

**DEPARTMENT OF EDUCATION  
NEHU, SHILLONG**

**REVISED M.Ed COURSES STRUCTURE**

M.Ed Syllabus (Under CBCS)

Semester – I

COURSES	Core/Open	Credits	Contact Hours	Marks
MEdC: 101 Foundation of Education	C	4	48	100
MEdC: 102 Educational Psychology	C	4	48	100
MEdC: 103 Research Methods -I	C	4	48	100
MEdC:104 Research Methods -II	C	2	48	100
MEdC:105 System of Teacher Education in India	C	4	24	50
		18	216	450

Semester - II

COURSES	Core/Open	Credits	Contact Hours	Marks
MEdC: 201 Theory & Practice of Teaching	C	4	48	100
MEdO: 202 Educational Testing	O	4	48	100
MEdC: 203 Dissertation	C	4	48	100
MEdC: 204 Option (Any one of the following) 204:1 Science Education 204:2 Environmental Education 204:3 Pre - School Education 204:4 Experimental Education 204:5 Educational Administration and Management 204:6 Educational Planning and Finance 204:7 Special Education for Gifted and Mentally Challenged 204:8 Economics of Education 204:9 Curriculum Development 204:10 Educational and Vocational Guidance	C	4	48	100
MEdO:205 Mental Health Education	O	2	24	50
		18	216	450

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 Hierarchy 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

**SUGGESTED READINGS**

1. Arkara Jacob *Education in Sociological Perspective, Rawat Publication, New Delhi, 2004*
2. Blake, Nigel et; al *The Philosophy of Education, Blackwell Publishers Ltd., Oxford U.K, 2003*
3. Blackledge, D. & Hunt, Barry *Sociological Interpretations of Education, London, Groom Helm, 1985.*
4. Brubacher, R. S. *Modern Philosophies of Education, Chicago, University Press. 1955.*
5. Chanda S. S. & Sharma R.K. *Sociology of Education, New Delhi, Atlantic Publishers, 2002.*
6. Chandra, S.S. *Sociology of Education, Guwahati, Eastern Book House, 1996.*
5. Curren Randall (Edited) *A Companion to Philosophy of Education, New York Blackwell Publishing. 2003.*
6. Cook L, A. & Cook,E. *Sociological Approach to Education, New York, McGraw Hill, 1970.*
7. Dewey, J. *Democracy and Education: An Introduction into Philosophy of Education, New York, The Free Press, 1966*
8. Durkheim, E. *Education and Sociology, New York, The Free Press, 1966.*
9. Heyting, Frieda (Edited) *Methods in Philosophy of Education, London, Routledge, 2001*
10. Hemlata, T. *Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002*
11. Jayaram, *Sociology of Education, New Delhi, Rawat, 1990*
12. Kneller, G. F. *Introduction to Philosophy of Education, New York, John Witty & Sons, 1971.*
13. Luther, M.N. *Values and Ethics in School Education, New Delhi, Tata McGraw Hill, 2001.*
14. Moon, Bob (Edited) *International Companion to Education, London, Routledge, 2000.*
15. Mukherjee, R. K. *Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.*
16. Pandey, R. S. *An Introduction to Major Philosophies of Education, Vinod Pustak Mandir. Agra, 1996.*
17. Pandey R.S. *Development of Indian System of Education Vinod Pustak Mandir. Agra, 2003.*
18. Shah BV & Shah KV *Sociology of Education, Rawat Publications Jaipur, 1998.*
19. Sharma A.P. *Development of Western Educational Thoughts, Concept Publication, New Delhi, 2001.*
20. Sharma Mani *Educational Practices of Classical Indian Philosophies, H.P. Bhargava Book Hosue, Agra, 2005*
21. Shukla, S. & K. Kumar *Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.*

**M.EdC: 102 EDUCATIONAL PSYCHOLOGY**

**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, 20002*
2. Bhatnagar S. *Advanced Educational Psychology, Agra, Bhargava Book House, 2002.*
3. Bron R.A. Allyn & Bacon *Essentials of Psychology, Guwahati, Nivedita DK Distributors. 2002.*
4. Chand T *Educational Psychology, Agra, Bhargava Book House, 2002.*
5. Crow, R.B. & Crow, A. *Educational Psychology, New Delhi, Eurasia Publishing House, 1964.*
6. Dececee, J. P. *The Psychology of Learning & Instruction, New Delhi, Prentice Hall, 1970.*
7. Dhir R.N. *Educational Psychology, Chandigarh, Abhishek Publication, 2002.*
8. Elliot, Knatochwill Trauers, Cook L *Educational Psychology: Effective Teaching, Effective Learning, McGraw-Hill, 2000*
9. Gagne, R. M. *The Conditions of Learning* (2nd edition) New York, Rinehart & Winston, 1976.
10. Guilford, J.P. *The Nature of Human Intelligence, New York, McGraw Hill, 1967.*
11. Hall, C. S. & Lindsey, G. *Theories of Personality* (3rd Edition), New York, John Wiley, 1978.
12. Hilgard, E.O. *Theories of Learning* (4th Edition), New York. Appleton-Century Crgts, 1976.
13. Judd C.H. *Educational Psychology, Guwahati, Nivedita DK Distributors, 2002.*
14. Kuppuswamy, B *Advanced Educational Psychology, Jalandhar, Jalandhar University Publications, 1963.*
15. Long Martyn *The Psychology of Education, Roulledge Falner Publication, London, 2000*
16. Nayak, A.K. & Rao, V.K. *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 *Educatonal Psychology, Pearsn Educaion Pvt. Ltd. Delhi, 2004*
23. Woodworth, R.S *Psychology: A Study of Mental Life, New York, Century, 1995.*

**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 moment 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**

1. Best, J.W. & Kahn, J.V. *Research in Education*, (6<sup>th</sup> edition) New Delhi, Prentice Hall, 1989.
2. Buch, M. B. *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974.
3. Cook, Bill *Fundamentals of Action Research* Sage publications, 2005
4. Fox, D. J. *The Research Process in Education*, New York. Holt Rhinehart and Winston, Inc. 1969.
5. Garrett. H.E. *Statistics in Psychology and Education*, Bombay. Vikils, Feiffer & Semen's Ltd, 1988.
6. Good, Barr & Scates *Methodology of Educational Research*, New York Appleton Crofts, 1962.
7. Guilford, J.P. & Fruchter, B. *Fundamental Statistics in Psychology & Education*, New York, McGraw Hill, 1974.
8. Kerlinger F.N. *Foundation of Behaviour Research*, Delhi, Surjeet Publications, 1978.
9. Koul, L. *Methodology of Educational Research*, New Delhi, Vikash Publications, 1998.
10. Kurpius, S.E et.al *Testing and Measurement*, Sage Publication, 2006
11. Kurtz, A. K. & Mayo, S.T. *Statistical Methods in Education and Psychology*, New Delhi, Narosa Publishing House, 1980.
12. Lewis-Beck, MS.(Ed) *The Sage Encyclopedia of Social Science Research Methods*, New Delhi, Sage Publications, 2004
13. Rajamanickam, *Statistical Methods in Psychology and Educational Research*, Concept Publishing Company, New Delhi 2001
14. Sax, G. *Empirical Foundation of Educational Research*, New Jersey, Englewood Cliffs, 1968.
15. Seigal, Sydne, Y. *Non-parametric Statistics for Behavioural Science*, New Delhi, McGraw Hill, 1978.
16. Singh, Arun Kumar *Test, Measurement and Research Methods in Behavioural Sciences*, New Delhi, Mc Graw Hill, 1986
17. Sukia S. .P, & Others *Elements of Educational Research*, (3rd edition), Bombay, Allied Publishers, 1974.
18. Tuckman, B.W. *Analysing and Designing Educational Research*, New York, Harcourt Brace Jovanovich, Inc., 1978.
19. Tuckman, B.W. *Conducting Educational Research* (2<sup>nd</sup> edition), New York, Harcourt Brace Javanovich, Inc., 1979.
20. Van Dalen, D.B & Meyer, W.J. *Understanding Educational Research*, New York, McGraw Hill C., 1979.

**M.EdC: 104 RESEARCH METHODS -I I****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 : Proceedure, 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**

21. Best, J.W. & Kahn, J.V.                    ***Research in Education***, (6<sup>th</sup> edition) New Delhi, Prentice Hall, 1989.
22. Buch, M. B.                                    ***A Survey of Research in Education***, Baroda, CASE, M. S. University, 1974.
23. Cook, Bill                                      ***Fundamentals of Action Research*** Sage publications, 2005
24. Fox, D. J.                                        ***The Research Process in Education***, New York. Holt Rhinehart and Winston, Inc. 1969.
25. Garrett. H.E.                                  ***Statistics in Psychology and Education***, Bombay. Vikils, Feiffer & Semen's Ltd, 1988.
26. Good, Barr & Scates                        ***Methodology of Educational Research***, New York Appleton Crofts, 1962.
27. Guilford, J.P. & Fruchter, B.              ***Fundamental Statistics in Psychology & Education***, New York, McGraw Hill, 1974.
28. Kerlinger F.N.                                 ***Foundation of Behaviour Research***, Delhi, Surjeet Publications, 1978.
29. Koul, L.                                         ***Methodology of Educational Research***, New Delhi, Vikash Publications, 1998.
30. Kurpius, S.E et.al                            ***Testing and Measurement***, Sage Publication, 2006
31. Kurtz, A. K. & Mayo, S.T.                 ***Statistical Methods in Education and Psychology***, New Delhi, Narosa Publishing House, 1980.
32. Lewis-Beck, MS.(Ed)                      ***The Sage Encyclopedia of Social Science Research Methods***, New Delhi, Sage Publications, 2004
33. Rajamanickam,                                ***Statistical Methods in Psychology and Educational Research***, Concept Publishing Company, New Delhi 2001
34. Sax, G.    ***Empirical Foundation of Educational Research***, New Jersey, Englewood Cliffs, 1968.
35. Seigal, Sydne, Y.                             ***Non-parametric Statistics for Behavioural Science***, New Delhi, McGraw Hill, 1978.
36. Singh, Arun Kumar                         ***Test, Measurement and Research Methods in Behavioural Sciences***, New Delhi, Mc Graw Hill, 1986
37. Sukia S. .P, & Others                        ***Elements of Educational Research***, (3rd edition), Bombay, Allied Publishers, 1974.
38. Tuckman, B.W.                                ***Analysing and Designing Educational Research***, New York, Harcourt Brace Jovanovich, Inc., 1978.
39. Tuckman, B.W.                                ***Conducting Educational Research*** (2<sup>nd</sup> edition), New York, Harcourt Brace Javanovich, Inc., 1979.
40. Van Dalen, D.B & Meyer, W.J.    ***Understanding Educational Research***, New York, McGraw Hill C., 1979.

**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
- A Study of Recommendations of Education Commission (1964-66) and National Policy on Education (1986 and Revised-1992)

**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

**SUGGESTED READING**

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 *Innovation in Inservice Education and Training of Teacher's Practice & Theory*, OECD, Paris, 1978
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 *Innovations & Challenges in Teacher Education*, Vikas Publication, New Delhi 1977
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 *Teacher Education Curriculum: A Framework*, NCERT, New Delhi 1978, 2005.
13. Sharma, S.P. *Teacher Education-Principles Theories and Practices*, Kanishka Publishers New Delhi,. 2003
14. Tuckman B.W. *Measuring Educational Outcome: Fundamental of Testing*, New York, Harcourt Brace Jovanovich, 1975

## **M.EdC: 201 THEORY AND PRACTICE OF TEACHING**

### **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**

- Herbart's 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: Stanford University, 1966
2. Anand C.L. *Aspects of Teacher Education*, Delhi S.Chand and Co 1988
3. Arendset R.L. et.al;. *Handbook for the development of instructional Modules, in Competency Based Teacher Education Programmes*, Synacause New York: The Centre for the Study of Teaching. 1971
4. Bruner J.S. *Towards a Theory of Instruction*, New York: Norton 1966
5. Chaurasis G *Teacher Education and Professional Organizations*, Delhi, Authors Press. 2000
6. Grower, R. & Walters S *Teaching Practice Handbook*, London, ELBS, Heinemann Educational Books Ltd.1987
7. Mangal S.K. *Foundations of Educational Technology*, Ludhiana, Tandon Publications. 2001
8. Marshal, Weil.& Joyce Bruce, *Information Processing Models of Teaching* Englewood Cliffs, New Jersey: Prentice-Gall. 1978.
9. Marshal, Weil.& Joyce Bruce, with Beverly Showers *Models of Teaching*, New Delhi: Prentice-Hall 1992.
10. Mukherjee, S.N. *Admission and Organization in Teacher Training Institutions*, New Delhi, NCERT 1987
11. Panda, B.N. & Tewari, A.D. *Teacher Education*, New Delhi, A.P.H. Publishing 1997
12. Sharma, S.P. *Teacher Education, Principles, Theories and Practices*, Delhi: Kanishka publishers. 2003

**M.EdO: 202 EDUCATIONAL TESTING**

**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)**

Atleast two of the following tests

- (i) Intelligence Test
- (ii) Personality Test
- (iii) Adjustment Inventory
- (iv) Interest Inventory

**SUGGESTED READINGS**

1. Anastasi A. *Psychological Testing* (4th edition), New York, McMillan Pub Co, 1976.
2. Bloom B.S.& Others. *Handbook of Formative and Summative Evaluation of Student Learning*. New York, McGraw Hill Book Co., 1971.
3. Cronbach L J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970
4. Cronbach, Lee J. *Essentials of Psychological Testing*, New York, Harper and Row, International Education, 1964
5. Ebel R. L. & Frisbei D. A. *Essentials of Educational Measurement*, New Delhi, Prentice Hall, 1986
6. Edwards A. L. *Techniques of Attitude Scale Construction*, Bombay, Feiffer & Simens private Ltd, 1975.
7. Freeman F. S. *Theory and Practice of Psychological Testing*, (3<sup>rd</sup> edition), New Delhi, Oxford & IBH Pub. Co., 1976.
8. Harper (Jr.) A. E. & Harper E.S. *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*, New Delhi, Prentice Hall, 1990.
9. Kurpius,SR & Stafford, ME *Testing and Measurement, New Delhi, Sage Publication, 2006*
10. Linn Robert L & Norman E. Gronlund *“Measurement and Assessment in Teaching”* Pearson Education Pvt. Ltd. Delhi 2003.
11. Sax G. *Principles of Educational Measurement and Evaluation*, California, Woodworth Publishing, 1974.
12. Singh (ed). *Criterion – Referenced Measurement*, (selected readings), New Delhi, NCERT, 1990.
13. Tenbrink T .D *Evaluation: A Practical Guide for Teachers*, New York, and McGraw Hill. 1974.
14. Thorndike R.L. & Hagen E. P. *Measurement and Evaluation in Psychology and Education*, (4<sup>th</sup> edition), New York, John Wiley & Sons, 1977.
15. Tuckman B.W. *Measuring Educational Outcome: Fundamental of Testing*, New York, Harcourt Brace Jovanovich, 1975
16. Varma, M. *An Introduction to Educational and Psychological Research*, New Delhi, Asia Publishing House, 1965
17. Vernon, P.E. *Personality Test and Assessment*, London, Methuen Co, 1962

**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**

- Science Education as Envisaged in Education Commission (1964-66), National Policy on Education (1986)
- 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**

1. Anderson R.D., *Developing Children's Thinking Through Science*, New Delhi: Prentice Hall, 1960.
2. Bernal J.D. *Science in History*, Penguin Books, Chicago, 1969.
3. Das R.C. *Science Teaching in Schools*, Sterling Publishing New Delhi 1985.
4. Frank P. *Modern Science and its Philosophy*, Collier Books 1961.
5. Hammerman, Elezabeth *Becoming a better Science Teacher*. Sage Publications, New Delhi, 2006.
6. Harre, R. *Introduction to the logic of Science for Secondary Schools*, London: University of London press, 1961.
7. Kelly, A.E & Lesh RA *Handbook of Research Design in Mathematics & Science Education*. Lowernce Erlbaum Associates, Mahwah. New Jersey 2000.
8. NCERT: *National Curriculum Framework Position Paper National Focus Group on Teaching of Science* NCERT, New Delhi 2006
9. Popper K.R. *The logic of Scientific Discovery*, London: Hutchinson & Co.Ltd. 1968.
10. Sharma Y.K. *Teaching of Physical Science*, Kanishka Publishers, New Delhi 2003
11. Sommerville J. *The way of Science, its Growth and Method*, 1953
12. Waddington D.J.(Ed) *Teaching School Chemistry*. Unesco (1984) Published by Sterling Publishers New Delhi 1972.

**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**

1. Chhatwal G.R. *Encyclopedia of Environmental Education*, New Delhi Anmol Publications. 1998.
2. Cunningham W.P. & Saigo B.W. *Environmental Science: A Global Concern*, Dubuque, IA, Wm.C. Brow Publishers.
3. Damodar, M. *Environmental Education*, New Delhi, Kalyani Publication.
4. Desh, B. & Berberet G *Environmental Education for Conservation and Development*, New Delhi, Nataraj Publications 1987
5. Enger.E.D. & Smith B.F. *Environmental Science: A Study of Interrelationship* Dubuque, IA, Wm.C. Brow Publishers.
6. Fisher, W.F. *Towards Sustainable Development*, Jaipur and New Delhi, Rawat publications. 1997
7. Gupta S.P. *Environmental Issues for the 21<sup>st</sup> Century*, New Delhi, Mittal Publication 2003
8. Gupta N.L. & Gurjar R.K, *Sustainable Development*, Vol. I., Jaipur and New Delhi, Rawat publications. 1993
9. Jana, M.M. *Environmental Degradation and Development and Strategies in India*, New Delhi, Ashish Publishing House.
10. Misra. S.G. & Mani, D *Ecosystem Pollution*: New Delhi, Indus Publishing Company, 1993
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13. Raven P.H. & Beng L.R. *Environment*, USA, John Wiley & Sons, Inc.2006.
14. Sharma, R.A. *Environmental Education*, Meerut, Surya Publication, 1997
15. Shrivastava R. & Singh D.P. *Environmental Education* New Delhi Anmol publication Pvt. Ltd.
16. Sungoh, S.M. *Environmental Education*, Shillong, Ri Khasi Press. 2001
17. Swan J.A. & W.B. Stapp *Environmental Education*, new York, John Wiley and Sons Publication.
18. Trivedi P.R. & Gurdeep *Concepts in Environment*, New Delhi Askashdeep Publishing House. 1997
19. Trivedy R.V *Handbook of Environmental Laws, Acts, Guidelines, Companies and Standards*. Vol II Hyderabad, B.S. Publishers. 2004

**Option -I****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 Catre Programmes
- Agencies of Pre-School Education - Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare,

### **SUGGESTED READINGS**

1. Aggarwal, J.C. *Methods and materials of Nursery Education*, Delhi, Doaba House, 1990.
2. Day Barbara *Early Childhood Education: Organising Learning Activities*, New York, McMillan, 1983.
3. Dehart G.B; Grafc L.A. & Cooper R.G. *Child Development, its Nature and Course USA, Mc. Graw Hill Higher Education 2000*
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5. English, H.B. *Dynamics of Child Development*, New York, Holt, Rinehart and Winston, 1961.
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7. Hurlock, E.B. *Developmental Psychology*, Bombay, Tata McGraw Hill Publishing Co., 1968.
8. Nedinnus, G.R. & Johnson, R.C *Child Development and Personality*, New York, Harper and Row Publishers, 1974.
9. Riley J. *Learning in the Early Years, A guide for teachers*. New Delhi, Sage Publication. 2003.
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11. Shukla R.P. *Early Childhood Care and Education*, New Delhi, Sarup Publication, 2004.
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13. Sue. C. Wort *Early Childhood Curriculum*, Guwahati, Nivedita Book Distributors, 2002.
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15. Travers, J.E. *The Growing Child. Introduction to Child Development*, New York, John Kluey, 1977.

**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:**

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



**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 Time: Time Schedules for Various Activities, Preparation of Daily, Weekly, Monthly and Yearly Plans for the School
- 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**

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

**Option -II****M.EdC: 204.6 EDUCATIONAL PLANNING AND FINANCE****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

**SUGGESTED READINGS**

1. Azad, J.L. *Educational Financing in India*, New Delhi. Sterling Publishers, 1973.
2. Comb, P.H & Hallak. J., *Managing Educational Costs*, New York: *Oxford University Press*, 1972.
3. Government of India *Five Year Plans (First to Ten)* New Delhi Planning Commission
4. Hanson, A.H. *The Process of Planning: A Study of India's Five Year plans (1950-1964)* London: Oxford university Press, 1966.
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. *Educational Financing and Structural Adjustment Policies in India*, Delhi: Common Wealth, 1998.
9. Rao V.K.R.V. *Education and Human Resource Development*, Applied Publishers, Delhi 1961
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. *Education and Economic Development*, New Delhi: Vani Educational Books, 1984.

**Option -I****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**

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

## 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**

1. Ansari, M.M. *Education and Economic Development*, New Delhi, AIU Publication, 1987.
2. Blaug Mark *Economics of Education & the Education of an Economist* New York, University Press, 1987.
3. Blaug Mark *An Introduction to Economics of Education*, England, Penguin Books Ltd. 1980.
4. Garg, V.P. *The Cost Analysis in Higher Education*, New Delhi, Metropolitan Book Co., 1985.
5. Harbison & Myers *Education, Manpower and Economics growth*, New Delhi, Oxford & IBH. (Indian Edition) 1968.
6. Kneller, G. F. *Education & Economic Growth*, New York, John Wiley, 1968.
7. Nagpal C.S. & Mittal A.C. (eds) *Economics of Education*, New Delhi, Anmol Publications, 1993.
8. Pandit, H. N *Measurement of cost Productivity & Efficiency of Education*, New Delhi, NCERT, 1969.
9. Prakash Sri. & Choudhury, S. *Expenditure on Education: Theory, Models and Growth*, New Delhi, NIEPA, 1994.
10. Pscharo Pulos, G. & Woodhall, M *Education for Development- An Analysis of Investment choices*, London, World Bank Publisher, 1985.
11. Schultz, T. W *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
12. Sethi, Vinita *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
13. Sodhi, T. S *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
14. Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.
15. Vaizey John *Economics of Education*, London, Faber & Faber, 1962.
16. Varghese, NV & Mehta A.C *Investment Priorities and Cost Analysis* NIEPA, New Delhi, 2001.



**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 *Philosophical foundations for the Curriculum,* Boston, Allen and Unwin, 1978.
3. Bridges, Leshia. *Handbook of Procedure for the Design of Instruction* Pittsburg 1970
4. Bushnath Davis S & Rappaport (eds) *Planned Change in Education: A system Approach,* New York 1971.
5. Das, R.C. *Curriculum and Evaluation,* New Delhi. NCERT, 1987.
6. Dell, Ronald C. *Curriculum Improvement: Decision Making & Process,* (6th edition). London, Allyn & Bacon, Inc. 1986.
7. Diamond, Robert M. *Designing & Improving Courses & Curricula in Higher Education A systematic Approach,* California, Jossey Bass Inc. Publishers, 1989.
8. English, F.W, *Deciding What to Teach and Test,* CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
9. Erickson, H. L., *Concept based Curriculum and Instruction,* CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
10. Flinders D. J (Ed) *The Curriculum Studies,* New Delhi, Atlantic Publishers, 1977.
11. Levy Aneh *The International Encyclopedia of Curriculum,* Pergamon press, Oxford New York (1991)
12. Oliver Albert I *A Guide to Problems, Principle and Process,* Harfer & Row Publishers 1977.
13. Ornstein Allan.C, & Hunkins Francis P. *Curriculum Foundations, Principle and Issues*
14. Saylor J. Galen, William Alexander & Arthur J. Lewis *Curriculum planning for Better Teaching & Learning* (4th edition), New York, Holt Rinehart & Winston, 1980.
15. Saylor J. Galen, William Alexander M *Planning Curriculum for Schools,* New York, Holt Rinehart & Winston, 1974.
16. Taba, Hidda *Curriculum Development: Theory and Practice* New York; Harcourt Brace and World Inc...,1962
17. Thangasamy K.S., *Instructional Technology and Curriculum Development,* Neelkamal Publications Pvt. Ltd. Educational Publishers, Hyderbad 2006

**Option-II****M.EdC: 204.10 EDUCATIONAL AND VOCATIONAL GUIDANCE****Unit 1. 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 Career 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

**SUGGESTED READINGS**

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

**MEdO: 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 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. *The Psychodynamics of Abnormal Behaviour*, New York, Mc Graw Hill Book Co. 1940.
2. Carroll, H. A. *Mental Hygiene*, New York, Prentice Hall, 1979.
3. Chauhan, J.C. *Mental Hygiene*, New Delhi, Allied publisher, 1986.
4. Crow, I.D. & Crow A. *Mental Hygiene*, New York, McGraw Hill Book Co. 1970.
5. Cyril M.F. *Behavior Therapy*, New York, Mc Graw Hill Book. 1969.
6. Dollard J & Miller N.E. *Personality and Psychotherapy*, Chicago, Aldine, 1970.
7. Bhan, S. & Dutt, N.K. *Mental Health through Education*, New Delhi, Vision Books, 1986.
8. Enelow Allen J. *Elements of Psychotherapy*, New York, Oxford University Press, 1978.
9. Jahoda M. *Current Concepts of Positive Mental Health*, New York, Basic Books inc. 1958.
10. Klein, D.B. *Mental Hygiene*, New York, Henery, Holt and Company, 1956.
11. Korchin S.J. *Modern Clinical Psychology*, New Delhi, Indian Edition. CBS, Publishers 1986.
12. Maurus, J. *Mental Hygiene*, Allahabad, Better yourself Books, 1976.
13. Page, J.P. *Abnormal Psychology*, New Delhi, Tata Mc Crow Hill Publishers, Indian Edition, 1970.
14. Rayan W. Carson *Mental Health through Education*, New Delhi, Common wealth, 1970.

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

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

Period & Time DAY	I	II
	9.30 - 10.30 AM - AM	10.45 - 11.45 AM - AM
<b>MON</b>	EDNO:204 (SMS)	MEdO:202 (PKG)
<b>TUE</b>	EDNO:204 (AH)  MEdO:205 (PKG)	MEdO:202 (BBR)  EDNO:205 (PKG)
<b>WED</b>	EDNO:204 (SMS)  MEdO:205 (PKG)	MEdO:202 (RSW)  EDNO:205 PKG
<b>THUR</b>	EDNO:204 (AH)	MEdO:202 (BBR)

EDNO:204 Environmental Education (SMS/AH)  
 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