

Unit I Concept of Creativity

- i) Nature, Meaning and process of Creativity.
- ii) Theories of Creativity - Guilford, Torrance.
- iii) Personality Profile of a creative Scientist & Artist.

Unit II Creativity, Intelligence & Achievement

- i) Concept of Intelligence in context to Guilford's structure of Intellect
- ii) Relationship of creativity with intelligence – studies carried out in India and Abroad.
- iii) Relationship of creativity with academic achievement – Studies done in India & abroad.

Unit III Creativity in Teaching and Learning

- i) Development of Creativity
- ii) Techniques:
 - a) Brainstorming
 - b) Creative problem solving
 - c) Synectic Model
- iii) Measurement of Creativity Talent

Suggested Readings:

1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence
American Sociological Review.
2. Gowan, J. C. Dewas Creativity & its Educational Implication.
G. D, Torrance, E. P.
3. Kneller, G. E. The Art and Science of Creativity
4. Mehdi, B. Creativity in Teaching and Learning.
(New Delhi: NCERT, 1981)
5. Mehdi, B. Towards Learning Society.
(Delhi: Northern Book Depot. Ansari Road)
6. Rather, A. R. Creativity: Its Recognition and Development
(Sarup & Sons; New Delhi)

7. Sharma, K. N. Dynamics of Creativity.
8. Stein, Morris & Heinze. Creativity and the Individual.
Free Press of Glance, University of Chicago.
9. Torrance, E. P. Guiding Creative Talent.
N. J. Prentice Hall, Englewood, Cliffs.
10. Vernon, E. P. (Ed) Creativity.
Methuen & Co. Ltd. II, New Felter Lane London.
11. Vygotsky, L. S. Mind in Society
Cambridge, M. A: Harward University Press.
12. Kusuma, A. Creativity and Cognitive Styles in Children
Discovery Publishing House, New Delhi.
13. Taylor, C. W. Creativity: New York; McGraw – Hill.

Course No. EDU15305DCE Curriculum Development (60 +15) 3 Credits

Unit I Curriculum Process

- i) Aims and Functions of the Curriculum
- ii) Curriculum objectives-Bloom's Taxonomy.
- iii) Determinants – Philosophical, Sociological and Psychological.

Unit II Conceptions of Curriculum

- i) The Humanistic Curriculum
- ii) The Social Reconstructionist Curriculum.
- iii) The Technological Curriculum

Unit III Designing the Curriculum

- i) Principle of Curriculum construction sequencing content-Integrating contents.
- ii) Curriculum content-Curriculum and culture, knowledge and values
- iii) Core curriculum – Problems – Implications.

Suggested Readings:

- | | | |
|----|------------------------------|---|
| 1. | Bloom, B. S. | Taxonomy of Educational Objectives
London: Longmans, 1956. |
| 2. | Kelly, A. V. | The Curriculum: Theory & Practice
London: Longmans, 1956. |
| 3. | Kind, E. A. | Curriculum Planning.
New Delhi: Haroer & Brothers, 1950. |
| 4. | Mehdi, B. | Effective Use of School Curriculum – An
introduction (New Delhi: NCERT, 1978. |
| 5. | Mehdi, B. | Curriculum in Transaction
(New Delhi: NCERT, 1978. |
| 6. | Taba, H. | Curriculum in Transaction
(New York: 1962. |
| 7. | Tanner, D &
Tanner, N. L. | Curriculum Development. (2 nd Edition)
New York: Macmillan Publishing Co Inc.1980 |

Course No. EDU15306DCE Comparative Education (60 +15) 3 Credits

Unit I: Comparative Education; Meaning and Method

- i) Historical background of Comparative Education
- i) Meaning and Scope of Comparative Education
- ii) Objectives of Comparative Education.

Unit II: Factors Influencing Educational System

- ii) Economic Factor
- iii) Geographical Factor
- iii) Linguistic Factor

Unit III: A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:

- i) Pre-Primary Education – System of Education
- ii) Primary Education – System of Education
- iii) Secondary Education – System of Education
- iv) Higher Education – System of Education

Suggested Reading:

- | | | |
|----|--------------------------|--|
| 1. | Altabach | Comparative Education |
| 2. | Deyound, C. A. & Wom, R. | American Education.
(New York: McGraw Hill Company, 1978) |
| 3. | Grant, Migol | Society School and Progress in Education-Europe
(London: Pergama Press, 1960) |
| 4. | Hans, N. | The Russian Tradition in Education
(London: Rout Ledge and Kegan Paul, 1963) |
| 5. | Hans, N. | Comparative Education. |
| 6. | King, I. J. | Comparative Studies and Educational Decision.
(New York: The Bobbs Marshal Company, Inc.1979) |
| 7. | Naik, J. P | The Education Commission and After.
(New Delhi: Allied Publications Pvt. Ltd. 1982) |
| 8. | Salamatullah | Education in the Social Context.
(New Delhi: NCERT, 1979) |
| 9. | Singh, R. P. & | Non-formal Education – An Alternative to Formal |

Course No. EDU15404DCE Social Psychology**(60 +15) 3 Credits****Unit I Introducing Social Psychology**

- i) Nature and Meaning, Scope.
- ii) Methods
- iii) Focus
 - a) Attitudes
 - b) Prejudices
 - c) Values

Unit II Personality and Self

- i) Concept of Personality
- ii) Personality types: Basic – National Character
- iii) Theories of self development: looking glass (Cooley), the “I and the me (Mead)”, self – Theory (Carl Rogers)

Unit III Social Relation

- i) Social Interaction:
 - a) Cooperation
 - b) Competition
 - c) Conflict and peace making
- ii) Attraction – causes; measurement
- iii) Aggression – approaches; control of aggression

Suggested Readings:

1. Allport, G. E. Pattern and Growth in Personality
(New York: Holt Rinehart & Winston, 1961)
2. Bales, R. F. Interaction Process Analysis
(Combridge Addison-Wesley Press, Inc. 1950)
3. Benedict, R. Patterns of Culture
(New York: Penquine Books Inc. 1946)
4. Bonner, H. Group Dynamics
(New York: The Ronald)
5. Cooley, C.H. Human Nature and the Special Order
(New York: Charles Scribers Sons, 1902)
6. Lindzey G. & Aronsen, E. The Handbook of Special Psychology
(2nd Edition, Vol.2, Addism Weeley Publishing Company Inc. 1968)

7. Linton, R. The Tree of Culture
(New York: 1955)
8. Mead, G. h. Mind, Self and Society
(Chicago: University of Chicago Press, 1943)
9. Sorokin, P. A. Society, Culture and Personality. The structure and
Dynamics. (New York: Harper and Brother, 1947)
10. Turner, R. H. Collective Behaviour Among.
(Cliffs, N. J. Prentice Hall Inc. 1957)

Course No. EDU15405DCE Educational Planning & Financing
(60 +15) 3 Credits

Unit I Educational Planning:

- i) Concept, Types – Micro & Macro types; short term & long term
- ii) Objectives & Need for educational planning
- iii) Historical background of Educational Planning in India
(with special reference to 5 – year plans)

Unit II Approaches to Educational Planning

- i) (Manpower Requirement Approach
- ii) Social Demand Approach
- iii) Rate of Return Approach)

Constraints/Trends in Educational Planning

- i) Economic Constraints
- ii) Cultural Constraints
- iii) Political Constraints
- iv) Modern trends in Educational Planning). In India with special reference to 5-year plans.

Unit III Educational Finance

- i) Sources of Educational Finance
- ii) Principles of Educational Finance
- iii) Problems of Educational Finance – Internal & External.
- iv) Economic of Education (as investment & as consumption)

Suggested Readings:

- | | | |
|----|------------------|---|
| 1. | Azad, J. L. | Financing of Higher Education in India
(New Delhi: Sterling Publisher, 1975) |
| 2. | Dhar, T. N. | Politics of Man Power Planning
(Calcutta: Mederva Associaes 1974) |
| 3. | Mishra, A | Financing of Education in Indian
(Delhi: Asia Publications, 1964) |
| 4. | Naik, J. P. | Educational Planning in India
(Allied Publication, 1965) |
| 5. | Rao, V. K . R. V | Education and Human Resource Development
(Allied Publication, 1965) |
| 6 | UNESCO | Fundamentals Education Planning |

7. National Nos. Educational Institute of Planning & Administration, New Delhi Journal of Educational Planning & Administration Vol. 12, 1 & 2 Jan. and April, 1988
8. National Nos. 3 Institute of Education Journal of Educational Planning & Administration Vol. 1 & 4 July & October, 1987.
9. Agarwal, J. C. Education Administration Inspection Planning and Financing in India (New Delhi, Arybooks Depot., 1983)
10. Rasool, G & Chopra, M. Educational and National Development in free India (Jallendhar Sunshine Publications, 1990)
11. Kumar, A. Current Trends in Indian Education. (New Delhi, Ashish Publication House 1991)

Course No. EDU15104DCE Population Education (60 +15) 3 Credits

Unit I Population Education :

- i) Meaning, Need and Importance
- ii) Objectives
- iii) Emergence of Population Education in India

Unit II Population Composition:

- i) Age structure/sex Rural and Urban composition
- ii) Family welfare programmes
- iii) Fertility – concept, determinants & Measurement of fertility:
- iv) Mortality, concept, determinants & Measurement of mortality:

Unit III Population theories

- i) Social theory(K. Marx)
- ii) Demographic theory (Malthus)
- iii) Concept of Quality of Life reference to , nutrition, education, employment
- iv) Population growth – its consequences and effects.

Suggested Readings:

1. Agarwal, S. N. Age at Marriage in India, Allahabad, Kital Mahal, 1962.
2. Alikhan, M, and N. Ayesha, Status of Rural Women in India, New Delhi, Uppal Publishing House, 1982.
3. Brembeck, C.S. Ed, New Strategies for Educational Development. East Lansing, Michigan State University Press, 1973.
4. Coroc, N, and T. Dyson, India's Demography: Essay on the Contemporary Population, New Delhi, South Asia Publications, 1984.
5. Desia, P.B. Size and Sex Composition of Population in India, Asia Publication, 1969.
6. D' Souza V. S. Economic Development, Social Structure and Population growth, sage, New Delhi, 1985.
7. Eckholm, Erick, P. Losing ground: Environmental Stress and World food prospects, New York, W.W. Norton, 1976.
8. Fraser, Steward E. China: Population Education and People Canberra.
9. Ganguli, B.N. Population and Development, S. Chand and Co.

10. Houser, Phillip, M.Ed. World Population and Development: Challenges and Prospects, New York, Syracuse University Press, 1917.
11. Jayasuriya, J. E. Population Change and Educational Development.
12. Kang, Pat and John Landah, teaching Population concept, Scatle, Dolphin Enterprises, 1987.
13. Kpadia, K. M. Marriage and Family Life in India, London Oxford University Press, 1982.
14. Ministry of Education, Challenge of Education: A Policy Perspective, MOE, Govt. of India, August, 1985.
16. National Resource Book on Population Education, NCERT, New Delhi, April.
17. Siddh, K.K. Family Planning the Religious Factor, Abhinav Publicatios, New Delhi, 1974.
18. Mascarenhas, M.M. Population Education for Quality life Bangalore, Family welfare Centre, 1974.
19. Ministry of Human Resource Development, National Policy on Education Department of Education, MHRD, Government of India, New Delhi, November 1986.
20. Ministry of Education, Challenge of Education: A Policy Perspective, MOE, Government of India, August 1985.
21. NCERT Population Education in School Curricula (social Sciences): A working Document, NCERT, New Delhi, 1970.
22. Rennie, J. K. Population Resource and development: A guide Book Gland IUCN, 1988
23. National Resource Book on Population Education, NCERT, New Delhi.
24. Siddh, K. K. Family plannning the Religious factor, Abhinav Publication, New Delhi, 1974.
25. Taylor, Cart etal, Interaction Between Health and Population, Studies in Family Planning, Vol., 9 No.4 April 1976.
26. UNESCO Population Education: Innovative Strategies and Approaches, report of a Regional workshop, 23-29 Oct, New Delhi.
27. Inder Dev Singh; Population Education: Tandon-Publications-Ludhiana.
28. Khan A. R.; Population Education: Gulshan-Publications-Srinagar
29. Wangoo M.L; Population Education: Tandon-Publications-Ludhiana
30. Gupta P. K.; Population Education: Lall-Publications-Meerut
31. Gupta V. K; Population Education: Vinod-Publications-Ludhiana
32. Aggarwal J. C; Population Education: Shipra -Publications-Delhi.
33. M.V. Lakshmi; Population Education: APH Publishing Corporation, New Delhi.
34. K.Bhatia; Population Education:Ankur- Publications-Ludhiana.
35. Khan.Shameem; Population Education:Gulshan -Publications-Srinagar.
36. Rao, V.K; Population Education-Global Books-Hazratbal.
39. Rao, N. B., Family Planning in India; New Delhi: Vikas Publishing House.

Course No. EDU15406DCE Measurement & Evaluation**(60 +15) 3 Credits****Unit I Measurement and Evaluation**

- i) Concept & levels of Measurement.
- ii) Concept of Evaluation – Formative & Summative, Distinction between Educational Measurement and Evaluation.
- iii) Taxonomy of Educational Objectives.

Unit II Characteristics of a Measurement Instrument

- i) Objectivity
- ii) Reliability-Concept, Types, Methods of estimate.
- iii) Validity, Concept, Types, Methods of estimate.
- iv) Evaluation Tools: Essay – type test, Short answer type test & Objective

Unit III Appraisal of the present system of Examination

- i) Report of various committees & Commission on Examination reforms including UGC plan of Action (1973) NPE (1986).
- ii) Limitations of the present system of Examination
- iii) New trends in Examination Reforms.
CCE, Grading System, Open book examination.

Suggested Readings:

1. Anastasi, A. Psychological Testing.
New York : MacMillin, 1970.
2. Bloom, B. S. Taxonomy of Educational Objectives.
New York : Longmans, 1956.
3. Concept of Evaluation New Delhi: NCERT, 1963.
4. Examination Reforms New Delhi, University Grants
Commission, 1976– A Palm of Action
5. Greeman, F. S. Theory & Practice in Psychological Testing,
6. Pajna, D. H. & Educational & Psychological Measurement.
Horris, P. F New Delhi: Oxford University Press, 1972.
7. Stanely & Hopkin Measurement & Evaluation in Education &
Psychology.
8. Thornike, R. L. Measurement & Evaluation in Psychology
Hagon, E. & Education.

Course No. EDU15105DCE Value Education (60 +15) 3 Credits

Unit I Value Education:

- i) Need and Importance of Value Education
- ii) Education for Human rights
- iii) Recommendations of various committees/commissions:
 - a) Indian Education Commission (1964-66)
 - b) NPE (1986) c) NCF (2005)

Unit II Moral Development of the Child

- i) Concept of Moral Education & Sources of Values
- ii) Moral developmental approach – Jean Piaget
- iii) Stages of moral development - Kohlberg

Unit III Models of Moral Education

- i) Rationale Building Model
- ii) Value Classification Model
- iii) Social Action Model

Suggested Readings:

1. Allport, G. W. Vernon, P. E., & Lindzey G. (1960) Manual of Study of Values
Boston: Houghton Mifflin.
2. Chitkara, M. G. (2003), Education and Human Values, APH Publishing
Corporation. 5, Ansari Road, Darya Ganj, New Delhi – 110002.
3. Gawadne, E. N. (2002) Value Oriented Education Vision for Better Living:
Sarup & Sons, New Delhi – 110002.
4. Mujeeb, M. (1971) Education and Traditional Values Delhi, (Meenakshi
Prakashan).
5. Mukerjee, R. K. (1964) The dimensions of Values: Allen and Unwin.
6. Pepper, S. C. (1970) The sources of values: London; University of California
Press.
7. Perry, R. B. (1954) Realms of values, Cambridge: Harwar University Press.

8. Srivastava, S. K. (1983) Values, among University Students: Sex difference
Journal of Indian Education. NCERT.
9. Venkataiah, N. (1998) Value Education APH Publishing Corporation 5, Ansari
Road, Darya Ganj, New Delhi.
10. Whitley, P. L(1933) A study of the Allport – Vernon Test of Personal Values;
Journal of Abnormal and Social Psychology.
11. Chilana M.R (1998) “Value Orientation of Education” Chandigarh, Youth, De.
12. Dhanavel. P. 200 “Importance of Value-based teachers” University, News, Vol
38, May 2000.
13. Reddy, N. K. (9179) ‘Man, Education and Values’. New Delhi, B.R. Publishing
Corporation.
14. Ruhela, S.P. (1990) ‘ Human Values and Education’ New Delhi: Sterling
Publishers.
15. Rajput, J. S. Symphony of Human Values in Education, New Delhi; NCERT.

Unit I **Guidance & Counselling**

- i) Meaning and Basic Principles of Guidance.
- ii) Meaning & Purposes of Counselling
- iii) Elements & Steps in Counselling
- iv) Distinction between Counselling & Psychotherapy.

Unit II **Models for Guidance:**

- i) Parsonian : Vocational Guidance
- ii) Brewarian : Guidance as identical with Education
- iii) Hoyts : Guidance as constellation of Service.

Unit III **Theories of Counselling:**

- i) Directive
- ii) Non-directive
- iii) Psycho-analytical
- iv) Behavioural

Suggested Readings:

1. Bordin, E. S. Psychological Counselling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Shools.
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Fundamental of Guidance.
Stone, S. C. Boston: Houghton Miffin Co., 1976)

7. Chauhan, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donald, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counselling.
(NCERT Publication).

Course No. EDU15204DCE Special Education (60 +15) 3 Credits

Unit I Special Education

- i) **Exceptionality**
 - a) Concept of Positive and Negative deviations
 - b) Needs and problems of exceptional children.
- ii) Special Education: Concept, scope and objectives
- iii) Basic principles of special education
- iv) Disability Act & Role of RCI

Unit II Mental Retardation (MR)

- i) Concept Levels and Categories
- ii) Characteristics, Needs and Problems of MR
- iii) Education of MR Children

Unit III Visual Impairment and Hearing Impairment

- i) Classification and Causes
- ii) Levels of hearing loss; Early identification and intervention
- iii) Education of the Deaf.

Suggested Readings:

- | | | |
|----|---|---|
| 1. | P. L. Sharma | Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987) |
| 2. | Sudesh Mukhopadiyay
N. K. Jangira
M. G. Mani
M. Ray Chowdhary. | Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987) |
| 3. | Ysseldyke, J. Ed. | Critical Issues in Special & Remedial Education. Boston: Houghton Mifflin, 1982. |
| 4. | Woody, R. H. | Behavioural Problem Children in the School New York: Appleton Century Crafts. 1969. |
| 5. | Westman, J. C. | Individual difference in Children. New York: Wiley 1973. |

6. Walshm Merber, M. Introducing the young child to the special world.
New York: Macillah Co. Inc. 1980.
7. Thompson, George, G. Child Psychology.
Boston Houghton, Mifflin Co. 1952.
8. Sorenson, Herbert Psychology in Education
London: Mcgraw-Hall Book Co. Inc. 1954.
9. Jangiram, N. K. Special Education Scenario in Britain & India.
Gurgaon Academic Press, 1986.
10. Jangiram, N. K. Responsive Teaching – New Delhi; NCERT, 1995.

Course No. EDU15205DCE

Adult Education

(60 +15) 3 Credits

Unit I

Adult Education in India

- i) Concept, importance & objectives
- ii) Approaches to Adult Education, with reference to NPE (1986) Review of NPE (1992) NLM, JSN.
- iii) Motivation of Adult.
 - a) Psychology of adult learners.
 - b) Methods of motivating adult for learning

Unit II

Methods of Teaching Adult

- i) Methods of adult education – lecture, workshop, seminar, symposium, discussion, demonstration, dramatization and role-play.
- ii) Methods of teaching literacy – analytic, synthetic and eclectic
- iii) Role of Mass Media (Electronic & Print)

Unit III

Evaluation of Adult Education Programmes

- i) Basic principles of evaluation,
- ii) Formative and Summative evaluation.
- iii) Techniques of assessment with special reference to interview, observation & questionnaire.

Suggested Readings:

- | | | |
|----|--|---|
| 1. | Bordia Anil, J. R. Kidd and J.A.Dvapa, Datta S. C. | Adult Education in India. (Nichiketa Publication Limited) |
| 2. | J. A. Dvapa, Datta, S.C. | Adult Education in Third World (Criterion Publication, New Delhi) |
| 3. | Kundu, C. L. | Adult Education: Principles, Practice & Prospects, (Sterling Pub., New Delhi) |
| 4. | Miller, Harry L. | Teaching & Learning in Adult Edu. (London: Macmillan Company, 1964) |
| 5. | Mohsini, S. R. | Adult & Community Education (Indian Adult Education Association, 1973) |
| 6. | Mohanty, S. B. | Life Long and Adult Education. (Ashish Publication House, New Delhi) |
| 7. | Rai, T. V. | Adult Education for School Change (New Delhi: Manakar, 1989) |
| 8. | Malik, G. M. | Understanding Adult Education. |
| 9. | Basu Nighat | Adult Education, Trends and Strategies. |

Course No. EDU15206DCE**Mental Hygiene****(60 +15) 3 Credits****Unit I****Mental Hygiene:**

- i) Concept of Mental Health & Role of teacher in fostering mental health.
- ii) Nature, Scope and Principles of Mental Hygiene
- iii) Importance & Functions of Mental Hygiene

Unit II**Adjustment & Mal-adjustment.**

- i) Concept of Adjustment
- ii) Concept & Factors of Mal-adjustment and remedial measures
- iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)
- iv) Psychotherapy as a treatment

Unit III**Adjustment Mechanism**

- i) Fantasy, Compensation, Identification & Projection
- ii) Rationalization, withdrawal & Selective forgetting
- iii) Negativism, Sublimation, Displacement & Regression.

Suggested Readings:

1. Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
2. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969
3. Wheatlev, George M. & Grace T. Hallock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965
4. Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.
5. Iazarrus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976.

Course No. EDU15307GE Mental Hygiene-I (40 +10) 2 Credits

Unit I Mental Hygiene:

- i) Concept of Mental Health & Role of teacher in fostering mental health.
- ii) Nature, Scope and Principles of Mental Hygiene
- iii) Importance & Functions of Mental Hygiene

Unit II Adjustment & Mal-adjustment.

- i) Concept of Adjustment
- ii) Concept & Factors of Mal-adjustment
- iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)
- iv) Role of Parents & Society.

Suggested Readings:

1. Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
2. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969
3. Wheatlev, George M. & Grace T. Hallock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965
4. Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.
5. Iazarrus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976.

Course No. EDU15407GE Guidance & Counselling-I (40 +10) 2 Credits

Unit I Guidance:

- i) Historical Background – India
- ii) Meaning and Basic Principles.
- iii) Personality Assessment:
 - a) MMPI
 - b) 16 PF

Unit II Models for Guidance:

- i) Parsonian : Vocational Guidance
- ii) Brewarian : Guidance as identical with Education
- iii) Hoyts : Guidance as constellation of Service.

Suggested Readings:

1. Bordin, E. S. Psychological Counselling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Shools.
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Fundamental of Guidance.
Stone, S. C. Boston: Houghton Miffin Co., 1976)
7. Chauhann, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)

Course No. EDU15107GE**Special Education-I****(40 +10) 2 Credits****Unit I**

- i) **Exceptionality**
 - a) Concept of Positive and Negative deviations
 - b) Identification of exceptional Children
 - c) Needs and problems of exceptional children.
- ii) Disability Act & Role of RCI

Unit II**Mental Retardation (MR)**

- i) Concept Levels and Categories
- ii) Characteristics of Mentally Retarded Children
- iii) Needs and Problems of Mentally Retarded
- iv) Education of Mentally Retarded Children

Suggested Readings:

1. P. L. Sharma Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
2. Sudesh Mukhopadiyay Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
N. K. Jangira
M. G. Mani
M. Ray Chowdhary.
3. Ysseldyke, J. Ed. Critical Issues in Special & Remedial Education. Boston: Houghton Mifflin, 1982.
4. Woody, R. H. Behavioural Problem Children in the School New York: Appleton Century Crafts. 1969.
5. Westman, J. C. Individual difference in Children. New York: Wiley 1973.
6. Walshm Merber, M. Introducing the young child to the special world. New York: Macillah Co. Inc. 1980.
7. Thompson, George, G. Child Psychology. Boston Houghton, Mifflin Co. 1952.

Course No. EDU15207GE Social Psychology-I**(40 +10) 2 Credits****Unit I Introducing Social Psychology**

- i) Nature and Meaning, Scope.
- ii) Methods
- iii) Focus
 - a) Attitudes
 - b) Prejudices
 - c) Values

Unit II Personality and Self

- i) Concept of Personality
- ii) Personality types: Basic – National Character
- iii) Theories of self development: looking glass (Cooley), the “I and the me (Mead)”, self – Theory (Carl Rogers)

Suggested Readings:

1. Allport, G. E Pattern and Growth in Personality
(New York: Holt Rinehart & Winston, 1961)
2. Bales, R. F. Interaction Process Analysis
(Combridge Addison-Wesley Press, Inc. 1950)
3. Benedict, R. Patterns of Culture
(New York: Penquine Books Inc. 1946)
4. Bonner, H. Group Dynamics
(New York: The Ronald)
5. Cooley, C.H. Human Nature and the Special Order
(New York: Charles Scribers Sons, 1902)

Course No. EDU15308GE Mental Hygiene-II (40 +10) 2 Credits

Unit I Adjustment Mechanism

- i) Fantasy, Compensation, Identification & Projection
- ii) Rationalization, withdrawal & Selective forgetting
- iii) Negativism, Sublimation, Displacement & Regression.

Unit II Treatment/Methods for the Preservation and Enhancement of Mental Health.

- i) Hypnosis & Catharsis
- ii) Hydrotherapy & Shocktherapy.
- iii) Psychotherapy

Suggested Readings:

1. Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
2. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969
3. Wheatlev, George M. & Grace T. Hallock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965
4. Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.
5. Iazarrus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976.

Course No. EDU15408GE Guidance & Counselling-II (40 +10) 2 Credits

Unit I

Counselling:

- i) Meaning & Purposes
- ii) Elements & Steps in Counselling
- iii) Distinction between Counselling & Psychotherapy.

Unit II

Theories of Counselling:

- i) Directive/Non-directive
- ii) Psycho-analytical
- iii) Behavioural

Suggested Readings:

1. Donald, E. Super Psychology of Careers.
2. Hoppock, W, Occupational Information.
3. Donal, E. Super Apparising Vocational Fitness.
4. Traxler, E. Techniques of Guidance
5. Prem Pasricha Introduction to Counselling.
(NCERT Publication).

Course No. EDU15108GE**Special Education-II****(40 +10) 2 Credits****Unit I a) Special Education**

- i) Special Education: Concept, scope and objectives
- ii) Basic principles of special education

b) Visual Impairment

- i) Nature, definitions and classification
- ii) Incidence, Cause.
- iii) Approaches to Education: Different models and methods

Unit II Hearing Impairment

- i) Important of hearing sense & Effects of hearing impairment of Educational process.
- ii) Levels of hearing loss; Early identification and intervention
- iii) Education of the Deaf.

Suggested Readings:

1. Sorenson, Herbert Psychology in Education
London: Mcgraw-Hall Book Co. Inc. 1954.
2. Jangiram, N. K. Special Education Scenario in Britain & India.
Gurgaon Academic Press, 1986.
3. Jangiram, N. K. Responsive Teaching – New Delhi; NCERT, 1995.
4. MHRD, New Delhi Revised Programme of Action – 1992.
5. UNESCO, 1994 Final Report: Conference on Special Needs
Education: Access & Quality.
6. UNESCO, 1993 Making it Happen – (Paris)
7. Warnock, M. Special Education Needs; Report of the Committee
of Enquiry into Education of Handicapped
Children and Young People – (London, HMSO)

Course No. EDU15208GE

Social Psychology-II**(40 +10) 2Credits****Unit I****Social Relation**

- i) Social Interaction:
 - a) Cooperation
 - b) Competition
 - c) Conflict and peace making
- ii) Attraction – causes; measurement
- iii) Aggression – approaches; control of aggression

Unit II**Social Influence**

- i) Cultural Influence:
 - a) Culture and Social Diversity
 - b) Norms
 - c) Roles
 - d) Conformity
- ii) Social facilitation & De-individualization
- iii) Group polarization, Group thinking & Group Mind.

Suggested Readings:

- | | | |
|----|--------------------------|---|
| 1 | Lindzey G. & Aronsen, E. | The Handbook of Social Psychology (2 nd Edition, Vol.2, Addison Wesley Publishing Company Inc. 1968) |
| 2. | Linton, R. | The Tree of Culture (New York: 1955) |
| 3. | Mead, G. h. | Mind, Self and Society (Chicago: University of Chicago Press, 1943) |
| 4. | Sorokin, P. A. | Society, Culture and Personality. The structure and Dynamics. (New York: Harper and Brother, 1947) |
| 5. | Turner, R. H. | Collective Behaviour Among. (Cliffs, N. J. Prentice Hall Inc. 1957) |

Course No. EDU15309OE Personality Development (40 +10) 2 Credits

Unit I Personality

- i) Concept Biological & Environmental Determinants.
- ii) Trait Theory of Personality
- iii) Trait Factor Theory of Cattell.
- iv) Psychoanalytic Theory of Freud.

Unit II Personality Assessment

- i) Erickson's Theory of Psycho-social Development
- ii) Kholberg's theory of moral Development
- iii) Piaget's Theory of Cognitive Development

Suggested Reading:

1. Anastasi, A. Psychological Testing (2nd Ed.)
(New York: Macmillan Co., 1976)
2. Allport, G. W. Pattern and Growth in Personality
(New York: Holt Oxford and IBH Publishing Co., 1961)
3. Ferguson Personality Measurement .
(New York: McGraw Hill Company, 1952)
4. Freeman, F. S. Theory and Practice in Psychological Testing.
(New York: Oxford and IBH Publishing Co., 1961)
5. Lehner & Kube The Dynamics of Personal Adjustment.
(England: Cliffs Prentice Hall, 1964)
6. Shaffer and Shoben The Psychology of Adjustment
(New York: Hought Mifflin,, 1956)
7. Skinner, C. E. (Ed.) Educational Psychology
(New Delhi: Prentice Hall of India, 1972)
8. Vernon, P. E. The Structure of Human Abilities
(London: Methuen and Co., 1964)
9. Woodworth, R. S. Contemporary Schools of Psychology
(London: Methuen and Co., 1961)
10. Dandopani, S. A Text book of Advanced Educational
Psychology: Anmol Publications, New Delhi.

Course No. EDU15409OE Educational Administration & Supervision
(40 +10) 2 Credits

Unit I Educational Administration & Supervision

- i) Educational Administration: Meaning & Objectives, Quality of Good Educational Administrator and his role in Institutional Planning
- ii) Responsibilities of the Head of the Institution
- iii) Supervision: Meaning, Need & Importance and Types

Unit II Decision Making Style of the Educational Administrator

- i) Meaning; Types of decision – Routine, Compromising and Heuristic
- ii) Review of Research Studies in Educational Administration - (National Perspective).
- iii) Construction of Standardized Decision Making Scales for Educational Administrators (at least two)

Suggested Readings:

Bhat, K..S. & Ravi Shankar, S. Edtr. (1988) Administration of Educational, New Delhi: Seema
 Introduction to Educational Administration Campbell, Corbally. Allum and Bacon publication
 US

School Administration and Supervision B. Mohanty Deep and Deep Publication Pvt. Ltd.

Introduction to Educational Administration and Supervision G. Rasool and M. Chopra Narendra
 Publishing House, Jalandhar.

School Organization and Administration S. K. Murty Prakash Brothers Education Pub.
 Ludhiana.

Adminstration and Management in School Education Rajvir Singh and Tyagi Chipra Publication
 Delhi.

Course No. EDU15109OE History and Problems of Education in J & K

(40 +10) 2 Credits

Unit I Development of Education in J & K

Main recommendations of:-

- a) Sharp Committee Report– 1916
- b) K. G. Saiyidain Committee Report (1939)
- c) Education Reorganization Committee Report (Kazemi Committee Report) (1950)
- d) Bhagwan Sahaya Committee Report (1972)

Unit II Issues & Problems:-

- i. Universalisation of Elementary Education)
- ii. Vocational Education
- iii. Distance Education
- iv. Women Education

With special reference to J & K.

Suggested Readings:

1. Garg, B. R. Educational for Tomorrow.
(Ambla Cant; International Book Agency, 1979)
2. Garg, B. R. Educational Crises in India.
(Ambla Cant; International Book Agency, 1977)
3. Hughes, A. G. Education: Some fundamental Problems.
Hughes, C (Longman, 1966)
4. Ivina, W. H. Work Experience in High School,
Runge, W. (New York: Ronal Press, 1957)
5. Joshi, K. L. Problems of Higher Education in India
(Bombay: Popular Prshashma, Pvt., Ltd., 1977)
6. Naik, J. P. The Education Commission and After.
(New Delhi: Allied Publishers Pvt., Ltd., 1982)
7. Ramanathan, G. Problems of Educational Planning & National
Integration.
8. Ruhell, S. P. Social Determinants of Educability in India-Papers in.
the Sociological Context, Context of India Education.
(Delhi: Jain Brothers., 1969).
9. Salamatullah Education in the Social Context.
(New Delhi: NCERT, 1979)

Course No. EDU15209OE Early Childhood Care & Education
(40 +10) 2 Credits

Unit I **Concept, Scope & Methods.**

- i) Meaning & objectives of Early Childhood Care & Education.
- ii) Need and Scope of Early Childhood Care & Education
- iii) Methods of studying child behaviour and development
 - a) Observation
 - b) Experimental
 - c) Case study

Unit II **The Development of Childhood.**

(A)

- i) Social and Personal Development
- ii) Emotional development & Motor skills and their development
- iii) Development of Creativity.

(B)

Contribution of the following Philosophers and Educationists with special reference to Child study

- i) Froeble
- ii) Montessori
- iii) Dewy

Suggested Readings:

1. Car Michael, L. Manual of Child Psychology.
(New York: John Wiley & Sons, 1957)
2. Crow and Crow Mental Hygiene.
3. Hurlock, E. Personality Development.
4. Shaffer & Shoben Psychology of Adjustment
5. Sorenson Psychology in Education.
6. Taneja, V. R. Educational Thinkers.
7. Woody R. H. Behavioural Problems of Children in the Schools.
(New York: Applenton Century Crofts)
8. Rav & K. Islam Early Childhood Care and Education.

Course No. EDU15302CR Psychological Foundations of Education-II
(80 +20) 4 Credits

Unit I Personality

- i) Concept Biological & Environmental Determinants.
- ii) Trait Factor Theory of Cattell.
- iii) Psychoanalytic Theory of Freud.

Unit II Personality Assessment

- i) Subjective Method – Case study & Interview.
- ii) Objective Method – 16PF & MMPI.
- iii) Projective Method – Rorschach Ink. Blot Test (RIB), Thematic Apperception Test (TAT).

Unit III Theories of Development

- i) Piaget's Theory of Cognitive Development
- ii) Erickson's Theory of Psycho-social Development
- iii) Kholberg's theory of moral Development

Unit IV Exceptional Children

- i) Gifted
- ii) Delinquents.
- iii) Mentally Retarded.

Suggested Reading:

1. Anastasi, A. Psychological Testing (2nd Ed.)
(New York: Macmillan Co., 1976)
2. Allport, G. W. Pattern and Growth in Personality
(New York: Holt Oxford and IBH Publishing Co.,1961)
3. Ferguson Personality Measurement .
(New York: McGraw Hill Company, 1952)
4. Freeman, F. S. Theory and Practice in Psychological Testing.
(New York: Oxford and IBH Publishing Co., 1961)
5. Lehner & Kube The Dynamics of Personal Adjustment.
(England: Cliffs Prentice Hall, 1964)

6. Shaffer and Shoben The Psychology of Adjustment
(New York: Hought Mifflin,, 1956)
7. Skinner, C. E. (Ed.) Educational Psychology
(New Delhi: Prentice Hall of India, 1972)
8. Vernon, P. E. The Structure of Human Abilities
(London: Methuen and Co., 1964)
9. Woodworth, R. S. Contemporary Schools of Psychology
(London: Methuen and Co., 1961)
10. Dandopani, S. A Text book of Advanced Educational
Psychology: Anmol Publications, New Delhi.
11. Hilgard, E. R. & Theories of Learning
Bower, G. H. Prentice Hall of India.
12. Mowrer, O. H. Learning Theory and Personality Dynamics
New York: A Ronald.
13. Murphy, G. An Introduction to Psychology
New York: Harper.
14. Murray, H. A. Exploration in Personality
New York: Oxford University Press.
15. Mischel, W. Personality and Assessment,
New York: Wiley.
16. Piaget, J. The Child's conception of the World
New York; Harcourt Brace.
17. Gagne, R. M. The Conditions of Learning.
New York: Holt, Rinehart and Winston.
18. Dandapani, S. Simplify Psychology, Mysore, Radhika Publications.
19. Beck, S. J. Rorschach's Test, Vol. I, Basic processes, Vol. II
A variety of Personality pictures.
New York: Grune & Stratton.
20. Chauhan, S. Advanced Educational Psychology Vikas Publishing
House, Pvt. Ltd.
21. Cattell, R. B. Description and Measurement of Personality
New York: World Book Co.
22. Cattell, R. B. & Handbook of Modern Personality Theory.
Dreger, R. N. New York: Appleton Century Crofts.
23. Ewen, R. B. An Introduction of Theories of Personality
New York: Academic Press.

Course No. EDU15403CR

Teacher Education

(80 +20) 4 Credits

Unit I

Development of Teacher Education in India

- i) Teacher Education in Pre-independence India
- ii) Teacher Education in Post Independence India
- iii) Recommendation of Teacher Education by National Commission on Teachers 1983-85, National Policy on Education 1986 & NCFTE (2009)
- iv) Historical Development of Teacher Education in Jammu & Kashmir.

Unit II

Present Position and Types of Teacher Education.

- i) Objectives of Teacher Education at different levels recommended by NCTE:
 - a) Elementary b) Secondary c) Higher
- ii) Problems of Teacher Education in India, Remedial Measures to Overcome these problems
- iii) Integrated Teacher Education courses run by RIEs.
- iv) In-service Teacher Education – Importance & Role of DIETs.
- v) Teacher Education through Distance Mode (Kashmir University & IGNOU)

Unit III

Innovations & Model in Teacher Education

- i) Micro-teaching – (Concept Process & Skills)
- ii) Flander's Interaction Analysis System
- iii) Concept Attainment Model of Teaching (Bruner)
- iv) Self Control Model of Teaching (Skinner)

Unit IV

Teacher effectiveness & Role of Professional Organization in Teacher Education

- i) Concept & Characteristics of teacher effectiveness
- ii) Cognitive and Affective Correlates of an Effective Teacher (Intelligence, Personality, Values and attitude) .
- iii) Role of the NCERT, NCTE & UGC - (composition and functions)
- iv) Role of ASC, NUEPA, NAAC - (composition and functions)

Suggested Readings:

1. Adaval, S. B. Quality of Teacher (Allabad)
2. Ahiya, R. L. The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)
3. Ahiya, R. L. The Teacher of Teacher (New York)
4. Mathur, V. S. Teacher Education Some Thoughts (Ambala: Aggarwal Prakashn, 1956).
5. Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
6. Nadeem N. A. Profile of the Effective Teacher (Srinagar: Full Bright Pub., 1989)
7. Nadeem, N. A. & Akhtar, P. Development of Teacher Edu. in J & K (1900 – 1980 Monograph)
8. Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975)
9. Chrimali, K. L. Better Teacher Education (Ministry of Education, New Delhi)

Ist Semester

Course No. EDU15101CR Philosophical Foundations of Education-I
(80 +20) 4 Credits

Unit I Philosophy of Education & its Functions

- i) Meaning & Scope of Philosophy
- ii) Meaning & Scope of Education
- iii) Relationship of Education & Philosophy
- iv) Functions of Philosophy of Education – Speculative, Normative & Critical

Unit II Western Schools of Philosophy

- i) Idealism
- ii) Pragmatism
- iii) Existentialism
- iv) Realism
- a) With special reference to concepts of Knowledge, reality and values,
- b) Their Educational Implications for Aims, Contents, Methods of Education and Role of teacher.

Unit III Philosophy of Education as Reflected in

- i) Plato ‘Republic’
- ii) Aristotle’s ‘Politics’
- iii) Dewey’s ‘Democracy and Education’

Salient features & contribution in terms of Education Implication.

Unit IV Educational thought in India :

- | | |
|--------------------------------|------------------------|
| i) Swami Vivekenanda | ii) R. N. Tagore |
| iii) Maulan Abul Kalam Azad | iv) Aurobindo Ghosh |

Suggested Readings:

- | | | |
|----|------------------|--|
| 1. | Brubacher, J. S. | Modern Philosophies of Education
McGraw Hill, New Delhi. |
| 2. | Broudy, H. S. | Building of Philosophy of Education
Englewood, Cliffs Prentice Hall, Inc. |

3. Butler, D. Four Philosophies of Education
New York: Harper & Row.
4. Dewey, J. Democracy and Education.
New York: Free Press.
5. Henderson Introduction to Philosophy in Education.
6. Kabir, H. Indian Philosophy of Education
New York: Macmillan
7. Kneller, G. Existentialism and Education
8. Park, Jee The Philosophy of Education
9. Rusk, R. The Doctrines of Great Educators,
10. Saiyidian, K. G. The Humanistic Tradition in Indian Educational
Thought: Asia Publishing House Bombay.
11. Dash, B. N. Teacher & Education in the Emerging Indian Society
(Vol I & II) Neel Kamal Publications.
12. Cantor, N. F. Ancient Thought, Plato and Aristotle,
Waltham Mass, Blaisdell Publishing Co.
13. Lodge, R. C. Plato Theory of Education
London Routledge and Regan Paul.
14. Phenix, P. Philosophies of Education
New York: John Wiley Inc.
15. Radakrishnan, S. History of Philosophy, Eastern and Western
London Allen and Unwin
16. Vive Kananda The Yuga of love and Devotion Calcutta,
Advaita Ashram.
17. Vivekananda India Contribution to world thought and Culture,
Madras, Vivekananda Rock Memorial Committee.
18. Whitehead, A. N. The Aims of Education and other essays,
London: William & Newgate.
19. Taneja Educational Thinkers: Atlantic Publishers, New Delhi.
20. Biswas & Aggarwal Seven Indian Educationists
Arya Book Depot, New Delhi.
21. Abduhu, G. R. The Educational Ideas of Maulana Abdul
Kalam Azad; Sterling Publishers, New Delhi.
22. UNESCO Humanism & Education in East and West.
23. Speeches of Maulana Azad; Publication Division Ministry of Information &
Broadcasting, GOI.

Course No. EDU15103CR Educational Technology (80 +20) 4 Credits

Unit I Understanding Educational Technology

- i) Meaning, Objectives, Types & Scope.
- ii) Forms-
 - a) Teaching technology b) Instructional technology c) Behavioral Technology d) Instructional Design system.
- iii) Major institutions of Education technology in India- CIET, EMMRC, IGNOU, UGC their role in education.

Unit II Innovations in Teaching

- i) Microteaching – Meaning, Characteristics, procedure, major skills and role of supervisor
- ii) Simulated teaching – Meaning, types, steps, procedure, training group, role play simulation in teacher education programme.
- iii) Flanders Interaction Analysis Category System-Description, assumption, procedure, behaviour ratios.

Unit III Programmed Instruction/Learning

- i) Origin, Meaning, principles & Types
Contribution of Skinner, Mager, Gilbert.
- ii) Development of Programmed – steps
(preparation, writing the programme, try-out and revision)
- iii) Review of Research trends in programmed learning-national and International context.

Unit IV Information and Communication Technologies – an Introduction

- i) Nature and Scope of a communication system sender, receiver, message and the medium; one to one, one to many, many to many communication.
- ii) Types of communication in classroom –verbal, non-verbal. Effective communication in classroom.
- iii) Use of ICT in Research, including on-line research, Use of ICT for reporting in the form of theses, Journal articles, and presentations in Seminars and conferences. Downloading of international standards for writing a research report Downloading of references, and biography new books/journals from internet.

Suggested Readings:

1. Allen, D. W. & Micro – Teaching
 Ryan, K.
2. Bishop, L. K. Individualizing Educational System.

3. Bloom, B. S. Taxonomy of Educational Objectives.
4. Charlin, A. A. Developing Questioning Techniques.
5. Dosajh, N. L. Modification of Teacher Behaviour Through Micro-Teaching.
6. Flanders, N. A. Analyzing Teaching Behaviour.
7. Shaplin, J. T. Team Teaching.

Course No. EDU15203CR Methodology of Educational Research-I
(80 +20) 4 Credits

Unit I: Educational Research

- i) Meaning, Need & Importance
- ii) Levels – Theoretical, Applied and Action
- iii) Qualitative research – Meaning & Characteristic & difference between Qualitative & Quantitative research.

Unit II: Problems identification & Hypothesis formulation

- i) Research Problem and its Identification
- ii) Delineating and Operationalisation of Variables
- iii) Hypothesis – Formulation, Characteristics & Types.
- iv) Preparation of Research proposal – purpose & steps.

Unit III Sampling

- i) Population and Sample
- ii) Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- iii) Non-probability Sampling: Quota, Judgment and Purposive

Unit IV Techniques of data collection

- i) Observation
 - ii) Questionnaire
 - iii) Interview
- Their Characteristics, Merits & Limitations.

Suggested Reading:

- | | | |
|----|-----------------------------|---|
| 1. | Best, J. W. | Research in Education (5 th Edition)
(Printice Hall of India, 1977) |
| 2. | Borg, W. R. &
Gall, M.D. | Educational Research – An introduction.
(New York: Longman, 1979) |

3. Garret, H. E. Statistics in Psychology and Education
(Hyderabad: International Book Bureau)
4. Good, C. V. Introduction to Education Research
(New York: Appleton Country Grafts, 1958)
5. Guilford, J. P. Psychometric Methods.
(New Delhi: McGraw Hill Publishing Company, 1971)
6. Guilford, J. P. Fundamental Statistics in Psychology and Education.
(New York: McGraw Hill Book Company, 1965)
7. Kerlinger, E. N. Foundations of Behavioural Research.
(New York: Holt Rinechart & Winston, Ic.)
8. Koul, L. Methodology of Educational Research.
(New Delhi: Sterling Publishers, 10)
9. Van Delon, D. B. Understanding Educational Research – An Introduction
(New York: McGraw Hill Book Cpmpany, 10)
10. Verma, M. Introduction to Educational and Psychological Research.
(Bombay: Asia Publishing House)
11. Mangal, S. K. Statistics in Psychology and Education
Prentice Hall of India Pvt. Ltd.
12. Aggarwal, Y. P. Better Sampling, Concepts, Techniques & Evaluation
Sterling Publishers, Pvt. Ltd.
13. Aggarwal, Y. P. Research in Emerging Field of Education.
Sterling Publishers, Pvt. Ltd.
14. Murthy, M. N. Sampling Theory and Methods
Calcutta, Statistical Publishing Society.