

*Course Code: M4PC1825*

*Perspective Course*

**M.Ed. DEGREE PROGRAMME**  
**Semester- IV**  
**TRENDS IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION**  
(4 credits– 120 hours)

 **COURSE OBJECTIVES**

*On successful completion of course the prospective teacher educator will be able to*

1. Understand the basic concept, functions and types of educational administration and management
2. analyse the current trends in educational administration and management
3. understand the theories of organizational management
4. analyze the trends and issues related to resource management in educational institutions
5. evaluate the governance in different types of educational setups

### Unit – I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the concept of Educational Administration and Management 2. Distinguishes between administration and management 3. Analyses the principles of Educational administration and management 4. Categorizes the administrative and management structure at different levels of Education. 5. Classifies the different types of administration and management	1.1 Educational Administration and Management: Definition, characteristics and functions. 1.2 Difference between management and administration 1.3 Basic Principles of Educational Administration and management 1.4 Administration and management structure at different levels of Education: elementary, secondary, secondary and higher education 1.5 Types of administration and management: Centralized, decentralized, autocratic, democratic and eclectic	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar with visual presentation</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral / Written )</li> <li>• Report of the seminar</li> <li>• Assignment</li> <li>• Report of the group discussion</li> </ul>

**Unit - II: CURRENT TRENDS IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the current trends in educational management 2. Explains the Total Quality Education 3. Examines the modern approaches of management	2.1 Current trends in educational management 2.2. Quality management in education. 2.3 Roles and responsibilities of different agencies NUEPA, NCERT, SITE, SIEMAT in Educational Administration and Management 2.4 Total Quality Education (TQE), assessment and accreditation of higher education institutions- criteria, techniques and issues.	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Small group discussion</li> <li>• Seminar (visual presentation)</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Written Test</li> <li>• Report of seminar</li> </ul>

**Unit-III: THEORIES OF ORGANIZATIONAL MANAGEMENT**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1.Explains the theories of Fayol’s , Gullick, Urwick, Douglas McGregor, Peter Druck, Weber’s and Taylor</p> <p>2.Evaluates the contribution of various theories of Management</p>	<p>3.1 Fayol’s principles of management: Administrative theory</p> <p>3.2 Gullick and Urwick- Competency concept of Graft- Theory “X” and Theory “Y” of Douglas McGregor</p> <p>3.3 Theory of Management by Objectives by Peter Druck</p> <p>3.4 Weber’s bureaucratic approach, Taylor’s principles of scientific management.</p>	<ul style="list-style-type: none"> <li>• Lecture cum</li> <li>• discussion</li> <li>• Seminar with</li> <li>• Visual presentation</li> <li>• Small group</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Assignment</li> <li>• Report of discussion</li> </ul>

### Unit – IV: HUMAN RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the different types of relationship 2. Explains the role of PTA 3. Examines the management of Infrastructure 4. Evaluates the Management Information System in Education. 5. Analyses Fiscal Management	4.1 Management of Human Resource: Inter- Personal, Teacher- Taught Relationship , Teacher-Teacher Relationship, Head- Teachers relationship, Teacher – Parent relationship, Teacher-Community relationship 4.2 Classroom management, monitoring, evaluation and remedial measures 4.3 Management of infrastructure, school campus and building, furniture, library, laboratory, hostel & play ground 4.4 Office management and importance of management information system in education. 4.5 Fiscal management: developing and monitoring budgets at school level	<ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Peer teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Assignment</li> <li>• Test</li> <li>• Assignment</li> </ul>

**Unit – V: GOVERNANCE IN EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies concept of governance 2. Analyse the – criteria for assessing effectiveness of governance 3. Explains role of leadership in good governance 4. Identifies governance indifferent types of educational setups	5.1 Governance: 5.1.1. Meaning and rationale for good governance – 5.2. Criteria for assessing effectiveness of governance. 5.3 Role of leadership in good governance 5.4. Governance in different types of educational setups. 5.4.1 Participatory school governance	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Peer learning</li> <li>• Seminar (visual presentation)</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Report of discussion</li> <li>• Assignment</li> <li>• Questioning</li> <li>• Written test</li> <li>• Report of the seminar</li> <li>• Report of discussion</li> </ul>

**SUGGESTED ACTIVITIES (Any two)**

1. Compare the decision making processes in centralized and decentralized administration, and prepare a report on it.
2. Prepare a study report on the role of SDMC/SMC/PTA in improving quality of school governance.
3. Prepare a report on Latest research on Educational Administration and Management.
4. Write a consolidated report of different theories of educational administration and their contributions.

**PRESCRIBED READINGS**

- 1 Bush, T. (1986). *Theories of Educational Management*. London: Harper and Row.
- 2 Bush, T. (1995). *Theories of Educational Management*. (2<sup>nd</sup> edn.), London: Paul Chapman.
- 3 Pandya, S.R.(n.d.).*Administration and Management of Education*, New Delhi: Himalaya Publishing House.
- 4 Lambal,T.P., Saxena,V.R., & Murthy, V. *Educational Administration Planning andSupervision*. New Delhi: Daoba house.
- 5 Chandrasekaran, Premila. *Educational Planning and Management*. New Delhi: Sterling Publication Pvt.
- 6 Chaudhary, Namita, Roy.(n.d.) *Management in Education*. New Delhi: A.P.H. Publishing Corporation.

#### SUGGESTED READINGS

1. Albrecht, K. (1983). *New systems view of the organization: Organization Development*.Englewood Cliffs, NJ: Prentice-Hall.
2. Anderson, C.R. (1988). *Management: Skills, Functions and Organization Performance*.NewYork: Allyn and Bacon.
3. Bernard, C. 1938. *The Functions of the Executive*. Cambridge, MA: Harvard University Press. See pages 65-114.
4. Burns, T.G., & Stalker, G.M. (1961). *The Management of Innovation*. London: Tavistock Institute.
5. Crainer, S. (1998) *Key Management Ideas: Thinkers That Changed the Management World*.(third edition) London: Financial Times Prentice Hall.
6. Crainer, S. and Dearlove, D. (2001). *Financial Times Handbook of Management*.(second edition).London: Financial Times Prentice Hall.
7. David, S.M., & Lawrence, P.R. (1978). Problems of matrix organizations. *Harvard BusinessReview*, May-June: 131-142.
8. Fayol, H. (1949). *General and Industrial Management*, translated by Constance Storrs. London: Pitman.
9. Gulick, L., &Urwick, L. (eds) (1937). *Papers on the Science of Administration*. New York, NY: Institute of Public Administration.
10. Luthans, F. 1985. *Organizational Behaviour*. Singapore: McGraw-Hill.
11. Milgram, S. 1974. *Obedience to Authority*. New York, NY: Harper & Row.
12. Roethlisberger, F.J., & Dickson, J.W. 1943. *Management and the Worker*. Cambridge, MA: Harvard University Press.

13. Seiznick, P. 1949. *TVA and the Grass Roots*. Berkeley, CA: University of California Press.
14. Shannon, C.E., & Weaver, W. 1949. *The Mathematical Theory of Communication*. Urbana, IL: University of Illinois Press.
15. Taylor, F.W. 1947. *Principles of Scientific Management*. New York, NY: Harper.
16. Tosi, H.L., Rizzo, J.R., & Carroll, S. 1986. *Managing Organizational Behaviour*. New York, NY: Pitman.

Fourth Semester



Course Code: M4TC1826Tool Course

**M.Ed. DEGREE PROGRAMME**  
**Semester- IV**  
**CAPACITY BUILDING OF TEACHERS**  
 (4 credits – 120 hours)

**✍ COURSE OBJECTIVES:**

*On successful completion of the course, the prospective teacher educator will be able to:*

1. conduct Training Need Analysis (TNA) of teachers
2. develop a clear perspective on capacity building of teachers with special reference to cognitive, affective and psychomotor domains
3. plan and implement in-service programme for teachers
4. develop training modules and materials for conducting capacity building programme of teachers
5. monitor and evaluate capacity building programme for teachers

**Unit – I: TRAINING NEED ANALYSIS OF TEACHERS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the concept of Training Need Analysis of teachers	1.1 Meaning and concept of Training Needs 1.2 Training Needs of teachers according to their level (elementary, secondary higher secondary) and area (area of specialization) 1.3 Analysis of Training Needs and development of objectives 1.4 Identification of objectives in relation to knowledge, attitude and practice (Skill)	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• Field survey</li> <li>• QA session</li> <li>• Group discussion</li> <li>• Study of documents</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral / written)</li> <li>• Evaluation of survey</li> <li>• Evaluation of report</li> </ul>

**Unit – II: PERSPECTIVES OF CAPACITY BUILDING OF TEACHERS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the concept of capacity building of teachers. 2. Recognizes perspectives of Capacity Building Programme. 3. Develop objectives of training according to cognitive, affective and psychomotor needs.	2.1 Capacity building of teachers – concept with special focus on cognitive, affective and psychomotor needs and its significance 2.2 Capacity Building Programme for teachers according to <ol style="list-style-type: none"> <li>level</li> <li>subject</li> <li>administration and management</li> </ol> Other curricular and co-curricular areas 2.3 Formulation of objectives according to identified needs of Capacity Building Programme 2.4 Strengths and limitations of Capacity Building Programme	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Peer learning</li> <li>• Auto instruction</li> <li>• QA session</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral / written)</li> <li>• Seminar presentation</li> <li>• Assignment Evaluation</li> </ul>

**Unit–III: PLANNING IN SERVICE PROGRAMMES**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes the meaning and concept of in-service programme 2. Identifies materials for in-service programme 3. Recognizes different stages of in-service programme 4. Plan and organize in service programme for teachers of different level / subjects 5. Identifies training methodology according to objectives 6. Identifies appropriate training methods according to knowledge, attitude and practice	3.1 In-service programme– Concept, relevance and application in the changing education scenario 3.2 Mobilization of materials (print, visual, electronic) 3.3 Development of materials according to the needs of target groups 3.4 Concept of training module, brochure, pamphlet, booklet, handouts and other audio visual materials 3.5 Different stages of training/ capacity building- 3.5.1 Pre-training scenario- identification of target groups, analysis of training needs, development of training design, planning teaching/ learning programme, mobilization of resources (men, money, material and time), plan for monitoring and evaluation 3.5.2. During training scenario- proper administration and management of programme, conflict resolution, smooth and scientific organization of programme 3.5.3. Post training scenario- evaluation, remedial measures and follow up	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• QA session</li> <li>• Group discussion</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral / written)</li> <li>• Evaluation of assignment</li> </ul>

	<p>programmes</p> <p>3.6.Planning programmes according to the level, need and subject groups of teachers</p> <p>3.7. Identification of teaching methods according to objectives of training</p> <p>3.7.1. Knowledge area- lecture, visual presentation, chalk and talk, auto instruction, QA session, briefing, handouts, screening of short films, invited talks</p> <p>3.7.2. Attitude area- group discussion, group counseling, group work, field visit, role play (socio and psycho drama), simulation, interview with experts and relevant groups</p> <p>3.7.3. Practice area- describe, demonstrate and practice (DDP), apprenticeship, relevant exercises, supervised practice, survey, experiential learning, experience sharing by experts, observation of performances.</p>		
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**Unit-IV: DEVELOPMENT OF MODULES AND MATERIALS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the concept of modules 2. Develops skill in preparation of modules and materials	4.1 Concept of modules in training/capacity building of teachers 4.2 Modules developed by different agencies in education for capacity building of teachers 4.3 Development of materials – a) knowledge area, b) attitude area, c) practice area 4.4 Print and Electronic materials 4.5 Mobilization and development of materials 4.6 Tryout and consolidation of materials	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• QA session</li> <li>• Group discussion</li> <li>• Preparation of modules</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral / written)</li> <li>• Evaluation of report</li> </ul>

**Unit – V: EVALUATION OF CAPACITY BUILDING PROGRAMME**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies different strategies of monitoring Capacity Building Programme 2. Familiarises meaning and methodology of evaluation 3. Identifies strategies for remedial measures	5.1 Concept and strategies of monitoring Capacity Building Programme 5.2 Tools for monitoring Capacity Building Programme 5.3 Evaluation strategies according to objectives of programmes 5.4 Development of tools for evaluation- questionnaire, opinionnaire, quick appraisal, focus group discussion, electronic format- email, SMS 5.5 Consolidation of evaluation report 5.6 Planning remedial measures according to felt needs/ suggestions given by participants	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• QA session</li> <li>• Group discussion</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral / written)</li> <li>• Seminar presentation</li> <li>• Report</li> </ul>

**SUGGESTED ACTIVITIES (Any two)**

1. Plan a Capacity Building Programme for elementary teachers in your locality for improving teaching competency.
2. Identify strengths and limitations of a) Seminar b) Role play and c) Demonstration.
3. Observe a Capacity Building Programme for teachers in your locality and prepare a report focusing its strengths and limitations (organized by SSA, RMSA, DIET, NGOs).
4. Identify any five major skills used by the teachers in a particular subject and comment on it.

**📖 PRESCRIBED READINGS**

1. Chaaya, M.P. (2001). *Effective Teacher Effective Classroom*. New Delhi: Alpha Publications.
2. Mangal, S. K. (2002). *Essentials of Teaching Learning*. New Delhi: Vikas Publishing House.
3. Oberoi, S.C. (2000). *Essentials of Teaching Learning*. New Delhi: Arya Book Depot.
4. Sharma, R.A. (2011). *Development of Learner and Teaching Learning Process*. New Delhi: R. Lall Book Depot.
5. Siddiqui, M.H. (2006). *Excellence of Teaching*. New Delhi: Ashish Publishing House.
6. Trever, G. & Kathleen, D. (2003). *Engaging Teachers*. Philadelphia: Open University Press.

**📖 SUGGESTED READINGS**

1. Mizan, M. (2004). *Professionalisation of Teacher Education*. New Delhi: Mittal Publications.
2. Ranganathanda, S. (1988). *Role and Responsibilities of Teachers in building up Modern Era*. Mumbai: Bharatiya Vidya Bhavan.
3. Siddiqui, A. (2006). *Inservice Teacher Education*. New Delhi: Ashish Publishing House.
4. Susan, T. & Asha, J.V. (2008). *Best Practices in IT Enabled Teacher Education and Knowledge Management*. Thiruvananthapuram: University of Kerala.
5. Hazel, H. & Donald, M. (2006). *Earning Teaching from Teachers*. New York: Open University Press.

Course Code: M4EC1827

Elective Course

**M.Ed. DEGREE PROGRAMME**  
**Semester- IV**  
**LIFE SKILLS EDUCATION: ISSUES AND PRACTICES**  
 (4 credits-120 hours)

**✍ COURSE OBJECTIVES**

*On successful completion of the course the prospective teacher educator will be able to:*

1. understand the basic concepts of life skills
2. develop social and negotiation skills
3. develop thinking and life coping skills
4. develop self enhancement skill
5. recognize the role of life skills education for physical and mental health

**Unit-I: INTRODUCTION TO LIFE SKILLS EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Comprehends the basic concepts of life skills education	1.1 Life Skills Education: Definition, concept, need, categories approaches and methods of teaching/learning life skills education 1.2 Life Skills Education: Generic, problems specific and area specific skills, 10 core life skills 1.3 Role of teachers in life skill education	<ul style="list-style-type: none"> <li>•Lecture - Discussion</li> <li>•Group Discussion</li> <li>•Peer Learning</li> <li>•Multimedia approach</li> </ul>	<ul style="list-style-type: none"> <li>•Tests (oral / written)</li> <li>•Seminar presentation</li> <li>•Report</li> </ul>



**Unit-II: SOCIAL AND NEGOTIATION SKILLS FOR TEACHERS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approach</b>	<b>Assessment</b>
1. Develops social and negotiation skills	2.1 Self-Awareness: Definition, Importance, dimensions, Strategies to enhance self-awareness 2.2 Empathy: Definition, Concept, components, Significance, methods to develop empathy 2.3 Negotiation Skills- importance, ways of development 2.4 Effective Communication: Definition, concept, functions, communication cycle, communication styles, barriers, means of improvement 2.5 Interpersonal Relationship: Definition, need factors affecting relationship, strategies to enhance interpersonal skills	<ul style="list-style-type: none"> <li>• Lecture - Discussion</li> <li>• Group Discussion</li> <li>• Peer Learning</li> <li>• Multimedia approach</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral / written)</li> <li>• Seminar presentation</li> <li>• Report</li> </ul>

**Unit-III: THINKING AND COPING SKILLS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approach</b>	<b>Assessment</b>
1. Realizes the significance of developing thinking and life coping skills	<p><b>Thinking Skills:</b></p> <p>3.1 Creative thinking: Meaning, characteristics of a creative person, stages, attitude blocking creativity</p> <p>3.2 Critical Thinking: Meaning, steps and ways to develop critical thinking</p> <p>3.3 Problem Solving: Definition, Steps in Problem Solving and obstacles</p> <p>3.4 Decision Making: Definition, types, steps and models of Decision Making</p> <p><b>Coping Skills:</b></p> <p>3.5 Coping with Emotions: Importance, positive emotions and avoidable emotions and coping strategies</p> <p>3.6 Coping with Stress: importance, stress signals and Coping Strategies</p>	<ul style="list-style-type: none"> <li>• Active learning</li> <li>• strategies</li> <li>• Brain storming</li> <li>• Group discussions</li> <li>• Digital Presentation</li> <li>• Lecture – Discussion</li> <li>• Group Discussion</li> <li>• Peer Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Observation</li> <li>• QA Session</li> </ul>

**Unit-IV: LIFE SKILLS FOR PERSONAL EFFECTIVENESS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approach</b>	<b>Assessment</b>
1. Develops personal enrichment skills	4.1 Goal Setting: concept, types and significance 4.2 Time Management: meaning, concept, technique and importance 4.3 Effective learning/ Study Skills, Memory Techniques and Preparation for Examinations	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Presentation of Samples</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Class test (oral / written)</li> </ul>

**Unit-V: LIFE SKILLS FOR PHYSICAL AND MENTAL HEALTH**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the role of life skills education for personal and physical enhancement	5.1 Nutrition and Health Balanced Diet , Eating Behavioural Disorder-types, causes, consequences and remedial measures 5.2 Hygiene - Personal Hygiene-Sleep Hygiene 5.3 Life Style Enhancement- Recreation, Exercise, Yoga and Meditation -Prevention of Diseases -Stress Management	<ul style="list-style-type: none"> <li>•Group Discussion</li> <li>•Presentation of Samples</li> <li>•Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>•Class test (oral / written)</li> </ul>

**SUGGESTED ACTIVITIES (Any Two)**

1. Conduct class room programmes to handle Psycho-Social Issues.
2. Conduct a seminar on “Life Skills for Women Empowerment.”

3. Identify types of Conflict your Family and suggest measures to resolving them.
4. Discuss ways to nurture Healthy Relationships and prepare a report.

### PRESCRIBED READINGS

1. Bhagyashree, ArvindDudhade.(2016) . *Life skills education*.Neelkamal Publications Pvt Ltd. New Delhi.
2. Joseph,K.S(2008). *Equip yourself with life skills*.
3. Muley.D.S(2009). *A Book Of Healthy Life Style and Life Skills*.
4. Prakash B. (Ed). (2003). *Adolescence and life skills Common Wealth Youth Program*, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
5. Facilitators Manual on Enhancing Life Skills (2008), RGNIYD, Tamil Nadu.
6. Sandhan, Society for Education & Development (2005). *Life Skills Education, Training Module*, Jaipur.
7. *YUVA School Life Skills Programme: Handbook for Teachers*, Vol. I – IV, (2008). Department of Education and State Council of Educational Research and Training, Delhi.

### SUGGESTED READINGS

1. Gerald R. Adams, (1996). *Psychosocial Development during Adolescence*, New Delhi.
2. Kochhar S.K., (2006). *Educational and Vocational Guidance in Secondary Schools*, Sterling Publishers Private Limited.
3. Nair.M.K.C. (2002). *Adolescent and Family Life Education*, Prism Books Pvt.Ltd.
4. Baron, Byrne, (2006). *Social Psychology*, (11<sup>th</sup>Ed), PHI Publishers, New Delhi.
5. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication forDevelopment*, (2nd Ed.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
6. Taylor. E. Shelly. et al. (2006). *Social Psychology*, (12<sup>th</sup> Ed), Sheel Print N Pack, NewDelhi.

*Course Code: M4EC1828*

*Elective Course*

**M.Ed. DEGREE PROGRAMME**

**Semester- IV**

**INCLUSIVE EDUCATION: PRACTICES AND ISSUES**

(4 credits –120 hours)

**✍ COURSE OBJECTIVES:**

*On successful completion of the course, the prospective teacher educators will be able to :*

1. acquaint with the policy perspectives in inclusive education
2. develop understanding about the inclusive practices in schools and conditions to ensure access in schools
3. appreciate various practices to promote inclusion in the classroom
4. apply the concept of adaptations and accommodations for the differently abled.
5. develop positive attitude towards collaborations and trends related to inclusion

**Unit- I: PERSPECTIVES IN INCLUSIVE EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Identifies the historical and contemporary perspectives on inclusion</p> <p>2. Examines the policy perspectives related to inclusive education</p> <p>3. Outlines the role of National Institutes for the differently abled.</p>	<p>1.1 Historical and contemporary perspectives to disability and inclusion</p> <p>1.2 Policy perspective: United Nations Convention of Rights of Persons with Disabilities (UNCRPD, 2006)</p> <p>1.3 The Rehabilitation Council of India (RCI Act, 1992), Persons with Disabilities (PWD Act, 1995), National Trust Act (1999), National Policy for Persons with Disabilities (2006), Inclusive Education for Disabled at secondary stage (IEDSS, 2013)</p> <p>1.4 Role of national institutes for the differently abled</p>	<ul style="list-style-type: none"> <li>• Lecture - Discussion</li> <li>• ICT enabled lecture</li> <li>• Document analysis</li> <li>• Small group discussion</li> <li>• Auto instruction</li> <li>• QA session</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral)</li> <li>• Assignment</li> <li>• Test (written)</li> </ul>

**Unit-II: INCLUSIVE PRACTICES IN SCHOOLS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognises the practice to promote inclusion in schools. 2. Explains the conditions to ensure access 3. Examines the assistive technology to cater to different disabilities 4. Outlines the concept of whole school development for inclusion 5. Appreciates the role and functions of personnel associated to special education 6. Discusses the barriers to Inclusion	2.1 Ideology, infrastructure, achieving gender equality, curriculum inputs, textbooks, student and teacher interactions 2.2 Ensuring Physical, Academic and Social Access 2.3. Assistive Technology to cater to different disabilities 2.4 Whole School Development 2.5 Role and functions of Special Education Teacher, Audiologist cum Speech Therapist, Physiotherapist, Occupational Therapist, Counsellor 2.6 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural	<ul style="list-style-type: none"> <li>• Digital resource enabled discussion</li> <li>• Peer learning</li> <li>• Blog search</li> <li>• Video analysis</li> <li>• Invited talk</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written)</li> <li>• Blog posts</li> <li>• Test (oral)</li> <li>• Assignment</li> <li>• Presentation</li> </ul>

**Unit-III: CLASSROOM ENVIRONMENT FOR INCLUSION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approach</b>	<b>Assessment</b>
1. Identifies the strategies for building inclusive classroom environment 2. Analyses the Pedagogical strategies for inclusive classes 3. Outlines the implications of CCE to facilitate inclusion	3.1 Strategies for differentiating content, curricular adaptations, lesson planning, classroom management Behaviour 3.2 Pedagogical strategies: Co-operative learning strategies in the classroom, Peer tutoring, Social Learning, Buddy system, Reflective teaching, Multisensory teaching 3.3. Continuous and Comprehensive Evaluation (CCE) and its implications to facilitate inclusion	<ul style="list-style-type: none"> <li>• Lecture- discussion</li> <li>• Small group Discussion</li> <li>• Auto-instruction</li> <li>• Peer learning</li> <li>• Meaningful verbal expression</li> </ul>	<ul style="list-style-type: none"> <li>• Test(written)</li> <li>• Presentation</li> <li>• Written test</li> <li>• Assignment</li> </ul>



**Unit-IV: ADAPTATIONS AND ACCOMMODATIONS FOR DIVERSE LEARNERS**

Learning Outcome	Content	Suggested Strategies and Approach	Assessment
1. Recognises the educational needs of the differently abled 2. Appraises the universal design of learning 3. Examines the adaptations and accommodations for children with diverse learning needs	4.1 Identification of the educational needs of the differently abled 4.2 Adaptations and accommodations for sensory impairments 4.3 Adaptations and accommodations for children with multiple disabilities 4.4 Adaptations and accommodations for children with neuro-developmental disabilities, intellectual impairments and gifted children.	<ul style="list-style-type: none"> <li>• Peer learning</li> <li>• ICT enabled discussion</li> <li>• Blog searching</li> <li>• Invited talk</li> <li>• Video analysis</li> <li>• Seminar</li> <li>• Reflective practices</li> </ul>	<ul style="list-style-type: none"> <li>• Test(written)</li> <li>• Blog posts</li> <li>• Written test</li> <li>• Presentation</li> <li>• Assignment</li> </ul>

**Unit-V: COLLABORATIVE PROGRAMMES AND RESEARCHES IN  
INCLUSIVE EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the models of collaboration in inclusive education 2. Analyses the working in teams to promote inclusion. 3. Examines the current issues in education for the differently abled children 4. Appraises the trends in inclusive education	5.1 Models of collaboration in inclusive education 5.2 Working with Parents 5.3 Managing Conflict 5.4 Co-teaching 5.5 Mentoring and Coaching 5.6 Current issues in education for the differently abled children. 5.7 Research evidence on efficacy and best practices associated with current issues in education for the differently abled children	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignment</li> <li>• Blog search</li> <li>• Peer learning</li> <li>• Auto instruction</li> <li>• Journal articles</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Presentation</li> <li>• Blog posts</li> <li>• QA session</li> <li>• Class test</li> <li>• Report</li> </ul>

**SUGGESTED ACTIVITIES (Any Two)**

1. Interact with 10 regular teachers and ascertain the current challenges in promoting inclusive education. Make a report.
2. Visit a resource room of SSA / Rehabilitation centres. Prepare a report.
3. Conduct a debate on the need for an inclusive teaching learning environment.
4. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner.
5. Discuss the role of technology for the differently abled children.

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10. Daniels, Harry (1999) . *Inclusive Education*, London: Kogan.
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12. Hallahar, D.P & Kauffman, J.M. (1991), *Exceptional Children: Introduction to Special Education*, Allyn & Bacon, Massachusetts.
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2. Chakraborty, Asok; Bhattacharjee, Amit et al.(2013). *Principles of management in employment of persons with mental retardation*. New Delhi: Kanishka Publishers
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4. Constitution of India (1950). Article 41, *Ministry of Law and Justice*, New Delhi.
5. Gartner, A. & Lipsky, D. D. (1997) *Inclusion and school reform transferring America's classrooms*, P. H. Brookes Pub. Baltimore.
6. Hegarthy, S. & Alur, M. (2002) *Education of children with special needs: From segregation to inclusion*, Corwin press, sage Pub
7. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
8. Joyce S. Choate (1997). *Successful inclusive teaching*, Allyn & Ba
9. Karten, T. J. (2007) *More inclusion strategies that work*. Corwin press, sage Pub
10. M. C. Gore (2004). *Successful Inclusion strategies for secondary and middle school teachers*, Crowin Press, Sage Pub.
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12. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies foreffective instruction*. Prentice-Hall, New Jersery.
13. National Policy on Education (1986, 1992), MHRD, GOI, Delhi
14. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

Course Code: M4EC1829

Elective Course

**M.Ed. DEGREE PROGRAMME**  
**Semester- IV**  
**ECONOMICS OF EDUCATION**  
 (4 Credits - 120 Hours)

**✍ COURSE OBJECTIVES:**

*On successful completion of the course, the prospective teacher educator will be able to:*

1. understand the economic concepts and principles related to education.
2. analyse the role of education as an investment in economic development.
3. develops understanding about cost-benefit analysis in education .
4. analyse educational and man power planning.
5. understand financial resources for strengthening education.

**Unit-I: INTRODUCTION TO ECONOMICS OF EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes the concept and significance of Economics of Education 2. Acquaints with the contributions of great thinkers for the development of Economics of Education	1.1 Concept, scope and significance of Economics of Education 1.2 Contributions of Adam Smith, Karl Marks and Gandhiji for the Development of Economics of Education 1.3 Demand and Supply in Education- Scientific planning and programming.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminars</li> <li>• Assignments</li> <li>• QA Session</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment evaluation</li> <li>• Test (Oral/ Written)</li> </ul>

**Unit-II: EDUCATION AND ECONOMIC DEVELOPMENT**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Acquaints with growth parameters of Education 2. Identifies the Forms of Capitals. 3. Internalises the role of teacher as a social Entrepreneur	2.1 Education for sustainable Socio Economic Development 2.2 Education as an Investment for individual and social development- Education as a service. Consequences of privatization of education 2.3 The concept of Human Capital Formation- Forms of Capital – a) Physical Capital b) Human Capital c) Fiscal Capital – Factors of production, Role of Human Capital production activities 2.4 The economic value of Education- 5Es of Economics of Education- Ecology, Environment, Energy, Education and Engineering. 2.5 Human Resource Development- Human development index 2.6 Teacher as a social entrepreneur- teacher potentialities for social entrepreneurship	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion and presentation</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of reports</li> <li>• Assignment evaluation</li> <li>• Test (Oral/ written)</li> </ul>

**Unit –III: COST BENEFIT ANALYSIS OF EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the factors determining different costs of Education. 2. Estimates unit cost of Education: at different levels. 3. Analyses the problems in the measurement of cost and benefits 4. Examine the cost - benefit and cost - effectiveness analysis	3.1 Concept of costs of Education –Factors determining different Costs of Education. 3.2 Types of Educational costs - direct cost, indirect cost, private cost, social cost and opportunity cost. 3.3 Unit cost of Education: its estimation at different levels - primary, secondary, higher secondary, higher education 3.4. Benefits of Education- direct and indirect benefits 3.5. Measurement of Benefits in Education 3.6. Problems in the measurement of cost and benefits in Education as consumption and investment 3.7. Cost- benefit and cost effectiveness analysis in education	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion and presentation</li> <li>• Seminars</li> <li>• Assignments</li> <li>• Interaction with Community</li> <li>• Survey and documentation</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment Evaluation</li> <li>• Test (Oral/ Written)</li> <li>• Evaluation of records</li> <li>• Document verification</li> </ul>

**Unit-IV: EDUCATIONAL AND MAN POWER PLANNING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarises the concept of educational planning 2. Internalises manpower forecasting 3. Analyses the effects of educated unemployment	4.1 Concept of Educational Planning- Principles and approaches of educational planning, 4.1.1. Problems of educational planning in India 4.2 Institutional Planning and Budgeting. 4.3 Concept of Manpower Planning - Approaches to man power planning. Manpower Planning in India. Manpower Forecasting 4.5 Education and Unemployment- Effects of Educated Unemployment on economy	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion and presentation</li> <li>• Seminars</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment evaluation</li> <li>• Test (Oral/Written)</li> </ul>



**Unit-V: FINANCING OF EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes the concept of Educational Finance 2. Analyses the policy Issues in Financing Education	5.1. Financing of Education: - Principles of financing education: Equity, Efficiency, Adequacy 5.2. Importance of public expenditure on education: its impact on development - Determinants of expenditure on education– Public, Household . 5.3. Role of centre, State and Local self Government in Educational finance 5.4. Policy Issues in Financing education: Public expenditure on education in India- Center-state relations in financing education: Planning Commission, Finance commission- UGC- Neeti Ayog	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminars</li> <li>• Assignments</li> <li>• Group discussion</li> <li>• and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• evaluation Test (Oral/Written)</li> </ul>

**SUGGESTED ACTIVITIES(Any Two)**

1. Identify a school in your locality and study the influence of SSA with focus on economic support.
2. Identify 5 students (10<sup>th</sup> standard) of your locality and prepare a report on financial expenditure during the academic year.
3. Prepare and compare socio-economic profile of student enrolment in a government and a private secondary school in the same area (rural/urban).
4. Conduct a survey to identify the rate of recruitment of B.Ed. degree holders of past five years in your institution.

**📖PRESCRIBED READINGS**

1. Aggarwal, J.C. (2003). Teaching of Economics: A Practical Approach. Agra: VinodPustakMandir.
2. Ahuja, A.K.(2007 ). Economics of Education. Delhi: Athors Press.
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4. Ganta, R. and Dash, B.N. (2005). Foundations of Education. Hyderabad: Neelkamal Publishers (P) Ltd.
5. Laxmidevi (1998).Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.
6. Nagpal,C.S.&Mittal,A.C.(1993). Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.
7. Natarajan S. (1990). Introduction to Economics of Education, New Delhi. Sterling Publications Pvt. Ltd.
8. Padmanabhan (1971). Economics of Educationa Planning in india. New Delhi:Arya Book Depot.
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10. Tilak, J. B. G. (1992). Educational Planning at Grassroots. New Delhi: Ashish Publishing House.

**📖SUGGESTED READINGS:**

1. Beeby, C.E. (1966). The quality of Education in Developing Countries. Cambridge: Har ward University Press.
2. Goel S.C. (1975). Education and Economic Growth. Delhi: Mac Millan Co of India.
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8. U.N.D.P (1996) Human development report. New Delhi: Oxford university press.
9. World Bank (1986), Financing Education in Developing Countries: Washington D.C.

*Course Code: M4EC1830*

*Elective Course*

**M. Ed. DEGREE PROGRAMME**

**Semester- IV**

**LIFELONG LEARNING**

(4 credits – 120 hours)

✍ **COURSE OBJECTIVES:**

*On successful completion of the course, the prospective teacher educator will be able to:*

1. Acquire knowledge about the philosophical and sociological basis of lifelong education.
2. understands the concept of lifelong learning.
3. analyse the role and functions of various agencies of lifelong learning .
4. understand the concept of Andragogy and Psychology of adult learners.
5. apply the emerging trends of lifelong learning in adult learning

**Unit- I: PHILOSOPHICAL AND SOCIOLOGICAL BASIS OF LIFELONG LEARNING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the philosophical and sociological basis of lifelong learning 2. Explains the concept and scope of lifelong learning	1.1 Philosophical and sociological basis of lifelong learning 1.1.1 Need and relevance in contemporary world 1.2 Concept and Scope of lifelong learning 1.2.1 Functional Literacy 1.2.2 Awareness/Consentization 1.2.3 Continuing education 1.2.4 Empowerment of down trodden 1.3 Adult and continuing Education 1.3.1 Evolution of concept 1.3.2 Aim 1.3.3 Need and relevance in the contemporary world and practice.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Peer learning</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment</li> <li>• Seminar</li> <li>• presentation</li> </ul>

**Unit- II: FORMS AND TRENDS OF LIFELONG LEARNING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approach</b>	<b>Assessment</b>
1. Identifies different forms of lifelong learning 2. Compare the lifelong learning in USA, UK, Tanzania and China 3. Discuss the role and responsibilities of UNESCO Institute of Learning	2.1 Social Learning 2.2. Action Learning 2.3. Cognitive Learning 2.4. Experiential Learning 2.5. Formal, Non formal education and Informal education 2.6 Adult and lifelong learning in USA, UK, Tanzania and China 2.7. Role and responsibilities of UNESCO Institute of Learning	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Test (oral/ written)</li> </ul>

**Unit- III: SUPPORT SYSTEMS FOR LIFELONG LEARNING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approach</b>	<b>Assessment</b>
1. Recognizes the efforts for achieving total literacy. 2. Lists out the centre and state level organization. 3. Identifies the role of UGC and universities in lifelong learning	3.1 Total Literacy Campaign(TLC) and achievement in literacy and continuing education. 3.2 National Literacy Mission (NLM), Sakshar Bharath Mission Centre and State Level Organizations of adult and continuing education programmes 3.3 Role of higher education agencies in adult, continuing and lifelong education 3.3.1 Departments/ Centre for adult and continuing education, extension education and field outreach programmes	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Peer learning</li> <li>• Seminar</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Test(oral/written)</li> <li>• Seminar presentation</li> </ul>

**Unit- IV: ANDRAGOGY AND PSYCHOLOGY OF ADULT LEARNERS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognize s about andragogy 2. Discuss the implication of andragogy for life long learning	4.1 Andragogy, Meaning and Concept 4.1.1 Implication for lifelong learning. 4.2 Psychology of adult learners 4.2.1 Principles of adult learning and curriculum development for adults. 4.2.2 Teaching methods and materials for adult/lifelong learners, Print and Electronic media 4.2.3 Lifelong learning needs of industries	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test(oral/written)</li> <li>• Assignment</li> </ul>



**Unit – V: EMERGING TRENDS IN LIFE LONG LEARNING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Examine the strategies for bringing extension in higher education 2. Illustrate the models for extension work 3. Analyze the impact of globalization and liberalization on lifelong learning	5.1 Strategies for bringing extension, as the third dimension of higher education system. 5.2 Models for extension work – monitoring, evaluation and the award of an academic credit for the extension work in the postgraduate departments and in the colleges 5.3 Design, type, methods and implementation of extension projects 5.4 Impact of globalization and liberalization on lifelong learning, characteristics/indicators of LLL 5.5 Open Learning / Prior Learning & MOOC, Hamburg declaration	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Seminar</li> <li>• Lecture</li> <li>• Debate</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment</li> <li>• Seminar presentation</li> </ul>

**SUGGESTED ACTIVITIES (Any two)**

1. Develop a questionnaire and conduct an educational survey in your locality. Analyse and interpret the data and prepare the report.
2. Visit an adult education agency and prepare a report of its functioning.
3. Visit a tribal/slum area and prepare a report of the socio economic conditions.
4. Conduct a programme in a village for motivation of adults.

**PRESCRIBED READING**

- 1 Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. New York : Wiley.
- 2 Belanger. P. & Gelpi, E. (1995). Lifelong Education, London: Kluwer Academic Publishers.
- 3 International Journal of Adult and Lifelong Education, Vol. No.1, (2003), UNESCO & UNDP Documents and Publications.
- 4 Jarvis, Peter, (1990): International dictionary of adult and continuing education, London, Routledge.

- 5 Pillai, K. S. (1997). Education for all and forever. AmbalaCantt: The Associated Publishers
- 6 Venkataiah, S. (2000). Lifelong and continuing education. New Delhi: Anmol Publications Pvt. Ltd.

**📖 SUGGESTED READING**

- 1 Jethithar, Bhart,(1996) : Adult Education & Extension. New Delhi: APH Publishers.
- 2 Pillai, K. S. (1997). Education for all and forever. AmbalaCantt: The Associated Publishers.
- 3 Rahi, A.L, (1996): Adult Education Policies and Programmes, AmbalaCantt. Associated Pubs.
- 4 Rao, V. J. (2000). Problems of continuing education. New Delhi: Discovery Publishing House.
- 5 Roy, Nikhil Ranjan, (1967): Adult Education in India and abroad. Delhi: Chand, Publishers.
- 6 Singh, U.K. &Sudarshan, K.N. (1996): Non-Formal and Continuing Education, New Delhi: Discovery Publishing House
- 7 UGC Guidelines of Lifelong Learning and Extension (2007-2012), University Grants Commission: New Delhi.
- 8 Yadav, Rajender Singh, (1991): Adult Education Training and Productivity, AmbalaCantt. Indian Publications.

**M.Ed. DISSERTATION  
Guidelines and Format**

(To be submitted at the end of the Fourth Semester)

**FORMAT OF THE DISSERTATION**

1. Facing page (same as cover page)
2. Declaration by the Investigator
3. Certificate by the Supervising Teacher
4. Acknowledgement by the Investigator
5. Table of contents
6. List of tables
7. List of figures
8. List of appendices
9. List of abbreviations used in the report

**Chapter: 1 INTRODUCTION**

- 1.1 Statement of the Problem
- 1.2 Need and Significance of the study
- 1.3 Objectives of the study
- 1.4 Research Questions / Hypotheses formulated
- 1.5 Methodology
- 1.6 Delimitations of the study
- 1.7 Chapterization

**Chapter: II REVIEW OF RELATED LITERATURE**

- 2.1 Theoretical overview of the variables concerned
- 2.2 Review of related studies
- 2.3 Critical review

**Chapter: III METHODOLOGY**

- 3.1 Procedure of tool developed
- 3.2 Methodology adopted
- 3.3 Tools used for the study
- 3.4 Population and Sample
- 3.5 Statistical techniques used

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**Chapter: IV ANALYSIS OF DATA**

- 4.1 Data analysis
- 4.2 Tenability of hypotheses (accepting / rejecting)
- 4.3 Discussion of results

**Chapter: V FINDINGS, CONCLUSION AND SUGGESTIONS**

- 5.1 Study in retrospect
- 5.2 Major findings and Conclusion
- 5.3 Educational Implication
- 5.4 Suggestion for further research

**REFERENCES**

- Appendix - i: Tools (Draft & Final)
- Appendix - ii: Relevant Documentations
- Appendix - iii: Article related to the area of study

**General Instructions:**

1. ***Size of the Dissertation:***
  - 1.1 *Around 100 pages (A4 size paper)*
  - 1.2 *220 to 250 words in a page*
  - 1.3 *20 to 22 lines in a page*
  - 1.4 *Total : 18,000 to 22,000 words*
2. ***Typography : Text in 12 font size , Times New Roman, Double space***
3. ***Follow APA (6th edition revised ) style for research reporting***