Syllabus For Semester I
Sub – Education

PAPER. ED – 101   PHILOSOPHICAL FOUNDATION OF EDUCATION

OBJECTIVES

1. To expose the students to philosophical enquiry as a basis of all educational endeavors.
2. To enable the students to develop an understanding of –
   a. The contribution of various Indian Schools of Philosophy of fields of education.
   b. The impact of Western Philosophies on education.
   c. The contribution of a few of the great Indian as well as Western educational thinkers.
   d. The concepts related to social philosophy of education.

COURSE CONTENTS

UNIT-I

Relationship between Education and Philosophy.
Meaning, nature and scope of Educational Philosophy.
Functions of Educational Philosophy
Aims of Education in Relation to Philosophy of Life.

UNIT-II

Western Schools of Philosophy:

Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

UNIT-III

Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implication.

UNIT-IV

Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking

UNIT-V

National values as enshrined in the Indian Constitution and their educational implications. Modern concept of Philosophy: Analysis – Logical analysis. Logical empiricism and positive relativism – (Morris L. Prigge)

RECOMMENDED BOOKS:

1. Bramel, D. *Patterns of Educational Policy*, New York, Hold Rinehart &Winston. 1971.

2. Brown, L. M. *Aims of Education*, New York, Teachers College Press. 1970.

3. Brubacher, R. S. *Modern Philosophies of Education*, Chicago, University Press. 1955.

4. Cohen, B. *Means and Ends in Education,* London, George Allen & Unwin. 1983.

5. Curren Randall (Edited) *A Companion to Philosophy of Education,* New York Blackwell Publishing. 2003.

6. Curtis, S.J. *Introduction to Philosophy of Education*, London, London University, Tutorial Press. 1968

7. Dewey, J. *Democracy and Education and Introduction into Philosophy of Education*, New York, The Free Press, 1966

8. Fitzgibbon, R. E. *Making Educational Decision: An introduction to Philosophy of Education*, New York, Harcourt Brace Jovanovich, 1981

9. Heyting, Frieda (Edited) *Methods in Philosophy of Education*, London, Routledge, 2001.

10. Kneller, G. F. *Introduction to Philosophy of Education*, New York, John Witty & Sons, 1971.

11. Lawton, D. *Class Culture and Curriculum*, London, Routledge & Regan Paul, 1975.

12. Luther, M.N. *Values and Ethics in School Education*, New Delhi, Tata McGraw Hill, 2001.

13. McChellan, J.E. *Philosophy of Education*, New Jersey, Prentice Hall Inc, 1976.

14. Moon, Bob (Edited) *International Companion to Education*, London, Routledge, 2000.

15. Morris, V. *Existentialism in Education*, New York, Harper & Row, 1966.

16. Mukherjee, R. K. *Ancient Indian Education*, Delhi, Motilal Banarasidas, 1974.

17. Narareth, M. P. *Education Goals, Aims and Objectives*, New Delhi, Vikash. 1984.

PSYCHOLOGICAL FOUNDATION OF EDUCATION

OBJECTIVES

3. To enable the student to understand concept and principles for Educational Psychology as an applied science.
4. To enable the learner to understand implications of leaning and other psychological theories for education.
5. To enable the students to understand the concept of individual differences.
6. To acquaint the learner with the process of development of various abilities and trait.

COURSE CONTENTS

UNIT-1

Educational Psychology: Concept, Nature and scope of Educational psychology, Relationship between Education and Psychology, Educational Psychology as applied field
Contribution of the following schools of Psychology towards Education:
Behaviourism, Gestalt, Psychoanalytical

UNIT-II

Process of Growth and Development
- Physical, Social, Emotional and Cognitive
- Development of concept, logical reasoning, problem solving, language.
Individual differences: determinants, role of heredity and environment,
Educational implications

UNIT-III

Intelligence---Concepts, theories and measurement
Creativity----- Concepts, process, identification, measurement and fostering
Relationship between intelligence and creativity

UNIT-IV

Theories of learning-------Thorndike's connectionism; Pavlov's Classical and Skinner's operant conditioning; Learning by insight; Hull's reinforcement theory and Tolman's theory of learning, Lewin's Field Theory

--------Gagne's hierarchy of learning

--------Factors influencing learning

--------Learning and motivation

--------Transfer of learning and its theories.

UNIT-V

Psychology and education of exceptional children----Creative, gifted, backward, learning disables and mentally retarded

Personality --- type and trait theories—measurement of personality

Mental health and hygiene---process of adjustment, conflict and defense mechanism, mental hygiene and mental health. Sex Education.

RECOMMENDED BOOKS:

1. Atkinson, J.W. & Feather,N.T.A Theory of Achievement Motivation, New York, WileyPublishers, 1960.
2. Bhatnagar S. Advanced Educational Psychology, Agra, Bhargava Book House, 2002.
3. Bron R.A. Allyn & Bacon Essentials of Psychology, Guwahati, Nivedita DK Distributors.
2002.
4. Chand T Educational Psychology, Agra, Bhargava Book House, 2002.
5. Crow, R.B. & Crow, A. Educational Psychology, New Delhi, Eurasia Publishing House, 1964.
6. Dececee, J. P. The Psychology of Learning & Instruction, New Delhi, Prentice Hall, 1970.
7. Dhir R.N. Educational Psychology, Chandigarh, Abhishek Publication, 2002.
8. Eysenck, H. J. Dimensions of Personality, London, Kegan Paul, 1947.
9. Gagne, R. M. The Conditions of Learning (2nd edition) New York, Rinehart &Winston, 1976.
10. Guilford, J.P. The Nature of Human Intelligence, New York, McGraw Hill, 1967.
11. Hall, C. S. & Lindsey, G. Theories of Personality (3rd Edition), New York, John Wiley,
1978.
12. Hilgard, E.O. Theories of Learning (4th Edition), New York. AppletonCentury Crgts, 1976.

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES

To enable the student to understand ---

1. Meaning and nature of educational sociology, sociology of education and social organization.
2. Group dynamics, social interaction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernization, westernization, westernization and sanskritisation.
4. Various social factors and their impact on education.
5. Social theories with special reference to Swadeshi.

COURSE CONTENTS

UNIT-I

Relationship of Sociology and Education.

Meaning and nature of Educational sociology and Sociology of education

UNIT-II

Education----as a social sub-system—specific characteristics.

Education and the home

Education and the community with special reference to Indian society.

UNIT-III

Education and Modernization

Education and politics

Education and religion

Education and culture

Education and democracy

Socialization of the child

UNIT-IV

Meaning and nature of social change

Education as related to social stratification and social mobility

Education as related to social equity and equality of educational opportunities

Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism)

UNIT-V

Education of the socially and economically disadvantaged sections of the society

With special reference to scheduled castes and scheduled tribes, women and rural population.

SUGGESTED READINGS

1. Adiseshiah. W.T.V & Pavanasam. R. — Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974

2. Barry, H. & Johnson, L.V — Classroom Group behavior: Group Dynamics in Education. New York, John Wiley & Sons, 1964

3. Blackledge, D.& Hunt, Barry — Sociological Interpretations of Education, London, Groom Helin, 1985.

4. Chandra S.S. & Sharma R.K — Sociology of Education, New Delhi, Atlantic Publisher, 2002

5. Chandra S.S. — Indian Educational Development, Problems and Trends, New Delhi, Kanishka Publishers, 2002

6. Chandra S.S. — Sociology of Education, Guwahati, Eastern Book House, 1996.

7. Cook L, A & Cook, E — Sociological Approach to Education, New York, McGraw Hill, 1970

8. D'Souz A.A. — The Human Factor in Education, New Delhi, Orient Longmans, 1969

9. Durkheim, E. — Education and Sociology, New York, The Free Press, 1966

10. Goode & Hatt — Methods in Social Research, Japan, McGraw Hill, Kogakusha, Ltd.1952

11. Hemlata, T. — Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002

12. Inkeles, A.& Smith — Becoming Modern, New York, Hanoman, 1982

13. Jayaram, — Sociology of Education, New Delhi, Rawat, 1990

14. Joyee L.Epstein & Sanders M.G — School, Family and Community partnership, Guwahati, Nivedita Book Distributors, 2002

15. Mishra. B.K.& Mohanty R. — Trends and issues in Indian Education, New Delhi, Kanishka publishers, 2002

16. Mohanty, J. — Indian Education in Emergency Society, New Delhi,

PAPER. ED – 104   EDUCATIONAL TECHNOLOGY

OBJECTIVES

To enable the student to ---

- Acquaint with the nature of educational technology.
- Develop an understanding of models of teaching and its application in classroom learning.
- Become familiar with self- learning reading materials.

COURSE CONTENTS

UNIT-I

Meaning, nature and scope of Educational Technology

Components of Educational Technology----hardware, software

Systems approach in Educational Technology.

Multimedia approach in Educational Technology.

UNIT-II

Concept of Communication Process

Classroom Communication: verbal and non-verbal communication.

Factors affecting classroom communication

Observation Schedules of Classroom Interaction

Flanders's Interaction Analysis Categories System (F1ACS)

UNIT-III

Micro teaching- Definition, Skills involved in Microteaching. Uses, effectiveness and Limitations of Micro teaching.

Models of Teaching- Concept and Types , Uses and Limitations.

UNIT-IV

Teaching Aids—Psychology of Using Teaching Aids. Types of Teaching Aids-Non projected, Projected and Audiovisual Aids. Computer as Teaching Aid.

UNIT-V

Levels of teaching-Memory, Understanding and Reflective

Programme Instruction- Linier and Branching

RECOMMENDED BOOKS:-

1. Bloom B. S.: Taxonomy of Educational Objectives, Handbook 1, Cognitive domain, London, Longman Group Ltd, 1974.

3. Chauhan S.S. A Text Book of Programmed Instruction, New Delhi, Sterling Publishers, 1978.

4. Deceeco J. P. The Psychology of Learning and Instructional Technology, New Delhi, Prentice Hall of India, 1970.

5. Flanders N. Analysing Teaching Behaviour, London, Addison Wesley Pub. Co., 1971.

6. Goel, A. & Goel S. L. Distance Education in the 21st Century. New Delhi, Deep & Deep Publication, 2000.

7. Jose Chander N. Management of Distance Education, New Delhi, Sterling Publishers, 1991.

8. Joyce B. &. Weil M. Models of Teaching (4th edition), New Delhi, Prentice Hall of India Pvt. Ltd., 1992.

9. Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.

10. Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998.

11. Sampath K. Instruction to Educational Technology, (3rd revised Edition), New Delhi, Sterling Publishers, 1992.

12. Sharma R. A. Technology of Teaching, Meerut, International Publishing House, 1991.

13. Sharma R. A. Programmed Instruction: An Instructional Technology, Meerut, International Publishing House, 1982.

14. Skinner B. F. The Technology of Teaching, New York, Appleton Century Croft, 1968.

SEMESTER – I1

TOTAL CREDITS 10 (CORE COURSE) +8 (ELECTIVE COURSE) = 18

(Three core paper & any two from the elective paper)

Sl. No	Course Code	Name of the Course	Credits
5	EDCN 8Q1C	Methodology of Educational Research	04
6	EDCN 802C	Administration and Management of Education	04
7	EDCN 803C	Distance Education	02
8	EDCN 804E	Measurement and Evaluation in Education	04
9	EDCN 805E	Guidance and Counselling in Education	04
10	EDCN 806E	Education for Empowerment of Women	04

13

PAPER. EDCN – 801C   METHODOLOGY OF EDUCATIONAL RESEARCH
OBJECTIVES

After undergoing this course the students will be able to ---

- Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- Explain and adopt different strategies of research to solve educational problems.
- Write research proposals.

COURSE CONTENTS

UNIT-I

Nature and scope of Educational Research.

Meaning and Nature

Need and Purpose of Scientific Inquiry

Fundamental-Applied and Action Research

UNIT-II

Formulation of Research Problem

Criteria and sources for identifying the problem

Delineating and Operationalizing variables

Developing assumptions and hypothesis in various types of research

UNIT-III

Collection of Data

Concept of population and sample

Various methods of sampling

Characteristics of a good sample

UNIT-IV

Tools and Technique

Characteristics of a good research tool

Types of research tools and techniques and their uses

Questionnaire- Interviews-Observations

Tests and scales, projective and sociometric techniques

UNIT-V

Major Approaches to Research

Descriptive Research

Ex-post facto Research

Experimental Research

Field Experiment

Field Studies

Historical Research

SUGGESTED READINGS

1. Best, J.W & Kahn, J.V — Research in Education, (6th Edition) New Delhi Prentice Hall, 1989

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

3. Fox, D.J — The Research Process in Education, New York, Holt Rhinehart and Winston, Inc 1969.

4. Garret H.E — Statistics in Psychology and Education, Bombay. Vikils, Feiffer & Semen's Ltd, 1988

5. Good, Barr & Scates — Methodology of Educational Research, New Work Appleton Crofts, 1962

6. Guildford, J.P & Fruchter, B — Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974

7. Kerlinger F.N — Foundation of Behaviour Research, Delhi, Surjeet Publications, 1978

8. Koul, L — Methodology of Educational Research, New Delhi Vikash Publications, 1998

9. Kurtz, A.K. & Mayo, S.T — Statistical Methods in Education and Psychology, New Delhi, Narosa Publishing House, 1980

10. Sax, G — Empirical Foundation of Educational Research, New Jersey, Englewood Cliffs, 1968

11. Scigal, Sydne, Y. — Non-parametric Statistics for Behavioural Science, New Delhi, McGraw Hill, 1978

12. Singh, Arun Kumar — Text, Measurement and Research Methods in Behavioural Sciences, New Delhi, McGraw Hill, 1986

13. Sukia S.P, & Other — Elements of Educational Research, (3rd Edition), Bombay, Allied Publishers, 1974

14. Tuckman, B.W — Analyzing and Designing Educational Research, New York, Harcourt Brace Jovanovich, Inc, 1978

15. Tuckman, B.W — Conducting Educational Research (2nd Edition), New York, Harcourt Brace Javanovich, Inc., 1979

16. Van Dalen, D.B. & Meyer, W.J — Understanding Educational Research, New York, McGraw Hill C, 1979.

PAPER. EDCN – 802C   ADMINISTRATION AND MANAGEMENT OF EDUCATION

OBJECTIVES

1. To enable the student teacher to understand meaning, nature, scope, function, principle and approaches of educational management.

2. To develop an understanding in the students about various approaches to educational planning.

3. To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.

COURSE CONTENTS

UNIT-I

.Administration as a process
Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making,(b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management.

UNIT-II

Leadership in Educational Administration:
- Meaning and Nature of Leadership
- Theories of Leadership.
- Styles of Leadership.
- Measurements of Leadership

UNIT-III

Educational Planning
- Meaning and Nature
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning

UNIT-IV

Educational Supervision
Meaning and Nature
Supervision as service activity
Supervision as a process
Supervision as educational leadership

UNIT-V

Aspect of Educational Management, planning, Organizing and controlling.
Human Resource Management, Conflict Management and Time Management.

RECOMMENDED BOOKS:-

- Kimbrough, S.Ralph, Michall & Nunnery, Educational Administration, New York: Mc.Millan Compay.
- Robin Stepher P.Organizational Behaviour, Prentice Hall Pub.Pvt.Ltd.
- Adolph and Turner Harold, E.Supervision for change and Innovation. Houghton Miffin Company.
- Simon, Herbart A. Administrative Behaviour, New York: McMillan Company.
- Maleya, K.C.Shiksha Prashaasan and Oaryaveshana. Bhopal: Madhya Pradesh Granth Academy.
- Bhatnagar a nd Verma. Educational Supervision. Meerut: International Pub.House.
- Newman a nd Summer. The process of Management: Concept, Behaviour and Practice. New Delhi: Prentice Hall of India Pvt.Ltd.
- Waber, Clarence A. Fundamentals of Educational Leadership. New York: Exposition Press.

PAPER EDCN – 803C

DISTANCE EDUCATION

OBJECTIVES

After completing the course the students will be able to:
1. Conceptualize the concept of Distance Education and its present status in the world with special reference to that of India;
2. Comprehend different modes of education – Distance, Open and Formal.
3. Appreciate different philosophies of Distance Education.
4. Critically evaluate the Staff-Development; Evaluation and Tutor Systems of Distance Education;
5. Acquire the skills for designing self- instructional materials in Distance Education
6. Understand the role of media in Distance Education;
7. Networking activities of Distance Education.

COURSE CONTENTS
UNIT-I
Distance Education; Significance, meaning and characteristics;
Present status of Distance Education
UNIT-II
Designing and preparing self-learning materials (SLM)-their types and roles;
Oral materials;
Role of electronic media in Distance Education
ICT and their applications in Distance Education (with reference to EDUSAT and e-learning)

UNIT-III

Self – support service in Distance Education;
Technical and Vocational Programmes through Distance Education;
Distance Education in rural development.

UNIT-IV

Concept, and need of evaluation in distance education, difference between evaluation in traditional learning and distance learning,Technique of evaluation in distance education:

UNIT-V

Concept and importance of counseling in Distance Education, qualities of counselor
Procedure of counseling-, Quality assurance of Distance Education;
Role of Distance Education Council, IGNOU

RECOMMENDED BOOKS:-

- Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
- Distance Education: In the 21st Century – A.Goel & S.L.Goel.
- Distance Education-V.K.Rao
- Distance Education in Different Countries- D.B.Rao
- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughery & D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
- Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

PAPER ED – 804E   **MEASUREMENT AND EVALUATION IN EDUCATION**

COURSE OBJECTIVES

To enable the students understand

1. Nature, scope and need of measurement and evaluation in education.
2. Major tools and techniques of evaluation and essential qualities of a good measuring instrument.
3. Method of construction of achievement test and its standardization.
4. Characteristics of attitude scale, interest inventory personality tests.
5. Concept of reliability and validity of measures and method of determining reliability and validity coefficient.
6. Method of determining item effectiveness-difficulty value and discriminating power.
7. Use of derived scores in interpreting test results and use of norms.
8. Application of non-parametric tests in education evaluation.

COURSE CONTENTS

UNIT-I

Concept of measurement and evaluation. Different types of measuring scales Need for measurement and evaluation in education. Placement, diagnostic, formative and summative evaluation-Role of teachers in an evaluation Programme. Taxonomy of educational objectives (cognitive, affective and psychomotor) – specification of objectives steps in the process of evaluation.

UNIT-II

Major tool and techniques in educational evaluation. Different types of tests-teacher made Vs standardized, criterion-referenced vs. norm-referenced test. Essential qualities of good measuring instrument.
Education tests: Measurement of Achievement-construction of achievement test and standardization. Relative merits and demerits of using different types of test items. Diagnostic test-construction and usefulness.

UNIT-III

20

Acquaintance with psychological tests in the area of Intelligences, Attitude and personality. Examination system-current strategies-examination reforms-open book examination-semester system.

UNIT-IV

Statistical treatment of data: frequency distribution and graphic representation of data, measures of central tendency and variability. Co-efficient of correlation by Rank difference and product Moment methods, Percentile and Percentile rank, Skewness and Kurtosis. Normal Probability Curve, Derived scores (Z score, Standard score and T-Score).

UNIT-V

Reliability-concept, determining factors-methods of determining different reliability coefficient. Validity-concept and use-types of validity-determination of validity co-efficient-relation between validity and reliability. Trends in Evaluation: Grading, Credit System, Cumulative Record Card. Computer in Evaluation.

RECOMMENDED BOOKS:-

- Handbook on formative and summative evaluation of student learning- Bloom, B.S, Hasting, J.T & Madans, G.P.
- Taxonom of educational objectives- Bloom B.S et al.
- Psychological testing- Anastasi, A
- Measurement and Evalution-Brown, F.G
- Statistics in Psychology and Education- Garret, H.E
- Fundamental statistics in Psychology and Education- Guilford, J.P
- Measurement and Evaluation in Education-Gronlnd.N

PAPER EDCN – 805E
GUIDANCE & COUNSELLING IN EDUCATION

OBJECTIVES

1. To help students understand the concept and nature of educational & vocational guidance and counseling and their necessity in making career choices.
2. To make students familiar with various techniques of guidance and counseling.
3. To specify the roles of parents, teachers and counselors in guidance programme.

COURSE CONTENTS
UNIT-I
Meaning nature, principles, aims and objectives, types and areas of guidance & counseling. Difference between guidance and counseling, and counseling & psychotherapy. Needs & types, Sources, collection & dissemination of information-educational & occupational.

UNIT-II
Records-kinds, reliance. Testing techniques- Intelligence, achievement, interest, aptitude, adjustment & interpersonal relations, personality (objective, self-report, projective), sociometric devices. Non-testing techniques-systematic case study, Interview- counseling interview, observation-role & method. Diagnosis in counseling. Follow – up.

UNIT-III
Organization of guidance service at different levels of education. Essentials of good guidance programme. Kinds of services- information, testing, counseling, follow-up. Role of personnel in guidance programme.

UNIT-IV
Psychology of careers & dynamics of vocational developments, job analyses, job description & job satisfaction, work & productivity, Decision making and group counseling. School guidance programme. Behavioral counseling for vocational decisions.

UNIT-V
Counseling & inter-professional interaction, Selection & training of counseling, Professional issues in counseling, Counseling process-relationships & its characteristics. Parental counseling. Student counseling-high school, Role of parent, teacher & counselor in guidance programme.

SUGGESTED READINGS:-

1. Bengalee, M.D   Guidance and Counseling, 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 Counseling, New Delhi, Kalpaz Publishers, 2002.

5. Crobach, Lee   Essentials of Psychological Testing. London, Harper & Row,1964

6. Crow, L.D. & Crow, A   An Introduction to Guidance, New York, American Book, Co., 1951

7. David, A   Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2004

8. Fuster, J.M.   Psychological Counseling in India, Bombay, McMillan and Co., Ltd., 1964

9. Gururani, R   Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2005

10. Gibson, D.   Introduction to Counseling and Guidance, Pearson Education, New Delhi, 2007

11. Jayaswal S.   Guidance & Counseling, Lucknow, Prakashan Kendra. 1981

12. Kochhar, S.K   Guidance in Indian Education, New Delhi, Sterling Publishers Pvt.Ltd, 1979

13. Mathewson, Robert, H   Guidance Policy and Practice, New York, Harper and Row, 1962

14. Mishra, R.C   Guidance and Counseling (2 Vols) APH, Publishing Cooperation, New Delhi-2005

15. Nayak, A.K   Guidance & Couseling, APH, Publishing Cooperation, New Delhi-1997.

16. Pasrisha Prem & Screk, Thomas C.   A Handbook for Developing Guidance Services in Secondary Schools, Baroda, M.S.University, 1964

17. Pasrisha Prem,   Guidance and Counseling in Indian Education, New Delhi, NCERT, 1976

18. Safaya, Rai   Guidance and Counseling, Chandigarh, Abhishek Publishers, 2002.

19. Swamy R.V.(ed)   Guidance Service in Colleges and Universities, Bangalore, Bangalore University and Directorate of Employement and Training, 1971.

20. Sharma, A.   Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2006

21. Vaugh, S.R.   Educational and Vocational Guidance Today, London, Routledgeki and Kegar Paul, 1970

22. Vashist, S.R   Principles of Guidance, Anmol Publishing, New Delhi-1994.

23. Vashist, S.R   Methods of Guidance, Anmol Publishing, New Delhi-2001.

24. Venkataiah, S.   Vocational Education, Anmol Publishing, New Delhi-2000

25. Yadav,S.   Guidance & Counseling, Anmol Publishing, New Delhi-2005

PAPER EDCN – 806E **EDUCATION FOR EMPOWERMENT OF WOMEN**

OBJECTIVES
1. To know the expected roles (Political, Social and Economic) of India women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
3. To be aware of the concept of women as change agents for the transformation of third world countries as studied by World Bank and other World Organizations like ILO.

COURSE CONTENTS

Unit 1
Concept of Women's Empowerment
- Women's Empowerment in Today's World
(a) Global Gender Gaps
(b) Women's Rights
(c) Women's Movement

Unit 2.
- Health conditions, Sex Ratio, Family Planning and Welfare
- Education: Literacy & Gender Bias
- Work Related Issues: Existing Prejudices, Sex Related Violence, Gender Discrimination

Unit 3- Political participation: Lack of women's representation
- Economic Conditions: Prostitution
- Social Conditions: divorce, rape, domestic violence

Unit 4.
Approaches to Women's Education
- Education for achieving quality of life, equality of opportunities, and equity

Unit 5.

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

SUGGESTED READINGS

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

Syllabus of MA in EDUCATION for the SEMESTER – I11

TOTAL CREDITS 11 (CORE COURSE) +4 (ELECTIVE COURSE) = 15

(Students have to study three Core paper & any one from the Elective paper).

Sl. No	Course Code	Name of the Course	Credits
1.	EDCN 901C/901E	Value Education	04
2	EDCN 902C	Statistics in Education	04
3	EDCN 903C	Dissertation Project I	03
4	EDCN 904E	Intelligence, Creativity and Education	04
5	EDCN 905E	Inclusive Education	04
6	EDCN 906E	Teacher Education	04
7	EDCN 907E	Environmental Education	04

Note: EDCN 901C for the student of own Department & EDCN 901E for the student of other Department

PAPER   EDCN 901C   **VALUE EDUCATION**

OBJECTIVES

1. To enable students to understand the need and importance of value – Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

COURSE CONTENTS

UNIT-I

Concept of Values

Inherent Difficulties in Acquiring Values

Concept & Needs of Morality

Educating parents as natural Moral Educators

Values Education: Meaning, Significance and Global trends

UNIT-II

Moral Development Concept, Significance,

Piaget's theory of Moral Development

Kohlberg's Theory of Moral Development

Carol Gilling's Feminist theory of Moral Development

Role of parents to facilitate children's Moral Development

UNIT-III

Fostering Values: meaning and significance

Values in the Classroom

Value from the pupil's perspective

Approaches to Values Education

Role of Teacher in fostering value among students.

UNIT-IV

Meaning of Human Rights Education

UN Decade for Human Rights Education (1995-2004)

The Indian Constitution and Human Rights

Development of Curriculum of Human Right Education

Human Rights Education through Co-Scholastic Activities

UNIT-V
Understanding Peace by Understanding Conflict
Aims of Peace Education
Basic of Peace Education
Peace Education and Teacher
Power of Silence
Yogic Meditation

RECOMMENDED BOOKS:-

- The moral child – Damon, W.New York: The free press.
- Values in Education and Education in value – Halstead, J.Mark. London.
- Moral Education – Durkheim, E.London.
- The Psychology of moral Development – Kohlerg. New York.
- Values Education – Bagchi, J.P: University Book House (P) Ltd.
- Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- Human Development Report – 2002, UNDP – New York and Oxford.
- Fundamentals of Indian Philosophy – Puligandla, R. Abingdon Press.
- Values and Teaching : Working with values in the Classroom, Raths, L

PAPER. EDCN – 902C   <u>STATISTICS IN EDUCATION</u>

OBJECTIVES

To enable the students to understand and use descriptive and inferential statistical techniques in education.

COURSE CONTENTS

UNIT-I

Meaning of statistics: Statistics as a Tool in Educational Research. Statistical Tables, Frequency Distribution, Graphical Representation of data. Meaning, Advantages and Modes of Graphical Representation of data.

UNIT-II

Measures of Central Tendency. Arithmetic Mean, Median Mode: Calculation, Interpretation and use of measures of Central Tendency. Measures of variability-Meaning of the measures of variability, Range, Quartile Deviation, Average Deviation, Standard Deviation. When and where to use the various Measures of variability.

UNIT-III

Correlation and Regression. Correlation- Meaning and Types. The calculation of the correlation by the product moment method. Liner Regression, The Regression line in Prediction, Partial and Multiple correlation.

UNIT-IV

Normal Distribution: Meaning, Significance. Characteristics of Normal Curve. Computing Percentiles and Percentile Ranks. Standard Errors of Measurement. Measuring Divergence from Normality. Need and importance of Significance of the Difference between. Means and other Statistics. Null hypothesis, Level of Confidence, one-tailed and two tailed tests of significance. The significance of the difference between Means, percentages and correlation coefficients.

UNIT-V

Analysis of variance, Non-parametric Tests. When to use Parametric and Non-Parametric test in Education. Median Test, Mann-Whitney 'U' Test, Chi-square Test, Rank-difference correlation.

RECOMMENDED BOOKS:-

- Garrett, H.E.,Statistics in Psychology and Education, 6th Indian ed.. Vakils, Feffer and Simon, Bombay, 1971.
- Guilford, J.F., Psymetric Methods, 2nd ed., Tata McGraw-Hill, New Delhi, 1954.
- Fundamental Statistics in Psychology and Education, 5th International Student ed., McGraw-Hill, New York, 1973.
- Health, R.W.and N.M.Downie, Basic Statistical Methods 3rd ed.Haeper International, New York,1970
- Hicks, C.R., Fundamental concepts in the design of Experiments, Holt, Rinehart and Winston, New York, 1964.
- Lindquist, E.C, Education Measurement, The American Council on Education, Washington DC, 1951.
- Lindquist, E.F, Statistical Analysis in Educational Research, Indian ed., Oxford and IBH, New Delhi, 1970.
- McNemar, J., Psychological Theory, McGraw-Hill, New York, 1967.
- Siegel Sidney, Non-Parametric Statistic for the Behavioural Sciences International student edition, McGraw-Hill, New York, 1956.
- Tate, M.W., Statistics in Education, McGraw-Hill, New,1948.
- Walker, H.M and J.Lev, Statistical inference, Henry Holt, New York 1953.

PAPER. EDCN 904 E   **INTELLIGENCE, CREATIVITY AND EDUCATION**

COURSE OBJECTIVES

To enable the students understand

1. The nature, meaning and concept of intelligence.
2. The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
3. The stages of intellectual development, creativity development and compatibility between them at various levels of Education.
4. Facing and managing the creative children and at the same time nurturing their creative talent.
5. The research studies conducted in the field of creative education in the world and in our country.

COURSE CONTENTS

UNIT-I

The structure of intelligence: An examination of various theories of intelligence. A review of some intelligence Tests.

UNIT-II

Nature and scope of creativity: The major aspects of creativity, the creativity process. The creative product, the creative person and the creative situation Relationship between Creativity and Intelligence. Need to foster Creative thinking Process, discovering creative potentialities and teaching for creativity, problem solving and creativity.

UNIT-III

Creative Learning Methodology: Understanding creative learning, learning to learn, learning with joy, developing creativity through games, four pillars of creative learning, Exploring creativity through Education, Development of creativity, The Environmental and psychological Factors, The role of Teacher in developing creativity in students.

UNIT-IV

Problems of creative children: Problems in maintaining creativity, Problems when creativity is repressed. Fostering creativity, Brain and the creative act, Artificial Intelligence, Multiple Intelligence, metacognition, Paradigm shifts, Barriers to creativity and creative attitudes.

UNIT-V

Research in Creativity-in India and abroad: Review of related research literature.

RECOMMENDED BOOKS:-

- Creativity in Education (It's correlates) – B.K.Passi
- Creativity and Cognitive Styles in Children – A Kusum
- Creativity and Education – Lylton & Hugh
- Creativity: Its educational implications – ed.E.P Torrance & others
- Managing Creativity – G. Leytham
- A Survey of Research in Education – Buch NCERT
- Human intelligence – Its nature and assessment – H.J.Butcher

PAPER. EDCN 905 E   INCLUSIVE EDUCATION

OBJECTIVES

1. To enable students to acquire knowledge and understanding of Inclusive education.
2. To enable the students to acquire Knowledge and understanding about different areas of disability (Physically impaired, Visual, Hearing & Orthopedically impaired, mentally retarded).
3. To acquaint the students with Government Policies, Legislatures & National Institutes related to the disabled.
4. To acquaint the students with Educational Programmes, Equipments and Aids for education of the disabled.
5. To acquaint the students with the role of parents, peers and society in rehabilitation of the disabled.

COURSE CONTENTS

UNIT-I

Meaning, scope, and objectives of Inclusive education; Integrated Education – Definition, meaning, objectives, characteristics and its educational implication. A brief history of the evaluation of Inclusive Education in India. Special Education in India – Status, Issues and Problems.

UNIT-II

Hearing Handicap – Types, causes, Characteristics and Education.
Locomotors Disability – Types, Causes, Characteristics and Education.
Mental Retardation- Types, Causes, Characteristics and Education.

UNIT-III

Visually Handicap – types; causes, characteristics and education.
Learning Disability – Definition, Characteristics, Measurement: Causes and Education.
Social Disadvantage - Definition, Nature, Causes and Educational Programmes.

UNIT-IV

Rehabilitation- Concept, Issues and Problems, programmes of Rehabilitation.
Role of Government and NGO's. National Institutions of Handicapped and the Role of
Rehabilitation Council of India.

UNIT-V

Recommendations suggested in the Kothari Commission (1964-66) and National Policy of
Education (1986), POA (1992) and Persons with Disability Act (1995).

RECOMMENDED BOOKS:-
- Education of Exceptional Children – M.Dash
- Strategies for Teaching Students – With Mild to Severe Mental Retardation – Robert A Gable.
- Strategies for Teaching Learners with Special Need – James R Patton.
- Mentally Handicapped Children: Education and Training – Eugene B.Edger.
- Young Children with Special Need – Warren Umansky.
- Ideas of Educating Students with Disabilities – Giangreco Michel.

PAPER. EDCN 906 E   **TEACHER EDUCATION**

OBJECTIVES

1. To enable the students to understand the meaning, Scope, objective of teacher education and its development in India.
2. To acquaint the students with different agencies of teacher education in India and their role and functions.
3. To develop in the students an understanding about the important research findings in teacher education.

COURSE CONTENTS

UNIT-I

Teacher Education: Meaning, Development and Significance.
Aims and Objectives of Teacher Education at Elementary, Secondary and Tertiary level.
Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET.

UNIT-II

Types of Teacher Education program:-In-service teacher education, Pre service teacher education, Orientation and Refresher courses

UNIT-III

Teacher education: Problems and solution,
Change in Teacher Education program and status of implementation.

UNIT-IV

Teaching as a professional ethics of a teacher. Professional Organizations for various levels and their roles. Performance Appraisal of Teachers.

UNIT-V

Trends of Research in Teacher Education in India and Abroad.

RECOMMENDED BOOKS:-

- Teacher Education: J.Mohanty.
- Teacher Education: Global Context and Framework.
- Teacher Education: RuchikaNath and YogeshKr.Singh.
- Teacher Education: Theories and Practices ShashiPrabha Sharma
- Developing Inclusive Teacher Education: Tony Booth, Kari Nes&MaritStromstad.
- Policy, Practice and Politices in Teacher Education:Marilyn Cochran.
- New in Teacher Education: G.Chaurasia.
- Teacher Education in India: All India Council for Secondary Education Publication.
- Reforming Teacher Education: Sheila Nataraj.

SEMESTER – IV

TOTAL CREDITS 08 (CORE COURSE)

11	EDCN 1001C	Contemporary Issues in Education	03
12	EDCN 1002C	Dissertation Project II	04
13	EDCN 1003C	Presentation on Dissertation	01

EDCN 1001C **CONTEMPORARY ISSUES IN EDUCATION**

OBJECTIVES

6. To focus attention on certain major national and social issues and role of education in relation to them.
7. To develop an understanding of the causes and solutions of problems affection social and national interest and solutions.

COURSE CONTENTS

UNIT-1

Early Childhood Education

Gender and education.

Education for gifted children

Equalizing educational opportunities.

UNIT-II

Internationalization of Education

Privatization of Education

Liberalization of Education

People-Public-Private partnership in education

UNIT-III

Population Education

Environmental Education

Non-formal and Adult Education.

Human Rights Education

UNIT-IV

UEE, RMSA, RUSA

Quality in Higher Education

Expansion of higher Education

Equity in higher Education.

UNIT-V

E- Learning

Uses of computer in evaluation

Grading system

CBCS system

RECOMMENDED BOOKS:-

1.Dev, A.,Dev, T.A.,Das,S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.

2.Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.

3.Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.

4.Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.

5.NCERT (1970) *Education and National Development*- Report of the Education Commission (1964-66), New Delhi: NCERT.

6.Singh, S.K.(2008) *Environmental Education and Ethics* , AmritPrakashan , Varanasi,Pp.114

7.Singh, S.K.(2010) *Fundamentals ofEnvironmental Education , ShardaPustakBhawan* , Allahabad, Pp.175

8.Srivastava, P. (2005) *ParyavaranShiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.

9.NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.

10.NCERT (2011) *Teachers' Handbook onEnvironmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.

11.Stella,A. (2001).Quality assessment in Indian higher education: Issues of impact and future perspectives, New Delhi: Allied publishers,Pp.236.

12.Singh,S.K. (2008) *Becoming a Teacher (A Handbook of Job-Opportunities after B.Ed.)*, Varanasi, Amrit Prakashan,P63.ISBN : 978-81-904764-1-6

13. Banerjee.J.P.Education in India: Past, Present, Future (Vol.1 & Vol.2):