

M. A. Syllabus under CBCS

CBCS Syllabus (M.A.):

Course Structure for M.A. Education under Choice Based Credit System (CBCS)

Semester I:

Course	Credits	Lectures	Tutorials	Practical
EDN: 10100: Advanced Philosophy of Education	4	51	18	
DEN: 10200: Advanced Educational Psychology	4	53	14	
EDN: 10300: Advanced Sociology of Education	4	55	10	
EDN: 10400: Methodology of Educational Research	4	50	20	

Semester II:

Course	Credits	Lectures	Tutorials	Practical
EDN: 20100 Educational Technology	4	52	16	
EDN: 20200 Measurements and Evaluation in Education	4	50	20	
EDN: 203 (Specialization: Elective to be selected any one from the following)				
20310 Educational Planning and Management	4	53	14	
20320 Mental Health Issues in Education	4			
20330: Intelligence and Creativity				
EDN: 204(Elective to be selected at least one from the following)				
20410 Dissertation	4			
20420 Psychological Experiments	4			

Semester: III

Courses	Credits	Lectures	Tutorials	Practical
EDN: 30100 Comparative Education	4			
EDN: 30200 Teacher Education	4			
EDN: 30300 Curriculum Development	4	52	16	
EDN: 304 (Elective to be selected at least One from the following)				
30410 (a) Value Education and Human Rights	4			
30420(b) Education for Empowerment of Women		4		
30430 (c) Environmental Education	4	50	20	
30440(d) Developmental Psychology	4			

Semester: IV

Course	Credits	Lectures	Tutorials	Practical
EDN: 40100 Education and Development	4			
EDN: 40200 Education in North East India	4			
EDN: 403 (Specialization to select the Corresponding group)				

40310 Group A: Economics of Education	4	55	10
40320 Group B: Guidance and Counselling	4	50	20
40330 Group C: Special Education	4		
EDN: 40400: Higher Education in India	4		

**Details Syllabus of the M.A.1st Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 10100
Title of the Course : Advanced Philosophy of Education
Name of the Course Teacher: Pranjal Buragohain

Units	No of Lecture	No. of Tutorial	
Unit 1. -Introduction -Epistemology, Metaphysics and Axiology -Nature of Philosophy of Education—directive doctrine, a liberal discipline, an activity -Philosophy of Beauty -Morality and Life	1 3 2 2 2	3	10
Unit 2. Schools of philosophy (Indian schools) Vedic Philosophies--- --Samkhya-- basic tenants with special reference to Purusha and Prakriti, educational implications. --Yoga—basic tenants, Astangika yoga, Educational implications. -- Vedanta—Special reference to Dvita, Advaita and Vishistadvaita, their basic tenants, Educational implications.	3 3 3	3	10
Unit 3. Non-Vedic Philosophies— --Carvaka—epistemology, Carvaka ethics Educational implications. --Jainism—basic principles of Jainism, educational implications. --Buddhism—the teachings of Buddha, the philosophical principles of Buddhism, educational implications.	2 2 2	3	10
Unit 4. Schools of Philosophy (Western schools) --Idealism Naturalism Pragmatism-- Their educational implications with special reference to epistemology, axiology and the process of education.	2 2 2	3	10
Unit 5. Contemporary philosophies - Existentialism—(Contribution of Nietzsche and Sartre) Characteristics of Existentialism, educational implications -Logical positivism—propositions (analytical and empirical), educational Implications. -Post-modernism (Contribution of Derrida and Mitchell Foucault), educational implications -Islamic Education thought	3 2 3 2	3	10

Unit 6. Views on education of Vivekananda Gandhi Tagore Sankardeva Dewey	2 2 2 2 2	3	10
	51	18	

Total Lectures of 1 hour duration = 51
 Tutorial classes of 1 hour duration = 18
 Total Credits after calculation = 4

Suggested References:

Bhatia, Kamala and Baldev Bhatia, *The Philosophical and Sociological Foundations of Education*, Doaba House: Delhi, 1994.

Chakrabarti, Mohit, *Pioneers in Philosophy of Education*, Concept Publishing Company: New Delhi, 2002.

Chaube, S. P. and Akhilesh Choube, *Philosophical and Sociological Foundations of Education*, Vinod Pustak Mandir: Agra-2.

Dash, B. N., *Principles of Education and Education in the Emerging Indian Society*, Ajanta Prakashan: Delhi, 2004.

Sahu, Bhagirathi, *The new Educational Philosophy*, Sarup and Sons: New Delhi, 2002.

Sarmah, Mukul Kumar, *Principles of Education*, Banalata Dibrugarh, 2006.

Seetharamu, A.S., *Philosophy of Education*, Ashish Publishing House: New Delhi, 2004.

Sharmah, R. N., *History of Indian Philosophy*, Surjeet Publications: Delhi, 2004.

Shukla, Ramakant, *Gandhian Philosophy of Education*, Sublime Publications: Jaipur, 2002.

Sinha, J. N., *Introduction to Philosophy*, New central Book Agency (P) Ltd.: Kolkata, 2006.

Wingo, G. Max, *Philosophies of Education*, Sterling Publishers Pvt. Ltd.: New Delhi, 1975.

**Details Syllabus of the MA 1st Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 10200
Title of the Course : Advanced Educational Psychology
Name of Course Teacher : Dr Krishna Prasad Gogoi

Objective:

- (a) To make understand the students about the contributions of different Schools of Psychology to Education.
- (b) To make a critical analysis of different theories of learning, Intelligence, Personality etc.
- (c) To enable the learner to understand implications of psychological theories for Education
- (d) To know the determinants and adjustment mechanisms of Personality.

Unit	Topic	No. of Lectures	No. of Tutorials
Unit – I	Introduction to Educational Psychology and Different schools of Psychology : Behaviorism Gestaltism Psycho-analysis Structuralism Functionalism Humanist Psychology's view (Maslow, Rogers, Allport) Recent trend in contemporary psychology Cognitive psychology Transpersonal psychology Phenomenological approach	 1 1 1 1 1 3 2 2 2	 1 1
Unit – II	Theories of Learning : Nature of Learning –Gagne's hierarchy of learning Connectionist or behaviourist theories (a) Thorndike's theory (b) Guthries's continuity theory (c) Hull's drive reduction theory (d) Classical & operant conditioning theory (e) SR Learning Theory by Dollard & Miller Cognitive Theories : (a) Theory of insightful learning (b) Lewin's Field theory (c) Tolman's sign learning (d) Bandura's social learning theory	 1 1 1 1 1 2 1 1 1 1	 3 2

Unit -V	Determinants of Personality: (a) Physique of Personality (b) Family and Personality (c) Economic factors of personality (d) Social institutions and personality (e) Social rules (f) Culture and personality	2	
	Nature of Adjustment : (a) Adjustment as process (b) Adjustment as achievement (c) Mechanisms of adjustment (d) Methods of adjustment (e) Theories of adjustment (f) Characteristics of good adjustment (g) Causes of maladjustment (h) Operation of maladjustment (i) Sources of maladjustment (j) Treatment and follow up services	3	

Total Lectures of 1 hour duration : 53
Tutorial classes of 1 hour duration : 14
Practical classes of 1 hour duration : Nil
Total Credits after calculation : 4

Suggested References:

01. Chauhan, S.S., *Advanced Educational Psychology*, Vikas Publishing House PVT. Ltd., New Delhi.
02. Chatterjee, S.K.: *Advance Educational Psychology*, Books and Allied Pvt. Ltd. Calcutta
03. Ewen, R.B., *An Introduction to Theories of Personality*, Academic Press, New York.
04. Gates, A.I. (et.al.), *Educational Psychology*, Macmillan & Co., New York.
05. Hall, C. & Lindzey, G., *Theories of Personality*, Wiley Publications, New York.
06. Lazaraus, R.S., *Adjustment and Personality*, McGraw Hill Co., New York.
07. Mangal, S.K., *Advanced Educational Psychology*, Prentice Hall of India, Pvt. Ltd., New Delhi.
08. Mathur, S.S., *Educational Psychology*, Vinod Pustak Mandir, New Delhi.
09. Stones, E., *The Psychology of Education*, Methuen, London.
10. Woolfolk, A., *Educational Psychology*, Pearson Education (Singapore) Pte. Ltd., Indian branch, Delhi

**Details Syllabus of the M.A.1st Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 10300
Title of the Course : Advanced Sociology of Education
Name of Course Teacher : Mrs. Asomi Chaliha

Course Objectives:

1. To enable the students to Understand -
 - a. the concept, approaches and theories of educational sociology
 - b. the social aspects of education
 - c. the relationship between education, changes and development
 - d. different political ideologies and their bearings on education
 - e. the inequalities , equalities and excellence in education

Unit	Topic	No. of Lectures	No. of Tutorials
Unit – I	Concept, Approaches and Theories : Introduction to Educational Sociology	2	1
	-Need for Sociological Approach in Education	1	
	-Interrelationship between Education and Sociology	1	
	-Structural – functionalism, phenomenology / interactionism, conflict and consensus theory	4	
	1	-Education as a Process in social system	1
		- Education as an agency of socialization	2
		- Education as an instrument of Human Resource Development	2
		Education as a mean of economic growth	2
Unit – II	Social Aspects of Education : Education and the home	1	1
	Education and politics	1	
	Education and secularism	1	
	Education for emotional and national integration	1	
	Education and Internationalism	1	
	1	Education and social mobility	2
		Education and social change.	2
		Education and modernization	2
Unit - III	Education, Changes and Development : Concept of Community, School - Community relationship and their educational importance	2	1
	Education and Community Development with special reference to North-East India.	2	
	Education and cultural change with special reference to North-East India.	2	
	1	Contemporary changes in Indian Society and culture and its impact on education	2
		Social, Economic and technological forces in changes	3
Unit - IV	Different Political Idedogies and Education : Major political ideologies and their impact on education -	3	1

	Democratic, Totalitarian and Communistic.		
	Socialism and democracy as viewed by Marx and Gandhi	2	
	Education for a socialistic pattern of society	1	1
	Panchayat and rural Development	2	
Unit - V	Inequalities, Equalities and Excellence in Education : Inequalities in Indian Social System with special reference to social disadvantages, gender and habitations, Remedial measures to address them.	3	1
	Education of the socially and economically disadvantaged sections of the society with special reference to SC, ST, women and rural population	3	1
	Issues of equality of educational opportunity and excellence in education.	2	

Total Lectures of 1 hour duration : 55
 Tutorial classes of 1 hour duration : 10
 Practical classes of 1 hour duration : Nil
 Total Credits after calculation : 4 credits

Suggested Readings:

1. Adisesiah, W.T.V. & Pavanasam . R. Santhi *Sociology in Theory and Practice*, New Delhi, Publishers, 1974.
2. Blackledge, D. & Hunt, Barry *Sociological Interpretations of Education*, London, Groom Helm, 1985.
3. Chanda S.S. & Sharma R.K. *Sociology of Education*, New Delhi, Atlantic Publishers, 2002
4. Chandra, S.S. *Sociology of Education*, Guwahati, Eastern Book House, 1996.
5. Cook L, A. & Cook, E. *Sociological Approach to Education* , New York, McGraw Hill, 1970.
6. Durkheim, E. *Education and Sociology* , New York, The Free Press, 1966.
7. Hemlata, T. *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002
8. Jayaram, *Sociology of Education* , New Delhi, Rawat, 1990.
9. Shukla, S. & K. Kumar *Sociological Perspective in Education*, New Delhi, Chanakya Publication, 1985.
10. Swift , D.F. *Basic Readings in the Sociology of Education*, London, Routledge and Kegan Paul, 1970.
11. UNESCO *Inequalities and Educational development*, Paris, ANIIEP Seminar, UNESCO, 1982

**Details Syllabus of the M.A. 1st Semester Programme in Education under
Choice Based Credit System: Session 2010-2011**

Course No. : EDN 10400
Title of the Course : Methodology of Educational Research
Name of Course Teacher : Dr. Daisy Bora Talukar and Dr (Mrs.) Manashee Gogoi

Objectives :

1. To develop an understanding of scientific thinking to acquire valid knowledge.
2. To enable the students to understand about the nature, scope, need of educational research
3. To acquaint them with modalities necessary for formulating research problem
4. To enable the students to understand major approaches for conducting educational research
5. To develop the ability to use some statistical methods to analyse and interpret educational data
6. To develop knowledge and skill to do research in the field of education.

Unit	Topic	No. of Lectures	No. of Tutorials	
Unit – I (Marks= 14)	Introduction to Research in Education : Scientific thinking and Research;	1	2	
	Meaning, nature , Scope and need (purpose) of Educational Research	1		
	Areas of Educational Research : Interdisciplinary Research	1		
	Types of Research : Fundamental, Applied and Action Research, Qualitative and Quantitative Research –	1		
	Research Process: Steps in educational Research Formulation of research problem : Criteria and sources for identifying the Problem, defining the problem	1	2	
	Review of related literature : Purpose , identification and organization	1		
	Types of variables : Independent and dependent variables	1		
	Formulation of Hypotheses : Meaning, importance, characteristics, types and forms	1		
	Collection of data: Analysis of data	1		
	Research Report : Format, Chapterisation, Characteristics of a good research report. Use of abbreviations, footnotes and bibliography	2		
	Unit – II (Marks= 8)	Sampling Techniques :		1
		Population and sample, sampling element, unit, sampling frame		
Types of sampling: Probability and non- probability sampling				
Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling.		1		
Non- probability sampling: Purposive or judgmental sampling, Quota, incidental or convenience or accidental sampling, snowball sampling, systematic sampling.		1		
Unit – III (Marks= 8)	Research tools and Techniques:	2	2	
	- Characteristics, types, construction and uses of : Psychological tests			
	Inquiry forms : Attitude Scales- Thurston and Likert (Construction)	3		

	Observation	1	
	Interview	1	
	Case Study	1	
	Sociometric techniques	1	
Unit –IV (Marks= 10)	Methods of Educational Research		1
	a) Historical Research :		
	Meaning, nature and Scope	2	
	Steps in Historical Research	1	
	b) Descriptive Research		1
	Meaning, nature and scope		
	Types : Survey studies, Case Studies, Developmental studies,	5	
	Steps in Descriptive Research	1	
	c) Experimental and Quasi-Experimental Research	2	1
	Meaning, Nature and Scope:		
Characteristics of Experimental Research:			
Control, Manipulation, Observation and Replication			
	Steps in Experimental Research	1	
Unit –V (Marks = 8)	Statistics in Educational Research		2
	Descriptive and Inferential statistics	2	
	Normal Probability Distribution : Application of NPC; Divergence from Normality		
	Correlation : Assumptions, computations, uses and interpretation of product moment co-efficient of correlation	2	
Unit – VI (Marks = 12)	Parametric Statistics :	1	4
	Significance of mean (large and small samples)		
	Significance of difference between uncorrelated means (i) Uncorrelated and small (ii) Correlated small sample	2	
	Significance of difference between correlated means (i) Correlated large sample (ii) Correlated small sample	2	
	One tailed and two tailed tests of significance : Type I and Type II Errors in making inferences	1	
	Introduction to Analysis of Variance : Concept, assumptions and computation of one way ANOVA	2	
	Non- Parametric Statistics	2	4
	Chi-square tests :		
	(i) Testing the divergence of observed results from those expected on the hypothesis of equal probability		
	(ii) Testing the divergence of observed results from those expected on the hypothesis of a normal distribution	1	
	(iii) The chi-square test of 2X2 fold contingency tables	1	
	(iv) The chi-square test of Independence in contingency tables		

Total Lectures of 1 hour duration : 50
 Tutorial classes of 1 hour duration : 20
 Practical classes of 1 hour duration : Nil
 Total Credits after calculation : 4 credits

Internal evaluation will include the following:

1. Practicum (any one): (a) Writing a research proposal
(b) Review of related literature in particular area
(c) Construction of questionnaire and a scale
(d) Collection of data and statistical analysis.

2. Seminars:

3. Tests:

Suggested References:

1. Best, J.W. & Kahn, J.V. : *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B. : *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett, H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
4. Good, Barn & Scates : *The Methodology of Educational Research*, Appleton – Century Crofts, Inc, New York
5. Guilford, J.P. : *Fundamental Statistics in psychology and Education*, McGraw Hill Book Company Inc. New York , 1956.
6. Kerlinger, Fred. N. : *Foundations of Behavioral Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
8. Lindquist : *Design and Analysis of Experiments in Psychology and Education*. American Council on Education, Washington D.C.,
9. Newman, W. Lawrence. : *Social Research Methods : Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc. 2006
10. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
11. Singh, A.K. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003
12. Travers, Robert M.W : *n Introduction to Educational Research*, The Macmillan Company , New York

M.A. Second

Details Syllabus of the M.A. 2nd Semester Programme in Education under Choice Based Credit System: Session 2009-2010

Course No. : EDN 20100
Title of the Course : Technology of Education
Name of the Course Teacher: Pranjal Buragohain

Unit	Topic	No. of Lectures	No. of Tutorials	Marks
Unit-1	Concept of Educational technology: -Introduction. -Development of Educational technology -Components of Educational technology— hardware, software. -Educational technology as system approach to education. -Educational Technology and Instructional technology with special reference to Computer Assisted Instruction	2 2 1 2 2	3	12
Unit-2	Communication and Teaching -Introduction -Types of communication -Components of Communication Process -Verbal and non-verbal communication -Barriers of effective classroom communication -Guidelines for better classroom communication	1 2 2 2 2 2	3	12
Unit-3	Models, Stages, Levels and Modalities of teaching: -Concept, characteristics and families of models of teaching -Inquiry training model, Classroom meeting model -Pre-active, interactive and post-active stages of teaching -Memory, understanding and reflective level of teaching	3 4 2 2	4	12
Unit-4	Modification of teaching behavior: -Simulated training- meaning, definition and procedure -Micro teaching—meaning, definition, cycle	3	4	12

Unit-5	and skills			
	-Flander's interaction analysis	3		
	Programmed learning:	3		
	-Meaning and Principles	1		
	-Concept of Linear programming	1	4	12
	-Development of Linear Programming	1		
	Emerging trends in Educational Technology			
	-Teleconferencing	2		
-Videodisc and Videotex	2			
-EDUSAT	2			
-Research in Educational Technology	2			
Total		51	18	60

Total Lectures of 1 hour duration = 51

Tutorial classes of 1 hour duration = 18

Total Credits after calculation = 4

Suggested References

1. Chauhan, S.S., *A Textbook of Programmed Instruction*, Sterling Publishers Pvt. Ltd.: New Delhi, 1985.
2. Das B. C., *Educational Technology*, Kalyani Publishers: New Delhi, 2003.
3. Das, B. C. and Basanta Gogoi, *Micro Teaching*, Kalyani Publishers: New Delhi, 2007.
4. Deka, K. K. and Mukut Hazarika, *Anu sikshan (Micro Teaching)* Banalata: Dibrugarh, 2004.
5. Joyce, Bruce, Marsha Weil and Emily Calhoun, *Models of Teaching* Prentice Hall of India Pvt. Ltd.: New Delhi, 2008.
6. Kumar Narendra and Jai Chandiram, *Educational Television in India*, Arya Book Depot: New Delhi-5.
7. Parcival and Ellington, *Handbook of Educational technology*, Kogan Page, 1985.
8. Rao, V. K., *Educational Technology*, A. P. H. Publishing Corporation: New Delhi, 2004.
9. Smith, W. I. and J. William Moore, *Programmed Learning Theory and Research*, D Van Nostrand Company Inc. (Affiliated East-West Press Pvt. Ltd.: New Delhi)

10. Sharmah, R. A., *Technological Foundation of Education*, Lall Book Depot: Meerut, 2007.

**Details Syllabus of the M.A. 2nd Semester Programme in Education under
Choice Based Credit System: Session 2010-2011**

Course No. : EDN 20200
Title of the Course : Measurement and Evaluation in Education
Name of Course Teacher : Ms. Meghali Baruah

Unit	Topic	No. of Lectures	No. of Tutorials
Unit – I	Nature of Measurement in Education & Psychology, Different levels of measurement, nature and scope of evaluation in education and psychology, relationship between educational objectives, learning experiences and learning outcomes; Formative and summative evaluation.	6	2
Unit - II	Concept of Tests : types of tests, characteristics of a good evaluative tool (Reliability, Validity, Norms, Objectivity, Administrability, comprehensiveness, power of Discrimination)	10	4
Unit - III	Construction of Achievement Test :	6	4
	Teacher-made Test		
	Standardized Achievement Test		
Unit - IV	Construction and Standardization of Mental Tests: -Group Intelligence Tests : Binnet-Simon Test and its various revisions - Individual Intelligence Test: The Wechsler Adult Intelligence Scale. - Aptitude Tests :Differential Aptitude Test and General Aptitude Test : Battery, - Performance Tests.	10	2
Unit - V	Assessment of Personality : Projective Techniques : Word Association, T.A.T., Rorschach test, cattell's 16 P.F	8	2
	Interest Inventory : The Kuder Interest Inventories		
Unit - VI	Special correlation Method : Biserial, Point-biserial, Tetrachoric, Phi-coefficient, Contingency Coefficient, Concept of Partial and Multiple Correlation, Multiple Regression Equations.	10	6

Total Lectures of 1 hour duration : 50
Tutorial classes of 1 hour duration : 20
Practical classes of 1 hour duration : Nil
Total Credits after calculation : 4 credits

References:

1. Ahmann, J. Stanley: *Testing Student Achievement and Aptitudes*, Prentice Hall of India Pvt. Ltd.
2. Ebel, Robert L.: *Measuring Educational Achievement*, Prentice hall of India Pvt. Ltd., New Delhi.
3. Elhance, D.N.: *Fundamental of Statistics*, Kitab H Mahal, 15 Thernhill Road, Allababad.
4. Freeman, Frank S. *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing-Co. Pvt. Ltd, New Delhi
5. Fruchter, Benjamin: *Introduction to Factor Analysis* Affiliated East-West Press Pvt. Ltd., New Delhi.
6. Garrett,H.E. : *Statistics in Psychology and Education*, Feffer and Simons Ltd.,Hague Building, 9 Sprott Road, Ballard Estate, Bombay- 400038
7. Guilford, J.P. : *Fundamental Statistics in Psychology and Education*. McGraw Hill Book Company Inc. New York, 1956
8. Gronlund, N.E.: *Construction Achievement tests*, Prentice Hall of India Pvt. Ltd. New Delhi
9. Gronlund, N.E. : *Measurement and Evaluation* , Prentice Hall of India Pvt. Ltd, New Delhi
10. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd
11. Lindquist, E.F. : *Design and Analysis of Experiments in Psychology and Education*, American Council on Education, Washington, D.C.
12. Lindquist , E.F. : *A first Course in Statistics*, Houghton Mifflin Company, Boston
13. Mangal, S.K.: *Statistics in Psychology and Education*, Prentice- Hall of India Pvt. Ltd, New Delhi, 2004
14. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd. , New Delhi
15. Singh, A.K. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Takurbari Road, Kadamkuan, Patna- 800003
16. Snedecor, George, W, and Cochran, William G., *Statistical Methods*, E W P, I S.,
17. Stanley, Julian C. and Hopkins, Kenneth D.: *Educational and Psychological Measurement and evaluation*, Prentice Hall of India Pvt. Ltd.
18. Thorndike, Robert L. and Hagen, Elizabeth :*Measurement and Evaluation in Psychology and Education*, John Wiley and Sons, Inc, New Delhi
19. Vernon, P.E.: *Intelligence and Attainment Tests*, University of London Press Ltd

**Details syllabus of the M. A. 2nd Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No.: EDN. 20310

Title of the Course: Educational Planning and Management

Name of the Course Teacher: Pranjal Buragohain

Course Objectives

1. To enable the students to understand the meaning, definition, levels and process of management and also to acquaint them with the approaches and some specific trends in educational administration.
2. To acquaint the students with meaning, nature, process, development and styles of leadership.
3. To acquaint the students with meaning, nature and functions of supervision and also to enable students to understand supervision as service activity, as a function, as educational leadership and as a process.
4. To orient the students with nature of educational finance, sources of allocation of funds, budgeting, maintenance of accounts, sharing and distribution of financial responsibility, mobilization of local resources and private and self financing in educational institutions.
5. To enable the students to understand the meaning, nature and significance of educational planning and also to acquaint them with manpower forecasting, manpower planning, human capital formation, perspective planning and institutional planning.

Unit	Topic	No. of Lectures	No. of Tutorials
Unit-1	Educational Management and Administration:		4
	-Concept, Definition, levels and Process of management	3	
	-Difference between management and administration.	1	
	Approaches to Management—		
	-Classical approach (contribution of F. W. Taylor, F. B. Gilbreth, L. M. Gilbreth, Henry Gantt, H. Emarson, Henri Fayol and Max Weber)	4	
	-Human Relation Approach (contribution of Elton Mayo, M. P. Follet and Abraham Maslow)	2	
	-Behavioural approach	2	
	-Quantitative approach		
	Some specific trends in educational administration--		
	(a) Decision making	1	
	(b) Organisational compliance	1	
	(c) Organisational development	1	
	(d) Management by objectives (MBO)	1	
(e) PERT	1		
(f) Total quality management (TQM)	2		
Leadership in Educational administration:			
-Meaning and nature of leadership	2		
-Process and functions	1		
Unit-2	-Leadership development	2	2
	-Styles of leadership	2	
		1	

Unit-3	Educational Supervision: -Meaning and nature -Modern supervision -Supervision vs inspection -Functions of supervision -Supervision as service activity -Supervision as a function -Supervision as educational leadership -Supervision as a process	1 1 1 1 1 1 1 1	3
Unit-4	Management of financing: -Nature of educational finance -Sources and allocation of funds -Budgeting—processes, formulation, types (Zero base budgeting and Gender base budgeting), drawbacks -Maintenance of accounts -Sharing and distribution of financial responsibility -Mobilisation of local resources -Private and self financing in educational institutions	1 1 3 2 1 1 1	3
Unit-5	Educational planning -Meaning, nature and significance -Manpower forecasting -Manpower planning -Human capital formation -Perspective planning -Institutional planning	1 1 1 2 1 1	2

53

14

Total lectures of 1hour duration: 53

Tutorial classes of 1 hour duration: 14

Total credits after calculation: 4

Suggested References

1. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006.
2. Bush, Tony, *Theories of Educational Leadership and Management*, SAGE Publications: New Delhi, 2003.
3. Burton, Jene, *Management Today- Principles and Practice*, Tata McGrow Hill Publishing Company Ltd: New Delhi, 2002.
4. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
5. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
6. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007
7. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
8. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
9. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.

**Detailed Syllabus of the M.A. 2nd Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 20320
Title of the Course : Mental Health Issues in Education
Name of the Course Teacher: Dr (Mrs.) Neeta Kalita Barua

Course Objectives:

To enable the students to understand:

1. The concept, theories and needs of knowledge of abnormal psychology.
2. The different types and causes of abnormal behaviour.
3. The methods of diagnosis, prognosis, prevention and cure of the abnormal behaviour.
4. The process of adjustment and principles of mental hygiene to develop integrated personality for effective adjustment.

Course Contents :

Title of Unit.	Contents of Unit to be taught	Total Teaching Hours.	Tutorials.	Total Credits.
Unit I : Concept and Scope of Mental Health.	<ul style="list-style-type: none"> • Meaning • Scope of mental hygiene. • History of the movement. Mental health & education : Preventive & Curative Aspects.			
Unit II : Abnormal Behaviour.	<ul style="list-style-type: none"> • Concept of abnormal behaviour. • Popular beliefs & misconceptions. • Modern concept of abnormality. General causes of abnormal behaviour.			
Unit III : The Adjustment Process.	<ul style="list-style-type: none"> • The process. • Frustration & conflict. • Reactions to frustration. • Problems of personal adjustment. • Adjustment with self. • Adjustment with society. 			
Unit IV : Adjustment Mechanisms & Mental Symptoms.	<ul style="list-style-type: none"> • Defence mechanisms of the ego. • Mental symptoms. 			
	<ul style="list-style-type: none"> • Common neurotic symptoms. • Psychoses. 			

<p>Unit V : Neuroses & Psychoses</p>	<ul style="list-style-type: none"> • Other behavioural disorders : Mental deficiency, Alcoholism & Drug addiction, Anti-social activity. • Incidence and care : Hospitalization, Psychotherapy, Hypnosis, Psycho-analysis. 			
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References :

01. Brown, J.F. : *The Psychodynamics of Abnormal Behaviour*, Tata McGraw Hill, New Delhi.
02. Carrol, H.A. : *Mental Hygiene : The Dynamics of Adjustment*, Prentice Hall, New Jersey.
03. Coleman, J.C. : *Abnormal Psychology and Modern Life*, D.B. Taraporevala Sons and Co., Bombay.
04. Hadfield, J.A. : *Psychology and Mental Health*,
05. Hall, C.S. & Lindzey, G., *Theories of Personality*, Wiley Publications, New York.
06. Kalein, D.B. : *Mental Hygiene*, Prentice Hall India Pvt. Ltd., New Delhi.
07. Page, J.B. : *Abnormal Psychology*, Tata McGraw Hill, New Delhi.
08. Ryan, W.C., *Mental Health through Education*, Appleton, New York.
09. Symonds, P., *The Dynamics of Human Adjustment*, Appleton, New York.

M.A. Third Semester Syllabus

Details Syllabus of the M.A.3rd Semester Programme in Education under Choice Based Credit System: Session 2009-2010

Course No. : EDN 30100
Title of the Course : COMPARATIVE EDUCATION
Name of the Course Teacher: Dr. (Mrs.) Neeta Kalita Barua.

Units.	Topics.	Lectures	Tutorials	Total Credits
Unit I : Development, Scope and Major Concepts in C.E.	*Meaning, Nature & Scope. *Development history. * Concepts: Juxtaposition, Inter- educational and Intra-Educational analysis, Area study.	2 2 4	4	10
Unit II: Approaches to Comparative Education	* Historical * Cross-disciplinary * Problem approach * Factors affecting national systems of Education.	1 2 2 4	2	10
Unit III: Comparative Study of the Educational Systems of India with special reference to the following countries and its levels of education.	*Educational Administration: U.S.A., U.K., Japan. *Primary Education: U.S.A., U.K., Japan. *Secondary Education: U.S.A., U.K., Japan. *Higher Education : USA, U.K. *Teacher Education: U.S.A., U.K. *Vocational Education: U.S.A., Japan.	3 3 3 2 2	4	15
Unit IV: Challenges of Education in Developing countries, with special reference to India.	* Political & Economic stability * Poverty, Hunger, Population * Problems of Adult Education * Equalization of Educational opportunities.	4 4 2 3	4	15

Unit V: Role of International Bodies in development of Education	* UNESCO * ASEAN * SAARC * OECD * Human Rights Education.	2 2 2 2 2		10
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RECOMMENDED BOOKS :

1. Bereday, G.Z.F. (1964): Comparative Method of Education., New York; Holt, Rinehart and Winston.
2. Biswas, A. & Aggarwal, J.C. (1998): Comparative Education, Arya Book Depot, New Delhi. Prakashan Kendra, Aminabad, Lucknow.
3. Hans, N. (1958): Comparative Education : A study of Educational Factors & Traditions, London; Rutledge and Keegan Paul, (3rd edition).
4. Holmas, B. (1965): Problems in Education: A Comparative Approach, London; Rutledge and Keegan Paul.
5. Kandel, I. (1933): Comparative Education; Boston; Mass Houghton Mifflin.
6. Khanna, S.D., Saxena, V.R., Lamba, T.P., & Murthy, V. (1990): Comparative Education, Doaba House Booksellers & Publishers, Delhi.
7. King, E.J. (1962): World Perspective in Education , London; Methuen.
8. King, E.J. (1970): Society, Schools and Progress in the U.S.A., London, Oxford University Press.
9. Rai, B.C. (1968): Comparative Education, Prakashan Kendra, Aminabad, Lucknow.
10. Watson K. & Wilson, R. (1985): Contemporary Issues in Comparative Education, London; Croom & Helm.

**Details Syllabus of the M.A.1st Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 30200
Title of the Course : Teacher Education
Name of the Course Teacher: Dr Daisy Bora Talukdar

Course Objectives :

To enable the students to develop an understanding about the -
 01. Concept of Teacher Education

Unit Nos.	Topic and Details	No. of Lecturer	Weightage
Unit – I	(A) Concepts in Teacher Education <ul style="list-style-type: none"> • Meaning of Teacher Education • Fundamentals of Teaching • Education viz a viz Training • Aim and objectives of Teacher-Education • Programmes at different levels • Pre-Primary, Primary and Secondary (B) History of Teacher Education in India	12	12
Unit – II	Teacher Education Programmes <ul style="list-style-type: none"> • Pre-service Teacher Education • Organization type, NCTE curriculum framework objectives, content methods and evaluation at various levels. • In-Service Teacher Education – Needs, Objectives, Types, organization and evaluation, Comprehensive teacher education programme, integrated teacher education programme. 	14	12
Unit – III	Technology in Teacher Education <ul style="list-style-type: none"> • Meaning of Technology, Historical background Aims; types, different, forms • Technology for instruction • Overhauling teacher education through educational technology ICT and Teaching Education • Programmed Learning 	12	12
Unit – IV	Professionalism and Practice Teaching <ul style="list-style-type: none"> • Teaching as a profession, professional ethics of a teacher • Professional organizing agencies for various levels and their roles NCTE, NCERT, SIE, SCERT, DIET. • Policies, Practices and reforms in Teacher Education • Performance appraisal of teachers; • New directions in teacher education • Culturally relevant teacher education; value orientation. Practice Teaching and Intenship <ul style="list-style-type: none"> • Core Teaching Skills • Format of Unit Plan and Lesson Plan (Some illustrations) 	12	14

	• Supervision of lessons	10	
Unit – V	Teacher education in the north-East	4	10
	• History of Teacher Education in N.E.; Status of Teacher Education in Assam. Types of Teacher Education, CTE/IASE		
	• Problems, issues for research in Teacher Education in N.E. India.		

Methodology

1. Lectures/individual reading
2. Conceptual inputs
3. Self study and individual exercise
4. Group exercise
5. Discussion

Scheme of Evaluation : Internal 40 & External 60

Test 2 (10 Marks)

Group discussion, Seminar, Assignment

Suggested Reading

1. Anand, C.L. *Aspects of Teachers Education*, Delhi, S. Chand and Co., 1988,
2. Chaurasia, G. *Teacher Education and Professional Organization*, Delhi, Authors Press, 2000.
3. Govt. of India. *Report of the Education Commission, 1963-1966*, New Delhi, Ministry of Education, Govt. of India, 1966.
4. Grower, R. & Walters S. *Teaching Practice Handbook*. London, ELBS, Heinemann Educational Books Ltd., 1987.
5. Meffit, John Clifton *In-service Education for Teachers*, Washington, Centre for Applied Research in Education, INC, 1983.
6. Mukherjee, S.N. *Admission and Organization in teacher training institution*, New Delhi, NCERT, 1987.
7. Mukherjee, S.N. (ed.) *Education of the Teacher in India*, Vol, I & Vol. II, Delhi, s. Chand and Co. 1978.
8. NCTE, *Teacher Education Curriculum-A Framework*, New Delhi, NCERT, 1978.
9. Panda, B.N. & Tewari, A.D. *Teacher Education*, New Delhi, A.P.H. Publishing corporation, 1997.
10. Pareek, R. *Role of Teaching Profession*, Guwahati, Eastern Book Hose, 1996.
11. Passi, B.K. *Becoming a Better teacher, microteaching approach*, Amedabad, Sahitya Nudranalay, 1976.
12. Patil, V.T. *Inservice Education for Teachers*, Delhi, Authors Press, 2001.
13. Raina, V.K. *Teacher Education: A Perspective*, Guwahati, Eastern Book House, 1998.
14. Silcork, P. Bruntland, M. *Achieving Competence, Success and Excellent in Teaching*, London routledge Falmer, 2002.

15. Singh, L.C. (ed.) Teacher Education in India A resource book, New Delhi, NCERT, 1990.
16. subramanyam, K. handbook for college and university teachers, Hyderabad, 1995.
17. Tibble, J.W. (ed.) The Future of Teacher Education, London, Rutledge and Kegan Paul, 1971.
18. Sharma R.C. National Policy on Education, Mangal Deep Publication, 2002.
19. Aggrawal J.C. Education Policy in India, Shipra Publication, first published, 1992.
20. Shivavarudrappa, G. Philosophical approach to Education, Himalaya Publication.
21. Kalsa & Singh R.R. Curriculum construction, 1987.
22. Methods of Teacher Training, Raut Range Road, Dgumarli Bhaskara Road, Discovery Publishing House, New Delhi 2
23. Milton Keynes, Managing for change: education, open university.
24. Thorat, Sukhadeo, Higher Education in India, "Emerging issues related to access, inclusive and quality, Chairman UGC New Delhi, Nehru Memorial Lecture.
25. James E. Bruno, Emerging issues in Education : Policy implications for the school, Rand cooperation, published 1972, Lexington books.
26. Teacher Education in India, JS Rajpat & K. Walia, Sterling Publisher Pvt. Ltd. New Delhi.

**Details Syllabus of the M.A. 3rd Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 30300
Title of the Course : Curriculum Development
Name of Course Teacher : Dr Sailendra Bhuyan

Course objectives :

1. To enable the students to develop an understanding about important principles of curriculum construction.
2. To enable the students to understand the basis and determinates of curriculum
3. To orient the students with curriculum design process and construction of curriculum development
4. To acquaint the students with curricular content, curriculum implementation and process of curriculum evaluation
5. To help the students to understand issues, trends and researches in the area of curriculum in India.

Unit	Topic	No. of Lectures	No. of Tutorial
Unit -I	Introduction to Curriculum Development		4
	Concept and meaning of curriculum	2	
	Procedure of curriculum development	2	
	History of curriculum development	2	
	Philosophical considerations of curriculum	2	
	Psychological considerations of curriculum	2	
	Sociological considerations of curriculum	2	
Unit – II	Curriculum Design :		3
	Meaning of curriculum design	2	
	Sources of curriculum design	2	
	Principles of curriculum design	2	
	Types of curriculum	2	
	Differences among the different types of curriculum	2	
Unit – III	Models of Curriculum :		3
	Different models of curriculum development	2	
	Deductions of curriculum from aims and objectives of education	2	
	Administrative consideration of curriculum development	2	
	Grass root level planning of curriculum development	2	
Unit - IV	Curriculum implementation strategies		3
	Role of curriculum support materials	2	
	Types of material and aids necessary for curriculum implementation	2	
	Models of curriculum implementation	2	
	Importance of evaluation of curriculum	2	
	Procedure of curriculum evaluation	2	
	Models of curriculum evaluation	2	

Unit -V	Recommendations and Research :		3
	Recommendations in curriculum development of University Education commission 1948	2	
	Recommendation in curriculum development of Secondary Education commission 1952	2	
	Recommendations in curriculum development of Indian Education commission 1966	2	
	Issues and trends in curriculum development	2	
	Research trends of curriculum development in India	2	

Total Lectures of 1 hour duration : 52
 Tutorial classes of 1 hour duration : 16
 Practical classes of 1 hour duration : Nil
 Total Credits after calculation : 60

References:

1. Cook, T.G : *The Changing Curriculum*, Methuen & Co Ltd. 11 New Fetter Lane London EC4
2. Mamidi Malla Reddy & S. Ravishankar : *Curriculum Development and Educational Technology*, Sterling Publishers Private Ltd., New Delhi- 110016
3. Vashisht, R.P : *Encyclopaedia of Curriculum Development*, Vol- 1,2, 3 & 4, Ajoy Verma Commonwealth Publishers, 4831/24, Prahlad Steet, Ansari Road, Darya Ganj, New Delhi-110002

**Details Syllabus of the M.A, 3rd Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : MA: 30410 (A)
Title of the Course : Developmental Psychology
Name of the Course Teacher: Dr (Mrs.) Neeta Kalita Barua

Course Objectives:

To enable the students to understand the basic concepts relating to development.
 To enable the students to understand the general principles of development.
 To enable the students to understand the general characteristics and problems of each stage and its educational implications.

Course Contents:

Unit No.	Contents of Unit.	No. Of Teaching Hours.	Tutorial Hours.	Total Credits.
I : Growth & Development	Its concept. Pre-natal development. The new-born child – actions and reactions of the neo-nate. Theories of development: Sears, Bandura, Piaget, Kohlberg, Havighurst.	1 2 2 5	6	15
II : Infancy & Childhood.	Developmental Aspects : Emotional, Motor, Sensory. Early needs & Habit formation Children and their parents. Individual differences in reference to parental acceptance and rejection. Children of broken homes Children of working mothers.	2 2 2 2 2 2	2 2	15
III : Development patterns during Childhood.	Language development in children. Development of concepts. Speech Development.	1 2 1	2	10
IV : Adolescence.	Physiological growth. Mental development. Social development: Family relationships, Peer relations, Adjustment problems, and Juvenile delinquency. Personality development during adolescence: The age of Transition, Personality Deviation.	2 4 6 6	6 6	20

References:

Cole, L. : Psychology of Adolescence, Rinehart & Winston, New York, 1963.
 Dinkmeyer, C.D. : Child Development, Prentice Hall of India, New Delhi, 1967.

Hurlock, E.B. : Developmental Psychology – A Life Span Approach, Tata Mc Graw-Hill Publishing Company Ltd., New Delhi.
Hurlock, E.B. : Child Development, Tata Mc Graw-Hill Publishing Company Ltd., New Delhi.
Hurlock, E.B. : Adolescent Development, Tata Mc Graw-Hill Publishing Company Ltd., New Delhi.
Jersild, A.T. : Psychology of Adolescence, Macmillan, New York, 1963.
Jersild, A.T. et.al : Child Psychology, Prentice Hall of India, New Delhi, 1975.
Thompson, G.G. : Child Psychology, The Times of India Press, Bombay.
Western and Lindgren : Psychology of the Child, Wiley International Edition.

**Details Syllabus of the M.A 3rd Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 30420 (B)
Title of the Course : Environmental Education
Name of Course Teacher : Dr Sailendra Bhuyan

Course objectives:

1. To make the students to understand about the concept, importance, scope and aims of environmental education.
2. To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

Unit	Topic	No. of Lectures	No. of Tutorials
Unit -I	Introduction to Environmental Education:		4
	Concept, importance and scope of environmental education	2	
	Difference between Environmental Education and Environmental Science		
	Aims and objectives	1	
	Guiding principles and foundations	1	
	Relationship between mass and environment	2	
	Multidisciplinary nature of environmental education	1	
Unit – II	Environmental Pollution : Causes, effects and control measures of		4
	Air pollution	1	
	Water pollution	1	
	Soil pollution	1	
	Marine pollution	1	
	Noise pollution	1	
	Thermal pollution	1	
	Nuclear hazards	1	
Unit – III	Social issues and the Environment		4
	Solid waste management :Causes, effects and control measures of urban and industrial waste.,	2	
	Water conservation, rainwater harvesting, watershed management	2	
	Resource consumption patterns and the need for equitable utilization	2	
	Preserving resources for the future generations	2	
	The ethical basis of environment education and awareness	2	
	Climate change – global warming, acid, rain, ozone layer depletion and nuclear accidents.	2	
Unit - IV	Nature of environmental education curriculum		4

	Special nature of curriculum on environmental education	2	
	Ecosystem and its functions	2	
	Natural system :Earth and biosphere, abiotic and biotic components	2	
	Human systems: Human beings as part of environment, human adaptations to environment, population and its effects on environmental resources.	2	
	Technological system: industrial growth, scientific and technological indentions and their impact on the environmental system	2	
Unit – V	Methods and approaches of Environmental education and environmental movements		4
	Methods – Discussion, seminar, workshop, Dialogue, Problem solving, Field surveys, projects and exhibitions	2	
	Earth summit 1972	1	
	Earth summit 1992	2	
	Earth summit 1997	1	
	Earth summit 2002	2	
	Earth summit 2008	2	
	Earth summit Agenda 21	1	
	Montreal protocol	1	
	Chipko movement	1	
	Wildlife conservation strategy (WCS)	1	

Total Lectures of 1 hour duration : 50

Tutorial classes of 1 hour duration : 20

Practical classes of 1 hour duration : Nil

Total Credits after calculation : 4 Credits

References:

Kumar, B : *Environmental Education*, DVS Publishers,
Panbazar, Guwahati- 781001

Chitrabhanu : *Environmental Education*, DVS Publishers,
Panbazar, Guwahati- 781001

Rao, V.K. : *Environmental Education*, DVS Publishers,
Panbazar, Guwahati- 781001

Chand, J : *Environmental Education*, DVS Publishers,
Panbazar, Guwahati- 781001

M.A. 4th Semester Syllabus

Details Syllabus of the M.A. 4th Semester Programme in Education under Choice Based Credit System: Session 2009-2010

Course No. : EDN 40100
Title of the Course : Education and Development
Name of Course Teacher : Ms. Meghali Baruah

Unit	Topic	No. of Lectures	No. of Tutorials
Unit – I	Education as a Fundamental Right – Early childhood education, Universalization of Elementary education, Sarva Siksha Abhijan, Rashtriya Madhyamik Shiksha, Yashpal committee Report, DPEP & other programmes	8	3
Unit - II	Education of the Disadvantaged – Equity, Access and Reservation in Education in India (Reference will be made to the SC/ST/Tea Tribes, Girl Child)	8	3
Unit - III	Education & sustainable development - Relationship between man and environment – ecological & psychology perspective; Concept of sustainable development in the 21 st century – its objectives and Educational policies.	10	2
Unit - IV	Globalization and Indian education – Impact of globalization; Education and diversity; Policy issues; integration & multiculturalism. Privatization & Globalization of Higher education	12	3
Unit - V	Politics and Education – Relationship between Politics and education, Policy Making Methods, Processes and Agencies of Policy Making, Sources of Policies.	13	3

Total Lectures of 1 hour duration : 51
 Tutorial classes of 1 hour duration : 14
 Practical classes of 1 hour duration : Nil
 Total Credits after calculation : 65

**Details Syllabus of the M.A. 4th Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 40200
Title of the Course : Education in North East India
Name of Course Teacher : Dr Daisy Bora Talukdar

Course Objectives:

To enable the students to develop an understanding about the -
 1. The Education System in the North East

Unit Nos.	Topic and Details	No. of Lecturer	Weightage
Unit – I	North-East India – A Historical Perspective of the development of its states, its land, demography, Population <ul style="list-style-type: none"> • Contribution of missionaries towards educational development in the north-east. • Review of educational development. • Imbalances of education, nature of disparity – caste/gender/urban/rural. • Right to Education Act 2010 	12	12
Unit – II	School Education of the North-East <ul style="list-style-type: none"> • Organizational levels of education pre-primary, primary, secondary, higher secondary. • Brief historical development • Enrolment, dropout, concept of universalization of education and role of SSA, curriculum and teacher training. • Planning and administration at different levels; state boards, central boards, NIOS. • Problems, innovations and changes. 	14	14
Unit – III	Higher education in the North East <ul style="list-style-type: none"> • General education and vocational education. • Professional education – Medical, Engineering Teacher, Legal, IITs, IIMs. • University education policy perspective and emerging trends; course, evaluation system, 	14	12

financing; privatization.

- Teachers Quality and role in higher education institutions, innovations and changes.

Unit – IV Inclusive policy in education with reference to North 14 12

East

- Meaning, historical background of social exclusion and its relevance in N.E. India
- SC, ST, Tea garden, minority and migrant workers educational policies and present educational scenario.

Unit - V Issues for research in Education in N.E. 10 12

- Need of educational research in N.E.
- Issues for research
- Preparing a research proposal on a topic on the N.E.

Methodology

1. Lectures/individual reading
2. Conceptual inputs
3. Self study and individual exercise
4. Group exercise
5. Discussion

Scheme of Evaluation : Internal 40 & External 60

Test 2 (10 Marks)

Preparing a project Report

**Details Syllabus of the M.A. 4th Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 40310
Title of the Course : Economics of Education
Name of Course Teacher : Mrs. Asomi Chaliha

Course Objectives:

1. To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
2. To familiarize the pupils with interrelationship between education and economics cost and production in education, recent trends in economics of education.
3. To develop an understanding of the education as an economic good, investment, industry and a consumption activity.
4. To acquaint the learners with education as a tool of economic development and human capital formation
5. To enable the students to understand Man Power planning, educational planning, economic aspects of educational planning etc.
6. To acquaint the learners with taxonomy of cost and benefits of education, input-output relationship etc.
7. To familiarize the pupils with different aspects of financing higher education.

Unit	Topic	No. of Lectures	No. of Tutorials
Unit – I	Meaning, Nature and Scope of Economics of Education	2	1
	Historical Retrospect of Economics of Education (world and Indian Perspectives)	2	
	Functions and Importance of Economics of Education	2	
	Analogy of Economics to Education	1	
	Concept and significance of cost and production in Education	2	1
	Economic transactions concerned with Education	1	
	Recent trends in Economics of Education	2	
Unit – II	Education as an investment activity (personal, social and national aspects).	3	1
	Education as a consumption activity (concept, significance and strategies)	2	
	Education as an Economic good (meaning, characteristics and Significance)	2	1
	Education as an industry (concept and characteristics)	1	

Unit - III	Education and Economic Development (meaning, indicators, role of education, research findings)	3	1
	Human capital formation (concept, characteristics, role of education)	2	
	Man- power planning (concept, features, importance)	2	1
	Educational planning (concept, types , principles and importance)	2	
	Economic aspects of Educational planning.(meaning, need, different aspects)	2	
	The problem of educated unemployment, underemployment and brain drain –remedial measures.	3	
Unit – IV	Cost- Benefit analysis of Education(concept, characteristics, importance, techniques)	3	1
	Taxonomy of cost of Education (primary, secondary and higher level)	2	
	Taxonomy of benefits of Education at all levels of education	2	
	Economic aspects of formal education	2	1
	Inputs and outputs-concept, relationships and techniques.	2	
Unit – V	Financing the higher education in India: Challenges and strategies.	2	1
	Theoretical considerations of financing education	1	
	Financing of higher education : Private initiatives – past, present and future	3	
	Role of centre, state and institutions for financing education	2	1
	Grant in –aid scheme	2	

Total Lectures of 1 hour duration : 55
Tutorial classes of 1 hour duration : 10
Practical classes of 1 hour duration : Nil
Total Credits after calculation : 4

Suggested Readings:

1. Ansari, M.M

Education and Economic Development , New Delhi, AIU
Publication, 1987

2. Garg, V.P

The Cost Analysis in Higher Education , New Delhi,
Metropolitan Book Co.,1985

3. Harbison & Myers *Education, Manpower and Economics growth*, New Delhi, Oxford & IBH. (Indian Edition) 1968
4. Nagpal C.S. & Mittal A.C.(eds) *Economics of Education*, New Delhi, Anmol Publications, 1993.
5. Pandit, H.N *Measurement of cost Productivity & Efficiency of Education*, New Delhi, NCERT, 1969
6. Pscharo Pulos, G. & Woodhall, M *Education for Development – An Analysis of Investment choices*, London, World Bank Publisher ,1985
7. Rajaiah, B *Economics of Education*, Delhi, Mittal Publications, 1987
8. Schultz, T.W *The Economic Value of Education*, Columbia, Columbia University Press, 1963
9. Sethi, Vinita *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997
10. Sodhi, T.S. *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
11. Vaizey John *Economics of Education*, London, Faber & Faber, 1962

**Details Syllabus of the M.A. 4th Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 40320
Title of the Course : Guidance and Counselling
Name of Course Teacher : Dr Krishna Prasad Gogoi

Unit	Topic	No. of Lectures	No. of Tutorials
Unit -I	Meaning, Nature and Scope of Guidance, Aims and Objective Guidance	2	2
	Guidance Movement in the East and West, Guidance Movement in India	2	
	Bases of Guidance: Philosophical Psychological Sociological Pedagogical	4	
	Type of Guidance: Educational Vocational	2	
Unit – II	Guidance at various Levels:	3	2
	Elementary level		
	Secondary level		
	Higher stage (college & university)		
	The role of a Teacher in Guidance		
	Guidance needs young people	1	
	Guidance in the adjustment of individual	1	
Principles of Guidance and Counselling	2		
Unit – III	Tools and Techniques of Guidance	2	4
	Types of Guidance Techniques	1	
	Counselling	1	
	Group Guidance	1	
	Clinical Approach	1	
	Cumulative Record Card	3	
	Rating Scale		
	Check list for behaviour description		
Test of ability and achievement			

	Diagnostic test	1	
	Test of academic vocation		
	Special aptitude test	1	
	Appraisal of aptitudes for guidance	1	
	The case study procedure in guidance		
Unit – IV	Needs and importance of Occupational Information	1	4
	Collection of information through interview	1	
	The Interview as Counselling tools	1	
	Dissemination of Occupational Information	1	
	Occupational Information in Vocational Guidance	1	
	Counselling	1	
	Types of Counselling	1	
Unit – V	Organization of Guidance and Counselling Programme	2	3
	Elementary stage	1	
	Secondary stage	1	
	Higher state (college & university)	1	
	Kinds of services : Follow up service	1	
	Evaluation of guidance programmes	1	
	Guidance personnel : Headmaster	1	
	Parents	1	
	Teachers	1	
	Librarian	1	
Medical staff	1		

Total Lectures of 1 hour duration : 48
Tutorial classes of 1 hour duration : 14
Practical classes of 1 hour duration : Nil
Total Credits after calculation : 62

Books Recommended:

1. Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffes, New Jersey, Prentice Hall.
2. Bhatia BD and RN Safaya : Educational Psychology and guidance. Published by Pushkar ray for Dhanpot Rai and Sons. Jullundar- Delhi at adhunik Printers, Lakshmi Pura, Jullundar City

3. Bhattacharya H : Guidance in Education, Bombay Asia, Publishing House 1964.
4. Blum Millon L Ph.D -Counseling and Psychology
And Benjamin Balensky Ph.D. - Vocational Psychology and its relation to Education
Personal counseling. Modern Asia Education, Prentice Hall.
5. Buch M B - Survey of Research In Education, Vol. I, II, III, IV
& V. N.C.E.R.T. New Delhi.
- 6.Hirr, Educta L. and Stanby H. Cramer - Vocational guidance and career Development
in the schools : Towards a systems Approach.
Houghton Mifflin Company.
7. Kochhar S. K. (1979): - Guidance in Indian Education. Sterling Publisher
Pvt. Ltd. AB/9 Safdarjang Enclave New
Delhi 110016.
8. Kochhar S. K.(1984): - Educational and Vocational guidance in Secondary
Schools. Revised and Enlarged Edition. Sterling
Publishers Pvt. Ltd. L-10-Green Park Extension
New Delhi-110016.
9. Ministry of Education - Report of Secondary Education Commission.
- University Education Commission, Indian
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**Details Syllabus of the M.A. 4th Semester Programme in Education under
Choice Based Credit System: Session 2009-2010**

Course No. : EDN 40400
Title of the Course : Higher Education
Name of Course Teacher : Dr Daisy Bora Talukdar

Course Objectives :

To enable the students to develop an understanding about the -

01. The policy perspective in Higher Education and recent trend in Higher Education.

Unit Nos.	Topic and Details	No. of Lecturer	Weightage
Unit – I	(1) Introduction to Higher Education <ul style="list-style-type: none"> • Meaning, Objectives/function and Structure of Higher Education, • Social relevance and the need for diversification in higher education • Problems and perspective, future of higher education • Emerging trends in Higher Education • Quality and Evaluation <p>(2) The New Education policy/plan of action implications for higher education-1986, 1992/Revised</p> <p>(3) National Perspective plan for women. Women & Higher Education</p>	14	12
Unit – II	Higher Education in Historical Perspective <ul style="list-style-type: none"> • Higher Education in India Pre-Independence period • Development of Higher Education in India Post Independence period • Commission reports; Plans upto XI 	10	12
Unit – III	Curriculum Planning and Design for Higher Education <ul style="list-style-type: none"> • Need for review and revision of curricular change in higher education. • Process and Development of curriculum change • Curriculum transaction and evaluation of 	14	12

Suggested Reading

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