. Sommerville J. *The way of Science, its Growth and Method*, 1953

Option -I

M.EdC : 204.2  ENVIRONMENTAL EDUCATION

Unit I.  Environmental Concepts
- Concept of Environment (Abiotic and Biotic) and Ecosystem
- Concept of Biosphere and Bio-Diversity
- Man and Environment
- Environment and Development

Unit II.  Environmental Education
- Concept and Scope of Environmental Education
- Aims and Objectives of Environmental Education
- Distinction Between Environmental Science and Environmental Education
- Principles and Foundations of Environmental Education
- Environmental Education for Sustainable Development

Unit III.  Environmental Degradation
- Environmental Pollution: Land, Air, Water, Noise
- Global Environmental Issues: Ozone Layer Depletion, Green House Effect, Acid Rain
- Need for Conservation and Preservation of the Environment

Unit IV.  Curriculum and pedagogy for Environmental Education
- Interdisciplinary and Multi-Disciplinary Approaches to Curriculum Development
- Curriculum of Environmental Education at Primary, Secondary and Higher Secondary Level
- Seminar, Workshop, Field Surveys, Projects and Exhibition
- Role of Print and Non-Print Media

Practical Work  (To be evaluated internally)

Any one of the following

(i)  Planting Sapling in a Pot
(ii)  Field Trip and Preparation of Report
SUGGESTED READINGS

15. Shrivastava R. & Singh D.P. **Environmental Education** New Delhi Anmol publication Pvt. Ltd.
M.EdC: 204.3  PRE-SCHOOL EDUCATION

Unit I.  Basic Concepts
- Concepts, Need, and Objectives of Pre-School Education
- Methods of Child Study
- Significance of Child Rearing Practices & Learning
- Development of Pre-School Education in India

Unit II. Contributions of Educational Philosophers
- Jean Jacques Rousseau
- Frederich Wilhelm August Froebel
- Maria Montessori
- Mahatma Gandhi
- Tarabai Modak

Unit III. Different Aspects of Child Development
- Physical Development
- Emotional Development
- Social Development
- Cognitive Development
- Language Development

Unit IV. Pre-School Education & its Agencies
- Activities and Programmes for Pre-School Education
- Characteristics of a balanced Pre-School Curriculum
- Evaluation of Pre-School Curriculum and its activities
- Anganwadi Programmes and day Care Programmes
SUGGESTED READINGS

1. Aggarwal, J.C.  
   Methods and materials of Nursery Education, Delhi, Doaba House, 1990.

2. Day Barbara  

3. Dehart G.B; Grafe L.A. & Cooper R.G.  

4. Dutt, N.K.  

5. English, H.B.  

6. Grewal, J.S.  

7. Hurlock, E.B.  

8. Nedinnus, G.R. & Johnson, R.C  

9. Riley J.  

10. Siddiqui Miyibul Hasan  
    Early Childhood Education New Delhi, S.B. Nargia APH Publishing Cooperation. 2004

11. Shukla R.P.  

12. Spoked, B. L. (Ed):  

13. Sue. C. Wort  

14. Tandon R.K.  

15. Travers, J.E.  
Option –I

M.EdC 204.4 EXPERIMENTAL EDUCATION

Unit I. **Basic Concepts**
- Meaning of an Experiment in Education, Law of Single Variable (cause & effect relationship)
- Kinds of Variables: Dependant, Independent, Intervening, Extraneous and Controlling Extraneous Variables
- Mill’s Experimental Inquiry: Method of Agreement, Difference, Residue Concomitant Variation & Joint method
- Scope of Experimental Education

Unit II. **Experimental Designs**
- Meaning and purpose of Experimental Design
- Essential characteristics of a good 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 III. **Types of Experimental Designs**
- One Group Pre-Test Post-Test design
- Pretest Post Test Equivalent Group Design
- Quasi – Experimental Design
- Simple Randomized Design
- Level X Treatment Design
- Subject X Treatment Design
- Factorial Design

Unit IV. **Statistical Foundation**
- Concept of Analysis of Variance
- Assumptions Underlining ANOVA
- Two Way Analysis of Variance
- One Way Analysis of Co-variance (ANCOVA)
SUGGESTED READINGS:

Option –I

M.EdC: 204.5 EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Unit I. Basic Concepts
- Concept of Educational Administration & Management,
- Development of Management Thought and Practices
- Scope and Functions of Educational Administration
- Leadership Qualities and Professional Competencies of Educational Administrator

Unit II. Micro Planning for School Management
- Concept of Micro & Macro planning
- Institutional Planning: Principles and Process
- Village Education Committee (VEC), Cluster Resource Centre (CRC) and Block Resource Centre
- School Mapping: Need, Factors and Scope
- Community Participation: Mobilizing Community for the School and the School for the Community

Unit III. Resource Management in Educational Institution
- Resource and their Types: Human and Material Resources
- Management of Physical Resource: School Building, Library, Laboratory, Hostels Playground
- Management of Human resource: Inter-Personal, Inter- Group Relationship, Teacher – Taught Relation, Teacher-Teacher Relations, Head-Teacher Relationship. Relationship with Management and Administrator
- Management of Financial Resource: Developing and Monitoring Budgets at School Level

Unit IV. Different Authorities of Educational Administration
- Role, Functions and Powers of different Authorities of Educational Administration: MHRD, NIEPA, State Authority, Local Authorities and Bodies with special reference to Meghalaya,
SUGGESTED READINGS


Unit I. **Basic Concepts**
- Concept and Scope of Educational Planning
- Objectives and Principles of Educational Planning
- The Process of Educational Planning
- Factors Determining Priorities in Educational Planning

Unit II **Methodology of Educational Planning**
- Appraisal and Analysis of Educational Data
- Formulation of Policy and Proposals
- Projection, Programming and Project Analysis
- Costing and Financing of Educational Plan
- Evaluation and Revision

Unit III. **Educational Planning in India**
- Development of Educational Planning in India
- Educational Planning Machinery at National, State, District,
- Education in Five Year Plans

Unit IV. **Education Financing**
- Concept, Need and Scope of Educational Finance
- Criteria for Allocation of Funds
- Types of Educational Expenditure
- Process of Financing Education : Planning, Budgeting and Control of Funds
1. Azad, J.L.  

2. Comb, P.H & Hallak, J.  

3. Government of India  
   **Five Year Plans (First to Ten)** New Delhi: Planning Commission

4. Hanson, A.H.  

5. Harbinson F & Mayers- C.H.  
   **Education, Manpower and Economics Growth**, Oxford & IBH. Publication Co. New Delhi, 1964

6. Misra, A  
   **Educational Finance in India**, Bombay: Asia publishing House 1963

7. Naik, J.P.  
   **Educational Planning in India** Bombay: Allied Publishers, 1965

8. Padmanabham, C.B.  

9. Rao V.K.R.V.  

10. Singh, B. (ed),  
    **Education as Investment**, Delhi: Meenakshi Prakashan, 1967

11. Sri Prakash,  
    **Expenditures on Education**, New Delhi: NIEPA, 1994

12. Sodhi, T.S.  
M.EdC: 204.7 SPECIAL EDUCATION FOR GIFTED AND MENTALLY CHALLENGED

Unit I. Basis Concepts
- Concept of and Exceptional Children
- Classifications of Exceptional Children
- Need and Scope of Special Education for Gifted and Mentally Challenged

Unit II. Education of the Gifted Children
- Concept of Giftedness
- Identification and Characteristics of Gifted Children
- Role of the Gifted in Social Progress
- Special Education Programme for Gifted Children

Unit III. Education of the Creative Children
- Meaning and Nature of Creativity
- Identification and Characteristics of Creative Children
- Educational Programmes for Creative Children
- Constraints of Creativity
- Problems when Creativity is Repressed

Unit IV. Education of the Mentally Challenged Children
- Concept and Classification of Mentally Challenged Children
- Identification and Characteristics of Mentally Challenged Children
- Special Education Programme for Mentally Challenged Children
- Guidance Services to Mentally Challenged Children
SUGGESTED READINGS


4. Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 2005


8. Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 2004


17. Sarsani, M.R. *Creativity in Education, New Delhi, Sarup Publication, 2005*


23. Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 2005


25. Wards, V.S. *Educating the Gifted, Ohio, Merrill Book Company, 1961*

Option-II

M.EdC: 204:8 ECONOMICS OF EDUCATION

Unit I. Basic Concepts
- 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
- Economic Thoughts on Education: Classical, Neo-Classical and Modern

Unit II. Education, Human Capital and Human Resources Development
- Concept and Importance of Human Capital
- Schultz’s Human Capital Theory of Education and its Limitations
- Concept and Importance of Human Resource Development
- Strategies for Developing Human Resources with reference to developing countries

Unit III. Education and Economic Development
- Concept of Economic Growth and Development
- Educational Pre-requisites for Economic Growth
- Contribution of Education to Economic growth
- Relative Significance of Different Levels of Education in Economic development
  with special reference to India

Unit IV. Cost and Benefits of Education
- Social and Private Cost, Opportunity Cost, Unit Cost
- Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)
- Approaches to Measuring the Benefits of Education:
  (i) Correlation Approach
  (ii) Residual Approach
  (iii) Rate of Return Approach (i.e. Cost- Benefit Analysis)
- Criteria for Financing Education
SUGGESTED READINGS

Option - I

M.EdC: 204.9  CURRICULUM DEVELOPMENT

Unit I.  Basic Concept
- Meaning and Nature of Curriculum
- Concept of Curriculum Development
- Criteria of Curriculum Development
- Foundation of Curriculum Development

Unit II.  Curriculum Design & Development
- Curriculum Design – Subject Centred and Activity- cum- Experienced Centre
- Identification of Objectives
- Selection and Organization of Content
- Selection and Organization of Learning Activities and Experiences
- Evaluation of Content, Learning Activities and Experiences

Unit III.  Instructional Material and Curriculum Transaction
- Preparation and Evaluation of Text Book
- Analysis of Curricular Content: Designing Units, Suitable Presentation Mode
- Teacher as a Curriculum Practitioner
- Instructional Planning for Effective Teaching

Unit IV.  Curriculum Evaluation & Curriculum Change
- Approaches to Curriculum Evaluation
- Models of Curriculum Evaluation
- Concept of Curriculum Change
- Dimensions of Curriculum Change : Substantive, Instructional and Organizational
- Factors Influencing Curriculum Change
SUGGESTED READINGS

1. Aggarwal, J. C
   *Curriculum Reform in India*: Delhi, Doaba, 1990.

2. Brent, Allen


4. Bushnath Davis S & Rappaport (eds)

5. Das, R.C.

6. Dell, Ronald C.

7. Diamond, Robert M.

8. English, F.W,

9. Erickson, H. L,

10. Flinders D. J (Ed)

11. Levy Aneh

12. Oliver Albert I

13. Ornstein Allan.C, & Hunkins Francis P.
    *Curriculum Foundations, Principle and Issues*


15. Saylor J. Galen, William Alexander M

16. Taba, Hidda
    *Curriculum Development: Theory and Practice* New York; Harcourt Brace and World Inc….,1962

17. Thangasamy K.S.,
Option-II

M.EdC: 204.10  EDUCATIONAL AND VOCATIONAL GUIDANCE

Unit I.  Introduction to Guidance

- Meaning, Nature and Scope of Guidance
- Need & Principles of Guidance
- Development and Present Status of Guidance Services in India
- Nature, Scope and functions of
  Educational Guidance
  Vocational Guidance
  Personal Guidance
  Social Guidance
  Group Guidance

Unit II.  Techniques of Guidance

- Technique of Guidance: Tests of Intelligence, Aptitude, Interests
  Observation, Interview, Cumulative Record and Case Study

Unit III.  Counselling

- Nature and Principles of Counselling
- Approaches to Counselling
- Role and Functions of Counsellor and Carrier Master
- Professional Education of Counsellor

Unit IV.  Guidance Services

- Functions of Guidance Services
- Individual Information Service
- Occupational Information Service
- Placement and Follow-up Services
- Guidance for Mentally Retarded & Delinquents
<table>
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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 Techniques 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  

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.

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

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

<table>
<thead>
<tr>
<th>Period &amp; Time</th>
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<td></td>
<td>9.30 - 10.30 AM - AM</td>
<td>10.45 - 11.45 AM - AM</td>
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<tr>
<td><strong>DAY</strong></td>
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<tr>
<td>MON</td>
<td>EDNO:204 (SMS)</td>
<td>MEdO:202 (PKG)</td>
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EDNO:204  Environmental Education (SMS/AH)  
EDNO:205  Mental Health Education (PKG)  
MEEdO:202 Educational Testing (RSW/PKG/BBR)  
MEEdO:205 Mental Health Education (PKG)  

(R.S. Wangu)  
Head