

Diamond Harbour Women's University

Department of Education

Masters in Education

Syllabus 2016 - 2018

Duration: Two years (4 Semesters)

Vision:

This syllabus will help students gain insight into modern techniques of education together with their application in varied fields like management and educational administration. The aim is to help them learn about quality enhancement in education, along with understanding the related theories and approaches of the discipline. The students will realize the importance of leadership in education and how it can be developed. They will also understand about educational organizations, their types and the process of their optimal development.

Objectives:

The objectives of the programme are to help the students to-

1. gather specialized understanding of the discipline;
2. know about the founders of the discipline;
3. understand the theoretical perspectives of education;
4. utilize this knowledge in furthering their careers;
5. understand the social, economic, political, intellectual or cultural attitudes of education;
6. realize the importance of leadership in education and how it can be developed.

About the Programme:

1. Aggregate Marks of the M.A. programme = 1000 marks divided into 4 semesters.
2. Each semester will comprise of 5 courses of 50 marks each.
3. Each course of 50 marks will be of 5-credits, with 80% for final assessment and 20% for internal assessment (which will include presentations, topic-specific assignments and mid-term tests etc.) [as per UGC Norms, 1 credit = 10 lecture-hours].

DIAMOND HARBOUR WOMEN'S UNIVERSITY
MASTERS IN EDUCATION
Semester-based Curriculum Structure

Semester I: July-December

Course Code	Course	Lecture Hours per week	Teaching/Practical hours per week	Credit	Total Marks per Semester
EDU C 101	Philosophical Foundation of Education	4	1	5	50
EDU C 102	Psychological Foundation of Education I	4	1	5	50
EDU C 103	Sociological Foundation of Education	4	1	5	50
EDU C 104	Curriculum Studies	4	1	5	50
EDU C 105	Research Methodology I	4	1	5	50
	SEMESTER I: Total	20	5	25	250

Semester II: January-June

Course Code	Course	Lecture Hours per week	Teaching/Practical hours per week	Credit	Total Marks per Semester
EDU C 201	Mental Hygiene and Adjustment	4	1	5	50
EDU C 202	Psychological Foundation of Education II	4	1	5	50
EDU C 203	Contemporary Issues in Indian Education	4	1	5	50
EDU C 204	Education of Children with Special Needs	4	1	5	50
EDU C 205	Research Methodology II and Computer Application	2	3	5	50
	SEMESTER II: Total	18	7	25	250

Semester III: July-December

Course Code	Course	Lecture Hours per week	Teaching/Practical hours per week	Credit	Total Marks per Semester
EDU C 301	Educational Planning and Management	4	1	5	50
EDU C 302	Comparative Education	4	1	5	50
EDU C 303	Educational Technology	4	1	5	50
EDU C 304	Psychological Tests and their Administration (Practicum)	2	3	5	50
EDU S 305	Special Paper (any 1):	4	1	5	50
EDU S 305.1	Mental Health and Life Skill Education				
EDU S 305.2	History of Education				
EDU S 305.3	Environmental Education				
EDU S 305.4	Value Education				
EDU S 305.5	Economics of Education				
	SEMESTER III: Total	18	7	25	250

Semester IV: January-June

Course Code	Course	Lecture Hours per week	Teaching/Practical hours per week	Credit	Total Marks per Semester
EDU C 401	Women Education	4	1	5	50
EDU C 402	Teacher Education	4	1	5	50
EDU C 403	Measurement and Evaluation in Education	4	1	5	50
EDU C 404	Dissertation/Project Work	1	4	5	50
EDU S 405	Special Paper (any 1):	4	1	5	50
EDU S 405.1	Population Education				
EDU S 405.2	Early Childhood Care and Education				
EDU S 405.3	Guidance and Counselling				
EDU S 405.4	Yoga Education				
EDU S 405.5	Higher Education				
	SEMESTER IV: Total	17	8	25	250

Philosophical Foundation of Education

EDU C 101

Objectives:

The students will be able to-

- know about the contribution of philosophy in the discipline of education;
- understand the contribution of Indian and Western philosophy of education;
- recognize the contribution of Indian and Western Educational thinkers.

Unit I: Educational Philosophy (14 class hours)

- a) Education and Philosophy: Meaning, Nature, and Concepts
- b) Education and Philosophy: Scope and Relationship
- c) Need and Significance of Educational Philosophy
- d) Modern Concept of Philosophy: Analysis- Logical Empiricism and Positive Relativism

Unit II: Indian Philosophy of Education (14 class hours)

- a) Vedanta Philosophy of Education
- b) Buddhist Philosophy of Education
- c) Jain Philosophy of Education
- d) Islamic Philosophy of Education

(Basic concept with special reference to the concept of knowledge, discipline, teacher-pupil relationship, and value)

Unit III: Schools of Philosophy in Education (15 class hours)

- a) Idealism
- b) Realism
- c) Naturalism
- d) Pragmatism
- e) Existentialism

(Education Implications of these schools with special reference to the basic tenets, aims and objectives of education, curriculum, methodology of teaching, teacher-pupil relationship, freedom and discipline)

Unit IV: Indian Educational Thinkers (16 class hours)

- a) Rabindranath Tagore
- b) M.K. Gandhi
- c) Swami Vivekananda
- d) Aurobindo

Unit V: Western Educational Thinkers (16 class hours)

- a) Plato
- b) Comenius
- c) Rousseau
- d) Bertrand Russell

Suggested Readings:

- Aggarwal, J. C. & Gupta, S., *Great Philosophers and Thinkers on Education*, Shipra Publications, New Delhi, 2006.
- Ahmed, S., *World's Great Educationists*, Anmol Publications Pvt. Ltd., New Delhi, 2007.
- Ansari, S. H., *Philosophical Foundations of Education*, Sanjay Prakashan, New Delhi, 2003.
- Butler, J. D., *Four Philosophies and their Practice in Education and Religion*, Third Edition, Harper & Row Co., New York, 1968.
- Brubacher, J. S., *Modern Philosophies of Education*, Tata McGraw-Hill Publishing Co. Pvt. Ltd., New Delhi-Bombay, 1950.
- Cahn, S. M., *The Philosophical Foundations of Education*.
- Shukla, C. S., *Development of Educational System in India*. Loyal Book Depot, Meerut.
- John, D., *Democracy of Education*, Mac Millan, New York, 1963.
- Kabir, H., *Philosophy of Education*, Asia Publishing House, Bombay, 1961.
- Kabir, H., *Education in Modern India*, Middleses, England, 1971.
- Kripalani, K., *Rabindranath Tagore*, OUP, London, 1963.
- O' Connor, D. J., *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London, 1957.
- Park, J., *Selected Readings in the Philosophy of Education*, London, Macmillan & Co. Ltd.
- Rusk, R. R., *The Philosophical Bases of Education*, University of London Press Ltd., London, 1928.
- Rusk, R. R. & Scotland, J., *Doctrines of the Great Educators*, (Fifth Edition), The Macmillan Press Ltd., New York, 1979.
- Seetharamu, A. S., *Philosophies of Education*, APH Publishing, Delhi, 1978.
- Sharma, Y. K., *The Doctrines of the Great Indian Educators*, Kanishka Publishers, New Delhi, 2002.

Psychological Foundation of Education I

EDU C 102

Objectives:

The students will be able to-

- understand the psychological orientation to education;
- know about the nature of different aspects of psychology;
- apply the knowledge of psychology in solving the problems of daily life;
- understand the process and various stages of growth and development;
- understand the concept of individual differences;
- understand the relationship between intelligence and creativity;
- get acquainted with the concept of learning and motivation;
- develop an understanding about learners' learning, cognitive, and thinking styles;
- promote understanding of the major theoretical traditions in learning;
- comprehend the relevance of various psychological theories in classroom context.

Unit I: Psychological Orientation to Education (10 class hours)

- a) Meaning, Nature and Scope of Educational Psychology, Interrelationship between Education and Psychology
- b) Contribution of various Schools with reference to teaching and learning- Structuralism, Functionalism, Behaviourism, Cognitivism, Humanistic, and Psychoanalytic Schools
- c) Methods used in Educational Psychology- Observation, Experimental, Case Study, Developmental, Longitudinal, and Cross-Sectional
- d) Recent trends in Educational Psychology

Unit II: Process of Growth and Development (15 class hours)

- a) Trends and patterns of Development- Physical, Social, Emotional, and Intellectual Development
- b) Language Development- Behaviouristic, Nativist, and Interactionistic Theories of Language Development (brief outline)
- c) Development of Concept Formation, Logical Reasoning, and Problem Solving
- d) Moral Development, Development of Attitudes and Values
- e) Individual Differences- Determinants, Role of Heredity and Environment, Implications of Individual Differences for organising educational programmes

Unit III: Intelligence and Creativity (20 class hours)

- a) Intelligence- Concept and Nature
- b) Structure of Intelligence-

- One Factor or Many as represented by Spearman and Carroll,
 - Multiple Intelligences as represented by Thurstone, Guilford, and Gardner
 - Triarchic Theory of Intelligence as represented by Sternberg
 - Emotional Intelligence and Spiritual Intelligence
 - Artificial, Crystallized, and Fluid Intelligence
 - Social Intelligence
- c) Measurement of Intelligence
- d) Creativity- Concept, Nature, and Theories (Guilford and Torrance)
- e) Measurement and nourishment of Creativity, Relationship between Intelligence and Creativity

Unit IV: Learning, Learners' Learning Styles and their Motivation (10 class hours)

- a) Learning- Concept, Nature and Types, Factors influencing Learning
- b) Learning Styles- Visual, Aural, Verbal, Physical, Logical, Social, and Solitary
- c) Cognitive Styles- Field Dependent-Field Independent, Deep-Surface, Reflective-Impulsive
- d) Thinking Styles- Synthesis, Idealist, Pragmatic, Analyst, and Realist
- e) Motivation- Concept, Types, Its relation with Learning, Classroom motivational techniques; Achievement Motivation, Attribution Theory

Unit V: Theoretical Approaches to Learning (20 class hours)

- a) Thorndike's Conditions (synoptic view), Pavlov's Classical and Skinner's Operant Conditioning ((synoptic view), Learning by Insight, Cognitive Field Theories of Tolman, Hull, and Lewin
- b) Gagne's Hierarchy of Learning, Constructivism- Bruner's and Vygotsky's theory of Learning
- c) Reception Learning of Ausubel, Experiential Learning by Kolb (Concept), Situated Learning (concept), Dialogic Learning (concept), and Emancipatory Learning (concept)
- d) Bloom's Mastery Learning and Self Learning
- e) Transfer of Learning- Meaning, Types, Theories (Theory of Identical Elements and Theory of Generalizations) and Educational Implications

Suggested Readings:

- Ausubel, D. F. & Robinson, F. S., *An Introduction to Educational Psychology*, Holt Rinehart & Winston, New York, 1969.
- Baron, R. A., *Psychology*, Porling Kindersley & Pearson Education, New Delhi, 2007.
- Bigge, M. L. & Hunt, M. P., *Psychological Foundations of Education: An Introduction to Human Development and Learning*, Harper & Row, New York, 1968.
- Bower, G. H. & Hilgard, E. R., *Theories of Learning*, Prentice-Hall, New York, 1981.

- Deshpabhu, S., *Educational Psychology and Child Development*, Kanishka Publishers, New Delhi, 1998.
- Feldman, R. S., *Understanding Psychology*, Tata McGraw-Hill, New York, 2011.
- Gardner, H. E., *Multiple Intelligences: New Horizons*, Basic Books, New York, 2006.
- Getzels, J. W. & Jackson, P. W., *Creativity and Intelligence*, John Wiley & Sons, Inc., New York, 1962.
- Glover, J. A., Ronning, R. R., & Reynolds, C. R. (Eds.), *Handbook of Creativity*, Springer, New York, 1989.
- Hergenhahn, B. R. & Olson, M. H. , *An Introduction to Theories of Learning*, PHI Learning Pvt. Ltd., New Delhi, 2010.
- Hurlock E. B., *Child Development*, Tata McGraw-Hill, New York, 2008.
- Kakkar, S. B., *Perspectives in Educational Psychology*, Atlantic Publishers, New Delhi, 1996.
- Mangal, S. K., *Advanced Educational Psychology*, Prentice-Hall of India Pvt. Ltd., New Delhi, 2003.
- Miller, P. A., *Theories of Development Psychology*, Worth Publishers, New York, 2010.
- Minton, S. J., *Using Psychology in the Classroom*, Sage, London, 2012.
- Mishra, B., *Education and Child Development*, Mohit Publication, New Delhi, 2006.
- Ormrod, J. E., *Human Learning*, Pearson, Boston, 2012.
- Pandey, K. P., *Advanced Educational Psychology*, Konark Publishers Pvt. Ltd., Delhi, 1988.
- Rastogi, K. G., *Educational Psychology*, Rastogi Publications, Meerut, 1983.
- Skinner, C., *Educational Psychology*, Prentice-Hall of India Pvt. Ltd., New Delhi, 1984.
- Woolfolk, A., *Educational Psychology*, Pearson Education, New Delhi, 2004.

Sociological Foundation of Education

EDU C 103

Objectives:

The students will be able to-

- understand the relationship between Sociology and Education;
- understand the functions of Education as a sub system of the society;
- get acquainted with the conservative and creative role of culture in education;
- know about the current social issues in Indian Education.

Unit I: Educational Sociology: Meaning, Nature, and Scope (12 class hours)

- a) Relationship between Sociology and Education
- b) Meaning and Nature of Educational Sociology
- c) Education as a Sub System of Society: Its Structure and Functions
- d) Social Interactions and their Educational Implications
- e) Education and Society: Education as a process of Socialisation and Social Enrichment

Unit II: Social Structures and Education (15 class hours)

- a) Education and Social Change
- b) Barriers on Social Change (Caste, Ethnicity, Class, Language, Religion, Population, and Regionalism)
- c) Education as related to Social Stratification and Social Mobility
- d) Social Organisations
- e) Factors influencing Social Organisations: Folkways, Mores, Institutions, Values

Unit III: Culture and Education (15 class hours)

- a) Culture – Meaning and Nature, Concept of Cultural Lag
- b) Cultural determinants in Education
- c) Characteristics and dimensions of culture
- d) Role of Education in Culture- Conservative and creative role of Education
- e) Need for Composite Culture

Unit IV: Social Principles and Education (18 class hours)

- a) Socio-economic factors and their impact on Education
- b) Impact of Politics and Religion on Education
- c) Education in relation to Freedom, Democracy, National Integration and International Understanding
- d) Impact of Urbanisation, Modernisation, and Globalisation on Education

Unit V: Emerging Social Issues in Indian Education (15 class hours)

- a) Education for World Peace
- b) Education for Human Development- Parameters of Human Development Index
- c) Need for Attitudinal Change and Role of Education
- d) Women and Social Change: Role of Education

Suggested Readings:

- Aggarwal, J. C., *Theory and Principles of Education: Philosophical and Sociological Bases of Education*, Vikas Publishing House, 1986.
- Banerjee, A. C. & Sharma, S. R., *Sociological and Philosophical Issues in Education*, Book Enclave, Jaipur, 1999.
- Brown, F. J., *Educational Sociology*, Prentice Hall, New York, 1947.
- MacIver, R. M. & Page, C. H., *Society: An Introductory Analysis*, Rinehart, New York, 1949.
- Prasad, J., *Education and Society: Concepts, Perspectives and Suppositions*. Kanishka Publishers, New Delhi, 2004.
- Ravi, S. S., *Philosophical and Sociological Bases of Education*, PHI Learning, 2015.
- Sharma, S. N., *Philosophical and Sociological Foundation of Education*, APH Publishing, New Delhi, 2008.
- Sharma, Y. K., *Foundations in Sociology in Education*, Kanishka Publishers, New Delhi, 2004.
- Srinavas, M. N., *Social Change in Modern India*, Allied Publication, Bombay, 1967.

Curriculum Studies

EDU C 104

Objectives:

The students will be able to-

- understand the concept, types, bases and determinants of curriculum;
- know different approaches of planning and designs of curriculum development;
- apply the models of curriculum implementation;
- comprehend the process of curriculum evaluation;
- know about the contemporary trends in curriculum implementation.

Unit I: Concept, Types, Bases and Determinants of Curriculum (15 class hours)

- a) Concept of Curriculum- Meaning, Nature and Scope
- b) Types of curriculum- Subject-centric: Differentiated and Undifferentiated, Learner-centric: Activity-cum experience based and Constructivism based
- c) Bases of Curriculum- Philosophical, Psychological, Sociological and Academic Discipline
- d) Determinants of Curriculum- Aims and Objectives, Knowledge resources, Teachers and other human supports, Learners and their requirements for knowledge development, Infrastructure, Technology and Administration; Characteristics of a good curriculum

Unit II: Curriculum Planning, Development and Implementation (15 class hours)

- a) Basic considerations of Curriculum Planning- Planning of Formulation and Validation of Educational Objectives, Designing in Selection, Sequence, Continuity, Integration, Disciplinary Knowledge Structure and Learning points in the Content
- b) Approaches to Curriculum Design- Competency-based, Brahmer's, Modular and Systems
- c) Models of Curriculum Implementation- Administrative, Grass-root, Demonstration
- d) Curriculum Support Materials- Roles and Types

Unit III: Curriculum Evaluation (18 class hours)

- a) Curriculum Evaluation- Concept, Nature, Objectives
- b) Approaches of Curriculum Evaluation: Bureaucratic, Autocratic, and Democratic
- c) Functions of Curriculum Evaluation
- d) Forms of Evaluation: Formative and Summative Evaluation
- e) Models of Curriculum Evaluation- Tyler's Objectives-Centred Model, Stufflebeam's CIPP Model, and Robert Stake's Congruence-Contingency Model

Unit IV: Curriculum Development in India (15 class hours)

- a) Curriculum Implementation since New Education Policy- Primary, Secondary, and Higher Education levels
- b) Implementation of Curriculum Framework Report (NCTE, 2005)
- c) Implementation of Curriculum Review Committee Report (UGC)
- d) CBC System

Unit V: Issues and Trends in Curricular Development (12 class hours)

- a) Concept of Uniform Pattern and Multidisciplinary Approach
- b) Emerging trends and thrust areas of research in curriculum studies: National International Perspectives
- c) Curriculum for Distance Mode: Distinctive Features, Self Learning Material and Instructional Strategies

Suggested Readings:

- Agarwal, J. C., *Curriculum Development*, 2005.
- Arora, G. L., *Reflections on Curriculum*, NCERT, New Delhi, 1984.
- Chauhan, S. S., *Innovations in the Teaching Learning Process*, Vikas Publishing House, New Delhi, 1993.
- Chikumbu, T. J & Makamure, R., *Curriculum Theory, Design and Assignment (Module 13)*, The Common wealth of Learning, Canada, 2000.
- Ciddldwood, D. & Burton, N., *Managing the Curriculum*, Sage Publications, New Delhi, 2010.
- Dewey, J., *The Child and the Curriculum*, The University of Chicago Press, Chicago, 1996.
- Diamond, R. M. *Designing and Improving Courses in Higher Education: A Systematic Approach*, Jossey-Bass Inc. Publication, California, 1986.
- Doll, R. C., *Curriculum Improvement: Decision Making Process*, Allyn & Bacon Inc., London, 1986.
- Erickson, H. L., *Concept Based Curriculum and Instruction: Teaching Beyond the Facts*, Corsion Press Inc., California, 2002.
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M., *Curriculum Leadership: Strategies for Development and Implementation*, Sage Publications, New Delhi, 2009.
- Joseph, P. B, et al. *Cultures of Curriculum (Studies in Curriculum Theory)*, Teachers College Press, NewYork, 2000.
- Julian, C. S. & Kenneth, D. H., *Education and Evaluation*, Prentice Hall of India, New Delhi, 1978.
- Kelly, A. V., *The Curriculum Theory and Practice*, Harper & Row, London, 1982.
- McKernan, J., *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*, Routledge, London, 2007.

- Orstein, A. C. & Hunkins, F. P., *Curriculum: Foundations, Principles and Issues*, Prentice Hall International, New Jersey, 1988.
- Saylor, G. J. & Alexander, W., *Planning Curriculum for School*, Holt Richard & Winston Inc., New York, 1965.
- Sterling, G. C., *Successful Teaching in Secondary Schools*, Young University, Brigham, 1958.
- Taba, H., *Curriculum Development: Theory and Practice*, Harcourt Brace, Jovanovich Inc., New York, 1962.
- Tanner, D. & Tanner, L. N., *Curriculum Development: Theory and Practice*, MacMillan, New York, 1975.
- Walker, D. F., *Fundamentals of Curriculum*, 2002.

Research Methodology I

EDU C 105

Objectives:

The students will be able to-

- understand the nature and process of research in Education;
- know about different types of educational research;
- formulate research problems, variables and hypotheses;
- describe and differentiate the various methods of sampling;
- construct and apply different research tools;
- understand the statistics of probability distribution;
- write and evaluate the research report.

Unit I: Nature and Scope of Educational Research (15 class hours)

- a) Meaning, Nature, and Characteristics
- b) Need and Purpose
- c) Educational Research- Fundamental, Applied & Action, Longitudinal and Cross-sectional & Interdisciplinary
- d) Qualitative and Quantitative Research
- e) Major Approaches to Research- Research Design- Descriptive Research, Ex-post-facto Research, Experimental Research, and Historical Research

Unit II: Formulation of Research Problem (15 class hours)

- a) Identification of Research worthy Problems
- b) Research Objectives and Questions
- c) Review of Related Studies
- d) Variables- Nature and Types
- e) Hypothesis- Characteristics, Types, and Formulation

Unit III: Collection of Data (20 class hours)

- a) Population, Sample and Sampling Methods- Probability and Non-probability
- b) Sources of Data
- c) Tools and Techniques of Data collection- Needs, Criteria of good research tools, Construction of tool
- d) Types of Research tools and techniques- Documents, Scrutiny, Observation, Questionnaire, Interview, Rating Scale, Attitude Scale, and Performance Test

Unit IV: Statistics of Probability Distribution (15 class hours)

- a) Normal Distribution and Normal Probability Curve- Concept, Characteristics, and Uses
- b) Non-normality- Causes and Types.
- c) Standard Scores and its uses in Educational Research

Unit V: Research Report (10 class hours)

- a) Writing Research Report: As per APA style & format
- b) Evaluating a Research Report, its criteria
- c) Bibliography

Suggested Readings:

- Alasuutari, Pertti, Bickman, Leonard & Brannen, J. (Eds.), *The Sage Handbook of Social Research Methods*, Sage Publications, Los Angeles, 2008.
- Babbie, E., *The Practice of Social Research*, Thomson and Wadsworth, London, 2004.
- Baker, T. L., *Doing Social Research*, McGraw-Hill, New York, 1990.
- Banerjee, A., *Students and Radical Social Change*, The University of Burdwan, Burdwan, 2003.
- Bergman, M. M., On Concepts and Paradigms in Mixed Methods Research, *Journal of Mixed Methods Research*, 4, 171, 2010.
- Best, J. & Kahn, J., *Research in Education*, Allyn & Bacon, London, 1993.
- Bryman, A., *Social Research Methods*, Oxford University Press, New York, 2002.
- Creswell, J. W., et al, *Best Practices for Mixed Methods Research in the Health Sciences*, OBSSR, 2008.
- Denscombe, M., Communities of Practice: A Research Paradigm for the Mixed Methods Approach, *Journal of Mixed Methods Research*, 2, 270, 2008.
- Goode, G. & Hatt, P. K., *Methods in Social Research*, McGraw-Hill, New York, 1952.
- Greene, J. C., Is Mixed Methods Social Inquiry a Distinctive Methodology?, *Journal of Mixed Methods Research*, 2, 7, 2008.
- Gupta, S. P., *Statistical Methods*, Sultan Chand and Sons, New Delhi, 2011.
- Koul, L., *Methodology of Educational Research*, Vikas Publishing, New Delhi, 1996.
- Krishnaswami, O. R. & Ranganatham, M., *Methodology of Research in Social Sciences*, (2nd ed.), Himalaya Publishing House, New Delhi, 2005.
- Levin, J. & Fox, J. A., *Elementary Statistics in Social Research*, Pearson, New Delhi, 2006.
- Seale, C., *Social Research Methods: A Reader*, Routledge, London, 2004.
- Srinivas, M. N., *The Field Worker & the Field: Problems and Challenges in Sociological Investigation*, OUP, Delhi, 1980.
- Young, P. V., *Scientific Social Surveys and Research*, Prentice Hall India, New Delhi, 1964.

Mental Hygiene and Adjustment

EDU C 201

Objectives:

The students will be able to-

- understand the concept of mental health, mental hygiene, adjustment, and maladjustment;
- comprehend the concept of stress and its coping strategies;
- understand the various behavioural problems- their causes and remedial measures;
- understand the concept, types, and techniques of guidance and counseling;
- know about the role of home, school, and society in the areas of mental hygiene, adjustment, and guidance.

Unit I: Introduction to Mental Hygiene (10 class hours)

- a) Concept of Mental Health
- b) Concept, Nature, and Scope of Mental Hygiene
- c) Principles of good Mental Health
- d) Role of Home, Society, and School in maintaining good Mental Health

Unit II: Introduction to Adjustment (13 class hours)

- a) Concept and Types of adjustment
- b) Dynamics of Adjustment
- c) Criteria of good Adjustment
- d) Methods of Adjustment
- e) Role of Home, School, and Society for good Adjustment

Unit III: Maladjustment (12 class hours)

- a) Maladjustment- Concept and Causes
- b) Conflicts and Frustration
- c) Defense Mechanisms
- d) Stress- Nature, Type, Causes, and Consequences
- e) Coping Strategies and Therapies

Unit IV: Abnormality (20 class hours)

- a) Concept of Normality and Abnormality
- b) Modern Classification of Abnormality (DSM IV)
- c) Signs and Symptoms of Anxiety Disorder- Generalised Anxiety Disorder, Phobia, and Obsessive Compulsive Disorder
- d) Signs and Symptoms of Depressive Disorder and Cognitive Disorder
- e) Signs and Symptoms of Personality Disorder and Substance Abuse Disorder

Unit V: Guidance and Counselling (20 class hours)

- a) Concept and Principles of Guidance and Counselling
- b) Types of Guidance and Counselling
- c) Tools and Techniques of Guidance and Counselling
- d) Concept, Nature, Organisation, and Functions of Child Guidance Clinic
- e) Role of Experts in Child Guidance Clinic

Suggested Readings:

- Chaturvedi, R., *Guidance and Counselling Skills*, Crescent Publishing Corporation, New Delhi, 2007.
- Chauhan, J. C., *Mental Hygiene*, McGraw Hill, New York, 1970.
- Crow, A. & Crow, D., *Mental Hygiene*, Macmillan, New York, 1963.
- Gibson, R. L. & Mitchell, M. H., *Introduction to Counselling and Guidance (7th Edition)*, Pearson Education, Inc., New Delhi, 2008.
- Gururani, G. D., *Textbook of Mental Health and Hygiene*, Akanksha Publishing, 2006.
- Mangal, S. K., *Abnormal Psychology*, S. K. Mangal Books, New Delhi, 1984.
- Mangal, S. K., *Essentials of Educational Psychology*, PHI Learning, 2009.
- Petterson, G. H., *Counselling and Guidance in Schools*, McGraw Hill Book Company, London, 1962.
- Sarason, I. G. & Sarason, B. R., *Abnormal Psychology*, Pearson, 1976.

Psychological Foundation of Education II

EDU C 202

Objectives:

The students will be able to-

- know the basic concepts of memory and forgetting;
- comprehend the concept and theories of personality;
- know about the various methods of assessing personality;
- develop an understanding of concept, models, and types of metacognition;
- understand the learners in psychosocial contexts;
- develop an understanding of classroom as a social group;
- understand the nature of group dynamics in classroom and its climate.

Unit I: Memory and Forgetting (10 class hours)

- a) Memory- Concept; Mechanism of the process of Memorization
- b) Types and Models of Memory
- c) Methods of improving Memory
- d) Forgetting- Concept and Types
- e) Theories and Causes of Forgetting

Unit II: Personality (20 class hours)

- a) Personality- Concept and Nature
- b) Dynamics and Structure of Personality
- c) Theories of Personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic-Existential (Rogers, Maslow, and May), Biological and Genetic (Eysenck), Type Theory (Adler, Jung, and Kretschmer), Trait Theory (Allport and Cattell), Big Five Factor Theory, ABC Theory
- d) Methods of Personality Assessment-
 - Subjective Method- Case Study and Interview
 - Objective Method- The Sixteen Personality Factor Questionnaire (16PF) and Minnesota Multiphasic Personality Inventory (MMPI)
 - Projective Method- Rorschach Ink Blot Test (RIB) and Thematic Apperception Test (TAT)

Unit III: Metacognition (15 class hours)

- a) Meaning, Components, and Difference between Cognition and Metacognition
- b) Models of Metacognition- Flavell's Model, Brown's Model, Tobias and Everson's Hierarchical Model

- c) Developmental processes in Metacognition
- d) Types of Metacognition- Conscious versus Automatic Metacognitive Process, General versus Domain Specific Metacognition
- e) Educational Implications of Metacognition

Unit IV: Psychosocial Dimensions of Learners' Contexts (15 class hours)

- a) Social Learning- Concept and importance, Factors affecting Social Learning; Social Competence
- b) Classroom Dynamics- Concept, Need, and its Relevance
- c) Strategies for promoting healthy psycho-social environment in class
- d) Addressing classroom aggression- Types (Bullying, Punishment, Vandalism, Cyber Violence) and their effects
- e) Measures to manage aggressive behaviour

Unit V: Psychology of the Classroom as a Social Group (15 class hours)

- (a) Meaning, Nature and Characteristics of classroom group
- (b) Group Dynamics- Group process, Interpersonal relations
- (c) Classroom Interaction- Nature and Types
- (d) Sociometric Grouping
- (e) Socio-emotional climate of the classroom and influence of teacher characteristics on students

Suggested Readings:

- Allen, B. P., *Personality Theories: Development, Growth and Diversity*, Allyn & Bacon, Boston, 2003.
- Allport, G. W., *Pattern and Growth in Personality*, Holt Rinehart & Winston, New York, 1961.
- Anderman, E. M., *Psychology of Classroom Learning: An Encyclopedia*, Macmillan Reference USA/Gale Cengage Learning, Michigan, 2009.
- Babad, E., *The Social Psychology of the Classroom*, Routledge, New York, 2009.
- Butcher, J., *Personality Assessment*, Academic Press, New York, 1981.
- Contee, R., *Designed to Decrease Aggressive Behavior on the Part of Students in the Classroom*, Xlibris Corporation, 2011.
- Dunlosky, J. & Metcalfe, J., *Metacognition: A Textbook of Cognitive, Educational, Life Span and Applied Psychology*, Sage, Thousand Oaks, 2008.
- Engler, B., *Personality Theories: An Introduction*, Houghton & Mifflin, Boston, 2006.
- Friedman, H. S. & Schustack, M. W., *Personality: Classic Theories and Modern Research*, Pearson Education, New Delhi, 2004.
- Haslam, N., *Introduction to Personality and Intelligence*, Sage, New York, 2007.
- Henderson, J., *Memory and Forgetting*, Routledge, London & New York, 1999.

- Hergenhahn, B. R. & Olson, M. H., *An Introduction to Theories of Personality*, Pearson, New Jersey, 2003.
- Hurlock, E. B., *Personality Development*, Tata McGraw-Hill, New York, 1955.
- Krishnamacharyulu, V., *Classroom Dynamics*, Neelkamal Publications Pvt. Ltd., Hyderabad, 2016.
- Leadbetter, J., Morris, S., Timmins, P., Knight, G., & Traxson, D., *Applying Psychology in the Classroom*, Routledge, London & New York, 1999.
- Minton, S. J., *Using Psychology in the Classroom*, Sage, London, 2012.
- Rubie-Davies, C. M., Stephens, J. M., & Watson, P., *The Routledge International Handbook of Social Psychology of the Classroom*, Routledge, Oxon & New York, 2015.
- Sala, S. D. (Ed.), *Forgetting*, Routledge, London & New York, 2010.
- Sanders, C. E. & Phye, G. D. (Eds.), *Bullying: Implications for the Classrooms*, Elsevier Academic Press, San Diego, 2004.
- Terwilliger, R. *Creating Classroom Climate: A Program of Competency Development for Assessing and Controlling Social-Emotional Climate in the Classroom*, Kendall Hunt, Dubuque, 1972.

Contemporary Issues in Indian Education

EDU C 203

Objectives:

The students will be able to-

- know about the Constitutional provision for Education especially for disadvantaged group;
- understand the problems, effectiveness, application, present relevance of different Education Commissions;
- understand the problems, effectiveness, application, present relevance of different Education policies after independence;
- compare the functions of different administrative bodies of Education;
- know the modern trends and issues in Education.

Unit I: The Indian Constitution (15 class hours)

- a) Constitutional provision for Education in India
- b) Values enshrined in the Indian Constitution
- c) Equity and Equality in Education: S.C, S.T, Women, Minorities, Language
- d) Five-Year Plans (Last 3 Plans)

Unit II: Education Commissions in India (15 class hours)

Education Commission after independence: problems, effectiveness, application, present relevance:

- a) University Education Commission (1948-49)
- b) Mudaliar Commission (1952-53)
- c) Kothari Commission (1964-66)

Unit III: Education Policies in India (16 class hours)

Education Policies after independence: problems, effectiveness, application, present relevance:

- a) National Policy on Education-1968
- b) National Policy on Education-1986
- c) Programme of Action-1992
- d) Ashok Mitra Commission Report-1992
- e) NCF-2005 and 2009
- f) RTE Act-2010
- g) SSA, RMSA, and RUSA

Unit IV: Administrative Bodies of Education (16 class hours)

- a) UGC

- b) NAAC
- c) NUEPA
- d) NCTE
- e) NCERT
- f) SCERT
- g) DIET

Unit V: Modern Trends & Issues in Education (13 class hours)

- a) Globalization and its impact on Education
- b) Distance Education
- c) Education as a Human Right
- d) National Knowledge Commission
- e) Inclusiveness in Education

Suggested Readings:

- Agarwal, J. C., *Modern Indian Education*, Shipra.
- Agarwal, J. C., *Recent Developments and Trends in education (With Special Reference to India)*, Shipra.
- Banerjee, J. P., *Education in India, Past, Present and Future*, Central Library, Calcutta, 1998.
- Cole, M., *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*, Routledge, New York, 2011.
- Kochhar, S. K., *Pivotal Issues in Indian Education*, Sterling Publishers Pvt. Ltd.
- Mukherjee, S. N., *History of Education (Modern)*, Acharya Book, Baroda, 1961.
- Nanda, S. K., *Indian Education and its Problems Today*, Kalyani Publishers, Ludhiana, 2000.
- Purkait, B. R., *Milestones in Modern Indian Education*, New Central Book Agency, Kolkata, 1992.
- Thakur, D. & Haque, H., *Adhunik Bharater Shikshar Dhara*, Rita Publication, Kolkata 2010.
- Sharma, R. & Sharma, R. K., *Problems of Education in India*, Atlantic Publishers & Distributors, New Delhi, 1996.
- Swain, S. K., *Trends and Issues in Indian Education*, Kalyani Publishers, Ludhiana, 1997.

Education of Children with Special Needs

EDU C 204

Objectives:

The students will be able to-

- understand the meaning and scope of Special Education with special reference to India;
- know about the different types of children with special needs;
- understand the various causes, preventive measures, educational programmes with respect to impairment of the children;
- understand the gifted and creative children and their educational programmes;
- know the functions of different organizations, institutes, and provisions for the children with special needs.

Unit I: Concept, Nature and Provisions of Special Education in India (15 class hours)

- a) Definition of Special Education; its Nature, Scope, and Objectives
- b) Concept and Types of Exceptional Children- Impaired, Disabled, Handicapped, Gifted, and Creative
- c) History of Origin and Development of Special Education and Welfare Activities for the Children with Special Needs in India
- d) Concept of Integrated and Inclusive Education

Unit II: Education of Mentally Retarded, Autism, Orthopaedically Handicapped, Visually Impaired, and Hearing Impaired Children (25 class hours)

- a) Definition, Classification, and Characteristic Features
- b) Causes and Preventive Measures
- c) Identification and Early Intervention
- d) Educational Programmes

Unit III: Education of Learning Disabled, Emotionally Disturbed, ADHD, and Juvenile Delinquent Children (15 class hours)

- a) Definition, Classification, and Characteristic Features
- b) Causes and Preventive Measures
- c) Identification and Early Intervention
- d) Educational Programmes

Unit IV: Education of the Gifted and Creative Children (10 class hours)

- a) Definition, Classification, and Characteristic Features
- b) Identification and Necessity of Early Intervention
- c) Educational Programmes for fostering

Unit V: Organization and Administration of Special Education in India (15 class hours)

- a) Constitutional Provisions
- b) Recommendations suggested in the National Policy of Education (1986) and POA (1992), RCI Act (1992), PWD Act (1995), The National Trust Act (1998), National Policy for Persons with Disabilities (2006)
- c) Role of RCI and National Institutes, Special residential & non-residential Schools, Inclusive Schools

Suggested Readings:

- Bantwal, A., Nandukar, A., & Jalvi, R., *Fundamental of Hearing Impairment and Audiological Management. RCI Manual, [DSE (HI)]*, Kanishka Publishers & Distributors, New Delhi, 2006.
- Biswas, P. C., *Education of Children with Visual Impairment in Inclusive School*, Abhijeet Publications, New Delhi, 2004.
- Debnath, D. & Debnath, A. K., *Byatikromdharmi Shishu o Taar Shiksha*, Rita Book Agency, Kolkata, 2014.
- Gupta, P. K., *Education for Creativity: Training, Research and Implications*, Cosmo Publications, New Delhi, 2006.
- Kirk, S. A., Gallagher, J. J., & Coleman, M. R., *Educating Exceptional Children*, Oxford & IBH Publishing Co., New Delhi, 2015.
- Maitra, K., *Giftedness in Action: Theory and Practice*, Kanishka Publishers Distributors, New Delhi, 2001.
- Mani, M. N. G., *Techniques of Teaching Blind Children*, Sterling Publishers Pvt. Ltd., New Delhi, 1992.
- Mangal, S. K., *Introduction to Exceptional Children*, Prentice Hall Learning Pvt. Ltd., New Delhi, 2011.
- Nanda, B. P. & Zaman, S. *Exceptional Children*, Maowla Brothers, Dhaka, 2010.
- Nanada, B. P., *Inclusive Education*, Classic Books, Kolkata, 2014.
- Torrance, E. P., *Guiding Creative Talent*, Prentice-Hall of India Pvt. Ltd., New Delhi, 1969.

Research Methodology II and Computer Application

EDU C 205

Objectives:

The students will be able to-

- understand the process of analyzing data based on Educational Research;
- know about the nature of graphical representation of data;
- apply the measures of central tendency;
- understand the measures of association and its application in analysis;
- apply the inferential statistics- parametric and non-parametric;
- understand the computer application in general;
- apply the MS Excel for descriptive statistics and SPSS Programme for different graphical representation and statistical analysis.

Unit I: Educational Data & Descriptive Statistics (16 class hours)

- a) Educational Data- Qualitative and Quantitative, Descriptive and Inferential Organization of Data- Tabulating, Labeling
- b) Graphical Representation of Data- Frequency Distribution, Frequency Polygon, Histogram, Ogive, and Pie-chart
- c) Measures of Central Tendency- Mean, Median, and Mode
- d) Measures of Variability- Range, Mean Deviation, Quartile Deviation, and Standard Deviation
- e) Measures of Relative Position- Percentile and Percentile Rank

Unit II: Measures of Associations (18 class hours)

- a) Co-efficient of Correlation- Concept and Uses; Scatter Diagram, Product Moment and Rank Difference
- b) Further Methods of Correlation- Biserial, Point Biserial, Tetrachoric, and Phi-coefficient
- c) Concepts of Partial and Multiple Correlations, Regression and Prediction, Regression Equation

Unit III: Inferential Statistics (12 class hours)

- a) Parametric Statistics- Tests of Significance: One-tailed and Two-tailed Tests, Type-I and Type-II Errors, t-test, Analysis of Variance, Analysis of Co-variance
- b) Non-parametric Statistics- Chi-square Test and Median Test

Unit IV: General Computer Application (14 class hours)

- a) MS Word- Use of General Word Processing, Use of Reference

- b) MS Excel
- c) MS Power Point
- d) PDF Formatting
- e) Browsing Internet, E-mailing, UGC-Infonet, INFLIBNET, Citation Index

Unit V: Computer Application for Data Analysis (15 class hours)

- a) MS Excel- Descriptive Statistics
- b) SPSS- Descriptive Statistics, Graphical Representation: Histogram, Polygon, Pie-chart, Multi-line graph, Correlations, t-test, ANOVA, Regression Analysis

Suggested Readings:

- Allen, C. & Klooster, *Computers and Information Processing.*, South-Western Publishing Co., USA., 1990.
- Anastasi, A. & Susana, U., *Psychological Testing*, Prentice Hall, New Delhi, 1997.
- Aggarwal, Y. P. *Statistical Methods*, Sterling Publishers Pvt. Ltd., New Delhi, 1998.
- Anfara, V & Mertz, N. T. *Theoretical Frameworks in Qualitative Research*, Sage Publication, 2006.
- Babola, D. T., *Microsoft World*, Prentice Hall of India Pvt. Ltd., New Delhi, 1998.
- Basandra, S. K., *Computers Today*, Galgotia Publishers Pvt. Ltd., New Delhi, 2001.
- Best, J. & Kahn, J., *Research in Education*, Allyn & Bacon, London, 1993.
- Cohen, L. & Manion, L., *Research Methodology in Education*, Routledge, London, 1996.
- Creswell, J. W., *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Merrill Prentice Hall, New Jersey, 2002.
- Dixit, M., *Internet: An Introduction*, Tata McGraw- Hill Publishing Company Ltd., New Delhi, 2003.
- Garrett, H. E. & Woodworth R. S., *Statistics in Psychology and Education*, Feffer & Simpsons Pvt. Ltd., Bombay, 1986.
- Guilford, J. P., *Fundamental Statistics in Psychology and Education*, McGrawHill, London, 1942.
- Gupta, S. P., *Statistical Methods*, Sultan Chand & Sons, New Delhi, 2011.
- Healey, J. F., *Statistics: Tool for Social Research*, (6th ed.), Wadsworth, Australia, 2002.
- Koul, L., *Methodology of Educational Research*, Vikas Publishing, New Delhi, 1996.
- Krishnaswami, O. R. & Ranganatham, M., *Methodology of Research in Social Sciences* (2nd ed.), Himalaya Publishing House, New Delhi, 2005.
- Mangal, S. K., *Statistics in Psychology and Education*, Tata McGraw-Hill, New Delhi, 1987.
- Srivastava, G. N. P., *Advanced Research Methodology*, Radha Publications, New Delhi, 1994.

Educational Planning and Management

EDU C 301

Objectives:

The students will be able to-

- understand the concept and various aspects of Planning;
- develop the concept of Educational Management;
- realise the need and importance of leadership in educational organizations;
- understand the concept and need of educational management of resources;
- know about the modern techniques of management.

Unit I: Introduction to Planning (15 class hours)

- a) Concept of Planning
- b) Approaches to Educational Planning
- c) The Centre-State Relationship in Planning
- d) Factors affecting Educational Planning and Management
- e) Perspective and Institutional Planning- Need and Importance

Unit II: Concept of Educational Management (15 class hours)

- a) Meaning, Nature, and Scope of Educational Management
- b) Basic Principles of Educational Management
- c) Personnel Management in Education
- d) Functions of an Educational Manager
- e) Teacher as an Educational Manager and Models of Classroom Management

Unit III: Organisational Management (15 class hours)

- a) Educational Organisation- Concept, Types, and Characteristics
- b) Leadership in Educational Organisations
- c) Styles of Leadership
- d) Development of Leadership

Unit IV: Management of Resources (15 class hours)

- a) Human Resource Management in Educational Organisations
- b) Conflict Management
- c) Dynamics of Human Behaviour
- d) Professional Growth of Educational Personnel
- e) Financial Resources, Budget: Concept, Forms, and Process of Budgeting

Unit V: Modern Techniques of Educational Management (15 class hours)

- a) Total Quality Management (TQM)
- b) Planning Programme Budgeting System (PPBS)
- c) Programme Evaluation and Review Technology (PQRT)
- d) Management by Objectives (MBO)
- e) SWOT Analysis of Educational Institutions

Suggested Readings:

- Chalam, K. S., *Introduction to Educational Planning and Management*, Anmol Publications Pvt. Ltd., New Delhi, 2003.
- Flippo, E. B., *Personnel Management*, McGraw Hill, New York, 1984.
- Goel, S. D., *Modern Management Techniques*, Deep & Deep, New Delhi, 1987.
- Laurence, J. C., *Educational Planning and Management*, Rajat Publications, Delhi, 2010.
- Mohanty, J., *Educational Administration, Supervision and School Management*, Deep & Deep, New Delhi, 2005.
- Mukhopadhyay, M., *Total Quality management in Education*, Sage Publications Ltd., New Delhi, 2005.
- Sindhu, I. S., *Educational Administration and Management*, Pearson, New Delhi, 2012.
- Verma, R., *Educational Administration*, Anmol Publications Pvt. Ltd., New Delhi, 2005.

Comparative Education

EDU C 302

Objectives:

The students will be able to-

- understand the concept, scope, need, and importance of Comparative Education;
- understand Comparative Education as a discipline;
- compare between Comparative Education and International Education;
- know the methods of Comparative Education;
- understand the factors and forces of Comparative Education;
- develop understanding of system of education in India and developed countries;
- develop the sense of international understanding;
- know the problems of developing countries (SAARC), their causes and solutions through education.

Unit I: Comparative Education (10 class hours)

- a) Comparative Education- Meaning, Nature, and Scope
- b) Importance of Comparative Education
- c) Comparative Education as an Academic Discipline
- d) Comparison between Comparative Education and International Education

Unit II: Methods of Comparative Education (10 class hours)

- a) Area Study
- b) Juxtaposition Comparison
- c) Intra and Inter Educational Analysis
- d) Interpretative and Explanatory Methods- Historical Approach, Sociological Approach, Philosophical Approach, Scientific Approach (Quantities)
- e) Cross Disciplinary Approaches used in Comparative Education

Unit III: Factors of Comparative Education (15 class hours)

- a) Geographical
- b) Socio-cultural
- c) Historical
- d) Philosophical
- e) Economic
- f) Linguistic
- g) Scientific
- h) Structural
- i) Functional

Unit IV: Comparative Study of Educational Systems among Different Countries and India (20 class hours)

- a) Primary Education: USA, UK, Japan, and India
- b) Secondary Education: USA, Russia, and India
- c) Higher Education: UK, France, and India
- d) Teacher Education: USA, Germany, and India
- e) Adult Education: Australia, Brazil, and India

Unit V: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, Their Causes and Solution through Education (20 class hours)

- a) Poverty (Bangladesh, Srilanka, India)
- b) Unemployment (Bangladesh, Pakistan, India)
- c) Population Explosion (Bangladesh, Pakistan, India)
- d) Terrorism (Pakistan, Srilanka, India)
- e) Illiteracy (Bangladesh, Pakistan, India)

Suggested Readings:

- Beauchamp, E. R., *Comparative Education Reader*, Routledge Falmer, New York, 2003.
- Bray, M., *Comparative Education: Continuing Traditions, New Challenges, and New Paradigm*, Kluwere Academic Publishers, London, 2003.
- Colette, C., *Constructing Education for Development: International Organizations and Education for All*, Routledge Falmer, New York, 2003.
- Kubow, P. K. & Fossum, P. R., *Comparative Education: Exploring Issues in International Context*, Merill Prentice Hall, New Jersey, 2003.
- Robin, A., *Culture and Pedagogy: International Comparisons in Primary Education*, Blackwell, Oxford, 2000.
- Trivedi, P. R., Singh, U. K., & Sudarshan, K. N., *Global Education: An Analysis*, Commonwealth, New Delhi, 1994.
- Watson, K., *Doing Comparative Education Research: Issues and Problems*, Symposium Books, Oxford, 2001.

Educational Technology

EDU C 303

Objectives:

The students will be able to-

- understand about the meaning, nature and scope and significance of E.T. and its important components in terms of hardware and software;
- distinguish between communication and instruction so that they can develop and design and sound instructional system;
- acquaint with levels, strategies and models of teaching for future improvement;
- understand about the importance of programmed instructions and r researches in E.T.;
- acquaint with emerging trends in ET along with resource centers of E.T.

Unit I: Concept, Meaning, and Components of ET (14 class hours)

- a) Concept of Educational Technology
- b) Meaning, Nature, Scope, and Significance
- c) Components of E.T- Software and Hardware
- d) Educational Technology an Instructional Technology
- e) Appropriate Technology and Economic Design

Unit II: Communication in Instruction (15 class hours)

- a) Communication and Planning Education
- b) Nature, Process, Components, and Types of Classroom Communication
- c) Models of Communication
- d) Characteristic of an Effective Teacher
- e) Audience Analysis

Unit III: Teaching Levels and Strategies (13 class hours)

- a) Designing Instructional System
- b) Formulation of Instructional Objectives
- c) Task Analysis
- d) Designing of Instructional Strategies- Lecture, Team Teaching, Discussion, Seminar, and Tutorials
- e) Mass Media Approach in Educational Technology

Unit IV: Teaching Models and CIA (18 class hours)

- a) Programmed Instruction- Original and Types- Linear and Branching
- b) Development of the Programmed Instruction Material
- c) Teaching Machines and CAI
- d) Flander's Interaction Analysis System- Concept, Rules, Analysis, and Interpretation
- e) Models of Teaching- Concept, Characteristics, Types (Ausubel, Bruner, CAM)

Unit V: Educational Technology is Formal, Non-Formal, and Informal Education (15 class hours)

- a) Distance Education, Open Learning Systems, and Educational Technology.
- b) Emerging Trends in Educational Technology- Videotape, Ratio-vision, Teleconferencing, CCTV
- c) CAI, INSAT- Problems of New Technologies
- d) Evaluation and Educational Technology
- e) Resource Centres for Educational Technology- CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST- Their activities for the improvement of teaching learning

Suggested Readings:

- Abbott, C., *ICT: Changing Education*, Psychology Press, UK, 2001.
- Huang, R. & Kinshuk, Jon K. Price, *ICT in Education in Global Context: Emerging Trends Report 2013-2014*, Springer, Heidelberg, 2014.
- Khan, N., *Educational Technology*, Rajat Publications, New Delhi, 2004.
- Mambi, A. J., *ICT Law Book: A Source Book for Information and Communication Technologies*, Mkukina Nyota Publishers Ltd, Tanzania, 2010.
- Mangal, S. K. & Mangal, U., *Essentials of Educational Technology*, PHI Learning Pvt. Ltd, NewDelhi, 2010.
- Mehra, V., *Educational Technology*, S. S. Publishers, New Delhi, 2004.
- Pelgrum, W. J. & Law, N., *ICT in Education around the World: Trends, Problems and Prospects (Volume 77 of Fundamentals of educational planning)*, International Institute for Educational Planning, UNESCO, 2003.
- Sharma, R. A., *Technological Foundations of Education*, R. Lall Book Depot, Meerut 2006.
- Vrasidas, C., Zembylas, M., & Glass, G. V., *ICT for Education, Development, and Social Justice: Current Perspectives on Applied Information Technologies*, Centre for the Advancement of Research & Development in Educational Technology, 2009.

Psychological Tests and their Administration (Practicum)

EDU C 304

Objectives:

The students will be able to-

- comprehend the basic idea behind Psychological Testing;
- know about the different types of Psychological Tests;
- administer the Psychological Tests on subjects;
- learn the different methods of scoring according to the scoring keys;
- interpret the scores derived from the different Psychological Tests.

Psychological Tests:

For each test the students will follow the following steps as per the Manual of the Test-

- a) Basic Concept about the Test
- b) Application of the Test
- c) Scoring
- d) Interpretation of data

Each student will take any two (2) out of the following five (5) Psychological Tests:

Intelligence Test:

- a) **Performance Test:**
 - Alexander Pass-a-Long Test of Intelligence
 - Koh's Block Design Test
- b) **Verbal Test:**
 - Indian Adaptation of Binet-Simon Test (1960)
 - Raven's Progressive Matrices Standard- Indian Norms

Adjustment Inventory:

- Bell's Adjustment Inventory

Mental Health and Life Skill Education

EDU S 305.1

Objectives:

The students will be able to-

- know about the Mental Health problems of children;
- understand the etiology and preventive measures of Mental Health problems;
- apply the knowledge of Mental Health in solving mental problems of children;
- apply the knowledge of Life Skill Education in the development of quality of life of children.

Unit I: Concept of Health and Mental Health (15 class hours)

- a) Concept of Mental Health
- b) Role of Mental Health
- c) Role of teacher in maintaining student Mental Health
- d) Role of parents in maintaining student Mental Health

Unit II: Mental Health Problems among Children (Brief View), Role of Stressors and their Effect on Education (15 class hours)

- a) Emotional Problems (Symptoms, Causes, and Management)
 - Over Anxiousness and Fear
 - Obsessive Compulsive Disorder
 - Somatoform Problems
 - Depression and Suicide
- b) Behavioural Problems (Symptoms, Causes, and Management)
 - Attention Deficit Hyperactivity Disorder
 - Conduct Problems
 - Oppositional Deviance
- c) Drugs and Substance Dependence

Unit III: Severe Mental Health Problems (15 class hours)

- a) Schizophrenia
- b) Other Mental Health Problems and their effect on Education
 - School Refusal
 - Exam Fear
 - Demanding and Stubbornness
 - Aggressive Behaviour, Destructive Behaviour, Self-Injurious Behaviour
 - Headache

Unit IV: Adolescence and High Risk Behaviour (15 class hours)

- a) HIV and STIs Infections

- b) Guidance and Counselling
- c) Relaxation Techniques
- d) Behaviour Management

Unit V: Life Skills Education (15 class hours)

- a) Definition and Components of Life Skills
- b) Life Skill- A Life Course Approach (WHO)
- c) Role of Life Skills in promotion of Mental Health
- d) Communication Skills- Component, Types, and Ways to improve Interpersonal Communication
- e) Career Planning and Career Guidance

Suggested Readings:

- Carson, B. & Mineka, S., *Abnormal Psychology and Modern Life*, Pearson, New Delhi, 2003.
- Gelder, M., Gath, D., Mayou, R., & Cowen, P., *Oxford Text Book of Psychiatry*, Oxford University Press, Oxford, 1999.
- Gupta, N., *Abnormal Psychology*, ABD Publishers, Jaipur, 2006.
- Kapur, M., *Counselling Children with Psychological Problems*, Pearson, New Delhi, 2011.
- Mangal, S. K., *Abnormal Psychology*, Sterling Publishers Limited, New Delhi, 1984.
- Mohanty, G., *Abnormal Psychology*, Kalyani Publishers, New Delhi, 1984.
- Nanda, B. P., Ghosh, S. K., & Ghosh, S. (Eds.), *Drugs and Substance Abuse Problems*, Rabindra Bharati University, Kolkata, 2010.
- Nanda, B. P., *Behaviour Modification* (in Bengali), Classic Books, Kolkata, 2014.
- Sengupta, M., *Manaswasta Vigyan*, The World Press Pvt. Ltd., Kolkata, 2004.
- Shukla, K. C. & Chand, T., *Abnormal Psychology*, Commonwealth Publishers, New Delhi, 2005.
- Tiwari, G. & Pal, R., *Abnormal Psychology: A Dynamic Approach*, Vinod Pustak Mandir, Agra, 1984.

History of Education

EDU S 305.2

Objectives:

The students will be able to-

- understand the relevance of ancient and medieval education in present times;
- know about the British System of education in pre-independent India;
- get acquainted with development of education in post- independent India;
- comprehend the recent development of education in India;
- develop an understanding about the trend of development of women education in India.

Unit I: Relevance of System of Education in Ancient and Medieval India at Present Times (12 class hours)

- a) Brahmanic System of Education
- b) Buddhist System of Education
- c) Jain System of Education
- d) Islamic System of Education

(A Comparative Study with Special Reference to Aims and Objectives, Curriculum, Method of Teaching, Teacher-Pupil Relationship, and Discipline)

Unit II: Synoptic Review of British System of Education (15 class hours)

- a) Macaulay's Minute
- b) Wood's Despatch
- c) Sadler Commission
- d) National Education Movement
- e) Sargent Plan

Unit III: Development of Education after Independence, 1947 (18 class hours)

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) NPE-1968, NPE-1986 and PoA-1992
- e) NPE-2016

Unit IV: Right Based Education in India (15 class hours)

- a) National Knowledge Commission Report (2005-06)
- b) SSA
- c) RTE Act-2010
- d) RMSA and RUSA
- e) Educational Provisions in the last three Five Year Plans

Unit V: Development of Women Education in India (15 class hours)

- a) Women Education in Ancient and Medieval India
- b) Synoptic Review of Women Education in British System of Education
- c) Social Reform Movement in India- Contribution of Brahma Samaj, Arya Samaj, and Prarthana Samaj for Women Education
- d) Development of Women Education after Independence- National Committee on Women Education (1957-59), Smt. Hansa Mehta Committee in 1961, Shri M. Bhaktavatsalam Committee-1964, 'Towards Equality'-1974
- e) Feminist Thinkers- Raja Ram Mohan Roy, Ishwarachandra Vidyasagar, Sarojini Naidu, Durga Bai, Dr. B. R. Ambedkar, and E. V. Ramasamy

Suggested Readings:

- Aggarwal, J. C., *Recent Developments and Trends in Education*, Shipra Publications, Delhi, 2009.
- Aggarwal, J. C., *Educational Reforms in India for the 21st Century*, Shipra Publications, Delhi, 2010.
- Aggarwal, J. C., *Education Policy in India - 1992 and Review 2000 and 2005*, Shipra, Delhi, 2011.
- Biswas, A. & Agarwal, S. P., *Development of Education in India: A Historical Survey of Educational Documents Before and After Independence*, Concept Publishing Company, New Delhi, 1994.
- Chand, J., *Education in India during British period*, Anshah Publishing House, Delhi, 2007.
- Chand, J., *Education in India after Independence*, Anshah Publishing House, Delhi, 2007.
- Gupta, A., *Educational in the 21st Century: Looking Beyond University*, Shipra, Delhi, 2010.
- Lal, R. B. & Sinha. G., *Development of Indian Education and Its Problems*, R. Lall Book Depot, Meerut, 2011.
- Mukherjee, S. N., *History of Education (Modern)*, Acharya Book, Baroda, 1961.
- Purkait, B. R., *Milestones in Modern Indian Education*, New Central Book Agency, Kolkata, 1992.
- Seema, S., *History of Education*, Anmol Publications, New Delhi, 2004.
- Shukla, K. K., *Development of Education System in India*, R. Lall Book Depot, Meerut, 2011.

Environmental Education

EDU S 305.3

Objectives:

The students will be able to-

- understand the concept, nature, and importance of Environmental Education;
- learn the objectives and goals of Environmental Education.;
- gain an insight into the relation between environmental awareness and environmental action;
- understand the concept of education for sustainable development;
- acquire knowledge about physical environment, pollution and its causes, and major environmental problems in India;
- acquire knowledge about the international efforts for environmental protection;
- understand the status of Environmental Education at different stages of curriculum and teaching methods;
- acquire knowledge about the research trends in Environmental Education;
- know about tools and techniques for the evaluation of Environmental Education.

Unit I: Concept and Nature of Environmental Education (15 class hours)

- a) Definition, Meaning, and Concept of Environmental Education
- b) Objectives and Goals of Environmental Education
- c) Principles of Environmental Education
- d) Need for Environmental Education
- e) Environmental Education and Education for Sustainable Development

Unit II: Physical Environment and Pollution (15 class hours)

- a) Concept of Ecosystem and Ecology
- b) Bio diversity
- c) Meaning and Definition of Environmental Hazards and Pollution
- d) Types of Pollution- Land, Water, Air, Noise and respective Control Measures according to Rio Conference
- e) Climate Change, Ozone Layer Depletion

Unit III: Efforts for the Protection of Environment and Pollution Control (15 class hours)

- a) International efforts for Pollution Control
- b) Commissions and Committees launched by World Bodies (United Nations) for Environmental Protection
- c) Environmental Awareness and Literacy and Environmental Action Competence
- d) Developing Sustainable Lifestyle Practices
- e) Environmental Ethics

Unit IV: Environmental Education and Curriculum (15 class hours)

- a) Infusion and Infused Models of Environmental Education Curriculum (National Green Corps and GLOBE Programme)
- b) Environmental Education at different stages of education
- c) Different Methods of Teaching Environmental Education
- d) Tools and Techniques of Evaluation of Environmental Education
- e) Research Trends in Environmental Education

Unit V: Major Environmental Problems and the Environment Related Policies in India (15 class hours)

- a) Link between Environment and Development
- b) Waste Management
- c) Poverty and Environmental Degradation
- d) Consumerism and Citizens' Action
- e) Environmental Legislations and Acts

Suggested Readings:

- Agarwal, S. P. & Aggarwal, J. C., *Environmental Protection, Education and Development*, New Concepts, New Delhi, 1996.
- Chakrabarty, B., Ray, A., Basu Majumdar, J., & Ray, S., *Manush O Paribesh*, Paschimbanga Rajya Pustak Parshat, Kolkata, 2005.
- Chhokar, K. B., Pandya, M., & Raghunathan, M. (Eds.), *Understanding Environment*, Sage Publications Ltd., New Delhi, 2004.
- Chong, S., *Teaching Environmental Education: Trends and Practices in India*, Sage Publications Ltd., New Delhi, 2016.
- Das, S., *Paribesh Shiksha*, Books Way, Kolkata, 2012.
- Kelu, P., *Environmental Education: A Conceptual Analysis*, Calicut University, Calicut, 2000.
- Kumar, A., *A Text Book of Environmental Science*, APH Publishing Corporation, New Delhi, 2009.
- Nag, S. & Samanta, T., *Jana Sankhya O Paribesh Shiksha*, Rita Publication, Kolkata, 2005.
- Pachauri, S., *Environmental Education*, Pearson, Delhi, 2012.
- Reddy, P. K. & Reddy, N. D., *Environmental Education*, Neelkamal Publications, Hyderabad, 2001.
- Satpathy, M. K. (Ed.), *Education Environment and Sustainable Development*, Shipra Publication, Delhi, 2007.
- Sharma, B. L. & Maheswari, B. K., *Education for Environmental and Human Value*, R. Lall Books Depot, Meerut, 2008.
- Sharma, R. A., *Environmental Education*, R. Lall Books Depot, Meerut, 2008.
- Sharma, V. S., *Environmental Education*, Anmol Publication, New Delhi, 2005.
- Sharma, Y. K. & Katoch, K. S., *Education for Values, Environment and Human Rights*, Deep & Deep, New Delhi, 2007.

- Singh, Y. K., *Teaching Environmental Science*, APH Publishing Corporation, New Delhi, 2009.

Value Education

EDU S 305.4

Objectives:

The students will be able to-

- understand the concept, nature, and purpose of Value Education;
- know the types of values and the relevance of Value Education;
- differentiate such values from religious education and moral training;
- think about and reflect on different values;
- make human and social choices and expressing them in relation to themselves, others, the community and the world at large;
- choose their own personal, social, moral and spiritual values and be aware of practical methods for developing values.

Unit I: Concept and Relevance of Value Education (15 class hours)

- a) Definition, Concept, and Nature
- b) Learning sources of Values
- c) Purposes of Value Education
- d) International Peace and Value
- e) Relevance of Value Education in the Present Day

Unit II: Human Values and Social Values (15 class hours)

- a) Definition of Human Values- Self Confidence- Self Discipline- Self Assessment- Self Restraint- Self Motivation
- b) Determination- Ambition- Contentment- Humility and Simplicity- Sympathy and Compassion
- c) Gratitude- Forgiveness- Honesty- Courtesy
- d) Definition of Social Values- Faith, Service, and Secularism- Social Sense and Commitment, Social Awareness
- e) Brotherhood- Responsibility- Co-operation- Freedom

Unit III: Professional Values (15 class hours)

- a) Definition- Competence- Confidence- Devotion to Duty- Efficiency- Accountability
- b) Respect for Learning- Willingness to Learn- Open and Balanced Mind- Team Spirit- Professional Ethics
- c) Willingness for Discussion- Aims- Effort- Avoidance of Procrastination and Slothfulness- Alertness

Unit IV: Moral and Spiritual Values (15 class hours)

- a) Good manners at home and outside- Equality
- b) Purity of Thought, Speech, and Action- Understanding the role of Religion- Faith- Understanding the commonness of Religions- Mutual Respect of different Cultures

- c) Unity in Diversity- Living Together- Tolerance- Non-Violence- Unified efforts towards Peace- Patriotism

Unit V: Methods of Value Education- Value Inculcation Approaches (15 class hours)

- a) Value Clarification Approaches
b) Strategies for resolving the conflict among values
c) Value Inclusive Approach: Physical, Social, Moral, and Religious values in the negative context
d) Behavioural Values- Concept and Definition

Suggested Readings:

- Anchukandam, T. & Kuttainimathathil, J. (Eds.), *Grow Free Live Free*, Krisitu Jyoti Publications, Bangalore, 1995.
- Chakravarthy, S. K., *Values and Ethics for Organizations: Theory and Practice*, Oxford University Press, New Delhi, 1999.
- Daniel, J. T. K. & Selvamony, N. (Eds.), *Value Education Today: Explorations in Social Ethics*, Madras Christian College, Tambaram & ALACHE, New Delhi, 1990.
- Davidar, V., *Being Made Whole*, Haggai Institute, Hyderabad, 2000.
- Dhokalia, R. P., *Eternal Human Values*, NCERT-Campus Sri Aurobindo Marg., New Delhi, 1992.
- Ignacimuthu, S. J., *Values for Life*, Better Yourself Books, Bandra, Mumbai, 1999.
- Jacob, M. (Ed.), *Resource Book for Value Education*, Institute for Value Education, New Delhi, 2002.
- Kaul, G. N., *Values and Education in Independent India*, Associated Publishers, Mumbai, 1975.
- NCERT, *Education in Values*, New Delhi, 1992.
- Ruhela, S. P., *Human Values and Education*, Sterling Publications, New Delhi, 1986.
- Swami Budhananda, *How to Build Character: A Primer*, Ramakrishna Mission, New Delhi, 1983.
- Swami Vivekananda., *Education*, Sri Ramakrishna Math., Chennai, 1957.
- *Values (Collection of Essays)*, Sri Ramakrishna Math, Chennai, 1996.

Economics of Education

EDU S 305.5

Objectives:

- understand the concepts of economics of education, economic development, human capital, and human resource development;
- know the concept of cost and pricing of education;
- understand how to forecast human power, estimate cost-benefits of education and analysis of cost-effectiveness in education;
- develop an understanding of education both as consumption and investment;
- develop an understanding of the financial aspects of education;
- understand the relationship between education and employment;
- develop an understanding of labour markets;
- understand the relationship between education and economic development;
- comprehend the processes of generating and utilizing sources and resources of finances for education.

Unit I: Introduction: Basic Concept

- a) Meaning, Nature, and Scope of Economics
- b) Economics of Education: Meaning, Scope, Need, Significance, and Recent Trends
- c) Education as Consumption, Investment, and Return
- d) Concept and Importance of Human Capital, On-the Job Training
- e) Education and its Relation to Human Resource Development

Unit II: Cost and Pricing of Education

- a) Concept of Cost of Education, Types of Educational Costs: Direct Cost, Indirect Cost, Private Cost, Social Cost, and Opportunity Cost
- b) External and Internal Efficiency of Education
- c) Micro and Macro Aspects of Costing of Education
- d) Calculation- Private Marginal and Cost Benefit Ratio
- e) Cost Effectiveness Analysis in Education

Unit III: Financing of Education

- a) Educational Financing
- b) School Finance and Institutional Budget
- c) Public Finance in Education
- d) Funding of Higher Education
- e) Cost Analysis in Education, Student Fees and Loans

Unit IV: Education and Employment

- a) Education and Labour Market
- b) Labour Market Theories in Education

- c) Internal Labour Markets and Education
- d) Youth Unemployment and Education
- e) Migration of Skilled Manpower and Concept of Brain Drain

Unit V: Education and Economic Development

- a) Education, Economic Growth and Rates of Return Calculations
- b) Education and National Development
- c) Education and the Distribution of Income
- d) Education, Population Growth, Poverty and Inequality
- e) Liberalization, Privatization, Globalization, and Education

Suggested Readings:

- Becker, G. S., *Human Capital*, (Ch. 2, “Investment in Human Capital: Effects on Earnings”, NBER, New York, 1964.
- Becker, G. W., *Human Capital*, Princeton University Press, Princeton, 1964.
- Belfield, C., *Economic Principles for Education*, Edward Elgar, 2000.
- Blaug, M., “Where are we now in Economics of Education?” *Economics of Education Review*, 1970.
- Blaug, M., *An Introduction to Economics of Education*, Penguin, London, 1972.
- Blaug, M., *Economics of Education*, Penguin, London, 1970.
- Blaug, M., *Economics of Education*, Vol. I & II, Penguin Books, England, 1968.
- Bowman, M. J., et al. (Eds.). *Readings in the Economic Of Education*, UNESCO, Paris, 1968.
- Chattopadhyay, S., *Education and Economics*, Oxford, 2012.
- Cohn, E., *Economics of Education*, Lexington Mass D.C. Health Company, 1972.
- Harbison, F. H. & Myers, C. A., *Education, Manpower and Economic Growth*, McGraw-Hall, Maidenhead, 1964.
- Hedge, O., *Economics of Education*, Himalaya Publishers, New Delhi, 1998.
- Jandhya, B. G., *Economics of Inequality in Education*, Sage Publication, New Delhi, 1985.
- Majumder, T., *Investment in Education and Social Choice*, Orient Longman/ Cambridge University Press, 1983.
- Parnes, H. S., *Forecasting Educational Needs for Economic and Social Development*, OECD, Paris, 1962.
- Perlman, R., *The Economics of Education: Conceptual Problems and Policy Issues*, McGraw-Hill Book Company, New York, 1973.
- Prakash, V. & Biswal, K., *Perspectives on Education and Development*, NUEPA, Delhi, 2008.
- Psycharapoulos, G., *Economics of Education: Research and Studies*, Pergoman Press, Oxford, 1987.
- Robinson, E. A. G. & Vaizey, J. E. (Eds.), *The Economics of Education*. (Proceedings of an International Economic Association Conference), Macmillan, London, 1966.

- Sacharopoulos, G. P. & Woodhall, M., *Education for Development*, Oxford University Press, New York, 1985.
- Schultz, T. W., *The Economic Values of Education*, Columbia University Press, New York, 1963.
- Sheehan, J., *The Economics of Education*, George Allen & Unwin Ltd., London, 1973.
- Thurow, L. C., *Investment in Human Capital*, Wadsworth Publishing Co., Belmont, 1970.
- Vaizey, J., *The Economics of Education*, Penguin, London, 1962.

Women Education

EDU C 401

Objectives:

The students will be able to-

- understand the concept and development of Women's Education in India;
- know about the problems and constraints of Women's Education;
- study the recent trends in Women's Education;
- understand the aspects relating to women's health.

Unit I: Introduction to Women's Education (15 class hours)

- a) Concept, Need, and Scope of Women's Education
- b) Development of Women's Education in the Pre-Independence Era
- c) Constitutional Provisions relating to Women's Education
- d) Policy Perspectives of Women's Education in India: NPE-1968, 1986, POA-1992
- e) Commissions and Committees on Women's Education

Unit II: Women's Education- Problems and Perspectives (15 class hours)

- a) Gender Parity in Education- Enrolment Ratios, Dropout Rates, Primary Education
- b) Women's Education as a tool of Women Empowerment
- c) Major Obstacles of Women's Education- Social, Political, Psychological, Economic, Cultural, and Religious
- d) Vocational, Adult, and Non-Formal Education for Women's Development
- e) Women and Higher Education

Unit III: Recent Trends in Women's Education (15 class hours)

- a) Women's Education and Social Transformation
- b) Changing role of women in the society
- c) Effect of Globalisation on Women's Education
- d) Effect of ICT on Women's Education
- e) Approaches to Women's Education

Unit IV: National Development and Women's Education (15 class hours)

- a) Role of women in National Development
- b) Political Participation of women
- c) Role of women in improving the economic and social conditions of the Nation
- d) Portrayal and role of women in Mass Media

Unit V: Women and their Health (15 class hours)

- a) Health Status of women in India- Mortality and Morbidity factors influencing Health
- b) National Health and Population Policies and Programmes- Maternal and Child Health, Reproductive Health and Hygiene of the Adolescent Girls, Issues of Old Age

- c) Health Education with special reference to rural women
- d) Common Nutritional Diseases and their Preventive Measures
- e) Spread of HIV and AIDS and its impact on women; Preventive measures

Suggested Readings:

- Agarwal, S. P., *Women's Education in India*, Eastern Book Depot, Guwahati, 2001.
- Gupta, N. L., *Women Education through Ages*, Eastern Book Depot, Guwahati, 2000.
- Hart, H. R., Belsey, A. M., & Taemo, E., *Integrating Maternal and Child Health Services with Primary Health Care*, WHO Geneva, B. R. Publishing Co., New Delhi.
- Joshi, S. T., *Women and Development: The Changing Scenario*, Mittal Publications, New Delhi, 1999.
- Kumar, R., *Women and Leadership*, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Kumar, R., *Women in Politics*, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Sharma, N., *HIV-AIDS in Women and Children*, Pearl Books, New Delhi, 2007.
- Sharma, U., *Women Education in Modern India*, Commonwealth Publisher, New Delhi, 1995.
- Shanthi, K., *Women in India: Retrospect and Prospect*, Anmol Publishers Pvt. Ltd, New Delhi, 2005.

Teacher Education

EDU C 402

Objectives:

The students will be able to-

- understand about the concept, scope, need, and aims of Teacher Education in India with its historical perspectives;
- become aware of the teaching profession and the professional ethics;
- comprehend the role and functions of various agencies associated with Teacher Education;
- understand the current problems in Teacher Education;
- get acquaintance with the research trends and experimentation in Teacher Education.

Unit I: Concept of Teacher Education and its Historical Perspective (18 class hours)

- a) Meaning, Concept, and Scope of Teacher Education
- b) Need and Significance of Teacher Education
- c) Aims and Objectives of Teacher Education at Elementary, Secondary, and College levels
- d) Historical Perspective: Development of Teacher Education Programmes during:
 - Pre-independence Period- Ancient, Medieval, and British Periods
 - Post-independence Period- Recommendations of various Commissions (Kothari Commission, National Policy on Education-1968, 1986 and 2002, NCFTE-2009)

Unit II: Teaching as a Profession (12 class hours)

- a) Concept of Profession and Professionalism- Teaching as a Profession- Code of Professional Ethics for teachers
- b) Quality Assurance in Teacher Education and Quality Control
- c) Professional organizations for various levels of teachers and their role
- d) Performance Appraisal of teachers
- e) Faculty Improvement Programme for Teacher Education

Unit III: Types of Teacher Education Programmes and Agencies (12 class hours)

- a) Inservice Teacher Education
- b) Preservice Teacher Education
- c) Teacher Education in ODL Mode
- d) Orientation and Refresher Courses
- e) Role of NCTE, DIETs, and IASE

Unit IV: Current Problems (15 class hours)

- a) Teacher Education and practicing schools
- b) Teacher Education and other institutions

- c) Teacher Education and community
- d) Preparing teachers for special schools
- e) Implementation of curricula of Teacher Education

Unit V: Research and Innovations in Teacher Education (18 class hours)

- a) Purpose of research in Teacher Education
- b) Scope of Teacher Education research
- c) New trends in Teacher Education research
- d) Innovative practices at Elementary and Secondary levels- Micro teaching, Simulated Social Skill Training, Team Teaching
- e) Areas of Research:
 - Teacher effectiveness
 - Criteria of admission
 - Modification of teacher behaviour
 - School effectiveness

Suggested Readings:

- Aggarwal, J. C., *Teacher's Role, Status, Service Conditions and Education in India*, Doaba House, Delhi, 1988.
- Chakrabarti, M., *Teacher Education: Modern Trends*, Kanishka Publishers, New Delhi, 1998.
- Chaurasia, G., *New Era in Teacher Education*, Sterling Publishers, New Delhi, 1967.
- Cheng, Y. C., Chow, K. W., & Tsui, K. T, *New Teacher Education for the Future: International Perspectives*, Kluwer Academic Publishers, The Netherlands, 2001.
- Dash, M., *Education in India: Problems and Perspectives*, Atlantic Publishers & Distributors, New Delhi, 2004.
- Dikshit, S. S., *Teacher Education in Modern Democracies*, Sterling Publishers, New Delhi, 1969.
- Elahi, N., *Teacher Education in India*, APH Publishing Corporation, New Delhi, 2008.
- Harvard, G. R. & Hodkinson, P. (Eds.), *Action and Reflection in Teacher Education*, Ablex Publishing Corporation, New Jersey, 1994.
- Hemchand, T. K., *Problems of Teacher Education*, Crescent Publishing Corporation, New Delhi, 2009.
- Mehra, C., *National Survey of Elementary Teacher Education in India*, NCERT, New Delhi, 1970.
- Mohalik, R., *Inservice Teacher Education*, Mahamaya Publishing House, New Delhi, 2010.
- Mohan, R., *Teacher Education*, PHI Learning Pvt. Ltd., New Delhi, 2011.
- *National Curriculum Framework*, NCTE, New Delhi, 2009.
- *National Policy on Education (Modified)*, Department of Education, Ministry of Human Resource, Govt. of India, New Delhi, 1992.

- *National Policy on Education: A Policy Perspective*, Ministry of Human Resource, Govt. of India, New Delhi, 1986.
- Paneer Selvam, S. K., *Global Trends in Teacher Education*, APH Publishing Corporation, New Delhi, 2009.
- Rajput, J. S. & Walia, K, *Teacher Education in India*, Sterling Publishers, New Delhi, 2002.
- Selkirk, A., & Tichenor, M., *Teacher Education: Policy, Practice and Research*, Nova Science Publishers, Inc., New York, 2009.
- Singh, U. K. & Sudarshan, K. N., *Teacher Education*, Discovery Publishing House, New Delhi, 2003.
- Srivastava, R. C., *Teacher Education in India: Issues and Perspective*, Regency Publications, New Delhi, 1997.
- Vasishtha, K. K., *Teacher education in India: A Study in New Dimensions*, Concept Publishing Company, New Delhi, 1979.
- Wideen, M. & Grimmett, P. P., *Changing Times in Teacher Education*, Falmer Press, London, 1995.

Measurement and Evaluation in Education

EDU C 403

Objectives:

The students will be able to-

- understand the basic concepts and practices adopted in Educational Measurement and Educational Evaluation;
- understand relationship among Assessment, Measurement, and Evaluation in education;
- know tools and models of Measurement and Evaluation;
- develop their skills and competencies in constructing and standardizing a test;
- understand how various requirements of education are measured, evaluated, interpreted, and their results are recorded to help the learners.

Unit I: Measurement and Evaluation Process (15 class hours)

- a) Assessment and Measurement- Concept, Scope, and Need, Taxonomies of Educational Objectives; Norm-Referenced and Criterion-Referenced Measurement
- b) Evaluation- Concept, Characteristics, Functions, and Basic Principles, Interrelationship between Measurement and Evaluation in Education
- c) Types of Evaluation- Formative, Summative, Diagnostic, Continuous, Comprehensive, Grading, and Semester System
- d) The Status of Educational Measurement in India

Unit II: Tools and Models of Measurement and Evaluation (15 class hours)

- a) Tools of Measurement and Evaluation- Subjective and Objective Tools, Essay Type Test, Objective Type Test, Questionnaires, Interview, Rating Scale, Inventories, Schedules, and Performance Test
- b) Model in Measurement and Evaluation- 3D Model, Total Reflection Model, and Individual Judgement Model

Unit III: Test Construction (10 class hours)

- a) General Principles of Test Construction and its Standardization
- b) Writing Test Items- Objective Type, Essay Type, and Interpretive Type
- c) Item Analysis procedures for Norm-Referenced and Criterion-Referenced Tests

Unit IV: Standardization of Measuring Instrument (20 class hours)

- a) Basic Characteristics of good Measuring Instruments- Validity, Objectivity, Reliability, Usability, and Norms
- b) Types of Text, Ways of Determination, Importance, and Application
- c) Analysis and Selection of Test Item
- d) Test Standardization- Methods for Estimating Test Reliability, Test Validation Procedures

- e) Norm-Referenced and Criterion-Referenced Tests, Scaling, Standard score, T-score and C-score
- f) Steps involved in Standardizing a Test

Unit V: Psychological Tests as Measuring Instruments (15 class hours)

Type, Characteristics, and Need of Measurement Tools for the following:

- a) Intelligence
- b) Personality
- c) Creativity
- d) Aptitude
- e) Interest

Suggested Readings:

- Anastasi, A., *Psychological Testing (Fifth-21)*, Macmillan Pub. Co. Inc., New York, 1976.
- Singh, A. K., *Tests, Measurement and Research Methods in Behavioral Sciences*, Tata McGraw Hill Publishing Company Limited, New Delhi, 1986.
- Bhargav, M., *Adhunic Manovagyanic Parikshan Avam Mapan*, H. P. Bhargav Book House, Agra, 2003.
- Ebel, R. L., *Essential of Educational Measurement*, Third Will Prentice Hall Inc., New Jersey, 1970.
- Ferguson, G. A. & Takane, Y., *Statistical Analysis in Psychology and Education*, McGraw-Hill, 1989.
- Garrett, H. E., *Statistics in Psychology and Education*, Bombay Vakils Feffer & Simous Pvt. Ltd., 1969.
- Gupta, S. P., *Adhunic Mapan Avam Mulyankan*, Sharda Pustak Bhawan, Allahabad, 2001.
- Sharma, R. A., *Essentials of Educational Measurement and Evaluation*, R. Lall Book Depot, Meerut, 1999.

Dissertation/ Project Work

EDU C 404

Objectives:

The students will be able to-

- develop positive attitude towards educational research;
- identify research problems/ topics;
- formulate research questions, objectives, hypotheses, and so on.
- create research design or actual plan of work;
- know the techniques of field study, collection of information from different sources;
- analyse data/ information quantitatively and/or qualitatively and to interpret them;
- understand the documentation procedure of the project report.

Activities:

- a) **Dissertation/Project Proposal Presentation** (5 marks to be examined jointly by Supervisor, All Faculties, and Head of the Department)
- b) **Dissertation/Project Report** (40 marks to be examined by the External Examiner and the Supervisor; the average of these two shall constitute the final marks on the report part)
- c) **Viva-voce Examination through Presentation** (5 marks to be examined jointly by Supervisor and the External Examiner)

Population Education

EDU S 405.1

Objectives:

The students will be able to-

- understand the concept and nature of Population Education;
- explain the population situation in the world and in India;
- understand the role of various agencies in Population Education;
- explain the concept of population dynamics;
- explain the indices of quality of life;
- explain the consequences and impact of population growth on health of population;
- know about the various population theories;
- discriminate between Population Education through formal and non-formal modes in India.

Unit I: Concept and Nature of Population Education (15 class hours)

- a) Population Education: Meaning, Need, Importance, Objectives, and Scope
- b) Population situation in major world regions- Population situation in India
- c) Recommendation of UNESCO and UNDP
- d) Emergence of Population Education in India with reference to NPE (1986)
- e) Organisations and agencies of Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs

Unit II: Population Composition (15 class hours)

- a) Age Structure
- b) Family Welfare Programmes
- c) Fertility- Concept, Determinants and Measurement of Fertility
- d) Mortality- Concept, Determinants and Measurement of Mortality
- e) Population Dynamics

Unit III: Population Growth and Quality of Life (15 class hours)

- a) Concept of Small Family Norm
- b) Indices of Quality of Life- Health, Nutrition, Education, Employment, Housing, and Communication
- c) Population Growth- Its consequences and impact on health of population
- d) Primary Health Care- Safe motherhood and Integrated Child Development
- e) Women Empowerment and Legal Provisions

Unit IV: Relationship between Population Growth and Development (15 class hours)

- a) Population Growth and Human Resource Development
- b) Population and Economic Development
- c) Population and Global Food Situation

- d) Population and Sustainable Development
- e) Population and Employment

Unit V: Status of Population Education in India through Formal and Non-formal Education Sectors (15 class hours)

- a) Population Education in Vocational Education (NCERT)
- b) UGC guidelines for Population Education
- c) Population Education in Eleventh and Twelfth Five Year Plans
- d) Population Education in Adult Literacy Programmes
- e) Population Education at various levels of education- Teaching methods for Population Education

Suggested Readings:

- Aggarwal, J. C., *Population Education*, Shipra Publications, New Delhi, 2009.
- Department of Economic and Social Affairs Population Division of the United Nations Secretariat, *Population, Education and Development*, United Nations Publications, New York, 2003.
- Grover, R. P. & Bhardwaj, R. K., *Population Education in India*, The Associated Publisher, Chennai, 2001.
- Kamat, H. D. & David, A., *Population Education*, Crescent Publishing Corporation, New Delhi, 2007.
- Mishra, B. C. & Patnaik, S., *Adult Attitude towards Population Education*, Discovery Publishing House, New Delhi, 2003.
- Pandey, V. C. (Ed.), *Population Education*, Isha Books, Delhi, 2006.
- Priscilla, R. & Tinker, I., *Population: Dynamics, Ethics and Policy*, American Association for the Advancement of Science, Washington, D.C., 1975.
- Raina, B. L., *Population Policy*, B. R. Publishing Corporation, Delhi, 1988.
- Rao, D. B. & Basha, S. J., *Teachers' Population Education Awareness*, Discovery Publishing House, New Delhi, 2004.
- Rao, V. K., *Population Education*, APH Publishing Corporation, New Delhi, 2007.
- Reddy, M. V. L., *Population Education: Misconceptions and Clarifications*, APH Publishing Corporation, New Delhi, 2002.
- Sahu, B. K., *Aids and Population Education*, Sterling Publishers Pvt. Ltd., 2006.
- Sharma, Y. K., *Population Education: Concepts, Principles and Approaches*, Kanishka, New Delhi, 2005.
- Singh, U. K. & Sudershan, K. N., *Population Education*, Discovery Publishing House, New Delhi, 2006.
- UNESCO, *Teaching Methodologies for Population Education: Inquiry/Discovery Approach, Values Clarification*, ERIC Clearinghouse, Washington, D.C., 1986.
- Veer, U., *Modern Teaching of Population Education*, Anmol Publications Pvt. Ltd., Delhi, 2005.

Early Childhood Care and Education

EDU S 405.2

Objectives:

The students will be able to-

- understand the concept, and importance of ECCE;
- learn about the scope and approaches to ECCE;
- know about the contribution of educational thinkers in the field of ECCE;
- learn about the methodology of ECCE especially play way method;
- know about different types of institutions for ECCE;
- develop an insight into children at risk and remedial measures thereon;
- learn about the various programmes and schemes related to ECCE undertaken by the Government of India.

Unit I: Early Childhood Care and Education (12 class hours)

- a) Concept of Early Childhood Care and Education
- b) Scope, Need, and Importance of ECCE with reference to NPE-2016
- c) Approaches to Early Childhood Education- Formal, Informal, and Non Formal
- d) Contributions of Educational Thinkers in ECCE- Froebel, Montessori, Pestalozzi, Gandhi, and Rabindranath (Brief discussions)

Unit II: Methodology of ECCE (18 class hours)

- a) Developmental Tasks of the Infancy Period
- b) Curriculum and Activities for Developing
 - Self Expression (Music and Movement)
 - Readiness in Children (Sensorial Learning and Motor Skill)
 - Academic Skills (Language, Mathematics, and Environmental Science)
- c) Role of Play in Overall Development of Children
- d) Use of Play Way Approach in Early Childhood Education

Unit III: Institutions of ECCE (15 class hours)

- a) Types of Institutions for ECCE (Day Care Centres/ Crèches/ Preschools/ Kindergartens, Non-Formal Preschool Education), Its Importance
- b) Physical Facilities in Schools- Furniture, Equipments, Indoor and Outdoor Spaces
- c) Supportive Staff and Services (Public Distribution, Water, Sanitation), Experts, Resource Persons, and Administrative Personnel
- d) Financial Resources

Unit IV: Identifying And Guiding Children ‘At Risk’ (16 Class Hours)

- a) ‘At Risk’ Children
- b) Developmental Delay, Malnutrition, Problem of First Generation Learners

- c) Working with Parents and Members of the Community, Women's Entry into Working Life, Its Impact on Children
- d) Dealing with Problem Behaviours (ADD, ADHD, Bed Time and Sleeping Problems, Oppositional Problem, Eating and Feeding Problem)

Unit V: Policies and Programmes Launched by the Government of India to Promote Early Childhood Education (14 Class Hours)

- a) Historical Development of ECCE since Independence
- b) National Early Childhood Care and Education Policy (Draft 2012)
- c) Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990, Right to Education Act (2009)
- d) Mobile Crèche, Anganwadi, ICDS, Day Care, Mid Day Meal Programme

Suggested Readings:

- Anandalakshmy, S., *Activity Based Learning: A Report on an Innovative Method in Tamil Nadu*, 2009.
- Berk, L., *Child Development*, Allyn & Bacon, New York, 2006.
- Bowman, B. T., Donovan, S., & Burns, S. M. (Eds.), *Eager to Learn: Educating Our Preschoolers*, National Academies Press, United States, 2001.
- Gupta, A., *Early Childhood Education, Postcolonial Theory and Teaching Practices in India- Balancing Vygotsky and Vedas*, Palgrave Macmillan, New York, 2006.
- Myers, R. G., "In Search of Quality in Programmes of Early Childhood Care and Education (ECCE)", Paper prepared for the 2005 EFA Global Monitoring Report, 2004.
- "National Focus Group on Early Childhood Education", Position Paper, NCERT, 2006.
- "National Focus Group on Teacher Education For Curriculum Renewal", Position Paper, NCERT, 2006.
- National Focus Group on Curriculum, Syllabus, Position Paper, NCERT, 2006.
- Sen Gupta, M., *Early Childhood Care and Education*, PHI Learning Pvt. Ltd., New Delhi, 2009.
- Shukla, R. P., *Early Childhood Care and Education*, Sarup & Sons, New Delhi, 2004.
- Swaminathan, M., *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*, Sage, New York, 1998.
- "Select Issues Concerning ECCE India", Background paper prepared for the Education for All Global Monitoring Report, 2007.
- Sharma, R., *Methods of Teaching in Pre-School*, Mahamaya Publishing House, New Delhi, 2004.
- Sharma, R., *The Concept of Pre-School Education*, Mahamaya Publishing House, New Delhi, 2004.

Guidance and Counselling

EDU S 405.3

Objectives:

The students will be able to-

- understand the meaning of Guidance and Counselling;
- get a clear concept of the tools and techniques used in collecting information for Guidance;
- know the meaning of Guidance Services;
- understand the Guidance needs of children;
- understand the basics of Child Guidance Clinic.

Unit I: Concept of Guidance (15 class hours)

- a) Meaning, Concept, and Nature of Guidance
- b) Need and Scope of Guidance
- c) Types of Guidance- Educational, Vocational, Social, Moral (Their Need, Role and Importance)
- d) Individual and Group Guidance
- e) Role of Teacher in Guidance

Unit II: Concept of Counselling (15 class hours)

- a) Meaning and Nature of Counselling
- b) Principles of Counselling
- c) Approaches to Counselling- Directive, Non-Directive, and Eclectic
- d) Role and Functions of a Counsellor
- e) Essential Qualities of a good Counsellor

Unit III: Tools and Techniques of Collecting Information for Guidance (15 class hours)

- a) Types of Tests- Testing Techniques
- b) Tests of Intelligence, Aptitude, Interest, Achievement, and Personality
- c) Uses and Drawbacks of Testing Techniques in Guidance
- d) Non-Testing Techniques- Observation, Questionnaire, Rating Scale, Inventories, Interviews, Anecdotal Records, Cumulative Records, and Case Study

Unit IV: Guidance Services (15 class hours)

- a) Meaning of Guidance Services
- b) Essentials of a good Guidance Programme
- c) Individual Information Service and Occupational Information Service
- d) Placement Service
- e) Evaluation of Guidance Programme and Follow up Service

Unit V: Guidance Needs of Students and Child Guidance Clinic (15 class hours)

- a) Home and School Centred Problems
- b) Adjustment Needs of Adolescents
- c) Need and Importance of Child Guidance Clinic
- d) Organisation of Child Guidance Clinic
- e) Personnel involved in Child Guidance Clinic

Suggested Readings:

- Cronbach, L., *Essentials of Psychological Testing*, Harper & Row, London, 1964.
- Gibson, D., *Introduction to Counselling and Guidance*, Pearson Education, New Delhi, 2007.
- Gibson, R. L. & Mitchell, M. H., *Introduction to Counseling and Guidance*, PHI Learning Pvt. Ltd., New Delhi, 2007.
- Jayaswal, S., *Guidance and Counselling*, Prakashan Kendra, Lucknow, 1981.
- Kochhar, S. K., *Guidance in Indian Education*, Sterling Publishers Pvt. Ltd., New Delhi, 1979.
- Nayak, A. K., *Guidance and Counselling*, APH Publishing Cooperation, New Delhi, 1997.
- Yadav, S., *Guidance and Counselling*, Anmol Publishing, New Delhi, 2005.

Yoga Education

EDU S 405.4

Objectives:

The students will be able to-

- Understand the basic concept of Yoga;
- Understand the relationship between Yoga and various Indian Philosophies;
- Knowing the historical aspects of Yoga;
- Understand the practical aspects of Yoga for maintaining good health.

Unit I: Meaning and Concept (15 class hours)

- a) Introduction to Yoga
- b) Patanjali Yoga Shastra
- c) Hathyogic Texts
- d) General guidelines for performing Yoga Practices
- e) Research based principles of Yoga

Unit II: Yoga and Ancient system of Education (15 class hours)

- a) Ancient Indian Philosophy on Yoga
- b) Yoga and Sankhya Philosophy and their Relationship
- c) Yoga and Vedanta Philosophy
- d) Yoga and Brahmanic System of Education
- e) Yoga and Buddhist System of Education

Unit III: Historical Aspects of Yoga (15 class hours)

- a) Historical Aspect of Yoga Philosophy
- b) Yoga as reflected in Bhagwad Gita
- c) Yoga in Epics (Ramayana and Mahabharata)
- d) Yoga in Puranas
- e) Yogic Philosophy of Shri Aurobindo, Yoga Traditions of Swami Vivekananda

Unit IV: Yoga and Health (15 class hours)

- a) Need of Yoga for Positive Health
- b) Concept of Health and Yoga
- c) Utilitarian Value of Yoga
- d) Yoga and Women's Health
- e) Yoga and Mental Health

Unit V: Practice of Yoga (15 class hours)

- a) Practices of Yoga- e.g. Kriyas, Yama, Niyama, Asana, and Pranayama
- b) Bandh, Mudra, and Dhyana
- c) Asanas

- d) Pranayam
- e) Meditation

Suggested Readings:

- Dasgupta, S. N., *Hindu Mysticism*, Motilal Banarsidass, Delhi, 1927.
- Dasgupta, S., *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Motilal Banarsidass, Delhi, 1930.
- Fenerstein, G., *The Yoga Tradition: It's History, Literature, Philosophy Practice*, Bhavana Books & Prints, 2002.
- Goyandaka, J., *Shrimad Bhagavadgita Tattvavivechani*, Geeta Press, Gorakhpur, 1961.
- Iyengar, B. K. S., *Light on Yoga*, London, UNWIN Paperbacks, 1976.
- Karel, W., *Yoga and Indian Philosophy*, Motilal Banarasidas, Delhi, 1979.
- Kenghe, C. T., *Yoga as Depth-Psychology and Para-psychology: Historical Background*, Varanasi, Bharata Manisha, 1975.
- Larson, G. J. & Bhattacharya, R. S., *Encyclopedia of Indian Philosophies, Vol. XII, Yoga: India's Philosophy of Meditation*, Motilal Banarsidass, Delhi, 2011.
- Nagendra, H. R., *Yoga in Education*, Swami Vivekananda Yoga Prakashna, Bangalore, 2002.
- Pandian, S. K., *The Hidden Heritage (Chapter-I)*, Sterling Publishers Pvt. Ltd., New Delhi, 1987.
- Radhakrishnan, S., *Indian Philosophy, Vols. I and II*, Allen & Unwin, London.
- Ramesh Babu, K., *Aasana Sutras (Techniques of Yoga Aasanas Based on Traditional Hatha Yoga Literature)*, Vizianagaram, Home of Yoga Publications, 2011.
- Sharma, C. D., *A Critical Survey of Indian Philosophy*, Motilal Banarsidass, Delhi, 1952.
- Sinha, A. K., *Perspectives in Yoga*, Bharata Manisha, Varanasi, 1976.
- Sinha, A. K., *Science and Tantra Yoga*, Vishal Publications, Kurukshetra, 1981.
- Swami Niranjanananda Saraswati, *Prana Pranayama Prana Vidya*, Bihar School of Yoga, Munger, 2002.
- Swami Satyananda Saraswati, *Asana, Pranayama, Mudra, Bandha*, Yoga Publications Trust, Munger, 1969.
- Swami Satyananda Saraswati, *Yoga Education for Children*, Yoga Publications Trust, Munger, 1999.

Higher Education

EDU S 405.5

Objectives:

- know the concept of Higher Education;
- understand the aims and objectives of Higher Education;
- know about various commissions and policies on Higher Education;
- know about the different transactional process of Higher Education;
- understand the contemporary issues related to Higher Education.

Unit I: Concept of Higher Education

- a) Concept of Higher education
- b) Need and Importance of Higher Education
- c) Aims and Objectives of Higher Education
- d) Historical Development of Higher Education in India- Vedic Age, Buddhist Period, Islamic Period
- e) Access and Equity in Higher Education

Unit II: Development of Higher Education in Modern India

- a) Development of Higher Education in Pre-Independent Era- Woods Despatch, Calcutta University Commission
- b) Development of Higher Education in Post-Independent Period- Radhakrishnan Commission, Kothari Commission
- c) Policies on Higher Education- NPE (1968), NPE (1986), POA (1992), NPE (2016)
- d) Higher Education envisaged in the Five Year Plans
- e) Other Reports- Private University Bill, Birla Ambani Report, Dellar's Report, National Knowledge Commission

Unit III: Transactional Process of Higher Education

- a) Teacher-Centred Lecture, Demonstration , Team Teaching
- b) Learner-Centred Programmed Learning, Personalised System of Instruction
- c) Computer Assisted Instruction
- d) Other Methods- Seminar, Workshop, Tutorials, Group Discussion, Assignment Project
- e) Higher Education through Distance Mode

Unit IV: Administration of Higher Education

- a) Constitutional Provision
- b) Role of Central and State Government in financing in Higher Education
- c) Quality Assurance in Higher Education
- d) Role of UGC, NAAC, MHRD
- e) Autonomy in Higher Education

Unit V: Issues in Higher Education

- a) Social and Economic Relevance
- b) Globalization, Liberalisation, and Privatization
- c) Engendering Higher Education
- d) Higher Education for the Differently-Abled
- e) Multi-Media and Higher Education

Suggested Readings:

- Agarwal, B. C. (Ed.), *Higher Education through Television*, Concept Publication, New Delhi, 2003.
- Amrik, S. & Altback P. G. (Eds.), *Higher Education in India*, Vikas Publishing, Delhi, 1924.
- Amrik, S., *Redeeming Higher: Essays in Educational Policies*, Ajanta, Delhi, 1985.
- Carsar, C., *Higher Education for the Future*, Oxford, 1980.
- Chauhan, C. P. S., *Higher Education in India*, Ashish Publishing Corporation, New Delhi, 1990.
- Jeramiah, M. S., *The Quality of Higher Education: Income, Expenditure, Disparity and its Effects*, Shipra Publication, Delhi, 2012.
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- Mishra, L. *Internationalization of Higher Education*, Shipra Publication, New Delhi, 2013.
- Reddy, G. R., *Higher Education in India*, Sterling Publication, New Delhi, 1945.
- Siddiqui, M. H., *Higher Education: A Research Approach*, Aligarh Muslim University Press, Aligarh, 2013.