

Course Code: MEDIPC001

Perspective Course

M.Ed. DEGREE PROGRAMME**Semester I****HISTORY AND POLITICAL ECONOMY OF EDUCATION**

(4 credits– 120 hours)

COURSE OBJECTIVES:*On the successful completion of the course the teacher educand will be able to*

1. understand the development of education during different periods of pre- independence era
2. comprehend the progress of education after Indian independence
3. understand the details of educational provisions in Indian constitution
4. familiarise with the political economy of education
5. acquire knowledge on economics of education.

Unit-I: DEVELOPMENT OF EDUCATION DURING PRE-INDEPENDENT INDIA

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the development of Education during Vedic, Buddhist and Medieval Periods.	1.1. Education in India : 1.1.1.Vedic, 1.1.2. Buddhist 1.1.3. Medieval periods.	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion 	<ul style="list-style-type: none"> • Seminar presentation • Assignment Evaluation • Written Test
2. Explains the development of Education during British period	1.2.Education in British period: 1.2.1.Macaulay 's Minutes, 1.2.2.Wood's Despatch of 1854 1.2.3.Sadler Commission Report-1917 1.2.4. Wardha Scheme of Education-1937		

Unit- II: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Illustrates the development of Education after Independence 2. Analyses the educational commissions and policies in India. 3. Describes National Curriculum Framework (2005) 4. Analyses the concepts and features NEP-2020	2.1 University Education Commission- 1948-49 2.2 Secondary Education Commission- 1952-53 2.3 Indian Education Commission- 1964-66 2.4 NPE-1986 Revised National Policy of Education and Programme of Action (1992) 2.5 Ambani-Birla Committee (2000) 2.6 National Curriculum Framework (2005) 2.7 National Knowledge Commission (2005) 2.8 NEP-2020	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion 	<ul style="list-style-type: none"> • QA Session • Evaluation of assignment • Test (written/oral) • Seminar presentation

Unit-III: CONSTITUTIONAL PROVISION ON EDUCATION

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Explains the constitutional provisions for Education in India. 2. Analyses Right to Education Act (2009). 3. Explains the flagship programmes on education in India	3.1 Constitutional provisions for Education in India: Preamble, Seventh Schedule of the constitution: 3.1.1. Central, State and Concurrent List 3.1.2. Directive Principles of State Policy and Education 3.1.3. Constitutional amendments on education. 3.2 Right to Education Act (2009) 3.3 Schemes on Education 3.3.1. Rastriya Uchata Shiksha Abhyan (RUSA) 3.3.2 Rastriya Madhyamik Shiksha Abhyan (RMSA) 3.3.3. National Skill Development Mission 3.3.4.Samagra Shiksha	<ul style="list-style-type: none"> • ICT enabled group discussion • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion 	<ul style="list-style-type: none"> • Seminar • Presentation • Test (written /oral) • Assignment evaluation

Unit-IV: POLITICAL ECONOMY OF EDUCATION

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Explains political economy 2. Analyses Political economy as a method of understanding education and its nature 3. Analyses the impact of new economic policy on education. 4. Recognizes the role of education for knowledge economy. 5. Explains the role of international bodies in educational development.	4.1 Meaning, nature and purpose of political economy 4.2 Political economy as a method of understanding education and its nature 4.3. New Economic Policy and Education: Liberalization, Privatization and Globalization (LPG) 4.4 Education for Knowledge Economy 4.5. Role of International bodies in educational development: UNDP, WHO, UNICEF, UNESCO, World Bank (with reference to India)	<ul style="list-style-type: none"> • discussion • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion 	<ul style="list-style-type: none"> • Test (written /oral) • Seminar Presentation • Assignment evaluation

Unit -V: ECONOMICS OF EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Explains the various financing sources of education in ancient and medieval period.</p> <p>2. Analyses the various financing sources of education in free India</p>	<p>5.1 Financing of Education in Ancient, Medieval and British Period:</p> <p>5.1.1.Individual Contributions (Guru Dhakshana)</p> <p>5.1.2.Religious Charities,</p> <p>5.1.3.Philanthropic Contributions</p> <p>5.1.4.Grant-in-aid System of East India Company</p> <p>5.2 Financing of Education in Free India:</p> <p>5.2.1.Public (Union and State Governments) and Private Funding,</p> <p>5.2.2.Public-Private Partnership Funding –</p> <p>5.3 Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding).</p>	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion 	<ul style="list-style-type: none"> • Seminar • Presentation • Test (written /oral) • Assignment evaluation

SUGESTED ACTIVITIES (Any Two)

1. Visit a Self financing and Government educational institution and observe their modus operandi. Prepare a report highlighting the merits and demerits of privatization.
2. Conduct a debate on impact of LPG on education and prepare a report.
3. Prepare a chart consisting of development of education during pre- independent India signifying the salient features.

4. Collect relevant paper cuttings/ videos/ on NEP 2020 and prepare a report

PRESCRIBED READINGS

1. Alex, V. Alexander. (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.
2. Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.
3. Bertrand, Oliver. (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.
4. Coombs, Philip, H., & Hallack, J. (1972). *Managing Educational Costs*. UNESCO International Institute of Educational Planning.
5. Hallack, J.(1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.
6. Harbison, F., & Myers, Charler. (1970). *A Education, Manpower and Economic Growth: Strategies of Human Resource Development*, Oxford & IBM Publishing, Co.
7. Govt. of India, Ministry of Education.(1959). *Report of the National Committee on Women's Education*.
8. Kneller, G.F.(1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.

SUGGESTED READINGS:

1. M.H.R.D.(1969). *Report of the education commission- Education and National Development (1964-66)*, Ministry of Education, Govt. of India, New Delhi.
2. M.H.R.D. *National policy on Education (1986)*, Ministry of Education, Govt. of India, New Delhi.
3. M.H.R.D. *Programme of Action (1992)*, Ministry of Education, Govt. of India, New Delhi.
4. M.H.R.D. (1990). *Towards an Enlightenment and Human Society- A Review (NPERC)*, Ministry of Education, Govt. of India, New Delhi.
5. M.H.R.D. (1993). *Education for All: The Indian Science*, Ministry of Education, Govt. of India, New Delhi.

6. M.H.R.D. (1993). *Selected Education Study, Ministry of Education, Govt. of India*, New Delhi.
7. Nagpal, S.C., & Mital, A.C. (1993). *Economics of Education, Publication*. New Delhi.
8. Natarajan, S.(1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.
9. Pandit, H.N.(1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.
10. Rao, V.K.R.V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.
11. Raza, Moonis. (1986).*Educational Planning: A long Term Perspective*, New Delhi: Concept Publishing Company.
12. Singh, Baljit.(1992). *Economics of Indian Education*. New Delhi :Meenakshi Prakashan.
13. Rao, D.D. (2001). *National Policy on Education towards an Enlightenment and Human Society*. New Delhi: Discovery Publishing House.
14. Sodhi, T.S. (1990). *Economics of Education*. New Delhi: Vikas.
15. Tilak, J.B.G. (n.d). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.

Course Code: MED1PC002

Perspective Course

M.Ed. DEGREE PROGRAMME
Semester- I
ADVANCED EDUCATIONAL PSYCHOLOGY
 (4 credits – 120 hours)

 **COURSE OBJECTIVES:**

On successful completion of course the teacher educand will be able to

1. analyse the various perspectives of modern psychology
2. apply the implication of learning theories in the classroom situation.
3. analyse the concept of cognitive neuroscience.
4. apply the various theories intelligence in the classroom situation.
5. understand the theories of personality.

Unit – I: PERSPECTIVES IN MODERN PSYCHOLOGY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Evaluate the perspectives in modern psychology	1.1 Perspectives in modern psychology 1.2 Psychodynamic 1.3 Socio-cultural 1.4 Social Cognitive 1.5 Neurobiological 1.6 Behavioral 1.7 Cognitive 1.8 Humanistic 1.9 Cross Cultural 1.10 Evolutionary	<ul style="list-style-type: none"> • Lecture cum discussion • Peer learning • Seminar with visual presentation • Assignment 	<ul style="list-style-type: none"> • Tests (oral & written) • Report of the seminar • Evaluation of Assignment

Unit – II: LEARNING THEORIES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the contribution of various theories. 2. Applies the implications of various theories in the classroom	2.1 Ausubel’s meaningful reception learning theory 2.2 Bloom’s mastery learning theory 2.3 Kolb’s experiential learning theory 2.4 Kurt Lewin’s field theory 2.5 Cognitive Constructivism theory by Bruner and Piaget 2.6 Social constructivism by Vygotsky.	<ul style="list-style-type: none"> • Lecture • Assignment • Group discussion • Peer learning • Small group discussion • Seminar (visual presentation) 	<ul style="list-style-type: none"> • Observation • Assignment • Written Test • Observation • Written Test

Unit-III: COGNITIVE NEUROSCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of Cognitive science 2. Analyses the theories of cognitive science in learning 3. Applies the implications of NLP 4. Analyses Meta-Cognitive Theories.	3.1 Cognitive Science: meaning and significance. 3.2 Cognitive Neuro Science: concept and importance 3.3. Neuro-Linguistic Programming (NLP) and its implications. 3.4. Theories of Meta-Cognition: Flavell and Brown.	<ul style="list-style-type: none"> • Lecture • Group discussion • Assignment • Seminar with visual presentation • Small group discussion • Peer learning 	<ul style="list-style-type: none"> • Observation • Report of Discussion • Assignment • Report of the Seminar • Tests (Oral/ Written)

Unit-IV: TYPES OF INTELLIGENCE AND THEORIES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concepts of intelligence and its types. 2. Defines the theories of intelligence 3. Identifies the different types tests	4.1 Intelligence: Concept and importance 4.1.1 Emotional intelligence 4.1.2. Social intelligence 4.1.3 Cultural intelligence 4.2 Theories of intelligence 4.2.1.Triarchic Theory 4.2.2. Multiple Intelligence Theory 4.2.3. Emotional intelligence Theory. 4.3 Assessment of various types of intelligence.	<ul style="list-style-type: none"> • Small group discussion • Lecture cum discussion • Question Answer sessions • Seminar • Peer teaching 	<ul style="list-style-type: none"> • Assignment • Test • Observation • Discussion

Unit – V: THEORIES OF PERSONALITY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the various theories of Personality 2. Identifies various personality disorders	5.1. Psychoanalytic Theories: Jung and Adler 5.2 Neo-Freudian Theories of Horney and Sullivan 5.3. Humanistic Theory of Roger 5.4 Big Five theory of Personality 5.3 Personality disorders 5.3.1. Neurotic disorders 5.3.2. Psychotic disorders 5.3.2. Somatic disorders.	<ul style="list-style-type: none"> • Group discussion • Lecture cum Discussion • Peer learning • Seminar (visual presentation) • Small group Discussion 	<ul style="list-style-type: none"> • Report of group Discussion • Assignment • Questioning • Written test • Report of the Seminar • Report of discussion

SUGGESTED ACTIVITIES (Any two)

1. Prepare a lesson transcript based on constructivist approach for any one unit in any one of the school subjects for VIII standard students
2. Administer emotional intelligence test to identify emotional intelligence of high school students and prepare a report.
3. Prepare a report on application of Neuro-Linguistic Programming
4. Prepare a report on any one of the personality disorders

**PRESCRIBED READINGS**

1. Anastasi.A. (1980). *Psychological Testing*. London: MacMillan.
2. Baron.R. A. & Byrne, D. (2003). *Social psychology* (10thEdn.). New Delhi: Prentice Hall.
3. Chauhan.S.S. (1978). *Advanced Educational Psychology*. NewDelhi:Vikas Publishing house Pvt. Ltd.
4. Dandapani.S. (2001). *Advanced Educational Psychology* (2ndEdn.).New Delhi: Anmol Publications.

5. Guilford.J.P. (1954). *Psychometric method* (2ndEdn.). New Delhi: McGraw Hill Publications.
6. Mangal.S.K. (2007). *Advanced Educational psychology*. New Delhi: Prentice Hall of India.
7. Skinner.E.C.(1984). *Educational Psychology*-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
8. Woolfolk.A. (2005). *Educational psychology*.(9th ed.) New Delhi: Pearson Education Pvt. Ltd.

SUGGESTED READINGS

1. APS's. (1996). *Diagnostic and statistical manual* (IV). New Delhi: Jaypee Brothers.
2. Ausubel and Robinson, F.G. (1969). *School learning – An Introduction to educational psychology*. New York: Holt, Rinchart & Winston Inc.
3. Bee.H., & Boyed, D. (2002). *Life span development*. Boston MA: Allyn & Baccon.
4. Bernard.H.W. (1972). *Psychology of learning and teaching* (3rdedn.). New Delhi: Mc Graw-Hill Company.
5. Bigge.M.L. and Hunt, M.P. (1962). *Psychological foundation in education*. New York: Harper& Brothers.
6. Henson.K.T. and Eller, B.F. (1999). *Educational psychology for effective teaching*. USA: Words woth Publishing.
7. Laura.E. Berk. (2003). *Child development*. New Delhi: Pearson Education.
8. Maslow, A. (1968). *Some educational implications of humanistic psychology*. Harvard Educational Review Vol. IV.
9. Mazur. (1989). *Learning and Behaviour*. New Delhi: Prentice Hall of India.
10. Moshin. (1984). *Research methodology in behavioural science*. New Delhi: Pearson Education.
11. Pringle. M.K., & Verma, V.P. (1974). *Advances in educational psychology*. London: University of London Press.
12. SantrockJohn.W. (2001). *Educational psychology*. Boston: McGraw Hill.
13. Saraswathi.T.S. (1999). *Cultural socialization and human development theory, research and applications in India*. New Delhi: Sage Publications.

14. Singh.A.K. (1986). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Tata McGraw Hill.
15. Snodgrass.J.G., Berger.G.L. & Haydon.M. (1985). *Human experimental psychology*. New York: Oxford.
16. Spinal.N. & Sinthal, R.C. (1990). *Educational psychology* (5thEdn.). New York: Mc Graw Hill.
17. Stenberg, R.J. (1982). *Advances in the psychology of human intelligence* (Vol. I). New Jersey: Erlbaum.
18. Torrance, E.P. (1965). *Rewarding creative behaviour*. New Jersey: Prentice Hall.
19. Wordsworth, B.J. (1989). *Piaget's theory of cognitive and affective development*. New York: Longman.
20. Winer, B.J. (1971). *Statistical principles and experimental design*. Kogakusha: McGraw.
21. Vygotsky, L.S (1986). *Mind in society. The development of higher psychological process*. Cambridge Mass: Harvard University Press.

Course Code: MEDITC001

Tool Course

M. Ed. DEGREE PROGRAMME
Semester – I
BASICS IN EDUCATIONAL RESEARCH
 (4 credits–120 hours)

COURSE OBJECTIVES:

On successful completion of the course, the teacher educand will be able to

1. acquire knowledge of research in the field of Education
2. develop skill in writing a research proposal.
3. familiarizes sampling techniques
4. understand quantitative research method
5. understand characteristics of qualitative and mixed research

Unit- I: NATURE OF EDUCATIONAL RESEARCH

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognizes characteristics and need for Educational Research 2. Analyses the criteria of good research 3. Classifies different types of research 4. Differentiates between qualitative and quantitative research	1.1. Research: Meaning and definition 1.1.1 Characteristics of research 1.1.2 Need for Educational Research 1.1.3 Criteria of good research 1.2. Types of Research 1.2.1 Basic Research, 1.2.2 Applied research 1.2.3 Action research 1.3 Qualitative and Quantitative research	<ul style="list-style-type: none"> • Lecture • Group discussion • Digital presentation • Seminar 	<ul style="list-style-type: none"> • Questioning • Tests (written/oral) • Participation in group discussion

Unit- II: PROCESS OF RESEARCH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes with the phases of research process 2. Identifies the different types of hypothesis 3. Discriminates different forms of hypothesis 4. Prepares research proposal	2.1 Phases of Research process 2.1.1 Identifying a problem 2.1.2 Reviewing the related literature 2.1.3 Formulation of hypothesis 2.1.4 Hypothesis : Meaning Types, forms and criteria of a hypothesis 2.1.5 Selection of sample 2.1.6 Collection of data 2.1.7 Analyzing and interpreting data 2.1.8 Reporting research 2.1.9 Research proposal : Meaning, Importance 2.1.10 Writing a research proposal	<ul style="list-style-type: none"> • Lecture • Group discussion • Peer learning • Digital presentation • Assignment • Workshop 	<ul style="list-style-type: none"> • Test (Written/oral) • Questioning • Participation in group discussion • Preparation of Research proposal

Unit- III: SAMPLING TECHNIQUES

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Differentiates between population and sample 2. Analyses the steps in sampling design 3. Identifies the characteristics of a good sample design 4. Recognizes with different types of sampling. 5. Differentiates between probability sampling and non probability sampling	3.1 Meaning and definitions of population and sampling 3.2 Sampling design, 3.2.1 Steps in sampling design 3.2.2 Characteristics of a good sample Design 3.3 Types of sampling. 3.3.1 Probability sampling – Random, Stratified random, Systematic, Cluster, Multistage random sampling 3.3.2 Non- probability sampling – Purposive, Quota, Convenience Sequential, Snowbell sampling	<ul style="list-style-type: none"> • Lecture/briefing • Digital presentation • Discussion • Peer learning • Assignment • Group discussion 	<ul style="list-style-type: none"> • Questioning • Participant observation • Tests (Written/ Oral) • Assessment of assignments

Unit- IV: QUANTITATIVE RESEARCH METHODS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies the characteristics and types of quantitative research methods 2. Examines different experimental designs	4.1 Quantitative research meaning and characteristics 4.2 Types of Quantitative research 4.2.1 Survey Research 4.2.2 Causal Comparative Research 4.2.3 Experimental Research 4.2.4 Experimental designs 4.2.5 Advantages and limitations of quantitative research	<ul style="list-style-type: none"> • Briefing / Lecture • Seminar • Brain Storming • Digital presentation • Peer learning 	<ul style="list-style-type: none"> • Questioning • Tests • (written/oral) • Seminar presentation

Unit- V: QUALITATIVE METHODS OF RESEARCH

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognizes the characteristics of qualitative research 2. Identifies different types of qualitative research 3. Describes principles of mixed research	5.1 Qualitative Research: Meaning and Characteristics. 5.2 Types of Qualitative Research 5.2.1 Case Study 5.2.2 Genetic Studies 5.2.3 Document analysis 5.2.4 Historical research 5.2.5 Ethnography 5.3 Mixed research – Meaning, principles, types, strengths and limitations	<ul style="list-style-type: none"> • Lecture / briefing • Seminar • Group Discussion • Digital Presentation • Assignment • Peer learning • Brain storming 	<ul style="list-style-type: none"> • Questioning • Tests (Written/oral) • Seminar Presentation

Suggested Activities (Any two)

1. Prepare an Action Research Report
2. Prepare a model research proposal
3. Conduct a discussion on sampling designs.
4. Conduct a survey and prepare a report.

PRESCRIBED READINGS

1. Aggarwal. J.C (2002) *Educational Research; An Introduction*, New Delhi, Arya Book Depot.
2. Best. J. W and Kahn. J.V (2008), *Research in Education*, (10th ed) New Delhi Prentice Hall of India: Private Ltd.
3. Gouri. K Bhattacharyya & Johnson Richard. A (1977).*Statistical Concepts and Methods*. London: John Wiley and Sons Inc.
4. Hooda R.P. (2002).*Introduction to Statistics*, London: Macmillan and co Ltd.
5. Kotari .C.R (1998). *Quantitative techniques*, New Delhi: Vikas Publishing.
6. LokeshKoul (2007). *Methodology of Educational Research*, New Delhi: Vikas Publishing House Pvt Ltd.
7. Mangal S.K. & Shubhra Mangal. (2013).*Research Methodology in Behavioural sciences*, Delhi: PHI Learning.
8. Radha, Mohan. (2006).*Research Methods in Education*, Hyderabad: Neelkamal Publications.
9. Rajamanickam. M. (2001). *Statistical Methods in Psychological and Educational Research*,New Delhi:Concept Publishing Company.
10. Saxena N.R. et.al (2012).*Fundamentals of Educational Research*, Meerut: R. Lal Book Depot.
11. Sharma R.A.(2006). *Parametric and Non Parametric in Education and Psychology*. Meerut: R. Lall Book De pot.
12. Sharma R.N. (2003).*Statistical Techniques in Educational Research*. Delhi:Surjeet Publications.
13. Sidhu, Kulbir Singh (1985). *Methodology of Research in Education*, New Delhi:Stering Publishers Pvt.Ltd.

📖 SUGGESTED READINGS

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Clive Opie (2004). *Doing Educational Research – A Guide for First time researchers*, New Delhi: Vistar Publication.
3. Cohen L and Manion L. (1994) *Research Methods in Education*, London: Routledge.
4. Kothari C.R. (2009). *Research Methodology Methods and Techniques* (2nd revised) New Delhi: New age international Publishers.
5. Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH Co Pvt Ltd.
6. Louis Cohen et.al (2013). *Research Methods in Education* (7thed) London:Routledge Taylor and Francis Group.

Course Code: MED1LS001

Level Based Specialisation-1

M.Ed. DEGREE PROGRAMME

Semester I

CONTEXT AND ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION

(4 credits –120 hours)

✍ **COURSE OBJECTIVES**

On successful completion of the course, the teacher educand will be able to:

1. develops understanding about the nature, scope and significance of Early Childhood Care and Education.
2. understands the contributions of various thinkers to the cause of Early Childhood Care and Education.
3. develops an understanding about the different aspects of development during early childhood.
4. develops an awareness about the recommendations of various committees, policies and programmes on Early Childhood Care and Education .
5. analyze the issues in Early Childhood Care and Education in India.

Unit -I: EARLY CHILDHOOD CARE AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes with the concept, scope and significance of Early childhood Care and Education 2. Internalises the rationale for extending ECCE stage up to eight years 3. Realises the significance of ECCE as foundation for learning	1.1. Concept of Early Childhood Care and Education: its holistic and integrated nature including health, nutrition, care and education 1.1.1. Rationale for extending ECCE sub-stage up to eight years. 1.2. Objectives of ECCE for children from birth to eight years 1.3. Relevance of ECCE – critical periods and factors affecting development	<ul style="list-style-type: none"> • Lecture / briefing • Peer learning • Seminar and discussion • Group discussion • Interactive learning • Assignment 	<ul style="list-style-type: none"> • Test (written/oral) • Seminar presentation • Assignment evaluation

Unit-II: DEVELOPMENTAL PERSPECTIVE OF EARLY CHILDHOOD CARE AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Acquaints with the development of Early childhood education in India.</p> <p>2. Develops an insight into the contribution of various educational thinkers to the cause of Early childhood education.</p>	<p>2.1. Development of Early Childhood Care and Education in India.</p> <p>2.1.1. Influence of work by Early missionaries, Central Social Welfare Board, Balwadi programme, Kosbad programme (AnutaiWagh), Role of IAPE, ICDS programme and five year plans.</p> <p>2.2. Contributions of educational thinkers in the field of Early Childhood Education-</p> <p>i) Froebel</p> <p>ii) McMillan Sisters</p> <p>iii) Montessori</p> <p>iv) Piaget</p> <p>v) Vygotsky</p> <p>vi) Gijubhai Badeka,</p> <p>vii) Mahatma Gandhi</p> <p>viii) Tarabai Modak</p>	<ul style="list-style-type: none"> • Lecture / briefing • QA session • Assignment • Seminar • Peer learning • Group discussion • Digital presentations 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment Evaluation • Student's reflective reporting

Unit- III: DEVELOPMENT OF CHILDREN

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes with The domains of development 2. Critically examine the role of preschool in promoting harmonious development of preschool children	3.1. Stages of Child Development: Prenatal to birth, infancy and toddler hood, Early Childhood and late childhood 3.2. Domains of Development: their inter-relationship and interdependence. concept of whole child 3.3. Importance of play in learning and development of a child 3.4. Developmentally appropriate care and activities for holistic development	<ul style="list-style-type: none"> • Lecture / briefing • Projective and non projective gadgets • Application of electronic devises like tablet & computer • Group discussion • Extension and field outreach • Assignment 	<ul style="list-style-type: none"> • Test (written/oral) • Field level observation and reporting • Assignment evaluation • Observation of students

Unit -IV: POLICIES AND PROGRAMMES IN ECCE IN INDIA

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the policies in Early Childhood Care and Education in India 2. Critically examines the programmes and provision of Early Childhood Care and Education in India	4.1. Policies in ECCE in India 4.1.1 New Education policy (1986) 4.1.2. National Focus Group on ECCE (2006) 4.1.3. National Policy on ECCE (2013) 4.1.4. National plan of action for children (2016) 4.1.5. ECCE in National Education Policy - 2020 4.2. Commitment to International conventions such as EFA, Sustainable development goals, EFA Global Monitoring Report 4.3. Programmes and provision in ECCE in India : Public Sector – ICDS, Rajiv Gandhi Crèche scheme, Private sector provisions in ECCE, voluntary sector initiatives in ECCE	<ul style="list-style-type: none"> • Lecture /briefing • Assignment • Seminar • Group discussion • QA session • Self-study • Discussion 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Report writing

Unit - V: ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION IN INDIA

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the issues in Early Childhood Care and Education in India 2. Analyses the problems prevailing in Early Childhood Care and Education	5.1. Issues in ECCE 5.1.1. Inadequate importance to ECCE: Status and gaps in access and coverage of ECCE 5.1.2. Quality issues, harms of accelerated formal learning 5.1.3. Recognition and accreditation of programs 5.1.4. Status and issues of Teacher education in ECCE 5.1.5. Lack of regulation and monitoring 5.1.6. Transition from home to preschool to primary school	<ul style="list-style-type: none"> • Lecture / briefing • Brain storming • Discussion • Assignment • Field visit 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Student's reflective reporting • Field Report

SUGGESTED ACTIVITIES (Any two)

1. Study of present status of Early Childhood Care and Education in one District.
2. Prepare a profile of a pre-school child on different domains of development.
3. Prepare materials and activities for (Any two aspects of development).
 - Motor development (gross motor skills and fine motor skills).
 - Cognitive development
 - Language development
 - Creative development
4. Maintain the health diary of a pre-school child.

**PRESCRIBED READINGS**

1. Berk.L. E. (2009). *Child Development*. (8th ed.). Singapore: Pearson Education, Inc.
2. Devadhas., & P.Rajammal. (1984). *A text book on child development*. New Delhi: MC Millan India Ltd.
3. Hurlock, Elizabeth.B (2001). *Child growth and development*. NewDelhi: Tata McGraw Hill publishing company.
4. Kaul,Venita (1997) *.Early childhood Education programme*, NewDelhi: NCERT.
5. Kaul.V. & Sankar, D. (2009) *Early Childhood Care and Education in India: Mid-Decade Assessment*; NUEPA.
6. Pankajam.G. (1994). *Pre-.school education – History and philosphy*. Ambalka: The Indian publication.
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9. National Focus Group (2006). Position paper on Early childhood care and Education. New Delhi: NCERT.
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11. UNESCO (2007). *Strong foundations: Early Childhood Care and Education*. Paris,

**SUGGESTED READINGS**

1. Austin, Gilbert R. (1976). *Early childhood education: An International Perspective*. NewYork: Academic Press.
2. Banta.T. (1966). Are these really a Montessori method? Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. David.T. (1989). *Teaching Young Children*. New Delhi: Sage publications.
4. Ministry of Women and Child development, (2013). *Early Childhood Curriculum Frame work*. Government of India.
5. Essa.E. (1990). *Introduction to Early Childhood Education*. New York: Delimar
6. Montessori.M.(1996).*The Secret of Childhood*. Chennai: Orient Private Longman Limited.
7. Vygotsky.L (1986).*Thought and Language*. Cambridge: MIT Press.

Course Code: MED1LS002

Level Based Specialisation- 1

M.Ed. DEGREE PROGRAMME
Semester I
CONTEXT AND ISSUES IN ELEMENTARY EDUCATION
 (4 credits– 120 hours)

✍ COURSE OBJECTIVES:

On successful completion of the course, the teacher educand will be able to:

1. familiarize with the concept of elementary education
2. acquire knowledge of universalization of elementary education.
3. contribute to strengthen elementary education system.
4. understand the various issues related with elementary education.
5. familiarizes with the child's right..

Unit- I: ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the historical perspectives of elementary education. 2. Analyses the implications of modern practices. 3. Identifies the recommendations of different education commissions and policies	1.1 Historical Perspectives of Elementary education – Rousseau, Froebel, Pestalozzi, Maria Montessori and Gandhiji. 1.2 Implications of modern practices in Elementary Education 1.3 Recommendations of different education commissions and policies : Kothari Commission, NPE1986, Yashpal Committee, Report on Ramamoorthi commission, Janardhan Reddy committee, NCF -2005	<ul style="list-style-type: none"> • Lecture • Digital presentations • Seminar • Discussions 	<ul style="list-style-type: none"> • Tests (oral/ written) • Report • Seminar presentation

Unit-II: UNIVERSALIZATION OF ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the concept of Universalization of Elementary Education. 2. Recognizes the constitutional provisions related to elementary education	2.1. Universalization of Elementary Education : concept, definition and objectives 2.2. Constitutional provisions related to elementary education 2.3. Recommendations of Saikia committee 1997 2.4. 86 th Constitutional Amendment Bill (RTE) 2.5. EFA – Education for all with special reference of Early childhood care and education	<ul style="list-style-type: none"> • Lecture • Illustrations • Auto instruction • Assignment 	<ul style="list-style-type: none"> • Tests (oral/ written) • Report • Assignment evaluation

Unit-III: CURRENT STATUS OF ELEMENTARY EDUCATION IN INDIA

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the latest initiatives in Universalization of Elementary education. 2. Analyses the current status of primary education 3. Evaluates positive impact of universalization of primary education	3.1 Current status of primary education in India : Critical appraisal 3.2 Latest initiatives in universalization of Elementary Education 3.2.1. Operation Black board 3.2.2. Midday meal scheme 3.2.3. District Primary Education Programme (DPEP) 3.3.4. Community Globalization and participation 3.3.5. EGS 3.3.6. NPTEL 3.3.7. ICGBC Schemes. 3.3 Positive impact of universalization of primary education	<ul style="list-style-type: none"> • Lecture • Digital presentations • Seminar • QA session 	<ul style="list-style-type: none"> • Tests (oral/ written) • Report • Seminar presentation

Unit-IV: MAJOR ISSUES IN ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the facilities of Teacher Educational Institution. 2. Identifies the professional organization of teachers 3. Recognizes the salient features of elementary teacher education 4. Recalls the objectives of teacher education institution	4.1 Admission, Fees structure, programme duration, curriculum and pedagogy, Facilities of teacher education institution, 4.2 Quality and quantity of Elementary Teacher education 4.3 Privatization of Teacher Education. 4.4 Professional organization of teachers. 4.5 Structure and Management of Elementary teacher Education system in India 4.6 Salient features of Elementary education: Relevance, flexibility, integration and interdisciplinary nature and concept 4.6.1 Objectives of Elementary teacher education	<ul style="list-style-type: none"> • Lecture • Auto instruction • Assignment • Discussions 	<ul style="list-style-type: none"> • Tests (oral/written) • Report • Assignment evaluation

Unit-V: CHILD RIGHTS AND ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes with child rights. 2. Analyses protection of children	5.1 Child Rights Conventions (CRC 1959,1989) 5.1.1 Basic Rights of child, 5.1.2 Child rights legislation in India (National Policy on Children 1974 5.1.3 Ratification of CRC in 1992 5.1.4 Juvenile Justice Act 1986 : its amendments in 2000 and 2006 5.1.5 Child Labour 5.1.6 Prohibition and regulation Act 1986, protection of children from sexual offences act 2012.	<ul style="list-style-type: none"> • Lecture • Digital presentations • Seminar • Discussions 	<ul style="list-style-type: none"> • Tests (oral/ written) • Report • Seminar presentation

SUGGESTED ACTIVITIES (Any two)

1. Visit any one of the Elementary Teacher Education institution and critically evaluate the facilities available in Elementary Teacher Education.
2. Prepare a report on the constitutional provisions related to Elementary Education.
3. Prepare a portfolio to evaluate the prospective teachers of Elementary Teacher Education programme.
4. Prepare a report on recommendations of educational commissions related to Elementary Education.

 **PRESCRIBED READINGS**

1. Mohanty J.N.(2002). *Primary Elementary Education*. New Delhi: Deep & Deep Publications:
2. NCERT.(1991). *Elementary Teacher Education curriculum*. New Delhi:
3. Rajput J.S. (1994). *Universalisation of Elementary Education: Role of the teacher*. NewDelhi: Vikas Publishing House.
4. Rao V.K (2007). *Universalization of Elementary Education*. New Delhi. Indian Publishing House.
5. Siddiqui,M.A .(1993). *Inservice Education of Teachers*, New Delhi, NCERT.

 **SUGGESTED READINGS**

1. International Journal of Elementary Education. (2017). Vol. 6, Issue 2.
2. Lovat, T.J. (2003). *The role of the 'Teacher' coming of age?*. Australian Council Deans of Education, Discussion paper.
3. Mudhopadyay, Marmar. , &Tyagi, R.S. (2001). *Governance of school education in India*. New Delhi: National Institute of Educational Planning and Administration.
4. Rao, D. J. (2012). *Elementary Education in India: Status, Issues and Concerns*. New Delhi: Viva Books.

Course Code: MED1LS003

Level Based Specialisation - I

M.Ed. DEGREEPROGRAMME
Semester – I
CONTEXTAND ISSUES IN SECONDARYAND HIGHER SECONDARY
EDUCATION
(4 credits -120hours)

***✍* COURSE OBJECTIVES:**

On successful completion of the course the teacher educand will be able to

1. familiarizes the system of secondary and higher secondary education in India
2. examine the development of education in pre and post independent India.
3. analyse the issues evolved in secondary and higher secondary education
4. understand the issues and challenges related to secondary and higher secondary education
5. develop the concept of educational planning at micro and macro level.
6. comprehend the role of resources in quality enhancement of secondary and higher secondary education

**Unit-I: INTRODUCTION TO SECONDARY AND HIGHER
SECONDARY EDUCATION**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the meaning and nature of secondary and higher secondary education 2. Analyse the development of secondary and higher secondary education in India	1.1 Secondary and Higher Secondary Education : Meaning, nature and scope 1.1.1 Aims, Objectives and Needs 1.2 Development of Secondary and Higher secondary education in India 1.2.1 independent and Post-independent period 1.3 Organisation and management of Secondary education	<ul style="list-style-type: none"> • Lecture • Electronic visual presentations • Seminar-presentation • Group work • Auto instruction 	<ul style="list-style-type: none"> • Test (oral/written) • Questioning • Reports

Unit-II: ISSUES AND CHALLENGES IN SECONDARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognises the quality issues in secondary and higher secondary education 2. Identifies the problems and issues related to secondary and higher secondary education 3. List out the various psychological issues of students faced at the secondary level	2.1. Quality issues in secondary and higher secondary education 2.2. Problems and issues in secondary education 2.2.1. Equality of educational opportunities 2.2.2. Wastage and Stagnation 2.3 Inequality – Nature and Forms 2.3.1 Dominant and minor groups 2.3.2 Gender inequalities in schools 2.3.3 Public and private schools 2.3.4 Rural, urban and tribal schools 2.4 Vocationalisation of secondary education 2.4.1 Present status 2.4.2 Problems and prospects 2.5 Psychosocial problems of students at secondary level i) Social sensitivity ii) Gender concerns iii) Cyber ethics iv) Social abuse v) Drug and alcoholism	<ul style="list-style-type: none"> • Lecture • QA session • Talk by Invitees/ Experts • Electronic visual presentations • Seminar- presentation • Group work • Auto instruction 	<ul style="list-style-type: none"> • Test (oral/ written) • Questioning • Reports • Paper presentation and evaluation

**Unit-III: CURRICULAR REFORMS IN SECONDARY AND HIGHER
SECONDARY EDUCATION**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies impediments related to universalization of secondary education 2. Recognises the innovations at secondary and higher secondary level of education 3. Analyses the quality aspects of secondary and higher secondary education in India	3.1. Need for continual revision of curriculum 3.2. Recommendations of National Curriculum Framework (1975,1988, 2000, 2005) and Tamilnadu Curriculum Frame work on School Curriculum. 3.3.Principles of school curriculum development at secondary and higher secondary level 3.4. Text book development in secondary and higher secondary education	<ul style="list-style-type: none"> • Lecture • Electronic visual presentations • QA session • Talk by Invitees/ Experts • Seminar- presentation • Group work • Auto instruction • Study of documents • Interview with educational experts 	<ul style="list-style-type: none"> • Test (oral/written) • Questioning • Reports • Paper Presentation

**Unit-IV: PLANNING AND MANAGEMENT OF SECONDARY AND HIGHER
SECONDARY EDUCATION**

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
<p>1. Identifies the role and responsibilities of various agencies in planning and management of secondary and higher secondary education</p> <p>2. Analyses the management innovations in secondary and higher secondary schools</p>	<p>4.1.Educational planning: Principles and approaches.</p> <p>4.1.1.Social demand approach</p> <p>4.1.2.Manpower approach</p> <p>4.2.Micro level and Macro level planning</p> <p>4.3.Governance of Secondary and Higher Secondary Education</p> <p>4.4.Educational Management and Administration in India</p> <p>4.5.Monitoring and Evaluation of Educational process and product</p>	<ul style="list-style-type: none"> • Lecture • QA sessions • Electronic visual presentations • Seminar-presentation • Group work • Auto instruction 	<ul style="list-style-type: none"> • Test (oral/written) • Questioning • Reports • Paper presentation

**Unit V: QUALITY PERSPECTIVES IN SECONDARY AND HIGHER
SECONDARY EDUCATION**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the trends and innovations in secondary and higher secondary education 2. Analyses the innovative practices in secondary and higher secondary education	5.3 Resources in Quality enhancement 5.3.1 Local resources 5.3.2 Global resources 5.4 Quality enhancement through integrating technology 5.5 Role and contribution of IT at school project 5.6 National Programme for Technology Enhancement Learning (NPTEL) 5.7 National Repository of Open Educational Resources 5.8 National Mission of Education through ICT (NMEICT)	<ul style="list-style-type: none"> • Lecture • Electronic visual presentations • Seminar 	<ul style="list-style-type: none"> • Test (oral/written) • Questioning • Reports • Paper presentation

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report based on use of technology among school students by comparing private, aided and government schools.
2. Conduct an interviews with teachers/students and parents of different secondary schools and prepare a report on the problems and issues in secondary schools.
3. Make a comparative study of two syllabi of standard X of Tamilnadu state board syllabus and CBSE syllabus of any subject.
4. Prepare a report on micro level planning for effective management of secondary level education.

📖 PRESCRIBED READINGS

1. Aggarwal, Deepak. (2001). *Curriculum Development: Concept, methods and techniques*. New Delhi: Book Enclave.
2. Bhatnagar, R. P. (2000). *Technology of teaching*. Meerut: International Publishing House.
3. Mudhopadyay, Marmar., & Tyagi, R.S. (2001). *Governance of school education in India*. New Delhi: National Institute of Educational Planning and Administration.
4. Mukherji, S. (2007). *Contemporary issues in modern Indian education.*, Authors press.
5. Sharma.R.N. & Sharma R.K. (2006). *Problems of education in India*. Newdelhi., Atlantic publishers limited.
6. Taba, Hilda. (2000). *Curriculum Development: Theory and practice*. New York: Harcourt Brace.
7. Taneja, V.R. (2003). *Educational thoughts and practice.*, Newdelhi. Sterling publishers.
8. Tilak, J.B.G. (2003). *Financing education in India*. New Delhi: Ravi Books.
9. Varghese, N.V. (1997). *School Mapping: In modules on District Planning in Education*. New Delhi: National Institute of Educational Planning and Administration.

📖 SUGGESTED READINGS

1. Biswal, K. (2011). *Secondary Education in India: Development Policies, programmes and challenges*. New Delhi: National University of Educational Planning and Administration.
2. Govt. of India (1953). Report of secondary education commission., Newdelhi.
3. Malhotra, P.C. (1986). *School education in India: Present status and future needs*. NCERT., Newdelhi.
4. Mudhopadyay, Sudesh.,& Kumar, K. Anil. (2001). *Quality profiles of secondary schools*. New Delhi :NIEPA
5. NCTE (2009). Curriculum framework for teacher education. Newdelhi.
6. Varghese, N.V. (1997). *School Mapping: In modules on District Planning in Education*. New Delhi: National Institute of Educational Planning and Administration.
7. Yadav,M.S.,& Lakshmi,T.K.S.(2003).*Conceptual inputs for secondary teacher education: the instructional role*. New Delhi: NCTE.

Course Code : MED1LS004

Level Based Specialisation - I

M.ED. DEGREE PROGRAMME
Semester I
CONTEXT AND ISSUES IN HIGHER EDUCATION
(4 credits – 120 hours)

***✍* COURSE OBJECTIVES**

On successful completion of the course the teacher educand will be able to

1. understand the definition and purposes of higher education.
2. analyze the growth and development of higher education in India and other countries.
3. analyze the problems and issues arising in the situation in higher education.
4. understand the diverse role of the university teachers
5. evaluate the total quality management process in higher education
6. understand the importance of the concept of university autonomy and decision making in the university management.

Unit-I: HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Recognizes the meaning, definition, need, scope and objectives of Higher Education.</p> <p>2. Explains the development of Higher Education in India.</p> <p>3. Analyses the report of education commission.</p>	<p>1.1 Higher Education : meaning, definition, need, scope and objectives</p> <p>1.2 Development of Higher Education in India : Pre- and Post-independence periods: Achievements and Failures.</p> <p>1.3 Recent trends in Higher Education: Mass and Privatisation of Higher Education</p> <p>1.4 Reports of various commissions:</p> <p>1.4.1. Acharya Ramamuthi Review Committee (1992)</p> <p>1.4.2. Janardhan Reddy Committee (1992)</p> <p>1.4.3. National Knowledge Commission (2005)</p> <p>1.4.4. Sachar Committee (2006)</p> <p>1.4.5. J.S. Verma Committee (2012).</p>	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral / Written) • Report of the seminar • Assignment • Report of the group discussion

Unit-II: AGENCIES OF HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Examines the growth of higher education. 2. Categorises the agencies in Higher Education 3. Analyses the present Status of Higher Education 4. Identifies the different types of University Education system	2.1. Agencies of Higher Education : DST, ICSSR, AIU, IISER, DEC and NAAC – South Asian University (SARRC), AIU, NUEPA, Inter university Consortium, State Councils for Higher Education, GATS and Higher Education. 2.2. Types of Universities: 2.2.1 Formal: affiliated, federal, unitary, unitary residential, deemed universities, Institutes of National Importance, Rural Universities, IIT and Women’s Universities. 2.2.2 Non-Formal: Open Universities, correspondence courses, continuing adult education	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral / Written) • Report of the seminar • Assignment • Report of the group discussion

Unit-III: ISSUES AND CHALLENGES IN HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Analyses the problem of standards in Higher Education</p> <p>2. Explains the equalities of educational opportunities in Higher Education</p> <p>3. Categorizes the different categorize of Higher Education</p>	<p>3.1.Problem of Quality in Higher Education</p> <p>3.2.Total Quality Assurance in Higher Education: IQAC, NAAC and NBA.</p> <p>3.3.Problems of qualitative Improvement - Wastage and stagnation</p> <p>3.4.Quality Teaching, Examination and Textbook</p> <p>3.5.Inequalities of educational opportunities: Education for women, socially and economically disadvantaged, differently abled and rural students</p> <p>3.6.Problems of qualitative Improvement</p> <p>3.7.Liberalization, Privatization and Globalization in Higher Education.</p> <p>3.8.Autonomy to institutions for improvement of Standards</p>	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral / Written) • Report of the seminar • Assignment • Report of the group discussion

Unit-IV: TOTAL QUALITY MANAGEMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of Total Quality Management 2. Evaluates Total Quality Management 3. Identifies the state grants and its procedure, policies	4.1.Total Quality Management (TQM) : Concept, meaning and process in higher education. 4.2 Implementing TQM: NAAC Accreditation towards productivity Administrative Reforms in Universities 4.3 State grants: patterns, Procedures and policies.	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral / Written) • Report of the seminar • Assignment • Report of the group discussion

Unit-V: RESEARCH AND HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the need for research in Higher Education 2. Recognizes the agencies providing research in the universities 3. Identifies the research funding agencies	5.1. Need for research in Higher Education Research : Publications and Citations; Global and Domestic Patenting; 5.2. Research, Innovations and growth linkage – India as a hub for global research and development – low and declining standards in Higher Educational Research 5.3. Research Funding Agencies: MHRD, UGC, CSIR, DST, ICSSR, ICMR, and RUSA	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral Written) • Report of the seminar • Assignment • Report of the group discussion

SUGGESTED ACTIVITIES (Any two)

1. Preparation of three abstracts of papers/articles in professional journals.
2. Report on the contribution of the agencies such as UGC, ICSSR, AIU, ICMR to Higher Education.
3. Discussion on best practices for quality improvement
4. Discussion on the role of the vice chancellor, and pro vice-chancellor, and chancellor.

📖 PRESCRIBED READINGS

1. Agarwal, R.B. (1993). *Financing of Higher Education in India*. Varanasi : Ganga Kaveri Publishing House.
2. Jayaram,N.(1987) *Higher Education and Status Peterson*. NewDelhi: Mittal Publications.
3. Kaul,J.N.(1988). *Governance of Universities, Autonomy of the university community*. NewDelhi :Abhinav Publications.
4. Pandey, V. (2006). *Higher Education in a Globalising World*. New Delhi :Isha Books.
5. Ram,A.(1990). *Higher Education in India Issues and Perspectives*. NewDelhi: Mittal Publications.

📖 SUGGESTED READINGS

1. Asby,E.(1971). *Any Person, Any Study: An Essayon Higher Education in the United States*. New York: McGrawHill.
2. Basu,A.(1974).The Growth of Education and Political Development in India. NewDelhi: Oxford University Press.
3. Bhatt,N.(2006). *Higher Education Administration and Management: Sublime Publications*.
4. Castaldi, B.(1987). *Educational Facilities: Planning, Modernization and Management*, Boston :Allyn and Bacon.
5. Dekha, B. (2000). *Higher Education in India. Atlantic Publishers and Distributors*.
6. Raza,M.,&Malhotra,N. (1991).*Higher Education in India–A Comprehensive Bibliography*. New Delhi : Concept Publishing House.