Course Code: MED1PC001   *Perspective Course*

M.Ed. DEGREE PROGRAMME
Semester I
HISTORY AND POLITICAL ECONOMY OF EDUCATION
(4 credits– 120 hours)

✍ **COURSE LEARNING OUTCOMES**

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

1. Explain the development of education in ancient India
2. Judge the impact of the British policies, acts, and reports on education in India.
3. Analyse the educational commissions and policies in India.
4. Evaluate the National Curriculum Framework (NCF) of 2005
5. Summarize the constitutional provisions for Education in India.
6. Discuss the provisions and rules of the Right to Education Act,2009
7. Appraise the flagship programmes on education in India
8. Employ Political economy as a method of understanding education and its nature
9. Assess the impact of new economic policy on education.
10. Describe the role of international bodies in educational development.
11. Trace the various financing sources of education in ancient and medieval period.
12. Examine the various financing sources of education in free India

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

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Explains the development of education in ancient India
2. Judges the impact of the British policies, acts, and reports on education in India.
	1.1. Education in India :
	   1.1.1.Vedic,
	   1.1.2. Buddhist
	   1.1.3.Medieval periods.
	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
		• Seminar
		• Assignment
		• Lecture
		• Interactive Session
		• Small Group Discussion
			• Seminar presentation
			• Assignment Evaluation
			• Written Test

Unit- II: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Learning Outcomes	Content	Strategies and Approaches	Assessment
1. Analyses the educational commissions and policies in India. 2. Describes National Curriculum Framework (2005)	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	• Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion	• QA Session • Evaluation of assignment • Test (written/oral) • Seminar presentation

Unit-III: CONSTITUTIONAL PROVISION ON EDUCATION

Learning Outcomes	Content	Strategies and Approaches	Assessment

1. Evaluates the National Curriculum Framework (NCF) of 2005
2. Summarizes the constitutional provisions for Education in India.
3. Discusses the provisions and rules of the Right to Education Act,2009
4. Appraises 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
		• ICT enabled group discussion
		• Seminar
		• Assignment
		• Lecture
		• Interactive Session
		• Small Group Discussion
			• Seminar Presentation
			• Test (written /oral)
			• Assignment evaluation

Unit-IV: POLITICAL ECONOMY OF EDUCATION

Learning Outcomes	Content	Strategies and Approaches	Assessment
1. Employs Political economy as a method of understanding education and its nature 2. Assess the impact of new economic policy on education. 3. Recognizes the role of education for knowledge economy. 4. 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)	• discussion • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion	• Test (written /oral) • Seminar Presentation • Assignment evaluation

Unit -V: ECONOMICS OF EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Traces the various financing sources of education in ancient and medieval period. 2. Examines the various financing sources of education in free India	5.1 Financing of Education in Ancient, Medieval and British Period: 5.1.1.Individual Contributions (Guru Dhakshana) 5.1.2.Religious Charities, 5.1.3.Philanthropic Contributions 5.1.4.Grant-in-aid System of East India Company 5.2 Financing of Education in Free India: 5.2.1.Public (Union and State Governments) and Private Funding, 5.2.2.Public-Private Partnership Funding – 5.3 Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding).	• Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion	• 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 READING**

1. Alex, V. Alexender. (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.

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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 READING

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: ConceptPublishing Company.

12. Singh, Baljit.(1992). *Economics of Indian Education*. New Delhi :MeenakshiPrakashan.

13. Rao, D.D. (2001). *National Policy on Education towards an Enlightenment and Human Society.* New Delhi: Discovery Publishing House.

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Course Code:MED1PC002 *Perspective Course*

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

✍ COURSE LEARNING OUTCOMES

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

1. Examine the various perspectives of modern psychology
2. Appraise the contributions of various learning theories
3. Design the classroom learning experiences based on various learning theories
4. Explain the basic concept and nature of cognitive sciences
5. Analyse the various disciplines of cognitive sciences.
6. Categorize the different types of intelligence
7. Describe various theories of intelligence
8. Implement the various types of intelligence tests in classroom
9. Identify the various personality disorders based on their symptoms
10. Correlate the characteristic features of different personality theories with the life experiences of individual

Unit – I: PERSPECTIVES IN MODERN PSYCHOLOGY

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Evaluates 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	• Lecture cum discussion • Peer learning • Seminar with visual presentation • Assignment	• Tests (oral &written) • Report of the seminar • Evaluation of Assignment

Unit – II: LEARNING THEORIES

Learning Outcomes	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.	• Lecture • Assignment • Group discussion • Peer learning • Small group • discussion • Seminar (visual presentation)	• Observation • Assignment • Written Test • Observation • Written Test

Unit-III: COGNITIVE NEURO-SCIENCE

Learning Outcomes	Content	Suggested Strategiesand 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.	• Lecture • Group discussion • Assignment • Seminar with visual presentation • Small group • discussion • Peer learning	• Observation • Report of Discussion • Assignment • Report of theSeminar • Tests (Oral/ Written)

Unit-IV: TYPES OF INTELLIGENCE AND THEORIES

Learning Outcomes	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.TriarchicTheory 4.2.2.Multiple Intelligence Theory 4.2.3. Emotional intelligence Theory. 4.3 Assessment of various types of intelligence.	• Small group discussion • Lecture cum discussion • Question Answer sessions • Seminar • Peer teaching	• Assignment • Test • Observation • Discussion

Unit – V: THEORIES OF PERSONALITY

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the various theories of Personality 2. Identifies various personality disorders	1.1.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.	• Group discussion • Lecture cum Discussion • Peer learning • Seminar (visual presentation) • Small group Discussion	• 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 READING**

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2. Baron.R. A. & Byrne, D. (2003). *Social psychology* (10th Edn.). New Delhi: Prentice Hall.
3. Chauhan.S.S. (1978).*Advanced Educational Psychology*. NewDelhi:Vikas Publishing house Pvt. Ltd.
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📖 SUGGESTED READING

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* (3rd edn.). New Delhi: McGraw-Hill Company.

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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: MED1TC001   *Tool Course*

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

✎ COURSE LEARNING OUTCOMES
On successful completion of the course, the prospective teacher educator will be able to:

1. Recognize the characteristics and need for educational research
2. Classify the different types of research
3. Identify the phases of research process
4. Prepare research proposal

5. Analyze the steps in sampling design
6. Categorize the different types of sampling.
7. Identify the characteristics and types of quantitative research methods
8. Discuss the different experimental designs
9. Identify the characteristics and types of qualitative research
10. Examine the principles of mixed research

Unit- I: NATURE OF EDUCATINAL REASEARCH

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment
1. Identifies the characteristics of Educational Research 2. Describes the need for Educational Research 3. Analyzes the criteria of good research **4.** Classifies the different types of research **5.** Differentiates	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 1.3Qualitative and Quantitative research	• Lecture • Group discussion • Digital presentation • Seminar	• Questioning • Tests (written/oral) • Participation in group discussion

qualitative and quantitative research			

Unit- II: PROCESS OF RESEARCH

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the phases of research process 2. Discusses the different types of hypothesis 3. Discriminates the different forms of hypothesis 4. Analyzes the criteria of good hypothesis 5. 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	• Lecture • Group discussion • Peer learning • Digital presentation • Assignment • Workshop	• Test (Written/oral) • Questioning • Participation in group discussion • Preparation of Research proposal

Unit- III: SAMPLING TECHNIQUES

Learning Outcomes	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. Categorizes the 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	• Lecture/briefing • Digital presentation • Discussion • Peer learning • Assignment • Group discussion	• Questioning • Participant observation • Tests (Written/Oral) • Assessment of assignments

Unit- IV: QUANTITATIVE RESEARCH METHODS

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment

1. Identifies the characteristics of quantitative research methods
2. Classifies the types of quantitative research methods
3. Examines the different experimental designs
	5.1 Quantitative research meaning and characteristics
	5.2 Types of Quantitative research
	   5.2.1 Survey Research
	   5.2.2 Causal Comparative Research
	   5.2.3 Experimental Research
	   5.2.4 Experimental designs
	   5.2.5 Advantages and limitations of quantitative research
		• Briefing / Lecture
		• Seminar
		• Brain Storming
		• Digital presentation
		• Peer learning
			• Questioning
			• Tests
			• (written/oral)
			• Seminar presentation

Unit- V: QUALITATIVE METHODS OF RESEARCH

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment

1. Identifies the characteristics of qualitative research
2. Classifies the types of qualitative research
3. Describes the principles of mixed research
4. Recognizes the advantages
	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
		• Lecture / briefing
		• Seminar
		• Group Discussion
		• Digital Presentation
		• Assignment
		• Peer learning
		• Brain storming
			• Questioning
			• Tests (Written/oral)
			• Seminar Presentation

and limitations of qualitative research			

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 READING

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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 Behaviouralsciences*, Delhi: PHI Learning.

8. Radha, Mohan. (2006).*Research Methods in Education*, Hyderbad: Neelkamal Publications.

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📖**SUGGESTED READING**

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.

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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 LEARNING OUTCOMES

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

1. Investigate the rationale for extending Early Childhood Care and Education upto eight years
2. Select the objectives of Early Childhood Care and Education for children from birth to eight years
3. Trace the development of Early Childhood Care and Education in India
4. Evaluate the influence of work by various organizations and agencies
5. Illustrates the contribution of thinkers in the field of Early Childhood Care and Education
6. Categorize the different stages of child development
7. Contrast the inter-relationship and interdependence of domains of development
8. Formulate principles based on the policies of Early Childhood Care and Education
9. Identify the issues in Early Childhood Care and Education
10. Analyse the problems prevailing in Early Childhood Care and Education

Unit -I: EARLY CHILDHOOD CARE AND EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of Early Childhood Care and Education 2. Investigates the rationale for extending ECCE upto eight years 3. Selects the objectives of ECCE for children from birth to eight years.	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	• Lecture / briefing • Peer learning • Seminar and discussion • Group discussion • Interactive learning • Assignment	• Test (written/oral) • Seminar presentation • Assignment evaluation

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

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Traces the development of Early Childhood Care and Education in India
2. Evaluates the influence of work by various organizations and agencies
3. Illustrates the contribution of thinkers in the field of ECCE
	2.1. Development of Early Childhood Care and Education in India.
	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.
	2.2. Contributions of educational thinkers in the field of Early Childhood Education-
	  i) Froebel
	  ii) McMillan Sisters
	  iii) Montessori
	  iv) Piaget
	  v) Vygotsky
	  vi) GijubhaiBadeka,
	  vii) Mahatma Gandhi
	  viii) TarabaiModak
		• Lecture / briefing
		• QA session
		• Assignment
		• Seminar
		• Peer learning
		• Group discussion
		• Digital presentations
			• Test (written/oral)
			• Assignment Evaluation
			• Student's reflective reporting

Unit- III: DEVELOPMENT OF CHILDREN

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Categorizes the different stages of child development 2. Contrasts the inter-relationship and interdependence of domains of development. 3. Recognizes the importance of play in learning and development 4. Plans the activities for holistic development.	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 4.3. Importance of play in learning and development of a child 4.4. Developmentally appropriate care and activities for holistic development.	• Lecture / briefing • Projective and non projective gadgets • Application of electronic devises like tablet & computer • Group discussion • Extension and field outreach • Assignment	• Test (written/oral) • Field level observation and reporting • Assignment • evaluation • Observation ofstudents

Unit -IV: POLICIES AND PROGRAMMES IN ECCE IN INDIA

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Formulates principles based on the policies of Early Childhood Care and Education 2. Examines the programmes and provision of ECCE 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	• Lecture /briefing • Assignment • Seminar • Group discussion • QA session • Self-study • Discussion	• Test(written/oral) • Assignment evaluation • Report writing

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

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the issues in Early Childhood Care and Education
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
		• Lecture / briefing
		• Brain storming
		• Discussion
		• Assignment
		• Field visit
			• 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 READING

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.
7. Kon, Ruth.(1972). *The exploring child*. Mumbai:Orient Longman Ltd.
8. National Curriculum Framework (2005). *Early childhood care and Education*. New Delhi.NCERT.
9. National Focus Group (2006). Position paper on Early childhood care and Education. New Delhi: NCERT.
10. Santrock.J.W. (2010). *Child Development*: An Introduction. NewDelhi:McGraw-Hill Education.
11. UNESCO (2007). *Strong foundations: Early Childhood Care andEducation*.Paris,

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

1. Trace out the historical perspective of elementary education of Indian and Western Philosophers
2. Discuss the various aspects of different educational practices
3. Explains the concept, definition and objectives of universalization of elementary education
4. Appraise the role of EFA in elementary education
5. Estimates the current status of primary education in India.
6. Analyse the merits and demerits of various schemes under universalization of elementary education
7. Enumerate the various aspects of teacher education institutions and facilities
8. Describe the salient features if elementary education
9. Aware of various types of child rights conventions
10. Formulate ideas for eradicating child labour and through creative discussions

Unit- I: ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Traces out the historical perspective of elementary education of Indian and Western Philosophers. 2. Compares the educational thoughts of Indian and western	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	• Lecture • Digital presentations • Seminar • Discussions	• Tests (oral/ written) • Report • Seminar presentation

philosophers. 3. Adopts the implications of modern practices. 4. Discusses the various aspects of different educational practices.	policies: Kothari Commission, NPE1986,Yashpal Committee, Report on Ramamoorthi commission, Janardhan Reddy committee, NCF -2005		

Unit-II: UNIVERSALIZATION OF ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept, definition and objectives of universalizati on of elementary education. 2. Identifies the constitutional provisions of elementary education. 3. Appraises the role of EFA in 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 committee1997 2.4.86thConstitutional Amendment Bill (RTE) 2.5. EFA – Education for all with special reference of Early childhood care and education	• Lecture • Illustrations • Auto instruction • Assignment	• Tests (oral/ written) • Report • Assignment evaluation

Unit-III: CURRENT STATUS OF ELEMENTARY EDUCATION IN INDIA

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Estimates the current status of primary education in India. 2. Appraises the initiatives in promoting universalization of elementary education 3. Analyses the merits and demerits of various schemes under universalization of elementary education. 4. Evaluates the positive impact of universalization of elementary 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	• Lecture • Digital presentations • Seminar • QA session	• Tests (oral/ written) • Report • Seminar presentation

Unit-IV: MAJOR ISSUES IN ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Enumerates the various aspects of teacher education institutions and facilities 2. Compares the quality of elementary teacher education with its quantity 3. Analyses the role of privatization of teacher education 4. Describes the salient features if elementary education.	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 5.6 Salient features of Elementary education: Relevance, flexibility, integration and interdisciplinary nature and concept 4.6.1 Objectivesof Elementary Teacher education	• Lecture • Auto instruction • Assignment • Discussions	• Tests (oral/ written) • Report • Assignment evaluation

Unit-V: CHILD RIGHTS AND ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Aware of various types of child rights conventions 2. Distinguishes the role of legislation in India regarding child rights. 3. Discovers the amendment made in Juvenile Justice Act. 4. Formulates ideas for eradicating child labour and through creative discussions.	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 2000and 2006 5.1.5 Child Labour 5.1.6 Prohibition and regulation Act 1986, protection of Children from sexual offences act 2012.	• Lecture • Digital presentations • Seminar • Discussions	• 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 READING

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 PublishingHouse.

5. Siddiqui,M.A.(1993). *Inservice Education of Teachers*, New Delhi, NCERT.

📖SUGGESTED READING

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 - 1*

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

✍ COURSE LEARNING OUTCOMES

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

1. State the meaning nature and concept of secondary education
2. Examines the development of higher secondary education in pre and post independent India
3. Detect the various quality issues in higher secondary education
4. Estimate the current status and problems of vocationalisation of secondary education
5. Compare the recommendation of NCF and TCF on school education
6. Comply the principles of school curriculum development at secondary and higher secondary education
7. Investigate the governance of secondary and higher secondary education
8. Propose measures to monitor and evaluate educational process and product.
9. Integrate the role of technology in enhancing quality education
10. Investigate the role of national mission of education through ICT.

Unit-I: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. States the meaning nature and concept of secondary education 2. Discusses the aims, objectives and needs of secondary education 3. Examines the development of higher secondary education in pre and post independent India. 4. Relates the organization and management of secondary education with its functions.	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	• Lecture • Electronic visual presentations • Seminar-presentation • Group work • Auto instruction	• Test (oral/written) • Questioning • Reports

Unit-II: ISSUES AND CHALLENGES IN SECONDARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Detects the various quality issues in higher secondary education
2. Discusses the problems and issues in higher secondary education
3. Discriminates the nature and forms of inequalities at various levels
4. Estimates the current status and problems of vocationalisation of secondary education
	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
	1.3 Inequality – Nature and Forms
	  1.3.1 Dominant and minor groups
	  1.3.2 Gender inequalities in schools
	  1.3.3 Public and private schools
	  1.3.4 Rural, urban and tribal schools
	1.4 Vocationalisation of secondary education
	  1.4.1 Present status
	  1.4.2 Problems and prospects
	1.5 Psychosocial problems of students at secondary level
	  i) Social sensitivity
	  ii) Gender concerns
	  iii) Cyber ethics
	  iv) Social abuse
	  v) Drug and alcoholism
		• Lecture
		• QA session
		• Talk by Invitees/ Experts
		• Electronic visual presentations
		• Seminar- presentation
		• Group work
		• Auto instruction
			• Test (oral/ written)
			• Questioning
			• Reports
			• Paper presentation and evaluation

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

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the need for curriculum revision 2. Compares the recommendation of NCF and TCF on school education 3. Compiles the principles of school curriculum development at secondary and higher secondary education 4. Analyses the textbook development in secondary and higher secondary education	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	• Lecture • Electronic visual presentations • QA session • Talk by Invitees/ Experts • Seminar-presentation • Group work • Auto instruction • Study of documents • Interview with educational experts	• Test (oral/written) • Questioning • Reports • Paper Presentation

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

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment

1. Enumerates the principles of educational planning
2. Micro level and macro level planning
3. Investigates the governance of secondary and higher secondary education
4. Proposes measures to monitor and evaluate educational process and product.
	4.1. Educational planning: Principles and approaches.
	  4.1.1. Socialdemand approach
	  4.1.2. Manpower approach
	4.2. Micro level and Macro level planning
	4.3. Governance of Secondary and Higher Secondary Education
	4.4. Educational Management and Administration in India
	4.5. Monitoring and Evaluation of Educational process and product
		• Lecture
		• QA sessions
		• Electronic visual presentations
		• Seminar-presentation
		• Group work
		• Auto instruction
			• Test (oral/written)
			• Questioning
			• Reports
			• Paper presentation

Unit V: QUALITY PERSPECTIVES IN SECONDARY AND HIGHER SECONDARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the local and global resources in quality enhancement
2. Integrates the role of technology in enhancing quality education
3. Develops desire to accept open educational resources
4. Investigates the role of national mission of education through ICT.
	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)
		• Lecture
		• Electronic visual presentations
		• Seminar
			• 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 interview 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 Tamil Nadu 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 READING

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 READING

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.

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Course Code:MED1LS004   *Level Based Specialisation - 1*

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

✍ COURSE LEARNING OUTCOME

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

1. Assess the recent trends in higher education
2. Discuss the recommendations of various commissions and their impact on on higher education
3. Appraise the role of various agencies of higher education in its development
4. Categorizes universities based on its types, structure and functions
5. Analyse the areas of inequalities of educational opportunities in higher education and suggest measure
6. Evaluate the impact of Liberalization, Privatization and Globalization in higher education
7. Appraise the role of NAAC on quality enhancement in higher education
8. Aware of patterns and procedure of state grants.
9. Discover the facilities available for research and innovations in higher education
10. Evaluates the standard of research in higher education to make India as a hub for research

Unit-I: HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the need and scope of higher education 2. Summarizes the achievement and features of higher education in pre and post independent India 3. Assess the recent trends in higher education 4. Discusses the recommendations of various commissions and their impact on on higher education	1.1 Higher Education : meaning, definition, need, scope and objectives 1.2 Development of Higher Education in India:Pre- and Post-independence periods: Achievements and Failures. 1.3 Recent trends in Higher Education: Mass and Privatisationof Higher Education 1.4 Reports of various commissions: 1.4.1. Acharya Ramamuthi Review Committee (1992) 1.4.2.Janardhan Reddy Committee (1992) 1.4.3.National Knowledge Commission (2005) 1.4.4.Sachar Committee (2006) 1.4.5.J.S.Verma Committee (2012).	• Lecture • Seminar withvisual presentation • Peer learning • Group discussion	• Tests (Oral / Written) • Report of the seminar • Assignment • Report ofthe group discussion

Unit-II: AGENCIES OF HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Appraises the role of various agencies of higher education in its development
2. Assess the functioning of agencies of higher education on quality enhancement
3. Categorizes universities based on its types, structure and functions
	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:
	  2.2.1Formal: affiliated, federal, unitary, unitary residential, deemed universities, Institutes of National Importance, Rural Universities, IIT and Women's Universities.
	  2.2.2Non-Formal: Open Universities, correspondence courses, continuing adult education
		• Lecture
		• Seminar with visual presentation
		• Peer learning
		• Group discussion
			• Tests (Oral / Written)
			• Report of the seminar
			• Assignment
			• Report of the group discussion

Unit-III: ISSUES AND CHALLENGES IN HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Investigates the problems in higher education 2. Proposes the measures to solve wastage and stagnation in higher education 3. Analyses the areas of inequalities of educational opportunities in higher education and suggest measure 4. Evaluates the impact of Liberalization, Privatization and Globalization in higher education.	3.1. Problem of Quality in Higher Education 3.2. Total Quality Assurance in Higher Education: IQAC, NAAC and NBA. 3.3. Problems of qualitative Improvement - Wastage and stagnation 3.4. Quality Teaching, Examination and Textbook 3.5. Inequalities of educational opportunities: Education for women, socially and economically disadvantaged, differently abled and rural students 3.6. Problems of qualitative Improvement 3.7. Liberalization, Privatization and Globalization in Higher Education. 3.8. Autonomy to institutions for improvement of Standards	• Lecture • Seminar with visual presentation • Peer learning • Group discussion	• Tests (Oral / Written) • Report of the seminar • Assignment • Report of the group discussion

Unit-IV: TOTAL QUALITY MANAGEMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Describes the basic concepts and functions of Total Quality Management 2. Appraises the role of NAAC on Quality enhancement in higher education 3. Aware of patterns and procedure of state grants.	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.	• Lecture • Seminar with visual presentation • Peer learning • Group discussion	• Tests (Oral / Written) • Report of the seminar • Assignment • Report of thegroup discussion

Unit-V: RESEARCH AND HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Investigates the need for research in higher education 2. Discovesr the facilities available for research and innovations in higher education 3. Evaluates the standard of research in higher education to make India as a hub for research 4. Identifies various 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	• Lecture • Seminar with visual presentation • Peer learning • Group discussion	• Tests (Oral Written) • Report ofthe seminar • Assignment • Report ofthe 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 READING**

1. Agarwal, R.B. (1993). *Financing of Higher Education in India*. Varanasi : Ganga Kaveri Publishing House.

2. Jayaram,N.(1987)*HigherEducationandStatusPeterson*.NewDelhi:MittalPub lications.

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 READING**

1. Asby,E.(1971).*Any Person, Any Study:An Essay on Higher Education in the United States*. New York: McGraw Hill.

2. Basu,A.(1974).TheGrowthofEducationandPoliticalDevelopmentinIndia. NewDelhi: Oxford University Press.

3. Bhatt,N.(2006).*HigherEducationAdministrationandManagement*:SublimeP ublications.

4. Castaldi, B.(1987). *Educational Facilities: Planning, Modernization and Managemen*t, Boston: Allyn and Bacon.

5. Dekha, B. (2000). *Higher Education in India. Atlantic Publishers and Distributors*.

6. Raza,M.,&Malhotra,N.(1991).*Higher Educationin India–A Comprehensive Bibliography*. New Delhi : Concept PublishingHouse.